

SAERA 2018-002

SPIRITUALITY, RELIGION AND MORAL AWARENESS OF LEARNERS WHO ARE DEAF: TEACHERS' PERSPECTIVES*Dr P Mapepa – University of Johannesburg***Keywords:**

Community service, moral education, religion, spirituality

Abstract:

The focus of the study is on spiritual, religious and moral awareness of learners who are deaf or hard-of-hearing, as perceived by their teachers. The study is based on the social constructivism theoretical framework, which underlies that an individual does not construct meaning in isolation but through being part of a community of learning. The study is also informed by the bio-ecological point of view. Teachers are part of other systems in the school environment. Other sub-systems, such as learners and other stakeholders, also influence the school through policy, practice and research. The study used a qualitative strategy to better understand the dynamics of interaction among teachers, learners and other stakeholders to shape the teachers' perceptions. The interview schedule used had two sections with biographical data as well as semi-structured questions. Ten purposively chosen volunteering primary teachers from three special schools in the Gauteng Province of South Africa participated in the in-depth face-to-face interviews. The researcher ensured that both male and female participants were included and that the teachers had experience of at least three years teaching deaf learners. The results showed that some schools had well-planned religious and moral awareness programmes. However, the programmes lacked breadth and depth of information on spirituality, religion and morals. The programmes did not develop learners to be spiritually, religiously and morally competent learners. The study recommends that schools should put in place programmes to formally engage learners by making Religious Education an integral part of the school curriculum. In the South African context in particular, the study recommends that efforts be done to revisit the need to reintroduce Religious Education as a subject as part of the school curriculum. The researchers feel that reintroducing Religious Education will not have negative effects on the country as a multi-faith nation.

SAERA 2018-006

EFFECTIVE PRACTICES FOR OPEN EDUCATIONAL RESOURCES (OER) THROUGH PROFESSIONAL DEVELOPMENT: GOING BACK TO BASICS*Mr NDL Butcher, Dr AD Lelliott – South African Institute for Distance Education***Keywords:**

Academic professional development, blended learning, open educational resources (OER), open educational resources practices, pedagogy

Abstract:

Open educational resources (OER) are free teaching, learning and research resources that have been released under an open licence that allows users to adapt them for their own

purposes. As part of its work, OER Africa has provided extensive professional development support on open educational resources to academics at African universities on OER. Through these activities, it has become clear that the effective harnessing of OER practices (rather than the propagation of OER to replicate rote learning and top-down content transmission) depends heavily on the educational skills of participating academics. Our work suggests that, in general, these skills are at much lower levels than we had assumed, regardless of subject matter expertise. Although this is a global challenge, its effects are especially pronounced in African universities due to many decades of under-investment and a lack of capacity across national education systems. Efforts to solve this problem typically depend heavily either on formal courses or face-to-face workshops, both of which are costly and hard to scale successfully across the continent. In response to this challenge, OER Africa has begun to pilot a series of alternative basic professional development strategies with African university partners in a quest to model financially sustainable and scalable professional development models that can build these basic educational skills and, thus, create a fertile space for subsequent development of effective OER practices. This paper describes in more detail the challenges identified by OER Africa through multiple years of action research and then reports on the pilots being implemented at the University of the Free State, the National Open University of Nigeria, the Open University of Tanzania and two Ethiopian universities. It reflects on lessons being learned from the pilots and shares a pedagogical framework that might form a basis for new approaches to academic professional development targeted at fostering effective OER practices.

SAERA 2018-008

THINKING BEYOND RECIPROCITY: RE-FRAMING UNIVERSITY-SCHOOL-COMMUNITY PARTNERSHIP DISCOURSES IN THE SOUTH AFRICAN CONTEXT

Dr P Silbert – University of Cape Town

Keywords:

Collective empowerment, mutuality, reciprocity, solidarity, university-school-community partnerships,

Abstract:

In considering 'new operating systems for education' and new approaches, traditions and theories, it is necessary to challenge the traditional, normative discourses and practices that are prevalent in all aspects of the system. This includes discourses and practices that pertain to the classroom, the school as an organisation, and the school in relation to the university and the community in which it is located. The paper critically examines some of the taken-for-granted meanings and assumptions that underpin the theory and practices pertaining to *university-school-community partnerships*. While partnerships are key to sustained engagements between universities, schools and communities, structural and historical differences exist between partners at the level of both organisational boundaries and socio-economic borders. Differential relations, particularly accentuated in contexts such as South Africa, are frequently masked by normative assumptions that have largely remained unquestioned. *Reciprocity* and *mutuality* are two foundational concepts that are regularly enlisted in the partnership literature without critical examination and are referred to in ways that suggest a shared understanding of their meaning. Applied uncritically, these concepts function to obscure power differentials that exist between

partnering institutions – and between people who bring to those partnerships different histories and social positions. Using the example of the Schools Improvement Initiative, a university-school-community partnership at the University of Cape Town, the paper critically reflects on the notion of *reciprocity* and *mutuality*, and offers a reconceptualised language that makes more explicit those existing power asymmetries. The purpose of the paper is two-fold: it provides a framework for critical self-reflection within the Schools Improvement Initiative to disrupt and shift its own theory and practices; the second purpose is to contribute towards conceptualising a new, more relevant language that opens ‘border-crossing spaces’ for power sharing, communication and authentic engagement. Young (1990, 1997), Stavro (2001) and Keith (2005) are drawn upon to develop a framework that moves beyond reciprocity and mutuality, towards *solidarity* and *collective empowerment*. Through acknowledging reciprocity that is *unequal* or *asymmetrical*, new knowledges can be generated with multiple actors. This discursive shift can inform a deeper understanding of the complexities of partnering and partnerships. A language that is more relevant encourages a more nuanced multi-dimensional co-construction of knowledges – and pluralistic ‘problem-solving ecologies’ that can be activated within and across all partnering contexts.

SAERA 2018-009

SCHOOL CLUSTERS SYSTEM: AN EFFECTIVE TEACHER PROFESSIONAL DEVELOPMENT FOR IMPROVED LEARNERS’ PERFORMANCE IN SUB-SAHARAN AFRICA

Mr OA Ajani, Dr S Govender, Ms N Maluleke – University of Zululand

Keywords:

Cluster system, innovation, learning interaction, learners’ performance, networking, professional development

Abstract:

Quality education has been a great concern in different parts of the world. Quality teachers translate into quality education, which is manifested in learners’ dispositions of knowledge and skills. Teachers in developed countries are regularly and adequately empowered with varied professional development programmes, which adopt the experiential theory for better classroom instructions. Developing countries in Africa have been striving to improve their teachers’ instructional delivery for improved classroom teaching and learning. South African teachers, through the regular school clusters system, stand to gain much from this professional development activity. This study explored the implications of clusters system practices in South Africa. Twenty schools were selected for the study. The schools and the participants for this study were randomly, purposively and conveniently selected for stratified clusters. In total, 48 respondents were used for data collection: 40 Economics teachers were administered with questionnaires, five Economics teachers were interviewed in a focus group and three Economics-teaching department heads were interviewed. The aim of this study was to establish the impact of the clusters system in the professional development of teachers for improved classroom instructions through interactive and innovative networks among the subject teachers. The findings revealed that teachers benefit immensely from the clusters system; experience, ideas and challenges are mutually shared to pave ways for innovative changes that can be

adopted in or adapted to classroom situations. This study, therefore, recommends the structured school clusters system as an effective framework for in-service professional development of teachers to improve their classroom practices. The school clusters system equips teachers with innovative creativity through continuous and interactive engagement in the clusters system.

SAERA 2018-011

THE ONLINE SOCIAL CONSTRUCTIVISM LEARNING ENVIRONMENTS FOR E-PORTFOLIO DEVELOPMENT

Dr MM Maja – University of South Africa

Keywords:

Bricolage, e-portfolio, learning environments, open distance learning, self-directed learning, social constructivism

Abstract:

Global trends towards a more inclusive blended learning approach using more digital pedagogies to support and accelerate student learning have emerged. Most recently, tertiary institutions explored integrated digital pedagogies, such as blogs, the flipped classroom pedagogy, webinars, and so forth, to avoid becoming redundant in this globalised community. It is imperative for tertiary institutions to rethink curricula by employing more integrated teaching technologies into pedagogy to accommodate the diverse student learning environments. From a South African context, the education sector, in particular higher education, is not immune to this major globalised paradigm shift but needs to embrace this opportunity and challenge to advance the knowledge economy. After extensive literature reviews on e-portfolios as a digital pedagogy pertaining to academic performance and perceptions, it was found that most studies conducted were either in contact or in a blended learning mode, but to a lesser extent through an open distance e-learning (ODeL) environment. Interactive online social constructivism learning environments are particularly significant towards e-portfolio development in ODeL during the course of this fast-changing world. To have a positive output in higher education, students have to be exposed to an authentic teaching and learning environment relevant to their learning needs. The purpose of this multiple-case study was to explore how the social constructivism learning environments can enhance students' self-directed learning for e-portfolio development. The PGCE or BEd Economics student teachers (n=309) were purposively selected to complete the self-reflective journal entries posted on the myUnisa student portal. The data were collected and analysed on a weekly basis to create a bricolage of information from the data. From the data analysis process, several themes emerged. A major finding was that collaboration and social interaction of the teacher and the students steered the e-portfolio development for online learners, which was motivated to become self-directedness. Several recommendations were formulated to strengthen the usefulness of reflective journals of e-portfolios as an alternative assessment strategy in teacher education. It was suggested that lecturers must create appropriate online learning environments that enhance self-directed learning by creating opportunities for e-portfolio development.

SAERA 2018-012

FACEBOOK PAGE AS A SUPPORTIVE DIGITAL PEDAGOGICAL TOOL IN THE BUSINESS STUDIES CLASS*Mr H Meintjes – Carolina Akademiese Skool, Prof MM van Wyk – University of South Africa***Keywords:**

Business Studies curriculum, exploratory mixed method research design, social media, Web 2.0 technologies

Abstract:

Information and communication technologies (ICTs) have penetrated society to the point of becoming almost indispensable to use in general life and to education. Technology is constantly evolving and it is important to determine how these advances can be of benefit in the teaching and learning landscape. A literature review uncovered a number of studies that have been conducted on the educational benefits of social media tools for improving student learning in the classroom and beyond. As the situation in South Africa currently stands, ICTs and social media for educational purposes is a notion not only fraught with challenges but also offering much untapped potential. These Web 2.0 technologies and electronic teaching aids can be used to greatly advance the transmission of knowledge in the school setting. However, the investigation at hand attempted to go a step further by showing the potential benefits of incorporating the Grade 12 Business Studies curriculum into a Facebook page so as to enhance learners' subject knowledge competence and academic performance. An exploratory mixed method research design was adopted to describe the implementation of the mentioned Facebook page in the Grade 12 Business Studies class at Carolina Akademiese Skool. The data were collected using a specifically created Facebook page and an online open-ended questionnaire. The analysis of the data was completed through the extracts from the participants' responses on the Facebook page and according to the questionnaire in table format. The findings revealed the success of the intervention as a supportive teaching strategy, and it is suggested that Business Studies teachers should be empowered through receiving training on the use of social media tools in their occupation. Further research is needed across other grade levels or at the same grade level but at other schools to gain an enhanced understanding of learners' responses to Facebook as a supportive teaching tool. A further suggestion for future research would be to investigate the use of social media applications run specifically on smartphones as a supportive teaching strategy.

SAERA 2018-014

LEARNING ABOUT POSSIBILITY AND HOPE FOR SOCIAL COHESION IN PUBLIC HIGHER EDUCATION: OBJECT NARRATIVES AND POETIC INQUIRY*Prof D Pillay, Prof K Pithouse-Morgan, Dr I Naiker – University of KwaZulu-Natal***Keywords:**

Arts-based methods, higher education, object narratives, poetic inquiry, social cohesion

Abstract:

Post-apartheid, residues of social separateness and a lack of social cohesion persist in the South African higher education landscape. Consequently, social cohesion is recognised as a national priority for South African public higher education. Objects can serve as entry points for the recalling and retelling of narratives that can provide valuable information about everyday experiences and situations of social separateness and social cohesion within higher education. We used a literary arts-based method of collective poetic inquiry to bring into dialogue object narratives written by South African academics in response to personally and professionally significant objects. The focus of this paper is on our learning through reading and responding to these narratives written by academics working across diverse disciplines and higher education institutions. The paper positions object narratives and collective poetic inquiry as critical, dialogic, relevant and authentic approaches to research on social cohesion in higher education. The data sources were object narratives written by university academics. In our collective poetic inquiry research process, we started off by creating a found poem from each narrative to distil its essence. Found poems comprise words and phrases extracted from the data sources and rearranged into poetic form. The found poems served as research poems, which we used to condense the research data to offer an expressive and evocative representation of each narrative. The act of composing research poetry facilitated insights into the depth and complexity of these stories of experience. After crafting our initial research poems, we created interpretive poems to capture and communicate our learning through making visible our subjective responses to the research poems. Our collective poetic inquiry reveals how engaging collaboratively and creatively with object narratives can provide important clues about how academics in higher education negotiate their daily lives and choices as moments of possibility and hope across social and historical hierarchies and divides.

SAERA 2018-016

Repositioning Nigeria economy through prioritization of entrepreneurship skills acquisition at the secondary education system

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Keywords:

Economy, education abstract, entrepreneurship, prioritisation

Abstract:

This paper carried out an investigation on how to reposition the Nigerian economy through entrepreneurship skills to be acquired at the secondary system of education. The country's policy on education incorporates technical and practical skills acquisition as a vital aspect of the secondary education curriculum, given the need for education for self-reliance on graduation from school. However, there seems to be a lop-sidedness in the implementation process as purely literary subjects are accorded greater recognition in the same policy in preference to those that emphasise technical and practical skills acquisition. This priority misplacement appears to have ramifications leading to a dearth of practically skilled school leavers who do not mainly depend on paid jobs for survival. Nigeria is notably being confronted with a malign force occasioned by serious economic recession and a fast-growing rate of unemployment due to the

scarce availability of paid jobs not involving a high level of technical and practical skills. A descriptive survey research method was adopted for the study. The population of the study consisted of 955 secondary school principals drawn from across a state each from the states that make up the six geographical zones in Nigeria. A random sampling procedure was used to select 20 principals from each of the six states to realise a total of 120 principals as the sample of the study. A questionnaire titled 'Repositioning Economy through Entrepreneurship Skills Acquisition (REESA)' was the instrument used for data collection. The instrument was constructed into five sections; the preliminary and other sections conveying information based on the questions posed as the study was piloted used four research questions. The instrument was validated by experts in curriculum studies and measurement and evaluation from the Ebonyi State University. The instrument was tested for reliability using Cronbach's alpha, which yielded 0.82, considered quite high. The data collected were analysed using mean and standard deviation. Some of the findings of the study include that a relevant educational system, which has the capacity for job creation, will enhance economic growth and development, and making entrepreneurship skills acquisition a strong policy issue at the secondary education system is critical to repositioning the erring Nigerian economy. Among the recommendations of the work is that the national policy on education in Nigeria should be reviewed in keeping with the dynamics of social change and in line with the present demand on education.

SAERA 2018-018

ISSUES AND CHALLENGES IN MAKING TEACHER EDUCATION RELEVANT THROUGH EFFECTIVE POLICY IMPLEMENTATION IN NIGERIA

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Keywords:

Challenges, implementation, policy, relevance, teacher education

Abstract:

Preparing quality teachers has in recent times become a global issue as all nations strive for excellence at all levels of their teacher preparation programmes in order to produce relevant teachers for their countries. To have relevant teacher education means that the 21st century global teacher must be competent and have the knowledge, skills and disposition to be an effective and intercultural teacher in the era of globalisation. Creating relevant teacher education demands that schools, colleges of education and faculties of education, among others, position teacher education programmes in such a way that graduates will acquire knowledge that will make them relevant in the contemporary society. The linchpin for the objectives of the teacher education programme, as contained in the Nigeria National Policy on Education (NPE, 2004), hinges on adequate teacher education policy and practice, which should be predicated on designing a relevant curriculum that is self-reliant and adapts to the changing global demands. It also entails addressing the challenges in implementation, which include human and material resources, including financing. The Nigeria National Policy on Education contains laudable goals that would assist in producing relevant teachers in the socio-economic and technological transformation of the country. Unfortunately, a gap exists between the rhetoric and the reality – between policy provisions and implementations – and this critically affects producing relevant

teachers. The general objective of the research, therefore, was to examine the issues and challenges that impede relevant teacher education policy and implementation in Nigeria with the view of suggesting strategies to position teacher education for relevance in terms of policy and practice. Specifically, the study examines the issues or challenges affecting curriculum implementation vis-à-vis the issues of adequate funding for the provision of infrastructure, facilities and manpower, in addition to exploring supplementary sources of funding. Also, it examines the extent of conformity with the minimum teaching requirement in terms of qualification, and adherence to the policy of training in methods and techniques of teaching by practising non-certified teachers. Other issues or challenges include poor remuneration or poor image, which account for new entrants despising the teaching profession and the long-declared national objectives of 60 to 40% for Science or Arts in higher education admission.

SAERA 2018-019

LEARNERS' ACHIEVEMENT AND ENGAGEMENT WITH THE WORKSHOP MODEL FOR AUTHENTIC LITERACY DEVELOPMENT

Dr HH Ssembatya – Kyambogo University, Uganda

Keywords:

Authentic literacy development, constructivists' pedagogy, literacy, Luganda language classroom, workshop model

Abstract:

Traditional tactics and techniques to get learners engaged in the text with their own experiences, such as creating original art, connecting songs to text and acting out scenes, seem not to consistently work out with the current demands of literacy development (Valerie, 2016; Stensaas, 2017). However, the inquiry and the collaborative nature of the workshop model seem to be responding to the big question of the day: *How could teachers and learners work together in an authentic learning experience to develop learners' literacy practices?* The rationale for the workshop model is linked to the constructivists' pedagogy, which focuses on empowering learners and giving them authentic learning opportunities rather than artificial lessons for literacy development, where learners are taught to be real readers and real writers. The conventional structure of the literacy workshop has given teachers not only a stable and authentic context to observe, theorise and monitor the active learners' literacy achievements, but has also afforded them an opportunity to focus on literacy outcomes, that is, what the learner becomes and understands (Cronje, 2006). The model exposed the efficacy of learner engagements and interest in the development of meaningful literacy practices; thus, offering learners an opportunity to choose texts and experiment how to approach texts in the classroom, supports literacy development. With examples from the ongoing research project on the workshop model in a high school contextualised Luganda language classroom in Uganda, this paper explores the thoughtful and in-depth analysis of experiences of how learners and teachers could work together in an authentic learning environment to meet the current demands of literacy development. It further offers methods and suggestions for setting up the workshop model, as well as strategies for literacy learning. Learning experiences presented here will

provide teachers with approaches to authentic and differentiated literacy learning activities for both language and literacy learners in any secondary school context.

SAERA 2018-021

RESEGREGATING AMERICA'S SCHOOLS: THE USE OF EXCEPTIONAL EDUCATION TO SEGREGATE FLORIDA'S STUDENTS BY RACE AND CLASS

Prof K Biraimah, Ms B Kurtz – University of Central Florida, USA

Keywords:

Class, exceptional education, race, resegregation, segregation

Abstract:

Although racial segregation remains illegal in the United States of America, a resegregation of America's schools has occurred through de facto segregated housing and student placement within schools. Although the United States (US) Supreme Court ordered the desegregation of schools "with all due speed" in 1954, this has not occurred, and it did not deter the resegregation of those same schools. Unfortunately, for decades, US students have been separated by race, language and socio-economic class through assignment to special academic programs and tracks, such as engineering magnets, vocational programs and exceptional education programs, including classes for the mentally handicapped (now called "intellectually disabled") and the gifted and talented. Moreover, recent moves within the US to increase charter schools and to end busing for racial balance have reinforced patterns of resegregation within America's schools. Moreover, since the official ban of segregated classrooms in 1954, the US has experienced the proliferation of exceptional education programs embedded with patterns of racial imbalance. After a brief introduction to key issues, this paper examines the patterns and possible causes of the unrepresentative nature of exceptional education programs, including theories focused on inherited genetic inferiority, as well as the critical race theory and critical pedagogical perspectives suggesting that these inequities are due to dysfunctional societal and/or education systems. This paper then analyzes exceptional education in the State of Florida (a southern state with a tarnished record of racism, Jim Crow laws and segregation), with attention paid to factors related to the perpetuation of inequalities on the basis of race, ethnicity and class. The data for this paper have been obtained through official Florida Department of Education records spanning the past four decades, as well as data from the US Department of Education, Office of Civil Rights. While preliminary results suggest a system of differentiated or segregated education for the students of Florida based on race, ethnicity and class, it is not clear whether this is an intentional agenda designed to reinstate historic patterns of educational segregation or simply a reflection of ineptitude. However, regardless of intent, the end results are the same. Children of color, in this case African American and Hispanic students, do not experience the same educational opportunities as their privileged white counterparts. The paper concludes with suggestions for the development of a more equitable school system in Florida and beyond.

SAERA 2018-022

SCHOOLS AS DISABLING SPACES? IDENTIFYING THE PROBLEMS THROUGH A YPAR STUDY IN A RURAL HIGH SCHOOL

Mrs M Mahikithela, Prof L Wood, North-West University

Keywords:

Action research, health-promoting schools, participatory research, resilience, self-determination, youth wellbeing

Abstract:

School is supposed to be an enabling space – an environment that supports the youth to reach their potential. Yet, education in rural schools in South Africa is affected by grave social issues, such as HIV/AIDS and increasing poverty, that render learners vulnerable. The role of schools as the site of care and support becomes increasingly important, but schools themselves are often disabling due to discrimination, stigmatisation and violence committed by both teachers and learners. How can we turn this situation around? A participatory paradigm suggests that those affected by a problem should be the ones to address it. I thus engaged a group of ten Grade 11 learners, with an equal mix of male and female learners, in a youth participatory action research project to enable them to take action in making the school a more enabling and child-friendly place. This paper reports on the first cycle: how are learners impacted by the social, emotional and physical environment of the school? The data were generated through participatory visual methods of photo voice and drawings, triangulated with the transcription of participant meetings. The data were analysed on two levels: firstly, the youth analysed the data to come up with issues that they wished to address and then they discussed these to come up with themes. I also analysed the same data, supplemented by my critical reflections through the lens of the self-determination theory, the resilience theory and the concept of the health-promoting school. The findings indicate that the learners were negatively impacted on several levels by the poor physical infrastructure and the unsupportive social and emotional climate of the school. The identification of the themes enabled them to begin to develop strategies to make the school a more enabling space.

SAERA 2018-023

PEER REVIEW OF TEACHING: A STRATEGY FOR PROFESSIONAL LEARNING

Ms B Chirinda, Dr JP Makonye – University of the Witwatersrand

Keywords:

Mathematics education, peer review of teaching, professional learning

Abstract:

Peer review of teaching (PROT) is teachers observing one another's practice and learning from, as well as providing descriptive feedback to one another, the overall goal being to advance teaching (Hendry & Oliver, 2012) through reflective practice. PROT is intended for professional development and, frequently, for quality assurance and reward, for example in the Integrated Quality Management System (IQMS). The IQMS (Department of Basic Education, 2014) is a quality and performance instrument that was introduced in 2003 to measure and improve the quality of teaching and learning in South African schools. PROT has been used successfully at

universities in Asia and Australia. However, not much is documented in the literature on peer review in South African institutions, although it is a component of the IQMS. There is, therefore, a dearth of research in South Africa on how PROT can be used to support mathematics teacher educators' professional learning. Two university teacher educators participated in the study and acted as observer and observed, with reciprocation of roles after each observation. Each teacher educator observed or was observed once a month in a six-month intervention. The PROT process involved four phases: a pre-observation discussion, observation, post-observation discussion and reflection (Bell, 2002). The findings revealed that the PROT process was valuable for both the observer and the observed. The observer developed increased awareness of how mathematics was being taught and learnt by students. The observed became aware whether their pedagogy was clear and understandable to students and revised their own teaching techniques. PROT enhanced the participant teacher educators' pedagogy, which, in turn, resulted in an increased focus on students' learning needs during lectures. The findings suggested that PROT, if done appropriately, is a non-threatening, valuable and necessary process that facilitates teacher educators' professional learning. The authors advocate that when PROT is used as a professional development strategy to support teacher educators, the benefits thereof are incalculable.

SAERA 2018-026

“NOTHING ABOUT US WITHOUT US”: A PALAR APPROACH TO MAKING A COLLEGE OF EDUCATION MORE INCLUSIVE FOR STUDENTS WITH DISABILITIES

Mr A Luthuli – Nelson Mandela University, Prof L Wood – North-West University

Keywords:

Disabilities, inclusive, lived experiences, photo voice

Abstract:

Higher education institutions need to enhance their inclusive practices to create conducive spaces for students with disabilities. This paper focuses on the lived experiences of students with disabilities in their social and academic spaces in a teacher education college in Zimbabwe. The study engaged students with disabilities in participatory action learning and action research on the grounds that people with disability are best placed to know how to improve their own situation. Ten students, together with the academic researcher, conducted participatory action learning and action research to generate data through transcriptions of group discussions, photo voice and participant observation. Thematic data analysis revealed that the college could do more to improve its academic and social inclusion by making the infrastructure more user-friendly and adjusting teaching methods, material and assessment strategies. The significance of this study lies in the fact that the participants generated knowledge that would not have been accessible to an able-bodied researcher; the knowledge can be used to construct policy that addresses real need; and the process can be utilised to address student needs in other settings and contexts. Also of importance is the fact that the study gave students with disabilities a voice and increased their sense of being valued.

SAERA 2018-028

“YOU F*CK ONE GOAT!” COUNTING THE COST OF POOR JUDGEMENT IN DUBIOUS PUBLISHER CHOICE***Prof SM Maistry – University of KwaZulu-Natal*****Keywords:**

Judgement knowledge, vetting, predatory publishing, scholarship

Abstract:

In this self-critical account, I engage the concepts of ‘critique’ and ‘judgement’ and why they are crucial for protecting and maintaining the integrity of academia and scholarship. I argue that a naive or ignorant academic is a somewhat paradoxical position to assume, as academia is necessarily a critical space that demands astuteness and constant vigilance. I contend that blissful ignorance is a fragile justification for the neglect of due diligence, as it relates to the selection of locales for knowledge dissemination. I engage the tenets of self-study and critical auto-ethnography to reflect on my practice as an academic and the consequences of my own poor judgement, not as an act of arrogant disclosure, but with a view to embracing this ‘elephant in the national academic room’ and also bringing to the fore other ‘frail’ current knowledge vetting processes. The paper draws on a Žižekian notion of perverse analysis with the view to evoke a primal confrontation of a particularly sensitive issue. I exploit the metaphor in the title to draw attention to the gravity of the act of predatory publishing and its almost irrevocable consequences. I also reflect on my grief, trauma, guilt and shame of this self-inflicted academic reputational mutilation and the arduous task ahead of ‘rebuilding’ one’s academic integrity. I hope that this paper may serve to intensify our alertness to the potential new perils that present themselves in the neoliberal research productivity-driven higher education space, where online publishing and open access have become commonplace, and where ‘opportunities’ to transgress and expose oneself to risk present themselves on a daily basis, often with well-disguised ‘authenticity’. Finally, I reflect on my public exposé of personal flaws and its restorative effect of a necessary humility in the academic space.

SAERA 2018-029

TEACHER PROFESSIONAL DEVELOPMENT: MENTORING STUDENT TEACHERS AND THE ROLE OF SCHOOL-UNIVERSITY PARTNERSHIPS DURING WORK-INTEGRATED LEARNING***Dr ML Botha – University of Stellenbosch*****Keywords:**

Mentoring, school-university partnership, teacher professional development

Abstract:

Mentoring forms one of the fundamental aspects of any school-university partnership; therefore, the role of experienced mentor teachers play an important role during work-integrated learning (WIL) periods. Mentor training contributes extensively to the professional development of teachers ensuring quality teaching and learning (Robinson, 2001). Following initial research into

Professional Practice Schools (PPSs), the current and ongoing research is motivated by findings that include a lack of role clarification and communication tensions that led to questioning the competence and added responsibilities of the mentor teacher (Botha & Beets, 2015). The following questions drive this current and ongoing project: In what ways do the school-university partnership contribute to professional teacher development and quality of initial teacher education and training? How do teacher educators, mentor teachers and student teachers see their collaborative roles in teacher education and training, and how effective is the role of the mentor teachers during WIL? An interpretivist research design is adopted, assisting in the interpretation and understanding of the school-university partnership and the role of the mentor teacher within this partnership, and the perceptions of educators, teachers and student teachers regarding quality teacher education and training. Purposive sampling of participants in the schools and university is done; all are involved in teacher education and training. This interpretivist design and gathering of qualitative data by means of focus group observations, reflections and semi-structured interviews will hopefully culminate in insightful findings relevant to teaching and learning in these changing times. It is further envisioned that valuable recommendations will be deduced from thematic data analysis enabling place-relevant learning and knowledge for the new 21st generation. Final data for this project will be collected during the WIL period in the third school term, July to September 2018. As this project is a work in progress, it is envisaged that the success of mentor training and the establishment of school-university partnerships will contribute to quality teacher education and professional development of teachers so that education could retain its practical relevance. It is further hoped that the outcome of this project will inform the establishment of Professional Practice Schools, as reported by Robinson (2015) to the Department of Higher Education, recommending partnerships between schools and universities. Partnership is a way “to reform teacher education and associated communities (schools and universities) by making teacher education context-based and relevant to the changing needs of the present world ... improving practices at schools and universities” (Islam, 2011, p. 52).

SAERA 2018-030

SOWING THE SEEDS OF PLAYFUL PEDAGOGY IN CREATIVE ARTS: A TEACHER EDUCATOR’S SELF-STUDY

Ms NP Bele – University of KwaZulu-Natal

Keywords:

Creative Arts, learners, pedagogy, playful, pre-service teachers

Abstract:

The purpose of this self-study research was to learn about introducing playful pedagogy to pre-service teachers in the Creative Arts classroom at one university. Self-study research can be understood as a “personal, systematic inquiry situated within one’s own teaching context that requires critical and collaborative reflection in order to generate knowledge, as well as inform the broader educational field” (Sell, 2009). Through observations in my Postgraduate Certificate in Education class and during teaching practice in schools, I had noticed that the pre-service teachers spoke more in the Creative Arts classroom, used demonstration minimally or not at all

and frequently engaged with learners using an authoritarian approach. I generated data for the study through observations, teacher demonstration and reflection sessions with the preservice teachers, as well as my own reflective journal writing. I learnt that some pre-service teachers found it difficult to be playful or even play games in class, especially those who had not done drama and dance at undergraduate level. The study also revealed that many of the pre-service teachers had a more teacher-centred understanding of teaching Creative Arts. However, the study also showed that the playful activities that were done in class gave the pre-service teachers a different view of how a Creative Arts teacher can be in the classroom. Many of the pre-service teachers highlighted that they came to see the importance of being physically involved in the learner activities and facilitating the engagement of the learners among themselves and with the activity. Furthermore, during the reflection sessions, some of the pre-service teachers revealed that they then felt more confident in attempting to use a more playful approach during their teaching practice. However, some revealed that they did not yet feel ready, as they considered that being playful was not part of their personality and they felt childish being playful among other people. Through this study, I have learnt through experience as a teacher educator, the importance of a playful pedagogy in the basic and higher education classroom, particularly in the arts-focused subjects. This is vital as the current basic education curriculum aims to “develop creative, expressive and innovative individuals” (Department of Basic Education, 2011). I have also been encouraged to explore further the use of playful pedagogy in the other modules I teach.

SAERA 2018-031

The use of code-switching in English First Additional Language in selected South African township schools: implications for teaching and learning.

Ms N Ngubane – University of KwaZulu-Natal, N B Xolani – University of Zululand

Keywords:

Code-switching, code-switching markedness model, multilingualism, pastoral care

Abstract:

This paper foregrounds code-switching as resourceful in teaching writing to learners in five selected FET classrooms in the Pinetown District, South Africa. Research shows that English language proficiency remains a barrier to learning among second-language learners in South Africa. Guided by Myers-Scotton’s code-switching markedness model, the study highlights the types and purposes of code-switching and how code-switching was resourceful to enhance learning in this context. Qualitative methodologies were adopted, using video-recorded classroom observations of the English writing lessons with 120 purposively selected participants. The findings reveal that teachers creatively employed code-switching for pedagogical and pastoral purposes. Especially in situations where switching to isiZulu explained concepts better, it was found to enhance learners’ understanding. The study recommends code-switching as a useful learning resource in multilingual teaching contexts where English is an obstacle to effective learning.

SAERA 2018-033

FOSTERING A PROFESSIONAL FRAMEWORK FOR PRE-SERVICE TEACHERS IN ART EDUCATION

Mrs GM Meyer, Prof L Wood – North-West University

Keywords:

Art education, ART theory, pre-service art teachers, professional framework, values

Abstract:

As part of their professional development and training, Intermediate and Senior Phase pre-service art teachers should generate a framework to help them transition from students to creative and professional practitioners. However, little has been written on how this can be done in a way that promotes art education as an essential subject in the curriculum. Adopting an action research design, and expanding on Thornton's ART theory as artists, researchers and teachers, I present empirical evidence of how the development of such an art education framework can be facilitated through taking a values-based, critically reflective action research approach to developing professional roles. The empirical evidence gathered through drawings, critical reflections, word clouds and concept designs over a three-phase cyclical process answered the following questions: i) How do students see themselves as art teachers? ii) What are their critical responses to the suggested ART roles? iii) How do they conceptualise their own professional framework? Evidence indicated that after introducing ART theory as a professional epistemological base to pre-service art teachers, their perceptions of themselves changed from the linear traditional 'I'-centred thinking to more inclusive other-centred orientations. Addressing my concerns around the status of art, the pre-service art teachers became more aware of their professional roles and the value of art as an inclusive and socially engaged practice. They developed their own personalised ART framework and clustered specific contextual tasks and fundamental values to each role. The newly established professional frameworks allowed the students to envision themselves as autonomous and motivational action leaders, ready to adopt hybrid and transformative practices to become role models in their teaching. This paper contributes to the discourse on professional development and identity formation and provides a framework that could guide pre-service art teachers in their future careers in education.

SAERA 2018-034

INVESTIGATING CARING LEADERSHIP IN THE DEVELOPMENT AND IMPLEMENTATION OF HEALTH PROMOTION PROGRAMMES IN SCHOOLS USING THE KANTIAN MORAL THEORY

Dr S Kwatubana – North-West University

Keywords:

Care, caring environments, ethical leadership, health promotion, moral theory

Abstract:

Research has always associated caring leadership with authentic leadership. This notion fits in well with regard to the implementation of health promotion programmes in schools, which in itself is a moral act. Principals are obliged to be caring leaders if the policy on the South African

Standards for Principalship (2016) is taken into consideration. Moreover, one of the predominant discourses in education is that it is seen as a nurturing and caring environment. School health promotion is on the caring side of the school activities as it is intended to provide social and emotional support for vulnerable learners in schools, thus sustaining teaching and learning. If, therefore, caring is regarded as the central component of the education system, there is a need for a deeper analysis of the administrative practices of care. This paper develops the idea of caring leadership based on the Kantian moral theory by investigating what would qualify principals of schools implementing health programmes as caring leaders in Kant's sense. The empirical investigation was based on the experiences and perceptions of the participants of the principals' caring leadership behaviours exhibited during the implementation of these health programmes. A qualitative research method and case studies were used in the investigation. This approach is based on the notion that caring leadership experiences are born of the practical actions of the leaders and the feelings of those experiencing these. The experiences and perceptions of teachers, chairpersons of health committees and school governing body members (n=12) were sought. The moral theory was used as lens to understand what constituted and exemplified love-based actions in the behaviour of principals. The findings in this research point to a mixture of both moral and immoral acts.

