

NEWS



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Honouring Sindiwe Magona

In 2020 the Faculty of Education at Nelson Mandela University conferred an Honorary Doctorate Degree to Sindiwe Magona. As an Education Faculty, we wished to recognise the contribution of Ms Magona's writing towards developing literacy in indigenous languages and promoting and valuing African culture. We particularly wanted to highlight her work in multilingual story-telling. Her intsoni reflect her isiXhosa roots and her modern children's stories like *Today we Plant a Chief* provide a revisioning of the significance of Mandela's funeral for future generations. She has contributed a body of stories that foreground African experiences and culture which engage both children and adults. Ms Magona's life and work has been an inspiration to many people across the country and globe. This is evidenced by the heartfelt sharing of final year law student, Lawrence Lwala, to the faculty recently

"My name is Lawrence Lwanga, I am a final year Law student at the university. I have been meaning to send this email, but I have not known how to phrase it for fears that it would not fully express the extent of my gratitude. In essence, I wanted to thank this faculty for granting this particular honorary doctorate to the legendary Sindiwe Magona. I feel it necessary to say this because without her work my life would have been fundamentally different.

In 2014 as a grade 11 student, I wrote a stage play based on her work *I am not talking about that now* at the Alexander Festival, which earned me a prize of R35 000 towards my first year at university. Without this prize, I would have not been able to come to university and be



as involved as I have been here. It feels full circle that this has happened in my last year at the university and it has shown that the institution continues to serve as a bastion of hope and affirmation for those who have changed the South African landscape.

My family will always be grateful for how her work opened doors for me in life and I could not pass this opportunity to express my gratitude.

I have attached the link to the article released in 2014 when we won the festival and another article written last year about the kind of activities I have been involved in my time at the university.

<https://www.dispatchlive.co.za/news/2014-09-26-queens-scores-double-at-fest/>

<https://www.heraldive.co.za/news/2019-10-22-two-good-to-be-true/>

I wish the faculty of education greater heights; I hope you continue to be a leading space of innovation and inclusivity."



STUCK IN LOCKDOWN



Bogolo Adelaide Moloisi

How did I get here? How did we all get here? I had 2020 all planned out in my head, I had things I was looking forward to doing, like standing in front of a class giving a lecture. It would obviously be practical work, but I wanted to get that professional evaluation of how I can improve. Now all I was looking forward to, ended up in the pile of 'things that will not happen'.

I wonder when it all started going downhill. Was it the first time I heard of the Covid breakout? Was it when I heard of the first cases in South Africa or Port Elizabeth? Was it the time we had to unexpectedly go back home for lockdown, or the time lockdown got extended and we had to do online learning? I cannot help but wonder when things started looking bleak.

I remember all the unfairness that I felt at the time. First was when out of the blue everyone had to vacate, where were students going to get the money to go home? Those worries were dispelled when the university

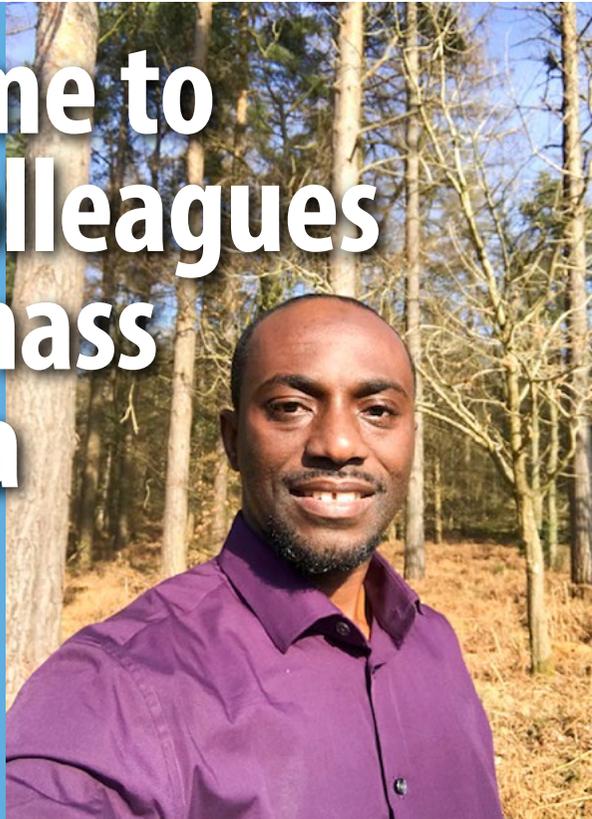
provided transportation and NSFAS students received their allowance. I had thought that, that would be the only worry I will be faced with, but it so happened that there was still more to come. Students had to endure online learning, a good idea if everyone had access to devices that can support online leaning, not to mention data. Once again some of my worries were dispelled because students were given options to study at home or back at the institution when lockdown rules and regulations allowed. Students were offered the options to get laptops and there was data provided. All of this was great but there was one big worry that could not just be dispelled, whether or not students will cope.

We have different types of students who come from different backgrounds. I can personally say that everything just got to a point where I could not even think straight. The stress of chores and academics started piling up and what made everything worse was where I stayed, a village, the

network was bad. I understand that we all had come from a situation where we were still in school and had to study at home and that some students still stayed at home while studying but this was different, that kind of environment just fades away as time goes by and the work load is just on another level. My sleeping patterns were turned upside down, my whole world was turned upside down. I thought I wouldn't make it through, and I was worried, not just for myself but for everyone and the different challenges they were facing.

Everything went from bad to worse, but I kept and keep to the hope that among all the worries and difficulties everyone had a good healthy way of coping. I held on to that hope, the hope that this too shall pass and pushed. I did my part by following regulations and prevention methods and all I could hope for was that everyone was doing the same and still are. We made it, we are here, almost at the finish line and we will cross it no matter what.

Welcome to new colleagues Prof Anass Bayaga



Before joining Nelson Mandela University, Anass was formerly cognitive mathematics professor at University of Fort Hare and later at the University of Zululand.

Prof Anass Bayaga's research have been multi-disciplinary ranging from; actuarial science, mathematics and statistics cognition, information systems and privacy in cyberspace. As a Fulbright researcher at the George Washington University, he researched cognitive enhancement via adaptive technologies and applications in Science, Technology, Engineering and Mathematics (STEM).

Prof Bayaga, currently serves as member of the Membership committee of the Mixed Methods International Research Association - MMIRA. He is also a member of the Association for Information Systems Southern African Chapter (AISSAC) Group and he serves as an editorial board member of International Journal of Mathematics Teaching and Learning (IJMTL). Prof Bayaga has published more than 20 peer reviewed journal articles over the past five years.

Farewell to some colleagues



Retiree's

**Prof Alette Delpont
Dr Dave Edley**

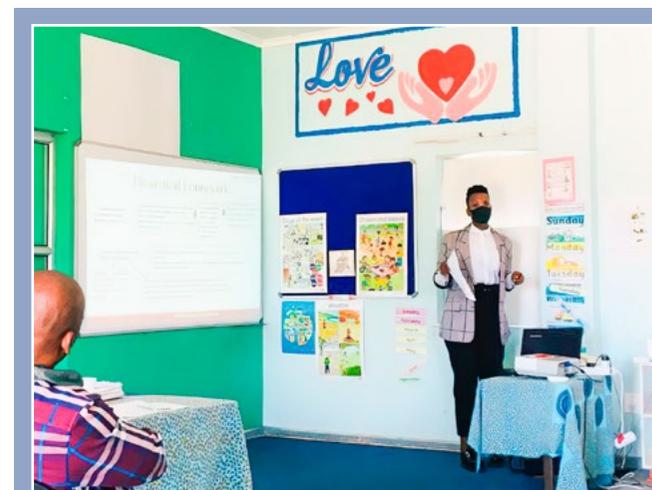
Moving:

Robin Notshulwana

Robin is moving to Atlanta in the USA. She will be a Centre Director for a Kiddie Academy – Educational Child Care in Atlanta, Georgia. It is a state-of-the-art facility and offers care for Infants to School Age learners. Robin will be in charge of the day to day operations of the centre, hiring, mentoring staff, working with families, and working with licensing agency to make sure that our centre meets all licensing requirements.

