The background of the cover is a photograph of the University of Johannesburg. The top half shows a modern, multi-story building with a curved glass facade and concrete pillars. The bottom half shows a wider view of the campus with several buildings, green lawns, and trees. In the foreground, there are large, green aloe vera plants.

FACULTY OF EDUCATION ANNUAL REPORT 2015



UNIVERSITY
OF
JOHANNESBURG





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1. FACULTY OF EDUCATION IN 2015 AT A GLANCE

- The Faculty of Education 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.
- In 2015, the Faculty consisted of five academic departments and two research centres and it housed 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 Educational Leadership and Management.
- Total number of students: 3954
- Total number of undergraduate students: 3241
- Total number of master's students: 190
- Total number of PhD students: 126
- Total number of graduates: 1012
- Course (module) success (completion rate): 88.3%
- Module completion rate for the undergraduate degree (BEd): 91.2%
- A total of 194 tutors and 35 senior 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: 76%
- Total number of administration and support staff: 22
- Research output submitted to the Department of Higher Education for accreditation: 100.11 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

Knowledge-making for 21st century education: strategic priorities and strategic activities

The various programmes of activity of the Faculty of Education in 2015 bear testimony to it actively pursuing “dynamic knowledge-making for 21st century education” in South Africa and beyond. This pursuit also encompasses the Faculty’s quest towards global excellence. The Faculty argues that to be excellent in the *global* sphere, it has to excel in niches that show *local* strength. Thus, the global excellence of the Faculty would lie in knowledge-making through teaching and research that is innovative and robust for local and regional education needs and issues; and which could be utilised widely, not only locally. The Faculty’s prominent research foci and innovative teacher education programmes testify to this quest.

The Faculty Strategic Committee met twice during 2015 to explore Faculty priorities and initiatives related to the core strategic goal of the University, namely “Global Excellence and Stature”. Priorities related to this strategic goal include expanding the Faculty’s international footprint and offering selected postgraduate programmes online. The work related to the latter commenced in 2015. A specific initiative related to the internationalisation of research was the appointment of distinguished visiting professors.

In addition to the two distinguished visiting professors whose appointments were approved in 2014, namely Prof Annemarie Fritz-Stratmann (University of Duisberg-Essen) and Prof Elias Mpofu (University of Sydney), the appointments of Prof Catherine Snow (Harvard University), Prof Bruce Macfarlane (University of Southampton) and Prof N’Dri Assie Lumbumba (Cornel

University) were approved in 2015. The latter two professors will work in the field of higher education studies.

Part of the Faculty’s global excellence drive is to bolster the Childhood Education flagship programme area. Two of the distinguished visiting professors, namely Prof Annemarie Fritz-Stratmann and Prof Catherine Snow, were appointed to work in this programme. Two visiting professors from the University of Helsinki, namely Prof Jari Lavonen and Prof Pirjo Aunio are research collaborators in the Childhood Education field. They were involved in externally-funded projects coordinated by the Centre of Education Practice Research (CEPR), which is affiliated to the Department of Childhood Education (DCE). In 2015 the Faculty also attracted substantial development funding related to Childhood Education’s work with the University teaching school, the Funda UJabule School (FUJS), from the Elma Foundation, USAID and the Oppenheimer Memorial Trust.

In 2014, Education as subject area at UJ was ranked in the QS World University rankings as one of the top 200 in education in the world, and one of the top five in South Africa. Although the overall score of Education at UJ improved in 2015, it dropped to the top 300 category. It nonetheless maintained its place as one of the top five in South Africa. The overall score is arrived at by combining weighted scores for the subject area across the following dimensions: academic reputation, employer reputation and research (citations and the H-index).

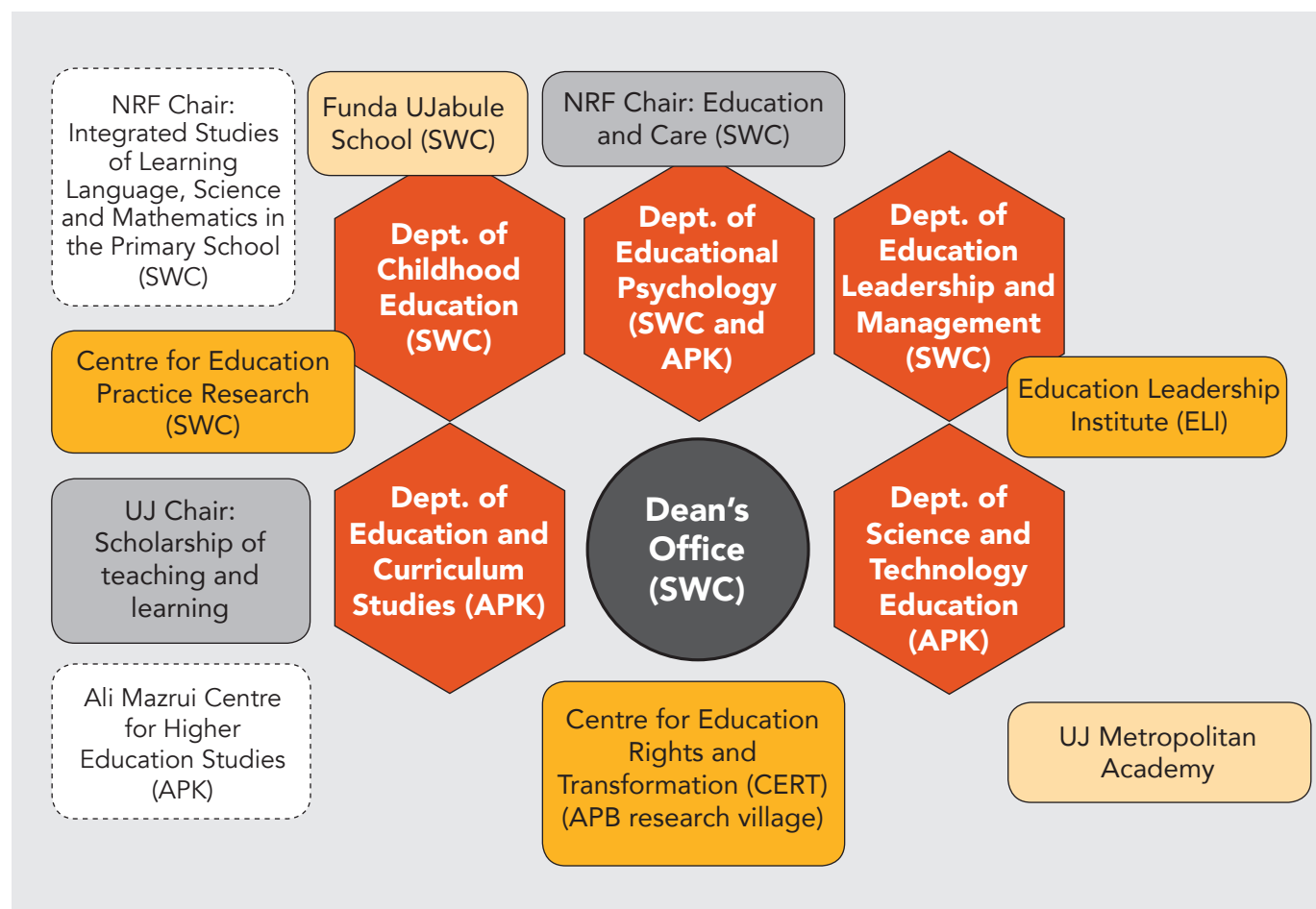
Rankings are but one way of assessing quality and reputation. Nonetheless, rankings also assist with benchmarking – nationally and internationally.



3. THE FACULTY'S OPERATING CONTEXT

In 2015 the Faculty consisted of five academic departments and two research centres and it housed two Chairs – a National Research Foundation Chair and a University Chair in the Scholarship of Teaching and Learning. In addition, groundwork was done for

formally establishing a Centre for Higher Education Studies. The National Research Foundation (NRF) also announced that an additional research chair had been granted to the Faculty.



Campuses

The Faculty offers academic programmes on two campuses, namely the Soweto campus (SWC), where the office of the Executive Dean is situated, and on the Auckland Park Kingsway (APK) Campus. The Centre for Education Rights and Transformation (CERT), a research centre, is situated in the research village on the Auckland Park Bunting Road (APB) Campus. In addition, in 2015 the Faculty continued to offer 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. Staff members of the latter department who teach in the APK-based programmes of the Faculty are also based on the APK campus. The SWC is also the home of the Centre for Education Practice Research (CEPR), the Education Leadership Institute (ELI) and the SA



Research Chair (NRF) in Education and Care in Childhood. The SA Research Chair (NRF) in Integrated Studies of Learning Language, Science and Mathematics in the Primary School, which was awarded to the Faculty in 2015, will also be housed on the SWC.

Childhood Education was identified as a UJ flagship programme area in 2014. The programme of activities of childhood education is managed by the 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 an “education laboratory” and teaching school. The students in the Bachelor of Education (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 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 postgraduate Educational Psychology programmes (BEd Hons and MEd) offered at the SWC are sought after and the demand is more than can be accommodated.

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 (ECS) and Science and Technology Education (SciTechEd). The focus of the programmes at the APK



campus is mainly secondary school education. Two initial teacher education programmes are offered on this campus, namely the BEd in Senior Phase and Further Education and Training Teaching (BEd SP & FET Teaching) and the Postgraduate Certificate in Education (PGCE). Postgraduate programmes straddle various areas of learning and research.

Science Education is one of the strongest programme areas at this site. Other popular postgraduate programmes offered by the Department of Educational Psychology on this site are in the areas of Psychology for Learning, Inclusive Education and Psychology of Education. Higher Education as field of study is starting to gain prominence. In 2015 the foundation was laid to establish the Ali Mazrui Centre for Higher Education Studies on the APK campus. The UJ Chair: Scholarship of Teaching and Learning is also situated on the APK 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.



Academic staff and the principal of Marelang Primary School at Siyabuswa on their way to a workshop

Siyabuswa

The BEd in FP Teaching at Siyabuswa was in its third year of offering in 2015. This programme is a collaborative initiative of the UJ with the Department of Higher Education and Training (DHET) and the University of Mpumalanga (UMP). The 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.



The teaching school development practitioner, Ms Lindiwe Jiyane, working with Marelang Primary School staff

A substantive grant from USAID and Elma Foundation was awarded to the Faculty in 2014 to establish the first Centre for African Languages Teaching (CALT) at Siyabuswa. This Centre was established in 2015 and will be a UJ project 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", Marelang Primary School, at Siyabuswa and the funding enabled the appointment of a "teaching school development practitioner" at the school.

