

FACULTY OF EDUCATION

Edubrief Volume 1 | 2025



FACULTY OF EDUCATION CONTACT DETAILS



011 559 3251
Auckland Park
Kingsway Campus
011 559 5562
Soweto Campus



www.uj.ac.za/edu



@EduFacultyUJ



eduqueries@uj.ac.za



@UJEducation



@UJEducation

Table of Contents

1. EDITORIAL LETTER	3
2. FACULTY NEWS FLASHES	5
3. FROM THE DEPARTMENT OF CHILDHOOD EDUCATION	8
4. FROM THE DEPARTMENT OF EDUCATION PSYCHOLOGY & THE CENTRE FOR NEURODIVERSITY	12
5. FROM THE CENTRE FOR ADVANCED LEARNING TECHNOLOGIES IN SCIENCE, TECHNOLOGY, ENGINEERING, ARTS AND MATHEMATICS (CALTSTEAM)	16
6. FROM THE SARCHI CHAIR IN COMMUNITY, ADULT & WORKERS' EDUCATION (CAWE) IN THE CENTRE FOR EDUCATION RIGHTS & TRANSFORMATION (CERT)	19
7. SPECIAL REPORT PGCE: VISUAL ART & DESIGN	22
8. NOTABLE ACHIEVEMENTS IN THE FACULTY OF EDUCATION	24
9. CALL FOR SUBMISSIONS	24

Prof Mpedi and Prof Petersen welcoming the Minister of Basic Education, Ms Siviwe Gwarube to the University of Johannesburg on 17 January 2025



Editorial Letter: Off to a great start

The year 2025 is already shaping up to be a remarkable one, and what a way to mark the 20th anniversary of the University of Johannesburg! The Faculty of Education hit the ground running even before the university officially opened its doors for the academic year. On 17 January, we had the privilege of hosting the **Minister of Basic Education, Ms Siviwe Gwarube**, and the **Deputy**

Minister of Higher Education, Dr Mimmy Gondwe, for an Open Discussion with the Deans of Education from all 26 public universities in South Africa. In her keynote, Minister Gwarube congratulated UJ on 2 decades of academic excellence—an honour and a testament to the faculty's continued leadership and contribution to the education sector.



LEFT: The Chancellor of UJ, Dr Phumzile Mlambo-Ngcuka opened the event and welcomed all the dignitaries to our university and commended the two education departments on their collaboration.

WATCH: Minister of Basic Education, Ms. Siviwe Gwarube, congratulates UJ on celebrating 20 years. #UJ20



LEFT: The media was there to report on the event and both the Dean and the VC was interviewed by UJFM, eNCA and others.

February saw the return of our vibrant student body, and we were thrilled to welcome a strong cohort of first-year students. The annual first-year camp for the Foundation and Intermediate Phase groups was a warm and spirited introduction to university life.

In March, we celebrated the start of the 2025 Graduation season, where we will see approximately 1129 graduates across undergraduate and postgraduate levels cross the stage this year.



In March, the Centre for Neurodiversity also hosted its annual Down Syndrome Day commemorative event, where we welcomed the 2025 recipients of the Mpedi Scholarship for Neurodiversity Studies. The inaugural 2024 cohort had the opportunity to present their exciting initial research findings ([FULL STORY ON PAGE 12](#)).



April was a month of proud milestones. During UJ's annual Community Engagement Day on 4 April, the faculty showcased several impactful initiatives—from the Department of Childhood Education's Coding and Robotics training programme for teachers to the thriving Food Garden project that the Department of Education Leadership and Management have in the Tshwane metropolitan.



Community Engagement Day: 4 April

We also celebrated the graduation of the first cohort from the School-Based Bachelor of Education (Foundation Phase) programme ([FULL STORY ON PAGE 10](#)) and marked the official launch of the Centre for Advanced Learning Technologies in Science, Technology, Engineering, Arts and Mathematics ([FULL STORY ON PAGE 17](#)).



Prof Mpedi and Prof Khan cutting the ribbon at the CALTSTEAM Launch



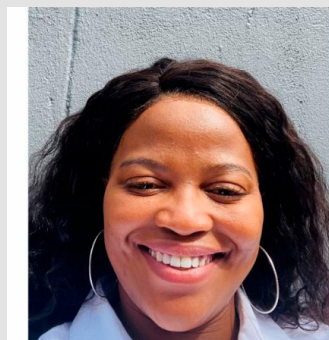
SBST Graduation

Amidst these key milestones, the faculty has hosted a variety of academic seminars, public lectures, and research engagements. It's been an exciting, busy start and **we are committed to keeping this momentum going as we celebrate UJ's 20th year.** Here's to a year of continued excellence, innovation, and community impact.



Our Future. Reimagined.

FACULTY NEWS FLASHES



Mosa Khasu
University of
Johannesburg

Towards a Signature
Pedagogy for
Playwriting as a
Language Teaching
Tool in the Primary
School

SHE WON: Mosa Khasu brings home the People's Choice Award at the 2024 U21 3MT competition

PhD candidate in the faculty Mosa Khasu has won the People's Choice Award at the 2024 Universitas 21 (U21) International Three Minute Thesis (3MT) competition. This is the first time a UJ student—and a South African—has received this recognition.

