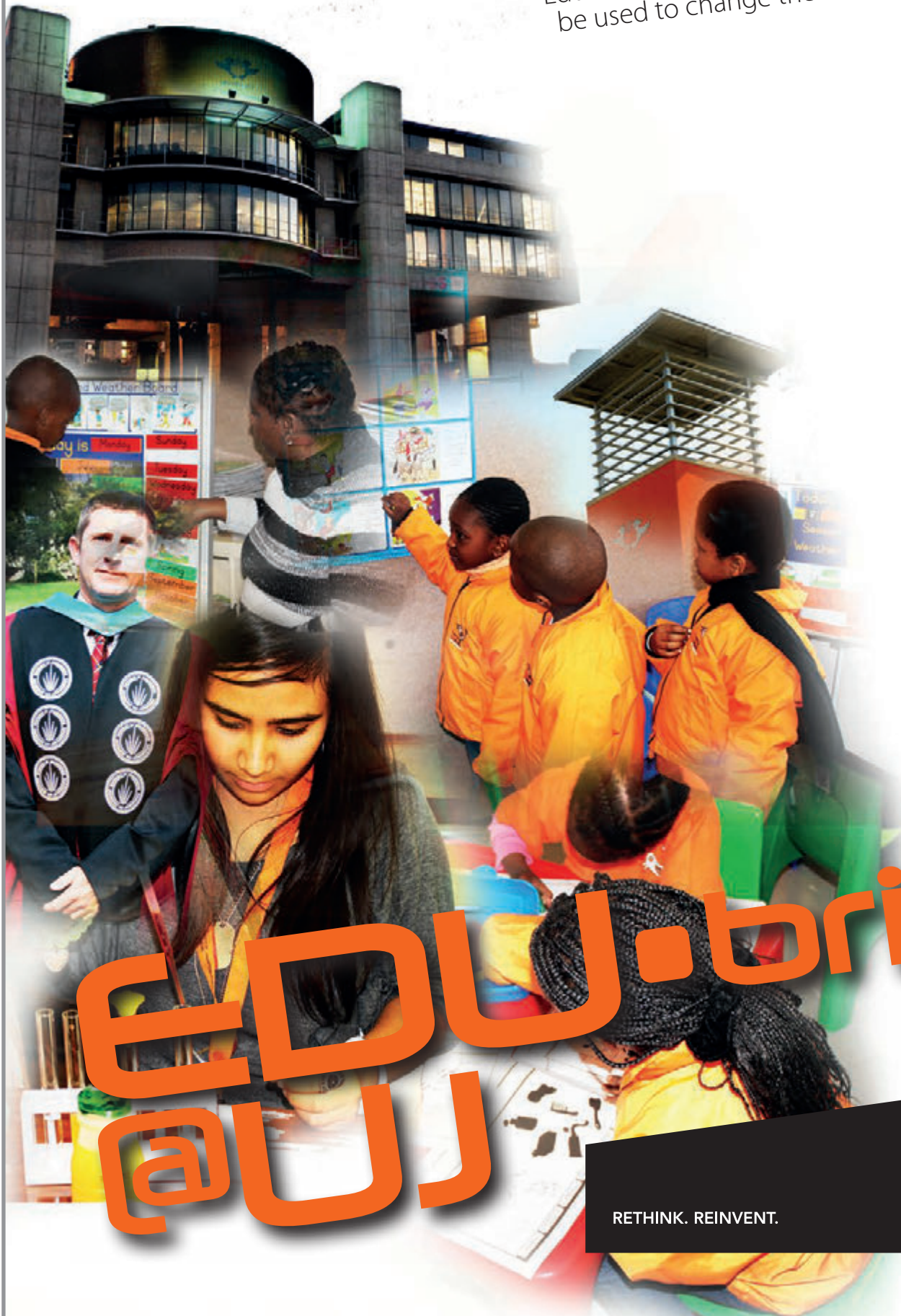


# NEWSLETTER OF THE FACULTY OF EDUCATION

VOLUME 9 NO 1, NOV 2013

Education is the most powerful weapon that can  
be used to change the world ~ Nelson Mandela



# EDU @ UJ • brief

RETHINK. REINVENT.



UNIVERSITY  
OF  
JOHANNESBURG



# BECOMING A TEACHER AT UJ'S FACULTY OF EDUCATION

**Education has constantly been in the news the past few years. One of the big challenges South Africa as an emerging economy faces, is improving its education. The key to effective schools lies in the quality of the teachers. This is something that the Finnish people understand: in Finland teaching is the most respected profession of all. It is often more difficult to be accepted into a teacher education programme at the University of Helsinki, than it is to be accepted for medical studies! South Africa needs passionate and creative top-achieving Grade 12 learners and prospective students in possession of non-teaching degrees or diplomas to pursue studies in Education.**

The Faculty of Education at the University of Johannesburg is a caring, dynamic and engaged Faculty, and is considered one of the top faculties of education in the country. The Faculty offers the following range of programmes for prospective students:

- BEd degree, a four-year initial teacher education programme
- Postgraduate certificate in Education (PGCE), a one-year full-time or two-years part-time qualification in various areas of specialisation

- BEd (Honours), a one-year full-time or two-years part-time qualification in various specialisation areas
- Master's degree in Education in various areas of specialisation
- Doctoral studies (PhD and DEd)

*Note: A number of new qualifications (Advanced Diplomas in Education and Post-graduate Diplomas in Education) are currently being developed.*







**Achterberg drumming session**

Teaching is a very fulfilling profession. Christa McAuliffe's sentiments of *"I touch the future - I teach!"* is also echoed by Henry Adams, who said that *"A teacher affects eternity; he can never tell where his influence stops"*. If you become a teacher, you are going to inspire, amongst others, future poets, architects, engineers, scientists and doctors. The UJ Faculty of Education is a leading Faculty in undergraduate teacher education and school principals are eager to appoint UJ graduates when they need to fill vacant teaching posts.

From the moment of entering the qualification as a first year B.Ed student, students experience a sense of belonging, due to a very strong focus on the First Year Experience (FYE). The FYE programme was developed to support new students in finding their academic feet and to adapt to the challenges of tertiary studies. Early in the first year, during the autumn recess, students are taken on an excursion of three days during which the focus is on what it means to become a teacher.

UJ education students also get hands-on experience in authentic situations, namely in actual schools during blocks of school experience throughout the four years of study. In the fourth year, students also engage in *service learning*, where they learn about issues of social justice and numerous other aspects related to the teaching profession, by spending a prescribed number of hours in one of UJ's partner schools. Teaching in the Faculty is guided by the principle of *"learning to be"*, and young teachers are assisted to achieve their full potential.

The Faculty of Education is a pioneer in the field of establishing teaching schools in South Africa. A teaching school fulfils a similar role in the education of teachers as a teaching hospital in the education of medical practitioners.

Students at the Soweto Campus do the bulk of their practical work during their first three years of study at the Funda UJabule School, a partnership between UJ and the Gauteng Department of Education. The school, situated on the Soweto Campus is a first of its kind in South Africa. As from 2013, students studying to become Natural, Physical or Life Sciences teachers, as well as Mathematics teachers, will also be working in a school which will be established as a teaching school namely the UJ Metropolitan Academy. This involves a pilot research study and the ideal is to expand this experience to all fields of study. The initiative provides students with rich and authentic experiences of the teaching profession while still studying.

One of the flagship undergraduate programmes in the Faculty is science education, which has experienced phenomenal growth over the past five years. Other flagship programmes are technology education, educational psychology and childhood education at the Soweto campus.

The Faculty of Education at UJ offers exciting post-graduate career paths and B.Ed graduates are spoilt for choice regarding post-graduate specialisations. The Faculty of Education has top academics who provide excellent supervision to post-graduate students. The Faculty works hard to establish a strong community of practice amongst these students, for example by hosting post-graduate research indabas, as well as research workshops and seminars for masters and doctoral students.

Furthermore, the Faculty has a very strong research footprint, as well as a community engagement focus. You are invited to visit the Faculty's web page and read about the interesting research and projects at [www.uj.ac.za/edu](http://www.uj.ac.za/edu).



# Challenging students' perceptions of what it means to become a teacher: annual first-year excursion

**Prof Josef de Beer, Department: Science & Technology**

The Faculty of Education at UJ annually accepts between 700 and 900 first-year students into its four-year BEd programme. Many of these young people enter the teacher education programme with a very naive understanding of the demands of the teaching profession and only gradually develop a more nuanced understanding of the complexity of the profession during the course of the four years. The Faculty helps these students "fast-track" their understanding of the teaching profession by taking all first-year students on an excursion during the March/April recess during which they are introduced to the profession while simultaneously having a lot of fun and getting to know one another.

In 2013 almost a thousand students participated in one of the five camping excursions, each three days in length. During the first three years of this initiative the excursion was held at the Golden Gate Highlands National Park. From 2010 we changed the venue to Achterbergh where more students can be accommodated.

The excursion is based on the philosophy that students learn certain concepts best outside of the formal classroom and what better venue to do this than at the beautiful Achterbergh camp in the Cradle of Humankind! The programme is structured in such a way that students participate in groups other than their spontaneous circle of

friends. "Strangers" of different race and cultural groups are thus engaged in tasks that vary from building solar cookers to learning about issues of social justice; the HIV/Aids pandemic that haunts our country; issues of gender, culture and religious tolerance, and engaging pedagogies that may be used in the classroom. We use a pedagogy of play and the educational activities with which the students engage challenge their notions of what becoming a teacher means. "Strangers" become friends while the students develop a sense of belonging.

Many teachers start their careers in under-resourced schools. Students are therefore engaged in activities during which





**During 2013 a new activity namely bush dialogues was introduced to the programme. Cultural and religious differences as well as gender issues were discussed around camp fires.**

they learn that one needs to be creative and resourceful if one lacks resources. In one such activity students, working in groups of five, have to build solar stoves. The aim is to heat water to as high a temperature as possible by using material such as a cardboard box, aluminium foil, an empty cold drink can and "cling wrap".

