Dynamic knowledge-making for 21st century education

UNIVERSITY OF JOHANNESBURG

FACULTY OF EDUCATION

ANNUAL REPORT 2017
Dynamic knowledge-making for 21st century education

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THE UNIVERSITY OF JOHANNESBURG
FACULTY OF EDUCATION (UJFE) IN 2017
AT A GLANCE

- The UJFE is housed on three campuses: Soweto Campus (SWC), Auckland Park Kingsway (APK) Campus and the research village on the Auckland Park Bunting (APB) Road campus.
- In 2017, the UJFE consisted of five academic departments and three research centres. It housed three National Research Foundation (SARChI) Chairs.
- Types of qualifications offered: Initial teacher education (ITE) qualifications: Bachelor of Education (BEd) and Postgraduate Certificate in Education (PGCE); qualifications for continuous professional development: Advanced Diploma in Education (AdvDip in Ed) and Postgraduate Diploma in Education (PGDip in Ed); and postgraduate programmes at honours, master’s and doctoral level.
- Flagship programme area, in accordance with UJ criteria: Childhood Education (Soweto Campus).
- Two strongest postgraduate programme areas: Educational Psychology and Educational Leadership and Management.
- Total number of students: 3901.
- Total number of undergraduate students: 3211.
- Total number of master’s students: 218.
- Total number of PhD students: 116.
- Total number of graduates: 1098.
- Course (module) success (completion) rate: 90%.
- Module completion rate for the initial teacher education degree (BEd): 91%.
- Total number of full-time academic staff (including assistant lecturers): 76.
- Number of full-time academic staff with doctoral degrees (excluding assistant lecturers): 53 (74%).
- Total number of administration and support staff: 24.
- Research output submitted to the Department of Higher Education for accreditation: 116.90 research units.
- Two schools associated with the Faculty: UJ Metropolitan Academy (secondary school) and Funda UJabule School (primary school).
- Research journals hosted by the Faculty: Education as Change and the South African Journal of Childhood Education.
STRATEGIC DIRECTION: TOWARDS GLOBAL EXCELLENCE

The strategic direction discussions in 2017 initially related to addressing the recommendations of the Faculty review, which took place in September 2016. The purpose of the review was to seek from a panel of internationally acclaimed scholars considered reflections on the extent of the Faculty’s success in achieving global excellence, and for the panel to make recommendations on how to amplify the UJFE’s stature.

The main research initiatives emanating from the Faculty Review related to capacity building of inactive researchers. This was done departmentally and through workshops and a writing retreat facilitated by the Vice-Dean Research and Internationalisation. Another research related initiative involved the groundwork for the development of a professional doctoral programme that focuses on teacher education.

An important teaching and learning initiative saw the conducting of an assessment audit in the Faculty, aimed at establishing a more efficient assessment of learning system, i.e. one that maintains quality and rigour while reducing quantity.

A governance and management recommendation was addressed in November 2017, which concerned creating a position to promote greater coherence, coordination and curriculum integration for the BEd in Senior and FET Teaching. This was done by creating a programme manager position. The programme manager will take up the position in February 2018.

Some of the recommendations require curriculum changes in the BEd in Senior and FET Teaching and changes to the way in which the work-integrated learning is organised. The work on this started in 2017, but will receive dedicated attention in 2018 under the leadership of the programme manager.

In the second half of 2017, centres, departments and chairs embarked on compiling strategic plans for the next four years. The plans addressed strengths and challenges, strategic direction, key strategies and milestones. The initial plans were discussed at a breakaway in November and thereafter refined. In addition to providing input on how to improve the strategic plans, conversation at the strategic committee breakaway inter alia foregrounded the following: transformation; completion time of students in undergraduate degrees; online and blended learning; teacher education for 21st century education; third-stream income generation; throughput of postgraduate students; inactive researchers and research output; the Faculty’s footprint in the rest of Africa; and the role of distinguished visiting professors (DVPs) in the Faculty.

The risk identified in 2016, namely enrolment planning and management, remained in 2017. This is due to the phasing out of existing education qualifications, and the unpredictability of the impact of the new policy on teacher education qualifications on patterns of enrolment. Another looming risk is the forthcoming retirement of senior academics within the next four years. A risk that remains is the slow throughput of master’s and doctoral students. To mitigate this, Faculty processes in terms of tracking progress have been tightened.
THE UJFE’S OPERATING CONTEXT

In 2017 the UJFE consisted of five academic departments and three research centres, and it housed three National Research Foundation sponsored Chairs (SARChI). The Faculty also had two schools attached to it – a primary and secondary school.

Campuses

The Faculty offers academic programmes on two campuses, namely the SWC and the APK Campus. The Centre for Education Rights and Transformation (CERT), is situated in the research village on the APB Campus.

The fact that the Faculty is situated on more than one campus is a strength; but it also presents challenges.

It is a strength that the BEd in Senior Phase and FET Teaching is offered on the APK Campus where the Faculties of Humanities and Science, and the College of Business and Management offer Bachelor’s degrees. This allows the student teachers to do their academic majors with the disciplinary experts in these Faculties.

The 16 June 1976 uprising in Soweto was a catalyst that profoundly changed the socio-political landscape in South Africa. It is fitting that the UJFE does groundbreaking work underpinned by a community and social justice ethos on the Soweto campus. Furthermore, the substantial investment of the DHET and the University in the upgrading of this campus, and specifically the investment in the Funda UJabule teaching school, has enabled the UJFE to do cutting edge work related to teacher education and children’s learning and development.

The disadvantage of the multi-campus situation is that the Dean, the Head of Faculty Administration (HFA) and the heads of departments (HoDs) who offer programmes on both campuses, spend considerable time travelling between the campuses. Faculty staff must also travel between campuses for meetings. This also implies that it is not always possible to use the expertise of staff members optimally across programmes because the travelling involved would further aggravate heavy teaching loads.
**Soweto Campus (SWC)**

Three academic departments are housed on SWC, namely Educational Psychology, Education Leadership and Management, and Childhood Education. The Campus is also home to the Centre for Education Practice Research (CEPR) and two National Research Foundation (SARChI) chairs, namely the Chair in Education and Care in Childhood (chair holder – Prof Jace Pillay) and the Chair in Integrated Studies of Learning Language, Science and Mathematics in the Primary School (chair holder – Prof Elizabeth Henning).

A core characteristic of the postgraduate Educational Psychology programmes offered at the SWC is their focus on community psychology. These programmes attract large numbers of high calibre students. Another prominent focus of this Department is special needs education with specific reference to neurodevelopmental learning needs. The Department received a grant from the DHET (European Union funding) in the Teacher Education for Inclusive Teaching Project to pursue research in this area and to develop an open access virtual centre to disseminate the work done. The Department also has a strong footprint in the professional development of teachers in relation to curriculum differentiation and remedial education.

**Childhood Education** was identified as a UJ flagship programme area in 2014. The programme of activities of childhood education is overseen by the Department of Childhood Education (DCE) and the CEPR. The Funda UJabule School, which is the first university teaching school to be established in South Africa, is integral to many of the activities of childhood education. It is a public school, but also a research and teaching school and an "education laboratory". The students in the BEd in Foundation Phase (FP) Teaching and Intermediate Phase (IP) Teaching participate in classroom activities, learning about children and their development and the practice of teaching in the school. The school also serves as one of the main research sites of the CEPR. The CEPR has four main areas of work, namely research, journal publication, teacher development, and research capacity development.

The Department of Education Leadership and Management offers postgraduate programmes at SWC. These programmes are particularly popular with school leaders (heads of departments, deputy principals and principals). This Department is also actively involved in the continuous professional development of school leaders.

