



Dear UJ Graduate

The single most audible truth that emanates from the University of Johannesburg (UJ) since opening our doors, is the importance of including the most marginalised, and embracing diversity, transformation, perseverance, excellence and success. When you believe, when you focus your efforts, and when you put your very best foot forward, extraordinary things occur.

The University's graduation season has arrived, where we will hold 43 ceremonies during this first of three graduation series, beginning on 27 March. I applaud our successful undergraduate degree and diploma students who worked consistently to achieve academic success and who will leave these doors to impact society and their communities, and create meaning for their own lives. We celebrate all our graduates today, who proudly walk across this stage to have their diplomas and degrees conferred.

I beam with pride and congratulate you on this remarkable achievement. Your perseverance and determination have yielded positive outcomes, not only for yourselves, but also for the University, your families and the economic stability of South Africa.

UJ has grown steadily into a world-class, internationally recognised university, with more than 50 000 students registered. Our programmes, provided on four campuses within nine faculties, are designed to prepare students for the world of work, innovation, entrepreneurship and society, and for global citizenship.

As we move into an important era of transformation and decolonisation in Higher Education, we will continue to focus on building this world-class institution carefully and purposefully. We are witnessing the fruit of our determined vision in the research institutes and with our flagship teaching and learning programmes. We support these efforts with distinguished visiting professors. We have also elevated our programmes with outstanding postdoctoral fellows and doctoral and master's students.

We have deliberately built a richly diverse and inclusive senior scholarly community at this University. We continue to build UJ as an international *university of choice*, anchored in Africa, dynamically shaping the future. Despite having to grapple with the societal context we work in, we continue to inspire our academic community to transform and serve humanity through innovation and the collaborative pursuit of knowledge. These are the cornerstones upon which the University is anchored.

Together, we engage challenges and hurdles along the journey, because we believe they enable us to reach new summits and destinations. Together we rise. Today, we celebrate our achievements and the impact we make in our own lives, in the communities we serve and in the world. No matter who you are, where you are from, or what you do – all of our futures are inextricably intertwined.

That is why, at UJ, we are not afraid of the future – because we're making it. This is our future. Reimagined.

Yours sincerely,
Ihron Rensburg
Vice-Chancellor and Principal

**Welcome to the
Graduation Ceremony
of the
University of Johannesburg
16 May 2017 at 17:00**

**Welkom by die
Gradeplegtigheid
van die
Universiteit van Johannesburg
16 Mei 2017 om 17:00**

**Le a Amogelwa
Moletlong wa Dikapešo wa
Yunibesithi ya Johannesburg
16 Mopitlo 2017 ka 17:00**

**Niyamukelwa
eMcimbini wokweThweswa kweZiqu
weNyuvesi yaseJohannesburg
16 kuNhlaba 2017 ngele-17:00**

UNIVERSITY OF JOHANNESBURG

CHANCELLOR

Prof NS Ndebele
BA (Lesotho), MA (Cambridge UK), PhD (Denver USA)

SENIOR OFFICE-BEARERS OF THE UNIVERSITY

VICE-CHANCELLOR AND PRINCIPAL

Prof IL Rensburg
BPharm (Rhodes), MA, PhD (Stanford USA)

DEPUTY VICE-CHANCELLOR: ACADEMIC

Prof A Parekh
BA, BA Hons, MA (UDW), MA (Kansas USA), DPhil (UDW)

DEPUTY VICE-CHANCELLOR: RESEARCH AND INTERNATIONALISATION

Prof T Marwala
BS Eng (Case Western Reserve USA), MEng (UP), PhD (Cambridge UK)

REGISTRAR

Prof IC Burger
BA, HEd, BA Hons, MA, PhD (RAU)

DEPUTY VICE-CHANCELLOR: FINANCE

Mr J van Schoor
BCom, BCom Hons (RAU), CA (SA)

DEPUTY VICE-CHANCELLOR: EMPLOYEES AND STUDENT AFFAIRS

Ms KC Mketi
BA (Bophut), BA Hons (RAU), MBL (Unisa)

GENERAL COUNSEL

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

EXECUTIVE DEANS

FACULTY OF ART, DESIGN AND ARCHITECTURE

Prof F Freschi
BA (Wits), BA Hons (UCT), PhD (Wits)

