

THE *Art* OF
ACCOMPLISHMENT



Edu-Brief

NEWSLETTER

FACULTY OF EDUCATION
SPRING EDITION | 2015



RETHINK. REINVENT.



UNIVERSITY
OF
JOHANNESBURG



Left to Right: Shirley Mogane, Linda Hage, Prof Pillay, Dr Leatham

SARCHI PUBLIC SEMINAR: ORPHANS AND VULNERABLE CHILDREN

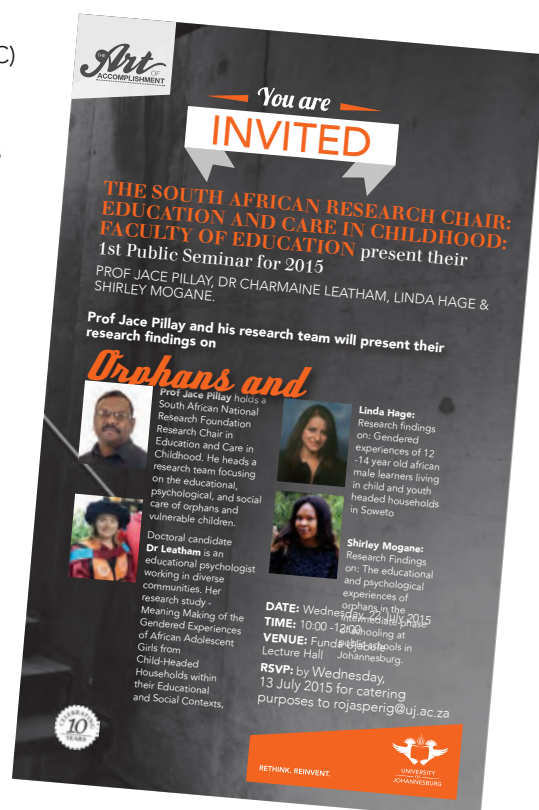
The Faculty's SARCHI Chair in Education and Care in Childhood hosted its first public seminar on 22 July 2015 at the Funda Ujabule Lecture Hall. The response from the public was overwhelming with significant representation from government sectors, community and civic organisations, NGO's, religious organisations and local media. In addition to the local people and organisations there was a delegation from New York University comprising Prof Teboho Moja and nineteen students. Prof Jace Pillay started the deliberations with a presentation of the research aims and objectives of the SARCHI Chair.

He pointed out that the main aim was to assess factors of vulnerability (risks, pathology) and factors of protection (resiliency, assets, strengths) that are prevalent in the education and care of orphans and vulnerable children (OVC) as embedded in their families/caregivers, schools and communities.

The ultimate goal is to utilize the findings of the targeted assessments to design focused interventions that can be implemented to reduce the factors of vulnerability and enhance protective factors in OVC through culturally appropriate, evidence-based, authentic interventions with their families/caregivers, schools and communities. Special emphasis was placed on the role of the community in providing support for OVC.

Dr Charmaine Leatham then presented her doctoral study titled: Meaning making of the gendered experiences of African adolescent girls from child-headed households within their educational and social contexts. Using the theory of endarkened/trans-national feminism she presented the experiences of black South African girls from child-headed households.

Linda Hage presented her findings on her master's study titled: Gendered experiences of 12-14 year old African male learners living in child and youth headed households in Soweto. The final study was presented by a master's student, Shirley Mogane, titled: The educational and psychological experiences of orphans in the intermediate phase of schooling at public schools in Johannesburg. All of the studies highlighted critical concerns in the lives of OVC and made several robust recommendations on how government and local communities could strategically join hands in improving the lives of OVC.





Winter school - Department of Childhood Education & Centre for Education Practice Research Theme: Teaching reading and mathematics in the primary school | 29 June – 3 July 2015

This year the annual winter school of the Centre for Education Practice Research and the Department of Childhood Education took place at Funda UJabule School on the Soweto Campus. In the beautiful new lecture halls of the school three days of intensive course learning took place with 139 participants.

The theme of the 2015 winter school (www.uj.ac.za/XXXX) was "Teaching in the Primary School", with a special emphasis on the psychology of learning early number and learning to read.

COURSES INCLUDED:

- **How the (human) mind learns to read** - Prof E Henning & Ms R Herholdt
- **The History of intelligence testing** - Samantha Coppard
- **The role of sounds in learning to read** - Dr L Ragpot
- **How the (human) mind learns to do mathematics** - Prof A Fritz-Stratmann
- **How young children make their world mathematical; casting building blocks for future learning** - Prof A Fritz-Stratmann
- **What to do when things go wrong in learning to read** - Prof E Henning & Ms R Herholdt

The venue forms part of the teaching school of the Childhood Education Programme. Participants were especially appreciative of the emphasis on "what to do if things go wrong with learning".



