

# FACULTY OF EDUCATION ANNUAL REPORT 2014



UNIVERSITY  
OF  
JOHANNESBURG







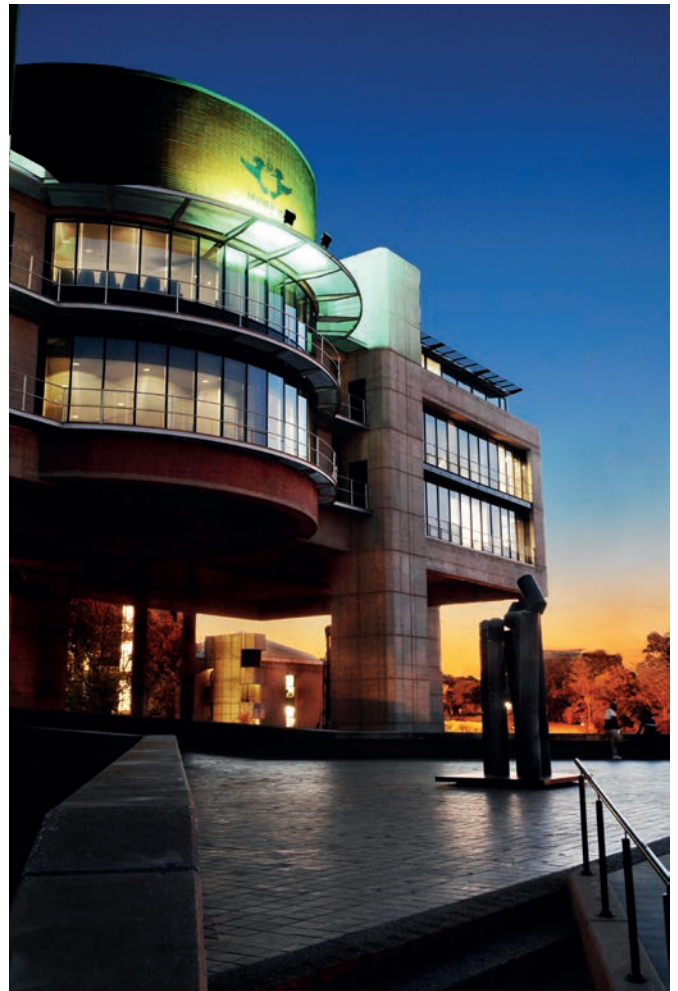
# CONTENT

1	FACULTY OF EDUCATION IN 2014 AT A GLANCE	4
2	TOWARDS GLOBAL EXCELLENCE	5
3	OPERATING CONTEXT	6
4	FACULTY GOVERNANCE AND QUALITY ASSURANCE	8
5	STAFF PROFILE	8
6	TEACHING AND LEARNING PROGRAMMES	9
7	STUDENTS	10
8	RESEARCH	17
9	COMMUNITY ENGAGEMENT, PUBLIC ENGAGEMENTS, ALUMNI AND BRANDING	25
10	SPECIAL ACHIEVEMENTS OF STAFF AND STUDENTS	26
11	CONCLUSION	27
12	THE WAY FORWARD: TOWARDS GLOBAL EXCELLENCE	28



# 1 FACULTY OF EDUCATION IN 2014 AT A GLANCE

- The Faculty is housed on three campuses: Soweto Campus, Auckland Park Kingsway Campus and the research village on the Auckland Park Bunting Road campus. It also offers a Foundation Phase teacher education programme in Siyabuswa, in collaboration with the University of Mpumalanga.
- The Faculty consists of five academic departments, two research centres and it houses two Chairs.
- Types of qualifications offered: Initial teacher education qualifications (Bachelor of Education and Postgraduate Certificate in Education), qualifications for continuous professional development (Advanced Certificate in Education and Advanced Diploma in Education) and postgraduate programmes at honours, master's and doctoral level
- Flagship programme area in accordance with UJ criteria: Childhood Education (Soweto Campus)
- Two strongest postgraduate programme areas: Educational Psychology and Science Education
- Total number of students: 3878
- Total number of undergraduate students: 3091
- Total number of master's students: 175
- Total number of PhD students: 119
- Total number of graduates: 978
- Course (module) success (completion rate): 87.0%
- Module completion rate for the undergraduate degree (BEd): 89.9%
- A total of 200 tutors provided learning support to students in the Faculty's undergraduate programmes.
- Total number of full-time academic staff: 67
- Percentage of academic staff with doctoral degrees: 78%
- Total number of administration and support staff: 22
- Research output submitted to the Department of Higher Education for accreditation: 85.01 research units
- Two schools associated with the Faculty: UJ Metropolitan Academy (secondary school) and Funda UJabule School (primary school)
- Research journals hosted by the Faculty: *Education as Change* and the *South African Journal of Childhood Education*





## 2 TOWARDS GLOBAL EXCELLENCE



UJ staff members with Prof Aikling Tan of the National Institute of Education (NIE) at Nanyang Technological University (NTU), Singapore

### Ranking

In 2014 the Faculty of Education's growing reputation and gradual movement towards global excellence and stature was affirmed.

Education as a field of study at UJ was ranked in the QS World University rankings as one of the top 200 education programmes in the world and one of the top five in South Africa. The other Education programme areas in the top five were the University of Cape Town, University of Pretoria, University of the Witwatersrand and Stellenbosch University. These universities all have a reputation of high quality in the field of Education. The rankings take account of global academic reputation, reputation amongst employers, and research output.

Rankings are but one way of assessing quality and standing. However, this achievement must serve to inspire the Faculty to accomplish more. Rankings occur annually. Therefore the Faculty cannot rest on its laurels. It must implement a deliberate strategy to enhance and manage its global reputation, to ensure sought after graduates and broaden international research collaborations.

### Determining strategic priorities and strategic activities

The Faculty Strategic Committee met three times during 2014. This committee serves to broaden

leadership beyond the Faculty Executive Committee (F-Exco) and it serves as an advisory committee to the dean, focussing mainly on strategic matters. The focus of the meetings in 2014 was primarily to formulate Faculty strategic priorities (2014-2017) anchored in the strategic goal of global excellence.

Priorities included pursuing and bolstering of selective international collaborations, exploring at least one joint master's programme with a preeminent international partner and buttressing areas of strengths and emerging strengths.

Two strategic initiatives were prioritised in 2014 namely the appointment of prominent visiting and distinguished visiting professors and postdoctoral fellows.

The following visiting professors were appointed:

- Prof Harm Tilema, University of Leiden
- Prof Kevin Downing, City University of Hong Kong
- Prof Jari Lavonen, University of Helsinki
- Prof Piro Aunio, University of Helsinki
- Prof Derrick Alridge, University of Virginia
- Prof Fouad Abd-El-Khalick, University of Illinois
- Prof Aziz Choudry, McGill University
- Prof Leon Tikly, University of Bristol

Three distinguished visiting professors were approved for appointment – Prof Annemarie Fritz-Stratmann (University of Duisberg-Essen), Prof Elias Mpofu

(University of Sydney) and Prof Catherine Snow (Harvard University).

Three (3) postdoctoral fellows were appointed in 2013. They remained in 2014, though one of them took up an academic position at another university during the second semester. In addition, six (6) new postdoctoral fellows were appointed in 2014.

Part of the Faculty's global excellence drive is to bolster the Faculty's flagship programme area in childhood education. Two of the approved distinguished visiting professors, namely Prof Annemarie Fritz-Stratmann and Prof Catherine Snow will be working in this programme area. The two visiting professors from the University of Helsinki are also collaborators in childhood education and they are involved in two externally funded projects coordinated by the Centre of Education Practice Research (CEPR). This centre is affiliated to the Department of Childhood Education (DCE).

In addition to the existing research and development funding the CEPR and DCE had attracted during the past few years, new funding was secured in 2014 for research in mathematics foundation phase teacher development, research in children's conceptual

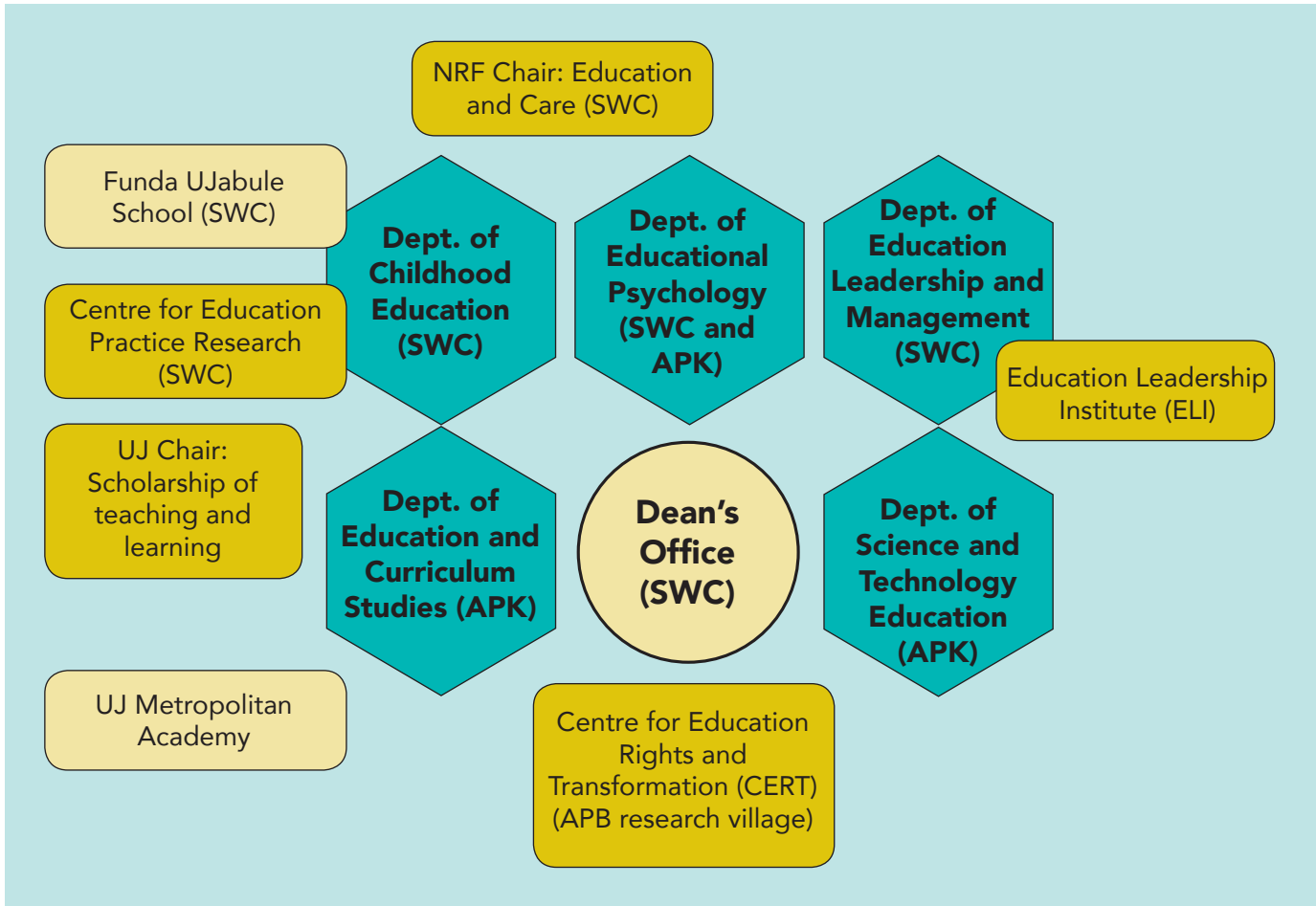
development in science, and research in foundation phase teachers' knowledge of children's mathematical cognition. Furthermore, the Faculty attracted substantial development funding related to childhood education's work with the university teaching school, the Funda UJabule School, from the Elma Foundation, USAID and the Oppenheimer Memorial Trust.

