

NEWSLETTER OF THE FACULTY

"Everyday children cast their dreams at our feet. We must be careful how we walk." Sir Ken Robinson

NEWSLETTER OF THE PAGE

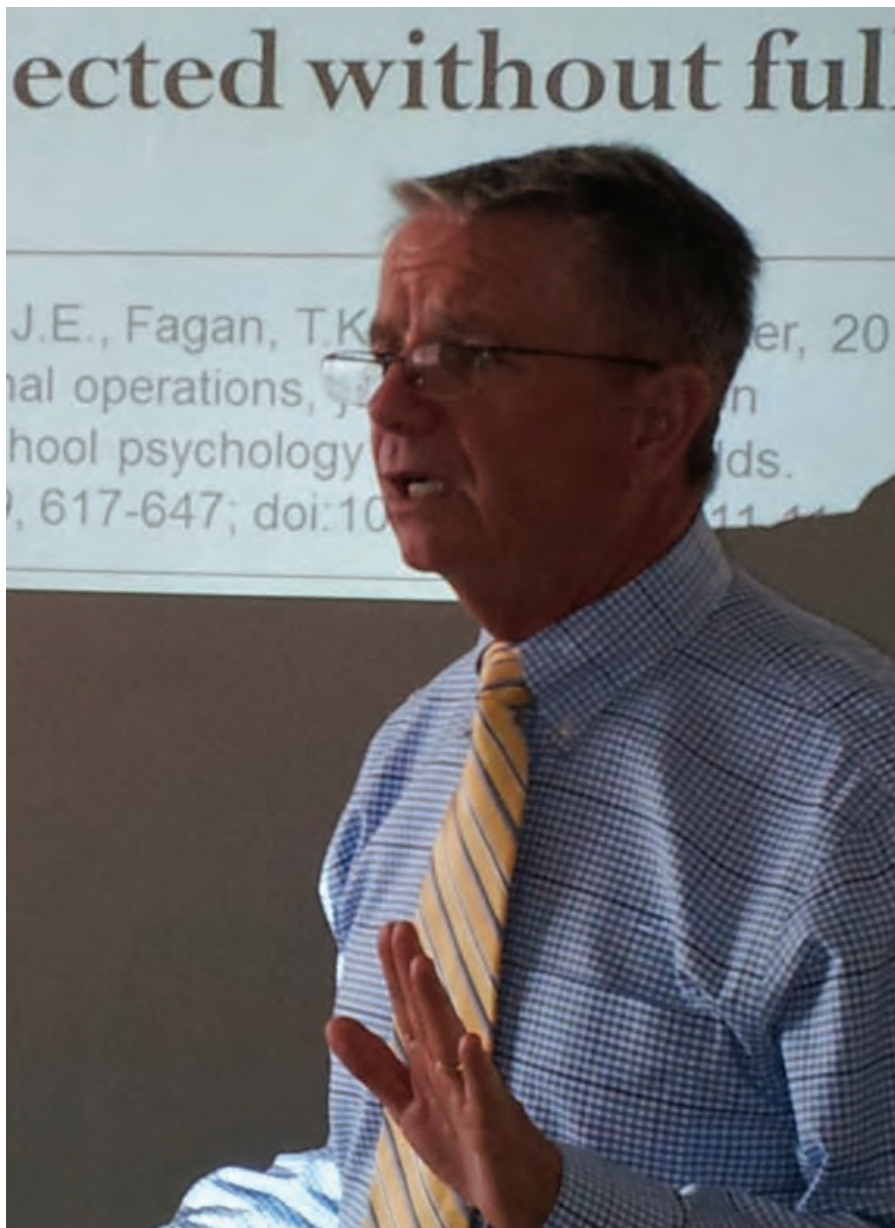
"Everyday children cast their dreams at our feet. We must be careful how we walk." Sir Ken Robinson



VOLUME 8 NO 2, NOV 2012

UNIVERSITY
OF
JOHANNESBURG

EDITOR OF INTERNATIONAL JOURNAL PRESENTS WORKSHOP ON SUCCESSFUL PUBLISHING



The Department Educational Psychology had the privilege to host Prof Caven S. Mcloughlin, Professor of School Psychology at Kent State University, Ohio, USA. Caven is a visiting professor at the Department Educational Psychology. He describes himself as a longtime Editor (International Journal for School Psychology), accomplished in his own professional writing and committed to helping new-academics.

His workshops over a period of five days focused on: Publication Polishing: Getting your research published in international journals. He focused on aspects such as conventions for preparing an article, the power of following-directions, how to 'dress' a manuscript, how to select a Journal, why citations & references are crucial, how the Impact Factor can help improve your chance for acceptance, Editors' expectations, and ethical standards



Building Capacity for the Scholarship of Research

Prof CJ Gerda Bender

The scholarship of application is serious, demanding work that requires the rigor and accountability traditionally associated with research activities.