We wish her and her family all the best with this new adventure.

See her story on the next page.



*Silindile Malangeni, PhD
candidate of the Faculty
of Education, presents
her proposal to Principals
of Manyano Schools*

Dr Robin Notshulwana

The cold concrete walls of the Foundation Phase Building on our Missionvale Campus will now feel frostier without the warmth of a helpful and selfless colleague like Dr Robin Notshulwana.

It gives me great pleasure to wish Dr Robin Notshulwana everything of the best as she will be assuming the position of Centre Director of Kiddies Academy. We are honoured that an academic from our department has been selected to work in such a reputable institution. Robin's accomplishment is not her fate but rather her continuous and committed love for hard work. Colleagues will forever remember her distinctive, disciplined framework as well as her immense contribution in the programme, to ensure that our students were spoilt with a unique educational environment. Robin has been a great asset to the Nelson Mandela University as a lecturer, more specifically in the Foundation Phase Programme of the Education Faculty. Any task performed by Robin was done to perfection, within the time frame allowed.

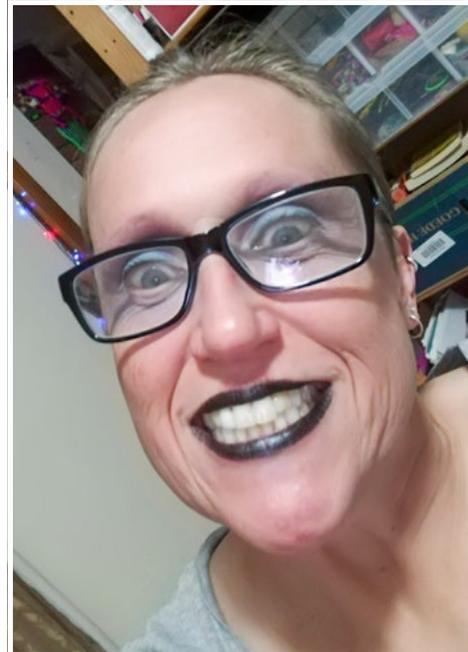
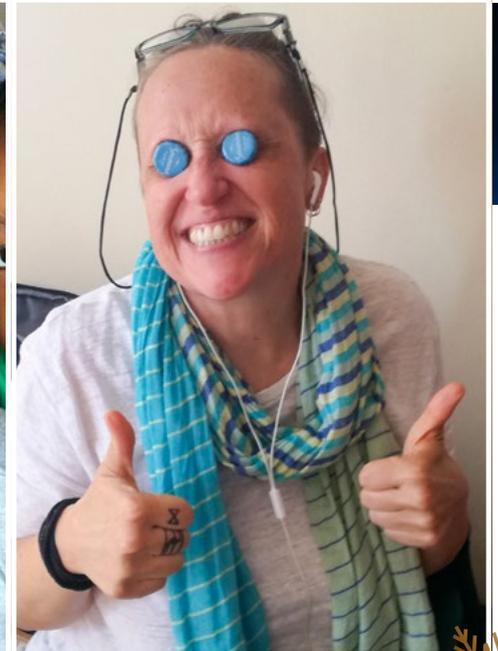
Robin's caring nature often saw her going beyond the call of duty in her efforts to assist any student who was experiencing difficulties with his/her studies. Nothing was ever too much for Robin in her quest to serve others. She always put others first, often at her own expense.

Her departure leaves a void in the FP Programme and in the faculty as a whole. We will surely miss her for her dedication and commitment to all educational matters. Robin always ensured that lunch breaks were exciting and brought life to dull team meetings. I was always reprimanded, now the secret is out Robin.

We wish her every success in her new venture. We are confident that she will tackle this task with the same level of diligence, commitment and competence. We are sad to see her leave, but at the same time we grant her the joy of a new experience as well as the delight of reconnecting with family and friends in her country of birth.

Go well Robin- and take with you our blessings as you embark on a new part of your life's journey. Make the most of it – make new memories to add to your treasure chest. Continue with your quest to add value to the lives of those who are fortunate enough to cross your path.

Nelson Mandela University was privileged to have benefitted from your experience, your vast body of knowledge and charming personality. May God bless you and your family. Thank you for everything. We will miss you.



Virtual Administrative Professionals Appreciation Event



A virtual Administrative Professionals Appreciation event was held on 20 November 2020. Attended by the acting Dean, Dr Morar, the Deputy Dean, Prof Mdzanga, Heads of Department and the Faculty of Education administrative staff, this event provided an opportunity for staff to express their appreciation for the work done by administrators over the past year.

Each administrator received a generous gift from the Faculty on the day before the event, which created much excitement and anticipation. On the day, after Dr Morar’s welcoming address, the administrative staff were given an opportunity to express some words of appreciation for one of their colleagues. This was done “secret Santa”-style, and it was heart-warming to hear each of the messages of appreciation and encouragement. Prof Mdzanga

provided some words of encouragement, and the chairperson of the Admin. Forum, Ms Pam Roach, added a word of thanks before Dr Sathorar expressed some closing words to conclude the event.

During the event, we were reminded that November is the month of thanksgiving, and that though administrative staff might often be seen as “the leader without a title”, we are all leaders within our own sphere of influence.

The memory of this event is one of the highlights in a difficult year, especially as it felt like we were in the same room even though we were meeting “screen-to-screen”. This was an event characterised by joy, excitement, relief, positive affirmation and encouragement and I am grateful to have had the opportunity to be part of this appreciation event.

ENDURANCE

Re fitlhile bokhutlhong jwa ngwaga, *(we have reached the end of the year)*

Re ne re sa itse le fa re ile go fitlha, fela *(we didn't know that we would make it through, but)*

Re kgotlhelletse. *(we have endured)*

We don't know what 2021 holds for us, but nothing will be the same, that much we know.

Ke ka moo re tshwanetseng go kgotlhella *(this is why we need to endure)*

Ka tshepo ya gore tsothle di tla apara tshiamo le gore *(with the hope that all will be well and that)*

Se segolo ke bophelo, *(what is greater is the gift of life)*

Le ga 2020 setse e tsere baratuwa ba rona. *(even though 2020 has already taken some of our loved ones)*

Thato ya gagwe e phethegile, fela rona *(His will has been done, but we)*

Re tla itshokela tse di latelang *(will endure what is to follow)*

Even though sesiphefumla ngenxeba. *(even though we are already breathing through the wound)*

Every finish line is always the beginning of a new race and as we all prepare for the next new chapter

My hoop is vir die lig aan die einde van die tonnel *(My hope is for the light at the end of the tunnel)*

This year taught me that we are stronger than we know, because we somehow managed to survive through the challenges of Covid-19 as a nation and I believe that we are resilient enough for anything that life throw at us.

May 2021 be a better and prosperous year for everyone and let's all remember that 'after a hurricane comes a rainbow'.

Kamogelo Thalitha Phasha, 217175139



Educational Research for Social Change

An Online Journal



Educational Research for Social Change is an international peer-reviewed journal established in 2012 in the Faculty of Education, Nelson Mandela University, South Africa, under the leadership of Emeritus Professor Naydene de Lange. The journal is financially supported by the Faculty of Education within the university and there is an article publication fee of R5000 effective from 2021, for accepted articles.

The journal was conceived to promote research that transforms lives and produces social change. The notion of educational research having the potential of being transformative, through working with communities and through various participatory research approaches, is something that is still very new in many educational research circles. This journal therefore plays a critical role in confirming the importance of educational research as social change by contributing to the theorising thereof, and the dissemination of current research to a broad, cross-

disciplinary audience of scholars and practitioners in the field of education.