Reflecting on her achievement, Khasu expressed her gratitude, thanking Prof Henning and Prof Ramsaroop, along with family, friends, colleagues, and the UJ community for their support and votes.

[READ MORE HERE](#)

Dr Roxanne Bailey crowned as the Emerging Researcher by EASA

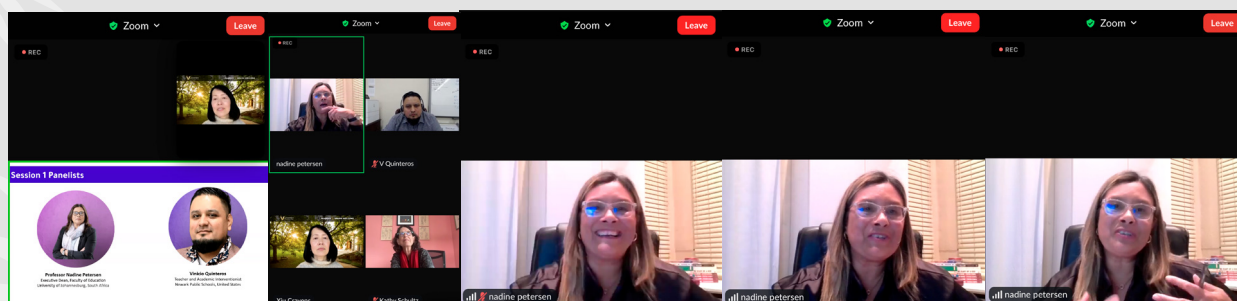
Dr Roxanne Bailey from the Department of Mathematics, Science, and Technology Education (MSTEd) in the UJ Faculty of Education, was awarded the EASA Emerging Researcher Award for 2024 at the Education Association of South Africa Conference held in January at Sun City.

As part of this recognition, Dr Bailey presented her research at the conference, followed by a gala dinner, where she officially received the award. This prestigious accolade acknowledges Dr Bailey's outstanding contributions to education research. We congratulate her on this well-deserved achievement!



Prof Nadine Petersen participated in EdPrepLab's World Cafe Series

On 12 February, the executive dean, Prof Nadine Petersen, featured as a panellist at the EdPrepLab's World Café Series on "Preparing Teachers for Transformative Education". In the session, they deliberated on: Creating Meaningful Partnerships & Communities in Teacher Preparation. [Catch the recording HERE](#)





UJFM, Lesedi FM and Partners Bring Brighter Smiles to Funda UJabule

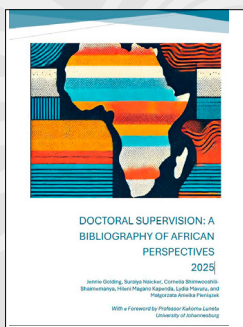
On 26 March, UJFM and Lesedi FM, in partnership with Sunset Dentistry and Colgate, brought brighter smiles to the learners of Funda UJabule Primary School through a heartwarming outreach initiative.

As part of the #DiSmileDiReady campaign, the visit focused on promoting oral health through free dental education and screenings for young learners. The initiative aimed to create awareness around dental hygiene and empower children with the knowledge and tools to take care of their smiles.



Prof Raj Mestry's visit to Harvard Graduate School

In March, Prof Raj Mestry visited Katherine Merseeth at Harvard Graduate School of Education, Cambridge. Katherine Merseeth was a guest lecturer for the Advanced Certificate in Education at UJ and has co-edited several books with UJ scholars. During this visit, various possibilities of renewing the relationship between UJ and Harvard were discussed. Prof Kay speaks fondly of her ties with the Faculty of Education at UJ, and although she is retired, she continues to do work for Harvard. In 2017, she was the Harvard Professor of the Year, and in 2018 received the prestigious Phi Beta Kappa Teaching Prize.



Publication Alert: Doctoral Supervision: A Bibliography of African Perspectives 2025

This pioneering work has been co-authored by Profs Suraiya Naicker and Lydia Mavuru from the Faculty of Education, in collaboration with colleagues from the University of Namibia and the Institute of Education, University College London. The bibliography presents an extensive collection of accredited research on African doctoral supervision. With a Foreword by Prof Kakoma Luneta, this bibliography is the first of its kind in Africa and recognises African higher education research while also identifying the prevailing research gaps. You can access it [HERE](#).

Congratulations on your graduation(s)!

Among the PhD graduates this year is **Dr Christopher Wayne Koekemoer**, a lecturer in the Department of Childhood Education. We're so proud of him and his supervision team for this incredible achievement! Supervisor: Prof ASF Carolin & Co-supervisors: Dr KA McCarthy & Dr D van der Merwe.



Colleagues in the Academic Administration team also crossed the graduation stage: **Metse Ramashapa** graduated with a Postgraduate Diploma in Inclusive Education, **Tebello Modupi** received his Bachelor of Engineering in Mechanical Engineering, and **Zisanda Confidence Nzama** obtained a Higher Certificate (Business Management) in General Management.

