

<b>Career Focus</b>	Academic: <u>Assoc Professor</u> : Curriculum Studies and Sociology of education	
<b>Experience Summary</b>	<ul style="list-style-type: none"> <li>• Experience in teaching and supervision at under and postgraduate level in curriculum, research methodology and sociology of education.</li> <li>• Experience in large class pedagogy, co-ordination across lecturers and tutors and administration.</li> <li>• Experience in course design.</li> <li>• Experience in research and publication.</li> <li>• Experience in applying for research and project grants.</li> <li>• Experience in teaching Geography and English</li> </ul>	
<b>Qualifications</b>	PhD, Education: Curriculum, context and identity, <i>University of KwaZulu-Natal</i> , Durban, South Africa	2006
	MEd, In field of Education with Production, <i>University of Natal (cum laude)</i> Durban, South Africa	2000
	Honours BEd, Curriculum, <i>University of Natal</i> , Durban, South Africa	1996
	Honours BA, Geography, <i>University of South Africa</i> , Pretoria, South Africa	1984
	Baccalaureus Peadagogiae in Primary Education, <i>University of Durban-Westville</i> , Durban, South Africa. Specialised/majored in Geography, English, Psychology and Education.	1980
<b>Professional work Experience Summary</b>	Associate Professor, University of Johannesburg, Faculty of Education, Department of Education and Curriculum Studies.	2013-2016
	Senior Lecturer, School of Education, University of Witwatersrand	2008 to 2012
	Lecturer, School of Education, University of Natal	2004 - 2008
	Tutor, School of Education, University of Natal,	1997 – 2003
	Secondary school education	1982 - 2002

### Peer Reviewed Publications

1. Naidoo, D.R. & Parker, D. (2005) The Implications of Mathematics Teachers' Identities and Official Mathematics Discourses for Democratic Access to Mathematics. *Perspectives in Education*. Vol. 23 (1) pp. 53-67
2. Green, W. & Naidoo, D.R. (2006) Knowledge contents reflected in post-apartheid South African Physical Science curriculum documents. *African Journal of Research in SMT Education*, Volume 10(1) 2006, pp. 71-80.
3. Hugo, W. Bertram, C. Green, W. and Naidoo, D. (2008) Bernstein, Bloom and the analysis of pedagogy in South African Schools. *Journal of Education*. Number 43. pp. 31-56.

4. Green, W. & Naidoo, D.R. (2008) Science Textbooks in the Context of Political Reform in South Africa: Implications for Access to Science. *Science Education International*, Vol, 19, No 2, pp. 235-250
  5. Naidoo, D.R. (2009) Case studies of the implementation of “progression and integration” of knowledge in South African schools. *Education as Change* (13) 1
  6. Naidoo, D.R. (2010) A discursive formation that undermined integration at a historically advantaged school. *Perspectives in Education* Vol. 28, No 2.
  7. Naidoo, D.R. & Green, W. (2010) Differentiated pedagogy in diverse Physical Science classrooms. *Journal of Education* .No. 48. Pp 7 – 36
  8. Naidoo, D.R. (2010) Losing the ‘purity’ of subjects? - Understanding teachers’ perceptions of integrating subjects into learning areas. *Education as change* (14) 2, 1
  9. Naidoo, D.R. & Green, W. (2011) Semiotic mediation through coherent discourse in science lessons. *African Journal of Maths, Science and Technology Education* Volume 15 (1) pp. 34 – 50
  10. Wilmot, M. & Naidoo, D.R. (2011) ‘Behind the Doors of Learning’<sup>1</sup>: the transmission of racist and sexist discourses in History classrooms. *Perspectives in Education*.Vol 29, 2, pp. 28 – 38
  11. Cross, M. & Naidoo D.R. (2011) Peer review and the dilemmas of quality control in programme accreditation in South African higher education: challenge and possibilities. *Higher Education Policy* 2
  12. Naidoo, D.R. (2012) Analyzing pedagogy: visibility and epistemic criteria. *Journal of Education*, No 52, 36-54
  13. Venkat, H. & Naidoo, D.R. (2012) Analysing coherence for conceptual learning in Grade 2 numeracy lessons. *Education As Change, Volume 16, No. 1, July 2012, pp. 21– 33*
  14. Cross, M. & Naidoo D.R. (2012) Race, diversity and pedagogical discourses: Experience, context and mediation in a non-racial classroom. *Review of Education, Pedagogy, and Cultural Studies* Issue 34.5 October/Nov 2012
  15. Naidoo, D.R. & Venkat, H. (2013) The implications of less coherent discourse for number learning in numeracy lessons. *Journal of Education* .No. 57 pp. 55-78
  16. Naidoo, D. R.(2013) Recontextualisation of Geography in grade 10 Geography textbooks *Journal of Education*.No58. pp. 153 - 1
  17. Wilmot M. & Naidoo D.R. (2014) ‘Keeping Things Straight’: The Representation of Sexualities in Life Orientation Textbooks. *Sex education, Sexuality, Society and Learning*. Vol. 14 (3)
  18. Chirwa, G & Naidoo, D (2014) Structural and social constraints in the teaching of Lifeskills for HIV/AIDS prevention in Malawi primary schools. *South African Journal of Childhood Education*. Vol. 4 (1)
  19. Naidoo D (2014) Enhancing validity - Insights from Pierre Bourdieu’s Theory of Research Practice. *Perspectives in Education*. Vol 32, (4) pp. 106 -120
  20. Chirwa, G & Naidoo, D (2014) Illuminative evaluation of the Expressive Arts curriculum in Malawi primary school. *South African Review of Education*, Vol 20 (2) pp. 41 – 58
  21. Naidoo D.R. (2015) Understanding non-traditional PhD students habitus -implications for PhD programmes *Teaching in higher education*. Vol. 00, No. 00, 1-12.
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22. Naidoo D.R. Wilmot, M. (2015) Enabling epistemic access to History: a matter of optimal boundaries? *Education as Change*. Vol. 19, No. 1, 188-207
23. Chirwa G.& Naidoo D.R. (2015) Continuous assessment in Expressive Arts lessons in Malawi primary schools *Independent Journal of Teaching and Learning*. Vol. 10, 127 – 140.
24. Naidoo, D & Chirwa, G (2016) Productive Pedagogies in Expressive Arts lessons in Malawi. *Journal of Education*, 64, 163-204
25. Chirwa, G & Naidoo D (2016) Teachers' perceptions of the quality of the new Expressive Arts textbooks for Malawi primary schools. *South African Journal of Childhood Education* Vol 6 No 1.
26. Devika Rani Naidoo (2017) Resistance, critical agency and initiatives of Black post-school youth, facilitators and organisers in a Black township in South Africa. *Journal of curriculum and Teaching*
27. Wilmot, M. and Naidoo D. (2018) The discursive construction of heteronormativity in South African Life Orientation textbooks. *Perspectives in Education*

