



FUNDRAISING through Poetry

Most of our students have a hunger for education yet, on a daily basis, they struggle with meals as a result of financial constraints. In a bid to curb the scourge of poverty and promote resilience in our students, the Faculty of Education has had various fundraising activities and has established the Sodla Sonke Fund (All shall share, All shall eat). One of these fundraising activities has been the publication of a poetry anthology which is sold at R100 per copy. *Dreams of a Feast*, is the title of this poetry anthology and it was launched by the Faculty of Education on 16 October 2015.

This anthology is a result of poetry writing workshops hosted by some of the Faculty's lecturers in support of the NMMU Diversity Month. The students who participated in these workshops were from various Faculties within NMMU and were encouraged to write on any topic or issue they found worthy of note. Edited by Dr Kathija Adam and Prof Logan Athiemoolam, *Dreams of a Feast (2015)* captures poems about home, identity, trials, hope and realization. With contributions from students, staff and some of NMMU's alumni students, this anthology seeks to put food on the table for financially needy students. A copy of the book is available from Ms Gishma Daniels-Smith

who can be reached at +27 (0) 41 504 1195 or Gishma.Daniels-Smith@nmmu.ac.za via email.



Contributors holding a copy of the poetry anthology, *Dreams of a Feast (2015)*
Front from left: Wandile Dume, Prof Logan Athiemoolam, Nasiphi Dali, Takatso Mohlomi, Maselele Melaphi and Taryn Isaacs De Vega Back: Siyabulela Zweni

Dedication from the following staff are appreciated for the role they played in the publication of this poetry anthology: Prof Logan Athiemoolam, Drs Kathija Adam, Vukile Tshazibana, Cossie Rasana, Margie Childs, Ms Gishma Daniels-Smith, Ms Mary-Anne Laufs, Miss Kholisa Papu and Miss Waseela Adam for graphic design services. Contributions from the following students, staff and NMMU alumni students are valued: Siyabulela Zweni, Gaynor Brown, Corrine van Briesies, Anthea Kiewiets, Melaphi Maselele, Razane Bovey, Siyanda Njolo, Ntobeko Mijjwa, Samantha Swanepoel, Rita Koen, Unathi Mantini, Rose Makhado, Nomxolisi Manata, Taryn Isaacs De Vega, Lauren Finke, Dr Deon Swartz, Dr Christo Pienaar, Mandla Zide, Saskia Brookman, Takatso Mohlomi, Nadia Muller, Elize Groenewald, Danielle Witbooi, Wandile Dume, and Nasiphi Dali.

Written by Kholisa Papu





The Girls Leading Change

Building 11 lower ground was abuzz on Thursday 29 October as some of the 'Girls Leading Change' met with Johannes Van Rensburg from the International Office to discuss their impending travel to St Cloud state University in Minnesota in 2016. They will be following in the footsteps of Dean Muki Moeng, who was on a similar exchange programme to St Cloud several years ago. The girls – gender activists - were invited to the Women's Centre at St Cloud by Dr Mumbi Mwangi (Carnegie Diaspora

fellow at CANRAD, NMMU Jan to April 2015). They will however combine the visit with a stint of teaching practice. The girls are excited about their first international trip - an amazing opportunity to take their work abroad and a fantastic learning opportunity as they take part in the exchange programme offered by the International Office. More news to follow closer to the time!

By Vimbisio Okafor





In Conversation with Dr Carlos Torres

The Faculty was fortunate enough to ‘catch’ Professor Carlos Torres just before he left the country. Eager to engage his audience, Prof Torres spent a couple of hours responding to specific questions. These included how we go about building solidarity with our students, his thoughts on whether the notion of ‘global citizenship [education]’ is one stemming from a privileged ‘Global North’ perspective, and his thoughts on ‘humanising pedagogy’. Given that Prof Torres has made significant contributions over the years to the fields of comparative education, Latin American studies and the sociology of education, there was much to learn. His most recent focus on perspectives on education for global citizenship, human rights, pluralism and citizenship, what he says will be his greatest contribution, is perhaps worth unpacking.