**Auckland Park Kingsway Campus**

Though the Departments of Educational Psychology and Education Leadership and Management are officially situated on SWC, these departments also have staff members on APK. Two departments are situated on APK, namely Education and Curriculum Studies, and Science and Technology Education.

The focus of the undergraduate programmes at APK is mainly secondary school teacher education – including the BEd in Senior Phase and FET Teaching and the PGCE. Postgraduate programmes straddle many areas of learning and research. Science education is one of the strongest programmes at this site.

Higher education as a field of study has also been gaining prominence with foci on higher education policy and leadership and the scholarship of teaching and learning. In 2017, the Faculty was awarded an NRF Chair in Teaching and Learning in PSET (post-school education and
Another area that has been gaining prominence is learning technologies. The Learning Technologies Unit in the Department of Science and Technology Education has taken leadership in the Faculty to support technology enriched learning, and to ensure that student teachers are prepared to design and develop learning experiences and assessments fit for the digital age. In addition, the Learning Technologies Unit started offering an online Master’s degree in Information and Communication Technology in 2017.

**Auckland Park Bunting Road Campus (APB)**

The Centre for Education Rights and Transformation (CERT) is housed in the research village at APB. The imperative of CERT, as stated in its charter, is to “make a positive contribution to knowledge creation and social transformation” and to create synergy between scholarship, social action and community outreach.
STAFFING

Faculty of Education Leadership and Management Committee (FELMC) in 2017

Dean:
Prof Sarah Gravett

Vice-Dean Research and Internationalization:
Prof Juliet Perumal

Head of Faculty Administration:
Ms Gadija Petker

Head of Department – Education and Curriculum Studies:
Prof Joseph Divala

Head of Department – Education Leadership and Management:
Dr Clive Smith

Head of Department – Educational Psychology:
Dr Tumi Diale

Head of Department – Science and Technology Education:
Prof Piet Ankiewicz

Head of Department – Childhood Education:
Prof Nadine Petersen
Overall staff profile

In 2017 the Faculty had 76 full-time permanent academic staff members, including the Dean. The number of administration and support staff was 24. Ten (10) temporary employees were involved in the BEd and PGCE programmes. The temporary employees assisted mainly with the teaching load related to the phasing in of new and phasing out of old qualifications and with teaching methodology courses.

In terms of appointment level, four (4) staff members were assistant lecturers (5%) – on three year contracts; 26 were lecturers (34%); 19 were senior lecturers (26%); 11 were associate professors (14%); and 16 were professors (21%).

The following trend is discernible over five years:

- Of the 72 permanent academic staff (excluding four (4) assistant lecturers) 53 held doctoral degrees in 2017 (74%).
- The profile in terms of equity reporting was 57.8% (n=44) designated staff (excluding White women) and 42.2% (n=32) non-designated, including international staff (n=5). The gender profile in 2017 was 45% (n=34) male and 55% (n=42) female.

The following five-year trend is discernible:

- The profile in terms of equity reporting of senior academic staff was as follows: of the eleven (11) associate professors, four (4) were designated, and seven (7) non-designated (including two African foreign). The profile for professors: (n=16); six (6) were designated and ten (10) non-designated.
- The gender profile for associate professors was: seven (7) male and four (4) female, while the gender profile for professors was eight (8) male and eight (8) female.

The demographic profile of the academic leadership group (Dean, Vice Dean and HoDs) (n=7): three (3) designated and four (4) non-designated. The gender profile was five (5) female and two (2) male.

Assistant lecturers

The purpose of the assistant lecturer programme is to provide additional teaching capacity with a focus on flagship programmes and scarce skill areas, and to nurture a new generation of scholars. In 2017 three (3) assistant lecturers worked in the Department of Childhood Education and one (1) in the Department of Science and Technology Education. Since the inception of this initiative two assistant lecturers have taken up permanent positions in the Faculty – one in Childhood Education and one in Educational Psychology.
Distinguished visiting professors

The Faculty has been able to attract eminent scholars as distinguished visiting professors (DVPs). These DVPs could play an important role in the Faculty’s push towards global excellence. However, it is incumbent on the Faculty to ensure that their strengths are harnessed optimally, not only in terms of research, but also in relation to the mentoring of staff.

The majority started work in the Faculty in the second half of 2016.

<table>
<thead>
<tr>
<th>Name</th>
<th>Institution</th>
<th>Area/department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annamarie-Fritz Stratman</td>
<td>University of Duisberg-Essen</td>
<td>Childhood Education/CEPR</td>
</tr>
<tr>
<td>Catherine Snow</td>
<td>Harvard University</td>
<td>Childhood Education/CEPR</td>
</tr>
<tr>
<td>Bruce MacFarlane</td>
<td>University of Southampton</td>
<td>Ali Mazrui Centre for Higher Education Studies</td>
</tr>
<tr>
<td>N'Dri Assie-Lumumba</td>
<td>Cornell University</td>
<td>Ali Mazrui Centre for Higher Education Studies</td>
</tr>
<tr>
<td>Elias Mpofu</td>
<td>University of Sydney</td>
<td>Educational Psychology</td>
</tr>
<tr>
<td>Jari Lavonen</td>
<td>University of Helsinki</td>
<td>Childhood Education/CEPR</td>
</tr>
<tr>
<td>Phillip Hallinger</td>
<td>Chulalongkorn University, Thailand</td>
<td>Education Leadership and Management</td>
</tr>
<tr>
<td>Hsin-Kai Wu</td>
<td>National Taiwan Normal University</td>
<td>Science Education</td>
</tr>
<tr>
<td>Kerry Kennedy</td>
<td>Hong Kong Institute of Education</td>
<td>Education and Curriculum Studies</td>
</tr>
<tr>
<td>Carmel McNaught</td>
<td>Chinese University of Hong Kong</td>
<td>ICT in Education</td>
</tr>
<tr>
<td>Tony Owuwegbuze</td>
<td>Sam Houston University</td>
<td>Education Leadership and Management and Educational Psychology</td>
</tr>
<tr>
<td>Imanol Ordorika</td>
<td>Instituto de Investigaciones Económicas, Universidad Nacional Autónoma de México</td>
<td>Ali Mazrui Centre for Higher Education Studies</td>
</tr>
<tr>
<td>Antonia Darder</td>
<td>Loyola Marymount University, Los Angeles</td>
<td>CERT and Education Leadership and Management</td>
</tr>
</tbody>
</table>

In 2017 the majority of these DVPs were active in the Faculty. They contributed inter alia to research, capacity building, mentoring of staff and postgraduate students and delivered several public lectures. DVP Phillip Hallinger played a leading role in the second Africa Leadership Roundtable, hosted by the Faculty. Another major initiative spearheaded by a DVP, Prof Kerry Kennedy, is a book series ‘Perspectives on Education in Africa’. The groundwork for the series was done in 2017.

STUDENTS

Qualification types and enrolments

The table that follows shows the distribution of enrolments across the qualifications offered by the Faculty over five years.

