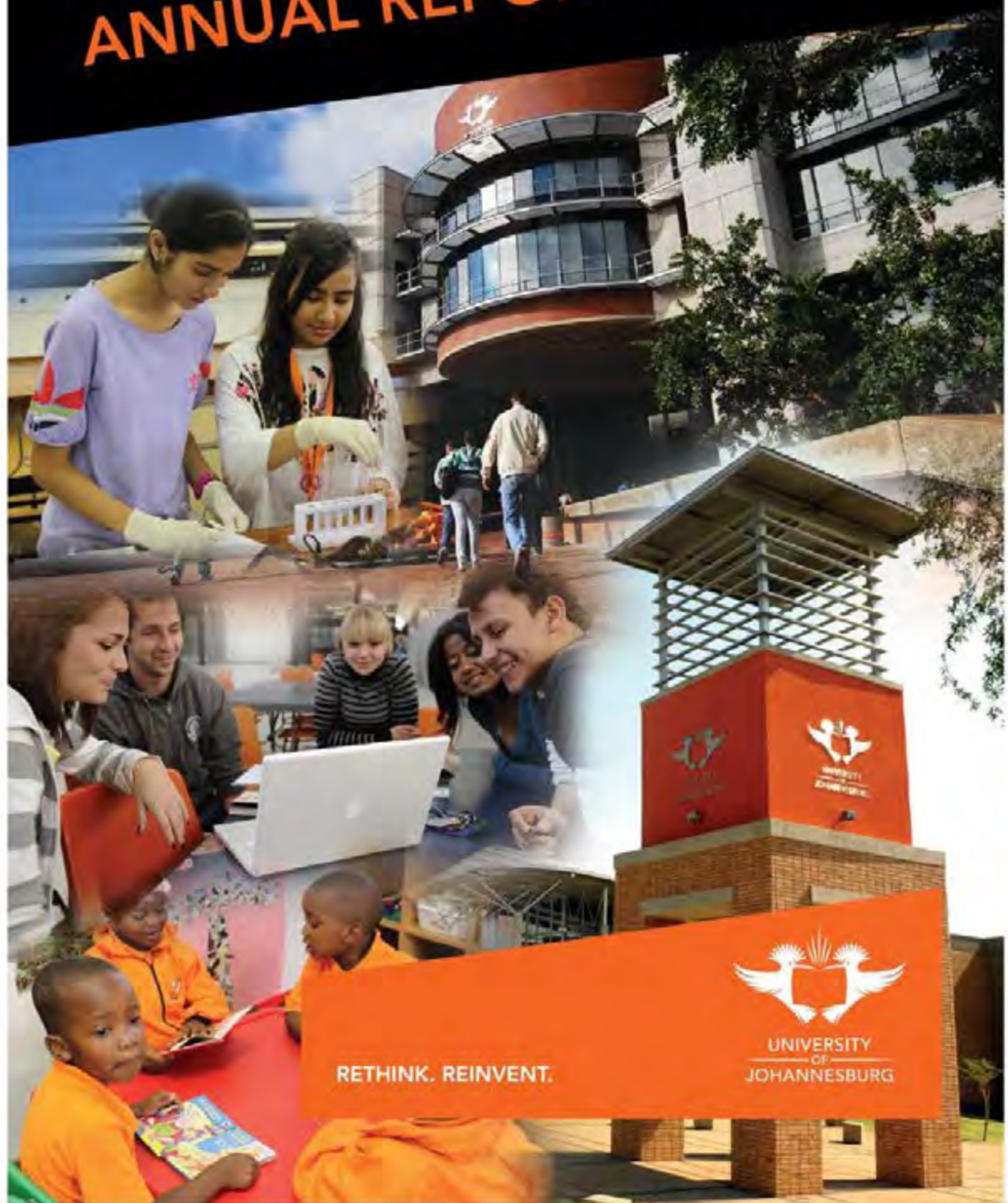


# FACULTY OF EDUCATION ANNUAL REPORT 2013



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## **FACULTY OF EDUCATION**

### **STRATEGIC DIRECTION OF THE FACULTY**

In 2013 the Faculty of Education continued to enhance its reputation in line with its vision as an engaged and dynamic Faculty pursuing excellence in teaching and learning, research, and community engagement. To strengthen the Faculty's strategic intent, a Faculty Strategic Committee (FSC) was established in August. This committee serves to broaden leadership beyond the Faculty Executive Committee (F-Exco) and it serves as an advisory committee to the Executive Dean, focusing mainly on strategic matters. It also provides input to the Executive Dean on matters and problems of concern to the Faculty. At the first workshop of the FSC, themes such as the following were addressed: teaching and learning excellence, the Faculty workload model, research expectations and support of research, and the international footprint of the Faculty. As preparation for the development of a Faculty strategic plan aligned with the University Strategic Objectives, the November workshop focused on the 2025 University Strategic Plan.

The intent in moving forward is to collaboratively work on ensuring that the University vision, mission and values as well as the anchoring goal in the 2025 plan, namely global excellence and stature, are actionalised and infused in the daily work of the Faculty.

### **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 2013 the Faculty started a degree programme in Foundation Phase Teaching at the Teacher Education Campus: Siyabuswa, not a campus of UJ, but a site of delivery for the UJ programme.

#### ***Soweto Campus (SWC)***

Three academic departments are housed on the SWC, namely Educational Psychology, Education Leadership and Management and Childhood Education. The campus is also the home of the Centre for Education Practice Research (CEPR).

A hallmark of the postgraduate Educational Psychology programmes offered at the Soweto Campus is their focus on community psychology, with the specific brief of therapy and counselling at grassroots level. The community ethos and overall philosophy of the Educational Psychology programmes are widely regarded as commendable.

The UJ Institute for Childhood Education (UJICE) coordinates the programme of activities regarding childhood education on the SWC. This includes the research of the CEPR and the Departments of Educational Psychology and Childhood Education. The institute, with the Funda UJabule School as its core, promotes research and practice in childhood education. The school is a partnership between the Gauteng Department of Education and UJ. It is a public school, but also a research and teaching school, the first of its kind in South Africa. The students in the BEd in Foundation Phase 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. Research includes ground-breaking longitudinal work in knowledge of mathematics learning in the early years of school, early literacy and pre-school competence in Grade R.

The CEPR was involved in several projects in 2013. As part of the Strengthening Foundation Phase Teacher Education: Research and Development Project, the teacher education film, *#Taximaths: how children make their world mathematical* was produced by the Centre. In addition Prof. Elbie Henning, Director of the CEPR, led two research projects - *Language and learning in the foundation phase* (supported by a NRF competitive rated researcher grant) and *Mathematics concept development in childhood*. This longitudinal research is supported by a competitive rated researcher grant of the NRF and the Zenex Foundation. The Centre was home to the journal: *Education as Change: Journal of Curriculum Research*, published by Taylor & Francis and Unisa Press. This journal is listed in the Social Sciences Citation Index of Thomson Reuters. In April the production and editing of the journal was handed over to a new editor. The last issue that was edited from the CEPR was devoted to the legacy of Prof Neville Alexander. The *SA Journal of Childhood Education (SAJCE)* is edited and produced by the CEPR, with Sun-Media as the production house. Its third volume (two issues) was published in 2013. It was awarded DHET accreditation at the end of 2013. The SAJCE is accompanied by an annual magazine supplement, *Khululeka*, aimed at ECD practitioners. It is sponsored by the Apex-Hi Charitable Trust.

The Department of Education Leadership and Management serves as the custodian of the Education Leadership Institute (ELI), established in November 2010 in collaboration with the Harvard Graduate School of Education. In 2013 the ELI was contracted by the Matthew Goniwe School of Leadership and Governance to implement the Senior Schools Improvement Programme for school management teams (SMTs) in underperforming schools. The training involved 400 SMT members, In addition, the ELI facilitators supported 46 schools with macro-, meso-, and micro-planning and how to use assessment data for school improvement.

### ***The Auckland Park Kingsway Campus (APK)***

Two departments are situated on the APK Campus, namely Education and Curriculum Studies and Science and Technology Education. The focus of the programmes at the APK Campus is mainly secondary school education, with postgraduate programmes straddling many areas of learning and research. Science education is one of the strongest programmes at this site. It boasts large numbers of postgraduate students, has expanding research output and is pertinently involved in the development of practising teachers. Another research area gaining prominence is higher education studies.

### ***Auckland Park Bunting Road Campus (APB)***

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. One of the key initiatives in 2013 was the Amplifying Voices Project which seeks to engage communities in creating a new vision for post-school education inclusive of community education, adult education, FET colleges and higher education. Another prominent initiative that commenced in 2013 was the Community and Adult Education Project. This project will, in an iterative manner, facilitate the development of community learning and investigative circles (CLICs) in the Freedom Park community where CERT has been working with community literacy and numeracy groups (CLINGs) for the past four years.

### ***Siyabuswa***

2013 started with a brand new degree programme in Mpumalanga, namely a Bachelor of Education in Foundation Phase Teaching at Siyabuswa. This programme is a collaborative initiative with the Department of Higher Education and Training, the Mpumalanga National Institute for Higher Education and the Mpumalanga Department of Education. The first cohort consisted of 99 students. The programme will be taken over by the University of Mpumalanga in 2017.

## **FACULTY GOVERNANCE AND QUALITY ASSURANCE**

The Faculty Executive Committee (F-Exco) consisting of the Executive Dean, Vice-dean, Heads of Departments and Head of Faculty Administration met twice a month during 2013. The main purpose of the F-Exco is to provide leadership and management regarding 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 Executive Dean when necessary.

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 within a flat structure for quality assurance purposes. Consequently, Faculty committees play an important role. The following committees were functional in the Faculty in 2013: Academic Ethics Committee, Community Engagement Committee, Research Committee, Initial Professional Development of Teachers (IPET) Committee, Continuous Professional Development of Educators (CPTD) Committee, BEd Hons Committee and Higher Degrees Committee. The decision was taken to review the Faculty committee structure in the second half of 2013, which led to restructuring of committees. The different qualification committees were collapsed into one teaching and learning committee and a Faculty Strategic Committee was constituted.

The main risk identified in 2013 was enrolment planning. 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, particularly at postgraduate level. This risk is mitigated through the development of new qualifications. However, the risk will remain up to 2016/2017 when the new postgraduate qualifications will have been phased in.

## **RESEARCH**

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. The Faculty research footprint has increased rapidly during the past few years. Childhood education and teacher education are particular strengths. Cutting-edge research is conducted on mathematical cognition in childhood in collaboration with the University of Duisberg-Essen. 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. The teaching school research is conducted in partnership with the University of Helsinki. The South African Research Chair (National Research Foundation) in Education and Care, awarded to Prof. Jace Pillay in 2013, testifies to the status of research on vulnerable children in the school sector. Science education and research in educational support for children and youth who struggle are other strong research areas in the Faculty.

The Faculty's research output has increased significantly during the past few years. In 2013 the Faculty produced 63.63 research units comprising articles in accredited journals, research-based books and conference proceedings. In 2012 62.88 research units were produced (54.75 in 2011 and 35.33 in 2010).

The many externally funded research projects in 2013 bear further testimony to the vibrant research culture that has developed in the Faculty. Funders included the National Research Foundation (several projects), the Department of Higher Education and Training (with a grant from the European Union), the Foundation for Human Rights, the Rosa Luxemburg Foundation, the Education Policy Consortium and the Zenex Foundation.

## **STAFF PROFILE AND SPECIAL ACHIEVEMENTS**

In 2013 the Faculty had 57 full-time permanent academic staff members (excluding the Executive Dean) and 22 administration and support staff. In terms of level of appointment, 35% of academic staff were lecturers, 32% senior lecturers, 14% associate professors and 19% professors. The academic staff profile in terms of academic qualifications was: 77% with doctoral degrees and 23% with master's degrees. The profile in terms of equity reporting was 51% designated (excluding white women) and 49% non-designated (including foreign). The gender profile was 56% male and 44% female.

Many staff members excelled in 2013. Three special achievements are particularly worth mentioning: Prof. Salim Vally, Director of the CERT, was appointed as a Critical Friend on the Board of Education International (EI) which represents 30 million teachers and education workers. The Critical Friends group (consisting of seven educationists) meets annually in Brussels and serves to provide EI with research and strategic support. Prof. Michael Cross received an award from the Association for the Development of Education in Africa (ADEA)

for Outstanding Mentor of Educational Researchers. The award ceremony took place in Sevres, France. The Minister of Basic Education appointed Prof. Saartjie Gravett, the Executive Dean of the Faculty, as Chairperson of the Education Sector Committee of the South African National Commission for Unesco (Sanatcom). Her role entails providing the necessary leadership to enable the Education Sector Committee (Edcom) to carry out its advisory, facilitative, liaison and coordination role between Unesco and the South African Government and civil society. In her capacity as Chairperson of Edcom, Prof. Gravett formed part of the South African delegation to the 37th Session of the Unesco General Conference in Paris, France.

## **STUDENT PROFILE, ACADEMIC SUPPORT AND PERFORMANCE AND PROGRAMME DEVELOPMENT**

### **Student Profile**

A total of 3 515 students were enrolled in 2013, of whom 2 663 were undergraduates and 848 were postgraduate students, with 4 occasional enrolments. First-time entering undergraduate degree enrolments decreased to 673, compared to 691 in 2012, in accordance with the enrolment plan. Enrolments in the category 'first-time entering (FTE) undergraduate degree showed an increase over the last five years from 345 in 2009 to 673 in 2013. Enrolments in the Initial Teacher Education (ITE) programmes, namely the BEd and the PGCE qualifications increased over the last five years. ITE programme enrolments represented 20% of the total enrolments in 2009 in comparison with 77.5% in 2013.

Honours degree enrolments declined by 22.3% in 2013 compared to 2012 – from 438 to 322. Over five years the decline was 48.7%. The reason for the decline is related to the stricter admission requirements and changes related to the revised qualification policy for teacher education.

In 2013 the student profile in terms of demographics was: African 75%, white: 15%, Indian: 5%. The number of Indian and Coloured students both increased by 1% in comparison with 2012.

The academic performance of students was generally satisfactory. The course Faculty success rate remained stable in comparison with 2012 – 85.6% in 2013 and 85.1% in 2012. A five-year perspective shows that the overall course Faculty success rate of the Faculty has increased every year since 2009 – from 78.1% in 2009 to 85.6% in 2013.

The course faculty success rate for the undergraduate degree (BEd) increased by 5% from 84.3% in 2012 to 89.3% in 2013. 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 Faculty success rate from 2012 (80.1%) to (83.3%) in 2013. From 2009 the course Faculty success rate fluctuated with the course Faculty success rate the lowest in 2009 (74.8%) and the highest in 2013 (83.3%).

The BEd in Foundation Phase Teaching was offered for the first time on the Siyabuswa Campus in 2013. A total of 99 students enrolled for this programme and a 99% course success rate was achieved in the first year of offering.

### **Academic support and performance**

The extensive tutor system in the Faculty provides support to undergraduate students. Tutors attended various training sessions to equip them with the necessary skills to assist students with writing skills 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 committee meetings.

The Faculty of Education has a strong First-Year Experience (FYE) programme. All academics teaching first-year students participate in the FYE focus group. 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 students (three days per group during the Easter recess). The excursion aims at improving socialisation of students into the University culture, as well as improving retention and pass rates. The excursion also affords students the opportunity to form support groups and staff interact with students on a more personal level in an informal environment.

In a short survey that was done among the first-year students in 2013, the aspects below were highlighted as strengths of the Faculty first-year experience programme:

- engaging pedagogies (e.g. the use of cases);
- the excursion;
- tutorial classes, and tutor support;
- continuous assessment (Edulink);
- having a 'voice' as students (student representatives attend, with members of staff, the Faculty's FYE focus group meetings).

In general first-year students were very positive about the academic offerings and service of the Faculty. Most students were of the opinion that the Faculty 'walks the talk'.

### **New programmes**

In 2013, as in 2012, the Faculty was involved in the design of new academic programmes aligned to the teacher education qualifications policy promulgated in 2011.

New programmes that were approved and accredited for implementation in 2014 were:

- Bachelor of Education in Senior Phase and FET Teaching;
- Advanced Diploma in Senior Phase and FET Teaching (PGCE);
- Advanced Diploma in FET Teaching (PGCE);
- Advanced Diploma in Remedial Education.

Several postgraduate programmes were developed and approved by Senate in 2013. These were submitted for PQM clearance:

- Bachelor of Honours in Childhood Education;
- Bachelor of Honours in Curriculum Policy and Values Education;
- Bachelor of Honours in Science and Technology Education;
- Postgraduate Diploma in Science and Technology Education;
- Postgraduate Diploma in Inclusive Education;
- Advanced Diploma in Mathematics Education;
- Advanced Diploma in Science Education;
- Advanced Diploma in Technology Education;
- Advanced Diploma in Computer Applications Technology Education;
- Bachelor of Honours in Educational Psychology.

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

### **Community engagement**

#### ***Service learning as community engagement***

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 reciprocal partnership. Through community partnerships, service-learning opportunities are provided to students with a view to foster a sense of social and civic responsibility, while simultaneously preparing them to become caring and accountable 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, the UJ Metropolitan Academy, Johannesburg Secondary, the Sparrow Foundation, Sparrow Combined, Hope School, the Kingsway Centre for Concern, New Nation Secondary, Unified Comprehensive, Coronationville High, Sparrow Village, Leigh Matthews Trauma Centre, the Thandulwazi Trust, Dowling Street Primary, Laerskool Jim Fouche, Laerskool Generaal Christiaan de Wet and Masimambane College. During 2013 partnerships were piloted with Tebogo Trust and Tomorrow Trust.

Service-learning opportunities to student teachers in the BEd Foundation Phase programme on SWC were provided at the Funda Ujabule School. This included a sport day, students conducting perceptual assessments with Grade R-learners and the Grade R "graduation" ceremony. In addition, a storytelling festival was hosted by third-year students and their lecturer in collaboration with the Gcinamasiko Arts and Heritage Trust.



### ***Professional development of teachers***

Another successful community engagement project in 2013 was the 'A-team' project. The 'A-team' is a longitudinal and systemic professional development and research programme, involving science and technology teachers and school management teams in both high schools and primary schools.

### ***UJ associated schools***

The Faculty is the guardian of the UJ Metropolitan Academy (UJMA). The school once again obtained excellent matric results – a 100% pass rate and 87.5% bachelors' and 12.5% diploma endorsement. This means that all the matriculants were able to study at tertiary level. A total of 178 distinctions plus 10 distinctions in the third Maths paper were obtained by 88 matriculants. One learner achieved eight distinctions, four learners got seven distinctions and six learners obtained six distinctions.

The Faculty is involved in several ways at UJMA. Students do service learning at the school and the Faculty piloted the 'teaching school' concept in Maths and Science at the school in 2013. In addition, the Faculty became involved in the offering of Life Sciences in the Further Education and Training (FET) band at UJMA. Life Sciences was offered as an extra FET subject on the APK campus on Saturday mornings. Learners were taught by final year pre-service (BEd and PGCE) student teachers. The Japanese lesson study model formed the basis of this intervention and student teachers were assigned to work in groups of four. Three faculty staff members were involved as mentors.

The Funda UJabule School on the Soweto Campus is not only a research and teaching school, but it also serves the surrounding community in terms of childhood education. Staff from the Department of Childhood Education provided structured teacher development sessions to the staff at Funda UJabule. These sessions focused mainly on enhancing the teachers' skills as foundation phase teachers.

### ***Public engagements, branding and alumni***

The Faculty's most prominent public engagement programmes of activity in 2013 were Teachers Upfront and Education Conversations. Teachers Upfront consisted of a series of conversations co-hosted by the UJ Faculty of Education, Wits School of Education, the Bridge Foundation, the Sci-Bono Discovery Centre and the *Mail & Guardian* newspaper. The *Mail & Guardian* published articles on all the conversations. Topics such as the following were addressed: *Multilingualism and bi-literacy development; Strategies to cope with language issues at all levels of the education system; Leading and managing education: enabling principals and districts; Language policy and practice at the foundation phase level: root cause of the problem?*

A series of education conversations was hosted by the Faculty in partnership with Kagiso Trust and City Press. Some of the topics that were addressed were: *Education an 'essential service': the state of our education system; What are the basic resources necessary for a school to be successful?*

In addition, the Faculty hosted public lectures and seminars, some delivered by visiting professors, on themes such as: *Leading the transformation of the education sector to ensure excellence and equity for all learners; Towards a standardised test for mathematics competence in the foundation phase; The past, present and future for educational psychology: problems, pitfalls and potential; Neville Alexander commemorative lecture; Curriculum, textbooks and historical change: South Africa and Germany compared, 1976-2010; Education and the struggle for democracy.*

The Faculty continued with its drive to establish and entrench its presence and profile. The Faculty newsletter *Edubrief* 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.

Sarah Gravett (Prof.)  
Executive Dean: Faculty of Education

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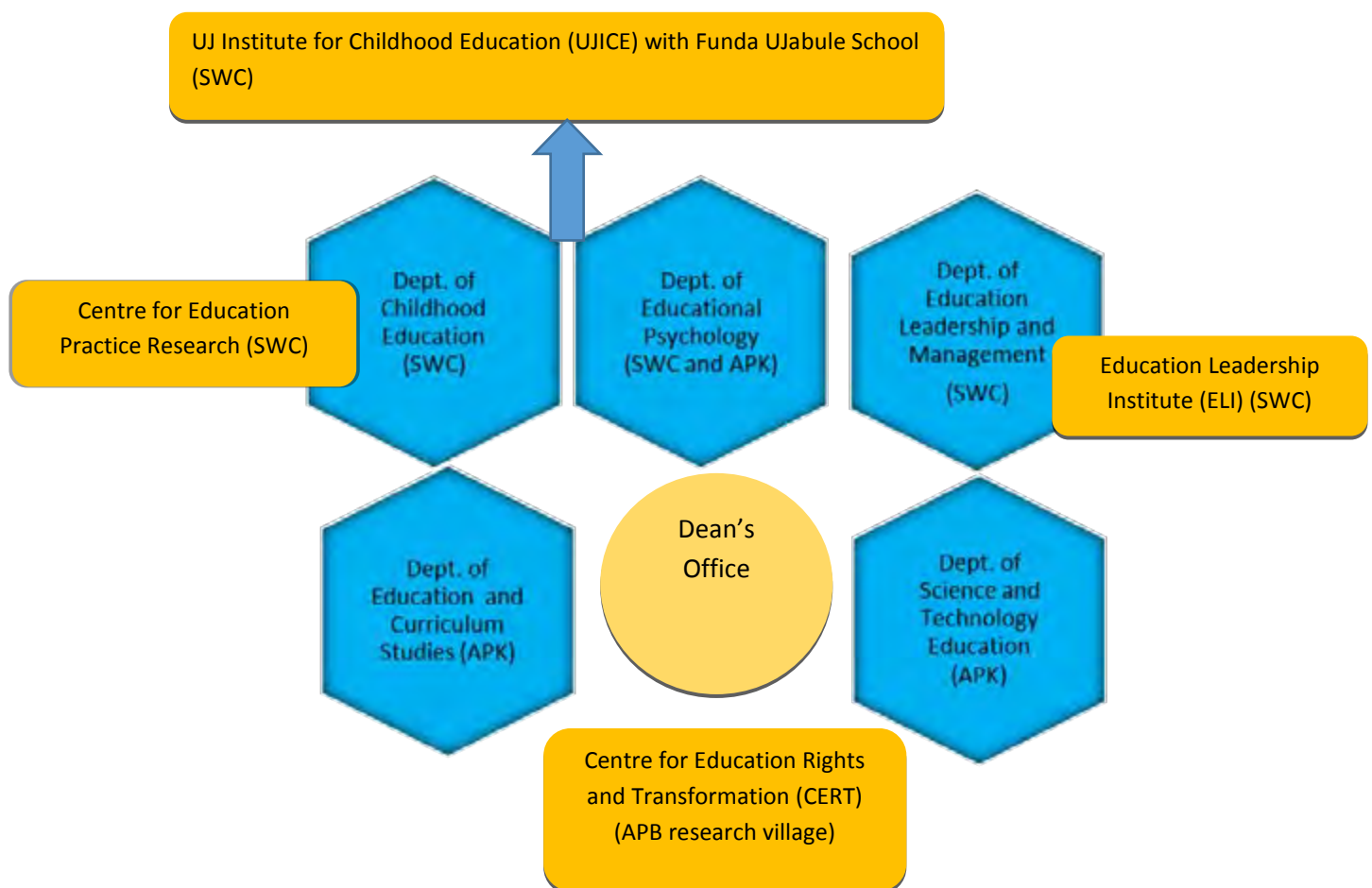
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## SECTION 1: FACULTY OPERATING CONTEXT, GOVERNANCE AND RISKS

### 1.1 Operating context

#### 1.1.1 Overview of Faculty structure

The Faculty of Education operates on three campuses, namely the Soweto Campus (SWC), the Auckland Park Kingsway Campus (APK) and the Auckland Park Bunting Road Campus (APB). In 2013 the Faculty consisted of two centres, two institutes and five academic departments, as indicated in Figure 1.



**Figure 1: Faculty of Education: academic departments, centres and institutes**

#### 1.1.2 Soweto Campus (SWC)

The Soweto campus (SWC) houses three programme areas, namely childhood education, educational psychology and education leadership. The Education Leadership Institute (ELI) which was founded in collaboration with the Harvard Graduate School of Education is also on this campus.

The Department of Education Leadership and Management offers postgraduate programmes in education leadership and management. It also serves as the custodian of the Education Leadership Institute (ELI).

A hallmark of the postgraduate Educational Psychology programmes offered at the SWC is its focus on community psychology, with the specific brief of therapy and counselling at grassroots level. The community ethos and overall philosophy of the Educational Psychology programmes as well as the research conducted by their research team are widely regarded as innovative and commendable.

The UJ Institute for Childhood Education (UJICE) coordinates the programme of activities regarding childhood education (research, teacher education and community engagement) on the SWC. This includes the research done by the Centre for Education Practice Research (CEPR) and the Departments of Educational Psychology and Childhood Education. The Institute, with the Funda Ujabule School as its core, promotes research and practice in childhood education. The school is a partnership between the Gauteng Department of Education (GDE) and UJ. It is a public school, but also a research and teaching school, the first of its kind in South Africa. The students in the Foundation Phase Education degree programme participate in classroom activities, learning about the practice of teaching in the school. It also serves as a social laboratory, which is unique in South Africa. Research includes ground-breaking longitudinal work in knowledge of mathematics learning in the early years of school, early literacy and pre-school competence in Grade R.

Until April 2013 the CEPR was home to two educational research journals namely the *SA Journal of Childhood Education* and *Education as Change: Journal of Curriculum Research*. Editorship of the latter journal was taken over by Dr Dirk Postma from the Department of Education and Curriculum Studies in the second half of 2013.

The Department of Childhood Education offers a Bachelor of Education (BEd) in Foundation Phase Teaching and a BEd Honours (Foundation phase). Master's and doctoral studies in the field of Childhood Education have also taken off, in collaboration with the CEPR.

#### *1.1.3 Auckland Park Kingsway Campus (APK)*

The programme of activities at the APK focuses mainly on secondary school teacher education. The departments on this campus offer teacher education courses in the foundations of education (education studies), teaching studies and teaching methodologies in a wide variety of secondary school subjects. Postgraduate and research programmes on this campus straddle several areas, including those offered in the teacher education programmes at undergraduate level and additional areas introduced in the BEd Hons programme. The strongest programme area on the APK campus is science education. It boasts large numbers of postgraduate students, has an ever-expanding research output and is pertinently involved in the development of practising teachers.

#### *1.1.4 Auckland Park Bunting Road Campus (APB)*

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.

#### *1.1.5 Campus equity*

Each of the campuses has a unique focus, which implies that there is no competition in terms of resources. However, functioning on more than one campus may present risks, therefore the Faculty focuses deliberately on campus equity. This is done in several ways. Faculty meetings are rotated per term. The Executive Dean and Vice-Dean are equally available on the two main campuses and staff members are informed on a weekly basis of the Dean's availability on the two campuses. Also, to foster collegiality and a sense of belonging, two staff lunches are held per semester, linked to staff meetings.

#### *1.1.6 Teacher Education Campus: Siyabuswa*

In 2013 the Faculty started a brand new degree programme, namely a Bachelor of Education in Foundation Phase Teaching at Siyabuswa, a rural area in Mpumalanga. This programme is a collaborative initiative with the Department of Higher Education and Training, the Mpumalanga National Institute for Higher Education and the Mpumalanga Department of Education. The programme will eventually be taken over by the University of Mpumalanga.

### **1.2 Governance structures and quality management**

Activities and tasks within academic departments are managed by the Heads of Department (HoDs). The HoDs take responsibility for human resource management and monitoring, and the management of quality in their respective departments, which includes the modules offered by staff in their departments, postgraduate supervision, community engagement, and research involvement and output. However, the integrated nature of the core activities in the Faculty demands that activities and tasks be coordinated cross-functionally. The majority of programmes offered in the Faculty are for example offered across departments, and many of the research projects are inter-departmental. Consequently, the Faculty Executive Committee (F-Exco) and Faculty committees also play a crucial role in terms of governance and quality management in the Faculty.

#### *1.2.1 The Faculty Executive Committee (F-Exco)*

The F-Exco consists of the Executive Dean, Vice-Dean, Head of Faculty Administration and the various HoDs. Its main role is to provide the leadership and management necessary for the execution of the Faculty's vision, mission, values and strategy, and to serve as an immediate consultation/sounding board for the Executive Dean. The F-Exco met, in the main, twice a month during 2013. Apart from discussing specific items on the agenda, members provided feedback at F-Exco meetings on salient issues in departments and committees.

#### *1.2.2 Faculty Committees: first semester of 2013*

In the first semester of 2013 the committee structure in the Faculty was reviewed in terms of functionality and value added.

The following Faculty Committees were functional until the end of the first semester of 2013: Initial Professional Development of Teachers (IPET) Committee; Continuous Professional Teacher Development (CPTD) Committee; BEd Hons Committee; Higher Degrees Committee; Community Engagement Committee; Research Committee and Research Ethics Committee.

### *1.2.3 Review of Faculty Committees*

As a result of the review some of the committees were restructured, others were merged and two new committees were established.

The phasing in of new qualifications in the Faculty, developed in line with the new policy on teacher education qualifications required a rethinking of the qualification committees in the Faculty. The decision was taken to establish one teaching and learning committee to replace the different qualification committees. However, the need to discuss issues related to cross-departmental programmes remained. To address this need, programme focus groups were established.

The review also included revisiting the charters of all the committees, looking inter alia at the mission and functions of each committee, its membership and the procedure for electing the chair of a committee.

In addition, two new committees were established, namely the Faculty Transformation Steering Committee and the Faculty Strategic Committee. A Faculty Promotion Committee (FPC) had been functioning in the Faculty prior to 2013, but the FPC was formalised in terms of a charter. The decision was also made to revisit the mission and functions of the Faculty Research Committee (to be done in 2014).

### *1.2.4 Faculty committees: second semester 2014*

Faculty committees report to the Faculty Board. The following committees were functional during the second semester of 2013:

#### *a. Faculty Teaching and Learning Committee (FETLC)*

The FETCL oversees quality enhancement in respect of matters related to teaching and learning, in accordance with the vision, mission, core values and strategic objectives of the Faculty and the University.

Programme focus groups report to the FETCL. The following programme focus groups were established: Foundation Phase Programme Focus Group, Intermediate Phase Programme Focus Group, Senior and FET Phase Programme Focus Group and PGCE Focus Group. The need was also identified to institute a Master's Degree (course work) Focus Group (to be done in 2014).

The First Year Experience Focus Group (previously referred to as the First Year Experience Committee) had existed prior to the second semester of 2013. The mission and functions of this focus group were reviewed and a charter was developed in line with the charters of the other focus groups.

#### *b. Faculty Higher Degrees Committee (FHDC)*

The FHDC Committee deliberates on quality and policy issues related to master's and doctoral degrees. In addition, the Higher Degrees Committee fulfils the following functions: it considers, advises on and approves student research proposals and serves as the assessment committee for master's and doctoral results.

*c. Faculty Community Engagement Committee*

This committee provides leadership, vision, coordination and quality assurance for the varied activities associated with community engagement in the Faculty.

*d. Faculty Research Ethics Committee (FREC)*

The FREC serves as an advisory and monitoring body with regard to research ethics in the Faculty.

*e. Faculty Strategic Committee (FSC)*

The FSC provides advice and leadership with regard to the execution of the Faculty vision, mission and values and the implementation of Faculty strategic priorities in line with University strategic objectives. It also serves as a consultation/sounding board for the Dean and provides input on matters of concern to the Faculty.

*f. Faculty Transformation Steering Committee (FTSC)*

The purpose of the FTSC is to assist the F-Exco with planning, implementing, monitoring and evaluating the transformation agenda of the Faculty.

*g. Faculty Promotion Committee (FPC)*

The FPC considers Faculty promotion applications for recommendation to Senex and provides advice to candidates whose applications do not meet the requirements, on how to improve their application or how to strengthen their profile. The FPC is composed as follows: Executive Dean (chairperson), Vice-Dean, Heads of Departments, Head of Faculty Administration (secretariat), all full professors and two academic staff members elected by the Faculty Board.

### 1.3 Risks and management of risks

Table 1 provides a summary of the main risks identified in the risk register of the Faculty as well as corresponding mitigation strategies.

Table 1: Risks 2013

Risk	Mitigation strategy
MAIN RISK Student numbers (enrolment management)	Developing new qualifications in line with the new policy on teacher education qualifications Growth of student numbers in the BEd and PGCE
Master's and doctoral students not completing their studies in the time specified in the Higher Degrees Policy	Continuous monitoring by HoDs and Higher Degrees Committee Letters to students who are not making sufficient progress

Sustaining accredited research output	<p>Implementation of the Faculty minimum research output requirements per level of appointment via performance management</p> <p>Monitoring by the HoDs and F-Exco and identification of support needs</p>
---------------------------------------	--

Since 2011 with the phasing out of the Advanced Certificate in Education programmes and the introduction of a new policy on teacher education the most important risk for the Faculty has been enrolment management. This risk remains, particularly related to postgraduate programmes.

Enrolment management related to undergraduate programmes no longer seems to present a major risk in terms of numbers. The Faculty received more undergraduate applications in 2013 than it could accommodate. Both the BEd in Intermediate Phase Teaching and the Advanced Diploma in Remedial Teaching were approved by the Department of Higher Education and Training (DHET) and accredited by the Council on Higher Education (CHE) in 2013, which will further broaden the menu of undergraduate programmes available in the Faculty from 2014. A concern, however, is that 37% of the BEd-students came from the lowest quintile schools (quintile 1, 2 and 3) in 2013. This implies that many of these students may be struggling to make ends meet.

An important reason for the decline in BEd Hons numbers is that the admission requirements for the BEd Hons have changed. The teacher education qualifications policy now requires a degree as the prerequisite qualification. The majority of teachers in the education system do not have degrees. A further concern is that the decline in BEd Hons numbers has a knock-on effect as it also influences master's enrolment negatively.

The Faculty made good progress with the development of new qualifications. This is addressed in section 4. However, many of the new qualifications will be offered only in 2016 or 2017 due to the slow Department of Higher Education and Training (DHET) and Council on Higher Education (CHE) processes.



## SECTION 2: STRATEGIC FOCUS

### 2.1 Strategic priorities in 2013

The Faculty decided early in 2011 to highlight mainly two strategic priorities for the subsequent three years, aligned with the University strategic thrusts, as discussed underneath. However, close to the end of 2013 the newly established Strategic Committee spent time on exploring the 2025 university strategic objectives, thereby commencing the deliberations on a new and more comprehensive strategic plan which will be developed further in 2014.

The two main strategic priorities which had been decided upon earlier will be discussed below.

*Strategic priority 1: Excellence in academic programmes, research and community engagement, with a specific focus on developing areas of current strength or uniqueness and areas of potential strength*

The above Faculty strategic priority linked to the following UJ strategic thrusts: Thrust 1: Sustained excellence of academic programmes, research and community engagement; Thrust 3: Equivalence of all campuses, with dedicated initial focus on SWC and DFC; Thrust 4: An international profile of staff, students, scholarly output and institutional reputation; Thrust 7: Supportive and engaged alumni that contribute to UJ's resource base and reputation.

The following criteria were used to identify the "areas of current strength or uniqueness and areas of potential strength":

- Uniqueness in relation to other Faculties of Education in the country
- Track record and productivity of staff – research output and postgraduate students
- Funding procured
- International links

The areas of strength and/or uniqueness (current and potential) that were identified were:

- Childhood Education
- Educational Psychology (SWC)
- Education Leadership and Management (SWC)
- Teacher Education as a research focus area (SWC and APK)
- Science education (APK)

#### *Progress with strategic priority 1*

##### Excellence in academic programmes

A few snapshots of interventions and evidence of excellence in 2013 are presented below.

- a. The Faculty has been using the *redesigning of its qualifications* (see section 4.13) as an opportunity to ensure excellence in academic programmes. Task teams were formed to

redesign the programmes. These task teams also explored similar programmes internationally. In this process the design logic, relevance and coherence of programmes received particular attention, as well as the teaching and learning strategy to be followed, including the integration of information and communication technologies.

- b. The well-developed and well-managed *tutor programme* in the Faculty again played a significant role in monitoring and supporting student achievement, thereby contributing to excellence in academic programmes.
- c. The *first-year experience project* of the Faculty has for several years been functioning very well under the leadership of Prof Josef de Beer (see section 4.6.2). The first-year excursion, which is integral to the first-year experience project, remains an annual highlight and students report enthusiastically on their positive experience of the excursion.
- d. A teaching innovation in the first year of the BEd programme is the extensive use of *case teaching* in one of the modules. A book on South African cases compiled in collaboration with Dr Kay Merseth from Harvard University is used. In a survey amongst first-year students they mentioned the case pedagogy used in this module as the most meaningful contribution to their learning experience in their first year. A master's degree student will be submitting her dissertation on this innovation in 2014 and two articles emanating from the research will be submitted for publication in 2014.
- e. The first cohort of *BEd Foundation Phase* students completed the degree in 2013. The implementation of this ground-breaking programme, in which the Funda UJabule teaching school is integrated, was studied and an article on the research will be published in 2014. Of the first cohort of students, 68% finished the degree within the minimum time. This attests to the success of the programme and the commitment of the academic staff who offer the programme.
- f. The Faculty also *piloted the teaching school concept*, involving PGCE students in Maths and Physical Sciences at UJ Metropolitan Academy (UJMA).
- g. Another *innovation in science education* was introduced at UJMA to assist the school and simultaneously create an authentic learning experience for final-year student teachers. UJMA had not offered Life Sciences in the Further Education and Training (FET) band as a subject before 2013. The Faculty started offering Life Sciences as an extra FET subject on the APK campus on Saturday mornings. Learners were taught by final-year (BEd and PGCE) student teachers, mentored by Faculty teacher educators. This intervention was also researched and proved to be very successful. An article on this intervention will be submitted for publication in 2014.

#### Excellence in research

- a. The focus in the Faculty for the past few years has been to *create a research culture*. This culture has now become entrenched. The value of involvement in research activities is no longer being questioned. However, not all staff members are contributing to accredited research output yet, which has received focused attention. Minimum output

requirements per staff level were introduced in 2012 in a three year cycle and the decision was taken to also introduce expected output targets in 2014. Some progress has been made. The number of staff who contributed to accredited research output increased from 30 in 2012 to 35 in 2013. In addition, eleven staff members were involved in PhD studies in 2013. The underperformance of *the professoriate* in terms of research output had been a concern in the past. In 2013 associate professors and professors performed well as a group in this regard.

- b. A *concern* is that the significant time invested in the *design of new programmes* from 2011 onwards may have impacted negatively on research productivity. Twenty programmes have been redesigned or newly designed in the Faculty since 2011.
- c. It has been a *concern* in the past that no publications emanated from *some doctoral studies*. This has also received attention. From middle 2013 PhD students must provide evidence, when their assessment results serve at the Faculty Higher Degrees Committee meeting, that an article has been submitted for publication to an accredited journal.
- d. The Faculty had three *postdoctoral research fellows* in 2013. These were the first fellows to be appointed in the Faculty. The appointment of more fellows will be pursued in 2014.
- e. A *challenge* has been the *lack of facilities* to accommodate postdoctoral fellows and visiting academics. The Faculty requested in 2012 that Faculty facilities in B Ring 3 on APK be converted for the use of postdoctoral fellows and visiting academics. The Faculty indicated its willingness to fund this. However, by the end of 2013 little progress had been made beyond the architectural plans.
- f. The *reputable research footprint of the childhood education/educational psychology area* is evident in the NRF Research Chair in “Education and Care in Childhood” having been awarded to the Faculty, with Prof Jace Pillay as chair holder. In addition, the bulk of external research funding in the Faculty has been for projects in childhood education and childhood education combined with teacher education, under the leadership of Prof Elbie Henning, a B-rated researcher, Prof Nadine Petersen, the Head of Department and Prof Saartjie Gravett. This area also has international collaborations with the University of Helsinki, University of Duisberg-Essen and Harvard. The reputation of the Faculty in this area was confirmed by the announcement at the end of 2013 that the Elma Foundation and USAID had awarded a substantial three year grant to Prof Saartjie Gravett for research and development work in childhood education.

#### Excellence in community engagement

- a. The Faculty has a strong community engagement footprint. Community engagement activities, mainly in the form of service learning, are overseen and supported by the Community Engagement Committee. All BEd and PGCE students, as well as MEd Educational Psychology students are involved in service learning. A highlight in 2013 was the storytelling festival at the UJ Soweto Campus hosted by the Faculty and the Gcinamasiko Arts and Heritage Trust. This festival formed part of the service learning

activities of third year BEd Foundation Phase teacher education students under the leadership of Ms Gadija Petker.



Foundation phase student teachers with Gcina Mhlophe, Yvonne Chaka Chaka and Elinor Sisulu from PUKU on-Line books at the storytelling festival

- b. Another important *community engagement project* is the “A-team”. It is a longitudinal and systemic professional development and research programme involving science and technology teachers and school management teams in both high schools and primary schools. A highlight of the activities in 2013 was a course presented to participating teachers on indigenous knowledge systems in the science classroom.

A specific focus on developing areas of current strength or uniqueness and areas of potential strength

The above discussion alluded to the successes in childhood education and some of the innovations in science education.

Another area of strength in the Faculty is the master’s degree in *Educational Psychology*. This degree attracts strong students and has a good reputation. The demand is always more than the intake can accommodate. The programme was internally peer reviewed and externally evaluated in 2013 by the Professional Board of Psychology (Health Professions Council of South Africa) and it received full accreditation. The preparation for the peer review and evaluation was also used to start planning for innovation of the programme. This will be fleshed out in 2014.

*Science education* is one of the strongest areas in the Faculty in terms of postgraduate student numbers. The lecturers in this area, Prof Umesh Ramnarain and Prof Josef de Beer

are also amongst the most productive researchers in the Faculty and are both viewed by students as excellent lecturers. Both of them will be applying for NRF rating in 2014.

*Strategic priority 2: Establish the Soweto Campus as a premier study and research destination in the programme areas offered on the campus*

Links to UJ's strategic thrusts: [Thrust 1; Thrust 3 and Thrust 4.](#)

The programme areas on the Soweto Campus are childhood education, educational psychology and education leadership and management. These areas also happen to be strong areas in the Faculty. Thus, progress reported on in strategic priority 1 above is also relevant to strategic priority 2. In addition the following may be mentioned:

- a. The growing footprint of the Childhood Education/Educational Psychology area is evident in the NRF Research Chair in "Education and Care in Childhood" having been awarded to the Faculty, as mentioned earlier.
- b. The BEd Intermediate Phase programme was accredited to be offered in 2014.
- c. The *SA Journal of Childhood Education* with Prof Elbie Henning as editor is produced by the CEPR on the Soweto Campus. This is the only education journal in South Africa focusing on research in childhood education. It was awarded DHET accreditation at the end of 2013.
- d. The teacher education film, *#Taximaths: how children make their world mathematical* was produced by the CEPR under the leadership of Prof Elbie Henning and Dr Lara Ragpot. This ground-breaking 150 minute film, involving foundation phase students, is accompanied by a workbook and has been distributed to all universities where foundation phase teachers are educated. A trailer of the film is available at: <https://www.youtube.com/watch?v=x3VZVF4UsoQ>



#Taximaths!

- e. The “Leadership for Learning” initiative of the Education Leadership Institute (ELI), in collaboration with Harvard University, ended in 2012. Based on the success of this project the Mathew Goniwe School of Leadership and Governance (MGSLG) implemented the Senior Schools Improvement Programme (SSIP) for school management teams (SMTs) in underperforming schools in Gauteng in 2013. Although the official collaboration with Harvard has concluded, the Faculty will continue to pursue collaboration in the area of education leadership.

## **2.2 Important targets for 2013**

- The course faculty success target for 2013 was 81% and 85.6% was achieved.
- Enrolment management: A headcount total of 3248 was planned and the actual number achieved was 3516 (target exceeded – 108%). The postgraduate headcount planned was 809 and the actual number achieved was 853. This includes PGCE students. The decline in BEd Hons students remains a concern, but was expected.
- The target for external funding (research funding and funding for projects) was R3m. The actual achieved was R7 642 204, which excludes the R21 444 618.00 funding received from the DHET/EU to support the teacher education programme at Siyabuswa.
- Equity targets: One foreign candidate was appointed in 2013. All other appointments in were from the designated groups, namely three African, one Coloured and one Indian. There were three resignations in the Faculty of whom one staff member did not leave the University. Resignations: one African (took up a post in the private sector), one Coloured (moved to another division in UJ) and one White (an educational psychologist who set up a private practice).

## **2.3 Strategic direction of the Faculty**

To strengthen the Faculty’s strategic intent a *Faculty Strategic Committee (FSC)* was established in August 2013. This committee serves to broaden leadership beyond the Faculty Executive Committee and it serves as an advisory committee to the Executive Dean, focusing mainly on strategic matters. It also provides input to the Executive Dean on matters/problems of concern to the Faculty. At the first workshop of the FSC, themes such as the following were addressed: teaching and learning excellence; the Faculty workload model; research expectations and support of research; and the international footprint of the Faculty. As preparation for the development of a Faculty strategic plan aligned with the University Strategic Objectives, a workshop in November focused on the 2025 University Strategic Plan. Early in 2014 departments will do diagnostic work to identify strengths, potential strengths and areas that require attention, using the 2025 objectives. This will be followed by the development of three-year Faculty and departmental strategic plans which will specify the Faculty’s strategic direction, goals and targets.

The preliminary work on the strategic plan confirmed the strengths of the programme areas identified above. Consequently, these areas will receive particular attention in the strategic plan with a view to building the Faculty’s and University’s *global excellence and stature*. The following initiatives related to the areas of strength have already been activated or identified for 2014.

- a. In addition to the existing research and development funding in childhood and teacher education, the following new *research and development grants* will become available in 2014:
  - NRF Competitive Rated Researcher grant was awarded to Prof Elbie Henning for research in mathematics foundation phase teacher development (2014-2016), involving collaborators from the University of Duisberg-Essen
  - NRF Education Research South Africa (ERSA) grant was awarded to Prof Elbie Henning for research in children's conceptual development in science (2014-2016), involving collaborators from the University of Zululand and the University of Helsinki
  - NRF Thutuka grant was awarded to Dr Lara Ragpot (2014-2016) for research in foundation phase teachers' knowledge of children's mathematical cognition
  - USAID/Elma Foundation grant was awarded to Prof Saartjie Gravett (2014-2016) for research and development of teacher education in the foundation phase.
- b. A vacant post will be re-directed to *childhood education and the CEPR* to strengthen teaching and research capacity in this area. The allocation of a distinguished professorship to childhood education will also serve to bolster capacity and stature. In addition, the appointment of a distinguished visiting professor and postdoctoral fellows will be pursued.
- c. Complementary to the research projects in childhood education a *new venture* will be initiated. The mathematical and science concepts and language development of children in the pre-school age group will be researched. The preliminary name for this grouping of research will be the UJ pre-school cognition lab. The leader of this innovative project is Dr Lara Ragpot.
- d. A further *innovation* is the development of reading assessment instruments for the primary school in collaboration with Prof Katherine Snow from Harvard University.
- e. The *master's degree in Educational Psychology* will be revisited to strengthen its community psychology underpinning, also in terms of research. A professorial post will be made available to strengthen the capacity. Furthermore, collaboration with a Universitas 21 institution and the appointment of a distinguished visiting professor and post-doctoral fellows will be pursued. Intake into the MEd-programme will be increased from 15 to 20 students in 2014.
- f. The activities of the *NRF Research Chair* will be developed and expanded.
- g. The development of a new *Master's Degree in Science Education*, spanning primary and secondary school education will be pursued, involving international partners.

Other envisaged initiatives in 2014 to enhance the Faculty's stature are the following:

- a. Appointing at least ten *postdoctoral fellows* in the Faculty.

- b. Appointing at least one *visiting professor* from an internationally reputable institution per academic department.
- c. Pursuing *joint publications* with international collaborators.
- d. Involvement in the envisaged *interdisciplinary programme in neurocognitive science*.



## SECTION 3: EMPLOYEE PROFILE

### 3.1 Employee profile: Overview

In 2013 the Faculty had 58 full-time permanent academic staff members (including the Executive Dean) and 22 administration and support staff.

The academic staff profile in terms of level of appointment was as follows: 33% of academic staff members were lecturers, 33% senior lecturers, 14% associate professors and 20% professors. The academic staff profile in terms of academic qualifications was 78% with doctoral degrees and 22% with master's degrees. The profile in terms of equity reporting was 51% from designated groups (excluding White women) and 49% from non-designated groups (including foreign). The gender profile was 55% male and 45% female.

### 3.2 Academic staff

#### 3.2.1 Academic employee profile: departmental and level of appointment

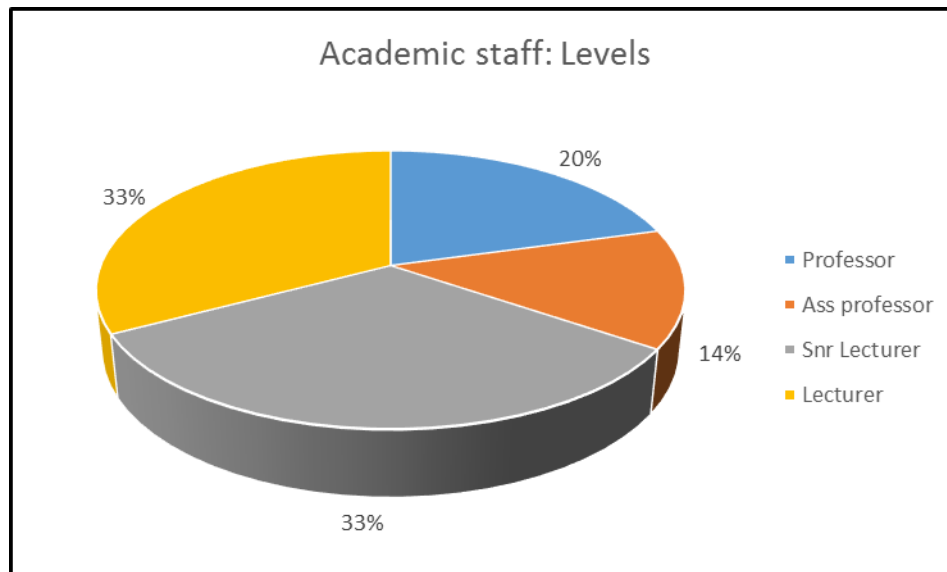
Details of the academic employee profile are provided in the tables and graphs below. The composition of the different profiles over the past five years and also indicated.