What global citizenship education (GCE) represents is a new narrative in education. The prevailing and dominant focus on achievement scores and cognitive learning is being increasingly questioned. The growing understanding of intersectionality, work across disciplines, methodological pluralism and relational analysis in education has meant new questions are demanding answers. Questions such as: how does education respond to the global challenges we face? How do we build solidarity across difference? In what ways are solidarity, democracy and transformation linked? How do we redefine ‘citizenship’ in a ‘globalised’ multicultural world? What would constitute notions of universality in GCE? These questions, and many more, are part of the work in which Prof Torres is currently engaged.

How this work connects with our context is a question concerned with the dialectics of the local and the global. As the current and ongoing student protests across the country have shown, the issues they have raised around the commodification of education and the corporatisation of universities resonate in other contexts. Issues such as sustainability, equality, equity, happiness, whilst universal, have to be confronted and understood locally. Through Prof Torres’ and other’s ongoing work in this area, we stand to gain deeper insights for our collective journeys towards a socially just society.

By Nadeema Musthan





POETRY WRITING COURSE LEADS TO THE CREATION OF 'POETRY – PIECE BY PIECE'

During the course of the year the Department of Arts and Culture, under the leadership of Mr Michael Barry, co-ordinated a series of workshops to promote poetry writing amongst students and staff. The workshops, which were facilitated by Dr Brian Walter, aimed to enhance the participants' creativity and to empower them with the finer nuances of poetry writing such as the use of word economy to convey specific life experiences and visual images.

The 22 participants, who attended the workshops during the two semesters, were required to construct a portfolio of at least 10 poems over the duration of the course. Brian selected at least 6 of the best poems from each participant's portfolio to create an anthology, in celebration of ten years of NMMU. This led to the publication of the anthology, comprising 134 poems, entitled 'Poetry Piece by Piece' which was derived from one of the participant's poems with the same title in which she uses the metaphor of her mom's outstanding ability in sewing, to describe how she grapples to find the

words to write a simple poem to 'stitch' the words together 'piece by piece'. The book was launched at a glamorous event organised by NMMU's Department of Arts and Culture during which the achievements of NMMU students, involved in arts and culture related activities, were acknowledged and celebrated.

In reflecting on her participation in the course Margie describes her experiences as follows: *"I have learnt the value of editing – this is where the poem really grows and takes shape. Self-editing is necessary, but collective editing offers so much more. Working in a pair with the facilitator made for a rich pool of ideas and understandings. With fluid pairs we got to know more group members and encountered their lives and ideas through their poems."*

Margie's poems, which focus on language and personal experiences, include the following in the anthology: *Language of my home, Art on Monday, Sounds like art, Torn Away, For my Daughter*

In reflecting on his participation in the programme Logan describes his experiences as follows: *"The lessons were thoughtfully conceptualised and the process of writing / editing and reviewing was uplifting. Brian Walter enjoys what he is doing, humanising in his approach to teaching, and able to bring out the best in students. I was motivated to write more than a dozen poems in a short period of time. Thanks for an enriching, stimulating course. I have gained skills in how to facilitate poetry writing sessions in future."*

Logan's poems, which focus on his past experiences, travels, reflections on life and life's lessons include the following: *Waves, Temple, Great Wall revisited, Macchu Picchu, The Law of the Universe and Carefree Valley children.*

The participants found the course to be inspiring, uplifting and therapeutic as it enabled them to use poetry as a vehicle to describe their inner feelings, experiences and challenges. A positive feature of the classes was the manner in which Brian engaged the participants and the experiences that he created to unleash their creative potential.

Written by Logan Athiemoalam and Margie Childs





Khayaletu Stationary Drive

On the 12th of October Super Ed South engaged on an outreach to Khayaletu children's home to assist with examination preparation. The visit was all about engaging with the learners, in motivating them to strive for their goals no matter what their situations are, because one's past does not determine your future. Super Ed ran a stationary drive and had collected all the tools needed for an examination to go well. We also assisted in dishing up lunch and washing up the dishes afterwards and gave each child a goodie pack of sweets as study snacks.

Written by Rifqa Moosa



ENGLISH METHODOLOGY STUDENTS STAGE

'A TEACHER'S JOURNEY OF HOPE'

One of the class projects that PGCE English Methodology (FET) students were required to undertake this year was to stage a production to be presented to an audience. Under the guidance of their English methodology lecturer, Logan Athiemoolam, they were introduced to the finer nuances of acting on stage, script writing and set and décor.