The journal publishes scientific articles which draw on participatory methodologies such as Arts-Based Research (ABR), Participatory Visual Research (PVR/PVM), Community-Based Participatory Research (CBPR), Participatory Action Research (PAR), Participatory Action Learning and Action Research (PALAR), Self-Study Research (SSR) and other such empirical research, located in critical and transformative paradigms which are key in contributing to the transformation of education research and education itself. The journal also publishes original conceptual papers, book reviews, conference and project reports which are relevant to the scope of the journal. To be published, the research itself which is being reported on must have led to some form of positive change in at least one of the following areas: change in the researcher, change in the participants, change in the situation. If your

research fits this scope, please consider publishing your work with us or requesting to become a guest editor for a special issue.

The advent of the Corona virus has highlighted the need for research that is critical, humanising and transformative. The taken-for-granted notions of our lives and livelihoods have been shaken to the core and everyone was forced to take a step back to think about what it means to be human. The work of the journal during this time has been critical in ensuring that researchers still share their work with likeminded global scholars to create an understanding of the need for inter and transdisciplinary research for sustainable development globally, and the global south specifically. If we work together, everything is possible!

*Mathabo Khau (Prof)
Co-Editor-in-Chief*

1. Co-construction of a sustainable Physical Science, Life Sciences, English and Mathematics (PLEM) support programme for High Schools (PLEM)

The aim of the programme is to assist high schools offering Physical Science, Life Science, English and Mathematics (PLEM), to co-construct a programme which will provide sustainable support in these subjects. Through the CoP all participants (stakeholders) who actively participated in ensuring that the programme becomes a success, and a much deeper relationship was developed. From 2018-2020 the plan was to develop and support the CoP and trying to explore what support does the CCS need in order to implement the programme. Four themes were identified by the stakeholders, which include **(i) Risk Factors (ii) Interpersonal Relationships (iii) Subject and Content Knowledge (iv) Resources**

A lot has been achieved during these dare time, CCS managed to reconvene and implement projects that were supposed to have began in March.

These projects are classified by themes and each school was allocated as a project based on the need's analysis submitted during the engagements with stakeholders. Then a pilot project was planned to be implemented in 2020 and we managed to implement that. Below is the successes of the implementation.

a. Risk Factors (Ithembelihle Comprehensive School)

This project is championed by Ms Nomonde Ndarana,

who is a Social worker. After struggling to gain access to school premises due to strict regulations of the lockdown, eventually Ithembelihle appreciated the assistance provided by CCS and allowed us to get involved since it was a very tough period for educators and learners as well.

It was a very successful project because it had an impact on 35 learners who were identified by the educators as they seriously needed assistance. Services offered were individual counselling, career choices and other services. These individual counselling were aimed at assisting learners to solve their problems. Other services required the social worker to refer client to relevant resources.

Because of Covid 19 there was limited time to spend with learners since they had to catch up on the time missed for teaching and learning activities. However, some of the issues are carried forward to 2021 for continuation. There is a huge need for a full-time social worker in schools to support learners and to assist educators who are already overwhelmed by the working conditions they find themselves in.

b. Subject and content knowledge- Mathematics (VM Kwinana High School)

This project is championed by Dr Philip Collet, Govern Mbeki Maths Development Centre.

The aim of this project was to work with Mathematics educators and learners in 2020 to begin a process of

engagement to improve Mathematics teaching and learning at the school.

Since face to face interactions were prohibited, a group of Grade 12 learners were introduced to options of using MobiTutorZa application of Govern Mbeki Maths Development Centre. It required the use of Data which was provided to them on the second term only to those who were actively engaging. There were a couple of challenges such as communication and contact constraints due to Covid 19 and the project struggled to pick up as expected, also the learners were focusing on the school and departmental interventions which were offered in response to the situation and missed time. Another factor was that educators were fully occupied with their basic duties and struggling to cope with the situation.

Online interactions continued as learners were enthusiastic about the engaging with the App. Learners managed to register and attempt self-tests available on the App. There was certainly great willingness from the staff and learners who were involved, and communication is still ongoing. The project will continue effectively in 2021 and build on the preparatory work that has been done in 2020.

c. Physical Science- STEM in Action

(Moses Mabida High School, Kirkwood)

Life Science – STEM in Action (St Colmcille Hoerskool)

This project is championed by Isabel Van Gend, Program Manager STEM in both schools. Its main objective is to create a modern learning environment for a Physical Science and Life Science. There were also extraordinary circumstances faced during the implementation which are mutual to another project refraining it from moving smoothly. However, after the regulations were relaxed, we managed to gain access to the school. Currently there is an ongoing clean up of the science lab, getting rid of all unused and old chemicals and other materials that might be dangerous to the school. This project will be carried forward where several resources will be provided and revamping of the science lab will continue from where it will end off this year.



CCS Highlights during lockdown

d. Interpersonal Relations - Ithembelihle Comprehensive School

This project is championed by Shena Lamb-du Plessis, Coordinator, Alternatives to Violence Project.

A great need was showed by the stakeholders during our startup workshops, but CCS couldn't push to try to conduct the workshops since they need a full day out of the school premises. Plans did not work out the project has been moved to commence next year if things will get back to normal.

Irrespective of the challenges encountered in 2020, based on the amount of work achieved CCS strongly believe that in 2021 all projects will continue effectively provided that the situation changes. Clearly all these projects mentioned above are equally important for the development and improvement of our schools.

2. CALA (Sakhingomso)

This project forms part of collaboration in a partnership agreement between the Nelson Mandela University and the iKamvelihle Development Trust (iKDT). It is focused on the establishment of a Community of Practice and the co-construction of a School Development Programme. The initiative involves three pilot schools in Cala, a rural area located within the Chris Hani District Municipality of the Eastern Cape. Schools involved are Mnxe Primary, Guata Primary and Batandwa Ndongdo High School.

Continued support for the project coordinator in monitoring and supporting the project and the work of IDKT and Sakhingosmo. Plans for 2020 were not achieved due to Covid 19. But the main project for this year which is schools were asked to prioritize one important item from their School Improvement Plans for implementation before the end of 2020.

A small portion of money was made available to all three schools to commence with the project of their choice. All schools are currently utilizing the money to build toilets since it is a major need for rural schools. Monitoring, learning, support, and evaluation of the implementation

of the individual school improvement plans is strongly handled by the Coordinator.

Other capacity development workshops have been moved to next year provided that the situation gets better in 2021.

3. The Bookery

The Centre for the Community School at Nelson Mandela University in collaboration with the Bookery, a Cape Town based NGO established libraries at Ebhongweni Primary School and Gertrude Shope and Jarvis Gqamlana Primary Schools in March 2020. The purpose of the libraries/literacy spaces is to contribute to the improvement of reading for fun among Manyano schools and to complement the reading clubs that had already been established in the schools.

One of the challenges posed by the impact of Covid 19 pandemic in schools was the inability to contribute their portion towards the payment of stipend for the Library Assistants. CCS on behalf of the three schools engaged the Bookery and the matter was sorted out. The Bookery committed to pay the full stipend of the library assistants.

4. Mask Project

CCS has been involved in the mask project which is part of a series of projects of the Community Convergence Workstream (CCW). As part of Nelson Mandela University's efforts to prevent the spread of corona virus and to save lives, CCS was involved in the distribution of masks to needy communities. In the last quarter of 2020, masks have been distributed to the following micro communities:

- Asakhe ECDC in Walmer Township, Port Elizabeth
- Nosintu in Jekezi Village in Ngqamakwe
- Abongile, who works with people with disabilities near East London
- Sophumelela Drop In Centre in NU 12 Motherwell.

More masks will be distributed to the 13 Manyano schools (Port Elizabeth and Uitenhage) as part of the university's effort to fight the rapid spread of Covid 19 in Nelson Mandela Bay Municipality, which has been identified as the hotspot in the Eastern Cape and the country as whole.

Compiled by:

*Jabu Bam; CCS Programmes Coordinator
Nkosinathi Mzuzu; CCS Interim Manager*





MASK PROJECT



A Broken Boy Who Kept The Faith...



DELANO GREWE

I come from a small town called Maclear in the Eastern Cape. Growing up was a rough ride but with the support and love I got from my family, I always reached for the stars. I remember losing my father at a young age and, soon thereafter, I lost my grandmother who was the only woman who could make me laugh till my tummy hurts.