SAERA 2018-035

REASSERTING 'RED DIRT' ASPIRATIONS IN AUSTRALIAN REMOTE ABORIGINAL EDUCATION

Dr J Guenther – Bachelor Institute of Indigenous Tertiary Education, S Osborne – University of South Australia, K Lester – University of Adelaide, R Burton – Pitjantjatjara Yankunytjatjara Education Committee, C Harvey – Nyangatjatjara College, T Hampton – Nyangatjatjara College, M Teamay – Nyangatjatjara Aboriginal Corporation, Dr D Hlalele – University of KwaZulu-Natal

Keywords:

Aspirations, educational justice, language, remote Aboriginal education

Abstract:

Centring Anangu Voices (S Osborne, K Lester, J Guenther, L King)

This paper summarises a research project conducted in conjunction with Nyangatjatjara College seeking to document aspirations the Anangu (Pitjantjatjara/Yankunytjatjara people) hold for their young people and consider how education might better strengthen these aspirations. A narrative-focussed methodology and working in local language was important in allowing students, staff and community members to speak on their own terms, not constrained by externally determined language and assumptions about schooling, success and the future.

The research highlighted the importance community members place on young people finding work and strengthening their connections to language, land, Anangu histories, narratives and cultural knowledge. There were also implications for strengthening community engagement and revisiting essential understandings for non-local teachers, teaching methods and the development of Anangu educators within the teaching team.

Who we've been and who we wish to be. A Nyangatjatjara College education story
(M Teamay, T Hampton, C Harvey)

Nyangatjatjara College was founded as an Independent Aboriginal School in the late 1990s in the south of the Northern Territory. Before the college was established, students would have to attend boarding schools hundreds or thousands of kilometres from home to access schooling beyond year six. There have been difficulties in our journey, ranging from issues with student engagement, financial management and governance concerns. But in recent years, the college has stabilised and we are looking towards the future. The Centring Anangu Voices Project assisted the board to choose priorities in our planning and we collaborated on an art piece to share the learnings and the story of how we would respond to Anangu aspirations shared in the research.

One of the key findings is the need to strengthen Anangu participation as educators in the school and in the teaching of the Pitjantjatjara or Yankunytjatjara language. This is a focus that will be developed by the school as a central platform for informing strategic planning.

Anangu tjutangku iwara nganampa walytjangku palyantjaku. Forging our way ahead in Anangu education: From vision to action towards educational justice (R Burton)

As Anangu educators, we constantly hear stories from administrators and policy makers about how we need to find the right road and take steps down that road. But for us, as Anangu, the world has moved and changed dramatically in a few generations. More and more, Piranpa (non-Anangu) service providers, managers, educators and politicians are living in our communities, working in our communities and telling us about the way forward to take hold of a good future. Not so long ago, it was our grandparents and senior people in our community who encouraged us towards a good future. It seems that the road we are constantly being ushered towards is not one of our construction and it appears to be blocked with so many others standing in the way on that road. This paper seeks to articulate and reassert an Anangu vision of Anangu young people, Anangu education and Anangu futures, and marks a way forward for an Anangu-led process towards educational justice for young people in Anangu communities.

Panel summary and making the links to education issues and experiences in Africa

(Dr D Hlalele)

Dr Hlalele has collaborated with remote Aboriginal education scholars in Australia since 2013 and will play the role of discussant and provocateur, bringing together the key issues presented and making contextual links with African education and experiences.

SAERA 2018-036

NAVIGATING EMOTIONAL ENTANGLEMENTS IN SUPERVISING SELF-REFLEXIVE RESEARCH: A COLLECTIVE ARTS-BASED RESEARCH APPROACH

Prof K Pithouse-Morgan, Dr L Masinga – University of KwaZulu-Natal, Prof T Meyiwa – Durban University of Technology, Dr I Naicker, Prof D Pillay, Dr L van Laren – University of KwaZulu-Natal

Keywords:

Arts-based methods, emotionality, postgraduate supervision, self-reflexive research

Abstract:

As South African educational research supervisors, we belong to an inter-institutional professional learning community that aims to enhance the development of self-reflexive research and supervision capacity among postgraduate students and supervisors. Our students are located within a range of specialisations but have all adopted self-reflexive research methodologies (e.g. self-study of practice, auto-ethnography or narrative inquiry). Self-reflexivity entails examining, questioning and theorising the lived experiences and self of the researcher in relevant and authentic ways. The entanglement between personal and professional in re-encountering the self in self-reflexive research can be emotionally complex. In our experience, this complexity is heightened in South Africa, where high levels of traumatic stress and insidious trauma are part of the emotional landscape. As a historical consequence of the traumatising apartheid regime, South Africa is burdened with a bitter emotional legacy comprising a volatile combination of intense feelings, such as anger, fear, hurt, loss, shame or resentment. Moreover, in the post-apartheid era, daily accounts of violent crime, sexual and domestic violence and road accident injury contribute to experiences of traumatic stress. A serendipitous realisation from our work together has been that, in supervising self-reflexive research, we learn much about our students' experiences within the emotional landscape of South Africa. Our students frequently undertake personal history narrative and memory-work writing, which can expose emotionally complex happenings and remembrances of a traumatised past. While on the one hand, students' stories have been infused with, among others, past and recent experiences of illness and bereavement, violence and abuse, poverty, and discrimination, oppression and alienation linked to race, gender, ethnicity, religion, ability or disability and so on, on the other hand, there are also joyful and inspiring stories that have given us hope and energy. Although we are not positioning ourselves as therapists, we have become increasingly mindful of how, as supervisors of self-reflexive research, we are confronted with the ethical intricacy of receiving and responding to others' emotionally complex stories in relevant and authentic ways. We are also confronted by our own profound feelings triggered by such stories and have become aware that emotional entanglements in self-study supervision present unlearning and re-learning opportunities for us.

The limited literature on postgraduate research supervision practice focuses on emotionality, with even less attention paid to the emotional work of supervisors. Hence, in this workshop we ask, "How can we creatively navigate emotional entanglements in supervising self-reflexive research?" We invite participants to experience a collective arts-based process involving poetic inquiry and visual exegesis (critical explanation or interpretation) of a painting. Our use of arts-based research is underpinned by the premise that the research process can be aesthetic or anaesthetic. When we think of the anaesthetic, we visualise a lifeless body, a numbing experience, of how we can deaden minds rather than bring them to life. The aesthetic-anaesthetic tension challenges us to consider how research can be an enlivening and authentic experience for all involved. The collective arts-based process will assist in making visible the emotionality of self-reflexive research supervision and how we might cultivate emotional self-care as a vital facet of our professional knowledge. This workshop will be of interest to those

supervising or mentoring self-reflexive research, as well as those intrigued by research supervision as an emotional experience.

SAERA 2018-037

DEVELOPING AND DELIVERING A PRESENTATION FOR AN INTERNATIONAL AUDIENCE

Tionge Weddington Saka – University of Johannesburg

Abstract:

A perfect presentation is not a flawless performance but a performance where one feels like one has done one's best to achieve one's aims. Experience with several local and international conference presentations has shown that many researchers do not, in fact, do their best. The presentations made seemed to have been made in a haste. This workshop will bridge this gap by breaking down in practical terms how to deliver what an audience needs and expects. The style and very specific guidelines that will be offered during the workshop will make a huge immediate difference in conference presentations by the workshop participants.

Workshop:

The workshop aims at equipping participants with skills for developing and delivering presentations for an international audience. The key topics to be covered in the workshop include: types of presentations; how to structure conference presentations; using the Microsoft PowerPoint application to deliver an engaging presentation; and what to consider when preparing a presentation for an international audience. Serious mistakes most presenters make when using PowerPoint will also be discussed. The workshop will be highly practical; participants will be involved in preparing mini-presentations and given a chance to present it, followed by a critique of the presentation.

SAERA 2018-038

TEACHERS' PARTICIPATION IN TALKING AND LEARNING ABOUT VERBAL DISCIPLINE IN PROFESSIONAL CONVERSATIONS: A CONVERSATION ANALYSIS METHOD

Mrs CC Okeke – University of South Africa; Prof GJ van der Westhuizen – University of Johannesburg

Keywords:

Conversation analysis, professional conversation, professional learning, teacher learning, verbal discipline

Abstract:

Professional conversation provides teachers with opportunities to share experiences and learn from colleagues. This article examines how teachers take part in talking and learning about verbal discipline in professional conversation. The purpose of the study is to analyse teachers' talk about verbal discipline in order to contribute to the understanding of how teachers talk and

learn in professional conversation. The study is a qualitative research that adopts an ethno-methodological research design. Six teachers purposively selected from one primary school in the East London Education District participated in the study. A video recorder was used to capture the conversation session after school hours. The session took 31 minutes and 56 seconds. The researchers viewed the video a number of time for understanding before transcribing the entire talk verbatim. Three learning episodes were selected from the transcript and transcribed again, using Jefferson's notations for conversation analysis purposes. Clayman and Gill's conversation analysis levels were used to analyse the selected episodes to establish how teachers talk and learn in professional conversation. The findings of the study show that the teachers participated in talking and learning about verbal discipline through conversational methods of requesting advice and testing ideas. The teachers also used the practice of sharing ideas to learn from one another about verbal discipline. The teachers further used individual and group responses to contribute during the conversation about verbal discipline. Nodding and assisting one another during talk were part of their conversational strategies. Based on the findings, the study recommends that teachers should embrace professional conversation for exchanging knowledge and experience for learning purposes. The study also encourages teachers to adopt conversational methods and strategies discovered in this study to improve professional learning. It further recommends that research experts on teacher learning should be involved in school workshops to present their findings and recommendations to further enrich teacher learning.

Acknowledgements:

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SAERA 2018-039

TRANSITION PEDAGOGY AND FIRST-YEAR STUDENTS' PARTICIPATION IN THE CURRICULUM: A UNIVERSITY 101 MODULE*Mr EE Esambe – Cape Peninsula University of Technology***Keywords:**

Activity theory, curriculum design, first-year students, investigator triangulation, transition pedagogy

Abstract:

In South Africa and elsewhere, first-year students are typically expected to confront new kinds of knowledge and to enact competencies in ways that often confound them. Such new ways of knowing, doing and being can give rise to some serious contradictions between high school students' graduate attributes and their readiness for university study. Rather than framing first-year students from a deficit standpoint, it is perhaps curriculum enactment and participation that account for high dropout and attrition of first-year students. This paper explores the design and enactment of a University 101 transition module at a university of technology in South Africa.

The paper uses Engeström's concept of an activity system in the cultural-historical activity theory (CHAT) to examine how the collaborative platform of the module serves as a mediating tool that allows for greater student participation in the curriculum and ultimately contributes towards improving learning and retention of first-years students. The six core curriculum design principles of Kift's transition pedagogy – design, transition, diversity, engagement, evaluation and assessment – are used to further interrogate the efficacy of the module. The data used in this study were collected during the implementation of a university-wide First-Year Experience Extended Orientation in 2017 and 2018 at the university. Both quantitative and qualitative data, sourced through first-year experience surveys, interviews and document analysis, were employed. In total 320 students, 12 lecturers, and 20 peer mentors were purposively sampled. This approach to data gathering – investigator triangulation – enables the mining of rich data and innovative ways of data analysis. Key findings relate to how first-year students' socio-economic backgrounds and prior schooling experiences influence the way they engage with the curriculum, and reveal the difficulties that lecturers and learning support staff face in understanding these difficulties. The paper, therefore, argues that instead of framing struggling first-year students from a deficit point of view, it is, instead, important to note that historical events and cultural attributes (in the language of CHAT) account for first-year students and their lecturers' challenges in mediating first-year learning. The University 101 module there represents a mediating tool to resolve these contradictions.

SAERA 2018-040

PARTICIPATORY LEARNING, TEACHING AND RESEARCH FOR BUILDING A DISCIPLINARY KNOWLEDGE BASE

Prof R Wildsmith-Cromarty – North-West University

Keywords:

Bilingual teaching, participatory research, reciprocal learning

Abstract:

The aims of this study were as follows: to reflect on the affordances that reciprocal learning offers in terms of building up a knowledge base in a specialised field; to explore the effects on student learning and performance of the use of two complementary languages of instruction, *viz.* isiZulu and English; and to keep a record of both learning and teaching for future course revision purposes. The course in question was the teaching of isiZulu as an additional language at school level for third-year BA students considering a language-teaching career. The content of the course came from the Applied Linguistics field and was taught by a non-isiZulu-speaking applied linguistics lecturer who had recently started a three-year major in isiZulu but was not fluent in the language. The decision to become a first-year student in the isiZulu 1 course was motivated by a request from the isiZulu lecturers to help them revise their first-, second- and third-year courses in light of her expertise in additional-language learning and teaching. The research approach was thus participatory, reciprocal and emic as the only authentic way to help revise a course was to experience it as a student, along with her co-learners, who were also her undergraduate Applied Linguistics

students. The course was, thus, team-taught by the applied linguist and her isiZulu lecturer, who made the content accessible to the students through the translation of difficult terms and concepts into isiZulu. The students were free to use either language. The lecturers wished to see how the two languages interacted naturally in scaffolding learning and also whether and how the use of isiZulu would facilitate understanding of key disciplinary concepts when the terminology had not yet been developed. The class sessions were recorded and transcribed. Instances of translanguaging were analysed in terms of the functions they were fulfilling within a broad discourse analysis framework. The findings revealed that students found it easier to challenge the lecturers on content and present their own points of view in isiZulu, although they could follow the content in English. The experience created rich affordances for building an academic discourse in isiZulu, but it also led to a rich interaction on multiple levels with reciprocal learning occurring for all participants, including the lecturers.

SAERA 2018-041

A MENU FOR MENTORING

Prof MA Samuel – University of KwaZulu-Natal

Keywords:

Academic staff professional development, community engagement, mentoring, teaching and learning in higher education, university service, research

Abstract:

Activating academic staff professional development has become a key focus as the higher education system attempts to renew the profile and expertise of newly appointed staff members. However, this process is not confined to only novice or young academics, since professional growth spans a lifetime of expanding roles and responsibilities. This round-table will share the strategic tool developed at one institution, which enables a collaborative decision-making dialogue between mentors and mentees. This tool was co-designed by assembling selected members of the professoriate and strategic advocates of teaching and learning in the institution. The mentorship planning tool is directed towards the recurring expectations of building competences *in teaching and learning* in higher education; developing *research capacity*; engaging in *community service* endeavours; and developing *university administrative and management* expertise. The tool outlines the theoretical underpinning of mentorship beyond surveillance and disguised performance regulation. It differentiates mentorship from induction and orientation programmes, the former being largely personal self-driven initiatives, while the latter are normative regulatory extrinsic human resources concerns. The model presents the pragmatic possibility for conceptualising mentorship beyond a prescriptive, paternalistic, patronising endeavour. It elaborates how mentorship can be co-constructed and mutually beneficial to both mentor and mentee within the ambit of institutional goals. It extends the range of sources and activities for academic staff professional development and explores how mentees might activate their growth, drawing from within and outside the institution. This tool presents mentors and mentees with a menu of possibilities for planning their developmental

trajectory. The tool is being piloted in an initial phase to train prospective mentors, focusing on the specific area of developing competences in teaching and learning in higher education. Rather than mentoring being simply a quick-fix expedient strategy for ensuring academic promotion traction, the tool underscores mentoring as a journey of “slow-cooking” to yield deeper conceptions of academic being and becoming. Such roles and identities are likely to be complex and, sometimes, even contradictory. The round-table will demonstrate how the tool can be used to develop personal academic staff developmental planning.

SAERA 2018-043

THEORISING PLANE OF IMMANENCE AS PATHWAY TO EFFECTIVE CURRICULAR CHARGES IN TEACHING AND LEARNING*Dr GF Kehdinga – Durban University of Technology***Keywords:**

Curricular charges, higher education, plane of immanence, South Africa teaching and learning

Abstract:

Teaching and learning are at the crux of the higher education mandate by virtue of it being the principal channel for knowledge construction and transfer between students, lecturers and the higher education stratosphere. The vivacity of teaching and learning and the role they play in the development of students have created the need and desire for the continuous improvement of the enactment of the same in higher education. However, the high dropout rate in South African higher education and the poor quality of some graduates have raised questions about the teaching and learning process and how it unfolds in the university classroom. The Council on Higher Education, in the bid to respond to this, has developed policies and quality assurance frameworks for teaching and learning, with the latest of these being the Framework for the Second Cycle of Quality Assurance 2012–2017. While the implementation of this framework has brought some changes in teaching and learning, the relevance and authenticity of teaching and learning in the delivery of curriculum and the effectiveness of curricular charges remain a wonder. This paper provides a pathway to effective curricular charges and teaching and learning in South African higher education. It theorises the plane of immanence as the pedagogical pathway to ascertaining relevance and authenticity in teaching and learning. The paper engages the foundational polarities of the plane of immanence and articulate them as the fundamental pathway to effective curricular charges and responsive teaching and learning. The paper concludes that teaching and learning needs to be understood as immanent to itself if it must enhance the academic experience.

SAERA 2018-044

RETHINKING COMPETITION IN EDUCATION*Ms S Akabor – University of the Witwatersrand***Keywords:**

Competitiveness, inclusive education, school reform, social justice, transformation

Abstract:

Inclusive education is rooted in social justice. Given that South Africa is a fairly new democracy, inclusive education is looked upon as a necessary tool for transformation. However, the implementation of inclusive education is a worldwide problem, and not limited to South Africa or even to postcolonial countries. Currently, attempts at inclusion at school level appear to be thwarted by high levels of competitiveness. While access to education is improving, success in education is not as easily attainable for all. Given that the ideals of inclusive education are rooted in social justice, collaboration, supportive learning communities and participation for all,

there appears to be a disparity between the environment within which our schools currently operate and the ideals to which we aspire in terms of realising inclusive education. Reducing competition at schools might be the way forward in terms of creating an environment that is conducive to inclusive education. Of the many ways in which this can be done, one way is to look at the reward systems that are currently in place at schools. An elitist hierarchy is perpetuated, where very few are winners and the vast majority are seen as losers or, at best, mediocre. This stratification lasts longer than the schooling career of a learner – it may have far-reaching implications for the future of learners as they forge their way ahead in the world, making schools the sorting machines of life. Thus, competitiveness at school level needs to be reduced so that greater opportunities are available to all learners, regardless of their background and socio-economic status.

SAERA 2018-046

MAKING EDUCATION MORE RELEVANT, RESPONSIVE, AND AUTHENTIC THROUGH MEMORY-WORK

K Pithouse-Morgan – University of KwaZulu-Natal, T Mewiya – University of South Africa, L Athiemoolam – Nelson Mandela University, A Bayat – University of the Western Cape, N Bele – University of KwaZulu-Natal, N Chitanand – Durban University of Technology, G Downing – University of KwaZulu-Natal and Vega School, A Hiralal – Durban University of Technology, C Khoza – Wits University, M Kortjass – University of KwaZulu-Natal, F Kruger – University of the Free State, M Muller – University of the Free State, T Ndaleni – University of KwaZulu-Natal, E Nyamupangedengu – Wits University, W Rawlinson – Durban University of Technology

Abstract:

The 2018 Self-Reflexive Methodologies SIG Symposium will focus on making education more relevant, responsive and authentic through memory-work. Memory-work was first conceptualised as a social science research methodology through a process of collective inquiry on female sexualisation undertaken by a group of feminist women in Germany, led by Frigga Haug (1987). Haug's memory-work practice involved collective inquiry by a group of women who wished to explore a common research question that was a burning issue for all involved. The process required individual writing of memories, combined with collective reading aloud, oral brainstorming and discussion. The inquiry was aimed at re-encountering particular memories of lived experiences with a sense of curiosity and alternative possibilities in order to gain a new sense of orientation and direction for the future. Memories were understood as embedded in, and conditioned by, the social world, and so memory-work was intended to free researchers to take purposeful action within and in response to social conditions and forces. Mitchell and Weber (1999) conceptualised educational research through memory-work as "a pedagogy of reinvention" – "a process of going back over something in different ways and with new perspectives, of studying one's own experience with insight and awareness of the present for purposes of acting on the future" (p. 8). This also speaks to the notion of productive remembering (Mitchell et al., 2011a; Strong-Wilson et al., 2013), i.e. "the idea of how memory and the past can be a productive learning space for the present and the future" (Mitchell et al., 2011b, p. 1). The energy and optimism inherent in these concepts of a pedagogy of reinvention

and productive remembering resonate with an approach to educational research that focuses on teachers (or other educational practitioners) initiating and directing their own learning to enhance their continuing growth and contribute to the wellbeing of others. This approach aims to acknowledge and facilitate the agency of teachers and other educational practitioners in processes of educational research that can contribute to more relevant, responsive and authentic education. In this interactive memory-work symposium, we will consider what might be made possible and visible through researching the ways in which the past can influence present and future educational experiences. Critically, we will explore how memory-work can contribute to researchers taking up pressing issues of social and educational change. Overall, the symposium will offer a multidimensional, arts-informed polyvocal exploration of how memory-work can bring about future-orientated educational research enacted as pedagogies of reinvention and productive remembering.

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SAERA 2018-047

ADVICE AND MODELS FOR DECOLONIZED EDUCATION? WORLD DEVELOPMENT REPORT 2018

Prof J Samoff – Stanford University, USA

Keywords:

Foreign aid, frame, methodology, policy, research, World Bank

Abstract:

Across Africa, critiques of inherited education systems – structure, content, pedagogy – are sharp. Education can be transformative. Often, it is not. As we work to understand why, we must also seek alternative models. The global context is the commitment to education for all. High aspirations. Some progress. But millions still not in school, low learning outcomes and increasing inequality. Once again, the World Bank and others have declared: education crisis! What is to be done? On offer: recommendations from the World Bank, which insists that its advice is far more important than its funding. The World Bank's most recent World Development Report, *Learning to Realize Education's Promise* (WDR, 2018), the first focused on education, warrants systematic attention. Careful analysis of WDR 2018 yields insights into the current

global development discourse. Especially because WDR 2018 will become a widely-cited reference document, its most consequential influence will be less in its recommendations than in the assumptions, values and analytic constructs embedded in the way it frames education and learning. Most relevant to South Africa are not education loans but deep assumptions, analytic constructs, and methodology. Within South Africa, the World Bank's role is both welcomed and sharply contested. Even among its critics, however, its perspective and approach can be very influential. How is education to be understood? Which reform strategies are most effective? Which tools and indicators measure progress best? How should education policy be made? In the context of demands to decolonize education and re-evaluate education's operating system, it is instructive to examine the World Bank's models and advice. My concern in this paper is those ideas and constructs and their framing. To explore that, I examine the three major recommendations of WDR 2018: assess learning, act on that evidence and align the actors. Each frames learning, education policy and education practice. These frames influence how we think about the education crisis and learning. Embedded in the frame and thus generally unnoticed, approaches, constructs and models are accepted as normal, natural, inevitable. Amidst insistence on the importance of evidence, what evidence is, how evidence is gathered and whose voices matter are assumed and accepted. Even as educators and communities work to develop different perspectives and alternative recommendations, often they do so with a framing that nurtures the learning crisis, that entrenches inequality and that makes both quality education for all and equity ever more distant.

SAERA 2018-048

MAKING AN INTEGRATED LEARNING APPROACH TO EARLY CHILDHOOD MATHEMATICS TANGIBLE: A TEACHER EDUCATOR'S SELF-STUDY

Miss M Kortjass – University of KwaZulu-Natal

Keywords:

Early mathematics, integrated learning approach, pre-service teachers, self-study research

Abstract:

This paper reports on my learning as a teacher educator in a self-study research project. I describe how I came to think about improving my practice in an attempt to make an integrated learning approach (ILA) tangible and accessible to Foundation Phase pre-service teachers in the module Numeracy in the Early Years. My self-study research is aimed at improving my pedagogic practice and contributing to knowledge of teacher education practices. A sociocultural perspective, which highlights the fundamental role of working together in making sense collectively of personal experience, was employed as an important part of teaching and learning. The mathematics content that my pre-service teachers need to learn is crucial and, in addition, they have to learn about teaching. My aim is to help pre-service teachers enjoy, value and explore mathematics and mathematics teaching in a positive and integrated way. Due to time constraints in the prescribed curriculum, I felt a need to invite pre-service teachers to engage in extra-mural activities in order to enhance the integrated learning approach. Activities involved pre-service teachers reflecting on their own early mathematics experiences by drawing pictures with captions and playing different board games. In this self-study project I discovered

that it was essential to constantly engage pre-service teachers actively and in an embodied way in order to develop their mathematical skills and understanding of mathematics concepts. These activities made an integrated learning approach tangible and useful, as pre-service teachers indicated in their reflections that they had learnt that mathematics is not only abstract but also involves using different body parts to make sense of it. In their pursuit to improve teaching and learning in Early Childhood Mathematics, teacher educators may think about many opportunities for helping pre-service teachers to have more tangible experiences.

SAERA 2018-050

LEARNING ABOUT MY COMMUNICATION PEDAGOGY IN DIVERSE UNDERGRADUATE CLASSES AT A UNIVERSITY OF TECHNOLOGY: A REFLECTIVE EXPERIENCE OF SELF-RECOVERY

Ms W Rawlinson – Durban University of Technology

Keywords:

Communication pedagogy, diversity, ethics, *trencadis* bench

Abstract:

The exploration of my communication pedagogy stemmed from a concern as a white woman communication lecturer, struggling to engage personally and professionally in a meaningful way teaching a diverse undergraduate class at a university of technology. From a critical stance, I drew on the *trencadis* bench metaphor and art nouveau principles to open up dominant social identities of class, race and gender that fixed and essentialised my academic self in particular ways. Foucault's theory of ethics (1985) assisted me in adopting an ethical stance to excavate my personal beliefs and priorities and renegotiate my communication practices. Working through the four modes of ethics afforded me the opportunity of identifying my limited and essentialised ways of thinking and being and my entrapment in hidden ideologies. Confronting the limits of my thinking, advocated by Foucault, offered the potential to create space for a more flexible, open-minded aesthetic teacher self as an act of ethical self-transformation. Learning to care for becoming a communication lecturer differently was an emotional and intellectual recovery of my teacher self. Aesthetic communication pedagogy has the potential to dismantle dominant and oppressive communication discourses and traditional practices for more organic, situated and responsive ways of thinking, being and acting as teachers and learners.

SAERA 2018-051

DECOLONISATION, COGNITIVE JUSTICE AND AUTHENTICITY IN TEACHER EDUCATION

Prof GJ van der Westhuizen – University of Johannesburg

Keywords:

Authenticity, cognitive justice, curriculum change, knowledge plurality

Abstract:

This paper confronts the reality that teacher education in South Africa is on all accounts inauthentic despite the political changes and promises of a relevant and transformed education system in 1994. More than 20 years later, South African citizens find it necessary to call for decolonisation and social transformation. These mostly popular calls by students and academics in the media confirmed analyses of critical educationists such as Odora Hoppers (Odora Hoppers & Richards, 2012), Fataar (2006), Soudien (2007) and others who have been warning of the consequences of continued knowledge injustices in the academy and sciences, and in school and higher education in South Africa. This paper argues that relevance and authenticity of teacher education is directly linked to progress towards bringing cognitive justice into education. For Odora Hoppers (2017) this is about restorative action that acknowledges the rights of all forms of knowledge to exist and to grow, also in teacher education. The paper proposes a framework of cognitive justice as primary condition or imperative for relevance and authenticity, drawing on the work of international scholars, including Visvanthan (2009), Odora Hoppers (2009; 2012) and De Sousa Santos (2007; 2015). The framework is being used in curriculum change work in the teacher education programme at the University of Johannesburg, and the paper is an analysis of progress, particularly with reference to transformative dialogues used in the process. The latter follows Gergen's (2001; 2015) notion of generative theory and how such practices advance authenticity (Tayler 1992; 1997). Implications for the broader debate about authenticity of higher education in South Africa are explored.

SAERA 2018-052

PERSPECTIVES ON LECTURERS' DECOLONISATION OF THE UNIVERSITY CURRICULUM IN THE POST-COLONIAL ERA: A CASE STUDY OF A RURAL SOUTH AFRICAN UNIVERSITY

Dr N Marongwe – Walter Sisulu University, Dr J Sibanda – Sol Plaatje University, Dr H Kasumba – Walter Sisulu University

Keywords:

Africanisation, curriculum, decolonisation, internationalisation, transformation

Abstract:

The call to decolonise South African university curricula has generated a lot of discussion among different stakeholders. The question that puzzles many is: Is it possible to transform the university curriculum across all disciplines? The challenge to Africanise university education in Africa had started before South Africa got her independence. Some measures have been taken by some African countries in an attempt to decolonise, Africanise and internationalise the university curriculum. South Africa too joined the ongoing debate on transforming higher education. The pace with which South Africa moved was slow until the university students started protesting, demanding change. The efforts by the government to address this issue is premised on the acknowledgement of challenges threatening higher education in South Africa. The institutions of higher learning in South Africa are beginning to experience a paradigm shift in the content, methodologies (pedagogies), research, language and policy to be adopted and to bring about the much-desired change. The need to migrate from colonisation to Africanisation has dominated the 21st-century university education. This paper acknowledges that education is

the bedrock of any viable progress across the globe and, therefore, sought to explore the perceptions of university lecturers regarding the decolonisation of the university curriculum in the post-colonial era. The questions raised are as follows: What needs to be decolonised? What makes knowledge “knowledge”? What would it mean to transform the curriculum, from both indigenous and international angles, across all disciplines? How do we reconcile processes of internationalisation, Africanisation and decolonisation, among others? The study was informed by the critical theory that seeks to liberate human beings from those circumstances that enslave them. The study adopted a qualitative approach and a case study design. Convenient and purposive sampling techniques were used to choose the rural university and 30 participants respectively. Data were derived from interviews and focus group discussions. Thematic frames were used to present and analyse data. The study found that some academics are caught up in a dilemma, not knowing how to migrate from the old system to Africanisation and fearing that the system may re-colonise itself. The paper concludes that university lecturers need to be workshopped on what it means to decolonise the curriculum meaningfully to the hopes of many. The study recommends the need to organise seminars and workshops to help university lecturers unpack and demystify the perceptions surrounding the decolonisation of the university curriculum.

SAERA 2018-053

ETHICAL EDUCATIONAL LEADERSHIP IN TIMES OF TURBULENCE: INSIGHTS FROM SCHOOL PRINCIPALS IN KWAZULU-NATAL

Dr SE Mthiyane – University of the Witwatersrand

Keywords:

Accountability, ethical educational leadership, integrity, state capture, turbulence

Abstract:

Leadership that is embedded in a position, money or authority is short-lived, while that which is based on influence and is underpinned by integrity, convictions, credibility and trustworthiness is likely to endure. Consequently, the significance of ethical leadership cannot be disputed. Further, strong ethical and effective leadership is considered crucial in driving sustainable transformation, educational change and improving learner performance in schools. However, in the context of state capture, turbulence and anxiety, patronage, rife corruption, teacher killings, threats of abduction and assassination attempts on teacher union leaders, how do school principals conceptualise, lead and manage their institutions ethically? This paper is extracted from a larger qualitative study that explored the conceptualisations, experiences and practices of ethical leadership and teaching among school principals, teachers and circuit managers from two education districts in KwaZulu-Natal. Specifically, in this paper, I report on the data generated from ten school principals who were purposively selected for the study. The study was motivated and conceptualised against the backdrop of frequent reports of unethical conduct reported in the print and electronic media, allegedly committed by school principals, teachers and other officials in the Provincial Departments of Education, as well reports of teacher killings or attempted killings involving teacher union officials. Prior to the data generation, all ethical protocols and issues of trustworthiness were observed. The data were analysed utilising

Shapiro and Gross's turbulence theory. The findings seem to suggest a contextual conceptualisation of ethical educational leadership; an increasing prevalence of unethical practices, such as the selling of teaching and management posts; a scramble for power and control; and a sense of impunity among the perpetrators of unethical practices at all levels of the Provincial Department of Education. These findings paint a bleak future of education and school leadership in the province if these problems are not arrested.

SAERA 2018-054

RELEVANCE OF CONTEMPORARY LANGUAGE TEACHER TRAINING ON MULTI- AND PLURILINGUALISM

Dr K Ferreira-Meyers – University of Swaziland

Keywords:

21st-century skills, language education, multi- and plurilingualism, teacher training

Abstract:

It is widely assumed that learners in the Southern African region have linguistic skills in various languages (at least two but often up to four or five), even though the *de facto* language in these societies seems to be mainly English, and this puts them in a different situation than students in certain other regions. These competencies should be advantageous to them, but unfortunately this does not seem the case when one analyses learners' results in language acquisition. What could be the reason for this? Could one reason be the non-preparedness of teachers to deal with multi- and plurilingualism? In 2013 to 2017, a regional research project looked at how language teachers – in particular teachers of French in the Southern African region – had been trained and how they were equipped (or not) to deal with multi- and plurilingualism. The study design and methodology were partially quantitative, but mainly qualitative, in that after the preliminary data were sought via questionnaires given to stakeholders such as parents, learners, teachers, prospective teachers and decision-makers at ministerial level, focus group discussions were held to obtain more in-depth information and insights. The study resulted in various recommendations, one of which was the need for the conception of a module on the concepts of multi- and plurilingualism with activities to assist teachers of languages to deal with multilingual situations they encounter in their classrooms. The module includes three main chapters (plurilingualism and plurilingual contextualisation, comprehension of curricula, and formative assessment in a multilingual context – writing skills). This contribution will discuss some of the recommendations of the study, together with the content of the proposed module in view of making teacher training more relevant to the 21st century by incorporating skills fit for this purpose.

SAERA 2018-055

INTRODUCTION OF ONLINE FACILITATION TECHNIQUES AT THE UNIVERSITY OF SWAZILAND

Dr K Ferreira-Meyers – University of Swaziland

Keywords:

Blended learning, distance education, Eswatini, online facilitation

Abstract:

In view of the recently formulated Draft Policy on Blended Learning of the University of Swaziland (Eswatini), this paper seeks to report on an opinion-seeking activity undertaken with blended learning stakeholders in Swaziland, carried out through a two-page survey, which was prepared and administered to the study participants, asking them to indicate the areas (from different subcategories such as technology, pedagogy, benefits, organisational issues, teacher/student issues, etc.) they felt were priorities when it comes to possible implementation. The survey was distributed to 150 stakeholders (internal – from within the University of Swaziland, lecturers and tutors mainly, and external – Ministry of Education, learners, parents, etc.) requesting feedback on priority issues related to the implementation of blended learning. The results of the survey, which suggest the prevalence of several urgent issues, are discussed in this paper, together with recommendations for appropriate and timely blended learning implementation across the university. Lessons from the Institute of Distance Education, which started the blended learning methodology application in many of its programmes, will also form part of this paper. In particular, the focus will be on topics related to teaching and learning raised by the survey participants. For them, the following points were of particular importance: quality of the learning curriculum; clarity of pedagogical goals: the presence of clear learning objectives; lesson-plan preparation: to what extent the lessons are planned; online notes, course material, tests, course work; quality of the course content; a strong and reliable learning management system; and availability of a good learning environment. This paper takes the position that online facilitation, if implemented timely and appropriately, can deal with many of the above-mentioned issues.

SAERA 2018-056

THE LEADERSHIP ROLE OF THE PRINCIPAL IN FOSTERING SUSTAINABLE MAINTENANCE OF SCHOOL FACILITIES

Dr VA Nhlapo – North-West University

Keywords:

Facilities, facilities maintenance, school, leadership, leadership role

Abstract:

In this presentation, I share the qualitative results of a study I conducted with school principals. The purpose of the study was to find out the extent to which the role of the principal as an *ex officio* member of the school governing body facilitated or hindered his or her role in developing effective and sustainable strategies for the maintenance of school facilities. The rationale for this study is that the South African Schools Act (Republic of South Africa, 1996) locates the school facilities maintenance as a school governance function and, thus, under the legal purview of the school governing body. Positioned this way, my feeling was that this stance could limit the role of the principal in this crucial aspect of the school. As a result of this concern, I conducted semi-structured interviews with a convenient sample of 12 school principals (n=12) from one district in Gauteng Province. A purposive participant selection was undertaken to select these 12

principals. Six of the principals were drawn from previously disadvantaged schools and the other six were drawn from previously advantaged schools. From each group, three principals were from primary schools and the other three were from secondary schools. Their experience in leadership position ranged from five years to over 15 years. This selection was done on the basis of their ability to provide rich data to respond adequately to the interview questions. The data were content-analysed, which involved verbatim transcriptions, categorising and reading through the data and coding and interpretation of the data. The results show a compromised leadership role for principals with regard to developing effective and sustainable facility maintenance strategies, as school governing bodies tend to pay little attention to this matter. Given the complex nature of the benefits of facility maintenance to the achievement of the overall school performance goals, facility maintenance enjoys less priority as its cost-benefit ratio is difficult to defend against equally competing priorities. Thus, in many schools in South Africa, this function is not accorded the attention it deserves. There is, thus, a need to reconsider the role of the principal in school maintenance.