On the basis of their exposure to the processes involved in staging a play, they used the skills that they acquired in class to workshop a production entitled '*A Teacher's Journey of Hope*'. The play conveys the message that in spite of the many challenges that teachers have to contend with in the teaching profession, they should not lose sight of the ways in which they could enrich the lives of learners and how concomitantly their own lives could be enriched in the process. The teacher's journey is depicted both in and outside the classroom and the audience is provided with glimpses into the teacher's psyche as she reflects on whether the teaching profession was the correct career choice to follow, given the frustrations and challenges that she has to contend with on a daily basis.

Written by Logan Athiemoolam





English methodology students provide Matric support to Tyilulwazi students

In October a group of 14 English Methodology (PGCE) students under the guidance of their lecturer, Logan Athiemoolam, embarked on a project to provide revision classes in literature to matriculants at Tyilulwazi. The students specifically focused on revising the 10 prescribed poems for the English first additional matric paper. This initiative, which started in 2014, continued this year at the request of the HoD of English and the English teachers at the school in Zwide. The matriculants expressed their gratitude to the pre-service teachers for their excellent presentations and for the creative manner in which the lessons were taught. The trainee teachers used interactive power points, drama-in-education techniques and visualization to link the poems to the life worlds of the learners. Although some of the pre-service teachers were initially reticent to participate in the project, they felt that they gained invaluable insights into the challenges that learners in previously disadvantaged schools still have to contend with. Generally they enjoyed teaching the learners and gained first hand experiences of teaching English as a first additional language level to a large class of 80 matriculants. They were impressed by the warmth, hospitality and friendliness of the staff and the learners and the fact that so many learners attended revision classes even though they were optional.

Students had the following to say about the experience:

"It was eye-opening and heart-warming at the same time. It made me realize that there are many things in life that we are complaining about that others are praying for. I left Tyilulwazi with a great sense of appreciation for the smaller things in life as well as the appreciation of having the opportunity to have an alternative experience. The learners were attentive, eager to learn and hungry for knowledge. I thank Professor Athiemoolam for taking us and organizing it." **(Lauren Visser)**

"At first I was nervous about going into Missionvale but for some or other reason I wasn't scared and actually looked forward to the experience. I must say it turned out to be a lovely



experience I will always cherish. I expected there to be no more than 25 learners because I would expect them to want to stay home and not come to school if they really didn't have to BUT we had more than 60! A record for me as student teacher. I enjoyed teaching the learners from Tyilulwazi and I could see that they wanted to gain new knowledge. It felt like they appreciated us and our teaching styles. The staff welcomed us with open arms and I felt like a teacher and not a student teacher. My heart just breaks for the learners and teachers due to the circumstances they have to teach/attend classes in. I've realized how privileged I am and it's an experience I will never forget." **(Jennifer Ross)**

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"I struggled when probing learners for answers and the challenge was to continue the lesson although no interaction took place (or that is for the poem I taught so I speak for myself). I believe some of them do not have life easy and some girls sitting in the class could be playing the maternal role in the household for their younger siblings. I gathered a sense of them being silenced in other areas of their lives. I would absolutely love to teach at a school like that as I feel with my psychological way of thinking and working towards more suitable outcomes I can make a difference. Those learners need to be told daily that they are worthy as well as that their voices are heard." **(Nadia Muller)**

"Overall, I felt that the experience was valuable to not only the learners but to me as well. It was really eye-opening and motivating that the staff and learners were not discouraged regardless of their circumstances. The school has a lack of resources but the learners are doing their best and the teachers and putting in so much effort to help these learners. It was really inspiring and so great to see. I hope that other lecturers will take on this responsibility of helping the community in order to reach a wider amount of learners and assist them wherever possible. This is a fantastic way of not only getting in touch with the communities around us, but also helping others." **(Robyn Holm)**

Written by LOGAN ATHIEMOOLAM



Research cohorts of Masters and Doctoral students

The Faculty of Education hosts cohort supervision sessions for first year Doctoral students in order to assist them in shaping their research proposals and support them towards proposal defence. The first session usually introduces the group to what it means to be a doctoral student. Then the group is given exercises on how to use the different technological tools that the university offers, how to work with the Library databases. The sessions that follow help the group to work on the coherence of their studies, methodological issues, theoretical literacies, and the ethics of research. Once all this is done then the students are expected to have a mock proposal defence. This is aimed at helping them prepare for the actual proposal defence and to get feedback from the rest of the group and the supervisors.