4. FACULTY GOVERNANCE AND QUALITY ASSURANCE

The Faculty of Education Leadership and Management Committee (FELMC) consisting of the Executive Dean, Vice Dean, Heads of Departments (HoDs) and Head of Faculty Administration (HFA) met twice a month during 2015. The main purpose of the FELMC is to provide leadership and management with regard to the execution of the Faculty's vision, values and strategy, as well as quality assurance measures. The FELMC also serves as an immediate consultation/sounding board for the Executive Dean when necessary. The HoDs were Prof Piet Ankiewicz (Science and Technology Education), Prof Leila Kajee (Education and Curriculum Studies), Prof Nadine Petersen (Childhood Education), Prof Juliet Perumal (Education Leadership and Management) and Dr Helen Dunbar-Krige (Educational Psychology). The Vice Dean was Prof Coert Look and Ms Sarita Rademeyer was the HFA.

Activities and quality assurance within departments were managed by the HoDs. However, the integrated nature of the core activities in the Faculty demands that activities and tasks be coordinated cross-functionally. Consequently, Faculty focus groups and committees play an important role. The main purpose of the focus groups is to oversee quality enhancement in matters

related to teaching and learning in the Faculty's initial teacher education programmes. These programmes are offered cross-departmentally. The focus groups report to the Faculty Teaching and Learning Committee. In addition, the following committees were functional in 2015: Academic Ethics Committee; Research Funding Committee; Higher Degrees Committee, Transformation Committee and Faculty Strategic Committee.

The main risk identified in 2014, namely enrolment planning and management, remained a risk in 2015. This was 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. To mitigate this risk, the Faculty explored presenting selected BEd Hons programmes through a blended learning mode of delivery, as well as selected master's programmes through online delivery. These will start once approved by the Higher Education Quality Committee (HEQC). Other risks and concerns included the high drop-out rate of first-year students; the high drop-out rate and slow progress of master's and doctoral students and retaining highly sought-after academic staff.

5. STAFF

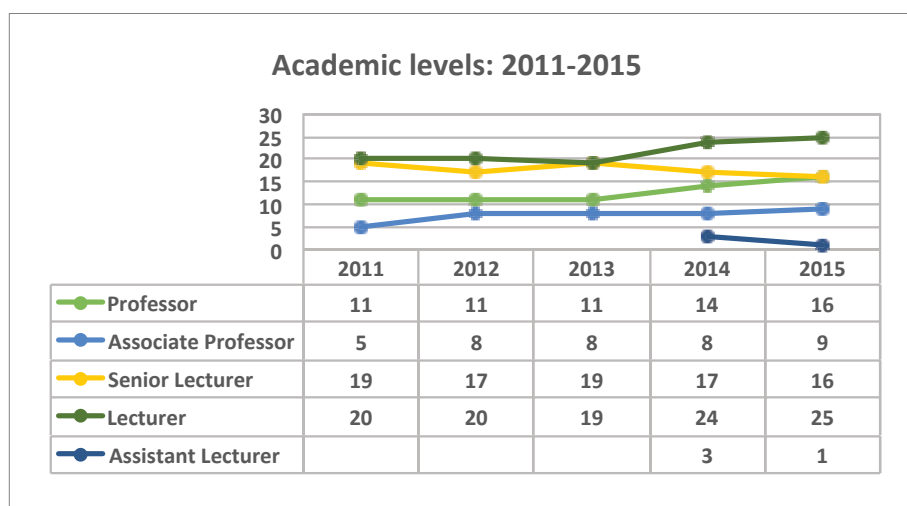
In 2015 the Faculty had 67 full-time permanent academic staff members, including the Executive Dean). The number of administration and support staff was 22 in 2015. Eleven (11) temporary employees were involved in the BEd and PGCE programmes, and five (5) in the BEd Hons programme. The temporary employees assisted mainly with the teaching load related to the phasing in of new and phasing out of old qualifications.

A total of 76% (n=51) of academic staff held doctoral degrees in 2015, in comparison to 79% (n=53) in 2014. The decrease was due to staff members with

doctoral degrees resigning, while some of the new staff appointed at lecturer level did not hold doctoral degrees. Two of the appointees in lecturer positions had been assistant lecturers before and were still busy with their doctoral degrees. One assistant lecturer without a doctoral degree was also appointed.

In terms of appointment level, one (1) staff member was an assistant lecturer (2%); 25 were lecturers (37%); 16 were senior lecturers (24%); 9 were associate professors (13%) and 16 were professors (24%).

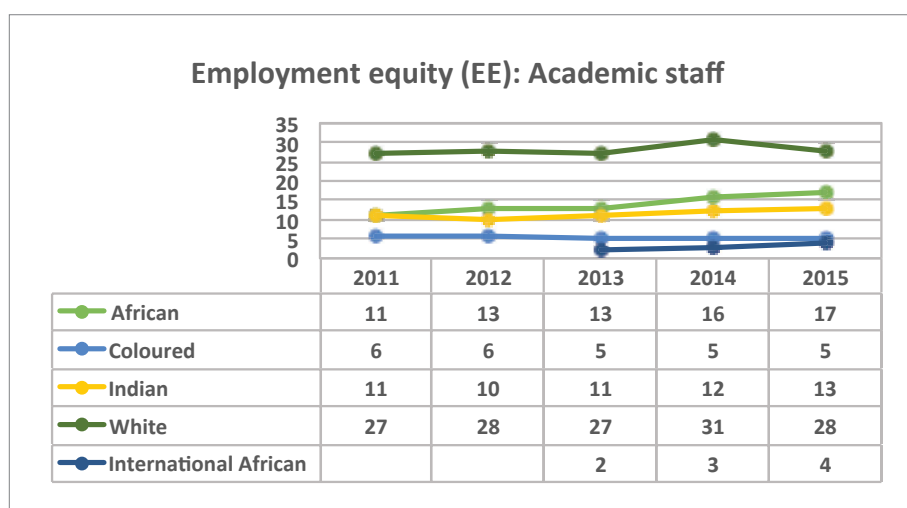
The following trend is discernible over the past five years:



The profile in terms of equity reporting was 42% (n=28) designated staff (excluding White women) and 58% (n=39) non-designated, including international staff

(n=4). The gender profile in 2015 was 49% (n=33) male and 51% (n=34) female.

The following five-year trend is discernible:



The profile in terms of equity reporting of associate professors (n=9) was four (4) designated, and five (5) non-designated (including 1 African foreign). The profile for professors (n=15) was six (6) designated and nine (10) non-designated.

The gender profile for associate professors was five (5) male and four (4) female, while the gender profile for professors was nine (9) male and six (7) female.

The demographic profile of the Faculty academic leadership group – Executive Dean, Vice Dean and HoDs (n=7) was three (3) designated and four (4) non-designated. The gender profile was five (5) female and two (2) male.

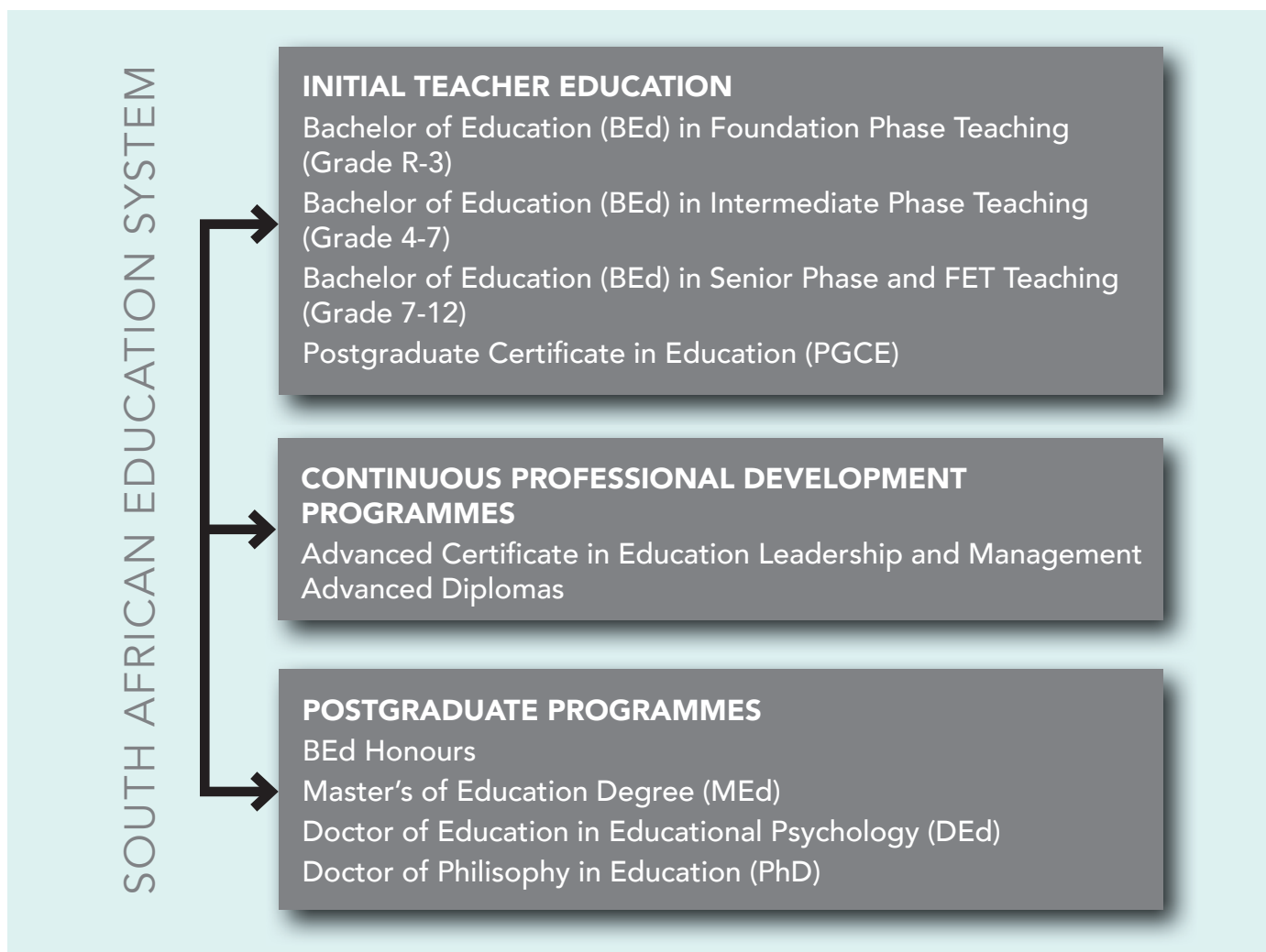
Special achievements of staff

- Prof Lara Ragpot received a commendation from the Higher Education Learning and Teaching Association of Southern Africa (HELTASA) for her teaching portfolio.
- The Comparative International Education Society awarded Prof Juliet Perumal the Joyce Cain award for outstanding research on people of African descent for her article: "Pedagogy of Refuge:

Education in a time of dispossession". The article was published in the journal: *Race Ethnicity and Education*.

- Prof Umesh Ramnarain was awarded best paper at the International Science Education and Teaching (ISET) Conference in Thailand for his paper "Exploring the influence of school management on the achievement goal orientation of Grade 10 South African Physical Sciences learners at township schools".
- Dr Macalane Malindi was awarded the Education Association of South Africa (EASA) Emerging Researcher Medal in recognition of his outstanding contribution and promotion of the scientific status of Education within the first eight years of his entrance to academia.
- The research conducted under the leadership of Prof Elizabeth Henning, in the field of Childhood Education was recognised by an SA Research Chair awarded to Prof Henning. The Chair will focus on Integrated Studies of Learning Language, Science and Mathematics in the Primary School.

