

In-tuition

Vol 4 • No 1 • August 2011 • Newsletter of the Faculty of Education

Faculty develops early childhood reading series



From left: Dr Ina Joubert, Dr Nkidi Phatudi and Ms Annalie Botha who developed an early childhood reading series for South Africa.

Three staff members in the Department of Early Childhood Education have developed a unique reading series for Grade R learners for English first additional language. The series, called *Headstart* is typically South African and it makes it easy for small children to relate to. It is also in line with the school curriculum.

Dr Ina Joubert, Dr Nkidi Phatudi and Ms

Annalie Botha were approached by Oxford University Press to develop a series of books that can be used by Preschool teachers and that will also encourage independent reading by small children.

The two-year long period during which they regularly travelled down to Cape Town to attend training sessions and gather important data was rewarded when the delightful set of

big A-3 format workbooks, posters, CDs and small A-5 format books, arrived.

The popular series which is theme-based, addresses cultural and diversity issues with an African touch. The readers experience the development of different skills, including fine motor, gross motor, mathematical, language, life and knowledge-based skills. The books entertain the reader with stories of the wild, an African alphabet relating to African wild life, music and dances. The series of books is suitable for both Grade R and older children.

The unique multi-lingual posters create an opportunity for teachers to add the language of choice to the pictures. Different illustrators were used to prevent the series from becoming monotonous.

“We are so proud of the series and I regard it as a wonderful life experience. This is my contribution to the children of South Africa and my wish is that they will benefit from this unique series and enjoy reading,” said Dr Ina Joubert who was the Project Coordinator.

Ms Annalie Botha and Dr Nkidi Phatudi speak with great appreciation of Dr Joubert whom they regard as the main motivator behind the series. “Her enthusiasm and guidance not only made these books, posters and CDs a great experience but it taught us so much about the processes of publishing. We are truly grateful for Dr Joubert’s guidance,” Ms Botha said.



p 16 – A story of determination



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Prof Irma Eloff, Dean of the Faculty of Education

Faculties of Education exist to inspire and contest thinking about teaching and learning, to generate and celebrate knowledge and criticality in education, to serve as a platform for intellectual discussions and to create spaces in which the teachers-of-the-future

Word from the Dean

can grow, learn and flourish. Faculties of Education also exist to strengthen, protect and challenge educational research and to deepen social engagement around educational issues. In doing so, Faculties of Education, strengthen civil society by at the same time engendering progress and retaining the best of what we know.

On the Groenkloof campus we are continuously growing our capacity to serve the education sector of society. We do so by engaging in deeply reflective processes about our own educational practices, our broad operations and by taking a long-term view of education. While political priorities often emphasise specific education fields at certain points in time, we believe that educational effectiveness depends on an integrated approach where all educational fields remain high on the overall educational agenda. We seek long-term, sustainable solutions to address the challenges in civil society – as it relates to education at all levels.

In this newsletter you will therefore see responses to current national priorities such

as early childhood education, mathematics and science education, but you will also note the importance of work in education management and school leadership, educational psychology, languages, literacy, geography, economics, art education, music education, special needs education, assessment and quality assurance.

More than a decade ago, we also opted to include distance education as an important avenue to serve the needs of teachers in South Africa. As a result, we have extended our ability to support teachers outside of the Groenkloof campus. Distance education is central to the task of every academic department in the Faculty of Education at Pretoria. This integrated approach ensures quality teaching to our students and it enriches the academic fluency of researchers in the Faculty.

In our continued pursuit to align with the core values of quality, relevance, diversity and sustainability – as articulated by the Vice-Chancellor of the University of Pretoria – we therefore seek to contribute the best of what the education sector has to offer.

Faculty of Education takes the lead in training excellent qualified teachers

The Faculty of Education's innovative learning programmes serve approximately 21 000 students (3500 contact education students and 19 500 distance education students). The well-established residential programme for full-time (undergraduate) and part time (postgraduate) students co-exists with a distance education programme that trains practising educators in a curriculum that has been internationally benchmarked through independent quality assurance processes.

The Faculty prepares pre-service students for teaching, using the national curriculum, from Grade 1 through to Grade 12 with specialisations in science, mathematics and technology education, early childhood education, humanities education and many more.

The Faculty of Education at the University of Pretoria is internationally recognised and qualifications are regularly reviewed and updated to ensure that students are

exposed to the latest developments in education. Selective admission is applicable to the newly developed BEd undergraduate programme as well as all BEd (Hons), Master's and Doctoral programmes.

For enquiries about our programmes visit www.up.ac.za/education



Editorial



Annalize Brynard, Editor: *In-tuition*

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History made by three SRC members from Groenkloof Campus

History was made with the election of three Student Representative Council (SRC) members from the Faculty of Education at Groenkloof Campus. Tjaart de Lange, Raymond Ntlozi and Quintin Botha were elected to serve on the University of Pretoria SRC for the 2011 term.

Tjaart de Lange is responsible for the portfolio Psychological and Physical well-being of students at the University of Pretoria; he also supports students who need counselling and psychological guidance.

Tjaart is enthusiastic about the endeavour of marketing Groenkloof Campus by supporting students at Hatfield and other satellite campuses of the University.

Some of the well-being projects include prayer and worship service and a spiritual week for students. He is also working on providing better facilities for students with disabilities.

Tjaart matriculated from Hoërskool Centurion in 2006. This was followed by a Service Year for Christ at an Adventure Camp outside Port Elizabeth. That was followed by a Global Challenge Year where he was involved in making a difference in the lives of many people in 20 countries world wide where he worked as counsellor, brother, friend, mentor and supervisor all in one. An experience he calls an eye opening, entertaining, exhausting and amazing one. Tjaart built houses in Thailand and India and supported children at children's homes. Through it all he brought the gospel to those he dealt with. "This is by far one of the most wonderful experiences I have had in my life," he said.

Although he has a keen interest in mechanical engineering, Tjaart chose to become a

teacher. "This is my passion. I enjoy working with people and assisting those in need. I want to lead people in recognising and developing the Lord's will in their lives", he said with great determination.

Raymond Ntlozi who is responsible for the portfolio of Academics and Honorary Colours, focuses mainly on students who pass with distinction. He is responsible for



Tjaart de Lange, Raymond Ntlozi and Quintin Botha made history when they were elected as Student Representative Council (SRC) members representing Groenkloof Campus.

the certificates presented to these students at the graduation ceremonies. Postgraduate students passing with distinction are rewarded with blazers. Raymond must also ensure inclusivity. He handles all academic matters which vary from complaints about lectures to attendance problems. These problems and complaints are reported to Prof Mc Glory Speckman: Dean of Students, who assist him in finding solutions. "In this portfolio it is important to be aware of the complaints protocol", he said.

Raymond is also responsible for class representative training. Another project is the Top Tukkies Project where students of the University of Pretoria who attain an average of above 75 per cent are honoured.

Raymond matriculated from Mbhudula

High School in Komatipoort where he was Chair of the Debating Society and Matric Spokesperson. He has an active interest in political issues and is a member of the Congress of the People.

Quintin Botha is involved in TuksMobi, a new and revolutionary payment application that was specifically designed for our UP students and staff. The application runs on

all WAP-enabled cellular phones (and via Opera Mini on PCs) and allows users to buy prepaid airtime and electricity directly from their cellular phones. TuksMobi users can also use their TuksMobi e-wallet to purchase from participating vendors on campus, as well as make person-to-person transfers to one another, and pay their Tuks Gymnasium fees via the pay my account facility. All TuksMobi services are free of charge, convenient and easy to use. The cashless system is a safer alternative to spending cash on campus as there is

no need to carry a wallet or stand in a queue at an ATM.

Quintin is also responsible for day- and faculty houses. Each SRC member is responsible for a day house. Members meet on a monthly basis to address needs and issues and to maintain a high level of service delivery. Quintin also chairs regular meetings between himself and members of the day house committees.

Although Quintin had five distinctions in his matric year and was accepted as a dentistry student, he decided to study teaching because of his interest in children and their development. Quintin was one of the top 15 per cent of students in the Faculty of Education with an average of 74.4 per cent. This made him a Golden Key candidate.

Exceptional Achievers Awarded

The University of Pretoria's Academic Achievers Awards is an occasion for recognising the outstanding teaching and research that contributes to our position as one of South Africa's leading universities. In a university where the everyday norm is high quality in all our activities, assessing academic excellence in teaching and research is a complex matter. Exceptional achievers were honoured at a function held on 20 April 2011.

From the Faculty of Education, Prof Kobus Maree, Prof Sarah Howie and Dr Carien Lubbe-De Beer were acclaimed for their new NRF ratings.



Prof Kobus Maree

individuals choose careers and design successful lives, developed questionnaires to assess students' study orientation and interest profiles and he links research results to appropriate career choices and life design.

Prof Maree is editor of the *South African Journal of Psychology* and a member of several national and international professional organisations. He has authored more than 100 articles and 40 books or chapters since the beginning of 2001. In 2009, the South African Academy of Science and Arts awarded him with the Stals Prize for exceptional research and contributions to psychology.

He was awarded the University of Pretoria Chancellor's Medal for Teaching and Learning in 2010 and has been successfully nominated as an Exceptional Academic Achiever on three consecutive occasions.

He was awarded a B3-rating from the NRF.

Prof Sarah Howie is Full Professor and Director of the Centre of Evaluation and Assessment. She has received numerous grants and awards, among them three substantial grants from the Royal Netherlands Embassy, the NRF and the South African Netherlands Research Programme on Alternatives in Development (SANPAD). She received the National Science and Technology Forum (NSTF) award for the most innovative research in 2003 and the Department of Curriculum Studies' (UP) gold medal for academic excellence in 2008.

Internationally she has served as a consultant, to amongst others, the World Bank, the United Nations Educational, Scientific and Cultural Organisation (UNESCO) in the SADC region and the CROSS (in the Russian Federation). She is regularly invited as a guest lecturer, conducts training and seminars at universities, government departments and private sector institutions in South Africa, Ethiopia,

Mozambique and Sudan. She also supervises a number of PhD and MED students from across Africa.