All of them have shown incredible commitment in balancing their professional responsibilities while pursuing their studies.



UJ and JET Co-Host National Colloquium on Reading Pedagogy

On 11 April 2025, the University of Johannesburg (UJ) and JET Education Services co-hosted the **National Colloquium on Reading Pedagogy in the Bachelor of Education** at the Garden Court Hotel, OR Tambo International in Johannesburg. At this event, they focus specifically on the **Sesotho and isiZulu Reading Project (SIRP)**.

Prof Nadine Petersen, Dean of the Faculty of Education, delivered the opening address, followed by keynote addresses from Dr N Taylor, JET Education Services, and Prof V. Nomlomo, DVC for Teaching and Learning at the University of Zululand. Dr W Green, CEO of the Council on Higher Education and Ms M Mathey, Director for Teaching and Learning Capacity Development at DHET

shared important learnings for Initial Teacher Education Qualifications and the teaching of reading in African languages. Prof S Ramsaroop co-chaired these sessions alongside JET Education services.

UJ's **Centre for African Language Teaching (CALT)** was represented by Dr Fikile Simelane and Ms Mosa Khasu, who presented insights on the centre's work. Colleagues from North-West University (NWU) and the University of the Western Cape (UWC) also shared updates from their respective centres.

The colloquium served as a valuable platform for collaboration and knowledge exchange in advancing reading pedagogy in initial teacher education.



Faculty of Education Welcomes the new DVC: Research and Innovation

On 10 March, the Faculty of Education hosted a meet and greet with **Prof Refilwe Phaswana-Mafuya, the new Deputy Vice-Chancellor: Research and Innovation at the University of Johannesburg**. It was an honour for the faculty's leadership and researchers to engage with Prof Phaswana-Mafuya, who shared her vision for advancing UJ's research agenda.

The conversation highlighted exciting possibilities, and the faculty looks forward to contributing meaningfully to this next chapter of research excellence at UJ under her leadership.

Appreciation Breakfast with Postdoctoral Research Fellows

On 23 April, Executive Dean Prof Nadine Petersen and Vice Dean Prof Sarita Ramsaroop hosted an appreciation breakfast for the Postdoctoral Research Fellows (PDRFs) in the Faculty of Education. The event acknowledged the Fellows' significant contributions to the faculty's high research output.

In her address, Prof Petersen expressed heartfelt gratitude for their dedication and scholarly excellence. Both she and Prof Ramsaroop reaffirmed the faculty's commitment to supporting the PDRFs and nurturing a collaborative, mutually beneficial research environment.



FROM THE DEPARTMENT OF CHILDHOOD EDUCATION

Empowering first-year student teachers to thrive, and not just survive

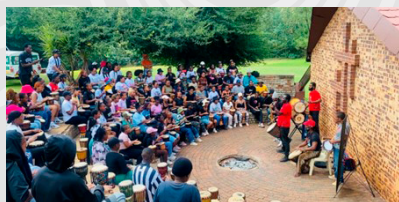
Author: Dr Lerato Ndabezitha

The first year at university is a time of transformation filled with new challenges, responsibilities, and exciting opportunities. For student teachers in the Department of Childhood Education at the University of Johannesburg (UJ), this important transition was supported through an empowering camp experience at Achterbergh.

Now in its twelfth year and marking the eleventh visit to the beautiful Achterbergh venue, this annual first-year camp has become a cornerstone event in the faculty's

calendar. Beyond a simple excursion, the camp serves as a dynamic space where learning, connection, and personal growth come to life.

This year's theme, **"Thriving, Not Just Surviving"**, captured the heart of the programme, encouraging student teachers to approach their studies and professional journey with curiosity, resilience, and a growth mindset. The camp experience included interactive games, simulations, music, dance, and movies, all designed to foster collaboration, creativity, and reflection.





Importantly, the camp also created valuable opportunities for students to engage meaningfully with their lecturers and peers, laying the groundwork for the supportive relationships that will carry them through their studies.

A highlight of the camp was the presence of special guest **Prof Sarah Gravett**, a distinguished figure in education. Prof Gravett delivered a powerful and deeply motivating talk on resilience, the power of choice, and perseverance. Her message resonated strongly with students, reminding them that thriving as a teacher means staying grounded, making intentional decisions, and remaining committed even in the face of challenges.



Adjusting to university life and stepping into the journey of becoming a teacher can feel overwhelming, but this camp reminded all in attendance that they are not alone. With the right support and mindset, they can grow into impactful teachers ready to meet the demands of a changing world.

One student reflected, "The camp helped me feel seen and supported. I feel more confident, connected, and ready to begin my journey."

In the Department of Childhood Education, the message is clear: great teachers do not just get by, they thrive, lead, and make a lasting difference. And for these first-year student teachers, that journey has officially begun.





A First for UJ: Graduation of the first cohort of School-Based Student Teachers

The Faculty of Education reached a landmark moment on 9 April 2025, celebrating the graduation of the first cohort from its innovative school-based Bachelor of Education (Foundation Phase) programme. Ten students crossed the stage, marking not only the completion of their studies but also the success of a bold new model for teacher education at UJ.

