

**Welcome to the
Graduation Ceremony
of the
University of Johannesburg
10 March 2015 at 17:00**

**Welkom by die
Gradeplegtigheid
van die
Universiteit van Johannesburg
10 Maart 2015 om 17:00**

**Le a Amogelwa
Moletlong wa Dikapešo wa
Yunibesithi ya Johannesburg
10 Hlakola 2015 ka 17:00**

**Niyamukelwa
eMcimbini wokweThweswa kweZiqu
weNyuvesi yaseJohannesburg
10 kuNdasa 2015 ngele-17:00**

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BA (Bophut), BA Hons (RAU), MBL (Unisa)

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BA, HEd, BA Hons, MA, PhD (RAU)

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

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BSc, BSc Hons, MSc, PhD (US)

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Prof D Meyer
BSc, BSc Hons, MSc (RAU), PhD (University of California, Davis)

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Mr DM Manganye

Dr J Manyaka

Ms K Maroga (invitee)

Ms BJ Memela-Khambula

Dr P Mjwara

Mr M Mkhonta

Mr A Mohammadali-Haji

Mrs K Mokhobo-Amegashie

Mr MJN Njeke

Prof A Parekh

Mr K Rammutla

Prof IL Rensburg

Dr WP Rowland

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Mr K Thomas

Mr J van Schoor

Mr M White

PRESIDENT OF CONVOCATION

Mr M Mkhonto

Programme

Tuesday, 10 March 2015 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, 10 Hlakola 2015 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, 10 Maart 2015 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 prosessie 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 prosessie die Ouditorium.

Uhlelo

uLwesibili, 10 kuNdasa 2015 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**

Nagel, Yvonne
Ndaba, Mbongiseni Zateam
Ndimande, Celimpilo Mndeni
Ndlela, Nombuso Carorine
Ndlovu, Fortunate Nonhlanhla
Ndlovu, Nqobile
Ndlovu, Silindile
Ndumndum, Nontando Liziwe
Nedzamba, Pfano
Nemataheni, Uhone Goodness
Ngakane, Namatsego Judith
Ngobeni, Hlambamandla
Ngobese, Lungile Funani
Ngubane, Nokuthula
Nhlapo, Bafana Patrick
Nkabinde, Themba Lawrence
Nkadimeng, Pholosho
Nkambule, Lucas Bongani
Nkosi, Bheki Conelius
Nkosi, Innocent
Nkuna, Paulina
Nkwatsi, Abeqnico Lebohang
Nonjola, Fezile
Nsimbini, Nelisiwe Peaceful
Ntladi, Koketso Peter
Ntombela, Sibongiseni George
Ntombela, Thamsanqa
Ntsepo, Siphenathi
Ntshangase, Sibonokuhle Celimpilo
Ntuli, Samkelo Welcome
Nyiki, Nomfundo Shirley
Oosthuizen, Danelle
Pienaar, Eunene
Pungose, Simangele Cherity
Raath, Emma-Charlize
Ramasamy, Samantha Cleo

Ramasimu, Nomphe
Rambau, Lindiwe Leah
Raphasha, Tebogo Frans
Roberts, Annabell Victoria
Roets, Jana
Sajini, Solethu
Sebusi, Karabo
Sefa, Katlego Bernice
Selowa, Vinolia Bathabile
Shabalala, Bhekisisa Thabani
Shabalala, Zanele Fortunate
Shandu, Nelisiwe Lucia
Sibanda, Nombulelo Lassie
Sibanyoni, Yoliswa Yulender
Sibundeni, Sibongile Goodness
Silwane, Philiswa
Simelane, Lwazi
Sithebe, Sthembile Zandile
Sithi, Enocent
Sithole, Mfanafuthi Bongumusa
Sithole, Nozipho
Skhosana, Regina Dudu
Sonandi, Nhlakanipho Wandisile
Sondezi, Zanele Fortunate
Soqinase, Nkosikhona
Starkey, Kirsten Celeste
Temba, Thembekile Millicent
Thamae, Toka Ralikhomo
Themba, Ntombikayise Charlotte Rose
Tladi, Celtia Raphahle
Tshabalala, Nontokozo Constance
Tshabalala, Sithembile
Tshishonga, Shudufhadzani
Tshoshane, Ramakgahlele Rebecca
Twala, Mfundo Given
Van Jaarsveld, Adriaan Gerhardus
Van Niekerk, Denae
Vardalia, Mohamed Sikander
Vilander, Janine Tania Harriet
Vuso, Mangaliso Robert
Wilson, Simone Danielle
Ximba, Nkosingiphile Immaculate
Ximba, Nompumelelo Sinabo Princess
Yako, Bonginkosi
Zimba, Lucky Gito
Zondi, Nondumiso Precious