6. TEACHING AND LEARNING PROGRAMMES



First-time programme offerings in 2015

The newly HEQC-accredited Postgraduate Certificate (PGCE) in Senior Phase and Further Education and Training Teaching as well as the PGCE in Further Education and Training Teaching was offered for the first time on the Auckland Park Kingsway Campus with an intake of 181 students.

Development of new programmes

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

The following programmes were approved and accredited by the HEQC in 2015:

- Bachelor of Honours in Childhood Education
- Bachelor of Honours in Education Leadership and Management
- Bachelor of Honours in Language Literacies and Literature
- Bachelor of Honours in Educational Psychology
- Postgraduate Diploma in Inclusive Education
- Postgraduate Diploma in Higher Education
- Postgraduate Diploma in Education Leadership and Management
- Advanced Diploma in Science Education
- Advanced Diploma in Computer Applications Technology Education

The following programmes were approved and accredited with short-term conditions in 2015:

- Bachelor of Education Honours in Curriculum Studies
- Advanced Diploma in Technology Education
- Postgraduate Diploma in Education

An application for accreditation of the Diploma in Grade R Teaching was submitted to the HEQC in 2015.

In line with the Faculty's initiative to get involved in online delivery of selected programmes, two existing programmes, namely the online Master's of Education (MEd) in Information Communication Technology Education and the MEd in Educational Management were redeveloped and approved for online delivery by the Senate in 2015. These programmes were submitted to the DHET for Programme Qualification Mix (PQM) clearance. The Postgraduate Diploma in Inclusive Education as well as the Advanced Diploma in Remedial Education were redeveloped for online offering and will be submitted for PQM clearance and accreditation in 2016.

Externally funded programme offerings and short learning programmes

The Education Leadership Institute (ELI), funded by the EDTP SETA offered short learning programmes in Mathematics and Physical Sciences to 100 teachers (65 in Mathematics and 35 in Physical Sciences). These short learning programmes (SLPs) are credit bearing towards modules in the Advanced Diploma in Mathematics Education or the Advanced Diploma in Physical Science Education.

On request, two SLPs were offered by the Department of Educational Psychology under the leadership of Ms Jean Fourie:

- The SLP in Curriculum Differentiation in Inclusive Education was offered to 50 district officials from the Mpumalanga Department of Education.
- The SLP in Learning Support was offered for the Mpumalanga Department of Education to 60 educators from Foundation and Special Needs schools.



Ms Jean Fourie and participants of the SLP in Mpumalanga

Sponsored programme offering: ACE in School Leadership and Management

The ACE in School Leadership and Management was offered as follows in 2015:

- In Namibia to 25 students, sponsored by the Anglo American Corporation
- In Uplands (Mpumalanga) to 22 students sponsored by Lombard Assurance
- In Richards Bay in Kwa Zulu Natal to 22 students sponsored by Richards Bay Minerals
- In Gauteng the ETDP SETA sponsored 50 students through the Mathew Goniwe School of Leadership and Governance

7. STUDENTS

Enrolments

The Faculty reached or exceeded (with approval) its enrolment targets at all levels of enrolment apart from the doctoral degree. The planned number for the doctoral degree was 132, while 126 enrolled (95%).

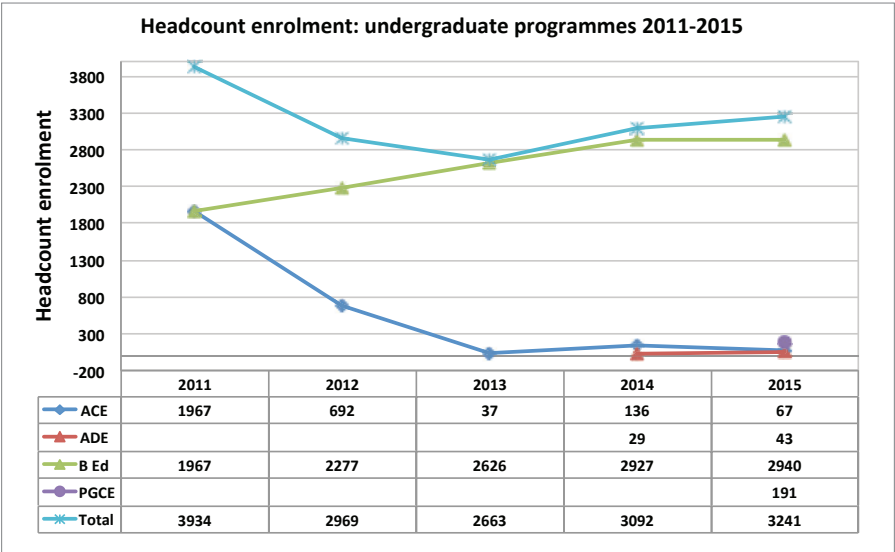
A total of 3954 students were enrolled in 2015. More honours and master's students were enrolled than planned. A total of 366 honours students were enrolled (135 more than planned) and the master's enrolment was 190 (10 more than planned).

Of the 3954 students, 3241 were undergraduates (82.3%) and 711 were postgraduate students (17.7%) compared to the 2014 enrolment of 3091 (79.7%)

undergraduates and 787 (20.1%) postgraduates. The decline in the postgraduate enrolment between 2014 and 2015 is not due to a real decline in numbers, but because the PGCE is no longer viewed as a postgraduate programme by the DHET, in line with new Higher Education Qualification Framework (HEQF). In 2015 the PGCE numbers were thus included in the undergraduate enrolment figures.

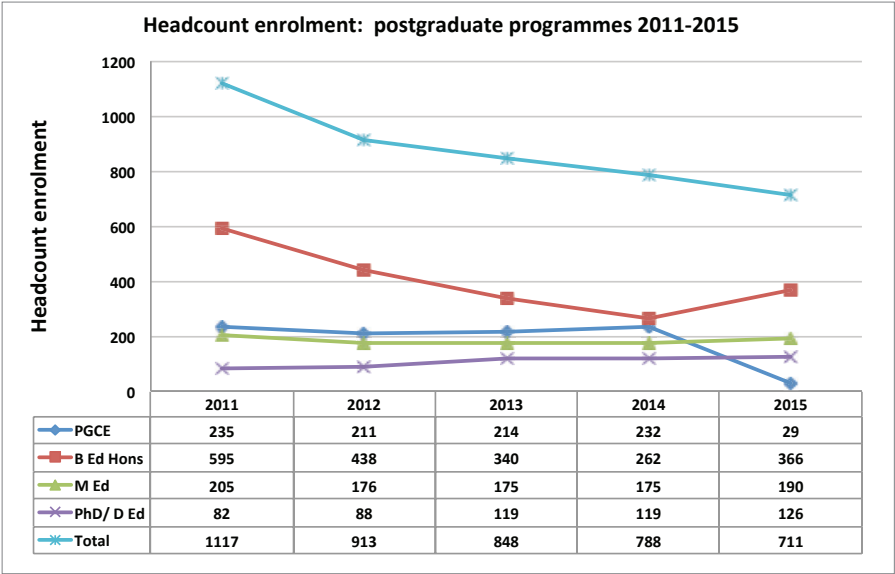
First-time entering undergraduate degree enrolments increased slightly from 764 in 2014 to 770 in 2015.

The enrolment of first-time entering students with admission point scores (APS) of 35 and higher (average of 70% or better in matric performance) has gradually increased since 2011; from 12.13% (n=118) in 2011 to 34% (n=262) in 2015.



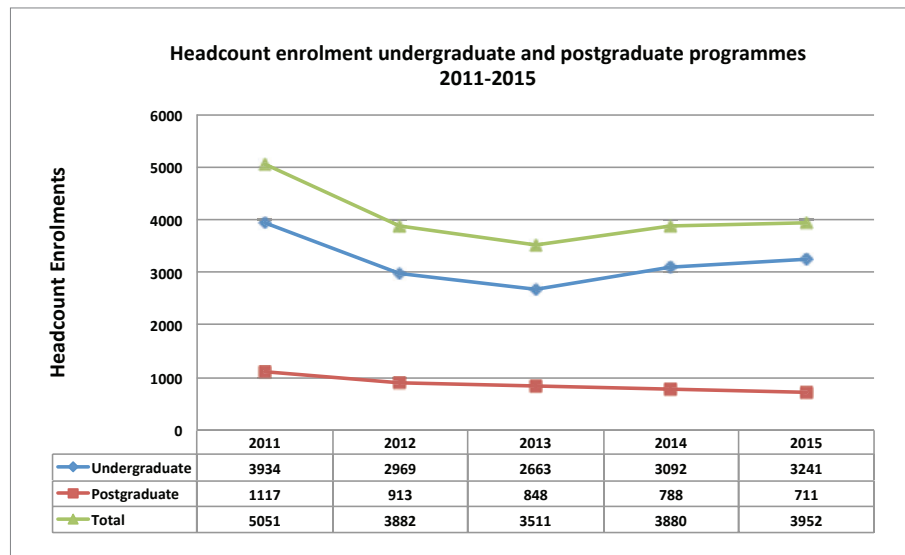
The decline in student numbers in the Advanced Certificate in Education (ACE) numbers over five years is due to the phasing out of the ACE as qualification type, in line with the teacher education policy framework. The Faculty has been offering only one ACE programme recently, namely the ACE in Education Leadership and Management. The offering of this

programme was sponsored for the training of school principals. The PGCE was previously classified as a postgraduate programme, but its classification changed in 2015 to an undergraduate programme. A new qualification type, the Advanced Diploma in Education (ADE) was offered for the first time in 2014.



The 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 from 2011 to 2014.

It is encouraging that the number of BEd Hons enrolment increased in 2015. A reason for this could be the increase in BEd graduates over the past few years. Many of the students who registered for the BEd Hons in 2015 are UJ BEd graduates.



Although there had been a decline of 1097 in the enrolment numbers since 2011, the full-time equivalent (FTE) funded credits in 2015 were similar to the FTEs in 2011, namely 3061,46 in 2011 compared to 2815,1659 in 2015.

A total of 72 international students were enrolled in 2015. Of these 37,5% (n=27) were enrolled for undergraduate programmes and 59,7% (n=45) for postgraduate programmes.

There was a slight increase in the enrolment of international students, from 66 in 2013 to 70 in 2014 and 72 in 2015. The Faculty is, however, underperforming in terms of international students. This is one of the reasons why the Faculty plans to offer selected postgraduate programmes online, to make these programmes accessible to students on the rest of the African continent and beyond. Internationally, as in South Africa, full-time postgraduate enrolment in Education programmes is limited.

In 2015 the student profile in terms of demographics was: African 79%; White 11%; Indian 4%; Coloured 4% and International 2% compared to the 2014 student profile of African 77%; White 13%; Indian 5%; Coloured 3.8% and International 1.2%.