Table 2: Academic employees per department/division and level of appointment

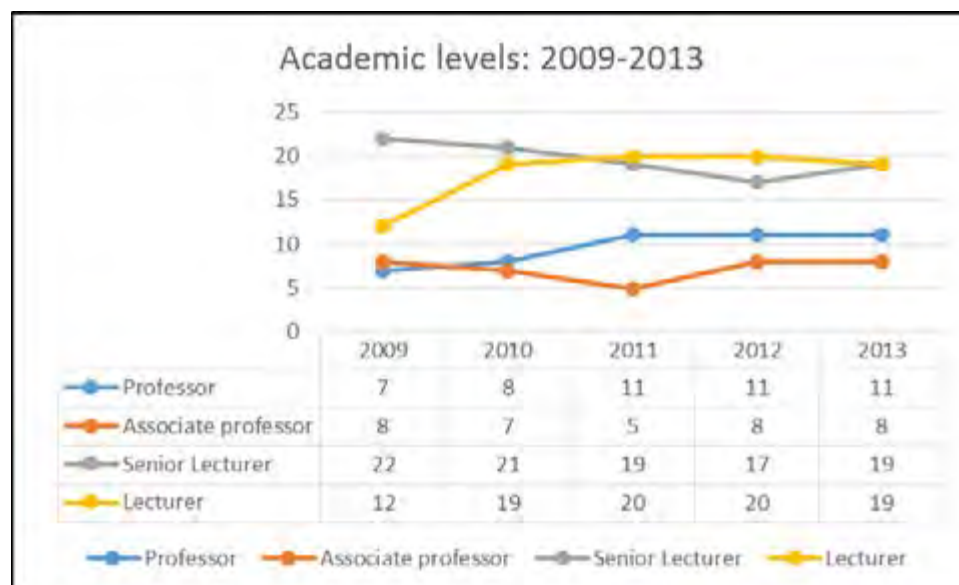
Academic employees per department/division	Permanent and fixed term				
	Professor	Associate Professor	Senior Lecturer	Lecturer	Total
Executive Dean of Education	1				1
Childhood Education			2	7	9
Education and Curriculum Studies	2	1	5	5	13
Education Leadership and Management	2	3	2	1	8
Educational Psychology	2		6	3	11
Science and Technology Education	3	3	4	2	12
Centre for Education Practice Research	1				1
Centre for Education Rights and Transformation		1		1	2
NRF – Chair (Dean's Office)	1				
<b>TOTAL</b>	<b>12</b>	<b>8</b>	<b>19</b>	<b>19</b>	<b>58</b>

Table 2 shows that there is an appropriate distribution of senior academics across departments, except for the Department of Childhood Education. However, the Childhood Education situation is improving – the promotion of the Head of Department (HoD) to associate professor was recommended by the executive committee of Senate (Senex) at the end of 2013. Furthermore, the focus of the research in the CEPR is childhood education. Consequently, the director of the CEPR, a full professor, is also involved in the activities of the department, particularly as mentor to some of the junior staff.

Figure 2 indicates that 34% of academic staff members are at the senior levels of associate professor and professor.



**Figure 2: Academic employee profile in terms of level of appointment**



**Figure 3: Academic employee profile in terms of level of appointment: 2009-2013**

*3.2.2 Academic employee profile: new appointments, promotions, retirements and resignations per department/division*

Table 3 reports on new academic appointments, promotions, and resignations per department/division.

Table 3: New appointments, promotions and resignations per department/ division

<b>Appointments – 6</b>	
Childhood Education	<ul style="list-style-type: none"> <li>Ms K Fonseca (Lecturer)</li> <li>Mr D Nkosi</li> </ul>
Education and Curriculum Studies	<ul style="list-style-type: none"> <li>Prof D Naidoo (Associate professor)</li> <li>Dr J Divala (Senior lecturer)</li> </ul>
Educational Psychology	<ul style="list-style-type: none"> <li>Dr T Diale (Senior Lecturer)</li> <li>Dr M Malindi (Senior lecturer)</li> </ul>
<b>Resignations – 3</b>	
Education and Curriculum Studies	<ul style="list-style-type: none"> <li>Ms V Merckel (Lecturer) – moved to another division in the University</li> </ul>
Educational Psychology	<ul style="list-style-type: none"> <li>Dr E Fritz (Senior lecturer)</li> </ul>
Childhood Education	<ul style="list-style-type: none"> <li>Dr S Leloka (Lecturer)</li> </ul>
<b>Promotions – 3</b>	
Educational Psychology	<ul style="list-style-type: none"> <li>Dr T Makoelle promoted to Senior lecturer</li> </ul>
Educational Psychology	<ul style="list-style-type: none"> <li>Prof G van der Westhuizen promoted to Professor</li> </ul>
Centre for Education Rights and Transformation	<ul style="list-style-type: none"> <li>Dr S Vally promoted to Associate professor</li> </ul>

Five of the six new appointments in 2013 were from designated groups, one foreigner was appointed and two of the three resignations were from designated groups. Ms Merckel has not left the University, but has moved to another division in the University. Two of the three promotions were from designated groups.

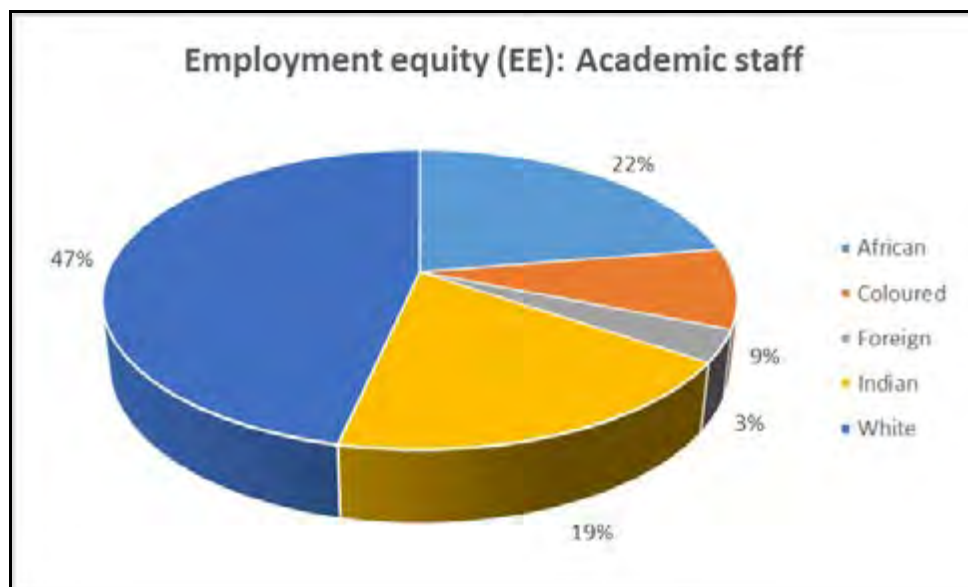
### 3.2.3 Academic employee profile: equity and gender profile

The tables and figures that follow show the equity and gender profile of academic staff in 2013. A figure depicting a five year trend is also provided.

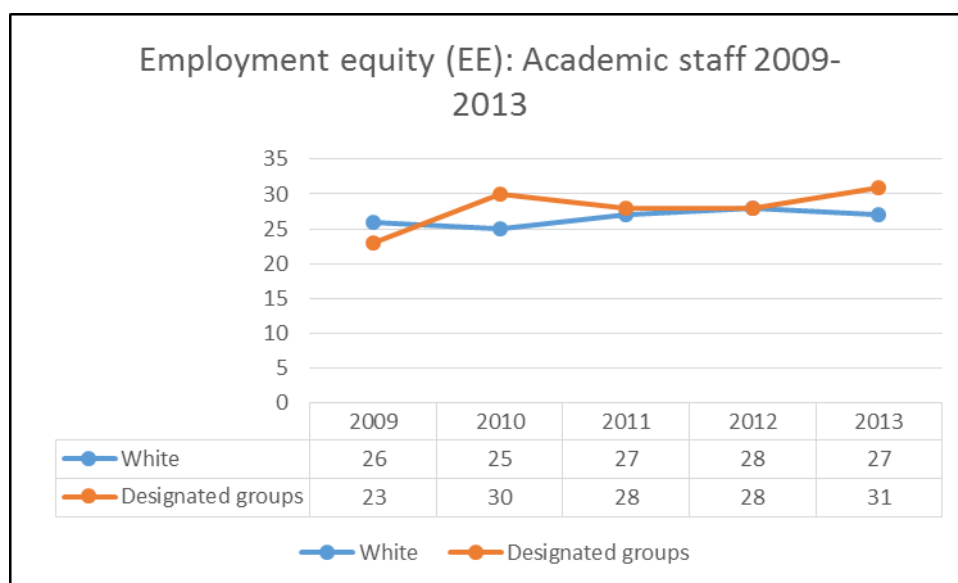
Table 4: Equity profile of academic employees per department/division

<b>Department/division</b>	<b>African</b>	<b>Coloured</b>	<b>Indian</b>	<b>White</b>	<b>Foreign</b>	<b>Total</b>
Executive Dean				1		1
Childhood Education	2	3	1	2	1	9
Education and Curriculum Studies	4	1	4	3	1	13
Education Leadership and		1	3	4		8

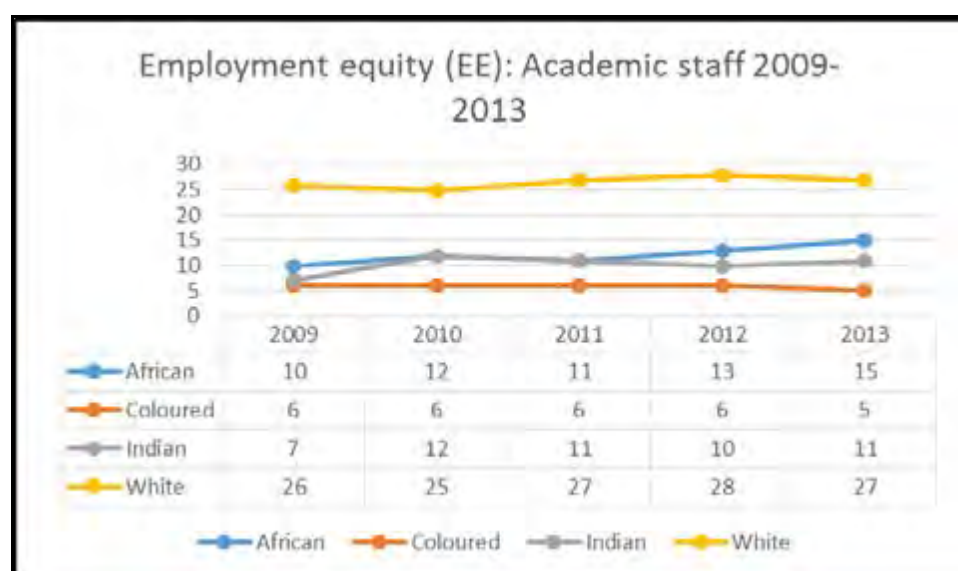
Management						
Educational Psychology	5			6		11
Science and Technology Education	1		1	10		12
Chair, Dean's Office			1			1
Centre for Education Practice Research	1		1			2
Centre for Education Rights and Transformation				1		1
<b>TOTAL</b>	<b>11</b>	<b>5</b>	<b>11</b>	<b>27</b>	<b>2</b>	<b>58</b>



**Figure 4: Equity profile of academic employees**



**Figure 5: Equity profile of academic employees 2009-2013**

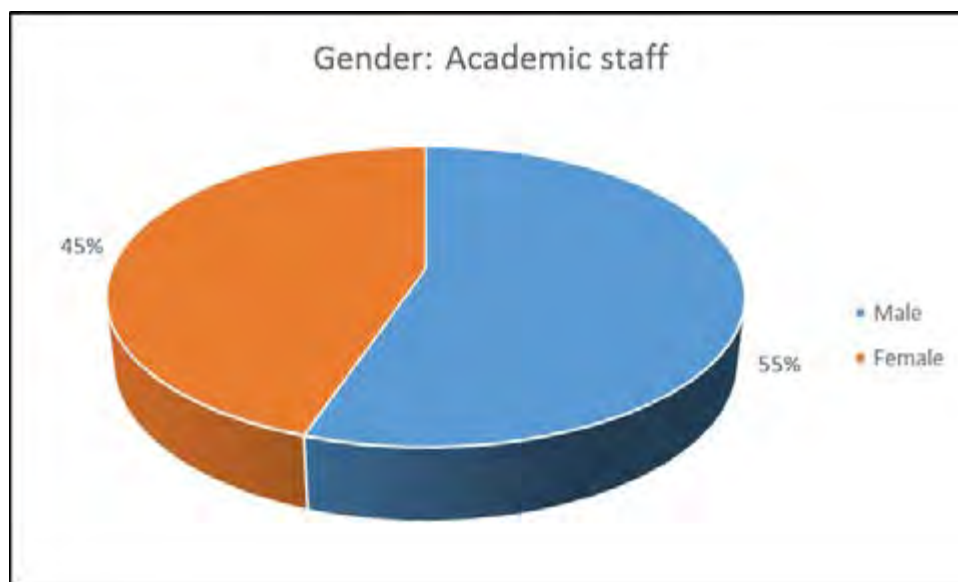


**Figure 6: Equity profile of academic employees per population group 2009-2013**

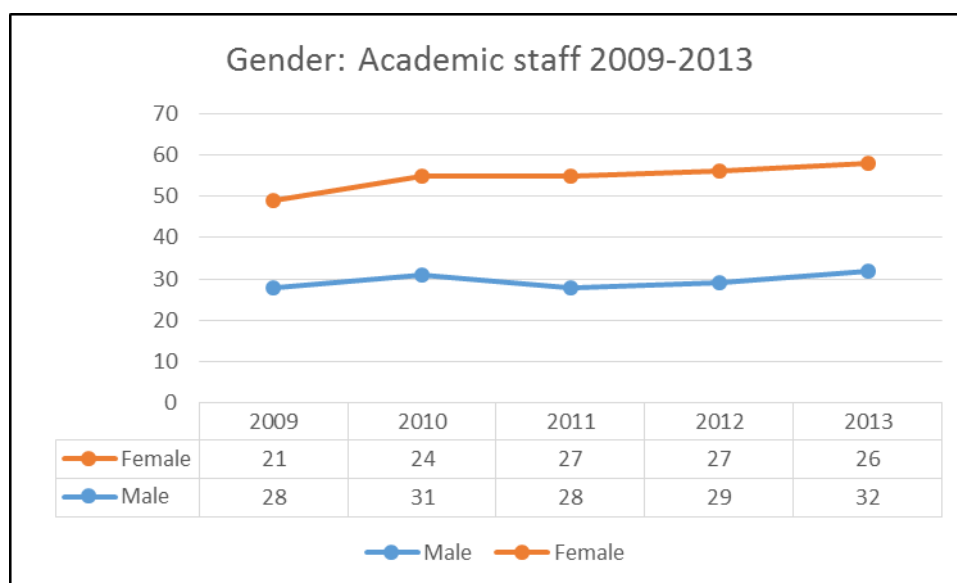
**Table 5: Gender profile of academic employees per department/division**

Department/division	M	F	M	F	M	F	M	F	
Executive Dean								1	1
Childhood Education	3			3		1	1	1	9
Education and Curriculum Studies	3	2	1			4	2	1	13
Education Leadership and			1		1	2	3	1	8

Management									
Educational Psychology	2	3					3	3	11
Science and Technology Education	1				1		7	3	12
Chair, Dean's Office					1				1
Centre for Education Practice Research								1	1
Centre for Education Rights and Transformation	1				1				2
<b>TOTAL</b>	<b>10</b>	<b>5</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>7</b>	<b>16</b>	<b>11</b>	<b>58</b>



**Figure 7: Gender profile of academic employees**



**Figure 8: Gender profile of academic employees 2009-2013**

### *3.2.4 Academic employees: staff qualifications profile and involvement in postgraduate studies*

All academic staff members in the Faculty have master's degrees, while 78% also have doctoral degrees.

Eleven staff members were involved in doctoral studies in 2013.

**Table 6: Staff involvement in doctoral studies per department**

Dept. of Science and Technology Education	Dept. of Educational Psychology	Dept. of Education Leadership and Management	Dept. of Childhood Education	Dept. of Education and Curriculum Studies
Mr W Engelbrecht	Ms J Fourie	Ms P Naidoo	Ms K Peter Ms G Petker Mr D Nkosi Mrs K Fonseca Mr J Maseko	Ms V Mabalane Mr G Makubalo Ms S Ramsaroop

### *3.2.5 Academic employees: achievements*

Numerous staff members excelled in 2013. Three special achievements in particular are worth mentioning. Prof Salim Vally, Director of the CERT was appointed as a Critical Friend on the Board of Education International (EI) which represents 30 million teachers and education workers. The Critical Friends group, consisting of seven educationists, meets annually in Brussels and serves to provide EI with research and strategic support. Prof Michael Cross received an award from the Association for the Development of Education in

Africa (ADEA) for "Outstanding Mentor of Educational Researchers". The award ceremony took place in Sevres, France. The Minister of Basic Education appointed Prof Saartjie Gravett, Executive Dean of the Faculty as Chairperson of the Education Sector Committee (Edcom) of the South African National Commission for UNESCO (SANATCOM). Her role entails providing the necessary leadership to enable the Education Sector Committee to carry out its advisory, facilitative, liaison and coordination role between UNESCO and the South African Government and Civil Society. In her capacity as Chairperson of Edcom, Prof Gravett formed part of the South African delegation to the 37th Session of the UNESCO General Conference in Paris, France.

A list of other staff achievements is included as Appendix 1.

### 3.3 Administration and support staff profile: overview, equity and gender profile

The tables and figures that follow depict the administration and support staff profile of the Faculty in 2013. A five year trend is also provided.

Table 7: Administration and support staff: positions

Position	Dean's office	Departments	Total
Head: Faculty Administration	1		1
Senior Faculty Officer	2		2
Faculty Officer	5		5
Administrative Assistant	5		5
Programme Advisor	1		1
Project Manager	1		1
Marketing Coordinator	1		1
Community Engagement Officer	1		1
Coordinator: Short Learning Programmes	1		1
Executive Secretary	1		1
Departmental Secretary		2	2
Coordinator (CEPR)		1	1
<b>Total</b>	<b>19</b>	<b>3</b>	<b>22</b>



### *New appointments*

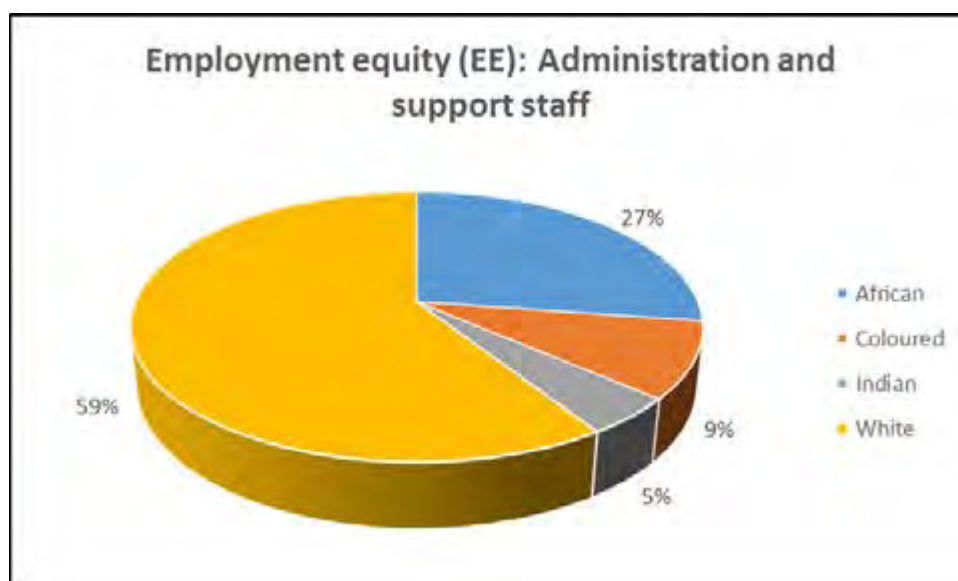
- Ms Rachel Steyl
- Ms Prudence Mohau

### *Retirements*

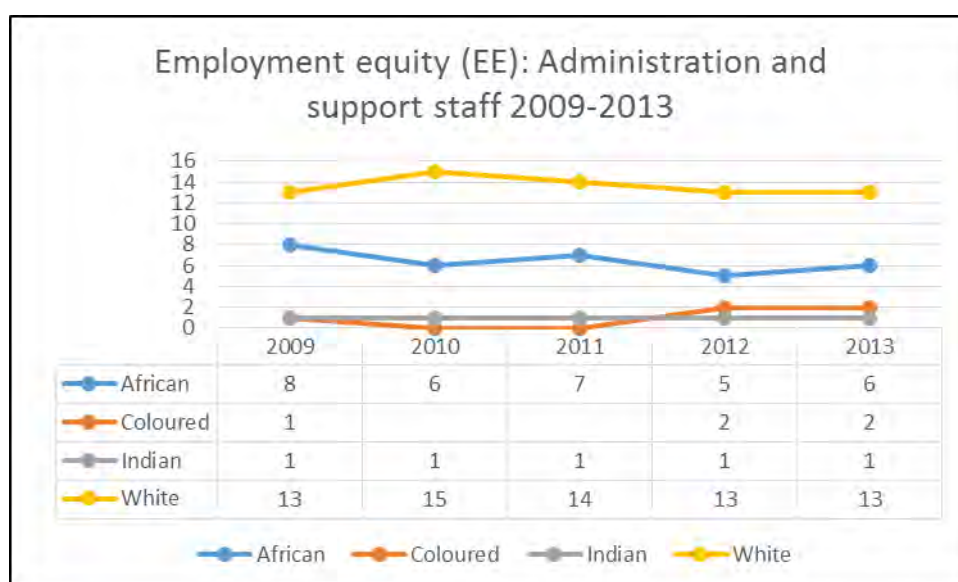
- Ms Ina van Wyk
- Ms Susan Gouws

Table 8: Administration and support staff: equity profile

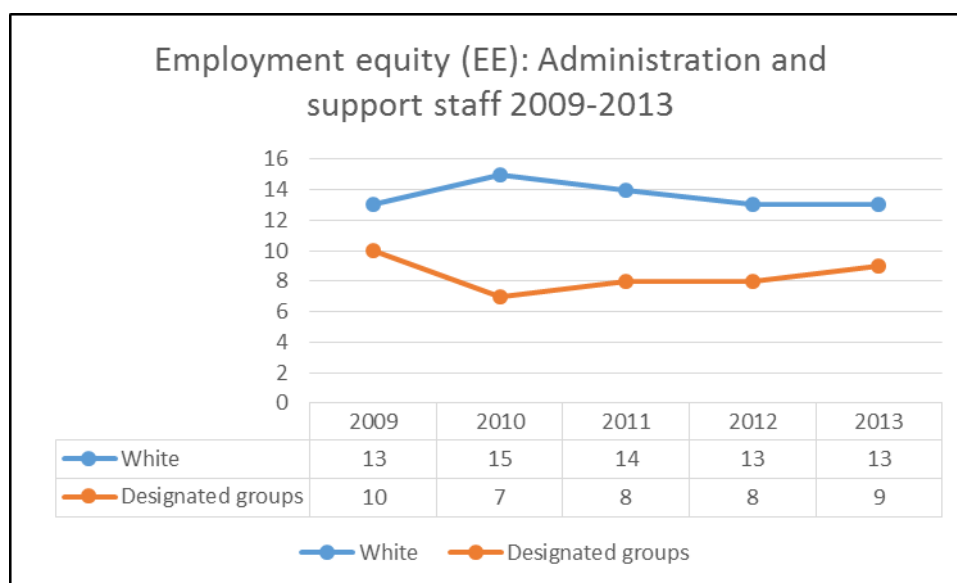
Position	African	Coloured	Indian	White	Total
Head: Faculty Administration				1	1
Senior Faculty Officer	1			1	2
Faculty Officer	2			3	5
Administrative Assistant	2	1		2	5
Programme Advisor				1	1
Project Manager				1	1
Marketing Coordinator	1				1
Community Engagement Officer			1		1
Coordinator: Short Learning Programmes				1	1
Executive Secretary				1	1
Departmental Secretary				2	2
Coordinator (CEPR)		1			1
<b>TOTAL</b>	<b>6</b>	<b>2</b>	<b>1</b>	<b>13</b>	<b>22</b>



**Figure 9: Employment equity profile: administration and support staff**



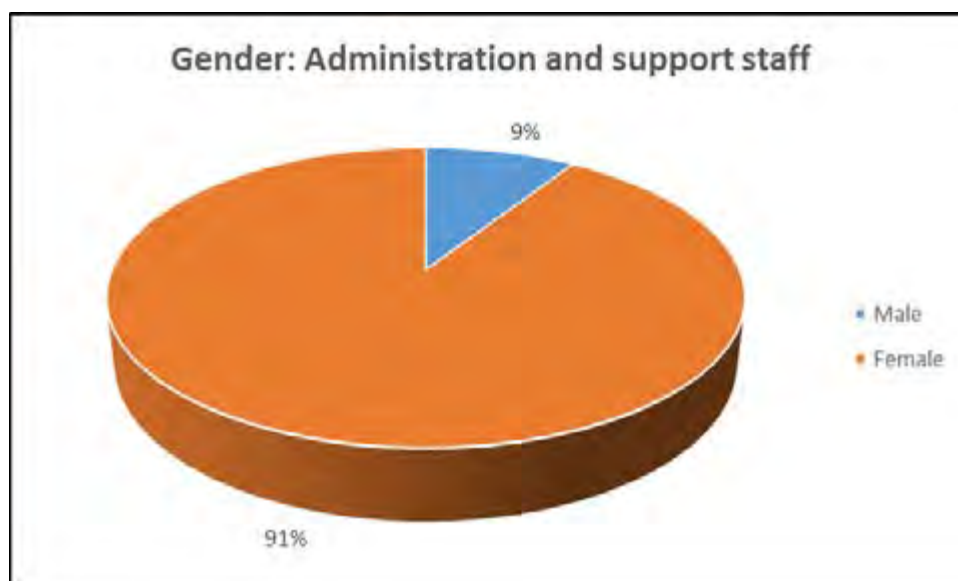
**Figure 10: Equity profile of academic and support staff per population group 2009-2013**



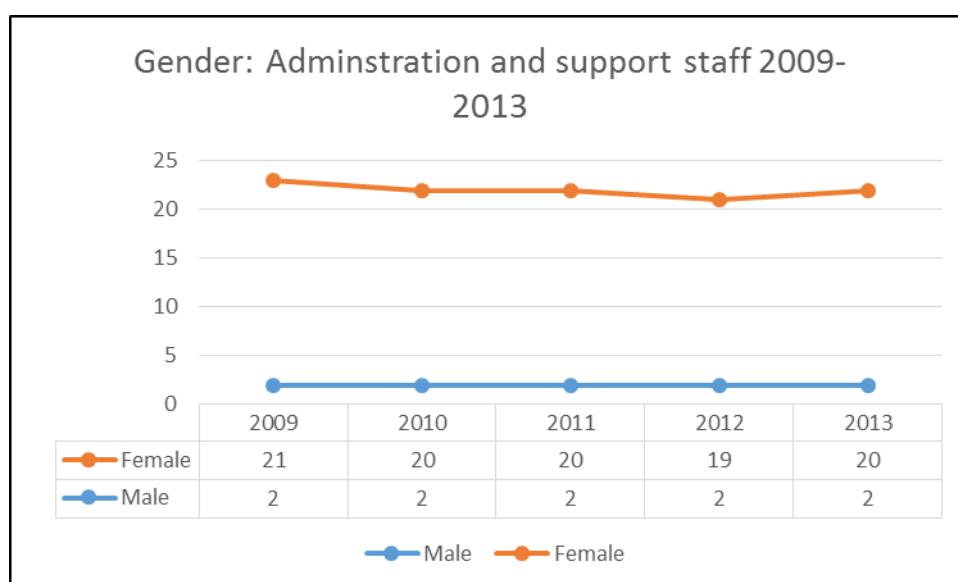
**Figure 11: Equity profile of academic and support staff 2009-2013**

**Table 9: Gender profile of administration and support staff**

Position	M	F	M	F	M	F	M	F	M	F	Total
Head: Faculty Administration								1		1	1
Senior Faculty Officer	1							1	1	1	2
Faculty Officer		2						3		5	5
Administrative Assistant	1	1		1				2	1	4	5
Programme Advisor								1		1	1
Project Manager								1		1	1
Marketing Coordinator		1								1	1
Community Engagement Officer						1				1	1
Coordinator: Short Learning Programmes								1		1	1
Executive Secretary								1		1	1
Departmental Secretary								2		2	2
Coordinator (CEPR)				1						1	1
<b>TOTAL</b>	<b>2</b>	<b>3</b>		<b>2</b>		<b>1</b>		<b>14</b>	<b>2</b>	<b>20</b>	<b>22</b>



**Figure 12: Gender profile of administration and support staff**



**Figure 13: Gender profile of support staff 2009-2013**

### 3.4 Faculty Executive Committee: equity profile

The Faculty Executive Committee (F-Exco) consist of the Executive-Dean, Vice-Dean, Heads of Department and Head of Faculty Administration. The equity and gender profile of the F-Exo is provided in table 10.

Table 10: Equity profile of the Faculty Executive Committee

Role in Faculty Exco	Black (African)		Coloured		Indian		White		Foreign	
	M	F	M	F	M	F	M	F	M	F
Executive Dean								1		
Vice-Dean							1			
Head of Faculty Administration								1		
HoD: Childhood Education									1	
HoD: Education and Curriculum Studies						1				
HoD: Education Leadership and Management							1			
HoD: Educational Psychology								1		
HoD: Science and Technology Education							1			
<b>TOTAL</b>						1	3	3	1	

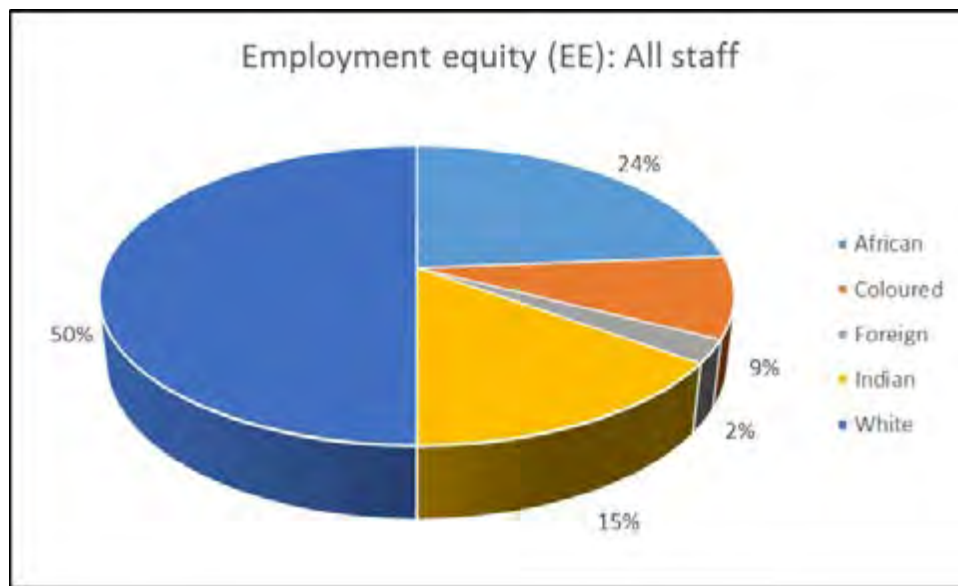
### 3.5 All staff: equity and gender profile

The table and graphic representations that follow show the gender and equity profile of all staff (academic, administration and support).

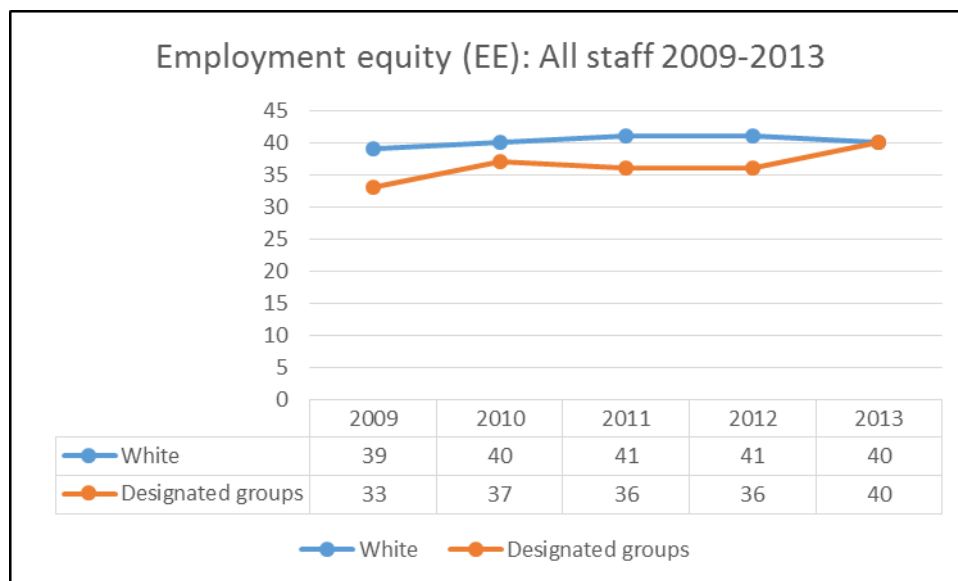
Table 11: Equity profile of all staff

Department/division	African	Coloured	Indian	White	Foreign	Total
Executive Dean				1		1
Childhood Education	2	3	1	2	1	9
Education and Curriculum Studies	4	1	4	3	1	13
Education Leadership and Management		1	3	4		8
Educational Psychology	5			6		11
Science and Technology Education	1		1	10		12

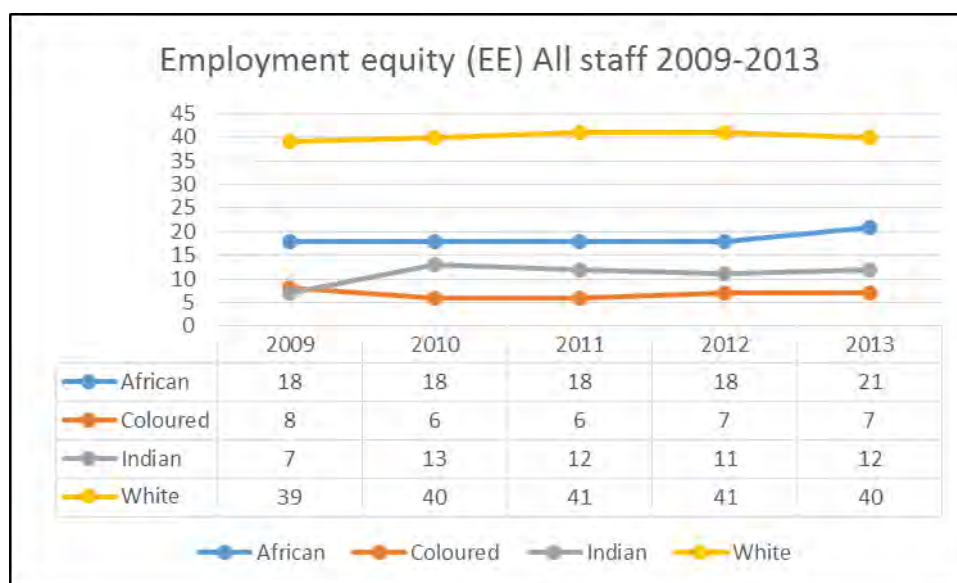
Dean's Office – Chair			1			1
Centre for Education Practice Research	1		1			2
Centre for Education Rights and Transformation				1		1
Administration and support staff	6	2	1	13		22
<b>TOTAL</b>	<b>19</b>	<b>7</b>	<b>12</b>	<b>40</b>	<b>2</b>	<b>80</b>



**Figure 14: Employment equity: all staff**



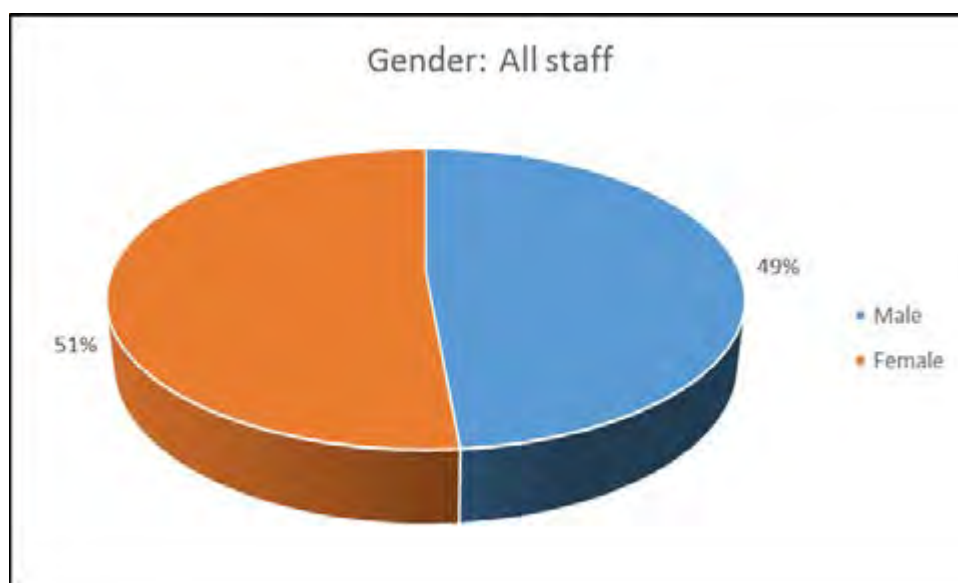
**Figure 15: Employment equity: all staff per population group 2009-2013**



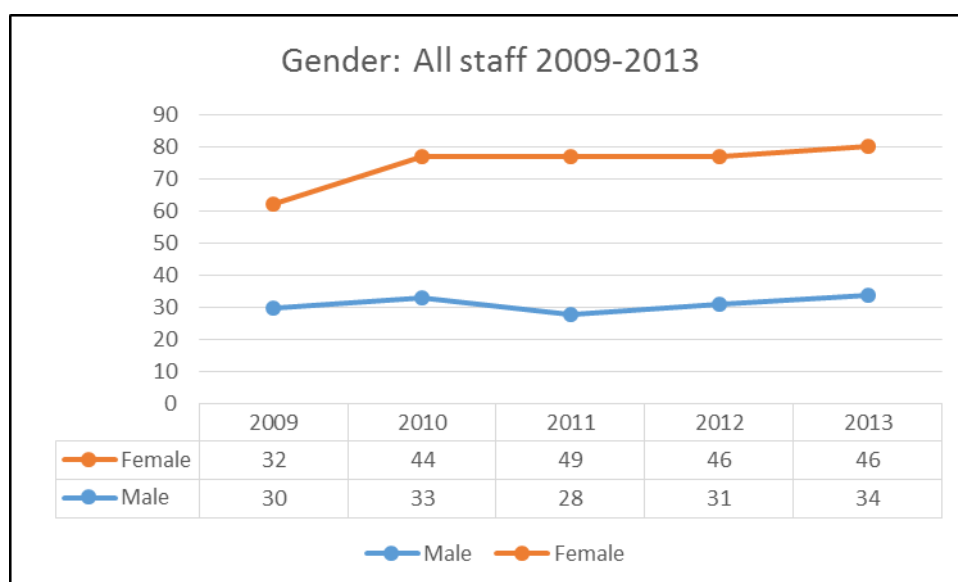
**Figure 16: Employment equity: all staff 2009-2013**

**Table 12: Gender profile of all staff**

Department/Division	Black (African)		Coloured		Indian		White		Total		Grand total
	M	F	M	F	M	F	M	F	M	F	
Executive Dean								1		1	1
Childhood Education	3			3		1	1	1	4	5	9
Education and Curriculum Studies	3	2	1			4	2	1	6	7	13
Education Leadership and Management			1		1	2	3	1	5	3	8
Educational Psychology	2	3					3	3	5	6	11
Science and Technology Education	1				1		7	3	9	3	12
Chair, Dean's Office					1				1		1
Centre for Education Rights and Transformation	1				1				2		2
Centre for Education Practice Research								1		1	1
Administration and support staff	2	3		2		1		14	2	20	22
<b>TOTAL</b>	<b>12</b>	<b>8</b>	<b>2</b>	<b>5</b>	<b>4</b>	<b>8</b>	<b>16</b>	<b>25</b>	<b>34</b>	<b>46</b>	<b>80</b>



**Figure 17: Gender profile of all staff**



**Figure 18: Gender profile of all staff 2009-2013**

### **3.6 Staff and scholarship development**

#### *3.6.1 Academic staff*

- All staff members have to negotiate a personal development plan with their respective Heads of Department, based on their development needs.
- Academic staff members are eligible to use an amount of R25 000 each from Faculty reserves for development, in a cycle of three years. They may use this money for personal professional development in their areas of expertise, linked to their personal development plans. Department specific seminars and workshops are arranged by HoDs.
- The Faculty also offered staff development opportunities to staff in the form of workshops and seminars, scheduled on the Faculty calendar in 2013.
- Under the leadership of Prof Devika Naidoo series of seminars was organised in the Faculty. In the first, Prof Salim Vally (CERT) argued that critical pedagogy could assist in



unravelling the causes of educational inequalities and more importantly empower marginalized communities to transform their lives in an unequal society. Dr Leila Kajee was discussant. The second was a panel discussion on “Disciplinary power, normalization, freedom and love” in which Dr Graham Dampier, Dr Solomon David and Prof Devika Naidoo argued the topic. The third seminar was presented by Prof Johan Muller. His topic was “Roots of disciplinary difference and the curriculum: the pathos of specialised knowledge”. The fourth seminar was conducted by Prof Gert van der Westhuizen on conversation analysis.

- Two staff members, Dr Tumi Diale and Dr Tesdiso Makoelle successfully completed the “Emerging Leaders Development Programme” at UJ.
- Dr Tumi Diale, Dr Leila Kajee and Dr Malindi Macalane participated in the Strengthening Doctoral Supervision course conducted by the Netherlands Organisation for International Co-operation (NUFFIC).

### *3.6.2 Administration and support staff*

Administration and support staff members who took part in staff development activities.

- The Head of Faculty Administration and two administration staff members attended the Higher Education Faculty Administrators Forum (HEFAF) Conference on 23 and 24 May 2013.
- Three staff members are involved in further studies
- One staff member used UJ training opportunities (Excel Basic and Advanced training).

### **3.7 Fostering transformation and collegiality**

The Dean invited different departments and divisions for “tea with the Dean” in 2013. The purpose of these gatherings was to listen to staff members’ views on the state of the Faculty, to afford them the opportunity to raise concerns, and to elicit their advice on how all may contribute to collegiality and Faculty transformation. The teas were well attended and the discussions were robust and informative.

### **3.8 Workload management**

The workload allocation and management model which was developed in 2009 has been refined annually. The purpose of the model is to assist the Faculty in creating equitable workloads among individuals and across departments in terms of teaching, research, community engagement and administration. The model uses (a) unit(s) of measurement through which an annual Faculty indicator is established. The ideal is to ensure that every individual’s work load measures close to the established indicator. This does not mean that a deviation from the indicator necessarily signals under-performance or over-performance. However, the indicator is useful because it serves as a “starting point” for informed conversations between individual faculty staff and HoDs, and it permits the parties involved to identify and respond to conditions that fall “well outside” the typical range in either direction.

## **SECTION 4: STUDENT PROFILE, STUDENT SUCCESS AND EXPERIENCE, RELEVANCY AND IMPACT OF ACADEMIC PROGRAMMES**

### **4.1 An overview of qualifications offered by the Faculty of Education**

In 2013 the Faculty offered academic programmes on the SWC and APK campus. Undergraduate programmes offered on the SWC were the Advanced Certificate in Education (ACE) and the Bachelor of Education (BEd) Foundation Phase. On APK the BEd Senior Phase and BEd Further Education and Training (FET) were offered.

Postgraduate qualifications below master's level were the Postgraduate Certificate in Education (PGCE) offered on the APK campus and the BEd Hons, which was offered on both the APK and Soweto campuses.

Master's programmes, either as coursework with minor dissertation or by full dissertation were offered on both the campuses. Coursework master's programmes offered were the MEd in Educational Psychology, MEd in Educational Management and the MEd (general) coursework. Doctoral programmes included the DEd in Educational Psychology and the PhD in Education.

The Faculty also started offering a BEd in Foundation Phase Teaching in Mpumalanga at the Teacher Education Campus: Siyabuswa in 2013.

### **4.2 Enrolment planning and management**

- The planned total headcount for 2013 was 3248 and 3515 students enrolled (108%). The slight over-enrolment was approved.
- The planned undergraduate headcount was 2349 and 2663 students enrolled (109%).
- The planned postgraduate headcount was 809 and 853 enrolled. The growth in new master's and doctoral students was pleasing. The planned number for new master's students was 64 and 77 enrolled. The planned number for new doctoral students was 8 and 42 enrolled.

Although the Faculty met its overall target for postgraduate enrolment the decline in BEd Hons numbers remains a concern. The main reason for the decline in BEd Hons numbers was the phasing out of the ACE and the fact that the ACE would no longer provide access to the BEd Hons. This has a knock-on effect as the decline in BEd Hons numbers will eventually also influence master's enrolment negatively (see table 13 and figures 19 and 20).

The unpredictability of student numbers in terms of particularly postgraduate enrolments is a concern and the Faculty has identified this as an immediate and medium-term risk. This instability is likely to continue until 2016/2017 when the new programmes, in accordance with the Policy on the Minimum Requirements for Teacher Education Qualifications will have been introduced. In addition to the BEd Hons the Faculty will then also be presenting a number of postgraduate diplomas. This new programme type will broaden access to postgraduate studies, but it is difficult to predict how the market will respond to it.

The Faculty has also not been doing well in terms of international students. The Faculty had 67 international students in 2013, which is 1.9% of the total number of students. This constituted 0.3% of the undergraduate and 1.47 % of the postgraduate students. The number of international students in the undergraduate degree programmes will remain limited in future due to the fact that undergraduate teacher education is generally country specific. The Advanced Diplomas in Education that will be offered in 2016 may attract some international students, but the focus should be on attracting more postgraduate students.

### 4.3 Enrolment figures in the Faculty

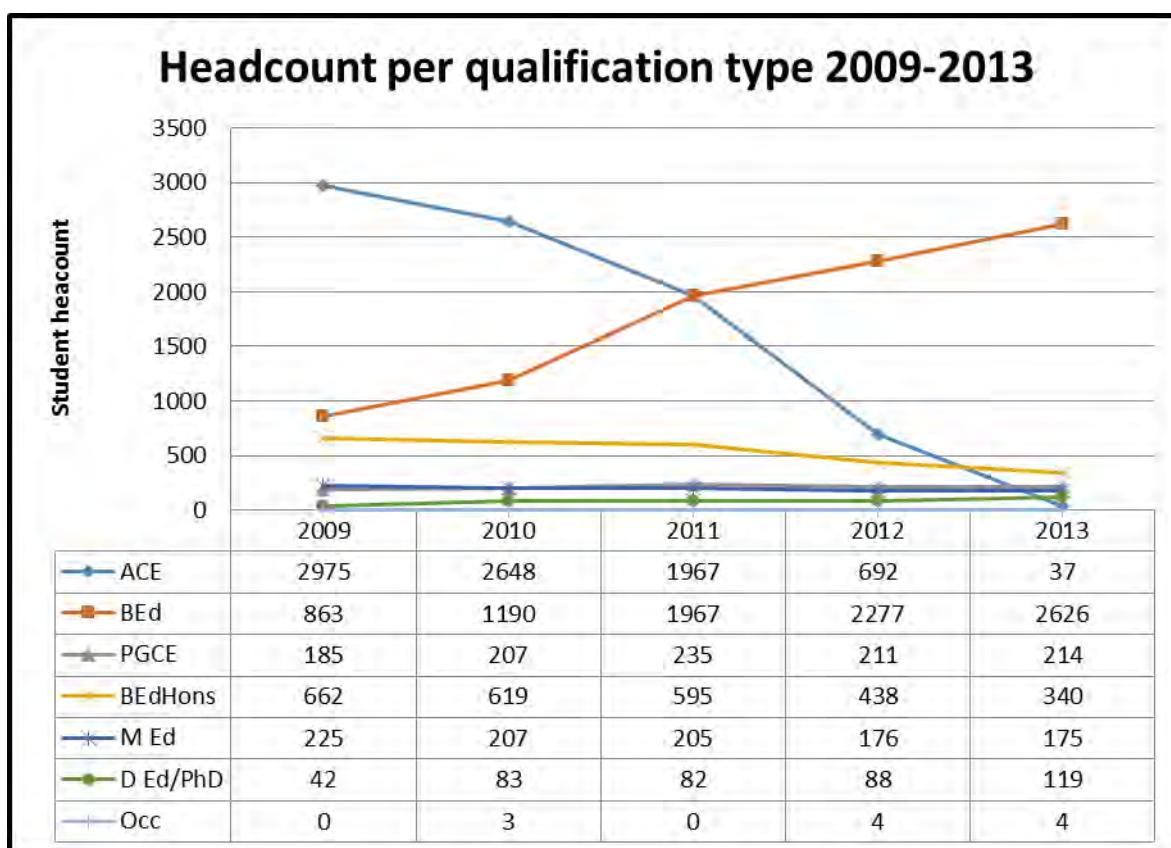
A total of 3515 students were enrolled for the different academic programmes in 2013, as reflected in Table 13.

Table 13: Headcount enrolment in the Faculty of Education, 2009-2013

Qualification type	Number of students				
	2009	2010	2011	2012	2013
Undergraduate diploma: ACE	2975	2648	1967	692	37
First degree: BEd	863	1190	1967	2277	2626
Postgraduate certificate: PGCE	185	207	235	211	214
BEd Hons	662	619	595	438	340
Master's degree	225	207	205	176	175
Doctoral degree	42	83	82	88	119
Occasional	0	3	0	4	4
<b>TOTAL</b>	<b>5000</b>	<b>4957</b>	<b>5051</b>	<b>3886</b>	<b>3515</b>

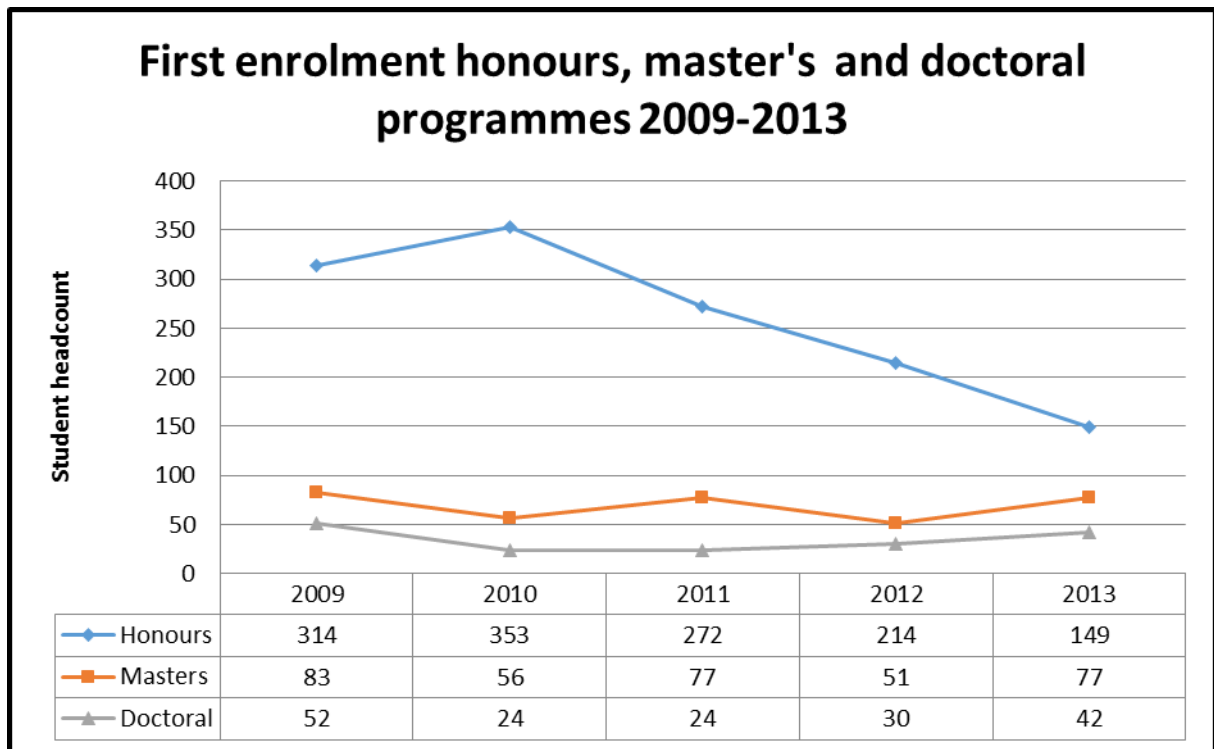
Enrolments increased in the undergraduate BEd degree as well as in the postgraduate doctoral degree programme in 2013. Enrolment in the undergraduate BEd degree increased to 75% of total enrolments in academic programmes in 2013, compared to 59% in 2012 (see figure 19 below).

The gradual increase in BEd numbers during the past few years was planned to counteract the decrease in ACE numbers due to the phasing out of the ACE qualification type. Teacher education also is a scarce skill area; therefore the Faculty has been purposefully working towards increasing teacher education student numbers. Figure 19 shows the enrolment pattern from 2009-2013.



**Figure 19: Enrolments per qualification type 2009-2013**

As mentioned in section 1, the enrolment of postgraduate students in the Faculty is a concern. Figure 20 shows the downward trend in terms of first enrolments for the BEd Hons. This decline in numbers also implies that the pool to draw from for the master's degree is shrinking.



**Figure 20: First time enrolment of honours, master's and doctoral students 2009-2013**

#### 4.4 Student demographic profile

Table 14 provides a summary of enrolments per gender and population group (as per equity reporting categories).