FACULTY OF ECONOMIC AND FINANCIAL SCIENCES

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
NDip, NHDip (TWR), BEd, MEd (RAU), DTech (TWR)

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)

MEMBERS OF COUNCIL

CHAIRPERSON

Prof RD Marcus

DEPUTY CHAIRPERSON

Mr MS Teke

MEMBERS

Mr H Abdullahi
Prof H Abrahamse
Mr FM Baleni
Prof IC Burger
Mr JP Burger
Mr D Bvuma
Ms S Dlamini
Mr TJ Dikgole
Mr CR Gebhardt
Prof D Hildebrandt
Mr G Khosa
Prof C Landsberg
Dr DSS Lushaba
Dr J Manyaka
Ms Z Matlala
Ms BJ Memela-Khambula
Dr P Mjwara
Mr RM Mkhonto
Mr M Mnye
Prof A Mohammadali-Haji
Dr Y Ndema
Prof A Parekh
Prof IL Rensburg
Dr WP Rowland
Mr KB Sibiya
Mr K Thomas
Mr J van Schoor
Mr M White

PRESIDENT OF CONVOCATION

Mr RM Mkhonto

Programme

Tuesday, 16 May 2017 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, 16 Mopitlo 2017 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, 16 Mei 2017 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, 16 kuNhlabha 2017 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.

Kukulwa 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): Senior Phase and Further Education and Training**

Ajam, Bibi Ayesha
Ally, Shaarkira
Anjum, Umme Kalsum
Arthur, Zeenat
Ballantyne, Leigshe Antoinette
Banda, Annah Alinah
Bezuidenhout, Megan
Bougaard, Angelique Patricia Mary
Buthelezi, Ndumiso Thabani
Celliers, Jizelle
Chauke, Lunghile Julliet
Chetty, Brenda Leann
Chitja, Relebohile
Choeu, David Nkosinathi
Thabethe, Juliet Judith
Thabethe, Mthobisi Neliswa
Thamane, Nomfundo Khanyisile
Tivane, Raymond
Tlome, Modiehi Harriet
Tonga, Sakhile Brian
Tshabalala, Glan
Tshabalala, Lucas
Tshabalala, Simphiwe
Tshabangu, Salome Paulina
Vally, Yaseen Younus
Van Vreden, Anke
Van Zyl, Brendan
Vilakazi, Bonginkosi Michael
Watkins, Christopher Graham
Yende, Bayanda Mduduzi
Zondi, Karabo Ayanda Lungile
Zondo, Nontobeko Nothando
Zondo, Sikhumbuzo
Zulu, Jabulile Florence
Zungu, Thuli Princes
Zwane, Godfrey Mandlenkosi
Zwane, Kwanele Penelope
Zwane, Nokubonga Rebecca
Zwane, Yanga

2. Postgraduate Certificate in Education (PGCE)

Abdul, Jodene Dominique (Senior Phase and Further Education and Training Teaching)

Bekwapi, Dimakatso Donah (Further Education and Training Teaching)

Benadie, Hein (Further Education and Training Teaching) **(with distinction)**

Bhaila, Muhammed (Further Education and Training Teaching)

Bhayi, Hlengiwe Wendy (Senior Phase and Further Education and Training Teaching)

Boqo, Rirhandzu Mabel (Senior Phase and Further Education and Training Teaching)

Buthelezi, Nomthandazo (Senior Phase and Further Education and Training Teaching) **(with distinction)**

Buthelezi, Sibonakaliso Yolande (Senior Phase and Further Education and Training Teaching)

De Carvalho, Natasha Kezia Buys (Senior Phase and Further Education and Training Teaching)

De Vynck, Tineke Helena (Further Education and Training Teaching) **(with distinction)**

Dimant, Kerri Jadine (Senior Phase and Further Education and Training Teaching)

Dlamini, Felicitas Londiwe (Senior Phase and Further Education and Training Teaching)

Dlamini, Thokozani (Further Education and Training Teaching)

Eksteen, Elmarie (Further Education and Training Teaching)

Goff, Kim Alison (Senior Phase and Further Education and Training Teaching)