SAERA 2018-057

COLLABORATIVE LEARNING FROM SENSITIVE ISSUES OF ETHICS IN PRACTICE: DIALOGIC MEMORY-WORK

Dr LE Masinga, Prof KJ Pithouse-Morgan – University of KwaZulu-Natal

Keywords:

Collaborative self-study, dialogic memory-work, doctoral supervision, ethics in practice, HIV and AIDS, sexuality education

Abstract:

Given the HIV and AIDS epidemic in South Africa, sexuality education is a vital responsibility for teachers and teacher educators. Furthermore, as research suggests that learners are more likely to discuss sexuality-related issues with their teachers, rather than their parents or peers, teachers have a professional obligation to talk about sexuality. However, how teachers view themselves as sexual beings plays a central role in how they will be as teachers of sexuality education. We are two South African teacher educators who share an interest in HIV and AIDS and sexuality education. In her recent doctoral study, Author A used a collaborative self-study methodology to engage herself and a group of female school teachers to explore understandings of sexuality and experiences of teaching sexuality education. They examined how their personal histories might have affected the kind of teachers they had become as they engaged with the curriculum of the day, in particular with sexuality education. Author A employed qualitative methods of oral storytelling, conversations, reflective journaling, collage making and letter writing with trusted 'friends', which enabled a process of personal and collective meaning making centred on better understanding sexuality and sexual identities. As Author A's research supervisor, Author B offered mentoring and support throughout the study. This article demonstrates how we, both as teacher educator-researchers and as a former doctoral student and supervisor, retrospectively explored our negotiation of sensitive experiences of ethics in practice during Author A's research. We selected exemplars from Author A's doctoral thesis as research artefacts to look back on and learn from our complex

negotiation of these experiences. We combined memory-work and reflexive dialogue to examine the exemplars. Through our dialogic memory-work process, we saw how grappling with issues of ethics in practice, when done in a supportive interactive manner, can generate valuable professional and qualitative research learning.

SAERA 2018-058

TOWARDS A MODEL OF LEADERSHIP THAT WORKS IN DEPRIVED SCHOOL CONTEXTS OF SOUTH AFRICA

Prof V Chikoko – University of KwaZulu-Natal

Keywords:

Deprived school contexts, leadership, leadership that works, rural, township

Abstract:

With all due respect to the successes South Africa has achieved in its schooling system, there remains a cry regarding the evident poor performance by an alarmingly large number of public schools, particularly in terms of learner performance. Such poor performance is inconsistent with the huge amounts of resources the country is pumping into the education system. However, against that backdrop, some schools in deprived contexts, namely rural and township areas, are registering significant sustained successes. Only recently have South African researchers begun to explore how such schools achieve such extraordinary successes, but there remains a lot of research to do. Powered by empirical evidence that leadership is essential to organisational effectiveness and seeking to address the knowledge gap as to what makes such schools successful, I published an edited book (Chikoko, 2018) on leadership that works in deprived school contexts of South Africa. The book examines, *inter alia*, the nature of the deprived school contexts, the policy question, expansive teacher leadership, transformation, leading teaching and learning, ethical and responsible leadership, school-community partnership, the role of school management teams, school governance and resource management. At the launch of the book, the guest speaker, who was also the critical reader of the same, suggested the need for the development of a model from the book. I have taken up that challenge and am currently developing the model. In this paper, I seek to discuss that model. In developing the model, I am guided by these questions: What are the building blocks for successful leadership in deprived school contexts of South Africa? How do these building blocks intersect and interconnect? How can schools in similar contexts tap from this knowledge? I see this work as important in that as much as we should celebrate the success of a few schools in deprived contexts, which, in the process, show that it can be done, a critical mass of schools is still underperforming; thus, the focus should be on increasing the pool of good performers.

SAERA 2018-059

SOCIALLY INCLUSIVE PROJECT-BASED TEACHING STRATEGIES FOR A MULTI-GRADE SCIENCE-TECHNOLOGY CLASS IN A PRIMARY SCHOOL IN RURAL SETTINGS

Dr MF Tlali, Dr ML Malebese – University of the Free State

Keywords:

Community cultural wealth, project-based teaching, rural settings, science and technology, social change, water services

Abstract:

Project-based teaching strategies for science and technology have the capacity to engender school-community collaboration to elicit learners' attainment of both academic and community goals. In this sense, the primary purpose and relevance of schooling to the community can be realised. However, project-based teaching strategies tend to be under-utilised by science and technology teachers. This paper reports on the findings from a study on socially inclusive teaching strategies in rural schools. We explain how project-based teaching strategies can integrate the multiple and mutual learning objectives of both school and community. The community cultural wealth theory, which advocates for the development of learners' aspirational, navigational, linguistic, familial, social, resistance and resilience skills, served as our theoretical framework. We used participatory action research to generate data from our intersubjective communicative actions with purposefully selected participants. The research team consisted of two researchers from the university; three teachers and 18 learners from Grades 4, 5 and 6 science and technology classes; their parents, who assisted with the organising of material for learners' science-technology projects and activities; and the community member responsible for water services provision on a local farm. The objective of the project-based teaching strategy was for learners to learn about water service processes. This outcome not only enabled the learners to meet the science and technology curriculum outcomes but also equipped them and their parents to make an important contribution to water conservation within their community. The data generated in the research team sessions and through an analysis of learner projects confirmed the value of such strategies to enable them to understand the relevance of their school subjects to their community needs. Such teaching strategies are of value, since they not only encourage learners to use their learning for the good of society but also enable the school to contribute to community education through the active involvement of parents.

SAERA 2018-060

CONTAINING HIV AND AIDS: COMPOSING A READERS' THEATRE SCRIPT FOR RELEVANT AND AUTHENTIC PROFESSIONAL LEARNING IN HIGHER EDUCATION

Dr L van Laren, Prof K Pithouse-Morgan, Dr L Masinga – University of KwaZulu-Natal

Keywords:

Curriculum integration, everyday objects, higher education, HIV and AIDS, professional learning, readers' theatre

Abstract:

The *Policy and Strategic Framework on HIV and AIDS for Higher Education (2012)* advocates the mainstreaming of HIV and AIDS throughout South African higher education institutions as

well as HIV and AIDS education curriculum integration. In essence, it mandates the need to evolve and implement curriculum integration, using approaches that are context-appropriate and innovative. We have taken up this challenge in presenting, sharing and reflecting on our learning experiences as educational researchers who make public insights generated through our teaching, learning and workshopping in the area of HIV and AIDS curriculum integration. This paper presents a collective inquiry into composing a readers' theatre script as a vehicle for professional learning about workshopping HIV and AIDS curriculum integration research in higher education. Our primary focus is on our professional learning as a team of workshop facilitators. We concentrate on an introductory activity where workshop participants spoke about everyday objects in relation to their experiences and practices concerning HIV and AIDS in higher education. We share how we worked together to create a readers' theatre script as a vehicle for learning about using everyday objects to open up conversations in a workshop on HIV and AIDS curriculum integration research in higher education. Through creating the script and a series of interconnected dialogue pieces, we uncovered experiences and understandings of productive containment and connections in professional learning in higher education, especially in relation to sensitive areas such as HIV and AIDS. We demonstrate how we composed the readers' theatre script as a creative analytical practice to gain insights into our learning, while also discovering more about how this arts-based research practice can enhance individual and collaborative meaning making. Through arts-based collaborative self-study research, we were able to deepen and extend our learning in a supportive and inventive manner, which fuelled hopefulness and a renewed sense of purpose.

SAERA 2018-062

EDUCATIONAL FUNDING AND EQUITY IN SOUTH AFRICAN SCHOOLS

Prof S Motala – University of Johannesburg, Mr D Carel – Equal Education

Keywords:

Adequacy, education funding, equity, fiscal parity, schooling, South Africa

Abstract:

Since the advent of democracy in 1994, government has pursued equity in education in the context of limited public finances. This paper addresses the question of equity and inequality in the South African primary and secondary school system, with specific reference to the redistribution of financial resources. While discrimination in social spending has been reduced, spending inequalities remain because of the high costs of achieving fiscal parity in education. Examining equity and inequality in schooling in South Africa, and asking the simple question, 'how far have we come?', we argue that while South Africa has made significant strides towards the equalisation of resources in public schools and has improved resource distribution in pursuing its pro-poor strategy, inequality and inequity persist. This is because of historical inequalities between provinces, the national finance redistribution model, the distribution of teacher qualifications in terms of the post-provisioning model, and private expenditure in public schooling, utilised to fund significant quality and efficiency differentials. Questions persist about whether the current equity approach is adequate and whether differential redistribution has indeed taken place. Through an analysis of large data sets, policy and a quantitative review, the

paper examines five major themes that cut across the schooling sector. These include: 'fee-free' schooling; education as a public and private good; the relationship between social equity and education equity; expansion, equity and quality; and equitable funding models and approaches. It is argued that differential redistribution must define our equity approach, and in the context of limited fiscal resources, new approaches are proposed to ensure that a pro-poor strategy is achieved. The current state of equity in school funding is presented, using data from national and provincial Education Management Information Systems (EMISs), national and provincial treasuries, educator salary data (Persal) and the Snap Survey of Schools. The paper concludes with a set of proposals, including potential new financial models on how to address inequality in the South African schooling system. While funding alone may not be a sufficient condition for improved educational outcomes, we show empirically that more pro-poor funding will be necessary over succeeding decades if there is to be any realistic chance of turning around the vast failing and largely poverty-stricken schooling system. Specific recommendations include a review of the Equitable Shares Formula and the School Funding Norms, private contributions to public schooling, the distribution of teacher quality and qualifications across the schooling system and rethinking the concept of adequacy.

SAERA 2018-063

TEACHERS' EXPERIENCE OF EXTERNAL REGULATION AND STRONG CURRICULUM PACING

Prof CA Bertram, University of KwaZulu-Natal, Dr CNN Mthiyane – Durban University of Technology, Dr J Naidoo – University of KwaZulu-Natal

Keywords:

External regulation, strong curriculum pacing, teachers' work

Abstract:

There has been an increasing intervention by the state in the external regulation and monitoring of teachers' work. This is in response to recent classroom research, which shows that there is minimal engagement with texts in many classrooms and learners' poor achievement in international tests. In the province of KwaZulu-Natal, from 2013 to 2016, the Provincial Department of Education embarked on a structured programme called "Jika iMfundo" in 1 200 schools. It is a programme that has curriculum management and coverage as its focus. We interviewed 29 heads of department (who are also teachers) in 15 schools who had participated in the Jika iMfundo Programme. We describe the teachers' experiences of the strong pacing and external regulation demands that the Jika iMfundo Programme and the CAPS curriculum make on teachers' work and identity. Many teachers noted that the pace suited only the 'high fliers' and they had many examples of how they offered extra classes in the early mornings or afternoons to assist other learners to catch up. The teachers in fee-paying schools noted an additional constraint of the tightly paced and heavily assessed curriculum in its not allowing any space to teach creatively. We argue that while it seems sensible to respond to poor learner achievement with much stronger external regulation of teachers' work, ironically, the very phenomenon that is targeted (that is, poor learner achievement), in fact, is the reason that increased regulation is not sufficient to improve learning in South African classrooms. Since

60% to 80% of South African children have not learnt to read for meaning by the end of Grade 3, they do not really access the curriculum, despite their being promoted to higher grades. This means that in a hypothetical Grade 6 classroom, there are many learners whose competence level in reading and mathematics is at least three years below Grade 6 level. Educationists in South Africa need to have robust engagement on this phenomenon, as insisting on strong pacing and sequencing of content and teacher accountability is unlikely to be sufficient to help these children learn.

SAERA 2018-064

BEING, BELONGING AND BECOMING: THE UNFOLDING OF IDENTITY AND MEMORY DURING A FIRST-YEAR MODULE ON SOCIAL JUSTICE

Dr M Müller, Dr FJ Kruger, Dr A le Roux – University of the Free State

Keywords:

Arts-based research, curriculum, pedagogy, identity, memory, social justice

Abstract:

In this paper, we explore the entanglement of identity and memory in working towards more relevant, responsive and authentic social justice curricula and pedagogy. We posit identity as an expression of *being*, the curriculum as a manifestation of *belonging*, and pedagogy as located within transformative possibilities for *becoming*. We focus on the experiences of lecturers teaching on a first-year module that deals with identity and social justice (EDUB 1613) at the University of the Free State. The exploration of identity and memory is done through a theoretical and methodological research assemblage (Deleuze & Guattari, 1988:4). We position the research assemblage as a post-qualitative inquiry, in which the aim is “to produce different knowledge and to produce knowledge differently” (St. Pierre, 1997:176). This approach draws on post-structuralism, which suggests that “agency, rather than being a product of the individual will, lies in the conditions of possibility that provoke new thought” (Davies, 2010:55). As such, meaning is sought in action and interaction, rather than discourse, ideology and representation (Zembylas, 2017:394). Thus, we understand identity, as expressed through memory, as an assembled and affective ‘event’, rather than a fixed entity. In line with our ontological position, it is useful to employ a variety of methodological approaches that position the subject as emergent, multiple, affective and becoming. Our multi-method approach has roots in a narrative tradition of inquiry since “[b]y telling stories we give meaning to ourselves and our experiences – not as a way to mirror those memories and experiences, but rather as a way to construct them” (Spector-Mersel, 2010:208). Furthermore, we turn to arts-based research in pursuit of alternative forms of data (non)representation to draw attention to the complexity, feeling and new ways of seeing (Cahnmann-Taylor & Siegesmund, 2017:1). We also pursue participatory and collaborative forms of inquiry, such as collective biography (Davies & Gannon, 2012:362), in employing memory stories as a means to explore the entanglement of the self and others as conditions for new possibilities. As such, these memory ‘events’ serve as micro-social expressions of larger narratives of social change and transformation. Memory is, thus, not only treated as being located in past experience, but extended forwards as a means of interrogating current expressions and future conceptualisations of being, belonging and becoming. Through

our work with identity, experience and memory, we aim to think through transformative possibilities to make curriculum and pedagogy more relevant, responsive and authentic.

SAERA 2018-065

MORPHOPHONOLOGICAL EFFECTS OF ENGLISH LOANWORD ADAPTATION INTO SILOZI

NG Sitali-Mubanga – Kwame Nkrumah University, Zambia

Keywords:

Adaptation, generalisation, loanword, morphophonology

Abstract:

This study sought to examine the morphophonological effects of the English loanword adapted into SiLozi – a lingua franca of the Western Province of Zambia – which is used as a medium of instruction in all the subjects, except in English, from Grades 1 to 4. Like many African languages, SiLozi does not have the potential to give equivalents to words of English origin unless through borrowing. However, schools being the pivot of development, it was noticed that in the same education system, English loanwords were pronounced and written differently by teachers and learners. Owing to that, there was a reason for finding a systematised way of borrowing. The objectives of the study were to identify the phonological effects and the extent to which they affect the morphology of English loanwords adapted into SiLozi in order to lead to the establishment of morphophonological generalisations. Out of the four objectives of the study, only the first two objectives have been addressed in this article, namely to identify the phonological effects of SiLozi on English loanwords and to investigate factors that influence the morphology of the English loanwords adapted in SiLozi and the extent of the influence.

Data in Creative and Technology Studies, Mathematics, Science, Social Studies and SiLozi subjects were collected from already existing loanwords used in Grades 1 to 3 (as the programme had not yet developed literature for Grade 4) from ongoing lessons by the use of voice recorders, from learners' textbooks by writing down all the English loanwords that appeared there and from unstructured interviews with both learners and their teachers. The data were later analysed, exhibiting feature changes, deletion, insertion, lengthening and reshuffling or alteration of features (metathesis) in order to fit into the SiLozi phonotactics. The open SiLozi syllable structures permissible in SiLozi, which are vowel (V), consonant and vowel (CV), consonant, consonant and vowel (CCV) and consonant, consonant, glide and vowel (CCGV), played a substantial role in directing the adaptation process. The environment in which particular sounds or phonemes occur sometimes determines the sound and structure of the borrowed words. The optimal results emanating from the data directed the results, exhibiting some morphophonological effects. The assimilation and optimality theories were used to guide the study in making optimal generalisations. In the end, some recommendations are made.

SAERA 2018-067

LEARNER FEEDBACK AND ITS EFFECTS ON MATHEMATICS TEACHERS' TEACHING SKILLS IN TOWNSHIP HIGH SCHOOLS IN CAPE TOWN***Mr E Mahofa, Dr SA Adendorff, Dr CM Kwenda – Cape Peninsula University of Technology*****Keywords:**

E-feedback, ethnography, group administrator Mathematical Literacy, teaching skills, WhatsApp

Abstract:

This study explored the effects of learner e-feedback on the teaching skills of Mathematical Literacy teachers in Grade 11. The participants were purposively selected. The participants comprised 20 learners and 10 teachers from two township high schools in Cape Town, South Africa. The data were collected through ethnographic semi-structured interviews, where learners and teachers posted their responses to interview questions in two different WhatsApp groups (one for learners and the other for teachers) managed by the researcher (group administrator). Some of the findings that emerged from the study were as follows: the teachers improved their teaching skills, engaged in professional development and upgraded their qualifications as they become lifelong learners, providing learners with the best educational opportunities for success. It was also found that e-feedback from learners promote better communication and collaboration and assist teachers to be critical thinkers and creators of knowledge as they become fully involved in providing adequate education for learners. Some teachers were reluctant to change their teaching strategies to be at par with changes in the education system. Moreover, other teachers were too authoritative in not allowing learners to air their views freely. The learners had a significant opportunity for their voices to be heard without teacher interferences. Teachers delayed giving feedback, which the learners saw as the teacher's lack of knowledge, content or confidence. Teachers not giving feedback at all (wanting the learners to think for themselves and research the topic) was seen as a negative response by the learners. The study revealed that learner e-feedback on teachers' teaching skills was essential for effective and successful teaching and learning processes. It was concluded that learner e-feedback had a great impact on the teaching skills of Mathematical Literacy teachers. Although teachers are always seen as essential in providing feedback to learners, it is recommended that feedback should be a two-way communication process. It is recommended that learner e-feedback should be considered for the benefit of both learners and teachers in the education system as it is essential in building good teacher-learner relationships and better learner performance. In addition, it is recommended that teachers should be positive about learner e-feedback and improve their teaching skills for the benefit of all learners.

SAERA 2018-069

THE VALUE OF SOCIAL NETWORKS TO COMMUNITY VOLUNTEERS FROM HIGH-RISK SCHOOL COMMUNITIES***Dr SE Bester – University of Pretoria***

Keywords:

Asset-based community development, community volunteers, high-risk communities, social networks, social network theory, social support

Abstract:

The purpose of this intervention study was to explore how the community volunteers from two high-risk school communities valued their social networks. The broader participatory and action research project focused on how community volunteers, using their own resources, collaborated with schools in their communities to develop support plans for their communities. The data for the study were collected from 35 purposively selected volunteers who, at the time of the study, were involved in volunteer work at schools in their communities. The data were generated through a participatory workshop and follow-up brainstorming session and captured by means of posters and field notes. The results of the study suggest that the social networks of the volunteers were valued highly by them in dealing with the various challenges in their communities. The findings also suggest that the community volunteers invested themselves continuously in preserving their social support networks by reaching out to one another in times of crisis and by responding to one another's needs by supporting one another. The findings suggest further that the volunteers maintained their social support networks by reinforcing the values that held them together and directed them in their efforts to support one another and their school communities. The volunteers in the study attributed significant value to one another as sources of support and knowledge. They were able to meet their challenges together by learning from and identifying one another as resources. Modern communication media, such as mobile phones, were very important to the volunteers in maintaining their support networks with their colleagues and communicating with their communities. The value the community volunteers in the project attributed to their social networks was clear from the benefits they derived from these networks. The findings of the study suggest that the social networks of the volunteers enhanced their sense of personal wellbeing, as well as their sense of social belongingness. Social support networks could contribute significantly towards people's overall wellbeing, and community interventions should adopt a holistic approach in high-risk communities, thereby enhancing people's hedonic, eudemonic and social wellbeing.

SAERA 2018-070

SEEKING TO MAKE EDUCATION RELEVANT, AUTHENTIC AND JUST WITHIN AN UNJUST WORLD: USING ACTION RESEARCH IN A POSTGRADUATE EDUCATION LECTURE ROOM

Dr A Pillay – University of KwaZulu-Natal

Keywords:

Agency, critical pedagogy, explicit teaching, lifelong learning, participatory action research, reflection

Abstract:

This paper argues that it is feasible to use participatory action research to enable agency in a university lecture room and, thus, facilitate a relevant and authentic education system for social

justice. In this paper, I reflect on how I used participatory action research in a school of education lecture room to enable teachers to interrogate their agency within a social justice framework. I worked with 14 language teachers pursuing honours-level postgraduate studies, working off the contention that if teachers are empowered with understandings of how to understand and enact their agency, they may be able to empower their students similarly. When teachers work in their classrooms, they often work in systems that are unjust and unresponsive to students' needs and they understand that they need to fulfil curriculum imperatives as laid out in policies, curriculum documents and assessment criteria. Yet, teachers understand that curriculum imperatives are the least of their daily engagements. They understand that issues of social justice (or lack thereof) loom large in their own and in their students' lives. This paper contends that if teachers, despite contexts, are not empowered with a social justice agenda that recognises their power to exercise agency over who they are, how they teach and what they hope to achieve, they may not be able to identify the powers that have influenced and still influence them. They may, thus, replicate a prevailing system that might not be empowering or successful, and students will be forced to endure the effects of such a system. Underpinned by critical pedagogy, this qualitative study, shaped by a critical paradigm, used three cycles of planning, acting, observing and reflecting, and after each cycle, data-generating methods, including written opinion pieces, open-ended questionnaires and short written tasks, were used to ascertain the effectiveness of various interventions in facilitating the teachers' understanding and/or enactment of agency. The findings included, firstly, that explicit teaching about the concept 'agency' is required for full understanding of the concept. Secondly, while participants engaged with the complexities of agency, they displayed increasing independence of thought and confidence in written and oral work. Lastly, they understood the need for lifelong learning and regular reflection on their professional identities.

SAERA 201-071

ACCESS TO AUTHENTIC LEARNING EXPERIENCES TOWARDS ENGAGED SCHOLARSHIP THROUGH THE NOMINAL GROUP TECHNIQUE

Ms I Seale, Ms K Venter, Ms C Rafferty, Ms T Sereme – University of the Free State

Keywords:

Authentic learning, engaged scholarship, nominal group technique, participatory action learning action research

Abstract:

The purpose of this paper is to share the usefulness of the Nominal Group Technique (NGT) as a holistic and authentic learning and research strategy for the advancement of engaged scholarship in higher education. We argue that participation of practitioner-scholars in holistic and authentic learning experiences, using the NGT, could promote the development of engaged scholarship. The lack of exposure for practitioner-scholars to engage in authentic experiences, hinders holistic learning and development. Therefore, holistic learning calls for an authentic collaborative platform that allows for active engagement in research, teaching and learning activities. Within a service-learning partnership context, nurse educator facilitators reflected on their practice as practitioner-scholars, where they made use of the NGT as a research, teaching

and learning strategy within a postgraduate qualification. Underpinned by a participatory action learning action research (PALAR) paradigm, a free attitude interview group discussion was conducted to reflect on the effect that authentic learning experiences, gained through the exposure to the implementation and application of the NGT, had on the participants. The specific focus was on engagement in research, as well as teaching and learning activities in the community. The following question was asked: “How did your authentic learning experiences, when using the NGT, promote your engaged scholarship?” Data analysis was done through a thematic qualitative process, using the affective-socio-cognitive learning framework of Fletcher. The results illuminated the benefit of the nominal group as an authentic learning and research strategy to enable holistic (social, affective and cognitive) learning for promotion of engaged scholarly development. Elements such as excitement, care, inclusiveness, active engagement, integration, praxis, better understanding of complex challenges and mindful listening, among others, emerged from the findings. In conclusion, it appears that more holistic strategies for access to authentic learning experiences need to be provided for promotion and development of successful engaged scholarship. Such authentic learning can contribute to the holistic development of positive practice towards addressing relevant societal and educational challenges.

SAERA 2018-072

A COLLABORATIVELY CONSTRUCTED ACTION LEADERSHIP FRAMEWORK FOR SUSTAINABLE LEARNER SUPPORT IN CONTEXTS OF ADVERSITY

Ms R Setlhare – University of Johannesburg, Prof L Wood –North-West University

Keywords:

Agency, action leaders, life design (LD), participatory action learning and action research (PALAR), psychosocial challenges

Abstract:

The literature tells us that teachers working in under-resourced contexts struggle to provide psychosocial support to learners, and often training to develop their capacity in this area is ineffective because the teachers themselves are in need of support. In this paper, we report on the findings of a participatory action learning and action research (PALAR) project that we undertook with ten volunteer teachers working in a high school situated in a socio-economically challenged community. The aim of the project was to increase the action leadership of the teachers to initiate and sustain learner support in their school. We realised that we would first need to help the teachers to learn how to improve their own sense of wellbeing before they could be expected to provide psychosocial support to learners. Action leadership is a creative, innovative, collaborative and self-developed style of leadership, based on the values of inclusion and self-realisation that were first conceptualised by Zuber-Skerritt. It is developed through participation in participatory action research and allows people to take responsibility for change through networking and collaboration with others towards common goals. Life design (LD) is aimed at helping people articulate their life purpose, core values and future visions by reinterpreting their past experiences through a positive lens to endow them with a sense of clarity, passion and power. Data were generated from transcriptions of action learning group

discussions and teacher reflections during the project, and were thematically analysed, first with the teachers and then through a theoretical lens by the academic researchers. The findings indicate that a linked PALAR-LD process initiated at their school with an LD counsellor enabled the teacher participants, who were initially feeling demotivated and helpless to effect change, to improve their sense of self-efficacy before embarking on the PALAR process to design an effective learner support framework. The LD component of the project deepened their psychological understanding of the link between their past and present, enabling them to develop an improved sense of self-efficacy, which remained a sustainable motivation for action throughout the PALAR process. The findings suggest that the PALAR-LD process is suitable for enabling the sustained addressing of contextual challenges through the development of action leadership in teachers. Although the LD process has to be initiated together with an LD counsellor, teachers can then sustain the PALAR process on their own, making it both cost-effective and feasible. The framework has value for enhancing learner support in contexts of social and economic adversity.

SAERA 2018-073

CRITICAL PERSPECTIVES ON THE INTERPLAY BETWEEN LEARNING OUTCOMES, KNOWLEDGE AND ASSESSMENT IN TEACHER EDUCATION CURRICULUM

Prof NN Mayaba – Nelson Mandela University

Keywords:

Assessment, curriculum, knowledge, learning outcomes, teacher education, Ubuntu

Abstract:

There is a body of literature that recognises that one of the goals of teacher education is to educate students who will be able to contribute to the needs of the society. In this context, a question that is often asked is: How does the university curriculum prepare students to think beyond the classroom? In most cases, students are assessed against pre-determined learning outcomes and assessment criteria in relation to the exit level outcomes of the relevant qualifications. Whilst this is important, it is also of particular concern that the literature reports that students feel that the knowledge that is being assessed does not enable them to see themselves, their identities and histories in it. At a university, knowledge can never be neutral or apolitical, as some scholars claim; to the contrary, it is always linked to an ideology that, later on, shapes students' experiences. In this paper, I argue that the connection between learning outcomes, knowledge and assessment needs to address the diverse socio-political conditions that frame school contexts. Furthermore, I make a case that if student teachers are not involved in the selection of knowledge that is dispensed to them and are not part of the design of learning outcomes and assessment processes, they will not be able to acquire transferable skills that will enable them to be agents of social change. If learning outcomes and assessment tools are imposed on them, how do they become citizens who can negotiate, reason, make judgements and give and receive feedback? These are some of the 21st-century skills and sustainable goals that are important in the society. Drawing from the Ubuntu conceptual framework, I suggest ways in which the curriculum for teacher education programmes can recognise the interplay

between learning outcomes, knowledge and assessment as a humane process that needs to take into consideration students' prior knowledge and cultural backgrounds. I strengthen my argument by using examples on the disconnectedness and disjuncture between the language that is used to prepare student teachers and the language in the school contexts for which they are being prepared. This paper has implications for curriculum developers, future teachers and teacher preparation programmes.

SAERA 2018-074

INCLUSIVE CURRICULUM AS A MEANS FOR BUILDING AN AUTHENTIC AND RELEVANT EDUCATION SYSTEM FOR SOCIAL JUSTICE INCLUSIVE CURRICULUM AS A MEANS FOR BUILDING AN AUTHENTIC AND RELEVANT EDUCATION SYSTEM FOR SOCIAL JUSTICE

Prof FD Mahlo – University of South Africa, Dr KK Muzata – University of Zambia, Prof MJ Themane – University of Limpopo, Dr KK Muzata – University of Zambia, Prof MJ Themane – University of Limpopo, Dr J NCgogo – Mpumalanga Department of Education, M Sepadie, B Makofane, C Tawodzera – University of Limpopo, Dr E Materechera – North-West University, Dr M Ralejoe – Department of Education, Lesotho, Dr G Ledwaba – University of South Africa

Keywords:

Authentic education, curriculum, inclusive education, social justice, Ubuntu philosophy

Abstract:

This paper provokes questions about whether inclusive education can be utilised to realise a relevant and authentic education system for social justice in the case of learners with special educational needs. Increasingly, the study of inclusive education has become a subject of interest and a challenge for global education. In the paper, we discuss the attributes of a socially just education system and how the education system has tried to adhere to the requirements of a socially just system. Lastly, we provide contemplative questions on how best we can achieve a socially just education system for inclusive education. It has become increasingly conventional for education systems to add statements about the importance of social justice to their mission, and a growing number of teacher education programmes are fundamentally orientated around a vision of social justice (Hyttén & Bettez, 2011). This paper argues that universities are failing to prepare student teachers for relevant and authentic inclusive education systems for social justice. All of us seem to claim to be providing a socially just education, but the question of whether we understand and practice socially just education remains a subject of debate. Reay (2014) wrote that “a socially just educational system is one premised on the maxim that a good education is the democratic right of all rather than a prize to be competitively fought over. It is also one which seeks to value and enhance children’s wellbeing as well as their intellectual growth. Yet, current education policy has intensified educational cruelties in schooling”. Hackman (2005) defines social justice education as that which encourages students to take an active role in their own education and supports teachers in creating empowering, democratic and critical educational environments. Can inclusive education be used as a means to enhance the role of in-service teachers in full-service schools to promote social justice? Can short

courses benefit in-service teachers to promote relevant and authentic education systems for social justice? An additional challenge in this regard is the fact that South Africa attracts large numbers of migrants – young and old people, skilled and unskilled – from neighbouring countries, all looking for wellbeing opportunities, including education. This process has generated a number of educational, social and economic problems. Social exclusion can occur when some learners are not accommodated or included as worthwhile participants in the education system of the country. Consequently, in order to maintain harmony among the neighbouring countries, the inclusive paradigm of the Ubuntu philosophy is used to sustain the survival of humanity and requires authentic inclusion practices that embrace diversity and education to all, regardless of nationality. In actual fact, the experiences and challenges faced by left-behind children and the challenges teachers face in meeting the needs of these learners through inclusive education should enhance social justice. Murrell (2006) argues that social justice involves “a disposition toward recognizing and eradicating all forms of oppression and differential treatment extant in the practices and policies of institutions, as well as a fealty to participatory democracy as the means of this action”. Education is crucial to realising the role of socially just education systems, and the curriculum is the main tool to realise the goals of a socially just system. From debates on this topic, it has emerged that teachers seem to be denied the type of empowerment and that liberatory mindset to participate in curriculum development. The curriculum seems to be centrally controlled and teachers feel isolated from the curriculum development process, yet are under instructions to implement the curriculum. The training of student teachers does not provide them with a clear understanding of what inclusive education is. Limited comprehensive course material, the gap between theory and practice, apparently ineffective teaching strategies used by the lecturers, and unpreparedness of teachers in teaching diverse classrooms – all seem to be delaying the provision of relevant and authentic inclusive education for social justice. Further factors that interfere with the promotion of relevant and authentic educational systems for social justice appear to be systematic institutional barriers, a lack of training in the practical application of how differentiated assessment should be done, inappropriate socio-cultural ideologies and minimal exposure to good classroom practice. The in-service workshops that are provided are found to be ineffective to equip educators with proper knowledge regarding inclusive education to promote social justice. Moreover, excessive household chores, lack of help from guardians, inadequate representation at school meetings and non-payment of school expenses are some of the challenges encountered in promoting social justice. Contradictions in policy compromise the agenda to achieve a socially just education system. Challenges relating to inaccessible infrastructure, inadequate and, in most cases, a lack of special equipment, and poor teacher training tend to hamper the good intentions for achieving a socially just education system. A non-inclusive curriculum tends to be the worst vice for perpetuating socially unjust education systems.

In view of these observations, there are many questions we need to answer:

- How inclusive is inclusive education?
- Is the education system relevant and authentic?
- How can the curriculum be used as a conduit for promoting a socially just education system?

- How can we ensure the implementation of an authentic and relevant education system that promotes social justice?
- What is the role of inclusive education in the promotion of a socially just education system?
- How can Africa strive to achieve a relevant and authentic education system for social justice?
- What is the link between social justice, a relevant and authentic education system and inclusive education?

SAERA 2018-075

DEVELOPMENTAL SUPERVISION MODEL: A TOOL FOR IMPROVING QUALITY OF TEACHING IN SOUTH AFRICAN SCHOOLS

A Musundire, Rl Lumadi – University of South Africa

Keywords:

Connoisseurship, developmental supervision, integrated quality management system (IQMS), peer supervision, self-directed supervision, supervision

Abstract:

Many schools in South Africa face challenges of poor teacher performance as a result of implementing performance evaluation systems that are not developmental. In an attempt to resolve the current implementation challenges of the South African Integrated Quality Management System (IQMS), this study reports part of the findings of an unpublished thesis that explores the perceptions of school-based managers and educators regarding the effectiveness of the developmental supervision model as a possible tool for improving the quality of teaching (Musundire, 2015). A mixed method design, characterised by the explanatory sequential design, was used to address the research questions. In total, 301 of the 350 participants in all 15 districts of the Gauteng Province responded to the quantitative phase in the form of questionnaires. This was followed by an analysis of the qualitative data from three focus group interview sessions that were conducted in the Sedibeng East, Sedibeng West and Johannesburg North Districts of the Gauteng Province in order to gain in-depth explanations on perceptions of school-based managers and educators. Each of the three focus group interviews comprised ten purposefully selected participants, embracing two principals, two vice principals, two department heads and four educators per district. The results indicate that school-based managers and educators strongly believe that the developmental supervision model is an excellent tool for improving the quality of teaching by applying implementation strategies comprising the clinical supervision, self-directed supervision, peer supervision and connoisseurship strategies. These results were based on the opinion that the same supervision strategies match different levels of teacher development according to their levels of expertise and commitment. In contrast, the IQMS performance evaluation process, which also involves self-evaluation and peer evaluation, was believed to lack compliance with the developmental supervision strategies because of characteristics related to the traditional inspection approaches to professional development. It is, therefore, recommended that the developmental supervision

model should be introduced in South African schools to implement the IQMS effectively in order to ensure improved quality of teaching.

SAERA 2018-077

FAMILY INVOLVEMENT IN LIFE SKILLS DEVELOPMENT OF LEARNERS IN A PRIMARY SCHOOL

Prof JA Rens – North-West University

Keywords:

Curriculum Assessment Policy Statement (CAPS), barriers to family involvement, family involvement, life skills, primary school

Abstract:

The aim of the study was to determine how families can become more involved in the life skills development of learners in a primary school. A qualitative research design was used, focusing on understanding and describing families' involvement in life skills development. Because the researcher wanted to understand the human action of families' involvement in life skills development, the interpretive paradigm, using the hermeneutic phenomenological approach, was utilised. Observation, semi-structured interviews, focus group interviews and document analysis were used in this qualitative research to understand and describe the phenomenon of life skills development in a particular school community, as well as to understand the influence of extra-familial processes, such as peers, the neighbourhood, the economic system and overarching beliefs and values, on life skills development of learners. The participants in the study were either members of the parent community of the school (23), teachers involved in the school (13) or members of the school governing body (5) to represent the whole group of people involved in the day-to-day development of life skills of the learners of the school. As the non-probability sampling method has been used, the findings and recommendations are limited to one primary school in one province and cannot be generalised to the whole population of South Africa. The study revealed that there was a considerable amount of barriers that prevented families from becoming more involved in life skills development of their children, including immigrant parents, financial hardship, domestic violence, unsafe neighbourhoods and grandparents raising their grandchildren. It is necessary that the school, community, other parents and support systems should become more involved with supporting families in need, thereby empowering more families to become (more) involved in life skills development of their children. More families should be enabled to benefit by the suggestions made on how to develop positive life skills of children through getting the school, community, other parents and supportive services to work together in a team effort to assist families to become more involved in the life skills development of their children. It truly takes a village to raise a child.