The cohort groups are structured such that they become a safe space for the students to work through their thinking about research. For each session, each student is expected to listen to the others and also share their own experiences. This helps the students to realise that they are not the only ones who are, maybe, struggling with a particular issue. The sharing also helps the group to learn from each other. This process has proven to be very useful in getting the cohort members to defend their proposals in the required time, thus helping towards throughput. This initiative also helps supervisors who become part of the cohort to also learn from each other and improve their supervision practice.

Written by Mathabo Khau



PROVIDING IN-SERVICE SUPPORT TO DEPARTMENTAL SUBJECT ADVISORS AND TEACHERS

The Chief Education Specialist, Mr Norman Fumba, is doing his utmost to ensure that both subject advisors and teachers from the various districts in the Eastern Cape, under his jurisdiction, are exposed to multiple ways of teaching English in the FET phase at both first additional and Home Language levels. With this goal in mind he has resolved to work collaboratively with staff members from the Faculty of Education to achieve his aim.

Eileen Scheckle and Logan Athiemoalam resolved to support the department with their in-service training whenever the training is conducted at the Teacher's Centre in Port Elizabeth (Struandale) after having met Mr Fumba in Johannesburg in October last year while participating in the CISELT (Certificate in English Secondary English Teaching) training programme. In July this year, colleagues supported Mr Fumba in his programme to enhance literature teaching amongst FET teachers using CISELT material designed by the British Council.

In October this year, after the Department of Education had made their final deliberations on the prescribed texts for grade 11 for 2016, Logan Athiemoalam was invited to present a workshop on the prescribed drama '*Sophiatown*' (a prescribed drama for grade 11 first additional learners).

The drama '*Sophiatown*', which was a workshopped text, conceptualized by the Junction Avenue Theatre Company in 1985 was written by one of the members, Purkey, and staged at the Market Theatre. Logan presented a 5 hour workshop to 40 Subject advisors and teachers from all the districts in the Eastern Cape during which he provided an analysis of the drama and motivated the participants to reflect on and discuss creative strategies that could be used in the teaching of the drama.

Another colleague, who is a widely published poet and text book writer, Dr Brian Walter, also provided a workshop on the text '*Far from the Madding Crowd*' (a prescribed text for grade 11 English first additional learners in 2016) is his reader-friendly edition. His edition of the poetry anthology was also prescribed for grade 11 first additional learners in 2016.

The collaborative relationship which has developed between members of the Faculty of Education and the Department of Education will go a long way to enhancing English teaching and learning across the province.

Written by Logan Athiemoalam





Double Delight

In celebrating Bosses' Day, this year the managers were treated to a poetry book launch and they also received a copy of the *Dreams of a Feast* (2015) poetry anthology as gift. Each Head of Programme, Head of Department, Director of School and also the Dean, received a gift, courtesy of the Faculty of Education's Admin Forum and this has become an annual celebration in the Faculty of Education. Each copy was accompanied by an inspirational quote from an anonymous author saying "great leaders don't set out to be a leader... They set out to make a difference. It's never about the role - always about the goal". The final treat was listening to poetry being read out to them by students, who were the authors of most of the poems published. The bosses expressed their gratitude with hugs and smiles.



Kholisa Papu, member of the Admin Forum sharing hugs and smiles with Ms Heloise Sathorar, Head of Programme Further Education and Training.

The Foundation Phase Exhibition

The FP staff and students worked tirelessly to make this year's BEd (FP) exhibition the success it was. Their hard work was rewarded as a stream of students, parents, grandparents, staff, learners and others visited our FP Exhibition on the 19th and 20th of October. The exhibition included a variety of work done by the FP students, such as Projects focusing on Literacy for the multilingual classroom, FP mathematics games, Theme Boxes, creative files and lesson plans, a variety of poems, drawings and 3-D art pieces and much more. We look forward to next year's event.

Written by Pamela Roach





Halala Faculty of Education Halala

Halala is a Xhosa 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 but without understating their importance.



Inspirational students

Congratulations to the FOE student Ivan Ludick, the newly appointed FNB Madibaz captain. "We are not here to just participate. We are here to win," said 23-year-old Ludick. Ludick joined the FNB Madibaz at the end of 2013, bringing a wealth of experience with him to the Nelson Mandela Metropolitan University side. Ludick has had a good start to his rugby career playing for the Sharks Academy in their under-19 and under-21 Currie Cup teams, as well as the Vodacom Cup side. *Halala Ivan Halala.*

Extract from *Madibaz Sport*, see the entire article by following the link [Ludick Madibaz Captain](#)



Halala for a successful Proposal Defence!

