

# News

Faculty of Education

## Pedagogy of Care Symposium 2022

Co-creating an ethic of care

*Jackie Smith*



The faculty recently hosted a Symposium in collaboration with the Teaching Development Unit around embodying the pedagogy of care in the transition to and during the first year in higher education for students' success.

The transition of students from high school to university is a global concern with the first-year experience frequently cited as one of the critical reasons for students' dropping out of university. For young adult students, the new experience of transitioning from high school to university elicits mixed reactions and these impact on their academic and social adaptation to university. Thus, a smooth transition from high school to university improves students' chances of academic success.

Research contends that institutions, through the pedagogical approaches they employ, can aid in the process of improving students' experiences. To improve our (Faculty of Education)

This symposium on the Pedagogy of Care could not have come at a better time. It is an opportunity for us to pause and reflect on our student-centric educational philosophy.

*Prof Muthwa, VC Nelson Mandela University*

# Pedagogy of Care Symposium 2022

students' first-year transition experience, we implemented a pedagogy of care (PoC) approach where major barriers to success in the students' first year are identified and mitigated.

How could Nelson Mandela University advance the agenda of improving the first-year experience of students?

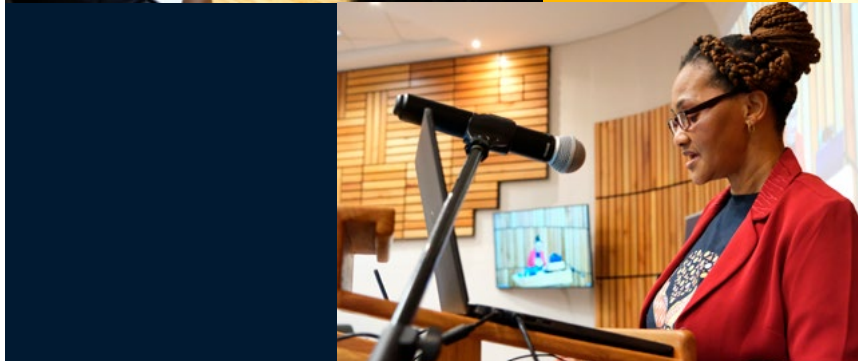
In response to this question, the Faculty of Education in collaboration with the Teaching Development Unit, hosted a two-day symposium which drew on the different strategies implemented across the institution in attempts to enhance students' experiences. The symposium was framed around the context of the Pedagogy of Care (PoC) which appears to be assisting our faculty to enhance our students' first year experience and, to a certain extent, the improvement of their performance.

The symposium was offered both in-person and online and created a space to share and critically reflect on how the pedagogy of care approach is embodied in the seven faculties' programmes to enhance undergraduate students' first year experiences. It was participant-driven and gave delegates (staff and students) opportunity to engage, hold scholarly conversations, share reflections, and contribute as to how the pedagogy of care approach can/does enhance students' first year experience and reduces the risk of students dropping out.

Students' voices aided in highlighting their transitional experiences as well as to identify and share the support that promoted a positive transition (or what was lacking). Their reflections allowed them to express their thoughts, experiences and concerns and gave them both a voice and agency in the planning of future initiatives to enhance their first-year experiences as well as that of peers and prospective students.

We place students at the centre of all that we do to unleash their agency. Central to this symposium is the student voice, which will enable us to listen to student experiences with the intention of sharpening our efforts in catalysing an improved transitioning experience.

*Prof Muthwa, VC Nelson Mandela University*



... adopting a responsive, caring approach to the basic needs of our students serves as an enabler for them to successfully engage with their studies and start to liberate their potential at university. As students begin to perceive that the University and their lecturers authentically care about them, this in turn motivates them to persist and succeed.

*Prof C Foxcroft, DVC Learning & Teaching*



The pedagogy of care draws on the intricate nature of learning with an awareness of the relationship between the self, others, and the environment. Often thought to be peripheral and unnecessary it has increasingly become a focal point of change when addressing student success.

*Ms Arthi Ramrun, Key Note Speaker*





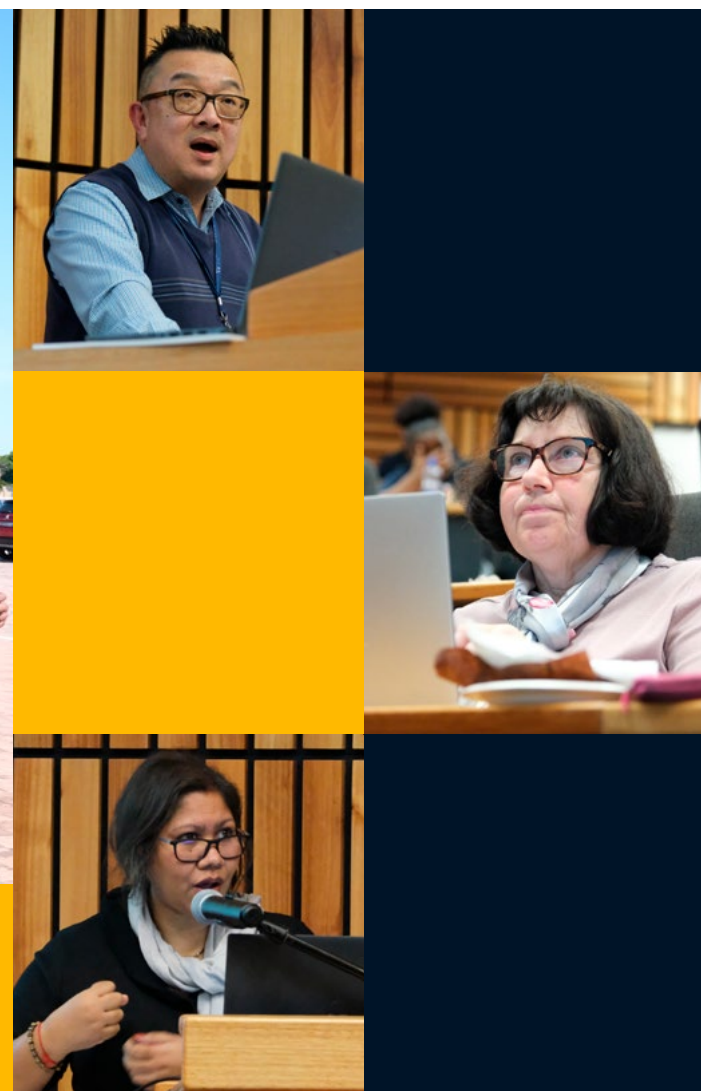
# Pedagogy of Care Symposium 2022



The coming together of all faculties and their first-year students at this symposium is one of the attempts to reflect on our existing efforts for student success. We hope that the ideas and experiences that will be shared at this symposium through dialogue, will help us extract a systematic understanding that will assist us to reimagine

our spaces, structures and systems to better enable students transitioning into university and their success as they transition from the first year until they obtain their qualification.