Student success

The academic performance of students was generally satisfactory. The course (module) success rate (module completion rate) increased to 88.2% in 2015, compared to 87.0% in 2014. A five-year perspective shows that the overall module completion rate of the Faculty increased yearly since 2011; from 78.9% in 2011 to 88.2% in 2015.

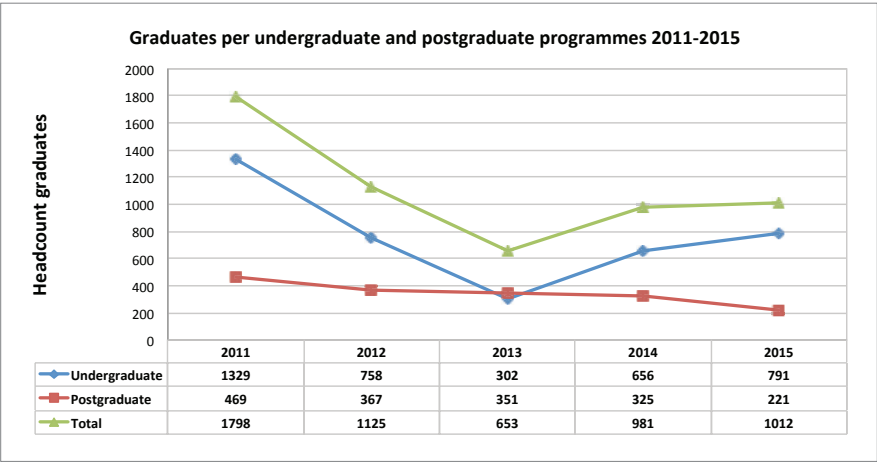
The module completion rate for the undergraduate degree (BEd) increased from 90.7% in 2014 to 91.8% in 2015. This was mainly due to improved throughput in some of the modules with large student numbers.

There was an increase in the first-time entering undergraduate module completion rate from 83.5% in 2013 to 88.5 in 2015%. The module completion rate of first-time entering students has fluctuated, between the lowest in 2011 (75.5%) and the highest in 2015 (88.6%).

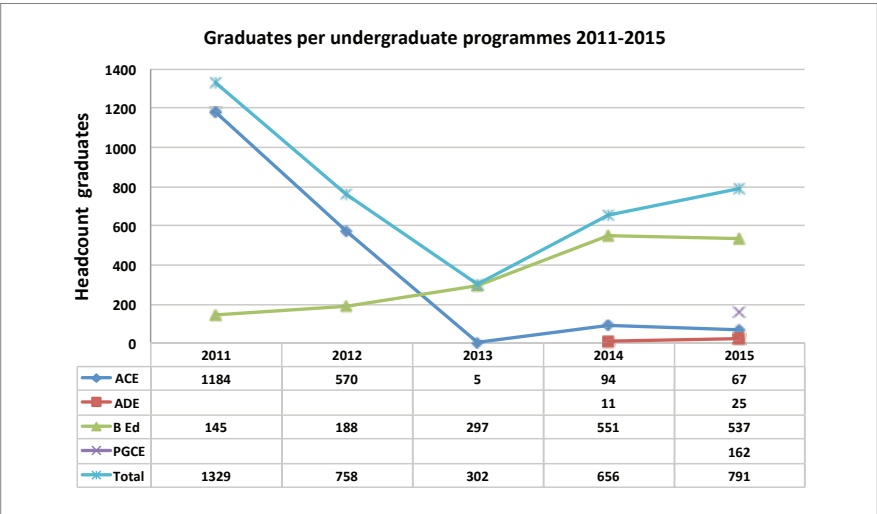
The BEd in FP Teaching was offered for the first time on the Siyabuswa Campus in 2013, when a highly selected total of 99 students enrolled for this programme. A 99% course success rate was achieved in the first year of offering. Of the 2013 cohort, 96 students continued to their third year of studies in 2015. The module completion rate was 95.4%.

Graduation outputs

In 2015 a total number of 1012 students graduated, 31 students more than in 2014.



The graduation pattern is explained in the graphs that follow.



The steep decline in graduates from 2011 to 2013 reflects the changed enrolment pattern in the Faculty. The ACE is a one-year programme (offered part-time over two years) and the student numbers in the ACE declined drastically. The BEd numbers have been increasing, with a spike in 2011, but the BEd is a four-year programme.

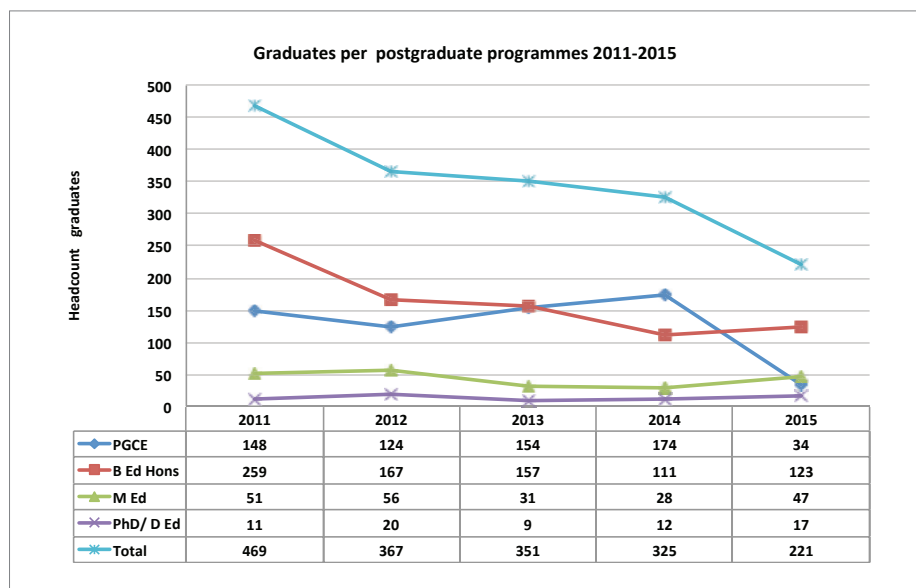
The BEd graduates increased gradually since 2011, reflecting the growth in BEd student numbers. In 2015, fewer BEd-students graduated than in 2014, due to the fact that the Faculty experienced a spike in its BEd intake in 2011 (1004 first-year enrolments). The 2012 intake was lower at 690 enrolments.

The large number of undergraduate students not completing the BEd degree in the minimum time of four years is a concern, although the Faculty's regulation time completion for the four-year undergraduate degree in 2014 was more favourable than that of the University overall (35%). The 2012 BEd cohort enrolment was 690, with 360 (52.2%) of these

students completing the degree within the minimum time of four years. In percentage terms this presents an increase in comparison with the 2011 cohort, when 44.2% (444) of the 1004 students completed within the minimum timeframe.

The drop-out rate of BEd students during and at the end of their first year of study is troubling. The first-time entering cohort enrolment (first-year BEd students) in 2014 was 763, and 123 (18.1%) of these students did not return to the University in 2015. Of these 123 non-returning students 71 students were academically excluded due to poor performance. Follow up with students in good academic standing revealed that many dropped out due to financial difficulties.

The decline in BEd Hons graduates reflects the decline in enrolments. The significant decrease in PGCE graduates from 2014 to 2015, due to the fact that the PGCE was no longer classified as a postgraduate programme, also contributed to the overall decline. The Faculty is concerned about the progress and



performance of master's and doctoral students. Cohort studies to track their progress confirm a high drop-out rate and in some cases slow progress.

As an example: Of the 74 master's students who registered for the first time in 2011, 33 (44,6%) dropped out between 2011 and 2015. Of that cohort, a total of 10 (13,5%) students graduated by the end of 2012. The cumulative graduates were 24 (18,9%) in 2013, with a total of 37 (50%) students cumulatively

graduating by the end of 2015. The average time to completion is 3.11 years.

The progress of doctoral students and doctoral graduate output are similarly worrying. To illustrate, of the 2011 cohort of 19 students, one student (5.3%) dropped out in the second year of study (2012) and 5 (26.3%) had cumulatively dropped out by the end of 2015. Only five (5) students (26.3%) of the 2011 doctoral cohort cumulatively graduated in 2015.

Support to students

Tutors

In 2015 a total of 194 tutors provided learning support to students in 149 modules in the Faculty's undergraduate programmes. A total of 35 senior tutors were appointed to work closely with the module lecturers in coordinating and managing modules with large student numbers. The senior tutors mentored and advised tutors; assisted with identifying and supporting underperforming students; provided web-based learning support and assisted lecturers with assessment. In addition, three (3) senior tutors provided support to students in the library and three (3) tutors assisted international students and academically at-risk students with learning support.

Tutors attended various training sessions to equip them with the requisite skills to assist students with writing support and study skills and to provide additional support to at-risk students. The training sessions also served to assist 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 at the qualification focus group meetings, providing feedback on all aspects pertaining to tutor support.

Research capacity development programme for master's and doctoral students

A research capacity development programme, aimed at master's and doctoral students were offered on

Friday afternoons and Saturdays from February until May 2015. The programme covered 40 research related themes, facilitated by Faculty academics and staff members from support divisions such as the Library and Information Centre, the Academic Writing Centre, the Postgraduate Centre, the Statistical Consultation Centre and the Research and Innovation Division. An electronic repository for resources was created, thereby increasing participants' access to relevant research-related content. The master's and doctoral students who participated provided positive and constructive feedback on their experience and reported that the programme significantly contributed to their development of research competencies.

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 and many are involved in the first-year excursion (see teaching highlights). 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.

Enriching the student experience through internationalisation (study abroad)

The Memorandum of Understanding between UJ and Georgia State University (GSU), Atlanta in the USA affords four-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. Twenty students and one staff member spent two weeks in Atlanta in 2015. In addition to the school visits, they



Students and the accompanying staff member, Dr Parvathy Naidoo visiting Atlanta.

were exposed to an extensive academic programme, which included lectures, presentations, panel discussions and demonstrations.

Under the leadership of Prof Juliet Perumal, educational management master's and PhD students

participated in a seminar at Vrije University, Amsterdam as part of the South African Vrije University Strategic Alliance (SAVUSA). They then proceeded to Seville, Spain to present papers at the International Conference of Education, Research and Innovation (ICERI) 2015 Conference.

Master's student Timothy Gage was the recipient of the Erasmus Study Abroad Scholarship to Upsalla University.



Education Leadership staff and students en route to the ICERI conference in Seville

Student employability

The "Student Employability Survey" (2015) conducted by the Unit for Institutional Research indicates that more than 93% 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.

8. INNOVATIVE TEACHING AND TEACHING HIGHLIGHTS

Student excursions

The Faculty has built a tradition of creating a learning opportunity for selected students in an informal environment over a weekend or during the April recess, referred to by the Faculty as an excursion.