Table 14: Student enrolments

Qualification	Female	Male	Total	Inter-national	African	Coloured	Indian	White
<b>2013</b>								
ACE	18	19	37	1	33	2	2	0
BEd	1662	964	2626	10	2070	125	100	331
Postgraduate below master's level	386	168	554	28	404	19	30	101

Master's	117	58	175	8	87	10	16	62
Doctoral	79	40	119	15	41	8	18	52
Occasional students	4	0	4	4	0	0	1	3
<b>TOTAL</b>	<b>2266</b>	<b>1249</b>	<b>3515</b>	<b>66</b>	<b>2635</b>	<b>164</b>	<b>167</b>	<b>549</b>
<b>Qualification</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>	<b>Inter-national</b>	<b>African</b>	<b>Coloured</b>	<b>Indian</b>	<b>White</b>
<b>2012</b>								
ACE	465	227	692	11	665	16	5	6
BEd	1441	836	2277	7	1737	109	73	358
Postgraduate below master's level	433	216	649	27	471	22	34	122
Master's	119	57	176	4	91	10	23	52
Doctoral	61	27	88	15	32	7	10	39
Occasional students	3	1	0	0	0	0	0	0
<b>TOTAL</b>	<b>2522</b>	<b>1364</b>	<b>3886</b>	<b>45</b>	<b>2998</b>	<b>164</b>	<b>145</b>	<b>579</b>
<b>Qualification</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>	<b>Inter-national</b>	<b>African</b>	<b>Coloured</b>	<b>Indian</b>	<b>White</b>
<b>2011</b>								

ACE	1356	611	1967	52	1896	38	17	16
BEd	1262	705	1967	5	1425	99	80	363
Postgraduate below master's level	546	284	830	21	618	39	29	144
Master's	132	73	205	3	104	11	30	60
Doctoral	57	25	82	11	27	4	10	41
<b>TOTAL</b>	<b>3353</b>	<b>1698</b>	<b>5051</b>	<b>92</b>	<b>4047</b>	<b>191</b>	<b>166</b>	<b>624</b>
<b>Qualification</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>	<b>Inter- national</b>	<b>African</b>	<b>Coloured</b>	<b>Indian</b>	<b>White</b>
<b>2010</b>								
ACE	1799	849	2648	43	2517	49	33	49
BEd	779	411	1190	3	703	63	66	358
Postgraduate below master's level	550	276	826	12	597	30	38	161
Master's	139	68	207	5	94	16	30	67
Doctoral	53	30	83	11	29	6	8	40
<b>TOTAL</b>	<b>3320</b>	<b>1634</b>	<b>4957</b>	<b>74</b>	<b>3942</b>	<b>164</b>	<b>175</b>	<b>676</b>

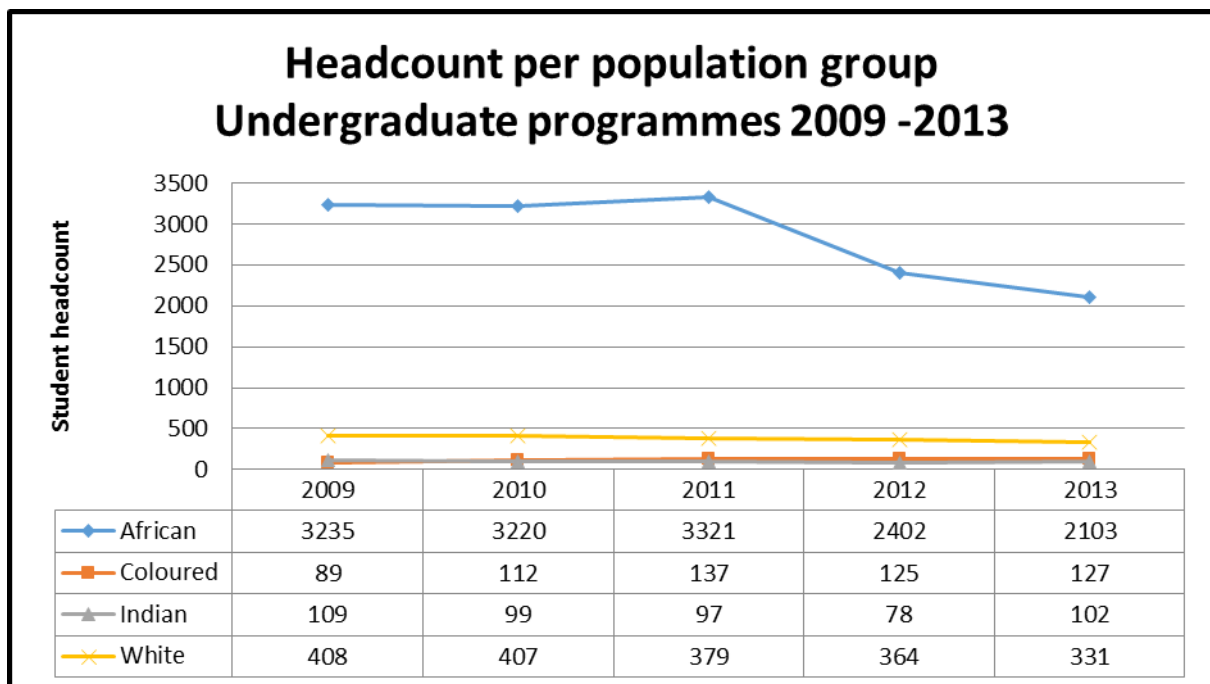
Qualification	Female	Male	Total	Inter-national	African	Coloured	Indian	White
<b>2009</b>								
ACE	1932	1043	2975	26	2789	55	44	87
BEd	552	311	863	1	446	34	61	322
Postgraduate below master's level	562	285	847	10	619	25	36	167
Master's	147	78	225	3	106	19	28	72
Doctoral	53	37	90	10	31	6	9	44
<b>TOTAL</b>	<b>3246</b>	<b>1754</b>	<b>5000</b>	<b>50</b>	<b>3991</b>	<b>139</b>	<b>178</b>	<b>692</b>

The profile of students per population group in 2013 was 75% African, 15% White, 5% Coloured and 5% Indian. The enrolment of African students decreased from 77% in 2012 to 75% in 2013. The enrolment numbers of Indian and Coloured students have shown a marginal increase, with the enrolment of White students remaining stable on 15% in both 2012 and 2013.

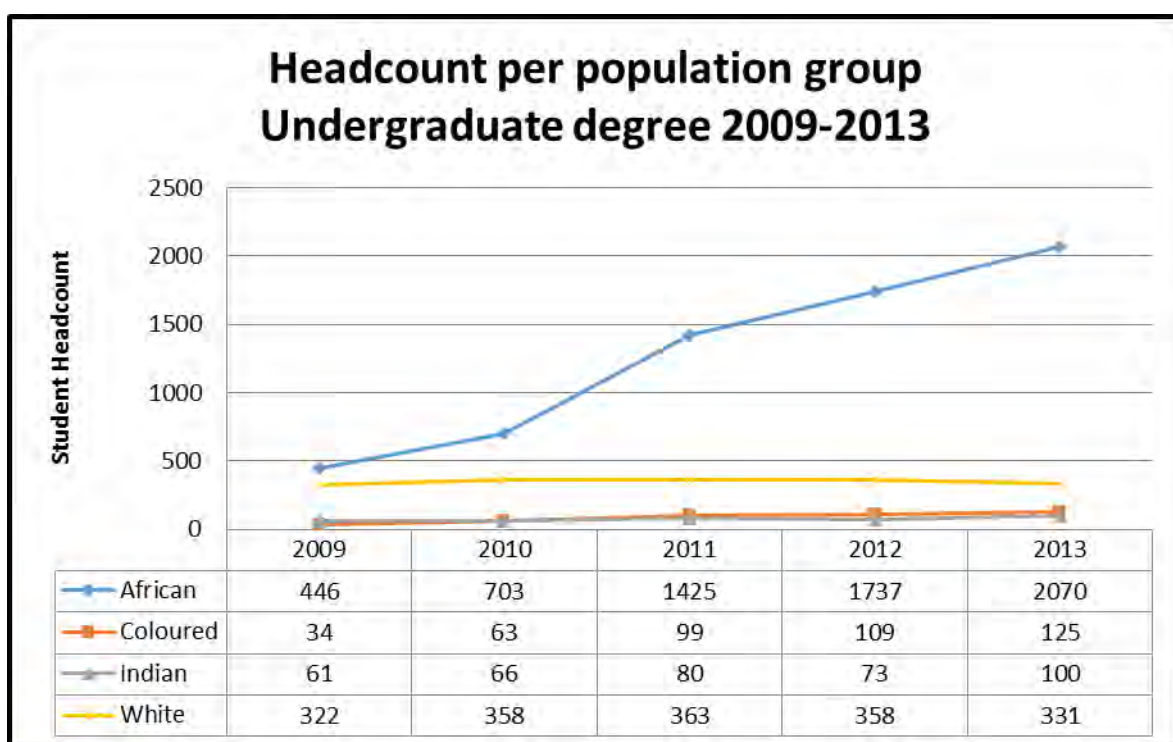
The number of international students in the different programmes fluctuated between 2009 and 2013 with the highest number of international student enrolments in 2011. International students enrolled mainly for the Advanced Certificate in Education (ACE) between 2009 and 2011. The ACE programme was phased out from 2011 onwards. From 2012 to 2013 the largest number of international students enrolled for the postgraduate qualifications below masters. The Faculty is thus not making good progress in terms of an international profile of students. This requires dedicated attention.

Figures, 21, 22 and 23 shows demographical trends over a period of five years for programmes offered between 2009 and 2013.

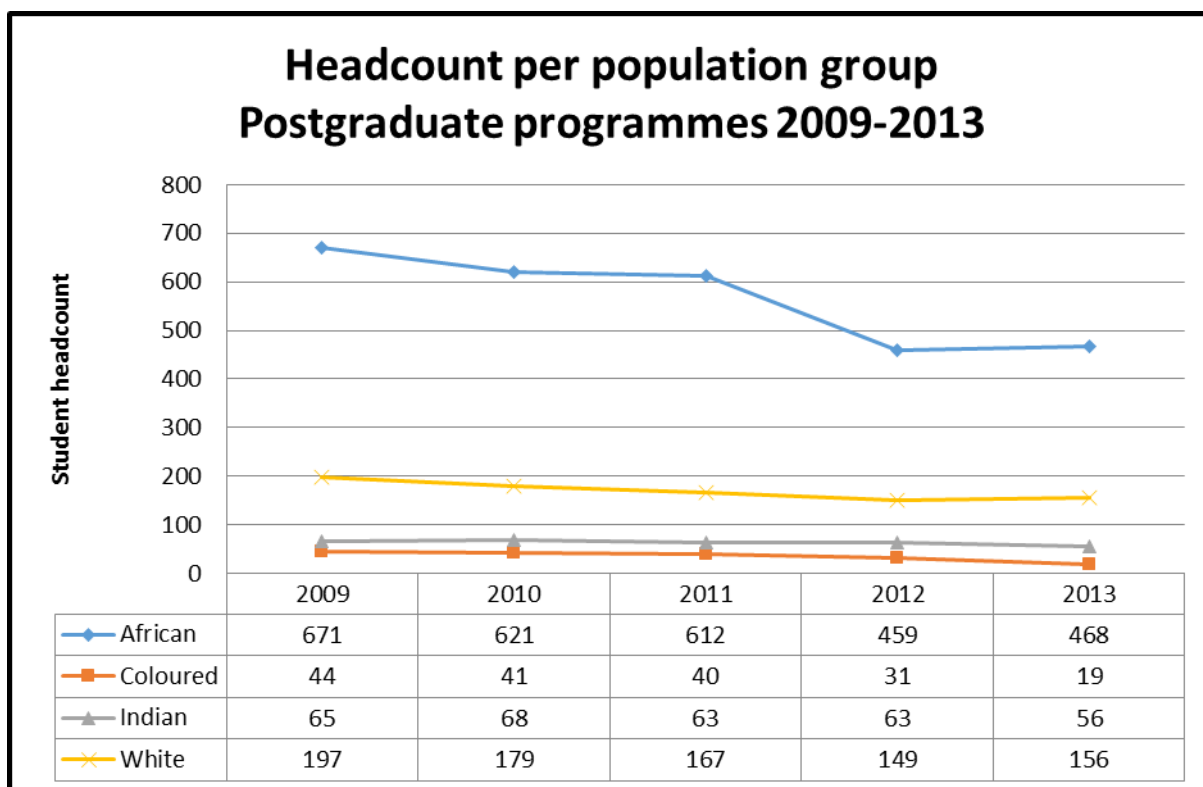




**Figure 21: Headcount per population group in undergraduate programmes 2009-2013**



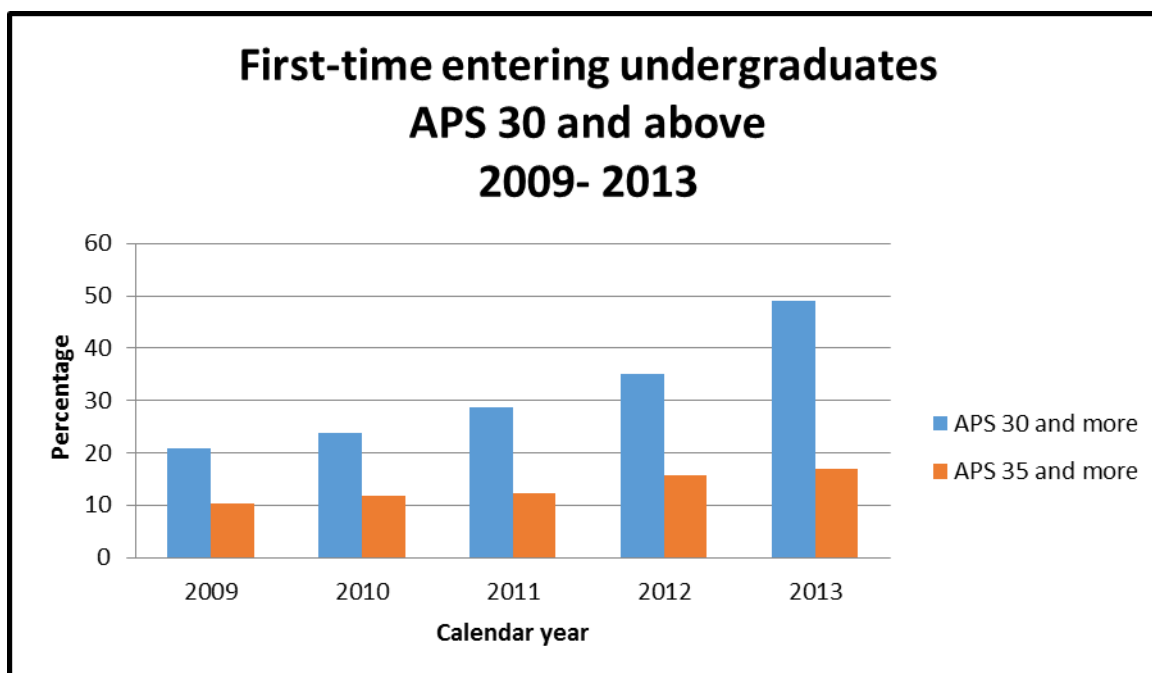
**Figure 22 Headcount per population group in undergraduate degree 2009-2013**



**Figure 23: Headcount per population group for postgraduate programmes 2009-2013**

Enrolment of students with disabilities has been increasing from 2009 to 2013, with 0.26% students with disabilities enrolling for programmes in 2009 compared to 0.56% in 2013. No students graduated in this category between 2009 to 2011 while four students graduated in 2012 and five in 2013.

The number of first-time entering students with APS scores of 30 and higher has been increasing from 2009 to 2013. Enrolments of students in the BEd degree with an APS of 30 to 34 has been as follows: 20% in 2009; 23.7% in 2010; 28.8% in 2011; 25% in 2012 and 49.3% in 2013. Enrolments of students with APS scores of 35 and higher has also increased: 10.4% in 2009; 11.3% in 2010; 12.3% in 2011; 15.5% in 2012 and 16.9% in 2013. The gradual increase is depicted in Figure 4.2.

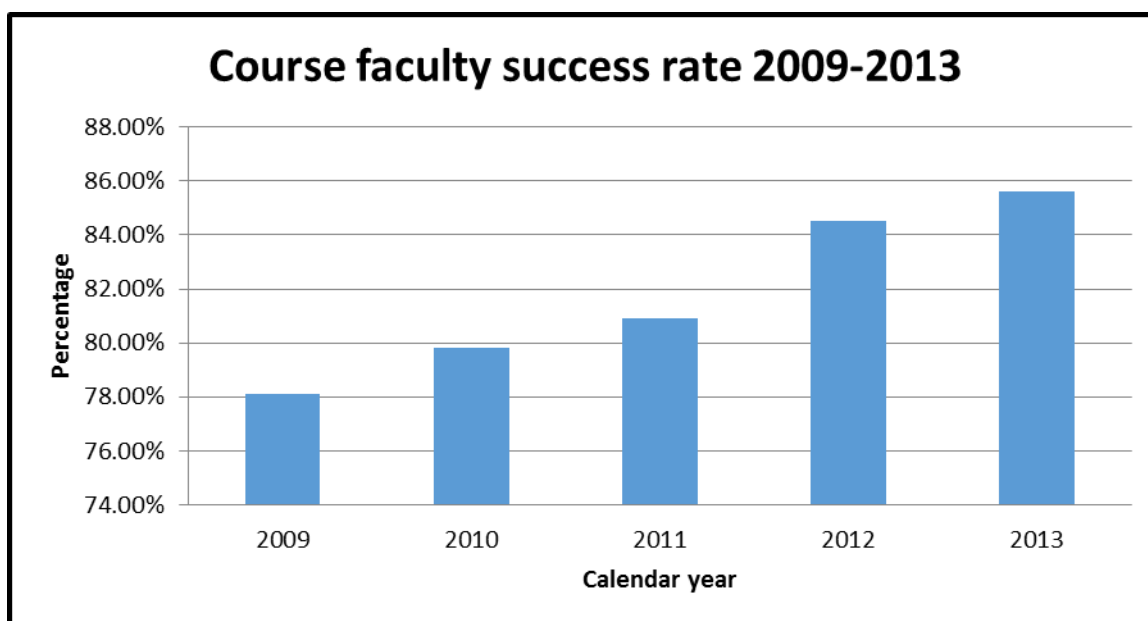


**Figure 24: First-time entering undergraduates with APS of 30 and above: 2009-2013**

#### **4.5 Performance: course faculty success rates**

The Faculty is satisfied with the overall course faculty success rate of 85.6% for 2013. We view a success rate of 83% as sustainable.

The overall improvement from 80.9% in 2011 to 84.8% in 2012 and to 85.6% in 2013 can be attributed mainly to the course success rate improvement in the PGCE and BEd programmes. The success rate in the PGCE improved from 85.5% in 2009 to 90.1% in 2013 and in the BEd degree from 80.1% in 2009 to 84.3% in 2013.



**Figure 25: Course faculty success rate 2009-2013**

The success rate for first-time entering BEd students was 83.3% in 2013, which is an improvement on the 80.1% in 2012. The course faculty success rate for first-time entering students has been improving from 2011 to 2013. Figure 26 illustrates the five-year trend in the first-time entering undergraduate degree course success rate.

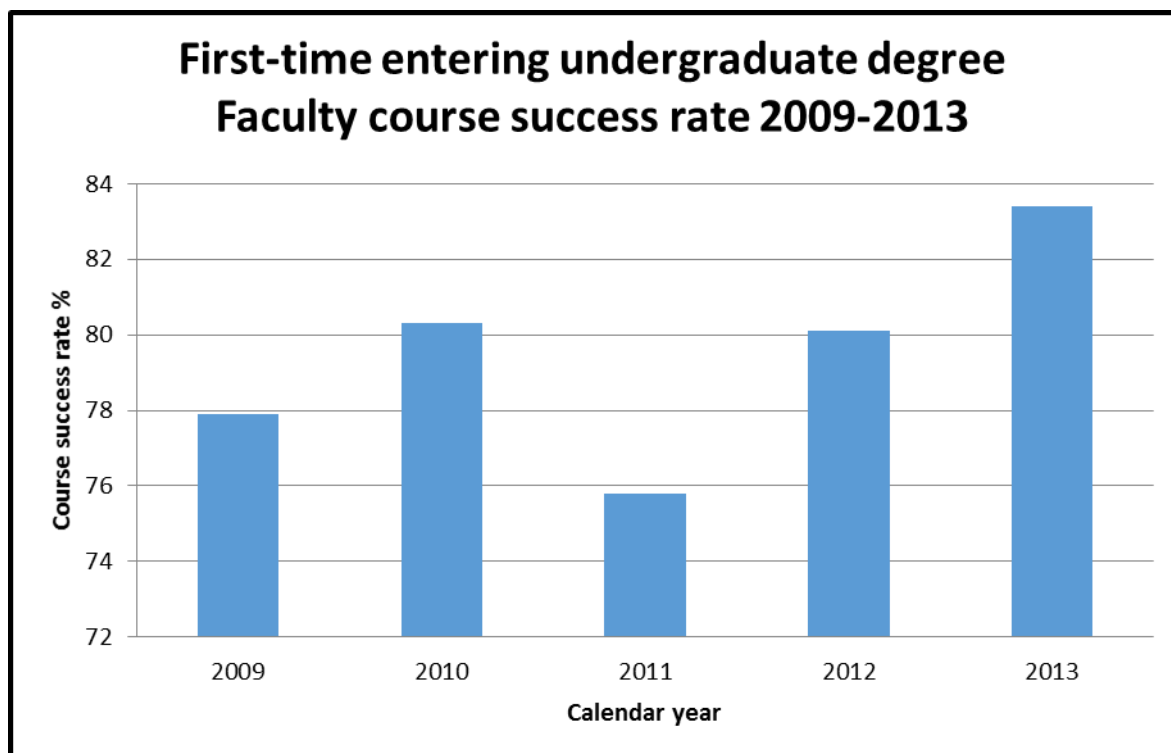


Figure 26: First-time entering undergraduate degree faculty course success rate 2009-2013

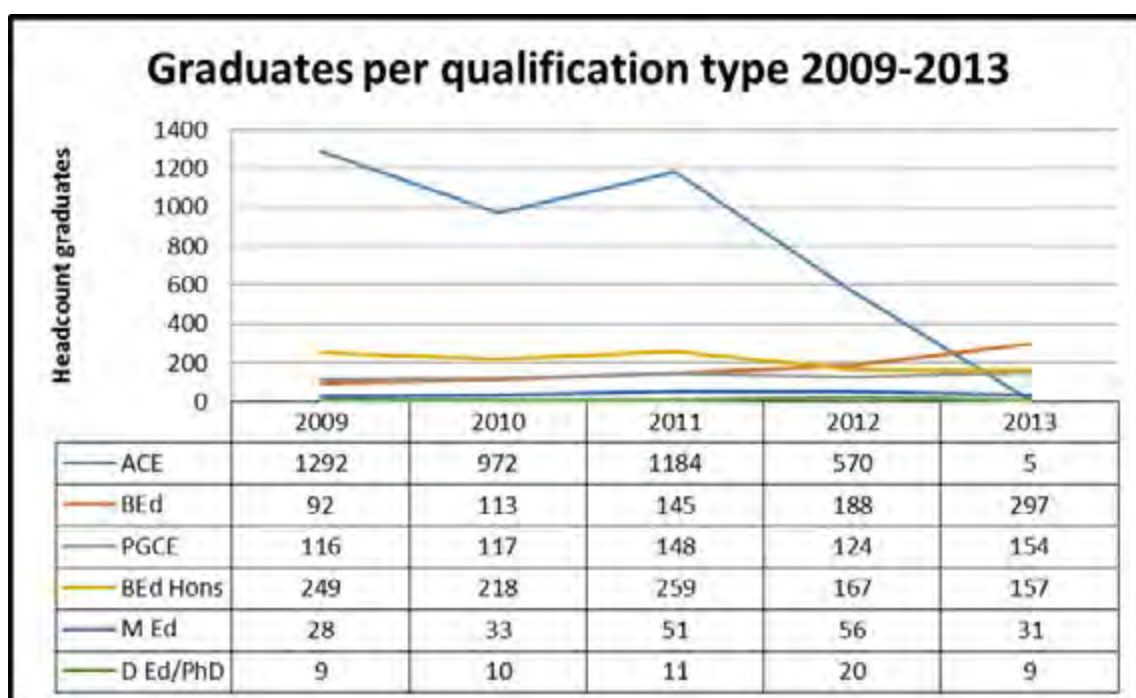
Table 15: Course faculty success rate per population group and qualification type

	African %	Coloured %	Indian %	White %	Total %
<b>2013</b>	87.0	83.8	80.4	81.3	85.7
Doctoral degree	40.1	0.0	0.0	15.9	21.1
Honours degree	72.0	67.2	77.6	92.4	75.1
Master's degree	53.0	50.6	91.6	82.5	69.4
Postgraduate Certificate in Education (PGCE)	89.6	92.1	100.0	89.2	90.1
Bachelor of Education (BEd)	89.9	89.4	87.2	86.6	89.3
Advanced Certificate in Education (ACE)	90.6	83.0	100.0	0.0	90.7
	African %	Coloured %	Indian %	White %	Total %

<b>2012</b>	84.9	79.5	82.6	86.6	84.8
Doctoral degree	96.7	0.0	42.4	120.6	93.03
Honours degree	72.3	69.1	80.5	93.4	76.2
Master's degree	91.8	177.7	120.7	75.4	93.7
Postgraduate Certificate in Education (PGCE)	84.8	93.4	100.0	92.1	87.6
Bachelor of Education (BEd)	85.0	78.7	80.3	83.3	84.3
Advanced Certificate in Education (ACE)	92.4	79.5	100.0	107.8	92.2
	<b>African %</b>	<b>Coloured %</b>	<b>Indian %</b>	<b>White %</b>	<b>Total %</b>
<b>2011</b>	80.6	78.0	87.0	83.0	81.1
Doctoral degree	66.9	118.1	86.0	22.6	50.0
Honours degree	68.6	83.7	85.2	89.5	72.6
Master's degree	85.1	19.4	106.7	110.9	94.3
Postgraduate Certificate in Education (PGCE)	77.7	88.0	100.0	91.9	83.5
Bachelor of Education (BEd)	80.3	75.6	83.7	81.1	80.4
Advanced Certificate in Education (ACE)	85.4	79.6	96.2	100.0	85.5
	<b>African %</b>	<b>Coloured %</b>	<b>Indian %</b>	<b>White %</b>	<b>Total %</b>
<b>2010</b>	79.2	74.5	81.3	83.6	79.8
Doctoral degree	44.2	0.0	0.0	49.3	38.9
Honours degree	74.4	80.0	85.8	90.7	77.2
Master's degree	66.7	43.5	60.3	74.2	66.7
Postgraduate Certificate in Education (PGCE)	76.0	67.5	100.0	94.6	83.7
Bachelor of Education (BEd)	83.0	75.2	86.7	82.4	82.6
Advanced Certificate in Education (ACE)	79.5	83.0	82.5	84.5	79.7
	<b>African %</b>	<b>Coloured %</b>	<b>Indian %</b>	<b>White %</b>	<b>Total %</b>
<b>2009</b>	76.6	70.7	79.1	86.0	78.1
Doctoral degree	0.0	0.0	0.0	53.0	24.3
Honours degree	67.3	45.0	86.7	91.7	70.8

Master's degree	37.6	51.1	33.4	72.5	49.7
Postgraduate Certificate in Education (PGCE)	78.6	95.2	81.8	92.1	85.5
Bachelor of Education (BEd)	78.6	71.6	86.0	85.5	81.3
Advanced Certificate in Education (ACE)	79.7	85.4	91.0	91.9	80.3

The success rates for students according to population groups vary amongst the different programmes, but there is no significant difference in performance amongst different population groups.



**Figure 27: Graduates per qualification type 2009-2013**

The output of graduates in the BEd degree as well as the Postgraduate Certificate in Education increased from 2009 to 2013 as indicated in Figure 27. The decline in graduates in the Advanced Certificate in Education is due to the gradual phasing out of the qualification.

## 4.6 Student support

### 4.6.1 Tutor system in Faculty

The Faculty has an extensive tutor system to support undergraduate as well as postgraduate students. In 2013 a total of 187 tutors were appointed at both campuses, compared to 120 in 2012. At undergraduate level 178 tutors provided support to students in the modules related to the BEd degrees. The Postgraduate Certificate in Education (PGCE) had 6 tutors who provide support in three of the modules linked to the programme. A further 31 tutors provided support to students in the BEd Hons programme and three tutors assisted students who were enrolled for the master's programmes.

The Faculty of Education appointed seven senior tutors to assist in the largest modules such as Education Studies, Teaching Studies and Academic Literacy for Education, linked to the BEd programme offered on the Auckland Park Kingsway Campus. One senior tutor was appointed to oversee and assist tutors in the Education Studies, Teaching Studies and English for the Foundation Phase modules offered in the BEd in Foundation Phase programme on the Soweto Campus.

Tutoring duties of senior tutors included coordination of administrative matters, providing guidance and mentorship to the tutors in a module in collaboration with the module lecturer. All senior tutors were also required to be involved in group tutorials and individual consultations with students. It was envisaged that the senior tutors would scaffold and support the other tutors in their professional development as tutors. In some instances, this materialised. However, in many cases the senior tutors experienced difficulties in acting out this mentorship role. Therefore it was suggested that senior tutors should be trained on how to mentor the tutors and how to conduct themselves in a professional manner. A need for Excel training as well as additional Blackboard training was also identified.

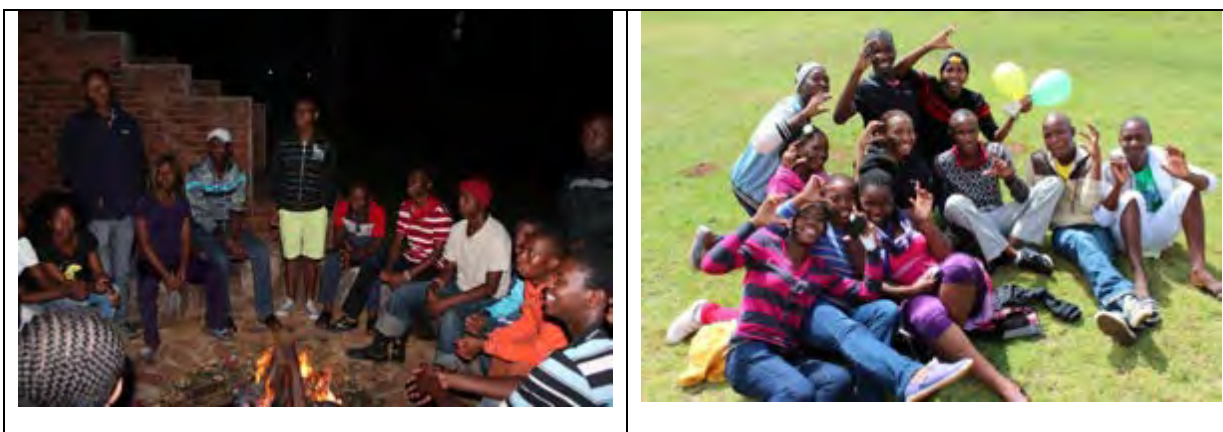
The effectiveness of the tutors was again a priority in 2013 and tutors attended various training sessions to equip them with the necessary skills to not only assist students with writing and study skills, but to provide additional support to at-risk students as well. These training sessions served to enable tutors to cope with their own studies, while tending to the various needs of other students. Tutors attended the module lectures for which they were tutoring and were required to keep a record of students who utilised the tutor system. A monthly report providing feedback on all aspects pertaining to tutor support was tabled by the tutor coordinator at qualification committee meetings.

The Faculty places great value on supporting students who are academically at risk. Tutors therefore received specialised training from the UJ Centre for Psychological Services and Career Development (PsyCad), focusing on positive psychology to not only support students academically but also to enable them to assist students with intervention strategies on coping with the challenges associated with studying.

#### *4.6.2 First-year experience*

The Faculty sees the first-year experience (FYE) as a priority. An extended orientation programme (first-year seminar) was offered in January 2013; procedures to identify at-risk students were improved, and initiatives were implemented to give students a better sense of belonging. This was done by providing students the opportunity during the Achterbergh excursion to start working on a professional development portfolio, to assist them to identify their own personal growth need and also assist us in providing differentiated mediation when necessary.

Class attendance by first-year students was monitored in all modules and continuous assessment took place. Compulsory tutorial sessions were provided in several modules. The FYE focus group meetings, which included all lecturers of first-year students, were well attended. We also introduced a system of student representatives attending the first (open) part of the FYE meetings. This proved to be very successful. Students were afforded the opportunity to raise issues and also to give advice.



Student activities at the first-year excursion

The first-year excursion remains an annual highlight for staff and students alike. 2013 marked the seventh time that the first-year excursion was offered to first-year education students. Almost 700 students attended the three-day excursion. In the beautiful surroundings of the Cradle of Humankind, students engaged at Achterbergh with the school curriculum and innovative teaching methods. They also started to craft an initial teaching philosophy, focusing on their intended contributions as teachers to education in the future. Mr Khomotso Ntuli also facilitated so-called “bush dialogues”, where the students discussed issues of inclusivity and human rights at camp fires. Social justice issues have become a strong focus at the camp. Apart from faculty staff, twelve master’s students in Educational Psychology were also involved as facilitators and councillors.

In a short survey that was done among the first-year students in 2013, the aspects below were highlighted as strengths of the Faculty first-year experience programme:

- engaging pedagogies (e.g. the use of cases);
- the excursion;
- tutorial classes, and tutor support;
- continuous assessment (Edulink);
- having a ‘voice’ as students (student representatives attend, with members of staff, the Faculty’s FYE focus group meetings).

#### *4.6.3 Research support for master’s and doctoral students*

Support was offered 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 academics as well as their exposure to a broad spectrum of qualitative and quantitative research methods enhanced and sharpened their research skills.

#### *4.6.4 Student support through bursaries from Faculty funding*

A total amount of R1 094 160.00 from the Faculty Bursary Fund was spent on the allocation of 116 bursaries. These bursaries were allocated as follows:

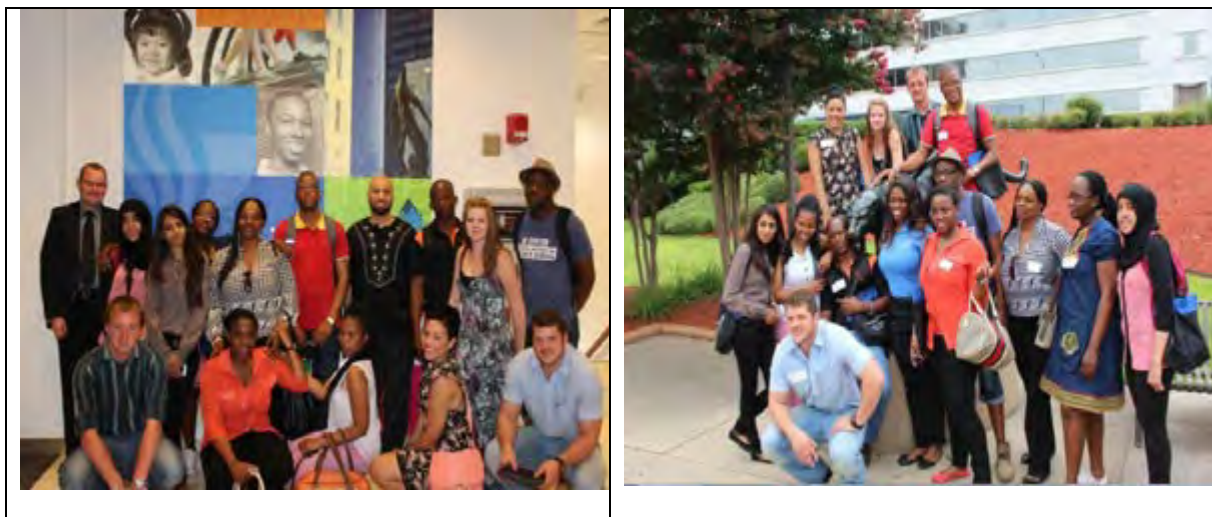


- BEd Hons/PGCE: 33 merit bursaries to the total value of R344 300
- BEd Degree: 69 merit bursaries to the total value of R590 000
- Special bursaries for students in need: 14 bursaries to the value of R159 860

Over a five-year period, 2009 to 2013, a total number of 183 undergraduate students and 167 postgraduate students received merit bursaries through Faculty funding to support their studies.

#### 4.7 Student exchanges

In August 2013, Prof Josef De Beer and Dr Helen Dunbar-Krige accompanied a group of 14 UJ fourth-year BEd and PGCE students to Georgia State University (GSU), Atlanta, USA. They attended classes at GSU and visited schools in Atlanta as part of their school practicum experience. They also had the privilege to follow in the footsteps of Martin Luther King Jnr, by doing a short learning programme on how the work of Martin Luther King Jnr informs social justice programmes in schools. The students returned to South Africa after a rich two-week experience, inspired by what they had observed in the USA.



UJ Education students visited Georgia State University

During their visit to GSU the group attended a function hosted by the South African Chamber of Commerce and the American Chamber of Commerce. Sindi Mhlope, a PGCE student made such a good impression that a few of the members of the Chambers of Commerce invited and funded her to address educators at the Rural Education Forum Conference in Ohio in October 2013. There Sindy delivered a paper on the challenges faced in some rural schools in South Africa, and also shared practical solutions to some of these problems.



Sindi Mhlophe having fun with children at one of the schools they visited in Atlanta. Here she is telling them about her “pet elephant”.

In November 2013 a group of six ethno-mathematics students from Georgia State University visited the UJ Faculty of Education. They were accompanied by Dr Irman Chahine. These ethno-mathematics students study the mathematical modules intrinsic to the cultural artefacts produced by different cultural groups in South Africa. During their visit they engaged in a short learning programme on indigenous knowledge in Mathematics. Apart from their involvement at the UJ Metropolitan Academy, they attended seminars at UJ and visited the Lesedi Cultural Village.



Georgia State University students visited UJ

In 2013 the Faculty entered into a partnership with Fatih University, in Istanbul Turkey. Three postgraduate students from Fatih University registered and successfully completed semester-long modules in the Departments of Educational Leadership and Management; Education Psychology; and Education and Curriculum Studies. In addition, they visited several schools. The plan for the future is that teacher education students from UJ will be hosted by Fatih University to do part of their school practicum at schools in Istanbul.



University of Fatih students participating in Diversity Day at UJ

#### **4.8 Service learning and work-integrated learning**

##### *4.8.1 Service learning*

All students in the BEd programmes (SWC and APK) and the PGCE programme (APK) have again been involved in service learning. Service learning activities are directed at specific community needs and are curriculated into (and therefore also assessed as part of) a credit-bearing modules. Service learning enables students to participate in and subsequently reflect on contextualized, structured and organized service activities that address identified service needs in a community, seeking to infuse students with a sense of civic responsibility and promoting social justice. The service learning activities are underpinned by a care and social justice ethos, implying that students engage with social justice and “ethic of care” literature. The service learning assessment requires that students not only engage in service learning activities in the community, but that they also “theorise” their engagement, using the literature studied.

At the SWC students in the BEd Foundation Phase programme were involved in the following service-learning activities:

- A storytelling festival which was hosted on the UJ Soweto Campus with the aim to encourage reading and an appreciation of literature. Children from the schools associated with UJ, namely the Funda UJabule School and Metropolitan UJ Academy as well as other partner schools took part in the storytelling festival.



Fun at the storytelling festival

- The module Teaching Studies 1A aims at teaching education students about their professional development as future teachers and also at providing them with a glimpse of the practical aspects linked to their professional development. The practical component of the module requires of students to implement a service-learning project in which they contribute to or give back of their educational expertise to the Funda UJabule School community. The practical component teaches students that education practitioners have a crucial role to play in building a caring and just society and that they can work collaboratively with community members to achieve this goal. During 2013 the service-learning project took the form of a sporting event. The sporting event not only presented an opportunity for students to participate in a service experience that meets the needs of the community, but it also aimed at expanding student academic learning and civic awareness.
- The Education Studies 1B module in the BEd Foundation Phase programme is structured to include a service-learning project that aligns with the school as a community engagement site. Perceptual assessments were conducted by a selected group of students with learners in Grade R at the Funda UJabule School. Assessments were also conducted at other selected partnership schools in Soweto.
- Second-year teacher education students assisted in the planning and execution of the Funda UJabule Grade R “graduation ceremony”.

At the APK campus 518 students completed 50 hours of service learning in the Faculty’s partner schools and some community organisations. The Faculty’s partner schools 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, Sparrow Village and Leigh Mathews Trauma Centre, Thandulwazi Trust, Dowling Street Primary, Laerskool Jim Fouche, Laerskool Generaal Christiaan de Wet and Masimambane College. During 2013 partnerships were piloted with Tebogo Trust and Tomorrow Trust.

#### *4.8.2 Work–integrated learning (school practicum)*

Work-integrated learning (WIL) takes place in diverse schools and includes aspects of learning *from* practice and learning *in* practice. Teacher education students in the BEd degree spend twenty weeks at schools over their four years of study engaging in WIL. Students in the Postgraduate Certificate in Education spend a total of ten weeks engaging in WIL at schools.

In 2013 second-year and third-year students in the BEd attended schools of their own choice and completed assignments which were linked to their various methodologies. The BEd fourth-year students and PGCE students were allowed to choose their own schools to attend during the first three weeks of the compulsory ten weeks of WIL. For the second block of seven weeks students were however placed at Faculty approved schools. A total of 408 students were placed in 75 schools in Gauteng.

#### *4.8.3 Placement of students at the Funda Ujabule School (FUJS)*

Universities are widely criticized for ‘not preparing student teachers adequately’ for the demands of teaching. One of the criticisms that are often levelled is that teacher education is ‘too theoretical’ and that teacher education programmes do not integrate theory and practice sufficiently. Bridging this perceived *theory-practice* divide remains an elusive ideal for most teacher educators. One of the reasons for establishing the FUJS at the SWC was to address this perceived problem.

Literature on successful teacher education highlights the importance of student teachers learning knowledge *for* teaching and knowledge *of* teaching. Programmes that accomplish these aims successfully intertwine coursework and practice learning work. Our view was that the teaching school would enable students to move seamlessly between coursework and practice learning in the school on an on-going basis.

The curriculum integrates coursework and practice learning at FUJS. First-year student teachers study a curriculum that is geared for grade R children and their practice learning takes place in the Grade R classes, while in their second year they focus on Grade 1 learners. In the third year students study the learning and the development of Grade 3 and 4 children. In their fourth year they integrate all the various dimensions of their studies in their practice work at the school. From 2014 onwards the school will also be the place where new Intermediate Phase BEd students will undergo the bulk of their practice learning. The first Grade 4 classes will be the practice setting for the first-year IP students.

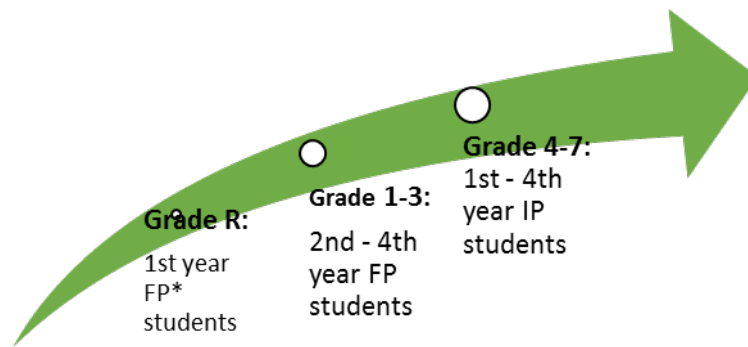


Figure 28: The Foundation Phase and the Intermediate phase curriculum in concord with learner cohorts in the school

Students are involved in three ways at the FUJS: they do structured observations, they work as classroom assistants and they take up limited teaching responsibilities.

With regard to observations focusing on child development, student teachers are expected to complete a range of tasks for the Education Studies modules over the four-year period. These tasks focus on aspects of child development including perceptual development, cognitive development, language and literacy development in childhood and barriers to learning and development in young children.

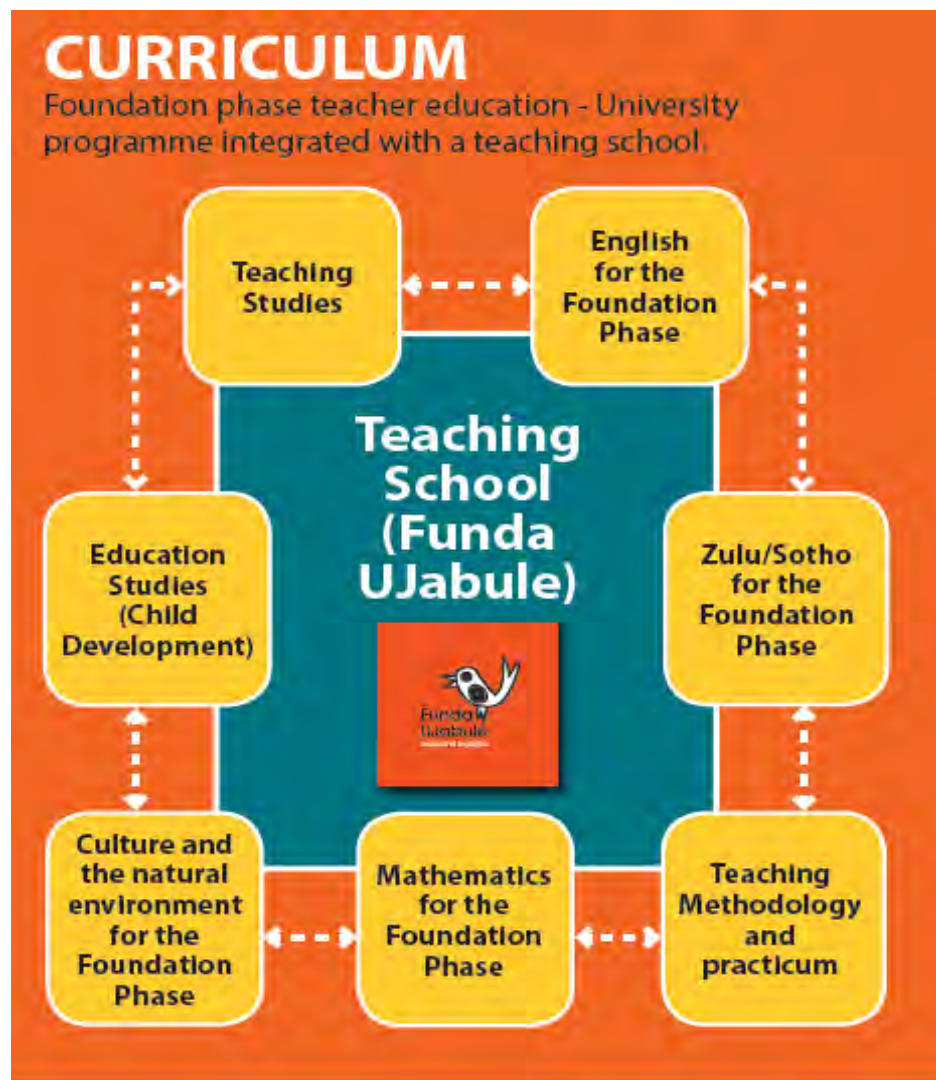
The tasks in the Teaching Methodology and Practicum modules over the four years require student teachers to engage in the practical aspects of classroom practice. These include lesson planning and teaching of lessons, designing and development of teaching aids and apparatus and engagement with the Curriculum and Assessment Documents (CAPS).



Multimodal learning of BEd Foundation Phase students at the Funda UJabule School

The tasks associated with the teaching assistant positions allow for student teachers to engage with practical aspects of school life. As teaching assistants, students assist the teacher with general administration such as marking, filing and managing classroom registers of attendance. While teachers are presenting lessons, students assist by providing additional support to learners with learning difficulties and to those who work at a faster pace than others. During school breaks students assist with playground duty and monitor the safety of the children.

Figure 29: The teaching school as integral to the Foundation Phase teacher education curriculum



#### 4.8.4 UJ Metropolitan Academy Life Sciences project

The UJ Metropolitan Academy (UJMA) had not offered Life Sciences in the Further Education and Training (FET) band as a subject in the past. In order to introduce Life Sciences in this school and to expose pre-service teachers (Life Sciences education students) to an authentic teaching experience Prof Josef de Beer and his final-year BEd students and PGCE students started to offer Life Sciences at Grade 10 level as an extra subject on the APK

campus on Saturday mornings in 2013. They will offer the subject at Grade 11 level as from 2014.



The class of 26 Life Sciences pre-service student teachers collectively took responsibility to teach and mentor the twelve Grade 10 Life Sciences learners. The Japanese lesson study model formed the basis of this intervention and students were assigned to work in groups of four. The emphasis was on practical work and the Life Sciences classes on Saturdays, which were scheduled from 09:00 – 12:00, always involved practical lab-based investigations. The main aim of the lesson study approach was to develop inquiry-based teaching strategies and a sense of community among the pre-service teachers. Three members of staff were involved, namely Prof Josef de Beer, Prof Geoff Lautenbach and Dr Jacqueline Batchelor.

“By teaching these learners I feel such a sense of accomplishment. I felt that I was making a contribution that was worthwhile. I cannot wait to see them graduate.” – A 2013 UJ Life Sciences Education student

#### 4.9 Undergraduate research

The new BEd programmes will include a research project in the fourth year of study (already being implemented in the Foundation Phase programme). This implies that all BEd-students will have conducted small-scale empirical research by the time they graduate.



In addition, Prof Elbie Henning utilised the help of 34 third and fourth-year BEd Foundation Phase students to administer mathematics competence tests to Grade R and Grade 1 children. The students were trained in specialised assessment theory, scoring and data capturing and data management and were remunerated from funds from external grants.

In 2014, ten undergraduate students will receive NRF bursaries linked to two grants in the CEPR. They will form a research team managed by one of the students in the group who shows leadership skills. These students will run the pilot projects for two new custom designed instruments in reading assessment and a science learning model development for the primary school.

#### **4.10 Teaching evaluation and programme reviews**

In 2013 student evaluation of teaching involving 36 modules were conducted. These showed (with a few exceptions) that students perceive the teaching in the Faculty as either very good or satisfactory.

The Master's and Honours Educational Psychology programmes in the Department of Educational Psychology underwent a peer review process from 18 to 20 March 2013 and a Health Professions Council of South Africa (HPCSA) Board for Psychology audit in June 2013.



Department of Educational Psychology staff and  
programme review panel members

The internal review panel commended the Department for the quality of its self-evaluation report of the BEd Honours and Master's degree programmes. The department then developed an improvement plan to address the gaps identified after the outcome of the review process. A gap that was identified was the burden of clinical supervision on the lecturers. The department also agreed to revisit the work load of staff involved in the professional programmes.

The MEd in Educational Psychology programme was evaluated for accreditation by the Board of Psychology and was accredited as a professional degree for another five years.

#### **4.11 Creative use of technology**

There is a high prevalence in the Faculty of the use of learning technologies to support authentic learning, lifelong learning, mobile learning and appropriate pedagogical approaches for learning in the 21<sup>st</sup> century. The U-link Blackboard system is used extensively within departments to support the modules taught in the different academic programmes.

Some examples of the creative use of technology in 2013 were:

Two undergraduate students in the module Professional Studies 3A linked to the BEd Senior Phase and FET programme were invited to present at the international *ICT in the classroom* conference, based on the innovative learning environments that they had developed. Prof Duan van der Westhuizen initiated the development of an innovative pedagogical module for teaching computer science students. This module has already caused an improvement in performance among students enrolled for computer programming modules linked to the Faculty of Management.

Students in the Physical Sciences methodology modules linked to the BEd degree focusing on High School teaching and the Postgraduate Certificate in Education in Further Education and Training (FET) programmes were introduced to simulations in physics, developed by the University of Colorado. The simulations are used to promote inquiry-based learning.

In the Education B module offered in the Postgraduate Certificate in Education in the Senior Phase, students made use of laptops during the lecture to access information related to the module content and to access information via Google Chrome, Google Apps and Google Groups. Students also made use of the WIKI discussion forum during lectures.

#### **4.12 Student employability**

The outcomes from the “ Student Employability Survey” 2013 conducted by the Unit for Institutional Research indicate that more than 80% of graduates from the Faculty of Education were employed within three months after they started seeking employment and 94% of graduates were employed within 12 months. At every qualification level 80% of graduates agree (either “agree” or “strongly agree”) that their UJ qualification has helped them in their working lives.

#### **4.13 New programmes planned for 2013-2015**

The new Policy on the Minimum Requirements for Teacher Education Qualifications was promulgated in 2011. As a consequence of this policy the Faculty has to redesign all of its existing qualifications below master’s level in line with the policy, as well as develop new qualifications (for example the Advanced Diploma in Education and the Postgraduate Diploma in Education).

Progress and the way forward:

- The BEd in Foundation Phase Teaching was accredited in 2012 and implemented in 2013.