The "Research Indaba" on 28 September 2012 built on the hope expressed in 2011 that this successful faculty event will mark the beginning of more such indabas so that staff and students could become more familiar with each other's work and have an opportunity to engage in discussion and debate. To support the development of a scholarship of research by staff and postgraduate students, staff members and postgraduate students were invited to attend as a delegate or as a presenter the "Research Indaba", organised by Prof Gerda Bender and a task team of the Faculty Research Committee.

Seven staff members and fourteen students presented their work which ranged from topics such as capacity building through theorizing in educational research and practice, and in quantitative methods; educational technology; teaching and learning through case based teaching, strategies, lived experiences and learning communities; childhood education and literacy; self-injury among adolescents and conversations about doing hope from an educational psychology perspective; instructional leadership and management; and higher education focusing on teaching law in the 21st century; performance management a transformative approach to the scholarship of teaching and learning. After the 15-20 minute presentation delegates had a chance to discuss and ask questions which facilitated rich interaction between staff and students. Based on an analysis of the abstracts and presentation it is evident that staff and students are building the scholarship of application by applying their expertise, information, interpretation, or techniques characteristic of education to consequential real-life problems. The scholarship of application is serious, demanding work that requires the rigor and accountability traditionally associated with research activities.

The scholarship of research includes the act of knowledge creation through the publication or dissemination of original or innovative theoretical and empirical work. Increasingly, the scholarship of research also includes applied research and the translation of research results into changes in education practices. It is our hope that staff and postgraduate students will be actively involved in knowledge production and scholarship that covers the full spectrum from pure to applied – including the scholarship of discovery, integration, application and teaching.

The Inauguration of Professor Raj Mestry

PROFILE OF PROF RAJ MESTRY

Prof Raj Mestry began his illustrious career in 1973 as a post level 1 teacher after completing his Teachers Diploma at the Transvaal College of Education. He completed the B Comm, B Comm (Hons) and B Ed degrees studying part-time through UNISA. In 1996 he attained the M Ed (Education Management) degree cum laude, and in 1999 graduated with the D Ed (Education Management) degree at the Rand Afrikaans University (RAU). As a teacher he taught Mathematics, Accounting and Business Economics in various secondary schools. In the almost 30 years of his teaching career, Raj passed through the ranks of Head of Department, Deputy Principal and Principal at different primary and secondary schools. During this period he received numerous accolades such as the Merit Achievement in Teaching and the NRB Award for best Senior Certificate Accounting results in the country under the former House of Delegates.

In February 2002, he joined RAU (now University of Johannesburg) as Senior Lecturer in the Department of Education Leadership and Management. He has a distinguished record in research publications. In just under ten years in academia, he published over 30 articles in national and international journals; has co-authored 5 books and published a chapter for the Commonwealth Secretariat series. In 2006, as co-author, he together with the other authors, received an award for the best article published in the Education Management and Leadership Journal (EMAL) – in Birmingham, UK. He has presented a number of papers at both national and international conferences on various pertinent topics in education leadership and management, and has over 16 full length papers in peer reviewed conference proceedings. He has three

book reviews appearing in Education as Change, Journal of Education and UJ Advance.

He has an impeccable record of supervising and co-supervising 22 completed M Ed dissertations and 5 D Ed/ PhD students. He is of the firm opinion that it is quality and not quantity that matters. Besides eight students receiving the *Cum Laude* for their Masters' degrees, one student was awarded the Vice Chancellor's Medal for the most outstanding M Ed results in the Faculty of Education, and two other students received UJ scholarships and are currently reading for their PhD studies.

He was featured on SABC 3 on the programme Rights and Recourse: School Fees and has been quoted in various national media such as The Star and Die Beeld. He was invited to present a paper on Social Justice and Equity in Funding at the Gauteng Department of Education Colloquium, and presented a keynote address at an education conference in the North West Province. He was also invited to address the South African Principals Association on Financial Management and was a keynote speaker at the Education Summit held in Midrand in 2010.

As researcher, Raj Mestry was leader in the RNA project funded by National Research Foundation: "School Funding" (2008 – 2010). He was part of the SANPAD "Teacher identity and the culture of schooling" project (2004 – 2007) and also participated in other international research projects such as: the Cross Boundary Leadership under the leadership of Tony Bush and Connie Moloi, commissioned by the University of Lincoln; and the University of Warwick teacher training programme under the leadership of Tony Bush. He is currently researching the issue of state funding in South Africa and the

implications of social justice and equity in public schools. He has written a chapter on social justice which is soon to be published in an International Handbook for Social Justice.

He served on the SAQA Standards Generating Body (SGB), and currently serves on the executive of the Education Association of South Africa (EASA) and South African Education Law Association (SAELA). He is a member of the American Educational Research Association. Until recently he was co-editor of the South African Education Management and Leadership Journal and served on the editorial committee of an international accredited journal, South African Journal of Education until 2011.