An initiative that was geared specifically towards bolstering the research publications of the Faculty was to make funding available for departmental writing retreats.

In order to increase the Faculty's postgraduate numbers and simultaneously attract more international students the Faculty started exploring online offering of selected postgraduate programmes. The plan is to offer at least two master's programmes online in 2016.

Staff members of the Department of Science and Technology Education visited the Nanyang Technological University in November 2014. The purpose of the visit was mainly to explore the possibility of offering a joint master's degree in Science Education. In addition, future joint research and postgraduate student exchanges were discussed.

### 3 OPERATING CONTEXT





## Campuses

The Faculty offers academic programmes on two campuses, namely the Soweto campus, where the office of the Executive Dean is situated, and on the Auckland Park Kingsway Campus. The Centre for Education Rights and Transformation (CERT), a research centre, is situated in the research village on the Auckland Park Bunting Road Campus. In addition, in 2014 the Faculty continued with offering the Bachelor of Education (BEd) in Foundation Phase Teaching at the Teacher Education Campus: Siyabuswa, a campus of the University of Mpumalanga (UMP).

### Soweto Campus (SWC)

Three academic departments are housed on the SWC, namely Education Leadership and Management, Childhood Education and Educational Psychology. (The latter department also has staff members situated on the APK campus who teach in the APK-based programmes of the Faculty). The campus is also the home of the Centre for Education Practice Research (CEPR), the Education Leadership Institute (ELI) and the SA Research Chair (National Research Foundation) in Education and Care.

The postgraduate Educational Psychology programmes offered at the SWC attract large numbers of students. The demand is usually more than can be accommodated.

Childhood Education was identified as a UJ flagship programme area in 2014. The programme of activities of childhood education is managed by the Department of Childhood Education (DCE) and the CEPR. The Funda UJabule School (FUJS), which is the first university teaching school to be established in South Africa is integral to many of the activities of the DCE and the CEPR. It is a public school, but also a research and teaching school. The students in the BEd in Foundation Phase Teaching (BEd in FP Teaching) and BEd in Intermediate Phase Teaching (BEd in IP Teaching) participate in classroom activities, learning about the practice of teaching in the school. The school also serves as a social laboratory that is unique in South Africa. The CEPR is located within walking distance from the university teaching school, which also serves as one of the main research sites of the Centre.

The Department of Education Leadership and Management (DELM) offers postgraduate programmes



on the SWC. In addition, the DELM serves as the custodian of the Education Leadership Institute (ELI).

### The Auckland Park Kingsway (APK) Campus

Two academic departments are situated on the APK campus, namely Education and Curriculum Studies and Science and Technology Education (SciTechEd). The focus of the programmes at the APK campus is mainly secondary school education and two initial teacher education programmes are offered on this campus, namely the BEd in Senior Phase and FET Teaching (BEd SP & FET Teaching) and the Post Graduate Certificate in Education (PGCE). Postgraduate programmes straddle many areas of learning and research.

Science Education is one of the strongest programme areas at this site. It boasts large numbers of post-graduate students and has solid research output. Other popular postgraduate programmes offered by the Department of Educational Psychology are in the areas of Psychology for Learning, Inclusive Education, Life Orientation and Psychology of Education. Higher Education as field of study is also starting to gain prominence. The UJ Chair: Scholarship of Teaching and Learning is also situated on this campus.

### Auckland Park Bunting Road (APB) Campus

The Centre for Education Rights and Transformation (CERT) is housed in the research village at the APB. The imperative of the CERT, as stated in its charter, is to "make a positive contribution to knowledge creation and social transformation" and to create synergy between scholarship, social action and community outreach.

### Siyabuswa

The BEd in FP Teaching at Siyabuswa was in its second year of offering in 2014. This programme is a collaborative initiative of UJ with the Department of Higher Education and Training (DHET) and the University of Mpumalanga (UMP). The UJ programme is offered by UJ staff. The first cohort (2013) consisted of 99 students. This cohort will graduate as UJ students. Subsequent cohorts are registered with the UMP even though the DHET subsidy for these students will be allocated to UJ until the programme is taken over by the UMP in 2017.

A substantive grant from USAID and Elma Foundation was awarded to the Faculty in 2014 to establish the



first Centre for African Language Teaching (CALT) at Siyabuswa in 2015. This Centre will be a UJ initiative for three years. Thereafter it will be taken over by the

UMP. The grant from USAID and Elma Foundation also supports the development of a teaching school at Siyabuswa.

## 4 FACULTY GOVERNANCE AND QUALITY ASSURANCE

The Faculty Executive Committee (F-Exco) consisting of the executive dean, vice dean, heads of departments (HoDs) and head of faculty administration met twice a month during 2014. The main purpose of the F-Exco is to provide leadership and management with regard to the execution of the Faculty's vision, mission, values and strategy, as well as quality assurance measures. The F-Exco also serves as an immediate consultation/sounding board for the dean when necessary. The HoDs were Prof Piet Ankiewicz (Science and Technology Education), Dr Leila Kajee (Education and Curriculum Studies), Prof Nadine Petersen (Childhood Education), Prof Pierre du Plessis (Education Leadership and Management) and Dr Helen Dunbar-Krige (Educational Psychology). The vice dean was Prof Coert Look and Ms Sarita Rademeyer was the head of Faculty administration.

Activities and quality assurance within departments were managed by the heads of department. However, the integrated nature of the core activities in the Faculty demands that activities and tasks be coordinated cross-functionally for quality assurance purposes. Consequently, Faculty committees play an important role. The decision was taken to review the Faculty committee structure in the second half of 2013, which led to restructuring of

committees. The following committees were functional in the Faculty in 2014: Research Ethics Committee; Research Funding Committee; Higher Degrees Committee, Teaching and Learning Committee and Faculty Strategic Committee.

The main risk identified in 2013, namely enrolment planning and management, particularly related to postgraduate programmes, remained in 2014. This is due to the phasing out of existing education qualifications and the unpredictability of the impact of the new policy on teacher education qualifications on patterns of enrolment. The decrease of enrolments in the Bachelor of Education Honours (BEd Hons) programme remained a concern. The Advance Certificate in Education (ACE) qualification was the main feeder qualification for the Faculty's BEd Hons. The phasing out of the ACE programmes and the stricter admission requirements for the BEd Hons, led to a substantial decline in BEd Hons numbers, which in the long term will also have an influence on master's enrolments. To mitigate this the Faculty decided to explore presenting selected BEd Hons programmes through a blended learning mode of delivery, and selected master's programmes through online delivery, starting in 2016.

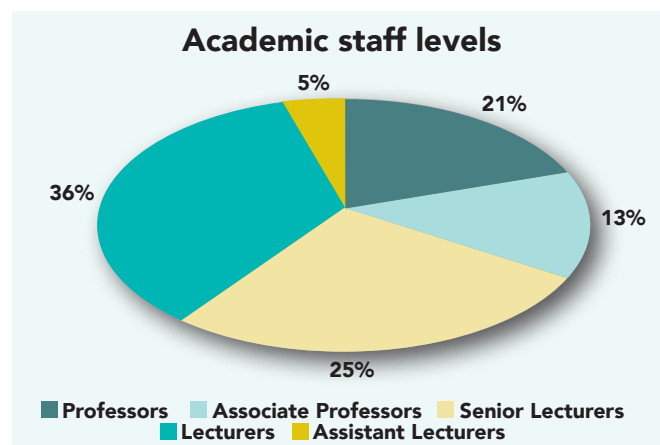
## 5 STAFF PROFILE

In 2014 the Faculty had 67 full-time permanent academic staff members (including the executive dean), 9 more than in 2013. The number of administration and support staff was 22 in 2014, the same as in 2013. Fourteen (14) temporary employees were used to teach in the BEd and PGCE programmes, and nine (9) in the BEd Hons programme.

The increase in the number of academic staff is due to the appointment of three assistant lecturers and one new post that was added – Chair in Teaching and Learning. Furthermore a graduate from the UJ New Generation Scholars initiative took up a lecturer position in the Department of Education Leadership and Management and three vacant positions were filled.

79% (n=53) of academic staff held doctoral degrees in 2014 in comparison to 78% (n=45) in 2013.

In terms of level of appointment, three (3) were assistant lecturers; 24 were lecturers; 17 were senior lecturers; 9 were associate professors and 14 were professors.



The profile in terms of equity reporting was 49% (n=31) designated (excluding White women) and 51% (n=34) non-designated, including international staff (n=3). The gender profile in 2014 was male: 52% (n=35) and female 48% (n=32).

The profile of the F-Exco (n= 8) in terms of equity reporting was: two (2) designated and six (6) non-designated. The gender profile was five (5) female and three (3) male.



## 6 TEACHING AND LEARNING PROGRAMMES

### SOUTH AFRICAN EDUCATION SYSTEM

#### INITIAL TEACHER EDUCATION

Bachelor of Education (BEd) in  
Foundation Phase Teaching (Grade R-3)  
Bachelor of Education (BEd) in  
Intermediate Phase Teaching (Grade 4-7)  
Bachelor of Education (BEd) in Senior  
Phase and FET Teaching (Grade 7-12)  
Postgraduate Certificate in Education  
(PGCE)

#### CONTINUOUS PROFESSIONAL DEVELOPMENT PROGRAMMES

Advanced Diplomas

#### POSTGRADUATE PROGRAMMES

BEd Honours  
Master of Education Degree (MEd)  
Doctor of Education in Educational  
Psychology (DEd)  
Doctor of Philosophy in Education (PhD)

## First time programme offerings in 2014

Two new programmes were introduced in 2014.