Gogela, Nwabisa Luwanda (Senior Phase and Further Education and Training Teaching)

Goncalves, Bianca Fernandes (Senior Phase and Further Education and Training Teaching) **(with distinction)**

Griffiths, Chris Vincent (Further Education and Training Teaching)

Gumede, Nelisiwe Successness (Senior Phase and Further Education and Training Teaching)

Hatangimana, Colin (Senior Phase and Further Education and Training Teaching)

Helberg, Kristen Charlotte (Senior Phase and Further Education and Training Teaching) **(with distinction)**

Hodges, Samantha Louise (Further Education and Training Teaching) **(with distinction)**

Horak, Jan Cornelis (Senior Phase and Further Education and Training Teaching)

Hull, Doran Henry Charles (Further Education and Training Teaching)

Jidane, Phumla (Senior Phase and Further Education and Training Teaching)

Juggath, Suvarna (Senior Phase and Further Education and Training Teaching)

Jwili, Nomaxabiso Juliet (Senior Phase and Further Education and Training Teaching)

Kamffer, Hein (Further Education and Training Teaching)

Kganyago, Manana (Senior Phase and Further Education and Training Teaching) **(with distinction)**

Khesa, Nthatisi (Senior Phase and Further Education and Training Teaching)

Khoza, Samkelo Nkosingiphile (Senior Phase and Further Education and Training Teaching)

Khumalo, Silindile Matilda (Senior Phase and Further Education and Training Teaching)

Kutumela, Lehlogonolo (Senior Phase and Further Education and Training Teaching)

Lefifi, Elizabeth (Senior Phase and Further Education and Training Teaching)

Leruele, Lebogang Pricilla (Senior Phase and Further Education and Training Teaching)

Letoane, Bridget Nthateng (Senior Phase and Further Education and Training Teaching)

Loots, Norman Morris Wesley (Senior Phase and Further Education and Training Teaching)

Loving, Bontle (Senior Phase and Further Education and Training Teaching)

Lubisi, Zanele (Senior Phase and Further Education and Training Teaching)

Mabelane, Molobiseng Christopher (Senior Phase and Further Education and Training Teaching)

Mabila, Betty Anikie (Senior Phase and Further Education and Training Teaching)

Mabote, Lerato Ellen Nkageleng (Senior Phase and Further Education and Training Teaching)

Machacha, Sepedi Harry (Senior Phase and Further Education and Training Teaching)

Madonsela, Nonhlanhla Nokuthula (Senior Phase and Further Education and Training Teaching)

Magaseng, Mongatane Dineo (Senior Phase and Further Education and Training Teaching)

Mahlalela, Vusi Ridge (Senior Phase and Further Education and Training Teaching)

Mahlangu, Sipiwe Maria (Senior Phase and Further Education and Training Teaching)

Maine, Harriett Kedibone (Senior Phase and Further Education and Training Teaching)

Majake, Dimakatso Monica (Senior Phase and Further Education and Training Teaching)

Majozi, Thokozani Thobile (Senior Phase and Further Education and Training Teaching)

Makhubele, Mikateko Virginia (Senior Phase and Further Education and Training Teaching)

Makhunga, Samukelisiwe Brenda (Senior Phase and Further Education and Training Teaching)

Mako, Mamoeti Elizabeth (Senior Phase and Further Education and Training Teaching)

Malatsi, Nomsa (Senior Phase and Further Education and Training Teaching) **(with distinction)**

Maluleke, Leonah (Senior Phase and Further Education and Training Teaching) **(with distinction)**

Manganyi, Beauty Kurhula (Senior Phase and Further Education and Training Teaching)

Manikela, Nelisiwe Judith (Senior Phase and Further Education and Training Teaching)

Manyathela, Noko (Senior Phase and Further Education and Training Teaching)

Maremane, Valentia Sweetness (Senior Phase and Further Education and Training Teaching)

Maringa, Tintswalo Agriment (Senior Phase and Further Education and Training Teaching)

Mars, Chadonnay Petronella (Senior Phase and Further Education and Training Teaching)

Maseko, Nomthandazo Athalia (Senior Phase and Further Education and Training Teaching)