Since the beginning of his career in academia, he has conscientiously worked towards promoting quality and excellence in education as a science and this has been rewarded with him being evaluated by the National Research Foundation (NRF) as a rated researcher. In January 2012 he was awarded the Research Medal by the Education Association of South Africa.

Field of expertise

His scholarly work embraces the field of Education Leadership and Management with specific emphasis on the financial management in education. In this paper he makes an compelling argument that although the state has addressed social justice and equity in education funding, the implementation of well formulated legislation and policies has not significantly improved the educational outcomes and learner performance in many historically disadvantaged public schools.



From Prof Mestry's Inaugural Address:

A critical analysis of the National Norms and Standards for School Funding policy: Implications for social justice and equity

Raj Mestry

"Poverty directly affects the affordability of, access to and potential benefits from education. If a child is hungry and has no access to electricity, it will undermine the value of education" (Department of Education, 2006).

Abstract

Social justice and equity in education means contestations, continuities, discontinuities, discursive practices and strategies for survival as much as a heritage. Therefore, the gap between inherited or official meaning in South African society and its individual performance in education provides room for resistance, individuation and a personal or collective struggle for social amelioration within and outside the classroom. Assessment of the legacy of apartheid at the end of the era highlighted major inequalities between white and black, urban and rural areas, and several departments of education. Eighteen years into democracy, the country needs to distinguish between the initiatives taken by the government to address the apartheid legacy, the actual changes made in education and the results thereof, and the continuities and discontinuities in education. Historically disadvantaged schools now receive larger state funding (no-fee schools) and school fee exemptions are granted to lower income or unemployed parents who find difficulty in paying school fees for their children, regardless of race. The current model does not provide for a norms and standards for funding early childhood development (ECD) programmes and the education for learners with special needs (LSEN). The public schooling system, especially black schools, is still characterized by low pass rates, low teacher and learner morale, a resurgence of violence amongst learners, ineffective leadership by school managers, poor governance by school governing boards and generally declining school quality, efficiency and effectiveness. The purpose of this paper is to interrogate the National Norms and Standards for School Funding (NNSSF) policy, in order to assess whether this post-apartheid government policy has succeeded in addressing social justice and equity in public primary and secondary education.



Leadership for Learning – collaboration between UJFE and HGSE to improve schooling in Soweto

Lloyd Conley, Owen Stuurman and Suraya Naiker

The ground-breaking intervention to align and capacitate school and district leaders in a programme called Leadership for Learning, a partnership between the University of Johannesburg Faculty of Education (UJFE) and the Harvard Graduate School of Education (HGSE), hosted a gala event on 29 October to celebrate the success achieved and to mark the end of the three-year collaboration. The programme was housed in the Education Leadership Institution on UJ's Soweto Campus. It is expected that this programme on leadership capacity in the Johannesburg Central school district in Gauteng will positively influence teaching and learning in schools and ultimately improve learner results. The Johannesburg Central District office embraced the intervention, steadfastly supported the collaboration and made a valuable contribution to the programme.

In her key note address at the gala event, Dr Deborah Jewell-Sherman from HGSE emphasised that the focus of education should be on excellence for all learners and that it is the moral imperative of all stakeholders in education to ensure that "demography is not destiny for our 21st century learners". Alluding to the current crisis in education in South Africa, which is marked by learners' poor performance, Dr Sherman advised all present to "accept the brutal facts and create a sense of urgency" in order to "transform leadership at all levels".

Mr Moss Nkonyane, Chief Director of the Johannesburg Central District, stated his strong belief that the collaborative efforts of UJFE and HGSE had already made a difference,



In the photo from left to right: Ms Karen Coetzee, Manager, Development; Mr Kerry Swift, CEO, Institutional Advancement; Prof Sarah Gravett, UJFE Executive Dean; Dr Deborah Jewell-Sherman, Lead Researcher HGSE; Ms Tshepo Seate, District Director (Johannesburg Central); Mr Moses Nkonyane, Chief Director, Johannesburg and Dr Lloyd Conley, Programme Manager, UJFE Education Leadership Institute.

particularly in the Soweto Region. He encouraged teachers towards further intellectual stimulation and to embrace what universities had to offer in this regard.

Acknowledgement was given to the main funders, from DBSA, World Bank, J.P. Morgan Foundation, Anglo American Chairman's Fund, First Rand Foundation and Investec, some of whom were in attendance. The HGSE had also received funds from the Randy Best Foundation in support of this initiative.

Dr Jewel-Sherman was instrumental in setting up seven start-up libraries in Johannesburg Central schools. These libraries were named after the Top Ladies of Richmond; Mr Cornelius

W Sherman; Dr Kathleen McCartney; Nancy Best; Randy Best; Dayle Taliferro Dunn and Jean Jewell-Bryan. With the support of the Randy Best Foundation, Dr Jewel Sherman announced literacy grants to a total value of \$50 000 in the name of Nancy Best, for a further 100 start-up libraries in schools of the Johannesburg Central District.