She serves on a host of professional associations, committees, international editorial boards, as well as university committees. She has published widely internationally. She was awarded a C1-rating from the NRF.



Prof Sarah Howie

Dr Carien Lubbe-De Beer is a Senior Lecturer at the Department Educational Psychology in the Faculty of Education at the University of Pretoria.

Dr Lubbe-De Beer cites obtaining her PhD in Educational Psychology in 2005 as one of her career highlights. She views her PhD studies as the starting point of her focused research career in same-gendered (lesbian/gay) families. She was invited to share her research findings at a Symposium on Cross-Cultural Perspectives on Lesbian and Gay Families at the renowned International Congress of Psychology in Berlin in 2008 and at the LGBT Human Rights Conference in Copenhagen in 2009.

She has published several articles on same gender parents in both international (*Journal of Psychology in Africa* and *Journal of GLBT Family Studies*) and local journals.

Dr Lubbe-De Beer has supervised two PhD- and ten Masters-degree studies to completion. She has been invited to be one of two of the Psychology Association of South Africa's (PsySSA) representatives on the International Network on Lesbian, Gay and Bisexual Concerns and Transgender Matters in Psychology (INET), hosted by the American Psychological Association.

She has been nominated to serve on the Scientific Programme Committee for Sexuality and Gender Matters for the 30th International Congress of Psychology to be held in Cape Town in 2012.

This is the first time that Dr Lubbe-De Beer has been recognised as an Exceptional Academic Achiever. She was awarded a Y2-rating from the NRF.



Dr Carien Lubbe-De Beer

Faculty has a dozen NRF rated researchers

The Faculty of Education has 12 NRF rated researchers.

The following people in the Faculty of Education are NRF rated researchers:

Prof Johan Beckmann, Department of Education Management and Policy Studies	C2
Prof Liesel Ebersohn, Department of Educational Psychology	C3
Prof Irma Eloff (Dean)	C2
Prof Ronél Ferreira, Department of Educational Psychology	Y2
Prof Billy Fraser, Department of Science Mathematic and Technology Education	C2
Prof Sarah Howie, Centre for Evaluation and Assessment	C1
Prof Rika Joubert, Department of Education Management and Policy Studies	C3
Dr Carien Lubbe-De Beer, Department of Educational Psychology	Y2
Prof Kobus Maree, Department of Educational Psychology	B3
Prof Mokubung Nkomo, Department of Education Management and Policy Studies	C2
Prof Chika Sehoole, Department of Education Management and Policy Studies	C2
Prof Saloshna Vandeyar, Department of Humanities Education	C3

Key to rating categories:
 A: Leading international researcher
 B: Internationally acclaimed researcher
 C: Established researcher
 Y: Young Researcher



Research on the forefront

Some of the the Research Committee members of the Faculty of Education front from left: Dr Carien Lubbe-De Beer; Prof Irma Eloff (Dean); Prof Stephanie Burton, (Vice Principal, who attended the meeting) and Prof Jan Nieuwenhuis (Chair)
 At the back: Prof Adelia Carstens; Prof Max Braun; Dr Gerrit Stols; Prof Chika Sehoole; Ms Michelle Finestone; Ms Jeannie Beukes; Dr Ruth Aluko; Prof Saloshna Vandeyar; Mr Eric Eberlein and Dr Hanlie Dippenaar

The Faculty of Education strives to achieve excellence in research that is aligned to national needs and priorities. We aspire to make a substantial contribution to producing scientific knowledge and the delivering of research results that apply to local concerns and apply to global challenges. In line with the vision of the University of Pretoria we actively promote a research culture and continuously focus on building research capacity, providing sufficient resources for research and applying stringent evaluation measures, as well as the highest ethical standards in research outputs. Research is one of the central foci of the Faculty and we aim to build clusters of research excellence within the Faculty. The six research focus areas are:

- Early Childhood Education
- Science, Mathematics and Technology Education
- Language and Literacy
- HIV/AIDS in education
- Assessment and quality assurance
- Power, reform and change

Central to the research strategy of the Faculty of Education is its attempt to build a strong and high-quality postgraduate student community. In addition to a highly selective admissions process, the Faculty offers an intensive support and development programme for masters and doctoral students. This intensive support of postgraduate students has led to a substantial increase in

the number of graduates in our Faculty. The best of student research and achievement is showcased in the Annual Postgraduate Research Indaba, a highly regarded event inside and outside of the University of Pretoria.

The Faculty of Education has firmly established itself as one of the premier facilities for education research, capacity development, and productivity in Southern Africa. The consistent growth in the volume and quality of research outputs, and the international recognition of the Faculty and its members through various awards and citations bear testimony to a vibrant and dynamic research unit.

Research Committee enhances research output



Research Committee meeting in session



Mr Erik Eberlein and Dr Gerrit Stols



Prof Jan Nieuwenhuis, Chair



Dr Ina Joubert, Prof Irma Eloff and Dr Ruth Aluko

Research Indaba 2011 focuses on educational effectiveness

The Postgraduate Research Indaba is always an important event on the Faculty of Education's calendar. This year was no exception. With the overall research theme and approach of the Faculty of Education: Educational Effectiveness, the presenters at the Indaba focused on this important endeavour.

The Research Indaba was presented on the last day of a series of research support sessions, presented to postgraduate education students in the week of 11 to 14 July 2011. On Thursday 14 July, the postgraduate students, staff and guest researchers attended different sessions presented by postgraduate students and chaired by staff in the Faculty.

Session themes varied from teacher effectiveness; programme effectiveness; curriculum effectiveness; quality assurance and technology to psychological effectiveness.

Prof Ana Naidoo welcomed the group of about

160 people after which Prof Max Bergman, well-known educationist from the University of Basel in Switzerland delivered the keynote address. Mr Mark van Heerden of UNISA delivered a paper as an external postgraduate student.



Prof Max Bergman, keynote speaker at the 2011 Research Indaba

Late afternoon eight students were awarded with a cash prize as well as a shield for the high quality of their research presentations. Two awards were made in the category of: Award for the Best Novice Research for a Doctoral Student. The awards were made to

Mr Gracious Zinyekai and Ms Eva Sujee. The Award for the Best Research in Progress of a Doctoral Student was made to Mr Nduzuzo Phuti. The Award for the Best Completed Research Doctoral Student was made to Dr Tilda Loots and the Award for the Most Methodological Innovative Study was made to Ms Suné Scholtz.

The Faculty of Education also awarded students for their presentations. The Award for the Best Presentation went to Ms Tammy Peyper. The Award for the Most Methodological Innovative Presentation went to Ms Sally John and Mr John Maluleka received the Award for the Best Scholarly Engagement from a member of the audience.

The prize-giving was rounded off by sherry, coffee, tea and delicacies. The Research Support Sessions and the Research Indaba of 2011 was without any doubt an inspiration to postgraduate students and researchers in the Faculty of Education.

View of annual Research Indaba 2011



Ms Michelle Finestone and Dr Tilda Loots



Prof Ana Naidoo, Deputy Dean of the Faculty of Education officially opened the Research Indaba.



Mr Nduduzo Phuti and Ms Michelle Finestone



Ms Michelle Finestone and Ms Tammy Peyper



Ms Eva Sujee and Ms Michelle Finestone



Ms Suné Scholtz and Ms Michelle Finestone



Mr Gracious Zinyekai and Ms Michelle Finestone



Ms Michelle Finestone and Ms Sally John



Ms Michelle Finestone and Mr John Maluleka

Research Indaba highlights



Award for Education Professor

Prof Saloshna Vandeyar of the Department of Humanities Education in the Faculty of Education, was selected as the recipient of the Mid-Career Award for 2011, which was made by Division K (Teaching and Teacher Education) of the American Education Research Association (AERA).

The decision of the awards committee was based on the power and impact of her research and scholarship in teaching and teacher education. An affirmation of her academic value is that her perspectives on diversity have been sought internationally through invitations to speak and lecture in Singapore, the Hebrew University in Jerusalem, and the University of San Francisco. Her voice has been heard in numerous papers presented at international and national conferences.

Her research focused on Sara Lawrence Lightfoot's use of portraiture to create what is referred to as "vivid images of life in former white schools that have embarked on a programme of deliberate integration and diversification at the level of students, staffing, and curriculum." The culmination of this large research project resulted in a co-authored book titled *Diversity High: Class, color, culture, and character in a South African high school* (2008). The work is recognised as a fine example of her excellent scholarship. It has been used in staff development in South Africa, with principals and teachers to improve the intercultural experiences of elementary and secondary students and school staff throughout the country.

In addition to this large scale research study, she has published articles in numerous journals including *Curriculum Inquiry*, *the Journal of Early Child Development and Care*, *Education Inquiry*, and the *International Journal of Educational Development*. She has also contributed a number of chapters to academic books and has two books under consideration for publication that focus on immigrant students and identity. Her colleagues recognise her work as an excellent curriculum developer and teacher. In particular they use the curriculum she has developed to teach students in the Postgraduate Certificate in Education (PGCE) strategies for teaching in diversely populated school settings. This curriculum is designed to



Internationally recognised Prof Saloshna Vandeyar

challenge university students' ideas, to move them forward to recognise their involvement in children's learning successes and failures, and to support them in developing new ways of teaching that recognise and respect differences.

"We value your work as seminal and trail blazing. You have clearly achieved distinction in the field and you are most deserving of this mid-career award", Etta R Hollins, Vice President of the AERA Division K remarked. Prof Vandeyar was invited to attend the Division K Business Meeting at the AERA Annual Meeting in New Orleans to receive the award.

Prof Vandeyar was also awarded the EASA Research medal 2011 by the executive committee of the Education Association of South Africa. EASA acknowledges the research achievement of Prof Saloshna Vandeyar as demonstrated in her variety of accredited articles (national and international) related to the field of diversity research, as well as her successfully completed funded research projects contributing to the relevance of education in South Africa.

Prof Saloshna Vandeyar has positioned her scholarly contributions in the field of diversity education to address issues of social and cultural justice, race and identities. Her research seeks to generate new understandings of change, culture and continuity in schools and educational institutions. Her stature as a leading scholar in this field has been acknowledged both nationally and internationally as is evident from the numerous awards she has already won.