Designed to integrate academic learning with hands-on experience from the very start, the school-based BED programme is a first of its kind at UJ—and this pilot group helped shape it every step of the way.

“You taught us as much as we taught you,” said Prof Sarita Ramsaroop, the previous HOD of the Department

of Childhood Education. “Your feedback helped us refine the model, and your success confirmed its value.”

Executive Dean Prof Nadine Petersen praised the graduates for their courage and commitment: “You’re equipped not just with knowledge, but real experience. That will set you apart in schools, NGOs, and communities. You are the people who will one day change the people who will change the world.”

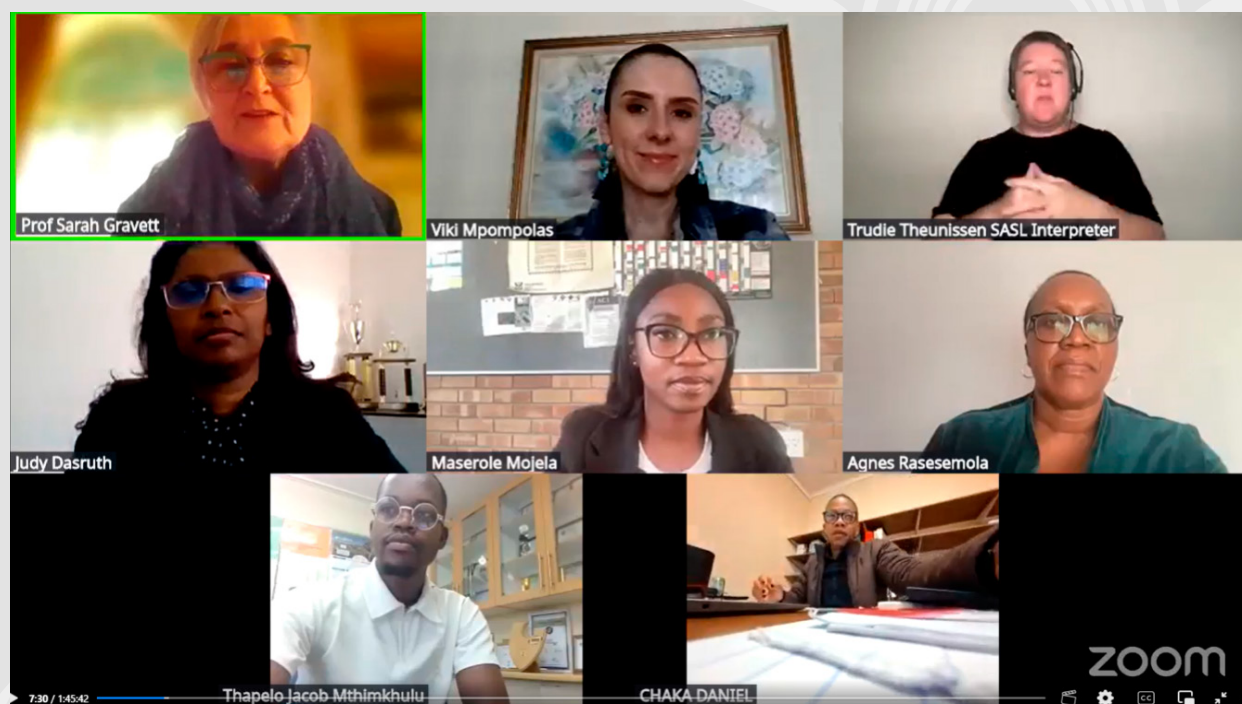
The success of this first group signals exciting growth ahead. With plans to expand the programme, UJ is strengthening its commitment to preparing confident, capable, and practice-ready teachers, starting from day one.



Teacher Conversations Continue in 2025 with Insightful Webinar on What Drives Educator Development

On 22 April 2025, the South African National Commission for UNESCO, in collaboration with the Faculty of Education and the Library at the University of Johannesburg, along with JET Education Services, hosted the first Teacher Conversation Webinar for the year. The session,

facilitated by Prof Sarah Gravett, brought together educators, researchers, and policymakers to unpack the critical question: *What motivates teachers to participate—or not—in continuous professional development (CPD)?*



The discussion revealed that institutional support, professional recognition, and access to relevant, context-specific programmes significantly influence teacher participation. Speakers such as Viki Mpompolas and Thapelo Jacob Mthimkhulu highlighted how recognition and encouragement from school leadership can drive teachers to pursue growth. Chaka Daniel and Maserole Mojela further stressed the importance of building communities of practice where teachers can share experiences and support one another.

However, several challenges persist. Time constraints, heavy workloads, generalised content, and limited resources were cited as common barriers. Prof Gravett emphasised the need for development opportunities that offer genuine value and reflect the everyday realities teachers face in their classrooms.

As Agnes Rasemola poignantly concluded, *"Growth must be encouraged, not enforced."* The webinar reinforced the message that meaningful and supportive professional development is essential to strengthening the quality of education in South Africa.