Mashala, Ingrid Mmakgwadi (Senior Phase and Further Education and Training Teaching)

Masinga, Nhlawulo Dimpho Flavius (Senior Phase and Further Education and Training Teaching)

Masoba, Letlhagonolo (Further Education and Training Teaching)

Masombuka, Sibusiso (Senior Phase and Further Education and Training Teaching)

Maswanganyi, Rulani Josphina (Senior Phase and Further Education and Training Teaching) **(with distinction)**

Mathumetsi, Clementine Jana (Senior Phase and Further Education and Training Teaching)

Matikwane, Nondumiso Petronella (Senior Phase and Further Education and Training Teaching)

Matshivha, Ndivhuho (Senior Phase and Further Education and Training Teaching)

Mavuso, Mbali Yvonne (Senior Phase and Further Education and Training Teaching)

Mbazima, Joseph Mancoba (Senior Phase and Further Education and Training Teaching)

Mbedzi, Mphureni Andries (Further Education and Training Teaching)

Mbongwe, Zanele (Senior Phase and Further Education and Training Teaching)

Mbuli, Portia Nozipho (Senior Phase and Further Education and Training Teaching)

Mchunu, Snethemba Nokulunga (Senior Phase and Further Education and Training Teaching)

Memane, Lucia Keitumetse (Senior Phase and Further Education and Training Teaching)

Mfolwe, Matlhogonolo Precious (Senior Phase and Further Education and Training Teaching)

Mhelembe, Tlangelani Hope (Senior Phase and Further Education and Training Teaching)

Mhiga, Nomathemba (Senior Phase and Further Education and Training Teaching) **(with distinction)**

Mhlanga, Mzamani Eric (Senior Phase and Further Education and Training Teaching)

Mhlanga, Ndumiso Excellent (Further Education and Training Teaching)

Miya, Snenhlanhla Zamagqagqa (Senior Phase and Further Education and Training Teaching)

Mkhantshwa, Sydney Bongsi (Senior Phase and Further Education and Training Teaching)

Mkhawana, Tintswalo (Senior Phase and Further Education and Training Teaching)

Mlandu, Ncebakazi Cordelia (Senior Phase and Further Education and Training Teaching)

Mlangeni, Neuwe (Senior Phase and Further Education and Training Teaching)

Mngomezulu, Sihle Raphael (Further Education and Training Teaching)

Mogamedi, Mohlophi Lesley (Senior Phase and Further Education and Training Teaching)

Mogano, Bonny (Senior Phase and Further Education and Training Teaching) **(with distinction)**

Mogashwa Mufamadi, Naledi (Senior Phase and Further Education and Training Teaching)

Moirwagale, Gontse Mmabona (Senior Phase and Further Education and Training Teaching)

Mokau, Boitumelo Bridgette (Senior Phase and Further Education and Training Teaching)

Moloi, Beauty Ntombifuthi (Senior Phase and Further Education and Training Teaching)

Morakile, Moipone Ida (Senior Phase and Further Education and Training Teaching)

Morare, Mamphela Elizabeth Unathi (Senior Phase and Further Education and Training Teaching)

Moremong, Tshidiso Clement (Senior Phase and Further Education and Training Teaching)

Motau, Patricia (Further Education and Training Teaching)

Mpharu, Linda (Senior Phase and Further Education and Training Teaching)

Mphuthi, Serame Jacob (Senior Phase and Further Education and Training Teaching)

Msomi, Patricia Sibongile (Senior Phase and Further Education and Training Teaching) **(with distinction)**

Mthethwa, Nontokozo Pearl (Senior Phase and Further Education and Training Teaching)

Mtshali, Simphiwe Malitsatsi (Senior Phase and Further Education and Training Teaching)

Mufamadi, Mbulaheni (Senior Phase and Further Education and Training Teaching)

Mulaudzi, Unarine Albertina (Senior Phase and Further Education and Training Teaching)

Mushwana, Sevel Rhulani (Senior Phase and Further Education and Training Teaching)

Naka, Derrick Nkosinathi (Senior Phase and Further Education and Training Teaching)

Ndlovu, Charity Dumisile (Senior Phase and Further Education and Training Teaching)