Lecturer invited to Presidential Scholar Programme

Dr Ruth Mampane of the Department of Educational Psychology was invited to join the University of Michigan African Presidential Scholar (UMAPS) Program presented by the African Studies Centre of the University of Michigan with the support of the University President, Mary Sue Coleman.

The University of Michigan African Presidential Scholar (UMAPS) Program aims to enhance collaboration between early career faculty (newly appointed academics) members from the universities in Ghana, Liberia and South Africa and faculty members at the University of Michigan. UMAPS seek to build and strengthen lasting relationships with African scholars and their institution by inviting academics to the University of Michigan, Ann Arbor for periods of two to six months.

Dr Mampane's main goal during the Scholarship Programme was to write and complete three articles from her PhD thesis, which she regarded as a stepping stone towards the development of her academic career.

"The programme exposed me to the American academic institution and I was able to interact with other academics in my area of work and experience. I was humbled by the respect I received from students and faculty members of the University of Michigan during academic interactions", she said.



Dr Ruth Mampane, bracing the cold



From left (standing) Ms Karen Schneider; Ms Melinda Joubert, Head of Student Administration; Prof Ronél Ferreira, Head of the Department of Educational Psychology who made the awards at the function; Natalie Anderson; Yolandi Peens; Prof Billy Fraser of the Department of Science, Mathematics and Technology Education. Sitting: Juanita Visagie; Janine de Gouveia; Pontsho Kgaphola and Carla Dekker. Jacques Vermooten was overseas at the time of the event.

Top Achievers honoured at function

The Faculty of Education honoured their eight undergraduate Top Achievers of 2010 at a function on Tuesday, 3 May 2011.

Karen Schneider was the Final Year Student with the Best Achievement in BEd (FET Intermediate) in the Faculty of Education in 2010. At the autumn graduation ceremony, Karen also received the Vice Chancellor and Principal Award for Outstanding Undergraduate Academic Achievement during all four years of study for any first bachelor's degree in the Faculty of Education.

Carla Dekker was the Final Year Student with the Best Achievement in BEd (ECE) in the Faculty of Education in 2010.

Janine de Gouveia was the Final Year Student with the Best Achievement in Teaching Practice in the Faculty of Education in 2010.

Natalie Anderson was the Final year Student with the Best Achievement in BEd (Senior Phase) in the Faculty of Education in 2010.

Yolandi Peens was the Final Year Student with the Best Achievement in BEd (FET NS) in the Faculty of Education in 2010.

Juanita Visagie was the Final Year Student with the Best Achievement in BEd (FET General) in the Faculty of Education in 2010.

Pontsho Kgaphola was the Final year Student with the Best Achievement in BEd (FET EMS) in the Faculty of Education in 2010.

Jacques Vermooten was the Final Year Student with the Best Achievement in BEd (FET MBS) in the Faculty of Education in 2010.

Life is a journey

Akani Mabasa, Research Assistant to the Dean, Prof Irma Eloff, is a man with stamina and determination. This year he participated for the first time in the Comrades Marathon and tackled the 86.9 km race between Pietermaritzburg and Durban with great enthusiasm. Mr Mabasa finished in 11 hours and won the Vic Clapham, Medal for sub 12 hours completion.

Akani is an undergraduate Education student, studying BEd FET (Natural Sciences) specialising in Mathematics, Chemistry and Physics.

In the past he had run two marathons, namely the 56 km Two Oceans Marathon in 2010 and the 50 km Om-die Dam Marathon 2011.

"When I started running, I wanted to challenge myself with regard to my running distances. What I like most about long distance running is the meditative setting that it provides", said Mr Mabasa.



Akani Mabasa – Comrades conquerer

Akani used to be a 200 m and 400 m runner while at primary school but he never entered any competitions. "It has been my dream to do the Comrades Marathon, I wanted to be challenged as a runner. I tackled the 86.96 km and became a Comrade", he said with a broad smile.

Thinking of the event, the whole journey had great running memories. "At the starting point I had to keep back my tears as everyone sang the South African national anthem – I was happy and nervous as I was to embark on one of my running dreams that I'll cherish for life. The feeling I had at the finish line, crossing the line with clenched and pumped fists and arms raised is unforgettable."

Akani regards his running mate Geoffrey Hunt (who suffered from an injury and could not participate in the Comrades Marathon) as his biggest inspiration.

Akani's goals are to become a good teacher and to make a difference educationally in his hometown and beyond. "I will never regret having chosen UP as my university and the Faculty of Education as my faculty. I am very passionate about teaching. The reputation of the Faculty drew me to UP, the beautiful Groenkloof Campus and the knowledge of the Faculty academics has had a huge impact on my life."

Chinese collaboration for Faculty

Prof Johan Beckmann of the Department of Education Management and Policy Studies was recently appointed as Adjunct Professor at the National Training Centre for Secondary School Principals at the East China Normal University in Shanghai until May 2014.

The Centre presents training to Secondary School Principals and is also responsible for 38 other provincial centres. The East China Normal University is one of the top universities out of 1000 universities in China.



Prof Johan Beckmann

Prof Beckmann's tasks will include presenting lectures and assisting with the development of the international postgraduate programme in Educational Leadership which will be presented in English in Shanghai. The East China Normal University wishes to obtain international acknowledgement and it appreciates the participation of the University of Pretoria in meeting this goal.



Staff of the Faculty receive gifts from staff at the Beijing Normal University

Education Management staff in China

Staff in the Department of Education Management and Policy Studies attended the 7th International Symposium on Educational Reform (ISER) in Shanghai, China, in June.

The team comprising of Prof Johan Beckmann, Dr Keshni Bipath, Dr Vimbi Mahlangu, Dr Sharon Mampane, Dr Agnes Mohlakwana and Mr Ben Badenhorst also visited the Beijing Normal University, one of the most highly recommended Universities in China. They visited Prof Cheng Fenchun, Dean of the College for Education Management and the Centre for the Training of Primary School Principals. The reason for the visit was to discuss possible working agreements.

The staff of Education Management and Policy Studies found the visit very useful and they learnt much about the Chinese research projects and their different programmes.

The visit created opportunities for possible agreements between their institutions and the Faculty of Education. This could include student and staff programmes and collaborative research and publications.

Themes being considered include: The criteria used to select the principals that participate in the programmes and who will eventually lead other principals; the training needs of district/bureau/city level officials; the teaching philosophies and value leadership of highly-performing principals as well as the form that training of rural school principals takes.

Prof Johan Beckmann mentioned that the Chinese academics present a coordinated programme on the development of education leaders on all levels namely in schools; in districts; on provincial level as well as at national government level. Each programme is systematically implemented and is funded by the Government. Each leader is also responsible for his or her training philosophy and approach.

The Chinese academic programmes at this institution have three different core elements in all their programmes, that is: leadership; administration or management; and management of learning. The remainder of the curriculum is developed by participants and staff, based on identified needs and problems in practice. It also covers the topics which senior staff members researched.

Netherlands visitors

Prof Cilia Witteman and Dr Carolina de Weerth from the Faculty of Social Sciences, Radboud University Nijmegen, the Netherlands, visited the Department of Educational Psychology in March 2011. The purpose of the visit was to explore the possibility of collaboration between the two institutions and introduce postgraduate programmes offered by Radboud University Nijmegen, which may be pursued by students graduating from the University of Pretoria. Amongst other programmes, the possibilities of the SAPIENT (South African Partnership with IRUN) programme was explored and discussed. Ms Michelle Finestone also participated in the discussion.

Seen on the photo are from left: Dr Carolina de Weerdt; Ms Michelle Finestone; Prof Cilia Witteman and Prof Ronél Ferreira, Head of Department of Educational Psychology.



Fulbright students on campus



The three Fulbright students are from left Max Cuddy; Geordie Brackin and Mariel Bird (right). Seen with them is Ms Cheryl Logan, who is a visiting English Language fellow from the USA.

Three American students arrived on campus in January 2011 as part of the US Department of State's Fulbright Fellowship Program. Geordie Brackin comes from Vanderbilt University, in Nashville; Max Cuddy from Temple University in Philadelphia and Muriel

Bird attended Fordham University in New York City which has a partnership with the University of Pretoria.

The team will be staying until the end of November and will mainly be focusing on the

Groenkloof Campus' academic writing, as well as on their own individual projects. Geordie is teaching his own Academic Literacies course for first year students, Max is helping out at the Mae Jemison Reading room, and Muriel is working on a second year Journalism course on the main campus as well as volunteering for a non-profit group in Pretoria, called *Room to Read*.

The students have been guest lecturing, assisting with and developing the JTK 200 class which focuses on incorporating practical hours for the students with community engagement projects throughout the community. In addition, they have offered a writing centre to those students enrolled in the JTK course in order to help them develop their academic writing skills. Aside from their work with JTK, they have been helping with additional courses in which they have a particular interest.

Each of them was placed with the University of Pretoria at the discretion of US Embassy Fulbright officials who thought that, it would be best suited to meet the students needs.

Upgrading literacy skills

The Upgrading Literacy Skills of Foundation Phase Educators project is a programme offered through CE@UP. It is aimed at upgrading teachers' own literacy skills and that of their learners.

National studies over the years have been critical about the language proficiency of South African children. In order to deal with language problems, it was decided to present a series of workshops aimed at addressing language problems. Staff members of the Department of Early Childhood Education shared their expertise during the workshops. They were Dr Nkidi Phatudi, Ms Neo Tshetlo, Ms Marietjie Bruwer and Dr Ina Joubert.

Staff from three schools were chosen to attend the workshops. Tshwane North District was tasked with the responsibility of choosing the schools. This was to be done on the basis of learner performance, i.e. schools at which learner performance has been very low compared to other schools in the vicinity. The workshops were held at Itireleng Primary School, which did not fall within the category explained above. However, teachers at the school showed a lot of enthusiasm and were eager to participate in the three workshops.