- The BEd Intermediate Phase was accredited for implementation in 2014.
- The following programmes were accredited in 2013 for implementation in 2014: Advanced Diploma in Remedial Education and the Bachelor of Education (BEd) in Senior Phase and FET Phase Teaching.
- The Advanced Diploma in Senior Phase and FET Teaching and Advanced Diploma in FET Teaching were accredited in 2013; however, implementation was deferred to 2015. These are the current PGCE-programmes.
- The Diploma in Grade R Teaching and the Bachelor of Education Honours (BEd Hons) in Educational Psychology were approved for inclusion in the institution's Programme and Qualifications Mix (PQM) in 2013 and will be submitted to the CHE for accreditation early in 2014.

The following advanced diplomas were developed and approved by Senate in 2013 and were submitted to the Department of Higher Education for PQM clearance:

- Advanced Diploma in Computer Applications Technology Education
- Advanced Diploma in Mathematics Education
- Advanced Diploma in Science Education
- Advanced Diploma in Technology Education

Several postgraduate programmes were developed and approved by Senate in 2013 and were submitted to the Department of Higher Education for PQM clearance:

- Bachelor of Education Honours in Childhood Education
- Bachelor of Education Honours in Curriculum Policy and Values Education
- Bachelor of Education Honours in Science and Technology Education
- Postgraduate Diploma in Inclusive Education
- Postgraduate Diploma in Science and Technology Education
- Postgraduate Diploma in Higher Education

In 2013 the Faculty also launched a BEd Foundation Phase programme in Siyabuswa with a total first cohort of 99 students enrolling for this programme. More detail is provided in section 6.4.

#### **4.14 Short learning programmes**

Prof De Beer offered short learning programmes for science teachers during the July holidays in 2013, focusing on indigenous knowledge systems.

A total of 579 students enrolled for the short learning programmes in School Principal Development through an agreement with Edutel in 2013. This project was terminated at the end of 2013. Royalties from offering these short learning programmes generated an income of R 2 402 452.25 from 2009 to 2013.

## **SECTION 5: RESEARCH FOOTPRINT AND IMPACT**

### **5.1 Introduction**

During the past few years the Faculty has made noteworthy strides in terms of staff involvement in research activities and research output. The accredited research output in 2007 was 16.5 units, with 15 staff members contributing to the research output. Some staff members who saw their main task as teaching, resisted involvement in research. By 2012/2013 a research culture had been entrenched in the Faculty. All staff members were involved in some form of research in 2013, be it postgraduate studies, the scholarship of teaching or involvement in personal or group research. International research collaborations have also increased.

### **5.2 Emerging areas of high impact research**

The main area of emerging high impact research in the Faculty is childhood education and teacher education, as is evidenced in the innovative research projects, international collaborations and research funding.

The bulk of the external research funding in the Faculty has been awarded to projects in childhood education and childhood education combined with teacher education. The following projects were externally funded in 2013 by the National Research Foundation (NRF), Zenex Foundation and the Department of Higher Education (DHET) with a European Union (EU) Grant.

- Student teachers unifying theory and practice in university teaching/training schools in Johannesburg and Helsinki (Project leader: Dr Nadine Petersen, collaborators: Mr Ari Myllyviita and Prof Jari Lavonen – University of Helsinki)
- Language in the Foundation Phase (Project leader: Prof Elbie Henning; international collaborator: Prof Catherine Snow – Harvard Graduate School of Education)
- Strengthening Foundation Phase Education (Project leader: Prof Elbie Henning)
- Developing teaching schools in South Africa (Project leader: Prof Saartjie Gravett)
- Mentoring in and for teaching schools (Project leader: Prof Saartjie Gravett; international collaborators: Mr Ari Myllyviita and Prof Jari Lavonen – University of Helsinki)
- Mathematics concept development in childhood (Project leader: Prof Elbie Henning; international collaborators from the University of Duisberg-Essen under the leadership of Prof Anna-Marie Fritz-Stratmann)

#### *Future funding*

- An NRF Competitive Rated Researcher grant was awarded to Prof Elbie Henning for research in mathematics foundation phase teacher development (2014-2016)
- An NRF Education Research South Africa (ERSA) grant was awarded to Prof Elbie Henning for research in children's conceptual development in science (2014-2016)
- An NRF Thutuka grant was awarded to Dr Lara Ragpot for research in foundation phase teachers' knowledge of children's mathematical cognition (2014-2016)

- Tsogo Sun awarded a grant to Dr Kakoma Luneta for research on how children's understanding of Mini Chess links to the acquisition of mathematical concepts and cognitive development
- A USAID/Elma Foundation grant was awarded to Prof Saartjie Gravett for research and development of teacher education in the foundation phase (2014-2016).

Publications emanating from these projects will grow exponentially from 2014.

In addition, the South African Research Chair in Education and Care in Childhood (Chair holder: Prof Jace Pillay) also falls within the broad area of childhood education. Prof Pillay works with numerous international collaborators, including Prof Caven McLoughlin from Kent State University, Ohio and Prof Jonathan Simon, Director of the Global Health Centre, Boston University.

The research in science education is also an area of emerging impact. Prof Josef de Beer and Prof Umesh Ramnarain are both doing well in terms of research output and they are sought after supervisors of postgraduate students. Dr Iman Chahine (Georgia State University) and Prof Josef de Beer are the editors of a forthcoming book, "Evidence-based inquiries in Ethno-STEM research: Embodied, situated and distributed knowledge systems", that will be published internationally. This book will provide a conceptual framework for the incorporation of indigenous knowledge in the science, technology and mathematics classroom.

### 5.3 Citation profile of staff and top performers in terms of research output

Although Scopus profiles are important for rating purposes, journals included in Scopus are still limited for the field of education. Nevertheless, Scopus profiles will be set up for all education staff in 2014. Academic staff members were requested to set up Google Scholar profiles in 2013. This was done by the majority of staff; however, not all staff members were willing to make their profiles public. The H-indexes of staff are included in the departmental reports.

The researchers with H-indexes of 5 and higher in Google Scholar (of those who were willing to disclose their profiles) are reported on in table 16.

Table 16: Researchers with H-indexes of 5 and higher

Name	Appoint- ment level	Google Scholar citations		Google Scholar h-index		Google Scholar i10-index	
		All	Since 2009	All	Since 2009	All	Since 2009
Prof P Ankiewicz	Professor	159	98	6	6	5	5
Prof J de Beer	Associate professor	63	51	5	5	2	1

Prof S Gravett	Professor	506	318	11	9	12	8
Prof E Henning	Professor	1458	1069	11	9	14	9
Prof R Mestry	Professor	277	227	10	10	10	10
Prof C Myburgh	Professor	615	351	12	10	15	10
Dr Nadine Petersen	Senior lecturer	88	59	6	5	3	1
Prof J Pillay	Professor	234	175	9	8	9	6
Prof D van der Westhuizen	Professor	81	40	5	4	2	1
Prof S Vally	Associate professor	736	336	14	9	17	8

The top performers in terms of research output from 2009-2013 are: Prof Maropeng Modiba, Prof Raj Mestry, Prof Gert van der Westhuizen, Prof Chris Myburgh, Prof Jace Pillay, Prof Elbie Henning, Prof Josef de Beer and Prof Umesh Ramnarain.

#### **5.4 Rated researchers**

In 2013 five researchers were C-rated in the Faculty, namely Prof Chris Myburgh, Prof Juliet Perumal, Prof Raj Mestry, Prof Jace Pillay and Prof Shireen Motala (adjunct associate professor). Prof Elbie Henning and Prof Alan Amory were B-rated.

The Faculty is progressing well in terms of preparing staff for rating. Prof Elbie Henning has been through the process three times as a researcher and twice as a member of the NRF evaluation and rating panel. She presented workshops to staff members who are working towards rating and those who will be preparing applications for rating.

#### **5.5 Membership of editorial/review panels and high level involvement in discipline-related associations and bodies**

##### *5.5.1 Editorial boards of journals*

Prof P Ankiewicz

- Editorial Board and Africa representative of the International Journal of Technology and Design Education
- Editorial Board of International Technology Education Studies

Dr J Divala

Editorial Board member: South African Journal of Higher Education

Prof E Henning

- Editor of SA Journal of Childhood Education, accredited by DHET in September 2013

- Editorial Board of the Journal of Research in Childhood Education
- Editorial Board of Anthropology and Education Quarterly

Prof G Jacobs

- Editorial Board of Quality in Higher Education

Dr T Makoelle

- Editorial Board of the International Journal of Educational Sciences

Prof R Mestry

- Co-guest editor of Education as Change – Special edition on school instructional leadership

Prof M Modiba

- Editorial Board Member: Research in Education (Manchester University Press Journal)

Prof C Myburgh

- Editorial Boards of Health SA, the International Journal of Qualitative Research Methodology (Canada); Education (USA), Encyclopaedia, a journal in Italy

Prof J Pillay

Senior Associate Editor for School Psychology International, an ISI journal, in January 2013

- Editorial board of Wheelock International Journal of Children, Families, and Social Change in October 2013
- Co-guest editor of a themed edition on school instructional leadership for the Journal *Education as Change*.

Dr P Postma

- Editor: Education as Change (from April 2013)

Prof D van der Westhuizen

- Editorial Committee of SA Journal for Education
- Editorial Board Member, McGill Journal of Education
- Editorial Board Member, Education as Change
- International editorial board member of the International Journal of Learning
- Editorial Advisory Board, Journal for Critical Education Policy Studies, University College, Northampton, UK

Prof S Vally

- Editorial Board Member of McGill Journal of Education, McGill University, Montreal, Canada
- Editorial Board Member, Education as Change

#### *5.5.2 High level involvement in discipline-related associations and bodies*

Prof J de Beer

- Served on Global Committee of the National Association of Biology Teachers (NABT), USA. This Committee enhances Life Sciences education globally, by establishing international networks and enhancing joint research.

Prof C Loock

- Board of Directors (Deputy Director): Inter-University Centre for Education Law and Policy (CELP)
- Executive member of the South African Education Law Association

Prof R Mestry

- Executive Member of the Education Association of South Africa

Prof M Modiba

- Board Member: International Council of Education for Teaching (ICET)
- Umalusi Research Forum Advisory Committee

Mr D Robinson

- Member of Executive Committee of the English Academy of Southern Africa
- Member of Council and Exco of English Academy

Prof C Myburgh

- Board Member: Global Organisation for Qualitative Health Research, at Utah University, USA (Dr J Morse).

Prof S Vally

- Member of the International Advisory Board, Right to Education Project (UK)

Prof M Modiba

- Umalusi Research Forum Advisory Committee

Prof E Henning

- Board member of SA Research Association for Early Childhood Education

### *5.5.3 Review panels*

Dr J Divala

- Reviewer and panel chair for NRF PhD scholarships in Education and Humanities

Prof E Henning

- NRF – three review panels for grant applications and for researcher rating in education

Prof M Modiba

- Chair: NRF Education and Humanities Research Funding Panels

Prof J Pillay

- NRF review panel for awarding research grants to rated researchers (28-29 November 2013)

## **5.6 Postdoctoral fellows**



In 2013 the Faculty hosted three postdoctoral fellows. All three started in 2013.

#### 5.6.1 Dr OK Shonubi

Mentor/Supervisor: Professor Michael Cross

Research Focus: Leadership, Management and Policy Study.

Published one article and one book chapter

#### 5.6.2 Dr SA David

Mentor/Supervisor: Professor Michael Cross

Research focus: Comparative and International Higher Education

Published two articles

Two articles accepted for publication

Two articles submitted for publication

#### 5.6.3 Dr EE Olakanmi (started second semester)

Mentor/Supervisor: Prof Duan van der Westhuizen

Research focus: The role of metacognition and self-regulation when learners use mobile devices for learning

Two articles submitted for publication

### 5.7 Visiting professors: profile and performance

Table 17: Visiting professors

Name	Institution	Country	Involvement in Faculty
Prof C Snow	Harvard University	USA	Research collaborator – Prof Elbie Henning
Prof L Chisholm	Advisor of the Minister of Basic Education	South Africa	Collaborated with CERT Published 2.00 units
Prof V Chillisa	University of Botswana	Botswana	Not active in 2013
Prof V Casper	Bank Street College	USA	Taught in the Foundation Phase programme
Prof A Fritz-Stratmann	University of Duisburg-Essen	Germany	Research collaborator – Prof Elbie Henning
Prof C McLoughlin	Kent State University	USA	Collaborates with Dept. of Educational Psychology – presented workshops on applying for research funding and delivered a public lecture
Dr H Tillema	Leiden University	Netherland	Research collaborator – Prof Gert van der Westhuizen Published 0.83 units
Prof C Spreen	University of Virginia	USA	Research collaborator – Prof S Vally Published 0.33 units

Prof S Motala	University of Johannesburg (Postgraduate Centre)	South Africa	Published 0.60 units
Prof A Mackenzie	Miami University, Ohio	USA	Research collaborator – Prof J de Beer Published 1.00 units

## 5.8 Performance of research centres

The reports of the centres are included in Appendixes 2-3.

### 5.8.1 Centre for Education Practice Research (CEPR)

The Centre has four main areas of work, which include research, journal publication, teacher development and research capacity development. Prof Elbie Henning is the Director and she is assisted by one full-time administrator. She is also the editor of the *SA Journal of Childhood Education*.

Researchers participate as collaborators from the Department of Childhood Education and the Department of Educational Psychology at UJ. International collaborators are from the University of Duisburg-Essen and the University of Helsinki. There are a number of affiliated visiting scholars from the University of Montreal and Harvard University, in addition to the collaborators in research projects.

Sections 2.1, 2.4 and 5.2 show the significant role of the CEPR in driving the research in childhood education in the Faculty. The funds generated by the CEPR or CEPR-associated projects are listed in table 18.



A Funda UJabule School teacher assessing learners on the MARKO-D maths test

The flagship research in the CEPR is a project on mathematics concept development in childhood. This longitudinal research is supported by a competitive rated researcher grant

of the NRF, 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 1228 children in four languages (in 2013, with 500 added in 2014). Most of the field work is done by JET Education Services. The research is aimed at standardising an assessment instrument (MARKO-D) with which to diagnose the mathematical concept development of children in Grade R, Grade 1 and Grade 2. There is no such test in South Africa and children cannot receive specific, individualised remedial support that is based on a scientific instrument. The final stage of the standardising will be the norming of the test by March 2015, after an additional 900 children will have been tested on this interview-based individual test. There has been no research in South Africa that uses an internationally standardised test, validating it in South African languages according to a theoretical model of conceptual development, and eventually norming it in the country. The instrument will be proposed to the Department of Basic Education after standardisation and published jointly by Hogrefe Verlag in Germany and UJ.

The CEPR also produced a teacher education film, *#Taximaths: how children make their world mathematical*. A trailer of the film is available at:

<https://www.youtube.com/watch?v=x3VZVF4UsoQ>



Filming of #Taximaths

Publications: Prof Elbie Henning published two articles in journals that are indexed in the SSCI and two in other journals.

Researchers in CEPR projects published six articles in a special issue of the *South African Journal of Childhood Education* 3(1), with Prof Annamarie Fritz-Stratman (University of Duisburg-Essen) and Dr Graham Dampier as guest editors. This young journal was not accredited yet in 2013. However, this was an important special issue because the articles pertained to the ground-breaking research at UJ in maths cognition. The article by Prof Elbie

Henning in this issue explains the background. As this journal is available in open access the articles are widely read.

Prof Henning published four opinion articles in the Education Comment section of the Mail & Guardian and one feature article was published in the Mail & Guardian. She was also involved in a television interview (eNCA and SABC3).

In addition, Prof Henning led two symposia at international conferences, namely at the American Educational Research Association (AERA) with five participating researchers from UJ and at the conference of the European Association for Research on Learning and Instruction (EARLI) with collaborating researchers from the University of Duisburg-Essen.

#### *5.8.2 Centre for Education Rights and Transformation (CERT)*

The director of CERT is Prof Salim Vally. The other full-time researcher in CERT is Dr Mondli Hlatwayo. Prof Linda Chisolm, currently advisor to the Minister of Basic Education and Prof Carol-Ann Spreen from the University of Virginia are visiting professors at CERT.

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. Its activities in 2013 reflect this imperative. Prof Vally and Dr Hlatwayo also taught in a Faculty MEd-programme, focusing on globalisation, curriculum and transformation.

Two of the important projects of CERT in 2013 were:

- *Emerging Voices 2* (project duration: 2013-2017). This project seeks to engage communities in creating a new vision for post-school education inclusive of community education, adult education, FET colleges and higher education.
- The Community and Adult Education Project (project duration: 2013-2017). This project will in an iterative manner facilitate the development of Community Learning and Investigative Circles (CLICs) in the Freedom Park community where CERT has been working with a Community Literacy and Numeracy Groups (CLINGs) for the past four years.

The CERT funded projects in 2013 are listed in table 18.

Three research articles and one book chapter emanated from CERT in 2013. In addition, Prof Vally delivered ten papers at conferences.

CERT launched four popular booklets in its education rights series at an event which received extensive coverage in the mass media. In addition, four opinion articles were published in mainstream newspapers and ten print media and fifteen electronic media interviews were given.

A special achievement of Prof Vally is his appointment as a Critical Friend on the Board of Education International (EI) which represents 30 million teachers and education workers. EI has over 400 member organisations and operates in 170 countries from pre-school to university. The Critical Friends group (consisting of seven educationists) meets annually in Brussels and serves to provide EI with research and strategic support. CERT staff and associates will collaborate with EI on research around the privatisation of education.



Mpumi Cebekhulu (CERT community education programme) with youth from Orange Farm developing a youth education radio programme

### 5.9 The Funda UJabule School as core of the UJ Institute for Childhood Education

The vision of the UJICE is to be an internationally esteemed institute advancing research and practice of childhood education. The UJICE serves as an umbrella body to coordinate the programme of activities of the Faculty of Education in relation to childhood education on the Soweto campus. The Institute, with the Funda UJabule School (FUJS) as its core promotes research and practice in childhood learning and development. It is currently focusing on foundation phase education, but will from 2014 also focus on education in the intermediate phase of schooling.

The Funda UJabule school is not only serving children in Soweto, but is in the very essence of the word a social laboratory that is unique in South Africa. Unlike the dominant research in this country's education, this site is permanent and the inquiries conducted there are longitudinal.

The research in the school is focused on the learning and development of the learners. It also includes studies on the teacher education degree programme (BEd) – currently the Foundation Phase (FP) programme, but also the Intermediate Phase (IP) programme from 2014 – as well as the UJ student teachers' learning.

In Figure 30 this relationship is illustrated, showing how the various functions of the school integrate with research.





**Figure 30: Research in the Funda UJabule School**

In 2013 research conducted at FUJS included testing the Grade 1 children on the MARKO-D test (an assessment instrument to diagnose the mathematical concept development of children) in one last pre-standardisation study of the instrument. The ANA results were also analysed. In addition, the research on FUJS as teaching school continued.

The term “teaching-school” was not used when the school was founded. Since the establishment of the school, the *Integrated Strategic Planning Framework for Teacher Education and Development in South Africa* has been promulgated. In Activity 4.5 the Framework makes provisioning for the establishment of teaching schools at all teacher education institutions in South Africa. Based on the work that the Faculty had done in the FUJS, the Department of Higher Education and Training (DHET) tasked a research team from the Faculty (under the leadership of Prof Saartjie Gravett) to conduct research on the establishment of teaching-schools.

The aims of the research were to inter alia develop norms and standards and develop a model for teaching schools in South Africa. The Faculty’s experience with the development of the FUJS was invaluable for this project.

This research was concluded in 2013 and the norms and standards and proposed model will be submitted early in 2014 to the DHET and DBE for comment. However, the research on teaching schools is still continuing through a National Research Foundation Grant, a second grant from the DHET and a research/development grant from Elma foundation/USAID. These projects include collaborators from the University of Helsinki. This university has a long history of excellent teacher education and has two teaching schools attached to it.

### **5.10 Contributions at national and international conferences**

The Faculty was active in terms of papers delivered at international and national conferences.

A total of 25 staff members delivered 42 papers at 31 international conferences and 23 staff members delivered 43 papers at 21 conferences nationally.

*Keynote or invited addresses delivered:*

Lautenbach, G, Keynote address, 'Rethinking learning: Learning technologies in a networked society', South African Association for Science and Technology Education (SAASTE), 2 July 2013.

Bender, G, Keynote address, "Responsive leadership as service for curricular engagement at South African universities: narratives from academia", 5<sup>th</sup> International Symposium: Service Learning, 20-22 November 2013.

Vally, S, Keynote address, "Education, Solidarity and Consciousness – The praxis of student movements", Leadership of Diverse Communities Conference, Newcombe Hall, University of Virginia, 13 April, 2013.

Vally, S, Keynote address, "Education for Liberation in South Africa: Legacies and Possibilities for an Unfinished Project in Post-Apartheid South Africa", 5th Annual Conference, Education for Liberation and Social Justice, Institute for Women's Studies, Birzeit University, Occupied Palestine, (Keynote given via Skype from Amman, Jordan – refused entry by Israeli authorities), 13 March, 2013.

Vally, S, Keynote address, "Education in South Africa today and possibilities for intervention: The Legacy of Asvat", Second Annual Abu Asvat Memorial Lecture, Sci Bono Centre, Johannesburg, 23 February, 2013.

A list of conferences at which staff presented is attached. Appendix 5

### **5.11 Research projects: summary of funded research projects and research funding generated**

Table 18 provides an overview of funded research projects in the Faculty.

Table 18: Research projects: Summary of funded research projects and research funding generated for 2013

External funding	Amount	Total
<b>SANPAD</b>		
<u>Prof J Perumal</u> – Women leading in disadvantaged communities  Collaborators: Dr P du Preez (North-West University) Prof L Nencel (Vrije University, Netherlands) Prof W Pansters (Groenengerb, Netherlands) Master's and doctoral students involved	R 33 750.00	
<b>TOTAL: SANPAD</b>		<b>R 33 750.00</b>
<b>NRF</b>		
<b>Research niche area in teacher development (projects linked to the CEPR)</b>		
<u>Prof J de Beer</u> – Keystone species in the science and mathematics classrooms of two schools (RNA) Staff members involved:  Prof U Ramnarain Master's and doctoral students involved	R9 150.00	
<b>Incentive funding for rated researchers</b>		
Prof J Perumal	R40 000.00	
Prof E Henning (CEPR)	R80 000.00	
Prof R Mestry	R40 000.00	
Prof C Myburgh	R40 000.00	
Prof J Pillay	R40 000.00	
Prof A Amory	R80 000.00	
Prof S Motala	R40 000.00	
<b>Projects</b>		
Prof M Cross – Steering student access and success (Competitive support for unrated researchers)	R 365 000.00	
Dr N Petersen – Student teachers unifying theory and practice	R160 000.00	



in university teaching/training schools in Johannesburg and Helsinki (project is linked to the CEPR)  Collaborators: Prof J Lavonen and Mr A Myllyviita (University of Helsinki)		
Prof E Henning: Language in the Foundation Phase – (Competitive support for rated researchers) (CEPR project)  Collaborator: Prof C Snow (Harvard Graduate School of Education)	R173 100.00	
Prof J Pillay – NRF Chair in Education and Care in Childhood	R750 000.00	
<b>Thuthuka</b>		
Dr N Petersen: Student excursion  Master's and doctoral students involved	R 32 000.00	
Prof U Ramnarain – The pedagogical content knowledge (PCK) of Physical Sciences teachers in inquiry science teaching	R31 000.00	
<b>TOTAL: NRF</b>		<b>R1 880 250.00</b>
<b>European Union (EU) funded projects (linked to DHET)</b>		
<u>Prof E Henning</u> – Strengthening Foundation Phase Education (CEPR project)  Staff members involved: Staff from the Department of Childhood Education  Collaborators: Prof A Fritz-Stratmann (University of Duisburg-Essen) Ms P Langhorst (University of Duisburg-Essen) Dr A Ehlert (University of Duisburg-Essen)  Master's and doctoral students involved	R522 116.00	
<u>Prof S Gravett</u> (a four-year project) – Mentoring in and for teaching schools (project is linked to the CEPR)  Staff members involved:  Dr N Petersen Prof E Henning Dr E Jansen van Vuuren (UJ staff member at Siyabuswa) Dr A du Plessis (UJ staff member at Siyabuswa)	R 2 228 000.00	

Prof P du Plessis Ms P Naidoo Collaborators: Prof J Lavonen (University of Helsinki) Mr A Myllyviita (University of Helsinki)		
<u>Prof S Gravett</u> – Developing teaching schools in South Africa (project is linked to the CEPR)  Staff members involved:  Dr N Petersen (co-leader) Dr D Postma Prof C Looock Prof G Bender Dr K Luneta Dr S Nkhase Prof P du Plessis  Doctoral students (also staff members): Ms S Ramsaroop and Ms G Petker	R104 488.00	
<b>TOTAL: EU funded projects</b>		<b>R2 854 604.00</b>
<b>Apex-Hi Foundation</b>		
<u>Prof E Henning</u> – Early Childhood Education (CEPR project)  Collaborator: Ms S van der Vyver	R200 000.00	
<b>TOTAL: APEXHi Foundation</b>		<b>R200 000.00</b>
<b>ZENEX FOUNDATION</b>		
<u>Prof E Henning</u> – Mathematics Concept Development in Childhood (CEPR project)	R312 600.00	
<b>TOTAL: ZENEX Foundation</b>		<b>R312 600.00</b>
<b>Foundation for Human Rights</b>		
<u>Prof S Vally</u> – The Education Rights of Refugees, Asylum Seekers and Migrants (CERT project)	R150 000.00	

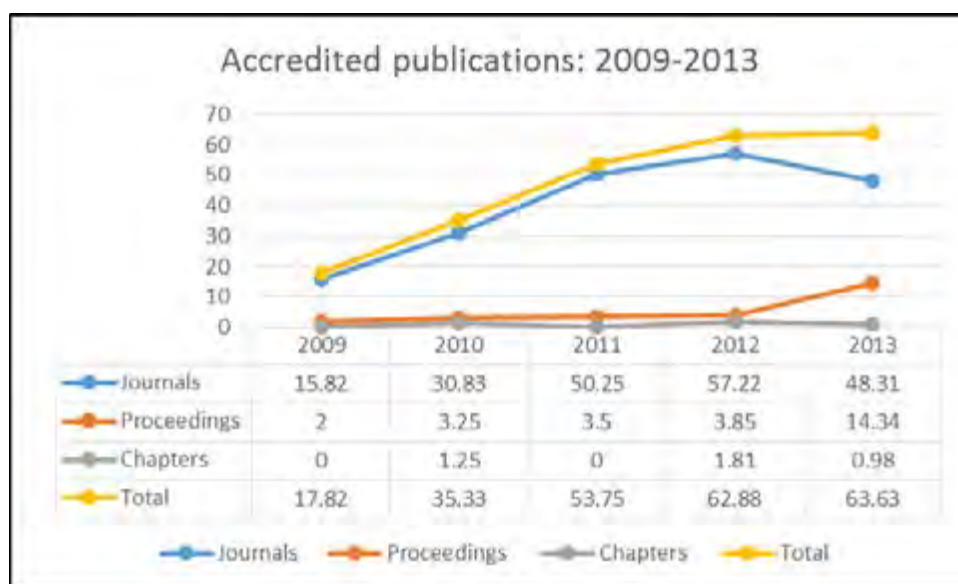
Staff members and collaborators involved:  Dr M Hlatshwayo Prof S Vally		
<b>TOTAL: Foundation for Human Rights</b>		<b>R150 000.00</b>
<b>Rosa Luxemburg Foundation</b>		
<u>Mr S Vally</u> – Education Rights Project (CERT project)  Staff members and collaborators involved:  Dr M Hlatshwayo Dr L Biersteker Prof S Vally Mr J Treat	R120 000.00	
<b>TOTAL: Rosa Luxemburg Foundation</b>		<b>R120 000.00</b>
<b>Education Policy Consortium</b>		
<u>Prof S Vally</u> – Community Education Project /Emerging Voices 2  Collaborators involved:  Ms M Cebekulu Dr M Hlatshwayo Ms Y Saint	R250 000.00	
<b>TOTAL: Education Policy Consortium</b>		<b>R250 000.00</b>
<b>Department of Higher Education and Training</b>		
<u>Prof S Vally</u> – Post-schooling education and training (PSET) (CERTproject)  Staff members and collaborators involved:  Mr I Baatjes Dr M Hlatshwayo Ms T Tsakani Mr U Olwam Mr P Kgobe	R350 000.00	
<b>TOTAL: DHET</b>		<b>R350 000.00</b>
<b>TOTAL:</b>		<b>R614 2204.00</b>

Appendix 6 provides a list of publications in 2013.

## 5.12 Accredited research output

The Faculty increased its subsidised research output in 2012 in comparison to 2011, 2010 and 2009. In 2009 the output was 17.82 units, while the output in 2012 was 62.88 units. The substantial increase can be contributed to a strong drive in the Faculty to increase its research footprint, as well as continuous monitoring and support. In 2013 the output was 63.63 units. A concern is the decrease in journal articles in comparison with 2012.

Figure 31 provides an overview of the Faculty's research output trajectory from 2009 to 2013.



**Figure 31: Accredited research output units: 2009-2013**

Thirty-five permanent academic staff members contributed to subsidised research output through publications in accredited journals, conference proceedings and chapters in research books in 2013; five more than in 2012.

Table 19 provides a breakdown of the levels of the staff that contributed to accredited research output. It also shows the contributions of postdoctoral fellows, students, research associates and visiting professors. Generally, the student publications were co-authored with their supervisors.

**Table 19: Staff levels linked to accredited research output**

	N*	N**	International	National	Proceedings	Chapters	Total
Professors	11	10	8.20	7.00	4.66	0.10	19.96
Associate professors	8	8	5.83	4.83	2.76	-	13.42
Senior lecturers	19	13	2.68	1.50	3.67	-	7.85

Lecturers	19	3	1.00	1.50	0.50	-	3.00
Associates and visiting professors		5	2.33	1.83	-	0.60	4.76
Emeritus professor		1	1.50	0.67	0.25	-	2.42
Postdoctoral fellows		1	0.50	-	-	0.28	0.78
Students		23	6.94	2.00	2.50	-	11.44
<b>TOTAL</b>			<b>28.98</b>	<b>19.33</b>	<b>14.34</b>	<b>0.98</b>	<b>63.63</b>

\*Refers to number of staff at the level of appointment

\*\* Refers to number of staff at the level of appointment who contributed to output

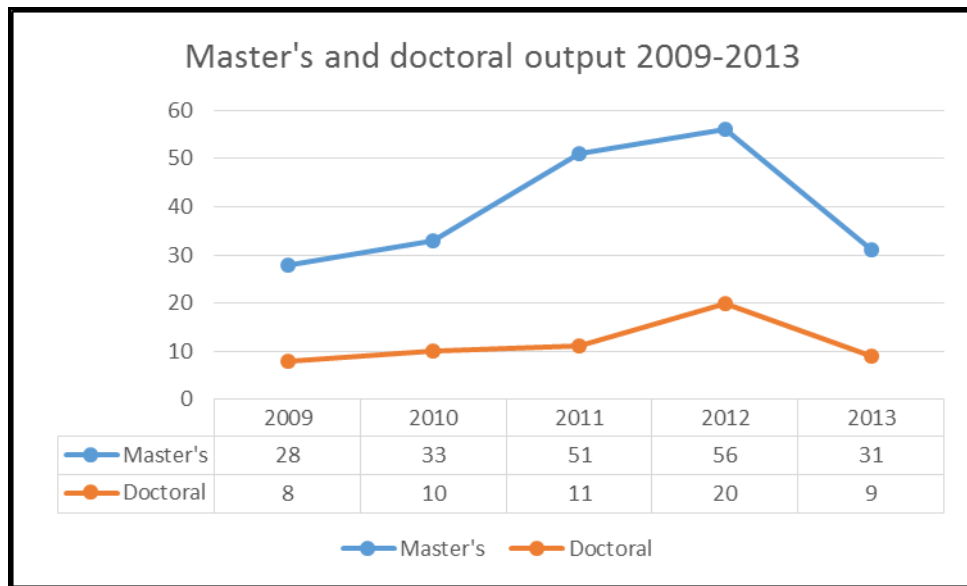
### 5.13 Master's and doctoral output

The master's and doctoral output in the Faculty from 2009 to 2013 is indicated in table 20.

Table 20: Master's and doctoral output 2009-2013

<b>Master's and doctoral output 2009-2013</b>					
	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
<b>Master's degrees</b>					
Full dissertations	14	10	10	19	6
Minor dissertations	14	23	41	37	25
<b>Total master's degrees</b>	<b>28</b>	<b>33</b>	<b>51</b>	<b>56</b>	<b>31</b>
<b>Doctoral degrees</b>					
Doctoral degrees	8	10	11	20	9

The master's degree output in 2011 and 2012 was high in comparison to previous years due to the concerted effort in the Faculty to improve the completion rate of master's students who had been in the system for some time, particularly those in the coursework master's.



**Figure 32: Master's and doctoral output 2009-2013**

## **SECTION 6: COMMUNITY SERVICE, PUBLIC ENGAGEMENTS, PARTNERSHIPS AND REPUTATION MANAGEMENT**

### **6.1 Community service**

#### *6.1.1 Service learning*

The Faculty's community service activities manifest mainly in service learning. On the APK campus the service learning is linked to partner schools and community organisations. The purpose of service learning is to foster a sense of social and civic responsibility, while at the same time preparing students to become caring, accountable and critically-reflective educational practitioners. Service learning at the SWC is linked to the Funda UJabule School (FUJS). Service learning is discussed in more detail in section 4.8

Other community engagement activities in 2013 included:

- Staff in the Department of Childhood Education wrote articles in the Caxton Community newspapers. These articles provided caregivers/parents with guidance on topics related to childhood education, literacy, numeracy, life skills and child development.
- The Faculty and the SWC Library joined forces to set up a fully functional library at the Funda UJabule School. In addition to setting up the library, SWC library staff provided training to school teachers on how to administer and co-ordinate the library activities and issue of books. Books were sourced and donated by the SWC library.
- SWC students held a reading programme at FUJS on Mandela Day. Students also presented short plays based on stories that they read to the children. First, second and third-year Foundation Phase students participated in this event.
- On Mandela Day the Faculty donated approximately 300 reading books to New Nation Primary school (school for street children) and Philip Kushlick Primary (school for learners with special needs). Staff from the Faculty and members of the APK Edu-community spent a fruitful and rewarding day reading to the learners at the two schools. Each learner from grades 1 to 4 at both schools received an age appropriate reading book. Staff members also donated paint and equipment for painting the computer room at New Nation School.

#### *6.1.2 Professional development of science teachers (the A-team)*

In September 2010 the Faculty launched a longitudinal, systemic professional development programme for science teachers in the larger Johannesburg area, specifically Soweto, under the leadership of Prof Josef de Beer. This five-year professional development programme involves teachers and school management team members. The participating teachers work in Natural, Physical and Life Sciences as well as Technology in high schools and primary schools. They participate in an online as well as a physical community of practice in which they assist one another while also learning from the project leaders. The aim is to assist teachers in developing their pedagogical content knowledge and in obtaining a more nuanced understanding of the nature of science. The community of practice is referred to as the "A-team".

In 2013 the main focus of activities was indigenous knowledge systems (IKS). The Curriculum and Assessment Policy Statement (CAPS) expects science teachers to address IKS in their teaching, but many teachers do not have the necessary knowledge and skills to address

these systems in a scientific, rigorous way in the science classroom. During the school holidays participating staff presented a three-day learning programme for the A-Team on IKS. The programme started on day one with a visit to a “muti market”, where medical plants were bought. During the following three days, the teachers were shown how they could test medicinal claims from traditional healers in the laboratory, using simplified chromatography and microbiological techniques which may also be performed in an under-resourced classroom. The teachers tested whether the plants contained any anti-microbial compounds, by applying plant extracts to bacterial cultures growing in petri dishes. Several of these teachers later reported doing such a project with their learners in school after this course. This shows that transfer into classroom practice does take place, if the teachers experience a workshop as relevant.



Some A-team members at work

Apart from the IKS learning programme, the A-Team in 2013 also engaged in a two-day short learning programme that focused on the role of science and technology in modern society, and how more affective aspects could be addressed in the science classroom.

## **6.2 Schools associated with the Faculty of Education**

### *6.2.1 Funda UJabule School*

The Funda UJabule School on the Soweto campus is not only a research and teaching school, but also serves the surrounding community in terms of childhood education. Furthermore, staff from the Department of Childhood Education invest in the teachers’ development by offering structured teacher development sessions at Funda UJabule. In 2013 the focus was mainly on mathematics concept development. Seven workshops and a weekend retreat session were held with school staff. Detail of the school’s role as teaching school is provided in section 4.8.3.





Mrs Geertrui Windels, wife of European Union President Herman van Rompuy, visited FUJS. Here she is in conversation with the school principal, Ms Rebecca Maboya.

### 6.2.2 UJ Metropolitan Academy

The Faculty is the guardian of the UJ Metropolitan Academy.



The UJ Metropolitan Academy (UJMA) once again obtained excellent matric results – a 100% pass rate and 87.5% bachelor's and 12.5% diploma endorsement. This means that all the matriculants achieved well enough to have access to study at tertiary level. A total of 178 distinctions plus 10 distinctions in the third Maths paper were obtained by 88 matriculants. One learner achieved eight distinctions, four had seven distinctions and six learners obtained six distinctions.

The Faculty is involved in several ways at UJMA. Students do service learning at the school and the Faculty piloted the “teaching school” concept in Maths and Science at the school in 2013. In addition, the Faculty became involved in offering Life Sciences in the Further Education and Training (FET) band at UJMA. Life Sciences was offered as an extra FET

subject on the APK campus on Saturday mornings. Learners were taught by final-year pre-service (BEd and PGCE) student teachers. The Japanese lesson study model formed the basis of this intervention and student teachers were assigned to work in groups of four. Three faculty staff members were involved as mentors.

### **6.3 The Education Leadership Institute**

In 2013 the Education Leadership Institute (ELI) was contracted by Mathew Goniwe School of Leadership and Governance (MGSLG) to implement the Senior Schools Improvement Programme (SSIP) for school management teams in five districts of the Johannesburg region. This training is aimed at 400 school management team members from under-performing schools. In addition, facilitators of the ELI supported 46 schools in the programme with planning and how to use data to improve performance.

Furthermore the ELI signed a contract with the MGSLG and the ETDP SETA to train 100 SMT members in two short courses on Education Leadership and Management in 2014.

The ELI leadership network continued with workshops on financial management and classroom management. In addition, the school governing bodies of two schools were trained.



Prof Raj Mestry presenting a workshop on financial management to school principals

Although the “Leadership for learning” programme was not presented in 2013, the ELI managed to take a group of head office staff, together with principals, to the Urban School Leadership Institute at Harvard Graduate School of Education. Staff from the Department of Education Leadership and Management accompanied the group.

The ELI also celebrated with the Johannesburg Central District (where the leadership for learning programme had been implemented) for achieving a 12.1% increase in their matric results. The ELI was nominated for and won the Emerald partnership award in this district.

As part of the leadership for learning programme the ELI with the assistance of Prof Deborah Jewel-Sherman received a donation of R500 000 to buy library books for schools in the Johannesburg Central district. One hundred schools were identified to receive the books in November, however due to unforeseen circumstances the handing over of the books was postponed to 2014.

The ELI funded a special edition of Education as Change, a peer-reviewed journal, with instructional leadership as theme. This was published at the end of 2013.

The ELI was invited to apply for funding from the Anglo American Chairman's fund and was granted R500 000 for the 2013/2014 financial year.

#### **6.4 Teacher education in Siyabuswa**

The Department of Higher Education and Training (DHET) requested the UJ Faculty of Education in 2012 to offer a BEd in Foundation Phase Teaching in Mpumalanga, commencing in 2013. The Faculty will hand over responsibility for the programme offering to the University of Mpumalanga once the first cohort of students has graduated.

The responsibilities of the Faculty of Education with regard to the delivery of the BEd in Foundation Phase Teaching are specified in a Memorandum of Agreement involving UJ, the DHET, the Mpumalanga National Institute for Higher Education and the Mpumalanga Department of Education.



Student teachers at Siyabuswa interacting with Grade R learners

In line with the UJ Foundation phase teacher education model which involves a teaching school, the teaching programme is linked to a public school in the area in order to support the work-integrated learning component of the BEd programme. The Faculty thus also



entered into a Memorandum of Agreement with the Mpumalanga Department of Education to gradually establish Mareleng Primary School as a teaching school.

An amount of R21 444 618 over four years was allocated to the Faculty to fund the operating cost of this project. Prof Coert Look is the UJ project manager.

Six academic staff members were appointed as UJ staff (four-year contract) to teach in the programme.

A total of 99 students enrolled in 2013 and a 99% course success rate was achieved in the first year of offering. The first cohort will graduate as UJ students.



Top first year achievers of 2013 photographed with **Dr S Jaffe** (HOD), **Dr M Hoeane** (Campus Manager) and **Mr Z Ramakgoakgoa** (Facilities and Operations Manager).

During 2013 the Executive Dean and the project leader visited the campus once a month. A Siyabuswa steering committee including all role-players met regularly to discuss progress.

### **6.5 Public engagements, branding and alumni**

The Faculty's most prominent public engagement programmes of activity in 2013 were "Teachers Upfront" and "Education Conversations".

"Teachers Upfront" consisted of a series of conversations co-hosted by the UJ Faculty of Education, Wits School of Education, Bridge Foundation, Sci-Bono Discovery Centre and the Mail and Guardian newspaper. The Mail and Guardian published articles on all the conversations. The following topics were addressed:

- Reading and Writing: who needs it? (Dr Jean Place – University of the Witwatersrand; Ms Kamala Peter – University of Johannesburg; Dr Surette van Staden – University of Pretoria)
- Multilingualism and bi-literacy development (Prof Leketi Makalela - University of the Witwatersrand, Prof Lilli Pretorius – University of Pretoria, Dr Rebekka Jez – Visiting scholar, University of Johannesburg)
- Beyond Words: Language vs Communicating (Ms Kerstin Tonsing – University of Pretoria; Ms Toni Gennrich – University of the Witwatersrand; Ms Lara Ragpot – University of Johannesburg)
- Strategies to cope with language issues at all levels of the education system (Prof Rinelle Evans – University of Pretoria; Ms Sibongile Balungiwe Magwaza – University of the Witwatersrand; Dr Leila Kajee – University of Johannesburg)
- How institutions are trying to improve the quality of teachers produced (Prof Saartjie Gravett – University of Johannesburg; Dr Lee Rusznyak – University of the Witwatersrand; Ms Ingrid Harris – GPLMS)
- Leading and managing education: enabling principals and districts (Dr Zakhele Mbokazi – University of the Witwatersrand; Dr Lloyd Conley – University of Johannesburg; Ms Linda Vilakazi – University of the Witwatersrand; Ms Pat Sullivan – Treharne Africa Management Services)
- Language policy and practice at the foundation phase level: root cause of the problem? (Dr Lorraine Marneweck – GPLMS; Ms Deborah Botha – GPLMS; Dr Anthony Essien – University of the Witwatersrand; Dr Graham Dampier – University of Johannesburg)

A series of education conversations was hosted by the Faculty in partnership with Kagiso Trust and City Press. The following topics were addressed:

- Education an “essential service”: the state of our education system (Mr Kgotsa Schoeman – Kagiso Trust; Mr Aubrey Matshiqi – Political Analyst)
- What are the basic resources necessary for a school to be successful? (Mr Stephen Taylor – Department of Basic Education; Mr Panyaza Lesufi – Department of Education; Mr Nic Spaull – University of Stellenbosch)
- The State of our Education System (Mr Nick Taylor – National Education Evaluation and Development Unit (NEEDU))

The Faculty hosted public lectures and seminars, some delivered by visiting professors, on themes such as:

- Leading the transformation of the education sector to ensure excellence and equity for all learners (Dr Deborah Jewell-Sherman – Harvard Graduate School of Education)
- Towards a standardised test for mathematics competence in the foundation phase (Prof Elbie Henning – University of Johannesburg; Dr Graham Dampier – University of Johannesburg, Ms Roelien Heraldts – research associate, University of Johannesburg)
- The past, present and future for educational psychology: problems, pitfalls and potential (Prof Caven Mcloughlin – Kent State University, USA)

- Neville Alexander commemorative lecture (Prof Crain Soudien – University of Cape Town)
- Teacher Education in Finland: The role of training schools affiliated to universities (Prof Jari Lavonen – University of Helsinki). Prof Saartjie Gravett gave a South African perspective.
- Textbooks and historical change: South Africa and Germany compared, 1976-2010; education and the struggle for democracy (Professor Linda Chisholm – Advisor to the Minister of Basic Education and visiting professor at the University of Johannesburg)
- Education and the struggle for democracy (Prof Wilfred Carr – University of Sheffield)

The Faculty continued its drive to establish and entrench its presence and profile. The Faculty newsletter *Edubrief* was published twice.

Faculty staff, in particular Prof Elbie Henning, Prof Saartjie Gravett and Prof Salim Vally, regularly commented in the media (newspapers, radio and television) on education issues. Faculty achievements were also reported widely in newspapers and other forums.

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

## SECTION 7: INTERNATIONALISATION

### 7.1 Overview

In some aspects of internationalisation, the Faculty has not been doing well. The Faculty has only two permanent “international” staff members. Much also needs to be done in terms of international students. The Faculty had 67 international students in 2013, which is 1.9% of the total number of students.

Students have been engaging with international activities through an agreement with Georgia State University (GSU). Prof Josef De Beer and Dr Helen Dunbar-Krige accompanied a group of 14 BEd and PGCE students to GSU where they attended classes at GSU and visited schools in Atlanta as part of their school practicum experience. The students concurred that the experience was enriching and mind-expanding. Although there is much interest from students, such international exchange is currently limited, due to financial constraints. Many students do not have the financial means to make use of the opportunity despite financial support from the UJ International Office and the Faculty sponsoring two needy students.

Section 7.2 underneath shows that the Faculty is doing recently well in terms of international collaborations, but more needs to be done.

### 7.2 Collaboration with international institutions and international visitors to the Faculty

Table 21 provides a summary of collaborations between Faculty staff and staff from international institutions and table 22 summarises visits from international scholars.



Prof Annamarie Fritz-Stratmann (University of Duisberg-Essen) during a visit to UJ to work with UJ colleagues in the research project on mathematical cognition

Table 21 : Collaboration with international institutions

<b>Title of Project</b>	<i>Mathematical cognition and learning support in the foundation phase</i>	
<b>Nature of collaboration</b>	Research	
<b><u>UJ staff member(s) and collaborator(s)</u></b>	<b><u>Prof E Henning</u></b> <ul style="list-style-type: none"> <li>• Prof A Fritz-Stratmann (visiting professor at UJ)</li> <li>• Prof A Ehlert</li> </ul>	<ul style="list-style-type: none"> <li>• University of Duisburg-Essen, Germany</li> <li>• University of Potsdam, Germany</li> </ul>
<b>Title of Project</b>	<i>Language in the foundation phase</i>	
<b><u>UJ staff member(s) and collaborator(s)</u></b>	<b><u>Prof E Henning</u></b> <ul style="list-style-type: none"> <li>• Prof C Snow (visiting professor at UJ)</li> </ul>	<ul style="list-style-type: none"> <li>• Harvard University</li> </ul>
<b>Title of Project</b>	<i>Citizenship identities in schools</i>	
<b>Nature of collaboration</b>	Research	
<b><u>UJ staff member(s) and collaborator(s)</u></b>	<b><u>Dr J Divala</u></b> <ul style="list-style-type: none"> <li>• Prof Enslin and Dr Nicki Hedge</li> </ul>	<ul style="list-style-type: none"> <li>• University of Glasgow</li> </ul>
<b>Title of Project</b>	<i>The pedagogical content knowledge (PCK) of physical sciences teachers in inquiry science teaching</i>	
<b>Nature of collaboration</b>	Research	
<b><u>UJ staff member(s) and collaborator(s)</u></b>	<b><u>Prof U Ramnarain</u></b> <ul style="list-style-type: none"> <li>• Prof D Schuster</li> </ul>	<ul style="list-style-type: none"> <li>• Western Michigan University</li> </ul>
<b>Title of Project</b>	<i>Teacher education policy in the UK and South Africa: implications for curriculum expertise</i>	
<b>Nature of collaboration</b>	Research	



<b><u>UJ staff member(s) and collaborator(s)</u></b>	<b><u>Prof M Modiba</u></b> <ul style="list-style-type: none"> <li>• Prof I Reid</li> </ul>	<ul style="list-style-type: none"> <li>• University of Bradford and York St. John University, UK</li> </ul>
<b><i>Title of Project</i></b>	<i>Learning and mentoring</i>	
<b>Nature of collaboration</b>	Research	
<b><u>UJ staff member(s) and collaborator(s)</u></b>	<b><u>Prof G vd Westhuizen</u></b> <ul style="list-style-type: none"> <li>• Dr H Tillema (visiting associate professor at UJ)</li> </ul>	<ul style="list-style-type: none"> <li>• University of Leiden, Netherlands</li> </ul>
<b><i>Title of Project</i></b>	<i>Attitudes of postgraduate students towards quantitative research – striving towards quantitative literacy</i>	
<b>Nature of collaboration</b>	Research	
<b><u>UJ staff member(s) and collaborator(s)</u></b>	<b><u>Prof G Jacobs</u></b> <ul style="list-style-type: none"> <li>• Prof C Schau</li> </ul>	<ul style="list-style-type: none"> <li>• University of Mexico, Albuquerque, USA</li> </ul>
<b><i>Title of Project</i></b>	<i>Diversity training in teacher education</i>	
<b>Nature of collaboration</b>	Research	
<b><u>UJ staff member(s) and collaborator(s)</u></b>	<b><u>Dr M Sedibe</u></b> <ul style="list-style-type: none"> <li>• Prof A M Dutrow</li> <li>• Mrs M Norberg</li> </ul>	<ul style="list-style-type: none"> <li>• Presbyterian College, USA</li> <li>• Gotland University, Sweden</li> </ul>
<b><i>Title of Project</i></b>	<i>Student teachers unifying theory and practice in university teaching/training: Schools in Johannesburg and Helsinki (Finland)</i>	
<b>Nature of collaboration</b>	Research	
<b><u>UJ staff member and collaborator(s)</u></b>	<b><u>Prof N Petersen, Prof E Henning, Prof S Gravett and Ms G Petker</u></b> <ul style="list-style-type: none"> <li>• Prof J Lavonen and Mr A Myllyviita</li> </ul>	<ul style="list-style-type: none"> <li>• University of Helsinki, Finland</li> </ul>
<b><i>Title of Project</i></b>	<i>Project MUNDO, Introduction of student-centred learning at UEM (Universidade Eduardo Mondlane, Maputo, Mozambique)</i>	

<b>Nature of collaboration</b>	Research	
<b><u>UJ staff member and collaborator(s)</u></b>	<b><u>Prof G Bender</u></b> <ul style="list-style-type: none"> <li>• A Deelman</li> <li>• R Bonifacio</li> <li>• J Fringe</li> </ul>	<ul style="list-style-type: none"> <li>• Maastricht University</li> <li>• Universidade Eduardo Mondlane, Maputo, Mozambique</li> </ul>
<b><i>Title of Project</i></b>	<i>Mendus Project (scholarship)</i>	
<b>Nature of collaboration</b>	Research	
<b><u>UJ staff member and collaborator(s)</u></b>	Prof J Perumal	<ul style="list-style-type: none"> <li>• Vrije University, Amsterdam</li> </ul>
<b><i>Title of Project</i></b>	<i>South African and American Education Law</i>	
<b>Nature of collaboration</b>	Research	
<b><u>UJ staff member(s) and collaborator(s)</u></b>	<b><u>Prof P du Plessis</u></b> <ul style="list-style-type: none"> <li>• Dr TK Daniel</li> </ul>	<ul style="list-style-type: none"> <li>• Ohio State University-USA</li> </ul>
<b><i>Title of Project</i></b>	<i>Institutional initiatives to enhance participation, access, retention and success in African Higher Education: A multi-country study on good practice to inform policy.</i>	
<b>Nature of collaboration</b>	Research	
<b><u>UJ staff member(s) and collaborator(s)</u></b>	<b><u>Prof M Cross</u></b>	Project includes researchers from South Africa, Kenya and Nigeria
<b><i>Title of Project</i></b>	<i>The relationship between community organisations and academic institutions in research in South Africa and Canada</i>	
<b>Nature of collaboration</b>	Research	
<b><u>UJ staff member(s) and collaborator(s)</u></b>	<b><u>Prof S Vally</u></b> <ul style="list-style-type: none"> <li>• Dr M Hlatshwayo</li> <li>• Prof A Choudry</li> </ul>	<ul style="list-style-type: none"> <li>• McGill University, Montreal</li> </ul>
<b><i>Title of Project</i></b>	<i>Selling out the right to education: the privatisation of schools: case studies of five countries</i>	

<b>Nature of collaboration</b>	Research	
<b><u>UJ staff member(s) and collaborator(s)</u></b>	<b><u>Prof S Vally</u></b> <ul style="list-style-type: none"> <li>• Prof S Klees</li> <li>• Prof CA Speen (visiting professor at UJ)</li> </ul>	<ul style="list-style-type: none"> <li>• University of Maryland, USA</li> <li>• University of Virginia, USA</li> </ul>
<b><i>Title of Project</i></b>	<i>Education, the economy and society: A critical look at human capital theory</i>	
<b>Nature of collaboration</b>	Research	
<b><u>UJ staff member(s) and collaborator(s)</u></b>	<b><u>Prof S Vally</u></b> <ul style="list-style-type: none"> <li>• Prof S Klees</li> <li>• Prof E Michelson</li> </ul>	<ul style="list-style-type: none"> <li>• University of Maryland, USA</li> <li>• State University of New York.</li> </ul>
<b><i>Title of Project</i></b>	<i>Case teaching in teacher education</i>	
<b>Nature of collaboration</b>	Research	
<b><u>UJ staff member(s) and collaborator(s)</u></b>	<u>Prof J de Beer and Prof S Gravett</u> <ul style="list-style-type: none"> <li>• Dr Kay Merseth</li> </ul>	<ul style="list-style-type: none"> <li>• Harvard</li> </ul>
<b><i>Title of Project</i></b>	<i>Mentoring in and for teaching schools</i>	
<b>Nature of collaboration</b>	Research	
<b><u>UJ staff member(s) and collaborator(s)</u></b>	<b><u>Prof S Gravett</u></b> and several UJ staff members <ul style="list-style-type: none"> <li>• Prof J Lavonen and Mr A Myllyviita</li> </ul>	<ul style="list-style-type: none"> <li>• University of Helsinki</li> </ul>
<b><i>Title of Project</i></b>	<i>School leadership development</i>	
<b>Nature of collaboration</b>	Community engagement	

<b><u>UJ staff member(s) and collaborator(s)</u></b>	<b><u>Dr Lloyd Conley</u></b> and staff from the Dept. of Education Leadership and Management <ul style="list-style-type: none"> <li>• Prof Deborah Jewell-Sherman</li> </ul>	<ul style="list-style-type: none"> <li>• Harvard</li> </ul>
<b><i>Title of Project</i></b>	<b><i>Education and Care in Childhood</i></b>	
<b>Nature of collaboration</b>	Research	
<b><u>UJ staff member(s) and collaborator(s)</u></b>	<b><u>Prof J Pillay</u></b> <ul style="list-style-type: none"> <li>• Prof Caven McLoughlin (visiting professor at UJ)</li> </ul>	<ul style="list-style-type: none"> <li>• Kent State University, Ohio, USA</li> </ul>
<b><i>Title of Project</i></b>	<b><i>Education and Care in Childhood</i></b>	
<b>Nature of collaboration</b>	Research	
<b><u>UJ staff member(s) and collaborator(s)</u></b>	<b><u>Prof J Pillay</u></b> <ul style="list-style-type: none"> <li>• Prof Jonathan Simon</li> </ul>	<ul style="list-style-type: none"> <li>• University of Boston</li> </ul>
<b><i>Title of Project</i></b>	<b><i>Education and Care in Childhood</i></b>	
<b>Nature of collaboration</b>	Research	
<b><u>UJ staff member(s) and collaborator(s)</u></b>	<b><u>Prof J Pillay</u></b> <ul style="list-style-type: none"> <li>• Prof Linda Liebenberg</li> </ul>	<ul style="list-style-type: none"> <li>• Deputy Director of Resilience Centre, Dalhousie University, Halifax, Canada</li> </ul>
<b><i>Title of Project</i></b>	<b><i>Education and Care in Childhood</i></b>	
<b>Nature of collaboration</b>	Research	
<b><u>UJ staff member(s) and collaborator(s)</u></b>	<b><u>Prof J Pillay</u></b> <ul style="list-style-type: none"> <li>• Prof Elias Mpofu</li> </ul>	<ul style="list-style-type: none"> <li>• Sydney University, Australia &amp; University of Botswana</li> </ul>
<b><i>Title of Project</i></b>	<b><i>Education and Care in Childhood</i></b>	
<b>Nature of collaboration</b>	Research & Policy	
<b><u>UJ staff member(s) and collaborator(s)</u></b>	<b><u>Prof J Pillay</u></b> <ul style="list-style-type: none"> <li>• Dr Andries Viviers</li> </ul>	<ul style="list-style-type: none"> <li>• Senior Policy Analyst: Children's Rights, UNICEF</li> </ul>
<b><i>Project</i></b>	<b><i>Study abroad</i></b>	

<b>Nature of collaboration</b>	Student exchange	
<b><u>UJ staff member(s) and collaborator(s)</u></b>	Prof Josef de Beer, <u>UJ international office</u> and Ms Memoona Mahomed	• Georgia State University
<b><i>Project</i></b>	<i>Study abroad</i>	
<b>Nature of collaboration</b>	Student exchange	
<b><u>UJ staff member(s) and collaborator(s)</u></b>	Prof J Perumal, <u>UJ international office</u> and Ms Memoona Mahomed	• Fatih University, Turkey

Many of the universities with whom the Faculty is collaborating are reputable institutions (11 are rated in the top 200 in the QS-rankings, with seven of these in the top 100). Also, 12 of the institutions are rated in the top 200 in the field of education. Staff members are also collaborating with colleagues from three U21 institutions. Although these collaborations are laudable, they are not sufficiently leveraged by the Faculty in terms of, for example, joint publications and research funding. This requires specific attention. Another aspect that requires attention is the limited collaboration with universities on the African continent.