*Dr Muki Moeng, Executive Dean, Faculty of Education*





# Career Expo: 14–18 August 2022



The Faculty of Education, represented by Thato Moshoeshe and Qhayiya Bongela, was granted an amazing opportunity to join a career exposition in the dusty, warm, and quiet areas of Mvezo in Mthatha. This inspiring event was endorsed by the Royal House of Mandela and other partnerships, including their relationship with NMU. The aim was to grant an opportunity for the growth of knowledge in various careers to learners at the Mandela School of Science and Technology, as well as to provide an allowance for them to apply at our institution.

Although it is a technical school, predominately with subjects including; Physics, Biology, EGD, Agriculture, and Pure Math, we were able to use the motivation approach of being open-minded when it comes to career changes. A large majority of learners showed interest in careers such as engineering, architecture, lawyers, and doctors but that did not discourage us in providing food for thought about who we are as a faculty and the endless opportunities education can provide for young minds.

We arrived in Mthatha on Sunday, 14th, and because of a long day of traveling, we decided to rest up and regain energy for the following day. Monday, the 15th, we prepared for the long drive to Mvezo and met with the Deputy Principal of the school, Ms. Mkizwana, who welcomed us wholeheartedly. We took a moment to appreciate the beautiful and well-reserved school before unpacking our station.

Tuesday, 16th, and Wednesday, the 17th, were big days as we traveled back to Mvezo to attend the main event. On both days, the traditional Chief of Mvezo, Mr. Zwelivelile Mandlesizwe Dalibhunga Mandela, captured us in a wonderful speech that included the history of his family, the relations and intentions made for/by the school, and their involvement in the community that surrounds him. He also included words of encouragement for the Grade 8-12 learners who joined from neighboring schools namely,

- Milton Mbekela Senior Secondary School
- Dalindyebo Senior Secondary School
- Kwelerana Junior Primary School
- Zwelixelile Junior Primary School
- Nkalane Junior Primary
- Nohlutha Junior Primary School
- Ngweni Junior Primary School

The various grades had a dance and sing-off against each other, which made everyone feel at ease. Later that morning, Nosithembele Mrara (Project manager) divided the learners into smaller groups and the exhibition started. We were able to share information about what our faculty does throughout their academic career at the university and how they would progress further in the future.

All in all, it was a wonderful experience and opportunity from a marketing perspective. Although we engaged with a few learners interested in education, knowing that they are aware of our faculty and the greatness education provides for a young future, we are beyond grateful.





# Education Women Celebration



The reason why the executive of the Faculty decided to invite women school principals and deputy principals was to celebrate and recognise the hard work that they do and the role they play in the development of our country's education system. The daily challenges mirrored in our society that these leaders face are enormous to be dealt with individually. We need a mechanism that can assist us to tackle these challenges so that we can collaboratively find. The idea was to establish a network through which we share our ideas so that other women can learn from us not to repeat our mistakes but to succeed. This network will then become the space where we can learn from

brave women so that we can be brave enough to take the road less travelled. Our noble profession is filled with contradictions. We have so much to celebrate and be thankful for and yet so much to cry and worry about. We could in the same school live in fear and at the same time thrive through the pockets of excellence that we nurture as leaders. We know that we are not in this profession because we are driven by our passion to improve the lives of children and by extension, the lives of their families thereby building the nation. We are nation builders by nature and by design. So, appreciation and recognition is important for the kind of work we do.



# Teaching was the answer

Xolisani Zamxaka

**M**y name is Xolisani Zamxaka. I am from the Eastern Cape in a small town that is named Paterson. I did my matric in 2018 here in P.E. and I started studying at this university in 2019. Prior pursuing B Ed I studied BSc Construction Economics, which is famously known as Quantity Surveying, only to discover in my third year that it was not for me.

So what happened is... In 2018 I applied at NMU for two options (B Pharm and B Eng Civil). Because my grade 11 results were not that good I had to wait for June results to get a provisional acceptance. In my school we could not get our report "results" when it was time for recess, I had to wait for the first Friday after re-opening. That Friday arrived and after I got the results I rushed to the nearest police station to get my report certified. I then rushed to Missionvale Campus to manually submit my results for provisional acceptance. When I got there the administrator told me the bad news that these two courses were full. She advised me to change course, so I had to choose another course from the prospectus. I could say at that moment life made me act under duress because courses were getting full and I wanted to study at NMU. I chose BSc Construction Economics even though I had never been exposed to any construction! In my 1st year right after the mid-year recess I received a call from my maths high school teacher to tutor the grade 12's in mathematics because he was not happy about their June results. I prepared them for the preliminary exam and after the exams I got many

good comments from the grade 12's, "Sir what you taught us in class was examined and I aced it!". They asked if I was coming again to prepare them for the final exam, which I did. In my second year (2020) I could not help due to the pandemic (COVID-19). But, in my 3rd year, I was called by the principal before the June exams for grade 12 maths and physical science tutoring for the remainder of the academic year. I loved teaching and I developed a passion for it.

You might be wondering what was happening to my academics during this. In my 3rd year I experienced a lot of confusion in relation to my career. At the beginning of the year I tried to connect myself with the course by downloading some Quantity Surveying related pictures that I even made my wallpaper. That idea failed, no connection, no passion, just studying and getting stressed. Because I was doing my 3rd year, and they highly recommended continuing with Honours in that field but this requires 60 percent aggregate. I had to be strategic and cancelled some modules to lessen the pressure. But, as the year progressed, I lost more and more interest in my studies and there was a day I was finally tired and fed up. Introspection led me to ask myself two questions: "What can I offer people, what is it that I can do to help others?" and "What do I love and what am I passionate about?" Teaching was the answer for both. I cancelled all my modules and applied for B Ed and that is how I find myself happily doing an Education degree.



# Jars of Hope for the Sodla Sonke project

by Mrs Jennifer Pienaar (SSE Department) – 19 September 2022



In support of Mandela Day 2022, the SSE Department launched the *Jars of Hope* initiative with the goal of collecting 67 jars filled with soup mix ingredients from staff members to contribute to the *Sodla Sonke* project. *Sodla Sonke* means “we all eat” and with the *Jars of Hope* initiative the SSE Department wanted to contribute to the food parcels that *Sodla Sonke* hands out to Faculty of Education students.

Faculty members teaching in the SSE Department handing over the *Jars of Hope*.

The soup mix ingredients were placed in re-usable containers like glass coffee jars, so that they can be refilled with soup mix ingredients once the jars are empty. Collectively staff members were able to assemble 95 *Jars of Hope* and on 07 September 2022, the jars were handed over to *Sodla Sonke* administrators.

Faculty members teaching in the SSE Department handing over the *Jars of Hope*.



# Jars of Hope for the Sodla Sonke project



## Each Jar of Hope contains:

### Ingredients:

- ½ cup pasta
- 1 ½ cups soup mix
- ½ cup lentils
- 1 stock cube
- 1 pkt soup powder

### Instructions:

- Boil 3 litres of water.
- Add the jar contents and cook for 30-40 minutes, stirring frequently.
- Enjoy!