It is also important for our students to develop an awareness of issues of social justice, as a teacher often encounters learners from diverse socio-economic backgrounds. In the Food Banquet Game students are randomly provided with a passport of some country, based on which they receive a certain amount of money with which they may buy food from the "banquet". A few lucky students receive passports of countries such as the USA, France or Japan and may buy to their hearts' desire. Some students receive passports from BRICS countries and although they have limited buying power, they can still buy sufficient food. The majority of the students receive passports from developing countries such as Mozambique, Ethiopia or the Democratic Republic of the Congo and can only afford a slice of unbuttered bread. This activity is powerful and leads to lively discussions of how a teacher may handle the "haves" and the "have-nots" in the classroom.

Throughout the excursion there are opportunities for unpacking the Faculty's conceptual framework for teaching and learning, namely the notions of care, accountability, critically-reflective practice and nurturing learning in diverse contexts. Students are provided the opportunity to write the

screenplay for and dramatize a case study. They then discuss the case through a lens of care and accountability.

A very positive outcome of the excursion is that students and members of staff get to know one another better.

Over the past seven years students have consistently provided very positive feedback on the value of the excursion. Many students have indicated that prior to the excursion they were not sure whether they had chosen the right career path, but that they realised during the excursion that they passionately wanted to become teachers.

The Achterbergh excursion has become a research focus of the Faculty and the insights that staff members gain there while working with the students result in innovations in the formal curriculum. Major findings include the following:

- The excursion provides a different learning environment for personal and professional development, to complement the formal lecture hall
- The nature of student-lecturer relationships is changing
- Students develop a sensitivity for cultural diversity
- Students learn how to negotiate rules of interaction in a culturally diverse grouping
- Students are exposed to different semiotic tools for teaching and learning
- Students envisage a professional trajectory.

These, the researchers claim, hold much promise for future teacher education.



# Official launch of the new University of Mpumalanga

**Dr Andries du Plessis**

**Teacher Education Campus, Siyabuswa**

History was made on 31 October 2013 when Higher Education Minister Blade Nzimande officially launched the new University of Mpumalanga. Invited guests gathered at the picturesque Lowveld College of Agriculture outside Nelspruit, which will become the main campus of the new university. A multi-campus model is being favoured for the new institution. The Government's National Development Plan focuses particularly on rural development and the Minister reiterated that in time the range of faculties needs to be expanded to ensure that this becomes a world-class higher education institution for Africa.

The BEd Foundation Phase teacher training programme has been offered at Siyabuswa, which is located outside Marble Hall, since the start of the 2013 academic year. This was done under the auspices of UJ's Faculty of Education. The Faculty's innovative approach to teacher training has also been extended with the selection of Mareleng Primary school as a teaching school. UJ's direct involvement with the academic programme at the Siyabuswa campus will be concluded at the end of 2016 when the first cohort of students enrolled for the BEd Foundation Phase programme will graduate as UJ students. From 2014 onwards students at Siyabuswa will be enrolled as students of the University of Mpumalanga.

The new University is a welcome addition to the higher education landscape – an achievement that UJ is proud to be a part of. It is the second of two new universities established since 1994, the other being the Sol Plaatjie University in the Northern Cape Province.

*"The future of the world is in my classroom today, a future with the potential for good or bad... Several future presidents are learning from me today; so are the great writers of the next decades, and so are all the so-called ordinary people who will make the decisions in a democracy.*

*I must never forget these same young people could be the thieves and murderers of the future. Only a teacher? Thank God I have a calling to the greatest profession of all! I must be vigilant every day, lest I lose one fragile opportunity to improve tomorrow."*

*--Joan Welton Fitzwater*

# From a Stable to a Counselling Centre: Educational Psychology Department making its strides in Community Engagement

**Dr Tumi Diale, Department: Educational Psychology**

*The life of every man is a diary in which he means to write one story, and writes another; and his humblest hour is when he compares the volume as it is with what he vowed to make it.* J.M. Barrie



**From a stable to a  
Counselling Centre**



The Department of Educational Psychology is involved at Kingsway Christian School as part of the Faculty's community engagement initiative. The school is funded by various organisations and serves children mainly from the Zandspruit informal settlement. Its vision is to meet the needs and provide life-enriching opportunities for socio-economically disadvantaged children who have previously had limited options for bettering their lives. The Educational Psychology department's involvement is aimed at offering Psycho-Educational Services to the learners in the school. In previous years we have been offering these services through our Masters students. In March 2013 we placed two of our Honours students, Lucy Robinson and Warrick Dodge, as part of their six month practicum and I was assigned the role of supervising them. They were both looking forward to

the experience and had their plans of action ready, until they got to the school and encountered the reality. A famous boxer once said, "Everybody has a plan until they get punched in the face". Lucy and Warrick soon experienced this when they got to the school and found there was no place for them to work except an old horse stable. So they had to make a plan, which was when the process of turning a stable into a counselling centre started.