SAERA 2018-078

THE CONTRIBUTION SCHOOLS MAKE TOWARDS CLIMATE CHANGE AWARENESS: A CASE OF CHRIS HANI DISTRICT, SOUTH AFRICA*Dr H Kasumba, Dr N Marongwe – Walter Sisulu University***Keywords:**

Deforestation, drought, flooding, greenhouse gases, local community, rising temperature

Abstract:

The wellbeing and sustainability of humankind greatly depend on how the health of the natural environment is preserved and maintained. Yet, as is widely documented, the impact of human activities on the natural environment has been disastrous and has culminated in climate change. In response, the United Nations has undertaken conventions aimed at establishing mechanisms to curb the prevailing global calamity. Nevertheless, efforts to cultivate awareness about the root causes, consequences and mitigation strategies remain flimsy at local level in the developing world. Thus, this paper reports on the outcomes of an empirical investigation conducted in the Chris Hani District, South Africa, to assess community climate change awareness and the contribution schools make in this regard. The purpose of the investigation was to broaden the literature on climate change awareness. A mixed research approach was adopted. A sample of 150 respondents was randomly selected from the local communities to respond to a survey questionnaire on environmental issues. In addition, using the purposive sampling technique, six schools were identified to participate in the study and from each school, two senior management team members were interviewed on the contribution their schools make towards climate change awareness. Descriptive statistics and the themes developed were used to analyse quantitative and qualitative data respectively. The findings revealed a lack of local community awareness in terms of the causes of climate change and mitigation approaches. The contribution of schools towards awareness promotion was found to be minimal. In conclusion, suggestions were made on the ways schools can enhance their contribution towards climate change awareness. These measures include, among others, the incorporation of climate change concerns across school curricula, organising public lectures on climate change issues where members of the local communities are invited to attend, spearheading tree-planting campaigns to increase the surface carbon dioxide-consuming base in their local areas and leading the local community in campaigns of using transport modes that can lessen atmospheric pollution.

SAERA 2018-079

FACILITATING EMBODIED LEARNING THROUGH ARTS-BASED APPROACHES WITHIN THE UNIVERSITY LECTURE ROOM*Prof L Athiemoolam – Nelson Mandela University***Keywords:**

Active learning, arts-based approaches, embodied learning, lived experiences, teaching strategies

Abstract:

The use of the body to convey students' lived experiences on issues and challenges in education has not been adequately explored within traditional university settings. It is within the context of teaching and learning in university classes that this paper proposes to explain how notions of embodied learning were implemented in a third-year education module to promote relevant and authentic teaching and learning. The paper explores various perspectives on embodied learning and, with specific reference to arts-based approaches such as storytelling, poetry, drama and theatre-in-education, among others, explains how embodied learning was implemented within the context of a third-year education module entitled *Issues and Challenges in Education* and the outcomes of such learning. The paper provides insights into the various strategies that lecturers could implement in their classes to promote embodied learning with reference to the conceptualisation and co-ordination of activities, challenges and solutions and the overall advantages of implementing such approaches within university contexts to promote authentic teaching and learning. In reflecting on the implementation of embodied learning through arts-based approaches over a period of ten years, I provide insights into my experimentation with embodied learning in the context of the third-year education module and reflect on my learning during the process. Drawing from my own teaching experiences and insights gained over a number of years, I have come to realise that the current generation of technologically savvy students, who are more critical and engaged, expects the university-based lecture experience to create opportunities for active student participation and for their voices to be heard if their learning experiences are perceived to be meaningful. Hence, the implementation of authentic teaching and learning strategies synonymous with arts-based approaches not only affords students a voice for more engaged learning but taps into their creative potential that stimulates and enhances both teaching and learning.

SAERA 2018-080

ACTION RESEARCH AS AN APPROPRIATE METHODOLOGY FOR SUSTAINABLE PERSONAL AND ORGANISATIONAL CHANGE: CORROBORATING THE EVIDENCE TWO YEARS ON

Dr R Waddington, Prof L Wood – North-West University

Keywords:

Action research, reflection, sustainable change, toxicity, visual methodology, wellness

Abstract:

As a newly graduated PhD, who claimed that my research had made a positive difference in the personal and professional lives of the participants, I was interested in the sustainability of these claims to knowledge. My research context was a Technical and Vocations Education and Training (TVET) college where, prior to the study, the nine participating managers had felt victimised, harassed, exploited and abused; they experienced the climate as toxic. I conducted action research with these managers to make our organisation a healthier place, embedding our practices in the values of participation, collaboration and caring. The study was framed by the dialogic organisational development theory, a holistic eco-systemic understanding of wellness and the toxic triangle model to strengthen my understanding of toxicity in organisations and the

effect it has on the health and wellness of employees. The participants cogenerated and analysed data using visual methodologies in cycle two of the research. The same action learning-set participants met for a workshop more than two years after the research had ended, where I used object as method to elicit their answers to the question: “How do you currently feel about wellness in the workplace *vis à vis* your participation in the project?” The workshop was videoed and transcribed for initial analysis by the participants before I added a theoretical perspective. The findings validated my claims of the value of a collaborative, value-driven, self-reflective and relational model for enhancement of workplace climates and, hence, added evidence for the legitimacy of action research as an appropriate methodology for sustainable personal and organisational change. The findings about the process may be of interest to postgraduate students, promoters and others who are interested in the sustainability of research outcomes post-PhD.

SAERA 2018-081

KNOWLEDGE PRACTICES IN THE MED ELM PROGRAMMES: DO THEY FOSTER SOCIAL AND EDUCATIONAL JUSTICE?

Dr FA Kajee – Rhodes University

Keywords:

Curriculum, knowledge practices, legitimation code theory, powerful knowledge, utilitarian knowledge

Abstract:

Higher education institutions need to develop highly educated graduates who can function in a dynamic and challenging world. The curriculum they are exposed to plays a fundamental role in this regard. Recent research on higher education curricula overly focuses on access, success and ways of knowing of students, at the expense of the knowledge included, which is equally important. Informed by a qualitative doctoral study that focused on master’s degree coursework programmes in Educational Leadership and Management (ELM) at six South African universities that offered the programme, this paper – with its focus on ‘knowledge’ and ‘knowers’ – draws on concepts from the legitimation code theory and other relevant literature for analysis purposes. The paper interrogates the forms of knowledge students are exposed to in the master’s programmes and argues that denying students access to powerful forms of knowledge that enable critical engagement and development is likely to stultify growth, ultimately defeating the purposes of a socially just education. Across the data sets (course outlines and interviews with ELM academics who could speak to the programme design), the findings in the thesis revealed that some programmes had fallen prey to a reliance on utilitarian or practical knowledge that mostly drew on experience, thereby developing students to fulfil educational leadership and management practitioner roles, contrary to the purposes of a level 9 qualification. As a result, the development of highly educated graduates is a restricted reality due to limited access to powerful forms of knowledge. The paper argues that we need to question the authenticity and relevance of our MEd ELM curricula at higher education institutions. The knowledge forms that are valued need careful interrogation to ensure that our

students are educationally enriched to face the complexities in a critical, creative and purposive manner.

SAERA 2018-082

ACCESS TO SCHOOLING AND FUNDING OPPORTUNITIES IN SOUTH AFRICA'S DEMOCRATIC ERA: A PUBLIC EDUCATION EXPENDITURE APPROACH

Dr M Mpundu – North-West University

Keywords:

Human capital, infrastructure, public expenditure, schooling opportunities

Abstract:

Education, without a doubt, has proved to be one of the key elements required in any economy for the improvement of living standards and positive economic growth through an increase in production. The increase in demand for education has been challenging in most instances, with the main barriers being finance availability and insufficient infrastructure to cater for all prospective learners. Protests in the name of “Fees must fall” were witnessed in many parts of the country in the year 2017, as learners demanded free education and access to funding. This study focuses on public expenditure in education and the envisaged outcome of successful free education policy implementation. In this regard, the study factors in both the Department of Basic Education, which is the national department responsible for the schooling sector, while nine provincial education departments finance and implement national policy for this sector, and the Department of Higher Education and Training, which provides post-schooling opportunities at the tertiary level, adult education programmes and technical and vocational qualifications that straddle the schooling and post-schooling levels. The focus on expenditure was in line with the strategic plan, “Action Plan 2019: Towards the realisation of schooling 2030”, of the Department of Basic Education, where key points highlighted include the eradication of all infrastructure backlogs by 2030, as well as ensuring that all schools are funded at least at the minimum per-learner levels determined nationally and that funds are utilised transparently and effectively. The study used yearly quantitative data on total public-school expenditure for basic and higher education retrieved from publications of the Treasury Department, Statistics South Africa and the United Nations Children’s Fund, ranging from the year 1995 to 2017. The data were analysed using the E-views 9 software. Preliminary results showed non-stationary variables at $I(0)$, which after first differencing $I(1)$ became stationary. The co-integration results showed a long-term relationship among the variables and the correlation results pointed to a positive connection between public school expenditure and high school enrolment as well as high human capital in schools. The generalised impulse response functions showed that shocks to higher education funding do not always affect learners’ access to education. For future research, the author recommends that the focus should be on considering the number of learners given funding or having access to free education and the timeframe in which they complete their studies so as to gauge whether the policy is effective in achieving the required goals.

SAERA 2018-085

SUBSTITUTE FATHER FIGURES IN SCHOOL CONTEXT: AN INTERVENTION STRATEGY FOR BOYS IN MIDDLE CHILDHOOD WHO EXPERIENCE PATERNAL ABSENCE

Me AE Botha, Prof JF Hay – North-West University

Keywords:

Child development, father/paternal absence, intervention strategy, mentor, substitute father figure

Abstract:

The absence of fathers is a serious community and educational problem in South Africa, and approximately nine million children in South Africa do not live with their fathers. A link can be drawn between father absenteeism and the disintegration of the traditional family structure. This gradual demise of the traditional South African family is highlighted by Statistics South Africa (2015). Despite this stark reality, the role and involvement of the father in the family, with the aim of promoting his children's welfare, are increasingly being emphasised. It seems that particularly boys with an absent father may experience a "hunger for a father". The need for a male role model with whom they can identify and who can act as a support base is specifically evident in these boys. A substitute father figure or mentor may help to shape their identity and develop their image of what a man should be and what his role represents. In light of the above, the primary goal of the study was to develop an intervention strategy for boys experiencing paternal absence via substitute father figures – in the form of volunteer male teachers in a school context. A rural parallel-medium primary school was utilised as a case study. A preliminary intervention strategy was implemented, where male teachers interacted with a sample of boys experiencing paternal absence; this was effected on a number of levels, such as academic development, discipline and behaviour, as well as emotional wellbeing. The data were collected over a period of four school terms. In the near absence of intervention strategies in school contexts to support boys in their middle childhood who experience paternal absence, this study makes a special contribution. Recommendations were made, in accordance with the findings, and an intervention strategy developed that may alleviate the experiences and effects of boys who do not have father figures in their families.

SAERA 2018-086

FINDING A DIFFERENCE BETWEEN PHYSICAL SCIENCES AND TECHNICAL SCIENCES CURRICULA. A COMPARATIVE ANALYSIS FOR RELEVANCE AND AUTHENTICITY OF TECHNICAL SCIENCES

Dr SP Mchunu – Umalusi

Keywords:

Content breadth, content depth, curriculum weighting and curriculum emphasis, Physical Sciences, Technical Sciences

Abstract:

The Department of Basic Education has recently developed and implemented the Curriculum and Assessment Policy Statement for Technical Sciences for learners in technical schools. The Technical Sciences were developed and implemented with an intention of supporting the technology subjects (civil technology, mechanical technology and electrical technology). On the other hand, the Curriculum and Assessment Policy Statement for Physical Sciences curriculum is offered in the academic stream of the Further Education and Training phase as one of the elective subjects. Each of the two curricula has six knowledge or content areas, of which the five of them are similar. Furthermore, these curricula have eight objectives in common and only differ in a few objectives. The objectives of the two curricula show a degree of overlap. Both curricula desire to prepare learners for employment, to be active citizens who can apply their science knowledge in considering the environmental issues, and to promote socio-economic development. Based on the discussed commonalities between the two curricula, a comparative analysis between them was conducted. The research was based on a document analysis that was done by science education specialists or experts. A curriculum evaluation instrument was developed for the purposes of the comparative analysis between Physical Sciences and Technical Sciences. The purpose of the research was to determine if there is relative breadth and depth of content (skills) covered in both curricula and also to determine if Technical Sciences support technology subjects in terms of content topics. In terms of content topics, it was found that Physical Sciences are broader and deeper than Technical Sciences. The study makes a number of recommendations for Technical Sciences on content depth, user-friendliness of the curriculum, relevance to technology subjects, assessment guidelines and the Practical Assessment Task (PAT).

SAERA 2018-087

COMPLEXITIES OF PROFESSIONAL PRACTICE IN SOUTH AFRICAN EDUCATION

Prof N Carrim – University of the Witwatersrand

Keywords:

Current South African education, professional knowledge and practice

Abstract:

Professional practice in education in South Africa is being seriously challenged on both the levels of schooling and higher education. Part of this challenge has to do with the need to transform South African education into a post-apartheid and post-colonial framework. Issues related to provisioning and construction of knowledge systems and assertions of identities affect the ways in which such challenges are being experienced. Yet, what constitutes professionalism and professional practices seem not to enable educators at these sites to deal with the complexities of the contexts they face in their practices. This paper addresses the importance of relooking at what the key features of professionalism and professional practice may be in a context where the call for decolonising knowledge, recognising the suppression of historically disadvantaged people and increasing access to a post-colonial society is being made and which is impacted by a knowledge economy and digital technologies. Based on current experiences in the South African educational system, this paper argues for the need to revisit assumptions about professional knowledge, professionalism and professional practice from abstract,

ahistorical conceptions of these notions. The paper begins by tracing traditional conceptions of what constitutes professionalism, professional knowledge and professional practice. It also notes the way in which such views are being resuscitated in contemporary situations. The paper then looks at the importance of both the identities of professionals and the contexts within which they practice. The paper brings to the fore the importance of understanding and locating professionals within historical contexts to understand the complexities of being a professional. Professionalism, it is argued, cannot only be viewed only in formal ways that ignore the difficulties that professionals experience in complex contexts and wherein it is not so much what they know that matters but who they are that seems to affect their experiences significantly.

SAERA 2018-089

FROM STUDENT TEACHER TO PRACTISING TEACHER: EXPERIENCES OF MATHEMATICS AND LANGUAGE IN THE FOUNDATION PHASE IN THE WESTERN CAPE

Mrs SM Mohy-Ud-Din – Cape Peninsula University of Technology

Keywords:

Experiences, newly, qualified, teacher, tracking

Abstract:

Initial Teacher Education (ITE) programmes have come under scrutiny to understand how teachers can be better trained to teach in the dynamic education terrain and diverse classrooms of South Africa. Institutions in South Africa that deliver ITE programmes differ in the focus of their content and the type of teacher they aspire to produce, giving rise to teachers who vastly differ in their approaches to teaching. This study is concerned with four components, among many, of ITE programmes, namely general pedagogy, pedagogical content knowledge, content knowledge and teaching practice. These four dimensions form the framework that guides this research. There is limited research in South Africa on student teachers' experiences of their ITE programme and little is known on how and what they implement of their training at the schools they teach at as newly qualified teachers in their second year of teaching. This study, therefore, contributes to knowledge in this area. This research utilises a mixed methods exploratory approach where a cohort of final-year Bachelor of Education student teachers are tracked over a three-year period (2016-2018). The first phase of the study analyses data from the ITE project related to pedagogy, content knowledge, pedagogical content knowledge and teaching practice. These four dimensions are further explored in the qualitative phase of the study where ten newly qualified teachers in their second year of teaching are interviewed and observed during teaching. Together, the quantitative and qualitative data analyses lend useful insights into the experiences of newly qualified teachers teaching mathematics and language in the Foundation Phase in the Western Cape. This research also sheds light on which aspects of their training have had the greatest impact upon them in taking on the realities of the South African classroom. Some preliminary findings indicate that the experiences and satisfaction of the ITE programme before the cohort started teaching was rated more positively than when the cohort reflected upon their ITE programme in their second year of teaching. Some key challenges they identified were a lack of training for multilingual and mixed-abilities classrooms, learners with

various learning barriers, particularly due to substance abuse, classroom discipline and a lack of parental involvement and support for the learners to attend school. The single most demoralising factor to all the teachers was the lack of parent love and support for the learners, which translated to teaching challenges and truancy in the classroom.

SAERA 2018-092

A YEAR AT WALLMANSTHAL: REFLECTIONS ON CURRICULAR AND PEDAGOGIC DECOLONISATION THROUGH INDIGENISING THE POETRY CURRICULUM

Prof DC Byrne, University of South Africa, Dr R d'Abdon – HSRC, Ms S Naidoo – University of South Africa, Ms Katharine Naidu – University of South Africa, Mrs E Phiri – Wallmansthal Secondary School

Keywords:

Decolonising the curriculum, indigenous poetry texts and practices, South African poetry, teacher enrichment, research partnership

Abstract:

The panel discussion will outline the theoretical and methodological principles that underpin our research into the teaching and learning of poetry at Wallmansthal Secondary School. It will situate the research as a case study within a larger, three-year National Research Foundation-funded research project. Finally, it will present our methodology and interim findings for critical scrutiny. The panel will recapitulate and analyse research conducted in 2017 into curriculum and pedagogies used in the teaching of English poetry in Grade 10 English First Additional Language (EFAL) at Wallmansthal Secondary School – a quintile 5 school in Soshanguve, Gauteng. Wallmansthal Secondary School is one of five research sites in Gauteng and the Western Cape where research is being conducted into the effects of decolonising the South African poetry curriculum through the infusion of indigenous poetry texts and practices. Wallmansthal Secondary School was selected through convenience sampling, and the entire cohort of Grade 10 EFAL English learners and teachers forms the sample for this research. English poetry in EFAL classrooms was chosen as a test case for decolonising the curriculum because poems are brief but condensed instances of language that mobilise all the teachers' and learners' language competencies. It is hoped, nevertheless, that the findings and conclusions of our research may also apply to other disciplines in the school and university curriculum. The underlying hypothesis for our research is that the teaching and learning of poetry at secondary school level can be enhanced by infusing elements of indigenous poetry texts and practices into the existing curriculum. Wallmansthal Secondary School is one of many public schools in South Africa to elect not to study poetry for the National Senior Certificate examination, because it is felt to be "too difficult" for both the learners and teachers. As a first step, the research aimed to ascertain what is meant by poetry being "too difficult" in terms of the EFAL teachers' experiences of poetry, both at tertiary level and in classroom practice. The answers were sought by means of site visits, a focus group discussion, in-depth interviews with individual teachers and questionnaires. It was important to establish the proportion of South African poems that is currently taught to Grade 10 learners at the school, as opposed to the

proportion of Western poems. The research revealed that most of the English poetry taught at the school is Western, but learners respond with more enthusiasm to South African poetry. We also found that the teachers' felt that difficulties with poetry are not matched by the informal experience of learners at Wallmansthal, who have formed a poetry club. The club meets every week after school and members share their own poetry in English and other South African languages. Recitals are followed by constructive critique of the poems, after which the poets refine their work. The poetry club holds high status in the school; meetings are enthusiastically attended; membership is highly prized; and the club has produced a magazine of learners' poems that have been written in the three years of its existence. There is evidently a disjuncture between the informal culture of poetry at Wallmansthal and the experiences of teachers and learners in the classrooms, which begs the question of how and why this came about. The interim findings of the Wallmansthal research team have significant implications for the contemporary move to decolonise the curriculum at South African secondary schools and universities. First, the fact that learners relate better to poetry that has a South African origin than to poetry of Anglo-American origin confirms the arguments in favour of decentring Westernised texts in our curricula (cf. Msila & Gumbo, 2016; Chinweizu, 2010). It also confirms the centrality of context when setting up curricula and the necessity to provide learners in African contexts with material that engages the knowledge they already possess. Second, the learners' enthusiasm for composing and performing poetry implies that poetry belongs in informal, performative and public settings, contrary to the canonical view that poetry is solitary and confined to the page.

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SAERA 2018-093

PARTICIPATORY ACTION LEARNING AND ACTION RESEARCH FOR CURRICULUM PRACTICES IN ECONOMICS AND MANAGEMENT SCIENCE AND THE USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES

Dr MD Tshelane – University of the Free State

Keywords:

Curriculum practices, consciousness, cognitive dissonances, work-integrated learning

Abstract:

Practices of proficient training are vital in shaping the ultimate techniques in which imminent practitioners are equipped towards their becoming practitioners. To think, to perform and to act with integrity are the three fundamental dimensions that need to receive equal attention across

curriculum practitioners. The imperatives for the transformation of higher education system contained in the White Paper 3: A programme for the Transformation of Higher Education (1997), the National Plan for Higher Education (2001), the White Paper for Post-school Education and Training and the National Development Plan (2011) of South Africa are just a glimpse on the plethora of legislative framework aimed to sustain current research strengths and to meet national development needs. The legislative frameworks thus set the tone for training on students in higher learning institutions and build on the identity of these students in their becoming practitioners. This paper reflects on how undergraduate students of economics and management sciences in a higher learning institution perceive how they are equipped to sustain their practices and how they ought to act in the globalised environment. The paper uses participatory action learning and action research approach as a methodology for generating data. Role players ranging from third- and fourth-year students, practising teachers, departmental officials, lecturers, career advisers, student councillors and work-integrated learning officials drawn from diverse economic status from a black racial community were engaged in the data generation process. The Africana critical theory was used as a theoretical base to buttress the learning and use the participatory action learning and action research approach as a method in response to the research question. The data analysed through critical discourse analysis amplify the following two main findings: the use of information communication technologies in the economic and management sciences subject is a conscious and strenuous act in work-integrated learning, and signature pedagogies are an illusionary ideal in some schools to reconnoitre. The paper is concluded with cognitive dissonances for educational reformists and existential theorist to address.

SAERA 2018-094

PRESERVING AND UTILIZING INDIGENOUS KNOWLEDGE SYSTEMS: A SHARED ADVOCACY BETWEEN THE ACADEME AND THE INDIGENOUS COMMUNITIES

Dr GJ Quintero – University of the Philippine / University of the Witwatersrand

Keywords:

Folklore, indigenous communities, indigenous knowledge systems, oral traditions, Philippine folk literature

Abstract:

The paper highlights the interaction or shared responsibility between the academe and the indigenous communities in advocating the value of preserving and utilizing indigenous knowledge systems. Three research-based publications from the Philippines will be discussed, focusing on how they contribute to this task. Jorolan (2004), in the journal article "Views on Education among Indigenous Women", expresses that the cultural set-up of an indigenous group allows it to address its needs through traditional ways. Specific systems and processes maintain different aspects of tribal life. This article takes into perspective how indigenous women consider both traditional and formal education as essential tools to survive and deal with the issue on development. They view education as necessary to equip the indigenous people with the knowledge, skills, abilities and socio-political connections that will enable them to address their existing social and environmental problems. The book on *The Popular Games of*

the Mansaka and the Mandaya provides a significant record of the traditional games of two Philippine tribes, now a potential reference and resource material in the academe and a basis for tribal games activities. These games form part of folklore. Oral traditions are likewise a fundamental aspect of folk literature, and recording them for publication ensures their preservation and their appreciation by readers from both the academe and the general public. Two published materials containing folktales (*Blaan Folktales*) and an ethno-epic (*The Mandaya Dawot*) have become noteworthy contributions to the pool of resources for Philippine folk literature. Recorded in the indigenous tongue directly from the native bards, these materials have been translated into English. These publications are intended to inspire other similar endeavours with the goal of salvaging what still remain of the folklore of the indigenous communities, making them valuable instructional materials and adding to the pool of knowledge utilized in the academe. It stresses the important role of the academe in preserving these cultural legacies.

SAERA 2018-096

STATISTICS AS A UNIFIER: INTEGRATIVE CURRICULUM CASE STUDIES FROM BOTSWANA AND THE UNITED STATES

Ms B Kurtz – University of Central Florida, United States of America

Keywords:

Cultural relevancy, curriculum, mathematics education, pedagogy

Abstract:

Mathematics has been a subject of struggle for many students globally, and the algebra-based curriculum that drives most mathematical sequences of learning has marginalized many students. Although statistics has been the traditional pathway to calculus in multiple curricula worldwide, the importance of statistical knowledge and reasoning is only now being acknowledged and integrated within national curricula at unprecedented levels. In fact, the Advanced Placement (AP) statistics course is now one of the fastest growing examinations of the 38 current offerings, with over 200,000 students sitting the exam across the world in 2018. Furthermore, medical schools are increasingly reviewing students' statistical coursework, in addition to first-year calculus, as one of the conditions for admission. While the importance of statistics is gaining acceptance worldwide, its implementation within national curricula varies greatly. This paper examines the integrative approaches currently used to include statistics within mathematics courses and across the curriculum, specifically in Botswana and the United States. In Botswana, the Revised National Policy on Education (RNPE) of 1994 promotes the infusion of emerging issues in computer science, the environment and HIV/AIDS awareness into all aspects of the curriculum. This paper describes specific examples of how statistics related to these topics have been interspersed within core subject areas in the Kgatleng District, and how these topics not only enhance the cultural relevancy of the curriculum, but also promote mathematical thinking while enhancing algebraic reasoning. The paper then examines the issue from the perspective of the United States by examining specific initiatives undertaken by the author to use statistical themes to collaborate and teach across the curriculum within various English and political science courses. This paper concludes with evidence as to how statistics is

being used in various countries to provide more equitable opportunities for students who have not had consistent exposure to quality algebraic instruction. Finally, suggestions for further study regarding the effective incorporation of culturally relevant topics within statistics instruction are explored.

SAERA 2018-097

UNDERSTANDING CITIZENSHIP IN SOUTH AFRICAN SCHOOLS

Miss M Singh – Cape Peninsula University of Technology, Prof Y Sayed – Sussex University and Cape Peninsula University of Technology

Keywords:

Citizenship, democracy, inequality, secondary schools, social justice

Abstract:

One of the goals of the Sustainable Development Goals is to ensure quality education for all students. However, research suggests that despite the plethora of policies available aiming to address inequality in South Africa, a tension still exists between the ideals of citizenship and what students experience in schools. “Emerging from a history of three hundred years of disenfranchisement of the majority of its people, the new South Africa has placed citizenship and nationhood at the centre of its social, political and economic agenda” (Ahmed, Sayed & Soudien, 2007). This trajectory is evident in all subsequent policies and laws developed by the post-1994 government. Despite these major developments towards realising a state in which individuals are treated as equals, the fragmentation caused by the previous political regime has an impact on how citizenship is understood and experienced by the various population groups. The high levels of inequality that plague the country and the lack of political participation amongst South African youth have led to a reinterest in citizenship. This paper is part of a doctoral study investigating understandings of citizenship in South African schools. More specifically, the aim of this paper is to discuss students’ and teachers’ understandings of citizenship after experiencing more than 20 years of democracy. The discussion draws on data collected from 643 students and eight teachers in the Western Cape. The data show that the majority of students attending quintile one schools privilege civil and social rights in their understanding of citizenship and the majority of students attending quintile five schools understand citizenship as a responsibility of assisting the community. Teachers privilege the idea of belonging and a responsibility of helping society without the ‘political involvement’. The data further demonstrate that with regard to students, in an already fragmented and highly unequal society, the South African youth grapple with reconciling their imagined community with their reality. Secondly, whilst students are aware of what ‘good citizens’ practices ought to be, their schooling context becomes a ‘site of struggle’ to implement these behaviours. This thesis aims to address the paucity of studies conducted on students’ experiences of citizenship in secondary schools in South Africa. The paper argues that in order to take democracy forward, the vast inequalities that exist in South Africa’s most marginalised communities need to be addressed with urgency.

SAERA 2018-099

ALTERNATIVE TO TRADITIONAL PHYSICS INSTRUCTIONS: THE EFFECTIVENESS OF LEARNING STYLE-BASED INSTRUCTIONAL APPROACH IN HIGH SCHOOL SCIENCE TEACHING***Miss S Danso, Dr E Mushayikwa – University of the Witwatersrand*****Keywords:**

High school, learning styles, science teaching, teaching styles

Abstract:

The constructivism framework allows for the exploration of social reality and learning from the individual's perspective. This theory of learning states that knowledge is not passively absorbed but actively constructed and reconstructed through experience and meaning-making. Constructivism, therefore, suggests the application of teaching methods that force the learner to be an active player. Such methods should encourage the learner to become cognitively engaged in developing a personal understanding of the topic being taught. However, in the constructivist classroom, the learners construct knowledge in different ways according to their individual learning style preferences. Hence, the purpose of this study was to investigate the impact of learning style-based instructions on learners' performance in high school physics. In addition, the study also investigated the learners' experiences with learning style-based instructions in the science classroom. To achieve the intended objective, a mixed method design was employed. In the quantitative phase, a quasi-experimental design was employed, which followed the non-randomised, non-equivalent pre-test and post-test design. A purposive convenience sampling technique was used to select one school from the target population. Learners from two Grade 11 physical sciences intact classes were assigned to an experimental and a control group. The experimental group was taught by matching instructions to the learners' learning styles, while the control group was taught using the conventional teaching method. In order to control the differences in the dependent variable, a pre-test was given to the two groups before the intervention to determine the equality of the two groups. The Science Achievement Test and interviews were the main instruments used to gather the data. The data obtained were analysed using descriptive and inferential statistics. The results indicate that learners who were exposed to instructions in which teaching styles were matched with learning styles performed better than learners who received the traditional teacher-centred instruction. Further analysis revealed that learners in the experimental group increased their level of interest and engagement in the science concepts.

SAERA 2018-102

IDENTIFYING CHARACTERISTICS OF ANCHORS IN SHELL ITEMS FOR STANDARDISATION PURPOSES***Ms NA Lepota, Ms PL Masemola – Umalusi*****Keywords:**

Items, item response theory, norm, Rasch model, standardisation

Abstract:

Umalusi uses the norm-referencing method for standardisation purposes in order to ensure that outcomes are comparable across different examination sittings. The norm-referencing method ensures that outcomes are adjusted marginally towards the historical average, also known as the “norm”. The norm is the mean calculated using the previous three to a maximum of five examination sittings. The Adult Education and Training (AET) qualification has examinations on request (EoRs) that are administered more than once in an academic year. The cohorts registered for EoRs are usually very small and differ in profile for each examination sitting. As a result, this makes it very difficult to establish the historical average. The aim of this study was to explore the properties of shell items and how these items compare to anchor items in an item response theory (IRT) framework. Four Mathematical Literacy examination papers written in September 2016, November 2016, December 2016 and April 2017 for AET were sourced from an assessment body and captured per item. The Rasch method in IRT was used to analyse the item-level data. The study revealed that shell items included in the four examination sittings produced a good fit to the Rasch model. The majority of the shell items exhibited the characteristics of good anchor items, i.e. they discriminated well between learners of different proficiencies and produced good parameter estimates. The item characteristic curves, person-item distribution map and person-item threshold distributions were produced to see how learners performed in shell items. The person-item map provided information on the spread of items on the map in terms of difficulty and the distribution of learner performance. The person-item threshold distributions confirmed that the examinations had good targeting, i.e. they were not too difficult or too easy and covered all learners across the proficiency spectrum. With the person-item map, it was demonstrated how learners performed in each shell item in comparison to other items in the examination. Items that were too difficult or even beyond the cognitive demand of the candidates could be identified. The study recommends that Umalusi collaborate with the assessment body in order to plant good shell items in examinations to enhance the standardisation process.

SAERA 2018-103

A COLLABORATIVE APPROACH TO DEVELOPING SOCIAL JUSTICE PRAXIS THROUGH SERVICE-LEARNING FOR TEACHER EDUCATION IN SOUTH AFRICA***Mrs A Schoonen, Prof LA Wood, Dr C Kruger – North-West University*****Keywords:**

Critical service-learning (CSL), participatory action learning action research (PALAR), social justice praxis, teacher education

Abstract:

Recent research indicates that the gap between theory and practice in teacher education is increasing at an alarming rate. Higher education institutions in South Africa have had to revise their curriculums to ensure that pre-service teachers will be equipped with more relevant and current knowledge and skills for practice. However, it remains a challenge to theorise a socially relevant curriculum when there is a limited understanding of the communities where pre-service

teachers will teach and, more importantly, limited exposure to different teaching communities for the pre-service teachers themselves. South Africa is known to be a socially diverse country; thus, for this study, focusing on diversity in terms of experiences of social justice or the lack thereof is important. Perceptions about social justice praxis and the role thereof for teacher education might be different, based on the experiences of the stakeholders involved, especially if social justice is understood from only one worldview. Some practitioners in the teaching discipline are unaware of how to address social injustices and diversity owing to the lack of discussion and support during teacher preparation at university. To address this gap, we need to rethink our ideas of social justice and involve the practitioners who are teaching in South African schools to share their experiences and knowledge about social education, social injustice and diversity to develop social justice praxis for teacher education that will be relevant and informed by theory. Through discussion and reflection, I want to share my vision of integrating three stand-alone concepts and theories, namely social justice praxis, the participatory action learning action research (PALAR), and critical service-learning (CSL). Service-learning is a valuable educational tool for in-service and pre-service teachers to learn from and with one another. The principles and elements of the combination of the three components can serve as a guiding model for service-learning activities at universities. In collaboration with the participants of the study, which are pre-service and in-service teachers, I want to set guidelines for infusing the teacher education curriculum with relevant, reciprocal and responsible service-learning programmes. Through this study, a working theory for service-learning to enable social justice praxis for teacher education can be developed.

SAERA 2018-104

SCHOOL ADMINISTRATORS' AND NOVICE TEACHERS' PERSPECTIVES ON MENTORSHIP

Dr CA Whalen – University of Northern British Columbia

Keywords:

Administrators, mentorship, novice teacher, teacher identity, teacher needs

Abstract:

Novice teachers have different sets of needs, motivation and goals that must be addressed in their first five years of service (Merriweather & Morgan, 2013). Specifically, new teachers must improve on traits such as reducing stress, improving lesson planning, class management, imparting administrative skills, and all the other characteristics that will ultimately improve students' progress (Ingersoll & Smith, 2004; Wong, 2004). It is within the process of discovery in teaching that novice teachers seek experienced professionals to provide a network of assistance and encouragement (Jones, 2012). The purpose of researching novice teachers' and administrators' perspectives is to inform and bridge the gap between theory and practice regarding novice teacher mentorship programming while determining the influence of policy and leadership. The qualitative methodology of the study was conducted as a phenomenological approach with the data being collected through the use of individual semi-structured interviews approximately 1.5 hours in length and two separate focus group sessions approximately two hours in length. The information shared was digitally recorded, transcribed and verified by the

participants for accuracy before analysis and coding took place. The participants comprised four novice teachers and four school administrators from a school district in northern British Columbia, Canada. The data revealed that mentorship programming is optional and very loose in its implementation. The mentorship program was offered to novice teachers and teachers who were expected to teach new subject matter or grade levels; however, teachers on call (TOC) were not invited, which is problematic due to the TOC list is largely comprised of novice teachers. The participants indicated that mentors might be in the same school or not. They also revealed that many experienced teachers are not willing to give up their time due to their strained relationship with the government of the day. Another key finding demonstrated how busy the administrators were and that they did not have sufficient time to check in on novice teachers and their progress. The scholarly significance of the teacher participant narratives is to inform educational stakeholders regarding their needs as they embark on a teaching career. The administrator narratives will inform stakeholders regarding mentorship programming and the leadership role meeting novice teacher needs, in particular novice teacher mentorship. The study findings clearly indicate a need for mentorship policies and leadership to support novice teachers for retention.