Foundation and intermediate phase students

The foundation phase and intermediate phase first-year groups are involved annually in an education excursion with the overarching theme: Teach for the future. All activities in the three-day programme align with this theme and include a) the Faculty's conceptual framework and developing a teaching philosophy; b) simulation games focused on HIV and AIDS education and food security; c) shoestring approaches to producing teaching aids; d) music and arts; e) storytelling, and a movie night – featuring the Ron Clarke Story where students are led through reflections on an inspirational teacher's story. The excursion forms part of the Teaching Studies 1A modules in the foundation and intermediate phase programmes and the workbooks/reflections and assignments that

they produce based on the excursion experience are incorporated into these modules. Senior tutors are very involved in the excursion and are appointed for these modules for the year to ensure that students receive on-going support as part of their first-year programme. All staff are involved in the activities.

BEd Senior and FET Phase students

The commitment of the Faculty to supporting the academic progress and well-being of first-year students is also evident in the excursion for first year BEd Senior and FET Phase students. All first-year students participate as well as a large number of staff, master's students in Educational Psychology, 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, dramatisation of cases and “bush dialogues”. The feedback from first-year students about the excursion has been consistently exceptionally positive since its inception.

Visiting associate professor, Harm Tillema from the University of Leiden who attended the excursion said the following:

“All in all the event over the weekend was for me a great experience to attend. Learning how students openly discuss difficult issues, to see how space was created for opinions and how students contributed to the whole event was formidable. I think the Achterbergh meeting was a full success, made possible by the experienced staff and the devotion they showed to make it a success; no doubt helped by the comforting and scenic setting at which the event took place.”

Excursion for PGCE students

In 2015 the PGCE students and their lecturers spent a weekend together to focus in an informal environment on the development of the students’ teaching repertoire and to assist students to begin to craft a personal teaching philosophy. The 2015 programme was organized with a main focus on teaching methodologies. Teaching Methodology lecturers worked with the students to refine their teaching, learning and assessment skills.



A group of PGCE students at the excursion at work

Learning and reflection activities were planned to assist students to develop their reflective capabilities, particularly concerning issues of diversity, interdependence and self-knowledge. The experience in 2015 once again reinforced the powerful influence of an informal learning environment that enables activities supportive of group coherence and personal insight.

Fourth-year excursion for Foundation Phase students

Since 2014, the DCE has also arranged a fourth year “camp”. The purpose is to provide the final-year students with an opportunity to spend two days off campus in a specially designed programme that addresses their graduation into the world of work as a teacher. Experts from the field such as school principals, teachers, motivational speakers and foundation phase staff run sessions with the students. Topics address issues such as how to apply for teaching positions, what will be expected of them in the first weeks of taking up their first teaching jobs, and how to create enabling, yet disciplined classrooms. Two experienced Grade R teachers also recap the Grade R curriculum as a refresher. The camp culminates in a formal dinner at which students who have excelled academically are honoured. The guest speaker for the gala dinner in 2015 was motivational speaker Darren August.

Service learning

The Faculty defines community engagement as initiatives through which the expertise of the Faculty (both staff and students) in relation to teaching, learning, and/or research is employed to address issues relevant to the community, in a reciprocally beneficial partnership. Through community partnerships, service learning opportunities are provided to students with a view to fostering 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 at the APK campus involves partner schools and community organisations and includes BEd and PGCE students on the campus. 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. PGCE students were given the choice to find their own schools and organisations or to provide service learning at the partner schools. Third year BEd Methodology and Practicum Senior and FET phase students participated in tutoring learners in high schools. The Accounting, Economics and Business Studies Methodology staff reported that this service-learning activity was a resounding success.

Service learning is also infused into the Intermediate Phase (IP) and Foundation Phase (FP) teacher education programmes at the SWC. The service-learning activities are linked to the Funda UJabule School (FUJS). In the first year of the FP programme, the service learning is related to the modules aimed at students' professional development and includes a sports day for the learners organised by the students. In the second year, the service learning is infused into Education Studies. With the focus on the development of young children, the service learning activities had a dance and movement focus in 2015. In the third year, the service-learning activities found expression in a storytelling festival and fourth-year students wrote and enacted short plays for the Funda UJabule learners.



A third-year foundation phase student teacher in interaction with Funda UJabule learners at the storytelling festival

Service learning is also integral to the IP programme. In 2015 the first-year students ran a food gardening project with the Grade 4 learners at FUJS. The students and learners planted portable gardens. 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 project is supported by the Oppenheimer Memorial Trust.



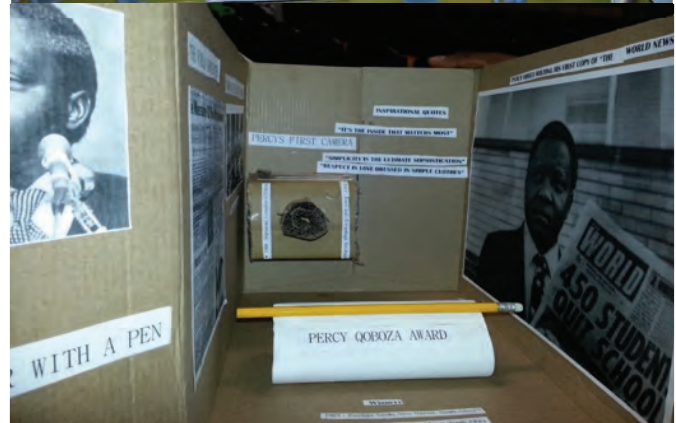
Portable gardens planted by IP students and Funda UJabule learners

The second-year IP students designed a museum and gallery walk to teach the Grade 5 learners about influential historical figures in South African history. They focused especially on those figures whose names grace venues on the Soweto campus, such as Robert Sobukwe.



Funda UJabule learners enjoying the bounty of their labours at 'harvest day'

At postgraduate level, the MEd Educational Psychology students are involved in service learning through the first-year Senior and FET phase student excursion. They provide support to first year students at the excursion.



Examples of the social sciences interactive museum

Integrating teacher education with a teaching school (Funda UJabule School) on the Soweto campus

A central organising principle underlies the Soweto campus childhood teacher education programmes for the foundation and intermediate phases, namely the learning and development of young children. The principle is translated into the notion that prospective primary school teachers need to study the development of young children in order to develop a solid understanding of how children learn, change and develop over time. This belief is in line with some of

In addition to the practicum at FUJS, the student teachers also take part in service learning at the School, as well as work-integrated learning at other partner schools.

An innovation in the first-year Foundation Phase and Intermediate Phase programmes has been the inclusion of an on-line course to strengthen students' mathematics content knowledge. During the first and second semesters of 2015, 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 the intermediate phase of schooling. Over the course of 12 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

Learning design innovation through the use of learning technologies in the BED in the Senior and FET teaching programmes

Teaching studies 3B follows a novel team-teaching approach with large class groups, involving more than 200 students in a computer lab. New media is used in a paperless environment to promote digital fluency. The course is designed on the premise that pre-service teachers are partly responsible for their own professional development and as such must exploit the affordances of new technologies and services in order to drive lifelong learning habits. To supplement their learning and encourage self-directed learning, they participate in self-selected massive online courses (MOOCs) to remain up to date with changing practices within various fields, whilst expanding their notions of learning design. They are encouraged to use Open Educational Resources and share their individual learnings with one another, to drive pedagogical renewal and innovation in teaching.



Students who do Information and Communication Technology (ICT) Support as one of their majors, are trained on how to provide technical support as well as professional development in terms of ICT matters to the teaching fraternity. Thus, during their courses they not only learn about ICT infrastructure, hardware and software but also about the complexity of learning design in a variety of fields. They are immersed in the enactment of this role as co-facilitators where training is provided to in-service teachers during workshops specific to the SMART schools project. They are also

utilized to support their peers in developing innovative teaching resources. Each student hosts teacher training workshops during their work-integrated learning experience (WIL) at schools, thus providing much needed contextual support and in-service professional development to teachers. It is envisaged that each of these students will have the potential to bring about much-needed innovation and change in their assigned school environments and as such will be an asset to the profession.

9. RESEARCH

Research strengths

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

Childhood education, coupled with 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 national leader in research on primary school teacher education, with the "teaching school" initiative at the SWC a unique example of practice-based teacher education in the country.

Science education and research in educational support for children and youth who struggle, and research on vulnerable children and youth 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.

Research centres

Centre for Education Practice Research (CEPR)

The main goal of this Centre is to do research on the practice of education, specifically those practices that are built on knowledge of the *learning child*, as well as research on teachers' knowledge of learning and development of the school-going young of the country.

To fulfil its role as knowledge production organisation, the Centre has invested in publishing its own journal. It also invests in teacher capacity development and researcher development, specifically in the reading and writing of academic texts and in using diverse methodologies. Researchers participate as collaborators, largely from the Department of Childhood Education as well as from the UJ Department of Science, Mathematics and Technology Education in the Faculty. Associated researchers from three South African universities, two universities in Finland, two in Germany and one each from Switzerland, Canada and the US are also involved.

Prof Elizabeth Henning is the Director of the CEPR. She was awarded a Tier One SARChI Chair in September 2015, which will be effective from 2016.

Main research projects in 2015

- *Mathematics Concept Development in Childhood* (The MARKO-D educational, psychometric test): This research is supported by a competitive rated researcher grant from 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 over five years. In 2015 the test was standardised and may now be administered in interview format to grade 1 children in four South African languages.

After norming in South Africa, the test may be used to pinpoint, with precision, the areas of learning difficulty of individual children, who can then receive learner support with a remedial programme (designed in accordance with the test items) that addresses specific hurdles that many school beginners encounter. The test is published by Hogrefe Publishers in Germany, with the University of Johannesburg as co-owner of the instrument. It has taken five years to complete this product, which will be of use to all remedial therapists in school districts and to some trained teachers. (The test will be accompanied by the MARKO Screener, which is a reduced version of the test, which can be used by all teachers, and which will be placed on the Department of Basic Education [DBE] portal.)