# Learning Dutch

Kenan Davids (2nd Year B Ed SP/FET)

Kenan Davids recently attended an online short course in Dutch language acquisition offered by guest lecturer Sabien van Craenendonck (Universiteit van Antwerpen) at Stellenbosch University.

"I really enjoyed the course. It was very exciting and I learned a lot. I think the fact that I speak Afrikaans made it so much easier for me to study the language. It was fascinating to see how many more grammar rules Dutch has compared to Afrikaans. I always regarded Afrikaans as a language with so many grammatical rules, but Dutch takes the cake. The entire experience was a great learning experience for me.

There were a few things I learned that made the course enjoyable. One of the things was the so called "false friends" (valse vrienden). "False friends" refer to a word which is spelled and pronounced the same in Afrikaans and Dutch, but has a different meaning. My favourite "fake friends" were the words 'excuse me' (verskoon my). In Afrikaans we use it when you cough or sneeze and say: "Excuse me", but in Dutch if you use the words 'excuse me' it means that someone must 'clean or bathe you'. In Dutch you have to say: "excuseert me / verontschuldig me."

It was also very exciting to learn how to link the correct article to words in Dutch. In Afrikaans we have the articles 'die and 'n', but in Dutch you use 'een' or 'de/het'. If you use the article 'de', you can only use it with certain words. 75% of the words are 'de'-words and the remaining 25% are 'het'-words.

I could go on and on about every topic we discussed because each topic came with its own interesting facts and grammar rules which made it so unique. I was privileged to learn such a beautiful language. As a future teacher, I would like to use what I learned in the course and one day teach my learners a little about the Dutch language and culture so that they can see how the language partly relates to the historic development of Afrikaans. Lastly, I want to thank Mr Koen and Prof Crous (School of Language, Media and Communication) for the opportunity to attend the short course. They made one of my many dreams come true."



## Choose to let go....

Today choose to say "Goodbye".

Goodbye to anxiety, depression and overthinking.

You have roamed around long enough in the avenue of darkness

Enough is enough !!!

You sabotaged yourself, placed your mind into the victim zone.

Always remember , it's all about choices.

Dear friend

You choose what to absorb and what to let go.

You choose to imprison your mind or to liberate it.

You choose who to associate with and who to disassociate from.

Curse the spirits of fear and self-doubt.

Such spirits halts destinies.

Many have fallen from the phobia of letting go

Many resorted to substance abuse.

However, I am saying "let go".

Let go of playing mediocre

Recall your power

Let go of bad habits

Be in alignment with your destiny.

Dear friend

Young ones look up to you

Elders have expectations

Your Ancestors are rooting for you

The Almighty is opening doors for you

You see

Stagnation is a choice

Progress is also a choice

Pave your own path

Let go of yesterday, for there's today to live and tomorrow to secure.

*Poem by Nokuzola Ruth Kabane*





# Creative Arts workshops at Missionvale campus



Dr van Heerden organized a fantastic Creative Arts workshop for the 22nd and 23rd of August at Missionvale campus. Dr Charlotte Svendler Nielsen, a dance scholar from Denmark, collaborated with Mr Fabian Hartzenberg, a textile designer and artist from the Peter Clarke Art centre in Cape Town, to tailor make this 4-hour workshop specifically for our Faculty of Education students at NMU. Together,

they created a fusion of dance and visual arts experiences for our FP second years, IP fourth years and our PGCE Music students. The topic of the day was exploring 'connections' and how these can assist us to overcome 'obstacles'. Students were moving and drawing creatively as they reflected on lockdown experiences and explored different ways to connect with their peers. It was a super special two days, since

it was more than 60 students' first visit to the University campus – and it was the first time that they met their classmates. The workshops were designed in such a way, that our students will be able to use the same activity ideas in their own Creative Arts classrooms.



# Local Democracy Academy

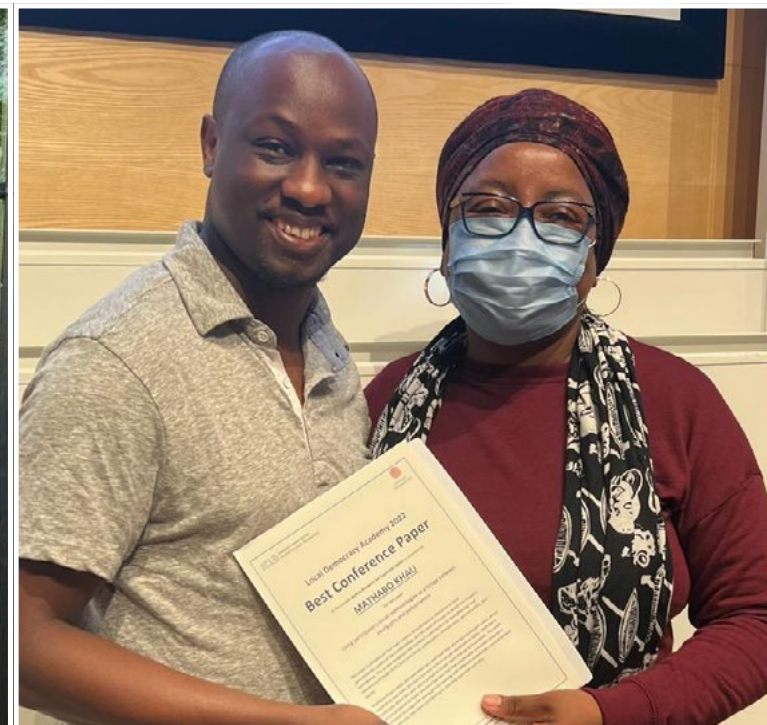
## 6<sup>th</sup>–10<sup>th</sup> June 2022



The conference was hosted by the University of Uppsala- Visby branch, the Swedish International Centre for Local Democracy and The Forum for Africa Studies. 70 researchers and practitioners from 30 countries gathered in Visby to share ideas and learn from each other during the weeklong engagement. The conference sessions were divided into eight thematic sessions.