Seeing them depart broke my heart but life went on and I became strong. A few years thereafter I matriculated from Maclear High School and was so excited to start a new chapter of my own life at university. I unfortunately didn't apply on time and I remember coming to Port Elizabeth for the very first time, not knowing where I'll be staying or how I'll get myself into university. I managed to do a "walk-in" and a few days later I was accepted to study and complete my degree in Education.

I was excited being a matric boy who is now finding his way in university. As soon as I settled in, I got mugged almost four times over the two years that I'm in Port Elizabeth. Every time I got mugged it felt like I was losing a part of my life, and the hopes of reaching my dream. But, there is always a small voice whispering in my ear to keep going and not to give up. Last year I lost three of my family members on one day in a car accident. Again, I was shattered but I kept the faith.

The year 2020 has also come with its trials and tribulations but, as we are heading to the end of the year, I just want to inform everyone who might be reading my story that no matter what we are going through and what you are facing in life, just keep the faith. No one said it would be easy. It might feel like this year has knocked us down as we are battling the fight of this COVID-19 pandemic but let us raise-up stronger and braver like never before.

I want to wish you all a blessed festive season, remember to stay safe, wash your hands, and to practice social distancing.

Delano Grewe, s221388087



Reflections of my 30 years

My association with the university started in 1987, receiving an emergency call from a distressed HOD at UPE's music department: "We need a relief piano teacher who can start tomorrow. It will be 6 hours per week @R18.00 per hour. Please!" My task: basic piano lessons (Baa Baa Black Sheep, Twinkle Twinkle Little Star, This Old Man...) for B Prim Junior Primary students enrolled in the Faculty of Education. During the next couple of years, the dreaded piano lessons in the music department were fortunately replaced with fun music education activities in room 060119, my part-time contract morphed into a fulltime contract and in 2002 I became a permanent member of UPE Faculty of Education. My relationship with this HEI thus spanned more than 30 years and constituted my professional identity as academic.

During this period, the institution was led by four VCs: Prof Jan Kirsten, Dr Rolf Stumpf, Prof Derrick Schwartz and Prof Sibongile Muthwa. In the faculty, I worked under the leadership of several deans. They were Profs Cedric Taylor, Conrad van der Westhuizen, Wally Morrow, Ana Naidoo, Denise Zinn and currently Muki Moeng, with several 'acting' deans (including Pat Bean, Nonnie Botha, Tulsi Morar, Paul Webb and Yours Truly) tasked to keep the fort during often very unstable transition times.

It goes without saying that South Africa's rapidly changing political and social landscape affected the university in comprehensive and profound ways. In this regard, I was fortunate to observe, as well as actively participate in numerous institutional transformation processes: from 'Old SA' Afrikaner Broederbond UPE,

through a 'New SA, 'multicultural', 'comprehensive' NMMU to current culturally diverse, decolonizing, Covid19-reactive Nelson Mandela University. These processes were of course dynamic, stimulating and very exciting, but also at times traumatic, volatile, painful and scary. I recall for example our faculty's attempts during the late 90s to increase student numbers by offering 'semi-distance' education in George, King Williams Town, Queenstown and Cradock, the establishment of UPE's notorious Off Campus Unit, followed by its traumatic, chaotic dismantling/mopping

up' of students in Zambia, Zimbabwe, Namibia and remote areas of South Africa, the incorporation of Dower and Masibulele Teacher Training Colleges, the painful merger with former PE Vista-campus and Port Elizabeth Technikon, the integration of SMATE into the faculty, HEQC reaccreditations, MRTEQ recurriculations, several stressful (unsuccessful) performance management exercises (PMS, FRE, etc) - and of course: numerous faculty structures.

Cherished memories include Tuesdays-with-Morrow's Research Seminars, Faculty VW combi trips to conferences





in Gaborone, Drakensberg and Wildernis, the FOE Tsitsikamma hike, research dissertation workshops with M Ed CPDM students in Harare and Buluwayo, curriculum renewal and transformation workshops at Red Location and Thatchwoods (relentlessly facilitated by Ilze Olckers), and our engagement with humanizing pedagogies, guided by 'inquiring' Carol Rodgers. An exceptional highlight was the exploration of my personal transformation as Afrikaner as part of my PhD thesis, which I was privileged to do with the sharp and critical guidance of Wally.

It is basically impossible to articulate my personal and academic growth during my 30+ year stint in the faculty, but, in accordance with Wally's advice, I will try to summarise in six bullets:

Ultimately, I have learnt that:

1. The project to restore social and political justice in society will continue ad infinitum.
2. Students and learners are 'endless bundles of potential'. They have the innate ability to think critically and independently. Our task is to enable and support the process of discovering/uncovering/recovering and developing individual voice and potential.
3. Discomfort, personal pain/loss and 'brutally honest' introspection enhance personal growth. Acknowledging one's vulnerability is liberating.
4. Good management does not necessarily imply good leadership.
5. At the heart of education is compassion – the ability to imagine the predicament of the other, the desire to relieve the distress of the other, followed by the implementation of restorative action.
6. Compassion is alive and well in the Faculty of Education, Nelson Mandela University.



To conclude:

One knows time has come to redefine one's life purpose when the neurologist's instruction to "stop working immediately" is met with (albeit unanticipated) relief – in

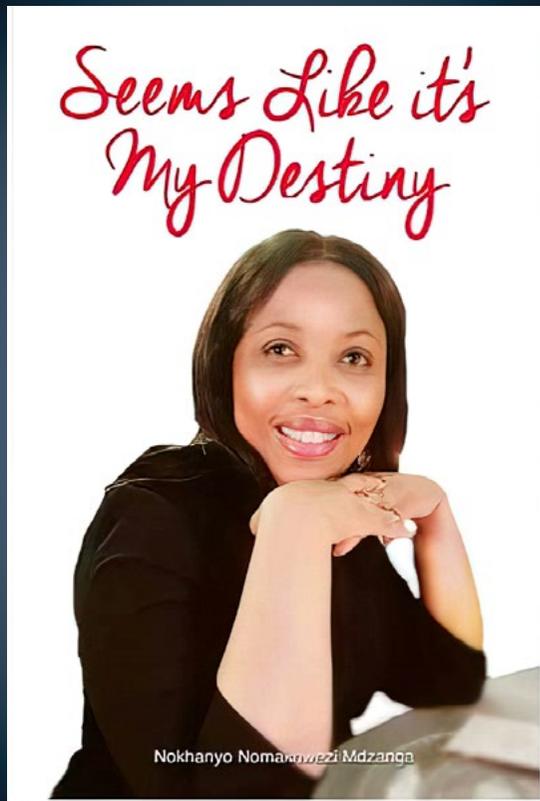
other words, no meetings, no exam papers, no assignments and scripts, no incoherent chapters to decipher, no urgent emails, no pressure to 'publish or perish', no work-related crises and stress!? Hence, hand over the baton with an encouraging smile. Savour the overwhelming sense of release. Close this chapter. Turn the page. It is time to recover, uncover and discover what still remains to flourish within this ageing 'bundle of potential'!

Thank you to all my dear colleagues and the numerous students who, during the last 30+ years, made significant and everlasting contributions to my life journey. I will always cherish you in my heart!

Wishing you all the best!, Alette



Seems Like it's My Destiny



Some years back Nokhanyo was finalising her PhD and asked me to assist with her technical editing (something I do in my own time). During our discussions and my popping into her house, she shared that her son is autistic. I remember meeting Chumi for the first time one sunny December day at their house where he wrapped himself around my legs and didn't want to let me leave.

Earlier this year, in one of our chats in the office Nokhanyo told me she was putting together her diary entries as a book; her hope being to share her journey which could be a resource and inspiration to others touched by Autism. In amongst all the many things she does in the faculty as well as in the national arena's of literacy and special needs education, and as a single mom of two, she also finds time to write a book! I don't know how long it takes to write a book, but I was amazed to hear in October that her book is finished and has been published. Truly inspirational.