Ndwamato, Livhuwani Emmanuel (Further Education and Training Teaching)

Ngobeni, Keabetswe Mcdonald (Further Education and Training Teaching)

Ngubane, Simphiwe (Senior Phase and Further Education and Training Teaching)

Nkosi, Siggino (Senior Phase and Further Education and Training Teaching)

Nkuna, Katlego (Senior Phase and Further Education and Training Teaching)

Ntobaki, Thato (Senior Phase and Further Education and Training Teaching)

Ntuli, Joyce (Senior Phase and Further Education and Training Teaching)

Nzimande, Mbali (Senior Phase and Further Education and Training Teaching)

Pataka, Hlengani Nicolus (Further Education and Training Teaching)

Peinke, Nicola Claire (Further Education and Training Teaching) **(with distinction)**

Phaho, Mmatlakane Bonfortia (Senior Phase and Further Education and Training Teaching)

Phakathi, Duduzile (Senior Phase and Further Education and Training Teaching)

Phiri, Elizabeth Katlego (Further Education and Training Teaching)

Phophi, Tshilidzi Pride (Further Education and Training Teaching)

Piose, Lungile Fanelesibonge (Senior Phase and Further Education and Training Teaching) **(with distinction)**

Pitch, Nonthuthuzelo Primrose (Senior Phase and Further Education and Training Teaching)

Potgieter, Jimmy Leonard (Further Education and Training Teaching)

Rabotho, Karabo Mpho Pearl (Further Education and Training Teaching)

Radebe, Olivia Nonhlanhla (Senior Phase and Further Education and Training Teaching)

Rafapa, Lesiba Jacob (Senior Phase and Further Education and Training Teaching)

Rakgwale, Ngaletsane Martha (Senior Phase and Further Education and Training Teaching)

Rambau, Khumbudzo (Senior Phase and Further Education and Training Teaching)

Rana, Annah Innocentia (Further Education and Training Teaching) **(with distinction)**

Rapanyane, Tebogo Letjeka (Senior Phase and Further Education and Training Teaching)

Rikhontso, John (Further Education and Training: School Phase)

Risenga, Dollence (Senior Phase and Further Education and Training Teaching)

Rossouw, Erine (Senior Phase and Further Education and Training Teaching) **(with distinction)**

Sali Ameen, Haroon (Further Education and Training Teaching)

Seleke, Mamorena Kgotlelelo (Senior Phase and Further Education and Training Teaching)

Selepe, Dineo Perseverance (Senior Phase and Further Education and Training Teaching) **(with distinction)**

Selepe, Khanyisile Fortunate (Senior Phase and Further Education and Training Teaching)

Seloma, Thapelo Motlalepula Caroline (Senior Phase and Further Education and Training Teaching)

Shongwe, Oltania Khanyisile (Further Education and Training Teaching)

Simelane, Sipehelele Siphamandla (Senior Phase and Further Education and Training Teaching)

Slater, Mapule Portia (Senior Phase and Further Education and Training Teaching)

Smith, Valenski Nicolette (Senior Phase and Further Education and Training Teaching)

Snelling, Chantal (Senior Phase and Further Education and Training Teaching) **(with distinction)**

Soares, Bernita Leao (Senior Phase and Further Education and Training Teaching) **(with distinction)**

Socatsha, Dumisani Brains (Further Education and Training Teaching) **(with distinction)**

Sopete, Zintando (Senior Phase and Further Education and Training Teaching)

Stewart, Octavia (Senior Phase and Further Education and Training Teaching)

Surtie, Aamira (Further Education and Training Teaching)

Swallow, Justin James (Further Education and Training Teaching)

Taaibosch, Collinda Annelize (Senior Phase and Further Education and Training Teaching)

Thabane, Makooij Ingrid (Senior Phase and Further Education and Training Teaching)

Thovhakale, Tshifhiwa Wesely (Senior Phase and Further Education and Training Teaching)

Thubakgale, Doris Lehlogonolo (Senior Phase and Further Education and Training Teaching)

Thusini, Ngangezwe Siyabonga (Further Education and Training Teaching)

Tladi, Therisho Nkwele (Senior Phase and Further Education and Training Teaching)