Prof Khau took part in the theme titled “Action Research for equitable health”. Her presentation which was titled Using Participatory Visual

Methodologies as a bridge between young girls and policymakers won the best conference paper award. During the conference, researchers were also challenged to take on the role of politicians, in what was called “Researchers take over Almedalen” and propose one policy that would change the world based on their thematic session. Prof Khau represented her thematic session as can be seen in the following link [https://www.youtube.com/watch?v=7b-Si0dJ-OM&t=1981s&ab\\_channel=ICLDSweden](https://www.youtube.com/watch?v=7b-Si0dJ-OM&t=1981s&ab_channel=ICLDSweden)





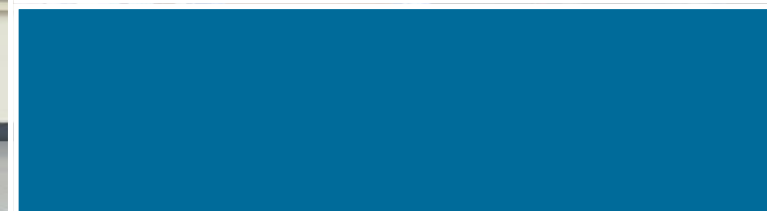
# University of Dar es Salaam

13<sup>th</sup>–17<sup>th</sup> June 2022



Prof Mathabo Khau was invited to facilitate a Supervision and Participatory and Visual methodologies (PVM) Workshop at the University of Dar es Salaam, Tanzania. The supervision workshop was well attended by staff members to improve on their supervision practice and their engagements with research students. The PVM workshop was attended by both supervisors and their students to learn and practice innovative methodologies in research so as to

decolonise their research thinking and practice. At the end of the workshops, many students and supervisors had converted their research towards transformative PVM based research. The Dean of the School of Education, Dr Eugenia Kafanabo was in attendance throughout the week and encouraged the participation of her staff and students, while also assuring them of continued support in rethinking their research projects.





# SP(FET) FUN DAY

1 August 2022

The SP(FET)'s indulged us in a wonderful fun day on the 1st august. It was initiated by students with the intent of bringing the community of future teachers together and to getting to know each other. This initiative would be ensuring they feel comfortable and happy in the environment the faculty brings forth throughout their academic career. This meet-and-greet included beautifully recited poems by students, dance, some shared videos from SBL Experiences and choir singing.





# Makhwekhwetha Mama Moeng

Ewe nditsho ndigxininisa, maMoeng ungumakhwekhwetha Ndiveni 'nto zakuthi nditsho ngembeko mna ndiyathetha Ndiphakamis' umphathi, intomb'enkulu entle xa izakuthetha Nank'umamQadi bethuna, isibane sakhe soze sacima, sona sithe thaaa.

Ngcinase, Mdlana, Qengeba, Mphankomo, Mpondomisekazi!!! Khanyisa kubemhlophe nakwindawo ezithwel'ububi, indlala nentsizi Amandla unawo wena, ndimncinci kodwa ndiyakubon'isukuze wazi Thatha konke okunikway'okuhle nguQamata kuded'intsunguzi.

MaMoeng, singabafundi thina siyazi siphethwe nguwe wena mbokodo!!! Ubushushu kule fakhalti buvel'entliziyweni yakho ithungelana nengqondo Eyakho wena makhwekhwetha, ezamana neendlela zobomi bempumelelo Umnqweno nenzondelelo yakho bubume jikelele beyethu singabafundi intlalo.

Ntlalo yona ixhomekeke ekuboneni kwebafundi nabaxeling' abalapha ngaso-lynye Qonda ke makhwekhwetha ongakwenza wena kwelishesha langoku kunye Kukusikhokelela ukuze kufezekwe iminqweno yakho yokuba sibe yimbumbenye Makwenzeke SomBawo ngokwentando Yakho ukuba sibe banye sitheth'intwenye.

Thetha ke galela wena makhwekhwetha, thina sinomdl'umde ungangentaba Sodla kuwe thina sesisazi, amazwi azakusakha esingekhe sawalahla futhi sawakhaba Sitshilo kwixa langaphambili sathi ulwazi kuwe liyasinda lufana nendod'ethwel'umkhaba Mamela ke wena mfundi baz'ezoondlebe zinxanelw'imfundo, ngoku ke lishesha lesosigaba.

Qadi-qadi nomaMpondomisekazi Ndivumele ndithi Siphokazi esihle Ndiyema nox'amazwi akubonga esekho Thath'indawo yona yeyakho.

*Enkosi!!! ~ Recited by Sindisiwe Nqeto*

# Afrikaans, Die Moeder Van Soveel Kinders

Ek is suppose om die oudste te wies Wanneer ek my stem dik maak raak mummy sommer vies. Ek is mooi groot nou En wil independent wies, Maar dit is waarvoor mummy te meeste vries. Ek is ready en vat h kans Onthou net die naam Kaapse-Afrikaans.

Eke is die wild h out een Try my en ek kou jou af tot op jou been Eke kom uit die dangerous areas Kyk maar my stoeka dit sal alles vertel. Ek is nie h frans nie, mummy het my net uit gered uit die hel. Moet my nie uitcheck lyk ek is kaal Ek is hier om te bly, ek is bendetaal.

Awê my mense, ek is die jongste Minute vir die wat dink ek is die bedonderste Nei man djulle wat dink my so onderskat Met tegnologie wat heelyd develop Gaan ek djulle nog h lang pad vat. Ek is tienertaal en soos die jare aangaan gaan ek die grootste wees op die skaal van taal.

*Written by: Kenan Davids, Recited by Emmaren-cia Afrika*

# Change the World

Strive and fight to Change the World It's all about actions not just about a word Let us attain this by no rocket no sword Umanyano ngamandla, this is our World.

If our beautiful & imperfect World must change Start now, be a positive reflection, a good image Succeed always in what you do, find ways to manage Surround yourself with winning peers, engage.

If the World must change be wary, be vigilant The World is imperfect, no pressure to be excellent Do your best, be the best, work & focus more student The race and the objective is to Change the World.

Pace up higher, accelerate your performance NMU and your Faculty must notice your existence Be that constant mark, study to make a difference This vision is attainable, it is to Change the World.

Drop it like it's hot NMU is like your sport No life without a spot Change the World.

There is for us first years a reference point Look at the support we have from Ma-Moeng The caring hearts of our HoDs,

You hardworking student can WIN, YES, The Victory is certain Ukwanda kwaliwa ngumthakathi Change the World.

*~ Recited by Sesethu Msizi*



# ZINGCE NGOLWIMI LWAKHO ISIXHOSA

Ndikhangela kakuhle mna, ndingumXhosa kwaye ndiyazingca Ndihamba ndizingomba isifuba amatshamba kum athe ngcaa Andifuni nokungathi ndiyathingaza ndinguye andingcangcazeli NdingumamNtlanekazi ozalwa ngumaGab' omhle, lilizela mililizeli.

Igama lam ndalithiywa ngumakhulu wam lizel'intsingiselo Wathi ndinguMandihlume, kum makwande kubekho ihlumelo Ndikhuliswe ngentyapha nenembe, ndijonge kakuhle ndim lo Oonoqhogu namalaphu akrazulwe koonopitikoti ibiyindlela yempilo.

NdingumXhosa mna kwaye ukuthetha isiXhosa kum kulibhongo Akukho futhi nokudineka nokuluthathela phantsi olwam ulwimi Ndibajongile abathi bangamaXhosa kodwa xa besithetha kuthi ngo-ngo Ligubu lentliziyo kubo kuba bayazidela bayaseya, abaziqhelisi olwabo lwimi.