UJFE Dean Prof Sarah Gravett handed over certificates to the programme participants and encouraged them to move forward to transform education in the district.

Although the formal collaboration between UJFE and HGSE has ended, Dr Jewel-Sherman committed continued support for the Leadership for Learning programme.



THE TEACHER EDUCATION CONFERENCE IN SEPTEMBER 2012

Three members of staff presented papers at the Teacher Education Conference, that was hosted by the Department of Higher Education and Training (DHET), in partnership with the Council on Higher Education (CHE), the Higher Education South Africa Education Deans Forum (HESA-EDF) and the University of Pretoria (UP), in September 2012, at the UP Groenkloof campus.

Our Executive Dean, Professor Saartjie Gravett, delivered an invited keynote address entitled **"Crossing the theory-practice divide: Learning to be(come) a teacher"**, that was very well received. In her paper she argued that a "learning to be" orientation could go a long way to addressing the perceived theory-practice dilemma in teacher education. She also reflected on how we have been grappling with integrating a "teaching school" in our BEd Foundation Phase programme.

Professors Piet Ankiewicz and Josef de Beer (Science and Technology Education) read a paper **"Building on a solid foundation: A reflection on interventions in a first year module in the B.Ed programme of the Faculty of Education, University of Johannesburg"**. In this paper they reflected on some of the interventions incorporated in the first-year module, *Introduction to the South African School Curriculum, at the Faculty of Education*. They firstly reported on a few generic principles that were implemented, such as a team-teaching approach, tutor support and continuous assessment, and then they zoomed in on the Achterbergh educational excursion. The two academics argued that the excursion as a different activity system from a formal university classroom offers a unique opportunity for our students to identify, interrogate and work towards changing their unarticulated practices and prejudices.

Professors Josef de Beer and Saartjie Gravett read a paper **"Case based teaching in teacher education: Learning from practice in large undergraduate classes"**. This paper reported on the use of case-based teaching with a large (780 students) first-year group. It explored the process followed to implement case-based teaching in the large class group.

FACULTY OF EDUCATION
SCITECHED
 DEPARTMENT OF SCIENCE AND TECHNOLOGY EDUCATION



2011 Vice Chancellor's Medal goes to top MEd student from the Department Education Leadership and Management

Suraiya Naicker, a student from the Education Faculty's Leadership and Management Department received the Vice-Chancellor's Medal as the top M.Ed student for 2011. Her research dissertation investigated the phenomenon of distributive leadership in schools in the Soweto region. An article stemming from the research was published in 2011 in the journal "Perspectives in Education" (Vol.11, No.4). Prof Raj Mestry was the supervisor of the study.

2012 FUNDA UJABULE OLYMPIC GAMES

First year BEd Foundation Phase teacher education students under the leadership of Ms Gadisa Petker hosted the Funda Ujabule Olympic Games on Friday 21 September 2012 at the Soweto Campus sports stadium. The Games form part of the Faculty of Education at UJ's integrated community engagement strategy. It includes service learning as pedagogy in the undergraduate teacher education programme. It teaches students that education practitioners have a crucial role to play in building a caring and just society and that they can work collaboratively with community members to achieve this goal. The Games not only presented an opportunity for students to participate in a service experience that meets the needs of the Funda Ujabule





SCITECHED
FACULTY OF EDUCATION
DEPARTMENT OF SCIENCE AND TECHNOLOGY EDUCATION

Master-teachers for the 21st Century: there is hope for Science Education

"A teacher failing a learner is guilty of a criminal offence!" stated Bongani during the gala evening of a Professional Development Programme for science teachers. This programme at the University of Johannesburg, affectionately known as "the A-Team", held the gala evening on 4 July 2012. This gala dinner was the highlight of a three-day professional development programme that was offered for Natural-, Life and Physical Sciences teachers by the Department of Science and Technology Education at UJ.

In a country that has been successful in its final bid for the SKA telescopes, a country that needs to look at innovative ways to sustain food security and to combat disease, a country that has to expand and maintain its infrastructure, the preparation of teachers is almost negligible in terms of what is required. This is the case throughout the different phases of school education. In order to be a global player in the world economy, South Africa needs innovative, creative scientists and one key to solving this problem is the drastic improvement of science education in schools.

A primary constraint in the delivery of quality science education has arguably been the lack of professional development for practising teachers who are already on the job, but who have to survive with ad hoc workshops, often run by instructors who are themselves less than experts. Added to that, teachers in South Africa feel overwhelmed by the challenges presented by the continuous reforms in the Physical- and Life Sciences curriculum (first the NCS, and now CAPS). Research has pointed to teachers lacking confidence in teaching topics in the new curricula and teachers lacking in competence in implementing meaningful learner-centred scientific investigations.