I asked Nokhanyo a few questions...

What is your book all about?

This book outlines my struggles of raising a child with autism and how I bounced back and realised that raising this child was my destiny. I explain how my faith in God led me to a point of accepting my child's condition and propelled me to participate in activities that promote autism education and advocacy. I noticed that my son's life is intertwined with my life history. Every experience I have had growing up was preparation for this time. Through this book I hope that every parent who raises a child with a disability will relate to my emotional struggles and gains hope and healing in the process. I intend through my writing that teachers may gain an in-depth understanding of how parents are challenged emotionally by their children's condition and the implications thereof. I also wish that fathers who are emotionally absent in raising their children will read this book and get a sense of the trauma mothers experience when they raise such children alone. I would like to see the church community gaining a detailed insight of the experiences of parents raising children with autism. I also want the department of basic education

to understand the plight of these children, who are not able to access education because of lack of teachers and public schools.

How did it begin?

I have been diarising my thoughts as far as I can remember. As a young child I preferred to write my thoughts than talking about them. The trend continued in my adult life. Because I had diary entries that outline my child's milestone since he was born in 2006, in writing this book, I used those entries to help me recall some of the experiences that I talk about in the book. I have shared some of those entries in the book. In 2019, I began my draft manuscript, left it for some time and resuscitated it in February 2020. I thought that by sharing my story I will be the voice of many parents especially in rural areas who are in a similar predicament.

How do you see your book in relation to teacher education?

There is a lot that student teachers can learn in this book, but I will mention two aspects which are key:

If I were to theorise this book, I would say it fits into Bronfenbrenner's ecosystems approach. This story is a typical case study that could help student teachers to understand the contextual factors and interactions between the ecological systems that impact on a child's positive development. I position my child in the centre of this system. My son's relationship with the school was not positive. There was no significant change in learning whilst he was at school. My family did not know what autism is. He struggled to get a public school for children with autism and the neighbourhood he grows into is not informed about autism. The private centres he finally went to were not equipped to support his needs. The teachers were not adequately trained to teach a child like him. In fact, teacher training does not prepare student teachers to teach a child with autism. The inclusive government policies do not cater for children like him because he will not cope in

an inclusive setting as result of his internal developmental issues. In addition, there is only one public school in the province where my child resides. As a result of many changes and the inadequacy in the system, I divorced, resigned from my lecturing job and relocated to another province. So, the interactions between these systems impacted and still impacts on my son's development. My experiences can therefore be understood by considering the contexts in which they occurred. Student teachers can gain an understanding of the developmental challenges of children with special needs, think of learning support they could provide a child like my son who is now home schooled as well as the importance of collaboration with parents when teaching a child with autism.

The second aspect is that student teachers can learn about resilience and resilience enhancing factors. In this book, I used the phrase 'bent but not broken' which summarises what resilience is. After I have cried, mourned, been traumatised by the system and so forth, I decided to do something about my child's condition. On page 69-71 in the book, I share one of my blog entries. When my child was diagnosed with autism I was doing a PHD study. My resilience enhancing factors were my faith in GOD, determination to succeed, support from my promoter, son's caregiver and colleagues. When student teachers understand what resilience enhancing factors are, they will be in a better position to support parents of children in schools.

Dr Muki Moeng, who wrote a foreword of this book, says 'This book is a story of hope and healing filled with learning opportunities that prepared Nokhanyo to raise her child. She paints a picture that allows us to get into her life, her thoughts and her work and take away lessons that speak to us as individuals as we relate to how her story relates to ours.'

How has your book inspired your engagement work in Autism?

When I came to a point when I realised that raising a child

with autism seems like it's my destiny, I then initiated a number of activities, including the conceptualisation of an Autism education project. I conceptualised this project as a way of addressing a gap in knowledge in the education of children with autism. It is not a secret, most of these kids are not in schools mostly because of lack of public schools. Not all parents, especially black parents, can afford to pay exorbitant fees in the private centres. In my case I was not happy with how much child was taught in the private schools, hence I decided to home school him. The question I pondered is: what can parents do at home to support and enhance their children's learning experiences? Hence I established a community of practice for parents of children with autism. We design learning resources using recycled material that can be accessed at home. More on this is outlined in the book.

What are your future plans – will you continue to pursue interests and research in Autism?

This is now my destiny. I am currently working on another PHD study that addresses multilingualism for children with autism. My son is non-verbal yet can hear and function in more than one language. I am therefore extending my research to address such issues. My advocacy on autism education still continues. I am also planning to design teacher preparation courses that will equip teachers with knowledge and skills in teaching children with autism. I hope that I could be able to open an early intervention centre for children with autism. I do not wish for any child to go through what my son went through in private centres when he was younger. Watch the space!

Want to read a copy? Share or gift a copy?

"Seems Like it's My Destiny" can be purchased by contacting Nokhanyo via nokhanyomdzanga@gmail.co.za or blog: <https://www.facebook.com/mdznn/>

Jackie Smith

Academic Achiever Awards 2020

Our heartfelt congratulations to our colleagues Badroen, Marelize and Mathabo who each received Achiever Awards this year.

- The 2020 Faculty of Education Emerging Researcher of the year is **Dr Marelize van Heerden**
- The 2020 Faculty of Education Excellent Teacher of the Award goes to **Dr Badroen Ismail**
- The 2020 Faculty of Education Researcher of the Year is **Prof Mathabo Khau**
- And the 2020 Nelson Mandela Excellent Teacher of the Year is **Dr Badroen Ismail**

We are so proud of you!

Words on what inspires me to be a good teacher...

I am inspired by the Faculty of Education's "Emancipation Model" of teaching where lecturers, as transformative intellectuals, are (i) in constant participatory dialogue with students; and (ii) critically engaging with traditional knowledge in relation to indigenous knowledge hoping to bridge the gap between theory and practice by drawing on students' lived experiences. As a facilitator of learning, my students must see that I do not have all the answers and that I, too, grapple with contradictions about teaching and life just as they will. To embrace these contradictions and gaps in knowledge create an opportunity for new understandings and ways of looking at the world. Through a process of modelling and well-intended manipulation, I seek to develop my students' higher-level reasoning skills by constantly engaging them in dialogue. Without dialogue, there is no communication, and without communication, there can be no true education (Freire, 1970).

What drives me in my own work/teaching...

Life-long learners, even with PhDs, cherish the prospect to be schooled with every lecture they present.



Dr Badroen Ismail



Prof Mathabo Khau



Dr Marelize van Heerden

3rd Annual Student Achiever Awards

The Faculty of Education virtually celebrated its 3rd Annual Achiever Awards Function on 8 December 2020. This event is the highlight on the Faculty calendar where we recognise and award students who have excelled in various categories throughout their years of study. We also acknowledge our Academic Achievers for their commitment and perseverance throughout.

The acting Dean, Dr. Tulsi Morar encouraged students to always maintain a positive attitude. “The key to a happy life is having a positive attitude. It is only when you have a positive attitude. That you are able to manage the daily challenges of life,” said Dr Morar.

The recipients for the categories were as follows;

Category Community Engagement Certificate Recipients	Category Community Engagement Overall Winner
Larry Maluleke Mogamat Salie	Neo Sepuhle

Category Leadership Awards Certificate Recipients	Category Leadership Awards Overall Phase Winners
Heini Grieb Larry Maluleke Lubabalo Mtikrakra Mogamat Salie Mzuvukile Williams Samantha Kelly	Godfrey Bakers <i>Intermediate Phase</i> Shirmonique Maaka <i>FET</i> Jacqui de Jongh <i>PGCE Category</i>

Category Sports Award
Malikah Potgieter

Category Top Achiever Award	Phase
Candice Banks	Foundation Phase
Nicola Ashleigh Webber	Intermediate Phase – Languages
Mishale Traci Futcher	Intermediate Phase – Maths and Sciences
Debbie De Jager	FET – Commerce
Sinothando Yena	FET – Sciences
Khadeeja Salaam-Madatt	PGCE – FET
Kirsti Limbert	PGCE – SP/FET

We congratulate all the recipients of the various awards and wish them well with all their future adventures. **HALALA!**

COLLEAGUES FROM THE FACULTY PRESENT ONLINE COLLABORATIVE WORKSHOPS



Colleagues from the Faculty of Education, involved in the DAAD sponsored project entitled '**Inclusion and Multilingualism in Teacher Education**' worked collaboratively with colleagues from partner institutions namely the University of Oldenburg (UOL) and the University of Groningen (RUG) to present virtual workshops to students from all three institutions.