Ndiyaziqenya ndiyaqhakaza kweziny' iintlanga ngobuXhosa bam Ziyandibuka zindinik' imbeko ngokubambeleva kwiingcambu zam Ulwimi lwam luneempawu ezixak' eziny'intlanga luthi ke lukhetheke Ndakuthi qiq' ucinge ngengqondo, ziye zibhideke ulwimi luphotheke.

Ndiyavakelelwa xa luthethwa ngabantu balo belimosha belixuba Kucaca okukulixuba ulwimi lwesiXhosa izakwamkeleka ide iqheleke Lifuthe libi lento yokusithetha isiXhosa sitshintshwa kude kunyanzeleke Ndiyalubanga ulwimi lwam lwemveli, xa ulibhonxa uludlakaza ndiyanxuba.

Umoya wam uzinzile kway' andihexi naxa ndipitiliza nditheth' isilungu Sona asilolwimi lwam kakade, luhamba nengcindezelo kobam ubulungu Ewe, ndililungu elinesidima ndingumXhosa, noxa ndingeyoncutshe yesilungu Sala wena uzidele, ngoba awunamqolo uphila ngokuphakamisa phezulu abelungu.

NdingumXhosakazi mna jong' iziqa imilenzeni nesandi sezazo ezingqi Ukuziphatha nokulandela izithethe zakwaXhosa zibub'ubungqina Amasiko akwaXhosa ndingxengxeza kuQamata andithethelele kuSomandla Ndiyangqungqa ndixhentse ndicele kwabalel' ukuthula umonde namandla.

Ndibone xa ndithez' amalongwe nkomo, ngentloko ndithwal' inyanda Ndiyintombi esebenzayo, ndiyaqukeza andilal'ingazelanga imiphanda Umlambo umel' ukundazi ngegama ndiquqa kuwo kushushu kubanda Ndiyintomb'omXhosa ungandibhoxi uthi ndisebenz' okwekhoboka, uzakubhuda.

Qonda mXhosa wedolophu, ubuXhosa bakho abungemibhaco yodidi oyinxibayo Loo machokoza uwenz' ebusweni akathi ungoyena mXhosa kwabany'okhethekileyo Ndoda loo nduku icholiweyo nesankwane sakho asilophawu tu lobuXhosa benene Kumele ukuba into ephuma emlonyeni ibe yeyona ikuthethelelayo ngokwenene.

Ndilind' ithuba apho umnt' omnyama ozibiza ukuba ngumXhosa azixabise Athi aqiniseke ngokuzifuna, aphande banzi ngobuXhosa bakhe azifundise Masiyoyike into yokuzilahlekisa, masiyicingeni maXhosa futhi sizikisise Mna ndimile ndithi ndingumXhosa ndakuxhathisa naphakande ndoyise.

Ithuba likho makuxhabashwe kuxwayw' isimilo maXhosa kubuyelw' eMbo Akunani xa besihambe nomsinga womoya woburhanuga masitshintshe ke izimbo Nditsho kuwo onke alahlekileyw' amaXhosa, kuzo zone zoMzants' iimbhombho Kube chosi kukhanye, kubhekele pha kude ungazingci ngobuXhosa bethu, ndiyacamagusha!!!

*~ Recited by Lifa Kibungu*





## Exploring the value of using Drama Strategies for research with Cermesa Students

In June this year when the CERMESA Masters and doctoral students from various parts of Africa (East, West and Southern Africa) visited Gqeberha for their research institute in the Bay, Dr Malve von Mollendorff invited Professor Athiemoolam to share his insights on using drama strategies for research with the group.

During the workshop Professor Athiemoolam shared drama research strategies with the group such as using role play, improvisation, and tableau for the data collection process. He simulated an actual research project focusing on the theme of diversity and afforded students the opportunity to present short role plays in response to the question: How do you experience diversity in your institution? In response to this question students were required to engage with issues and challenges of diversity within their actual institutions. After each group presented their role play, he invited the rest of the class to reflect on the theme or issue that the role play engaged with. An analysis of the data, emerging from the role plays, indicated that some of the issues of concern that the students focused on included discrimination based on religion, ethnicity and socio-economic background, patriarchy and the treatment of female students. Through the research process the students were empowered with skills in how to use drama for research.

In a follow up activity Professor Athiemoolam used a poem entitled 'I am diversity' as the content for a short piece of improvised theatre on how to promote diversity in society. The students found their exposure to drama, as a strategy for research, most insightful and some indicated that they were motivated to use it to explore various themes in their masters and doctoral studies.





# The Muki Moeng Scholarship at Nqweba Secondary School

The idea to support learners who perform well in high school was initiated from the experience of having received a scholarship while I was in high school from the African Scholars' Fund and another one to study in the USA for an MSc in Curriculum and Instruction in 1998. That experience encouraged me to always do my best and perform well. Because of the passion that I have about education and knowing the difference it can make in someone's life, I decided to encourage and motivate learners from a disadvantaged background. It was in 2011 when I could afford to plough back to my community. The programme has now been running for the past 10 years with the majority of the learners having gone through university. My future hope is to partner with a funder so that I can support these learners throughout their university studies. I am also planning to ask those who have gone through this scholarship and are employed, to offer a landing hand whenever they can. It will then become a paying-it-forward cycle of support and motivation.

## Excited faculty colleagues enjoying the 2023 Writing Retreat at Cape St Francis!



Front: Obakeng, William, Tushi Middle: Kholisa, Sanet, Pretty, Zakhile, Muki, Zamo, Ntombi Back: Makhosi, Eileen, Rochelle, Koketso, Tshidiso, Lucky



# Catchup practical sessions: The effects of Covid-19

## Background:

Many universities, colleges and schools in South Africa suspended classroom teaching due to the novel coronavirus pandemic and switched to online teaching. Although online education provided an opportunity for self-study, the main challenge that online education brought to science students was failure to carry out experiments due to lockdown. The most affected cohort of students are those who joined the faculty in 2019. Some of these students come from schools where they were not exposed to science practicals. This has made it necessary for us to provide them with relevant practical skills which are linked to what they will teach when they have qualified as science teachers.

Advantages of learning through experiments are that the students get an opportunity to share ideas, collaborate, discuss as they have a hands-on learning opportunity. Experiments can be used to introduce new ideas or to clarify puzzling aspects of topics with which students typically struggle. If the result of an experiment is surprising yet convincing, students are in position to build ownership of the new idea and use it to scaffold learning. In addition to checking that the conceptual focus of the experiment has been understood correctly, science experiments are help with verification of hypothesis created to explore how the world works which is one of the goals in science education.

Ten experiments were lined up for the students during the semester break period (from the 7th to 14th of September 2022). The experiments comprised the formal practical activities which they do with the Grade 9-12 learners in secondary school. They carried out a titration, rate of reaction, test for starch on a leaf, determination of the value of gravity using a pendulum, heating and cooling curves, periodicity of the Group 2 and 3 of the Periodic table, internal resistance and the factors that influence the resistance of a conductor.



