

**Welcome to the
Graduation Ceremony
of the
University of Johannesburg
5 April 2016 at 17:00**

**Welkom by die
Gradeplegtigheid
van die
Universiteit van Johannesburg
5 April 2016 om 17:00**

**Le a Amogelwa
Moletlong wa Dikapešo wa
Yunibesithi ya Johannesburg
5 Moranang 2016 ka 17:00**

**Niyamukelwa
eMcimbini wokweThweswa kweZiqu
weNyuvesi yaseJohannesburg
5 kuMbaso 2016 ngele-17:00**

UNIVERSITY OF JOHANNESBURG

CHANCELLOR

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Mr J van Schoor
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Ms KC Mketi
BA (Bophut), BA Hons (RAU), MBL (Unisa)

ADVISOR TO THE VICE-CHANCELLOR: SPECIAL PROJECTS

Mr DM Manganye
NDip, BTech (UJ)

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Prof PH O'Brien
BCom, LLB, LLM, LLD (RAU)

EXECUTIVE DEANS

FACULTY OF ART, DESIGN AND ARCHITECTURE

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Prof A Dempsey
BCom, BCom Hons, MCom (RAU), CA (SA)

FACULTY OF EDUCATION

Prof SJ Gravett
BA, HEd (PU for CHE), BEd, MEd, DEd (RAU)

FACULTY OF ENGINEERING AND THE BUILT ENVIRONMENT

Prof S Sinha
BEng, MEng, PhD (UP)

FACULTY OF HEALTH SCIENCES

Prof A Swart
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FACULTY OF HUMANITIES

Prof AB Broadbent
BA, BA Hons, MPhil, PhD (Cambridge UK)

FACULTY OF LAW

Prof LG Mpedi
B Juris, LLB (Vista), LLM (RAU), LLD (UJ)

FACULTY OF MANAGEMENT

Prof D van Lill
BSc, BSc Hons, MSc, PhD (US)

FACULTY OF SCIENCE

Prof D Meyer
BSc, BSc Hons, MSc (RAU), PhD (California USA)

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Dr DSS Lushaba
Dr J Manyaka
Ms A Mazimpaka
Ms BJ Memela-Khambula
Dr P Mjwara
Prof A Mohammadali-Haji
Mr T Moloji
Mr MJN Njeke
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Prof IL Rensburg
Dr WP Rowland
Mr KB Sibiya
Mr K Thomas
Mr J van Schoor
Mr M White

PRESIDENT OF CONVOCATION

Mr M Mkhonto

Programme

Tuesday, 5 April 2016 at 17:00

To ensure good order during the ceremony all those present are requested to leave the Auditorium only after the ceremony has been concluded.

The academic procession enters the Auditorium and the members of the procession take their seats on the stage.

The choir sings Gaudeamus Igitur (or a CD is played) while those present remain standing.

The Chancellor constitutes the congregation.

Choir.

Welcome.

The relevant Executive Dean presents the candidates to the Chancellor for the conferment of a degree/diploma/certificate.

Singing of the National Anthem.

The Chancellor dissolves the congregation.

The academic procession leaves the Auditorium while those present remain standing.

Lenaneo

Labobedi, 5 Moranang 2016 ka 17:00

Go kgonthiša gore dilo di sepela ka tshwanelo nakong ya moletlo, bohle bao ba tilego moletlong ba kgopelwa go tšwa ka Holong ya kopano feela ka morago ga ge moletlo o phethilwe.

Sehlopha sa dirutegi se tsena ka Holong ya kopano gomme maloko a sehlopha se a dula ditulong tša ona sefaleng.

Khwaere e opela Gaudeamus Igitur (goba CD e tlo bapalwa) mola bao ba lego gona ba tšwela pele go ema.

Mokhanseliri o kopanya phuthego.

Khwaere.

Dikamogelo.

Hlogophethiši ya maleba ya lefapha e hlagiša dialoga go Mokhanseliri gore di newe tikrii/diploma/setifikeiti.

Go opelwa ga Koša ya Setšhaba.

Mokhanseliri o phatlalatša phuthego.