The workshops, which were held on the 5th and 6th of November, afforded students and staff the opportunity to engage with issues of inclusion and multilingualism across the three institutions. **On the first day** of the collaborative workshop sessions the following themes were engaged with involving colleagues from across the three institutions:

- **Policies of inclusion:** Sanet Deysel (NMU); Marjolein I Deunk (RUG) and Karsten Speck (UOL)

- **Inclusive Education: Theories and values of inclusion:** Nokhanyo Mdzanga (NMU) and Till-Sebastian Idel (UOL)
- **Inclusive Education: Evidence-based practice-practice-based evidence:** Mathabo Khau (NMU); Ulrike-Marie Krause (UOL); Tanja Jungmann (UOL) and Clemens Hillenbrand (UOL)

On the second day of the workshops, the following themes were engaged with:

- **Multilingualism and Social Justice:** Nokhanyo Mdzanga (NMU); Muki Moeng (NMU); Heloise Sathorar (NMU); Marije C Michel (RUG) and Martin Butler (UOL)
- **Multilingualism in the classroom: Exploring strategies for enhanced teaching and learning in multilingual contexts:** Logamurthi Athiemoolam

(NMU) and Sylke Baker (UOL)

- **Multilingualism in the classroom: Multilingualism in children and youth with special educational needs/ neurodevelopmental challenges:** Tanja Jungmann (UOL); Ula Licandro (UOL), Nokhanyo Mdzanga (NMU).

The workshops were a great success and were very well attended and received by students from across the three institutions. The workshops demonstrated that despite the restrictions imposed by the COVID-19 pandemic relating to in-person contact, virtual workshops could be successfully and collaboratively planned and implemented across international institutions to engage students optimally for enhanced learning and international collaboration.

As with every reach of society, the DHET FPP Phase 01 and the fellows were affected by the Covid-19 pandemic. New and uncertain circumstances meant that the FPP responded to substantial changes in the global and South African environment which necessitated a response from the programme in terms of timing and approach. Nonetheless, the substance of the engagement with the fellows and DHET's commitment to a next generation, transformed professoriate, has been unchanged.

The first session, hosted at STIAS at the University of Stellenbosch, from 27-29 February 2020, was attended by 28 fellows from 23 South African universities, including Dr Geduld.

- Session 01, entitled: "On Becoming a Scholar," included an introduction by Dr Diane Parker (DHET) on the South African professoriate, followed by
- Presentations highlighting accelerated scholarship, metrics, rating, evaluation and pathways to scholarly excellence.
- Prof Pumla Gobodo-Madikizela ("My Scholarship Journey: Lessons Learnt") and
- Prof Jonathan Jansen ("On becoming a Scholar") were the keynotes.

During lockdown, the lead implementers undertook a series of extended conversations (phone calls, whatsapp, zoom, email) with the cohort, connecting on matters of professional and domestic circumstances (e.g. connectivity, work space, etc.), research and other work, and gauging and supporting how fellows were negotiating the radically altered teaching environment. Essentially, these conversations became an alternative for the site visits to fellows at their universities that was scheduled for March/April 2020.

Recognizing that the pandemic and lockdown do not pose similar challenges to individual circumstances and that each university – and discipline – might have unique responses, we nevertheless also found among our cohort a need for a sense of community, of routine, order and a

retention of a sense of "normalcy" in the familiar activities of academia. In reconceiving of the residential programme (which we currently can't continue in person), we tried to accommodate this with great sensitivity to their current and ever-changing circumstances:

Changes to the residential programme: face-to-face sessions that entail travel, hotel accommodation and time spent in close proximity, are currently on hold. We nevertheless retain our belief in the value of the residential component of the FPP and will resume once this becomes feasible. As a result, we moved to alternative modes of engagement.



- **Employment of a professional coach:** Exacerbated by the pandemic, we identified a "sense of isolation" in many of our fellows. The programme employed a coach who will continue to guide and support the cohort in 2021.
- **Brown Bag Engagements via Zoom:** Cohort-building among the fellows was one of the specific outcomes for the FPP, and we have retained this by convening weekly informal brown-bag engagements on Zoom from the beginning of May (every Friday at 10h00-11h00). These engagements are thematically focused on, e.g., challenges posed to teaching (but also research) by the COVID-19 pandemic. The first brown-bag, for example, concentrated on blue skies thinking on working within current preconceptions of

the academic year and how, more broadly, this might prompt fellows to engage critically with what they do in undergraduate classes. The second brown bag discussed challenges to research under the current pandemic circumstances and resulted in a two-page report submitted to the FPP advisory board, and so forth.

Seminar series (autobiographical series): These fellows are assuming the role of the future South African professoriate. For this reason, we interspersed brown bag, informal engagements with topics that allow fellows to showcase their intellectual projects but also to display the incredible ingenuity and responsiveness to the current crisis. The seminar series furthermore continued an autobiographical series initiated by Prof Gobodo-Madikizela in February 2020. Speakers included Prof Crain Soudien, CEO of the HSRC, Prof Himla Soodyal, CEO of ASSAf, Prof Tebello Nyokong, SARChI chair Rhodes University, and Prof Kelly Chibale, SARChI chair UCT.

Questions posed to our prospective speakers:

1. How would you define a senior SA scholar, in the particular context of the SA political and knowledge economies – across the disciplines?
2. Please describe the politics of building an academic identity?
3. Was there a defining moment in your academic career?
4. Would you do anything differently?
5. What would you advise those, like the FPP scholars, who are not yet in the professoriate?

Workshops: centred on e.g. how to and where to publish; the identification of predatory journals; etc.

- **Benchmark exercise:** Fellows participated in a mock rating exercise. Not only did this expose fellows to the rating system but demythologized much of the process for them and readied first-time applicants for future applications.

This panel consisted of senior expertise across the disciplines (all A and B rated) who advised the FPP on how best to support your candidate in the programme.



Two colleagues from the Faculty of Education namely Dr Marelize van Heerden and Professor Logamurthie Athiemoolam were invited as key note speakers to the 1st UNESCO Virtual Arts Conference hosted by SSASEAS (Sub-Saharan Africa Society for Education through Arts) and the North West University.

In 2018 the first Sub-Saharan Africa Society for Education through Arts (SSASEA) symposium was held in Namibia under the auspices of the International Society for Education through Art (InSEA). The Sub-Saharan African Society for Education through Arts (SSASEA) was established in 2019. In accordance with the WAAE-UNESCO declaration the organisation aims to provide advocacy and guidance for the strengthening of Arts Education at national level, in the Sub-Saharan region and globally.

The theme of the conference was: *'Embracing indigenous knowledge through the Arts for sustainable*

development goals (SDG's) in general and in times of (pandemic) disruption and uncertainty.'*

The conference, which was held over 3 days from the 2-4 of December, showcased the work of colleagues from across Africa and the world in the field of Arts education. The range of stimulating pre-conference sessions and the papers presented in all fields of arts education including dance, drama, music and creative art and design; ensured that the delegates were engaged and entertained.

Dr van Heerden's key note address was entitled *'Dance education and social cohesion: A critical approach'*, while Professor Athiemoolam's key note address was entitled *'Preserving our heritage: The value of drama-in-education to ignite self-preservation and collaboration among the youth development.'* In addition to the keynote address Professor Athiemoolam also presented a paper entitled: *'Using an object medley to frame my identity as a lecturer embracing*

inclusivity and equality to enhance my students' wellbeing.'