During the Easter holidays Lucy and Warrick worked hard to turn the place around, from finding sponsors to actually doing the hard labour of cleaning the place themselves. Within a period of two weeks the stable was a centre that learners were looking forward to going to and sharing their personal space with their counsellors. However, the two students were

determined to make this a "state of the art" centre. So they continued on their journey of searching for sponsors, small and big, from donations of a doll, a book or paint, to big donations of installing paving outside the centre and supplying signage for the centre. This process included more hard labour, negotiations, laughter and joy and still awaits a celebration when the centre will be officially opened. The establishment of the centre was an incredible feat. This was a once in a lifetime experience which these students had not planned, yet would not trade for anything. Their contribution to the school and to the community may be summarised in Benjamin Franklin's words, "If you would not be forgotten as soon as you are dead, either write something worth reading, or do something worth writing about."



## *When the music changes, so must the dance: changing the vibe of career counselling through the school-university community engagement project*

**Tumi Diale,**  
**Department: Educational Psychology**

Abraham Maslow once said "A musician must make his music, an artist must paint, a poet must write if he is to ultimately be at peace with himself."

This was the vision when Dr Tumi Diale agreed to get involved in the UJ Metropolitan Academy Career Guidance and Counselling process. UJ Metropolitan Academy as a Maths and Science focus school aims at offering opportunities to previous socio-economically disadvantaged learners from townships. As a focus school, its admission criteria for grade 8 are different from other mainstream schools. As part of the selection process, learners are required to write an aptitude test. As a community engagement project, the Department of Educational Psychology was involved in the psychometric assessment of more than 450 learners from various primary schools. The assessment was done over a period of a month and the top 105 highest achievers were selected for admission to grade 8 at the school. Whilst this has been an annual process, for the first time all parents received their children's individual assessment reports and were invited to a parents' feedback session to help them understand and accept their children better. Many parents were very excited about this opportunity, especially those who had already had children at the school in previous years. They reported that although they were happy that their children could succeed in the past, had they had an opportunity such as this one they would have understood their children's strengths and challenges better. In addition, after receiving feedback some of the parents felt that even if their children were to be selected, they had learnt another side of their children that they had not realised. The excellence with which the process was handled has led to further engagement opportunities with the school. Between August and October 2013 the Department of Educational Psychology was also involved in the career assessment and counselling process of the grade 11 learners of the school.

The greatest lesson learnt in this process is captured in the quotation by Albert Einstein: "Everybody is a genius. But if you judge a fish on its ability to climb a tree, it will live its whole life believing that it is stupid."

## *Online learning course from Dyslexia International*

**Jean Fourie, Department: Educational Psychology**

The Department of Educational Psychology collaborated with The Southern African Association for Learning and Educational Differences (SAALED: <http://www.saaled.org.za>) in offering the on-line learning course from Dyslexia International (D.I. [www.dyslexia-international.org](http://www.dyslexia-international.org)) to South African teachers. The course is made available under a creative commons license and is used in over 30 countries to train pre- and in-service teachers. Dyslexia International works in consultative status with UNESCO in sponsoring worldwide literacy training for teachers.

Dyslexia International recommended the involvement of three key players in making the course available. Firstly, a ministerial delegate concerned with national teacher training was approached, in this case Marie Schoeman from the National Department of Education. Secondly, a local university colleague, Jean Fourie, was appointed to act as implementation facilitator. Third, a local educational association - SAALED - was appointed to oversee the process. The course was designed in order to train teachers in how to teach literacy and how to identify and adapt teaching strategies to meet the specific learning needs of students with dyslexia in inclusive classrooms. The course is reviewed by an international, scientific panel of experts in literacy and dyslexia.

This year 82 teachers completed the course which involved about 25 hours of independent study time. Teachers accessed the e-campus which provided a lecture hall, film library, debating chamber, on-line resources, laboratory material and test centre. They learnt about the latest research; good practice teaching methods; watched streamed videos and worked through the 24 assessment tasks, including questionnaires at the end of each section gauging their understanding.

The course consists of three sections:

- "The first section provides a plain language descriptive definition of dyslexia and looks at the causes as well as the consequences of dyslexia at personal, social and academic levels. It also describes how reading develops in the non-dyslexic brain and why it is so difficult for learners with dyslexia to master the written language.
- The second part provides informal tests for teachers to use to detect whether or not a child may have dyslexia. These tests will allow them to identify the child's strengths and weaknesses in order to adapt their teaching to his or her needs and, in consultation with the parents, to let the child be fully assessed by a specialist where necessary.
- The third section focuses on how to include children with dyslexia in mainstream classrooms, and on the tools and techniques that meet the learning needs of these children, in particular for the acquisition of literacy skills. As these tools and techniques benefit all children, they are easily implemented in any classroom." (DI website)

Teachers who completed the course provided on-line feedback which was analysed at the panel's summer workshop in Brussels and referred to Vincent Goetry, the course director, for improvement of the course. Teachers were issued with joint certificates from the University of Johannesburg, SAALED and Dyslexia International.