Zondo, Gabisile Fikile
Zulu, Buyani
Zulu, Gamalakhe Vincent
Zulu, Sindisiwe Sibulisiwe
Zulu, Thembinkosi Derrick
Zwane, Thembi Portia

2. **Baccalaureus Educationis Honoribus (BEd Hons)**

Alkadir, Medina Yesuf (Curriculum)
Bera, Precious (Mathematics Education)
De Klerk, Mariska (Educational Psychology)
De Reuck, Nadine (Educational Management and Leadership)
Dibetso, Basadi Lydia (Inclusive Education)
Dichaba, Susan Sibongile (Life Orientation)
Dinkelmann, Hein Steven (Educational Management and Leadership)
Du Plessis, Valerie (Information Communication Technology in Education)
Duwo, Precious Ponatshego (Life Orientation)
Gilbert, Tracey Louise (Educational Management and Leadership)
Kanyane, Emily Makgetsi (Educational Psychology)
Kgomo, Kgabo Hellen (Inclusive Education)
Klaver, Marichen (Educational Psychology) (**with distinction**)
Koekemoer, Barbara (Educational Psychology)
Landman, Terina (Educational Management and Leadership)
Lebakeng, Michael Kgomotso (Educational Linguistics)
Lekotjolo, Lefu Simon (Information Communication Technology in Education)
Lombard, Adrian Johannes Jacobus (Educational Psychology)
Mache, Lebogang Gladness (Educational Management and Leadership)
Mahasa, Thandiwe Johanna (Educational Linguistics)
Maluleke, Beatrice (Educational Management and Leadership)
Maluleke, Eugenia Rirhandzu (Inclusive Education)
Mamba, Thembi Fikile (Curriculum)
Manci, Thobani Michael (Educational Psychology)
Maphanga, Jannet Muchaneta (Inclusive Education)
Maqeda, Khumbulani (Educational Linguistics)
Maredi, Mosima Salome (Educational Linguistics)
Masengu, Martha (Life Orientation)
Mashakeni, Sevha Desmond (Science Education)
Mashele, Nthabeleng Adelinah (Mathematics Education)
Matemera, Simbarashe (Mathematics Education)
Matlapeng, Christinah Keatlaretse (Foundation Phase Education)
Mbokoto, Nomathamsanqa Lioua (Information Communication Technology in Education)
Mboyisa, Vuyani Innocent (Educational Management and Leadership)
Mithal, Poonam (Educational Psychology)

Mkhize, Phumelele (Educational Psychology)
Moalosi, Tshepang Manini (Life Orientation)
Mokgata, Tebogo Quinton (Information Communication Technology in Education)
Morar, Shailen Naran (Educational Psychology)
Moremi, Tukishi Elias (Mathematics Education)
Morland, Maria Lise (Educational Management and Leadership) (**with distinction**)
Motsaanaka, Felicia Galebonwe (Information Communication Technology in Education)
Msibi, Teboho Phineas (Inclusive Education)
Mutekwe, Constance (Curriculum)
Muteyiwane, Joyce (Curriculum)
Mwambene, Anganile Veronica (Mathematics Education)
Naran, Bharti (Mathematics Education)
Ndebele, Thembi (Mathematics Education)
Ndlovu, Gezepi (Educational Linguistics)
Ndlovu, Zakhele Nehemia (Mathematics Education)
Ndongeni, Bandile (Mathematics Education)
Netshirando, Livhuwani Gloria (Information Communication Technology in Education)
Ngoh, Doris Nzole (Educational Linguistics)
Nkopodi, Dorcus (Educational Management and Leadership)
Nkosi, Meriam Makhene (Educational Management and Leadership)
Nkosi, Sifiso Enock (Educational Psychology)
Ntsoane, Refilwe Judy (Foundation Phase Education)
Nxasana, Faith Sibongile Nompumelelo (Educational Management and Leadership)
Nxele, Tiny Sibongile (Life Orientation)
Paki, Mmama Pauline (Science Education)
Petersen, Helen Yolanda (Information Communication Technology in Education)
Phaahla, Esther Thembi (Educational Management and Leadership)
Phafoli, Puseletso Anna (Educational Management and Leadership)
Phakisi, Lydia (Educational Management and Leadership)
Pieters, Annesca Elmare (Science Education)
Pooe, Maundy Theresia (Educational Management and Leadership)
Radebe, Patricia (Educational Psychology)
Radebe, Winnie Fikile (Foundation Phase Education)
Radzilani, Shumani Charles (Educational Management and Leadership)
Rapodile, Bellinah Molatlhwe (Educational Management and Leadership)
Robertson, Diana Nadine (Curriculum)
Robson, Nicola Tanya (Educational Management and Leadership)
Scholtz, Barbara Francina (Educational Linguistics)
Schouwink, Karen (Educational Management and Leadership)
Sedibane, Lesiba Daphney (Curriculum)
Shikwambana, Mfungana Marvin (Educational Psychology)
Sikokombe, Ushe (Mathematics Education)