The other two keynote addresses were by Dr Emily Akuno, from Kenyatta University who presented a paper entitled: *'Leading future generations: the cultural relevance of music education for sustainable development'*, while Dr Martin Braund, who is an Honorary Fellow in the Department of Education at the University of York in the UK and Research Associate in the Faculty of Education at Nelson Mandela University in South Africa, presented a paper entitled: *'Leading future generations: the cultural relevance of drama in STEM for sustainable development'*.

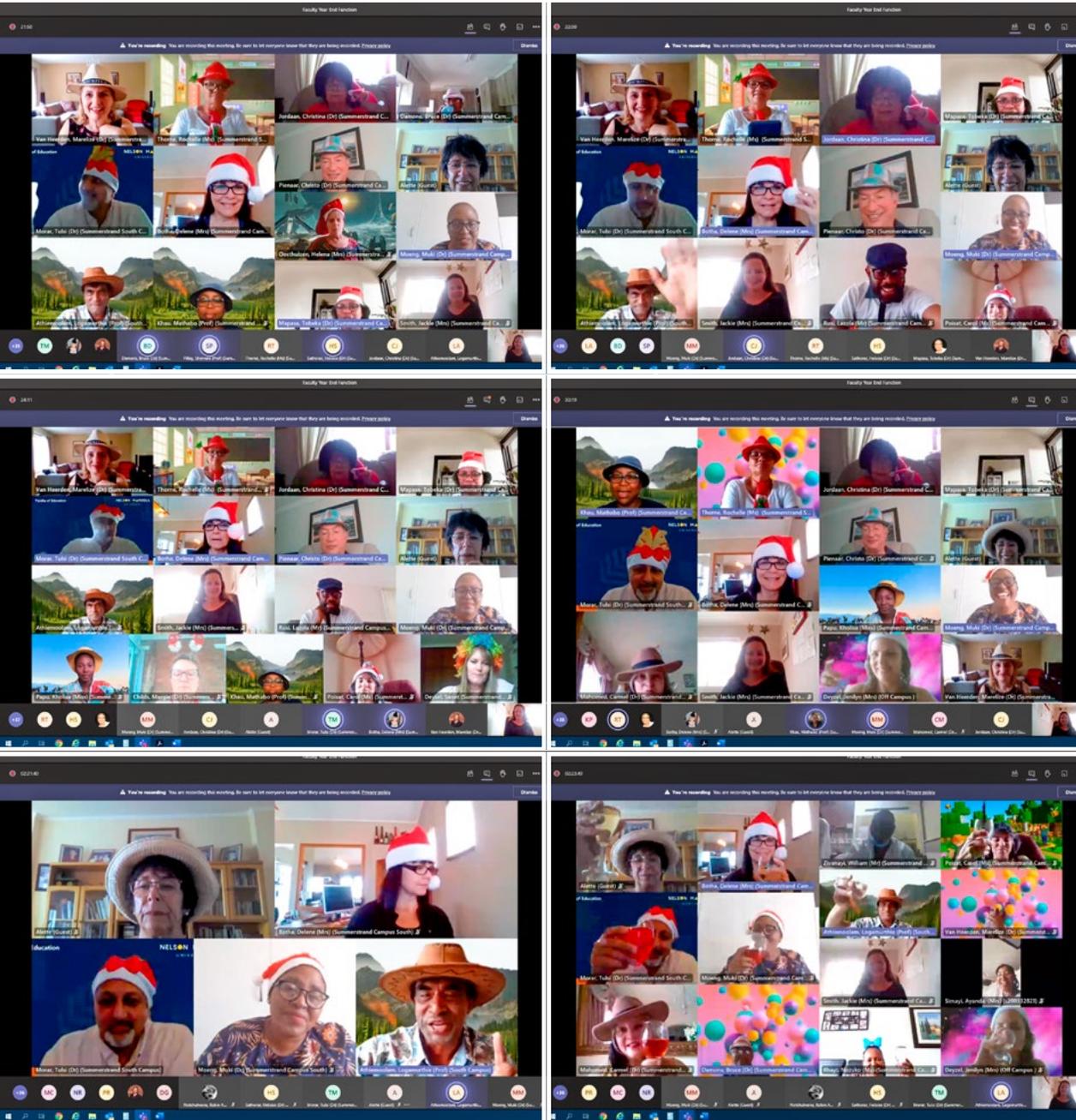
The virtual conference was a resounding success and the over 40 papers presented were insightful, stimulating and uplifting, despite the current restrictions imposed by the COVID-19 pandemic. The next SSASEA conference will be held in 2022.



COLLEAGUES INVITED AS KEY NOTE SPEAKERS AT GLOBAL EVENT



Annual Year End Function

“The Faculty held its annual Year End Function on Friday 11th December via a virtual platform. Attended by most staff members and many of our part time colleagues, the event was a collegial and fun wrap up of a tumultuous and unprecedented year. Our Dean, Dr Muki Moeng, was also in attendance and shared some words of reflection and gratitude with the faculty. Dr Morar, as Acting Dean, gave an overview and wrap up of the year in terms of learning and teaching and how the faculty approached the ‘new norm’. The five Heads of Departments each gave input from their departments specifically, Pam Roach spoke from the Faculty Admin Forum perspective and Dr Childs shared the efforts of the Disciplinary Team Leaders and their teams. The faculty see two colleagues retiring, Prof Alette Delport and Dr Dave Edley, and bids farewell to Robin Notshulwana who starts a new adventure in the USA. Both Alette and Robin shared some of their memories and experiences of their time in the faculty at Nelson Mandela University. We will miss them. The session was closed by Dr Athiemoolam with an apt poem and toast.”

The Journey

As we reflect on the journey that we have travelled
 And what still lies ahead,
 May we be inspired
 by the fruits of our toil
 in the face of the raging storm!
 May we realize that our inner strength
 has the power to transcend all obstacles,
 no matter how insurmountable they may be!
 For we are spiritual beings that are imbued with hidden
 gifts of knowledge to succeed in the face of adversity!

May our inner spiritual strength guide us,
 like beacons of hope in the darkness, to be
 Measured in our judgements, objective in our ways and
 truthful to our beliefs -
 Even when our humanity is being tested!

May we remain positive in our interactions,
 Confident in our choices,
 and balanced in our perspectives
 As we summit the mountain to
 reach the peak!

For it is from that vantage point
 that we are able to come to terms
 with our true selves;

As we take in the tranquility of our experiences
 to give meaning to our existence!

During this journey may we forever remain
 humble in our spirit,
 Thoughtful in our ways,
 Generous in our interactions
 and appreciative for what we have!
 For it is those little things in life
 that give meaning to our existence.

In reflecting on the road that we have travelled;
 May we have the courage to take the road less travelled;
 For sometimes that road may teach us lessons and inspire us
 in ways unimaginable
 On our journey of self-discovery!

On this journey of life with its forked paths
 I propose a toast to your humility and generosity of spirit,
 Inner peace, tranquility and self-sacrifice.
 For it is only when we give off ourselves unselfishly
 that we truly give!

I propose a toast to your Inner peace and happiness
 for the sacrifices that you have made,
 Your collaborative connectedness and your humanity,
 For it is through your humanity,
 Your connectedness to others and your self-sacrifice
 that we have been able to savour the view from the peak;
 To bask in the glory of our collective accomplishment
 To unravel the meaning of our existence on earth
 And to appreciate each other for who we are and the gifts
 of knowledge that we have to share!

Prof Logan Athiemoolam



Dean's Message

The year 2020 will be a year that will not be forgotten. We will associate 2020 with COVID-19 and remember it for many years. COVID-19 changed our lives. COVID-19 caused so much trauma and anxiety and so much loss. We had to adapt and adjust to new protocols and to new ways of doing things. The transition seemed a daunting task. However, as we reflect, we can be proud of ourselves as we stepped out of our comfort zones and pushed through the insecurities. We had to re-skill and learn how to teach and learn online, how to ZOOM and do Teams meetings, how to mark assessments online, and a range of other things. Furthermore, we learnt to respect the environment, to value the air we breathe, to be more conscious of our well-being, and to value friends and family. Together, we overcame many obstacles and we can be proud of our achievements.