## NEW EDITOR: EDUCATION AS CHANGE: Dr Dirk Postma

Dr Dirk Postma has been appointed as the new editor of *Education as Change: Journal of Curriculum Research*. This Journal has grown under the dedicated and visionary leadership of Prof Elbie Henning from its humble beginnings 17 years ago to a prestigious publication in partnership with Taylor & Francis and Unisa Press. It is an accredited journal, approved by the DHET and included in the Social Sciences Citation Index. The Journal has published articles by distinguished scholars and draws increasingly international attention. The commemorative issue on the life and work of Neville Alexander testifies to the vision of the outgoing editor.

The aim of the new editor is to build on this solid foundation together with a competent team of associate editors. As a team they want to maintain and improve on the Journal's status as one of the best educational journals in the country and to enhance its international profile. In order to achieve this, the Editorial Committee will redefine the Journal's niche on the basis of which articles will be selected strategically and reviewed with care. The Journal wants in particular to publish articles on educational change within South Africa, the developing world and within marginalised societies. It is interested in the ways in which issues of justice and equality are addressed through empowered and critical agency. The Journal will maintain its interest in empirical research which focusses on classrooms and schools. This research will be couched in a rigorous querying of theories in the process of gaining insight, perspective and wisdom.

The Journal will maintain its special relationship with the Faculty of Education at UJ while protecting its editorial autonomy and integrity. This relation consists in the drawing largely on academic members in the Faculty for its Editorial Committee and in a developmental commitment to emerging scholars in the Faculty.

## PROFESSOR WILFRED CARR VISIT

### Dept of Education and Curriculum Studies

The Department of Education and Curriculum Studies was pleased to host Professor Wilfred Carr for a seminar series in October this year. WILFRED CARR is professor of the Philosophy of Education at the University of Sheffield where, for many years, he was the Head of the School of Education and Dean of the Faculty of Social Science. He is an Executive Editor of the journal *Pedagogy, Culture and Society* and Honorary Vice-President of The Philosophy of Education Society of Great Britain. His major books include: (with Stephen Kemmis) *Becoming Critical: Education, Knowledge and Action Research*. (Brighton, Falmer Press, 1986) which was translated into Spanish in 1988; *For Education: Towards Critical Educational Inquiry* (Buckingham, Open University Press, 1995) which was translated into Spanish in 1997 and Chinese in 1999; and (with Anthony Hartnett) *Education and the Struggle for Democracy*. (Buckingham, Open University Press, 1996); *The RoutledgeFalmer Reader in the Philosophy of Education* (Oxon, Routledge, 2005).

His seminars included a faculty and department presentations and discussions around Professional Knowledge; How to get published; Educational Research as a practical science; and a university lecture "Education and the struggle for democracy".

Professor Carr's current research focuses on the analysis of educational practice and the significance of this analysis for our understanding of educational philosophy, theory and research. He pursues this research as a member of 'Pedagogy, Education and Praxis': a collaborative international research programme investigating the nature and conditions of pedagogy, education and praxis and how they may be developed in different national contexts and various educational settings.

# Educational Psychology 2013 Symposium

## Department: Educational Psychology

On the 9th February 2013 a symposium was presented at Elandspark Special Secondary School as part of the community engagement and research partnership between the school and the Department of Educational Psychology, University of Johannesburg. The symposium focused on CREATIVE EXPRESSIVE ARTS THERAPY AS SCHOOL COMMUNITY INTERVENTION, based on a SANPAD (South Africa Netherlands Research Programme on Alternatives in Development) funded research project under the leadership of Dr. Elzette Fritz that included educational psychology Masters students at UJ. This group, Chrizanne van Wyk, Fred Schouwink, Carla Bezuidenhout, Leanda du Preez, Vanessa Killoran, Phumzule Moteane and three doctoral students - Shalya Hirschon, Talita Veldsman, Joy Nel - presented their research findings.

Dr. Fritz presented on the ethical considerations when engaging with creative expressive arts in therapy – especially in a community context whilst Shalya Hirschon shared her doctoral research focusing on Creative Art Therapy using the “tree of life” as metaphor for traumatic grief in HIV infected/affected adolescents. Suzan Lemont, a multi-modal expressive arts therapist and the Dutch research partner in the project, addressed the role and importance of creative expressive arts in modern education. Nataly Woollett concluded the morning’s presentations by discussing trauma and traumatic bereavement in the South African Context: nonverbal therapies and their power to transform.

During the lunch break all the students involved in the research project shared their research posters and in the afternoon delegates could choose to attend a variety of three-hour workshops.

The symposium was attended by more than 100 delegates, mainly teachers and psychologists, with honors and masters educational psychology students in the Department of Educational Psychology rendering assistance. Food was sponsored by Woolworths Bedfordview and Matrix assisted in the delegate gift packets. In this regard Leanda du Preez, previous educational psychologist at the school, assisted through her marketing initiative. Delegate fees were donated to the school honoring the community engagement and what stood out was how collaboration between different stakeholders can build bridges across disciplines in service of South African youth. The symposium highlighted the value of addressing trauma through creative engagement in therapy and the support it can provide to vulnerable children and those responsible for rendering support to them.