Halala to Marianne Adam and Rahila Milaham who have successfully defended their research proposals for Master of Education and Doctor of Philosophy in Education, early in October this year. Marianne's research project is on 'Secondary School Girls addressing gender-based violence through dialogue in their rural school' while Rahila Milaham's doctoral project is on the 'effect of language experience approach on reading and writing practices among hearing impaired students in a school for the deaf Nigeria'. Both candidates appeared poised and demonstrated that they were eager to venture into their respective research fields and contribute positively in their communities. Reflecting on their proposal defense experience, Marianne has this to say, "Relief, relief, relief, relief!" She continued

to say, "the defence was not a test but a constructive interaction between me and the panel and the panel made it easier for me to be confident and relaxed when presenting my proposal. Others who still have to defend must remember that #Nervousness_Must_Fall". Rahila said that, "now that I have done the proposal defence, I feel that my research journey has more focus. I feel I have accomplished one milestone and also feel some sense of achievement." *Halala Marianne, halala Rahila* on this achievement.



Inspirational staff

Congratulations to Mr Nofemele on being selected as an impactful lecturer to one of the FOE students in the Beyond the Classroom Leadership programme. He was invited to join the leadership certification ceremony at the annual BtC breakfast. The student described Mr Nofemele as "a true inspiration to many young people... because he continues to make us think critically. He's always positive!" *Halala Mr Nofemele Halala.*

Education for Tomorrow

Congratulations to the Foundation Phase team on the supplement published in Herald and Daily Dispatch on the 16th October 2015. The Supplement informed the public about the move to Missionvale, the motivation for the move and the approach that the new environment will take. Featuring articles such as Growing next generation teachers and



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Shifting campus, serving communities, the supplement highlighted the role that the move will have in addressing the shortage of critical FP staff. The supplement designed by the Faculty in collaboration with Communication and Stakeholder Liaison has been hailed a success. Dean of the Faculty Dr Moeng added that *“It is indeed a proud moment for the whole Faculty and especially the Foundation Phase team that worked very hard to meet the very tight deadlines”*. To read the supplement visit link [Education for Tomorrow](#). *Halala* Foundation Phase *Halala*.

The Faculty of Education is truly a happy place

Halala happy people *Halala*. On the 16th October 2015 the Faculty launched a feel-good Happy Video at the Sondla Sonke Poetry launch and via Communicate. The video captures staff and students in the faculty dancing to the Pharrell Williams hit single Happy. The video was a collaborative effort by Dr Kathija Adams, The Education Marketing Team and NDP video productions. The video can be viewed on the University’s YouTube channel and on NMMUonTube. To view the video follow the link [“Happy” video](#).



FOE Marketing Plans ahead

Halala to the faculty marketing team. They met on the 23rd of October to revise all of the marketing efforts done throughout 2015 and to discuss the marketing for 2016. The team assessed at this year’s activities and efforts to make information on the Faculty of Education more accessible to learners, parents and prospective stakeholders. The team also looked at possible exhibitions and events that will be conducted during the year 2016 and how the team can strategically organise marketing efforts when taking certain changes into consideration – such as the big move of our Foundation Phase section to Missionvale. The marketing team had a good information session and concluded with a plan for the marketing strategies to be undertaken next year.

FOE part of Vision 2020

NMMU released the vision 2020 video of staff and students explaining the roadmap for the future of the institution. One of the staff presenting this roadmap includes Dr Tulsi Morar, Operations Manager at the Faculty of Education. Communication and Stakeholder Liaison explains that Vision 2020 is a “roadmap” which provides a broad, overarching strategic framework that guides key choices and actions in a direction that foregrounds eight strategic priorities. To view the video visit the link [Vision 2020](#). *Halala* Vision2020 *Halala*.





Photo Gallery

Faculty of Education staff who are part of CERM-ESA's Short Learning Programme on Postgraduate Research Supervision of Higher Degrees enjoyed some time at the Maasai Mara National Reserve in Kenya, before participating in the Second On-site Phase of the Staff Development Programme.