Quality Education for Equitable Development – Prospects and Tensions in meeting the Post-2015 Sustainable Development Goals and Targets

Professor Salim Vally of CERT presented the Keynote Address at the 19th Conference of Commonwealth Education Ministers, 22nd June, Nassau, Bahamas. Some of his central concerns are presented below:

The conference took place 25 years after the World Declaration on Education for All (EFA) at Jomtein, Indonesia and 15 years since the six EFA goals were agreed upon in Dakar, Senegal. This year was the deadline for achieving these goals. Despite some progress the goals have not been met, so the time for honest reflection toward the post-2015 agenda is imperative. Prof Vally directed the conference to take heed of Raymond

William's counsel, "We should not make despair convincing but rather hope possible."

It is sobering to know that a mere third of countries achieved all of the EFA goals with measurable targets: ensuring universal primary education, reducing adult literacy by 50% and reaching gender parity in both primary and secondary schools. The aim of ensuring that every child is enrolled in, and completes, primary school by 2015 has not



been achieved. Just over half of all countries achieved universal primary enrolment. Alarming inequality gaps between children from poorer and more affluent household in some countries continue to grow – underscoring the importance to remember that progress toward the targets is usually expressed as national averages which often mask the huge inequalities in many countries.

The goal addressing quality education (*Goal 6 – Quality of education. Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills*) has suffered

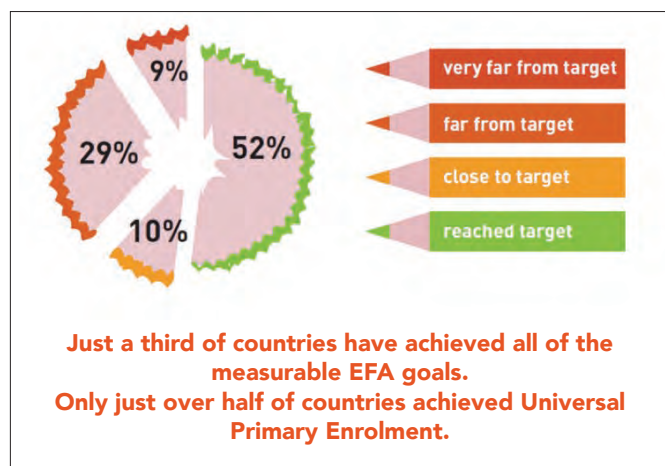
tremendously because of the global teacher shortage and it is estimated that four million more teachers are needed to achieve universal primary education by 2030. It is not just the quantity of teachers but also the training, working conditions and motivation of teachers that must be addressed. Many countries have expanded teacher numbers rapidly without the necessary training and requisite qualifications.

In addition, donors have failed to live up to their commitments. Only a paltry 2% of the donors' aid went to pre-primary education because of the emphasis on universal primary education, one of two goals prioritized by the Millennium Development Goals (MDGs).

Irina Bokova the Director-General of UNESCO in her foreword to the The EFA Global Monitoring Report is clear: *There are still 58 million children out of school globally and around 100 million children who do not complete primary education. Inequality in education has increased, with the poorest and most disadvantaged shouldering the heaviest burden. The world's poorest children are four times more likely not to go to school than the world's richest children, and five times more likely not to complete primary school. Conflict remains a steep barrier, with a high and growing proportion of out-of-school children living in conflict zones. Overall, the poor quality of learning at primary level still has millions of children leaving school without basic skills. What is more, education remains under-financed.*

Specifically, improvements are needed to reach all marginalised groups: children from the poorest households, ethnic and linguistic minorities, working children, those in nomadic or sparsely populated areas, orphans and children affected by HIV and AIDS, slum dwellers, children with disabilities and children living in complex emergencies.