Congratulations to Dr. Elzette Fritz on the completion of an excellent research project. Dr. Fritz has unfortunately left the university to concentrate more on the Creative Expressive Arts in Therapy. We wish her all the best and appreciate her dedicated input in the department of Educational Psychology.



Chrizanne van Wyk, Fred Schouwink, Carla Bezuidenhout, Leanda du Preez, Vanessa Killoran, Phumzule Moteane and three doctoral students - Shalya Hirschon, Talita Veldsman, Joy Nel



# SCITECHED

FACULTY OF EDUCATION

DEPARTMENT OF SCIENCE AND TECHNOLOGY EDUCATION

## UJ's SCITECHED ASSISTS UJ METROPOLITAN ACADEMY IN OFFERING LIFE SCIENCES AS SCHOOL SUBJECT

**Prof Josef de Beer, Department: Science & Technology Education**

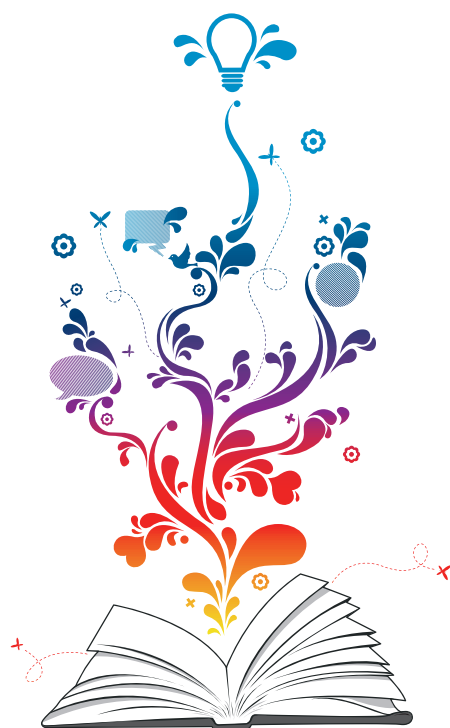


Life Sciences as an FET subject was in the past not offered at the UJ Metropolitan Academy (UJMA), a school with which the Faculty of Education has close liaisons. In a discussion with the principal, Ms Marietta Westerberg, in 2012, it emerged that many parents would like their children to take Life Sciences as a subject (especially those learners who want to pursue medicine as a career). The reason why the school did not offer Life Sciences as a choice, is that it might have channelled some learners away from Physical Sciences (who might see Life Sciences as a 'softer option'). However, both the principal, and the Faculty of Education, were keen to introduce Life Sciences as an additional subject as from 2013. In January 2013, the Subject Methodology Life Sciences students (4th year BEd and PGCE students), under the leadership of Prof Josef de Beer, Prof Geoffrey Lautenbach



and Dr Jacqueline Batchelor, started to teach the Grade 10 Life Sciences curriculum to a group of selected Grade 10 learners. These learners will write Life Sciences in Grade 12 in the year 2015, as an additional (8th) subject. The classes are presented by Subject Methodology Life Sciences students on Saturdays.

The initiative proved to be a wonderful learning opportunity for the UJ students. The Japanese Lesson Study model is used, whereby students plan and present lessons in groups of four. The students also have to facilitate the practical laboratory work. Students describe the experience with metaphors such as "bungee-jumping" - very scary, but also extremely exciting – and they all comment on how this project assists them in their individual pedagogical content knowledge development.



## STORYTELLING FESTIVAL



# UJ Storytelling Festival

**Gadija Petker, Department: Childhood Education**

The Faculty of Education of the University of Johannesburg (UJ) and the Gcinamasiko Arts and Heritage Trust hosted a Storytelling Festival at the UJ Soweto Campus on 22 and 23 February 2013. The event themed 'Love in your language' set the stage to encourage reading and an appreciation of literature for learners in both primary and high schools. It also presented South African youth with a platform to share their talents related to storytelling, song and dance, poetry/coral verse recital and stage production. The audience was spellbound as they listened to nationally renowned storytellers demonstrate the art of storytelling.

Included in the programme were the Executive Dean of the Faculty of Education at UJ, Professor Sarah Gravett and the Director of the Gcinamasiko Arts and Heritage trust, Dr Gcina Mhlophe. Children from the faculty of education's teaching schools, Funda UJabule and Metropolitan UJ Academy as well as community partner schools Philip Kuschlick and Piet van Vuuren presented plays, dance performances and poetry recitals. With the academic leadership of Ms Gadija Petker third year B Ed Foundation Phase teacher education students provided additional entertainment. These students used the storytelling festival as a platform to share their expertise of reading aloud to children, designing arts and craft and displays of interactive play production and dance.

### Benefits of reading and storytelling.

Through reading and telling stories, adults and children are able to get to know one another in a more relaxed and nurturing way. Stories assist with memory retention because they are used to record important experiences and events.