WATCH the recording [HERE](#)

"Growth must be encouraged, not enforced."



FROM THE DEPARTMENT OF EDUCATION PSYCHOLOGY & THE CENTRE FOR NEURODIVERSITY

World Down Syndrome Awareness symposium: Mpedi Family Scholarship 2025 The Centre for Neurodiversity



On 20 March, the Centre for Neurodiversity hosted a vibrant symposium in celebration of the World Down Syndrome Awareness Day. It was a heartwarming, inspiring day that brought together researchers, parents, students, and advocates, all united in their commitment to building a more inclusive society.

One of the highlights was the announcement of the 2025 Mpedi Family Scholarship for Neurodiversity Studies awards. The UJ's Vice-Chancellor, Prof Letlhokwa Mpedi,

shared some powerful thoughts about the importance of inclusive education and why better support for people with Down Syndrome is so close to his heart.

The event featured some incredible speakers—Prof Liesel Ebersöhn, Mr Buzwe Mabuza, and Prof Franaaz Khan—who shared personal stories, fresh ideas, and deep insights. There was also a moving tribute to two trailblazers in the field, Dr Jean Fourie and Dr Liz Hooijer.



Prof Mpedi and colleagues from the Faculty of Education with the 1st cohort from 2024. They came to present their research at this year's symposium



We also got a glimpse of the future through research presentations by the first group of scholarship recipients. Their work showed just how much impact academic research can have when it's grounded in real-world experiences. And with the next cohort stepping up, UJ's efforts to champion inclusive education, especially neurodiversity is only gaining momentum.

Hosted by the Department of Educational Psychology and the Centre for Neurodiversity, this event was a beautiful reminder of UJ's ongoing mission: to make sure everyone—no matter their abilities—gets a chance to shine.



The 1st Autism in Africa Conference The Centre for Neurodiversity

The Autism in Africa Conference, held over three days in April 2025, was hosted by the Centre for Neurodiversity in partnership with the Gauteng Department of Education, the Centre for Autism Research in Africa (CARA), and the Randburg Clinic School. The conference brought together a wide array of stakeholders—including international and regional delegates, government officials, researchers, and advocates—to explore autism and neurodiversity from distinctly African perspectives. It featured in-person and virtual participation, aiming to foster knowledge exchange, awareness, and collaboration.



Day 1: Kicking Things Off – 8 April 2025

Day 1 started with a relaxed meet and greet cocktail evening at the Centre for Neurodiversity at the Soweto Campus. Around 25 people joined meet and greet cocktail – from education department officials to university students, and representatives from the International Council on Development and Learning. Dr Costa gave a thoughtful look back at how Autism Day has been celebrated in South Africa's education space over the years. After that, everyone took a moment to introduce themselves and talk about what they do. It was a great way to break the ice and set the tone for a few days of meaningful connection and collaboration.

Day 2: Autism in Africa – 9 April 2025

Day 2 was about bringing together voices from across the continent to shape a strong, unified African approach to autism advocacy. The vibe? Rooted in dignity, backed by evidence, and driven by inclusion.

Stephanie, a non-speaking autistic individual was given an opportunity to teach conference about challenges faced by non-speaking individuals. She emphasised that as a community, they also need to participate in decisions that affect them. Stephanie was requested to participate in the African Association of Neurodiversity's interim committee to represent her constituency. Held at the beautiful Garden Venue in Johannesburg, the Autism in Africa Conference welcomed a vibrant mix of policymakers, educators, health professionals, advocates, and neurodivergent individuals. The focus was all about African-led solutions, teamwork, and building a more inclusive future for neurodiversity in Africa.

The conference kicked off with some powerful opening remarks from dignitaries like the High Commissioners from Lesotho and Swaziland, the Turkish Ambassador, and representatives from the South Africa's Departments of Education and Health as well as various organisations. They all spoke to the urgent need for inclusive education and services that truly reflect African cultures and communities.

Dr Costa gave a solid update on the strides being made in autism education in South Africa and reminded conference that there's still a long way to go. The MEC for education Mr. Matome Chiloane reinforced the government's commitment to better support neurodivergent learners with stronger policies and services.

Academic heavyweights like Prof Maximus Sefotho (UJ/CND) and Prof Petrus de Vries (UCT/CARA) brought big ideas to the table, calling for a decolonized, collaborative approach to autism research. Prof de Vries drove home the importance of ethical partnerships and shared responsibility between governments, researchers, and local communities.

The Khotla panel sessions featured voices from over ten African countries. While many shared challenges like late diagnoses, stigma, and gaps in policy are still prevalent, there were also inspiring stories of grassroots innovation and advocacy making real impact.

The day wrapped up on a thoughtful note, with speakers reflecting on the urgency of the work ahead, the importance of intersectionality and humility, and the incredible strength within African communities. The call to action was loud and clear: we need to keep working together, investing locally, and building systems that truly support autistic individuals across Africa.



Day 3: Wrapping It Up – 10 April 2025

The final day of the conference ended on a high note, with big ideas, bold plans, and a real sense of momentum. Conference saw partnerships take shape, shared goals locked in, and a growing movement to build inclusive, African-rooted approaches to understanding and supporting neurodiversity.