Focus on gender studies

The Department of Education Management and Policy studies hosted an international guest, Prof Dan Moshenberg from the George Washington University (GWU) in Washington DC. He is the Director of the Women's Studies Center at GWU. He presented a talk on his book *Searching for South Africa*, co-authored with Dr Shereen Essof, a South African academic.

The 15 years from 1994 to 2009 have seen unprecedented change in the Republic of South Africa. The contributors to *Searching for South Africa* set out to test the legitimacy and utility of this general consensus. The authors actively refuse to travel the path of transition. Instead, they write from the articulatory cauldron of the current social movements in South Africa to seek something better, as well as something other, than a language of transition.



Seen here are from left Ms Elaine Salo and Ms Sammi Moshenberg: Director of the Institute for Gender and Women Studies (IGWS) at UP; Prof Dan Moshenberg and Prof Venitha Pillay.



The awarded staff members were at the back from left: Prof Adelia Carstens; Prof Johan Beckmann; Prof Liesel Ebersohn; Ms Yvonne Munro; Ms Michelle Stobie; Ms Sonja van Putten; Dr Vimbi Mhlangu; Ms Annalize Brynard and Ms Jeannie Beukes
In the front are: Dr Ruth Mampane; Prof Sarah Howie; Prof Irma Eloff (Dean); Prof Ronél Ferreira and Dr Thiru Vandeyar

Dean acknowledges staff

The Dean of the Faculty of Education, Prof Irma Eloff acknowledged 14 staff members for their contribution towards the Faculty in the last year, at an awards function on Thursday evening, 28 July 2011.

The following awards were made:

- Prof Johan Beckmann, Department of Education Management and Policy Studies
 - Life-time Achievement Award
- Prof Liesel Ebersöhn, Department of Educational Psychology
 - International scholarship and Excellence in Postgraduate Supervision Award
- Prof Ronél Ferreira, Head: Department of Educational Psychology
 - Excellence in Master's Degree Supervision Award
- Prof Sarah Howie, Director: Centre for Evaluation and Assessment
 - Excellence in Doctoral Supervision Award
- Prof Adelia Carstens, Head: Department of Humanities Education
 - Academic Citizenship: Teaching and Learning Award
- Dr Carien Lubbe-De Beer, Department of Educational Psychology
 - Academic Citizenship: Research Award
- Dr Vimbi Mhlangu, Department of Education Management and Policy Studies
 - Excellence in Teaching Award
- Dr Thiru Vandeyar, Department of Science, Mathematics and Technology Education
 - Excellence in Career Transition Award
- Dr Ruth Mampane, Department of Education Management and Policy Studies
 - Post-doctoral Momentum Award
- Ms Sonja van Putten, Department of Science, Mathematics and Technology Education
 - Best Progress PhD Award
- Ms Jeannie Beukes, Student Administration
 - Excellence and Commitment in Academic Administration Award
- Ms Annalize Brynard, Office of the Dean: Marketing and Communications
 - Heart and Hands Award
- Ms Yvonne Munro, Office of the Dean: Senior Management Assistant
 - Excellence in Office Management Award
- Ms Michelle Stobie, Office of the Dean: Accountant
 - Excellence in Faculty Accounting Award

American mathematics experts-couple on campus

For the past two years, Prof Dave Thomas has made it his mission to improve how mathematics is taught, using technology, in the Great Falls Public Schools in the United States of America.

Now he'll have the chance to spread that mission as he and his wife, mathematics Professor Cynthia Thomas will teach as Fulbright Scholars in the Faculty for the next 11 months. "There's a lot of serendipity that happens in these appointments," he said.

Prof Dave Thomas will teach education students how to better use technology in their teaching – something he's passionate about.

"My focus this entire next year is to help graduate students get as solid of a grip as they can on technology and using it to improve science and math education."

But what Professor Cynthia Thomas is most excited about is the opportunity to volunteer



Dr Gerrit Stols (right) of the Department of Science, Mathematics and Technology Education with Professors Cynthia and David Thomas

with the township schools near Pretoria. She said township schools are the poorest of the poor, and students often don't have even the basic utensils such as pencils.

A few weeks ago Prof Cynthia Thomas mentioned the basic needs of the schools to their congregation, Our Savior's Lutheran Church, and they were showered with notebooks, pencils, books and money to purchase supplies.

"We have a suitcase full of books," she said. "And we have already shipped 75 pounds." Dave said he applied for the Fulbright program more than a year and a half ago with the idea that he would like to improve math education, especially in an African country.

He said eight years ago, he and Cynthia attended a statistics conference in South Africa and fell in love with the country.

"It's this country that's trying to bootstrap a democracy," he said. "It really resonates with me."



Prof Irma Eloff, Dean, congratulates Dr Thiru Vandeyar on his doctoral degree



Ms Hannie de Weerd prepares a student for the big moment



The joy of graduation



Prof Cycil Hartell congratulates a student



Some academic staff from the Faculty of Education are from left Prof Saloshna Vandeyar; Prof Mokubung Nkomo; Prof Billy Fraser; Prof Ronél Ferreira; Prof Sarah Howie and Prof Ana Naidoo.



The Dean, Prof Irma Eloff and the Chancellor of the University of Pretoria, Prof Wiseman Nkuhlu with a graduate student.

Doctoral students share experiences

The Dean of the Faculty of Education invited doctoral students and their families to meet for a cocktail after the graduation ceremony to discuss the highlights of their doctoral studies. They shared their experiences, spoke about their personal growth and thanked their supervisors, co-supervisors and family during the occasion.



Dr Sibu Chalufu with Prof Chika Sehoole



Dr Wynand Boshoff shares his experiences of his PhD with friends, family and staff in the Faculty of Education



Dr Andile Dube with her partner



Dr Frederick Kakembo's son shares the proud moment with his dad



Dr Frederick Kakembo with his supervisor, Prof Linda van Rooyen and Co-supervisor, Prof Cycil Hartell

Six staff members awarded doctorates during the Autumn Graduation Ceremony

Six staff members from the Faculty of Education were awarded doctoral degrees during the Autumn Graduation Ceremony on 12 April 2011. Dr Elizabeth Archer; Dr Surette van Staden; Dr Kim Draper; Dr Lisa Zimmerman all from the Centre of Evaluation and Assessment; Dr Thiru Vandeyar from the Department of Science, Mathematics and Technology Education and Dr Tilda Loots from the Department of Educational Psychology were awarded the degree Doctor of Philosophy. The degree was also awarded to Dr Vanessa Brown; Dr Mary Clasquin-Johnson; Dr Andile Dube; Dr Nomakhaya Mashiya; Dr Elizabeth Ngololo; Dr Tawanda Runhare; and Dr Lizebelle van Schalkwyk.

On 4 April the degree Doctor of Philosophy was conferred upon Dr Wynand Boshoff; Dr Sibusiso Chalufu; Dr John Gumede and Dr Frederick Kakembo.

The Award of the Vice-Chancellor and Principal was made to Karen Schneider for her outstanding academic achievement during all the undergraduate years of study for any first bachelor's degree in a faculty.



Dr Elizabeth Archer



Dr Tilda Loots



A proud moment for the 13 doctoral students who were conferred the PhD degree on 12 April 2011.

PGCHE for Theology Professor



Prof Graham Duncan was awarded the Postgraduate Certificate in Higher Education (PGCHE)

Prof Graham Duncan, Head of the Department of Church History and Church Polity was awarded the Post Graduate Certificate in Higher Education (PGCHE) with distinction from the Faculty of Education at the Autumn Graduation Ceremony on 12 April 2011.

Prof Graham who is from Scottish descent, wore his traditional Scottish kilt to the event held in the Rembrandt Hall at the Sport Grounds of the University of Pretoria.

The PGCHE qualification requires the completion of nine modules, two of which are electives. This requires individual and group work and a great deal of time and

commitment. The programme is practice-based and requires reflection on your own teaching and learning practice and “definitely not for those who just want to read books and complete assignments”, Prof Duncan said.

Because Prof Duncan is a teacher by profession, he wanted to be appropriately qualified for the work he does. “University teaching is a profession. We are given training in research but no one prepares us for teaching. It is assumed that an academic is also a good communicator. Ask our students if they agree”, Prof Duncan commented.

For Prof Duncan the PGCHE programme has a significant reflective component built in and this gave him the opportunity to assess his teaching which he did not want to become boring to his students. “Once I discerned the problem, I took measures to change the situation! It also brought me up to date with recent developments in educational thinking”, he enthused.

Prof Graham Duncan sees himself as a bit of a hybrid, never having thought of an academic career. He was a missionary who was sent into theological education by his church. He taught at the Federal Theological Seminary for a number of years and then returned to Scotland where he was a parish minister for ten years before being recalled by the church to assist with Theological Education at the University of Fort Hare. He did his Master’s and Doctoral degrees at UNISA after which he was appointed in the Faculty of Theology at the University of Pretoria.

Proudly Education



A story of determination



Dr John Gumedé overcame his challenge of blindness and was awarded a doctoral degree in Curriculum and Instructional Design and Development with a thesis ‘How inclusivity, integration and equity are incorporated in the teaching of Life Sciences in inclusive schools’. Prof Billy Fraser of the Department of Science, Mathematics and Technology Education was his Supervisor.

Language symposium puts spotlight on innovative teaching

The Department of Humanities Education recently hosted a very successful one-day symposium titled International Developments in English for Specific, Academic and Professional Purposes and Implications for Higher Education Institutions in South Africa. The event was organized by Dr Rinelle Evans and sponsored by Garnet Education, the specialist publisher of materials for English Language Teaching (ELT), English for Specific Purposes (ESP) and English for Academic Purposes (EAP). In attendance were language practitioners, as well as researchers, from a number of tertiary and private institutions.

Language matters in South Africa have always been sensitive, compounded further by the recognition of eleven official languages. Language-in-education policies remain challenging with regard to the medium of instruction, especially at primary school level. Many non-native speakers of English entering university generally need English language support which enables them to engage in cognitively complex and abstract academic operations.

Mr Mark Krzanowski, a lecturer in Teaching English to Speakers of Other Languages (TESOL) at the University of Westminster in



Mr Milton Espley-Jones from Bags of Books and Mr Mark Krzanowski

London, highlighted some key international state-of-the-art trends, developments and innovations in the teaching of ESP, EAP and academic literacies.