When children identify with the experiences and feelings of story characters, they grow emotionally. Their memories are enhanced, attention spans stretched and emotions engaged.

Reading books and listening to stories deepen thinking skills by stretching the imagination and encouraging creative problem solving. Visualisation skills are expanded because reading books and listening to stories allows one to form pictures in the mind. It also promotes an interest in literature and the appreciation of classic tales. Most importantly, it presents an opportunity for children and adults to develop rich language abilities filled with new vocabulary and expressions.





# Seminars

## IN THE DEPARTMENT OF EDUCATION AND CURRICULUM STUDIES

**Prof Devika Naidoo, Department:  
Education and Curriculum Studies**

A series of seminars has been organized in the faculty of education in the second semester in 2013. Three seminars have been held: in the first, Salim Vally argued that Critical pedagogy, could assist in unravelling the causes of educational inequalities and more importantly, empower marginalised communities to transform their lives and an unequal society. Leila Kajee, as discussant pointed out the challenges that current large classes carry.

The second was a panel discussion on the topic: Disciplinary power, Normalization, Freedom and Love in which Graham Dampier, Solomon David and Devika Naidoo argued the topic. Foucault reconceptualises the construction and exercise of power in the modern age. Unlike in the pre-modern age, individuals in the modern age are governed by disciplinary power. The panel looked into various aspects linked to disciplinary power: normalization, freedom, love and pedagogy. What is normalization? How is it achieved? How does it control and regulate educational practice? Is there freedom? What is meant by Foucault's insistence (despite contradictions) that power is not only repressive but also productive? Is normalization the effect of disciplinary power? By submitting "disciplinary power" to a deconstructive analysis Graham argued that the term implies two contrary approaches to education and socialisation.

The third seminar was given by Prof Johan Muller on the topic: Roots of disciplinary difference & the curriculum: the pathos of specialised knowledge. Prof Muller examined the emergence of codified disciplinary knowledge from its roots in China, Islam and Europe, through the medieval universities, up to the scientific revolution in the seventeenth century and beyond. Forms of disciplinary knowledge and their implications for curricular coherence were discussed. Engineering was used as an example to show how different forms of curricular coherence create possibilities and limits for curricular change and for mobility across qualification types.

The fourth seminar by Gert van der Westhuizen on conversation analysis problematised notions of interactional learning and explored how everyday learning in communities may help us find teaching and learning methods that are responsive, equitable and contributing to cognitive justice. Notwithstanding that the attendance at the seminars could be better, participants enjoyed more rigorous individualised participation. The team hopes to plan a similar series of seminars next year.



## EduCommunity

**Khomotjo Segobolo**

The EduCommunity society is a dynamic organisation that operates within the Faculty of Education at UJ. The organisation is committed to and guided by the vision and policies of the Faculty as well as those of the University of Johannesburg.

The society is dedicated to the creation of unity and a consciousness concerning matters that affect and concern all UJ education students, which is the driving force behind social cohesion within the Faculty.

As future educators, members of the society engage with communities and particularly schools. They do school visits and organise a number of programmes such as career guidance for grade 9 and 12 learners, literary and study skills, mentorship and choice of subjects for grade 9's. They also participate in book reading programmes and do community service.

# awards

## Chancellor's medal for Educational Psychology student

Department: Educational Psychology

Bronwyn Blake received the chancellor's medal for the best master's student in 2012. Her topic was: *A RASCH MODEL ANALYSIS OF THE ITEMS ON THE VIQ8 SCALE OF A SESOTHO TRANSLATED VERSION OF THE JSAIS* under the supervision of Dr H Dunbar-Krige.