Sinaravo, Otiniel (Mathematics Education)
Singh, Aruna (Educational Psychology)
Snelling, Andrew Michael (Educational Psychology)
Strahlendorf, Kristen Lisa (Educational Psychology)
Taiwe, Liphoko David (Democracy And Policy In Education)
Thabane, Thabo Raymond (Information Communication Technology in Education)
Thobejane, Monde Ahmed (Mathematics Education)
Trent, Samantha Daphne (Educational Psychology)
Tshabalala, Cecilia Lindiwe (Educational Management and Leadership)
Tshabalala, Marcia Zinhle (Educational Management and Leadership)
Tunu, Bgwilizani (Inclusive Education)
Van Zyl, Leoni (Inclusive Education)
Vellacott, Catherine (Educational Psychology) **(with distinction)**
Verdal Austin, Craig (Educational Management and Leadership)
Wadiwala, Zakariyya (Educational Linguistics)
Wilson, Lucie-Anne Yvonne (Inclusive Education)
Zizhou, Sibonokuhle (Mathematics Education)

3. **Magister Educationis (MEd)**

Atinde Mejang Ehang, Vivian (Curriculum Policy Evaluation)

Minor Dissertation: Becoming a successful university student: A case study of selected undergraduate students from historically disadvantaged background.

Supervisor: Prof M Cross

Axsel, Jenilee (Psychology of Education) **(with distinction)**

Dissertation: The psycho-educational perspective of the lived-experiences of overweight and obese adolescent boys.

Supervisor: Prof CPH Myburgh

Co-supervisor: Prof M Poggenpoel

Bapela, Mahlome David (ICT in Education)

Minor Dissertation: Pre-service student teachers' acceptance of ICT in the mathematics classroom.

Supervisor: Dr J Batchelor

Co-supervisor: Dr R Diseko

Govender, Sandhamaray (Adult Education)

Minor Dissertation: Tutors' roles in the formation of learning communities during an educational excursion.

Supervisor: Prof NF Petersen

Moleki, Beauty Thandeka (Science Education)

Dissertation: Exploring teacher use of newspaper articles in promoting a humanistic perspective in science.

Supervisor: Prof U Ramnarain

Co-supervisor: Prof JJJ de Beer

Themane, Kgalushi Maria (Mathematics in Education)

Dissertation: Teachers pedagogical content knowledge of teaching equivalent fractions in Grade 3.

Supervisor: Dr K Luneta

Toerien, Rika Ronel (Psychology of Education)

Dissertation: Lecturers' experiences of aggression in a faculty at a university.

Supervisor: Prof CPH Myburgh

Co-supervisor: Prof M Poggenpoel

4. **Philosophiae Doctor (Educationis) (PhD)**

Mavuso, Mubi Frieda

Thesis: Learning support framework for supporting learners presenting with specific learning difficulties in the senior phase mainstream schools.

Supervisor: Dr H Dunbar-Krige

Mutekwe, Edmore

Thesis: Curriculum and career choice: A case of girl children in Zimbabwe.