Mr William Zivanayi explaining to the FET students the procedure of how to carry out an experiment to determine the rate of reaction using the reaction between aqueous sodium thiosulphate and hydrochloric acid solution. From the left; Classen Rouxan, Craig Horman, Mr William Zivanayi, Ms Nondumiso Ntshangase, Sibabalo Majita and Bhulana Lehlohonolo.



Classen and Craig sharing ideas on one of the experiments.



Sifumba Sisipho and Balungile Lutseke sharing ideas on the experiment to show that plant leaves have starch.



Bhulana Lehlohonolo is excited to carry out a life science experiment



# Celebrating the role of basic sciences in the modern world

Report compiled by Dr Ayanda Simayi, Mrs Jennifer Pienaar and Mr William Zivanayi

## Background

The National Science Week (NSW) is an initiative of the Department of Science and Innovation (DSI) aimed at celebrating annually, the role and value of science and technology in people's daily lives. The main theme for this year was *celebrating the role of basic sciences in the modern world*. As the Faculty of Education, we were led by the Executive Dean Dr Muki Moeng as we celebrated this event at Spandau Secondary School in Graaff Reinet from 3rd - 5th August, supported by our PR team Thato Moshesh and Bruce Gordon, see pictures below.

The IP Team (Natural Science Grade 4-6) and FET (Life Sciences Grade 10-12) was led by Dr Ayanda Simayi while the SSE (Physical Science Grade 10-12) was led by Mr William Zivanayi, Mrs Jennifer Pienaar led the SP (Natural Science Grade 7-9) with Dr Ron Beyers. We accompanied our Dean to Nqweba Secondary School and we witnessed one of the Dean's personal initiatives, the funding and awarding of five (5) Dr Muki Moeng merit awards to outstanding Grade 8-12 learners. *Bravo!* Our community engagement did not end there. As the science team, we supported Mr Zivanayi who was requested by the Dean to assist Grade 12 Physical Science learners who have been without a teacher for a long time. The presentation was excellent. *Bravo!*

New science team members were baptised into science, the Dean was the first convert.

The lab coat fascinated many learners, one of them quipped I would like to be dressed in a *wit jas* and be a *scientist*. As the Faculty of Education Science Team, we touched the minds of the little ones and got them interested in science. Thato (on the right) copied the Dean, he put on a lab coat and tested *Brownian motion* with *potassium permanganate*.



The Faculty of Education Science Discipline Team with the Dean, Dr Muki Moeng.



The Dean, ready for action and welcomed by skeleton man into the science discipline.



Thato testing Brownian motion



## Intermediate Phase (IP) Natural Science (Grade 4-6) and Life sciences (Grade 10-12): Dr Ayanda Simayi and IP team

One of the aims of the NSW is to contribute to the goals of the Science Engagement Strategy by making science popular to the broader South African society and make STEM appealing to learners, such that they consider science as a preferable career option. The IP team focussed on these aims by constructing models from materials that are readily available in learners' homes and link these models to science concepts and processes.

In the picture below, IP Team preparing models of the *Corona virus*, *bacteria* and *animal cells* with play dough, liquid hand paint and matchsticks. Balloons, straws and empty 1.5l plastic bottles were used to construct the breathing mechanism in the Faculty Science laboratory.



In addition to our models, Mrs Helena Oosthuizen contributed to the Life Sciences exhibition with a model of a skeleton.

We had microscopes where most learners viewed prepared slides for the first time. A model of the human torso, the heart, the skeleton, chemicals, and electrical connections were in display. It was surprising that all Grade 12 learners asked about gaseous exchange between alveolar membrane and the functioning of the heart. Dr Simayi explained in detail how systemic and pulmonary circulation works and the exchange of gaseous between alveolar membrane and capillary membrane. The excitement of the learners when they looked through the microscope was humbling. They viewed prepared slides of a striated muscle which they correctly indicated as a picture of meat.



Dr Ayanda Simayi, two First Year PINT102 students Lorcía Newfeldt, Owethu Mayekiso and Nondumiso Ntshangase, the lab technician.

That was awesome. Most of the learners shared that they were using the microscope for the first time and unfortunately some could not use it due to loadshedding.

### Reflections by Nondumiso Ntshangase (Laboratory Technician)

The collaboration between the students and lecturers was a beautiful one as it did not only provide a learning opportunity for our students, but it also opened their eyes up to the possibilities and the different paths they could take in science even outside of the classroom. Our faculty showed massive support, from making all arrangements at such short notice, building our moral leading up to the event and capturing every moment of the preparation. It was an eye-opening occasion to experience working with a diverse group. We built including a breathing model using a 1.5l plastic bottle, balloons and straws. The model showed what happens during inhalation and exhalation.

Reflections by  
Owethu Mayekiso  
Nondumiso Ntshangase



### (IP First year PINT102 student)

I was so privileged that I was one of the selected students to represent Nelson Mandela University at Graaf Reinet for the National Science Week. We had to build models to present at the expo, it was a pretty much awesome experience and I learnt a lot during the process. My main role at the expo was to explain the structure, movement and functioning of the Corona virus using the model. Dr Simayi summarized each presentation by giving a deeper science explanation especially for Grade 11s and 12s. I also explained the basics of a series electric circuit connection and gave learners opportunities to touch the parts and see what happens to the light bulb when more cells were added. Having to interact with the Dean daily was an amazing experience. We were treated like Kings and Queens, accommodation at the lodge and our dinner with the Dean was superb. It was a great way to start my learning to teach journey.



Owethu Mayekiso



Lorcía Newfeldt

### Reflections by Lorcía Newfeldt (IP First year PINT102 student)

Taking part in the National Science gave me the assurance that I was on the right career pathway. Building the models using simple parts like play dough, matchstick and liquid paint was educational and very interesting. My duty was to explain the structure, movement and functions of bacteria using the model. I also explained the functioning of the electric circuit and helped Afrikaans learners who visited our table. Graaf Reinet is mainly an Afrikaans-speaking community so my presence with Dr Simayi's translation, made learning simpler for the learners. I am grateful the opportunity given to me to be part of the NSW and I enjoyed everything without paying anything, interacted with learners of different grades and with the Dean as well.



## Senior Secondary Education SP Natural Science (Grade 7-9): Reflections by Mrs Jennifer Pienaar and SP Team

The Senior Phase (SP) Team introduced learners to activities that represented the CAPS curriculum strand *Planet Earth and Beyond* (PEB). We wanted to make teachers and students aware that PEB is hands-on and you can make it real.

We prepared five hands-on stations based on Grade 7-9 PEB topics; Moon Phases Model, Why We Have Seasons, How Craters Are Formed, The Life Cycle of a Star, and The Solar System.



Two of our SP students Tokoloho Lengoea and Zenzo Nkosi and Mrs Jennifer Pienaar.