Sehlopha sa dirutegi se tšwa ka Holong ya kopano mola bao ba lego gona ba tšwela pele go ema.

Program

Dinsdag, 5 April 2016 om 17:00

Ter wille van die ordelike verloop van die plegtigheid
word alle aanwesiges vriendelik versoek
om die Ouditorium nie voor die einde van die plegtigheid te verlaat nie.

Die akademiese proses kom die Ouditorium binne en neem op die verhoog plaas.
Die koor sing Gaudeamus Igitur (of 'n CD word gespeel) terwyl die aanwesiges staan.

Die Kanselier stel die kongregasie saam.

Koor.

Verwelkoming.

Die betrokke uitvoerende dekaan stel die kandidate aan die Kanselier voor vir die
toekenning van 'n graad/diploma/sertifikaat.

Sing van die volkslied.

Die Kanselier ontbind die kongregasie.

Terwyl die aanwesiges bly staan, verlaat die akademiese proses die Ouditorium.

Uhlelo

uLwesibili, 5 kuMbaso 2016 ngele-17:00

Ukuze kuqinisekwe ukuthi konke kuhamba kahle ngesikhathi somcimbi, bonke abakhona
bacelwa ukuba baphume eHholweni kuphela lapho umcimbi usuphuthuliwe.

Udwendwe lezifundiswa lungena ehholweni bese amalungu odwendwe ahlala phansi
esiteji.

Ikwaya icula i-Gaudeamus Igitur (noma kudlalwa iCD) ngalenkathi labo abakhona
besamile.

UShansela uhlanganisa ibandla.

Ikwaya.

Ukwamukelwa.

Izinhloko Eziyiziphathimandla ezithintekayo zethula abafundi kuShansela weNyuvesi
ukuze bathole idigiri/idiploma/isitifiketi.

Kuculwa iHubo Lesizwe.

Gaudeamus Igitur

Gaudeamus igitur,
Juvenes dum sumus;
Post iucundum iuventutem,
Post molestam senectutem
Nos habebit humus.

Vivat academia,
Vivant professores,
Vivat membrum quodlibet,
Vivat membra quaelibet;
Semper sint in flore!

English

Let us rejoice, therefore,
While we are young.
After a pleasant youth
After a troubling old age
The earth will have us.

Long live the academy!
Long live the professors!
Long live each student;
Long live the whole fraternity;
For ever may they flourish!

Sesotho sa Leboa

Ka gona, a re thabeng,
Re sa le ba bafsa.
Ka morago ga bofsa bjo bo bose
Ka morago ga go tšofala mo go nago le
mathata
Lefase le tla ba le rena.

Phela thuto phela!
Phelang diprofesa phelang!
Phelang baithuti phelang;
Phela kagišano ka botlalo phela;
O ka re ba ka phela gabotse goyagoile!

Afrikaans

Laat ons dan vrolik wees,
Terwyl ons jonk is;
Na 'n aangename jeug.
Na 'n onaangename oudag,
Sal die aarde ons hou.

Lank lewe die universiteit,
Lank lewe die professore,
Lank lewe elke student,
Lank lewe al die studente,
Mag hulle vir ewig hul jeug behou!

Zulu

Ngakho, masithokoze
Sisebasha nje.
Emva kobumnandi bobusha
Emva kwezinkinga zobudala
Umhlaba uzosithatha.

Phambili ngemfundo!
Phambili boSolwazi!
Phambili nakuwe mfundi;
Phambili ngenhlangano yonke;
Maziqhubeke ngonaphakade!