The BEd in IP Teaching was offered for the first time on the SWC with an intake of 120 students.

The Faculty offered its first Advanced Diploma in Education (ADE) in 2014 – a new qualification type geared at teacher development in accordance with the teacher education qualifications policy, namely the ADE in Remedial Education, with an intake of 29 students.

## Development of new programmes

Since 2011 the Faculty has been involved in the design of new academic programmes aligned to the teacher education qualifications policy promulgated in 2011.

Between 2011 and 2013 the ADE in Remedial Education and the Faculty's initial teacher education programmes (BEd and PGCE programmes) were approved by the DHET and they were Council on Higher Education (CHE) accredited – six programmes in total.

Two programmes were developed and approved by the Senate in 2014, namely the BEd Hons in Education Leadership and Management and the Postgraduate Diploma in Education (PGDE) in Education Leadership and Management. These programmes were submitted to the DHET for programme qualification mix (PQM) clearance.

The following programmes (9 in total) were submitted to the CHE for accreditation during 2014:

- BEd Hons in Childhood Education
- BEd Hons in Curriculum Education
- BEd Hons in Language Literacies and Literature
- BEd Hons in Educational Psychology
- PGDE in Inclusive Education
- ADE: Mathematics Education
- ADE: Science Education

- ADE: Technology Education
- ADE: Computer Applications Technology Education

Programmes that will be submitted for approval and accreditation in 2015 are:

- Master's in Education (MEd) in Learning in Childhood
- Doctoral in Education (DEd) in Educational Psychology (a coursework based professional qualification)

## Externally funded programme offerings and short learning programmes

### *The Education Leadership Institute*

In 2014 the ELI continued its partnership with the Mathew Goniwe School of Leadership and Governance. This saw 130 senior school managers being trained in the ACE offered by the Department of Education Leadership and Management. The ELI was also contracted to administer a scarce skills programme for 100 educators in Mathematics and Physical Science across Gauteng. Faculty staff developed short learning programmes for this purpose in 2014 – to be offered in 2015.

### *Sponsored programme offering: ACE in School Leadership and Management*

- The ACE in School Leadership and Management was offered to 30 school principals sponsored by the Uplands Outreach Foundation. The programme was delivered at UJ on the SWC as well as at the Uplands School in White River.
- The ACE in School Leadership and Management was offered to 25 school principals in Namibia through a limited contact model in Windhoek. This programme was delivered in conjunction with the University of Namibia (UNAM) and coordinated by the OBIB-Training Centre. The main sponsor was the Anglo American Group.

# 7 STUDENTS

The Faculty reached or exceeded its enrolment targets at all levels of enrolment apart from the BEd Hons programmes. The planned number for the BEd Hons was 297 and 263 enrolled (89%).

A total of 3878 students were enrolled in 2014 (initial target was 2950 and over enrolment was approved) and master's and doctoral numbers also exceeded the planned number. 175 master's students were enrolled (7 more than planned) and 117 doctoral students were enrolled (23 more than planned).

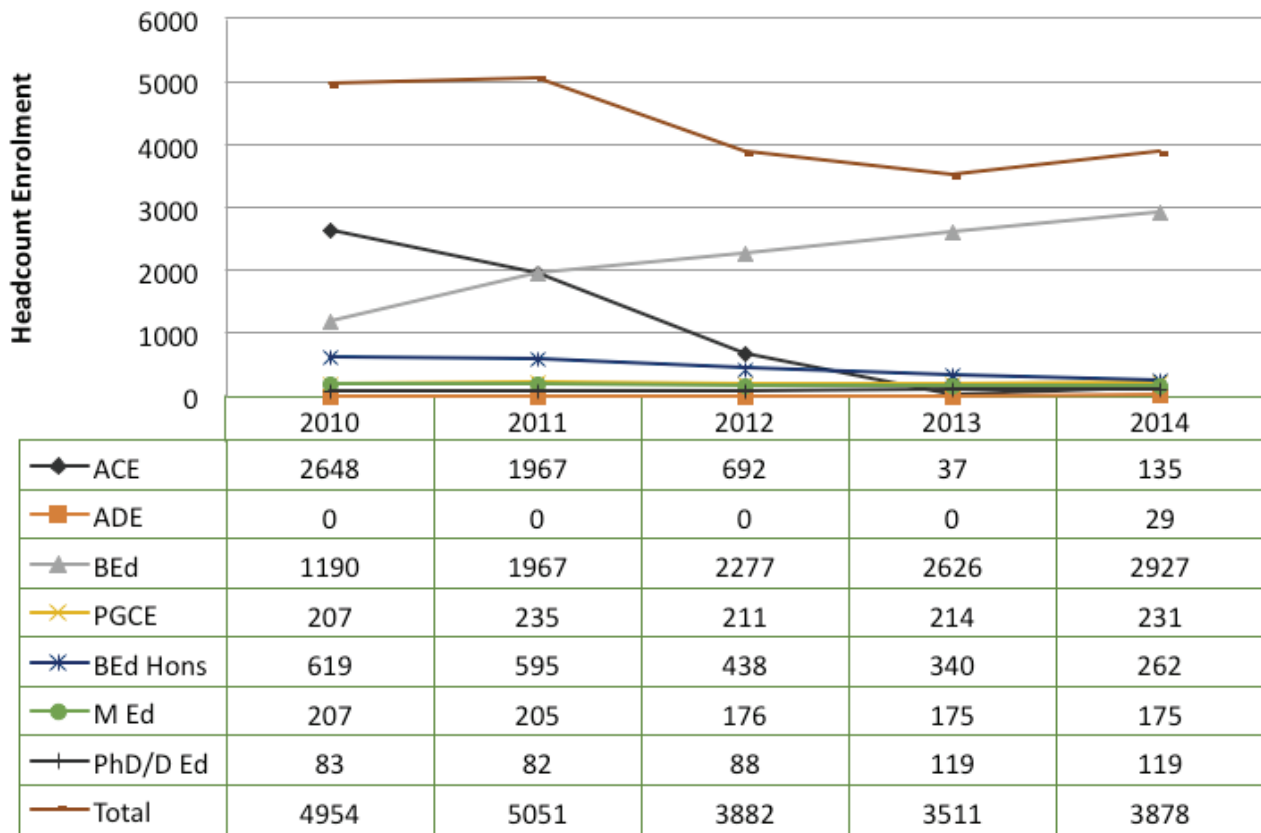
Of the 3878 students 3091 were undergraduates (79.7%) and 787 were postgraduate students (20.3%) compared to the 2013 enrolment of 2663 (75.8%) undergraduates and 848 (24.1%) postgraduates. The decline in the postgraduate enrolments was due to the decrease in the BEd Hons enrolments, from 340 in 2013 to 262 in 2014.

First-time entering undergraduate degree enrolments increased to 764 in 2014 compared to 673 in 2013 in accordance with the enrolment plan. Enrolments of first time entering undergraduate degree students increased over the last five years from 345 in 2010 to 764 in 2014.

Enrolments in the initial teacher education (ITE) programmes, namely the BEd and the PGCE increased over the last five years. In 2014 enrolments in the ITE programmes represented 81 % of total enrolments in comparison to 28% in 2010. This increase is due to the majority of the ACE programmes that were phased out and the drive of the Faculty to enrol more ITE students, to serve the country's need for an increase in teacher graduates, particularly to serve primary schools.



## Headcount per Qualification Type 2010-2014



Although there had been a decline of 1080 in the enrolment numbers since 2010, the full time equivalent (FTE) funded credits in 2014 were similar to the FTEs in 2010 – 2727.050 in 2010 compared to 2725.349 in 2014.

A total of 70 international students were enrolled in 2014. Of these, 60% (n=42) enrolled for the postgraduate programmes below master's level and 40% (n=28) were master's and doctoral students. Although there was a slight increase in the enrolment of international students from 45 in 2012 to 66 in 2013 and 70 in 2014 the Faculty should attract more international students.

In 2014 the student profile in terms of demographics was: African 78%; White: 13%; Indian: 5% and Coloured 4% compared to the 2013 student profile of African: 75%; White: 15%; Indian: 5% and Coloured: 5%.

Enrolments of first time entering students with admission point scores (APS) of 35 and higher (average of 70% or better in matric performance) gradually increased since 2010, from 11.3% (n=54) in 2010 to 31.06% (n=238) in 2014.

### Student success

The academic performance of students was generally satisfactory. The course (module) success rate (module completion rate) increased to 87.0% in 2014 compared

to 85.3% in 2013. A five year perspective shows that the overall success rate of the Faculty increased every year since 2010 – from 78.9% to 87.0% in 2014.

The course success rate for the undergraduate degree (BEd) increased from 88.4% in 2013 to 89.9% in 2014. This was mainly due to improved throughput in some of the modules with large student numbers.

There was an increase in the first time entering undergraduate course success rate from 83.9% in 2013 to 85.6% in 2014 in the Faculty. From 2010 the course success rate fluctuated – the lowest in 2011 (75.5%) and the highest in 2014 (85.6%).

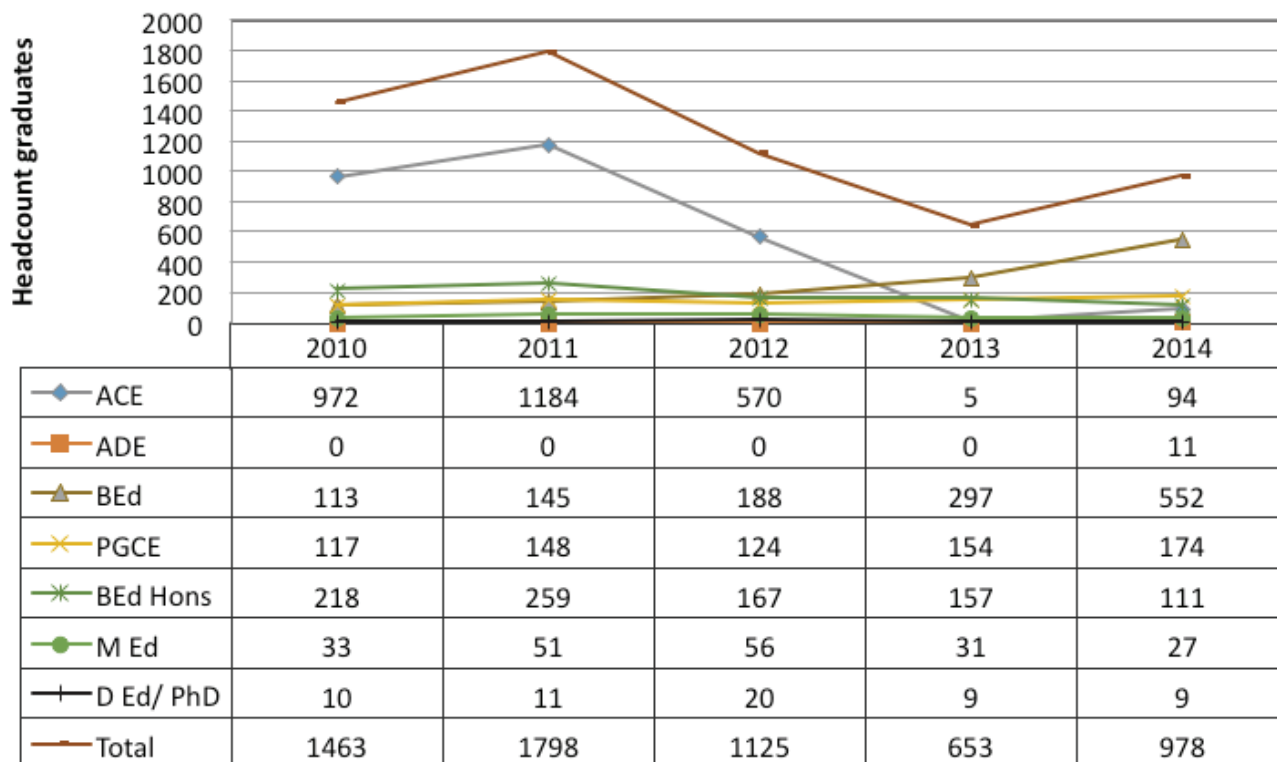
The BEd in FP Teaching was offered for the first time on the Siyabuswa Campus in 2013. A highly selected total of 99 students enrolled for this programme and a 99% course success rate was achieved in the first year of offering. The 2013 cohort of 99 students continued with their second year of studies in 2014 and also achieved a 99% course success rate in 2014.