## Robotics in Science

One of our goals was to show students and teachers that basic robotics can easily be incorporated in a NS lesson. Using a simple robot like a BEEBOT, we took a content-heavy Grade 9 topic, the life cycle of a star, and demonstrated how sequencing the life cycle in the correct order can be done through coding the BEEBOT to move across the mat in the correct order.

## What do Scientists look like?

At the end of each session, I would ask the group what they think scientists look like. The majority of the students think that scientists wear lab coats, glasses, work in a lab, study a lot and are "nerdy". They would also describe a scientist as a man with a beard. I then held up a mirror and told them that *they are scientists*. Whenever they wonder about the world around them and then start investigating it, they are *doing science*. The images of science that these students hold showed that they believe science can only be done in a lab, not realizing that, for example, an astronomer studies space or a geologist studies rocks and this can be done in the field without a school science lab.

## Good models can be made from everyday materials – by Tokoloho Lengoea

To stand in front of a group of learners and have them listen to you teach is a great first-time experience for a first-year Natural Sciences Education student.

I would often wonder how my former teachers or current lecturers feel when they teach and I learned that it is not always so easy because each learner has his/her own way of absorbing information. Some learners are visual while others are auditory, some are kinesthetic while others learn by reading. The teacher must accommodate them all.

We often think that the materials needed for models are very expensive



and that we need fancy laboratories to do science, however I learned that the opposite is true. Good models can be made from everyday materials we have at home. At NSW I noticed that learners learn a lot when they touch objects, participate, and see what the teacher is talking about. From the feedback I received from students at my station, the method of teaching that involves models and hands-on activities worked best when learning about *Why We Have Seasons* because the students had fun.

We used our bodies to illustrate the tilt of the earth and a chair as the sun. I noticed that students were more interested in this topic when they were able to be active participants. What I learned from NSW is that a good teacher is interested in what he/she does and encourages students to ask questions.

## Learning through a Hands-on Activity and Playful Learning – by Zenzo Nkosi

What I learnt from this experience is that science does not have to be complicated. You can easily use everyday materials to engage learners in a hands-on experience. My station focussed on *Moon Phases* which is a topic taught in Grade 7 Natural Sciences but I noticed that Grade 8 and 9 students did not have knowledge of this topic. We used a soccer ball to represent the earth, a tennis ball to represent the moon and a torch to represent the sun in order to simulate how the moon rotates around the earth and changes phases. What I enjoyed most was having learners arrive at my station, not knowing or understanding much about *moon phases*, and through a hands-on activity and playful learning they gained knowledge.

I would take what I learnt back to any type of school by using everyday materials to develop models for specific topics I am teaching so that learners can visualise what is being taught. I believe each school should have their own science week where they set aside a day to



Robotics : 1; Planning, 2; Sequencing, and 3; Programming Hands-on collaboration







showcase what science *really* is by using everyday materials and real-life examples.

### Clean Energy and Critical Thinking Skills

In the picture, Dr Ron Beyers is engaging students in a “clean energy” demonstration. Students had to apply critical thinking skills to make the blades of the wind turbine turn. Students were also fascinated by the robotic arm that was on display, leading to students becoming more curious about robotics and inquisitive about programming.



### Senior Secondary Education FET Physical Science (Grade 10-12): Reflections by Mr William Zivanayi and FET Team

The FET Team was focussed on making STEM interesting to learners, and that objective was achieved with a display of science models that targeted Physical Science in Grade 10 to 12. The National Science Week provided an opportunity to demonstrate some of the experiments which most learners do theoretically in their schools due to the lack of science equipment in schools. One of the basic rules in the laboratory is that the teacher should demonstrate investigations which involve fire and volatile chemicals. This precaution is maintained to protect learners from the danger of being burnt.



*Above Left: Mr Zivanayi explaining the concept of activation energy with Nasiphi watching closely.*



*Above Right: In the picture, heating of chemicals was done under the watchful of Mr Zivanayi.*

We showcased our science innovations in the teaching and learning of science using basic materials. The members of the SSE FET Science Team were Daluxolo Khoza and Nasiphi Humility Mdabula. The display shows heat energy from the Bunsen burner absorbed by the chemicals in the flask. When adequate heat energy had been absorbed (activation energy), the chemicals started to react and produced their own energy to make the reaction continuous. The determination of Boyle's Law, the demonstration of activation energy (Bomb experiment) and an acid-base titration procedure were presented.

One of the highlights of the exhibitions was the demonstration of the motor effect which was done by FET science students Daluxolo and Nasiphi, using recycled materials as well showcasing the application of the motor effect in our daily lives. The two students designed a vacuum cleaner using simple inexpensive materials such as a two litre

(2l) plastic bottle and a small motor to demonstrate the application of the motor effect knowledge taught in schools.



In the picture above, FET students Nasiphi Humility Mdabula to the left and Daluxolo Khoza on the right (partially covered by the learner's head) explaining how to construct a vacuum cleaner from an empty 2 litre cooldrink container, with a motor and cells to a group of Grade 11 learners.

### Conclusion

The Faculty of Education captured the theme of the NSW and filled up one side of the hall.

Our display captured the excitement of the learners as they moved from one table to the other.

We worked as a team, led by the head of the delegation Dr Muki Moeng and we achieved the goals of the NSW by *celebrating the role of basic sciences in the modern world* with the learners in a *dorpie van Graaff* Reinet.







## Celebrating the role of **basic sciences in the modern world**





# CENTRE FOR THE COMMUNITY SCHOOL

## Support for impoverished schools

### A. MOTT FOUNDATION PROGRAMME

**Improvement Plans for Township Schools - training schools on how School Governing Bodies and School Management Teams can be functional and effective organizations.**

The Mott Foundation Program has been one of the greatest achievements within the Centre for the Community School. Working with schools from the Manyano Network in Gqeberha and Kariega who lack infrastructure and resources that impacts learners academic and extra-curricular performances. The SGB and SMT Project under the Mott programme focuses on strengthening School Management Teams (SMT) and School Governing Bodies (SGB) to develop appropriate curricula and school improvement plans that integrate communities within the school's environment, develop financial management of schools, improve policies and offer holistic support for impoverished schools.

CCS held a joint session with all the Manyano Schools involved, Governing Bodies and Management Teams and facilitated by Dr Bruce Damons. Dr Damons reflected on distinguishing the different roles of a schools Governing Body and Management Team. Challenges and strengths in terms of management were discussed, and solutions to overcome these reflected upon. Co-facilitator, Mr GM Naidoo, added strategies and guidelines on how communication between school leaders and learners can be improved to ensure smooth operation within the whole system. He emphasized that transparency, openness and inclusiveness are the most important factors for successful communication.

The best part of the joint session was that each school developed its own school improvement plan in line with the Department of Education's nine key focus areas and presented it to the participants.

During the reflections, schools are ready to implement their strategy and use the tools to work effectively as a collective.