Tolo, Mokgelethuma Dikonketjo (Further Education and Training Teaching)

Ubisse, Patricia Brenda (Senior Phase and Further Education and Training Teaching)

Van Aswegen, Cornelis Johannes (Senior Phase and Further Education and Training Teaching)

Van Der Walt, Estee (Senior Phase and Further Education and Training Teaching) **(with distinction)**

Van Weren, Carmen (Senior Phase and Further Education and Training Teaching)

Welch, Robin James (Further Education and Training Teaching)

Wiehahn, Noesja (Further Education and Training Teaching) **(with distinction)**

Zwane, Palesa Ntombikayise Precious (Senior Phase and Further Education and Training Teaching)

3. Magister Educationis (MEd)

Basson, Dawid Philippus (Educational Management)

Dissertation: Collaboration between school management teams and governing bodies in effectively managing public primary school finances

Supervisor: Prof R Mestry

Buys, Melanie (Educational Management) **(with distinction)**

Minor Dissertation: Management of private funds in fee paying public schools

Supervisor: Prof PJ du Plessis

Co-Supervisor: Prof R Mestry

Gage, Timothy Iago (Educational Management) **(with distinction)**

Minor Dissertation: Empowering a school management team through a course in leadership intelligence development

Supervisor: Dr CKO Smith

Muller, Mariam (Inclusive Education) **(with distinction)**

Dissertation: The experiences of foundation phase teachers regarding intervention programme for reading literacy within an underperforming school in the Gauteng province

Supervisor: Mrs JV Fourie

Ochout, Hellen Awino (Curriculum Policy)

Minor Dissertation: Formative assessment: A basis for social justice in education provision - A case of business studies FET phase

Supervisor: Prof MM Modiba

Co-supervisor: Dr A Wentzel

Oosthuizen, Anton (Educational Management)

Minor- Dissertation: The perception of school management team members and teachers regarding the management team's role as change agents in the integration of information communication technology for effective whole school management in Johannesburg North

Supervisor: Dr CKO Smith

Rikhotso, Moses Joseph (ICT in Education)

Dissertation: Pre-service teachers' emerging mental models for using learning technologies in teaching and learning: Implications for teacher practice

Supervisor: Dr J Batchelor

Co-supervisor: Prof GV Lautenbach

Thaba, Rebecca (Curriculum Policy)

Minor Dissertation: Critical factors that impact on school discipline and how these factors are negotiated for effective learning: A case of two primary schools in Diepkloof, Soweto

Supervisor: Dr JJK Divala

Van Biljon, Jannike (Science Education)

Dissertation: Investigating pedagogical content knowledge of Life Sciences educators

Supervisor: Prof JJJ de Beer

4. **Doctor of Education (DEd)**

Macdonald, Helen Margaret

Thesis: The life experiences of middle children who continue to get bullied

Supervisor: Dr H Dunbar-Krige

Co-supervisor: Dr E Fritz

5. **Philosophiae Doctor (PhD): Educationis**

Bekker, Tanya Lee-Ann

Thesis: Enabling Epistemological Access: Exploring the pedagogical choices of Intermediate Phase teachers

Supervisor: Dr MP van der Merwe

Co-supervisor: Prof TM Makoelle (Nazarbayev University)

Mavuru, Lydia

Thesis: Exploring the role of contextual knowledge in the pedagogical content knowledge of Grade 9 Natural Sciences teachers: A case study of township teachers in South Africa

Supervisor: Prof UD Ramnarain

Co-supervisor: Prof JJJ de Beer

Moyo, Nathan

Thesis: The curriculum as lived experience: history teaching in Zimbabwe

Supervisor: Prof M Modiba

Naidoo, Shantha

Thesis: Managing and facilitating racial integration in public secondary schools

Supervisor: Prof J Pillay

Co-supervisor: Dr L Conley

Van Wyk, Grizelda

Thesis: A case study of the professional development of student teachers through engagement in a lesson study project

Supervisor: Prof JJJ de Beer



Macdonald, Helen Margaret (DEd)

Helen Macdonald completed her Higher Diploma in Education (HDE) in 1980 and worked as a primary school teacher for eight years. Her experience in teaching and her desire to develop children's potential to the full motivated her to enrol for a BA degree at Unisa, specialising in Psychology and Education, which she passed *cum laude*. Helen completed a BEd degree (*cum laude*) at the Rand Afrikaans University, followed by an MEd in Educational Psychology in 2003 at the University of Johannesburg (*cum laude*). Working as a registered educational psychologist since 2004, both in private practice and at a school, Helen has gained substantial experience in working with children who are bullied.