Supervisor: Prof MM Modiba

Naicker, Suraiya Rathankoomar

Thesis: A case study of an educational leadership development intervention programme for public school principals and district officials in a school district in Gauteng.

Supervisor: Prof R Mestry

Stewart, Sandra Lilian

Thesis: Teacher's voice: A basis for improving curriculum literacy in the teaching of English in the North West province of South Africa.

Supervisor: Prof MM Modiba



Mavuso, Mubi Frieda (PhD)

Mubi Frieda Mavuso matriculated at Katlehong High School and thereafter studied a Secondary Teachers' Diploma at the East Rand College of Education and a Further Diploma in Education in School Guidance at the Rand Afrikaans University (RAU). She was then accepted into the BEd Honours Educational Psychology and later the MEd Educational Psychology at RAU. Mubi Frieda is a registered educational psychologist with the Health Professions Council of South Africa (HPCSA). In her capacity as educational psychologist, she has worked in different district offices for the Gauteng Department of Education. Her working experience at the district office included facilitating Life Orientation, academic development and support and coordinating education psychological support services. She is currently a lecturer in Inclusive Education in the School of Education at the University of South Africa.

Learning difficulties are a worldwide phenomenon affecting many learners in the mainstream classroom. Inclusion of learners presenting with specific learning needs demands particular competencies from teachers to ensure that they are supported appropriately in order to learn optimally. A qualitative research approach integrating a phenomenological research design was used to explore and describe the experiences of teachers who provide learning support for learners presenting with specific learning difficulties in senior phase (Grades 7-9) mainstream schools. Four schools were purposefully selected to take part in the data collection process, which included individual and focus group interviews, document analysis and field notes. The findings revealed that supporting learners presenting with specific learning difficulties in the senior phase is complex and requires professional expertise from teachers, educational psychologists and other professionals, adequate time, a reasonable teacher-learner ratio, continuous teacher professional development and a realistic policy framework. The findings were used to develop a Systemic Teacher Driven Learning Support Framework (STDLSF) incorporating different aspects, such as school based collaborative planning and implementation; peer teaching and parent guidance workshops; addressing contextual barriers and collaborative interventions with other stakeholders such as an NGO. The aim of the STDLSF is to narrow the gap between availability of policies and their practical implementation, with reference to the process of learning support within senior phase mainstream schools, where although such policies are available, teachers find it difficult to implement them.

Supervisor: Dr H Dunbar-Krige



Mutekwe, Edmore (PhD)

Edmore Mutekwe obtained his Bachelor of Arts, PGCE and Bachelor of Education (Hons) degrees from the University of Zimbabwe. After graduation, he served as a high school English language and literature teacher for eight years before pursuing a Master of Education degree course in Sociology of Education at the University of Zimbabwe. From 2003 to 2007 he worked as a lecturer in the Department of Educational Foundations at Great Zimbabwe State University. He registered for a PhD in the Department of Educational Studies at the University of Johannesburg in 2008.

The debates on gender equity and anti-egalitarian rebuttals have become more strident in Zimbabwe. Less striking is the failure to realise equity through the school curriculum. A hierarchy of social advantage for boy pupils seems inescapable. Sixth form schools fail to nurture and empower girls into a culture that transcends the pursuit of traditional feminine occupations. Regulatory and directive effects on their agency and common sense make them appear willing to enter particular occupations in large numbers.

Utilising an interpretive phenomenological approach (IPA), Mr Mutekwe's study examined this common sense. The major finding is that, despite the 2004 National Gender Equity policy, the gendered school curriculum affects pupils' career choices by sustaining a complex pattern of occupational disadvantage for girls. The conclusion in the study is that the career aspirations of many Zimbabwean girls are influenced to a great extent by the gendered school curriculum into which they are enculturated. The recommendation is that teachers need to play an important role in closing the gaps fostered by the gender role stereotyping experienced by girls and boys in their homes, and their attitudes and expectations as part of the hidden curriculum of the schools. Exploration of the link between this curriculum and girls' career choices will raise awareness and clarify how patriarchy and ideology in the curriculum can be transformed structurally.

Papers emanating from the study have been presented at three international conferences and six articles have been published in international journals.