*By Viwe Khambule, Sipheleke Jongisa and Malebogo Letseka (PR Student Assistants)*

*Right: 12 Manyano Schools gathered to formulate their School Improvement Plans*

*Far Right: Learner component of the SGB from Limekhaya High School voicing out his views on the opportunity, he felt valued in participating in the process of developing an action plan to improve the school.*

### B. PHYSICAL SCIENCE, LIFE SCIENCES, ENGLISH, AND MATHEMATICS PROGRAMME (PLEM)

**Launch of Moses Mabida High School Laboratory: Sustainable future through science**

The happiness of learners was beyond words. A much needed science lab was opened on 10th August 2022 at Moses Madiba Senior Secondary School in Kirkwood. The school is one of four schools that were chosen for a pilot project aimed at the co-construction of a sustainable Physical Science, Life Sciences, English and Mathematics (PLEM) support programme for High Schools.

The Centre for Community Schools (CCS) established this program in partnership with other institutional faculties to address issues such as risk factors, interpersonal relations, subject and content knowledge for Mathematics, Life Science and Physical Science, and lab renovations.

PLEM is premised around CCS, learners, teachers, parents and subject advisors (DBE) collaborating and sharing expertise on how they could develop their schools. This was supported by funding received from NEDBANK; making it possible for learners to start re-imagining their futures.

Attending a disadvantaged school makes it virtually impossible to

achieve good results, as schools focus on improving infrastructure and have limited resources to support teaching and learning. Learners have less options in terms of career choices because they are discouraged to explore science related qualifications as the seed was not fully planted in basic education.

This has led to an imbalance with overcrowded and undercrowded qualifications, which has a great impact on the unemployment rate and scarce skills especially in science and technology in South Africa. This is not because a black child doesn't want to strive in science, but due to a lack of resources and access to practical equipment.

Launching this lab in the small town of Kirkwood is not only empowering the children of Moses Mabida Senior Secondary School, but also closing the gap of under-resourced classes. The Centre for the Community School has contributed to the development of schools in the Sundays River Valley.

A highlight of the day's programme was learners demonstrating what they have been learning in class and in interventions by STEM-in-Action (a partner who played a remarkable role in making this laboratory a success!). Their faces were filled with curiosity and excitement as they explained different types of indicators and differentiation between acids or base substances.







Chairperson of PLEM, Executive Mr Balie and Principal of Strelitzia, reflected on the importance of suitable education and how CCS is contributing to this and positively impacting children in rural contexts. Mr. Mzuzu, Acting Director of CCS, emphasized the journey that still awaits CCS as a program in improving rural schools in the best way possible. Mrs. Kabane from Bontrug Primary, one of the feeder schools to Moses Mabida, shared a message of support and was grateful that their school will also have access to the lab.

The Centre for the Community School under the Faculty of Education has embarked on a tough journey as there is a great need from many schools that require facilities such as a science laboratory but due to the passion for improving equal and quality education it continues to respond to contextual realities affecting schools by creating model schools.

*By Viwe Khambule (PR Student Assistant)*



## C. SAKHINGOMSO (CALA)

### School development and improvement for rural schools

Faculty of Education's Centre for the Community Schools and iKamvelihle Development Trust have partnered with the Cala community of schools to develop sustainable school development plans over a period of 5 year (2017 – 2022), which will continue replicating and scaling-up.

The partnership encouraged the initiation of capacitation of school Leadership and Management in Cala (Chris Hani District).

*Below: Joint SGB and SMT workshop*



The school leadership project focuses on three capacity building programmes for 1) School Management Team, 2) School Governing Body and 3) Representative Council of Learners as part of the improved school government and leadership skills/capacities.

Training involved Parents, Learners and Educators who are also part of the, iKamvelihle Development Trust and the Local Education District office

The partnership of these different stakeholders aims at providing support needed by schools to develop and become beacons of hope in their communities. Through a co-construction of programmes that support SMT, SGB, RCL and School Administrators there is a building of mutual understanding and learning with the goal of scholarship they will support teaching and learning and whole school development within a rural context.

The capacitation of Representative Council of Learners (RCL) is



an important component of the whole Sakhingomso capacity building programme. Learners benefit in understanding their role as stakeholders in upholding democratic governance in their schools.

*Below: their roles and responsibilities.*



*The focus areas included :*

- Co-construction of School Improvement Plans (SIP)
- To foster a sense of ownership of SIP
- How stakeholders complement one another and can work in cohesion
- Financial Management

### **Nelson Mandela Day 2022**

*"Do what you can with what you have where you are"*

The Centre for the Community School partnered with the Nelson Mandela Foundation, Nelson Mandela University Engagement Office, iKamvelihle Development Trust, the Green Development Foundation and Sakhingomso schools. The programme was supported by the Department of Education, Sakhisizwe Local Municipality, Chris Hani District Municipality and Department of Agriculture.

This celebration embraced the theme of 'doing what you can, with what you have, where you are' by focusing on three sub-themes: fruit and indigenous tree planting and community. This was facilitated by a Transect Walk Dialogue (TWD) which presents an opportunity to identify various assets in a community through the eyes of the community while engaging with contemporary challenges faced by the community and society. The citrus trees were planted at Mnxe Primary School, Guata Primary School, Cala Village Senior Secondary School and Batandwa Ndondo Senior Secondary School.



**1. Tree planting and lessons on how to maintain citrus trees by Mr Malgas at Mnxe Primary and Cala Village**



**2. Cala Village Educator explaining the process of mixing the fertilizer at Guata Primary Day**

**3. Community at the main event celebrating Mandela**

Critical conversations transpired during the programme and one of the most remarkable moments in Cala was the community taking ownership of their programme. Allowing people to own their spaces irrespective of their educational background is very important. Recognising the power of the community and their leaders not to impose but allowing voices of all the participants who collectively seek to contribute to quality education and community development can

lead to creative ways of solving challenges.

For continuity and sustainability, a multi-discipline stakeholder team has been formed to continue with the mandate of strengthening relations and fulfil commitments of planting 1000 trees in the next cycle.

*By Jabu Bam*





#### D. Menstrual Hygiene Programme

**Fulfilling the vision of Nelson Mandela University to be a university "in service of society"**

CCS launched the Menstrual Hygiene Programme at Siyaphambili Primary School in Motherwell recently. It focuses on the distribution of sanitary towels, providing information on personal and menstrual hygiene, and disposal of waste.

The original idea was initiated by a group of B Ed Foundation Phase fourth-year students through one of their modules, Belonging to A Community of Practice (PBSL 400). This initiative is an effort to support schools in response to the need for sanitary towels for learners who

come from underprivileged neighborhoods. Their goal of assisting the university in achieving the mission of being a university "in service of society" would be achieved and exposes students to the contextual realities of SA schools.

The collaboration involves Nelson Mandela University's Faculty of Education, Centre for the Community School, Hubs of Convergence and Engagement Office, and Rentokil Pest Control, Department of Health, Environmental Health Services (NMBM) and Councillors of Ward 23 and 54.

*By Jabu Bam*

*Right: Fourth year students Jenna Thomas and Tamm Leigh Scott*







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