QUALIFICATIONS

1. **Baccalaureus Educationis (BEd): Further Education and Training (School Phase)**

Namane, Nontozakhe Jane
Ncube, Silibaziso
Ncwane, Nondumiso
Ndaba, Msizi Patrick
Ndebele, Zanele Patience
Ndhlovu, Zakharia Mojalifa
Ndhukula, Hlulani Metro
Ndlovu, Karabo Meshack
Ndlovu, Khayalakhe Knowledge
Ndlovu, Marriam Lungelo
Ndlovu, Samkelisiwe Pearl
Ndlovu, Witness Fakazile
Neethling, Anando Marthinus
Nene, Hlengizwe
Ngcongco, Lungile Nompumelelo
Ngema, Delight
Ngidi, Bonginkosi Maxwel
Ngomane, Nomfundo Luyanda
Ngubane, Gordon Heart
Ngubane, Nosipho Seltha
Ngubane, Zamikhaya Prince
Ngwenya, Esther Sinonki
Ngwenya, Linda Kwanda
Ngwenya, Nqobile Promise
Nhacolo, Claudia Arlindo
Nhlangoti, Sphiwe Calvin
Nkabinde, Celumusa
Nkabinde, Njabulo Thabiso
Nkabinde, Nkosinathi Sphiwe
Nkala, Thabani
Nkambule, Nkosingiphile Petronella
Nkomo, Nobuhle
Nkosi, Dumisani Hendry
Nkosi, Nonhlanhla Virginia
Nkosi, Sphiwe Johnson
Nkosi, Sweetness Nokuthula
Nkosi, Thobile Precious

Nkumane, Mbongeni
Nkumzwayo, Ntombizodwa
Nkuna, Xikombiso
Nomgca, Sizwe
Nong, Jonarosa Naledi
Nsibande, Progress
Nteleki, Lethando
Ntuli, Bawinile Mafantisi
Ntuli, Jessie
Ntuli, Mvelo Lindokuhle
Ntwe, Welheminah Mamodikwa
Nxumalo, Lesley Zwelihle
Nxumalo, Minenhle Sandra
Nxumalo, Sinolwazi Mhleli
Nxumalo, Siphon Patrick
Nxumalo, Sithembiso Brigdet **(with distinction)**
Nxumalo, Sonnyboy Nicholas
Nyembe, Elioner Sthandazile
Odendaal, Bernovene Claurielle
Pelser, Rudolf Pieter
Phakathi, Nomfundo Portia
Phasha, Ally
Phatoli, Katleho
Pheeha, Gift Zodwa
Phillips, Chineade Logan
Plaatjies, Lajae Corene Teshwin
Pretorius, Charissa **(with distinction)**
Pretorius, Liezi
Pritchard, Morgan
Qwabe, Simphiwe Abednego
Radebe, Boipelo Jeanet
Radebe, Duduzile Angelina
Rakgoale, Kholofelo Ruphati
Ramafoko, Dineo Rebecca
Ramphele, Elizabeth Matula
Rampora, Dimpho
Rantho, Tshepo Joseph
Rasi, Zoleka Patricia
Reyneke, Adelize
Rohde, Deancke
Rossouw, Lanne