Following the presentation, participants engaged in a number of workshop activities which focused on aspects of academic English.



From left: Mr Mark Krzanowski; Mr Bob Green (Marketing Director of Garnet Education); Prof Adelia Carstens (Head: Department of Humanities Education); Mr Bernard Ngcindila (Unisa) and Dr Jennifer Stacey (Garnet Education in SA)



From left: Ms Cheryl Logan; Mr Geordie Brackin and Ms Linda Alston

Faculty involved in American writing project

Dr Hanlie Dippenaar of the Department of Humanities Education was invited to participate in the USA National Writing Project (NWP) and in particular in the San Antonio Writing Project. This project takes place annually across the USA, during the summer break in June and July. The aim of the project is to enhance writing amongst educators across all learning area, levels and phases, in an effort to improve the writing and learning levels of learners.

The vision of the NWP is a future where “every person is an accomplished writer, engaged learner, and active participant in a digital, interconnected world” (NWP Website). The NWP takes place at colleges and universities across the USA and provides professional development to teachers and/or other interested participants, for example, writers. The programme includes the development of resources, generating of research and knowledge on how to improve the teaching of writing and learning in schools. The directors and organisers constantly try to incorporate multiple ways of learning, informed by culture and practice.



Dr Hanlie Dippenaar

More than 200 sites are involved in the project, co-directed by staff from the local universities in the various districts. The project serves all 50 states in the USA, Columbia, Puerto Rico and the US Virgin Islands. Sites partner with local school districts to offer

these programmes to educators in the specific areas. Currently the project includes two International sites in Malta and Hong Kong. During the past three years, the San Antonio Writing Project has established partnerships with the University of Limpopo in South Africa, where a similar writing project has been presented with the assistance of Prof Roxanne Henkin, the Director of the Writing Institute in San Antonio.

Dr Hanlie Dippenaar who is the visiting English Language Fellow (EFL) is also the Director of the Mid-Ohio Writing Project at the Ohio State University-Mansfield. During her stay she was also involved in organising and improving more writing projects in South Africa. Two new writing projects were launched during the July school holidays; one at the University of Kwazulu Natal and one at Cape Town University of Technology (CPUT). The aim of this writing project is the in-service training for teachers in the area with the purpose of enhancing writing in the classroom. Research on the current programmes in the USA, shows the value and effect of writing on learners and teachers.







The Haloua Coffee Shop, the Bookmark bookstore and Wannabee Shop created a new facility which is already informally known as the Groenkloof Plaza



Well equipped computer laboratories

Infrastructure development on Groenkloof Campus

The Groenkloof Campus has benefited tremendously from the infrastructure development on campus. With these new facilities, we are expanding our ability to deliver excellent teachers, graduates and educational researchers. All the facilities are multi-purpose and align well with the needs of South African classrooms and schools.

Some venues uses cutting-edge technology, while others emphasise the central role of good teaching. Lecturers are, for instance, now able to upload presentations from their office desktops, without having the hassle of carrying memory sticks to class.

Some of the main developments is the

boma which is an open-air lecturing facility at the Groenkloof dam; the new BEd offices where the programme will be administrated; the three high technology lecture theatres of 350; 350 and 400 seats; new computer laboratories; new bathrooms and specific bathroom facilities for persons with disabilities; a passage between the two parts of the Aldoel Building which is accessible for persons with disabilities; several new well equipped laboratories in the Natural Science Building; new shops including the Haloua Coffee Shop; Wannabee shop and Bookmark bookstore. Facilities in the Normaalsaal and several other existing venues on campus were also improved.



The passage between the two parts of the Aldoel Building which is accessible to persons with disabilities



All Purpose Building Lecture Theatre 1



The informal lecture facility known as the boma



The BEd Offices on the first floor of the Student Cafeteria Building



Excellent new laboratories in the Natural Science Building



Members of Executive Management of the University of Pretoria; the Dean of the Faculty of Education; Staff from Facilities Management at UP; Directors of BILD Architects and Directors of Robenco Construction went for a walk to view the new developments on Groenkloof Campus



Prof Cheryl de la Rey and Prof Irma Eloff shares a light moment.



After the walk Mr Jim Ledwaba of Facilities Management ensured everyone's shoes are shiny for the cocktail that followed. Seen here he polishes the shoes of Prof Antony Melck, Executive Director.

Executive Management walks on campus

On Monday, 27 June 2011, members of the Executive Management joined the Dean of the Faculty of Education, Prof Irma Eloff, for a walk on Groenkloof Campus to view the new infrastructure developments.



View of the new coffee shop, Haloua.



Prof Cheryl de la Rey, Vice Chancellor and Principal and Mr Phillip Nel, Director of Facilities Management tests the seats in Aldoel Lecture Theatre 1.

Prof Cheryl de la Rey, Vice Chancellor and Principal; Prof Antony Melck, Executive Director and Prof Carolina Koornhof, Executive Director, enjoyed the walk and cocktail with Prof Eloff; staff of the University involved in the project; as well as Directors from Robenco Construction and Bild Architects.



Prof Cheryl De la Rey appreciates the wood work in one of the science laboratories.



From left: Mr Johan de Beer; Mr Marcel Theron, Ms Yzelle van den Berg, Mr Eddie Pretorius (BILD), Mr Desmond Brand (BILD) and Mr Andy Tshaka Robenco).



Hard hats are always recommended on a construction site



The northern side of the Aldoel Lecture Theatre 1 at sunset.



Ms Jeannie Beukes and Ms Wiida Stander



Mr Rodney Mafolela and Mr George Tshabangu



Dr Carien Lubbe-De Beer and the Dean, Prof Irma Eloff



Ms Jeanna-lee Fortuin and Ms Nomsa Skosana



Ms Maitumeleng Ntho-Ntho and Ms Mamello Matima

Staff celebrates new boma

The staff in the Faculty of Education celebrated the opening of the new boma, generally known as the open air amphitheatre.

The boma which was built as an informal academic lecture theatre and is well-situated next to the Groenkloof dam with an excellent view over the Groenkloof koppie, the Telkom tower, the Groenkloof Campus sports grounds and the lovely setting of trees, lawns and open spaces.

The boma will be used for lectures and Faculty of Education internal events and creates an outdoor opportunity for teaching and learning in a natural environment.



Mr Tshwene Mabe and Mr Olalade Shonubi



Ms Marthie Barnard



The recently married Ms Melissa and Mr Henri Pretorius



Ms Lisa van Baalen, Ms Adrie van Dyk and Ms Marina Malan



Ms Sonja van Putten; Dr Mia Abrie and Dr Estelle Gaigher



Mr Gabriel Makoena



A splendid braai next to the Groenkloof dam



Mr Johann Cloete and Mr Peter Binsbergen



Dr Agnes Mohlakwana, author of a new book

Lecturer addresses transformation education in book

Dr Mokgadi Agnes Mohlakwana of the Department Education Management and Policy Studies addressed the issue of transformation in education in her book, *Strategies in Managing Transformation in South African Schools*.

Dr Mohlakwana particularly looked into the political changes in South Africa and how they affected the tempo of educational reform. The period between 1994 and 2010 saw the development of an education system that has impacted on the day-to-day running of schools. Education managers are often called transformation managers.

Parents, as community members need to participate in decision-making structures in schools. The South African Schools Act No 84 of 1996 made provision for such participatory efforts.

The legal environment concerning children in schools brought about a new dimension about understanding safety and human rights issues. Schools do not exist in isolation and the partnerships with outside agencies are imperative. Educational managers are faced with additional responsibilities to be more responsive to the needs of communities. Transformation in education necessitates a look at the gender and the management of HIV/AIDS, crime and violence in schools.

In the book Dr Mohlakwana regards political changes in South Africa as pivotal to steering school management towards a future of hope and empowerment in developing knowledge communities amongst those involved in post-apartheid evolution.

"I am confident that *Strategies in Managing Transformation in South African Schools* will help change school principals' mindset towards adopting a hands-on approach into managing and solving challenges faced by schools with vigour and enthusiasm."

Spotlight on School Governing Bodies

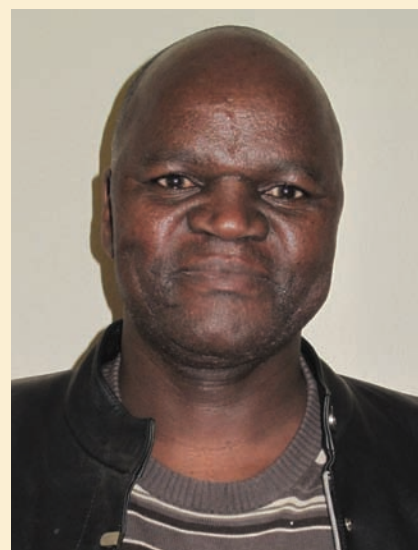
Dr Vimbi Mahlangu of the Department of Education Management and Policy Studies wrote a book relating to school governing bodies. *Studies and toxic relationships between school principal and school governing body* appeared in 2010.

According to Dr Mahlangu school principals and School Governing Bodies (SGBs) are still experiencing relationship problems after 16 years of democracy. School authorities are getting reports from principals, educators and parents of dysfunctional and destructive relationships in SGBs. The book determines the extent to which the destructive relationship problems exist in previously disadvantaged schools in Gauteng secondary schools in South Africa and examines the nature of these problems.

The book also shows that the main causes of toxic (destructive) relationship problems between school principals and School Governing Bodies are the combination of roles and functions by principals and SGBs, the high illiteracy rate of SGB members, the unethical conduct and struggle for power and seniority among stakeholders, cultural (traditional beliefs), social and economic (poverty) factors, a high level of absenteeism among

educators and learners and the early dismissal of classes by educators.

Dr Vimbi Mahlangu who is also known for his expertise in Leadership Management, Education Law and Policy, Education Management, School Administration and Discipline in Schooling is an Executive Board Member of the journal *Perspectives In Education*. Dr Mahlangu has 18 years teaching experience and in 2010 he was identified as an Excellent Teacher in the Faculty of Education.