### Graduation outputs

In 2014 a total number of 978 students graduated, 325 more than in 2013. The BEd graduates increased gradually since 2010, reflecting the growth in BEd student numbers.

The large number of undergraduate students not completing the BEd degree in the minimum time of four years is a concern, though the Faculty's regulation

## Graduates per qualification type 2010-2014



time completion for the four year undergraduate degree in 2014 was more favourable than that of the University (32%) and the higher education sector (36%). The 2011 BEd cohort enrolment was 1004 and 444 (44.2%) of these students completed the degree within the minimum time of four years.

In the Faculty there was a notable difference between the regulation time completion of students in the BEd in FP Teaching and students in the BEd in SP & FET Teaching. Of the BEd 2011 cohort 39% of the students enrolled for the BEd in SP & FET Teaching completed within the minimum time of four years, in comparison to 70% of BEd in FP Teaching students.

The drop-out rate of BEd students during and at the end of their first year of study is also troubling. The first time entering cohort enrolment (first year BEd students) in 2013 was 673 and 101 (15%) of these students did not return to the university in 2014. Of these 101 non-returning students 67 students were academically excluded due to poor performance.

The progress and performance of master's students present a mixed picture. The master's students in Educational Psychology generally progress satisfactorily, while the progress of students in other areas of study is concerning. The 2010 master's cohort progression depicts this trend.

Of the 53 students who registered for the first time in 2010, 34% (18) dropped out between 2010 and 2014. Of the 2010 cohort a total of 24 (45.3%) students graduated by the end of 2012. The cumulative graduates were 31 (58.5%) in 2013 with a total of 32 (60.4%) students cumulatively graduating by the end of 2014.

From the 2010 master's cohort of 53, 16 (30%) students were enrolled in the MEd in Educational Psychology with no students dropping out between 2010 and 2014. Graduates from this programme were 7 (44%) in 2011 and 15 (94%) cumulatively in 2012 (with no further graduates between 2013 and 2014). From the total cumulative graduates for the MEd programme of 24 in 2012, 15 were from the MEd in Educational Psychology.

The progress of doctoral students and doctoral graduate output are worrying. To illustrate: Of the 2010 doctoral cohort of 21 students four (19%) dropped out in the second year (2011) of study and 10 students (47.6%) students cumulatively dropped out by the end of 2014. Of the 2010 Doctoral cohort only six (6) students (28.6 %) cumulatively graduated in 2014.



## Support to students

### Tutors

In 2014 a total of 200 tutors provided learning support to students in the Faculty's undergraduate programmes. A further 60 tutors provided learning support to students in the honours and master's coursework postgraduate programmes. 15 senior tutors were appointed to work closely with the module lecturers in coordinating and managing modules with large student numbers. They mentored and advised tutors, assisted with identifying and supporting of underperforming students, they provided ULink support and they assisted lecturers with assessment.

Tutors attended various training sessions to equip them with the required skills to assist students with writing support and study skills and to provide additional support to at-risk students. These training sessions also served to enable tutors to cope with their own studies, while they were tending to the various needs of other students. The tutor coordinator tabled a monthly report providing feedback on all aspects pertaining to tutor support at the qualification focus group meetings.

### First Year Experience programme

The Faculty has a strong First Year Experience (FYE) programme. All academics teaching first year students participate in the FYE focus group. The FYE focus group met twice per term, and worked on strategies to ensure the successful integration of mostly first generation students in the Faculty.

The FYE focus group was also active in facilitating and monitoring the rollout of technology assisted learning, incorporating handheld e-devices as teaching and learning tools. Mixed success was achieved. Not all first year lecturers embraced this teaching innovation and many first year students did not obtain the devices required.

The commitment of the Faculty to supporting the academic progress and well-being of first-year students



Foundation Phase teacher education students at the excursion

is also evident in the excursion for first year students. All first year students participate as well as a large number of staff, Master's in Educational Psychology students, tutors and teachers from collaborating schools. The excursion aims at easing students' socialisation into the university culture. It affords students the opportunity to form support groups, and staff interact with students on a more personal level in an informal environment. The excursion also has a strong social justice and citizenship education focus. Themes such as sexism, xenophobia and HIV/AIDS are addressed through educational games, dramatization of cases and "bush dialogues". The feedback from first year students about the excursion has been consistently exceptionally positive since its inception.

Mr Bryan Murray from Georgia State University participated as one of the facilitators at the excursion for BEd & FET students in 2014. He facilitated a "vexation and venture" game, focusing on the role of the teacher as a change agent.

### Excursion (retreat) for PGCE students

In 2014 the PGCE students and their lecturers spent a weekend together to focus in an informal environment on the development of the students' teaching skills and to assist students to begin to craft a personal teaching philosophy.

### Research support for master's and doctoral students

Support was provided to students registered for the MEd, PhD and DEd, in the form of a research methodology programme offered over weekends. The programme was facilitated by a team of academics from the UJ as well as other institutions. Students reported that their engagement with these research experts as well as their exposure to a broad spectrum of qualitative and quantitative research methods enhanced and sharpened their research skills.



Mr Bryan Murray in action at the excursion





Students and UJ staff at a school visit in Atlanta



Similarly, 13 BEd students spent two weeks in Istanbul, Turkey, hosted by Beylikdüzü Fatih University.



UJ students and staff hosted by Beylikdüzü Fatih University.

### Enriching the student experience through internationalisation (study abroad)

The Memorandum of Understanding between UJ and Georgia State University (GSU), Atlanta in the USA affords 4th year BEd and PGCE students the opportunity to observe teaching and learning in schools in Atlanta as part fulfilment of the school experience (practicum) requirements of the programme. 25 students and two staff members spent two weeks in Atlanta in 2014. In addition to the school visits they were exposed to an extensive academic programme, which included lectures, presentations, and demonstrations.

## Teaching highlights and innovations

### Service learning

Through community partnerships service learning opportunities are provided to students with a view to foster a sense of social responsibility, whilst simultaneously preparing them to become educational practitioners who are able to support and nurture learning and development in diverse educational contexts.

The Faculty's service learning initiative involves partner schools and community organisations and includes BEd and PGCE students on the APK campus and BEd

Hons and MEd in Educational Psychology students on the SWC. The Faculty's community partners are Elands Park Primary, Westbury High, Piet van Vuuren Primary, Vorentoe High, UJ Metropolitan Academy, Johannesburg Secondary, Sparrow Foundation, Sparrow Combined, Hope School, Kingsway Centre for Concern, New Nation Secondary, Unified Comprehensive, Coronationville High, Leigh Mathews Trauma Centre, Thandulwazi Trust, Dowling Street primary, Laerskool Jim Fouche, Laerskool Generaal Christiaan de Wet, Masimambane College, Tebogo Trust and Tomorrow Trust.



Service learning opportunities to students in the BEd in FP Teaching on the SWC were provided at the Funda UJabule School.

### **Innovative teaching of first year teacher education students**

#### **School-based assessment**

First year teacher education students in the secondary school focused BEd programme are challenged through a school-based assignment during their first school practicum experience. The purpose of this assignment is to guide the observations and reflections of the first year students.

In 2014 a theme for the structured observation was allocated for every day, namely:

Day 1: general observation of the school and the teacher in the class

Day 2: the teacher as an agent of change

Day 3: the teacher as a creator of an inclusive learning environment

Day 4: the teacher in service of a community and society

Day 5: the school as a caring community

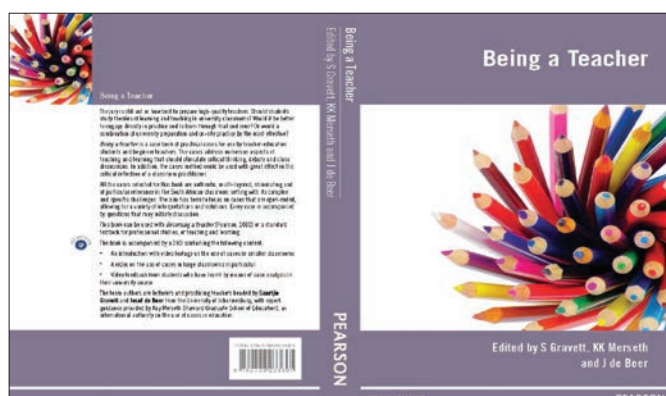
Students' observations and reflections on these themes were illustrated with photographs (photovoice).

An example of an observation of a student was:

"Many learners struggle to get by financially and the community was generous to establish a feeding scheme. This has taught me that the community cherishes the youth and support them." Photographs illustrated how the school as a caring community functioned and examples were the vegetable gardens and food schemes. This assignment enabled the students to engage with the conceptual knowledge as contained in the prescribed book, in a very authentic and practical manner

#### **Case teaching**

A teaching innovation for first year teacher education students is the extensive use of case teaching as part of one of their course curriculums. A book on South African cases compiled by Prof Sarah Gravett, Prof Josef de Beer and Dr Kay Merseeth from Harvard University is used. In a survey amongst first-year students they mentioned the case pedagogy used in this course as the most meaningful contribution to their learning experience in their first year.