2. Baccalaureus Educationis Honoribus (BEd Hons)

Abramovitz, Tessa Lee (Educational Psychology) **(with distinction)**

Adeyemi, Daphne (Information and Communication Technology in Education)
Arhin Assabil, Faustina (Foundation Phase Education)
Asmail, Raeesa (Mathematics Education) **(with distinction)**
Asmal, Ayesha (Inclusive Education)
Asvat, Zaheera (Educational Psychology) **(with distinction)**
Baloyi, Senzeni Nomsizi Judith (Inclusive Education)
Bango, Siduduzile (Mathematics Education)
Boatsi, Tenneson (Educational Psychology)
Booyesen, Tumisang Hilda (Educational Psychology)
Botha, Gary Byron (Educational Management and Leadership)
Cele, Thulile Immaculate (Inclusive Education)
Coetzer, Melissa Candice (Educational Psychology) **(with distinction)**
Collins, Meghann Candis (Educational Psychology)
Davidson, Justine Greg (Inclusive Education) **(with distinction)**
Davies, Kathryn Anne (Educational Psychology)
De Beer, Angelika (Educational Management and Leadership)
Desai, Darshana (Educational Management and Leadership)
Dhlamini, Vangile Charmaine (Democracy and Policy in Education)
Dlamini, Manthi Sesi (Educational Psychology)
Du Preez, Werner (Educational Management and Leadership)
Ebrahim, Nasreen (Educational Management and Leadership)
Engelbrecht, Ronita (Educational Psychology)
Geustyn, Carla Jean (Educational Psychology)
Girao, Daniela Gavina (Inclusive Education)
Gumede, Gloria (Foundation Phase Education)
Gunje, Salome (Inclusive Education)
Hlongwane, Charles Nkomisi (Mathematics Education)
Hlongwane, Mokiting Dorah (Democracy and Policy in Education)
Holloway, Abigayle Frieda (Science Education)
Jokhaker, Karishma (Science Education)
Kapa, Anton Khutso (Educational Management and Leadership)
Khatib, Yumna Munib (Mathematics Education) **(with distinction)**
Khethwa, Nomsa Reginah (Democracy and Policy in Education)
Khumalo, Thembalihle Purity (Information and Communication Technology in Education)
Kubeka, Shereen Phumzile (Educational Psychology)
Kubyana, Mmulutsi Daniel (Educational Management and Leadership)
Lambrianos, Ekaterina Anysia (Educational Psychology)
Madinane, Gugu (Foundation Phase Education)
Magewana, Phelokazi Goodness (Inclusive Education)
Magqazana, Vuyani Simon (Information and Communication Technology in Education)
Majoe, Tiisetso Rose Grace (Science Education)
Majozi, Mthetheleli Muziwandile Percivale (Inclusive Education)
Makamu, Khensani Christinah (Life Orientation)
Makobe, Nomvula Cynthia (Life Orientation)

Malinga, NqobileAlexia (Foundation Phase Education)
Malope, Memory Lerato (Science Education)
Mamatela, Cora Palesa (Life Orientation)
Mashala, Bertha Mmankune (Curriculum)
Matee, Kamogelo (Educational Psychology)
Mathe, Gohelane Evelyne (Mathematics Education)
Matheba, Alice Montsheng (Information and Communication Technology in Education)
Mathonsi, Sikhosiphi Sithembile (Inclusive Education)
Mehmedova, Aygul Salieva (Educational Psychology)
Mercado, Abigail Mary (Educational Psychology)
Mgomezulu, Zondi Mary (Inclusive Education)
Minnaar, Rolandi (Foundation Phase Education) **(with distinction)**
Mkwanazi, Lesimole Constance Joyce (Life Orientation)
Modise, Mapula Jacqutline (Educational Management and Leadership)
Mohlabi, Lebohlang Chantel (Educational Management and Leadership)
Molaodi, Mmatlake Linford (Information and Communication Technology in Education)
Mongalo, Phuti Frans (Information and Communication Technology in Education)
Mosifane, Lorraine (Inclusive Education)
Motalib, Tania Dona Estelle (Educational Management and Leadership)
Mothle, Nthabiseng Joey (Foundation Phase Education)
Motlhabane, Monicah Gao (Educational Management and Leadership)
Motseki, Puleng Dorah (Mathematics Education)
Motshaisa, Charles Tshepo (Information and Communication Technology in Education)
Motsitsi, Lerato Tanita (Life Orientation)
Mthimkulu, Moyakazi Evelyn (Educational Management and Leadership)
Mzizi, Mathule (Educational Management and Leadership)
Naidoo, Niroshini (Educational Management and Leadership)
Ncayiyana, Ntombifuthi Annatoria (Curriculum)
Ndabezitha, Lerato Bernice (Foundation Phase Education)
Ndinteh, Emelda Anwi (Curriculum)
Ngcobo, Nokuthula Fumani (Inclusive Education)
Ngubani, Sirame Justies (Inclusive Education)
Njoko, Sakhile Madoda (Educational Psychology)
Ntombela, Bongani Advice (Democracy and Policy in Education)
Ntuli, Samkelo Welcome (Science Education)
Ogawa, Marlene Wendy (Democracy and Policy in Education)
Oloba, Peter Babajide (Educational Management and Leadership)
Padayachee, Perumal (Information and Communication Technology in Education)
Palmer, Kaamilah (Foundation Phase Education)
Peter, Penelope Nomntu (Democracy and Policy in Education)
Pratt, Robyn Shelley (Inclusive Education)
Pretorius, Rene (Foundation Phase Education)
Qunta, Veronica Lindiwe (Inclusive Education)