Prof Saartjie Gravett, Prof Jari Lavonen (University of Helsinki), Prof Elbie Henning and Mr Ari Myllyviita (University of Helsinki). The University of Helsinki colleagues joined UJ staff at a “send-off” retreat for 4<sup>th</sup> year foundation phase students

Table 22: International visitors

<b>Institution</b>	<b>Scholar(s) and nature of activities</b>
University of Helsinki	Prof Jari Lavonen and Mr Aril Myllyviitta were involved in planning the UJ/Helsinki joint projects and conducted workshops and seminars at the Faculty and at the Funda UJabule School.
Froebel Educational Institute, UK	Prof Tina Bruce, a renowned academic in childhood education from Froebel Educational Institute in UK visited the Department of Childhood Education and conducted seminars and workshops with members of staff, students and teachers at Funda UJabule School.
University of Kent, USA	Prof C McLoughlin presented a workshop on applying for research funds and presented a public lecture. He is the editor of School Psychology International Journal (SPI), a high impact journal and also gave advice to staff on publishing.
University of Wolverhampton	Prof John Traxter, Professor of Mobile Learning and Director of the Learning Lab at the University of Wolverhampton was invited by Dr Batchelor for consultation. Prof Traxler also made a presentation in the Faculty.
Western Michigan University	Dr David Schuster conducted staff and student seminars in science education as guest of Prof Umesh Ramnarain.
Sheffield University	Prof Wilfred Carr presented seminars for staff and postgraduate students as guest of Prof Maropeng Modiba.
University of Duisberg-Essen	Prof Annamarie Fritz-Stratmann and her team worked on the research project on mathematical cognition with Prof Elbie Henning and presented staff and student seminars.

## **SECTION 8: RESOURCE MANAGEMENT**

### **8.1 Financial status of the Faculty**

The overall financial report indicates that the Faculty in general applied strict financial discipline. The overall Faculty budget allocation for 2013 amounted to R55 000 000 which represents an 8.7% increase on 2012. The total expenditure amounted to R54 479 702 which represents a 0.95 (1%) under-spending (saving) on the budget allocation for 2013.

The total expenditure for staff remuneration amounted to R49 927 336, which represents 91.64% of the total budget allocation. This may be considered to be too high; however, it should be noted that this amount includes tutor salaries, part-time staff salaries and the honorarium approved for payment to staff for work on Saturdays. Working on a Saturday is necessary due to the nature of the students involved in BEd Hons programmes. Not only are these students full-time practising teachers but they are often travelling from Mpumalanga and Limpopo. In addition, the secondary school teacher education programme includes a large number of teaching methodologies in secondary school subjects. The Faculty lacks the capacity and in some cases the expertise to offer some of these teaching methodologies. Consequently, part-time staff members (mainly excellent school teachers) are involved in presenting these modules. It should be noted that the amount represents an increase of only 1.35% on that of 2012, which compares favourably with the general increase in the overall Faculty budget allocation.

The net profit on extra-curricular programmes amounted to R143 876.26. This amount represents a marginal profit of only 0.02%. The low profit on extra-curricular programmes may be attributed to salary increases and the infra-structure levy.

In 2013 the Faculty had approximately R57 463 122 in reserve funding. The interest earned on an amount of R21 944 744 was made available to support Faculty-specific activities such as research, staff development, capital expenditure not budgeted for and additional tutors. The rest of the Faculty reserve funding is ring-fenced for dedicated and specific use, for example supporting the UJICE, ELI, the first-year excursion, the Funda UJabule School and TechnEd. These funds have been generated mainly by teacher development and educational leadership related projects and have been supplemented by donor funding.

### **8.2 Developments and needs regarding teaching and research infrastructure**

- In 2013 the NRF SARCHi chair was accommodated in offices of the sport centre of the Soweto Campus. A designated space for the SARCHi chair will be constructed in 2014.
- Offices for academic staff on the SWC remain a challenge.
- The lack of facilities to accommodate postdoctoral fellows and visiting academics on the APK campus has been a challenge. The Faculty requested in 2012 that Faculty facilities in BRing3 (currently a Faculty computer laboratory) on the APK campus be converted for the use of postdoctoral fellows and visiting academics. This will hopefully be addressed in 2014.
- The Faculty is deeply thankful to the DHET and the University for the funding allocated to the development of teaching infrastructure on the SWC in 2014. The DHET allocated

R19 565 000 and the University will contribute R16 007 000 towards the addition of a classroom block at the Funda UJabule School and two lecture halls. These facilities will support the delivery of the Foundation Phase and Intermediate Phase teacher education programmes and the continuing development of teachers. In addition, the Faculty will contribute R5 800 000 (ring fenced Funda UJabule funding) towards strengthening the training facilities at the Funda UJabule School: Wi-Fi in all classrooms, a library, an observation room and a mentoring room/workspace for student teachers.

- The Faculty is excited about the planned research commons to be developed in the SWC library. This will contribute to supporting the research endeavours of staff, postdoctoral fellows and postgraduate students.



## SECTION 9: CONCLUSION AND PURSUING GLOBAL EXCELLENCE AND STATURE

### 9.1 The performance and leadership footprint of the Faculty

#### 9.1.1 Learning programmes and research

The Faculty is increasingly receiving recognition for its commitment and contribution to education as professional practice and field of scholarly inquiry.

- a. The Faculty's research footprint in terms of quantity has increased over the past few years and all staff members are participating in research activities. The challenge is to get those who are not publishing regularly to contribute actively to research output. This is being addressed by means of the performance management system. It is pleasing that good progress has been made in terms of the professoriate's contribution to research output, although the output could still improve, also in terms of publishing in high impact journals.
- b. The Faculty appointed its first postdoctoral fellows (three) in 2013. In order to increase the Faculty's research footprint a concerted effort needs to be made to appoint at least ten postdoctoral fellows in 2014.
- c. The Faculty is becoming a leader in the fields of research and development in childhood education and teacher education in the country. The following attests to this: the NRF chair in "Education and Care" being awarded to the Faculty; the Faculty being requested to offer the Foundation Phase teacher education programme at the Teacher Education Campus: Siyabuswa; several interlinked externally funded research projects related to teacher education; the longitudinal large scale research project on mathematical cognition and the substantial research/development grant from Elma Foundation and USAID.
- d. The Faculty is proud of its innovative BEd Foundation Phase programme and the teacher education model which incorporates the teaching school concept (the Funda UJabule School), which it has been developing and researching while presenting the programme. The first cohort of students completed the degree at the end of 2013, with 68% of the cohort finishing in minimum time. The pioneering of the teaching school concept gained further momentum in 2013 through piloting at UJ Metropolitan Academy and the Mareleng Primary School at Siyabuswa. From 2014 the model will also be implemented in the BEd Intermediate Phase programme.
- e. The Faculty consistently receives positive feedback from its partner schools and community organisations about the contribution that student teachers are making via their service learning. The service learning is supplementary to the student teachers' school practicum. It is underpinned by a social justice ethos. Studying the literature on an ethic of care and their involvement in service learning engenders a sense of civic responsibility in students.
- f. The first-year excursion contributes significantly to a successful first-year experience programme in the Faculty.

- g. The use of case teaching, technology-enriched learning in some courses and the science and mathematics student teachers' involvement at UJ Metropolitan Academy are examples of innovation in teaching.
- h. The Faculty made significant progress with the redesigning of its qualifications. The bulk of the work has been done, with 20 new programmes having been developed since 2011. A few postgraduate programmes will still be submitted for internal and external approval in 2014.
- i. The student evaluations of teaching conducted (36 in total) showed, with a few exceptions, that students generally perceive the teaching in the Faculty as either very good or satisfactory.
- j. The Faculty is satisfied with the success rates of students, although completion rates of master's and doctoral students could still improve.

#### *9.1.2 Leadership footprint*

- Staff members of the Faculty are sought after to serve as education analysts and commentators. Comments on education by Faculty staff members featured in amongst others, the following newspapers: Star, Sowetan, Sunday Times, Sunday Independent, New Age, Rapport, City Press and Beeld. Staff members also featured regularly in the broadcast media. Furthermore, The Mail and Guardian published several opinion articles in 2013 authored by Prof Elbie Henning, Prof Saartjie Gravett and Mr Salim Vally.
- Faculty staff members (for example Prof Salim Vally, Prof Jace Pillay and Prof Saartjie Gravett) were involved in several national education related committees and task teams.

#### *9.1.3 Internationalisation*

- Faculty staff collaborate widely with academics from reputable institutions internationally. However, the collaborations do not translate sufficiently into joint (funded) projects and publications yet. Also, expansion of collaborations with universities on the African continent requires attention.
- The Faculty needs to focus on increasing international staffing and students.
- The student exchange programme with Georgia State University is successful and students who were involved have benefited much. Expansion of this programme will be investigated in 2014 to include BEd Hons Educational Psychology students.

### **9.2 Enhancing the global excellence and stature of the Faculty**

The Faculty Strategic Committee will be compiling a Faculty Strategic plan during the first semester of 2014. This plan will be anchored in the goal of enhancing the global excellence and stature of the Faculty.

Initiatives already initiated or decided on are:

- a. Bolstering the broad area of childhood education through the additional funded research projects and the appointment of a distinguished visiting professor, a distinguished professor and at least one other visiting professor.

- b. Strengthening the master's degree in Educational Psychology through redirecting a professor post in the Faculty to this programme area; pursuing the appointment of a distinguished visiting professor and collaboration with a Universitas 21 institution.
- c. Pursuing collaboration with the National Institute of Education at Nanyang University of Technology in Singapore.
- d. The Executive Dean visiting Harvard Graduate School of Education to meet the new Dean with a view to pursue continued collaboration.
- e. Developing a new Master's Degree in Science Education, spanning primary and secondary school education and involving international partners.
- f. Appointing at least one visiting professor per academic department and research centre from an internationally reputable institution.
- g. Pursuing joint publications with international collaborators.
- h. Focused recruitment of international students.
- i. Bolstering the Faculty's research output through the appointment of postdoctoral fellows.

### **9.3 In conclusion**

In general, 2013 was a successful year for the Faculty of Education in terms of its core activities – research, teaching and community service. Looking back over a period of five years the progress made is evident. This can be contributed to the commitment and investment of Faculty staff. However, the Faculty is also aware that much still needs to be done in pursuit of global excellence and stature.

# **APPENDIX 1**

## **APPENDIX 1:**

## **STAFF ACHIEVEMENTS**

The following staff achievements merit mentioning:

Prof P Ankiewicz

- Member of the Editorial Board and Africa representative of the International Journal of Technology and Design Education
- Member of the Editorial Board of International Technology Education Studies.

Dr J Batchelor

- Invited to participate serve on the international panel of the Pearson Mlearning Thinktank 2013
- Invited to participate in the HP catalyst summit, Sao Paolo, Brazil
- Invited to the Shell International mobile learning innovation workshop to act as a facilitator, Den Haag Netherlands in April 2013

Prof G Bender

- Member of Department of Education National Task Team: School Leadership Qualification and the Advanced Diploma in Education.

Dr L Conley

- Service Excellence Emerald Award (Gauteng Province)
- Education Leadership Institute

Prof M Cross

- Outstanding mentor of Educational Researchers - ADEA

Prof J de Beer

- Served on Global Committee of the National Association of Biology Teachers (NABT), USA.

Dr T Diale

- Special Olympics SA – Parenting Desk Chair
- Successfully established a career assessment process for UJMA

Dr J Divala

- Editorial Board member: South African Journal of Higher Education, Ethics and Education
- Reviewer and panel chair for NRF PhD scholarships in Education and Humanities

Dr H Dunbar-Krige

- Secretary/treasurer for the Educational Psychology division of the Psychological Association of South Africa
- Co-opted member of the Pre-lim Committee for the Board for Psychology of the Health Professions Council
- Co-opted member on the national task team for counsellors in Psychology for the Board for Psychology
- Panel member for the Board for Psychology internship site reviews

- Reviews for the Higher Education Quality Committee (HEQC).

Prof P du Plessis

- Long service award and award from SAELA for excellent outstanding service
- Research-teaching schools, SAICA Project

Mrs J Fourie

- Member of National Department of Education Task Team on Curriculum Differentiation

Prof S Gravett

- Involved in Mapungubwe Institute (Mistra) think tank on education
- Member of National Teacher Education and Development Committee – representing higher education institutions (committee consists of representatives of DBE, DHET, Unions, provincial education departments, SACE – chaired by the DG of Basic Education)
- Appointed by the Minister of Basic Education as Chair of the National Commission of Unesco (Education)
- Elected by education deans as the deputy chair of the HESA Deans Forum

Prof E Henning

- NRF – three review panels for grant applications and for researcher rating in 2013
- SA Journal of Childhood Education accredited by DHET in September 2013

Prof G Jacobs

- Member of the Editorial Board of the international journal Quality in Higher Education
- Higher education disciplinary research referee of the National Research Foundation (NRF)
- Associate Editor of the South African Journal of Higher Education
- Research referee for:
  - Education as Change
  - SA Tydskrif vir Geesteswetenskappe
  - New Directions in Institutional Research (Journal of the USA Association for Institutional Research)
  - Acta Commercii
  - Acta Academica
  - Journal of Economic & Financial Sciences
  - The African Journal of Research on Mathematics, Science & Technology Education (AJRMSTE)

Prof G Lautenbach

- Chairman, Botanical Society Branch
- Provisional registration of the Faculty Research Ethics Committee with the NHREC. This makes the committee the second registered ethics committee in the university and one of only a few in the country

Prof C Loock

- Board of Directors (Deputy Director): Inter-University Centre for Education Law and Policy (CELP)

- Executive member of the South African Education Law Association
- Member: Inter-provincial Examinations and Assessment Committee (IPEAC), Department of Education
- Member: Inter-provincial Examinations and Assessment Committee: Standardisation and Statistical Moderation Sub-committee of the IPEAC.
- Member of the SACAI-Advisory Committee
- Member of the SACAI-Council
- Member of the Project Committee for Extensions (Education) to infra-structure on the SWC
- Project Coordinator: Siyabuswa
- Member of the Tender Evaluations Committee: Infra-structure development at Siyabuswa

Dr K Luneta

- External moderator University of Namibia

Dr T Makoelle

- Editorial Board of the International Journal of Educational Sciences

Prof R Mestry

- Executive Member of the Education Association of South Africa
- Co-guest editor of Education as Change – Special edition on School Instructional Leadership
- 

Prof M Modiba

- Board Member: International Council of Education for Teaching (ICET)
- Editorial Board Member: Research in Education (Manchester University Press Journal).
- Umalusi Research Forum Advisory Committee
- Chair: NRF Education and Humanities Research Funding Panels

Prof C Myburgh

- Served on WITS Health Sciences Faculty Ethics Committee
- Served on Editorial Boards of Health SA and the International Journal of Qualitative Research Methodology (Canada); Education (USA). Also serves on the editorial board of Encyclopaedia, a journal in Italy
- Board Member: Global Organisation for Qualitative Health Research, at Utah University, USA (Dr J Morse).

Mrs P Naidoo

- Presented leadership modules in SSIPSMT and ACE Leadership and Management

Prof J Perumal

- Erasmus Mundus Visiting Scholarship to Vrije University

Dr N Petersen

- Trustee: SASOL Inzalo Board

- SASOL Inzalo Bursaries committee.

#### Prof J Pillay

- Was appointed as Senior Associate Editor for *School Psychology International* an ISI journal in January 2013.
- Was appointed on the editorial board of *Wheelock International Journal of Children, Families, and Social Change* in October 2013 (<http://journal.wheelock.edu>)
- Appointed to the Scientific Review Committee for the 2014 South African Basic Education Conference.
- Invited to serve on the panel for the review of the MA & MSc Research Psychology programme at NWU, Potchefstroom Campus from 1 to 2 August 2013.
- Invited by the NRF to serve on the review panel for awarding research grants to rated researchers (28 & 29<sup>th</sup> November 2013)
- Invited by the NRF to review applications for rating of researchers.
- Invited by the Dean of Education at UKZN to serve on the panel for the appointment of a Professor in Educational Psychology
- In 2013 I chaired the Task Team on Educational Psychology that was largely instrumental in negotiating the scope of practice of educational psychologists. This helped in putting UJ on the national map since we took the lead in this process.
- Was awarded a scholarship by Wheelock College of Education to attend the conference celebrating 125 years of its history.
- Was appointed by CODESRIA as a Resource Person to lecture and analyze the research proposals of laureates at the 2013 Institute of Child and Youth Affairs held in Senegal.
- Was an invited speaker at the Western Australia Education and Care Conference in Australia from 25 to 27 October 2013.
- Guest edited a themed edition on Instructional School Leadership for the Journal *Education as Change*.
- Guest edited a special edition of *School Psychology International* on children's rights in Africa. This themed edition is currently being printed.
- Established collaborations with the Chief Director from the Department of Social Development as well as the National Manager for HIV/AIDS
- Established a partnership with COPESA as part of my community engagement. I am organizing a group of students and lecturers from Wheelock College of Education, Boston, USA to visit COPESA and some Soweto schools.
- Reviewed articles for the following journals in 2013:  
SA Journal of Psychology  
Education as Change  
SA Journal of Childhood Education  
SA Journal of Education  
African Education Review  
Journal of Psychology in Africa  
School Psychology International

#### Dr P Postma

- Editor Education as Change

#### Mr D Robinson

- Member of Executive Committee of the English Academy of Southern Africa
- Member of Council and Exco of English Academy



Prof D van der Westhuizen

- Editorial Committee SA Journal for Education

Prof G van der Westhuizen

- Member of PANSALB ALB appointed by Government
- Appointed on the review reference group, NRF research area indigenous knowledge

Mr S Vally

- Member of the International Advisory Board, Right to Education Project (UK)
- Ministerial Task Team Committee on Fee-Free Higher Education for the Poor
- Editorial Board Member, McGill Journal of Education
- Editorial Board Member, Education as Change Journal, University of Johannesburg
- International editorial board member of the International Journal of Learning
- Editorial Advisory Board, Journal for Critical Education Policy Studies, University College, Northampton, UK
- Critical Friends Member, Education International
- Visiting Professor, Nelson Mandela Metropolitan University
- Co-organiser, 'The Life and Times of Neville Alexander' Conference, Nelson Mandela Metropolitan University
- United Nation's thematic group member on Lifelong Education, Early Childhood Development and the transition from school to work.
- International Board Member, Rutu Foundation for Intercultural and Multilingual Education, Surinam/Netherlands

# **APPENDIX 2**

## APPENDIX 2



### FACULTY OF EDUCATION

### CENTRE FOR EDUCATION PRACTICE RESEARCH

From the desk of Prof Elizabeth Henning

## 2013 ANNUAL SUMMARY REPORT OF THE CENTRE FOR EDUCATION PRACTICE RESEARCH (CEPR)

### Overview

The Centre for Education Practice Research (CEPR) has four main areas of work, which include research, journal publication, teacher development and research capacity development. Prof Elizabeth Henning is the Director, with Ms Delia Arends as full-time project coordinator. Researchers participate as collaborators from the Department of Childhood Education and the Department of Educational Psychology at UJ. International collaborators are from the University of Duisburg-Essen and the University of Helsinki. There are a number of affiliated visiting scholars from the University of Montreal and Harvard University, in addition to the collaborators in research projects.

### Projects in 2013

1. *Strengthening Foundation Phase Teacher Education: Research and Development.* This project was in its third year in 2013. The Department of Higher Education and Training (DHET) sponsored research, curriculum inquiry and materials development for teacher education. Other DHET projects included research on training schools and the publication of the third volume of the South African Journal of Childhood Education. Three PhD students and two MEd students participated in this project, as well as members of the Department of Childhood Education.
2. *Language and Learning in the Foundation Phase:* This NRF Competitive Rated Researcher supported project continued with two PhD students in Educational Psychology and one MEd student in Childhood Education.
3. *Mathematics Concept Development in Childhood:* This research is supported by a competitive rated researcher grant of the NRF, 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 1228 children in four languages in 2013, with 500 added for the next year. Most of the field work is done by JET Education Services. The aim is to develop a South African instrument, standardised and normed locally. The instrument will be used as a diagnostic tool with which to identify Grade R and Grade 1 learners' competence in mathematics, specifically their 'number sense'.
4. *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 together with NRF incentive funding for a B-rated researcher.
5. The CEPR was home to the journal *Education as Change: Journal of Curriculum Research*. The journal is published by Taylor & Francis and Unisa Press and is listed in the Social Sciences Citation Index of Thomson Reuters, with an impact factor of .485. In April the production and editing of the journal was handed over to the Faculty of Education, with Dr Dirk Postma as

editor. The last issue that was edited from the CEPR was devoted to the legacy of Neville Alexander. Unisa Press awards a minimum of R88 000 per year towards the production of the journal, while their cost for production with Taylor & Francis is much higher.

6. The *SA Journal of Childhood Education (SAJCE)* is edited and produced by the CEPR, with Sun-Media as production house. Its third volume (two issues) was published in 2013. It was awarded **DHET accreditation** at the end of 2013. The SAJCE is accompanied by an annual magazine supplement, *Khululeka*, which is aimed at Early Childhood Development (ECD) practitioners and is sponsored by the Apex-Hi Charitable Trust. The production has been funded by the DHET, but from January 2014 page fees will be charged. The journal is in the open access category and online, with a small number of print copies ([www.uj.ac.za/sajce](http://www.uj.ac.za/sajce) <http://ojs.uj.ac.za/index.php/SAJCE/article/view/6>).
7. The teacher education film, *#Taximaths: how children make their world mathematical* was produced by the centre. The 150 minute film has been distributed to all universities where foundation phase teachers are educated and is accompanied by a workbook. The trailer is on YouTube (<http://www.youtube.com/watch?v=x3VZVF4UsoQ>).
8. *Teacher education at teaching schools*: This is a participating project with Helsinki University, funded by the NRF.
9. *Pilot study for the establishment of the Cognition Lab in the CEPR*. This research is funded by the NRF incentive funding for a B-rated researcher.
10. *Research methodology Winter School*: In the tradition of the CEPR since 2009, winter school courses are presented for researchers and teachers. In June 2013 the winter school was focused on the theme of mathematical cognition. Researchers, including UJ postgraduate students, and teachers attended.

#### Funding received in 2013

FUNDER	2013
1. DHET (EU)	R522 116.22
2. APEX-HI	R200 000.00
3. NRF- INCENTIVE FUNDING	R80 000.00
4. NRF-RATED RESEARCHER	R173 100.00
5. ZENEX FOUNDATION	R312 600.00
6. UJ URC	R112 000.00 R375 000.00
7. NRF FINLAND COLLABORATION (Dr N Petersen principal investigator)	R160 000.00
<b>TOTAL</b>	<b>R1 934 816.22</b>

#### Future funding

- NRF Competitive Rated Researcher grant was awarded to Prof E Henning for research in mathematics foundation phase teacher development (2014-2016)

- NRF Education Research South Africa (ERSA) grant was awarded to Prof E Henning for research in children's conceptual development in science (2014-2016)
- NRF Thutuka grant was awarded to Dr L Ragpot (2014-2016)
- UJ URC grants were awarded to Prof E Henning and Dr L Ragpot (2014-2016)

### **Lectures and workshops**

- Data analysis workshops for UJ researchers (5)
- Training workshops for fieldworkers with JET Education Services (7)
- One workshop for writers for *Khululeka*
- Weekend workshop with teachers of Funda UJabule school
- Afternoon workshops with Funda UJabule teachers (4)
- Seminars on CEPR research results (2)
- Workshops with schools participating in maths research (Sedibeng-East district, Hekpoort Primary School and adjacent schools) (3)
- Public lecture by Prof Jari Lavonen, Helsinki University
- Winter school courses (2)

### **Conferences**

A symposium was presented at the annual conference of the American Educational Research Association (AERA), with five participating researchers.

A symposium was presented at the conference of the European Association for Research on Learning and Instruction (EARLI) with collaborating researchers from the University of Duisburg-Essen.

### **Publications and media\***

Prof E Henning published two articles in journals that are indexed in the SCCL and two in other peer-reviewed journals.

Researchers involved in the CEPR projects published six articles in a special issue of the *South African Journal of Childhood Education* 3(1), with A Fritz and G Dampier as guest editors.

Four opinion articles were published in the Education Comment section of the Mail & Guardian.

One feature articles was published in the Mail & Guardian.

One television interview (eNCA and SABC3) was broadcast.

(\*Publications of researchers in UJ departments are not mentioned.)

### **Visiting professors and research fellows**

Prof Annemarie Fritz-Stratmann and Dr Antje Ehlert (Uni Duisburg-Essen) presented two workshops and assisted with data analysis and planning of the mathematics development research project.

Prof Jari Lavonen and Mr Ari Mäyllyviita presented two workshops for researchers, one for BEd students and one for the teachers of Funda UJabule School.

### **Visibility and promotion**

In collaboration with Prudence Mohau and Gadija Petker, promotional material for the web and for print for the UJ Institute for Childhood Education (UJICE) was designed and produced.

The CEPR website is maintained monthly and also with news updates as news becomes available ([www.uj.ac.za/cepr](http://www.uj.ac.za/cepr)).

## Conclusion

The research programme of the CEPR has expanded with a specific focus on child development and the validation of an assessment instrument to capture mathematics competence of young children. With NRF, URC and Zenex Foundation funding, and with the field work of JET Education Services, the MARKO-D instrument will be standardised and normed in South Africa by March 2015, with over 1800 young learners tested on the instrument and with 250 of the final sample being tested on a general intelligence test as well, as part of the validation of the instrument.

This work bodes well for the South African school community, where children cannot be properly assessed for individual ability/competence as there are no valid instruments. With the test will come a programme of remediation and support for foundation phase education, available to all school districts in South Africa. The test will be owned by a Trust at UJ and test administrators will be trained by UJ researchers at the outset.

The research on the role of language in child conceptual development is developed concurrently with the maths cognition research and will be amplified by the new branch of research on science concept development of young children. The CEPR is becoming known as the only research hub where mathematical cognition is studied in the country.

In both of these research programmes there is an *embedded teacher development agenda*, because it has been found that many foundation phase teachers are not equipped with knowledge of the developmental psychology of young children. Specifically they do not know about developmental components of cognition. Thus, where we conduct research we always do follow-up work in districts with teachers, targeting their understanding of cognitive development and language development. To this end we are establishing a *Cognition Lab* in the Centre, where we will study child development of individual children over time.



28 January 2014

# **APPENDIX 3**

## APPENDIX 3

### CERT ANNUAL REPORT 2013

#### Overview

Significant developments in the Centre for Education Rights and Transformation (CERT) in 2013 include the successful and positive 'three year cycle' evaluation of CERT. External evaluators were Professors Sakhela Buhlungu and Linda Chisholm prior to the latter's appointment as visiting professor.

Research outputs include the finalisation and acceptance for publication of a book manuscript titled 'Education, the Economy and Society' with contributions from colleagues in seven different universities; the co-organising of the 'Life and Times of Neville Alexander' conference held at the Nelson Mandela Metropolitan University with 300 participants; the completion of work for the Ministerial Task Team on fee-free tertiary education for the poor and the finalisation of a report for UN's thematic group on Lifelong Education, Early Childhood Development and the Transition from School to Work.

Considerable energy expended on soliciting post-doctoral students last year has paid off with the imminent appointment of Dr Paul Hendricks and possibly later this year of Sonia Languille presently completing her doctoral studies at the London School of Oriental and African Studies. Ms Languille has extensive research experience around curriculum issues in Tanzania, Benin and Madagascar.

Research output increased and CERT also launched four additional popular booklets in its education rights series at an event which received extensive coverage in the mass media. In addition four opinion articles were published in mainstream newspapers and ten print media and fifteen electronic media interviews were given.

CERT's director was appointed to the editorial boards of McGill's Journal of Education and UJ's Education as Change journal. He also continues significant involvement in collaborative initiatives with colleagues in South Africa and abroad.

#### Research output

**DHET accredited journal articles, peer-reviewed chapters and peer-reviewed book.**

##### **1. Published in 2013**

Chisholm, L, The Textbook Saga and Corruption in Education, 2013, ***Southern African Review of Education***, Vol. 19, Issue 1.

Chisholm, L, Bantustan Education History, 2013, ***South African Historical Journal***, Vol. 20, No. 3.



Hlatshwayo, M, Immigrant Workers and COSATU: Solidarity versus National Chauvinism? 2013, **Alternation**, Special Edition 7 (2013) 267 – 293.

Vally, S, Thapliyal, N and Spreen CA, Education rights and participation in South Africa, 2013 **Comparative Education Review**, Volume 57, Number 2, pp. 212-231. ISSN: 0010-4086.

## **2. Submitted for publication in 2013, accepted and published in 2014**

Vally, S, The Battle for truth-youth resistance, neoliberalism and an appreciation of Neville Alexander, 2014, **Critical Arts**, Vol. 27, issue 2. ISSN: 0256-0046.

Vally, S and Spreen, CA, 'Globalization and Education in Post-Apartheid South Africa: The Narrowing of Education's Purpose' in **Globalization and Education Integration and Contestation across Cultures**, 2014, Stromquist, N. P and Monkman, K, Rowman and Littlefield: New York.

## **3. Submitted for publication in 2013, accepted and to be published in 2014**

Hlatshwayo, M and Vally, S, Violence, Resilience and Solidarity: The Education Rights of Child Refugees in South Africa, 2014, **School Psychology International**, Vol. 34, no. 3. ISSN: 0143-0343.

Hlatshwayo, M, 'Debating the nexus of education, skills and technology in the age of lean production: A Case Study of the ArcelorMittal Vanderbijlpark Plant' in Vally, S and Motale, E (eds), **Education, the Economy and Society in South Africa**, (In press) UNISA Press: Pretoria.

Motale, E and Vally, S, "'No one to blame but themselves' – Rethinking the relationship between Education, Skills and Employment" in Vally, S and Motale, E (eds), **Education, the Economy and Society in South Africa**, (In press) UNISA Press: Pretoria.

Vally, S and Motale, E, 'Education and Economy: Demystifying the skills discourse' in Vally, S and Motale, E (eds), **Education, the Economy and Society in South Africa**, (In press) UNISA Press: Pretoria.

Vally, S and Motale, E (eds), **Education, the Economy and Society in South Africa**, (In press) UNISA Press: Pretoria.

## **Peer-reviewed Chapters in Books**

Hlatshwayo, M, 'Debating the nexus of education, skills and technology in the age of lean production: A Case Study of the ArcelorMittal Vanderbijlpark Plant' in Vally, S and Motale, E (eds), **Education, Work and Society in South Africa**, (In press) UNISA Press: Pretoria.

Motale, E and Vally, S, "'No one to blame but themselves' – Rethinking the relationship between Education, Skills and Employment" in Vally, S and Motale, E (eds), **Education, Work and Society in South Africa**, (In press) UNISA Press: Pretoria.

Vally, S and Spreen, CA, 'Globalization and Education in Post-Apartheid South Africa: The Narrowing of Education's Purpose' in *Globalization and Education Integration and Contestation across Cultures*, 2013, Stromquist, N. P and Monkman, K, Rowman and Littlefield: New York.

Vally, S and Motala, E, 'Education and Economy: Demystifying the skills discourse' in Vally, S and Motala, E (eds), *Education, Work and Society in South Africa*, (In press) UNISA Press: Pretoria.

### **Book**

Vally, S and Motala, E (eds), *Education, Work and Society in South Africa*, (In press) UNISA Press: Pretoria.

### **Contributions at national and international conferences**

Vally, S, Opening Address: 'Educating for Social Justice,' Transforming Classrooms, Transforming Lives – combatting homophobia and transphobia in education, Joint conference: UNESCO, GALA and CERT, School of Tourism and Hospitality auditorium, University of Johannesburg, Bunting Road Campus, 28-29 November, 2013.

Vally, S, 'Critical Pedagogy, Social Injustice and the Role of the Academy', Faculty of Arts, Design and Architecture, University of Johannesburg, 26th August, 2013.

Vally, S, 'Critical Pedagogy: Key intellectual traditions, fundamental principles, provenance and importance in South Africa', Faculty of Education, University of Johannesburg, 20th August, 2013.

Vally, S, Panel presentation: 'The post-2015 agenda and South Africa', Panel title: Envisioning a critical and transformative international education agenda, World Congress of Comparative Education Societies (WCCES) 24-28 June 2013, Facultad de Ciencias Económicas, Buenos Aires, Argentina, (26/06/2013 with co-panellists: Professors Joel Samoff, Steven Klees and Carol Anne Spreen).

Vally, S, Panel presentation: 'The Impact of Globalisation on Education in Post-Apartheid South Africa,' Panel title: Globalization and Education: Integration and Contestation across Cultures Revisited, World Congress of Comparative Education Societies (WCCES) 24-28 June 2013, Facultad de Ciencias Económicas, Buenos Aires, Argentina, (26/06/2013 with co-panellists: Professors Karen Monkman, Nelly Stromquist and Karen Mundy).

Vally, S, Panel presentation: 'Footprints in the Sand: The Lessons and Legacies of South Africa's Education Social Movements', Panel title: Learning in/from social movements – Voices from those in adult learning/lifelong learning/nonformal learning , World Congress of Comparative Education Societies (WCCES) 24-28 June 2013, Facultad de Ciencias

Económicas, Buenos Aires, Argentina, (27/06/2013 with co-panellists: Professors Daniel Schugurensky, Sharhrzad Mojab and Aziz Choudry).

Vally, S, 'Education and Liberation – an overview of Neville Alexander's praxis', Neville Alexander Commemorative Conference, Nelson Mandela Metropolitan University, 6-8 July, 2013.

Vally, S and Spreen, CA, Joint presentation: 'Education as a public good and the role of educators as intellectuals', The Centre for Integrated Post-School Education and Training and the Centre for Community Schools, Missionvale Conference Centre, Missionvale Campus, Nelson Mandela Metropolitan University, 9<sup>th</sup> July, 2003.

Vally, S, Keynote address, 'Education, Solidarity and Consciousness – The praxis of student movements', Leadership of Diverse Communities Conference, Newcombe Hall, University of Virginia, 13th April, 2013.

Vally, S, Keynote address, 'Education for Liberation in South Africa: Legacies and Possibilities for an Unfinished Project in Post-Apartheid South Africa', 5th Annual Conference, Education for Liberation and Social Justice, Institute for Women's Studies, Birzeit University, Occupied Palestine, (Keynote given via Skype address from Amman, Jordan – refused entry by Israeli authorities), 13th March, 2013.

Vally, S, Keynote address, 'Education in South Africa today and possibilities for intervention: The Legacy of Asvat', Second Annual Abu Asvat Memorial Lecture, Sci Bono Centre, Johannesburg, 23rd February, 2013.

### **Teaching, Supervision and Assessment**

Jointly taught (with Mondli Hlatshwayo and Joseph Divala) two Master's modules: Globalisation, Curriculum and Transformation (CPC 107 and 108).

Preparations to supervise prospective doctoral student Brenden Gray (senior lecturer at FADA) and on the doctoral committee of Tracey Isaacs (supervised by Dr Dirk Postma).

On the dissertation committee of David Balwanz, doctoral student in the University of Maryland International Education Policy programme and Fulbright scholar currently visiting CERT.

Internal moderator for modules in the BEd Honours programme: Policy in Education (DCE0027) and Democracy in Education (DCE0017)

External examiner of Master's thesis 'Youth Culture and Discipline at a high school in the Western Cape,' (Supervisor Dr Azeem Badroodien, Stellenbosch University).

External examiner, Master's module: Advanced Theory in Education and Development (EDDE 702) (Prof Volker Wedekind, UKZN).

## **National and International Collaborative Projects**

### **Education Rights Project**

Composite report of The Education Rights of Refugees, Asylum Seekers and Migrants in South Africa project completed in March 2013, commissioned by the Foundation for Human Rights (Vally, S, Hlatshwayo, M and Spreen, C.A).

Four booklets in the education rights series (listed below) were launched at an event attended by 300 people on August the 29<sup>th</sup> at the Workers' Museum in Newtown.

Biersteker, L, The Right to Early Childhood Education.

Kruger, J, Children's Right to Education in Hospital.

Guzula, X, Jogee, N, Mahobe, N and Ntoyapi, M, Reading Clubs and Community Literacy.

Hlatshwayo, M., Paulo, M.; Treat, J. and Vally, S, Youth Unemployment: Understanding Causes and Finding Solutions – Reflections on Education, Skills and Livelihoods.

### **Education International Collaboration**

Appointed as a Critical Friend on the Board of Education International (EI) which represents 30 million teachers and education workers. EI has over 400 member organisations and operates from pre-school to university in 170 countries. The Critical Friends group (consisting of seven educationists) meets annually in Brussels and serves to provide EI with research and strategic support. CERT staff and associates will collaborate with EI on research around the privatisation of education.

### **Education Policy Consortium (EPC)**

The two projects outlined below are component parts of the larger EPC project on post-school education involving the Centre for Education Policy Development (CEPD), the Centre for Integrated Post-School Education and Training (CIPSET) and the Nelson Mandela Institute (NMI).

#### **Emerging Voices 2**

Emerging Voices 2 (project duration: 2013-2017) seeks to engage communities in creating a new vision for post-school education inclusive of community education, adult education, FET colleges and higher education. In 2013 CERT and other EV2 implementers began gathering the experiences and perspectives of local stakeholders on the current reality of post-school education in their community. The specific goals of EV2, in relation to the key research questions, are:

1. To gather perspectives from key stakeholders and community members on the research questions,

2. To mobilise communities around post-school issues that are important to them, create linkages between different post-school institutions in the community and stimulate action,
3. To build advocacy and research capacity in communities and at universities.

CERT's role in supporting implementation of EV2 includes site-based work in the Emfuleni Local Municipality, with a specific focus on Sebokeng. CERT has longstanding experience working in and relationships with community organisations in Emfuleni, many of which are active in post-schooling activities and advocacy. One of the critical responsibilities of CERT in implementation of EV2 is to facilitate the engagement of key stakeholders (including managers, teachers and learners) in post-school, adult and community education in Emfuleni. CERT works in collaboration with community organizations, the EV2 site learning and advocacy team (SLA) and the youth research learning and advocacy team (YRLA), local FETs, ABET institutions, Vaal University of Technology, the public library and various CBOs, NGOs and community organizations to support and facilitate implementation of EV2 activities.

Progress in 2013 involved (i) recruitment of site-based participants, (ii) completion of several introductory meetings in Sebokeng during which key programme issues and structures (e.g. site-based teams, youth research, learning and advocacy teams) were discussed, (iii) drafting of the site-based critical history, and (iv) partner meetings with other research teams to discuss methodology, critical history, and pressing research and activity implementation questions.

The developments in 2013 sets the foundation for ongoing research in 2014 which will elicit perspectives from educators, learners and community members associated with or living close to public HEIs, FET Colleges, Adult Basic Education and Training Centres and other educational institutions in the Emfuleni Local Municipality – specifically Sebokeng and Evaton North. Given the challenges in education and employment facing youth in South Africa, this research will pay particular attention to graduates of post-school institutions and unemployed youth and the relationship between post-school educational institutions and members of marginalized communities. To encourage the development of agency and voice, EV2 will facilitate the creation of a “learning and advocacy” team and a youth learning and advocacy team. Team members, who will also be considered as community investigators, will be drawn from members of institutions and programmes participating in the research project. Both teams will be substantively involved in the research process and activities throughout the research project. Main activities include workshops, trainings and community dialogues with key stakeholders; training and advocacy work (e.g. writing and other forms of expression related to post-school, community and adult education) with site and youth learning and advocacy teams; and “visioning” session with key stakeholders on possibilities and new directions in post-school, adult and community education.

The Community and Adult Education Project

The Community and Adult Education Project (project duration: 2013-2017) will in an iterative manner facilitate the development of Community Learning and Investigative Circles (CLICs) in the Freedom Park community where CERT has been working with Community Literacy and Numeracy Groups (CLINGs) for the past four years. CLICs are comprised of community investigators – individuals from the community who commit to participating in the project for the duration of the project. In 2013 research involved developing CLICs, providing training and readings on participatory action research (PAR), community mobilisation and approaches to adult and community education, with a special focus on issues of community learning centres and adult basic education and training. The project also facilitated community mapping, outreach and community dialogue sessions on post-school, community and adult education.

### Citation Indices of S Vally

Citations	662
h-index	13
i10-index	17

### Research Income

2013 Funders	Money received
CEPD/EPC (Education Policy Consortium DHET)	EPC1 – R63 491 EPC2 – R133 272
Rosa Luxemburg Foundation	R121 151
Foundation for Human Rights	R92 681
Norwegian People's Aid	R10 000
URC	R350 000

### Editorship and Journal Peer Reviews in 2013

Appointed Editorial Board Member, McGill Journal of Education, McGill University, Montreal, Canada and Editorial Board Member, Education as Change Journal, University of Johannesburg. Articles in the journals below were peer-reviewed.

Compare

Critical Arts  
Current Issues in Comparative Education  
Education as Change  
International Journal of Education and Development  
Journal of Education  
Perspectives in Education  
Southern African Review of Education

#### **Overall assessment and suggestions for improvements**

**Given the reality that CERT has only two permanent researchers and despite the many administrative tasks, community engagement imperatives and academic leadership obligations, the Centre has done extremely well in terms of its mandate, performance and productivity. Discussions with Prof Linda Chisholm on a more substantial research role and the inclusion of post-doctoral students might enhance the performance of the Centre. In the foreseeable future though and given the expectations of CERT now that it has been firmly established, consideration of an additional permanent senior researcher as well as an administrator on a three-year contract should be entertained.**

# **APPENDIX 4**



## APPENDIX 4

### ANNUAL REPORT 2013

#### PROF JACE PILLAY: SOUTH AFRICAN RESEARCH CHAIR IN EDUCATION AND CARE IN CHILDHOOD

The NRF funding for the Research Chair was only awarded for the last 6 months of 2013. However, this report includes all my activities for 2013.

##### *1. Academic research and publications*

In 2013 the following were published:

Author/s	Title	Article/Conference Proceeding	Date
<i>Pillay, J., Dunbar-Krige, H., &amp; Mostert, J.</i>	<i>Learners with behavioural, emotional and social difficulties' experiences of reintegration into mainstream education</i>	<i>Article – Journal of Emotional and Behavioural Difficulties</i>	<i>2013</i>
Lethale, P. & Pillay, J.	Resilience against all odds: A positive psychology perspective of adolescence-headed families	Article – African Education Review	December 2013
<i>Gerson, I., Lautenbach, G., &amp; Pillay, J.</i>	<i>Changing behaviours online: Surfing safely</i>	Conference proceedings –  In Jan Herrington et al. (Eds.), <i>Proceedings of World Conference on Educational Multimedia, Hypermedia and Telecommunications 2013</i> (pp. 1635-1641). Chesapeake, VA: AACE. Available from <a href="http://www.editlib.org/p/112185">http://www.editlib.org/p/112185</a>	<i>2013</i>

In addition to the above the following have been accepted for publication:

Author/s	Title	Article/Chapter	Date
Pillay, J.	Has democracy led to the demise of racism in South Africa? A search for the answer in schools	Article – African Education Review	First quarter of 2014
Pillay, J.	Advancement of children's rights in Africa: A social justice perspective for school psychologists	Article – School Psychology International	Currently being printed
Pillay, J.	Challenges educational psychologists face working with vulnerable children in Africa: Integration of theory and practice	Chapter in book titled: <i>Psychology in Education: Critical theory~practice</i>	First quarter of 2014

The following articles have been submitted for evaluation and publication:

Author/s	Title	Journal	Date
Wasielewski, T & Pillay, J.	Gauteng secondary school learners' lived experiences of Life Orientation and the fulfilment of its outcomes as a learning area.	Education as Change	July 2013
Diale, B. T., Pillay, J. & Fritz, E.	An exploration of the dynamics in the personal and professional development of Life-Orientation Teachers in the	Journal of Social Sciences	September 2013

	Gauteng province		
Orrie, S & Pillay, J.	A survey of education students' experiences of modern racism at a university in Gauteng	South African Journal of Higher Education	December 2013

## 2. Contributions at conferences/seminars

Conference/Seminar	Title	Date & Venue
<i>International Conference on Health and Well-Being</i>	Promotion of health and well-being of children from child-headed households in South Africa: Application of International Classification of Functioning, Disability and Health (ICF)	<i>Medical University, Brazil</i>
<i>International symposium on School Leadership</i>	Transforming challenges of Orphans and Vulnerable Children (OVC) into opportunities at South African schools	<i>Zurich, Switzerland 25- 28 September 2013</i>
<i>CODESRIA Child and Youth Institute</i>	Children's rights and social protection within a social justice framework	<i>CODESRIA, Dakar, Senegal 1-5 October 2013</i>
<i>CODESRIA Child and Youth Institute</i>	Definitional and ethical considerations around orphans and vulnerable children and the impact on children's rights	<i>CODESRIA, Dakar, Senegal 1-5 October 2013</i>
<i>CODESRIA Child and Youth Institute</i>	Methodological issues concerning research with orphans and vulnerable children	<i>CODESRIA, Dakar, Senegal 1-5 October 2013</i>
<i>WA Education and Care in Childhood</i>	Education and Care in Childhood: A South African Research Perspective	<i>WA Australia, Edith Cowan University</i>

		<i>26 October 2013</i>
<i>WA Education and Care in Childhood</i>	Education and Care of Orphans and Vulnerable Children within an African Context: Shifting practitioners' focus from challenges to enhancing resilience in OVC	<i>Perth Convention and Exhibition Centre,  WA Australia</i>

### ***3. Postgraduate supervision***

Below is a record of the students I have supervised until completion in 2013

#### **Master's students**

<b>Student</b>	<b>Title</b>	<b>Date</b>	<b>Publication</b>
<i>Sarah Jane Lipshitz</i>	The educational and psychological role that grandparents play when raising vulnerable learners	<i>Graduated 2013</i>	<i>Completed first draft of article</i>
<i>Ilanit Gerson</i>	The effectiveness of a "surfing safely" school educational initiative in increasing the awareness of vulnerable children with regards to internet safety and risks in a Jewish Community School.	<i>Submitted for examination October  2013</i>	<i>Article published in 2013</i>
<i>Trishana Soni</i>	An exploration of parents' perceptions about the benefits of the Els for Autism Computer Learning Centre for their children with autism using the Rethink Autism Programme in South Africa	<i>Ready for examination</i>	<i>Work in progress</i>
<i>Storm van der Walt</i>	Psychosocial developmental experiences of grade ten learners from child-headed households	<i>Submitted for examination  October 2013</i>	<i>Work in progress</i>

**Doctoral students:**

<b>Student</b>	<b>Title</b>	<b>Date</b>	<b>Publications</b>
<i>Tanya Wasielewski</i>	Gauteng secondary school learners' lived experiences of Life Orientation and the fulfilment of its outcomes as a learning area.	Graduated March 2013	Submitted for publication
<i>Lara Ragpot</i> <i>Co-supervisor</i>	Student learning in a course on cognitive development in childhood	Graduated September 2013	1 article published in 2013
<i>Charmaine Leatham</i>	An inquiry into the meaning making of gendered experiences of African adolescent girls from child-headed households within their educational and social contexts.	Submitted for examination 2013	Article in progress

In addition to the above I took on the following new students in 2013:

- 12 doctoral students in addition to the 5 that I already have. In less than 6 months all of these students are in the stage of producing their final proposals. Four of them have already presented their first doctoral seminars.
- 3 new masters' students in addition to the 4 that I already have. All of the new students have had their proposals and ethical applications approved by the respective faculty committees.