<table>
<thead>
<tr>
<th>Qualification type</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Certificate in Education (ACE)</td>
<td>37</td>
<td>136</td>
<td>67</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced Diploma in Education (AdvDip in Ed)</td>
<td>29</td>
<td>43</td>
<td>44</td>
<td>36</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Education (BEd) degree</td>
<td>2626</td>
<td>2927</td>
<td>2940</td>
<td>2973</td>
<td>2901</td>
</tr>
<tr>
<td>Non-Degree Purposes (Undergrad)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Postgraduate Certificate in Education (PGCE)</td>
<td>214</td>
<td>232</td>
<td>221</td>
<td>200</td>
<td>273</td>
</tr>
<tr>
<td>Postgraduate Diploma in Education (PGDip in Ed)</td>
<td></td>
<td>7</td>
<td></td>
<td></td>
<td>27</td>
</tr>
<tr>
<td>Bachelor of Education Honours degree (BEd Hons)</td>
<td>340</td>
<td>262</td>
<td>366</td>
<td>412</td>
<td>329</td>
</tr>
<tr>
<td>Master’s degree (MEd)</td>
<td>175</td>
<td>175</td>
<td>190</td>
<td>195</td>
<td>218</td>
</tr>
<tr>
<td>Doctoral degree (PhD/DEd)</td>
<td>119</td>
<td>119</td>
<td>127</td>
<td>120</td>
<td>116</td>
</tr>
<tr>
<td>Total</td>
<td>3511</td>
<td>3880</td>
<td>3954</td>
<td>3951</td>
<td>3901</td>
</tr>
</tbody>
</table>
Enrolment targets and enrolment management

A total of 3901 students were enrolled in 2017.

The Faculty under-enrolled by 24 students in total and exceeded (with approval) its enrolment at master’s and doctoral level.

Of the 3901 students, 3211 were undergraduates (82%) and 690 were postgraduate students (18%) compared to the 2016 enrolment of 3217 (81%) undergraduates and 734 (19%) postgraduates.

First-time entering undergraduate degree enrolments decreased in compliance with the enrolment plan from 730 in 2016 to 656 in 2017.

A five -year perspective of first time entering undergraduate degree enrolments is as follows: 2013: 673; 2014: 730; 2015: 770; 2016: 730; and 2017: 656.

The graphs that follow provide a five-year perspective on the enrolment pattern.

The non-enrolment of students in the Advanced Certificate in Education (ACE) in 2016 and 2017 is due to the phasing out of the one-year ACE programme as qualification type. The non-enrolment of students in the PGCE in 2013 and 2014 is because the DHET previously classified the PGCE as a postgraduate programme. Its classification changed in 2015 to an undergraduate programme. A new qualification type, the Advanced Diploma in Education (AdvDip) was offered for the first time in 2014.

The ACE qualification was for many years the main feeder qualification for the Faculty’s BEd Hons. The phasing out of the ACE programmes coupled with the stricter admission requirements for the BEd Hons, led to a substantial decline in BEd Hons numbers from 2013 to 2014.

It is encouraging that the BEd Hons enrolment increased in 2015 (n=366) as well as in in 2016 (n=412). A reason for this could be the increase in BEd graduates over the past few years. Many of the students who now register for the BEd Hons are UJ BEd graduates.
The increase could also be due to the introduction of newly implemented BEd Hons programmes, which were offered for the first time in 2016. Though the BEd Hons numbers decreased in 2017, the numbers were in line with the enrolment target.

The Faculty offered the Postgraduate Diploma (PGDip) for the second time in 2017 and the numbers grew from 7 students in 2016 to 27 in 2017.

The Postgraduate Certificate in Education (PGCE) qualification classification changed from a postgraduate programme to an undergraduate programme in 2015, therefore the enrolment for 2016 onwards forms part of the undergraduate programme enrolments.

**Student demographics**

In 2017 the student profile in terms of demographics was: Black 82%; White 8%; Indian 4%; Coloured 4% and international 2%, compared to the 2016 student profile of Black: 81%; White: 9%; Indian: 4%; Coloured: 4% and international 2%.

**Student performance**

The academic performance of students was generally satisfactory. The course (module) success rate (module completion rate) improved slightly from 88.96% in 2016 to 90.69% in 2017. A five-year perspective shows that the overall module completion rate of the Faculty has increased yearly since 2013: from 85.95% in 2013 to 90.69% in 2017.

The module completion rate for the undergraduate degree (BEd) increased from 92.04% in 2016 to 93.9% in 2017.

There has been an increase in the module completion rate of first-time entering undergraduates from 86.6% in 2013 to 93.3% in 2017.

**Graduate outputs**

In 2017 a total number of 1098 students graduated, 135 more students than in 2016.
The graduation pattern is expanded on in the graphs that follow.

The BEd graduates increased steeply in 2014, reflecting the growth in BEd student numbers.

There was an increase in BEd Hons graduates in 2017, due to an increase in enrolments in 2016 (412).

No PGCE graduates are reflected from 2015 onwards due to the reclassification of the PGCE as undergraduate programme.

**Student progress – minimum time and dropouts**

**Undergraduate programmes**

A large number of undergraduate students do not complete the BEd degree in the minimum time of four years. The 2014 BEd cohort enrolment was 673, and 302 (47.3%) of students completed the degree in 2017 within the minimum timeframe of 4 years. Although the Faculty’s figure for students completing in regulation time for the four-year undergraduate degree is more favourable than that of the University overall, the large number of students not completing the BEd degree in minimum time remains a concern.

The drop-out rate of BEd students during and at the end of their first year of study also remains a concern. The dropout rates of the first-time entering students for the 2015 and 2016 cohorts were similar. Of the first-time entering first-year BEd cohort enrolment of 770 students in 2015, 102 (13%) did not return in 2016. In 2017 the trend was similar with 118 students (13%) not returning.
Master’s and doctoral programmes

The Faculty is concerned about the progress and performance of master’s and doctoral students. Cohort studies to track their progress confirm a high drop-out rate and in some cases slow progress.

The Master’s programme is offered as a full-time and as a part-time programme. The expected completion time for a full-time master’s programme is 12 months. However, very few students are registered for full-time study in the Faculty. The maximum time for part-time master’s programmes is 24 months. Of the 72 students who registered for the first time in 2014, six (6) finished the degree within 24 months, another 11 completed within 36 months and in addition, seven (7) within 48 months.

The Doctoral programme is also offered as a full time and as a part time programme. The expected completion time for a full-time doctoral programme is 24 months. However, very few students are registered for full-time study. The maximum time for part-time doctoral programmes is 60 months.

Of the 22 students who registered for the first time in 2013, two (2) finished the degree within 48 months, another three (3) completed within 60 months.

Follow-up on students who dropped out indicated that the majority felt they had underestimated the difficulty of working full-time and studying part-time. Many of them are also at a point in their career trajectory where they are promoted. This is a positive, however, it often means that they cannot cope with the demands of the new position and studying.

Support to initial teacher education (ITE) students

The tutor system

A comprehensive tutor system supports students in the Faculty’s ITE programmes. In 2017, two tutor coordinators assisted with the overseeing of the tutors at APK and SWC. At APK, a total of 20 senior tutors and 178 tutors provided learning support to students in 64 modules in the ITE programmes. At SWC, five (5) senior tutors and 126 tutors provided support in 67 modules of the ITE programmes. Three senior tutors were appointed to support students in the APK and SWC libraries.

Tutors attended various training sessions to equip them with the required skills to assist students with writing support and study skills and to provide additional support to at-risk students. These training sessions also served to enable tutors to cope with their own studies, while they were tending to the various needs of students that they tutor. The tutor coordinator tabled a monthly report at focus group meetings, providing feedback on all aspects pertaining to tutor support.

Tutors work closely with the module lecturers in coordinating and managing modules with large student numbers. They also assist with identifying and supporting underperforming students, and they provide web-based learning support.

The Faculty has a strong First Year Experience (FYE) programme. As from 2016, the FYE programme was integrated into the BEd Focus Group and formed part of the discussions in the focus group meetings.
The annual excursion

The commitment of the Faculty to support the academic progress and well-being of students is also evident in the annual excursion component in the BEd and PGCE programme. The first-year excursion has a strong social justice underpinning. It also aims at improving socialisation of students into the university culture. It affords students the opportunity to form support groups, and staff interact with students on a more personal level in an informal environment. The PGCE excursion aims at the professional development of student teachers.