### **A unique teacher education model involving the Funda UJabule School**

The Soweto campus childhood teacher education programmes (BEd in FP Teaching and BEd in IP teaching) are designed to capitalise on a central organizing principle of how children learn and develop. The trio of integrated practical/experiential learning opportunities, namely students' continuous involvement in the teaching school, their service learning activities and the work integrated learning periods in schools, are what characterise the uniqueness of the primary school teacher education programme on the Soweto campus.

Particularly, the inclusion of a student practicum component at the teaching school (Funda UJabule) for the four years of their academic programme is what sets apart primary school teacher education in the Department of Childhood Education at UJ. The practicum model in the FP programme is in its third cycle of revision. Throughout the four years of study students engage in a variety of activities in the teaching school: students observe learners in the various grades linked to a particular year of study, they teach selected lessons and provide assistance to the school teachers. University and school teachers work in tandem to mentor the students during their placement at the school. A similar practicum model at the teaching school was piloted for the BEd in IP Teaching programme in 2014.

Also, students are extensively involved in service learning. Service learning as a form of experiential learning is infused into both the IP and FP teacher education programmes. In the first year of the FP programme the service learning is related to the modules aimed at students' professional development and it includes a sports day for the learners organised by the students. In the second year the service learning is infused in Education Studies. With the focus on the development of young children, the service learning activity is aimed at teaching students about the factors impacting the social interaction of young children. Here students design an anti-bullying campaign and teach the foundation phase school learners how to be 'buddies'. In the third year, the service learning activities find expression in a storytelling festival and students write and enact short plays based on stories from their use their English language children's texts for the Funda UJabule learners.





Vertical gardens using recyclable materials created by Intermediate Phase students and Grade 4 Funda UJabule learners

Service learning is also integral to the new IP programme as well. In 2014 the first year students ran a food gardening project with the Grade 4 learners at the Funda UJabule School. Students created a vertical garden using recyclable materials and they taught the learners about starting and managing a food garden. A few months later a day was set aside for harvesting the vegetables and students and learners enjoyed a picnic together to celebrate the success of their project. This successful pilot will be implemented again in 2015 with the financial support of the Oppenheimer Memorial Trust.

### **BEd Foundation Phase final year students: Play production**

For the first time in 2014 the fourth year BEd FP students worked in conjunction with the UJ Arts and Culture department to produce play productions, based on themes relevant to the foundation phase classroom (such as traffic safety and bullying). Students incorporated dance, drama, music and props in a performance for Grade 4 Funda UJabule learners.

### **Maths for the Intermediate Phase teacher education students**

An innovation in the BEd in IP Teaching was the inclusion of a course to strengthen the mathematics content knowledge of the students. Although not all students would be choosing to specialise in mathematics in their BEd, all intermediate phase teachers must be prepared to teach mathematics in the primary school. School principals, teachers and

the Directorate of Teacher Education within the DHET report that regardless of specialisation, most teachers in the upper grades of the primary school are required to teach mathematics at one point or another.

During the second semester of 2014, the Department of Childhood Education partnered with Numeric (a South African non-profit company) in running a Khan Academy course for first year BEd students focusing on mathematics in intermediate phase of schooling. Over the course of 10 weeks, students were tasked with mastering 150 Khan Academy exercises covering a range of topics in arithmetic and pre-algebra. Students attended one 90-minute Khan Academy session each week, held in a computer lab at UJ, and they were expected to work additional hours outside of class toward their goal of 150 Khan Academy mastery exercises. Both the student scores (students wrote a pre- and post-test) and the student self-reports indicate a positive response, and more than 10 students requested to change their subject specialisation to mathematics in the second year of study. The success of this initiative has prompted the inclusion of the course also in the BEd FP programme in 2015.

### **Student employability**

The "Student Employability Survey" (2014) conducted by the Unit for Institutional Research indicate that more than 90.9% of graduates from the Faculty of Education were employed within three months after they started seeking employment and 100% of graduates were employed within 12 months



Intermediate phase students' play production



## 8 RESEARCH

### Research strengths

The Faculty's research, conducted in the CEPR, the CERT and in academic departments, is aimed ultimately at enriching and transforming the practice of education.

Childhood education and teacher education are particular strengths. The bulk of funded research projects in the Faculty is in the field of childhood education and teacher education. The Faculty is a leader in the country in research on primary school teacher education with the "teaching school" initiative at the SWC a unique example of practice-based teacher education. Some of the teaching school research is conducted in partnership with the University of Helsinki.

Science education and research in educational support for children and youth who struggle are other strong research areas in the Faculty. Higher education as field of study is also gaining prominence with foci on higher education policy and leadership and the scholarship of teaching and learning.

The SA Research Chair (National Research Foundation) in Education and Care, awarded to the Prof Jace Pillay in 2013, testifies to the status of research on vulnerable children in the school sector.

### Research centres

#### Centre for Education Practice Research

The Centre has four main areas of work, which include research, journal publication, teacher development and research capacity development. Prof Elizabeth Henning is the Director. Researchers participate as collaborators, largely from the Department of Childhood Education and also from the Department of Science, Mathematics and Technology Education at UJ.

#### Main research projects in 2014

- *Mathematics Concept Development in Childhood:* This research is supported by a competitive rated researcher grant of the NRF to Prof Henning, the Zenex Foundation and the University of Duisburg-Essen. It is conducted in collaboration with the University of Duisburg-Essen and includes pilot research with over 3000 children by 2014. The aim is to standardise and norm a South African instrument. The instrument will be used as a diagnostic tool with which to identify Grade R and Grade 1 learners' competence in mathematics.
- *Teacher knowledge of mathematical cognition:* This research dovetails with the research on learners. Teachers in two schools are tracked in their

development of pedagogical content knowledge, focusing specifically on how they convert emergent knowledge of cognitive developmental psychology pertaining to mathematics into their discourse in the classroom. Funding from the Zenex Foundation is utilised with NRF incentive funding for a B-rated researcher in the working group.

- A project on *science concept development of children*, dovetailing with a study of science knowledge of student teachers, was launched in 2014 with a NRF grant in Educational Research in South Africa (ERSA). In this programme of research under the leadership of the director of the CEPR, the co-investigator is Prof Jari Lavonen (Helsinki University), who is a leader in science education in Europe. The field research is conducted at UJ and the University of Zululand.
- *Teacher education at teaching schools:* This is a participating project with Helsinki University, funded by the NRF.
- *Pilot study for the establishment of the Cognition Lab in the centre.* This research is funded by the NRF incentive funding for a B-rated researcher (Prof Elizabeth Henning).

#### Journal publication

The *SA Journal of Childhood Education* is edited and produced by the CEPR, with Sun-Media as production house. Its fourth volume (three issues) was published in 2014. It was awarded DHET accreditation at the end of 2013 and was taken up in the listing of the International Bibliography of the Social Sciences (IBSS) in 2014. The journal is in the open access category and online, with a small number of print copies. [www.sajce.co.za](http://www.sajce.co.za) [www.uj.ac.za/sajce](http://www.uj.ac.za/sajce).





## Research capacity development

- *Research methodology Winter School*: In the tradition of the CEPR since 2009, winter school courses are presented for researchers and teachers. In 2014 (June) the winter school was focused on the theme of evaluation research and Rasch modelling in educational research. The courses were presented by Dr Larz, Balzer, from the Institute of Vocational Education in Switzerland. He is a research associate in the CEPR
- *Supervisor training for foundation phase teacher education lecturers*: This was a joint project with the South African Research Association for Early Childhood Education (SARAECE).

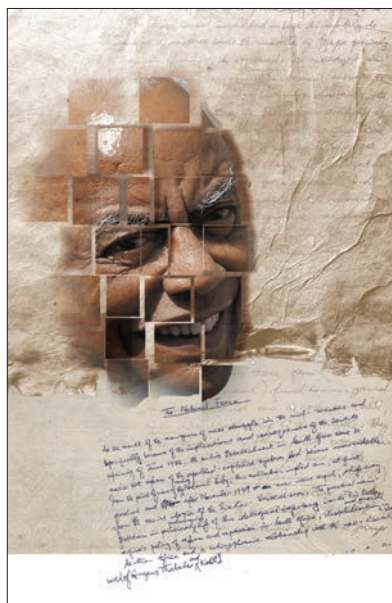
## Centre for Education Rights and Transformation

Prof Salim Vally is the director of CERT.

In 2014 CERT continued to make a positive contribution to knowledge creation and social transformation in South Africa and it increased linkages and research production with the local and global academy. The strategic focus of CERT in 2014 revolved around post-school education. Although many of the research projects emanating from this focus will be retained, CERT will make a strategic shift by devoting its research activities increasingly to schooling.

### Noteworthy accomplishments in 2014 include:

- Public scholarship and community engagement related publications: More than thirty monographs, booklets, manuals, op-eds and other articles were published in 2014.
- Prof Linda Chisholm, former advisor to the Minister for Basic Education and a highly regarded historian of education and a comparative educationist was appointed as a staff member in November 2014.
- In 2014, CERT agreed to house the accredited journal *Education as Change*. The focus of the journal has changed recently from curriculum research to promoting critical educational research that investigates issues of social justice and equality.

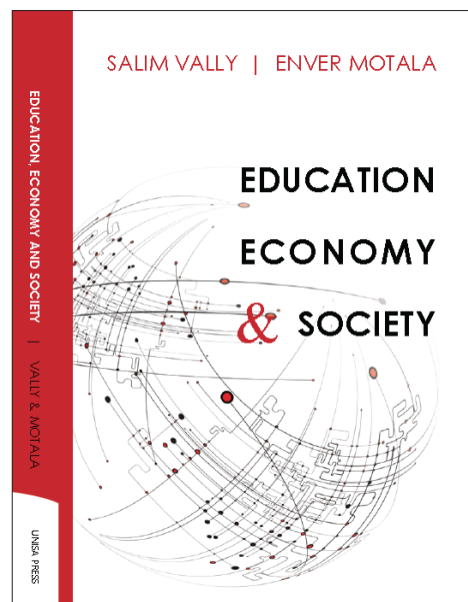


- Publication of the book *Education, Economy & Society*: This book, edited by Prof Salim Vally and Mr Enver Motala (a CERT research associate), received widespread international and local exposure. A print run of 500 books was sold out two months after the book was published necessitating a second print run. The book launch was accompanied by a multi-site book tour in South Africa and wide exposure in the local media.

## Research Activities

In 2014, CERT had nine active research (and development) projects, several of which drew international exposure and participation.