#### ***4. National and international collaborative projects***

<b>Collaborations established in 2013</b>	
<b>Collaborating scholar</b>	<b>Envisaged advancement of specific activities of Chair's research programme</b>
<b>Dr Andries Viviers</b>  Senior Policy Analyst: Children's Rights,	He serves as an adviser and a source for research publications on children's rights and OVC. In the past year, he has updated me with the most recent publications on OVC published by UNICEF. He has been appointed on the Advisory Committee of the Research Chair.

UNICEF		
<b>Dr Donald Skinner</b>  Director, Health Centre  Stellenbosch University	He conducted a national study on OVC in South Africa commissioned by the Human Science Research Council (HSRC). Due to his extensive knowledge about OVC, he has been appointed on the Advisory Committee of the Research Chair.	
<b>Prof Julia Sloth-Nielsen</b>  Dean of Law, University of Cape Town	Julia will serve as an adviser. She has extensive knowledge on children's rights and international human rights instruments pertaining to children which will add greatly to the ethical considerations of the research programme. She is also on the regional committee for children's rights in Africa and serves on several international committees. She has been appointed on the Advisory Committee of the Research Chair.	
<b>Prof Linda Theron</b>  Professor in Educational Psychology, North West University	She has specific knowledge and research projects on resilience in children. She will be assisting us with her experience in administering resilience measurement scales on OVC. She will also add value to the support intervention programmes that will emerge out of the research programme	
<b>Joan van Niekerk</b>  National Director of Childline	Ms van Niekerk has specific knowledge about children's rights and OVC within the SA context. She also has substantive national and international partnerships focusing on OVC which will add value to my research programme. She has been appointed on the Advisory Committee of the Research Chair.	
<b>Lynn Cawood</b>  Gauteng Director of Childline	Ms Cawood has specific knowledge about issues concerning children's rights and OVC within Gauteng, one location of my focus. She also has substantial national and local partnerships focusing on OVC which will be beneficial to this research.	
<b>Prof Leila Patel</b>  Director, Centre for Social Development, University of Johannesburg	Professor Patel has advised me in the past on issues around ethical considerations in research concerning OVC. Her Centre has conducted studies on issues concerning OVC and families (for example, on social grants). She will continue to serve as an adviser, especially on social development issues affecting OVC.	

<p><b>Mr Anthony Meyers</b></p> <p>Director: Psychosocial Division, Gauteng Department of Education</p>	<p>He has provided me with the policy documents and regulations concerning OVC from the Department of Education. He will also assist me with access to the after-care centres that are located in Gauteng, intended to support OVC. He will play a pivotal role in the implementation of intervention programmes that will be designed based on the findings of the research programme. He will also serve as an adviser on Policy Briefs that will be sent to the National Department of Education.</p>	
<p><b>Ms Carol Dyanthi</b></p> <p>Director, Ikageng</p>	<p>Ms Dyanthi cares for hundreds of orphaned children through Ikageng, a social work NGO. We have access to the children through her agency.</p>	
<p><b>Prof Caven McLoughlin</b></p> <p>Senior Professor, Faculty of Education, Kent State University, Ohio, USA</p>	<p>Professor McLoughlin was appointed as visiting professor to UJ in Sept 2012. He has conducted workshops and seminars on publishing articles in international journals. He is the editor of <i>School Psychology International Journal (SPI)</i>, a high impact journal. He has been appointed on the Advisory Committee of the Research Chair.</p> <p>Our collaboration resulted in my appointment as a guest editor of a special issue of <i>SPI</i> focusing on children's rights in Africa that will be published in 2014.</p>	
<p><b>Prof Jonathan Simon</b></p> <p>Director of Global Health Centre, Boston University</p>	<p>Professor Simon is a highly reputed researcher and scholar on OVC. He has been awarded millions of dollars in the last five years to conduct OVC studies in five African countries. He has already shared his research strategy and findings with me. He has provided me with measurement instruments for researching vulnerability and well-being in OVC, and has given me permission to use the instruments and modify them if I need to as part of my research programme. He will visit UJ as a visiting professor to advise us on particular aspects of the research programme and will conduct seminars and workshops focusing on quantitative research methodology. He has been appointed on the Advisory Committee of the Chair.</p>	
<p><b>Prof Linda Liebenberg</b></p> <p>Deputy Director of Resilience Centre, Dalhousie University,</p>	<p>Professor Liebenberg is collaborating with me on research focusing on the resilience of OVC. She has made the resilience measurement scales used in 12 countries across the continents available for research conducted by the Chair. We will be conducting comparative studies. She has been appointed on the Advisory Committee.</p>	

Halifax, Canada		
<b>Prof Elias Mpofu</b>  Director of Rehabilitation Counselling, Sydney University, Australia  University of Botswana	Professor Mpofu is a highly reputed researcher and scholar on counselling and rehabilitation programmes for OVC. He will serve as an adviser for the support intervention programmes developed as a result of the programme findings. He has substantial networks in Africa which will add value to my research programme. He has established skills in writing and publishing which he will impart to students and researchers involved in this project through workshops and seminars conducted at UJ. He has been appointed on the Advisory Committee representing Botswana and Zambia.	
<b>Dr Tim Corcoran</b>  Senior Researcher, Victoria Institute for Education, Diversity and Lifelong Learning	Dr Corcoran is an expert on community and critical psychology. We will collaborate in terms of academic writing and publications. I have already written a chapter on social justice issues and community interventions concerning OVC which is to be published in an international book titled <i>Psychology in Education: Critical theory-practice</i>	
<b>Dr Katie Schenk</b>  Senior Researcher of Washington Population Council	Dr Schenk is an expert on ethical issues concerning OVC. She has done intensive research on the vulnerability and well-being of children. She has allowed me to use the instruments that she developed for measuring vulnerability and well-being of OVC. She will also train our students and researchers in using modern technology when collecting data during field work.	
<b>Dawson Ruhl</b>  CEO of Child Australia	Collaborating on ECD.  Dawson has great experience in ECD in Australia and he is linked to international experts. He invited me to speak at the conference held by Child Australia in 2013. He has been appointed on the Advisory Board.	

## 5. Citation profile

Google Scholar indicates the following:

Citations since 2009: 175

h-index: 8

i10-index: 7



## **6. *Progress regarding publications in high impact journals***

School Psychology International is a high impact ISI journal published in the USA.

Africa Education Review is a high impact South African journal.

## **7. *Membership of editorial/review panels***

I was appointed as senior associate editor for *School Psychology International*, an ISI journal in January 2013.

I was appointed on the editorial board of *Wheelock International Journal of Children, Families, and Social Change* in October 2013 (<http://journal.wheelock.edu>)

[Appointed to the Scientific Review Committee for the 2014 South African Basic Education Conference](#)

I was invited to serve on the panel for the review of the MA and MSc Research Psychology programme at NWU, Potchefstroom Campus from 1 to 2 August 2013.

I was invited by the NRF to serve on the review panel for awarding research grants to rated researchers (28 & 29 November 2013)

I was invited by the NRF to review applications for rating of researchers.

I was invited by the Dean of Education at UKZN to serve on the panel for the appointment of a Professor in Educational Psychology

## **8. *Research income and expenditure of NRF SARCHI for 2013***

INCOME: R1005 242.43

EXPENDITURE: R 358 172.90

Due to the late transfer of funds into the account most of the money could not be spent. However, the Research Office has requested for the balance of the funds to be carried over to 2014.

## **9. *Other scholarly activities***

In 2013 I chaired the Task Team on Educational Psychology that was largely instrumental in negotiating the scope of practice of educational psychologists. This helped in putting UJ on the national map since we took the lead in this process.

I was awarded a scholarship by Wheelock College of Education to attend the conference celebrating 125 years of its history.

I was appointed by CODESRIA as a Resource Person to lecture and analyse the research proposals of laureates at the 2013 Institute of Child and Youth Affairs held in Senegal.

I was an invited speaker at the Western Australia Education and Care Conference in Australia from 25 to 27 October 2013.

I arranged for Prof McLoughlin, editor of *School Psychology International*, to be a visiting professor at UJ in September 2013. He conducted a series of workshops on applying for research grants.

I guest-edited a themed edition on Instructional School Leadership for the Journal *Education as Change*.

I guest-edited a special edition of *School Psychology International* on children's rights in Africa. This themed edition is currently being printed.

I was the external examiner of several dissertations/modules for the following universities: Wits and UP.

I established collaborations with the Chief Director from the Department of Social Development as well as the National Manager for HIV/AIDS.

I established a partnership with COPESA as part of my community engagement. I am organising for a group of students and lecturers from Wheelock College of Education, Boston, USA to visit COPESA and some Soweto schools.

I established collaborations as SARCHI Chair: Education and Care in Childhood with research partners in the following institutions: Boston University, Kent State University, Oxford University (UK), Dalhousie University (Halifax, Canada),

Sydney University (Australia), CODESRIA, UNICEF, Child Australia, Washington Population Council as well as several South African universities.

I reviewed articles for the following journals in 2013:

SA Journal of Psychology  
Education as Change  
SA Journal of Childhood Education  
SA Journal of Education  
African Education Review  
Journal of Psychology in Africa  
School Psychology International

## ***10. Overall assessment***

My major accomplishments in 2013 may be summarised as follows:

- Awarded the South African Research Chair in Education and Care in Childhood by the NRF and DST
- Published in high impact journals
- Good throughput of postgraduate students
- Appointed by CODESRIA to be a Resource Person at the 2013 Child and Youth Institute session
- Guest-edited two ISI journals (*School Psychology International* and *Education as Change*)
- Invited speaker at the Western Australia Early Childhood Education and Care Conference hosted by Child Australia
- Appointed as Senior Associate Editor of *School Psychology International*, an ISI journal
- Appointed on the editorial board of *Wheelock International Journal of Children, Families, and Social Change*

My high priority suggestions for improvement are the following:

- To increase the number of publications in high impact journals
- To increase my international profile with more active collaborations and networks, especially with the top universities
- To improve the quality of collaboration from the African Continent
- To strategically disseminate publications to increase citation profile

Overall my performance was very good and ahead of expectation in most areas.

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Prof Jace Pillay

South African Research Chair:

Education and Care in Childhood

# **APPENDIX 5**

## APPENDIX 5: INTERNATIONAL CONFERENCES

STAFF	CONFERENCE
Prof U Ramnarain	Episteme-5 Conference in Mumbai, India
	ESERA Conference, Cyprus University, Cyprus
Prof M Cross	11 <sup>th</sup> Annual International Hawaii Conference on Education, Hawaii
	International and Comparative Society (CIES), New Orleans
Dr L Kajee	7 <sup>th</sup> International Technology, Education and Development Conference (INTED) 2013, Valencia, Spain
	International Academic Conference on Social Sciences (IACSS) 2013 Conference, Istanbul, Turkey
Prof G Lautenbach	Edmedia - World Conference on Educational Multimedia, Hypermedia and Telecommunications, Victoria, Canada
<ul style="list-style-type: none"> <li>• Dr J Divala</li> <li>• Prof M Modiba</li> </ul>	57 <sup>TH</sup> ICET World Assembly 2013 – Innovations and Trends, Nonthaburi, Thailand 3 papers delivered
Prof M Modiba	Ethnography & Education Conference, Oxford, UK
Prof D Naidoo	XV WCCES Congress, Buenos Aires
Dr D Postma	CMS Critical Management Studies Conference, Manchester, London
Dr J Batchelor	Universitas 21 Conference, University College, Dublin
Prof G Jacobs	Australasian Association for Institutional Research (AAIR) 2013, Perth, Australia
	“Quality traps? Multidisciplinary analyses and comparative studies of quality policies in higher education”, Catholic University of Leuven, Belgium
Dr R Grobler	CoSMED Fifth International Conference on Science and Mathematics Education, Penang, Malaysia
<ul style="list-style-type: none"> <li>• Prof P du Plessis</li> <li>• Prof C Loock</li> <li>• Prof R Mestry</li> <li>• Prof J Pillay</li> </ul>	<p>School Leadership Symposium – Transforming challengers into opportunities, Switzerland</p> <p>4 papers delivered</p>
Prof R Mestry	2013 2 <sup>nd</sup> International Conference on Education and Management Innovation (ICEMI) Rome, Italy

Prof J Perumal	International Journal of Arts & Sciences (IJAS) Conference, Prague, Czech Republic
<ul style="list-style-type: none"> <li>• Dr N Petersen</li> <li>• Ms G Petker</li> <li>• Mrs L Ragpot</li> <li>• Prof E Henning</li> <li>• Dr G Dampier</li> <li>• Prof R Mestry</li> <li>• Prof J de Beer</li> </ul>	<p>AERA American Educational Research Association Conference 2013:</p> <p>Education and poverty: theory, research, policy and praxis, San Francisco, USA</p> <p>7 papers delivered</p>
Prof J Pillay	2013 WA Early Childhood Education & Care Conference, Perth, Australia
	Wheelock College Inaugural International Conference, Boston, USA
	International Conference on Health and Well-being, Sao Paulo, Brazil
Prof S Vally	CIES
Mrs J Fourie	13 <sup>th</sup> European Congress of Psychology
Prof E Henning	European Association for Research on Learning and Instruction Bi-Annual Conference, Munich
Dr L Ragpot	EARLI,
Prof M Myburgh	Thirteen International Conference on Diversity in Organizations, Communities and Nations, Charles University Darwin, Australia
	24 <sup>th</sup> International Nursing Congress: Bridge the gap between research and practice through collaboration. Sigma Theta Tau International Honor Society of Nursing, Prague, Czech Republic
	The 11 <sup>th</sup> World Federation of Societies of Intensive and Critical Care Medicine Congress, International Convention Centre, Durban SA
	3 <sup>RD</sup> Global Congress for Qualitative Health Research, KhonKaen, Thailand
	Livret du congressiste, Careers Guidance International Conference, Montpellier, France

## NATIONAL CONFERENCES

STAFF	CONFERENCE
<ul style="list-style-type: none"> <li>Mrs V Mabalane</li> <li>Prof G vd Westhuizen</li> <li>Prof C Myburgh</li> <li>Dr M Sedibe</li> <li>Prof R Mestry</li> </ul>	SAERA Conference, Klein-Kariba, Bela-Bela South African research association  6 papers delivered
R Mestry	SAELA
Mr N Mashishi	African Indigenous Languages Summit, Durban
Ms S Ramsaroop	Curriculum Reform & Transformation Conference, UNISA
<ul style="list-style-type: none"> <li>Dr J Batchelor</li> <li>Prof P Ankiewicz</li> <li>Prof J de Beer</li> <li>Dr R Diseko</li> <li>Dr R Grobler</li> <li>Prof G Jacobs</li> <li>Prof G Lautenbach</li> <li>Dr E Spangenberg</li> <li>Dr F van As</li> <li>Prof D vd Westhuizen</li> </ul>	ISTE Conference: International Conference on Mathematics, Science and Technology Education at Mopani Camp in the Kruger National Park  16 papers delivered
Prof Myburgh	Supporting Children in Healthcare: Inaugural South African Conference
	Division for Academic Development and Support (ads), University of Johannesburg
<ul style="list-style-type: none"> <li>Dr T Makoelle</li> <li>Mrs J Fourie</li> </ul>	Wits SAALED Inclusive conference
Mrs J Fourie	19 <sup>th</sup> South African Psychology Conference
Dr T Makoelle	Annual International Colloquium in the University of Free State
Dr K Luneta	21 <sup>st</sup> annual meeting of the Southern African Association for Research in Mathematics, Science and Technology Education (SAARMSTE)

Prof G Bender	Fifth International Symposium on Service-Learning (ISSL)
	3 papers delivered
	HELTASA
	Curriculum Reform and Transformation Conference
	Community Engagement Seminar: Descending from the ivory tower: The challenges and successes of community engagement for mutual learning
Dr C Smith	SAERA
	EMASA
Dr L Kajee	7 <sup>th</sup> Annual Teaching Learning Higher Education Conference
Prof C Myburgh	21th Annual Research Forum. University of Johannesburg
	Supporting Children in Healthcare: Inaugural South African Conference
Dr M Sedibe	Diversity Conference



# **APPENDIX 6**

APPENDIX 6: List of Publications for 2013								
INTERNATIONAL JOURNALS 2013								
Journal No	Volume and Issue No	Title of Journal	ISSN	Article Title	1 <sup>st</sup> Author	2 <sup>nd</sup> Author	All other authors	Units Claimed
RO-2014-0264	Vol 12(2)	Journal of Baltic Science Education	1648-3898	The achievement goal orientation of disadvantaged physical sciences students from Africa	Ramnarain U	-	-	1.00
RO-2014-0375	Vol 45(2)	The International Journal of Psychiatry in Medicine	0091-2174	Competence of medical students and residents in psychiatry regarding spirituality, at a South African school of clinical medicine	Janse van Rensburg A Wits	Szabo C Wits	Poggenpoel M Myburgh C	0.25
RO-2014-0378	Vol 16(4)	African Journal of Psychiatry	1994-8220	The role of spirituality in specialist psychiatry: a review of the medical literature	Janse van Rensburg A Wits	Myburgh C	Poggenpoel M	0.25
RO-2014-0395	Vol 17(1)	Education as Change	1682-3206	Forging collaborative relationships through creative expressive arts therapy as school community intervention	Fritz E	Veldsman T Student	Lemont SE Utrecht, the Netherlands	0.67

RO-2014-0406	Vol 43(1)	Research in Science Education	0157-244X	Science students creating hybrid spaces when engaging in an expo investigation project	Ramnarain U	de Beer J		1.00
RO-2014-0410	Vol 53(1)	Tydskrif vir Geesteswetenskappe/ Journal of Humanities	0041-4751	Praktyke en strategieë wat 'n kwaliteitsetos aan hoërondewysinstellings behoort te koester	Jacobs G	de Bruin K	Jacobs M	0.70
RO-2014-0435	Vol 36(1) July	Journal of Social Sciences	0971-8923	Exploring life orientation teachers' perceptions regarding teaching of recreation and physical well-being	Sedibe M			1.00
RO-2014-0648	Vol 37(3)	Journal of Social Sciences	0971-8923	Teachers' perceptions of pupils' maladjustment problems: a psycho-social perspective	Mutekwe E Student	Mutekwe C Student		1.00
RO-2014-0769	Vol 17(S1)	Education as Change	1682-3206	Collaboration for the effective and efficient management of school financial resources	Mestry R	Govindasamy VStudent		1.00
RO-2014-0770	Vol 17(S1)	Education as Change	1682-3206	The instructional leadership role of primary school principals	Mestry R	Moonsammy- Koopasammy I student	Schmidt M Simon Feraser Univ Canada	0.67

RO-2014-0771	Vol 18(1)	Education as Change	1682-3206	Mathematical errors in differential calculus tasks in the Senior School Certificate Examinations in South Africa	Makonye P Wits	Luneta K		0.50
RO-2014-0772	Vol 37(1)	Journal of Social Sciences	0971-8923	Empowering teacher teams to implement the integrated quality management systems in South African Secondary Schools	Hlongwane S Student	Mestry R		1.00
RO-2014-0773	Vol 17(S1)	Education as Change	1682-3206	Roleplayers' experiences and perceptions of heads of departments' instructional leadership role in secondary schools	Smith C	Mestry R	Bambie A student	1.00
RO-2014-0774	Vol 5(3) July	International Journal of Educational Sciences	0975-1122	School clusters in Zimbabwe: what issues do clusters tackle?	4 other authors	Mutekwe Student	-	0.20
RO-2014-0775	Vol 33(2)	South African Journal of Education	0256-0100	Teachers' reflections on distributive leadership in public primary schools in Soweto	Naicker S Student	Mestry R		1.00
RO-2014-0777	Vol 11(2) Dec	Studies of Tribes and Tribals	0972-639X	Can a philosophy for children programme empower the 21st century child in Africa?	4 Other authors	Mutekwe Student	-	0.20

RO-2014-0784	Vol 17(S)	Education as Change	1682-3206	The principal as instructional leader: Guiding schools to improve instruction	du Plessis P	-	-	1.00
RO-2014-0785	Vol 31(1)	Perspectives in Education	0258-2236	Perceived gender-based challenges endured by Zimbabwean secondary school girls in their academic and occupational	Mutekwe E Student	Modiba M	-	1.00
RO-2014-0792	Vol 28(3)	Journal of Education Policy	0268-0939	Government and educational reform: policy networks in policy-making in Zimbabwe, 1980-2008	Moyo NStudent	Modiba M	-	1.00
RO-2014-0795	Vol 17(S1)	Education as Change	1682-3206	The relationship between emotional competence and instructional leadership and their association with learner achievement	Grobler B	Conley L		1.00
RO-2014-0799	Vol 17(S1)	Education as Change	1682-3206	Using examination and assessment scores as an aspect of instructional leadership in the school	Loock C			1.00
RO-2014-0803	Vol 31(3)	Perspectives in Education	0258-2236	Teachers' understanding of mathematical cognition in childhood: towards a shift in pedagogical content knowledge?	Henning E		-	1.00

RO-2014-0804	Vol 17(S1)	Education as Change	1682-3206	The school principal as instructional leader: a structural equation model	Grobler B			1.00
RO-2014-0805	Vol 10(3)	Africa Education Review	1814-6627	Resilience against all odds: a positive psychology perspective of adolescent-headed families	Lethale P	Pillay J	-	0.50
RO-2014-0806	Vol 16(5)	Race ethnicity and education	1361-3324	Pedagogy of refuge: education in a time of dispossession	Perumal J	-	-	1.00
RO-2014-0808	Vol 57(2)	Comparative Education Review		"Until we get up again to fight". Education rights and participation in South Africa	Thapliyal N	Vally S	Spreen C	0.66
RO-2014-0809	Vol 12(5)	International Business & Economics Research	1535-0759	Self-employed graduate entrepreneurs and management of small and medium enterprises (SMEs) in Lagos State, Nigeria	Shonubi O Post Doc	Taiwo S Univ Nigeria		0.50
RO-2014-0826	Vol 10(3)	Africa Education Review	1814-6627	Exploring educator competence in teaching environmental education in schools in Gauteng	Ramsaroop S	van Rooyen H	-	1.00
RO-2014-0827	Vol 15(2)March	The Anthropologist	0972-0073	Philosophy for children: A possible starting point for democratic citizenship in Africa?	4 Other authors	MutekweStudent	-	0.20

RO-2014-0828	Vol 37(3) December	Journal of Social Sciences	0971-8923	Exploring the teachers' role in the social construction of gender through the hidden culture and pedagogy: a case of Zimbabwe	Mutekwe E Student	4 Other authors	-	0.20
RO-2014-0829	Vol 15(1) January	The Anthropologist	0972-0073	A SWOT analysis of the rise and pedagogical implications of the social constructivist epistemology in education practice	Mutekwe E Student	4 Other authors	-	0.20
RO-2014-0830	Vol 35(3) June	Journal of Social Sciences	0971-8923	Perceived challenges of implementing the performance management system in Zimbabwe	3 Other authors	Mutekwe Student	1 Other author	0.20
RO-2014-0831	Vol 89	Research in Education		Understanding a text from the 1980s unrest in South Africa: a teacher-led reading of a novel at a rural school	Modiba M	Stewart S Student	-	1.00
RO-2014-0833	Vol 33(3)	South African Journal of Education	0256-0100	Male teachers' experience of own aggression	Botha J North West Univ	Myburgh C	Poggenpoel M	0.33
RO-2014-0836	Vol 65(3)	South African Historical Journal	0258-2473	Bantustan Education History: The 'Progressivism' of Bophuthatswana's Primary Education upgrade programme (PEUP), 1979-1988	Chisholm L Visiting professor	-	-	1.00

RO-2014-0872	Vol 33(1)	South African Journal of Education	0256-0100	South African physical sciences teachers' perspectives of new content in a revised curriculum	Ramnarain U	Fortus D Israel		0.50
RO-2014-1050	Vol 17(1)	Education as Change	1682-3206	A metaphorical analysis of the ecology of the classroom	MacKenzie A Visiting professor	-	-	1.00
RO-2014-1052	Vol 36(2)	Journal of Social Sciences	0971-8923	Students' perceptions of the utility of pedagogical approaches used by lecturers in selected faculties at a Zimbabwean University	Maphosa C	Zikhali J Student	Chauraya E Madzanire D	0.25
RO-2014-0783		Research Papers in Education	0267-1522	Theory and practice in in-service teacher learning: teachers' reconceptualisation of curriculum in history lessons	Moyo N	Modiba M	-	1.00
RO-2014-1053	Vol 10(4)	Africa Education Review	1814-6627	Post-colonial perspectives on education policy research	van der Westhuizen G	-	-	1.00



NATIONAL JOURNALS 2013								
Journal No	Volume and Issue No	Title of Journal	ISSN	Article Title	1 <sup>st</sup> Author	2 <sup>nd</sup> Author	All other authors	Units Claimed
RO-2014-0363	Vol 32(1)	Suid-Afrikaanse Tydskrif vir Natuurwetenskappe en Tegnologie	0254-3486	n Teoretiese besinning oor die implikasies van die filosofie van tegnologie vir onderwyseropleiding	Ankiewicz P			1.00
RO-2013-0359	Vol 27(1)	South African Journal of Higher Education	1011-3487	Understanding and managing conflict: A prerequisite for post-merger FET colleges	Mestry R	Grobler B	Bosch M Student	1.00
RO-2013-0376	Vol 46(1)	De Jure	1466-3597	A critical analysis of legislation on the financial management of public schools: A South African perspective	Mestry R	-	-	1.00
RO-2013-0377	Vol 46(1)	De Jure	1466-3597	Legislation and policies: Progress towards the right to inclusive education	du Plessis P	-	-	1.00
RO-2014-0374	Vol 32(1)	Suid-Afrikaanse Tydskrif vir Natuurwetenskappe en Tegnologie	0254-3486	n Teoretiese besinning oor die implikasies van die filosofie van tegnologie vir klaskamerpraktyk	Ankiewicz P	-	-	1.00

RO-2014-0381	Vol 18(1)	Health SA Gesondheid	1025-9848	Nurses and care workers' perceptions of their nurse-patient therapeutic relationship in private general hospitals, Gauteng, SA	Van den Heever A	Poggenpoel M	Myburgh C	0.33
RO-2014-0401	Vol 31(1)	Mousaion	0027-2639	Reading, social media and learning conversations	van der Westhuizen G			1.00
RO-2014-0405	Vol 32(1)	Suid-Afrikaanse Tydskrif vir Natuurwetenskappe en Tegnologie	0254-3486	Uitdaging in die onderrig van evolusie in die lewenswetenskappeklaskamer	de Beer J	Henning E		1.00
RO-2014-0442	Vol 46(1)	De Jure	1466-3597	Statistical adjustment of matric marks: The right of access to information	Loock C	-	-	1.00
RO-2014-0793	Vol 9(2)	TD The Journal for Transdisciplinary Research in Southern Africa	1817-4434	The politics of performative ontology in information systems	Postma D	-	-	1.00
RO-2014-0794	Vol 32(1)	Suid-Afrikaanse Tydskrif vir Natuurwetenskappe en Tegnologie	0254-3486	Voeding en fisieke welstand as deel van die skoolkurrikulum: 'n Intervensie in 'n onderwysopleidingprogram	de Beer J	van Wyk B	-	0.50

RO-2014-0807	Vol 57	Journal of Education	0259-479X	Coherent discourse and early number teaching	Naidoo D	Venkat H Wits	-	0.50
RO-2014-0825	Vol 11	Journal for New Generation Sciences	1684-4998	Learn 2.0 technologies and the continuing professional development of secondary school mathematics teachers	van Staden C student	van der Westhuizen D	-	1.00
RO-2014-0834	Vol 19(1)	Southern African Review of Education	1563-4418	The textbook saga and corruption in education	Chisholm L Visiting professor	-	-	1.00
RO-2014-0867	Vol 27(5)	South African Journal of Higher Education	1011-3487	Mentoring conversations in the professional preparation of teachers	Tillema H Visiting professor	van der Westhuizen G	-	1.00
RO-2014-0868	Vol 58	Journal of Education	0259-479X	Exploring the recontextualisation of the discourse of geography in textbooks	Naidoo D	-	-	1.00
RO-2014-1051	Vol 18(1)	Health SA Gesondheid	10259848	Post-basic nursing student's reflections on their experiences of dialogic medication	Petersen N	Merckel V	-	1.00
RO-2014-1054	Vol 7	Alternation	1023-1757	Immigrant workers and COSATU: solidarity versus national chauvinism?	Hlatshwayo M	-	-	1.00

RO-2014-1217	Vol 45(1)	Acta Academica	0587-2405	Managing the moderation of school-based assessment at Grade 12 level in Gauteng	Grobler B	Loock C	Govender P Student	1.00
RO-2014-1273	Vol 17(1-2)	African Journal of Research in Mathematics, Science and Technology Education	1028-8457	Teacher knowledge of learners' help-seeking in mathematics problem solving	Marais C student	van der Westhuizen G	Tillema H Visiting professor	1.00
RO-2014-1503	Vol 10	Yesterday & Today	2223-0386	"Who does this history curriculum want you t be?" Representation, school history and curriculum in Zimbabwe	Moyo N Student	Modiba M	-	1.00

CONFERENCE PROCEEDINGS 2013							
Proceeding No.	Title of Proceeding	ISBN	Title of contribution	1 <sup>st</sup> Author (with staff/student number if applicable)	2 <sup>nd</sup> Author (with staff/student number if applicable)	All other authors (with staff/student number if applicable)	Units Claimed
RO-2014-0898	1ste International Conference on Mathematics, Science & Technology Education	978-1-86888-742-2	Learners' engagement in the learning of mathematics with mobile technology	Diseko R	Batchelor J	Mcetywa ML (Student)	0.50
RO-2014-0810	1ste International Conference on Mathematics, Science & Technology Education	978-1-86888-742-2	Instructional methodology for technological problem solving in project-based classroom	Jankovljevic M	Ankiewicz P		0.50
RO-2014-0873	1ste International Conference on Mathematics, Science & Technology Education	978-1-86888-742-2	The effect of differentiated teaching on learner achievement of grade 8 mathematics learners with special educational needs	Spangenberg E			0.50
RO-2014-0874	1ste International Conference on Mathematics, Science & Technology Education	978-1-86888-742-2	Reaching out and connecting: pre-service teachers and their professional learning networks	Batchelor J	Lautenbach G	-	0.50

RO-2014-0875	1ste International Conference on Mathematics, Science & Technology Education	978-1-86888-742-2	Purposeful transformation of teaching practice: learning technologies in collaborative social and historical contexts	Lautenbach G	Batchelor J	-	0.50
RO-2014-0877	1ste International Conference on Mathematics, Science & Technology Education	978-1-86888-742-2	Teacher perspectives on the implementation of the national curriculum statement (NCS) in technology	Van As F	Grobler B	-	0.50
RO-2014-0888	1ste International Conference on Mathematics, Science & Technology Education	978-1-86888-742-2	Building on a solid foundation: Pre-Science teacher education in the first year of university study	De Beer J	Ankiewicz P	-	0.50
RO-2014-0889	1ste International Conference on Mathematics, Science & Technology Education	978-1-86888-742-2	The alignment of the caps for technology in the senior phase with the philosophy of technology: a critical analysis	Ankiewicz P	-	-	0.50
RO-20140891	1ste International Conference on Mathematics, Science & Technology Education	978-1-86888-742-2	Challenges in the teaching of evolution in the life sciences classroom	De Beer J	-	-	0.50
RO-2014-0892	1ste International Conference on Mathematics, Science & Technology Education	978-1-86888-742-2	Indigenous knowledge in the science classroom: science, pseudo-science, or missing link?	De Beer J	Mothwa M (Student)	-	0.50

RO-2014-0895	1ste International Conference on Mathematics, Science & Technology Education	978-1-86888-742-2	Pedagogical bungee-jumping: Learning in practice	De Beer J	Lautenbach G	Batchelor J	<b>0.50</b>
RO-2014-0896	1ste International Conference on Mathematics, Science & Technology Education	978-1-86888-742-2	Video-recorded lesson analysis as replacement for micro-lessons in a learning area methodology module	Grobler R			<b>0.50</b>
RO-2014-0897	1ste International Conference on Mathematics, Science & Technology Education	978-1-86888-742-2	Emancipation from fundamentalist teaching: how school inhibits ict creativity and innovation	Van der Westhuizen D	-	-	<b>0.50</b>
RO-2014-0899	ED-MEDIA World Conference on Educational Media & Technology	978-1-939797-03-2	Streamlining processes with technology: The research ethics committee	Lautenbach G	Batchelor J		<b>0.50</b>
RO-2014-0902	ED-MEDIA World Conference on Educational Media & Technology	978-1-939797-03-2	Changing behaviours online: surfing safely	Gerson I (Student)	Lautenbach G	Pillay J	<b>0.50</b>
RO-2014-0903	IACSS 2013 International Academic Conference on Social Sciences	978-9941-0-5712-0	Women's voices in English language education	Kajee L	-	-	<b>0.50</b>

RO-2014-0905	epiSTEME 5: International Conference to Review Research on Science, Technology and Mathematics Education	978-93-81542-83-5	The achievement goal orientation of disadvantaged black physical sciences students from South Africa	Ramnarin U	-	-	0.50
RO-2014-0906	EDU Learn 5th International conference on Education and New Learning Technologies	978-84-616-3822-2	A self-review framework: Information and communication technology in a school for learners with special educational needs	Diseko R	Pule S (Student)	-	0.50
RO-2014-0908	5th International Symposium: Service Learning 2013	978-0-620-59299-4	Responsive leadership as service for curricular community engagement at South African universities: narratives from academics	Bender G	-	-	0.50
RO-2014-0911	INTED 2013 7th International Technology, Education and Development Conference	978-84-616-2661-8	Gaming, learning and literacy	Kajee L	-	-	0.50
RO-2014-0913	Leurres de la qualite dans l'enseignement superieur. Variations internationales sur un theme ambigu	978-2-8061-0113-6	An international quest to establish and nurture a quality ethos in higher education	Jacobs G	-	-	0.50



RO-2014-1081	ICET 2013 57th World Assembly Innovations and Trends in Education	978-0-9827113-3-0	The challenges of teacher leaders in Nigeria Public Secondary Schools	Olujuwon T (Student)		-	0.50
RO-2014-1093	ICET 2013 57th World Assembly Innovations and Trends in Education	978-0-9827113-3-0	Dilemmas of numerical transformation: A critique of student body diversity in the South African higher education post - 1994	Hungwe JP	Divala J	-	0.25
RO-2014-1077	ICET 2013 57th World Assembly Innovations and Trends in Education	978-0-9827113-3-0	Improving schooling through curriculum guidance documents	Modiba M	Stewart S (Student)	-	0.50
RO-2014-1134	Proceedings of the 40th Annual International Conference of the Southern African Society for Education (SASE)	978-1-86822-635-1	An exploratory study on children at risk: A case of orphans' social and intellectual wellness in Masvingo Urban, Zimbabwe	Mafumbate R (Student)	Makoelle T	Magano D	0.34
RO-2014-1055	SAERA 2013 Educational Research in South Africa: Practices and Perspectives	978-0-19-599660-9	An exploration of the University of Johannesburg heads of department's experiences and perceptions of the university's performance management system	Seyama S (Student)	-	-	0.50
RO-20140261	ED-MEDIA World Conference on Educational Media & Technology	978-1-939797-03-2	Digital Literacy in the 21st Century: fact or fiction?	Barlow-Jones G	van der Westhuizen D		0.25

RO-2014-1139	ED-MEDIA World Conference on Educational Media & Technology	978-1-939797-03-2	The transient emotions and conceptions of novice students crossing a threshold while learning to program: a phenomenographic study	Chetty J	van der Westhuizen D		0.25
RO-2014-1142	ED-MEDIA World Conference on Educational Media & Technology	978-1-939797-03-2	"I hate programming" and other oscillating emotions experienced by novice students learning computer programming	Chetty J	van der Westhuizen D		0.25
RO-2014-1142	1ste International Conference on Mathematics, science & Technology Education	978-1-86888-742-2	Metacognitive awareness and skill amongst students studying computer programming	Chetty J	van der Westhuizen D	-	0.25
	1ste International Conference on Mathematics, science & Technology Education	978-1-86888-742-2	Learning Mathematics with technology - a meaningful endeavour involving 2nd year education students	Durandt R	Jacobs G	-	0.25
	1ste International Conference on Mathematics, science & Technology Education	978-1-86888-742-2	Student transition and role perceptions of first year science academics	Jacobs M	Jacobs G	-	0.25

	13th Annual forum of the Australian Association for Institutional Research (AAIR): "Insights from Institutional Research: Exploring New Shores"	1443-2110	Role perceptions of academics who teach to at risk first year students: the influence of gender	Jacobs M	Jacobs G		0.25
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# CHAPTERS 2013

CHAPTERS 2013									
Book No.	Title of book	ISBN	Title of contribution	1st Affiliated Author's Department	1 <sup>st</sup> Author (with staff/student number if applicable)	2 <sup>nd</sup> Author (with staff/student number if applicable)	All other authors (with staff/student number if applicable)	Prop of authors	Units Claimed
RO-2014-0936	Global Issues in Institutional Research	978-1-1187-1435-5	Institutional Research in light of internationalization, growth, and competition	Science & Technology	Taylor B	Webber K	Jacobs G	0.33	0.10
RO-2014-1341	The power of gender, the gender of power	978-1-59221-911-7	Women leadership and constitutional right in Africa: a myth or reality?	Education & Curriculum Studies	Shonubi OK Post Doc			1.00	0.28
RO-2014-1342	New South African Review 3	978-1-86814-735-9	Equity, quality and access in South African Education	Deans office	Motala S Visiting professor			1.00	0.30
RO-2014-1343	Education in Southern Africa	978-1-44117-149-8	South Africa: making post-apartheid rights into realities	Deans office	Motala S Visiting Professor			1.00	0.30

# **APPENDIX 7**

## APPENDIX 7

# Department of Childhood Education Report for 2013

### Introduction

The Department of Childhood Education (DCE) saw the completion of its first cohort of Foundation phase students who started the programme in 2010. This was the major highlight for the Department in 2013 as the first lectures, materials such as learning guides, assessment tasks, tests and examinations in the foundation phase programme were tested on this group of students. Seeing them complete was an indication that the programme was successful and bearing fruits.

The Department also saw one member of staff complete her doctorate, while another is awaiting results.

All the posts in the department have been filled. All courses were offered by staff in the department and a few part-time staff in methodology courses. The only exception was the African language courses, which were offered by the Department of African Languages. There is however a need to recruit more staff, especially with the introduction of the Intermediate Phase programme, which will also be a four-year programme with the same number of credits as the Foundation Phase programme. As the Foundation Phase programme needed a staff component of more than six lecturers on a full work load, by implication a full Intermediate Phase programme will require a similar number considering the fact that some members of staff are involved with their doctoral studies as well. The good staffing in the Foundation Phase programme has ensured a pass rate per programme of above 75%.

### Strategic focus

The strategic focus in the Department is to deliver a cutting edge Foundation Phase programme recognised as a national flagship. This will be accomplished by the academic staff that are of a high calibre and grounded in their areas of specialisation. The strategy is to develop academic excellence and be the leaders in childhood education in the country through collaboration in research and publications with internationally renowned colleagues in the field of childhood education.

The challenges in the department have been well captured by the new Head of Department, Prof Petersen, who wrote as follows:

*I have only been part of the department for 6 months (from June 2013) and see the strengths of the department as follows: young energetic staff members that are keen to make a contribution to childhood education initiatives and the education of Foundation Phase teachers. A challenge is that few of the staff members have teaching experience in the*

*Foundation Phase. However, most of the staff is well equipped to teach in the new programme in the Intermediate Phase which comes into effect in 2014.*

*The teaching school and the involvement of students and DCE staff in the practicum and placement model at the school has been a huge challenge up to now. There is no existing model in the country to work with and thus the first iteration of the model was based mainly on suggestions by inexperienced staff and some ideas from the literature, which did not prove to be successful. Also there was no clear alignment between the academic curriculum and the activities students performed in the school, with few opportunities for communication between the DCE and the Funda Ujabule (FU) teaching staff. To address some of these limitations, a task team was established in 2013 under the leadership of Ms Petker. A comprehensive set of guidelines was developed for both the Education Studies stream of subjects and the Teaching Methodology and Practicum stream of subjects to align with the student placement in the FUTS. Two co-ordinators for these streams, Dr L Ragpot and Ms P Naidoo, were appointed. Additional workshops were arranged to solidify the communication channels between the DCE and the FUTS staff.*

*Another challenge was in the employment of suitably qualified and experienced staff to teach the Teaching Methodology and Practice (TM&P) modules in the Foundation Phase programme. Four school teachers with the requisite teaching experience and understanding of the skills and knowledge students require at first, second and third year level were recruited. The modules were offered by these teachers in the second half of 2013. These teachers will continue offering the modules in 2014 until a suitably qualified academic staff member is appointed.*

The department's major challenge is ensuring that the courses for which there are no lecturers in the department are taught at the highest standard possible. In order to do so colleagues from the primary school sector who are grounded and knowledgeable in the areas of childhood education and teachers training have been appointed. This has proved to be working well.

The department contributed to enhancing the status of the University in 2013 by means of the national and international presentations that staff in the department took part in. The programme in the department has attained the status of being a flagship programme, as the department has championed childhood education in the country. The association and affiliation with the University of Johannesburg Institute for Childhood Education (UJICE) and the Funda Ujabule (FU) School have added reverence to the department's stature and that of UJ.

## **Staff**

There are four members of staff with doctoral qualifications and four studying towards a doctorate. All but one member of staff without a PhDs were enrolled for doctoral programmes and were being supervised by members in the Department.

### **Special achievements**

There were a number of achievements in 2013

- Dr L Ragpot graduated with a doctorate
- A story-telling festival was held in the year under the guidance of Ms Petker
- A successful Achterberg camp for first-year Foundational Phase (FP) students was co-ordinated by Ms Petker
- A fourth-year Achterberg camp was co-ordinated by Dr Ragpot
- The cohort of 2010 completing their four years and being the department's first group of graduates in Bachelor of Education Foundation Phase was a great achievement and a big moment for the Department.

### **Students and academic programmes**

The Department was one of the first in the country to have the Foundation Phase programme approved by the HEQC. The BEd Hons in Childhood Education and the Diploma in grade R teaching were also developed 2013 and are awaiting accreditation.

The Foundation Phase programme as well as the Intermediate Phase programme have been benchmarked internationally and have been approved by HEQC.

### **Research footprint and impact**

The academics with doctorates were very active in supervision of master's and doctoral students as well as in related publications.

- Dr Luneta had 2 master's students and 1 doctoral student who graduated in 2013. Related articles were submitted to journals.
- Prof Petersen had one doctoral student who graduated. An article has been written and is awaiting reviewers.
- Dr Dampier and Dr Ragpot were supervising master's and doctoral students who should be competing in the near future.

### **Citation profile of staff**

Staff in the department had the following citations on google scholar:

Staff member	Citations	H-Index
Prof N. Petersen	86	6



Dr K. Luneta	13	2
Dr G. Dampier	5	1
Mr. J Maseko	6	1

### Research output by staff in 2013

Total publications output for 2013:–

- Prof Petersen: 2.5 units and 2 book chapters

#### ACCREDITED ARTICLES

Petersen, NF & Merckel, V. (2013). Post-basic nursing students' reflections on their experiences of dialogic mediation. (SA/DoE, Health SA Gesondheid)

Petersen, NF. (2013). The voices of students in their struggle for academic success: how they reflect on their writing. (ISI/Social Sciences Citation Index, Education as Change)

Petersen, NF. (Accepted for publication in 2014). The 'good', the 'bad' or the 'ugly'? Male teachers in foundation phase teacher education. (ISI and IBSS, South African Journal of Education).

- Dr Luneta: 0.5 units, 7 book chapters and 2 text books in 2013  
*Teaching elementary mathematics* by Lambert Academic Publishers  
*Teaching Mathematics: Elementary and Intermediate Phase* by Oxford Southern Africa

#### ACCREDITED ARTICLE

Makonye, J. P & Luneta, K. (2014). Mathematical errors in differential calculus tasks in the Senior School Certificate Examinations in South Africa. *Education as Change* 18(1) 119-136.

#### NON-ACCREDITED ARTICLE

Luneta, K. & Makonye J. P. (2013). Learners' Mathematical Errors in Introductory Differentiation: A Theoretical Framework. *US-China Education Review A* 3(12), 914-923. ISSN 2161-623X

#### BOOKS (TEXT BOOK)

Luneta, K. (Ed), Hobden, S., Austin, P., Fransman, J., van Putten, S., van der Walt, M. and Adendorff, (2013) *Teaching Mathematics: Foundation and Intermediate phase*. Oxford University Press. Southern Africa **ISBN: 9780195997897**

Luneta, K (2013). *Teaching Elementary Mathematic. Learning to teach elementary mathematics through mentorship and professional development*. Saarbrücken: LAP LAMBERT Academic Publishing GmbH & Co. KG. **ISBN: 978-3-659-28955-2**

### **BOOK CHAPTERS**

Luneta K. (2013). Numeracy in the curriculum: Chapter 10 in Luneta, K. (Ed), Hobden, S., Austin, P., Fransman, J., van Putten, S, van der Walt, M. and Adendorff, S. *Teaching Mathematics: Foundation and Intermediate Phase*: Oxford University Press. Southern Africa **ISBN: 9780195997897**

Luneta K. (2013). Developing a sense of number: Chapter 11 in Luneta, K. (Ed), Hobden, S., Austin, P., Fransman, J., van Putten, .S., van der Walt, M., Adendorff, S. *Teaching Mathematics: Foundation and Intermediate Phase*: Oxford University Press. Southern Africa **ISBN: 9780195997897**

Luneta K. (2013) Developing early number ideas and strategies: Chapter15 in Luneta, K. (Ed), Hobden, S., Austin, P., Fransman, J., van Putten, .S., van der Walt, M., Adendorff, S. *Teaching Mathematics: Foundation and Intermediate Phase*: Oxford University Press. Southern Africa **ISBN: 9780195997897**

Luneta K. (2013) Introducing place values: Chapter 16 in Luneta, K. (Ed), Hobden, S., Austin, P., Fransman, J., van Putten, .S., van der Walt, M., Adendorff, S. *Teaching Mathematics: Foundation and Intermediate Phase*: Oxford University Press. Southern Africa **ISBN: 9780195997897**

Luneta K. (2013) Introducing fractions and decimal fractions: Chapter 19 in Luneta, K. (Ed), Hobden, S., Austin, P., Fransman, J., van Putten, .S., van der Walt, M., Adendorff, S. *Teaching Mathematics: Foundation and Intermediate Phase* : Oxford University Press. Southern Africa. **ISBN: 9780195997897**

Dampier, G. A. (accepted for publication in May 2014). The need for invariant assessment in South African education. *South African Journal of Education*

### **National and international collaborative projects**

As a new department very little has been done towards international collaboration in terms of research. This is a challenge for the years to come. Prof Petersen is however involved in a research with colleagues from Finland (UJ-UH collaborative funding for teacher learning in SA and Finland)

### **Staff membership on boards and journal reviews**

Staff in the department participated in the following other academic undertakings:

- Dr Luneta is an editorial member of the now accredited *South Africa journal of childhood education*. He is a reviewer of journals such as *Education as Change*, *Pythagoras*, *Southern African Association of Research in Mathematics Science and Technology Education (SAARMSTE)*, *South African Journal of Education (SAJE)* as well as reviewing NRF proposals.
- Dr Dampier is on the editorial board of *Education as Change* and was a co-editor for a special issue of the South African Journal of Childhood Education in 2013.
- Dr Ragpot is on the NRF panel of reviewers.
- Prof Nadine Petersen, the newly-appointed HoD, is a member of the following editorial/review panels: *Education as Change*, *South African Journal of Education*, *South African Journal of Childhood Education*, *NRF rating reviews*

### **Research income and expenditure**

Staff in the department obtained the following funding from various institutions.

- Prof Petersen obtained the following funding – *R160 000 UJ-UH; NRF – R85 000*
- Dr Luneta obtained R300 000 from Tsogo Sun for a study of chess and mathematics in the Foundation Phase.

### **Internationalisation**

The following visitors from abroad interacted with the department in 2013

- Prof Jari Lavonen (University of Helsinki) and Mr Aril Myllivitta (Viikki Schools), conducted workshops and seminars with Funda UJabule teachers as well as staff from the Department.
- Professor Tina Bruce CBE (Commander of the Order of the British Empire) a renowned academic in childhood education from Froebel Educational Institute in UK visited the Department and conducted seminars and workshops with members of staff, students and teachers at Funda UJabule primary school.

### **Community service, stakeholder engagement and reputation management**

All members of staff were involved in community service activities. The surrounding schools were invited to mathematics workshops and other workshops that took place at Funda UJabule primary school. More needs to be done in this regard in 2014.

Prof Jari Lavonen from the University of Helsinki, who was Prof Petersen's guest, delivered a public lecture on 20 November 2013.

### **Marketing initiatives**

The department was marketed through international and local conference participation by members of staff. There were also articles in local newspapers. The Star of 9 October 2013, for example, carried an article on the previous HoD in his capacity as the lead researcher in a study of the influence of chess in learning mathematics in Gauteng schools. There were also articles written by staff for the local newspapers, which depicted the Department in a good light. Marketing drives are planned for 2014 such as fliers that provide information on what the Department offers and its links to UJICE.

### **Conclusion and way forward**

The department has pledged to foster more concrete relationship and participation with the UJICE initiatives. It will also provide professional development programmes for younger members of staff to address their accredited article output as well as their academic stature. More international academics and local specialists in childhood education will be invited to collaborate in research as well as to offer guidance in the field of childhood education.

# **APPENDIX 8**

## APPENDIX 8

### ANNUAL REPORT

#### EDUCATION AND CURRICULUM STUDIES (2013)

Prof M. Modiba and Dr L. Kajee

#### 1. STRATEGIC FOCUS

The report was compiled by the outgoing HoD, Prof Modiba and the incoming HoD, Dr Kajee.

##### 1.1 Leverage of department's strengths

The department was very well represented in faculty committees and task teams working on the new qualifications in the Faculty. Departmental representatives had important leadership roles in faculty committees, for example Dr Postma in the BEd Hons and PGDE; Dr Dasoo in IPET and Prof Naidoo, Drs Divala and Postma and Mr Mashishi in the Education Focus Groups. A significant number of staff sat on the Ethics Committee. With the restructuring of the faculty committees, Dr Dasoo remained in leadership for the Senior phase and FET programmes, Prof Cross a departmental representative on the Faculty Strategic Committee and Prof Modiba departmental representative on the Faculty Research Funding Committee. Prof Naidoo replaced Dr Kajee on the Higher Degrees Committee and Dr Divala represented the Department on the Faculty Teaching and Learning Committee (FTLC). This is in addition to other members of the department who contributed to these committees as invited members, for example Dr Steenekamp in the FTLC.

##### 1.1.1 *Involvement in other committees in the University*

Staff members were also active in other committees in the University. Prof Cross sat on the University teaching and learning committee, while Prof Maropeng Modiba served on the Senate Academic Freedom Committee, was a board member of the Centre for Education Rights Transformation and board member of the Centre of Development in Africa.

#### 1.2 Challenges that were experienced

##### 1.2.1 *Teaching capacity*

The appointment of a senior professor, an associate professor and a senior lecturer in the department added capacity to what were potential risk areas. They had the potential to provide, among others, academic leadership in Education theory and research mentoring for merging researchers. However, with the generally very large student numbers to be taught in these theory classes there was still a significant shortage of FT staff and reliance on PT staff. For example, a whole module, Education 2B, was taught solely by two PT staff members.

##### 1.2.2 *Research capacity*

Four staff members are without doctoral qualifications. Two were not registered in 2013. A significant number of staff members in the department were also just beginning their research/academic careers or were at mid-career level and therefore faced challenges in

balancing their responsibilities. This explains the general poor published and peer reviewed research output of the Department. In addition, many of the staff members did not supervise PG students, nor were they involved in research projects.

### **1.3 Department's contribution to the overarching thrust of UJ, namely "enhancing the excellence and stature of UJ"**

#### **Prof Modiba**

Chair: NRF Thuthuka PhD, Post- PhD and Rating Track Panels: 1. Education and 2. Social Sciences and Humanities and several NRF rating applications.

Member: Umalusi – Research Forum

Board Member: International Council of Education for Teaching (ICET)

Africa Education Review (Unisa DoE listed journal)

Research in Education (Manchester University IBSS listed journal)

**Prof Cross** was involved in several committees, and has been accorded the title Research Professor.

### **1.4 Staff development initiatives**

Research seminars and workshops on reading academic texts and writing sessions were organised and conducted under the leadership of, respectively, Profs Naidoo and Cross. They and other staff presented their research in regular departmental seminars in preparation for conference presentations and submissions to journals. Prof Wilfred Carr of Sheffield University and Prof Johann Muller of UCT were also hosted. The professors presented seminars for staff and PG students and held individual meetings with both. Prof Carr invited the department to prepare a special issue publication for the journal *Pedagogy, Culture and Society* for which he is Executive Editor.