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SAERA 2018-105

INVESTIGATING FACTORS MOTIVATING INDIVIDUALS TO JOIN THE TEACHING PROFESSION: A CASE OF THE SOUTH-EAST REGION IN BOTSWANA

Mrs E Mashabile – University of Botswana

Keywords:

Altruistic motivation, extrinsic motivation, intrinsic motivation, motivation factors, quality teaching, teaching profession

Abstract:

Globally, countries are facing challenges of recruiting effective teachers who are highly motivated and committed to their teaching tasks. In the context of Botswana where academic standards are falling, understanding individuals' motivations to enter the teaching profession is crucial. The purpose of this study was to identify factors that motivate teachers to join the teaching profession. The study adopted a qualitative design with 18 (N=18) participants purposely selected from three junior secondary schools in the South-East Region in Botswana.

The area of study, the South-East Region was selected through convenience sampling, which is a non-probability sampling method. The participants took part in semi-structured interviews and focus group discussions. The participants included school heads, deputy school heads, senior teachers and junior teachers. The data were thematically analysed. Key findings revealed that people are attracted to the teaching profession by, among others, extrinsic factors, such as job availability, free school holidays and subsidised accommodation, as well as intrinsic factors, such as enjoying working with young people. On the other hand, some individuals are driven by altruistic motives, such as contributing towards the growth of young people. Arguably, a case is made in this study that teachers' roles have become more diverse and demanding; therefore, in order to fulfil those roles effectively, entrants must possess good attributes and personal qualities, as well as the right motivation to pursue the goal of providing quality teaching. The study concludes by drawing the implications of the research into motivation to enter teacher education programmes and how they relate to teacher recruitment policies.

SAERA 2018-110

THE INFLUENCE OF INFORMATION COMMUNICATIONS TECHNOLOGY IN THE SUBJECT TECHNOLOGY: A SPOTLIGHT ON MECHANICAL SYSTEMS AND CONTROL CONCEPT

Ms N Nkosi, Dr SD Khoza – University of the Witwatersrand

Keywords:

Information and communications technology, mechanical systems and control, subject technology, transformation

Abstract:

With the recent transformation happening in education, information and communication technologies (ICTs) are seen as prominent factors in education as they shape and influence every facet of our lives, both locally and globally. It is also worrisome that despite its prominence, ICT in education remains a grim area as teachers still battle with its integration in class and, thus, it remains an area of concern. Since the educational system is still in the clutches of the past regime and is operating under its guise, various strategies have been employed as attempts to redress and take on these issues are still ongoing. It therefore remains that the key challenges facing the South African higher education system remain as outlined in the White Paper: to redress past inequalities and transform the higher education system to serve a new social order, to meet pressing national needs and to respond to new realities and opportunities. In order for ICTs to be fully integrated and used effectively in classrooms, transformation within the education system pertaining the curriculum and policy that address the use of ICTs in education needs to be reshaped and implemented in order to be able to meet the needs of the current education system. Therefore, this research is looking at the influence of ICTs to teach a concept in the subject Technology. The subject Technology stimulates learners to be innovative and to develop their creative and critical thinking skills. Therefore, this paper seeks to investigate the influence of ICT and how it shapes Technology in the teaching of mechanical systems and control. Purposive sampling will be used to select four teachers from two schools (two teachers from each school). Methods of collecting data in this research will

include classroom observation and face-to-face interviews with the teachers in order to be able to provide the holistic picture in which the research is embedded. The research is still ongoing and hopes that its findings will help develop recommendations that can assist teachers to use ICTs better in their lessons.

SAERA 2018-111

DISTRICT OFFICE LEADERSHIP ROLE AND PRACTICES THAT SUPPORT TEACHING AND LEARNING. A CASE STUDY OF TWO DISTRICT OFFICES IN GAUTENG PROVINCE, SOUTH AFRICA

PE Mthembu, Prof V Chikoko – University of KwaZulu-Natal

Keywords:

District leadership, district shared philosophy, school district, school improvement, teaching and learning

Abstract:

The purpose of this paper is to explore good leadership practices of district officials who seek to support teaching and learning for improved learning outcomes. In South Africa, policy indicates that the main role of the District Office is to support teaching and learning in schools. Research studies on educational leadership show a relationship between leadership that focuses on managing teaching and learning and learner outcomes. However, such studies have tended to focus more on leadership within the school and less on that of the District Office. Thus, there seems to be a gap in the literature on the leadership experiences of district officials. Exploring the leadership role of the District Office is essential as a starting point in sourcing leadership capacity at all levels of the system, while at the same time addressing the National Development Plan 2030 mandate of improving education for all. This paper is part of a bigger study that involved in-depth interviews with eight officials, comprising two district directors, four curriculum leaders and two circuit managers. Supplementary data sources included a review of documents and observations. The findings reveal that in both districts, the officials worked through a shared philosophy with their respective schools. Such philosophy entailed, *inter alia*, that both the district officials and the schools were obliged to view themselves as accountable for learner performance. The officials believed that their vision for teaching and learning was target-driven, as well as evidence-based. In that connection, the district officials held accountability and data-based support sessions with school principals, informed by learner performances across all grades. While they believed that school-based leadership was crucial, the officials set district goals to ensure large-scale improvement. Thus, the findings suggest that the 'we are in it together' philosophy shared by the district and the school was the backbone of the success of the two districts.

SAERA 2018-113

TO WHAT EXTENT DO TEACHER DEVELOPMENT CENTRES SUPPORT TEACHERS' LEARNING IN KWAZULU-NATAL?

Dr BA Ajbade, Prof C Bertram – University of KwaZulu-Natal

Keywords:

District, teacher centre, teacher learning, professional development

Abstract:

District teacher development centres (DTDCs) have been established by provincial departments of education to create space for teacher professional development and learning. According to policy, the purpose of DTDCs is for teachers to access shared resources as sites for the delivery of professional development and as meeting points for professional learning communities. We claim that none of these purposes are being fully realised in the two case studies presented here. This research explores the role of teacher development centres (TDCs) in supporting teachers' learning. Semi-structured interviews and observations were used to generate data in two TDCs in KZN. Interviews were held with two centre managers, one librarian and 16 teachers who were available at the centres. The findings of the study indicated that the TDC setting creates an ideal opportunity for teachers' professional learning with the presence of space, computer laboratories and well-resourced libraries. However, the study noted that these resources are not being used by teachers due to a lack of awareness thereof. The major activity that takes place at the centre is moderation of assessments, such as the setting of question papers, marking of scripts and discussion of previous question papers. We argue that moderation is not a professional development activity but rather a departmental administrative function. In addition, there were no indication from the data gathered that teachers were meeting at the centres for professional learning and development activities to support their learning. In this research, we argue that the two case studies reported here are not supporting teachers' learning as envisaged by the relevant policy. The study recommends that teachers should be made aware of the purpose and function of the centres by the provincial department and district education officials. Since teachers' learning is crucial to education quality, it is important that district education department officials help teachers identify appropriate courses or programmes to address their learning needs and engage with how these TDCs can meet the purposes as envisioned in the policy.

SAERA 2018-114

AN EXPLORATION OF HIGHER EDUCATION TEACHERS' EXPERIENCE OF DECOLONISING THE BACHELOR OF EDUCATION HONOURS CURRICULUM AT A SOUTH AFRICAN UNIVERSITY

P Pillay – University of the Witwatersrand, Dr E Swanepoel – University of the Free State

Keywords:

Curriculum reform, decolonisation, Foucauldian discourse, higher education, indigenous knowledge, teacher induction

Abstract:

The ongoing 2015/16 student unrest (#FeesMustFall; #RhodesMustFall) has displayed heightened calls for the decolonising of the curriculum in the higher education sector. Students have highlighted in the recent protests that the curriculum remains largely Eurocentric and continues to reinforce white and Western dominance. In response to the need for a decolonised

curriculum, higher education lecturers at a university in South Africa embarked on a Bachelor of Education honours writing-exercise workshop with the purpose of decolonising the curriculum. This entailed rethinking ways of knowing and a deconstruction of old epistemologies, with the aim of having transformation in the classroom be reflected in how and what is taught as a means to ripple through to grassroots classroom level. This study explores, through using the Foucauldian discourse as a theoretical frame, the experiences of eight lecturers at a university involved in teacher induction of honours-level education students. Semi-structured interviews of the purposive sampled lecturers were transcribed and thematically analysed to gain an understanding of the prominent methods used to define and understand decolonisation and, furthermore, to gain a perspective on the conceptualisation of what decolonising the curriculum entails. The findings suggest a need to return to grassroots classroom level as a means to involve stakeholders such as teachers and tertiary students in shaping the curriculum. It was further found that lecturers lack the means to engage with a sole Afrocentric theoretical basis and that Western discourse remains a prominent source of knowledge due to a lack of indigenous knowledge systems and research. The synthesis of the discussion is, furthermore, presented in a manner representative of the need to 'decolonise' ways of thinking and doing by having participant voices organically drive the discussion and removing conventional thematic discussion as primary to the manner of presenting findings.

SAERA 2018-117

MOBILE LEARNING: TUTORS AUTHENTICALLY USING FACEBOOK AS A DISCUSSION FORUM

Ms DN Robertson, Dr N Dasoo – University of Johannesburg

Keywords:

Collaborate, discussions, Facebook, mobile learning, tutorials, tutors

Abstract:

The 21st-century student is said to be techno-savvy and constantly on their mobile devices on social media platforms, of which the Facebook application enjoys the most popularity. With the rethinking and reinvention of new teaching and learning perspectives in mind, Facebook seems to have the potential to be a very effective tool. Within this study, Facebook was incorporated as a learning tool through a mobile learning approach with tutors as the drivers. Through a case study research design, the researchers focused on both tutors' and students' perceptions. The primary goal was to investigate the possibility of Facebook assisting students to communicate with the tutors, peers and content, while learning within the tutorial setting. The research further aimed to investigate how Facebook could be a source of information. The "bring your own device" perspective was implemented as students utilised their own mobile devices with the WI-FI access provided within the tutorial venues. The research has been conducted on second-year education students during the second semester of 2017 at the University of Johannesburg and involved 423 students as the research sample. The students received instructions from tutors during tutorial sessions, using Facebook in the form of a text or video before the tutorial was conducted. Responses, discussions and collaboration started prior to the tutorial and continued after the tutorial was conducted. The tutors summarised the discussions and

conducted tutorial tasks during the tutorial. The interactions among the students and tutors on the Facebook platform were themed, analysed and reviewed. Questionnaires were used to collect the tutors' and students' perceptions. The findings imply that the students responded to discussions quicker and were comfortable enough within the online space to share their information and opinions. The role of the students shifted from only receiving knowledge to both searching for and sharing their knowledge. The tutors were regarded as their peers and, therefore, shared the techno-savvy traits that could interpret the content to the students on a digital platform in an easier way and in a language that the students understood. The tutors had to further strategies and plan every minute of the tutorial very well in order to conduct disciplined, well-structured and meaningful tutorials.

SAERA 2018-118

THE NATURE AND EXTENT OF 'TRANSFORMED' PEDAGOGIC PRACTICE IN A BLENDED LEARNING SYSTEM AT THE UNIVERSITY OF SWAZILAND

Dr GN Nsibande – University of Eswatini

Keywords:

Blended learning, classification and framing, realisation, recognition, recontextualisation

Abstract:

This study explored 'changing' pedagogic practice, resulting from the introduction of a learning management system (LMS) called 'Moodle' at the University of Eswatini (UNESWA). For teaching and learning purposes, Moodle is used as an additional content delivery modality to the conventional face-to-face lectures. It was a case study of four instructors teaching identical courses to full-time and distance education student groups. The study drew on Bernstein's concepts of recognition and realisation rules. For this study, recognition rules were deemed as acquired if the instructors possessed the necessary background knowledge for them to distinguish the required 'transformed' pedagogic practice in the blended learning system at UNESWA. Questionnaires were administered to obtain data for this part of the research. Realisation rules were deemed as acquired if the instructors could use Moodle appropriately by integrating online learning in their conventional face-to-face teaching practices. Observations were used for this part of the research. Bernstein's notions of classification and framing were used as analytical tools since they have the ability to measure the extent to which instructors recognise and realise the blended learning pedagogic practice. The nature of the transformed pedagogic practice depended on the strength of the classification and framing. The findings indicated that one of the four instructors weakly recognised and realised the expected blended learning pedagogic practice. In spite of the weak recognition of the blended learning pedagogic practice, the practice realised by the majority of the instructors was strongly framed, hence more traditional as opposed to the expected blended learning teaching and learning approach. However, the pedagogic practice is not purely traditional but tainted with some small elements of blended learning. There are ways in which the traditional and progressive approaches may be merged effectively in a blended learning system. Hence, a multidimensional pedagogical approach is recommended to enhance instructors' practices.

RELOCATING SOCIAL JUSTICE IN THE POLICY-PEDAGOGY-RESEARCH NEXUS: INSIGHTS FROM THE MAURITIAN LANGUAGE-IN-EDUCATION POLICY

Dr A Ankiah-Gangadeen – Mauritius Institute of Education, Dr P Nadal – Mauritian Diocesan Service of Catholic Education

Keywords:

Diversity, language in education, Small Island Developing State (SIDS), social justice

Abstract:

In a review of Merten's book *Transformative Research and Evaluation* (2009), Chouinard (2010, p. 266) claims that "it is no longer possible to describe the world in simplistic and singularly one-dimensional ways" and that a transformative paradigm "motivated by a strong social justice and human rights agenda ... provides a much-needed alternative to assist us in addressing the complexity of our world" (ibid., p. 266). This is particularly true in the field of language in education. As Bourdieu and Passeron (1990) indicate, inefficacious learning arises when the primary habitus of learners, developed in the family sphere, differs from the secondary habitus upheld by the school as a form of social organisation. Is this any wonder when educational policies tend to amount more to a matter of political – rather than pedagogical – choice (Garcia, 2012; Inglis, 2008)? Set against the backdrop of utter sea change in the way that education is being thought of and 'done' around the world, how should situations of status quo, unilateralism and diversity mismanagement in educational policies be construed in the 21st century? In this presentation, we place under the lens Mauritius, a multilingual postcolonial Small Island Developing State (SIDS), where the nexus between the linguistic ecology and the language-in-education policy is deemed to be inadequate. While English – which undeniably bears capital, yet is spoken by less than 1% of the population – is prized as a subject and the medium of instruction, the educational system fails to cater to the needs of the learners, the majority of whose mother tongue is Mauritian Kreol. Paradoxically, a pseudo-form of compliance, with conventions to which the country is signatory, such as those governing the right of children to learn in their first language, may be evidenced. Further, the national curriculum and contemporary pedagogic practices insufficiently factor in social justice, despite assertions of the need to do so in official documents, such as the Truth and Justice Report (Teelock, 2011). Drawing from discourse analysis pursuits and empirical data generated from educational practitioners involved in curriculum development, we reflect on the interplay between pedagogy, policy and research paradigms in an attempt to define which element should normally (and ideally) drive the other. This pursuit brings to the fore the need to generate a new vocabulary for the construction and legitimation of knowledge for postcolonial SIDS contexts, such as Mauritius, that will concurrently acknowledge the relevance of the political, pedagogic and scientific loci of power.

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SAERA 2018-121

MOVING BEYOND INCLUSIVE EDUCATION – EQUIPPING SCHOOL COMMUNITIES TO TAKE RESPONSIBILITY FOR THEIR TRANSFORMATION INTO ENABLING INCLUSIVE ENVIRONMENTS FOR ALL INVOLVED

Prof AE Kitching – North-West University

Keywords:

Education support services, inclusive education, promotion of holistic wellbeing, teacher training, transformation of schools

Abstract:

Schools should be participatory, value-based and transformational environments if we intend to improve the lives of all involved in these contexts and enhance social justice and peace in our society. In the South African education system, the transformation of schools into enabling environments has been enhanced as part of the realisation of the democratic ideals in a post-apartheid era. The transformation has been guided by the implementation of various policies and programmes. The *Education White Paper 6 (Special Needs Education): Building an Inclusive Education and Training System* (2001) has been developed and implemented with the aim of providing access to quality education for all learners through the development of environments in which all learners, regardless of differences in ability, culture, gender, language, class and ethnicity, can experience a sense of belonging and nurturing and be supported to achieve their optimal potential irrespective of intrinsic and extrinsic barriers to learning. Considering the challenges reported in the media and research literature with reference to violence and bullying in schools, the drop-out rate due to a lack of support for learners and the stress experienced by teachers, it seems evident that we still have a long walk to the transformation of schools into enabling, inclusive environments. The aim of this presentation is to reflect on the implementation of inclusive education in South Africa and deliberate on the possible reasons why it has not impacted effectively on transforming schools

into enabling inclusive environments. I specifically critique the role of education support services and teacher training as key limitations to the transformation of schools into enabling communities that enhance quality of life for all involved. In conclusion, I propose a way forward based on ongoing research conducted to develop an integrated, multi-level process to facilitate and promote holistic wellbeing in school communities as a basis for equipping schools to take ownership of their own transformation in an integrative and participatory manner.

SAERA 2018-122

THE ROLE OF WELLBEING SUPPORT TEAM COORDINATORS IN THE PROMOTION OF HOLISTIC WELLBEING IN SOUTH AFRICA SCHOOL COMMUNITIES

Mr RT Carstens, Prof AE Kitching – North-West University

Keywords:

Holistic wellbeing, school communities, wellbeing support team coordinators

Abstract:

The implementation of policies, programmes and frameworks to promote mental health and wellbeing is fragmented in nature and does not facilitate the promotion of wellbeing in an integrative manner. The problem has been addressed through research to develop an integrated, multi-level process to facilitate the promotion of holistic wellbeing in six South African schools in the Western Cape between 2015 and 2017. The process encompassed the establishment of wellbeing support teams. The coordinators of these teams have been playing a significant role in the development of this process. The aim of this presentation is to report the findings of an investigation into the role of the wellbeing support coordinators in the process. Methodologically, the study followed a basic descriptive qualitative research design, anchored within a constructivist-interpretative research paradigm. Three data sets were collected in this study. The first data set comprised the reflexive journal kept by the researcher throughout his engagement as a wellbeing coordinator of a wellbeing support team within the integrated, multi-level wellbeing process. The second data set included semi-structured individual interviews with four coordinators of wellbeing support teams towards the end of their 15-month involvement in the larger research project. Based on the data collected from the second data set, further topics were identified to be explored in the next data set. The third data set encompassed two semi-structured focus group interviews with seven wellbeing support team members. Following a thematic analysis, five main themes emerged: 1) mind shifts experienced in the role as coordinator; 2) responsibilities within the wellbeing support team; 3) responsibilities within the broader school community and beyond; 4) strengths perceived as essential to the role of a wellbeing support team coordinator; and 5) the steering of the process to ensure sustainability. The findings indicated that coordinators can play a significant role in ensuring the sustainability of the promotion of wellbeing in South African school communities through visionary leadership that encompasses listening and sense-making, the identification of assets and strengths and the inclusion of all the members as a core focus. In conclusion, it was evident that wellbeing coordinators in South African schools could enable schools to take ownership of the promotion of wellbeing as an essential part of schooling.

SAERA 2018-123

THE DEVELOPMENT OF AN INTEGRATED, MULTI-LEVEL PROCESS TO PROMOTE HOLISTIC WELLBEING THROUGH COMMUNITY-ENGAGED RESEARCH***Prof AE Kitching, Dr B van Rooyen – North-West University*****Keywords:**

Community engagement, holistic wellbeing, integrated, multi-level process, participatory action research action learning approach, wellbeing support teams,

Abstract:

The purpose of this poster is to present an overview of the research conducted to develop an integrated multi-level process to facilitate the promotion of holistic wellbeing in six school communities in the Western Cape Province, South Africa. Holistic wellbeing is understood as the concurrent promotion of individual, relational and collective wellbeing. The facilitation of holistic wellbeing is multi-layered and, therefore, has to encompass more than the mere implementation of programmes. The establishment of wellbeing support teams to initiate the process emerged as a possibility in the conversations between the researcher and the members of the school communities. Once the teams had been established, a participatory action research action learning approach was applied to guide and support the teams. The development of the process encompassed five cycles and involved representatives across all levels of interrelatedness. During the development process, the teams identified existing wellbeing activities, developed new initiatives and integrated efforts to promote wellbeing on individual, relational and collective levels in schools. Each team was led by a team coordinator, who, as a teacher, volunteered based on his or her interest and position in the school to take this role. The development of the process 1) foregrounded an awareness of the value of the promotion of holistic wellbeing, 2) facilitated a proactive approach towards the challenges that school communities have to deal with on a daily basis, 3) enhanced a shared responsibility for addressing challenges through the co-construction of a more human space and 4) integrated efforts to promote individual, relational and collective wellbeing into a cohesive effort. The research also contributes to the knowledge base of the application of community-engaged education research as it suggests that the transformation of schools into being enabling is initiated and sustained through the proactive engaged participation of the members of the wellbeing support teams.

SAERA 2018-124

INVESTIGATING THE INTERPLAY OF WORK DEMANDS AND RESOURCES IN RELATION TO TEACHER EMOTIONAL WELLBEING***Prof AP Philipp – University of KwaZulu-Natal*****Keywords:**

Emotional exhaustion, resources, secondary school teachers, work demands

Abstract:

Examples of teachers who are absent from work, who are not committed to their work or who revert to unacceptable disciplinary measures to keep discipline are omnipresent in the media. In light of these examples, it seems easy to point fingers at the teaching profession in general. But does this authentically reflect the reality of the majority of teachers? Teachers in South African schools face a great number of challenges in their day-to-day professional lives and many teach under adverse conditions. Challenges at South African schools range from infrastructural demands of the school environment or the lack of material, to large classes or emotional demands in the interaction with learners. In line with the Job Demands-Resources Model (JD-R, (Bakker & Demerouti, 2007), teachers who are constantly exposed to such work-related demands are likely to feel depleted of energy, become emotionally exhausted (indicator of burnout) and – eventually – may become ill (Hakanen, Bakker & Schaufeli, 2006) or leave the profession. Yet, the JD-R model also postulates a balancing nature of work-related (Bakker & Demerouti, 2007) or personal resources (Xanthopoulou et al., 2007), which potentially counteract such energy-depleting and emotionally draining effects. This presentation critically investigates a) the role of work-related demands of teachers in selected secondary schools in KwaZulu-Natal, taking into account their complex interplay in the day-to-day work realities of teachers and b) the potential balancing effect of work-related or personal resources to c) connect both with teachers' feelings of energy depletion or emotional exhaustion. The basis for this investigation is data from a currently conducted pilot study in which teachers from five secondary schools in KwaZulu-Natal are asked to fill in questionnaires (containing open- and closed-ended items) on work-related aspects and their emotional wellbeing. The results of this study will be linked to a discussion on the reality of teachers in an adverse teaching environment. The presentation will point towards further research to further understand how specific work-related demands of teachers and their complex interplay unfold in relation to teacher emotional exhaustion and ill-being and how work-related or personal resources may potentially balance such effects.

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SAERA 2018-125

LIFE DESIGN NARRATIVE INQUIRY AS A METHODOLOGY FOR SOCIAL JUSTICE EDUCATION RESEARCH WITH CHILD SEX TRAFFICKING SURVIVORS: LESSONS LEARNED

Dr A Visser – North-West University

Keywords:

Child trafficking, life design, methodology, narrative inquiry, survivors

Abstract:

All over the world today children are being trafficked for sexual purposes, and there is a dearth of primary data on the experiences of trafficking survivors. Most studies on sex trafficking report on adults and children, disregarding the fact that the definition of adult sex trafficking is different to child sex trafficking. Qualitative research regarding child sex-trafficking survivors' experiences is needed to understand their journey from being at risk, to being a victim, to being a survivor of trafficking. Qualitative research of this kind on trafficking provides valuable insights into the nature of child sex trafficking, so that researchers, policymakers and practitioners from different disciplines can understand the societal context in which trafficking takes place, how persons become traffickers and how civil society could effectively support trafficking survivors. In education, this understanding is needed to ensure qualitative engagement with this complex phenomenon to conceptualise best practices to combat child trafficking through curriculum interventions. In this paper, I discuss a synthesised methodology – life design narrative inquiry – as a way to generate primary data on trafficking survivors' experiences. The question that this paper set out to address was: 'What do reflections on the use of life design narrative inquiry as a methodology reveal about the possibilities for conducting research with child sex-trafficking survivors?' This methodology could be valuable for researchers, policymakers and practitioners in education to construct relevant and authentic education systems for social justice through which this human rights violation could be addressed. They could use life design narrative inquiry to do research with child sex-trafficking survivors to gain a deeper insight into the nature of trafficking to devise strategies of prevention through awareness to combat this form of trafficking. Reflections revealed that life design narrative inquiry is context-sensitive, takes on an individualistic perspective and leads to rich descriptions of child sex-trafficking survivors' experiences.

SAERA 2018-126

CURRICULUM DEVELOPMENT FOR SEXUALITY EDUCATION: AN ENGAGED PEDAGOGY

Miss CE Pieterse – North-West University

Keywords:

Curriculum development, engaged pedagogy, Life Orientation, sexuality education

Abstract:

In the second year of my master's study, I am exploring Life Orientation lecturers' experiences of sexuality education. Based on the research done by scholars in the field of sexuality education both in South Africa and internationally, there are some themes of sexuality education that are not being taught. Examples of these themes are, but are not limited to, the following: the rights of pregnant teenagers, viewing sex as a pleasurable act, safe sexting, non-normative genders and sexual diversity. Reasons for these themes not being taught have been the lack of training and guidelines for teaching themes in sexuality education, the conflict of personal and community values in contrast with the expectations of the curriculum, and stigmas attached to sexuality education teachers by the community and other stakeholders. To date in my study, a scholarly literature review has been conducted, as well as an analysis of the formal Life Orientation curriculum (Grades R-12). Based on this review, it has become evident that

sexuality education is addressed within four main themes: 1) health; 2) physical sexual behaviour; 3) gender, power and relationships; and 4) sexual diversity. Based on the four themes, it becomes critical to think about curriculum development for sexuality education. Often curriculum development is approached through the more dominant technical production theory perspective. However, a technical production theory perspective for curriculum development of sexuality education is not sufficient to address these themes; we need to think about curriculum development through a critical lens. This critical lens is a broad approach to curriculum development of sexuality education and calls for discomfort, chaos, conflict, challenge, communication, creative thinking, critical thinking and problem solving. To achieve this, the presentation presents engaged pedagogy as a possibility for critical curriculum development of sexuality education as it requires both parties to engage actively in a democratic classroom that heeds to the above-mentioned call.

SAERA 2018-127

MARTIN HEIDEGGER'S NOTION OF 'EVENT' AND THE MEANING OF AUTHENTIC EDUCATION

DH Griffiths – University of the Witwatersrand

Keywords:

Authentic education, event, Martin Heidegger, phenomenological transformation

Abstract:

One of the persistent and enduring questions in the philosophy of Education is: What is education ultimately for? Is it, following R.S. Peters, for “general enlightenment”? Or is it, as John Dewey and Hannah Arendt assert, the “renewal of life by transmission”? Partly, the question revolves around authenticity and the way individuals may discover and fully realise themselves through education. The issue is perennial in nature. We find, for example, Seneca writing to Lucilius around AD 62, lamenting that we learn for the schoolroom “but not for real life”, suggesting that there is often a disconnect between the institutional framework of schooling and the successful transfer of those skills and competencies into “real life”. The question then is: What makes for an authentic education? And how do we define and understand the kind of individual, phenomenological transformation necessary to realise this sense of authenticity in education? This paper wants to explore some of these questions through ideas found in the work of Martin Heidegger. A central term in Heidegger’s corpus, present from his earliest to his last lectures, is “Ereignis”, translated as “event” or “event of appropriation”. While the idea has a number of different potential interpretations, this paper focuses on reading it in a similar way to Karl Jaspers’ notion of “limit-situation” – essentially the undergoing of an event of some significance, either personal or communal, which creates self-reflexive insights, allowing the individual to gain an existential transparency on his or her life-choices and resulting worldhood. Understood in this sense, ‘authentic’ education can be interpreted as an event of sorts that builds to an irreversible shift in a person’s being and sense of worldhood – a way of revealing and opening up ways of being in the world not previously part of the individual’s conception. This paper aims to draw some of these existential phenomenological insights into the

philosophy of Education by exploring the process of education in terms of “event” and potentially offering another way of explaining what education is ultimately for.

SAERA 2018-128

CONFRONTING GENDER INEQUALITIES IN EDUCATIONAL LEADERSHIP: A CASE OF ZIMBABWE

Dr Z Moyo, Prof J Perumal – University of Johannesburg

Keywords:

Educational leadership, gender inequality, social justice, transformative leadership, women, Zimbabwe

Abstract:

The persistence of the marginalisation of women has recently dominated educational leadership research. This study examined literature on women educational leadership and management through the lens of social justice; hence, it used Shields’s (2014) tenets of transformative leadership to unearth and dissect issues of gender discrimination in educational leadership. As a catalyst of a recent systematic review of research of literature on Zimbabwean women educational leadership, the study reviewed 22 publications consisting of 17 peer-reviewed journal articles, three book chapters and two conference papers used earlier in the systematic research review. The studies were identified through a multiple electronic search of UJoogle, Google Scholar, Google, Research Gate and databases. Carefully defined eligibility criteria and search terms were adhered to, culminating in a database of 22 publications spanning from 2008 to 2017. A thematic analysis was conducted through the use of mind maps to deduce common themes. Five significant themes that dominated across the studies were traditional practices, power hierarchies, gender-role stereotyping, the underrepresentation of women and the failure of gender equity policies. The results suggest a transformation framework upon which to build further work that not only applies to the Zimbabwean education system but to any other country that has expanded its education to reach a very large portion of its population but has disregarded human rights and social justice issues. A revolution is required in order to redress persistent political, institutional, structural, economic, cultural and social inequalities and human rights violations to achieve social justice in educational leadership. Policymakers and practitioners need to be confronted to realise the importance of the culture of inclusion. Further research should be undertaken to examine the root causes of persistent gender imbalances and failure of gender equity.

SAERA 2018-129

CHANGING PRACTICE: A CASE OF A FOUNDATION PHASE TEACHER IN SOUTH AFRICA

Dr FK Kimathi, Prof CB Bertram – University of KwaZulu-Natal

Keywords:

Advanced Certificate in Teaching (ACT) programme, Foundation Phase, literacy practice change, professional learning, quintile 3

Abstract:

In South Africa, the government has invested lots of resources in the professional development of teachers. Research shows that despite the government's effort, teachers seldom change their practices as a result of attending professional development programmes. Here we present an exemplar of a teacher who did change her practice while being enrolled in an Advanced Certificate in Teaching (ACT) programme offered at the University of KwaZulu-Natal. We argue that the interplay between a self-motivated teacher and multi-dimensional professional development activities such as supportive learning resources, peer modelling, study groups and sustainable opportunities in a school can lead collaboratively to professional growth and subsequently change the practice. This study investigates what has facilitated the change in teacher Lisa's literacy practices during her professional learning period in the ACT programme. Within the 18 months of learning, six video-recorded lessons, corroborated by teacher interviews, were analysed using principles of teaching English as First Additional Language (EFAL) privileged in the intended ACT curriculum. This teacher demonstrated adequate understanding of emergent literacy theories and reading principles. As a result, she used code-switching techniques effectively, collaborated with her peers and created opportunities for learners to build their vocabulary and develop oral fluency and writing skills. Overall, the study revealed that Lisa's engagement with various professional development activities, her positive attitude, reflective approach and school support together contributed to the changes in literacy practice. While the study consisted of one case, the paper contributes to the scholarship of teacher growth by illustrating that external activities alone cannot influence teachers' perceptions and classroom changes. In addition, individual teachers need to take the initiative for their own learning within a supportive school environment.

SAERA 2018-131

DEMOCRATIC CITIZENSHIP EDUCATION IN SOUTH AFRICAN SCHOOLS: TEACHERS' PRACTICES AND PERSPECTIVES*Mrs CJ Rock – University of Stellenbosch***Keywords:**

Citizenship, democracy, pedagogy, practice

Abstract:

School curriculum policy, politics and education practices in South Africa continue to form part of a contested debate. Since the advent of democracy, government policy documents and curriculum guides have attempted to give shape to, and provide a framework for, the teaching of democratic citizenship education in schools. Similarly, "democratic citizenship education" as a concept has been explored internationally and has broadly focused on the impact of globalisation on citizenship education, citizenship curriculum content (who it is for and who it is by) and the role of citizenship education in promoting critical and active citizenship (UNESCO, 2014). This paper examines which concepts, strategies and tools teachers draw on to develop their practice of democratic citizenship education in their classrooms or schools. It argues that it is through the teachers' practices, perspectives and lived experiences in the classroom and school environments that policy endeavours and ideals for, about and through democratic

citizenship education are given meaning and agency. Drawing on interview data of eight practising life orientation teachers in their first five years of teaching, from a qualitative research study, the results indicate that a better understanding is required of how teachers address democratic citizenship education *in practice* in schools in South Africa. The results also indicate a need in teacher education curricula to prepare teachers more sufficiently for the demands of delivering democratic citizenship education, and aim to remain relevant, responsive and authentic. The paper argues that it is critical that these gaps are addressed, given that teachers are at the heart of enacting and translating the ideals of citizenship education in schools and ideally placed to critically engage the youth of today on citizenship knowledge, skills, values and aptitudes. In so doing, the debate on curriculum transformation will be enhanced and new opportunities and policy-practice networks can be developed to support the teaching and learning of democratic citizenship education in South African schools.

SAERA 2018-132

GRAPPLING WITH WHITE SUPREMACIST THINKING AS AN IDEOLOGICAL OBSTACLE TO DEEP TRANSFORMATION WITHIN SOUTH AFRICAN UNIVERSITIES

Ms JE Carlse – University of Stellenbosch

Keywords:

Ideology, transformation, universities, white supremacist thinking

Abstract:

As is evident from the debates that have stemmed from the national protests that have characterised the South African university sector since 2015, black students and academics are questioning the continuing exclusion and injustices – structural, educational and socio-economic – that they encounter on a daily basis. They are questioning why their diverse realities have not been adequately acknowledged within the post-apartheid ‘democratic’ higher education system. The higher education sector remains a stark reminder of how dehumanising racist ideologies have been etched into the collective consciousness of South Africans, where even post-1994 black students have had to endure substandard institutions of learning or (in the search for quality) assimilate into dominant white institutional cultures that disregard their languages, cultures and lived experiences. There is, therefore, a need for a radical mindset shift, one that before any other goal, aims to confront the roots of racial dehumanisation, and universities as the ‘creators of knowledge’ have an integral role to play in enacting this paradigm shift. In this paper, I argue that the racist ideological underpinnings of white supremacist thinking, since its colonial inception in the late 19th century and its appropriation for apartheid ended in the 20th century, continues to pervade our higher education system. This ideological stronghold has continued into our democracy, largely due to reform within the sector focusing largely on the structural dimensions of change (new institutional landscape, metrics-driven policy goals and neoliberal aspirations toward economic growth), while perhaps not paying enough attention to the deep-seated ideological beliefs and trauma that inform the very ontologies and epistemologies of these institutions. I would, therefore, like to propose that deep transformation is hindered when a predominantly structural approach is utilised in addressing challenges of

exclusionary institutional cultures, and that acknowledging the psychological means by which the ideology of white supremacist thinking has birthed and moulded our institutions and mentalities, both consciously and subliminally, has much to offer in terms of strategies for transformation within our universities.