Dr Vimbi Mahlangu focuses on school governing bodies

Guide to counselling translated into Italian

Prof Kobus Maree of the Department of Educational Psychology is also the Editor of the publication *Shaping the Story*, a guide to facilitating narrative counselling. He recently celebrated it being translated into Italian. The Italian publication was published by Van Schaik.

The publication addresses the theory, practice and realities of a postmodern approach to career counselling and practice. The steady shift in acceptance of constructivist–narrative approaches facilitates a long-espoused belief that the client needs to take ownership of the process; the need for co-facilitation of career projects; and it also highlights the ongoing, lifelong and evolving nature of career development.

As Editor, Prof Maree has produced a text that exposes readers to the current thinking of some well-known leaders in the career development field, gives an overview of the development in theory and practice of narrative strategies, as well as some practical examples of 'life stories'. This is a useful text for training and professional development sessions for new or experienced practitioners wishing to review and expand their repertoire of practice.

Student writes a story and shares it with Americans

Donvé Deacon was the overall Oxford University Press winner of a story writing competition with her story *Harry the Hadedas*. The story is about why Hadedas make so much noise. Donvé was inspired to write about a truly South African topic and to take every opportunity to read it to young children.

Dr Ina Joubert who initiated the project in collaboration with Oxford University Press, annually encourages students to write stories as part of the JGL 220 module.

Donvé left South Africa for a while to gain practical teaching experience at Manhattan Country School (MCS) in New York City, United States of America (USA). During the three weeks, learners participated in discussion about the differences between South Africa and the USA and thoroughly enjoyed an interactive puppet show. Donvé hopes to see Manhattan Country School acquire puppets as she feels the teachers would benefit from this art form during observations.



Donvé Deacon, creative in many ways

MCS embraces imagination and creativity and achieves its mission by asking learners to celebrate culturally diverse holidays and to visit different socio-economic homes in order to become caring members of a diverse global community.

Of course *Harry the Hadedas*, went with Donvé on her visit. She presented a lesson about the book to the class, who sat in wonder whilst learning about this noisy South African bird. In the near future, Donvé hopes to write another book about Harry as it proved to be popular both in South Africa and abroad.

ECE lecturer writes series of books



Dr Nkidi Phatudi reading some of her new, exciting books

Dr Nkidi Phatudi of the Department of Early Childhood Education and Salome Sehlabi wrote a series of books, known as *Spot*, on reading books. This is a series of story books which children can read themselves or which can be used for guided reading. The series also consists of Big Books that can be used for shared reading. These books were written in Setswana and they cover a range of themes that are within the child's reading ability and comprehension. Some of the stories are traditional folk tales written in an inspiring way.

The books were written for Grade 1 up to Grade 3 level. They are graded according to the reading level and the age of the child. The illustrations have an aesthetic and pedagogic value, an attribute that enhances their usability.

The series is a first in Setswana, and they are very popular among learners.

Education benefits from EI services

The Department for Education Innovation (EI) is committed to provide Faculties with a wide range of services that are intended to enhance teaching and promote students' academic engagement for success. The mission and vision of EI are geared towards the creation of a synergistic teaching and learning environment that will facilitate student success. This is done through a collaborative approach that involves Faculty academic staff education consultants, instructional designers and, wherever applicable, research personnel and graphic designers.

Grade Book

With the emphasis on student support to increase throughput rates it is imperative to explore the tools that can be utilised to actualise this. The Grade Book is one of the tools that can be used towards this end since it is a dynamic interactive tool that allows one to record data, calculate grades and monitor student progress. It also helps to keep track of students' progress, identify students at risk and improve throughput. Further functionalities of the Grade Book are to communicate information on a student's progress to parents, administrators and other stakeholders. One can use the Grade Book as an early warning system to track performance of the students and to detect and facilitate interventional needs.

The Grade Book allows lecturers to provide and manage students' grades for

assignments, tests, journals, wikis, blogs, discussion posts and for ungraded items such as surveys. One is able to customise one's view of the Grade Book to present and gather the information one needs.

Grade Centre in new clickUP

The possibilities to use the Grade Book as an early warning system have been expanded in the new version of clickUP. The new version will be implemented in 2012. The Grade Centre, as the Grade Book will be known in the new version, includes features to communicate and share assessment data directly with students, and other stakeholders. A reporting feature can assist Instructors and other key stakeholders to understand student progress and make informed decisions to improve performance.

Early warning possibilities in the new version also include the availability of the Notification Dashboard. The Notification Dashboard contains four basic modules that give information to users based on their enrolment and their role in the system. The data provided through these four modules enable lecturers to have an overview of items in all their modules that need attention. It also displays past, due and early warning notifications and a list of new items in all relevant modules.

The following website can be referred to for more information:
<http://www.click.up.ac.za>



Dr Pieter du Toit

Academic elected on Exco of HELTASA

Higher Education Learning and Teaching Association of Southern Africa (HELTASA) is an association that serves the academic community at Higher Education Institutions (HEIs). Dr Pieter du Toit of the Department of Humanities Education has been elected as a member of the Executive Committee of HELTASA.

The community being served includes higher education managers and policy makers, academics and professionals responsible for academic staff development (a role fulfilled by the Department for Education Innovation at UP) and student support. The focus is on promoting scholarship of teaching, research and community engagement as integrated foci of any HEI.

Dr Du Toit's involvement on the Exco currently is the outcome of a merger between HELTASA and the South African Association for Research and Development in Higher Education (SAARDHE) at the end of 2010.

He was the Vice-president of the latter and currently represents former SAARDHE members. SAARDHE had a rich history of excellence in terms of serving the HE community in southern Africa and beyond for more than 30 years. However, it was decided that since this community is too small to be associated with two professional associations, a merger between the two entities would be more viable.

The Chair of HELTASA is Dr Matete Madiba, Deputy Director of the Department for Education Innovation at UP. The Exco consists of a Chair, Deputy Chair, Secretary, Treasurer and 10 members.

All academics at UP interested in innovating their teaching practice are cordially invited to become members and to contribute to the body of knowledge on teaching and learning in HE. This will underpin UP's leadership position nationally and beyond in terms of scholarship of teaching.

Moving towards a joint South African Education Research Association

Currently, several South African educational associations are involved in discussions to consider the establishment of a joint South African Education Research Association. Associations represented include EASA (Proff Liesel Ebersöhn, Linda Theron, Chris Reddy, Philip van der Westhuizen), SASE (Vusi Mncube, Lekhotla Mafisa), EMASA (Dr Muavia Gallie), Kenton (Proff Maureen Robinson, Francine de Clerq, Wayne Hugo), AMESA (F. Thsabalala), NADEOSA (Tony Mays, Louis van Niekerk), SAARMSTE (Marc Shafer), SACHES (Proff Aslam Fataar, Lesley le Grange), HELTASA (Dr Pieter du Toit), SAELPA (Prof Jan Heystek); as well as representatives of Deans of Education at higher education institutions and communiqué with representatives of the Departments of Basic Education and Higher Education and Training.

Several higher educational institutions have hosted delegates from educational associations for regional discussions. Regional meetings have been held at the University of Stellenbosch (July 2010), the University of Pretoria (October 2010), the EASA Conference at Sun City (January 2011) and will be followed by another meeting in April 2012 at the University of KwaZulu-Natal.

Currently the most favoured path is to host a joint conference to invite broad participation in the endeavour to envision and structure a joint South African Education Research Association.

WERA Symposium at EASA Annual Conference

South Africa played host to the first ever World Education Research Association (WERA) Symposium to be held in a Southern hemisphere country. This auspicious event occurred during the Education Association of South Africa's (EASA) annual conference at Sun City earlier this year.

The WERA Symposium was titled Turning the Tide for Education. WERA Symposium presenters included Carol D. Lee (Edwina S. Tarry Professor of Education and Social Policy in the Learning Sciences Programme at North Western University and Immediate Past President: American Education Research Association), Fernánd Gervais (Associate Dean at the Faculty of Graduate Studies, Laval University and President: Canadian Society for the Study of Education) and Prof Liesel Ebersöhn from the Department of Educational Psychology, Faculty of Education at the University of Pretoria. Prof Ebersöhn is the previous President of EASA.

WERA came into being on April 18, 2009. WERA is an association of national, regional, and international specialty research associations. Its express aim is to further education research as a scientific and scholarly field. EASA is one of the founding members of WERA. This privileges EASA members who consequently have access to WERA's considerable networks and resources.



Prof Liesel Ebersöhn



Open Day draws thousands



Open Day on Saturday, 27 May 2011 once again gave potential education students and their parents the opportunity to see what the Faculty of Education at Groenkloof Campus really offers.



Prof Irma Eloff, Dean of the Faculty of Education encouraged students to enrol for an undergraduate BEd programme and to qualify as a teacher in four years. She encouraged potential students to get involved in the noble career of teaching and become part of the 3500 undergraduate students who study teaching on Groenkloof. Prof Eloff made it clear that the country needs well-qualified teachers who can assist in addressing the shortage of teachers all over South Africa.



Potential students and their parents viewed exhibitions from departments and interest groups on campus. This included the five academic departments namely: Educational Psychology; Science, Mathematics and Technology Education; Early Childhood Education; Education Management and Policy Studies as well as Humanities Education. Interest groups who show-cased their work and activities were the official choir of the Faculty, Edu-Cantare; the official student house, Jakarandia; the Client Service Centre as well as the Education Library.



The Faculty of Education offers the BEd programme on undergraduate level but also several postgraduate programmes. This year, more than 20 000 students enrolled for the different distance education programmes.

If you are interested in registering at the Faculty of Education to study education and become a teacher, kindly visit the website at www.up.ac.za/education.



Take time to think

In the "Taking time out to think..." -workshop a group of senior lecturers and lecturers with PhDs spent time to think about the development of their academic careers. The alignment of institutional priorities with individual dreams and aspirations was a central theme of the breakaway session.

Prof George Euvrard, a three-term Dean of Education, from Rhodes University, served as keynote speaker at the workshop. Prof Irma Eloff, Dean of the Faculty of Education and Prof Adelia Carstens, Head of the Department of Humanities Education facilitated the various sessions.