The phenomenon of bullying remains a complex problem, both nationally and internationally. This study investigated the life experiences of three primary school children in middle childhood who continued to be bullied. The aim was to develop an intervention for children who were bullied. A board game, HEROES, was designed and developed through a qualitative phenomenological inquiry using social constructionism and Bronfenbrenner's bioecological model as a theoretical framework. On a practical level, the board game aims to address the four themes that emanated from the findings. Firstly, its goal is to assist children in not internalising their mother's stress. Secondly, it aims to change the trauma pattern that exists in the nervous system. Thirdly, it intends to change the neurological pattern from that of being a 'victim' to one of 'survivor', in order to empower the individuals. Lastly, its purpose is to enhance the supportive roles the children have in their lives as resources. The findings from this study also highlighted two important theoretical links: to include the element of trauma as one of the criteria for the definition of bullying and to include the context of the mother's womb in Bronfenbrenner's bioecological model.

Supervisor: Dr H Dunbar-Krige

Co-supervisor: Dr E Fritz



Bekker, Tanya Lee- Ann (PhD)

Tanya qualified as a Senior Primary teacher and was awarded the Transvaal Teachers Association teaching award in 1994. She taught in both Foundation and Intermediate Phase classrooms, and held Head of Department Foundation Phase and Senior Primary positions. Her qualifications include a Further Diploma in Education (Remedial Education, 1995); BEd Honours (1998), and MEd Degree in Inclusive Education (2008; all *cum laude*) from the University of Johannesburg. She is currently Academic Co-ordinator for the BEd Senior Primary degree at the University of the Witwatersrand, Curriculum Division, specialising in Pedagogy and Assessment.

This study focused on the distinction between the notions of formal and epistemological access and addressed questions concerning teachers' construction and sustaining inclusive practices within a particular education phase. The main argument focuses on how teachers' pedagogical choices enable or constrain epistemological access for learners in the Intermediate Phase. Critical Realism is used as a theoretical lens to present a causal explanation of underlying mechanisms to illuminate the interplay of structure and agency and to explicate Intermediate Phase teachers' pedagogical choices, and it provides a significant contribution as methodological approach for research into inclusive settings. The development of conceptual frameworks related to the professional identity, knowledge, competence and judgement of teachers, situating consideration of the social conditioning, interaction and elaboration in the development of teacher professional identity contribute significantly to the development of 'teach personal project' defining personal goals and conceptions of self as imperatives to epistemological access in teaching and learning.

Supervisor: Dr M van der Merwe

Co-supervisor: Prof TM Makoelle (Nazarbayev University)



Mavuru, Lydia (PhD)

Lydia Mavuru completed a Bachelor of Education degree in 1996, and a Master of Science Education degree in 2004 at the University of Zimbabwe. She has been a Life Sciences teacher for 17 years, and a lecturer for 3 years. She has delivered papers at conferences organised by the Institute for Science and Technology Education, and the Southern African Association for Research in Mathematics, Science and Technology Education. She accepted a position in Life Sciences Education in the Faculty of Education at the University of Johannesburg.

The study explored science teachers' knowledge and understanding of their learners' socio-cultural background, and how they applied this knowledge to provide situationally appropriate learning experiences. The research adopted a qualitative case study approach and involved three Natural Sciences teachers from high schools located in a township. Data were collected through interviews, lesson observations, and an analysis of documents. A core finding was that teachers invoked in their lessons learners' socio-cultural practices, experiences and beliefs, which they used to harmonise the tension between the learners' world views and the scientific world view. The study affirms the call for teacher education institutions to review their science teacher education programmes with a view to incorporating learners' socio-cultural background as an important teacher knowledge domain in teacher preparation.