SAERA 2018-133

MOVING TOWARDS COST-EFFECTIVE DELIVERY MODELS OF TEACHER COACHING: EVIDENCE FROM FIELD EXPERIMENTS IN SOUTH AFRICA

Dr J Kotzé, Dr SGS Taylor – Department of Basic Education, Prof B Fleisch – University of the Witwatersrand

Keywords:

Coaching, information and communication technology (ICT), English as First Additional Language, randomised control trial, structured pedagogy

Abstract:

Structured learning programmes have emerged as a promising way to address the low learning levels observed in many developing countries. The delivery model of these programmes matters, and on-site teacher coaching has been recommended to be highly effective, especially in early grade literacy. In this paper, we report on a series of government-led randomised experiments in South African primary schools that build on one another to test various models of teacher training and coaching. We find that sustained on-site coaching is more cost-effective (0.41 SD increase in test scores per USD 100) than either short coaching interventions (no significant impact) or centralised teacher-training workshops (0.23 SD increase in test scores per USD 100). The ability to scale on-site coaching, however, is an open question. In the latest experiment, therefore, a virtual coaching programme was compared to on-site coaching. The on-site coaching entailed a specialised reading coach providing regular on-site support to teachers in a classroom, whereas the virtual reading coach provided regular specialised support through cell phone messaging, phone calls and videos. The focus of this paper is on the midline evaluation results from this experiment. After one year of intervention, virtual coaching was no less effective than on-site coaching at improving both the instructional practice of teachers and the targeted literacy outcomes of children. Classroom observations indicated that instructional practice has changed in noticeable ways in both intervention groups. There was an increased use of English in lessons by teachers and learners, a more systematic approach to the development of vocabulary (focusing on using words in context) and teachers in the intervention groups were more likely to spend less time on their lesson preparations than teachers in the control group. This points to the potential for technological innovations to enable a wider rollout of coaching programmes, even in contexts where teachers are not familiar with new technologies.

SAERA 2018-134

RESPONSE TO A NATIONAL ASSESSMENT: THE USE OF PRIMARY TEACHER EDUCATION PROJECT ASSESSMENT DATA IN SOUTH AFRICAN HIGHER EDUCATION INSTITUTIONS

Dr JK Alex – Walter Sisulu University, Mr J Maseko – University of Johannesburg, Ms JK Ramollo, Dr MQ Moloji – Tshwane University of Technology, Prof N Roberts – University of Johannesburg

Keywords:

Assessment, institutional change, primary mathematics teacher education, South Africa

Abstract:

The Primary Teacher Education (PrimTEd) Project is a collaboration between all the universities in South Africa in response to a call for more relevant, responsive and authentic approach to pre-service primary teacher education. It is in pursuit of developing sets of common core standards, materials and assessments of knowledge for teaching primary mathematics. The work began in 2016 and different work streams were responsible for developing core standards in the major mathematical concepts. A common test was developed to assess the students' mathematical knowledge and first-year students in seven institutions took part in the mathematics test (n=1,177) in the first semester of 2018 after it had been piloted in selected institutions in 2017. The purpose of the assessment was to improve the impact of the BEd programme through obtaining feedback on student teacher attainment in each year of implementation. Subsequent to it, an online survey was conducted to check whether the PrimTEd data have contributed meaningfully to the practices by different role players such as lecturers, students and the institutions. The survey questionnaire had open-ended questions on the motivation for participating in the assessment and also on the lessons learnt from participating in the PrimTEd assessment. The theoretical framework for the survey research is based on the scaffolded apprenticeship model, which builds upon research literature on learning, assessment and institutional change to address challenges in teaching and learning contexts. It was envisaged that the results from the assessments would allow programme designers and lecturers to reflect on and improve the programme over time and have some sense of how their students perform compared to a national dataset. It has been noted from the survey that the data have actually caused different role players to think, plan, teach and work differently for the benefit of the future teachers of primary mathematics in South Africa.

SAERA 2018-135

TEACHING TEACHERS TO BE: WHAT COUNTS AS CORE PRACTICES IN TEACHER EDUCATION?

Prof E Mavhunga, Dr E Ojo, Ms M Makhechane – University of the Witwatersrand

Keywords:

Core practices, teacher professional knowledge

INTRODUCTION:

Classroom practice is a complex practice that has captured research for many years. There is a growing shift of research from a predominant focus on specifying the necessary knowledge for teaching towards specifying teaching practices that entail knowledge and doing (Zeichner, 2012). In our view, this shift displays different sides of the same coin. In other words, these different sides are about quality professional teacher knowledge for teaching and the competence or practices to use professional knowledge in practice. We see these as aspects that could be regarded as core practices that should be discipline-based. The same view is expressed by the core practice movement that is calling for disciplines to reflect and make explicit the practices and pedagogies they consider to be most essential to efficient teaching. Thus, the overarching question we ask is, 'What pedagogies should be considered as core practices for effective teaching, and what features would make such core practices discipline- or topic-specific?' To answer this, a set of three interrelated studies, accompanied by a discussant for each, is presented as a panel presentation. In common across these studies is the effort to highlight captured teacher knowledge and action for consideration as discipline-based core practices for teaching and, thus, learning to teach.

Presenter 1: A TOPIC-SPECIFIC PEDAGOGICAL CONTENT KNOWLEDGE (TSPCK) CASE WITH CHEMISTRY EDUCATION

This study asked, 'If TSPCK is widely recognised as the important teacher professional knowledge for teaching science topics, which features make it possible for consideration as a core teaching practice? This paper presents the findings of a study that traced the development of TSPCK in physical science pre-service teachers (PSTs) in two chemistry topics: the particulate nature of matter and chemical equilibrium. The study was located in a third-year methodology class with an explicit objective to develop the TSPCK of PSTs. Thirty-six physical-science PSTs were first exposed to an explicit intervention, aimed at developing TSPCK in the topic 'particulate nature of matter'. The data collected captured the efforts of the PSTs in pedagogical reasoning and transforming the content of the two topics. Evidence of explicit pedagogical transformation of content knowledge in both topics are made explicit. The findings point to competence in drawing interactively on knowledge of multiple components when formulating responses or explanations. Features of TSPCK that could be considered as part of core teaching practices are presented.

Presenter 2: MAKING SENSE OF THE CONCEPTIONS OF TEACHING INTRODUCTORY ECONOMICS

Economics is a disciplinary theoretically based subject taught at undergraduate and postgraduate levels at universities globally. However, the literature points to poor student performance at tertiary level globally (Dalziel, 2011), as is also the case in South Africa. The dismal performance of South African university students in economics links to one of the broader challenges of increasing access and improving throughput and retention, which are key elements of an ongoing national discourse in South African higher education. In view of this challenge, this study presents the six conceptions of teaching introductory economics in South African higher education, presenting the case of teaching the subject at a research-intensive, South African university. At the heart of presenting these conceptions of teaching, is the infusion

of an educationalist's perspective into the debate, helping us to argue for their consideration as part of core teaching practice within the field of economics education. The first study explored theoretical construct of Topic-Specific Pedagogical Content Knowledge (TSPCK) as a pedagogical-conceptual tool used in teaching pre-service teacher how to teach chemistry topics. The second study, on the other hand, explored and made explicit the conceptions of teaching an introductory economics education course. The third study determined elements of TSPCK that influenced the quality of teacher professional knowledge developed by Postgraduate Certificate in Education (PGCE) students. The fourth paper is a review and presentation of the meta-analysis emerging from the three papers

Presenter 3: CORE TEACHING PRACTICES IN TEACHING CHEMISTRY: A CASE WITH PGCE STUDENTS

Teaching is an unnatural process that requires consistent effort. The debate in science education is about which core teaching practices should be taught to PGCE students, given that they are a unique group of prospective teachers. They have completed a non-teaching qualification and decided to switch to teaching as a career. This study examined their acquisition of TSPCK in chemical equilibrium within the constraints of time in their course. Eight PGCE students were exposed to explicit teaching, over six weeks, on how to teach chemical equilibrium. Their developing efforts were captured, using qualitative descriptive tools such as CoRe. Three of the students were followed into classroom practice, where they each delivered two lessons on chemical equilibrium. Evidence of pedagogical transformation of content knowledge was extracted and analysed through qualitative in-depth analysis. The findings revealed that the interaction of components of TSPCK, such as curricular saliency, representations and learner prior knowledge was abundantly present in their teaching. In addition, the competence to spontaneously generate teacher responses with such interactions in provided teacher responses during a lesson was noted. We present discussions on the features of TSPCK that make it favourable for consideration as a core teaching practice.

A REVIEW OF MULTIPLE CASES

A discussant will pull the findings from the three studies and present a case for the value derived when disciplines identify the core teaching practices to be nurtured and developed by prospective teachers in the field.

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SAERA 2018-137

WHAT UNIVERSITY HISTORIES FOR UNIVERSITY TRANSFORMATION IN SOUTH AFRICA?

Dr KA Agbedahin – University of the Free State**Keywords:**

Decolonisation, higher education institutions, post-apartheid, transformation, South Africa, university histories

Abstract:

This paper examines the nature of university histories for the transformation of South African universities. Recent student-led protests across South African universities, which seemingly focused on issues related to fees, actually were a crusade for the post-apartheid transformation of the higher education system. Accordingly, the current scholarship on higher education institutions has been dominated by debates germane to the transformation and decolonisation of higher education institutions. One common characteristic of these conversations is the lack of emphasis on the nexus between university histories and the transformation of universities. This scholarship has faintly attempted a rigorous discourse on the relevance of university histories to transformation. This paper joins this conversation by building on a recent work of Strydom (2016) that presents most histories of South African universities as commemorating histories, written for marketing goals, thus failing to expose stubborn systemic issues for transformative strategies and praxes. The paper argues that the successful transformation of universities, should be informed by authentic histories of these universities; such histories should be informed by research. The onus is on the universities to research themselves for local and global relevance. These histories should be written, owned, discussed and utilised for the betterment of the university community and humanity. The policies guiding the management of universities have been nurtured and influenced by specific historical factors, events and goals, which should be delved into. The paper also submits that political changes of university policies without adequate analysis and understanding of the historical contexts that have engendered such policies may lead to cycles of counterproductive disruptions and dislocations. Besides, university histories for transformation should not be restricted to broader categories, such as historically black universities or historically white universities; the focus should also be on individual universities.

SAERA 2018-138

RESEARCH THAT IS REAL AND UTOPIAN***Dr LR Botha – University of the Witwatersrand*****Keywords:**

Expansive learning, formative interventions, learning lab, real utopias

Abstract:

This paper reflects upon the theoretical and practical application of a research intervention at a secondary school in Johannesburg. It is based upon the experiences and reflections of one of five research teams that form part of a larger project that is investigating the indigenising of aspects of the secondary schooling curriculum through interventionist research carried out at several schools in Johannesburg and Pretoria. The paper draws on the processes, challenges,

achievements and insights that the research team members have gleaned from the conceptualisation and execution of the research project.

The analyses of these research experiences and processes will be framed by Erik Olin Wright's idea of real utopias, which he explains as "holding on to emancipator ideals without embarrassment or cynicism [while remaining] fully cognizant of the deep complexities and contradictions of realizing those ideals" (2012, p. 3). Using this framework, I will outline the ideological and methodological ideals that informed the research, the realities that were encountered during the execution of the research project and possibilities for developing transformative alternative research practices and principles that are more considerate of the realities and potentials of the educational contexts in which we do research. In this regard, the theory and practice of formative interventions, and the Learning Lab research intervention in particular, are discussed as the chosen methodology for the research team. The way in which the researchers sought to further inform their research with indigenous methodological principles is also critiqued in relation to their moral and transformative intent. This is elaborated upon in terms of developing an alternative model for research within school contexts, and perhaps for knowledge development more generally. With regard to the latter, it is shown how the process of expansive learning can be employed in the pursuit of alternative and transformative research principles and practices.

SAERA 2018-139

TEACHER AGENCY AND THE IMPORTANCE OF SOCIAL COHESION RELATED CONTINUING PROFESSIONAL DEVELOPMENT PROGRAMMES IN POST-APARTHEID SOUTH AFRICA

Ms JL Raanhuis – Cape Peninsula University of Technology, Prof YM Sayed – Cape Peninsula University of Technology / University of Sussex, Y Omar – University of Cape Town

Keywords:

Continuing professional development (CPD), post-conflict, social cohesion, South Africa, teacher agency, teachers

Abstract:

Teachers and the quality of teaching are fundamental for democracy, peace, the reduction of conflict and building social cohesion (Sayed et al., 2017). The roles of teachers are essential in shaping learners' identities, especially as teachers are seen as positive role models (Barrett, 2007; Sayed et al., 2017; Smith, 2010). However, in post-conflict contexts, it is important to understand the dual role of teachers, as teachers might have been both perpetrators and victims of conflict and violence (Horner et al., 2015; Ndagaga et al., 2017; Sayed et al., 2017). Therefore, the professional development of teachers in South Africa is crucial in ensuring that the manner in which teachers exercise their agency is directed towards promoting respect, peace and social cohesion. As the current scholarship on Continuing Professional Development (CPD) programmes for social cohesion is very limited, this paper addresses this gap by focusing on the development of teachers' agency related to social cohesion through CPD programme attendance. This paper derives from a doctoral study that investigated teachers' experiences

and understandings of CPD programmes for social cohesion in South Africa, and juxtaposes these views alongside programme designers' perspectives of the programmes. The paper draws on empirical evidence of three selected CPD programmes that have been facilitated in the Western Cape in 2017 and focuses on the ways in which the three selected CPD programmes have enabled or constrained high school teachers to support social cohesion practices in their classrooms. The full dataset from which the paper draws comprises document analyses, semi-structured interviews with 30 teachers, eight principals, policymakers, three CPD programme managers and three facilitators, complemented with data from three CPD programme observations, 30 teacher surveys and classroom observations. The paper contends that CPD programmes for social cohesion vary markedly in terms of programme intention, pedagogy and outcomes, and suggests that this does not promote a coherent approach to national social cohesion. The paper further argues that in order for social cohesion to become embedded in teachers' classroom practices, it is crucial that teachers undergo rigorous ongoing professional development through programmes that are specifically related to social cohesion imperatives. This development should include practical strategies that will enable teachers to teach in a wide range of schooling contexts. The paper concludes with some recommended improvements for the development of CPD programmes for social cohesion in South Africa.

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SAERA 2018-140

WOMEN IN HIGHER EDUCATION: STORYTELLING FROM THE OPPOSITIONALISTS AND THE OTHER

Dr FP Khanare, Dr DP Larey, Dr N Gcelu – University of the Free State

Keywords:

Counter stories, critical race theorists, identities, ingroups or outgroups, pedagogical practices, women in higher education

Abstract:

The aim of this paper is to give voice to and the perspective of three black women with vastly different backgrounds in the context of a South African university. Through their narratives as the outgroups, they offer their tales as a kind of counter reality. By these tales from personal experience, they provide a shared reality about black women's status in a context where they have to survive and free themselves. Through these stories, the three women display a certain kind of consciousness, which has been suppressed, devalued and abnormalised to marginalise their potentials. The pursuit of stories, with an emphasis on the three women's past experiences, can offer them a renewed appreciation for who they are, as well as a clearer sense of who they can become. Telling stories about their everyday experiences will, hopefully, contribute to a new critical understanding of what it means to be a black woman in academia and increase the discursive space for telling stories. Stories have the power to create a new authentic identity, an identity made stronger and more resilient because it braids together what

is different and the other. Drawing from a blended conceptual and theoretical foundation consisting of the asset-based approach, the study used the method of counter stories, developed by critical race theorists as a powerful means of dismantling presuppositions and received wisdoms of the ingroups. The women are engaged in a collaborative struggle to find themselves as they reconstruct the world and simultaneously create a space for developing other women's confidence and leadership skills. Stories can open new windows into reality and show us that there are more possibilities for life, other than the ones we live. The paper shows how these academics' multiplicity of identities informs their pedagogical practices in possible new environments.

SAERA 2018-141

TEACHING WITH TECHNOLOGY: EXPERIENCED FET PHYSICAL SCIENCE TEACHERS' LIVED EXPERIENCES IN THE DIGITAL AGE

Dr O Koopman – Cape Peninsula University of Technology

Keywords:

Facebook, Further Education and Training (FET), e-technology, m-technology, Physical Science, YouTube

Abstract:

This phenomenological study investigates the lived experiences of 'experienced' Physical Science teachers in the digital age to gain a deeper understanding of the teachers' pedagogies. To this end, the following main research questions were investigated, that is: (i) Is Information and Communications Technology, such as Internet (e) and mobile (m) technology, high on teachers' agenda in the preparation and delivery of their lessons? and (ii) How do they integrate innovations that leverage the potential of e- and/or m-technologies in their lessons? This study, which is situated within a phenomenological paradigm, purposively selected six Further Education and Training (FET) Physical Science teachers. Interviews and field notes were the main sources of data construction to elicit rich descriptions of their experiences about and with technology. The first part of the interview focused on the teachers' pedagogical approaches and what their views are about the use of e- and/or m-technology, such as YouTube, Podcasts, WhatsApp, Snap Chat and Facebook, in their lessons and post-lessons. The second part of the interview focused on how they integrated technological tools in the design and presentation of their lessons. Theoretically, the study draws from Short, Williams and Christie's (1976) theory on social presence in telecommunications, as well as Daft and Lengel's (1986) media richness theory. The findings reveal positive views and attitudes towards e- and m-technologies and that the teachers used both open distributive and e-learning platforms. YouTube was commonly used for their lesson preparations but very little attention was given to m-learning in their classrooms. The findings have implications for the training of both pre-service and in-service teachers for developing the teachers' knowledge of integrating e- and m-technologies in their pedagogical discourse.

SAERA 2018-142

PrimTEd NATIONAL LANGUAGE ASSESSMENT CREATION AND APPLICATION

Prof N Roberts – University of Johannesburg

Keywords:

Assessment, Core Academic Language Skills Instrument (CALIS-I), primary, primary teacher education, teacher education

Abstract:

By the end of 2018, the Primary Teacher Education (PrimTEd) project will have completed year two of a four-year project of the Department of Higher Education and Training (DHET). This paper focuses on the language component of the assessments stream of the PrimTEd project, which focuses on the development of language capacity in prospective primary teachers as they enter and exit primary teacher education. More specifically, this paper outlines the first stage of developing language assessment, discusses the problems and progress associated with the assessment and outlines a plan for fine-tuning these instruments in the second stage. Building on the work already being doing at the University of Johannesburg, the researchers decided to adapt an American language test Core Academic Language Skills Instrument (CALIS-I), developed by Uccelli, Barr, Dobbs, Phillips Galloway, Meneses and Sánchez, to suit the South African academy. The CALIS-I was “designed to measure high utility academic language skills hypothesized to support reading comprehension across the content areas in Grades 4 through 8” (Uccelli, Barr & Galloway, 2016). Core concepts measured by the test include the following: unpacking dense information: complex words and complex sentences; connecting ideas logically; tracking participants and themes; organising analytic texts; understanding metalinguistic language: interpreting writers’ viewpoints; and recognising academic register. This paper discusses the adaptations of the CALIS-I, including both adjustments in cultural content and formatting for an online platform. It addresses both the technical elements of developing and administering online testing tools, as well as more pedagogical aims linked to the potential improvement of primary teacher education at a national level, as well as at individual institutions. Furthermore, it addresses the feasibility of CALIS-I as an assessment tool for primary teachers in training and makes recommendations for the adaptations of the assessable items relating to the core concepts and difficulty levels.

SARA 2018-143

RETHINKING UGANDA’S MOTHER TONGUE POLICY IN EARLY CHILDHOOD EDUCATION: JUSTICE OF VIOLENCE TO CHILDREN?

Dr DE Oryema – Uganda Management Institute

Keywords:

Justice, mother tongue, policy, violence

Abstract:

This article argues that as much as the Ugandan government insists on the use of the mother tongue as the medium of instruction in early childhood education, in the belief that children better understand concepts taught in their first language, this idea must be treated with caution

as the presumed good may turn out to be violence to the children. The aim of the article is to investigate the effect of teaching in the mother tongue on the public perception of children's education. It uses a case study design with data collected from stakeholders of selected schools in the Nebbi District in Northern Uganda, using interviews, focus group discussions and a documentary review, which were analysed qualitatively using content analysis. The participants in this case study consisted of parents, teachers and community leaders. The findings from this study draw attention to the perception that parents, teachers, the business community and civil servants have about the presumed "good" of this policy. Teachers have complained that many English concepts are not fully captured in the local languages. They have also argued that late access to English delays the proper understanding of English among children, yet Primary Leaving Examinations (PLE) are conducted in English. Parents argued that they noticed the embarrassment and lack of confidence that their children developed later in attempting to speak English for the first time in middle primary due to fear of making mistakes. They also insisted that they noticed the stagnation of their children in trying to speak English while thinking according to the rules of the local languages. Community leaders expressed their fears for the limitations these children would suffer in the globalised world if they were weak in international languages, such as English, and strong only in a local language that was already limited. Consequently, many financially capable parents have withdrawn their children from government schools and taken them to private schools that teach in English right from the early stages of education. The degrading rating of and inferiority associated with children taught in their mother tongue, which may be unfair, constitute violence to these children. This article, therefore, recommends that the mother tongue should be taught as a subject in early childhood education but not be used intensively as the medium of instruction. It encourages explanations of complicated terms for children in their mother tongue to bridge any perceived gap but not entirely eliminating instructions in English from early childhood education.

SAERA 2018-144

UNDERSTANDING MY TEACHER LEARNING HISTORY THROUGH A CRITICAL PEDAGOGY LENS

Mr TP Ndaleni – University of KwaZulu-Natal

Keywords:

Collaborative learning, cultural diversity, praxis, self-study, social justice, teacher learning

Abstract:

Teacher learning is important in the acquisition of teaching knowledge that will provide teachers with skills of equipping students with learning skills and emancipatory knowledge. There are suggestions in the literature that for teachers to take part in efficient and effective learning, critical pedagogy should form the core of their learning. Another dominant view is that if teachers adopt critical approaches of learning, their students will do likewise. Since language is transverse across the whole school curriculum, the teachers of language are fundamental in the application of critical pedagogy across schools. This paper presents the trajectory I used to explore the influence of my learning history in my practice as an isiZulu-speaking English language teacher. To assist me in the research project, I invited nine teachers who had vast

experience in teaching English to learners whose home language was isiZulu. Hence, the task was a collaborative personal history self-study, during which I investigated my own English teacher learning, using the contribution of five other isiZulu-speaking teachers of English language as participants and four critical friends. To generate data, I adopted a qualitative methodology that combined the use of textual formats and the arts-based self-study research strategies. Each of the teacher participants, my critical friends and I reflected on his or her past and present history of learning English. The key findings were that family members, friends, fellow community members, institutes of education and fellow teachers have a significant role in the process of teacher learning. In addition, the collaborative self-study revealed that teacher learning occurs better when the learning procedures of teachers entail active participation. Critical thinking in an atmosphere that promotes equality and equity among the mentors and mentees emerged as a core factor. Hence, in conclusion this article recommends that critical pedagogy must underpin teacher learning to enhance language teachers' competence in English.

SAERA 2018-146

**'I DON'T USE TECHNOLOGY – I PREFER TO TALK TO MY LEARNERS':
SELECTED EXPERIENCED SOUTH AFRICAN ACCOUNTING TEACHERS' USE OF
INFORMATION AND COMMUNICATION TECHNOLOGY IN THE CLASSROOM**

Dr KJ Koopman – University of the Western Cape

Keywords:

Accounting teachers, Further Education and Training (FET), information and communication technology (ICT), phenomenology, thinking

Abstract:

The aim of this study was to examine two philosophical accounts of thinking, namely: (i) What drives the instructional discourse of experienced Further Education and Training (FET) Accounting teacher in South Africa? and (ii) What shapes the experienced FET Accounting teacher's thinking in the use of information and communication technology (ICT) in the classroom? In my search for answers to these philosophical ways of thinking, one of my respondents emphatically stated that he did not want to use technology but preferred to speak to his learners. This phenomenological investigation sought to unearth why an unconscious affinity (that is, not to use ICTs effectively in their classrooms) existed in the minds of all the respondents in this study. To this end, five experienced FET Accounting teachers were purposively selected and interviewed to elicit rich descriptions of their teaching experiences over the past 20 years. Three of the five participants teach at historically disadvantaged schools, while the other two participants teach at historically advantaged schools. The interviews consisted of two parts. To set the ground for meaning and significance of their historicity, the first part of the interview focused on a discussion of their childhood educational experiences at school and their training as pre-service teachers. The second part of the interview focused on their use of ICTs in the classroom. Theoretically, this study is situated in three phenomenological-philosophical paradigms, that is, Husserl's lifeworld theory, Heidegger's *Dasein* and Merleau-Ponty's notion of the 'lived body'. The findings reveal that there seems to

be much ambivalence in the minds of the respondents about the value of the use of ICTs in the classroom which, in turn, opens up a negative disposition towards the application thereof. Furthermore, the findings show that this negative disposition has its roots in the way the teachers were trained both as learners and pre-service teachers. This paper shows how old ways of thinking, being and doing suppress new ways of thinking, being and doing.

SAERA 2018-147

ADVANCING KNOWLEDGE, ACTIONS AND DISPOSITIONS IN TEACHER EDUCATION: REFLECTIONS ON CURRICULUM DESIGN IN A PGCE PROGRAMME

Prof MA Fataar, Dr N Edwards, Dr K Ontong, Prof M Robinson, Dr J Joorst – University of Stellenbosch

Keywords:

Conceptual coherence, pedagogical knowledge, programme design, teacher education

Abstract:

This panel introduces a set of reflections emerging from faculty-based conversations aimed at establishing course coherence and conceptual linkages on a newly implemented Post-Graduate Certificate in Education (PGCE) programme in the Faculty of Education at Stellenbosch University. The premise of the conversation was that the course design for the new PGCE programme lacked a conceptual language for achieving course coherence and integration. This resulted in a 'collection code' (Bernstein, 1991) design as the dominant mode of course design in respect of which the various modules of the programme were designed as separate constructions, leading to a relative lack of coherence and difficulties around modular integration, as well as pedagogical fragmentation. The panel outlines the attempts of five colleagues to move to an 'integration' mode of course development, through introducing to one another the conceptual language and pedagogical concerns that inform each of their modules. Working from the assumption that the practice of teacher education requires attention to epistemology, ontology and methodology, the members of the panel outline how particular forms of knowledge, actions and dispositions are advanced in each of their modules. The presentation on Science Education addresses the concern that the content knowledge of Bachelor of Science graduates is based on learning within the discipline that is very theoretical and practical-orientated. As students navigate from this learning sphere to become novice science teachers, they need to acquire a certain pedagogical repertoire. The presentation outlines how the lecturer attempts to scaffold their learning by utilising simulations in teaching Physics and Chemistry, asking the focal question: Do the work and responses of the students provide evidence of the understanding of concepts or ideas when using simulations in Physics? Moving to Geography Education, the second presentation focuses on the 'disjuncture' between university and school geography, and the implications thereof for teacher learning, in order to help student-teachers to understand and 'cope' with a rather 'fragmented' geography curriculum awaiting them in schools. Adding to the complexity of the knowledge agenda are contemporary environmental issues that challenge teacher-educators even more in gaining a conceptual grasp of what geography education ought to be. The presentation poses several questions such as the following: What is school geography really for? What type of (geographical) knowledge

should be considered that would equip student-teachers with an adequate intellectual toolkit to respond to these challenges in practice? And thirdly, how could this type of knowledge be mediated across the spatialised tension between academic geography and school geography? The presentation includes a few practical examples from a PGCE module (Geography Teaching). The third presentation focuses attention on values and dispositions, outlining the purpose and design of a module entitled Practical Learning. Tasks and lectures in this module are designed around the framework of productive pedagogies, in particular the pillars of recognition of difference and connectedness. The module includes active encouragement of students to seek school placements in a variety of contexts, structured observation tasks that encourage reflection on the relationship between schools and society, and invitations to teachers and educational organisations to share stories of resilience in various school contexts, as well as case studies and a problem-based approach to learning. The paper outlines students' observations of the impact of socio-economic factors on teaching and learning, and asks whether such an approach can embed practical tools for classroom practice within the deeper purposes of situated judgement and ethical agency. The fourth and fifth presentations both concern themselves with the notion of 'teacherly becoming'. The argument is made that learning to become a professional teacher involves not only what the students are learning but also who they are becoming. Examples are given of student assignments that invited students to draw on the module readings and class discussions to consider their positioning as intentional or unintentional bearers of the past, to consider how their emerging reflexivities as student teachers are influenced by their personal and educational backgrounds, and how these affected their becoming as student teachers in the PGCE. The argument is made that modules that prepare student teachers for the complexity of the teaching profession and interaction with their learners will be more productive if opportunities are provided to engage reflexively with aspects of their 'being and becoming' as pre-service teachers. Against the background of concerns about violence against teachers in South African schools, PGCE students increasingly express the fear of not being adequately prepared at university to navigate through the 'dangers' in schools. The final paper reflects on the lecturer's attempts to work with students on such anxieties, within a context of time constraints and rigid institutional expectations. The panel concludes with the hope that these informal conversations will engender the appropriate social relations necessary for further conversation, while at the same time moving the deliberations into the arena of a research-informed conceptual approach that would translate into productive curriculum development work.

SAERA 2018-149

A CRITICAL REFLECTION ON ENTREPRENEURSHIP EDUCATION IN THE CURRICULUM: A CASE FOR MAURITIUS

Dr N Sheik Abbass, T Cook – Mauritius Institute of Education

Keywords:

Curriculum, curriculum development, entrepreneurship education, secondary schools

Abstract:

What constitutes a sound secondary school curriculum for entrepreneurship education for the Mauritian youth? The relationship between a sound curriculum and quality learning is understandably direct and can potentially put quality learning under a research lens. The above question can drive to other questions, such as the following: What constitutes quality entrepreneurship education and why could it be so important? Does the curriculum design and production of learning materials affect the entire process and, therefore, the numbers and choices of youth to embrace their career pathway? The purpose of this paper is to examine critically the development of entrepreneurship education, its framework in the secondary school curriculum and its impact on learners' motivational processes related to entrepreneurial careers at the dawn of a major reform in the Mauritian education system. In total, five groups of interconnected stakeholders in the local context have been invited to complete a questionnaire – policy makers, curriculum developers, educators, learners and the industry. Twenty-five schools have been visited for classroom observation. They were asked to indicate their contribution in the curriculum design of the entrepreneurship education in the roles and functions they undertake, which indicated their direct or indirect involvement in the design of the programme. For the purpose of this study, the didactic model of entrepreneurship is used to substantiate the analysis. The findings show that the involvement of stakeholders in the development of curriculum and learning materials is a driving force to better plan and conduct classroom activities that enhance learners' interest and development for their future decisions at different levels. However, the research reveals other elements that affect curriculum development and the effective learning and preparation of youth to confront their future. The research is limited to Mauritius, and the development of entrepreneurship education in other systems has not been brought under purview. This study suggests that curriculum development, instructional design of entrepreneurship education, learning materials and pedagogical approaches to teaching entrepreneurship are issues that curriculum developers may need to revisit and update if the economic benefits of entrepreneurship are to be fully realised. No research has been undertaken so far on the new entrepreneurship education curriculum; so this paper will help to address future challenges in the curriculum.

SAERA 2018-150

THIRD-SPACE: FRESHMEN'S TEACHING AND LEARNING THRESHOLD CONCEPTS OF ACID-BASE CHEMISTRY

Ms C Kampamba – University of the Witwatersrand

Keywords:

Acids-bases, community of practice (CoP), liminal, structure, threshold concepts

Abstract:

The paper describes threshold concepts (TCs) of the Arrhenius, Bronsted-Lowry and Lewis acids-bases and struggling freshmen's experiences to internalise TCs. Acids-bases as a concept is taught from primary school through to graduate school. This makes acids-bases a basic and important component of chemistry because they explain many features of chemical compounds. For instance, the acids-bases reaction produces a reacted concept "neutralization", which leads to an experimental theme – "titration" (Munegumi, 2013). Students come from

diverse cultural, economic, gender, age, language and intellectual backgrounds. Lecturers and students cross boundaries to come to the university, which is different in culture, agency and structure. Boundaries exist in structures between the students' and the lecturers' communities of practice (CoPs). Boundary crossing involves encountering differences entering into a territory with which we are unfamiliar and, to some extent, unqualified for (Toumi-Grohn, Engestrom & Young, 2000). The intersection of the CoP is the unfamiliar territory and is referred to as a "third space". A third space is a form of "liminal or in-between space". The classroom is a liminal or third space, where teaching and learning of TCs take place. TCs are chief cornerstones that hold the subject together theoretically and practically (Land, Cousin, Meyer & Davies, 2005). TCs are doors or portals that open into a new level of understanding that was not accessible before and without which a person cannot progress. Mastering TCs brings forth transformation in thinking, attitude, identity and conceptual understanding (Land & Meyer, 2003). Liminal space is also a space of creativity, but creativity does not happen in isolation; it happens in interplay with one's peers and the larger context one inhabits. It is a place where people may get stuck. They get stuck when they fail to cope with the integration of the concepts (Lave & Wenger, 1991). The transition could be stressful, depressive, frustrating and emotional. Hence, Bourdieu (1977) describes the classroom as a "contention" and Wenger (1990) as a "one-to-one combat" where students participate according to rules. To address this problem, we employ structural-functionalism and the integration theory, which compares society to the way an organism relates to its overall system when the balance is disturbed, its growth as a continuous joining of union groups, and experiences of integration and differentiation (Harper, 2011 citing Comte & Lenzer, 1975). The theory explains the needs, structures and interrelationships of the university and the classroom. The theory explores the challenges that may be prevailing in institutions and classrooms that force students to drop out.

SAERA 2018-151

REFLECTIONS ON (RE)DESIGNING FOR DECOLONIALITY IN LITERACY EDUCATION

Dr A Ferreira, Dr M Prozesky – University of the Witwatersrand

Keywords:

Conscientisation, decolonisation, decolonial curriculum design, literacy education, relevance, parochialism

Abstract:

What is involved in *decolonising* a course on literacy and literacy education? What would the curriculum design and pedagogy of such a decolonised course look like? Since the work of decolonising literacy education remains, for the most part, still to be done, these are open-ended questions. Perhaps the best we can say is that, at the moment, decolonised education should be understood as "developing dispositions for not yet contemplated ways of thinking" (Nakata et al., 2012). This paper argues that a curriculum design that aims to be decolonised and decolonising has to accomplish two delicate balancing acts simultaneously. The first requires finding a balance between ensuring local relevance on the one hand and, on the other, avoiding parochialism, so as to evolve what Mbembe (2015) calls "a horizontal strategy of

openness to dialogue among different epistemic traditions". The second balancing act entails, firstly, mounting a sustained critique of existing colonial structures and effects, while simultaneously not neglecting the hard-creative work of imagining decolonial alternatives. Finding an equilibrium at the intersection of these two dynamics was the challenge we faced recently in designing and teaching a master's-level course in literacy and literacy education in English. In this paper, we reflect on some of the tensions we encountered in relation to our own practices and partial epistemic repertoires, to available scholarship and to issues of identity and conscientisation. We do this with the view of using the lessons learnt through the design and implementation of this course to inform its future redesign, with the understanding that any course is part of a bigger cycle of discourses and practices that both exceed and permeate its own boundaries.

SAERA 2018-152

EMPOWERING RURAL COMMUNITIES THROUGH COMMUNITY ENGAGEMENT

Ms TA Zondi, Prof DJ Hlalele – University of KwaZulu-Natal

Keywords:

Community engagement, empowerment, non-governmental organisation, student teachers, relational leadership, rural contexts

Abstract:

Higher education institutions have three core responsibilities, namely teaching, research and community engagement. In a South African context, previous research studies have reported that community engagement has been neglected by many higher education institutions. In light of this, we propose a relational leadership strategy to community engagement aimed at empowering various stakeholders that were involved. The key focus of this project is collective empowerment, which involves a non-governmental organisation (NGO), a higher education institution and a rural community. As a form of empowering the community, primary school children were taught English reading skills by the NGO and the student teachers. The project was aimed at creating an atmosphere of collaboration and empowerment for the mutual benefit of all parties that worked together towards the mutually defined goal of teaching English reading skills to primary school children within a rural community. The empowerment model was appropriate for this project since it emphasises defining meaningful power-orientated goals and objectives, carrying out the actions towards goal achievement and observing and reflecting of the impact of the action in relation to goal achievement. So far, this method was able to provide a space for student teachers to enhance their abilities in order for them to be empowered to bring about change in rural communities. Moreover, the NGO and the school were empowered with student teachers who possess teaching skills. Engaging in a qualitative case study, the participatory action research methodology was used to document the experiences of student teachers and the NGO regarding their roles in empowering communities in a rural context, as well as how they had been empowered during the duration of the project. The data generation methods that were used in this study were reflective journals, photo voice and participant observation. Critical discourse analysis was used to analyse the data for this project. The project was funded by the National Research Foundation.