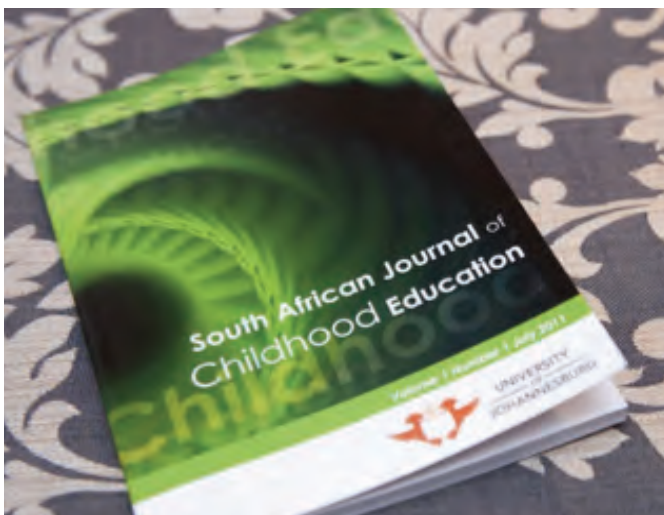
- *Teacher knowledge of mathematical cognition*: This research dovetails with the research on learners' mathematics learning. The development of pedagogical content knowledge of teachers in two schools is tracked, focusing specifically on how they convert emergent knowledge of cognitive developmental psychology pertaining to mathematics into their discourse in the classroom. Funding from the Zenex Foundation is utilised, together with NRF incentive funding for a B-rated researcher in the working group.
- A project on children's science concept development, dovetailing with a study of the science knowledge of student teachers, was launched in 2014, with an NRF grant in Educational Research in South Africa (ERSA). In this research programme

the co-investigator is Prof Jari Lavonen (University of Helsinki), 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 project is funded by the NRF and the work is conducted with the DCE, with Prof Nadine Petersen as principal investigator and collaborators from the University of Helsinki. The research will contribute to the model that is being developed for a 'teaching school'.
- *Pilot study for the establishment of the Cognition Lab and a Test Development Unit.* This research is funded by the NRF incentive funding for a B-rated researcher (Prof Elizabeth Henning). The lab will be the start of a test development centre in which instruments for assessing young children will be housed.
- *The assessment of cognitive academic language of education students.* This project is done in collaboration with Prof Paola Uccelli and Prof Catherine Snow from Harvard University. Prof Nadine Petersen is the principal investigator. The Cognitive Academic Language Skills (CALS) instrument was developed and standardised at Harvard University to test middle-school learners (grades 4-8). This test was used at UJ to test children at the FUJS School in Grade 5, the highest class in Funda UJabule School in 2015). In addition, it was used to test over 1000 student teachers in the FP and IP programmes on the Soweto campus and at the Siyabuswa campus. This instrument was used in the UJ teacher education programmes to establish the academic English competence of the education students, in order to not only address their own competence, but also to make them aware of what children need to learn to be able to read and write English in other learning areas such as science, maths and geography.

Journal publication

The SA Journal of Childhood Education is produced and edited by the CEPR, with AOSIS as online publisher from the end of 2015. Its fifth volume (three issues) was published in 2015. 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 and SciELO SA in 2015. The journal is in the open access category and online, with a small number of print copies. (www.uj.ac.za/sajce.) Inclusion in the Web of Science and SCOPUS lists should be forthcoming at the end of 2016.

Research capacity development

- *Research Methodology Winter School:* In the tradition of the CEPR since 2009, winter school courses were presented for researchers and teachers. In June 2015 the winter school was focused on research skills for inquiries into foundation phase learning of mathematics and literacy, with 120 participants at the lecture rooms of the FUJS on the SWC.

Centre for Education Rights and Transformation (CERT)

Prof Salim Vally is the director of CERT.

CERT continued to make a positive contribution to knowledge creation and social transformation in South Africa in 2015. It strengthened linkages with the local and global academy and opened up new avenues of influence in the policy-making terrain. The strategic focus of CERT was on schooling and post-school education. In the latter, a new project on precarious work and education was developed with support from the NRF. A book was co-authored in this area by Mondli Hlatshwayo, entitled *Just Work: Migrant Workers' Struggles Today*. In the area of schooling, two members of CERT were appointed to the Ministerial Committee to investigate diversity in school textbooks, one to the Research Team and another to the Reference Group. Contributions to the public debate about fees were also made in "The Conversation".

Research activities

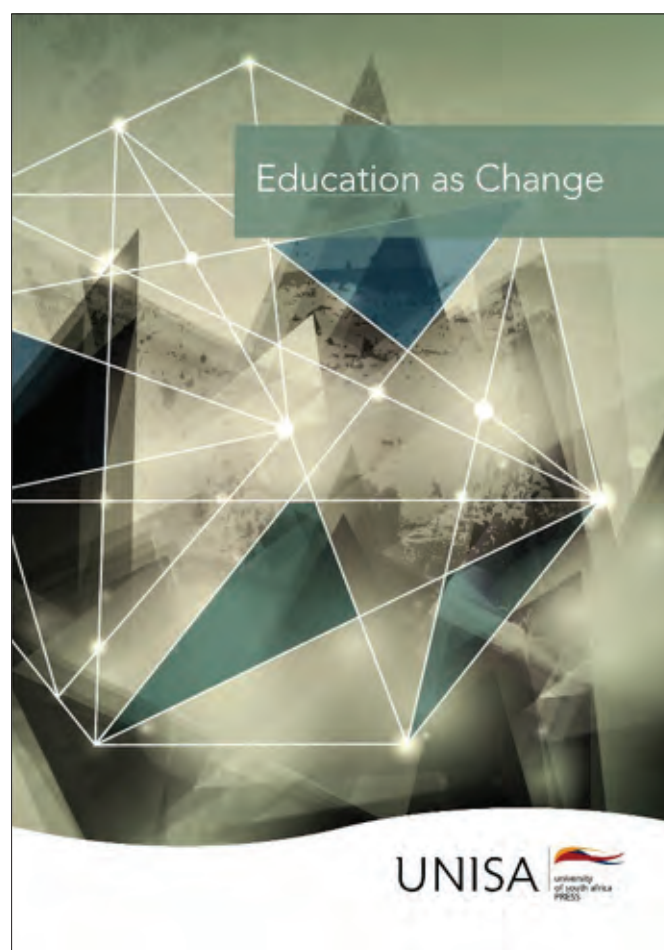
CERT had eight active research and development projects in 2015, several of which drew international exposure and participation.

- *Globalisation and education*
This research pays special attention to the post-apartheid 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: Secondary Education and Youth Development*
This project originates 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**
This project probes 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.
- **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) 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 may 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.
- **Local communities and community activism project**
This is a joint project between CERT, staff in the Department of Educational Psychology, the Faculty of Art Design and Architecture (FADA) and UJ Student Support to research various aspects of the relationship between social context, community and education in impoverished communities neighbouring the UJ campus.

Journal publication

CERT houses the journal "Education as Change". Two issues were dedicated to the theme of critical education and praxis in the South African context in 2015, with Prof Salim Vally, Prof Carol-Anne Spreen and Dr Dirk Postma as guest editors. The increased number of submissions prompted tri-annual publishing of the journal. This has enabled a reduced waiting period between the acceptance and publication of articles.



Higher Education Unit

In 2015 the Higher Education Unit under the leadership of Prof Michael Cross laid the foundation to establish the Ali Mazrui Centre for Higher Education Studies. The Centre's research, training and networking agenda will be located within UJ's Pan-Africanist vision. In partnership with other major players in higher education in Africa and internationally, the proposed Centre should contribute in a meaningful way to the realisation of higher education revitalisation in South Africa and the rest of Africa. Against this background, the Unit convened a consultative meeting with key stakeholders with two primary objectives:

- To explore the possibility of establishing a network of higher education scholars for collaborative work with the proposed Centre to maximise its ability to operate within a Pan-African framework
- To seek preliminary endorsement of the name of the centre in honour of an African top scholar, *Ali Mazrui*.

The theme of the meeting was *Research networking in African universities beyond the 21st century*. The theme drew attention to the profound changes that have taken place in African universities and the changing nature of academic work. Representatives from major research agencies in the continent (CODESRIA, NRF, OSSREA, ERNWACA AND ANIE) gave inputs on their perspectives of research networking, key priorities and relevant institutional arrangements.



Delegates at the "Research networking in African universities beyond the 21st century" consultative meeting

Chairs

SA National Research Foundation Chair in Education and Care

Prof Jace Pillay holds the SA Research Chair (NRF) 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 may 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.

UJ Chair: The Scholarship of Teaching and Learning

Prof Brenda Leibowitz took up the UJ sponsored Chair in the Scholarship of Teaching and Learning in 2014. The position of Chair is making itself known in the University and beyond.

Some of the highlights for 2015 include:

- Sotl @ UJ: Towards a socially just pedagogy. This is a three-year research project. 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 approximately 30 consistently active members, although its blog postings and seminar series reach

a larger group of about 120 academics. The project supports an active blog, (<http://sotlfor socialjustice.blogspot.com>), and a seminar series. All active participants have their own research project in which they investigate how to teach in order to advance social justice and how to teach justly at university level. An exciting mini-conference was held on 1 December 2015, at which members made presentations on their research. The event was opened by DVC Academic: Professor Angina Parekh and was addressed by Professor Michalinos Zembylas from Faculty of Education, Cyprus University.

- 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). The preliminary findings of the project were showcased at a national colloquium held in Stellenbosch on 27 July 2015.
- As convenor of the Southern African Universities Learning and Teaching (SAULT) Forum, Prof Leibowitz hosted the second annual meeting of academics concerned with teaching and learning at universities from across Southern Africa, at UJ in February 2015.
- As project leader, Prof Leibowitz obtained DHET funding for the national Pilot Project on Teaching Advancement at University (TAU) Fellowships: (2014–2016). The project was successfully launched with its first contact week in Pretoria in July 2015, attended by 52 TAU fellows and 11 TAU advisors from universities across South Africa.

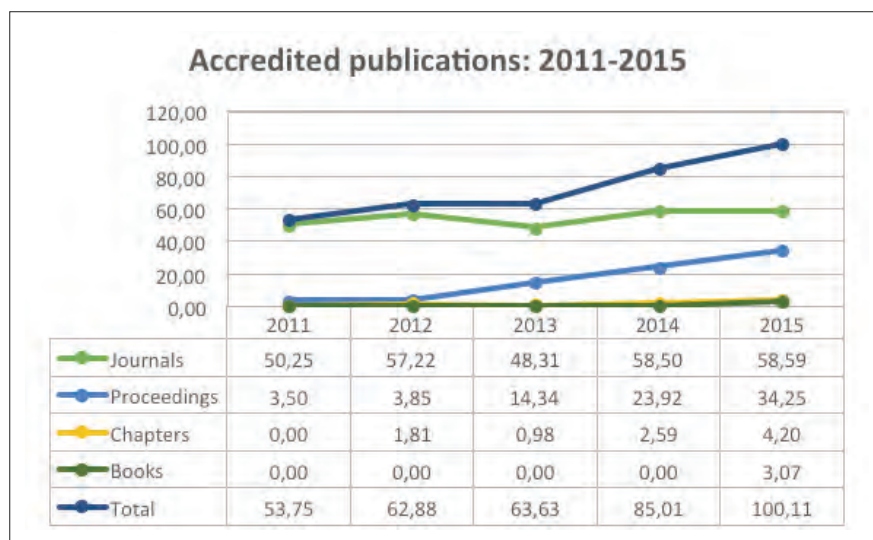
Postdoctoral fellows

The first three (3) postdoctoral fellows in the Faculty were appointed in 2013. Eleven (11) postdoctoral fellows were conducting research in the Faculty in 2015.

Research productivity and output

Overview

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



In 2015 the Faculty produced 100.11 research units, comprising of articles in accredited journals, research-based books and conference proceedings.

A total of 47 permanent academic staff members contributed to subsidised research output through publications in accredited journals, conference proceedings and chapters in research books in 2015; five (5) more than in 2014.

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.

In 2014 there were 68% (n=48) articles in internationally accredited journals. The percentage was lower in 2015, namely 58% (n=42). This is concerning. However, the number of articles published in Scopus listed journals increased from 18 in 2014 to 30 in 2015. Only five publications were co-published with international collaborators, which requires attention.