Supervisor: Prof UD Ramnarain

Co-supervisor: Prof JJJ de Beer



Moyo, Nathan (PhD)

Nathan Moyo obtained a Certificate in Education from the University of Zimbabwe in 1989. In 1992 he completed a BEd majoring in History and Curriculum Theory and in 2002 an MEd in Curriculum Studies at the same university. From 2003 to 2004 he taught Theory of Education at Joshua Mqabuko Nkomo Polytechnic College. In 2005 he joined the United College of Education and oversaw the introduction of National and Strategic Studies. Since May 2006, Mr Moyo has been employed at Great Zimbabwe University as a lecturer in the Department of Curriculum Studies, where he also coordinates Curriculum Theory courses.

Contestation is often inescapable when teaching History. Its content is arguably the most politically sensitive. The study drew on data obtained through classroom observations and interviews to explore how teachers in Zimbabwe drew on a theory on socially just pedagogies to develop modes of address that invoked students' lived realities in planning and presenting History lessons. The findings reveal how the theory had enhanced their understanding of the non-neutrality of the subject. The conclusion is that differences in their modes of address were influenced significantly by how as individual teachers they understood the theory. The recommendation is that to further improve teaching, teachers' professional development has to focus more on how to relate students' lived experiences to the subject content, without distorting its essence. Mr Moyo and his supervisor have presented papers at two conferences, published four articles in international and national journals and two book chapters.

Supervisor: Prof M Modiba



Naidoo, Shantha (PhD)

Shantha Naidoo matriculated at Lenasia Secondary School, Johannesburg. She completed her Higher Education Diploma at the former Johannesburg College of Education. Other qualifications obtained include a Further Diploma in Education (*cum laude*); BEd (Hons) (Special Needs), a MEd (Education and Learning Support) from the Rand Afrikaans University, and the Advanced Certificate in Education in School Leadership and Management (*cum laude*). Her teaching experience extends over sixteen years, at different public schools, where she served as a special needs educator and learning support specialist for the Department of Education. Shantha is currently an educator at Greyville Primary School.

The candidate investigated the management of racial integration in four public secondary schools in Gauteng using a sequential explanatory mixed methods design. Data were collected through a quantitative survey comprising Grade 10 learners, educators and members of school management teams and school governing bodies. Qualitative data were collected through individual and focus group interviews. The quantitative results indicate the successful facilitation and management of racial integration at public schools. However, the qualitative results reveal quite the opposite. The scholarly input of this study is embedded in the candidate's ability to critically engage with Critical Race and Change Management theories in explaining the discrepancies and in systematically using her findings to design a racial integration programme that could be used in schools. The study makes valuable contributions to policy initiatives directed at empowering school management teams and governing bodies to effectively facilitate and manage racial integration in schools.

Supervisor: Prof J Pillay

Co-supervisor: Prof L Conley



Van Wyk, Grizelda (PhD)

Grizelda van Wyk completed her BSc degree and PGCE at the former RAU in 1993 and started her teaching career at Hoërskool Wolmaransstad in 1994. In 1995 she moved to HTS Vereeniging where she taught Sciences. In 2005 she was promoted to the position of Subject Advisor in Physical Sciences at the District Office in Sedibeng East. After three years she moved to Life Sciences – a position that she still occupies today. Grizelda has been appointed as a Deputy Chief Marker and the Internal Moderator for Grade 12 Life Sciences in Gauteng.

Teacher education institutions are often criticised for being ineffective in preparing student-teachers for the demands of the teaching profession. This is especially true in the teaching of the Natural Sciences in a country where school learners perform dismally in Science. This qualitative study used Cultural-Historical Activity Theory as a research lens to study an intervention programme of the University of Johannesburg that aimed to address this challenge in teacher education. The intervention combined elements of teaching schools, Japanese lesson study, effective mentoring and prolepsis as an approach to assist Life Sciences student teachers in their professional development. The findings of this research are that student teachers' pedagogical content knowledge improved as a result of the intervention. They developed more nuanced understandings of the nature of science, and became more self-directed in their learning. This authentic immersion in teaching, linked with effective mentoring, holds affordances for the effective education of student teachers.

Supervisor: Prof JJJ de Beer



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