The A-team

The researchers Dr. Josef de Beer, Dr. Umesh Ramnarain and Dr. Francois van As, argue that if teachers are afforded the opportunity to experience real science experimentation in a laboratory, that they will have a complete experience that will change their teaching and their knowledge.

The three main components of the systemic, longitudinal professional development programme (the "A-Team") are:

- Teachers reflect weekly on their own classroom practice and professional growth. These reflections are sent (on edu-link, a UJ blackboard platform) to mentors, who provide support and encouragement;
- Weeklong short learning programmes that are conducted twice annually (during school holidays), and teachers meet one Saturday a month. During these sessions, problems with content in the curriculum is discussed, and the focus is on teachers' pedagogical content knowledge development;
- Teachers are expected to spend 60 hours in a functional science laboratory, where they are working with a research-active scientist.

This activity will assist teachers in developing a better understanding of the 'nature of science'.

Learning about DNA Barcoding

Major development took place in genetics, biotechnology and molecular biology in the last decade. On Tuesday 3 July the A-Team life sciences teachers spent an entire day at UJ's African Centre for DNA barcoding, managed by Prof Michelle van der Bank. This gave teachers the opportunity to have a hands-on experience of how DNA barcoding works, and they were also supplied with easy recipes and procedures, that they can follow in under-resources classrooms, to mesmerize learners with this cutting-edge technology. Teachers were also taught about the applications of this technology, e.g. by customs, to prevent illegal trade with biodiversity.

Organic chemistry and electroplating

The physical sciences teachers spent a day in the Chemistry department, where they made esters, and had hands-on practical work sessions exploring electroplating.

South African student teachers visit Preble Shawnee school and Miami University, Ohio, USA

In August 2012 Ms Memoona Mahomed, was accompanied by five UJ B.Ed and PGCE students - Nicola Robson, Safia Sarong, Stacey Watson, Tando Twala and Reginald Moledi- to Ohio, USA as part of a student exchange programme that forms part of a Memorandum of Understanding between Miami University and the UJ Faculty of Education. This is but the first MoU signed that will enable our students to spend part of their school experience in foreign countries.

The students are studying to be English, math and life orientation teachers through UJ, and in partnership with Miami University. As part of their programme, they have visited different schools around the United States of America, comparing them with South African secondary schools in terms of curriculum, class routines and methods of teaching.

The teachers and classes who interacted with the South African students found the experience very beneficial. "It's not every day that a cultural experience walks into your classroom, but for students at Preble Shawnee, one did", said one of the teachers. Both the staff and students at Preble Shawnee enjoyed the opportunity very much. Teachers were interested to learn about the different teaching styles and conditions of the South African school system as well as share some of their own personal teaching experiences.

Some comments from the teachers at Preble Shawnee were the following:

"To see the students actually teaching wasn't the real benefit," said Brad Wright, a math teacher. "It's actually getting the chance to have an open forum with them. Ask them questions and learn more about their culture."

"It was very interesting, we've never done anything like this," said Felecia Chelgren, a high school English teacher. "I've had student teachers from Miami, I've had methods teachers from Miami, but I've never had South African students. My kids were really alert. Not only because there was a new person in the room, but a new person who is



Preble Shawnee Jr./Sr. High School teachers and students recently had the chance to work with several student teachers from South Africa during a week of field placement. The South African students are studying to be English, math and life orientation teachers through the University of Johannesburg in South Africa, and their partnership with Miami University



Pictured above is the delegation from Georgia State University and representatives of the Department of Science and Technology Education at TechnEd in May 2012 where they explored the feasibility of an agreement between the two institutions.

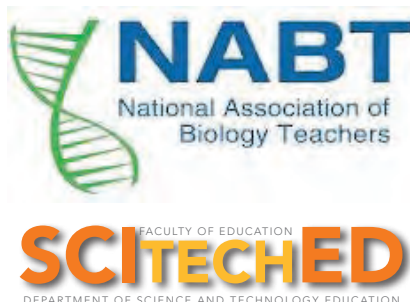
very different. For the kids, I think it was a little world culture smack in the face, which was good."

"I had some good discussions on the dynamics of what our curriculum is like versus theirs," said Wright. "What stood out to me when one student taught was how the students really wanted to interact with him. I didn't have to motivate the students to participate at all. Students wanted to listen to him."

"For me, to get the opportunity to talk to a teacher from across the globe was really exciting," said Chelgren. "I think one of the biggest things the kids got out of this experience was to realise that the world is a whole lot bigger than what they thought."

"We can learn a lot from people from other parts of the world," said Wright.

Currently another memorandum is being signed with Georgia State University, Atlanta, USA.



Josef de Beer receives accolades from the American National Association of Biology Teachers

Prof Josef de Beer from the Department of Science and Technology Education, Faculty of Education, was chosen as the 2012 winner of the National Association of Biology Teachers (NABT) Four-Year College and University Section Research in Biology Education Award.