Professor Vally argues that the qualitative value of education is greatly underestimated by instrumentally limiting it to



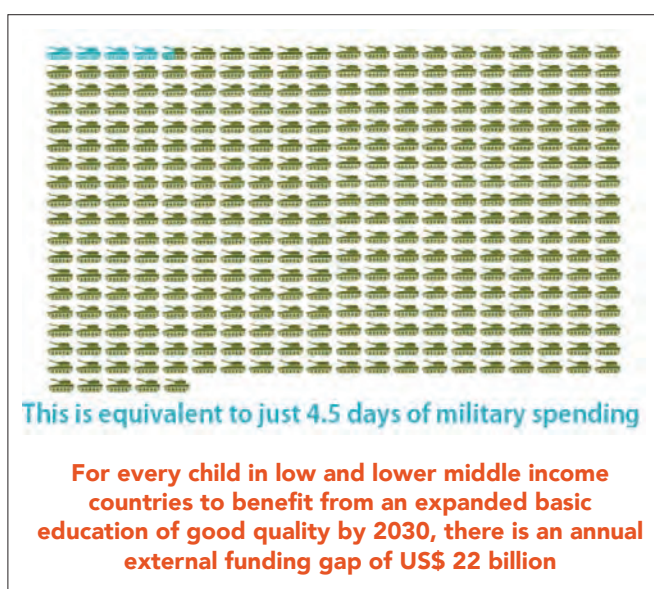
economic growth. Education must pay serious attention to the broader humanizing goals of learning, whether as further education, higher education, or adult education, even if some of these arenas might conceivably be more directly related to employability and economic function. The broader humanising goals of education remain incontrovertibly important in all education because of the rapid changes to economic and social systems and the dynamic it imposes on all learning.

In addition, states Professor Vally, educational rights cannot be divorced from wider socio-economic rights. Achieving curricular goals and the rights of a child to a meaningful education will depend upon confronting, for example, patterns of child poverty, illness and malnutrition, discrimination and social exclusion. Related issues concern safe public transportation where schools are not within safe walking distance, adequate nutrition for learners and sufficient facilities and infrastructure in schools. The extent to which teachers are supported and treated in a dignified manner with conditions of work commensurate with providing a quality teaching environment has a bearing on the right to quality education.

In his address Professor Vally emphasised several points about what should be done, including: students need to be learning about climate change and the implications of sustainable development for their households, community, country and planet; they need to have access to comprehensive sexuality education and learning processes that value cultural diversity. We need to move away from seeing narrow tests of literacy and numeracy as the crucial measure of learning, valuing a wide range of knowledge, skills, values and attitudes that should come from an inclusive education process. Schools should be conceived as places that help to build humanist, civic and collectivist values rather than places that foster just competitive individualism.

A recent publication by UNESCO titled 'Rethinking Education – Toward a global common good?' reaffirms the need for a humanistic approach to education in line with the SDG goals and targets:

Education alone cannot hope to solve all development challenges, but a humanistic and holistic approach to education can and should contribute to achieving a new development model. In such a model, economic growth must be guided by environmental stewardship and by concern for peace, inclusion and social justice. The ethical and moral principles of a humanistic approach to development stand against violence, intolerance, discrimination and exclusion. Regarding education and learning, it means going beyond narrow utilitarianism and economism to integrate the multiple dimensions of human existence. This approach emphasizes the inclusion of people who are often subject to discrimination – women and girls, indigenous people, persons with disabilities, migrants, the elderly and people living in countries affected by conflict. It requires an open and flexible approach to learning that is both lifelong and life-wide: an approach that provides the opportunity for all to realize their potential for a sustainable future and a life of dignity.



Development of mentoring practice in the UJ Childhood Education Flagship Programme

A Finnish expert of educational mentorship, Kaisa Hahl conducted a three-day workshop with UJ colleagues and the teachers of the Funda UJabule School during the winter break. Because this is a teaching school, which serves as site for learning practice, teachers at the school are developed as mentor teachers for students in the teacher education programmes. The programme is modelled on the example of Finnish universities, where mentoring and collaboration are grounding values of teacher education.

The participants joined an online platform, where they have been sharing their ideas and assisting one another. Kaisa will be returning for two more sessions, working with the lecturers and the *school development practitioners* of the Marelong School in Siyabuswa (where UJ runs a teacher parallel education programme for the University of Mpumalanga) and Funda UJabule School. These special posts were created to assist in the liaison of the school and the teacher education programme. With gracious funding from USAID and Elmar Philanthropies this important and constant contact between the school and the teacher education programme has been made possible.

In the process of learning to be a mentor teacher, participants have grasped the fundamentals of mentoring, including teaching in higher education, student research supervisions and the mentoring of new colleagues in the academy.