Supervisor: Prof MM Modiba



Naicker, Suraiya Rathankoomar (PhD)

Suraiya Naicker obtained a Bachelor of Music degree from the University of Natal and a Higher Diploma in Education from UNISA. In 2008, she completed the BEd (Hons) degree *cum laude* at the University of Johannesburg. She received the New Generations Scholarship from the same university to pursue both an MEd in 2009 and a PhD in 2011. Suraiya was awarded the Vice-Chancellor's Medal for being the top MEd student for 2010. She served public school education for 16 years as teacher, head of department and deputy principal. Presently, she lectures at the University of Johannesburg. She has published articles locally as well as a chapter in an international book.

This study investigated a system-wide change strategy in South Africa at the level of school districts. This three-year venture, called the Leadership for Learning Programme, sought to build the leadership capacity of principals and district officials towards the improvement of instruction. A distinctive feature of the programme was that it was based on a partnership between two universities, one familiar with the local context of the school district, and another that brought international expertise and appeal.

A case study design was employed, utilising both qualitative and quantitative research methods. A conceptual framework based on systems theory was developed and used as a lens to understand the programme being investigated. A main finding revealed that collective collaboration between principals and district officials, and among principals was lacking. It is recommended that the role of the school district shifts from enforcing bureaucratic compliance to collective capacity building across the system. Collaborative structures such as professional learning communities, networks and teams can be established to reduce isolationism and fragmented work practices in the school district. This may accelerate system-wide change improving learner performance.

The investigation contributes to the body of knowledge in education change by postulating a theoretical model for district-wide change efforts. This model offers insight into the elements required for district-wide change and draws attention to the interdependent relationships of various role players.

Supervisor: Prof R Mestry



Stewart, Sandra Lilia (PhD)

After matriculating at Mowat Park Girls High in Durban, Sandra Lilian Stewart qualified as a primary school teacher at Edgewood Teachers Training College in Pinetown and obtained a Higher Diploma in Education (HDE) at Natal College of Education, Pietermaritzburg. She has worked as a teacher for 27 years – 10 in state schools in KwaZulu-Natal and 17 in independent schools in Pietermaritzburg and Johannesburg. In 2006, she registered for a Master's in Education at the University of the Witwatersrand as an RPL candidate, and graduated *cum laude* in 2007. In 2008, she registered for a PhD at the University of Johannesburg, where she currently teaches part time, as well as at Varsity College Sandton.

Ms Stewart's school-based study on English as First Additional Language examines how the classroom practice and voices of intermediate phase teachers could be used as meaningful resources for self-initiated professional development. The study was conducted in the North West province of South Africa over a period of three years (2009-2011).

The participatory action research approach (PAR) was used to encourage reflection on the theories-in-use reflected in classroom practices, which were captured through observations and explained in stimulated recall and focus groups discussions with the teachers. While interested in the strategy used in the study, it was difficult for the teachers to engage in the expected self-reflective process. They could not refer directly to their theories-in-use without empathetic neutrality on the part of the researcher. Their reflections on practice were hampered by a sense of self-sacrifice, making it difficult for them to become freely involved in a process of self-explanation. Ms Stewart concludes that their notion of competence was derived from concepts and principles that would be inappropriate for the additive bilingualism implied in the curriculum policy.

The study makes a significant contribution to understanding the significance of the relationship between pedagogy and knowledge or subject content in the curriculum. Several papers derived from it have been presented at national and international conferences. Three peer-reviewed articles and two peer-reviewed conference proceedings have already been published from the thesis.

Supervisor: Prof MM Modiba



NATIONAL ANTHEM/VOLKSLIED/ KOŠA YA SETŠHABA/ICULO LESIZWE

Nkosi sikelel' iAfrika
Maluphakanyisw' uphondo lwayo
Yizwa imithandazo yethu
Nkosi sikelela thina lusapho lwayo

Morena boloka Setjhaba sa heso
O fedise dintwa le matshwenyeho,
O se boloke, O se boloke
Setjhaba sa heso,
Setjhaba sa South Africa, South Africa.

Uit die blou van onse hemel,
uit die dieptes van ons see,
oor die ewige gebergtes
waar die kranse antwoord gee.

Sounds the call to come together,
and united we shall stand.
Let us live and strive for freedom
in South Africa, our land.



A word of thanks to the UJ Alumni Association for sponsoring the flower arrangements at the University of Johannesburg graduation ceremonies.

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