Dr Maria Raamahlo kicked things off the day with a thoughtful look at what neurodiversity really means in the African context. She emphasized the need for local solutions that speak to people's real-life experiences. Her talk set the tone for two exciting new initiatives: the idea of forming an African Association for Neurodiversity and launching an African Journal of Neurodiversity Studies. Yes, it's happening!

Picking up from Day 2's conversations, we welcomed back reps from Lesotho, Eswatini, and Tanzania for a deeper Q&A session. They tackled important topics like adolescence and autism, sexuality and puberty education, and the urgent need for stronger laws and policies to support neurodivergent folks and their families.

Led by Prof Maximus Sefotho and Dr Nausheen Ameen, the session officially laid out the vision for the proposed association and journal. A QR code was shared (very on-brand!) for those wanting to sign up and get involved. The energy in the room made it clear: people are ready to collaborate and push for African-led research, advocacy, and change.

Before wrapping up, interim committees were elected to lead the way on both initiatives. There was a strong sense of commitment from everyone in the room—and lots of excitement about what's next.



***"It's safe to say: this conference
didn't just spark conversations...
It sparked a movement."***

FROM THE CENTRE FOR ADVANCED LEARNING TECHNOLOGIES IN SCIENCE, TECHNOLOGY, ENGINEERING, ARTS AND MATHEMATICS (CALTSTEAM)

Global Encounters in Science Education: A Transformative Journey to Michigan State University and the NARST conference for PhD Scholars from CALTSTEAM

Authors: Prof U. Ramnarain & Miss N. Mdlalose

From 14–29 March 2025, five PhD students from CALTSTEAM, led by Prof Umesh Ramnarain, embarked on a transformative academic trip to the CREATE for STEM Institute at Michigan State University (MSU) and the NARST conference in Maryland. The initiative, supported by Prof Joe Krajcik (MSU), offered students global exposure to cutting-edge science education research and an opportunity to present their own doctoral work on inquiry-based learning and STEM pedagogy.



Prof Umesh Ramnarain (far right) and his PhD students (from right: Ms Katleho Leshabane; Ms Noluthando Mdlalose; Mr Lereko Mohafa; Mr Teboho Moloji; and Mr Sechaba Koma).

At MSU, students engaged with leading scholars and explored research projects aligned with their own studies, visiting key facilities like the STEM Teaching and Learning Lab. At the NARST conference—an international gathering of science educators—each student presented a paper in a dedicated session on “Fostering Inquiry in Southern African Schools,” co-chaired by Profs Ramnarain and Krajcik.

Their presentations addressed a range of topics, including virtual reality in science education, project-based learning, and differentiated instruction in robotics. The UJ team received high praise for their academic contributions and participated in workshops that broadened their understanding of global science education challenges and methodologies.

Students described the experience as both inspiring and affirming. "I realised my PhD research aligns with international standards," noted Miss Noluthando Mdlalose. Others echoed the value of cross-border collaboration, academic networking, and the fresh perspectives gained on their doctoral work.



UJ scholars with the current NARST President Mr Jerome Shaw.

This journey underscores UJ's commitment to nurturing globally engaged scholars who are equipped to advance science education both locally and internationally.



UJ scholars presenting their paper set in one of the NARST conference sessions.



UJ scholars and other international scholars attending the Pre-workshop conference: The Pendulum presented by Brian M. Wargo & Javob L. Beckey.

The official launch of CALTSTEAM

On 23 April, the **Centre for Advanced Learning Technologies in Science, Technology, Engineering, Arts, and Mathematics (CALTSTEAM)** was officially launched, reinforcing UJ's role as a leader in educational innovation and digital transformation.

Launched at the Auckland Park Kingsway Campus, the Centre integrates frontier technologies—such as Artificial Intelligence (AI), Virtual Reality (VR), and Augmented Reality (AR)—into teaching and research across the STEAM fields.



Dean of the Faculty of Education, **Prof Nadine Petersen**, opened the event and underscored CALTSTEAM's societal relevance:

"This Centre's work is about innovation with purpose—integrating technology in ways that genuinely impact how teachers teach and how learners engage. We are proud to be shaping education that speaks to the future."

Centre Director, **Prof Umesh Ramnarain**, outlined CALTSTEAM's core mission: "We aim to tackle persistent challenges in STEM education and inspire a new generation of scholars and innovators. Technology, when used well, can be a powerful tool to transform teaching and learning."

Flagship initiatives include:

- VR/AR in Teacher Training: BEd students gain hands-on experience using immersive technology to simulate real classrooms.
- Upskilling Science Educators: A short course empowers in-service teachers to use VR/AR to enhance science lessons.
- XR Online Coding Club: A flexible outreach programme introduces coding and immersive tech to high school learners and teachers.
- Culturally Relevant Simulations: The Centre is developing VR/AR learning tools grounded in local contexts and cultural knowledge.

UJ Vice-Chancellor, **Prof Letlhokwa Mpedi** closed the event by tying CALTSTEAM's mission to **UJ's Vision 2035**.