#### *1.4.1. Special achievements*

Staff achievements were noted:

Prof M. Cross: Outstanding Mentor of Educational Researchers (ADEA) – Research Professor – Higher Education

Dr D. Robinson graduated with his PhD

Ms V. Mabalane submitted her PhD for assessment

Dr J. Divala was appointed the African representative Board member of the journal 'Ethics and Education' – one of the top 5 in Philosophy of Education internationally.

Dr D. Postma was appointed as Editor: *Education as Change*

Dr L. Kajee served on the organising committees of three international conferences.

### **1.5 Students and academic programmes**

#### *1.5.1 New programmes developed*

Staff were involved in the design of new B Ed Honours programmes (J. Divala, D. Naidoo, N. Dasoo, M. Cross, M. Modiba, D. Postma – Policy , Curriculum and Values Education); L. Kajee (Language, Literacies and Literature).

#### *1.5.2 Innovations and benchmarking*

Programmes and curricula were benchmarked against national and international faculties, for example:

New BEd Hons Curriculum, Values and Policy: Canada (Ontario University, Institute for Studies in Education) and Australia (Melbourne University).

New BEd Hons Languages, Literacies, Literature: Harvard Graduate School of Education (Language and Literacy); Beijing University (Language and Cultural Studies); University of British Columbia (Dept. of Language and Literacy Education); Georgia State (Language and Literacy Education).

### **1.6 Research footprint and impact; current and emerging areas of high impact research**

Senior staff were engaged in international projects and in the process of funding applications: Profs Modiba (Curriculum; Teacher education), Naidoo (Curriculum and Sociology), Cross (Internationalisation and Access), Drs Dasoo (Values), Kajee (Literacies).

#### **Prof Cross:**

Higher education access, with 4 PhD students, 2 post-doctoral students and one M Ed student.

IBSA project on turning university campuses into effective learning spaces using ICT (funding stage)

#### **Prof Modiba's projects:**

Teacher education policy in the UK and South Africa: implications for curriculum expertise. Collaborator – Prof Ivan Reid (Faculty of Education, University of Bradford).

#### **Dr L. Kajee:**

Proposed literacy project with SA universities and proposed U 21 universities (University of British Columbia; Ohio State). Funding stage

Please also refer to **section 1.8** for current projects.

### **1.7 Master's and doctoral students and graduates in the department and publications generated by/with students:**

#### *1.7.1 M and D students submitted and graduated*

One PhD (K. Simwa, supervised by M. Modiba)

One coursework M.Ed. (A. Masiye, co-supervised by M. Modiba and G. van der Westhuizen)



Two PhD students submitted their theses (Mutekwe, supervised by M. Modiba; M. Ross supervised by L. Kajee).

One coursework M.Ed. (V. Atinde, supervised by M. Cross)

#### *1.7.2 Publications' in press/submitted*

Modiba: one accredited article with S. Stewart; one non-accredited article with S. Stewart; three accredited articles with N. Moyo, one accredited with E. Mutekwe; one book chapter with Moyo; one conference paper with S. Stewart.

One accredited article submitted by M. Cross and Ndopiferi.

One non-accredited article submitted by M. Cross with J. Backhouse

Two articles submitted by L. Kajee with two master's students (Ergul and Darsot).

Two articles submitted by Modiba with two PhD students (Moyo and Stewart).

### **1.8 National and international collaborative projects**

#### **M. Cross**

**1. Collaborating with and affiliation:** Prof Binedell (GIBS), Dr Madeleine F. Green, American Council on Higher Education (USA), Professor Zimani David Kadzamira (Malawi), Dr Robin Middlehurst, Director, Strategy, Research and International?, Prof Mayunga H.H. Nkunya, University of Dar es Salaam (Tanzania), Prof Smith, Vice-Rector (Community Interaction and Personnel) at the University of Stellenbosch, Mr Seale, Director Special (WITS), Professor Hugh (UCT) and Goolam Mohamedbhai, President of the International Association of Universities

**Type of collaboration:** Programme for University Leadership in the Southern African Region (PULSAR). Currently working on a book on university leadership – “Leadership Foundation for Higher Education” with David Parry and Robin Middlehurst.

**2. Collaborating with and affiliation:** Isak Froumin, Yaroslav Kouzminov, Russia, Pundy Pillay, P &DM, (WITS), Kirtie Menon, (WITS), Romulo Pinheiro, Senior Researcher, Centre for Advanced Studies in Regional Innovation Strategies (RIS), Brazil, Maria Helena de Magalhaes Castro, Federal University at Rio de Janeiro, Brazil, Peter Maasen, University of Oslo, Norway, Elizabeth Balbachevsky, Department of Political Science, University de Sao Paulo, Brazil, Roopa Desai Trilokekar, Assistant Professor, Faculty of Education, York University, Canada, Sheila Embleton, Professor, Department of Languages, Literatures & Linguistics, York University, Canada, Qiang Zha, Faculty of Education, York University, Ruth Hayhoe, OISE, University of Toronto, Yuzhuo Cai, University of Tampere, Finland, Mark S. Johnson, Educational Policy Studies, University of Wisconsin-Madison, Rui Yang, University of Hong Kong, Peliwe Lolwana, (WITS), Clarissa E Baeta Neves, Federal University of Rio Grande Sul, Brazil, Fengqiao Yan, Peking University, Yuzhuo Cai, University of Tampere and Maharaja Krishnakumarsinhji Bhavnagar, University, Bhavnagar.

**Type of collaboration:** The BRICS Project: Higher Education in the BRICS countries: Investigating the pact between higher education and society. Book edited by Simon Schwartzman, Punddy Pillay and Romulo Pinheiro (forthcoming with Springer).

3. **Collaborating with and affiliation:** Paul McIlvenny, Julia Zhukova Klausen, Laura Bang Lindegaardat, Centre for Discourses in Transition (C-DiT), Aalborg University (Editorial team)

**Type of collaboration:** Book Project on New Perspectives on Discourse and Governmentality. The network is working on a book that illustrates new perspectives on governmentality from the point of view of discourse studies.

4. **Collaborating with and affiliation:** The project includes senior researchers from South Africa, Kenya and Nigeria (Prof Sabiha Essack, Dean of Health Sciences at UKZN and Prof Cross led the South African team).

**Type of collaboration:** Institutional Initiatives to Enhance Participation, Access, Retention and Success in African Higher Education: A Multi-Country Study on Good Practice to Inform Policy. This project in the Higher Education Access project is funded by the NRF.

#### **N. Dasoo**

**Collaborating with and affiliation:** UNESCO/UNITWIN project in values education in different settings. Researchers include:

Professor Terry Lovat, Faculty of Education and Arts, University of Newcastle (Australia); Dean Monica Herrera and Dr Lucia Castellon, Universidad Mayor Chile; Dr Grace Lopez – Charles, Leadership for learning – Cambridge Network Programme (UK); Professor Andrew Furco, Director, Service-Learning Research and Development, University of Minnesota (USA); Do Ngoc Khanh, Institute of Psychology (Vietnam); Prof Chaudari (Paris).

**Type of collaboration:** Learning to live together and learning to be: A multi-faceted evaluation inquiry of an international Values Education programme.

#### **J. Divala**

**Collaborating with:** Prof Penny Enslin

**Affiliation:** Faculty of Education, University of Glasgow

**Type of collaboration:** Divala and Enslin working on joint research on citizenship identities in Malawi and Scotland

#### **D. Naidoo**

**Collaborating with:** Prof Venkat

**Affiliation:** Faculty of Education, University of the Witwatersrand

**Type of collaboration:** Working on joint research on the Primary maths project.

#### **M. Modiba**

**Collaborating with:** Prof Ivan Reid and the International Council of Education on Teaching (ICET)

**Affiliation:** Faculty of Education, University of Bradford, (Emeritus professor) and Faculty of Education and Theology, York St. John University, York in the UK

**Type of collaboration:** Profs Modiba and Reid working on joint research on teacher education policy in the UK and South Africa and its implications for curriculum expertise. Modiba is on the editorial board of York University's Research in Education Journal, while Reid is the Executive Editor of Research in Education and an Executive Editor of British Journal of Sociology of Education [BJSE]. Prof Modiba is a board member of ICET.

## **L. Kajee**

**Collaborating with:** Prof J. Anderson

**Affiliation:** University of British Columbia

**Type of collaboration:** Joint research on literacy and digital literacy.

### **1.9 Progress regarding publications in high impact journals**

Staff published in:

Research Papers in Education: Policy and Practice (Prof Modiba/Moyo and Prof Cross)

Higher Education policy (Prof Cross)

Journal of Education Policy (Prof Modiba/Moyo)

### **1. 10 Membership of editorial/review panels:**

M. Modiba (NRF; Editorial boards – Research in Education (Manchester University Press) Africa Education Review; National Advisory Board- Education as Change, Board Member: International Council of Education Teaching (ICET) and NRF review panels Education and Social Sciences (see below for details)

M. Cross – Editorial Board of Perspectives in Education

J.Divala (NRF review panel - Doctoral scholarships; Editorial Board, SA Journal of Higher Education)

D. Postma: Editor, Education as Change

L.Kajee (NRF rating and funding panels; Editorial Board, Education as Change)

### **1.11 Visiting professors and research fellows – profile and performance:**

#### **Prof Carr:**

Professor Wilfred Carr was invited to host a seminar series in October 2013. WILFRED CARR is professor of the Philosophy of Education at the University of Sheffield where, for many years, he was the Head of the School of Education and Dean of the Faculty of Social Science. He is an Executive Editor of the journal *Pedagogy, Culture and Society* and Honorary Vice-

President of *The Philosophy of Education Society of Great Britain*. His major books include: (with Stephen Kemmis) *Becoming Critical: Education, Knowledge and Action Research* (Brighton, Falmer Press, 1986) which was translated into Spanish in 1988; *For Education: Towards Critical Educational Inquiry* (Buckingham, Open University Press, 1995) which was translated into Spanish in 1997 and Chinese in 1999; and (with Anthony Hartnett) *Education and the Struggle for Democracy*. (Buckingham, Open University Press, 1996); *The RoutledgeFalmer Reader in the Philosophy of Education* (Oxon, Routledge, 2005).

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

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

#### **Prof J. Muller:**

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

#### **1.12 Faculty seminars:**

Organised by Prof D. Naidoo and colleagues. A series of seminars was organised in the Faculty. In the first, Salim Vally (CERT) argued that critical pedagogy could assist in unravelling the causes of educational inequalities and more importantly empower marginalized communities to transform their lives in an unequal society. Leila Kajee was discussant.

The second was a panel discussion on "Disciplinary power, Normalization, Freedom and Love" in which Graham Dampier, Solomon David and Devika Naidoo argued the topic. The panel examined various aspects linked to disciplinary power: normalisation, freedom, love and pedagogy. What is normalisation? How is it achieved? How does it control and regulate educational practice? Is there freedom? What is meant by Foucault's insistence (despite contradictions) that power is not only repressive but also productive? Is normalisation the effect of disciplinary power?

The third seminar was presented by Prof Johan Muller (as reflected above). The fourth seminar was conducted by Gert van der Westhuizen (UJ) on conversation analysis. He problematised notions of interactional learning and explored how everyday learning in

communities may help us find teaching and learning methods that are responsive, equitable and contributing to cognitive justice. Notwithstanding that the attendance at the seminars could be better, participants enjoyed rigorous individualised participation. The team hopes to plan a similar series of seminars next year.

### **1.13 Internationalisation**

Please refer to previous sections on international visits.

## **1. 14 Community service, stakeholder engagement and reputation management**

N. Dasoo conducted workshops with community religious leaders on classroom engagement and lesson planning. L. Kajee presented a talk on Multilingual identities at the Bridge-UJ-Mail & Guardian lecture series.

### **1.15 Marketing initiatives**

L. Kajee sits as current Editor of the faculty newsletter, Edubrief. Staff contributed to the Faculty website.

### **1.16 Citations/ H-Index (senior staff)**

<b>L. Kajee</b>	<b>27</b>	<b>H3</b>
<b>N. Dasoo</b>	<b>13</b>	<b>H2</b>
<b>S. David</b>	<b>3</b>	<b>H1</b>
<b>J. Divala</b>	<b>26</b>	<b>H3</b>
<b>D. Naidoo</b>	<b>47</b>	<b>H4</b>
<b>D. Robinson</b>		<b>H0</b>

### **1.17 Conclusion and way forward**

The Department of Education Studies has made some progress since the merger of the two departments, *Curriculum and Instruction* and *Education Studies*. While we still look for some identity among affinity groupings, the Department made progress during 2013 in terms of the appointment of new staff, introducing departmental and faculty seminars, as well as its presence on university and faculty committees. A revised strategic plan for the next three years is being introduced, in which areas of identity, teaching and learning (for example curriculum, new courses and programmes, postgraduate issues and enrolment) and research (for example focal areas, mentorship, supervision and supervision models, and collaboration) will be highlighted.

28 January 2014/ 6 March 2014

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# **APPENDIX 9**

## **APPENDIX 9**

### **Department of Leadership and Management (DELM)**

**HOD (DELM):** Professor Pierre du Plessis

#### **1. Introduction**

As HOD, I remain deeply grateful, privileged and honoured to be able to make a contribution to the Faculty of Education. The Department of Leadership and Management (DELM) stays focused on improving teaching and learning and research and community engagement.

As part of the UJ Strategic Thrusts we aim to:

- maintain our academic staff in the department
- sustain and grow the research culture in the Faculty
- widen and deepen internationalisation by establishing international networks and focusing on writing preferences
- focus on establishing technology as part of the curriculum
- improve our department's footprint through the enhancement of the UJ brand
- deepen/extend our alumni affinity groups and
- maintain teaching excellence and excellent service to our students.

The Department supports the University's Institutional score card including the eight key performance areas and key performance indicators.

In 2013 DELM remained focused on the vision of the Faculty and on its short and medium term goals of improving teaching and learning and the research output of the department. DELM was involved in many academic activities in 2013, including collaboration with Harvard University, the strengthening of the Education Leadership Institute (ELI), SMT training (Matthew Goniwe Project), MOA with Fatih University in Turkey, training of principals in Namibia as well as several other training opportunities across South Africa.

#### **2. Teaching and Learning**

As part of the Department's focus on constantly improving the standard of our programmes, teaching evaluations are conducted every year. The evaluations are done on a rotation basis. In 2013 Prof Juliet Perumal and Dr Clive Smith conducted teaching evaluations. In 2014 evaluations will be done by Profs Bender, Du Plessis and Mestry. In 2015 Mrs Naidoo will be evaluated by students.

##### **2.1 Undergraduate programmes**

Three DELM members were involved in the undergraduate programmes in the Faculty. In doing so the DELM is keeping abreast of tendencies and developments at first-year level. We were also involved in the First Year Experience Committee, to support students in their first year of study.

##### **2.2 Postgraduate programmes**

Six of the seven DELM staff members were involved in the BEd Hons and master's coursework programmes. There were 42 students in the BEd Hons group, 12 master's

students in the coursework programme and 5 doing the full dissertation. The throughput rate in the BEd Hons programme was very good at 84%. The coursework throughput rate in the master's programme was 100%. The master's programme posed challenges in the sense that students had difficulty writing proposals. DELM embarked on a programme to support these students in academic writing. All master's and doctoral students have to follow a programme in research methodology over 6 months on Saturdays.

### **3. Strategic focus of DELM**

The DELM remained focused on growing and sustaining its research culture by developing and improving on number of rated scholars, post-doctoral fellows, master's and doctoral students. Furthermore the DELM started to expand internationalisation by making contact with Ibadan University in Nigeria and Birmingham University (U21) in the UK. The aim is to improve and deepen our courses and to benchmark them against top universities. We aim to add momentum to our affinity groups and database all our graduated students. We have started to develop a new M Ed programme that will be benchmarked internationally and be aimed at becoming a flagship programme at UJ.

#### **3.1 Leverage of DELM strengths**

DELM staff was well presented in many committees and task teams. DELM has worked on the new qualifications (ADE, PGDE and BEd Hons) in the Faculty, focusing on creating "something unique" that will make the qualifications attractive to national and international students. Through the ELI (Education Leadership Institute), DELM was involved in many workshops for School Managing Teams, School Governing Bodies and workshops with other specific foci, requested by schools and district schools. The ELI secured national and international funding from various sponsors including Anglo American, P.J. Morgan, the World Bank and Sasol. These sponsorships enable groups of school principals and district officials to attend training at Harvard University in Boston, USA.

DELM was also actively involved in strengthening the skills of principals and district officials of the Central District in Soweto, an involvement which saw the district improving on their Grade 12 results by moving from being the poorest-performing district out of 15 to the 12<sup>th</sup> position overall. DELM staff members played an important leadership role in Faculty committees, for example Prof Mestry in the Faculty Higher Degrees Committee (HDC); Prof Bender on the HDC and Ethics Committee; Prof Perumal on the University HDC as well as the Faculty HDC; Prof du Plessis in the BEd Hons Committee PGCE Committee, Ethics Committee, Faculty Strategic Committee, Faculty HDC and First-Year Experience Committee and Dr Smith in the third and fourth year Focus Group Committee and Marketing Committee. Dr Conley leads the ELI as director.

#### **3.2 Involvement in other committees in the University**

DELM staff members were also active in various other committees in the University. Profs Mestry, Bender and Du Plessis served on Senate, while Prof Perumal served on the University Higher Degree Committee.

Prof C. Loock was involved in the following:

- Chairperson: CPTD and Hons Committee



- Faculty EXCO
- Faculty Finance Committee
- Gauteng Dean's Forum
- Chairperson: Advisory Committees of the UJ-GDE joint initiative for the establishment of the Teaching Schools (Funda Ujabule en Mareleng Primary)
- Project Coordinator UJ - Siyabuswa TEC
- Faculty Higher Degrees Committee
- Faculty representative, Campus Operational Forums
- Member of Senate.

#### **International**

- Member of the International Association for Education Assessment (IAEA)
- Deputy Director and member of the EXCO of the Inter-University Centre for Education Law and Policy (CELP)
- Member of the Executive Committee of the South African Education Law Association (SAELA)
- Siyabuswa TEC – Joint Steering Committee
- University Project Coordinating Committee: Education (CE-Lecturing venues and expansion of TS infra-structure SWC)
- Siyabuswa TEC – NIHEMP- Tender Evaluation Committee

#### **National:**

- Inter-provincial Examinations and Assessment Committee: Standardisation and Statistical Moderation (Sub-committee of the IPEAC)
- Inter-provincial Examinations and Assessment Committee (IPEAC) – Department of Basic Education
- Member of the Academic Advisory Committee (AAC) of the South African Comprehensive Assessment Institute (SACAI)
- Member of the SACAI-Council

### **3.3 Challenges that were experienced**

One of the biggest challenges DELM experienced was to improve on the throughput rate of our master's and doctoral students. The fact that all of these students are part-time and working full-time made it difficult for them to keep up with the demands supervisors placed on them to finish their studies in the given time-frame. Strategies were put into place to improve on the throughput rate by having more regular meetings with students and to support their academic writing skills. A further challenge was to improve DELM's research output. We therefore focused on improving our co-authored publications with master's and doctoral students. We also focused on publishing a Special Issue of Education as Change. Our research output has improved because of these efforts.

### **3.4. Research capacity**

DELM has two staff members without doctoral qualifications. Both will finalise their doctoral studies in 2014. The research output did improve in 2013, in comparison to 2012. However, the objective of the Department is to be involved in more funded research projects in 2014, which will also contribute to more articles being published.

### 3.5 DELM contribution to the overarching thrust of UJ, namely “enhancing the excellence of UJ”

DELM staff members were actively involved in enhancing the excellence of UJ, as is clear from the international involvement of the following staff:

Prof Bender

- Maastricht Project (Netherlands); project funded for programmes in Mozambique (1 Feb 2011 to 31 Jan 2015)
- NRF panel - research grants in the sciences

Prof Perumal

- Mendus Project with Vrije University in Amsterdam
- Project with Fatih University in Turkey - exchange of postgraduate students between UJ and Fatih University

Prof Mestry

- NRF rated researcher
- Project with Prof M. Schmidt, Fraser University, British Columbia
- Board member - Journal of Educational Science

Prof Du Plessis

- NRF Panel - Thutuku funding applications
- Executive Member - Education as Change journal
- Executive member - De Jure Journal
- Executive member - South African Education Law Association

## 4. Staff

### 4.1 Staff development initiatives

Several DELM staff members attended workshops on academic writing and writing for publication, as well as seminars by Prof Carr of Sheffield University. All DELM staff attended “Urban Leadership” training at Harvard University, Boston in July 2013. Two members of staff also attended a training session on Educational Leadership presented by Profs Senge and Fullen.

A special edition of Education as Change gave DELM staff members the opportunity to submit articles to the journal. In the process 5, 6 articles were published.

### 4.2 Special achievements

The following staff achievements are noted:

Prof Mestry

- Guest editor: Education as Change (Special Issue)

Prof Bender

- Keynote speaker at national conference (5<sup>th</sup> International Symposium: Service Learning) hosted by North West University, Potchefstroom

Prof Perumal

- Awarded the Erasmus Mendus Visiting Academic Award (Netherlands-Amsterdam)

Prof Du Plessis

- Editorial Board - De Jure (Special Issue)

Mrs P. Naidoo

- Submitted PhD for examination

## **5. Students and academic programmes**

### **5.1 Creative use of technology**

DELM webpage is functional and updated regularly.

### **5.2 New programmes developed**

DELM staff is becoming more familiar with the use of technology during lecture presentations, contact with students and the DELM webpage.

All DELM staff was involved in the development and design of new BEd Honours programmes. New ADE and PGDE programmes will be submitted in 2014. Staff have also started to develop a new flagship M Ed programme, which will be focused on international standards and benchmarking.

### **5.3 Innovation and benchmarking**

New programmes were developed with the aim of creating a “special/” programme not presented elsewhere and which would attract students for its unique content in leadership and management.

### **5.4 Research footprint**

Prof Bender was involved in the Expert Partner Project: Introduction of student-centred learning in UEM. Partners are Maastricht University, the Netherlands and Universidade Eduardo Mandlane UEM, Maputo, Mozambique. Duration: 1 February 2011 to 31 January 2015.

Prof Perumal

- Sanpad Project: Master’s students involved with Prof Lorraine Nenal, Vrije University of Amsterdam.
- UJ Fatih University in Turkey Project - exchanging postgraduate students.

All DELM staff was also involved in the UJ Harvard project, An intervention in the Central School District in Soweto. Various funders, namely Anglo American, PJ Morgan, World Bank and Development Bank of South Africa were involved.

## **6. Research impact**

### **6.1 Master's, doctoral and graduate students and publications generated**

#### **6.1.1 Master's and doctoral students**

The following academics supervised the students who graduated in 2013:

- Prof B. Grobler (2 Master's students: J. Ayres and C. Olivier). Prof Grobler has since retired
- Prof R. Mestry (4 Master's students: A. Bambie, K. Badalina, B. Bertly and L. Moonsammy-Koopasammy)
- Prof C Looock (2 Master's students: A de Coning and GP Jeffries and 1 Doctoral student: MS Pillay)
- Prof P. du Plessis (5 Master's students: B. Captain, S. Chanza, P. Khomola, A. Kwindia and M. Lidzhegu)
- Dr C. Smith (1 Master's student: E. Raath)

#### **6.1.2 Publications published in 2013**

##### **Prof R Mestry**

Mestry, R. 2013. A critical analysis of legislation in the financial management of public schools: A South African perspective. *De Jure* 46(1): 162-177

Naicker, S. & Mestry, R. 2013. Teachers' reflections on distributive leadership in public schools in Soweto. *SAJE* 33(2):1-15

Mestry, R., Grobler, B. & Bosch, M. 2013. Understanding and managing conflict: A prerequisite for post-merger FET colleges *SAJHE* 27(1)

Mestry, R. & Govindasammy, V. 2013. Collaboration for the effective and efficient management of school financial resources. *AER* 10(3): 431-452

Hlongwane, T.S. & Mestry, R. 2013. Empowering teacher teams to implement the integrated quality management systems in South African secondary schools. *Journal of Social Science* 37(3): 269-277

Mestry, R., Moonsammy-Koopasammy, I. & Schmidt, M. 2013. The instructional role of primary school principals. *Education as change-themed edition*. 17(51): 549-564

Smith, C., Mestry, R. & Bambie, A. 2013. Roleplayers' experiences and perceptions of heads of departments' instructional leadership role in secondary schools. *Education as change-themed edition*: 17(51): S 163-176

##### **Prof Perumal**

Perumal, J. 2013. Pedagogy of Refuge: education in a time of dispossession. *Journal of race, ethnicity and education*: 16(1) 673-695

**Prof B. Grobler (retired)**

Bennie Grobler, Coert Loock & Prem Govender. Managing the moderation of school-based assessment at Grade 12 level in Gauteng. *Acta Academica* 45(1): 122-152.

Bennie Grobler & Anthony Khatle. Developing an integrated model for policy management in Private Higher Educational Institutions in South Africa. *International Journal of Education Sciences*. Ref. no. 277.

Mestry, R, Grobler, BR & Bosch, M. Understanding and managing conflict: A prerequisite for post-merger FET colleges in South Africa. *South African Journal of Higher Education*, 27(1): 144-161.

Bennie R Grobler, Kholeka C Moloj, Fhatuwani J Nematikula. Principals' perceptions of the influence of mandates on the work performance of teachers. *Mediterranean Journal of Social Sciences*. Special issue, 4(13): Nov. 2013

Bennie Grobler & Lloyd Conley. The relationship between emotional competence instructional leadership and their association with learner achievement. *Education as change*, 17(S1 2013): 201-223

Bennie Grobler. The school principal as instructional leader: A structural equation model. *Education as change*, 27 (S1): 144-161

Bennie Grobler. Teachers' perceptions of the utilisation of emotional competence by their school leaders in Gauteng South Africa. *Educational Management Administration and Leadership*. Article no. 51384. 1-20.

**Prof C Loock**

Grobler B. R., Loock, C. F., & Govender, P. 2013. The management of moderation of school based assessment at Grade 12 level in the Gauteng Province. V 45 (1) 2013 *Acta Academica*.

Loock, C.F. 2013. Statistical adjustment of matric marks: The right to access of information. Special issue: *De Jure. Theme: Education law in a democracy*. University of Pretoria.

Loock, C.F. 2013. Using examination and assessment scores as an aspect of instructional leadership in the school. *Education as Change*. Special Edition. Unisa: Taylor Francis.

Smit, B. Loock, C.F. and Pillay M.S. 2013. Policy disjuncture between the National Curriculum Statement and Curriculum 2005 training initiatives. *International Journal of Multiple Research Approaches*. 2013 7(1) 119-123. IJMRA.

**Prof P. du Plessis**

Du Plessis, P. 2013. The principal as instructional leader: Guiding schools to improve instruction. *Education as change*. Themed edition 17(51): 549-564

Du Plessis, P. 2013. Legislation and policies: Progress towards the right to inclusive education. *De Jure* 46(1): 76-92

**Dr L. Conley**

Grobler, B. & Conley, L. 2013. The relationship between emotional competence and instructional leadership and their association with learner achievement. *Education as Change*. 17(51): S 201-223

**Dr C. Smith**

Smith, C. & Mestry, R. 2013. Roleplayers' experiences and perceptions of heads of departments' instructional leadership role in secondary schools. *Education as Change*: 17(51):163-176

**Prof G. Bender (Reviewed Conference Proceedings)**

Bender, G. 2013. Responsive leadership as service for curricular engagement at South African universities. Fifth International Symposium on service learning: 20-22 Nov 2013. ISBN: 978-0-620-59299-4

Bender, G. 2013. Becoming transnational: Managing local institutional approaches to support academic staff for innovative curricular engagement. Fifth International Symposium on service learning. 20-22 Nov. ISBN 978-0-620-59083-9

Bender, G. 2013. Academics' experiences of the emergence and fragmentation of community engagement in the core curriculum at universities. 27-29 Nov. HELTASA

**Staff citations**

Name	Designation	Google Scholar citations		Google Scholar h-index		Google Scholar i10-index	
		All	Since 2009	All	Since 2009	All	Since 2009
Prof. Gerda Bender	Professor	60	41	4	3	2	1
Prof. Raj Mestry	Professor	277	227	10	10	10	10
Prof. Juliet Perumal	Associate Professor	54	39	5	4	2	0
Prof. Coert Loock	Associate Professor	41	36	3	3	1	1
Prof. Pierre du Plessis	Associate Professor	52	43	5	4	1	1
Dr. Lloyd Conley	Senior Lecturer	35	29	4	3	1	1
Dr. Clive Smith	Senior Lecturer	0	0	0	0	0	0

**6.1.3 Publications generated by students**

Prof Mestry generated 5 articles with master's students (see 6.1.2) and Prof Perumal generated 2 articles with Z. Keevey and Ms. Bhaigiavathe.

**6.1.4 National and international collaborative projects**

Prof R. Mestry: University of Warwick - filed researcher - volunteers placed to previously disadvantaged schools

Prof G. Bender: Expert partner in the project: Introduction of student centred learning at UEM Partners: Maastricht University, the Netherlands, Maputo, Mozambique. Duration: 1 February 2011 - 31 January 2015

Prof J Perumal: Sanpad Project – Collaboration with Prof Lorraine Nemaal-Vrije University of Amsterdam

Prof P. du Plessis: Collaboration with Dr T.K. Daniel (Ohio State University-USA). Joint research on South African and American Education Law

#### 6.1.5 Progress regarding publications in high impact journals

DELM staff submitted publications to journals of high impact. Publications were sent to African Research Review and several British and US journals to improve the impact of DELM publications.

#### 6.1.6 Membership of editorial/review panels

Prof G. Bender (Member of Journal of Civic Commitment; International Journal of Teaching and Learning in Higher Education, Journal of Community Engagement and Higher Education)

Reviewer for NRF proposals

Prof R. Mestry (Guest Editor: Education as Change - Themed Edition)

Prof J. Perumal (CERT-Advisory Board) Panel NRF rated Research Competitive Grants; Reviewer for AERA proposals)

Prof P. du Plessis (Executive of Education as Change; member Editorial Board of De Jure and on NRF panel for Thutuka Funding proposals)

#### 6.1.7 Visiting professors

The DELM started the process in 2013 of contracting Prof Petros Pashiardis of Cyprus University or Prof Deborah Jewel-Sherman of Harvard University as visiting professor.

#### 6.1.7 Conferences

DELM staff attended national and international conferences across the globe.

### 7. Internationalisation

As part of UJ's thrust of internationalisation, DELM strives to extend its international footprint in Africa (contact made with Ibadan University in Nigeria). The aim is to start collaborating in postgraduate programmes and research projects. We also have links with Birmingham University (UK-U21)

DELM staff members are already involved in international projects mentioned in previous sections in this report. DELM will host an international summit on Change in Education Leadership in 2014, which will involve academics like Michael Fullan, Andy Hargreaves and Peter Serge.

DELM staff visited Harvard University as part of our partnership and systemic intervention in the Central Education District in Soweto. DELM staff followed a week of intensive training on Urban Educational Leadership.

### 8. Community service, stakeholder and reputation management

Through the ELI with Dr Conley as Director, various workshops were hosted for schools in Gauteng. Workshops on financial management, ICT in classrooms, law and policy gave

principals and teachers the opportunity to improve their skills. Many talks and visits to various schools in South Africa were undertaken. DELM staff was also involved in the training of the School Management Team and School Governing Body of Maraleng Primary (teaching school) in Mpumalanga.

#### 8.1 Public Lecture

A public lecture was held with Prof Deborah Jewel-Sherman from Harvard University as the invited speaker. Several alumni, master's and doctoral students and staff attended the lecture.

#### 8.2 Affinity group

DELM has established a database of alumni to involve them in affinity functions in future. No affinity group function was held in 2013.

#### 8.3 Marketing initiatives

Marketing of DELM was done through the ELI website. Strong marketing initiatives for the ACE programme was done through the Faculty Marketing Department. Marketing of programmes was done during visits to schools and presentation of workshops. DELM staff encouraged PGCE and BEd Hons students to further their studies.

### 9. Conclusion and way forward

DELM is currently working on a strategic plan for the next three years. The focus will be on introducing the new qualifications, improving the footprint of the DELM nationally and internationally, improving the throughput rate of postgraduate students, attracting international students and increasing the number of publications in highly rated journals. DELM is excited to enter 2014 with new energy to fulfil the strategic objectives.

Prof Pierre du Plessis

HOD: Department of Leadership and Management (DELM)

31 January 2014



# **APPENDIX 10**

## APPENDIX 10

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**UNIVERSITY OF JOHANNESBURG**  
Faculty of Education

## ANNUAL REPORT FOR THE DEPARTMENT EDUCATIONAL PSYCHOLOGY

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## INTRODUCTION

The Department Educational Psychology is housed on two campuses, namely Auckland Park Kingsway (APK) and Soweto (SWC). The Department is mostly involved with the Education Studies modules in the Foundation, Intermediate, Senior and FET phases and the methodology modules for Life Orientation and Support and Guidance on APK. The department is privileged to have a fully equipped postgraduate centre for the Educational Psychology programmes on SWC, which will be enhanced by the development of the Soweto library postgraduate centre during 2014.

Cohesiveness in the department remains a challenge as a result of staff members having to commute between the two campuses. Staff meetings are therefore important to support cohesiveness. In 2014 some staff meetings will have a seminar focus to support and develop academic scholarship. Staff meetings are held on APK from September to March and on SWC from April to August.

Dr Diale and Dr Dunbar-Krige are based on SWC but regularly travel between the two campuses. Dr Sekhukhune and Mrs Taggart are permanently situated on the Soweto Campus. Drs Malindi, Makoelle, Sedibe and Prof Myburgh are permanently situated on APK campus. Mrs Fourie, Dr van der Merwe and Prof van der Westhuizen are situated on APK Campus but also teach on Soweto Campus regularly. Two SWC based posts will be advertised in the first term of 2014.

## 1 RESEARCH

### 1.1 Publications and students' research

Several members of the department were able to further develop their research competencies, as reflected in the **suggested** departmental article output for 2013. This output reflects published articles, accepted articles and conference publications. Unfortunately, the published research output has dropped significantly, compared to 2012. The following may be reasons for the decline in research output:

- Prof Dinah Magano left for UNISA at the end of 2012
- Prof Chris Myburgh was on sabbatical during 2013
- Prof Jace Pillay was appointed as the SARHCI chair from 1 April 2013
- Dr Elzette Frits left the Department at the end of July 2013
- Two new appointments were made in February (Dr Tumi Diale) and April 2013 (Dr Malindi). Dr Malindi did publish but the publications were still affiliated with North-West University: Vaal Triangle
- One member of the department only completed her doctoral studies in September 2013.
- Although all but one member in the department did submit articles for publication, some were either not accepted, the journal was not accredited or the article will only be published in 2014.

Table 1.1 reflects the accredited output of the department

**Table 1.1: Accredited output**

	National	International	Proceedings	Chapters	Total
<b>Professor</b>	1.83	2.83			4.66
<b>Ass Professor</b>					
<b>Snr Lecturer</b>		1.00	0.34		1.34
<b>Lecturer</b>					
<b>Visiting Prof</b>		1.00			1.00
<b>Students</b>					
<b>Other</b>		0.67			0.67
<b>TOTAL</b>	1.83	5.50	0.34		7.67

Table 1.2 reflects the research output of individual members of the department.

**Table 1.2 Individual accredited research output**

Name	ISSN	IBSS	DOE	PRO	Chapter	Total
Prof G vd Westhuizen	0.50	1.00	1.50			3.00
Prof C Myburgh	0.83		0.33			1.16
Prof J Pillay		0.50				0.50
Dr M Sedibe		1.00				1.00
Dr T Makoelle				0.34		0.34
Visiting professor	0.50		0.50			1.00
Other (E Fritz)	0.67					0.67
Dr T Diale						
Dr H Dunbar-Krige						
Mrs J Fourie						
Dr M Malindi						
Dr D Sekhukhune						
Ms N Taggart						

Dr M vd Merwe						
<b>TOTAL</b>	2.50	2.50	2.33	0.34		7.67

In Table 1.3 the non-accredited output of staff members is reflected.

**Table 1.3 Non-accredited output**

Name	Journal	Conference proceedings	Total
Prof G vd Westhuizen			
Prof C Myburgh			
Prof J Pillay	0.50		0.50
Dr M Sedibe			
Dr T Makoelle			
Visiting professor			
Other (E Fritz)			
Dr T Diale			
Dr H Dunbar-Krige	0.50	0.50	1.00
Mrs J Fourie			
Dr M Malindi			
Dr D Sekhukhune			
Ms N Taggart			
Dr M vd Merwe			
<b>TOTAL</b>	1.00	0.50	1.50

Table 1.4 provides information with regards to articles submitted and accepted but not yet published during 2013.

**Table 1.4 Articles submitted**

Name	Articles submitted	Articles accepted
Prof G vd Westhuizen		

Prof C Myburgh		5
Prof J Pillay		
Dr M Sedibe		2
Dr T Makoelle		2
Dr T Diale	1	1
Dr H Dunbar-Krige		
Mrs J Fourie	3	
Dr M Malindi	3	3 One published (NWU)
Dr D Sekhukhune	1	1
Ms N Taggart		
Dr M vd Merwe	2	2

**Table 1.5 Articles published by students in 2013**

Name	Supervisors	Topic	Journal	Date
Mostert, J.	Prof Jace Pillay Dr H Dunbar-Krige	Learners with behavioural, emotional and social difficulties' experiences of reintegration into mainstream education	Journal for Emotional and Behavioral Difficulties	March 2013
Mafumbate, R	Prof MD Magano Dr M Sedibe	An exploratory study on children at risk: A case of orphans' social and intellectual wellness in Masvingo urban, Zimbabwe  A comparative study in Mathematics performance of primary school learners from child-headed and parent-headed families in Masvingo City,	Proceedings of the 40 <sup>th</sup> Annual International conference of the Southern African Society for Education  Research Journal in Organizational Psychology & Educational Studies 2(6) page 333-339 ISSN 2276-8475	26-28 September 2013 page 182-195 ISBN 978-1-86822-635-1  2013

		Zimbabwe: An Intellectual Wellness Perspective  REF S-T & T 282 The involvement of extended families in the wellness of orphans amongst the Shona speaking people in Zimbabwe	In press	
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These publications, together with the research completed by PhD and master's students during 2013, continue to make knowledge contributions nationally and internationally, in the following niche areas of researchers in the Department:

- How children learn interactionally, and the conversational dimensions of learning in reading classrooms and the use of social media (Van der Westhuizen)
- The support of vulnerable children in educational contexts (Pillay, Fritz, Dunbar-Krige)
- Utilisation of creative expressive arts therapy in diverse contexts (Fritz)
- Aggression in the diverse South African society (Myburgh)
- Inclusive education in the classroom (van der Merwe, Makoelle)
- Learning support (Fourie)
- Service learning for educational psychology students (Dunbar-Krige, Taggart)
- Resilience (Malindi)
- Diversity in Education (Sedibe)
- Social and emotional development in Early Childhood Education (Sekhukhune)

## 1.2 Major accomplishments within the Department and suggestions for improvement

Staff members who were promoted were Prof Gert van der Westhuizen to professor and Dr TM Makoelle to senior lecturer. Dr Makoelle also received a second doctoral degree from the University of Manchester in the United Kingdom. Dr Dikeledi Sekhukhune was awarded her DEd in Educational Psychology. Dr Tumi Diale was nominated as chair for the Family Health Forum of the Special Olympics South Africa. Drs Diale and Makoelle were enrolled for the emerging leaders programme and Drs Diale and Malindi for the UNICEF postgraduate supervision programme. For the second year in a row the interns obtained a 100% Board Exam pass rate.

A Master's Educational Psychology student, Bronwyn Blake, received the Vice-Chancellor's medal for the best Master's student. Her supervisor was Dr H Dunbar-Krige. The Master's Educational Psychology programme was accredited by the Board for Psychology for another five years (2014–2018).

Prof Jace Pillay was awarded the SARHI Chair for Education and Care. Dr Elzette Fritz completed her SANPAD research project on creative expressive arts culminating in a research feedback session by staff and students involved in the project on 9 February 2013. The students involved in this research project with the international partner, Suzan Lemont, a multi-modal expressive arts therapist, were Fred Schouwink, Talitha Veldsman, Phumzile Moteane, Vanessa Killoran and Carla Bezuidenhout.



Figure 1.1 SANPAD project participants in Creative Expressive Arts

Unfortunately the awarding of the SARCHI chair meant that Prof Pillay moved out of the department. His departure, combined with the resignation of Dr Elzette Fritz in July, left a vast gap in terms of funded projects and research supervision expertise. The focus in 2014 will therefore be on the appointment of a senior professor in the post of Prof Pillay and filling the designated test development post to regain relevant research and supervision experience. In addition, the Department has planned two article writing retreats in 2014 to develop the reporting of completed research as well as to support students to complete articles. Separate proposal meetings have been scheduled on the 2014 calendar with the aim of developing proposal writing expertise in the department as well as providing a forum to report on postgraduate matters; the progress of postgraduate students and discussion of ideological aspects related to proposal writing.

### **1.3 Funding projects**

Prof Gert van der Westhuizen received UJ research funding for his Dialogic Learning Project at Orange Farm and Prof Chris Myburgh retained his NRF funding as rated professor. Prof van der Westhuizen also received an amount in an international collaboration project with the University of Leiden with Prof Harm Tillema. One publication came out of this project.



However, more funded projects are needed for the department. Drs Makoelle and Diale will for example apply for Thutuka funding in 2014 and Prof Gert van der Westhuizen will reapply for UJ research funding.

#### 1.4 Google Scholar Citation Indices

Name	Citations		h-index		<a href="#">i10-index</a>	
	All	Since 2009	All	Since 2009	All	Since 2009
Chris Myburgh	615	351	12	10	15	10
Gert van der Westhuizen	75	51	3	2	1	1
Martyn van der Merwe	53	34	4		1	1
Macalane Malindi	44	44	3	3	2	2
Helen Dunbar-Krige	35	29	4	4	2	0
Tsediso Makoelle	9	9	2	2	0	0
Mabatho Sedibe	9	8	2	2	0	0

#### 1.5 Conferences

Members of the department have been involved in the dissemination of research at various conferences nationally and internationally. As in 2012 we can confirm that staff, doctoral and master's student presentations at conferences were focusing on the research focus areas of the various staff members in the department.

##### National conferences

Prof Gert van der Westhuizen served on the organising committee of the SAERA (South African Education Research Association) conference from 27-30 January 2013. He also presented two papers in collaboration with Prof Harm Tillema of the University of Leiden. Prof Myburgh and Dr Sedibe also presented papers at the above conference. Prof Myburgh and his team presented a paper at the Supporting Children in Healthcare: Inaugural South African conference, 12-13 April 2013. Mrs Jean Fourie and Dr TM Makoelle presented at the June 2013 WITS SAALED conference. Mrs Fourie also presented at the Psychology conference in Johannesburg in September. Dr Martyn van der Merwe and a student, Fiona Oldachre, attended the NWU Teaching Practice Symposium on 28 and 29 October 2013. Fiona read a paper on "Rethinking Pre-service Foundation Phase teaching from a dispositional framework in one South African Higher Education Institution".

## International conferences

Prof Myburgh presented papers at the following conferences during 2013:

- Thirteenth International Conference on Diversity in Organizations, Communities and Nations, 26-28 June 2013, Charles University Darwin, Australia. Dr Mabatho Sedibe was also involved in this conference.
- The 24th International Nursing Congress: Bridge the gap between research and practice through collaboration, Sigma Theta Tau International Honor Society of Nursing, 22-26 July 2013, Prague, Czech Republic.
- Livret du congressiste, 24-27 Septembre, Careers Guidance International Conference, Montpellier, France.
- The 11th World Federation of Societies of Intensive and Critical Care Medicine Congress, International Convention Centre, Durban, South Africa, 28 August-1 September 2013 (Kerryf@turnergroup.co.za; [www.criticalcare2013.com](http://www.criticalcare2013.com))
- 3rd Global Congress for Qualitative Health Research, 4-6 December 2013, Orchid Hotel, Khon Kaen, Thailand.

Mrs Jean Fourie presented a paper on **School counsellors supporting special needs pupils in inclusive South African schools** at the 13th European Congress of Psychology in July 2013.

Fiona Olachre presented a paper in collaboration with her supervisor at the International Alliance for Invitational Education World Conference in October 2013.

Prof Josef de Beer and Dr Helen Dunbar-Krige presented a paper "Towards Social Cohesion in a Field Excursion for Undergraduate Education Students" as part of a symposium at AERA in San Francisco during March 2013.

## Forums

Prof Myburgh and the research team took part in the 21th Annual Research Forum, Faculty of Health Sciences, Department of Nursing Research at the University of Johannesburg on 9 May 2013 and in the Division for Academic Development and Support (ADS), University of Johannesburg, Research Morning on 30 August 2013.

## International research development workshops

Dr Mabatho Sedibe and Dr Tumi Diale attended the summer intensive research workshops at the University of North Carolina in the USA whilst Prof Myburgh attended the summer school in Colchester, Essex, UK.

## **2. TEACHING AND LEARNING**

### **2.1 Technology**

Some lecturers in the department (Dr Martyn van der Merwe, Mrs Jean Fourie, and Dr Dikeledi Sekhukhune) use U-link extensively to support the modules they teach. In some

classes like Guidance and Support 1A (Dr Sekhukhune) students write an on-line test. Prof Gert van der Westhuizen uses DROPBOX extensively in the modules that he teaches. In the Professional Practice module (Dr Helen Dunbar-Krige) on master's level, students develop an on-line intervention as part of an assignment to address difficult issues such as rape in a school setting.

In the module Education B in the PGCE, Mrs Jean Fourie uses Blackboard (BB). The tutor has 'tutor' access to the module so she can see the content, but not alter it. Students bring their laptops to the lecture venue, which is Wi-Fi enabled and they can access BB in class and follow the lectures directly. Announcements on BB are used to keep students informed of issues such as lecture venue, lecture times, tutoring, class preparation, textbook availability in the bookstore, etc. Such announcements are emailed to the students. The module is divided into folders labelled Administration, Assignments and Unit content. In the 'administration' folder Mrs Fourie posts information such as lecturer details, module purpose, outline, timetable, prescribed textbooks, module evaluation form and plagiarism procedures. In the 'assignment' folder she posts instructions on the assignments, assessment grids and consent letters, letters for teachers/principal where assignments involve work in schools with pupils and readings for the assignments. In the 'unit content' folder she creates separate folders for each unit. Each folder contains information related to the unit topic, such as readings, learning activities, websites/videos to visit and power point presentations. All documents are converted to portable document format so that they open and download quickly.

Dr van der Merwe uses BB in Education 2A and EDUA000. In Education 2A, BB is utilized much in the same way as Mrs Fourie does in Education B. However, he also engages in continuous journal activity, focusing on essential questions. Two tutors were used to interact with and support students in the discussions of these journal activities in 2013. He also provided all memoranda of assessments. In EDUA000, Dr van der Merwe had fortnightly meetings with the entire group in the computer labs at E focusing on the following:

- Introduction to and training in the use of ILS – integrated into their first assessment
- Introduction to Google Chrome, Google Apps, and Google groups. The Google groups consisted of one large group for all PGCE students, as well as subject specific Google groups. The idea here was that students in the same methodology would access these groups to support and share with one another in the development of their pedagogy and practice. This did not function as well as he had hoped due to the methodology lecturers not being fully aware of this aspect and the fact that the students had been to WIL for 7 weeks. Some students were however able to use it to great effect.
- He also made use of personal learning journal activities for each learning unit similar to the OPV2A10 module, but with very specific integrated questions linked to preparation for open-book assessments and follow-up assignments. These journals were attended to by the staff and tutors.
- Students were also requested to make use of a WIKI discussion for one assignment.

- The assignment was again focused on their specialization and groups were coordinated accordingly. Although Dr van der Merwe strongly believes that such collaboration is extremely important in developing personal reflective practice, the activity did not realize the level of participation and ownership that he had hoped for.
- All assignments were subjected to TURNITIN, where students were required to also download the similarity report and to write a one page reflection on what they learned for the report regarding their own academic writing.
- Extensive supplementary readings were uploaded to the LAM – which students had to negotiate for class discussion and assessment
- The LAM was extensively used as a communication tool for reminders, arrangements and feedback on student queries.
- Dr van der Merwe also added a 'Clearing House' link in which interesting 'other' information not necessarily covered in the learning units was uploaded.
- Students were also encouraged to send anything they thought worthwhile to be added to this clearing house.

## **2.2 New programmes**

The ADE in Remedial Education was approved by the HEQC. The PGDE in Inclusive Education and the BEd Honours in Educational Psychology will be uploaded on the system in the first term of 2014. We have withdrawn the Honours in Inclusion and are currently busy with a revision of the whole programme.

## **2.3 First-year excursion**

Colleagues in the department are involved in the annual Achterbergh First-year excursion. Master's Educational Psychology students attend the excursion as part of their service learning for the module Professional Practice. They complete an assignment whilst at the excursion.

## **2.4 Completion of Master's Educational Psychology minor dissertations**

The fact that students cannot go into an internship without completing their minor dissertations, led to nine of the twelve students completing their minor dissertations before 15 December 2013 whilst the other three completed by end January 2014. There is currently no backlog of students in the MEd programme.

# **3. COMMUNITY SERVICE, STAKEHOLDER ENGAGEMENT AND REPUTATION MANAGEMENT**

## **3.1 Establishing a footprint in the community surrounding UJ in Auckland Park and Soweto**

The postgraduate Educational Psychology programmes offered at the Soweto Campus focus on community psychology, with a strong service component that directly addresses the

needs of children and youth from marginalised and poor communities. Staff members involved in the community engagement credit bearing process is Dr H Dunbar-Krige, Dr Tumi Diale, Dr Dikeledi Sekhukhune, Dr Elzette Fritz (until July 2013), Mrs Jean Fourie and Mrs Nadia Taggart. The Department also makes use of outside supervisors who work in practice.

In 2013 there were only two community engagement projects registered in the Department, which involved the Educational Psychology Honours students completing a six months' internship in partnership schools whilst the Master's students in Educational Psychology completed practical hours over a period of two years in the partnership schools. These partnerships will have to be relooked as the financial climate of the country is challenging to students and they cannot afford to not work whilst studying. In this regard a meeting with the Head of Support Services in the GDE will be set up to establish whether students may be used in schools and be paid whilst completing an internship. We also have to re-evaluate the sites as not all sites have been providing sufficient experience for the students.

Being placed in school communities exposes the students to the world of children and adolescents and the challenges teachers and parents/care-givers are confronted with on a daily basis. They therefore engage with the interrelationship between emotional well-being, cognitive functioning and behaviour, considering a child's developmental stages and family, school and community context. The majority of the sites cater for lower income, diverse cultural and linguistic populations – schools such as Piet van Vuuren and Kingsway Primary. Six sites (Hope, Elandspark, Cedarwood, Sparrow Foundation and Sparrow Combined, Frances Vorwerk) cater for learners with special educational needs. UJ Metropolitan Academy is a Faculty school that caters for learners from disadvantaged backgrounds that show potential in Science and Mathematics. Due to the fact that students work and rely on a steady income, some master's students have arranged with their schools to complete their practicum hours at their school under the strict supervision of the University. These schools were Eden College, Randburg Hoër, Linden Hoër, Swartkop High, Parktown Primary, Rynfield Primary and Edenglen. Three students completed their practical hours at full service schools – Eldoradopark, and Bosmont Primary. Some students complete their practicum at Leigh Matthew Trauma Centre due to the fact that they were teaching part-time. One student was granted permission to complete her practical hours at PsyCAD on the Aucklandpark campus. One student was involved at Funda Ujubule, the Faculty of Education's teaching school and another involved at the hospital school at Weskoppies Psychiatric Hospital. Through the placement in these diverse school contexts, students were exposed to a wide variety of community needs, which they in turn shared amongst one another during case presentations and supervision sessions.

The training of students was thus community-based, and not institutionally based. The work of the students at these sites culminated in internships at some of the schools and/or further employment.

We encourage students to work from an asset-based approach as they have to find the assets in the community that will support their work within the school context. Examples are to ascertain where a feeding scheme or HIV/AIDS clinics and health clinics was; to identify their local police station and the officers that work with abuse and family violence; churches and other community organisations, such as Read for Africa or Childline or the Teddy Bear Clinic. Each student should also be able to identify a social worker that they can consult with in case of poverty, unemployment and violence.

Within the school system, students work in conjunction with school based support teams and support services in the district offices. These educational psychology students need to work with teachers and parents in order to effectively support learners with diverse barriers. For example, when bullying is identified as a challenge in a primary school, students may organise a systemic intervention to address this issue. In this regard, a bullying intervention can include the development of a bullying policy and contracts, workshops on how to deal with bullying, and social skills training. Another example may be the identification in a secondary school of the need to understand career pathways. Career days and career assessment as well as job shadowing may be organised. In 2013 the new cohort of students, under the supervision of Dr Tumi Diale, completed career assessments for all Grade 8 learners that applied at UJ Metropolitan Academy as well as Grade 11 learners.