The NABT was founded in 1938, and is an organization that promotes the professional development of biology teachers. Annually it presents two prizes to members who excel- a teaching award, and a reward for innovative research in the field of biology education. Josef is the 2012 winner in the research category, for his research on various aspects related to life sciences education.

The award was made for Josef's research that was published in international journals such as *The American Biology Teacher*, the *Journal of Curriculum Studies*, and the *African Journal of AIDS Research*. Three foci of Josef's research, are the incorporation of indigenous knowledge in science education, the value of excursions as a teaching intervention, and the work on teacher professional development, in a systemic longitudinal programme that came to be known as the "A-Team".

Josef embarked on a journey into ethnobotany with Prof Ben-Erik van Wyk from the Department of Botany and Plant Biotechnology, and the two researchers developed the Matrix Method for ethnobotanical research- work that resulted in the conceptualization of the Species Popularity Index (SPI) and Ethnobotanical Knowledge Index (EKI). Josef and Ben-Erik further adapted this work, and developed an approach that biology teachers can use to incorporate ethnobotanical surveys in the life sciences classroom- work that was published in *The American Biology Teacher*.

For the past six years, Josef and his co-researchers, Prof Elbie Henning, Dr. Nadine Petersen, and Dr. Helen Dunbar-Krige, have been researching the annual first-year excursion (first to Golden Gate, and later years to Achterbergh), and this work have been published in journals such as the *Journal of Curriculum Studies*, the *African Journal of AIDS Research*, and *Acta Academica*. These researchers argue that an excursion as a different activity system from a formal classroom offers a unique opportunity for learning. As most theories of learning ascribe to the notion of a state of discomfort or disequilibrium Josef and his co-workers believe that an excursion as a learning experience is an ideal milieu in which to bring about sufficient discomfort that can facilitate learning.

Josef and co-researchers, Ms Erica Pretorius, Dr. Umesh Ramnarain, and Dr. Francois van As, launched the A-Team professional development programme for science teachers in 2010. This year this research team started to collaborate with the Faculty of Science at UJ, and colleagues such as Prof Michelle van der Bank (African Centre for DNA Barcoding), Prof Reinout Meijboom (Chemistry), Prof Hartmut Winkler (Zoology) and Dr. Erna Bruwer (Zoology), in providing teachers with experiences in science research laboratories. The focus of this research is to see whether transfer to the science classroom takes place, and whether exposure to cutting-edge scientific investigations have an influence on teachers' understanding of the nature of science.

This prestigious award will be bestowed upon Josef at the NABT's 2012 Professional Development Conference in Dallas, Texas, on 2 November 2012.

MEETING OF ALUMNI AFFINITY GROUP



Dr Helen Dunbar-Krige, Head of Department Educational Psychology; Prof Sarah Gravett, Dean of the Faculty of Education and Dr Elzette Fritz, workshop presenter and expert in Creative Expressive Arts Therapy.

Alumni of the Department Educational Psychology met at a second Affinity meeting in October 2012. They were introduced to the world of creative expressive art therapy and were actively involved in a workshop presented by Dr Elzette Fritz, who has during the past few years been intensively involved in creative expressive arts therapy. The aim was to engage participants in a range of creative activities such as drawing, movement and music, in order to experience how these activities may be used in the context of children who have experienced trauma. Creative expressive art therapy enables the client to express trauma contained in the body, which is often difficult to access through verbal engagement. Through art engagement the client can connect with somatic experiences, which may then be expressed in a safe and contained relationship with a professional, in an individual or group context. In this workshop the alumni were asked: What stories can your hand(s) create? They were provided with paper and other utensils to create a story with their hands. The workshop highlighted the belief that all human beings possess a creative ability and as such no artistic training or skills are required for us to enjoy the pleasure of expression and connecting with our own creative energy, for the benefit of the children we serve.



Mrs Nadia Taggart, lecturer in Educational Psychology at UJ with Cindy, Annemie, Kerry and William during a group session.



The Department of Science and Technology Education's contribution to the annual Faculty of Education, Top Achievers Awards Ceremony

On 17 October 2012 the annual Faculty of Education Top Achievers Awards Ceremony took place in the Council Chamber, Madibeng Building, on the Auckland Park Campus. The Department of Science and Technology Education was well represented by staff members who came to witness the excellent achievements of their students and to share in their success. Prof Josef De Beer presented awards to the top BEd students C Zeelie (best 4th year), E Stoop (best 3rd year), R Asmail (best 2nd year – APK Campus), TC Baloyi (best 2nd year – Soweto Campus), and DI Atkins (best 1st year). Prof Piet Ankiewicz followed by honouring the top BEd Honours candidates JJ Le Roux and ME Mackinnon.