Enriching the student experience through international exposure

The Memorandum of Understanding between UJ and Georgia State University (GSU), Atlanta in the USA, affords fourth-year BEd and PGCE students the opportunity to observe teaching and learning in schools in Atlanta as part fulfilment of the school experience (practicum) requirements of the programme. Nineteen students and one staff member (Dr Mumsie Naidoo) spent two weeks in Atlanta in 2017. In addition to the school visits, they were exposed to an extensive academic programme, which included lectures, presentations, panel discussions and demonstrations.
TEACHING AND LEARNING PROGRAMMES

The Faculty offers the following programmes:

FIRST-TIME PROGRAMME OFFERINGS IN 2017
The following programmes were offered for the first time in 2017:
- Bachelor of Education Honours in Curriculum Studies
- Bachelor of Education Honours in Language Literacies and Literature
- Postgraduate Diploma in Inclusive Education
- Bachelor of Education Honours in Education Leadership and Management
- The online Master’s of Education in Information and Communication Technology

NEW AND ONLINE PROGRAMMES
The Bachelor of Education Honours in STEM Education with endorsements in Mathematics, Science, Technology and Information Computer Technology Education was approved and accredited by the Higher Education Qualifications Committee (HEQC) of the Council for Higher Education (CHE).

In line with the Faculty’s drive to offer selected programmes online, in 2017, the following programmes were submitted to the HEQC to obtain accreditation for online delivery:
- Advanced Diploma in School Management and Leadership
- BEd in Foundation Phase Teaching
- Post Graduate Certificate (PGCE) in Senior Phase and Further Education and Training Teaching
- Post Graduate Certificate (PGCE) in Further Education and Training Teaching
- MEd in Childhood Education
- Advanced Diploma in Technical and Vocational Teaching
With regard to the doctoral degree, the Faculty acknowledges the importance of a thesis based qualification to build research capacity in the country. However, many of the candidates who are interested in doctoral study do so with a professional interest. Given this, the Faculty started work on the development of a professional doctoral degree in Teacher Education to be offered through a blended mode of delivery. This is also in line with the recommendation of the 2016 Faculty review panel.

TEACHING AND LEARNING HIGHLIGHTS

Teaching with technology

An online master’s programme

The first fully online master’s programme at UJ was launched in October 2017 – a MEd in Information and Communication Technology (ICT).

Enhancing capacity to teach with technology

Teaching with technology (blended learning) was a major focus in 2017 under the leadership of the blended learning task team. The expectation was that all modules in the ITE programmes would be offered via blended learning.

The blend for each department varied depending on the nature of the disciplines, profile and context of the students, type of learning materials, level of interaction required, and technology solutions available to complement face-to-face teaching. Consultations were held with departments to map the development needs of staff. In addition, learning design workshops were conducted. During these workshops, attention was given to design principles, while considering aspects of curriculum content and expected learning experience, the nature of guidance and support, communication and collaboration mechanisms, and instances of reflection and demonstration. Development foci included enhanced assessment practices via the use of online rubrics in assignments, the use of feedback options in assignments, plagiarism tool software usage for developmental purposes (SafeAssign and Turnitin), and setting of tests, surveys and quizzes.

Fourth-year students in the Faculty who studied ICT support were assigned to act as consultants to departments. Staff consulted with them in selecting appropriate technology tools and services, while considering interactive pedagogies to enhance the student learning experiences. The UJFE is in the midst of a three-year development plan aimed at capacitating staff in becoming fully conversant and confident with the various affordances of blended learning. Early in 2018, a customised training programme for staff will be offered, focusing on the more effective use of Blackboard as well as associated learning technologies and applications.
ICT competency for Education students

It is expected that all teacher education graduates must be ICT-competent. To ensure this, Prof Duan van der Westhuizen developed the Faculty of Education Computer Skills Development Programme (CSDP).

The programme makes use of the GCFLearnfree.org online tutorials. These tutorials are highly interactive, and cover a range of computer competencies. The CSDP comprises six topics, including computer basics, operating systems, going online and being safe online, word processors, spreadsheets and presentation software. The programme was developed in BlackBoard and released to students as learning units. Students have to work through tutorials in their own time, and when they believe that they are ready, they can attempt the test for the topic.

The tests were developed by Prof van der Westhuizen, and designed to test both knowledge and skills. Students were allowed unlimited attempts to succeed in the tests. The passing mark for each test is 70%.

On completion students were issued with certificates that stated their performance in each module.

Decolonisation of the curriculum

At the onset of 2017, a committee was established in the Faculty to steer the decolonisation of the curriculum conversations. General discussions were held on the concept of decolonisation and on how departments planned to address the identified issues.

Though many in the Faculty were of the view that typical decolonisation issues had been addressed in Education curricula, curriculum changes were nevertheless made to all programmes, by all departments. Social constructions of identity, gender, class, race, and religion received attention. The notions of power and privilege were used to debate anti-oppressive education.

The need was confirmed to embed student learning and teaching in African epistemologies, African law and values such as Ubuntu. Where possible, indigenous knowledge systems (such as in Science) were also taken up in the modules. In all, changes were made to over 50 modules across all areas of delivery.

Service learning as community engagement

The Faculty defines community engagement as initiatives through which the expertise of the Faculty (of both staff and students) in relation to teaching, learning, and/or research is employed to address issues relevant to the community, in a reciprocally beneficial partnership. Students are required to engage in service learning with a view to fostering a sense of social responsibility.

In the BEd Senior and FET phase programmes, service learning is infused into the third year. Students enact 45 hours of service through one-to-one learning mediation – the students tutor learners in their area of specialisation. Students reflect in writing on the development of the learners’ content knowledge as well as on their own development. A total of 459 students completed this service learning project.

Service learning also forms an integral part of the PGCE programme and is dealt with by students engaging with literature on service learning through a social justice lens before they enact their services. The prime focus of the literature is on agency and empowerment. Students complete a minimum of 46 hours of service learning in a community setting where the needs are identified by the community. Students keep a journal in which they reflect on what they experienced, as well as on what they have learnt through their service to the community.
The inclusion of service learning continues to grow in both the FP and IP initial teacher education programmes on SWC, linked to the Funda UJabule School. In addition to the annual sporting event and the food gardening project, the IP also includes a service learning gallery walk for the social sciences. This project, which focuses on the subjects of history and geography, addresses the decolonisation of knowledge in the students’ academic curriculum and in the IP school curriculum and is held at UJ.

At postgraduate level, the MEd Educational Psychology students are involved in service learning through the first-year excursion. They provide support to first-year students at the excursion.

An example of a project for the social sciences gallery walk

Intermediate Phase student teachers taught Grade 4 learners how to build mini greenhouses

An innovative teacher education programme incorporating a teaching school (Funda UJabule School) on the Soweto campus

The teacher education model

The first university teaching school in South Africa, the Funda UJabule school, was established in 2010 in partnership with the Gauteng Department of Education at the UJ SWC. The school was based on a blend of the ‘lab’ school idea (mainly in the USA) and the ‘practice/teacher training’ school notion that comes from the Finnish model of teacher education.

The objectives for establishing the school were and still are to serve the education needs of young children close to the UJ Soweto campus; to develop a practice learning site for the education of teachers of young children; to enable longitudinal child development studies and research on children’s performance in the school curriculum; and to serve as a resource centre/development hub for schools close to the UJ Soweto Campus.