SAERA 2018-153

EXPLORING PEDAGOGIES TO ENHANCE THE TEACHING AND LEARNING OF EDUCATIONAL PSYCHOLOGY TO FIRST-YEAR STUDENTS***Miss N Mtsi – Walter Sisulu University*****Keywords:**

Enhance, pedagogies, psychology, students, teaching and learning

Abstract:

The study sought to establish the pedagogies of the teaching and learning of educational psychology to first-year students. Educational psychology is an imperative subject taken by teacher trainees in order to provide them with information about learners and their learning behaviours. Teachers are exposed to information about learners regarding learning, motivation, development, personality, memory, classroom management, reinforcement and individual differences. Students, from their first year at university, encounter many challenges in the subject since it is a new subject they have not studied at high school. They experience challenges of new terminology, theories and case studies that need to be unpacked to fit the classroom situation (educational implications). An important subject such as educational psychology needs to use the best methods in order for teacher trainees to understand both the theory and the practical part of it. The purpose of the study was to identify the best current methods that would assist first-year students to have passion and to understand the subject and be able to apply it in the classroom setting. The study was located in the interpretivist paradigm, adopted a case study design and followed a qualitative approach. Qualitative data were collected at three campuses, comprising three lecturers and 24 students. The purposive sampling technique was used to sample a lecturer and eight students per campus. The study was informed by a theoretical framework – social constructivism. The study found that current pedagogies and models are not used effectively and students have a negative attitude since educational psychology is a new subject. It is recommended that lecturers must actively involve students, using current approaches and making use of theories that guide the topics.

SAERA 2018-154

EXPLICATING INFORMATION AND COMMUNICATION TECHNOLOGIES AFFORDANCES IN TEACHING AND LEARNING: THROUGH SOCIAL INTERACTIONS LENS***Dr RS Dlamini, Ms FS Nkambule – University of the Witwatersrand*****Keywords:**

Human-Computer-Human Interaction (HCHI) model, information and communication technology (ICT), social interactions, teaching and learning

Abstract:

Information and communication technologies (ICTs) are widely seen as enhancing teaching and learning, thus fuelling their rapid adoption and integration in the classroom. This has resulted in

the pursuit of alternative pedagogical approaches throughout developed and developing societies. We performed a systematic analysis of 63 scholarly articles on ICT affordances and extensively discuss the impact of ICT affordances on teaching and learning. This was approached from a constructivist perspective in an effort to contribute to the ongoing debate on whether ICT should be conceived as a supporting tool or as an integral part of cognitive development. The scope of the systematic analysis was limited to studies published between 2007 and 2017 and the focus was defined by four thematic classes specified in the Human-Computer-Human Interaction (HCHI) model of Desjardins (2005): Technical Interactions, Social Interactions, Informational Interactions and Computational Interactions. In each class, we sought to uncover multiple perspectives and interpret them in relation to affordances and multimodality. The systematic analysis of 63 scholarly articles offered meaningful insights on ICT affordances in education to establish systemic guidelines on pedagogical ICT integration into teaching and learning. These insights improve the global understanding of the value of ICT in education that interweaves with teaching and learning, and also the alignment of ICT affordances and multimodality. We argue that the perceived educational value of technology is central to the adoption and positioning of ICT by teachers in their profession. We conclude by providing insights into how ICT affordances enrich Vygotsky's approaches to learning at social and individual level. Moreover, we explain how ICT affordances promote interactions and extend access to learning. The ubiquitous and sociability characteristics of technology initiate and sustain learners' quality social interactions and interactivity, which contribute to the social construction of knowledge and unlock the learning environment to sustain quality engagement with peers. The 'anywhere-anytime' characteristics have the potential to support e-learning and provide adequate opportunities for informal learning to support group cohesion, social presence and critical thinking.

SAERA 2018-156

THE REDESIGN OF A FOURTH-YEAR BACHELOR OF EDUCATION PROGRAMME USING THE CONSTRUCTIVE ALIGNMENT APPROACH

Dr MB Luckay – University of the Western Cape

Keywords:

Bachelor of Education programme, backward mapping, constructive alignment, curriculum, education redesign, higher education institution, Initial Teacher Education

Abstract:

The study focuses on the redesign of a fourth-year Bachelor of Education (BEd) programme at a higher education institution in the Western Cape Province. Due to the changes in teacher qualifications, as outlined in the 2015 *Minimum Requirements for Teacher Education Qualification* (MRTEQ) policy document, higher education institutions were required to adapt their Initial Teaching Education (ITE) programmes to meet the requirements of the new policy document. This study describes the use of a backward-mapping approach, in conjunction with the application of a constructive alignment framework, used by the Education Faculty at the higher education institution to adjust the teaching and learning in the BEd programme to address the outcomes and standards required by the MRTEQ policy document. Given the type

of student enrolled at the institution, the study provides a discussion on the challenges involved in developing a programme for students who might not have been adequately prepared for their tertiary studies due to the disadvantaged school contexts they come from. The study aims to give a reflective discussion on the challenges involved in the redesign process that used the pre-service teacher competencies expected at the end of the BEd programme at the higher education institution to develop the teaching and learning programme and assessment tasks for the fourth-year BEd course.

SAERA 2018-158

DECOLONISING CURRICULUM IN FACULTY OF HEALTH SCIENCES: PARADIGMATIC TENSION?

Ms S Seyama – University of Johannesburg

Keywords:

African healing, decolonisation, critical performativity, epistemic injustice, socio-economic determinants

Abstract:

This conceptual paper argues that the decolonising curriculum project at a faculty of health sciences reifies a paradigmatic tension between African and Western knowledge frames within the curriculum of its programmes. In the race to respond to students' demand for the decolonisation of university curricula and spaces, in 2017, the faculty made the decision to focus on socio-economic determinants of health as a decolonising trajectory. I contend that this approach is not a decolonising project, as there is no engagement with what ought to be an alternative African paradigm. Instead, it is closing a long-standing curriculum gap that should be addressed separately outside of the decolonising project. In this way, it is failing to redress the epistemic and cognitive injustice perpetuated by colonisation. I offer an argument for addressing African healing as a premise from which to decolonise the curriculum. Drawing on Spicer, Alvesson and Karreman's (2009) notion of critical performativity, I propose a pragmatic approach to explore African indigenous knowledge systems in politically conscious and authentic ways to transform epistemologies and pedagogies in the faculty. Critical performativity is proposed as a non-prescriptive approach, which in some way is open to being used or explored in unlimited ways. It, therefore, promises a much wider appeal, particularly in spaces where institutional or societal change is an imperative, including in lecture room engagements. Critical performativity, therefore, seeks to pragmatically reform relations of power in order to achieve emancipation. Used as a pedagogical tool to engage students in co-curriculum construction, critical performativity opens up spaces for academics and students to bring into classrooms extant indigenous knowledges and critically explore these.

SAERA 2018-160

APPRECIATING INTEGRATED SERVICE-LEARNING PRAXIS TO FLOURISH PROFESSIONAL LEARNING AND DEVELOPMENT OF SCHOLAR-PRACTITIONERS IN COMMUNITY-HIGHER EDUCATION PARTNERSHIPS

Ms K Venter – University of the Free State**Keywords:**

Appreciative inquiry, community-higher education partnership (CHEP), integrated service-learning praxis, participatory action learning action research, professional learning, scholar-practitioners

Abstract:

The practice of service-learning in higher education institutions often displays fragmentation because it does not integrate the triple mission of teaching – learning, research and community engagement. Such practices can lead to a gap in the development of praxis (integration of theory and practice). Further, although reciprocal knowledge sharing is advocated to benefit all partners in democratic and socially just community-higher education partnerships (CHEPs), the reality does not always portray this ideal picture.

Therefore, a service-learning approach and process, based on positive action research, called “integrated service-learning praxis”, is proposed to fill this gap. This paper describes the approach and process that can be applied in CHEPs. Further, the affiliation of a CHEP with the Global University for Lifelong Learning is described to showcase the reward of action learning in the community. However, we do not have a real understanding regarding the effect of an integrated service-learning praxis on the learning of scholar-practitioners in CHEPs. Hence, the following research question defines an appreciative inquiry: “What is the effect of the integrated service-learning praxis approach and process on the professional learning and development of scholar-practitioners in CHEPs?” Within the genre of participatory action learning action research, working from a social constructionist and generative paradigm, the positive qualitative design and methodology of appreciative inquiry were followed (define, discover, dream, design, deliver). From 2016 to 2018, a local CHEP served as an action research platform to generate and document data from appreciative conversations, minutes of meetings, reflective learning portfolios, journals and digital stories. A group of 20 participants included 10 community practitioners, two academics, six service-learning students, a representative from leadership at a higher education institution and the author. The data were co-analysed by the participants, making use of the qualitative nominal group technique. The findings revealed that the integrated service-learning praxis approach and process enabled the professional learning and development of scholar-practitioners to flourish. By developing an integration of habits of the heart and mind, the participants were able to deliver a praxis of positive engaged scholarship. They applied the practice of appreciative leadership for contribution to the wellness of people, planet and profit. It is suggested that with continuous repetition of the integrated service-learning praxis approach and process, scholar-practitioners can develop an identity to profess their engaged praxis, commit to serve the common good of all and embrace lifelong action learning towards the discovery of theoretical and practical wisdom.

SARA 2018-161

EXPLORING PEDAGOGIES TO ENHANCE THE TEACHING AND LEARNING OF EDUCATIONAL PSYCHOLOGY TO FIRST-YEAR STUDENTS

Dr S du Plessis – University of South Africa**Keywords:**

Adolescents, development trajectory, exposure, impact on behavioural domains, intimate partner violence (IPV)

Abstract:

Intimate partner violence (IPV) is tagged as a complex and pervasive global problem of paramount societal, public health and economic significance and has gained widespread public attention, including in South Africa. Staggering statistics confirm adolescents' repetitive exposure to IPV, implying a disturbance in the adolescents' immediate family environment as a safe haven and destroying the essential structure of the immediate (micro) family environment in which mutual trust and belonging should prevail. Continuous exposure to acts of violence, hostility and aggression can cause extensive psychological or emotional, social and cognitive behavioural problems in adolescents, causing deficits in their developmental progression and inhibiting their ability to function optimally, thus having an impact on their future expectations. This study accounts for adolescents' psychological, social and cognitive behavioural responses to IPV and constructs a descriptive critical analysis, indicating intrinsic and extrinsic implications for their developmental trajectory. Through the pathways of the ecological system's theory of human development, the social learning theory and the social cognitive theory, this study grounds itself respectively in Bronfenbrenner's theoretical model, which proposes five social system nested layers, influenced by personal, dispositional and genetic factors, as well as in Bandura's theoretical principles that human beings perform response behaviour and observe the differential consequences accompanying their various actions. This in-depth qualitative study has acquired information-rich data from a sample of adolescent participants who have been exposed to IPV at a children's home in South Africa and provides a critical analysis of these adolescents' experiences of IPV, indicating differential impact deficiencies on selected behavioural domains with elevated adverse effects. Recommendations to support the affected adolescents, the abused and abusive intimate partners, as well as parents, schools and education, staff of the children's home and the South African government are suggested to enhance the various developmental domains of these adolescent IPV victims.

SAERA 2018-163

EXPLORING THE IMPACT OF REAL FORMATIVE ASSESSMENT ON ENHANCING TEACHERS' PEDAGOGICAL PRACTICES, LEARNER VOICE AND LEARNING ACROSS SCHOOL QUINTILES

Prof A Kanjee, Ms ZJ Mthembu, Ms J Ramollo, Dr QM Moloji – Tshwane University of Technology

Keywords:

Formative assessment, learner engagement, learner voice, school quintiles, teacher pedagogy, teacher professional development

Abstract:

Within the classroom environment, teachers' pedagogical practices manifest in the complex sets of interactions that take place on a daily basis. These practices include the following: how teachers introduce lessons; the questions teachers ask and opportunities that are provided for learners to respond; the tasks and activities that teachers set and the support that is provided for learners to engage with these tasks and activities; the types of assessments applied and the manner in which teachers use assessment information for identifying the learning needs of learners; and the nature and type of feedback provided by teachers for learners to address these needs. In South African schools, however, two key challenges must first be addressed. First, most teachers do not possess the requisite assessment knowledge and skills to identify learning gaps or to address the specific learning needs of learners effectively. Second, guidance and support provided to teachers are often inadequate, given the teachers' limited assessment expertise and experience of district officials and department heads. To address this challenge, the Tshwane South and North Districts of the Gauteng Department of Education, in collaboration with the Tshwane University of Technology, embarked on a district-wide professional development programme to improve learning and teaching in Foundation Phase classrooms by (i) enhancing teachers' use of assessment during lessons and (ii) developing the capacity of districts officials to support schools, enhancing their use of assessment for learning approaches for improving learning and teaching. In this panel session, we report on key findings emanating from a number of projects recently completed. The panel will begin with an overview of the research programme implemented to support both in-service and pre-service teachers to enhance their pedagogical practices to improve learning for all learners within the different school quintiles. Next, the results from the following studies will be presented: the development of in-service teachers' pedagogical knowledge and practice; teachers' feedback practices across the different school quintiles and the impact thereof on learners; and the impact of teachers' use of formative assessment in quintile 1 mathematics classrooms.

SAERA 2018-165

STUDENTS' FEEDBACK: WHAT CAN WE LEARN ABOUT OUR TEACHING FROM IT?

Mr HC Khoza, Dr AMsimanga, Dr E Nyamupangedengu – University of the Witwatersrand

Keywords:

Pedagogical content knowledge, pre-service teachers, student feedback, teacher educator, teacher education

Abstract:

Research has shown that lecturers can use student feedback to improve their teaching. I am a novice teacher educator, learning to teach biology to pre-service teachers. In this study, which was informed by the pedagogical content knowledge framework of Rollnick, Bennett, Rhematula, Dharsey and Ndlovu (2008), as part of learning about teaching biology to pre-service teachers, I was interested in students' feedback on my teaching. To achieve this, I taught a biology topic to pre-service teachers for three weeks, after which an assistant researcher conducted four focus group interviews to gather the pre-service teachers' experiences of my lectures. The interviews were analysed using both inductive and deductive

coding. Three themes emerged from the analysis: curricular saliency matters, the relevance of lectures matters and interaction during lectures matters. In terms of curricular saliency, the students emphasised that the teaching of biology concepts should flow; there should be an explicit linking of concepts in and between lectures, from one topic to another and from one course to another. In terms of relevance, teaching and learning become more meaningful to pre-service teachers when the content is made contextually relevant and when the lecturer portrays relevant pedagogies to them as future teachers. Lastly, providing opportunities that foster interaction and engagement with the content during lectures should be prioritised. This study shows that relevance of content and of messages about teaching can be a motivation to pre-service teachers to engage with the content being taught. From the methodological standpoint, this study shows that engaging with students' feedback has the potential to reveal insights that can inform and improve a teacher educator's teaching.

SAERA 2018-167

A BACKWARD-MAPPING POLICY ANALYSIS OF THE ANNUAL NATIONAL ASSESSMENTS IN SOUTH AFRICA

Ms TD Thulare – Department of Basic Education

Keywords:

Annual National Assessment, approaches, backward mapping, policy, South Africa, teachers

Abstract:

The introduction of the Annual National Assessments (ANAs) was seen as a significant milestone in the education sector. The ANAs, however, were short-lived in the wake of teacher union objections. In this paper, I report on a thematic literature analysis using the backward mapping model of teachers' experiences in implementing the ANA policy in South Africa. Describing the lack of preparation and capacity building on behalf of policymakers, this paper illustrates how teachers' roles in the policy formulation of the ANAs positioned them as only policy implementers, without regard for their agency. The way teachers have been positioned in education policy making in post-apartheid South Africa is described, using the backward mapping model as a conceptual framework that disrupts the traditional top-down approach of bureaucratic policy making and, thus, policy analysis. The presentation looks to untangle the traditional top-down policy-making approach that continuously sees policy formulation as a linear process of decisions made at the top and carried down the chain of command, with great care taken of who has a seat at the decision-making table and how those decisions are made. The process of how decisions are enacted and by whom, under the traditional approach, erroneously sees implementation as an afterthought. The backward mapping model challenges this dominant way of thinking by forcing us to concede that those closest to the problem in education (but positioned at the bottom of the decision-making chain in the top-down approach) actually have the strongest agency in affecting change. This conceptual framework serves as a rationale for why teachers need to be the rightful units of decision making (and analysis) in the implementation of policy, which in itself should be at the heart of policy making. Two broad categories describe the ANA implementation experiences mandated to teachers. The first is concerned with the preparation process of the assessments. The second is concerned with the

implications of the assessments, outlining the worry and fear in the use of results for teacher blaming, culminating in a standoff between teacher unions and the ministry. The paper thus uses the ANA policy implementation process to describe how the opportunity to engage with teachers as policymakers was lost.

SAERA 2018-168

A CONCEPTUAL FRAMEWORK FOR UNDERSTANDING AND EDUCATING CHILDREN AND YOUTH AT RISK

Miss LY Balie – Cape Peninsula University of Technology

Keywords:

Children and youth at risk, ecological framework, exclusion, inclusion, neo-institutional theory, peace, social cohesion

Abstract:

While there are many explanations of why children and youth may enter into risk or become 'at risk', very little is said about the institutions and the formal and informal teaching practices used to address 'misconduct' and foster inclusion. In order to understand how children and youth at risk can better be included in schools, this study has developed a conceptual framework using Bronfenbrenner's ecological framework, the neo-institutional theory and critical pedagogies. This conceptual framework is applied to a case study of an institution in the Western Cape that specialises in caring and educating male learners between the ages of nine and eighteen, who have been referred by the children's court due to their involvement in criminal activities. The following research questions arose: 'How is education provided for children and youth at risk with various barriers to learning?' and 'What type of practices foster inclusion in education for children and youth at risk?' The research draws from data from in-depth interviews with seven teachers, seven boys, school and classroom observations, as well as school documents. The findings reveal that different micro-systems, meaning smaller social systems in direct proximity to the child, such as family and peers, influence the child's state of risk, which, in turn, act like micro-institutions characterised by their own norms, rules and cultures. Locating the child in one macro-system, such as the institution whose culture provides an environment for restorative practices, empowerment, safety and care, distances the child from the norms, rules and cultures prevailing in other micro-systems, such as the communities in which they reside. This creates a rupture in the child's ability to sustain newly acquired positive values and behavioural patterns when moving between micro-systems. To conclude, inclusion may only exist in some micro-systems, such as the institution, and not in others, such as the community, the family or peers. In order for children and youth to sustain positive changes and motivation to complete their schooling, the norms, rules and cultures need to be similar across their immediate micro-systems. It is, therefore, recommended that the micro-systems in direct contact with the child should adjust, co-opt and support the norms, rules and cultures that are supportive of inclusion and in favour of education. Inclusion in education for children and youth at risk should, therefore, be supported by the school, community, family and peers. The unique contribution of this study is that it engages with a special education institution and the practices that attempt to include children and youth at risk. This study is located among wider debates about welfare and

penal policy for children and youth at risk. This work seeks to locate itself at the intersection of education, child and youth justice, social development and welfare.

SAERA 2018-169

BECAUSE #FEESMUSTFALL EVERYWHERE: A CASE FOR CRITICAL COMPARATIVE INTERNATIONAL RESEARCH OF THE OPPRESSIVE ACADEMY

Dr D Sattarzadeh – University of the Free State

Keywords:

Colonialism, comparative, global, higher education, imperialism, racism

Abstract:

There is a pronounced irony in witnessing a South African university student holding a sign that reads “Black Lives Matter or #FeesMustFall”, who is simultaneously wearing a jacket adorned with a Confederate flag – a symbol of racial segregationism historically (and presently) upheld by particular white communities of the southern United States who were against the abolition of slavery. This visual example presented above is but one example of the complexities and paradoxes in how we approach injustice in the academy at the local level. Critical scholarship, decolonial or decolonisation discourses, and social actions surrounding the notion of “unjust” “oppressive” higher education structures and systems are occurring globally; but rarely, if ever, are we engaging in critical comparative research on these matters internationally. “Superior” academic journals and publications, upon which many “top-ranking” universities from around the globe depend for intellectual and hierarchical prestige, are based on Euro-American norms and standards of knowledge production; the same holds true for higher education institutions themselves. Scholarly critiques from the Global South of American minds inventing this discipline known as “African Studies” are strongly dominated by the voice of men, who cite other African male scholars as a practice of reproductive citational patriarchy. Brazil’s recent higher education policy of affirmative action is based on a United States racialised past the country itself did not endure. It seems the higher education model of the all-powerful centre in relation to its marginalised periphery is sometimes repurposed or replicated, even if subconsciously, on a global scale. Wherever we are in the world, and no matter how committed to social justice and critical of the academy we may be, we – educators, researchers and students alike – still benefit from “the legitimisation and support of a historically oppressive institution”. If oppressions are transnationally birthed and related, then should not their critical interrogations also be transnational and self-reflective in scope? The entanglements of territories, states and nations with one another are deeply embedded and cannot be overlooked. Utilising an integrated interdisciplinary critical framework, this paper, therefore, broadly maps a comparative international landscape of relationships between case studies on various forms of injustice (e.g. ethnic, racial, religious, gender, socio-economic, linguistic, etc.) and higher education institutions from various parts of the world. Comparisons are drawn between forms of oppression and responses to such oppression within the academy, identifying “glocal” overlaps and differences. Practices of (anti-)colonial and/or (anti-)imperial transnational academic borrowing, complicity, resistance and resilience are also explored.

SAERA 2018-170

PERCEPTIONS OF TEACHERS AND STUDENTS ON SCHOOL LEADERSHIP IN LESOTHO***Dr D Khama – The National University of Lesotho*****Keywords:**

Leadership, management and administration, perceptions

Abstract:

Despite the widely documented importance of leadership in administration and management of schools globally, school leadership, particularly leadership styles, are hugely under-researched in Lesotho. This paper attempts to report on the preliminary findings emanating from an ongoing project for development of school leadership in Lesotho. It is hoped that the study will emerge with relevant and appropriate leadership and management programmes and styles to the context of Lesotho, and Africa in general. This study was conducted in 12 post-primary schools in three districts of Lesotho, namely Maseru, Berea and Mafeteng. The data for the study were gathered through in-depth interviews, focus group discussions of principals, students and teachers in the selected schools, observations and a document analysis of the Inspectorate Unit of the Ministry of Education and Training, the Examination Council of Lesotho and the selected schools. A qualitative content analysis was used to analyse the narratives. The study highlights three main themes that emerged from the preliminary findings: (i) school leadership was reportedly dominated by female principals with glaring deficient credentials; (ii) in the absence of school leadership programmes and mentorship or induction support in Lesotho, principals applied inborn personal and management qualities and those acquired from their workplace experiences; and (iii) almost all of the principals practised a people-centred style of leadership in performing their management responsibilities. The paper further highlights the importance of school leadership programmes in the development of principals' qualities and leadership styles. The paper also attempts to make relevant and appropriate recommendations for the development of training programmes for school principals in Lesotho.

SAERA 2018-172

ACCESS TO SECONDARY EDUCATION CURRICULA AS A BARRIER FOR EFFECTIVE SOCIO-ECONOMIC PARTICIPATION OF BASOTHO WITH VISUAL IMPAIRMENT***Dr PA Mosia – National University of Lesotho*****Keywords:**

Access to education, equity, learner support, socio-economic participation, visual impairment

Abstract:

The acquisition of a diploma or degree contributes immensely to individuals' psychological and socio-economic wellbeing. They are positioned to understand themselves better and improve interpersonal relationships by being empathetic to others, while the qualification increases

opportunities for employment or skills to develop sustainable businesses that provide in physical and social needs. However, access to tertiary education for students with disabilities is an unexplored topic in sub-Saharan countries, and Lesotho is no exception. This paper presents the findings of a qualitative study that generated data through in-depth interviews and a focus group interview. The findings reflect retrospective views of nine visually impaired students selected from one tertiary institution, three senior officials from the Ministry of Education and Training (MoET), eight teachers from the only secondary school catering for blind students in Lesotho and a deputy principal from the same school. The findings reveal that access to secondary education for blind learners is constrained and is likely to limit the number of learners who qualify to study at tertiary level and acquire those skills needed to make a living. The MoET does not have a record of teachers trained in inclusive education and does not prescribe job descriptions to schools awarded special education grants; also, the work of such teachers is hardly monitored. Additionally, there are challenges relating to the assessment and placement of learners with visual impairment at the school. Subsequently, school management assigns a larger teaching workload to teachers employed for special education support than is supported. This leaves learners with visual impairment without the necessary study materials in braille and not being empowered to study independently. The study recommends that the MoET must take control of the assessment and placement processes of learners with visual impairment, monitor how the learners are supported so as to enhance their participation in school curricula and conduct a skills audit for teachers in strategic mainstream schools in order to provide continuous professional development.

SAERA 2018-173

SITUATING INCLUSIVE EDUCATION PRE-SERVICE TEACHER TRAINING WITHIN NON-EXISTENT NATIONAL POLICY AND PRACTICE CONTEXTS IN LESOTHO

Dr PA Mosia – National University of Lesotho

Keywords:

Attitudes to learners with special education needs, education in Lesotho, mentorship, policy context, teacher training

Abstract:

Countries around the globe are obliged, under the auspices of Sustainable Development Goals (SDGs), to have improved human life by 2030. Central to this positive change for humanity is the achievement of SDG 4, ensuring inclusive and equitable quality education, which is arguably central to attaining the rest of the 16 SDGs. However, these goals place unbearable demands on the education systems of the least-developed countries, such as Lesotho, which have failed to achieve the Millennium Development Goals (MDGs) and struggle to facilitate the Education For All (EFA) initiative. The Ministry of Education and Training has, within the Education Sector Plan 2016–2026, put great emphasis on improving access to quality and equitable education at secondary level. The plan outlines several challenges, such as the lack of an inclusive education policy, inadequate teaching and learning resources and few teachers having been trained in special or inclusive education. The current study describes the extent to which teachers, in schools that partner with the Faculty of Education for teaching practice, are being

trained to support learners with special education needs (LSEN), which would empower them to mentor the student teachers pursuing the BEd in special education. A total of 260 teachers from 21 secondary schools participated in the study. Each school had at least one student teacher studying BEd in special education placed for teaching practice in 2017 when the data were collected. The data were generated through responding to a Likert scale questionnaire with additional open-ended questions to capture the teachers' views. The results indicate that only 29.2% of the teachers had some form of training or sensitisation on inclusive education. The sensitisation was mostly through short-term training of two weeks or less, while some of them had completed one course in their pre-service training. Although the teachers seemed positive about inclusive education in general, they also felt that the needs of LSEN can best be served in special schools, as 66.3% of the participants said that they lacked corresponding knowledge and skills to teach these learners. The majority of the participants thought that the Ministry should employ special education teachers to teach LSEN, while very few suggested training to empower them. This study concludes that the Ministry must develop an inclusive education policy in order to give direction on how mainstream schools should transform and ensure equitable quality education for all.

SAERA 2018-175

IMPROVING THE QUALITY OF GRADE R MATHEMATICS: LESSONS FROM A PROVINCE-WIDE INTERVENTION

Mr H Mahomed – Western Cape Education Department, Ms CA Kuhne – University of Cape Town, Ms E Hazell – JET Education Services, Mr G Spencer-Smith – University of Johannesburg

Keywords:

Evaluation, Grade R, impact, mathematics education, teacher training

This panel offers a discussion on improving the quality of Grade R teaching and learning with a focus on mathematics. Panellists from different stakeholder groups offer descriptions of the R-Maths Programme and R-Maths Project, as implemented across the Western Cape from 2016 to 2018. The evaluation research and related findings are discussed, together with recommendations and lessons learnt. The presentation will comprise three sections: first, a presentation by the Western Cape Education Department (WCED), describing the R-Maths Project and its role in it; second, a presentation by the Schools Development Unit (SDU) of the University of Cape Town, describing the R-Maths materials and the role of the organisation in developing the Programme materials and supporting the project; and third, a section by the evaluators (JET and Kelello) presenting the findings and recommendations of the evaluation.

Abstract of the WCED presentation

The mathematics deficits in the WCED Grade 3 Systemic Results necessitated this targeted initiative to address the mathematics gaps at Grade R level. The WCED initiated the Grade R Mathematics Project and provided intellectual, systemic and institutional resources to implement this intervention. This intervention was conceptualised as a two-year R-Maths intervention for the Early Childhood Development (ECD) or Foundation Phase (FP) subject advisers and Grade

R practitioners or teachers. The R-Maths intervention is part of a wider WCED mathematics strategy, which has baseline and progress data over several years on mathematics performance across the schooling system. The focus was on developing and capacitating the content and pedagogic knowledge of subject advisers in the ECD or FP. The intervention programme aligns with the current Grade R training of the WCED and enhances the Curriculum Assessment Policy Statements (CAPS). It was rolled out in two phases: Phase 1 (November 2016 – September 2017) and Phase 2 (October 2017 – September 2018). Roughly half of the FP subject advisers were trained in each phase. The subject advisers rolled out Phase 1 in seven two-hour cluster workshops per district (49 venues in total) from January to June 2017. These cluster workshops culminated in a five-day block training during the July 2017 school holidays. A further workshop, Cluster 8, focusing on reflection, took place in September 2017. Phase 2, where all the remaining Grade R teachers/practitioners in the province are being trained, is currently in progress. It has largely followed the same pattern as Phase 1, except that the block training was reduced to four days (but with the same total training hours). Over 3 000 Grade R practitioners or teachers (in public ordinary schools, registered ECD sites and independent schools) and 70 FP subject advisers were trained in this intervention. They meet on a quarterly basis in Curriculum Strengthening Forums, where planning, reporting and analysis take place. The intervention will be sustained via the established professional learning communities and through subject advisers endeavouring to monitor this development during their regular school visit programmes. The presentation emphasises what is in place within the province to make this project possible (to inform other provinces who are considering replicating the project).

Abstract of the SDU presentation

The SDU of the University of Cape Town, in collaboration with the WCED, developed a Grade R Mathematics Programme informed by the goals, progression and instructional approaches articulated in various learning trajectory frameworks. While these frameworks have been widely used in early mathematics programmes internationally, R-Maths is the first to have been developed specifically for the South African context. Through a package of curriculum resources (including a classroom kit), the R-Maths Programme presents trainers and practitioners or teachers with the ‘big ideas’ behind the mathematics content for Grade R and makes explicit the concepts that children need to learn at this level and, critically, takes these ‘goals’ and describes the ‘progression’ of learning along a developmental continuum. Over a nearly three-year period (2016-2018), the SDU has been directly involved in providing implementation support to the WCED’s province-wide roll-out of the R-Maths Project. The province’s cohort of 70 FP subject advisers participated in a University of Cape Town-approved and SACE-accredited 30-hour mathematics course run by the SDU; following which the Unit provided support to the subject advisers as they implemented a two-phase modified cascade model roll-out of the project.

Abstract of the JET/Kelello presentation

JET and Kelello were appointed as joint external evaluators of the R-Maths Project. The evaluation, focusing primarily on Phase 1 of the intervention, was based on assessing the implementation, outcomes and impact of the project on Grade R teacher/practitioners, FP

subject advisers and learners. Data collection included the following: key stakeholder interviews, pre- and post-intervention tests training and support observations, case studies in teaching practice in schools and tracking attendance and support received. The change in the Grade R-level mathematics knowledge of all of the FP subject advisers and the Grade R teachers/practitioners in two districts was measured via a non-experimental pre-test-post-test design. The change in the teaching practice of the Grade R teachers/practitioners was assessed via an evaluative case study methodology. The change in the Grade R learners' mathematical knowledge and skills was assessed via a quasi-experimental difference-in-difference design. The findings were as follows: 1) The project was largely implemented as planned; 2) The project partnership between the funders and implementing agencies was largely successful insofar as the project was implemented largely as planned; however, there were tension between some of the stakeholders; 3) The project had a significant, large, positive impact on the FP subject advisers' Grade R Pedagogical Knowledge (PK), Subject Matter Knowledge (SMK) and Pedagogical Content Knowledge (PCK); 4) The subject advisers and Grade R teachers/practitioners received extensive training and support; 5) The impact on the teachers'/practitioners' PK, SMK and PCK was large and significant; 6) The teachers/practitioners were generally utilising the R-Maths materials to plan and execute their lessons; 7) The teachers/practitioners have limited support at school level to implement learnings; 8) The impact of the project on the Grade R learners' mathematical knowledge and understanding was small but significant and positive; 9) The aspects necessary for sustainability within the WCED education system are largely in place, although there are some risks. The evaluation also offered recommendations regarding key success factors that the evaluators believe should be in place should R-Maths be rolled out to other South African provinces.

SAERA 2018-176

UNDERSTANDING TEACHER AGENCY AND GOVERNANCE FOR SOCIAL JUSTICE IN A GLOBALISING CONTEXT

Mr T Salmon – Rhodes University, Pros YS Sayed – University of Sussex / Cape Peninsula University of Technology, Ms TD de Kock – University of Sussex, Prof AB Badroodien – University of Cape Town, Ms LB Balie, Dr ZM McDonald – Cape Peninsula University of Technology

Keywords:

Career pathways, deployment, governance, recruitment, teacher agency

Panel abstract:

The organisation and management of teachers' careers, as well as their recruitment and deployment within a given system, are crucial components of ensuring equity and inclusion in education delivery. More than that, the structure of the teacher recruitment and remuneration system represents long-held assumptions about the teaching profession, its role, permanence and the nature of teachers' work. Indeed, as Zhao (2018) notes, as the context of teaching changes, so too does the role of the teacher and, by implication the way teachers are recruited, deployed and remunerated. A future orientation towards new possibilities for teacher career governance must take into account existing structures and challenges with the view of

identifying how transformation and responsiveness can be embedded in the long-term vision of education planners. This panel considers the challenge of ensuring stability and longevity alongside creative possibilities for recruitment and deployment, arguing that this requires core principles and values underpinning how we rethink the structure of the teacher career as the nature of teaching itself continues to shift.

Paper 1: Education policies in South Africa. Enabling teachers to be active agents of social cohesion and social justice

L Balie, Z McDonald, A Badroodien Y Sayed

This paper examines how South African education policy enables teachers to be active agents of social cohesion and social justice. Given that social cohesion is defined in South African policy as the degree of social integration and inclusion of communities and society at large, the capacity of education policies to enable teachers to bridge the historical legacy of fracturing in respect of the education in South African society is specifically examined. The analysis further considers the impact thereof on mitigating inequality. Given perpetuating inequalities, the paper suggests that South African policy may not have adequately attended to institutional transformation within the education system – a fact that constrains rather than enables teachers as agents of social cohesion and social justice. The paper demonstrates how the South African macro development strategy involves a path of economic growth to overcome the past colonial and apartheid efforts at fragmentation and oppression along race, class, language, ethnic, religious and gender lines. Yet, the data demonstrate significant intersections of race, class and language in relation to persistent education inequalities. An analysis of South African education policy illustrates that education policies related to decentralisation, values in education, language of instruction, school safety, minimum norms and standards for public school infrastructure, and affirming rights are part of a government vision that knows that it urgently needs to address inherited inequalities and social fragmentation, and that social cohesion and social justice will be difficult to attain if deep-seated patterns of inequities and fractured social relationships persist.

Paper 2: Agency and change in teacher career governance

T De Kock, Y Sayed

The manner in which teachers' careers are governed in a given country can be said to have a significant effect on the quality and delivery of its education. The organisation and management of teacher careers in South Africa form part of wider reforms geared towards resolving apartheid legacies of unequal provisioning and capacity in education. Reforms relating to the teaching career have included amendments to salary structures and benefit packages, opportunities for promotion, and the interplay between career modalities, evaluation and professional development. Teacher agency is fundamentally shaped by these provisions and, moreover, the choices teachers make in the course of their career reflect particular conceptualisations of professional agency framed within a context of limited resources and pressing teacher shortages. This contribution unpacks perspectives from research into teacher career governance in South Africa, drawing this into a conversation on the agency of both prospective

and practising teachers, their professional prospects and the insights these have to offer for how the career enables, constrains and opens up possibilities in their professional aspirations.