Since 2007, working within a community-based and systemic theoretical framework has challenged the educational psychology group to make a shift from working purely within a medical model to working more systemically. Examples of challenges are lecturers traveling to and from community sites and managing the test library where tests need to be taken out by students and transported to sites. Purchasing of test material to have enough tests available at various sites requires an on-going budget. Keeping track of tests is difficult as tests are often not available for students when required and some tests have been stolen by students. Students cannot afford to buy many psychological tests as there is a monopoly of test distributors, resulting in tests being expensive. Tests and score sheets are a huge part of the budget of the programmes every year.

Obtaining informed consent in disadvantaged communities where parents are not available for consultation is very difficult as parents have low literacy levels, and long work hours. Students experience challenges working in some schools where there is inadequate basic teaching and poor general classroom management which impacts on students' recommendations regarding learning support and classroom interventions. Another challenge is that there are no supervisors on some sites which means that lecturers are on call at all times to deal with crises and ethical dilemmas.

Students have difficulty accessing resources in some sites. They are sometimes not provided with therapy rooms or locked cupboards for record safekeeping. Students thus transport their therapeutic and assessment tools in their cars. We encourage students to use a locked suitcase or toolbox to keep their tools safe. Since students conduct their work in community

sites, they are required to video record their sessions with clients, so that these sessions may be discussed in supervision. This poses challenges of obtaining consent and assent from parents and children to be video recorded.

Whilst this might sound like a problem-saturated narrative, we have witnessed the positive aspects of training from this community psychology approach. Deep insights into the multi-dimensional needs of diverse communities is seen in students' work as they are flexible in adapting assessments and interventions according to the systemic needs of these communities. The supervisors involved are constantly challenged with regard to the type of intervention and assessments to be utilised in these diverse contexts. The supervisors therefore have to read and do research constantly to keep updated to support the students effectively. This constant updating enhances their development as clinical supervisors and the relevancy of the work in communities.

### **3.2 Affinity group**

The members of the postgraduate educational psychology affinity group were continuously included in mails of the department to provide information about the educational psychology fraternity, distribute Edubrief and invitations to public lectures and affinity groups.

### **3.3 Educational Psychology interns**

The interns in Educational Psychology are making a very positive contribution to schools, the GDE district offices and institutions in Gauteng. These meetings are arranged by Mrs Nadia Taggart and the Department Educational Psychology utilises the monthly internship site meetings as a forum to discuss important issues (e.g. HIV/AIDS, child abuse, human rights, multicultural issues such as language, culture and attitude, ethics, relevant legislation) when information is disseminated, case presentations are made or guest speakers are invited. Interns are also encouraged to share information on these topics with the group and to report on conference attendance and presentations.

On some sites such as PsyCAD, FAMSA and Epworth Village, training followed site-specific needs (e.g. HIV testing and counselling, crisis line counselling, working with the effects of divorce, abused and vulnerable clients, trauma work, test training). The Department Educational Psychology also makes an effort to invite interns to lectures or workshops being presented through the University's Affinity Group network. In February 2013, Dr Fritz extended an invitation to all interns to attend a Creative Expressive Arts Symposium at reduced rates. Additionally, if a need for more training was identified during case discussion, arrangements were made for training to occur during the monthly site meetings. Students received additional test training in the *Ravens* and *Tri Maths* as these tests were purchased after the interns had left. At times training needs are also identified in action plans within the quarterly reports. Panel members are encouraged to view such examples in the

Quarterly Reports. It is also important to remember that at internship sites external service providers assess training outcomes formally for CPD accreditation purposes (e.g. JVR formally evaluates test training and provides evidence of such certification).

Continuous assessment of the intern's progress takes place as a result of weekly supervision opportunities. In this setting, both personal and professional aspects of development are informally assessed and addressed by the site supervisor concerned. Monthly Internship Site Meeting dates are negotiated with interns at the beginning of each year. Interns choose a date to host the internship group at their own internship site. This ensures that the monthly meetings are hosted at different sites. The UJ internship coordinator attends these meetings with the aim of obtaining informal monthly feedback of each intern's progress during this three hour long meeting. Site feedback is a permanent feature of the monthly agenda and minutes are taken. During the meeting interns are invited to share their progress and experiences with the entire UJ internship group. A tour of the site is undertaken and the site's referral processes, networks and resources are explained by the hosting intern. Quarterly reports are formal summative assessment opportunities. The reports are completed collaboratively by the intern and the supervising psychologist.

#### **4. MARKETING INITIATIVES**

A concentrated marketing effort was made to market the Honours and Master in Educational Psychology through the affinity group, newspapers and the PGCE, Psychology 3 and fourth year groups as well as the Honours students. Posters were placed on the University notice boards in July 2013 and a power point presentation was posted on U-link by the PGCE lecturers to market the programmes. Lecturers within the BEd Honours Inclusion and Life Orientation successfully recruited a number of students for the two master's programmes. Information was also provided on the Faculty website. The lecturers involved in the Psychology of Learning programmes made a huge effort to market this programme.

#### **5. CONTRIBUTION TO ENHANCING THE EXCELLENCE AND STATURE OF UJ**

The following table illustrates the strengths of the Department and also indicates challenges faced.



**Table 5.1: Enhancing excellence and stature of UJ**

Key indicators	Discussion
<p><b>Staff members</b> are appropriately qualified - ensure that all permanent academic staff members have a master's qualification and 50% have a doctoral qualification (from the current base of 32%), by 2020</p>	<p>The Department has two full professors, seven staff members with doctoral degrees and one staff member with a master's degree.</p> <p>All part-time staff members also have master's degrees.</p>
<p><b>Staff members</b> are appropriately capacitated in respect of curriculum design and delivery across the range of three tracks of UJ programmes (i.e. general formative, professional and career-specific)</p>	<p><u>Professional qualifications:</u></p> <p>The BEd Honours and MEd Educational Psychology degrees are professional degrees. Students completing the Honours may <b>register</b> as a counsellor at the Health Professions Council of South Africa after completion of the Board of Psychology Board Exam. Students completing the master's degree may register as an educational psychologist after passing the Board Exam. In order to teach on this degree, the staff members involved in professional training have to be registered educational psychologists at the HPCSA. In order to stay registered, all staff members have to attend CPD workshops. Staff members regularly participate in conferences relating to their profession. Examples are SAALED; PsySSA; MEISA and SAPSAC. Staff research projects inform their professional training.</p>
<p><b>Staff members</b> are appropriately supported with respect to relevant UJ services and resources.</p>	<p>The UJ provides support services such as PSYCAD; the Academic Development and Support Centre; campus health services; library services; tutor system is utilised by staff members</p>
<p><b>Students</b> who display an enrolment profile aligned to UJ's Enrolment Plan.</p>	<p>The Department is dedicated to transformation in the profession of Educational Psychology. Therefore the focus is to commit that:</p> <ul style="list-style-type: none"> <li>• at least 50% of the students in the programme should be black</li> <li>• the selection of males is promoted, as the psychology fraternity is mostly female</li> <li>• there is no discrimination with regard to</li> </ul>

	disability or sexual orientation.
<b>Students</b> who are provided with professional guidance and counselling prior to admission to ensure appropriate placement, aimed at optimal academic success and to reduce the drop-out rate for the whole university from the current 19% to 16% by 2020.	<p>Staff involved in the UJ Open Day makes prospective students aware of career trajectories in the Department.</p> <p>First-year students are made aware of career trajectories in the Department during the Orientation Week.</p> <p>Students in the new module Guidance and Support on first and second year level are made aware of career trajectories in the Department.</p> <p>Students in Learning Area Life Orientation on second and third year are made aware of career trajectories.</p> <p>Specific marketing and career orientation is provided to fourth year BEd; PGCE and third year Psychology students to make them aware of the career trajectories in the Department. This information is also placed on U-link.</p> <p>During selection processes students are made aware of the implications of a specific career trajectory, especially at Honours level.</p>
<b>Students</b> who all participate in a well-grounded and faculty-specific First Year Experience (FYE) programme, the value of which is annually monitored.	<p>Master's students are involved in the FYE during their second year when they attend the annual Faculty FYE excursion.</p> <p>Staff involved in the PGCE or first year programmes attend the excursion if possible</p>
<b>Students</b> who are recruited for postgraduate studies to attain a 16%:84% PG/UG profile by 2020 (current profile 13%:87%).	The selection criteria for all postgraduate programmes entail that students may only apply if they meet the academic selection criteria
<b>Teaching and Learning</b> which is reflective, self-conscious and geared towards producing well-rounded graduandi and diplomandi.	Teaching and learning activities in most modules are geared towards developing critically-reflective practitioners
<b>Teaching and Learning</b> which formally recognizes and integrates the Scholarship of Teaching and Learning.	Teaching and learning activities involve the integration of theory and practice through for example, developing skills of writing good clinical reports through supervision and the minor dissertation feedback cycle

<p><b>Teaching and Learning</b> which actively promotes and incentivises teaching and learning excellence and innovation and student awards in the Faculty.</p>	<p>Bronwyn Blake received the Vice-Chancellor's medal for the best master's student in 2013. Her supervisor was Dr H Dunbar-Krige</p>
<p><b>An Institutional Research Profile</b> which consistently places UJ in the top 6 residential universities in South Africa, in terms of aggregate research output and scholarly impact.</p>	<p>The research support workshops by the UJ research office are attended by staff and students</p> <p>The Department has arranged a workshop by visiting professor Mcloughlin in August 2013 to enhance research development in the Department</p> <p>The Department has been involved in several research projects. The SANPAD research project of Dr Elzette Fritz in Creative Expressive Arts (CEA) ended in 2013. She has established herself as a major role-player in South Africa in the field of creative expressive arts therapy. Her research project explores how creative expressive arts therapy may be used as (school) community intervention. The project commenced in 2011 and ended in 2013. Three doctoral and four master's Educational Psychology students received funding from the project. Suzan Lemont, a multi-modal expressive arts therapist, is the international research partner. A successful symposium was held on 9 February 2013 where the research findings were disseminated.</p> <p>Prof C Myburgh has NRF funding for a research project on aggression in the South African society. Prof Chris Myburgh has in collaboration with Prof Marie Poggenpoel, established themselves as leaders in the field of aggression in the diverse SA society.</p> <p>Prof Jace Pillay, Dr Elzette Fritz, Dr Helen Dunbar-Krige participated in and completed the SANPAD project Educational Support in Child Headed Households. Four doctoral and several master's students participated in this project.</p>
<p><b>An Institutional Research Profile</b> which achieves 112 PhD (currently 70) and 672 Masters graduates (currently 320) annually by 2020.</p>	<p>The Department significantly contributed to course work masters; master's dissertations and doctoral degrees in the Faculty and specifically in the field of educational psychology in 2013.</p>

<p><b>An Institutional Research Profile</b> which has at least 15% of academics recognized as rated researchers, from the current base of 5%.</p>	<p>The Department has two rated NRF researchers.</p> <p>Prof C Myburgh</p> <p>Prof Jace Pillay (now the SARCHI chair)</p> <p>Staff members have been identified who may apply for NRF rating</p>
<p><b>Community Engagement</b> where at least 10% of all academic programmes incorporate service learning efficiently and cost-effectively in their curricula by 2020, from the current base of 4%.</p>	<p>Service learning is a strong point of the Honours and Masters programmes in Educational Psychology</p>
<p><b>Community Engagement</b> that addresses the developmental needs of communities by providing them with access to the University's intellectual capital.</p>	<p>Career development is provided within the UJ Metropolitan Academy and students are made aware of a prospective career trajectory at the University</p>
<p><b>Community Engagement</b> that increasingly recognises and implements CE as UJ's third core academic function.</p>	<p>Service learning has been a curricular component in the module Practicum (Honours) and Professional Practice (Masters) in the past five years. Read the comprehensive report under 3.1</p>
<p><b>Academic Programme</b> strategies that will improve the depth, stature, relevance and quality of academic programmes</p>	<p>Reviews of the programmes support the improvement of the depth, stature, relevance and quality of academic programmes. A peer review was conducted of the Masters and Honours in Educational Psychology in 2013. The Masters programme was also evaluated by the Board for Psychology and accredited for another five years.</p> <p>Feedback from external examiners makes lecturers aware of the points that are excellent and the points that need attention.</p> <p>Regular feedback from students provides feedback that may inform changes in programmes. Dr Martyn van der Merwe, Prof Chris Myburgh, Dr TM Makoelle and Prof Gert van der Westhuizen received very positive feedback from students</p>
<p><b>Academic Programme</b> strategies that will enable technology-enriched learning in support of the UJ Teaching and Learning Strategy.</p>	<p>Very few modules within the programmes make sufficient use of technology-enriched learning and this gap needs to be addressed during 2014</p>

<p><b>Academic Programmes</b> that ensure rigorous application of minimum quality standards and/or criteria.</p>	<p>Reviews, external examining and regular meetings about the programmes support the application of minimum quality standards</p>
<p>In its <b>mission</b>, the Faculty of Education commits itself to the following:</p> <ul style="list-style-type: none"> <li>• The preparation of caring, accountable and critical-reflective educational practitioners who are able to support and nurture learning and development in diverse educational contexts.</li> <li>• The systematic pursuit and advancement of dynamic education knowledge of local relevance and international standing.</li> <li>• Community engagement that anticipates and is responsive to the needs of communities as partners in learning.</li> </ul>	<p>The commitment to research, teaching and learning and community engagement is also unpacked in the Department Educational Psychology goals as from 2008 to 2013. These goals are currently under revision after a strategic planning meeting of May and November 2013. An initial summary of the main objective of the Department is:</p> <p>Social justice in diverse community educational settings through caring transformative, culturally authentic TLR towards local, inter-Africa international recognised citizenship.</p> <p>The focus on career trajectories discussed in 2013 will be unpacked in more detail during 2014. See current trajectories under 1.1.</p> <p>See comprehensive community engagement discussion in 3.1</p>
<p><b>The Faculty values</b></p> <ul style="list-style-type: none"> <li>• Academic distinction</li> <li>• Academic freedom and professional accountability</li> <li>• An ethos of care</li> <li>• Respect for diversity and human dignity</li> <li>• An intellectually open, collaborative, democratic and collegial environment in the Faculty</li> <li>• The intellectual and professional development of staff and students to excel as scholars and critical-reflective educational practitioners</li> <li>• Individuality and collective effort</li> </ul>	<p>The Department strives as a whole to uphold these values in the different programmes within the Department</p>

## 5.1 Involvement of the Department in the broader South African community

Mrs Jean Fourie was co-opted on a national task team of the National Department of Education to make recommendations with regard to curriculum differentiation. She was also involved in the WITS SAALED Inclusive Education Conference in July 2013. Prof Gert van der Westhuizen delivered a paper at the Neville Alexander commemorative conference. Dr TM Makoelle was an invited speaker at the Annual International Colloquium at the Free State University.

The Department has been actively involved in the development of the Scope of Practice for Educational Psychology in South Africa from 2007 to 2013. Prof Jace Pillay is the chair and Dr Helen Dunbar-Krige the secretary of the Task Team for Educational Psychology. The Task Team successfully liaised with the Board for Psychology about a new Scope of Practice for Educational Psychology in South Africa.

Dr Elzette Fritz is an executive board member of the Milton H. Erickson Psychotherapy Society of South Africa (MEPSSA) and the South African Professional Society on the Abuse of Children (SAPSAC). As a result of her involvement in these boards, educational psychology students have been able to gain valuable experience by rendering services and attending the conferences at a minimal rate during 2013. This partnership will continue in 2014 even though Dr Fritz has left the University.

Dr Helen Dunbar-Krige is a co-opted member of the Pre-lim Committee for the Board for Psychology of the Health Professions Council of South Africa (HPCSA), was secretary of the Educational Psychology division of the Psychological Society of South Africa (PsySSA) in 2013, secretary of the Educational Psychology Task Team and a co-opted member on the national task team for counsellors in Psychology for the Board for Psychology. She was also co-opted on the Board of the Association of School Psychologists.

## **5.2 Developing an international Educational Psychology footprint**

Prof Gert van der Westhuizen is an associate lead researcher in the Mentoring Project of Leiden University, a member of the PANSALB language board and was an invited participant in the annual retreat of the Unisa SARHCI chair in Development Education in December 2013. He has been appointed on the review reference group, NRF research area of indigenous knowledge.

Prof van der Westhuizen received an invitation to participate in international panels at the University of Bergen Norway and the University of Helsinki (a research panel on Learning) during 2013. He was also invited to serve on two editorial boards – the African Evaluation Journal; Taproot series, UNISA.

Dr TM Makoelle has been appointed on the Editorial Board of the International Journal of Educational Sciences.

Visiting professor Prof Cavin McLoughlin of the University of Kent, US, who is also the editor of *School Psychology International*, presented a workshop on applying for research funds and was the speaker at the public lecture on the past, present and future for Educational Psychology: problems, pitfalls and potential. Dr Harm Tillema of the University of Leiden in the Netherlands has been appointed as a visiting associate professor. He is a regular visitor and contributor to the Department.

Dr Mabatho Sedibe has established a research project focusing on Diversity Training in Teacher Education with Prof Anita M Dutrow of the Presbyterian College in the USA and Mrs Monica Norberg of Gotland University in Sweden. They are currently finalising a publication resulting from this collaboration. Dr H Dunbar-Krige visited the Georgia State University for benchmarking purposes and to establish a partnership between the award winning counsellor programme and the educational psychology programmes.

### **5.3 Establishing a footprint in the University of Johannesburg**

Cross-faculty supervision and teaching were taking place in 2013, e.g. Mrs Nadia Taggart has taught in the Department of Psychology and Dr Elzette Fritz supervised two students in other Faculties. Both these colleagues are often invited to do workshops in their respective fields. Mrs Jean Fourie has been elected to the first concession committee of the University. Dr Tumi Diale is the representative of the Faculty on the University HIV/AIDS Committee. Alumni from the Department have been appointed in various posts in the academic environment and PsyCAD. Dr Helen Dunbar-Krige was the chair of two peer reviews within the University – IOHA and BA Tourism.

## **6. Staff member representatives on committees of the Faculty**

All staff members in the department positively contribute to committees in the Faculty

**Table.6.1 Departmental representatives on Faculty Committees**

<b>Committee</b>	<b>Representative</b>
Senate	Prof C Myburgh Prof G van der Westhuizen Dr H Dunbar-Krige
Faculty Executive	Dr H Dunbar-Krige
Strategic Committee	Dr Tumi Diale Dr H Dunbar-Krige
Higher Degrees Committee	Prof C Myburgh Prof G van der Westhuizen

	Dr H Dunbar-Krige
Ethics	Prof C Myburgh Dr T Makoelle Dr D Sekhukhune
Research	Dr T Makoelle
Teaching and Learning	Dr M van der Merwe Dr H Dunbar-Krige Dr M Malindi
Methodology	Dr M Sedibe
Community Engagement	Dr H Dunbar-Krige
Secretariat of Department	Mrs Nadia Taggart
University HIV/AIDS	Dr T Diale
University Concession	Mrs Jean Fourie
First year experience FP and IP	Dr D Sekhukhune
Second-year Focus Group APK	Dr T Makoelle, Dr M Malindi, Dr Diale
Education	Dr D Sekhukhune, Dr M Makoelle Prof G van der Westhuizen
PGCE Focus Group	Dr M van der Merwe, Dr M Sedibe, Mrs Jean Fourie

## Conclusion

The Department had a second strategic planning meeting on 27 November 2013. It was clear from this meeting that more practical planning is necessary to support the well-being of departmental members. This discussion will be taken further by the end of February 2014 in a follow-up strategic discussion.



# **APPENDIX 11**



**ANNUAL REPORT**  
**OF THE**  
**DEPARTMENT OF SCIENCE AND TECHNOLOGY EDUCATION**  
**2013**  
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## 1. INTRODUCTION

The Department of Science and Technology Education (SciTechEd) is one of five departments in the Faculty of Education at UJ. SciTechEd is a dynamic department, offering undergraduate and postgraduate programmes in the following fields:

- Learning Technologies
- Mathematics Education
- Natural, Physical and Life Sciences Education
- Technology Education.

SciTechEd has in its employ as permanent academic staff members, three professors, three associate professors, four senior lecturers and two lecturers.

## 2. STRATEGIC FOCUS

In alignment with UJ's overarching thrust, namely 'enhancing the excellence and stature of UJ', SciTechEd undertakes to:

- shape the future of Senior Phase and Further Education and Training (FET) mathematics, science and technology teachers and research scholars, and expand the knowledge economy via authentic teaching, learning and research
- deliver caring, accountable and critically-reflective mathematics, science and technology teachers who inspire young inquiring minds to apply mathematics, science and technology concepts, principles and procedures in their studies in science, engineering, technology, health sciences, education and finance
- establish equitable learning environments through a variety of qualifications at different levels that will, through technology, take advantage of the latest teaching and learning philosophies and research methodologies.

The *Minimum requirements for teacher education* (2011) set by the Department of Higher Education and Training combined the former BEd Senior Phase and BEd FET qualifications into one high school qualification. As part of the Faculty's strategic focus, SciTechEd has been involved in the implementation of this combined qualification since 2013. The various sub-departments contributed to the above-mentioned overarching thrust in the following ways in 2013:

### Learning Technologies

Dr Jacqueline Batchelor's excellent external connections resulted in her being invited to four international conferences, workshops and summits. Prof Geoff Lautenbach, as chair of the Faculty Research Ethics Committee (FREC), facilitated the provisional registration of the

FREC at the National Health Research Ethics Committee (NHREC). Only two accredited research ethics committees at the UJ, and a limited number of similar committees from other institutions, have been registered nation-wide. Prof Duan van der Westhuizen has initiated the development of an innovative pedagogic model for teaching computer science students. The pedagogic model that is being developed has already caused an increase in performance among students enrolled for computer programming modules. Dr Rabaitse Diseko is known for his student care in giving students thorough and extensive feedback on their work. It is clear that the members of this sub-department are held in high esteem by its community.

### Mathematics Education

Prof Gerrie Jacobs joined this sub-department in 2013. His research expertise and understanding of the higher education sector have enhanced the reputability of mathematics education in this sub-department, specifically at undergraduate level. Dr Erica Spangenberg, as a former employee of the Gauteng Department of Education (GDE), has vast experience in the development and implementation of the National Curriculum Statements (NCS) for GET and FET mathematics, the National Protocol of Assessment (NPA) as well as the Curriculum and Assessment Policy Statement (CAPS) for FET mathematics and mathematical literacy. With this expertise, she has contributed to the development of new qualifications in the SciTechEd Department. In 2013, she also started to develop a research niche area in ethno-mathematics, which explores how indigenous knowledge systems may be accommodated in the teaching and learning of school mathematics.

This sub-department also embarked on a deliberate strategy in 2013 to improve the module throughput on undergraduate and postgraduate levels by appointing competent tutors to assist with the identification and support of 'at-risk' students. This has involved the revision of learning guides and teaching strategies and methods (e.g. group work, discussions and critical reflection) to encourage greater student participation.

### Science Education

One of the strategic goals of this sub-department is to develop a flagship programme and, for this reason, we are networking with several international researchers in distinct research foci. Prof Umesh Ramnarain's collaboration with Dr David Schuster from Western Michigan University (USA) on inquiry-based education has already resulted in a joint article being accepted for publication in the high impact ISI journal *Research in Science Education*. The collaboration has also resulted in the development of an instrument to investigate the pedagogical orientation of science teachers (POSTT-SA). The instrument was presented at European Science Education Research Association (ESERA), and attracted much interest from international scholars. Prof Josef de Beer's focus on crossing boundaries (evolution and indigenous knowledge systems) has directed the conceptualisation of the new Advanced Diploma in Education (ADE) programmes, and has also influenced the content

areas of some of the existing science modules, including a renewed focus on indigenous knowledge systems. Dr Rina Grobler's aptitude for education policy and faculty regulations has contributed to better alignment of the learning guides, specifically at undergraduate level, with these aspects.

### **Technology Education**

Prof Piet Ankiewicz's established research focus on the philosophy of technology and technology education continued to serve as a philosophical framework and point of departure for the undergraduate modules, postgraduate research and the development of new qualifications. Teaching the academic majors associated with the undergraduate programmes has been complemented by the academic and workplace experience of the other two colleagues, Dr Francois van As and Mr Werner Engelbrecht. Dr Van As, a qualified architect with three years' workplace experience, was responsible mainly for introducing modules on engineering graphics and design (EGD) and civil technology. As a former employee of the Gauteng Department of Education (GDE), Dr Van As has vast experience in the development and implementation of the National Curriculum Statements (NCS) for FET technology, the National Protocol of Assessment (NPA) as well as the Curriculum and Assessment Policy Statement (CAPS) for FET technology, which has contributed to the development of new qualifications associated with the sub-department. Mr Engelbrecht, who was trained as an electronics teacher, was mainly responsible for introducing modules on electrical technology and mechanical technology. It is precisely the aforementioned competencies of these two colleagues that accord us the unique opportunity to offer academic majors in technology education at UJ.

## **3. STAFF**

### **Joint staff development**

SciTechEd organised a so-called small Community of Practice (sCoP) in which the established researchers showcased and shared their research trajectories with novice and inactive researchers in the Department, with the aim of assisting them to initiate their own research trajectories. As an extension of the sCoP, SciTechEd also decided to develop staff's academic writing skills and to increase their accredited research output by forming a community of practice to support and mentor staff with the preparation of conference papers for the International Conference on Mathematics, Science and Technology Education (ISTE). This conference was one of a few that accorded the whole department, with its four distinct sub-departments, the opportunity to attend and to participate. Novice staff members in the aspect of academic writing were mentored by more experienced staff. Hence 11 members of staff read 15 papers collectively. The next step will be to convert these papers into articles.



The 11 members of staff who collectively read 15 papers at the ISTE International Conference on Mathematics, Science and Technology Education at Mopani Camp in the Kruger National Park, 21–24 October 2013

### **Individual staff development initiatives**

In addition to the joint staff development, individual development was also done in some of the sub-departments.

### **Learning Technologies**

Dr Batchelor and Prof Lautenbach successfully completed the research ethics course at the Steve Biko Centre for Bioethics in February 2013. Prof Lautenbach then facilitated a series of mini-workshops with each academic department in the Faculty of Education on the topic of research ethics.

### **Mathematics Education**

Dr Spangenberg attended ATLAS.ti training. Prof Jacobs participated in three in-house quantitative research methodology workshops, offered by UJ's Postgraduate Centre.

### **Science Education**

Prof Ramnarain attended a developmental workshop at the European Science Education Research Association (ESERA) in Nikosia, Cyprus on video case analysis. He is planning a study on the use of video cases in the professional development of science teachers.

## **4. STUDENTS AND ACADEMIC PROGRAMMES**

### **Undergraduate success rate**

SciTechEd maintained a high academic standard at undergraduate level with a total course degree credit success rate of 88,35%. The success rate surpassed the university's benchmarks significantly.

### **Postgraduate success rate**

The total course degree credit success rate for BEd Honours was 83,50%.

### **New academic programmes**

Led by Dr Spangenberg, SciTechEd developed six application proposals for three new qualifications, namely an Advanced Diploma (four applications), a Postgraduate Diploma and a Bachelor of Education Honours in Science and Technology Education. The actual number of new qualifications in fact added up to 20, but we succeeded in reducing this number substantially by innovatively providing for endorsements within the various qualifications to cover the vast range of specialisations in the field of mathematics, science, technology and computer education. The curricula of the various qualifications and their endorsements were carefully benchmarked by comparing the content with at least two similar qualifications from different international institutions in several countries. Learning guides and module contents for Teaching Methodology and Practicum modules were developed for the second year of study within the new BEd (Senior Phase and FET) qualification which will be presented in 2014.

### **Learning Technologies**

#### **(a) Creative use of technology**

Considering the disciplinary focus of each sub-department, there is a high prevalence of the use of learning technologies to support authentic learning, lifelong learning, mobile learning and alternative and appropriate pedagogical approaches for learning in the 21st century. Two students enrolled for Professional Studies 3B were invited to present at the international *ICT in the Classroom* conference in Bloemfontein, based on the innovative learning environments that they had developed. Microsoft covered their travel and accommodation fees and one of them received an Intel sponsored Dell laptop.

#### **(b) New programmes developed**

A learning guide and module contents were developed for the Teaching Methodology and Practicum module for School ICT Support Specialist. This module was developed for the second year of study within the new BEd (Senior Phase and FET) qualification for presentation in 2014. Dr Jacqueline Batchelor led the development of the following new programmes in 2013:

- Advanced Diploma in Computer Applications Technology Education (already provisionally approved)
- Postgraduate Diploma in Education in Science and Technology Education (ICT Innovation in Education)
- Bachelor of Education Honours in Science and Technology Education (ICT Innovation in Education).

### **(c) Innovations and benchmarking**

The new BEd (Senior Phase and FET) qualification is the first in the country to train teachers for the newly created role of School ICT Support Specialist.

## **Mathematics Education**

### **New programmes developed**

Learning guides and module contents for Teaching Methodology and Practicum modules for Senior Phase and FET mathematics were developed for the second year of study within the new BEd (Senior Phase and FET) qualification in 2014. Dr Spangenberg led the development of the following new programmes in 2013:

- Advanced Diploma in Mathematics Education (with endorsements in Senior Phase Mathematics, FET Mathematics and Mathematical Literacy)
- Postgraduate Diploma in Science and Technology Education (Mathematics Education)
- Bachelor of Education Honours in Science and Technology Education (Mathematics Education).

## **Science Education**

### **(a) Creative use of technology**

Subject Methodology Physical Sciences and PGCE students were introduced to physics simulations developed by the University of Colorado. The simulations are used to promote inquiry-based learning, and serve as an alternative to laboratory practicals which require expensive conventional apparatus. The students investigated the use of these simulations in a research project they conducted during their school experience.

### **(b) New programmes developed**

Learning guides and module contents for Teaching Methodology and Practicum modules for Senior Phase Natural Sciences and FET Life Sciences and Physical Sciences were developed for the second year of study within the new BEd (Senior Phase and FET) qualification which will be presented in 2014. Prof Josef de Beer led the development of the following new programmes in 2013:



- Advanced Diploma in Science Education (with endorsements in Life Sciences and Physical Sciences)
- Postgraduate Diploma in Education in Science and Technology Education (with endorsements in Life Sciences and Physical Sciences)
- Bachelor of Education Honours in Science and Technology Education (Science Education).

### **(c) Innovations and benchmarking**

In Subject Methodology Life Sciences Prof De Beer introduced a new approach to 'learning in practice' through his students' involvement in teaching Life Sciences to Grade 10 learners from the UJ Metropolitan Academy. This project aims to develop pre-service teachers' pedagogical content knowledge (PCK) related to designing inquiry-based laboratory learning opportunities, and to provide them with a more nuanced understanding of the complexity of the teaching profession.

## **Technology Education**

### **New programmes developed**

Learning guides and module contents for Teaching Methodology and Practicum modules for Senior Phase Technology and FET Engineering Graphics and Design and Civil Technology were developed for the second year of study within the new BEd (Senior Phase and FET) qualification to be presented in 2014. Dr Van As led the development of the following new programmes in 2013:

- Advanced Diploma in Technology Education (with endorsements in Senior Phase Technology, FET Engineering Graphics and Design, FET Civil Technology, FET Electrical Technology and FET Mechanical Technology)
- Postgraduate Diploma in Education in Science and Technology Education (Technology Education) with sub-endorsements in Technology, Engineering Graphics and Design, Civil Technology, Electrical Technology and Mechanical Technology
- Bachelor of Education Honours in Science and Technology Education (Technology Education).

## **5. RESEARCH FOOTPRINT AND IMPACT**

There were current and emerging high impact areas of research in the various sub-departments. The number of master's and doctoral students varied from high in some sub-departments (e.g. Science Education and Learning Technologies) to low in other sub-departments (Mathematics Education and Technology Education). All the sub-departments, except for Technology Education are involved in national and international collaborative projects. The Google Scholar h-index since 2009 varied from 6 to 0 across the sub-departments and the Scopus h-index varied from 4 to 0. All staff members were active in

research in 2013, and the accredited research output increased slightly since 2012. The journal with the highest impact factor was 1.43 as compared to 1.495 in 2012. The majority of staff members were involved in editorial boards and review processes. Only Science Education managed to attract external research funding in 2013. There was one post-doctoral fellow in learning technologies.

## Learning Technologies

### (a) Current and emerging areas of high impact research

A number of high-impact current and emerging areas of research were evident, relating to Teacher Education and Continuing Professional Teacher Development. There was a specific focus on authentic learning, lifelong learning, mobile learning, the development of 21<sup>st</sup> century skills, and alternative and appropriate pedagogical approaches for learning in the 21st century.

### (b) Master's and doctoral students and graduates and publications generated by students

PhD students whose research had a high impact, related to the development of an innovative pedagogic model for teaching computer science students. Funding of over R100 000 was received from the NRF for this project. The pedagogic model being developed has already resulted in an increased performance among students and lessons have been recorded for television broadcast. A multivariate projection model by another PhD candidate on teacher supply and demand is currently being tested by the Chief Directorate Teaching and Learning Development, Department of Higher Education and Training, using actual supply and demand data from multiple databases.

	No. pre-registered	No. registered	No. graduated	No. of publications generated	
				Conference Papers	Articles
Master's coursework		13	0	3	0
Master's dissertation	0	4	1	1	0
PhD	2	3	1	6	2

### (c) National and international collaborative projects

Members of the sub-department were invited as guest speakers and keynote speakers to a number of conferences. The North West University (NWU) Faculty of Science invited Dr Batchelor to assist them in training staff and developing a mobile learning strategy for the faculty. She participated in discussions on the utilisation of learning technologies for their new qualifications, and presented on the potential of using mobile technology in various programmes to advance teaching and learning.

**(d) Citation profile of staff**

Name	Designation	Google Scholar citations		Google Scholar h-index		Google Scholar i10-index		Scopus h-index
		All	Since 2009	All	Since 2009	All	Since 2009	
Prof D van der Westhuizen	Professor	81	40	5	4	2	1	2
Prof G Lautenbach	Associate Professor	48	25	4	2	1	1	1
Dr J Batchelor	Senior Lecturer	33	28	4	3	1	1	
Dr R Diseko	Senior Lecturer	12	10	2	2	0	0	1

**(e) Progress regarding publications in high impact journals**

Name	Designation	Accredited publications		Difference ('13 – '12)	Journal with highest impact factor	
		2012	2013		2012	2013
Prof D van der Westhuizen	Professor	1	2.50	+ 1.50		Not available
Prof G Lautenbach	Associate Professor	1.25	1.17	-0.08		
Dr J Batchelor	Senior Lecturer	0.35	1.17	+0.82		
Dr R Diseko	Senior	0	0.75	+0.75		

	Lecturer					
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Learning Technologies increased its accredited research output in 2013 by 2 units, compared to 2012. These colleagues mainly published papers in the proceedings of the leading and reputable World Conference on Educational Multimedia, Hypermedia and Telecommunications (EDMEDIA) in order to generate accredited output, grow their personal professional network, and to keep abreast of advances in the field.

**(f) Membership of editorial/review panels**

The excellence and stature of UJ have been significantly enhanced by members of the Learning Technologies sub-department, as is evident from their participation in national and international bodies. Members of this sub-department serve on a number of national and international editorial boards and programme committees of prestigious conferences. Among these are the *South African Journal of Education*; International Conference on ELearning (ICEL); Conference on Adaptive Science and Technology (ICAST); World Conference on Educational Multimedia, Hypermedia and Telecommunications (Ed-Media); International Association for the Advancement of the Information Society (IADIS), and The International Society for Cultural and Activity Research (ISCAR). The members of the sub-department also regularly acted as reviewers for both national and international high impact journals, such as *Educational Studies*; *Education as Change*; *The International Journal for Information and Communications Technology Education*; the *Australasian Journal of Educational Technology*; the *South African Journal of Education* and *Africa Education Review*. Prof van der Westhuizen also conducted one review for rating and one for funding on behalf of the NRF.

**(g) Visiting professors and research fellows – profile and performance**

Dr Eunice Olakamni was appointed as a post-doctoral fellow under the supervision of Prof Van der Westhuizen on 1 September 2013. A number of cross-disciplinary research projects are being conceptualised and planned around the utilisation of mobile technologies and science education.

**Mathematics Education**

**(a) Current and emerging areas of high impact research**

Professional development of mathematics teachers, mathematics teaching and learning, assessment and curriculum development, ethno-mathematics, neurocognitive research in mathematics education (including learners' attitudes), anxiety and learning difficulties.

**(b) Master's and doctoral students and graduates in your department and publications generated by students**

	No. pre-registered	No. registered	No. graduated	No. of publications generated	
				Conference Papers	Articles
Master's coursework		n/a	n/a	n/a	n/a
Master's dissertation	2	1	0	0	0
PhD	3	2	0	0	0

**(c) National and international collaborative projects**

**Prof Jacobs, in collaboration with** Prof Candace Schau (Educational Psychologist, School of Education, University of New Mexico, Albuquerque, USA), **conducted a survey of attitudes** of postgraduate students towards matters of a quantitative nature. The BEd Honours students (n=125) and coursework Master's students in Educational Leadership and Management (n=17) were participants in the project in 2013.

**(d) Citation profile of staff**

Name	Designation	Google Scholar citations		Google Scholar h-index		Google Scholar i10-index		Scopus h-index
		All	Since 2009	All	Since 2009	All	Since 2009	
Prof G Jacobs	Professor	33	17	3	2	0	0	1
Dr E Spangenberg	Lecturer	0	0	0	0	0	0	0

**(e) Progress regarding publications in high impact journals**

Name	Designation	Accredited publications		Difference ('13 – '12)	Journal with highest impact factor	
		2012	2013		2012	2013

Prof G Jacobs	Professor	1	2.05	+1.05		
Dr E Spangenberg	Lecturer	1	0.5	-0.5		

Prof Jacobs received a best paper award for the paper titled: An international quest to establish and nurture a quality ethos in higher education, presented in June 2012 at the international Quality Traps in Higher Education Conference of the Catholic University of Leuven in Belgium. This paper was included in the Best Papers Proceedings of the Conference (which contained only the twelve best papers), published in November 2013.

#### **(f) Membership of editorial/review panels**

Prof Jacobs was appointed as educational reviewer for the *Journal of Economic and Financial Sciences* (JEF). He is also a Higher Education research referee of the National Research Foundation (NRF), Associate Editor of the *SA Journal of Higher Education* and research referee for: (i) *Education as Change*; (ii) *SA Journal of Humanities* (*Tydskrif vir Geesteswetenskappe*); (iii) *New Directions in Institutional Research* (journal of the USA Association for Institutional Research); (iv) *Acta Commercii*; (v) *Acta Academica*; (vi) *Journal of Economic and Financial Sciences*; and (vii) *The African Journal of Research on Mathematics, Science and Technology Education* (AJRMSTE).

Prof Jacobs' membership of the Advisory Board of the international journal, *Quality in Higher Education* was renewed, after having served a period of three years. Dr Spangenberg was appointed as reviewer for papers on mathematics education for: (i) *Education as Change*; and (ii) *Pythagoras*.

### **Science Education**

#### **(a) Current and emerging areas of high impact research**

Prof De Beer further developed indigenous knowledge systems (IKS) as a research focus in 2013, and had a paper in this field published in *Suid-Afrikaanse Tydskrif vir Natuurwetenskap en Tegnologie*. He also read a paper at the ISTE 2013 conference on IKS. The panel's research on conceptual change theory and evolution continued, and two postgraduate students working in this field graduated in 2013. Much of Prof Ramnarain's research concentrated on inquiry-based teaching and learning that encompassed the doing of investigations. The importance and quality of his work was recognised in 2013 through publications in high impact international journals – *International Journal of Science Education* (1.340); *Research in Science Education* (1.104); *Chemistry Education Research and Practice* (1.075).

**(b) Master's and doctoral students and graduates in your department and publications generated by students**

	No. pre-registered	No. registered	No. graduated	No. of publications generated	
				Conference Papers	Articles
Master's coursework		10			
Master's dissertation		14	4		
PhD		14	1	1	

**(c) National and international collaborative projects**

Dr David Schuster from the Physics Department at Mallinson Institute for Science Education, Western Michigan University, is a collaborator in the National Research Foundation (NRF) funded research project: The Pedagogical Content Knowledge (PCK) of Physical Sciences teachers in inquiry science teaching, which looks at the pedagogical orientation of South Africa Physical Sciences students. Prof De Beer and Dr Iman Chahine from Georgia State University are working on a title exploring a conceptual framework for IKS, included in embodied, situated and distributed cognition.

**(d) Citation profile of staff**

Name	Designation	Google Scholar citations		Google Scholar h-index		Google Scholar i10-index		Scopus h-index
		All	Since 2009	All	Since 2009	All	Since 2009	
Prof JJJ de Beer	Associate Professor	63	51	5	5	2	1	2
Prof U Ramnarain	Associate Professor	15	15	3	3	0	0	2
Dr R Grobler	Senior Lecturer	23	8	2	2	1	0	0

**(e) Progress regarding publications in high impact journals**

Name	Designation	Accredited publications		Difference (‘13 – ‘12)	Journal with highest impact factor	
		2012	2013		2012	2013
Prof JJJ de Beer	Associate Professor	3	2.92	-0.08	1.495	1.1
Prof U Ramnarain	Associate Professor	5.75	2.5	-3.25	1.075	1.340
Dr R Grobler	Senior Lecturer	1	0.5	-0.5	0.0	0.0

**(f) Membership of editorial/review panels**

Prof De Beer and Prof Ramnarain served as Associate Editors for *Education as Change*.

**(g) Research income and expenditure**

Name	Designation	Research income		Research expenditure	
		Source and cost centre	Amount (R)	Source and cost centre	Amount (R)
Prof JJJ de Beer	Associate Professor	URC (05.15.219430.25)	140 000	URC (05.15.219430.25)	70 100
Prof U Ramnarain	Associate Professor	NRF Thuthuka (05-05-219030-15)	62 000	NRF Thuthuka (05-05-219030-15)	62 000
Dr R Grobler	Senior Lecturer	Not applicable	-	Not applicable	-

**(h) Visiting professors and research fellows – profile and performance**

Dr Ann Mackenzie from Miami University, Ohio, USA, had a paper published in *Education as Change* (July 2013): A metaphorical analysis of the ecology of the classroom. *Education as Change*, 17(1): 101-113. Although accredited, she did not indicate her affiliation with UJ, and therefore we could not claim funding.



## Technology Education

### (a) Current and emerging areas of high impact research

The implications of the philosophy of technology for classroom pedagogy and teacher education as well as the continuing professional development of technology teachers' pedagogical content knowledge (PCK) are well-established research areas in the sub-department.

### (b) Master's and doctoral students and graduates in your department and publications generated by students

	No. pre-registered	No. registered	No. graduated	No. of publications generated	
				Conference Papers	Articles
Master's coursework		1			
Master's dissertation	1				
PhD					

### (c) Citation profile of staff

Name	Designation	Google Scholar citations		Google Scholar h-index		Google Scholar i10-index		Scopus h-index
		All	Since 2009	All	Since 2009	All	Since 2009	
Prof PJ Ankiewicz	HoD and Professor	159	98	6	6	5	5	4
Dr F van As	Senior Lecturer							
Mr W Engelbrecht	Lecturer	9	7	2	2	0	0	

### (d) Progress regarding publications in high impact journals

Name	Designation	Accredited publications		Difference ('13 – '12)	Journal with highest impact factor	
		2012	2013		2012	2013

Prof PJ Ankiewicz	HoD and Professor	0	3.25	+3.25	N/A	0.26
Dr F van As	Senior Lecturer	0	0.25	+0.25	N/A	N/A
Mr W Engelbrecht	Lecturer	0	0	0	N/A	N/A

Technology education increased its accredited research output in 2013 with 3.5 units compared to 2012. Mr Engelbrecht is busy with PhD studies.

#### **(e) Membership of editorial/review panels**

Prof Ankiewicz is a member of the editorial board and Africa representative of the *International Journal of Technology and Design Education*, and member of the Editorial Board of *International Technology Education Studies*. Dr van As was a reviewer for the 2013 ISTE International Conference on Mathematics, Science and Technology Education.

### **6. INTERNATIONALISATION**

The excellence and stature of the UJ were significantly enhanced by staff, as shown by their efforts towards internationalisation.

#### **Learning Technologies**

##### **(a) Visits by staff to international institutions (provide details of visits and institutions)**

Dr Batchelor's extensive external connections resulted in her being invited to serve on the Pearson M-Learning Think-tank. She was also invited to act as a facilitator for the Shell Mobile Learning Innovation Workshop in The Hague, Netherlands and by invitation participated in the HP Catalyst summit in Sao Paolo, Brazil. She also represented the Dean at the Universitas 21 Educational Innovation Conference: Teaching and Learning in the Digital Age, University College, Dublin, Ireland.

##### **(b) Visitors from abroad (provide details of institutions)**

Prof John Traxler, Professor of Mobile Learning (probably the world's first) and Director of the Learning Lab at the University of Wolverhampton, was invited by Dr Batchelor for consultation. Prof Traxler also made a presentation in the Faculty.

#### **Mathematics Education**

##### **Visitors from abroad (provide details of institutions)**

Prof Mark Schofield, Director of Teaching and Learning Enhancement at the Edge Hill University in the UK, visited in November 2013. As a follow-up, a colleague in Mathematics Education at Edge Hill University will visit UJ in 2014 as part of a joint collaboration in teaching and learning, and research collaboration in mathematics education.

## Science Education

### **(a) Visits by staff to international institutions (provide details of visits and institutions)**

Prof De Beer accompanied a group of fourth-year UJ BEd and PGCE students to Georgia State University (GSU), Atlanta, USA, in August 2013, where they attended classes at GSU and visited schools in Atlanta as part of their school experience.

### **(b) Visitors from abroad (provide details of institutions)**

In November 2013 a group of six Georgia State University students, accompanied by Dr Chahine (GSU), visited UJ. Science education arranged a programme for these students, exploring themes in ethno-mathematics. Dr David Schuster from Western Michigan University visited UJ from 10–16 August 2013. Prof Ramnarain collaborated with him on his NRF funded research: The pedagogical content knowledge of Physical Sciences teachers in inquiry science teaching. Dr Schuster conducted staff and student seminars.

## **7. COMMUNITY SERVICE, STAKEHOLDER ENGAGEMENT AND REPUTATION MANAGEMENT**

SciTechEd was involved in a number of innovative community service and engagement programmes. There was also a well-established community of practice of postgraduate students and staff in science education. Led by Prof Lautenbach, SciTechEd made a substantial effort to update its website, and to add Google Scholar, Academia.edu and Twitter links to it. We also developed marketing brochures for the various sub-departments.

## Learning Technologies

### **(a) Provide an overview of community service and engagement activities of staff and students**

Dr Batchelor and Prof Lautenbach were involved in the UJ Metropolitan Academy Life Sciences Project in which pre-service teaching students taught Life Sciences to learners from a partner school. This project will run for at least another two years until the current cohort reaches Grade 12.

### **(b) Marketing initiatives**

A marketing brochure for Learning Technologies was developed.

## Mathematics Education

### **(a) Provide an overview of community service and engagement activities of staff and students**

Mathematics PGCE full-time students participated in a pilot teaching school project at UJ Metropolitan Academy. The sub-department worked in partnership with Numeric piloting for Khan Academy in previously disadvantage schools in the Johannesburg metropolitan

area in order to create exciting and high impact learning environments with a view to strengthening mathematics learning in early high school.

**(b) Marketing initiatives**

A marketing brochure for Mathematics Education was developed.

**Science Education**

**(a) Provide an overview of community service and engagement activities of staff and students**

Prof De Beer offered four short learning programmes for science teachers in 2013, focusing on indigenous knowledge systems. Science education hosted the A Team, which is a community of practice devoted to the professional development of science teachers. A course was offered to these teachers on indigenous knowledge systems in 2013 during the July holiday. Science education is also involved in the UJ Metropolitan Academy Life Sciences Project in which pre-service teaching students teach Life Sciences to learners from a partner school. This project will run for at least another 2 years until the cohort writes matric.



Grade 10 Life Sciences learners who were part of the UJ Metropolitan Academy Life Sciences Project

**(b) Involvement of affinity groups and other stakeholder engagement**

In Science Education, we established a community of practice, where MEd and PhD students support one another.

**(c) Marketing initiatives**

A marketing brochure for Science Education was developed. Prof Ankiewicz and Prof De Beer were guests on Dagbreek TV in May 2013, where they participated in a discussion on

science education. Prof De Beer also participated in two radio interviews (Radio Today and Radio Pretoria).

### **Technology Education**

#### **(a) Provide an overview of community service and engagement activities of staff and students**

SciTechEd is involved in the TechnEd Catalyst Project, a partnership between the Faculty of Education at UJ, provincial departments of education, and trade and industry. Trade and industry is instrumental in developing learning and teacher support material (LTSM) and granting funds, earmarked for social upliftment, for the provision of workbooks and teacher guides to schools, and for continuing professional teacher development (CPTD). Sponsorships of R5.6 million have been raised for these purposes since 1997. The Albert Wessels Trust/Toyota sponsored an additional R85 000 towards the Catalyst Project for 2013. These funds were utilised to expand the project. In 2013 The Catalyst Project was expanded when learner workbooks to the value of R43 494 were sponsored for Coronationville High School and Blue Hills College.

#### **(b) Involvement of affinity groups and other stakeholder engagement**

During a technical day organised by the Gauteng Department of Education, the sub-department had the opportunity to address more than 700 technology teachers from Gauteng and neighbouring provinces. The discussion focused on new developments in technology education at tertiary level and in particular, the new post-graduate qualifications to be introduced from 2015. All attendees received a marketing brochure explaining the new qualifications that will be offered in technology education at UJ. The response was satisfactory as we received numerous enquiries.

#### **(c) Marketing initiatives**

A marketing brochure for Technology Education was developed.

### **8. CONCLUSION AND WAY FORWARD**

There is sufficient evidence pointing to satisfactory performance in research, teaching and learning and community engagement in 2013. However, there is still ample room for improvement in some areas. SciTechEd will embark on developing a departmental strategy in 2014 that is aligned with the UJ values and strategic objectives as set out in the UJ Strategy 2014–15. SciTechEd needs to increase the number of postgraduate numbers specifically in mathematics education and technology education. It should increase its accredited research output; attract external research funding; and capitalise on its existing networks to establish collaborative projects with reputable international scholars and universities. It should also attract more post-doctoral fellows. The year 2013 showed a

renewed energy within the community of practice with staff engaging in research across the four sub-disciplines. This will be further rolled out in 2014. Three members of staff will be applying for NRF rating in 2014 which, if successful, will have a positive spin-off in terms of research funding.

### **Learning Technologies**

#### **(a) Summary of performance**

The sub-department has extended its national and international network, and has also increased its research output substantively, compared to 2012.

#### **(b) Way forward**

The sub-department is currently developing a new strategy that is more closely aligned to the UJ strategy and goals, but is also aligned with the 'Towards 2025' national education strategy.

### **Mathematics Education**

#### **(a) Summary of performance**

In 2013 the sub-department produced solid results from a moderately-sized sub-department staff complement, but we still face demands for global excellence.

#### **(b) Way forward**

The sub-department has to increase the number of postgraduate students, especially at master's level, to enhance the scholarly prominence of the mathematics education programme. It has to establish partnerships with mathematics HoDs in schools where mathematics students conduct their school practicum. A school-university mathematics forum is envisaged. Students have to be assisted to develop and enrich their pedagogical content knowledge (PCK) in mathematics. In particular, the Mathematics Education sub-department envisages strengthening content knowledge in the different mathematical knowledge strands, and developing PCK in these strands, by developing new learning guides for 2014. Assessment will be adapted to accommodate tests on content knowledge in which students should achieve a minimum of 80% pass rate.

### **Science education**

#### **(a) Summary of performance**

The rich and diverse context of the South African education landscape has provided fertile ground for research in three key areas: indigenous knowledge systems (IKS); the nature of science (NOS); and inquiry-based education. Cutting edge and innovative research projects have been undertaken, resulting in output that has been recognised through publications in leading international journals in the field of science education. The quality and significance of our work has stimulated the interest of top scholars, which has facilitated international

collaborations in support of our aspiration of realising the UJ goal of 'Global Excellence and Stature'.

**(b) Way forward**

As a strategic goal for 2014, this sub-department is working towards developing science education as a flagship programme, building on the momentum obtained in 2013. Both Prof Ramnarain and Prof de Beer will be applying for NRF rating in 2014.

**Technology Education**

**(a) Summary of performance**

This sub-department has increased its research output substantively, compared to 2012, despite low numbers of postgraduate students.

**(b) Way forward**

The sub-department has been well established in Senior Phase technology education since 1998. Strategically we intend to shift our focus to FET technology education in 2014, which is also the intention of the DBE. We can make an important contribution towards/in assisting FET technology teachers and their learners. Therefore, we want to establish an FET technology community of practice consisting of ourselves, officials from the GDE and technology teachers. This should assist us in attracting more postgraduate students.