Ecocriticism in the English Methodology Class

The Third Year English Methodology class was introduced to literary theory based on ecocriticism as part of their first semester module. This set of theoretical positions has been developed partly as a response to the environmental debates that have manifested in our socio-political world in recent decades. Students were introduced to the ways in which literary works present the relationship between humans and their environments, ranging from such texts as the Bible to the science fiction of William Gibson, and including Shakespeare and the Romantic Movement. Several of the theories were extensions of existing ideas, such as the way in which Marxist literary theory addresses environmental issues. In the cases of Deep Ecology and Cornucopia, however, students were introduced to ideas that are not frequently associated with literary interpretation. The intention of the ecocritical focus was to provide students with a theoretical positioning about current debates, and to show students how literature addresses and comments on these debates. More than one student has indicated that the new theoretical positions have expanded their knowledge of how literature could be taught.



Education students Indian Ocean Island Games

UJ Squash players Elani and Lume Landman represented South Africa at the Indian Ocean Island Games in August. UJ Squash twins represented SA at Indian Ocean Island Games

Top squash players from the University of Johannesburg (UJ), Elani Landman and Lume Landman, have been selected to represent South Africa in an exhibition tournament at the Indian Ocean Island Games from 1-8 August 2015.

The talented sports ambassadors were part of the UJ Squash USSA team that won Gold for the 4th consecutive year. They are currently students in the Faculty of Education studying towards a Bachelor of Education Degree.

Recently, the twins earned gold and bronze when Elani won the Central Gauteng Closed squash tournament, and her sister, Lume came third. The twins are also part of a squash development programme at UJ.

TAU Fellowship programme kicks off



The TAU group, seen from above.

The Teaching Advancement at University (TAU) Fellowship Programme began with a bang on the 12 – 16 July, with Unit One of a year-long series at Kievitskroon just outside Pretoria. The programme was attended by 52 academics from 20 South African public higher education institutions, and supported by 11 group facilitators (or 'enquiry group advisors') from eight institutions across the country. Participants include Deputy Deans, Professors, and winners of previous national teaching excellence awards. Participants come from a wide range of disciplines and are mostly mid-career academics, though some are senior. All are committed to enhancing teaching and learning, and to making a difference in their varied contexts. Participants felt the session was 'very packed', but many found the opportunity to engage in dialogue with colleagues from other institutions to be a breath of fresh air, and stated that it helped reduce their own isolation. There will be two more contact units and two 'correspondence units'. By the end of the programme everyone will have completed a research and/or development project and will have contributed to a

set of findings by their enquiry group. They will then have earned the title, "TAU Fellows".

Two UJ participants at this inaugural unit are: Joyce Sibeko and Sibusiso Mdletshe. They were lively role-players at the event. A high note was a speech by the VC of UJ, Prof Ihron Rensburg, who spoke about the challenges facing South African higher education. He devoted a substantial component of his talk to congratulating the participants on their presence, and on the important role academics have to play in enhancing teaching and learning.

The TAU Fellowship Programme, an official Higher Education Learning and Teaching Association of Southern Africa (Heltasa) project is funded by a Department of Higher Education and Training (DHET) Collaborative Teaching Development Grant. It is led by Professor Brenda Leibowitz, Chair: Teaching and Learning, in the Faculty of Education at UJ. The programme is managed from her office, with support from amongst others, the previous Executive Director for Academic Development, Prof Elizabeth de Kadt.

Edu-Navigator: The Online Tutoring Programme

Linford Molaodi and Godfrey Mabena are two 4th year BEd students who are currently tutoring a number of modules. In 2013 they identified the need for a support system that could address complexity in courses such as Physical Science. They conceptualized a connected service using popular social media tools and services to alleviate anxiety and at the same time to address some misconceptions and support student learning with the support from the SCITECHED Learning Technologies Unit. They established several WhatsApp support groups for Physical Science where 6 mentors interact with student and mediate discussions.

In addition, students are given tutorial tasks to assess the students' understanding of the content after every lecture. The tutorial questions are posted in WhatsApp groups for students to explore, give feedback and discuss. As a result, the tutors are able to detect student misconceptions and guide them on how to approach each topic in a logical manner. They keep a record of all of their interactions that take part in the programme and provide feedback to the lecturer so that any serious issues can be addressed formally during class time.

Records indicate robust discussions and collaboration between students making use of these social media tools and services that are being harnessed for formal educational purposes. Linford and Godfrey are real trailblazers in the service that they are providing for their fellow students in their efforts to support their learning journey. To learn more about their innovative work visit their website at: <https://sites.google.com/site/ujnavigator/>

INSPIRE



**Inspire Scholarship –
Tim Gage Scholarship
Holder 2015. Master's in
Education Leadership and
Management, UJ**

The INSPIRE Project

“Our lives are defined by opportunities, even the ones we miss.”