- *Globalisation and education*: This research pays special attention to the post-apartheid's policy on skills development and debates around technical and vocational education and its institutional forms.
- *Industrial change, technology and skills in post-school education*: This project seeks to highlight trade union education and research on workplace changes as an area of research and education.
- *Transformation from school to work*: This project starts from the assumption that secondary education and holistic youth development has the potential to play a central role in improving youth well-being and contributing to social development in South Africa.
- *Comparative histories of education in South Africa*: Despite South Africa's integration into global historical patterns since colonialism, and the continuing evidence of the past in the present, the study of South Africa's educational history in comparative and international perspective is poorly developed. Post-apartheid and post-colonial challenges are rooted in the colonial and apartheid pasts with their global and transnational links. This project aims to probe these histories of connection and disconnection between past and present, South Africa and the world, the continent, and region. It is interested in how knowledge has travelled through colonial and non-colonial circuits, been received and



transformed. Its foci include histories of formal, non-formal and informal education through the colonial and apartheid periods and spans histories of literacy, reading and development of other capabilities as taken up in and through schools, colleges, communities, trade unions, political organisations and groups of individuals. Included are histories of control, surveillance and supervision; creation, distribution and reception of textual and visual resources; teachers and teaching; pedagogies and learning.

- *Privatisation of schools:* Worldwide, over the last three decades, there has been an increasing investment in the education field by profit-oriented private actors. In comparison with other emerging countries such as Brazil or India, private schools (or 'independent schools'), in South Africa, have so far catered for a small share of learners. Nevertheless, the number of private schools is growing rapidly and formal chains of self-identified low-fee private schools are emerging. The present research examines low-fee private education provision in South Africa and the repercussions of these schooling models for educational equality.
- *Emerging Voices 2 (EV2):* Emerging Voices 1 (HSRC Press 2005) focused on the relationship between basic education and the developmental challenges facing rural communities. EV2 builds on the work of EV1: there is a continued focus on issues of poverty, inequality and voice, but there is a shift in focus to post-school education, youth development and unemployment, and developmental challenges in urban, peri-urban, and deindustrializing poor and working class communities.
- *Education rights, social justice and transformation:* CERT's rights research encompasses the teaching and learning of human rights that can contribute to the development of a critical citizenry able to sustain and play a part in the attainment of their own rights; the relationship of human rights to wider socio-economic rights and the impact of neoliberalism and privatization on human rights.
- *Community education protests and quality education:* This in-depth study of a localised protest intends to shed light on the extent to which actors 'from below' may shape, transform and subvert state education policies and its associated resource allocation choices. It will also question the extent to which apparently ephemeral and spontaneous events may be entangled with more structural political and ideological dynamics riveted to education issues.
- *Local communities and community activism:* In 2014, CERT embarked on a project to identify communities in the immediate vicinity of the Bunting Road Campus as sites of learning and research. The project initiated discussion between present residents, former residents, community based organization, education institutions – schools in the area and surrounds, as well as with individuals in

the Department of Educational Psychology, in the Faculty of Art Design and Architecture (FADA), and UJ Student Support.

## Chairs

### SA Research Chair in Education and Care

Prof Jace Pillay holds the SA Research Chair (National Research Foundation) in Education and Care. Prof Pillay's research focuses on assessing 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 utilise 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.

Prof Pillay's research output was one of the highest in the Faculty in 2014. He supervised two postdoctoral research fellows; and he supervised five master's students and two doctoral students to completion in 2014.

### Chair: The Scholarship of Teaching and Learning

Prof Brenda Leibowitz took up the Chair in the Scholarship of Teaching and Learning in 2014. This UJ Chair shows the commitment of the University to advance teaching and learning scholarship at UJ and in the higher education sector.

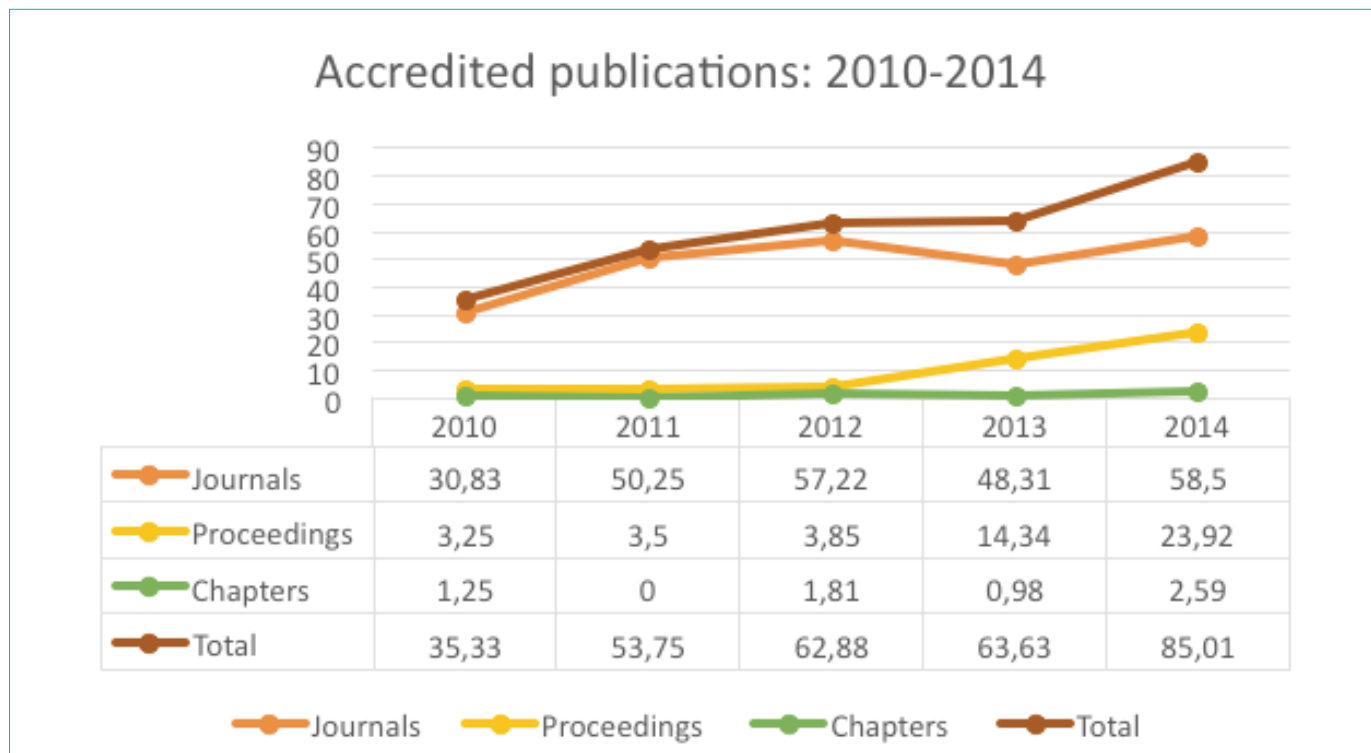
Significant progress was made during the first year of existence of the Chair. Some of the highlights include:

- *Sotl @ UJ: Towards a Socially Just Pedagogy.* This is a three-year research project under the leadership of Prof Leibowitz. It aims to encourage a critical and supportive learning community amongst academics who come together across faculties and disciplines to debate approaches towards research on teaching and learning. The group has grown to approximately 30 members, although its Blog postings and seminar series reach a larger group of 60 academics. The project sports an active blog (<http://sotlforsocialjustice.blogspot.com>), a seminar series and all active participants have their own research project in which they investigate how to teach at university level in order to advance social justice, and how to teach justly.
- As project leader Prof Leibowitz obtained NRF funding for the national research project: *Interplay of Structure, Culture and Agency: A Study on Professional Development in Higher Education* (2014 – 2016).
- As project leader Prof Leibowitz obtained DHET funding for the national Pilot Project on Fellowships (2014 – 2016).

## Research productivity and output

### Overview

The Faculty's research output has increased notably during the past few years.



In 2014 the Faculty produced 85.01 research units comprising of articles in accredited journals, research based books and conference proceedings.

Forty two (42), permanent academic staff members (including assistant lecturers) contributed to subsidised research output through publications in accredited journals, conference proceedings and chapters in research books in 2014; seven (7) more than in 2012.

Master's and doctoral students, research associates and visiting professors also contributed to the research output. Generally, the student publications were co-authored with their supervisors.

	N*	N**	International	National	Proceedings	Chapters	Total
<b>Professors</b>	14	11	7.99	4.32	2.65	-	14.96
<b>Associate professors</b>	9	8	9.16	4.00	9.92	0.68	23.76
<b>Senior lecturers</b>	17	13	12.26	2.83	2.66	0.33	18.08
<b>Lecturers with PhD</b>	10	4	4.00	1.20	1.42	0.89	8.69
<b>Lecturers without PhD</b>	14	4	0.33	0.50	-	0.35	
<b>Assistant lecturers</b>	3	2	-	-	1.00	-	1.00
<b>Associates and visiting professors</b>		7	1.33	2.77	-	0.34	4.44
<b>Emeritus professor</b>		1	1.33	-	-	-	1.33
<b>Postdoctoral fellows</b>		3	1.00	1.50	-	-	2.50
<b>Students</b>		20	2.60	1.38	6.27	-	10.25
<b>TOTAL</b>			<b>40.00</b>	<b>18.50</b>	<b>23.92</b>	<b>2.59</b>	<b>85.01</b>

\*Refers to number of staff in the category

\*\* Refers to number of staff in the category who contributed to output



Associate professors and senior lecturers as a group are outperforming the professors. The per capita output of professors was 0.94 units in comparison with the per capita output of associate professors (2.64 units) and senior lecturers (1.06 units).

### Top performers in terms of research output

In 2014 the top performers in terms of accredited research output (2 units or higher) were:

**Professors:** Prof Jace Pillay (4.33), Prof Chris Myburgh (2.48 units), Prof Raj Mestry (2 units)

**Associate Professors:** Prof Umesh Ramnarain (6.07 units); Prof Juliet Perumal (4.00 units); Prof Nadine Petersen (3.16 units); Prof Geoff Lautenbach (2.33 units); Prof Devika Naidoo (2.00 units)

**Senior Lecturers:** Dr Tsediso Makoelle (8.00 units); Dr M Malindi (3.00 units)

**Lecturers:** Dr Mondli Hlatshwayo (3.39 units); Dr Graham Dampier (2.00 units)

The top performer in terms of research output over 5 years was an associate professor – Prof Umesh Ramnarain (19.32 units)

Other staff members who produced 10 research units or more from 2010 to 2014 were:

**Professors:** Prof Maropeng Modiba (13.42 units), Prof Raj Mestry (12.34 units), Prof Chris Myburgh (12.07 units) and Prof Jace Pillay (11.74 units).

**Associate Professors:** Prof Josef de Beer (11.61 units), Prof Geoff Lautenbach: (10 units)

**Senior Lecturer:** Dr Tsediso Makoelle (11.34 units).

### Conference participation

A total of 27 staff members delivered 58 papers (9 virtual) at 33 international conferences and 22 staff members delivered 43 papers at 15 conferences nationally.