We navigated 2020 with optimism and the Nelson Mandela University community showed that we are built on resiliency and promise. Both students and staff worked exceptionally hard to complete the academic year. Students stepped up their learning in terms of taking responsibility for their studies. Faculty of Education students can feel exceptionally proud of themselves, as they, under difficult pandemic circumstances managed to overcome multiple challenges.

At a virtual Faculty awards day held recently, Neo Sepuhle walked away with the Community Engagement Prize. Godfrey Bakers, Shirmonique Maaka, and Jacqui

de Jongh were recognised for their leadership in the Intermediate Phase, Further and Education and Training Phase (FET), and Post Graduate Certificate in Education (PGCE) respectively. The Sportsperson award went to Malukah Potgieter. Students who excelled academically in 2020 are Candice Banks (Foundation Phase), Nicola Webber (Intermediate Phase Language), Mishale Fatcher (Intermediate Phase Mathematics and Science), Debbie De Jager (Further Education and Training Phase (FET Commerce), Sinothando Yena (FET Science), Khadeeja Madatt (PGCE/FET) and Kirti Limbert (SP/FET). Our congratulations on your respective awards and may you excel in all that you do.

Five hundred and ninety-eight Education Faculty students will be graduating at the December 2020 graduation. These students have outstretched themselves and did their best to pass. We congratulate them on achieving their respective qualifications and wish them every success. WELL DONE!

Included in the 598 graduates are 187 Technical and Vocational Education Students (TVET). The purpose of the TVET diploma is to equip TVET lecturers with the necessary skills to develop into competent college lecturers. The purpose of this qualification is to develop and deepen teaching competencies expected of lecturers and trainers in the TVET sector. The need for a TVET qualification is well established and I foresee the TVET qualification going from strength to strength in the years to come. Twenty- one of these TVET students passed Cum Laude. As a Faculty, we

are very proud of our first cohort of Advanced Diploma TVET graduates. Congratulations to all the graduates and a very big thank you to the team.

The role of women leaders in universities is and has been front and centre in many global higher education systems. Together with organisations like HERS-South Africa and HELM, under the auspices of Universities South Africa (USAf), the faculty is committed to champion and support women in higher education. This Woman in Leadership (WiL) programme will address not just national and global equity and access challenges, but local leadership and management needs as well. The Faculty is in the process of registering for a Short Learning Program (SLP) entitled Women in Leadership (WiL). This is a non-credit bearing SLP and is focused on expanding the leadership pool, advancing and supporting women to lead change in a complex higher education context. It prepares women leaders and managers for a world where balancing paradoxical demands, engaging with pressing student and public voices, and synthesising global and local imperatives in sustainable ways are viewed as opportunities to shape this context into an environment in which they succeed and ultimately thrive.

Despite working virtually and under difficult conditions, many activities took place in the Faculty. The faculty hosted three-module writing workshops, an on-line workshop presented by Prof Lesly Le Grange from Stellenbosch University on "Decolonization of the curriculum" and a "Multilingualism" workshop was presented by Prof

Nokhanyo Mdzanga. Prof Andre Du Plessis presented a "How I teach online" workshop. The illustrated stories that emanated from the COVID-19 Story Telling Project has been an exciting project. We extend our appreciation to the team of writers who wrote these beautiful heart-rending stories.

Congratulations to Dr Marelize Van Heerden and Prof Logan Athiemoolam who represented the Faculty as the keynote speakers at the UNESCO conference on Arts Education during the first week of December 2020.

Prof Mdzanga has published a book entitled "Seems Like it's My Destiny". The book outlines Prof Mdzanga's struggles of raising a child with autism and how she bounced back and realised that raising this child was her destiny. She explains how her faith in God led her to accept her child's condition and propelled her to participate in activities that promote autism education and advocacy. The book is intended to create awareness for teachers and parents to gain an in-depth understanding of how parents with an autistic child are challenged emotionally by their children's condition and the implications thereof.

We also congratulate Prof Mdzanga who has been appointed as the Deputy Chairperson of the Universities of South Africa (USAf) Community of Practice: Teaching and Learning of African Languages (CoPAL), for the Term of Office from 1 January 2021 to 31 December 2022.

Mr Obakeng Kagola and Ms Pretty Magangxa completed their Masters in Education and Ms Robin Notshulwana her Doctorate in Education. Ms Robin Notshulwana's title

of her thesis is, Girls here and boys there: Participatory Visual Methodology as Pedagogy to facilitate gender-sensitive practices with pre-service foundation phase teachers. Robin's study makes a significant contribution to understanding how participatory visual methodology can be used as an appropriate pedagogy within a Foundation Phase teacher education programme since it presents the participants with a means of engaging with the issue of gender while simultaneously gaining skills required to be a critical and relevant teacher in the context of gender inequality and actualising gender-sensitive practices.

Two new staff members in the faculty who we welcomed this year are mathematics Professor Anass Bayaga and languages expert Dr Zakhile Somlata. We are excited about having these colleagues in the Faculty and know that they will make a valuable contribution.

Prof Delpont retired at the end of September and Dr Edley will be retiring at the end of 2020. Both Prof Delpont and Dr Edley have fulfilled leadership roles in the Faculty of Education. Their energy, skills and knowledge, enthusiasm, and passion for education development will be sorely missed. Their contribution to the faculty is appreciated and we wish them a long and enjoyable retirement!

Sadly, we say farewell to Dr Robin Notshulwana. Dr Notshulwana has resigned and is taking up a position as a Centre Director of a Kiddie Academy in Atlanta, Georgia. This is a prestigious and prominent position and we wish her well in her future endeavours.

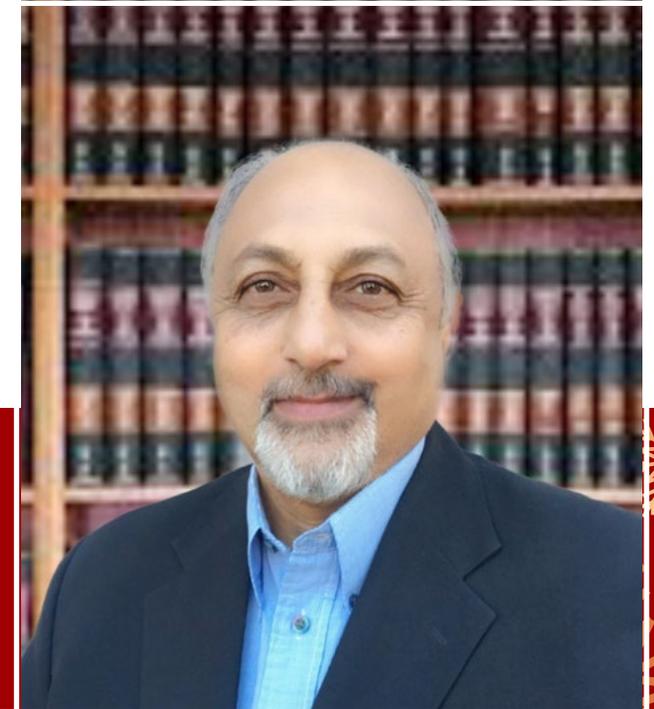
It's with sincere gratitude and appreciation that I thank

my colleagues and students for their positive attitude, tremendous work, resilience, dedication, fortitude and strength for all that was done over the past few months.

As we celebrate our 2020 successes, our thoughts and prayers are extended to those who lost loved ones during this past year, and whilst we expressed our condolences, take comfort knowing that your loved one is now resting in the arms of the Lord.

I am not sure when we will see each other in person. Remember to please wash your hands, maintain appropriate physical distances and stay home. At this time continue stay safely socially connected to your friends, colleagues, and family.

As we enter the festive season, my best wishes to you and your families for a wonderful holiday and a blessed festive season, and we pray for a new year full of peace and joy.



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Newsletter of the Faculty of Education, Nelson Mandela University