Front from left: Mr George Euvrard, Facilitator; Dr Vimbi Mahlangu; Prof Irma Eloff; Dr Mia Abrie (in front); Dr Adelia Carstens; the late Dr Carol van der Westhuizen.

Middle row: Dr Christina Amsterdam; Dr Riekie van Aswegen; Dr Nkidi Phatudi; Dr Ruth Aluko; Dr Estelle Gaigher; Dr Miems Steyn; Dr Hanlie Dippenaar; Dr Carien Lubbe-de Beer; Dr Ina Joubert; Dr Keshni Bipath

Back row: Dr Willem Rauscher; Dr Gerrit Stols; Dr Rian de Villiers and Dr Salomé Human-Vogel



Front from left: Dr Batseba Mofolo-Mbokane; Prof Irma Eloff; Prof Ronél Ferreira
At the back: Mr Lindelani Mnguni; Dr Kesh Mohangi; Mr Monaheng Sefotho; Dr Suzanne Bester; Ms Monde Kazeni ; Dr Jeanine Mwambakana; Ms Maryke Mihai; Ms Sonja Coetzee and Dr Thiru Vandeyar

Choosing academic life

In the "Choosing academic life" -workshop a team of recently appointed academic staff members in the Faculty of Education reflected on what is needed to choose the academic world as your professional home.

The workshop was structured around the five phases of Appreciative Advising, namely 'Discovery, Dream, Design, Deliver and Don't give up!'.

Everyone developed concrete goals around individual strengths and available sources of support. Professor Irma Eloff, Dean of the Faculty of Education and Professor Ronél Ferreira, Head of the Department of Educational Psychology, facilitated the small group discussions.

Books donated to Mamelodi school

BE@UP is a business enterprise at the University of Pretoria. Earlier this year a book donation was made by BE@UP in collaboration with the Faculty of Education to a school in Mamelodi.

These resources will be used by Education students (JTK 200) to tutor learners in reading, writing and literacy, as part of the Thuthukani homework project which has been running for the last five years at Legora Primary school. The learners' academic performances have improved dramatically since this intervention. The project is run by the Social Welfare 3rd year students who also mentor the Education students.

Seen on the photo: Mr Cilliers van der Merwe, (General Manager of BE@UP), Mr Mathepe (School Principal Legora Primary School in Mamelodi), Dr Hanlie Dippenaar (Lecturer JTK 200 at the Faculty of Education who was the coordinator from the Faculty's side), Prof Sibusiso Vil-Nkomo (Chairman of BE@UP), Mrs Booysen (Lecturer Social Welfare and Thuthukani Project Leader), teachers and learners

from Legora Primary School who participate in the Thuthukani Project at a function at Legora Primary School. Mr van der Merwe presented books and other resources.



New call centre for Faculty of Education

A need to establish a call centre at the Faculty of Education, University of Pretoria, was addressed when the centre was launched on 26 January 2011.

The Faculty of Education currently has 21 000 distance education students from all over the country. The centre will now be able to address the distance challenge of the many students who cannot visit the campus when they have queries.

In 2010 the Faculty received 44 062 calls from distance education students of which only 7 665 could be addressed because of limited capacity. The new call centre therefore has a positive impact on the quality of support to students in the Unit of Distance Education.



One of the student's assisting at the call centre



On the right: Ms Rita Venter and Ms Emsie Piek of Academic Administration: Distance Education with some of the students assisting at the call centre in the Administration Building at Groenkloof Campus.



Dr Karen Lazenby (right, back), Director of the Client Service Centre at the University of Pretoria from time to time bring a courtesy visit to our Client Service Centre at Groenkloof Campus. Seen here with her is from left: Ms Betty Ncobo; Ms Nomsa Skosana; Ms Kezel Barkly; Ms Esther Schilling, Manager of the Client Service Centre; Ms Rachel Morgan and Ms Viida Moses.

Staff in action



The Executive team of the Faculty are Prof Ana Naidoo, Deputy Dean; Prof Irma Eloff, Dean and Ms Melinda Joubert, Head of Student Administration.



Ms Yvonne Munro, Senior Management Assistant of the Dean went for a walk to view the new campus developments – but not without a construction hat!

Dean delivers keynote address



Prof Irma Eloff

On 14 April 2011 the Dean, Prof Irma Eloff, delivered a keynote address on *The relationship between Positive Psychology and the current state of education* at the South African Symposium in Positive Social Sciences 2011: Optimising individual, social and institutional potential, hosted at the North-West University, Vaal Triangle campus.

The aim of the conference was to provide an update on theory, measurement and application in the domain of positive social sciences in general, and in particular as it pertains to individual, social and institutional potential. At the same conference, Dr Carien Lubbe-De Beer of the Department of Educational Psychology, shared findings from her research in a paper titled Planned lesbian parent families in South Africa.

DETA Conference 2011 held in Mozambique

The Distance Education and Teacher Education in Africa (DETA) Conference which is a vision of the Unit for Distance Education is held annually in collaboration with other institutions in Africa. It is a biennial event for people involved in teacher education. The aim is to create a platform to meet and share knowledge and to deliberate on educational issues in order to find African solutions to African educational challenges. This year's conference was held in Mozambique between 3 and 5 August 2011.

The theme of this year's conference was 'Ensuring the highest possible quality of

education in a changing Africa'. Ms Graça Machel and Prof Jonathan Jansen were some of the eminent speakers, while members of the panel discussions included Prof Irma Eloff, Dean of the Faculty of Education and Professor Orlando Quilambo, Rector of the Eduardo Mondlane University in Mozambique.

About 200 participants from 17 countries attended the conference, while 62 papers were presented. DETA also launched its debut proceedings document of its conference held in Ghana in 2009. The next conference will be held in Kenya in 2013.



Dr Alta Engelbrecht and Ms Lieve Leroy, share a delightful moment.

Flemish involvement in South Africa

Dr Alta Engelbrecht of the Department of Humanities Education with Ms Lieve Leroy, Programme Advisor of the Flemish non-profitable organisation, the Flemish Association for Development Co-operation and Technical Assistance. Ms Leroy presented a workshop on interviewing to final year education students.

In order of the Flemish and Belgian governments, the organisation contributes to the improvement of quality of the education in developing countries. Their core task is to provide technical assistance in projects and programmes in the South of Belgium in a way it makes a major contribution to local capacity development, a means to stimulate sustainable development and poverty reduction.

CEA in collaboration with international experts



The CEA is collaborating with international experts Prof Roel Bosker (University of Groningen) and Prof Tjeerd Plomp (University of Twente), from the Netherlands on the Progress in International Reading Literacy Study (PIRLS 2011). They visited the CEA in February 2011 to work on the design and development of the project. Seen here with Ms Cilla Dowse, Dr Kim Draper, Prof Sarah Howie, and Ms Elsie Venter from the South African PIRLS team.



Prof Cencil Hartell (front, third from the left), Head of the Department of Early Childhood Education with some of his staff members and other attendees of the workshop.

Collaborative inter-institutional workshop held for ECE

The Department of Early Childhood Education obtained funding from the European Union to collaborate with three other universities (University of KwaZulu-Natal, Tshwane University of Technology and Central University of Technology) in a project to strengthen Foundation Phase teacher education.

The Department of Higher Education and Training (DHET) led a three year project

that sought to support quality and relevant research in Foundation Phase education. The aim was to strengthen existing Foundation phase initial teacher education programmes and to develop new programmes where these do not exist.

The Department of Early Childhood Education held a second workshop with the participating universities on 14 June 2011. The aim of the workshop was to ensure a common

understanding of the project and to encourage participation. The focus was to clarify the purpose, objectives, expectations of the project, research focus areas and to address the needs of the participating universities.

This workshop enhanced participants' interests in the project and understanding of their roles, responsibilities, contributions and interdependence. Members are motivated and excited about the project.



Prof Cheryl de la Rey paid a courtesy visit to our campus and listened to the different projects and work of the committees in the Faculty of Education.

Principal visits campus



Prof Cheryl de la Rey; her Executive Assistant, Mr Kgomotso Legari; Prof Liesel Ebersohn and Prof Ana Naidoo



Dr Hanlie Dippenaar and Dr Keshni Bipath



Dr Johan Hendrikz and Prof Chika Schoole



Prof Billy Fraser facilitated the workshop



Ms Laurel Becker; Ms Ronel de Villiers, Ms Annelise Roos and Mr Peter Binsbergen



Mr Alwyn van der Walt

Focus on methodology

On 2 June 2011 the Faculty of Education held the first of its bi-annual Methodology staff training workshops for the year. These workshops were initiated in 2009 and undertaken by the Head of Methodologies: Undergraduate Programmes, Ms Lizette de Jager. It serves as a forum for staff development and training, particularly in methodologies of the electives.

Through these workshops, staff is able to stay abreast of the latest developments in education and training, best practice, and this year particularly with the new National Curriculum Statement and the CAPS documents. Staff will be increasingly involved in micro teaching and this has been a primary focus of the workshops. Expert speakers, locally, nationally and internationally have been involved in these workshops which have not only been beneficial but enlightening to all who attend.



Dr Alta Engelbrecht

At the most recent workshop as held in June, Neo Tsetlo discussed the constructive alignment and National Qualifications Framework (NQF) levels with the group after which Professor Billy Fraser of the Department of Science, Mathematics and Technology Education discussed John Sweller's Cognition Load Theory (CLT) and the direction it gives to subject teaching. Ms Lizette de Jager spoke on the BEd programme and its methodologies.



Prof Johannes Slabbert and Ms Maryke Mihai

Faculty of Education Advisory Board 2011



Front from left: Ms Marna Jordaan (Headmistress: Afrikaanse Hoër Meisieskool); Professor Saalih Allie (University of Cape Town); Prof Irma Eloff (Dean: Faculty of Education, University of Pretoria); Prof Ana Naidoo (Deputy Dean: Faculty of Education, University of Pretoria); Prof Jerry Kuye (Director: School for Public Management and Administration, University of Pretoria)

Back from left: Ms Penny MacNair (Headmistress: Pretoria High School for Girls); Mr Brian Williams (Former Principal: Cornwall College); Dr Whitty Green (Director: Initial Professional Education of Teachers (DoE)); Mr Saul Magengenene (Principal: Pretoria Secondary School); Ms Michelle Finestone (project Coordinator, Office of the Dean, Faculty of Education, University of Pretoria); Mr John Robertson (Principal: Northridge Primary School); Prof Hennie Stander (Deputy Dean: Faculty of Humanities, University of Pretoria) and Ms Marie Schoeman (Inclusive Education Specialist (private capacity)).