The BEd in FP Teaching and the BEd in IP Teaching programme design incorporated the teaching school as an integral component from the beginning. The aim was to enable student teachers to learn knowledge for teaching and knowledge of teaching in an integrated manner. A central organising principle underlies the BEd in FP Teaching and the BEd in IP Teaching programmes, namely the learning and development of young children. Consequently, the curriculum construction and the student teachers’ involvement in the teaching school reflect the centrality of child study. The curriculum integrates coursework and practice learning at the school. First year student teachers observe Grade R children, second years Grade 1 pupils, and in the third year, student teachers study the learning and the development of Grade 2 and 3 children. Lastly, in their fourth year they integrate all the dimensions of their studies. In addition, each student teacher is assigned one child for in-depth study over a period of four years. To facilitate their observations university staff set a range of tasks, emanating from the coursework, focusing student teachers’ attention on the learning and development of the learners.
The teaching school also serves other purposes, with close collaboration between university staff and school teachers directing student teacher activities in the school. For instance, student teachers provide classroom assistance to the teachers. They also prepare and present lessons under the guidance of both sets of staff, who then provide feedback for improvement. Student teachers also participate in service learning projects.

The teaching school model of teacher education and the integration of service learning in the way described above are unique in South African teacher education.

**Spreading the success: engaging schools with student teacher interns**

Based on the success of this teacher education model the Department of Childhood Education (DCE) ran an intern support programme for student teachers employed by St Peter’s Preparatory School, an independent school in Gauteng. The education interns are students who work at the school for four years, during which time they complete a part-time BEd in Foundation Phase teaching. Staff from Childhood Education conducted workshops with the interns on various aspects of child development, classroom management and discipline, as well as lesson preparation, during 2017.

In addition, in partnership with St Peter’s, selected Childhood Education staff contributed to a two-day Winter School – co-ordinated by Prof L Ragpot and Mrs M Sloane (St Peter’s) for teachers from a number of independent schools. Here, the focus was on mathematics cognition, child development and teaching methodologies.

**Documenting the joy of learning – Funda UJabule**

A comprehensive book, documenting the work done in the field of childhood education (2009-2017) in relation to the Funda UJabule School, was published in 2017. The book contains visual images accompanied by staff and student reflections. It documents the joy of learning in relation to the development of the school and the FP and IP teacher education programmes, the learning of the student teachers, teachers and the children in the Funda UJabule School and the research that has been conducted. It also pays tributes to the funders who supported initiatives in the school and the research.
CONTINUOUS PROFESSIONAL DEVELOPMENT OF EDUCATORS

Celebrating the success of the short learning programme: Managing and Leading with Digital Technologies

In 2016, the Department of Science and Technology Education initiated a short learning programme (SLP) on Managing and Leading with Digital Technologies. This SLP involved Department of Basic Education (DBE) managers of District Teacher Development Centres and Provincial Teacher Development Institutes, which are collectively called Teacher Centres, as well as eLearning Specialist Trainers who serve on the DBE’s National Core ICT Training Team from all Provincial Education Departments. A highpoint of 2017 was the national celebration ceremony with 159 successful candidates from all provinces receiving their certificates. The major partners were Microsoft, UNICEF, Vodacom, and the Department of Basic Education (DBE) and Provincial Education Departments (PEDs).

Celebrating success with Minister Motshekga, partners and top achievers

Short learning programmes on remedial education

SLPs in remedial education offered by the Department of Educational Psychology were again sought after. Various SLPs were presented during 2017 for the Mpumalanga and Eastern Cape Departments of Education.

Curriculum Leadership Development Programme

The Department of Education Leadership and Management and the Gauteng Department of Education (GDE) offered a Curriculum Leadership Development Programme focusing on developing the practice of leadership among curriculum managers with the aim of systemic improvement in schools. This programme was intended to provide curriculum managers with the necessary skills and strategies to enable them to deal effectively with the challenges of curriculum implementation and to understand and influence the change process with the view of bringing about positive learner performance. This programme was highly successful and received numerous accolades across the spectrum of education.
INTEGRATING RESEARCH AND TEACHER EDUCATION AND DEVELOPMENT

A centre of specialisation in education for neurodevelopmental learning needs

Special needs education has been neglected in South Africa during the past years. No universities offer dedicated programmes for teachers in, e.g., the field of education for the deaf, blind and cognitively impaired. This has led to an initiative from the DHET, supported by European Union (EU) funding, to establish centres of specialisation in special needs education at universities in South Africa.

The Department of Educational Psychology at the UJ was identified as a contender to establish a centre of specialization in the field of education for neurodevelopmental learning needs. Dr Jean Fourie and Dr Helen Dunbar-Krige were awarded a grant to establish the centre of specialisation as part of the Teacher Education for Inclusive Teaching (TEfIT) Project. They are now members of a national advisory committee for the implementation of special needs in education. The main purpose of this advisory committee is to bring about changes in teacher training for special needs.

Though the grant focuses mainly on teacher education and development, it also has a research component.

During 2017 the project focused mainly on the strengthening of current SLPs in Inclusive Education, the development of content for the online programmes for delivery of the Advanced Diploma in Remedial Education and the Post Graduate Diploma in Education (Inclusive Education), the development of an SLP for teaching of learners with neurodevelopmental learning needs, and a website www.teachme.org.za.

Centre for African Language Teaching

USAID and the Elma Foundation funded UJ to do the groundwork for setting up a Centre for African Language Teaching (CALT) at the Siyabuswa Campus of the University of Mpumalanga (UMP) with a view to UMP continuing with the work once the funded project comes to an end.

The work of CALT focused on the foundation phase of schooling and involved two languages, namely isiNdebele and Siswati. Some of the work that was done by CALT was showcased in 2017 at UJ SWC and at Siyabuswa. In addition, doctoral students whose work is associated with CALT delivered papers at these showcase events.

Doctoral students (and staff members of UJ), Mr Ali Cassim and Ms Maria Vaz presented papers

Mr Mazunge Mtsweni, Prof Lionel Posthumus (both from UJ) and a representative of Elma Foundation, Ms Carley Furness-Symms in conversation
It is envisaged to establish a similar CALT at UJ, but with a focus on Sesotho and isiZulu – the languages offered in the BEd in FP and IP Teaching.

**The Childhood Education Flagship**

The Flagship integrates the efforts of the Department of Childhood Education, with input from the Department of Educational Psychology, the CEPR, the NRF Chair in “Integrated studies in learning language, literacy, mathematics and science”, and the work with and in the Funda UJabule school. The joint work of the Flagship emanates from a shared vision and a firm commitment to social justice, equity and to the production of knowledge for action for the primary school. This work has attracted much funding and is conducted with international collaborators in areas of high impact. These include early mathematics cognition, language and literacy development, teacher education and development, and science education for the primary school. Three DVPs from the University of Helsinki, Duisburg-Essen and Harvard, as well as a host of research associates and post-doctoral fellows, collaborate in the research.

Community engagement and service learning are well integrated into the ITE curriculum offered by the Department of Childhood Education and the bulk of the service learning is conducted at the Funda UJabule School. Students are also able to benefit from and build on their Funda UJabule School experience as they transfer to other school sites and into the wider communities. In the service learning initiatives the focus is on the development of caring professionals and the promotion of sustainable living (for instance in the gardening projects).

An integral part of the undergraduate programmes is longitudinal child study assigned across the four years of students’ study. This implies that the strength of the teacher education model that includes the teaching school lies in enabling not only practice based teacher education, but also research oriented teacher education.
RESEARCH

Research strengths

Research in the Faculty, conducted in research centres, research chairs and in academic departments, is aimed ultimately at enriching and transforming the practice of education.