"CALTSTEAM positions UJ not just as a participant in the evolution of STEAM education, but as a trendsetter. We're committed to research and innovation that delivers real societal impact."

Prof Sehaam Khan, Deputy Vice-Chancellor: Academic, also attended the launch and assisted Prof Mpedi with the ribbon cutting to mark the official opening of the centre.



FROM THE SARCHI CHAIR IN COMMUNITY, ADULT & WORKERS' EDUCATION (CAWE) in the CENTRE FOR EDUCATION RIGHTS & TRANSFORMATION (CERT)

WORKSHOP: Popular Education and Critical Pedagogy

On 25 March, the CAWE Chair ran a one-day popular education and critical pedagogy workshop at the Training of Trainers education course at the Nkrumah School

(hosted at the Thuto Centre in Bela-Bela). The course was attended by 84 participants from 35 organisations in 22 countries, including 10 African countries.



The aims of the workshop were:

- To encourage an appreciation for Paolo Freire's 'Pedagogy of the Oppressed' and Amílcar Cabral's praxis, particularly around culture including popular education.
- Understanding that critical pedagogy and critical consciousness is among the few mechanisms for ensuring the autonomy and survival of any popular organisation.

- These aims contributed to advancing the objectives of the course which were to:

Strengthen relationships between delegates from the most influential peoples' organisations and movements advancing the Pan-Africanist struggle today.

Collectively sharpen analytical tools to effectively assess the current context of Africa and the world for viable and necessary alternatives.

Contribute to the strengthening and development of progressive education and political campaigns in our continent and encourage solidarity actions.



Journal Update: Education as Change (EaC)

EaC is a journal of the faculty and is hosted by CAWE and CERT, and the AGM was held on 24 February. **The journal's most recent impact factor is 1.6.**

While this is an excellent and positive indicator, it does not reflect the journal's readership and submissions,

which, especially over the past two years, have increased exponentially. Ordinarily, journals with impact factors of between 0.2 and 1.5 are considered specialist journals.

For the reporting period, EaC's in-house statistical record reflects 791 submissions received, an increase from the

457 submissions last year. After desk reviews (the initial filter for selecting articles for peer reviews), 766 submissions were declined, and 24 were declined after formal double-blind peer reviews. Twenty-four submissions (22 general articles, one book review, and one commentary) were published. There was one Special Issues or Themed Section published over this period. The journal has one confirmed Themed Section planned for 2025. The theme of the confirmed special issue is "Scholars in the Margins:

The Complex Lives of Postdocs in Higher Education", with guest editors Mlamuli Hlatshwayo from UJ and Heidi Prozesky from Stellenbosch University.

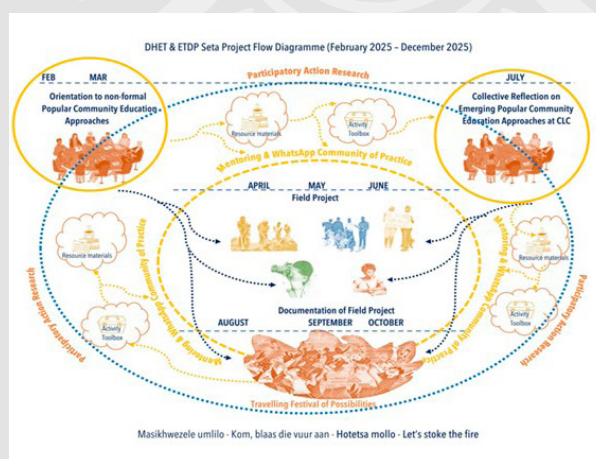
The journal has attracted a wide range of global and local education scholars. EaC's listings on the Scientific Electronic Library Online (SciELO), Web of Science, Directory of Open Access Journals (DOAJ), Scopus, and its accreditation by DHET have contributed to its wide exposure and appeal as a journal of choice for scholars.

Workshops for Community College Educators

Supported by DHET, the ETPD SETA and DVV-International, the CAWE Chair, together with the Centre for Integrated Post-School Education and Training (CIPSET) at NMU and popular educators from the Western Cape have embarked on an ambitious programme of training sessions for Community College educators on implementing non-formal education.

The desired outcome of our work in community education must result in learning through, with and in communities and support Community Colleges in this work to achieve their transformation goals. Thus far, workshops have been held for educators in Gauteng, the Western Cape, Limpopo, Mpumalanga and the Northern Cape.

The diagram below is a graphic illustration of the plan:



Some pictures from some of the workshops:



The initiative includes the formation of 'Communities of Practice' including through the WhatsApp platform. The latter innovation allows education practitioners to collectively develop a curriculum and pedagogy that centers concrete experience, and the material interests of rural and urban communities pushed out of mainstream education processes. The educators work together to strengthen the ties that bind education, democratic organisation and social action by building concrete alternatives to current social problems.

The collective of practitioners support one another by sharing their experiences and stories of hope and struggles and build a wealth of knowledge about approaches, tools and practices that they can use to navigate through the problems they face in their local context.