### Research benchmarking via SciVal and Scopus

The Faculty endeavoured to benchmark its research performance against other reputable Faculties/Schools of Education during the past few years. This proved

to be difficult, as institutions were not keen to share information about research performance. To get a five year perspective the Faculty decided to use SciVal for benchmarking with the assistance of the University's Research and Innovation division.

SciVal is a research intelligence system established by Elsevier publishing company. All metrics and information displayed in SciVal are extracted from the Scopus database. Not all reputable research journals are included in the Scopus database, thus the analysis based on Scopus includes only those articles in journals and other publications that have been included in the database. Until recently the Scopus database has been biased heavily towards the natural sciences. The consequence is, for example, that highly rated Education researchers do not necessarily have strong Scopus profiles. It should also be noted that all staff members do not have a Scopus affiliation profile with the Faculty yet – a complete presence on Scopus, which could directly be associated with the Faculty of Education. Thus, the results of this initial benchmarking are not yet comprehensive and all-inclusive.

Nevertheless, despite the limitations of SciVal it is currently the most trustworthy and comprehensive system that enables research benchmarking and tracking of progress.

SciVal does not currently possess an accurate feature which enables the Faculty to benchmark itself research-wise against some of its peers (e.g. other corresponding Faculties/Schools of Education). However, SciVal does allow for benchmarking against the combined research performance of all Faculties/Schools of Education in the national higher education sector. This was done. Prominent SciVal's metrics include *productivity metrics*, which provide information on the volume of outputs; *citation impact metrics*, which indicate the influence of output, as indicated by various types of citation counts; *collaboration metrics*, which provide information on the research partnerships in which faculty staff were (or is) involved; and *disciplinarity metrics*, which provide information on the spread of topics in publications.

A productivity metrics benchmark: Actual scholarly output from 2010 to 2014

This figure portrays the number of Scopus-recorded scholarly outputs (journal articles, conference proceedings items, book chapters and stand-alone books) jointly generated by all Faculties/Schools of Education of South African higher education institutions (HEIs) excluding UJ over the past five years. These outputs are compared to corresponding outputs generated by the Faculty of Education at UJ, on a year on year basis.

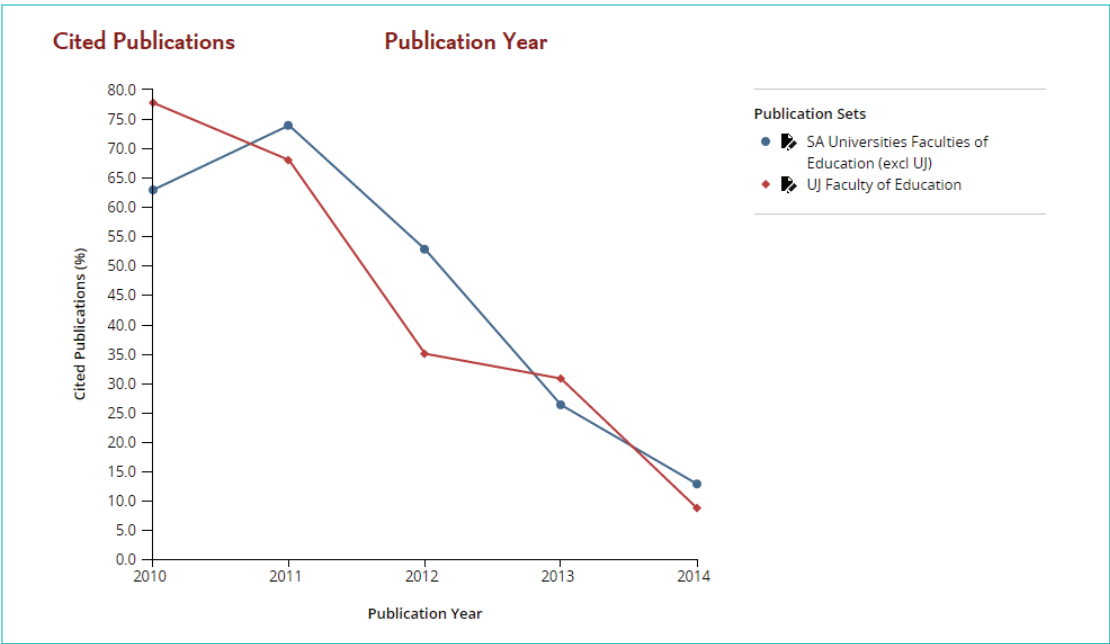
The national output displays a strong ascending trend line, indicating that the actual number of outputs in

2010 (approximately 150) has almost doubled (to approximately 290), representing almost 19% growth per annum on average. UJ's Faculty of Education's output also reveals an ascending trend line, with the actual number of outputs up from a low baseline of approximately eight (8) to 25 over the five year period, which implies that the output more than tripled. Although the years 2012 and 2013 showed a decline in outputs, based on the 2014 outputs, an average annual growth rate of almost 43% over the five year period is evident. In 2010 the UJ output represented just more than 5% of the joint national output. By 2014, this percentage has improved to 8.6%.



Two citation impact metrics benchmarks

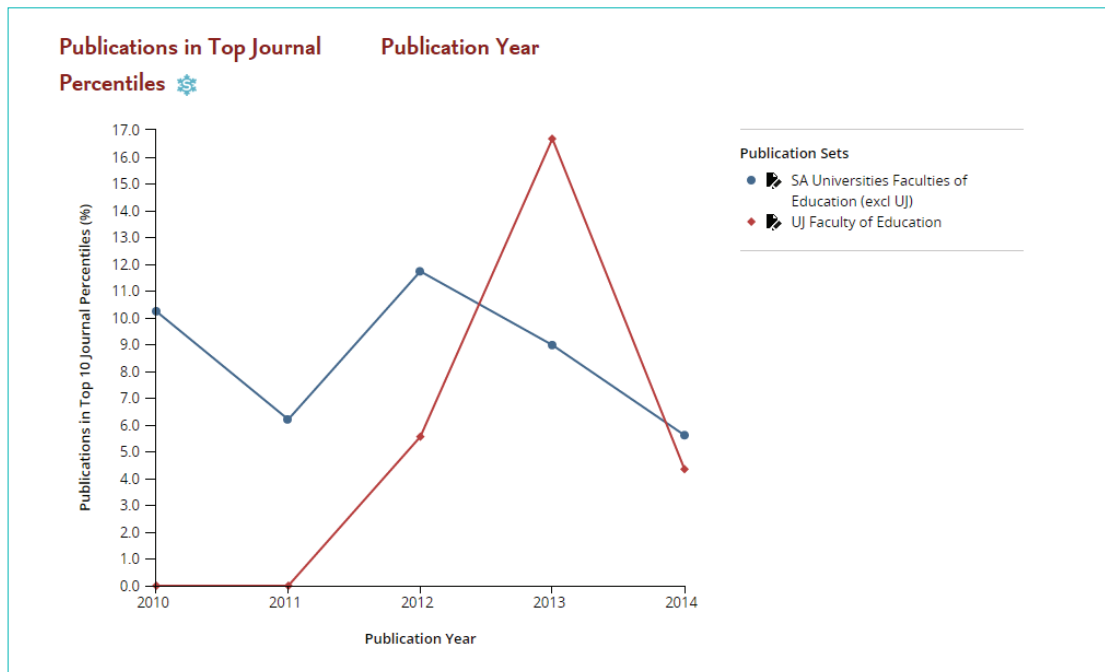
The 'cited publications' indicator refers to the percentage publications which were cited at least once from 2010 to 2014.



This figure portrays a strong downward trend line for this indicator for all South African Faculties/Schools of Education (including UJ) over the past five years. This is to be expected, because there's typically a lag period between the initial publication date and the publication date of the output(s) doing the citing. Although lagging behind initially, the Faculty's cited publication percent-

ages increasingly mirror those of the national HE sector. The 2013 and 2014 percentages are specifically encouraging, as a rapid closure of the gap between UJ and other HEIs is witnessed.

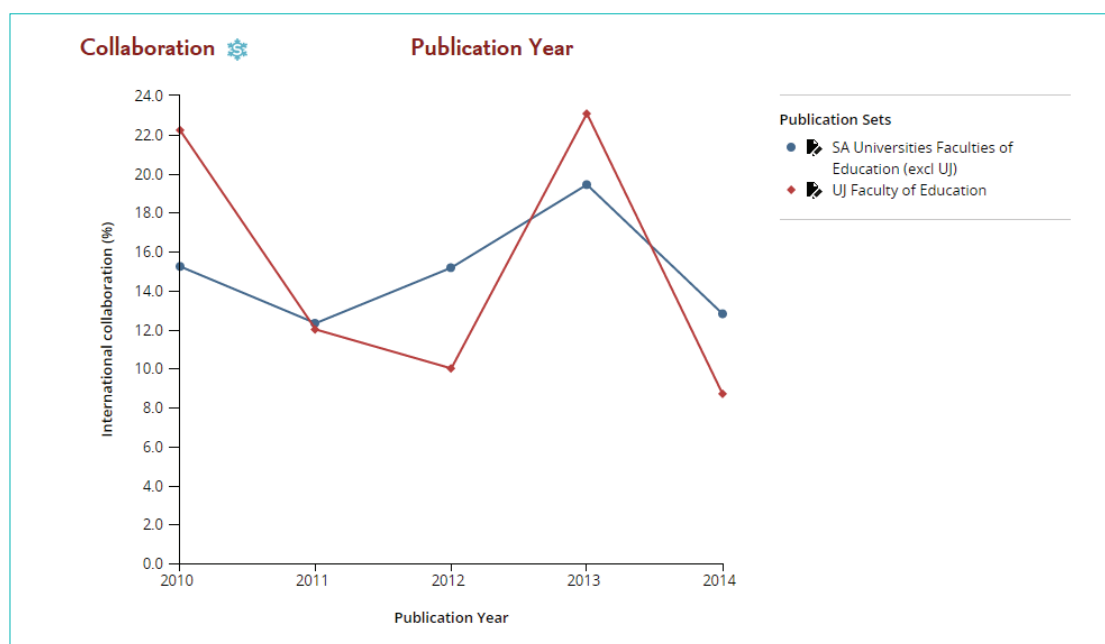
*Another citation impact metrics is the publications in top journal percentiles.*



The indicator 'publications in top journal percentiles' refers to the percentage of publications represented in the top 10% most-cited education journals indexed by Scopus. Coming from a very low (non-existent) baseline in 2010 and 2011, UJ's Faculty of Education soon started to match and eventually superseded national metrics. Its 17% in 2013 is almost double the national

average and its 2014 figure is on par with it. Only time will tell whether its 2014 output will also maintain the Faculty's sharply rising trend line.