Research in the broad area of education in childhood is a strength of the Faculty. Two of the NRF Chairs are related to the area of education in childhood, though with distinct foci. The bulk of the funded research projects of the faculty are located in the CEPR and the Department of Childhood Education (DCE). These research projects involve postgraduate students, postdoctoral research fellows and staff, and they are conducted generally with international collaboration.

Higher education as field of study is also gaining prominence with foci on higher education policy and leadership and the scholarship of teaching and learning.

Research centres

Centre for Education Practice Research (CEPR) and NRF Chair: Integrated Studies of Learning Language, Science and Mathematics in the Primary School

Prof Elizabeth Henning is the director of the CEPR and the NRF Chair holder in Integrated Studies of Learning Language, Science and Mathematics in the Primary School.

The research in the CEPR is centered on knowledge production and research capacity development in three main areas, namely primary school mathematics learning and assessment; academic reading and writing competence of BEd students and primary school learners; and integration of language, mathematics and science in the primary school. The CEPR and the SA Research Chair form part of the Childhood Education Flagship.

The CEPR, with the Chair, continues to be a hub for research in childhood education in the country, with a specific focus on children from birth to 12. Although the main brief is research, the Centre also invests in research capacity building of teachers and young academics.

The South African Journal of Childhood Education is edited and managed from the CEPR, serving as platform for new authors and reviewers to practice their craft, while also benefiting from visibility in a journal that is fast becoming a leading voice for childhood education beyond the borders of South Africa. The journal is on the emerging list of Clarivate Analytics for possible Web of Science accreditation.

The research in early learning and development continues in the now established Cognition Lab in the CEPR, where instrumentation has been installed to do micro analyses of children’s learning-in-action. It promises to be a home for lab studies of children, which can complement the now flourishing research of large-scale intervention studies such as the Early Grades Reading Study (450 schools) and the planned Early Grades Mathematics Study of the DBE. The Childhood Education Flagship is involved in both of these as advisers and, in future, also as likely partners.
The establishment of the SA Research Chair also brought new opportunities for research in the middle grades of school learning. The first cycle of intermediate phase curriculum analysis has identified vocabulary and overall STEM discourse, understanding of which is required for learning and problem-solving in the primary school. In 2017 the Centre also launched its first industry research assignments, giving academics the opportunity to gain experience in evaluation research.

The plans for the next three years and further into the future include the standardisation of the Reading as Learning (RAL) tests in English, as well as teacher education research for early STEM education, with a specific focus on the “missing E” (engineering) and on design thinking. Reading research in Grades 4-6 has been further advanced by collaboration with the German Press Agency and the reading of factual news material.

Centre for Education Rights and Transformation (CERT)

In 2017, CERT produced eleven accredited journal articles, five chapters in peer-reviewed books and two books.

CERT’s three full-time staff have also supervised five master’s students and three doctoral students. Three master’s students completed their studies in 2017 and will be graduating in 2018. CERT staff also teach the master’s module, ‘Curriculum and Transformation’.

Four seminars and two major conferences were convened by CERT in 2017. The conferences, ‘Transforming Post-School Education and Training’ and the ‘Neville Alexander Commemorative Conference’ both attracted 300 participants.
Prof Linda Chisholm was appointed to the Advisory Boards of the SARChI Chair (Wits Maths Connect) and Wits Research on Education and Labour Unit, and Prof Salim Vally was appointed to the Section 11 Committee on the Right to Education of the South African Human Rights Commission.

CERT staff members continued to be sought-after speakers at national and international conferences, and numerous interviews in the mass print and electronic media were conducted. Five keynote addresses and seven invited presentations were given at national and international conferences.

Building on the strengths of previous years and in line with its Charter, CERT will continue to strive to make a positive contribution to knowledge creation and social transformation in South Africa. To this end, it has strengthened its research footprint in schooling and post-schooling alongside an already strong community education and research programme, and has increased linkages with the local and global academy. International linkages have remained strong and are
manifested in invited and collaborative writing projects with peers and visiting professors. CERT staff have consciously established links with colleagues in Namibia, Nigeria, Chile and Argentina through collaborative research projects, publications, joint conferences and study visits. The CERT is also the home for the accredited research journal Education as Change.

**Ali Mazrui Centre for Higher Education Studies**

The Director of the Ali Mazrui Centre for Higher Education Studies is Prof. Michael Cross. The vision of the Ali Mazrui Centre for Higher Education Studies is to serve as a Pan-African Centre for scholarly research inquiry, training and professional development in higher education. The Centre’s work started in 2016, but it was officially inaugurated in August 2017.

DVP N’Dri Assie-Lumumba paid tribute to the late Prof Ali Mazrui and shared a short statement from the late Prof Christophe Wondji from UNESCO.
Three books were launched at this event.

The Centre has positioned itself to be a leading pan-African player in scholarly research and a hub for critical intellectual engagement for African scholars across the continent and globally. It is currently well connected with key academic and research networks across the continent and beyond. It has established its own international network of active and leading researchers on higher education in Africa. Its book series with Sense Publishers on *African Higher Education – Developments and Perspectives* has considerably raised its profile nationally and internationally.

The Centre has focused its research programme on ‘The socially embedded university in SA: embracing access, equity and social justice in higher education’, which explores the relationship between the university and society. Under the socially embedded university, ‘Knowledge and Change’ was selected as a research focus, with several articles and three books already published and two under review. In response to the commitment to free higher education in South Africa, the focus in 2018 will be on ‘Epistemic Access and Justice’, to address leadership, management, curriculum, teaching and learning, and campus social experience issues attached to what will happen to the new layers of students entering the university.

**Research chairs**

**SA NRF Chair: Integrated Studies of Learning Language, Science and Mathematics in the Primary School**

The Chair holder is Prof Elizabeth Henning.

An overview of the work of the Chair: Integrated Studies of Learning Language, Science and Mathematics in the Primary School is provided in the section on the CEPR.

**SA NRF Chair in Education and Care**

The Chair holder is Prof Jace Pillay.

The aim of the Chair is to assess factors of vulnerability (risks, pathology) and factors of protection (resiliency, assets, strengths) that are prevalent in the education and care of orphans and vulnerable children (OVC) as embedded in their families/caregivers, schools and communities. To this end, the specific objectives of the Chair are to investigate: the effects of paternal, maternal and double parental absence on children in their early years of education and care, and to explore how such absence contributes to children’s levels of vulnerability; factors of vulnerability (risks) prevalent in OVC households; the role that schools, communities, and stakeholders play in contributing to the vulnerabilities of OVC as well as the support that they can and do provide; and protective (resilience/strengths/assets) factors within OVC.

In 2017, several achievements were noted. In the area of postgraduate supervision, three postgraduate students graduated (one doctoral and two master’s), two master’s students completed their studies and will be graduating in 2018, and two doctoral and two master’s students completed their studies and will be submitting their dissertations for examination. The completed studies were showcased in a public seminar. With regard to research publications, ten journal articles and
a book chapter were published in 2017 and another three articles and a book chapter have been accepted for publication in 2018. All publications were in reputable journals.

Eight conference presentations were made (six international and two national). Prof Pillay was an invited speaker at the International Pathways to Resilience Conference, and he was invited to conduct a symposium with his postgraduate students. Prof Pillay was also an invited speaker at the Pan African Union Conference and the American Psychological Association Conference.

A grant of R150 000 was awarded by the Centre of Excellence: Human Development for research on poverty issues related to early childhood education.