Ramaqele, Mamokete Calectina (Inclusive Education)
Roberts, Annabell Victoria (Inclusive Education)
Rossouw, Patricia (Mathematics Education)
Runesu, Emmanuel (Foundation Phase Education)
Seanego, Mokgadi Letta (Curriculum)
Sedibana, Athalia Makgabo (Educational Psychology)
Sibiya, Julie Pansy (Educational Management and Leadership)
Sillman, Sharon (Mathematics Education) **(with distinction)**
Sindana, Zodwa Charlotte (Educational Linguistics)
Solomon, Ruwayda Dianne (Educational Management and Leadership)
Soqinase, Nkosikhona (Science Education)
Taylor, Lizelle Hilda (Life Orientation)
Tennant, Byron Marc (Educational Management and Leadership)
Tshavhungwe, Mavis (Inclusive Education)
Van Der Berg, Marlie Elizabeth (Inclusive Education)
Van Der Merwe, Dean (Foundation Phase Education) **(with distinction)**
Van Der Merwe, Martinus Petrus (Educational Psychology) **(with distinction)**
Weliso, Vangile (Democracy and Policy in Education)
Zulu, Zanele Thabile (Inclusive Education)
Zwane, Thembinkosi Trevor (Educational Management and Leadership)

3. **Magister Educationis (MEd)**

Balkrishen, Pradheep (with distinction)

Dissertation: The leadership role of campus managers to improve student achievement in Further Education and Training Colleges in Mpumalanga

Supervisor: Prof R Mestry

Chetty, Venie

Dissertation: Educators' experiences of deracialisation at a historically advantaged school

Supervisor: Prof JC Perumal

Chisveto, Patricia (Mathematics and Science Education)

Minor Dissertation: Exploring the influence of school management on achievement goal orientation of Grade 10 physical sciences learners

Supervisor: Prof UD Ramnarain

Co-supervisor: Prof JJJ de Beer

De Villiers, Hanrie Sara **(met lof)**

Verhandeling: Die werkbaarheid van die Afrikaanse vertaling van 'n wiskunde diagnostiese toets vir die grondslagfase

Promotor: Prof E Henning

Mede-Promotor: Prof A Fritz-Stratmann

Mede-Promotor: Prof L Ragpot

Gwaza, Terseer Henry (Mathematical and Science Education)

Minor dissertation: Investigating factors that lead to underperformance in mathematics, physical sciences and life sciences

Supervisor: Prof JJJ de Beer

Co-supervisor: Prof UD Ramnarain

Kleynhans, Elmarie (Curriculum Policy Evaluation)

Minor dissertation: Challenges involved in promoting critical thinking in schools: A study of English Teaching in grade 6 at two schools

Supervisor: Dr JJ Divala

Makhubo, Monica Ntombincane (Philosophy of Education)

Minor dissertation: The development of deliberative democracy in the foundation phase

Supervisor: Dr D Postma

Ndlovu, Iknowel Ndoziba (Mathematical and Science Education)

Minor dissertation: Life sciences teachers' views of the nature of science and indigenous knowledge systems: A case study

Supervisor: Prof JJJ de Beer

Co-supervisor: Prof UD Ramnarain

Rajah, Valerie Martha (Educational Management)

Minor dissertation: The management of communication between a school district office and its primary schools in Johannesburg South

Supervisor: Prof PJ du Plessis

Rooyakkers, Gerard Eugene

Dissertation: The role of the school principal in the school tuck shop in managing school finances

Supervisor: Prof PJ du Plessis

Saunders, Kim (Educational Psychology) (with distinction)

Minor dissertation: An interpretive phenomenological analysis of the experiences of teenage mothers in a South African hospital school

Supervisor: Mrs J Fourie

Wilson, Claire Lucienne Berthe

Dissertation: Teachers as facilitators of self-regulation in learners who present with challenging behaviour in the foundation phase