Christine Zeelie, a former Technology Education student who received top honours in the category Best 4th year student in the BEd is currently completing a BEd Honours with a speciality in ICTs in Education with the Learning Technologies subgroup within the department. Pictured with Ms Zeelie are two of her former Technology Education lecturers Prof Piet Ankiewicz and Mr Werner Engelbrecht.

Two of the top five achievers in the Gauteng Department of Education (GDE) group in the Advanced Certificate in Education (ACE) also came from the Learning Technologies

sub group within the department. This ACE was presented by four members of this subgroup including Prof Duan Van der Westhuizen, Prof Geoff Lautenbach, Dr Rabaitse Diseko and Mr Jerry Maseko. Hearty congratulations to Mrs HY Petersen and Mrs V Du Plessis on this outstanding achievement.

Two promotions for the Department of Science and Technology Education

Two colleagues from the Department of Science and Technology Education were recently promoted to the post of Associate Professor. The two friends and colleagues Prof Josef De Beer and Prof Geoff Lautenbach first met as undergraduates in the early 1980s during their BSc years at the former Rand Afrikaans University. Their paths split after they completed their initial studies and both colleagues started off their careers as biology teachers. Prof De Beer subsequently progressed to lecturing at Vista University and the University of Pretoria but returned to UJ in 2006. Prof Lautenbach taught for 10 years as a biology and physical science teacher before joining the former RAU in 2000 as a lecturer in learning technologies. Since getting back together as UJ colleagues in 2006 they have both been an integral part of the department where Prof De Beer focuses on in the field of professional teacher development in natural and life sciences education, including the development of teachers'

pedagogical content knowledge (PCK) in problematic curriculum themes such as indigenous knowledge systems (IKS), biotechnology and evolution. Prof Lautenbach focuses on professional teacher development and has a special interest in learning technologies in higher education and the possibilities for transformational learning. So it is perhaps fitting that the two colleagues' divergent paths have come together once again within this dynamic department. We look forward to their on-going contributions to education.



SCITECHED
FACULTY OF EDUCATION
DEPARTMENT OF SCIENCE AND TECHNOLOGY EDUCATION



KEEPING READING ALIVE - STORY TELLING AT FUNDA UJABULE ON NELSON MANDELA DAY – 18 JULY 2012

The Mandela Day campaign is a call to for individuals to take action and inspire change. In support of this campaign, students in the B Ed Foundation Phase programme and staff from the Faculty of Education at UJ Soweto Campus shared their storytelling skills by reading to the children at Funda UJabule. Each child also received a storybook as a gift from the Faculty and other sponsors. The aim of distributing these books and reading to foundation phase learners is to encourage reading and an appreciation of the written word.



Mr Mzolisi Toni, DDG of the DWCDP hands over a tree to the principal of Baxoxele Primary School in Soshanguve, as a symbol that their school is inclusive and accommodates children with disabilities

Access to Education for All campaign launched

The Access to Education for All children campaign was recently launched successfully by the Department of Women, Children and People with Disabilities (DWCPD), in collaboration with the Department of Education. The event was hosted at the Baxoxele Primary School in Soshanguve, which has facilities that accommodate learners with disabilities. The purpose of this campaign is that that government will strengthen its capacity to ensure that the rights of children are realised. The launch further sought to determine what the school has achieved so far and how the Government may assist them with the challenges they experience.

Mr Mzolisi Toni, Deputy Director General (DDG) in the DWCPD, speaking on behalf of Minister Lulu Xingwana, said it was not the Department of Basic Education's role alone to ensure that children go to school. "We all have the responsibility to support the process to have our children attending school in order to give them the best possible foundation, to enable them to become responsible citizens" he said. Mr Toni added that all children with disabilities deserve to attend school and have access to education. "We are encouraging the neighbouring schools to follow the model of Baxoxele Primary School by adapting and ensuring that the school premises are disability friendly; empower teachers on disability issues and ensure that children with disabilities are admitted in the formal stream of education" he said. Twelve principals from different schools around Soshanguve were each given a tree to plant at their respective schools as a symbol that their schools will be grown into inclusive schools, which accommodate disabled learners.

Baxoxele Primary school, which was opened in June 1993 with an enrolment of 300 learners and 8 teachers, now has 1046 learners and 26 educators.





RESEARCH NEWS FROM THE CEPR ON SOWETO

Mathematical competence of children in the foundation phase

A developing focus in the Centre for Education Practice Research (CEPR) is the pilot studies to test children's mathematical competence. Visiting Professor Annemarie Fritz-Stratmann and her team from the University of Duisburg-Essen in Germany are collaborating with CEPR researchers as part of longitudinal panel research on children in the Funda UJabule School, whose learning is tracked over four years.

The pilot studies are now also being conducted in other schools and in four languages, so that the test may eventually be validated and normed in South Africa. Applications for funding to test at least 1000 children are being prepared. The tests are individual tests, using interviews.

The main reason for the larger scale of the research is to fill a gaping void in local knowledge about learning mathematics in the early grades.