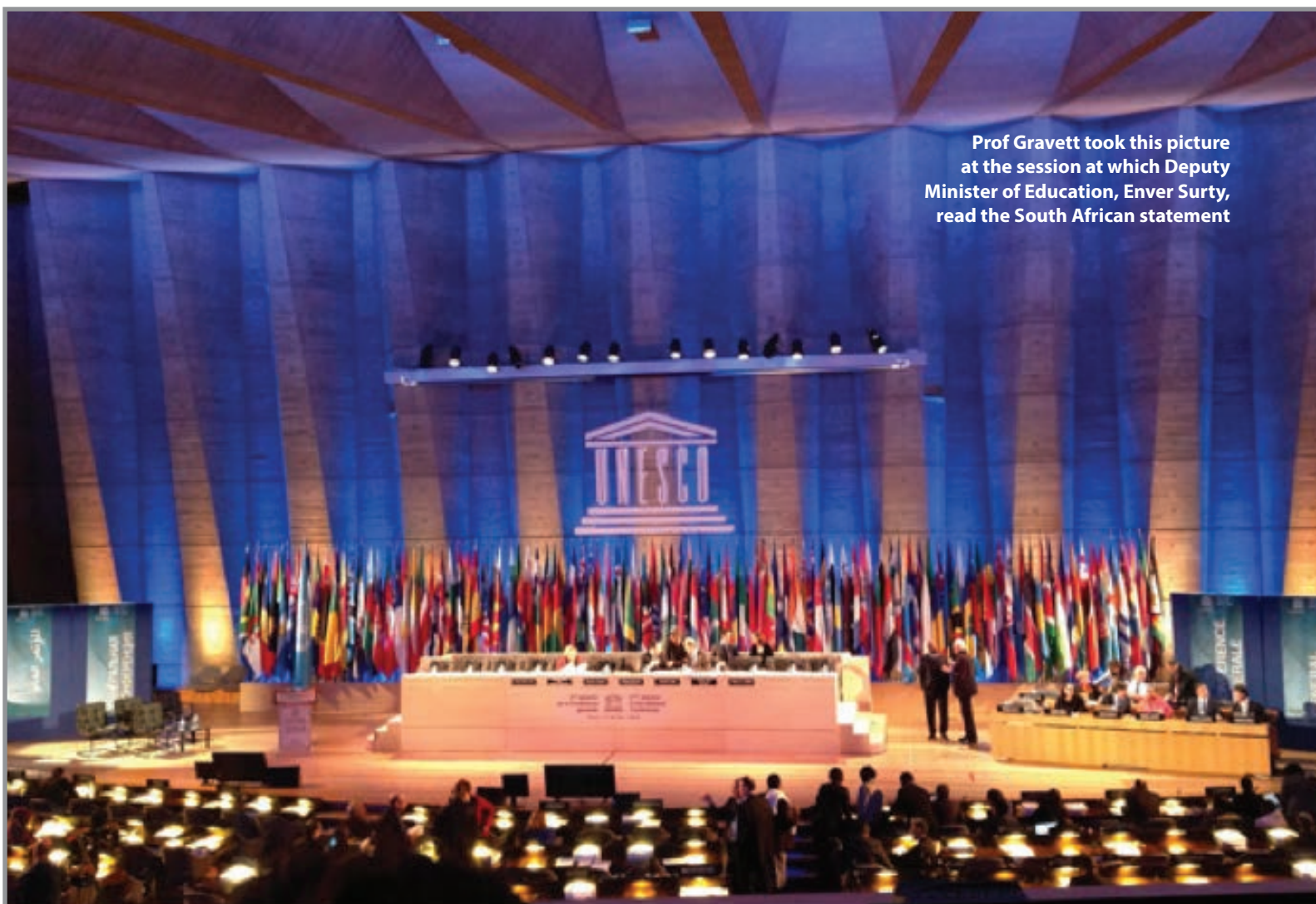
## Several awards for BEd Hons student Janine le Roux

Janine le Roux started her postgraduate career in 2010 when she enrolled for a BEd Hons at the University of Johannesburg. She developed a keen interest in curriculum policies and perspectives and based her research report in the second year of her study on female leaders in disadvantaged school communities. The research report formed part of a larger South African Netherlands Partnership for Alternative Development (SANPAD) study and was funded by SANPAD. The study focused on women leading in disadvantaged education communities and investigated how female school leaders re-centre curriculum leadership so as to include social issues evaded in the curriculum. Janine graduated cum laude and received an accolade from the university's alumni for being one of the top 2011 graduates. This was followed by an award from the Faculty of Education for the best student in the BEd Hons in 2011.

Janine started her career in education in 2002 as a school teacher on the West Rand. After a brief spell in the classroom she joined Oxford University Press as a teacher-trainer where she was involved in the marketing of educational resources. Thereafter she was hired by Pearson Education and played a role in marketing as well as workshop development. At present she is employed by the Gauteng Department of Education as a Senior Education Specialist for Library Services in the Education and Operational Support Directorate at the Gauteng West District. Janine is currently planning to enrol for an MEd degree.







Prof Gravett took this picture at the session at which Deputy Minister of Education, Enver Surty, read the South African statement

## PROMOTIONS IN THE FACULTY

**Prof Gert van der Westhuizen** has been promoted to full Professor.

**Prof Salim Vally** has been promoted to Associate Professor.

**Dr Tsediso Makoelle** has been promoted to Senior Lecturer.

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## UJ Executive Dean to lead Education Sector Committee

Earlier this year, the Minister of Basic Education, Mrs AM Motshekga, appointed Prof Saartjie Gravett as Chairperson of the Education Sector Committee of the South African National Commission for UNESCO (SANATCOM). Her role entails providing the necessary leadership to enable the Education Sector Committee (Edcom) to carry out its advisory, facilitative, liaison and coordination role between UNESCO and the South African Government and Civil Society.

In her capacity as Chairperson of the Edcom, Prof Gravett attended the 37th Session of the UNESCO General Conference held at UNESCO Place de Fontenoy, Paris France. She indicates that it was a privilege and honour for her to have been part of the SA delegation to the conference. She reports that at the conference member states inter alia considered the post 2015 agenda, with the overarching goal of ensuring equitable quality education and lifelong learning for all by 2030. However, the education for all agenda remains unfinished and will have continued relevance. The thematic priorities post 2015 will be early childhood care and education; youth and adult literacy; teachers; skills for life and for work; and education for sustainable development and global citizenship.