Supervisor: Dr MP van der Merwe

Co-supervisor: Mrs JV Fourie

4. Philosophiae Doctor (PhD): Educationis

Buma, Anastasia Malong

Thesis: A short intervention programme to develop science teachers' pedagogical content knowledge to teach for the affective domain

Supervisor: Prof JJJ de Beer

Co-supervisor: Prof UD Ramnarain

Olujuwon, Olutola Thompson

Thesis: Teacher leadership in public secondary schools in Lagos, Nigeria

Supervisor: Prof JC Perumal

Pretorius, Erica Delores

Thesis: Learning Communities for the Professional Development of Science Teachers

Supervisor: Prof JJJ de Beer

Co-supervisor: Prof GV Lautenbach

Van Zijl, Karen

Thesis: A psycho-educational model for the utilisation of play in addressing aggression in paediatric haematology-oncology patients in order to facilitate resilience

Supervisor: Prof CPH Myburgh

Co-supervisor: Prof M Poggenpoel



Buma, Anastasia Malong (PhD)

Anastasia Buma completed her school career in her country of birth, Cameroon, and later obtained a BSc from Ahmadu Bello University, Nigeria in 1998. After six years of working as a science teacher in various high schools in Mpumalanga and Gauteng, she decided to further her studies at the University of Johannesburg. She obtained the PGCE, BEd (HONS) and MEd (Educational Management) (*cum laude*) from UJ.

In 2012 Anastasia registered for a PhD. While working towards this degree, she also held part-time positions at UJ as coordinator of the Science Centre (Soweto Campus), tutor, consultative teacher, and lecturer in the Faculty of Science.

A short intervention programme to develop science teachers' pedagogical content knowledge to teach for the affective domain.

Although it is mandatory for science teachers to address the educational objectives as outlined in the Curriculum and Assessment Policy Statement (CAPS) for natural, life and physical sciences, research shows that the affective outcomes seem to be the least addressed. This is referred to in literature as the "missing link" in science education, and often results in young people not developing an understanding of the role of science in modern society.

This design-based research focused on the affordances of an intervention programme for teachers' ability to address the affective domain in the science classroom. The short learning programme that was developed for practising teachers was based on a humanistic socio-scientific issues instructional strategy and was offered by the Department of Science and Technology Education of the University of Johannesburg.

The main finding is that the intervention enabled the teachers to develop a more nuanced understanding of teaching for the affective domain. Design principles were distilled for intervention programmes addressing teachers' pedagogical content knowledge for teaching for the affective domain. Third-generation Cultural-Historical Activity Theory was used as a research lens, and what emerged is that most of the challenges which hinder the promotion of affective outcomes can be effectively controlled at the level of the teacher.

Supervisor: Prof JJJ de Beer

Co-supervisor: Prof UD Ramnarain



Olujuwon, Olutola (PhD)

Olutola Olujuwon completed high school at Ikosi Methodist High School in Agbowa Ikosi, Lagos State. He later enrolled and obtained a Certificate in Education at the Lagos State College of Education. He proceeded to the Lagos State University, where he obtained his Bachelor of Arts Degree in Education and his Master's in Educational Management. In 2005, he was appointed as a full-time lecturer in the Department of Educational Foundations and Administration at Adeniran Ogunsanya College of Education. In 2010, he registered for a PhD in the Department of Education Leadership and Management at the University of Johannesburg.

There is a growing concern that the leadership and management of schools should be extended to other levels in the school. Utilising a qualitative multiple case study, Mr Olujuwon's study explored teacher leadership practices in the context of public secondary schools in Lagos, Nigeria. The study reveals that challenges, such as low societal perceptions and organisational politics, confront teachers in the discharge of their duties as leaders in schools. The study reveals that constant policy changes have an effect on teachers' career progression, morale and productivity. The findings from the study support the contention that administrators and teachers have vague conceptions about the meaning of teacher leadership. Furthermore, the findings reveal that the level of collaboration among teachers is low in relation to academic matters and high in matters related to extracurricular and social activities. The major finding is that organisational politics affects teachers' duties as leaders in schools. The study recommends that advancing teachers' knowledge of critical leadership will enable them to challenge the portrayal of teaching as a marginalised profession.