Visiting scholars assist in investigations into problems with maths after Grade 2

Visiting researchers in the Centre for Education Practice Research (CEPR) are assisting in expanding the programme of research in child development studies at UJ. Joining Prof Catherine

Snow (Harvard) as visiting professor in the Centre is Prof Annemarie Fritz-Stratmann from the University of Duisburg-Essen. Researchers Petra Langhorst and Antje Ehlerst assist as visiting research assistants in her team. The team of UJ researchers collaborate in piloting a series of instruments that capture the conceptual development of mathematics between the ages of four and eight. The aim is to norm the tests for South African use, so that one could get closer to addressing the problem of the slump in achievement in mathematics in grades 3 and 4. The tests measure hierarchical development of concepts. The pilot studies are already showing that teachers' own conceptions of what constitutes number/quantity may have an impact on this critical phase of learning mathematics. It may explain why children develop a sense of number that is limited to what they can count in one-on-one correspondence. The tests are also showing that children learn to use the symbols of mathematics without understanding the concepts that they represent.

In quasi-experimental research the team will investigate an intervention programme that was designed and tested longitudinally in Germany.

Another visiting scholar, Dr Carolyn Fitzpatrick (New York University),

is working with the CEPR to test a specific tool to advance pre-school children's executive functioning, which is currently seen as a reliable predictor of mathematics performance.

Training foundation phase undergraduate students in test administering

Tests are conducted in three sets over the school year, with researchers training UJ students to conduct the test on Saturdays on the UJ campus. Thus, when students qualify as teachers after four years, they will have hands-on experience of assessment, as well as the statistical models used to analyse the data.

Findings thus far indicate that the performance of grade 1 and 2 children, tested in isiZulu and Sesotho versions of the test, is comparable to the performance of German children. The researchers are left with the question of what happens in the next few years, when South African children seem to perform very poorly on international surveys of mathematical competence.

The research team is led by Prof Elbie Henning, with Dr Graham Dampier and Ms Daphney Mawila and 24 students in the third year of study. Two BEd Honours students, one MEd student and two PhD students are also part of the team.

UJ partnering with the University of Helsinki

Plans to do collaborative research with the University of Helsinki have been set in motion after a small delegation from UJ's Faculty of Education visited the University of Helsinki (UH). The first envisaged study will be an investigation into the role of both universities' teaching/training primary schools. Both faculties work closely with schools where pre-service teacher education students learn in work integrated programmes. The Finnish teacher education system is based on the principle of research as the basis for a teacher's practice. This is widely regarded as the most successful system worldwide and it draws exemplary candidates from high school graduates, topping the preferred professional degrees of law and medicine. Only 8% of candidates applying to become primary school teachers are accepted into the programme. One effect of this is that the Finnish school system is regarded as one of the best in the world.

The first project will entail the interface of university coursework and school practice of the two institutions' primary school education students. The planned research team work will be led by Prof Jari Lavonen, who is Head of the Teacher Education Department at the University of Helsinki and Prof Jyrki Loima, who heads the UH Viikki schools. At UJ the team is led by Dr Nadine Petersen from the Department of Childhood Education and Prof Elbie Henning from the CEPR on the UJ Soweto campus.

Two promotions for the Department of Science and Technology Education



Two colleagues from the Department of Science and Technology Education were recently promoted to the post of Associate Professor. The two friends and colleagues Prof Josef De Beer and Prof Geoff Lautenbach first met as undergraduates in the early 1980s during their BSc years at the former Rand Afrikaans University. Their paths split after they completed their initial studies and both colleagues started off their careers as biology teachers. Prof De Beer subsequently progressed to lecturing at Vista University and the University of Pretoria but returned to UJ in 2006. Prof Lautenbach taught for 10 years as a biology and physical science teacher before joining the former RAU in 2000 as a lecturer in learning technologies. Since getting back together as UJ colleagues in 2006 they have both been an integral part of the department where Prof De Beer focuses on in the field of professional teacher development in natural and life sciences education, including the development of teachers' pedagogical content knowledge (PCK) in problematic curriculum themes such as indigenous knowledge systems (IKS), biotechnology and evolution. Prof Lautenbach focuses on professional teacher development and has a special interest in learning technologies in higher education and the possibilities for transformational learning. So it is perhaps fitting that the two colleagues' divergent paths have come together once again within this dynamic department. We look forward to their on-going contributions to education.



Promotion to Dr Dinah Magano to Associate Professor in the Educational Psychology Department

Dr Dinah Magano has recently been promoted to associate professor in the Educational Psychology Department. She joined the University of Johannesburg in 2007 from Heinemann's publishers. One of the characteristics of Prof Magano is her passion for teachers and teaching. In the last two years she has proved that she is a phenomenal researcher and has published numerous articles in various scholarly journals. Prof Magano will be joining UNISA on 1 December and we wish her all of the best. Our loss is UNISA's gain.