At an international level partnerships were established with distinguished scholars, such as Professors Michael Ungar (Dalhousie University in Canada), Ramani Durvasula (California State University in the USA), Kate Whetten (Duke University in the USA), and Pamela Maras (Greenwich University in the UK). At a national level collaborations with the Resilience Centre at the University of Pretoria continued.

Thus far the research has made significant contributions in the fields of education and psychology. From an educational perspective, the research and support interventions are directed at improving the lives of OVC. The findings have given a concrete picture of what OVCs’ educational experiences are and the support they need. Also, the research showed what teachers, school management teams, school governing bodies and school-based support teams experience on a daily basis in their work with OVC.

Going forward, the focus will mainly be on the design, implementation and evaluation of educational and psychological support interventions.

**Chair: The Scholarship of Teaching and Learning**

The Chair holder is Prof Brenda Leibowitz.

UJ nominated the Scholarship of Teaching and Learning Chair (sponsored by UJ) to apply for a SARCHi Chair in Teaching and Learning in PSET, and this was duly granted to Prof Brenda Leibowitz.

The Chair had a productive year in 2017, on three counts: firstly, in PhD supervision and production of research outputs; secondly in the continuation of ongoing research initiatives; and thirdly, in setting new processes in motion.

In 2017 Prof Leibowitz supervised the work of seven PhD students and one master’s (by dissertation) student. She also supervised the work of one post-doctoral fellow.

2017 saw the Chair convening the Southern African Universities Learning and Teaching (SAULT) Forum for the fourth year. The Forum has grown and is bearing fruit as a network of academic developers and researchers on teaching and learning in higher education in Southern Africa. The Forum held its fourth annual meeting in Botswana in February 2017, and a high point was a second gathering held in Lesotho in November 2017, attended by 35 individuals from Southern Africa and several academics in a supportive role from the United Kingdom. The Forum continued to formulate plans for research on rurality in higher education. The project is set to continue for
The SOTL @ UJ: Towards a socially just pedagogy project and seminar series culminated in two new forward-looking initiatives: an open source journal called SOTL in the South, which was launched in July 2017 with its first issue appearing in September 2017 (http://sotl-south-journal.net/), and a conference with the same title, SOTL in the South, that was held at UJ in July 2017.

several years. Each member country worked on a draft country paper, and several draft concept papers were written. A draft journal article was produced by six individuals, led by the Chair. The conference attracted 150 delegates, including seven keynote speakers from South Africa, Africa and the global South. The conference was extremely successful and drew on a great deal of enthusiasm for the Scholarship of Teaching and Learning.

2017 was the second year of the Newton Funded (ESRC – UK and NRF – SA) research project. The principal researchers are Prof Leibowitz and colleagues from the University of Brighton. During 2017 project plans were finalised, data collected from 24 students at the Universities of Johannesburg, Fort Hare and Rhodes, and the SAULT Forum capacity development meeting in November was supported. Research outputs for this period included a working paper on rurality in education by the Chair – to be found at http://sarihe.org.za/publications/. The project is producing extremely valuable data about social justice, difference and higher education, and the collaboration is leading to the capacity building of research team members at each site.

Prof Leibowitz was invited to give a keynote address at the Aga Khan University in Karachi, Pakistan, in September 2017. This is part of an ongoing collaborative relationship between the Chair and the Director of Quality Enhancement at Aga Khan University.

An ongoing relationship with Carolina Guzmán-Valenzuela from the University of Chile led to an invitation to participate in a panel at the Conference of Higher Education Research (CHER) on ‘Examining the Geopolitics of Knowledge in Higher Education: critical perspectives’, which was held at Jyväskylä, Finland, in September 2017. At that event plans were laid for a colloquium on the geopolitics of knowledge on teaching and learning in higher education, to take place in Chile in 2018.

2017 also saw the preparation of Phase Two of the Teaching Advancement at University (TAU) initiative, funded by the DHET Capacity Development Programme. The planning went smoothly, with a good team in place to manage and run the project under the coordination of the Chair.

**Research productivity and output**

**Overview**

The Faculty’s research output has increased notably during the past few years, though there was a slight decrease from 2015 to 2016.

In 2017 the Faculty produced 116.90 research units, comprising articles in accredited journals, research-based books and conference proceedings.

The per capita output of professors was 2.16 units, the per capita output of associate professors was 0.76 units and of senior lecturers 1.05 units. The associate professors underperformed as a group. Even though the output of senior lecturers per capita is acceptable, the bulk of the output was produced by 4 of the 20 senior lecturers.
A total of 32 permanent academic staff members contributed to subsidised (accredited) research output in 2017, in comparison with 38 in 2016. This implies that many full-time academics with doctoral degrees (N=53) did not contribute to the research output. The lack of or limited engagement in research by some members of staff was indicated as an issue in the 2016 Faculty review report. The analysis of staff involvement shows that this remains a concern, particularly in relation to senior lecturers.

Top performers in terms of research output

In 2017 the top performers in terms of accredited research output for professors (producing 2.5 units or higher) were: Prof Linda Chisholm (9.00 units), Prof Brenda Leibowitz (3.83 units), Prof Umesh Ramnarain (3.75 units), Prof Jace Pillay (3.50 units) and Prof Michael Cross (3.33 units).

The top performers in terms of accredited research output for associate professors, senior lecturers and lecturers (producing 2.0 units or higher) were: Associate professors: Prof Joseph Divala (2.00 units). Senior Lecturers: Dr Amasa Ndofirepi (5.84 units), Dr Mondli Hlatshwayo (3.50 units), Dr Erica Spangenberg (3.08 units), Dr Anthony Brown (3.00 units) and Dr Sarita Ramsaroop (2.17 units).

The two top performers in terms of research output over five years were Prof Umesh Ramnarain (19.14 units) and Prof Jace Pillay (14.41 units).
National Research Foundation rated researchers

**Prof Elizabeth Henning:**
Mathematical cognition and language in the early years of school; primary school children’s learning of science concepts and reading of science texts.

**Prof Linda Chisolm:**
Historical, contemporary and comparative aspects of education policy and curriculum in South Africa and the region.

**Prof Raj Mistry:**
Social justice and equity: financial management in schools; women leadership in education.

**Prof Jace Pillay:**
Educational, psychological, and social care of orphans and vulnerable children.

**Prof Juliet Perumal:**
Language and gender; critical and feminist pedagogies; women educational leadership.

**Prof Umesh Ramnarain:**
Inquiry teaching and learning in science education.

**Prof Chris Myburgh:**
Adolescence, persons confronted with life challenges and strategies to facilitate these persons’ mental health.

**Prof Brenda Leibowitz:**
The scholarship of teaching and learning and social justice.

**Prof Shireen Motala:**
Education financing and school reform, access, equity and education quality and globalisation.
Prof Nadine Petersen: Childhood teacher education and service learning in teacher education

Prof Caroline Long: Mathematics education and assessment

Prof Salim Vally: Educational and social policy as they relate to human rights, democracy and socio-economic justice

Prof Gert van der Westhuizen: Conversation analysis studies of epistemic access in learning interactions, in school and professional learning settings.

Prof Piet Ankiewicz: Foundational philosophical research on frameworks for technology education with the goal of advancing the teaching and learning of technology.

Distinguished visiting professors: Rated in 2017

CONGRATULATIONS

Prof Tony Onwuegbuzie awarded prestigious A rating by the National Research Foundation

Prof Kerry Kennedy was awarded NRF B Rating.
Post doctoral research fellows

In 2017 the UJFE appointed 11 new postdoctoral research fellows, and three (3) were renewed. A highpoint for PDRFs during the year was the mini-conference arranged by the Vice-Dean Research and Internationalisation, Prof Juliet Perumal. This event allowed for peer-to-peer research sharing and critical feedback from peers and UJFE staff. The three sessions of the day focused on higher education, women and children, and theorising practice. In her keynote address, Prof Carmel McNaught, DVP at the UJFE, presented “Strategies to improve success in high-quality journal publications”.