#### Peer Reviewed Conference Presentations

1. Naidoo, D. (2004). Curriculum, Context and Identity at an Elite SA School. Paper presented to the **Second International Bernstein Symposium at Clare College, Cambridge, UK**. July 2004
2. Naidoo, D. (2004) Integrated assessment in Mathematics. Paper presented at the **10th ICME congress in Copenhagen, Denmark**. July 2004-07-04
3. Naidoo, D. (2006) Inequalities in opportunities to learn levels of science knowledge and cognitive processes in two contrasting South African classrooms. Paper presented at the **XII IOSTE symposium, Penang, Malaysia**. August 2006-07-18
4. Naidoo, D. (2007) Science Textbooks in the Context of Political Reform in South Africa: Implications for Access to Science. Paper presented in a plenary session at **the IOSTE 2007 meeting on Critical Analysis of School Science Textbooks, Hammamet, Tunisia** February 2007-02-06
5. Naidoo, D. (2010) Race, diversity and pedagogical discourses: Experience, context and mediation in a non-racial classroom. **Kenton conference, University of UFS**. October 2010
6. Naidoo, D. (2011) The creation of intellectual inequality through pedagogic discourse in geography classrooms. Paper presented at the **55<sup>th</sup> Annual Conference of the Comparative and International Education Society CIES conference, Montreal Canada**. May 1 – 5, 2011
7. Naidoo, D. (2011) Developing analytical tools for examining 'coherence' of teachers' practice in Grade 2 Numeracy lessons. **Kenton conference, Cape Town**, November 2011.
8. Naidoo, D. (2012) Integrated knowledge – theory and practice. **Puerto Rico**, April 2012.
9. Naidoo, D. (2012) Recontextualisation of Geography in grade 10 Geography Curriculum Policy, **International Association for Advancement Curriculum Studies July 2012 Rio: Questioning Curriculum Theory**
10. Naidoo, D. (2013) The implications of less coherent discourse for number learning in numeracy lessons. **Hawaii International Conference in Education, Honolulu, Hawaii**. January 2013

11. Naidoo, D. (2014). Towards a more structured PhD programme for non-traditional Phd students (NTPS). SRM University, Chennai, India
12. Naidoo, D. (2014) Rethinking critical pedagogy as critical agency. **Kenton Education Conference. South African Educational Research Association.** Durban, 2014
13. Naidoo, D. (2016) A pedagogy of neglect: PSY formal schooling experiences. **Hawaii International Conference in Education, Honolulu, Hawaii.** January 2016
14. Naidoo, D. (2016) Resistance, critical agency and initiatives of Black post-school youth, facilitators and organisers in a Black township in South Africa. **World Comparative Education Society. Beijing, China.** Beijing, August – 2016.
15. Naidoo, D. January 2017 Behind the doors of learning: first year teacher education students' struggles. **Hawaii International Conference in Education, Honolulu, Hawaii.** January 2016
16. Naidoo, D. 2017 What can Critical Posthumanism offer for understanding and analyzing globalization and NCT's International Sociological association Interim conference, New Delhi, India March -2017