	N*	N**	International	National	Proceedings	Chapters	Books	Total
Professors	16	15	14.25	8.99	9.08	1.40		33.72
Associate professors	9	10	6.83	4.33	7.08	0.55		18.21
Senior lecturers	16	10	3.66	2.50	4.67	0.36		11.19
Lecturers with PhD	8	7	1.00	2.00	2.41	0.20		5.61
Lecturers without PhD	18	6	2.83	0.50	0.50	0.30		3.63
Associates and visiting professors		7	2.67			0.81	3.07	6.55
Emeritus professor		1			0.34	0.58		0.92
Postdoctoral fellows		7	3.00	1.50	1.17			5.67
Students		20	1.68	2.18	9.26			13.12
Other		1		1.00				2.51
TOTAL			35.92	23.00	34.51	4.20	3.07	100.11

*Refers to total number of staff in the category

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

The per capita output of professors was 2.11 units, the per capita output of associate professors was 2.02 units and senior lecturers 0.70 units. Senior lecturers were underperforming as a group.

Top performers in terms of research output

In 2015 the top performers in terms of accredited research output for professors (2.5 units or higher) were:

Prof J Perumal (5.75 units), Prof R Mestry (4.51 units), Prof M Cross (3.83 units), Prof U Ramnarain (3.58 units), Prof P Ankiewicz (2.83 units) and Prof C Myburgh (2.66 units).

The top performers in terms of accredited research output for associate professors and senior lecturers (2.0 units or higher) were:

Associate professors: Prof P du Plessis (5.00 units); Prof K Luneta (4.17 units); Prof L Kajee (2.00 units) and Prof D Naidoo (2.00 units).

Senior Lecturers: Dr M Hlatshwayo (2.50 units) and Dr C Smith (2.00 units).

The top performer in terms of research output over five years was Prof U Ramnarain (20.90 units).

Other staff members who produced 10 research units or more from 2011 to 2015 were:

Prof R Mestry (16.35 units); Prof C Myburgh (13.40 units); Prof M Modiba (12.85 units); Prof J Perumal (12.08); Prof J Pillay (11.24 units) and Prof G van der Westhuizen (11.52).

Conference participation

A total of 22 staff members delivered 97 papers (4 virtual) at 24 international conferences, while 22 staff members delivered 53 papers at 20 conferences nationally.

Research benchmarking via SciVal and Scopus

The Faculty has 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, with the

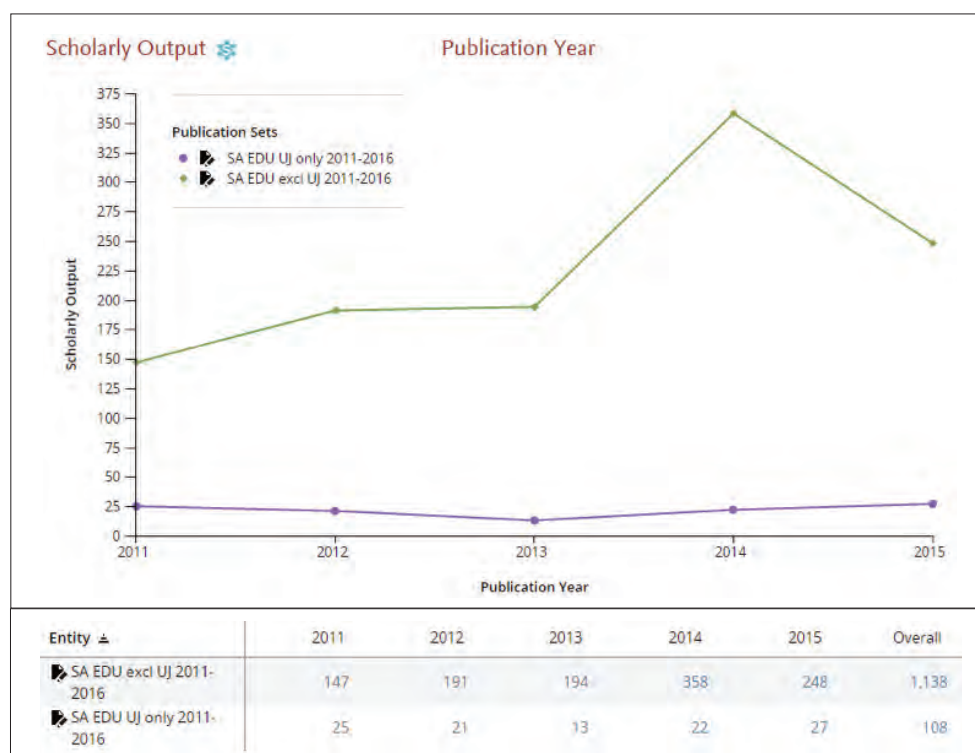
assistance of the University's Research and Innovation division, to use SciVal for benchmarking.

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, that highly rated Education researchers for example, do not necessarily have strong Scopus profiles.

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 that enables the Faculty to benchmark itself research-wise against some of its peers, such as other comparable Faculties/Schools of Education. However, SciVal does allow for benchmarking of research in the field of Education against the combined research performance of Education-related research in the national higher education sector, and this was done.

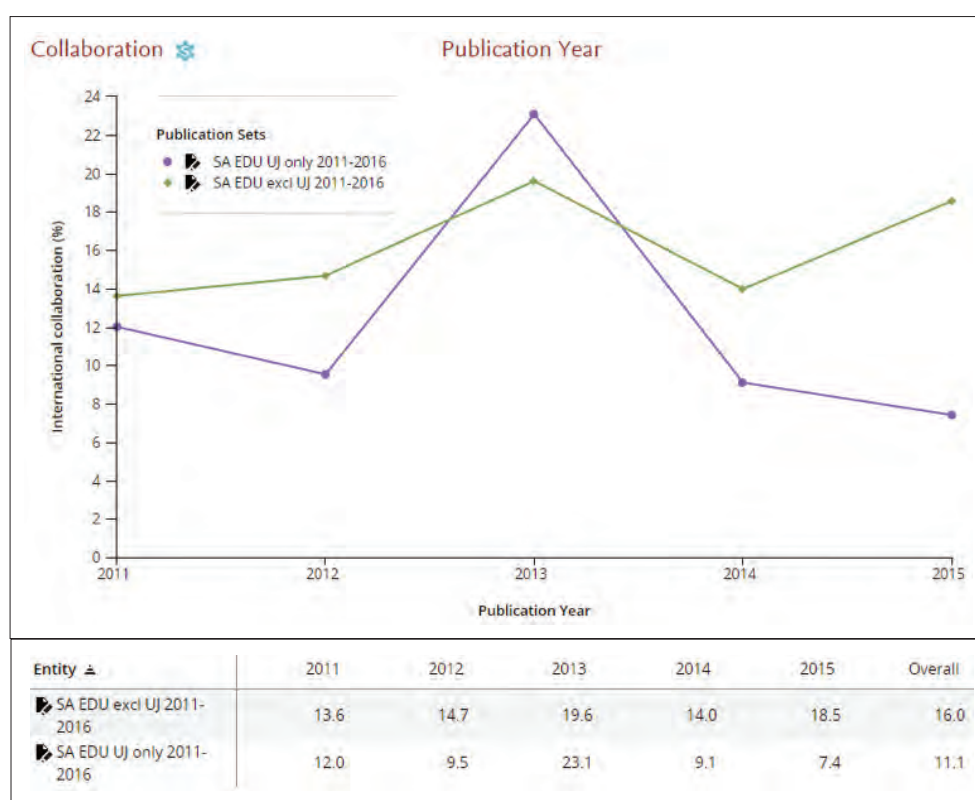
The first figure portrays the number of Scopus-recorded scholarly outputs (journal articles, conference proceedings items, book chapters and stand-alone books) jointly generated at all higher education institutions (HEIs) in the field of Education in South Africa over the past five years. These outputs were compared to corresponding outputs generated in the field of Education at UJ, on a year-on-year basis.



National scholarly output of all HEIs in the field of Education (excluding UJ) represented a 13.7% growth per annum on average over the past five years. However, in 2015 the ascending trend for this four-year period (2011 to 2014) was reversed, with a 30.7% decline from the previous year. Education-related output at UJ remained relatively stable over the five-

year period, with the 2015 total being more than double than that of 2013. UJ's 22.7% growth from 2014 to 2015 is in sharp contrast with the national scenario. In 2010, UJ output was 5.6% of the joint national output. By 2014, UJ's contribution had improved to 8% and in 2015, it rose even further to almost 11%.

The figure that follows depicts the percentage of publications at UJ with international co-authorship.



'Collaboration' refers to the percentage of publications with international co-authorship. The national average fluctuated between 13% and 19% over the past five years. UJ had at one particular time (in 2013) involved international collaborators in more than 23%

of its research outputs. Percentages for other times, however, indicate that more attention should be given at UJ to involve international collaborators in co-authorship.

NRF-rated researchers

The NRF-rated researchers in the Faculty increased from three (3) in 2011 to nine (9) in 2015.



Prof Elizabeth Henning

Mathematical cognition and language in the early years of school; primary school children's learning of science concepts and reading of science texts.



Prof Linda Chisholm

Historical, contemporary and comparative aspects of education policy and curriculum in South Africa and the region.



Prof Raj Mestry

Social justice and equity: financial management in schools; women leadership in education.



Prof Juliet Perumal

Language and gender; critical, and feminist pedagogies; women educational leadership.



Prof Chris Myburgh

Adolescence, persons confronted with life challenges and strategies to facilitate these persons' mental health.



Prof Shireen Motala

Education financing and school reform, access, equity and education quality and globalisation.



Prof Jace Pillay

Educational, psychological, and social care of orphans and vulnerable children.



Prof Umesh Ramnarain

Inquiry teaching and learning in science education.



Prof Brenda Leibowitz

The scholarship of teaching and learning and social justice

The NRF-ratings of Prof Nadine Petersen, Prof Gert van der Westhuizen and Prof Salim Vally were announced at the end of 2015 (effective from 2016).



Prof Nadine Petersen

Childhood teacher education and service learning in teacher education.



Prof Salim Vally

Educational and social policy as they relate to human rights, democracy and socio-economic justice.



Prof Gert Van der Westhuizen

Conversation analysis studies of epistemic access in learning interactions, in school and professional learning settings.

Research and development funding

The numerous externally funded research projects in 2015 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 (NRF) (several projects); the DHET; the Foundation for Human Rights; the Rosa Luxembourg Foundation, the Education Policy Consortium, Ford Foundation, Hewlett Packard Company, Zenex Foundation, USAID, Elma Foundation, Oppenheimer Memorial Trust, Tsogo Sun, Moves for Life and Mini Chess (Ltd).

The research and development funding generated in 2015 amounted to R11 254 368.08. The programme area of childhood education attracted 45% of the funding generated.

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. It has DHET accreditation and is listed in the International Bibliography of the Social Sciences (IBSS).