– Eric Roth, *The Curious Case of Benjamin Button Screenplay*

INSPIRE is the **I**nternational **S**cience **P**romoting **I**nnovation and **e**ntREpreneurship project. In conjunction with the Erasmus Mundus Action 2 project and financial support granted by the European Commission, it grants scholarships to South African students and researchers to undertake a full degree or an exchange in some of the best universities in Europe. Tim Gage, a UJ Master's student, in Education Leadership and Management, says he is privileged to have been awarded one of these scholarships to study at Uppsala University in Sweden. The INSPIRE partnership is composed of 18 partner institutions from South African (10) and European countries (8). Scholarships include a monthly allowance, travel, insurance and tuition fees at the host university.

The INSPIRE-project has identified a need for the development of the South African knowledge triangle encouraging better interaction between research, education and innovation. It aims to achieve this by focusing on the creation of and development of support structures that can transfer results from research into the private sector.

What will Tim Gage be doing?

The Masters/mobility exchange programme begins in mid-August and ends in mid-January. What is particularly exciting is the opportunity to replicate his research titled: ‘Leadership Intelligence (LQ): Unlocking the potential for school leadership transformation through participatory action research’. Effective LQ measures how well leaders manage their own and others’ emotions (EQ), their ability to reason and make logical decisions (IQ), and their ability to follow their passions and express their desires (SQ).

Post-Doctoral Research Fellows in the Faculty of Education:

The following post-doctoral research fellows reflect research interests of several of the Departments in the Faculty:

Dr Beverly Argelis King Miller received her PhD in Multicultural Teacher and Childhood Education from the



University of New Mexico, USA. She holds a Bachelor's degree in Psychology and her Masters in Teaching with a focus on science. She is currently

a Post-Doctoral Research Fellow at the University of Johannesburg in the Department of Education Curriculum and Instruction. Her dissertation study focused on Afro-Caribbean women in STEM careers. Her primary research approach is Qualitative. Research methodologies include: case study, ethnography, life history and grounded theory. Dr. King Miller has been a science teacher for K-12 for over 20 years in urban centres of the United States. She has taught university courses that include science methods, biology and environmental science to pre-service teachers. Research Interest: Females of African descent and STEM access, teacher education, curriculum and pedagogy, race and gender issues

Dr Rachel Ndinelao Shanyanana received her Ph.D. degree in Education Policy Studies specializing in Philos-



ophy of Education titled: Examining the Potential of an Ethics of Care for Inclusion of Women in African Higher Educational Discourses from the University

of Stellenbosch, South Africa. She holds a Bachelor of Education Honours and Masters in Education (cum laude) in Education Policy Studies from the same University. She is currently a Post-Doctoral Research Fellow at the University of Johannesburg, Department of Education and Curriculum Studies. Her research focuses on inclusion of marginalised groups particularly women and girls with regard to education in Africa. Dr. Shanyanana worked in the public education sector: schools, regional office and university. Research interests: Women in higher education; African Philosophy of Ubuntu and Education; Deliberative Democracy, Citizenship and Cosmopolitan Education; Ethics of Care in University Pedagogy; Access of Girls to Education in Africa.

Dr Babajide Abidogun is a specialist in Early Childhood Education. He is an education consultant and an inter-



national scholar. He has been lecturing for 15 years and he is currently a postdoctoral fellow at the University of Johannesburg. Dr Abido-

gun has many articles in reputable international journals to his credit. He is currently engaged in research into the lived experiences of orphans and vulnerable children in four institutionalized homes in Soweto, South Africa. He has attended and presented papers at international conferences in the United States of America, Canada, Germany, and Botswana, amongst others.

Editorial

This is the second edition of EduBrief for 2015, and the focus is primarily on research. Several articles reflect the diversity and significance of the research being conducted in the Faculty, and there is also evidence of community engagement in these research projects. There is strong evidence of the Faculty's international profile, from Prof Vally's keynote address at the Conference of Commonwealth Education Ministers, to the visiting Finnish expert on mentorship in education, to the international Masters Scholarship won by Tim Gage. The TAU project headed by Prof Benda Leibowitz, and the SARChi Public Seminar, headed by Prof Jace Pillay, provide strong evidence of research combined with community engagement.

There is also acknowledgement of some undergraduate developments in terms of the significant aspects of ITC and ecocriticism, as well as recognition of two siblings who represented UJ internationally in the sporting arena.

Editorial Team:

Editor:
David Robinson

Formatting and Distribution:
Prudence Mohau

Executive Manager:
Coert Look