The Communities of Practice are supported by a group of facilitators, a growing e-library of resources and tools, and importantly, the new resources created by other communities of practice across South Africa. The national facilitators are: Eunice Christians, Vumile Danyile, Farrell Hunter, Ntombi Mjekula, Sara Mota, Enver Motala, Derrick Naidoo, Selby Nomnganga, Vanessa Reynolds, Irna Senekal and Salim Vally. We hope that the various Communities of Practice will build a strong movement for popular community education which will live on beyond this initiative.

A graphic illustrating the Community of Practice including through the Whatsapp platform to facilitate communication between Community College educators throughout the country:



SPECIAL REPORT: POSTGRADUATE CERTIFICATE IN EDUCATION: VISUAL ART & DESIGN

UJ Visual Arts and Design PGCE Students Host Printmaking Workshop

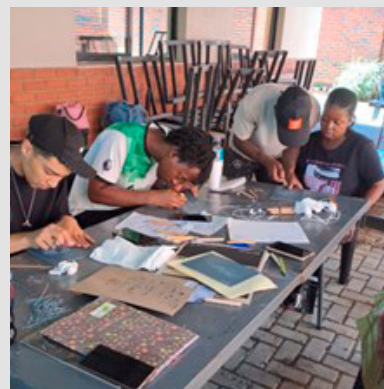
Author: Karin Basel

On 8 March 2025, PGCE students specialising in Visual Arts and Design from the University of Johannesburg facilitated a lino printing workshop at Abbotts College Northcliff. This hands-on session offered trainee teachers the opportunity to plan and deliver full lessons in a relaxed, extended setting — something not always possible during regular school hours.



Each student designed a lesson plan, created presentation materials, and guided five high school learners through the entire printmaking process over five hours. The experience proved invaluable for both the trainee teachers and the school learners, who were introduced to a new artistic medium.

Teachers from Abbotts College and the UJ lecturer praised the workshop's success and expressed enthusiasm for future collaborations.



UJ PGCE Visual Arts and Design Students Attend Workshop at Strauss & Co

On 30 April 2025, PGCE students from UJ's Visual Arts and Design programme attended a pre-service workshop at Strauss & Co, hosted by Head Curator and Senior Art Specialist Wilhelm van Rensburg — a former UJ education lecturer.

Focusing on the annual Legacy Exhibition, which this year featured works by Gerard Sekoto and Lena Hugo,

van Rensburg led a walkabout of the exhibition, followed by a presentation. He shared creative ways to incorporate the artworks into classroom lessons and discussed potential career paths in the art world — equipping the trainee teachers with valuable insights to pass on to their future learners.



Students and lecturer with Wilhelm van Rensburg

NOTABLE ACHIEVEMENTS IN THE FACULTY OF EDUCATION

Recipient	Achievement
Prof Kathija Yassim	Prof Kathija Yassim (Department of Education Leadership and Management) has been appointed to lead a UN SDG 2030 task team, representing both the University of Johannesburg and South Africa in advancing sustainability consciousness in higher education globally.
Dr Hanrie Bezuidenhout (PDRF) Prof Pirjo Aunio (DVP) Dr Kathleen Fonseca Prof Elizabeth Henning	Congratulations to Dr Hanrie Bezuidenhout (PDRF) and co-authors Prof Pirjo Aunio (DVP); Dr Kathleen Fonseca; and Prof Elbie Henning, whose article "Development of a Mathematics Vocabulary Test: Evidence of validity and reliability in a multilingual context" has been selected for inclusion in the American Psychological Association (APA) Showcase on Kudos. This prestigious showcase helps research reach a wider audience—including academics, policymakers, funders, and journalists—across the globe. Well done to the team for this recognition of impactful and relevant research!
Prof Sarita Ramsaroop Dr Musa Adekunle Ayanwale	<p>Prof Sarita Ramsaroop, the Vice Dean: R&I in the Faculty of Education, has been awarded a C2 rating by the National Research Foundation (NRF), effective from 1 January 2025.</p> <p>Dr Musa Adekunle Ayanwale, Senior Postdoctoral Research Fellow in the Department of Mathematics, Science and Technology Education, has also been awarded a C2 rating by the NRF.</p>
Prof Siseko H. Kumalo	<p>Prof Siseko H. Kumalo (Professor of Higher Education Studies at the Ali Mazrui Centre for Higher Education Studies) has been nominated to serve on the United Nations Sustainable Development Solutions Network Symposium on Global Ethics. As the only African representative on the committee, he advocates for both continental interests and South Africa's perspectives on this global platform.</p> <p>READ MORE: https://www.sdsnglobalethics.com/committee</p>

Do you have exciting news or updates from your domain that you would like to feature in the next issue of Edubrief?

Please share your stories and accomplishments to be highlighted in the next publication.

Whether it's a new research breakthrough, student achievements, collaborative projects, or upcoming events, we want to hear from you!

Submit a brief write-up detailing the news or update, include relevant pictures or visuals to accompany your submission.

Email your submission and pictures to edumarketing@uj.ac.za.

Don't miss this opportunity to showcase your achievements in Edubrief!