Prof Tinus Kuhn with Mr Juan-Onic Maritz and his wife



The Family of Johannes Jordaan

The Pretoria Children's Choir reunites

Earlier this year, the Pretoria Children's Choir invited its former members to attend a reunion at the Groenkloof Campus. The reunion proved that the members have a lifelong common interest and that they are friends forever.

A concert was held where 65 singers performed nine compositions; they prided themselves on achieving this after only one day of rehearsal. The soprano soloist, Marena Lotriet and the pianists Stephan Gericke and Daniel de Wet are previous choir members.

A representative exhibition of the choir's memorabilia of 21 years, including photographs, press reviews, choir outfits, CDs and letters from composers that the choir had worked with were displayed in the foyer of the Auditorium.

The Pretoria Children's Choir functioned under the auspices of the University of Pretoria for 32 years. The first conductor in 1967 was Barbara Veenemans; in 1968 she was succeeded by Petru Gräbe. Tinus Kühn conducted the choir for 21 years from 1979 to 1999. Professor Tinus Kühn is a staff member in the Department of Science, Mathematics and Technology Education.

The Faculty of Education took the Pretoria

Children's Choir under its wing for eight years. The choir drew gifted children from many schools in the Pretoria area. Auditions were challenging and prospective singers had to obtain 75% in an aural test in which the distance between two consecutive tones was electronically divided into 16 parts.

During Professor's Kühn's 21 years as conductor, the choir had many highlights. It took part in the operas *Turandot* and *Tosca* as well as in a number of ballet productions, including Mendelssohn's *A Midsummer Night's Dream*.

Other memorable occasions were the productions of *The Singing Christmas Tree*, numerous concerts with Mimi Coertse in Christmas with Mimi, tours abroad in which they shared a concert with the world famous Bambini di Praga, and many productions for SABC TV that include the opera *Schwarzer Peter*.

National tours made it possible for the choir to travel South Africa. Concerts with the Tygerberg Children's Choir in Cape Town and the Bloemfontein Children's Choir were some of the memorable ones. A musical highlight was a Namibian tour from Katimo Mulilo in the north to the south of the country.



Many choir members brought their families to celebrate the reunion



Dr Pieter du Toit, his wife Rina and sons Alphonse and Pieter



Ms Marieta Lotriet, Ms Saartjie Kuyper and Ms Hestie Nienaber



Music students perform well in theory exams

Several music students wrote the optional UNISA Theory Examinations and did extremely well. The non-compulsory examinations meant that the students had to work extra hard and do extra work besides their normal work programme.

Sarene Blignaut, Anri Swan and Striydom Erwee passed their exams with distinction and they are part of the Honours Roll of UNISA. Wendy Woods, Muzi Nhlengetwa and Dirk van Zyl also passed their exams with very high marks. Seen here they are with their Music teacher, Ms Ronel de Villiers.

Avril Elizabeth Home Community Project

The Tuks Creative Organisation has the wonderful opportunity to co-ordinate and participate in community engagement projects. One such project was organised by Megan Struthers at the Avril Elizabeth Home for the mentally and physically disabled. She mentored Daleen Schutte and Annemarie Venter, who assisted with the project, as part of the Tuks Creative training programme. The Avril Elizabeth Home is a haven for approximately 300 people, of whom, 160 are permanent residents with varied disabilities.

With the assistance of the University of Pretoria's SRC Project Pool Funds, Tuks Creative received R2000 to fund the Avril



Students who participated in the Avril Elizabeth Community Project

Elizabeth Project. With these funds, a variety of toiletries required by the Home were purchased and donated with students' contributions of toys and clothes. The Home was kind enough to take the students on a tour of the facilities. This served to inform and enrich students' knowledge about mental and physical disabilities and how to care for

the disabled. It particularly benefited the students of Tuks Creative who are currently studying Early Childhood Education and take Special Needs as an elective module.

The project was a great success. The Home was grateful for the donations made and the residents thoroughly enjoyed the face painting and interaction with the students. Feedback from the students reflected an increased understanding of those with disabilities and an increased appreciation for our lives. This experience will remain with them throughout their studies and careers as they gained significant insight into the lives of the less fortunate.



PGCE students' visit to Carla Greenland's class at Curro Hazeldean

An important aspect of the Postgraduate Certificate in Education (PGCE) is students visiting a variety of schools to gain experiences of different teachers and teaching situations. One such visit was to Curro Hazeldean which is a private school that provides dual-medium education following the Curro Model.

The PGCE Early Childhood Education students observed Ms Carla Greenland in action with her Grade one class. Megan Bezuidenhout was inspired by the creative methods used by Ms Greenland to bring to life an estimation activity. This involved the learners exploring concepts such as "more" and "less" in order to choose the correct amount of ingredients to make a chocolate cake. This was an interactive lesson as the persona, Buttons the clown, incorporated role play and fantasy into a numeracy lesson, which holds learners attention and

encourages them to participate. Using magic, Buttons and the learners were able to make a chocolate cake as a result of their estimation efforts. Megan says she "was shocked to learn that Ms Greenland was in her first year of teaching" and is truly inspired by her.

Melissa Schoobee reflects saying "I learnt a lot today about using your imagination, voice and body language when facilitating lessons especially in Foundation Phase." The PGCE students were also exposed to successful methods of maintaining discipline in the class through positive reinforcement. Melissa "liked how positive reinforcement was used to build learners up, often singling individuals out, making them feel a sense of worth." These school visits are valuable experiences as PGCE students are able to observe real teaching situations as well as the methods and skills of teachers.

Students exhibit masks

The first year students of Ms Judy van Heerden, in the Department of Early Childhood Education, created lovely masks as one of their projects. Themes vary from farm animals to wild animals, insects, mathematical shapes and the family. The students used different techniques and materials to make the masks.





The students were enthusiastic as ever. Here Ms Marianne Driescher enjoys the moment.



During the new look were from left: Ms Marianne Driescher (previously from the Department of Humanities Education); Ms Zelda Snyman of the Centre for Evaluation and Assessment; Ms Michelle Stobie, Faculty Accountant and Ms Lucille Weyer of Facilities Management.



Ms Lucille Weyer enjoys the change

Shavathon supported on Groenkloof Campus

Staff and students enthusiastically participated in the Annual CANSA Shavathon in aid of cancer. Individuals donated R50 to have their hair cut or sprayed to demonstrate their support for cancer survivors, and to also remember loved ones lost to the disease. The objective of the event is not only to raise awareness of cancer, but to also raise funds for the fight against cancer.



Even the Deputy Dean, Prof Ana Naidoo (right), participated in the event. With her is her Management Assistant, Ms Marieta Nieman and Ms Sonja Coetzee.

On 11 April many staff and students gathered on the lawn on the Groenkloof Campus. It was encouraging to see how many people participated in the event and try to make a difference in the lives of others and to know that sometimes a small act of love goes a long way.



Ms Zelda Snyman decided on a clean shave, in aid of cancer.

Students and learners benefit from THRASS

THRASS is a Phonics Teaching Programme started in the United Kingdom by Allan Davids. The word THRASS is an acronym for "Teaching Handwriting, Reading and Spelling Skills". This is a method that revolutionised the teaching of English sound system (phonemes) and their spelling choices (graphemes). Through sponsorship by ABSA, THRASS was made available to Universities around South Africa and to their adoptive schools in an initiative called "Talk Together Literacy Project".

The Department of Early Childhood

Education at the University of Pretoria adopted Eendracht Primary School, an inner city school to work closely with them in implementing the programme. The school has become a practising site for our students as they help teachers in introducing the programme and also in building own capacity as future teachers.

Training runs over three days and includes resources such as the manual, CDs, DVDs and charts to use in teaching. At the end of the three day sessions all attendees receive certificates to confirm that they

are in a position to use the approach with proficiency. In the past three years the THRASS programme has been accompanied by the Sing-a-Long programme which makes learning of sounds and spelling choices much more fun to learn. The composer of the songs is Jeanine Plunkett of Holy Rosary Primary School in Johannesburg

Since 2007 up to now, all BED and PGCE ECD/Foundation phase students have been afforded a chance to undergo training in teaching by using the THRASS approach towards the teaching of handwriting, reading and spelling.



Eugene Mouski did an exciting performance and was rewarded for his creativity.



The finalists of the Groenkloof's Got Talent event listen to Strijdom Erwee who acted as Master of Ceremonies.

Groenkloof's got talent

The Edu-Cantare choir of the Faculty of Education presented a Groenkloof's Got Talent event on Tuesday, 17 May 2011.

Students had the opportunity to show their talents and four winners were announced. The overall winner was Stacey Egan, with her guitar and vocals of the song, Bubby. The runners-up were Cuan Young, Tswelo Mosekwa and Mashoto Komane.



Stacey Eagen was the overall winner



Dr Riekie van Aswegen (left), conductor of the Edu-Cantare Choir and Ms Ronel de Villiers, are a huge inspiration to music students and to members of the choir. They were acknowledged by the students for their hard work and effort.



The African dances were also a highlight of the evening

Children of note

The Children of Note Project was presented in collaboration between the Faculty of Education music staff and students and the staff and learners at the Sunnyside Primary School. The students showed the learners the movement; taught them the songs; assisted them with beat and gave the opportunity to enjoy music and dances and perform in front of an audience. Their clothes were sponsored and the activity created happiness in many learners hearts.



The judges were overwhelmed by the outcome of the project which is once again a confirmation of the talent, dedication and commitment of the students in the Faculty of Education.



One of our students conducting the children at Sunnyside Primary who participated in the Children of Note Project.