*A collaboration metrics benchmark: Percentage of output that involved international collaboration*





'Collaboration' refers to the percentage of publications that enjoy international co-authorship. The national average for Faculties/Schools of Education fluctuates between approximately 13 and 19% over the past five years. In 2010 and 2013 international collaboration was evident in more than 20% of the Faculty's research outputs. The Faculty's 2014 figure is disappointing.

### National Research Foundation rated researchers

The NRF-rated researchers in the Faculty increased from three (3) in 2010 to nine at the end of 2014.



#### Prof Elizabeth Henning

Prof Elizabeth Henning is the Director of the Centre for Education Practice Research at the Soweto campus. She leads research in mathematical cognition and language in the early years of school as well as primary school children's learning of science concepts and reading of science texts. She is a Fellow of the American Educational Research Association. She combines instructional film production with research.

**Email:** [ehenning@uj.ac.za](mailto:ehenning@uj.ac.za)



#### Prof Raj Mestry

Prof Raj Mestry's main research interest is Social Justice and Equity: Financial Management; Women Leadership. He served on the South African Journal of Education's editorial board and was co-editor of a special issue on Instructional Leadership in the Education as Change journal. In 2012, he was awarded the Research Medal for his research contribution to education from the Education Association of South Africa.

**Email:** [rajm@uj.ac.za](mailto:rajm@uj.ac.za)



#### Prof Jace Pillay

Prof Jace Pillay holds a South African National Research Foundation Research Chair in Education and Care in Childhood. He heads a research team focusing on the educational, psychological, and social care of orphans and vulnerable children.

**Email:** [jacep@uj.ac.za](mailto:jacep@uj.ac.za)



#### Prof Brenda Leibowitz

Prof Brenda Leibowitz is team leader for a national NRF funded project, "Context, Structure and Agency". She is co-editor for the journal, *Critical Studies in Teaching and Learning* (Cristal). She has edited several books on academic development and social justice in education.

**Email:** [brendal@uj.ac.za](mailto:brendal@uj.ac.za)



#### Prof Juliet Perumal

Prof Juliet Perumal graduated with a PhD in Education from the University of the Witwatersrand, Johannesburg. She has published in the field of language and gender; critical, and feminist pedagogies; transformative curriculum, democracy; educational leadership; and qualitative research methodologies.

**Email:** [julietp@uj.ac.za](mailto:julietp@uj.ac.za)



#### Prof Shireen Motala

Prof Shireen Motala is Director of the Postgraduate Research Centre: Research and Innovation Division, and Associate Professor in the Faculty of Education, the University of Johannesburg. Her research interests and expertise have been in the areas of education financing and school reform, access, equity and education quality and globalisation.

**Email:** [smotala@uj.ac.za](mailto:smotala@uj.ac.za)



#### Prof Chris Myburgh

Prof Myburgh has been a tenured professor in Psychology of Education since 1989 and is an expert regarding quantitative as well as qualitative research methodologies. His focus areas are especially adolescence, persons confronted with life challenges and strategies to facilitate these persons' mental health. He serves on the ethics committees of the Medical School of the University of the Witwatersrand and the Faculty of Education (vice-chairperson) of the University of Johannesburg.

**Email:** [chrism@uj.ac.za](mailto:chrism@uj.ac.za)

The rating of Prof Umesh Ramnarain and Prof Linda Chisholm was announced in 2014 (effective from 2015).



#### **Prof Umesh Ramnarain**

Prof Umesh Ramnarain's research is on inquiry teaching and learning, and its uptake in South African classrooms characterised by diversity and complexity in terms of intrinsic and extrinsic or environmental factors. The knowledge base he has built has important implications at both the national and international levels, especially in terms of inquiry teaching in underprivileged schools.

**Email:** [uramnarain@uj.ac.za](mailto:uramnarain@uj.ac.za)



#### **Prof Linda Chisholm**

Prof Linda Chisholm is a former special advisor to the Minister of Basic Education, Director of Education Research at the HSRC, Professor of Education at UKZN and Director of the Wits Education Policy Unit. Her PGCE and MA were completed at the University of London, and her PhD at the University of the Witwatersrand, Johannesburg. Her research focuses on the historical, contemporary and comparative aspects of education policy and curriculum in South Africa and the region.

**Email:** [lichisholm@uj.ac.za](mailto:lichisholm@uj.ac.za)

### **Research and development funding**

The numerous externally funded research projects in 2014 bear testimony to the vibrant research culture that has developed in the Faculty. (Some of the grants that the Faculty receives combine research and development.)

Funders included the National Research Foundation (several projects); the Department of Higher Education and Training; the Foundation for Human Rights; the Rosa Luxembourg Foundation, the Education Policy Consortium, Ford Foundation, Hewlett Packard Company, Zenex Foundation, USAID, Elma Foundation and Oppenheimer Memorial Trust.

The research and development funding generated in 2014 amounts to R9 501 415. The programme area

of childhood education attracted 47% of the funding generated (R4 520 802).

### **Research journals housed in the Faculty**

The Faculty serves the education research community through two research journals. *Education as Change*, published by Taylor & Francis and Unisa Press, is listed in the Social Sciences Citation Index of Thomson Reuters. The *SA Journal of Childhood Education* is edited and produced by the CEPR, with Sun-Media as production house. It was awarded DHET accreditation at the end of 2013 and will be taken up in the listing of the International Bibliography of the Social Sciences (IBSS) in 2015.

## 9 COMMUNITY ENGAGEMENT, PUBLIC ENGAGEMENTS, ALUMNI AND BRANDING

### **UJ associated schools**



The Faculty is the guardian of UJ Metropolitan Academy (UJMA). The school once again obtained excellent matric results – a 100% pass rate, 94.4% Bachelor's and 5.6% Diploma endorsement, which means that all learners qualified to study at tertiary level. A total of 126 distinctions were obtained.

The Faculty is involved in several ways at UJMA. Students do work integrated and service learning at the school and the Faculty piloted the "teaching school" concept in a few subjects in 2014. In addition, the Faculty was involved in the offering of Life Sciences in the Further Education and Training (FET) band at UJMA. Learners were taught by final year pre-service (BEd and PGCE) student teachers. Three faculty staff members were involved as mentors.



Postgraduate students in Educational Psychology assisted the school with the selection of learners who have the potential to excel in mathematics and science into Grade 8. The students also assisted with the career assessment of Grade 11 learners in the school.

The Funda UJabule School on the Soweto campus is not only a teaching school, but it also serves the surrounding community in terms of childhood education.

#### Public engagements, branding and alumni

Public engagements consisted of education conversations, public lectures and public seminars.

- "Teachers Upfront" conversations were co-hosted by the UJ Faculty of Education, Wits School of Education, Bridge Foundation, Sci-Bono Discovery Centre and the Mail & Guardian newspaper. The Mail & Guardian published articles on all the conversations.
- Another series of education conversations was hosted by the Faculty in partnership with Kagiso Trust and City Press.
- 19 public lectures and public seminars were hosted by the Faculty, some delivered by visiting professors.

The Faculty newsletter *Edu-brief @ UJ* was published twice.

Faculty staff regularly commented in the media – newspapers, radio and television – on education issues,

and Faculty achievements were reported widely in newspapers and other forums.

The Faculty also strengthened its relationship with alumni. Two alumni affinity groups were active, in Educational Psychology and in Education Leadership and Management.



Dr Tumi Diale presenting at an Educational Psychology affinity group seminar on the topic "When the music changes, so must the dance: Exploring relevant career guidance and counselling interventions within the South African context"

## 10 SPECIAL ACHIEVEMENTS OF STAFF AND STUDENTS

- Dr Lara Ragpot received the Vice Chancellor's distinguished teaching award.



Dr Lara Ragpot, receiving the best teacher award, with Prof Angina Parekh and Prof Ihron Rensburg

- Prof Coert Loock was appointed by the Minister of Basic Education Ms Angie Motshekga to serve on the Umalusi Council until 2018 and he was also appointed as chair of the assessment committee of Umalusi.
- The International Board of Directors of the Honor Society of Nursing, Sigma Theta Tau inducted Prof Chris Myburgh as an Honorary Member in a ceremony in Cape Town during November. Prof Myburgh has been working for many years in close partnership with Prof Marie Poggenpoel from the Department of Nursing at UJ.
  - Prof Umesh Ramnarain's paper delivered at the International Science Education Conference in Singapore as awarded the Springer Best Paper award.



**Prof Umesh Ramnarain receiving the Springer Award for the best paper**



**Mr Adonious Antoniou and Ms Kira Watson**

At the 2014 National Teaching Awards of the department of Basic Education, a Faculty student and an alumnus were honoured, namely Mr Andonis Antoniou and Ms Kira Watson. Mr Andonis (Tony) Antoniou received the first prize in the Excellence in Secondary

School Teaching Award. Mr Antoniou is registered for a PhD in science education in the Faculty. Ms Kira Watson was a student of the Faculty in 2010, and she won the third prize in the Excellence in Teaching Science Award.

## 11 CONCLUSION

**2014 was in the main a successful year for the Faculty of Education. Success was evident in aspects such as the following:**

- Undergraduate student success and graduate output
- Growth in research output
- Growth in number of postdoctoral fellows
- Strengthening of international collaborations, particularly through the appointment of eminent visiting and distinguished visiting professors

- Externally generated research and development funding, particularly in the flagship area of childhood education

### **Areas of underachievement were**

- Throughput of master's and doctoral students
- Enrolment of international students
- Enrolment in the BEd Hons degree

# 12 THE WAY FORWARD: TOWARDS GLOBAL EXCELLENCE

The key priorities and associated initiatives that will be pursued in the short and medium term to bolster the Faculty's quest for global excellence are:



Ultimately, to be excellent in the *global* sphere, a faculty has to be competitive in a niche which shows its unique *local* strength. Such a strength would be internationally competitive because of its contextual fidelity.

Ultimately, the global excellence of the Faculty thus lies not in its global competitive edge, as much as in its global innovative edge – finding and disseminating ways of knowing and educating that are innovative and robust for problems of the country and the region and which could be utilised widely – not only in the developing world.

The Faculty of Education at UJ's strength lies in its education of (mainly) African university students in innovative pedagogies that hold the promise

of impacting children and youth in schools. Likewise, its research projects build the scholarly capacity of staff and students to delve deeply into local realities, searching for understanding and for improvement of some aspects of a national education system that faces many challenges.

Herein lies the probable global excellence of the Faculty of Education – its research and its teaching which targets local issues in programmes and projects that have the potential to be known as 'cutting edge' research and teaching beyond the country's borders. To this end it is essential that research findings be disseminated widely, not only at conferences and in networks, but in leading journals across the globe.



# *Dynamic knowledge making for 21st century education*