Research and development funding

The numerous externally funded research projects in 2017 bear testimony to the vibrant research culture that has developed in the Faculty. (Some of the grants that the Faculty receives combine research and development.)

Funders included the National Research Foundation (NRF) (several projects); the DHET; the Foundation for Human Rights; Ford Foundation; Inventions for Good (IFGI); DST-NRF CoE; USAID, Elma Foundation.

The research and development funding generated in 2017 amounted to R19 853 151.00.

COMMUNITY AND PUBLIC ENGAGEMENT

UJ associated schools

UJ Metropolitan Academy

The UJFE is the guardian of UJ Metropolitan Academy (UJMA). The school again attained excellent matric results – 100% pass rate (95 matriculants), with 85% learners achieving bachelor’s endorsement. Two learners attained seven distinctions, and six attained six distinctions. In all, 125 distinctions were attained.

The UJFE is involved in several ways at UJMA. BEd and PGCE students do work-integrated learning at the school. Postgraduate students in Educational Psychology assist the school with the selection of learners who have the potential to excel in mathematics and science into Grade 8. The students also assist with the career assessment of Grade 11 learners in the school.
The Funda UJabule School

The Funda UJabule School on the Soweto Campus not only is a teaching school, but also serves the surrounding community in terms of childhood education and as a development hub.

Development initiatives

Partnerships were established with J S Mpanza Primary School, Entandweni Primary School, Winnie Ngekwazi Primary School, and Naturena Primary School No 2. Work was done in these schools to develop the school management teams. In addition, teachers from the Funda UJabule School and the partner schools were trained in early mathematics conceptual development and mathematical content knowledge for teaching mathematics in a primary school classroom. To assist the staff at Funda UJabule and the partner schools in establishing and maintaining a school based support team, further content knowledge development sessions were conducted in science teaching, lesson delivery strategies were explored, and a series of workshops was conducted. This assisted in referring learners correctly to the UJabule Learning Centre, which was established to offer psychological services to the five schools in partnership with the Department of Educational Psychology. This work was mainly funded through a grant from USAID and the Elma Foundation and was coordinated by a school development practitioner based at the Funda UJabule School.
International recognition

The work done by Childhood Education with and through the Funda UJabule School received international recognition at the Universitas 21 Presidential Symposium, which took place at the University of Nottingham in 2017. The theme of the symposium was “21st Century Global Anchor Institutions: universities, cities and the international talent economy”. The case study of the work done by the Faculty of Education on its Soweto Campus was one of six case studies selected to be presented at the symposium. The case described the teacher education/development/research network in Soweto, South Africa, comprising the UJFE, the four public primary schools mentioned above, and community partners, with the Funda UJabule School serving as anchor institution.

Using the media and technology as a community engagement tool

Childhood Education has a partnership with CAXTON publishers, with staff writing monthly articles for the CAXTON Community papers. The articles are aimed at providing valuable information for readers related to early childhood development. In 2017, CAXTON Publications extended the space afforded to UJ for publication of popular press articles.

The UJFE launched a new website to make research available to those interested in childhood education. This innovation, known as the Knowledge for Action website https://knowledgeforaction.co.za, was launched in November and is funded by USAID and the Elma Foundation.
The website aims at providing actionable knowledge to educators to enable research-informed decision making and teaching practice. It also provides educators with downloadable research-based tools.

**Public Engagements**

Numerous public lectures, seminars and workshops were hosted by the UJFE, Departments, Centres and Chairs. The DVPs in the Faculty were all involved in public engagements.

In addition, the Faculty hosted a series of public engagements in collaboration with Kagiso Trust (Education Conversations) and Bridge (Teachers Upfront), to stimulate public dialogue and high level debate about various issues around the education system.

In collaboration with the Kagiso Trust initiative, UJFE fourth years and BEd Hons students were invited to submit a one-page snapshot of their vision for a South African education, and this was extended into a theme for one of the Education Conversations. Two key questions were posed: “What is our vision for the education of our children?” and “What would we like to see in each school, and in each classroom, by the year 2025?”. A Childhood Education honours student, Koketso Nthimbane, was invited to present on the panel. Later in the year, ten submissions of “Visions” were published in a booklet. (http://www.kagiso.co.za/wp-content/uploads/2017/07/Kagiso-Trust-Visions-booklet.pdf)
Some of the public engagement highpoints were the following:

A Finnish delegation, including the Finnish Minister of Education, Her Excellency Ms Sanni Grahn-Laasonen visited SWC. During this visit, Ms Grahn-Laasonen delivered the keynote address of a seminar entitled, ‘Competent teachers as keys to our success in education’. The audience also had an opportunity to listen to three panel presentations: one on the Finnish education system, a second on STEAM education, and a third, in which the National Research Foundation funded collaborative research between the childhood education flagship and the University of Helsinki was presented by colleagues from UJFE and DVP Jari Lavonen (University of Helsinki).
The Ali Mazrui Centre for Higher Education Studies was launched officially in August. The Chancellor of UJ, Prof Njabulo Ndebele, delivered the keynote address at the event. The key message of his address was that we are challenged to become subjects rather than objects of history, and that we carry immense responsibility to ensure that we harness the Fourth Industrial Revolution for Global Africa’s inclusive development and global influence.

Prof Ihron Rensburg delivered the SAERA Nelson Mandela Education Legacy Lecture on the topic, ‘The meaning of decolonising knowledge and universities – problems and opportunities’.

The 2nd Annual Eric Molobi Memorial Lecture was delivered by Prof Trevor Manuel on the topic, ‘Leadership, ethics and change – reflections on the Molobi legacy’. Prof Manuel is an honorary professor at UJ.

Faculty newsletter

The UJFE newsletter, EduBrief, was published four times.
CONCLUSION AND THE WAY FORWARD

Conclusion
In the main 2017 was a successful year for the Faculty of Education.

Success was evident in aspects such as the following:
• Undergraduate student success and graduate output;
• Increase in research output;
• Strengthening of international collaborations, particularly through the appointment of DVPs;
• Externally generated research and development funding.

Areas that require dedicated attention to work towards improvement and success:
• Throughput of master’s and doctoral students;
• Increasing of research activity to involve more staff members, particularly at senior lecturer level;
• Co-authoring with collaborators, particularly with DVPs;
• Publications in high impact journals;
• Joint programmes with international partners;
• Inward and outbound student flow via e.g. exchanges and the offering of SLPs to attract inward flow of international students.

Other priorities for 2018 and beyond
• Ensuring readiness to offer the newly accredited programmes online as soon as they are accredited;
• Working on successful offering of the ITE programmes in blended learning mode;
• Momentum with decolonising of the curriculum initiatives;
• Application for research grants with DVPs;
• Increasing the number of postdoctoral fellows.
LEARNING TECHNOLOGIES UNIT

EDUCATION CONVERSATIONS SHEDS A SPOTLIGHT ON MATHEMATICS IN SOUTH AFRICAN SCHOOLS

Conference participants before their sessions.

Delegates attending a session.

Learning Technologies team: Dr Rabaitse Diseko, Prof Geoff Lautenbach and Dr Jacqueline Batchelor at the start of the conference.

Our ICT tutors Mpho Mongake and Nancy Masha sharing their experiences of being a tutor in this course.