The study recommends that advancing teachers' knowledge of critical leadership will enable them to challenge the portrayal of teaching as a marginalised profession. The study also recommends that school leaders should delegate responsibilities and tasks based on capabilities, experience and qualifications. This will enable tasks to be accomplished timeously and efficiently. In addition, the study recommends an adherence to ethical standards, professionalism in teaching and the provision of adequate funding to schools.

Papers emanating from the study have been presented at three international conferences. Four peer-reviewed conference proceedings have already been published.

Supervisor: Prof JC Perumal



Pretorius, Erica (PhD)

Erica Pretorius returned to graduate studies in 2000 and obtained Honours degrees in Educational Management (*cum laude*) and Computer-Based Education (*cum laude*) followed by a Master's degree in Computer-Based Education at the University of Johannesburg. Over the past 30 years, she has occupied various positions ranging from a teacher and Head of Department in the school system and more recently an instructional designer at the Centre for Academic Technologies at UJ. She has presented papers at various international and local conferences, and in 2014 she received accolades for the best student presentation at the International Science and Technology Education conference.

This study explored a new approach to the professional development of science teachers in South Africa. The systemic, longitudinal research mapped the professional development of teachers (affectionately called '*The A-Team*') over a period of three years. The study focused on the development of the pedagogical content knowledge of science teachers. During the interventions (that were facilitated by UJ) teachers were, among others, given a more nuanced understanding of the nature of science. Teachers had the opportunity to engage with research activities in the African Centre for DNA Barcoding, for example, in order to develop research skills that would empower them to facilitate inquiry-based learning in their classrooms. A hybrid community of practice was established (including face-to-face contact sessions and electronic BlackBoard platform interaction), that provided support to this diverse group of teachers from privileged private schools, ex-model C schools and previously disadvantaged schools in the greater Johannesburg area. The research tapped into the social capital resources of scientists, professors and the teachers themselves.

This design-based research included three cycles of continual improvement using the cultural historical activity theory as research lens to highlight the opportunities and contradictions throughout the intervention. The research resulted in the refinement of design principles for professional development interventions, specifically for science teachers in a South African context.

Supervisor: Prof JJJ De Beer

Co supervisor: Prof GV Lautenbach



Van Zijl, Karen (PhD)

Karen van Zijl obtained her BA (*cum laude*) from UP in 1994 and her MDiac – Play Therapy Specialisation (*cum laude*) from UNISA in 2009. She completed a Certificate of Extended Study and Internship in Child and Youth Care with Child Life Specialisation at the University of the Fraser Valley, Canada in 2014. Karen is a Certified Child Life Specialist and Play Therapist working at the Child Trauma Clinic. She is the co-founder and president of the Organisation for Paediatric Support in South Africa (OPSSA) and has been providing psychosocial services to children with a haematology-oncology diagnosis since 2005.

Ms Van Zijl followed a qualitative methodology to study children with a haematology-oncology diagnosis that presented with aggression during the administration of medical procedures as well as in the hospital ward. She implemented play sessions based on the play process of Violet Oaklander with the participants. From the qualitative analysis of the content of the play sessions with the participants it became evident that their aggressive behaviour originated from their lived experience in dealing with their illness. The lived experience of the children not only fuelled their aggression, but launched an assault on their resilience. The children's aggression was addressed by means of the play process in assisting them to express and reformulate their lived experience by means of the developmentally appropriate language of play. The play process was furthermore instrumental in facilitating the children's experience of the core elements of resilience. The original contribution of this research is a psycho-educational model that can be used as a framework of reference by individuals rendering psychosocial services to children with a haematology-oncology diagnosis on how to utilise play to address the aggression of these children and to facilitate their resilience. The psycho-educational model furthermore makes a unique contribution towards the education of medical professionals working within the context of rendering medical care to children with a haematology-oncology diagnosis on how the child's lived experience is influenced by the proses of diagnosis, treatment and hospitalisation as well as how this lived experience impacts on the child's resilience.

Supervisor: Prof CPH Myburgh

Co-supervisor: Prof M Poggenpoel



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