10. COMMUNITY ENGAGEMENT, PUBLIC ENGAGEMENTS, ALUMNI AND BRANDING

UJ associated schools

UJ Metropolitan Academy



The Faculty is the guardian of UJ Metropolitan Academy (UJMA). The school once again achieved excellent matric results, namely a 100% pass rate (95 learners) with 95.8% learners attaining bachelor's endorsement and 3.2% diploma endorsement. A total of 120 distinctions were

obtained, with one learner obtaining eight distinctions and another obtaining seven distinctions.

One of the teachers at UJMA and a Faculty alumnus, Ms Refiloe Malatji (Nkosi) was the Gauteng winner in the National Teachers' Awards in the category for Excellence in Secondary Education. She proceeded to the National Competition where she was placed in second position.



Ms Refiloe Malatji (Nkosi)

The Faculty is involved at UJMA in several ways. BEd and PGCE students do work-integrated learning and service learning at the school. In addition, the Faculty was involved in the offering of Life Sciences in the Further Education and Training (FET) band at UJMA in 2015. Learners were taught by final

year pre-service (BEd and PGCE) student teachers. The Japanese lesson study model formed the basis of their teaching, entailing that students worked in teams to continuously refine their lessons and teaching skills. Faculty staff members were involved as mentors.

Postgraduate students in Educational Psychology assisted UJMA 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 Faculty facilitated the offering of Mandarin as enrichment to interested grade 9 and 10 learners in 2015. Classes were offered by the Confucius Institute on Mondays, Thursdays and Saturdays. Three learners and one educator attended a workshop in China during the July holidays.

Under the leadership of Dr Jacqueline Batchelor, the Hewlett Packard National Education Technology Assessment (HP NETa) Pilot Project was implemented



A learner from UJMA who was involved in the HP NETa project



Funda UJabule School



Funda UJabule School management team and teachers

at the school. This project seeks to explore how HP technologies and associated Information and Communication Technology (ICT) services may support and help transform teaching and learning. The project included three schools, one in North America, one in Africa, and one in Asia with each school operating within distinct cultural, political, and economic parameters. UJMA received ICT equipment valued at US\$150 000 from the Hewlett Packard Corporation (USA).

Funda UJabule School

The Funda UJabule School (FUJS) on the Soweto campus (SWC) is a school that is not only used for teacher training, but also serves the surrounding community in terms of primary school education. Placement in the school is highly sought after. The school aims to become a development hub for other selected schools in the area.

In addition to the investment of the DCE staff in supporting the FUJS staff to guide student teacher learning in the school, additional support became available in 2015 to give impetus to the development of FUJS as a teaching school where student teachers are exposed to exemplary practice. A generous grant from USAID and Elma Foundation enabled the Faculty to appoint a "teaching school development practitioner" for a period of three years at the school. Ms Brigitte Short was appointed. The role of the teaching school development practitioner is to assist the school to move, in the words of Ms Short, "from good to great". She also supported the development of the teachers as mentors for student teachers. Additionally, Ms Short started development work with four primary schools in close proximity to the SWC. These schools will become formal partner schools of the Faculty.

A milestone event in the development history of the school was a highly successful breakaway in November 2015, involving the FUJS staff and the academic staff of the DCE. The Dean, Prof Sarah Gravett, facilitated the conversation during the breakaway. The aim of the breakaway was to arrive at a development plan for the school (2016 to 2018) and to strengthen the collaboration between school and academic staff to

enable optimum learning opportunities for student teachers.

Community outreach

Community outreach

The third year ICT support students in the BEd Senior and FET phase programme adopted Mahlare Senior Secondary school in Limpopo as an outreach project. They engaged with the learners and school teachers during two separate workshops hosted at UJ. The first session with 50 Gr 11 learners was held during a career-guidance outing to UJ. During this session, the learners learnt how to use ICTs to access career information. Each student gave guidance to two learners. The students shared freely from their own experience of how to cope with life challenges and the importance of having a vision for yourself, as well as an action plan. The camaraderie that was established on the day continued in online mentoring sessions. The second intervention involved all the schoolteachers, the principal and two School Governing Body members in a full-day ICT workshop hosted at UJ. The workshop was tailored to the school's needs. The ICT support students acted as facilitators and provided a safe environment in which teachers could learn with computers.



Mahlare learners interacting with ICT support students

Public engagements, branding and alumni

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

- Six “Teachers Upfront” seminars 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.
- A series of seminars was presented under the auspices of the Scholarship of Teaching and Learning Chair.
- The DCE and the CEPR hosted a week-long winter school with the theme “Teaching English and Mathematics in the primary school”.
- In addition, numerous public lectures and public seminars were hosted by the Faculty, some delivered by visiting professors.

One of the milestone events of the year was the official opening of new facilities at the Funda UJabule School on 20 August 2015. The facilities were opened by the Vice Chancellor, Prof Ihron Rensburg. Messages were delivered by several funders and supporters, namely Ms Gail Campbell (Zenex Foundation); Ms Clare Digby (Oppenheimer Memorial Trust); Ms Vuyiswa Ncontsa (Elma Foundation); Mr Graham de Vries (MTN); Ms Charlotte Shirindi (Gauteng Department of Education); Ms Cheryl Anderson (USAID); Dr Whitty Green (DHET) and Ambassador Roeland Van de Geer (European Union).



Ms Clare Digby (Oppenheimer Memorial Trust), Prof Njabule Ndebele (UJ Chancellor), Prof Ihron Rensburg (UJ Vice Chancellor), Prof Sarah Gravett (Dean, Faculty of Education) and the Funda UJabule School choir

Another highlight was a colloquium on “Developing professional teachers”, which was presented at the Funda UJabule School auditorium. This colloquium was sponsored by the Universities South Africa Deans’ Forum, the Centre for Development and Enterprise and the Departments of Basic Education and Higher

Education and Training. Representatives from all teacher education institutions and departments of education in the country, the teacher unions and the South African Council for Educators (SACE) were present. The guest speaker was the world-renowned scholar in teacher education, Dr Linda Darling-Hammond. She presented a paper on “The role and value of professional teaching standards”. The Executive Dean of the Faculty, Prof Sarah Gravett was invited to present the Faculty’s research on “Establishing teaching schools in South Africa”.



Dr Linda Darling-Hammond (Stanford University), Ms Anthea Ceresto (NAPTOSA) and Ms Ella Mokgalane (SACE)

The Faculty newsletter, EduBrief, was published four times in 2015. 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 the Departments of Educational Psychology and Education Leadership and Management.



A group of colloquium participants doing a tour of the Funda UJabule School facilities

11. CONCLUSION

In the main 2015 was 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 and funded research projects
- Strengthening of international collaborations, particularly through the appointment of distinguished visiting professors

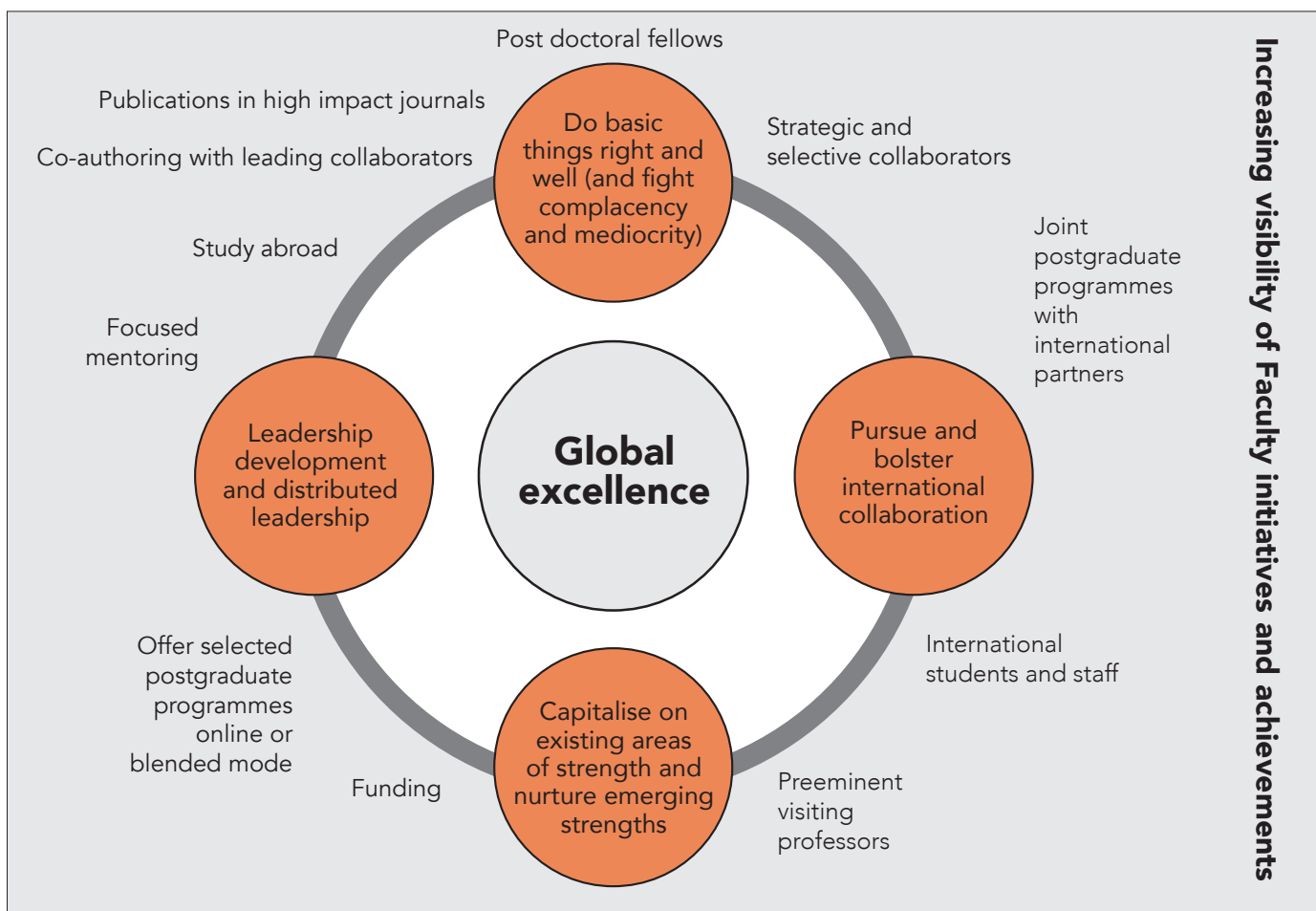
- Externally generated research and development funding, particularly in the flagship area of childhood education.

Areas that require dedicated attention:

- Throughput of master's and doctoral students
- Enrolment of international students
- Co-authoring with collaborators
- Publications in high impact journals
- Joint programmes with international partners

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 the following:



The Faculty is of the view that global excellence is first and foremost predicated upon local niches and strengths. Such strengths would be internationally acknowledged because of their contextual excellence, which allows for transportability to other contexts.

To this end it is important that some of our work is done in collaboration with international partners and that research findings be disseminated widely, at conferences and in networks, and in leading journals across the globe.