Paper 3: Teacher career governance for social cohesion in post-conflict contexts

T Salmon, Y Sayed

Teachers can be seen as playing a central role as actors whose distribution, employment, recruitment and deployment can serve to redress the past and promote equity. This paper reviews policies and mechanisms to provide for an equitable and socially just distribution of teachers to schools, providing a synthesis of research from South Africa and Rwanda for a joint ESRC-DFID-funded research project. This was conducted through a documentary review of relevant policies and recruitment and deployment interventions, alongside 25 semi-structured interviews with policymakers, academic experts, teachers, unions and non-governmental organisations. The synthesis of the country case studies investigates how teachers are being deployed and governed at school sites that are most in need, with a focus on hard-to-fill school sites, such as those in rural and violence-affected areas. Across this gap between rural and urban communities, the governance of teachers is characterised in different ways by high levels of disparity in the conditions and distribution of the workforce. Drawing on the data, the paper highlights the themes of rurality, gender, decentralisation, teachers' working conditions and the relationship between policies as a whole and teacher governance, in which various incentives for their recruitment and deployment seek to operate. The analysis highlights how the design and implementation of teacher recruitment and deployment intentions are conditioned by political economy factors in diverse ways. First, it highlights how the stratified inequalities embedded within educational systems marked by processes of colonisation and decolonisation that led to forms of segregation based on race and ethnicity, violent conflicts and political settlements shaped teacher governance. Second, it explores ways the political economy of both contexts explains the disjuncture between intentions and outcomes (intended and unintended). Thirdly, this critical political economy perspective on transitions interrogates why progressive intentions to equitably distribute teachers flounder in the struggles between contending social and political forces and factors at local levels.

SAERA 2018-178

EXPERIENCES OF AGENCY ACROSS THE LIFE CYCLE OF TEACHERS' PROFESSIONAL DEVELOPMENT

Dr Z McDonald - Cape Peninsula University of Technology, Ms M Singh, Prof Y Sayed - University of Sussex / Cape Peninsula University of Technology, Dr O Sadeck – Cape Peninsula University of Technology, Prof A Kanjee – Tshwane University of Technology, Mr T Nakidien – Cape Peninsula University of Technology, Dr Y Omas – University of Cape Town, Ms L Balie – Cape Peninsula University of Technology, Prof A Badroodien – University of Cape Town

Keywords:

Assessment for learning (AfL), social cohesion, teacher agency, teacher professional development

Abstract:

The professional development of teachers continues to be uneven despite changes in policy and, as a result, practice within teacher education over the last three decades. This panel seeks to contribute to knowledge about teacher professional development and teacher agency in South Africa. Three papers are presented on the panel. The first paper investigates newly qualified teachers' experiences in relation to the 'gap' in initial teacher professional development. The second paper examines teachers' experiences of an Assessment for Learning (AfL) continuing professional development intervention. The third paper explores teachers' experiences of pedagogies for social cohesion in classrooms. Collectively, these papers highlight how teacher professional development and teacher agency may contribute to making education more relevant, responsive and authentic.

Paper One: Experiences of newly qualified teachers in South Africa: Exercising agency in mediating the 'gap' between initial professional development and the first year of teaching

Z McDonald, M Singh and Y Sayed

Policy and research advocate the importance of teachers in achieving equity in the drive to provide education for all. Teachers are called to act as agents of change in the pursuit of social justice. This need for educational change is a central preoccupation in post-apartheid South Africa, where systemic injustice and inequality still dominate (Christie, 2016). Such a landscape requires teachers that are able to exercise their agency to mitigate inequality. The agency of newly qualified teachers is particularly critical, insofar as they are at the forefront of generational change. Yet such teachers are confronted with a number of challenges, including the theory-practice divide, the lack of professional support and policy attention on the first years of teaching, and the context of the school in which they enter, to name a few. In South Africa, there is a dearth of research about the experiences of newly qualified teachers. This paper seeks to address this knowledge gap by examining the transition shock and gap between initial teacher education and classroom teaching in South Africa. It reports on a longitudinal study that tracks student teachers from their undergraduate teacher education programmes into their first year of teaching. The study was conducted at three universities in two provinces in South Africa. The data set includes in-depth focus group interviews, a reflective journal and an open-ended survey. In this paper, we examine the complex interconnections between initial teacher education and the school contexts in which newly qualified teachers find themselves. Second, we explore how these teachers exercise their agency in navigating the tension between what they have been taught and how the school and community context conditions their pedagogic enactment. We conclude our paper by highlighting the implications of this study for professional development, for policy, and for practice.

Paper Two: Experiences of teachers with continuing teacher professional development: views of an Assessment for Learning intervention

O Sadeck, Y Sayed, A Kanjee and T Nakidien

Continuing professional teacher development (CPTD) is meant to be a salient feature in teachers' careers. This paper reports on one such intervention – the Assessment for Learning in Africa (AFLA) project that focuses on CPTD for Assessment for Learning (AfL) in challenging contexts. The project is a collaborative project between Oxford University, Aga Khan University, Tshwane University of Technology and Cape Peninsula University of Technology. The project aims to investigate how teachers can develop and sustain high-quality AfL teaching practices towards enhancing the learning of mathematics. Although the evidence shows that formative assessment can improve attainment, questions remain regarding the implementation, replication and scaling-up of teacher assessment capacity development programmes. This paper specifically reports on teachers' experiences of the intervention and its effect on their competence and motivation. Particular attention is paid to how teachers enacted the practices and the competing priorities that have an impact on their professional development. These may be disaggregated into granular factors related to policy requirements and personal responsibilities. The policy factors primarily include how the requirements of CAPS, the school and the province affect their ability to engage with the CPTD programme. Personal factors were centred on balancing time in and out of school. The paper concludes by unpacking how these competing priorities may affect the levels of interest and the degree of involvement of the teachers in CPTD programmes.

Paper Three: Social cohesion for South African post-apartheid classrooms

Authors: Y Omar, L Balie, A Badroodien and Y Sayed

This paper seeks to contribute both to theory and practice in the field of social cohesion pedagogic modalities of teachers in post-apartheid South African schools. It seeks to answer the question: "How are pedagogies for social cohesion enacted in diverse South African classrooms?" Centrally situated in this problem is the importance of teachers, and their roles as agents of social cohesion in post-conflict contexts. A mixed methods approach was used, which included semi-structured interviews, observations and document analyses. This paper argues, on the basis of the key empirical data on which the paper is positioned, that diverse classrooms in post-apartheid South Africa are variously and differentially shaped by considerable inequities of class, race, location, religion and gender. The paper foregrounds a key limitation for teacher agency across all schools and classrooms in post-apartheid South Africa, namely the great unevenness of content in the curriculum that coherently addresses social cohesion across student learning experiences and the critical lack of explicit pedagogical detail for the *enactment* of social cohesion practices by teachers. The paper highlights the complex challenges that are tied to the enactment of social cohesion pedagogies in contexts where learning attainment in languages and mathematics is privileged and in which the curricular framework renders invisible the inequities of class, race, religion, gender and location, or otherwise represent these persistent and growing social inequities in a very limited form. In arguing for a contextualised and clear understanding of what kinds of pedagogical processes may generate quality learning in schools, this paper foregrounds the need for increasingly robust, rigorous, sustained and

empirically grounded accounts of what pedagogies of social cohesion may look like in multiple and differing classroom contexts.

SAERA 2018-179

FOSTERING CYBER SECURITY THROUGH THE PARTICIPATORY CYBER CRIME PREVENTION PROGRAMME: MODEL FOR SCHOOL-BASED CYBER SECURITY EDUCATION IN SOUTH AFRICA

Dr OA Ige – University of the Free State

Keywords:

Action cybercrime prevention programme, cyber security, model, school-based cyber security education, South Africa

Abstract:

The Internet creates opportunities for commercial, social and educational activities, especially for secondary school students in Nigeria and other nations of the world. However, relevant literatures have justified that secondary school students are taking advantage of the anonymity the Internet affords its users to commit crimes, which are loci of new criminal activities in the society. While scholars have addressed emerging social issues, such as climate change, school bullying and religious intolerance, through school-based interventions, there has not been any specific programme targeting cyber security in Civic Education and Social Studies in secondary schools in Nigeria. Most attempts at arresting the incidences of crimes in the cyber space in Nigeria through crackdowns by the Economic and Financial Crimes Commission, the Nigerian Police and the Nigerian Security and Civil Defence Corps have demonstrated that the law cannot curb technology crimes alone. This study, therefore, developed an Action Cyber Crime Prevention Programme and determined its effect on secondary school students' attitude to cybercrime prevention using Civic Education and Social Studies. This study is underpinned by the constructivist theory of learning, which provides the base for the participatory action research paradigm used to develop the Action Cyber Crime Prevention Programme. The space transition theory, which is a criminological theory that takes cognisance of the milieu in which cybercrimes are committed, Lombroso's theory of atavism, which has been described as the most notorious of the evolution approaches to deviant behaviour and the routine activity theory (RAT), formerly applied to aggregate-level crimes, were considered appropriate to explain the causation of cybercrimes among secondary school students. Two research hypotheses were tested at 0.05 level of significance. The study adopted the participatory action research paradigm to develop an informal Cyber Crime Prevention Programme (ACCPP), using Roberts's (2007) curriculum model and further used a pre-test-post-test, control group, quasi-experiment design with a 2 x 2 x 3 factorial matrix to determine the impact of the programme. In total 218 students from six secondary schools in South-West Nigeria were purposefully selected for the study and randomly assigned to experimental and control groups. Five research instruments were developed to collect data. The data collected were analysed by an analysis of covariance to determine the main and interaction effects of the independent variables on the dependent variables. The results show that there was a significant effect of treatment on the students' attitude to cybercrime prevention. The students exposed to the ACCPP had a higher

adjusted post-test attitude mean score ($\bar{x} = 75.19$; Dev. = 10.29). Gender had no significant effect on the students' attitude to cyber-crime prevention. However, the female students had a slightly higher adjusted post-test attitude mean score than the male students. The implications of these findings are presented for school-aged children to actuate a 'bottom-up' cyber security education programme in South Africa.

SAERA 2018-180

AN ETHOS OF REVOLUTIONARY SUBJECTIVITY IN EDUCATION

Prof DJvR Postma – University of South Africa

Keywords:

Badiou, education, event, protest movements, revolution

Abstract:

An interpretation from an eventual perspective of #Fall at educational institutions for higher learning in South Africa triggered a rethinking of education. These movements reflect a dissatisfaction with issues of access to education and with the kind of knowledge made available. While the movements were characterised by multiple motives and effects, and were widely criticised and acclaimed, an eventual interpretation is a search for the truths that define us and our educational endeavours. These truths allude to the possibility of a future that is different from a present of gross social inequalities and environmental degradation. Badiou's views of the event is politically relevant not only for a reinvention of communism but also for the ways knowledge is constructed in science and education. He claims that the same kinds of truth procedures that operate within a revolutionary event, the perspective used to understand #Fall, are also present within science and, therefore, in education in general. The processes and subjectivities involved in truth-seeking in the latter cannot be divorced from the truth-seeking within revolutionary movements. For this reason, #Fall is also a significant educational event and demands of educators to consider their task in relation to a fidelity to the event. The ethos of subjectivity is defined in terms of fidelity to the event. The eventual idea of revolutionary change is in contrast to notions of incremental reform that characterise most of the attempts to change education. The dominance of reformist approaches to change gains legitimacy in light of the many failed and disastrous revolutions, which often led to equally oppressive regimes. The problem with many revolutions is, however, the inability to identify and name the truth it produces and the failure to remain true to them. The necessity of revolution lies in the need for truths that interrupt the comfort of established knowledges and practices. It is a truth that cannot be measured or attained through the current procedures of knowledge since it overturns these procedures and criteria. It suspends the ordinary state of being by introducing the unthinkable within the logic of the current state of being. This paper attempts to provide a new perspective on the effects of the recent student protests and invites educators to identify and remain true to their revolutionary implications.

SAERA 2018-181

THE STATE OF INCLUSIVE EDUCATION WITHIN SOUTH AFRICAN TEACHER EDUCATION – A ROADMAP FORWARD

Mr TS Salmon – Rhodes University, Prof YS Sayed – University of Sussex / Cape Peninsula University of Technology, Ms S Mohy-Ud-din – Cape Peninsula University of Technology, Ms J Newton – British Council

Abstract:

In South Africa, the declaration of 2014 as the ‘Year of Inclusive Education’ ran alongside efforts to reconceptualise education in this way to resonate with the rights of access and equity established by the Constitution and Education White Paper 6. In response to this, interventions and policies foregrounding a global conceptualisation of inclusive education have grown to enable shifts from specialist segregated provision towards integration and mainstreaming. The paper departs from an understanding of inclusive education reforms as providing an opportunity for society to critically examine its social institutions and structures (Miles & Singal, 2010), one that arguably involves a shift in underlying values and beliefs across the entire education system. As such, within South Africa, this is underpinned by a values- and rights-based approach to inclusive education with an implicit focus on building a more inclusive and cohesive society that is more respectful of differences. This study examines ‘Teaching for All: Mainstreaming Inclusive Education in South Africa’ (T4All), a European Union-funded intervention to support inclusive education with a values- and rights-based approach by developing a modular teacher education curriculum framework for inclusive education, alongside teaching materials and resources for teachers to support inclusive teaching and learning. Teacher education providers are supported to integrate these resources into their programmes, while policy dialogue has sought to develop emergent standards for inclusive teaching. Adopting a realist evaluation approach, this study seeks to understand the theory of change, mechanisms and outcomes (intended and unintended) of such an intervention. It draws on data gathered from a large-scale survey of student teachers at the University of South Africa in 2018, as well as an interview and documentary analysis. Firstly, this paper considers the policy context and how efforts departing from a global frame for inclusive education reform are being translated into a potential roadmap for change linked with this intervention and its key mechanisms. Secondly, it specifically examines the attitudes, beliefs and values of pre-service teachers regarding inclusive education and important gaps in knowledge and skills for this intervention to address. In the final analysis, the paper contributes to understanding how efforts to promote inclusive education are translated into practice, adding to knowledge about how efforts to support inclusive teaching and learning approaches are reflected within policy and practice.

SAERA 2018-183

DEVELOPING AUTHENTIC AND VIRTUAL LEARNING PLACES RELEVANT FOR CHALLENGING HIGHLY ABLE STUDENTS FROM LOW-INCOME CONTEXTS

Dr GIS Eriksson – University of Central Florida, USA

Keywords:

Educational disadvantaged, engagement, high ability, high potential, new technologies, virtual learning

Abstract:

This presentation shares research on a School Transformation Project implemented in ten low-income schools aimed at serving the needs of students of high ability (including immigrants and English learners). Research has shown that these special populations of students are often unrecognized, misplaced and underserved and underachieving (Maker, 1993; Wallace & Eriksson, 2006). This project uses a research-based approach aimed at overcoming low expectations by challenging these high-ability learners and transforming the curriculum to include cultural and international schooling perspectives (Eriksson, 2006; Gay, 2000) while supporting the process of acculturation in a transition curriculum. Teachers in these schools have not received training in addressing the needs of culturally diverse high-ability students. Teams of teacher leaders engage in levels of professional development that includes workshops, virtual simulations and curriculum writing (the treatment). Virtual simulations with avatars are then used to examine misconceptions about the nature of ability, talent, achievement and excellence, using a case study approach based on real students. The second level of treatment is presented as workshops within each grade level team at each school, which forms into a forum. This treatment infuses training in schoolwide enrichment for all students (Renzulli & Reis, 1985), talent development and development of personalized learning plans using new technologies. A quazi-experimental approach includes pre- and post-survey data on multiple measures, an observational scale, an analysis of content within a forum and interviews with teacher leaders and a matched control group. The effectiveness of this training has yielded significant results, with a major impact on the number of students identified and served in these schools (increase of 37%). Research conducted on the project outcomes over three years and the effectiveness of the professional development is shared.

(Funded by USDOE Javits Grant Project ELEVATE.)

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THEORIES THAT UNDERPIN THE NATURAL LEARNING APPROACH (NLA) IN A SOUTH AFRICAN CONTEXT

Ms RS Ramroop – University of Limpopo

Keywords:

Anarchism, constructivism, constructionism, lifelong learning, natural learning, sociocultural

Abstract:

In reaction to the growing dissatisfaction with the rigidity of compulsory schooling, many parents and teachers find that embracing the natural learning approach (NLA) is an alternative that brings back joy into the teaching and learning process. The NLA can be seen as a learner-centred approach because it gives children the autonomy to learn what interests them, at their own pace. Furthermore, it provides the learner with a learning environment that supports and optimises his or her learning interests in a variety of ways that are unique to both the individual and his or her family. This paper explores the theories that underpin the NLA and discusses the basic tenets of the approach as practised by individuals and institutions. As most theories are built on the work of preceding thinkers, the NLA, too, with its eclectic nature, encompasses many ideas and theories of preceding thinkers and innovators to inform its own way forward. From thinkers and innovators such as Piaget, Tagore, Papert, Dewey, Freire and others, and from just common sense about children and families, the guiding principles of the NLA are explored. However, to understand the essence of the NLA, a discussion on some of the different theories that underpin it is essential. This process is part of a qualitative phenomenological study of the NLA in a South African context. The theories examined were constructivism, constructionism, the sociocultural theory and anarchism. These theories, using a critical lens, were explored and analysed to cement the view that the NLA is rooted within modern educational theories and philosophies. Some of the nuggets obtained from this examination of the theories include the following: learning becomes situated, experiential, authentic and meaningful, leading to more competent children; and the NLA completely encapsulates the notion of lifelong learning that is touted as crucial for the modern world. Therefore, the critical examination of these theories forms the basis of the qualitative study of the NLA in a South African context.

SAERA 2018-187

THE RELEVANCE OF INITIAL TEACHER EDUCATION PROGRAMME: THE CASE OF A HIGHER EDUCATION INSTITUTION IN SOUTH AFRICA

Dr JK Alex, Dr AM Buka, Dr EN Cische, Dr BZ Gobingca – Walter Sisulu University

Keywords:

Curriculum, initial teacher education, new graduates, relevance, subject content and pedagogical knowledge

Abstract:

The policy for teacher education in South Africa is designed to develop a teaching profession ready and able to meet the needs of a democratic South Africa in the 21st century. It ought to

bring clarity and coherence to the complex but critical matrix of teacher education activities, from the initial recruitment as a student teacher throughout the professional career of a teacher. The recent call for the rethinking on the relevance of teacher education programmes made the authors in a higher education institution embark on an empirical study on the impact of teacher education programmes. This paper, which is set in the context of a rural historically disadvantaged higher education institution, studied the quality and relevance of its teacher education programme through a qualitative study by looking at the graduates produced by the institution. This study is anchored in the social constructivism paradigm in which the data were collected through a survey questionnaire with open-ended questions from 48 senior teachers from 48 schools in the province. These senior teachers were the mentors of the newly graduated teachers from the institution soon after they had been employed at these schools. Even though the majority of the mentors agreed that the new graduates had been sufficiently trained in their subject content and pedagogical knowledge, there were concerns about the new teachers finding some topics in the school curriculum challenging to teach and about the new teachers not being well prepared to handle some aspects, such as time management, classroom management and disciplining the learners. The data suggest that, despite a teacher's deep understanding of a subject area, he or she must also be able to foster an understanding of their students, and teachers need to be adapted to the diverse interests and abilities of learners. This calls for redesigning the curriculum and strengthening the preparation of student teachers in the programmes offered. It is recommended that the teacher trainers at the institution need to think, teach and work differently to make the programme more relevant to cater for the ever-changing new generation of the democratic South Africa.

SAERA 2018-188

SKINNY PANTS AND STRINGY WEBS: THINKING TOGETHER IN PUBLIC SPACES
Ms T Giorza – University of Cape Town / University of the Witwatersrand, Mrs Mrs S Babamia – University of Cape Town

Keywords:

Enquiry, listening pedagogy, public spaces

Abstract:

Most community of enquiry (CoE) or Philosophy for Children (P4C) practices have the slow establishment of a consolidated and fixed 'community' as one of their ingredients in the practice. However, using critical posthumanism as a navigational tool (Braidotti, 2013), this presentation is attentive to the significance of time, space and matter in (re)configuring learning-knowing-doing within communities and public spaces. We theorise space within the philosophy-quantum writings of Karen Barad (2007, 2014). Here, space is not empty, void, passive or without meaning. Spaces are neither vacuous containers nor vessels. Rather, they are places of infinite possibilities that demand that we (re)attune our apparatuses of listening and doing. Our thinking with spaces emerges from our ongoing collaborative work with the Philosophy for Children pedagogy across four different settings: a university classroom, an office building in downtown Johannesburg, a semi-rural school setting and the Johannesburg Zoo. We focus on three findings: a disruption of the notion of a democratic learning community; the power of place-

based pedagogies; and the significance of the more-than-human in generating thought. Learning events in these settings invited diversity, and our thinking together became a product of controversial and topical issues that were intricately entangled with histories, ages, abilities, biology, times, spaces, materials, gender and race. Unfamiliar spaces generated disruptions and differences, signifying thought that is difficult to capture, describe or engage with. These spaces demand a listening pedagogy that goes beyond the binaries of classroom and world, teacher and student, teaching and learning. Timetables, bells, classrooms and desks fix time and space, and render them passive and even invisible. Listening demands the recognition of difference. Learning is an 'event' (Olsson, 2009) in which moments of intense intra-activity produce new ideas. This kind of learning favours chance and the 'happy accidents' offered by open public events.

In this emerging practice, communities are 'unknown' and short-lived. Strange and unknown spaces are met with eager anticipation, not as containers but as dynamic co-producers of sense, nonsense and new hybrid thoughts.

SAERA 2018-189

(IR)RELEVANT AND (IN)AUTHENTIC RESEARCH IN EDUCATION? FOREGROUNDING THE SIGNIFICANCE OF (K)NOT KNOWING

Mrs S Babamia, Ms T Giorza, Mrs R Thompson – University of Cape Town

Keywords:

Critical posthumanism, differences, education, matter, research

Abstract:

Our reality and world is one that is characterised by rapid transitions on political, social and economic levels. These transitions are marked by an increasing hybridisation, nomadic mobility, technological mediation and turning to indigenous knowledges and concerns about environmental sustainability. Given the concerns regarding the discrepancies between schooling and the times we live in, we situate our paper in relation *with* the pertinent question which this conference seeks to address: What is the relevance of education and educational research in times such as these?

However, in contemplating the question, we become wary of who, and what, it is that counts as "relevant" and "authentic" research in these times. Using Karen Barad's (2007) diffractive methodology, we (re)searched the concepts of relevance and authenticity in educational research from the perspective of critical posthumanism and material feminism. We think with critical posthumanism and material feminism in order to theorise ways of knowing and doing that are attentive to the increasing fragmentations and relations within (post)industrial societies. Disrupting Cartesian dualism and the philosophy of representation, the posthumanism calls for a radical reconfiguration of ontology and epistemology where matter comes to matter (Barad, 2007). These theories offer innovative, real-life and exciting ways in which to research the world outside of classical and enlightenment ideas of human and human-centred scientific thought. To this end, critical posthumanist and material feminist research in education shifts our understanding of (human-orientated) relevance and authenticity by foregrounding research that

is ethical and accountable to all matter. Our enquiry is nestled within the heart of the Western Cape mountains and vineyards. Thinking with and in communities of entangled time, space and matter (the human and more-than-human), we provide three accounts of what it is to put posthumanist research to work, and our always already-implicated selves at risk (Barad, 2017). As we write, we become attentive to the pitfalls, messiness and disorientations of not knowing what to know. The generative forces of the landscapes, journeys, knitting, emotions, water shortages, dancing and humans-in-machines spill over into the linguistic and semantic interpretations of “relevance” and “authenticity”. We find that relevance and authenticity are refigured as fluid concepts that are constantly being produced, re-created and unfolding. In offering in(hind)sight into researching and coming to know differently, we hope to provoke multiple entry and exit points to the ideas and discussions pertaining to new operating systems in education.

SAERA 2018-190

TEACHING LEARNER SUPPORT IN A REAL-LIFE ENVIRONMENT TO ENHANCE STUDENTS’ UNDERSTANDING

Dr E Wessels – North-West University

Keywords:

Learner support, real-life activities, SIAS process, teacher education

Abstract:

A study has been conducted at the Mafikeng Campus of the North-West University to explore creative ways to teach third-year teacher education students to understand the SIAS (screening, identification, assessment, support) process and provide learner support to Foundation Phase learners in primary schools. A self-study research method was used with the goal of changing the lecturer’s approach to teaching and learning, as well as to develop critical collaboration between colleagues. A learner support club was started to support six Foundation Phase learners with various learning disabilities. A total of 31 initial teacher education students and two Foundation Phase teachers observed the lecturer conducting learner support. Throughout the process, all the Foundation Phase teacher educators had weekly meetings to discuss the activities critically. The lecturer compiled reflective notes, which she used iteratively to improve her approach to teaching and learning. Focus group interviews were conducted with the education students to gain their input on how the lecturer’s approach to teaching and learning could be improved. All the data were analysed and reflected on using the thematic analysis approach. The lecturer found that her assumption that learners in need of learner support could easily be screened, identified and assessed was wrong and influenced the process negatively. In future, the teaching and learning activities should focus more on the first three prescribed steps of the SIAS process. These three steps cannot be merely explained but need to be demonstrated. Furthermore, the observations by the initial teacher education students indicated that they learnt well when they observed best practices demonstrated, but during the focus group interviews they indicated that they would like to be more involved in the planning of the support activities. We conclude that the demonstrations in a real-life learner support environment is a good strategy for success. Learner support is specialised and, unlike other

modules, cannot be abstracted. The best results will be achieved if all four steps are demonstrated. The supporter and the supported have to collaborate and be in agreement about the need identified and the support to be provided.

SAERA 2018-191

THE PROVISION OF EPISTEMOLOGICAL ACCESS FOR SUCCESSFUL STUDENT LEARNING AT UNIVERSITY: TOWARDS AN INTERVENTION MODEL FOR BUSINESS EDUCATION LEARNERS IN THE FET PHASE

Mrs A Venter – Western Cape Education Department, Dr KM Dos Reis, Dr V McGhie – University of the Western Cape

Keywords:

Articulation gap, epistemological access, intervention model, university readiness

Abstract:

Post-1994 earmarked a new and exciting beginning for democracy in South Africa. The fragmented departments of education were demolished and a new national Department of Education was constituted, with three bands: the General Education and Training band, the Further Education and Training band and the Higher Education and Training band (Department of Education, 1998:1). However, as a consequence of apartheid, the national Department of Education inherited an unequal and poorly resourced education system, where the majority of the public schools do not equip the learners with the necessary skills and knowledge needed to succeed in higher education (Rantsi, 2016; Spaul, 2013(a); The National Centre for Public Policy and Higher Education, 2010). The Business Education curriculum underwent significant changes in that the three previously independent subjects, Accounting, Business Studies and Economics, were combined to form the Business Education Learning Area and is offered to learners in Grades 10, 11 and 12 (referred to as the Further Education and Training phase) (America, 2014). The objective of this paper is to report on a PhD study that aims to make a contribution in the form of an intervention model that could be used by educators in the Business Learning Area to lay a solid foundational knowledge base for learners in Grades 10 to 12. In so doing, not only will it assist learners to pass their Business Education subjects well but, equally important, it will provide learners with the required subject knowledge and skills to pursue a degree in Business Education at university. This study was located in a qualitative, interpretive research paradigm because the intention was to investigate how Grade 10 to 12 Business Education learners could be better equipped with the necessary knowledge and skills so that they would be able to access post-school studies. The research participants consisted of two high schools, two universities, 60 learners in the FET phase, six teachers, two principals, three subject advisors, two first-year lecturers and a representative sample (20) of the learners' parents from each school. A pre-test was conducted to determine the learners' knowledge and understanding of these subjects, after which the interventions were implemented. The post-test results showed that there was a significant improvement in the learners' understanding and competency levels, as well as in their overall marks. As such, it was recommended that this intervention model should be adopted in high schools in order to lay a solid foundational knowledge base for learners in the Business Education Learning Area.

SAERA 2018-192

EXPLORING THE ROLE OF TEACHERS AS PROMOTERS OF HEALTH IN ENHANCING LEARNERS' HEALTH IN SCHOOLS IN SOUTH AFRICA*Mrs TI Mashau – University of South Africa***Keywords:**

Health promotion, learners, schools, teachers, promoters of health

Abstract:

This paper reports on research that aims to empower teachers in their role as promoters of health in schools. The aim of this paper, in the first place, was to determine whether teachers were able to enhance the health of learners in schools by exploring the six dimension of health and, secondly whether there were factors contributing to their failure to promote the health of learners in schools. It has been established in research findings that things have changed dramatically in the education system where teachers are expected to promote learners' health in schools. However, the development of teachers in health promotion in the form of in-service training has not received much attention. Against the background of teachers as teaching practitioners, there is a growing concern with regard to the health of learners in schools that contributes to a number of barriers to learning. The research findings revealed that teachers are the most influential central change agents for the promotion of health in schools. The research was conducted in six primary schools, where six focus groups of four teachers each were interviewed. The themes that emerged during the data analysis were as follows: teachers are the most influential central change agents for the promotion of health in schools; the teachers' understanding of the dimensions of health was inadequate; the teachers were not trained in health promotion in schools; there was a lack of understanding of the health promotion concept; there were no resources to promote health in schools; teachers lack the knowledge and skills to promote health; and teachers have a low self-efficacy. In conclusion, the role of teachers as promoters of health is important for the enhancement of learners' health in schools.

SAERA 2018-196

A STEP TOWARDS PROMOTING AND DEVELOPING AFRICAN LANGUAGES IN SOUTH AFRICAN HIGHER EDUCATION*Mrs A Chihobo – University of the Witwatersrand***Keynote:**

African languages, multilingual, language of teaching and learning and summary writing, translanguaging

Abstract:

South Africa boasts 11 national and official languages, which undeniably makes the nation a complex multilingual society. Nine of these languages are African languages spoken by the majority of black people in South Africa. These African or indigenous languages, as they have been known to be, have not been fully operational as languages of teaching and learning,

especially in institutions of higher learning in South Africa. Language in education policies adopted during the apartheid period promoted the languages of the minority, which are English and Afrikaans, and these languages have enjoyed the privilege of being called the official languages of teaching and learning in the South African classroom. In the post-apartheid government, language policies that promote the use of African languages in the classroom have been drawn up and the implementation of these policies still remains a challenge, especially in higher education classrooms. Recognition of the African languages – the languages of the majority – as official languages of teaching and learning in the South African classroom has been met with resistance as the hegemonic status of English in the classroom has been difficult to displace. In this paper, I believe that a language is developed for academic purpose through continuous use, and in this paper, I outline how translanguaging, a systematic new approach to teaching and learning, can be employed in the South African classroom in a bid to promote and develop African languages for academic use in higher education. The process of translanguaging is described in a summary writing activity where six participants were allowed to move between their home languages and English. The participants were third-year students enrolled for a tourism diploma at a local university in Gauteng. In a qualitative study, the participants were tasked to write two summaries from an English text, one in English and another one in their home languages, which were isiZulu, Sepedi, Tsonga and Tshivenda, to check on their comprehension levels and summarising skills. Responses to a set of questions given in one-on-one interviews and questionnaires to reflect on the experiences of using their home languages and English in summary writing showed positive insights into how the use of the learners' languages contributes to learning. It is, therefore, hoped that translanguaging, a concept that promotes the use of learners' languages in learning can go a long way, not only in the promotion and development of these languages but in making teaching and learning easy and accessible to all.

SAERA 2018-198

HISTORY STUDENT TEACHERS' EXPERIENCES OF TEACHER PROFESSIONAL IDENTITY DEVELOPMENT DURING WORK-INTEGRATED LEARNING

Dr VT Mabalane – University of Johannesburg

Keywords:

Identity formation, student teacher, teacher professional identity, work-integrated learning (WIL)

Abstract:

Work-integrated learning (WIL) plays an integral role in the formation of student teachers' professional identities and is an authentic space for them to experience the real world of teaching. Most student teachers start understanding real and authentic teaching during this time of interaction with learners inside the classroom. It is also during this time that their real and true selves are created in these various classroom as they use different teaching strategies in an authentic space that has an impact on their teacher professional identities. Their experiences will vary, not only according to their personality but also according to the subjects they teach. A number of aspects have an impact on the formation of identity, more so teacher professional identities. Different individuals experience being professional differently depending on the

context, disposition and world view, especially as identity has remained a contested concept when viewed across disciplines. The key differences and disagreements on identity are about issues such as the nature and definition of identity, the creation of identities, and how identity is conceptualised. Thus, like identity, professional identity becomes a difficult concept to define because it is defined differently by various authors. Thus, this paper explores how history student teachers of different backgrounds – race, gender, religion and ethnicity, to name a few – form their identities during their WIL. The basic focus of this paper is how these student teachers define their professional teacher career trajectory and, in the process, negotiate their teacher professional identities. This focus leans more towards teacher agency, the shifting professional identity of teachers and various aspects that contribute towards the fluidity of teacher professional identity. These notions are explored as the initial basis for a discussion of the effect that authentic contexts, such as schools and classrooms, can have on their professional identities. Qualitative research methods, such as observations, document analysis, photographs and interviews, were used. Data were collected from second-, third- and fourth-year student teachers whose WIL varies from three weeks to 12 weeks a year. A sample of 20 students per group was chosen, based on various aspects such as gender, race, religion and ethnicity, among others. The findings showed that student teachers' professional identity formation is complex and depends on their teaching philosophy and many other aspects.

SAERA 2018-199

SUPPORTING TEACHERS AND TEACHER AGENCY FOR SYSTEMIC CHANGE: CHALLENGES AND PROSPECTS

Dr S Malapile – Department of Basic Education, Dr N Hoffmann, Prof Y Sayed – Cape Peninsula University of Technology

Keywords:

Evidence-based policy, inequality, teachers

Abstract:

Colonisation and apartheid have profoundly shaped teaching in South Africa. Teachers were differentially trained, supported and valued in ways that (re)produced race, gender and class power dynamics. It is within this context that the democratic government has put in place several important interventions and policy measures to provide more equitable teacher professional support. This includes the Integrated Strategic Planning Framework for Teacher Education and Development in South Africa, the Minimum Requirements for Teacher Education Qualifications and the Action Plan to 2019. Despite this policy-rich environment, however, the schooling system continues to reproduce these inequalities. White schools have become home to a multiracial economic elite, while black schools continue to educate an impoverished black majority (Chisholm, 2004; Motala, 2009; Taylor & Taylor, 2013). This segregation is accompanied by substantial inequality: learners at black schools have literacy and numeracy scores far below the scores of learners at historically white schools in South Africa or schools in other (poorer) African countries (Hungu et al., 2011). This context has given rise to the concept of a “bifurcated” education system (Sayed & Soudien, 2005; Spaull, 2013; Van der Berg, 2008), in which historically black schools are systemically unable to convert resource inputs into

learner outcomes relative to historically white schools in South Africa or schools in other (poorer) African countries. As Spaul (2013) puts it, there are likely two different education production functions, where the processes by which educational inputs (such as teachers and resources) are converted into outputs (learner outcomes) are fundamentally different for each sub-system. It is, therefore, surprising, as Khosa (2010:6) points out, that all representative surveys of the education system have hitherto focused overwhelmingly on learner performance and socio-economic status. Most studies of teachers in South Africa are small, isolated project-based inquiries, and as Govender et al. (2016) observe, there are no systematically collected data on the experiences and understandings of either teachers or student teachers. This panel is about teachers and their work in the context of embedded inequalities, and what this means for learners and learning. The panel examines two representative surveys on teachers and teacher education. The first surveyed teachers in the Western Cape regarding their views on professionalism and accountability, and was conducted in 2015 by the Centre for International Teacher Education with support from the Department of Basic Education (DBE). The second surveyed teachers across South Africa regarding their experiences of professional development programmes and how these could be improved, and was conducted in the first half of 2018 by the DBE. These are the first representative surveys of teachers in South Africa, and they provide critical, new information on schools as institutions that reproduce the multiple interlocking inequalities of colonialism and apartheid, including race, gender, class and language. The panel examines how the DBE can best use these surveys to support teachers to undo these inequalities.

SAERA 2018-200

EXPLORING TEACHERS' KNOWLEDGE AND SKILLS ON DIFFERENTIATION IN THE INCLUSIVE CLASSROOM

Dr M Neethling, Dr D Schaffler – North-West University

Keywords:

Ability groups, differentiation, inclusive education

Abstract:

Differentiation is not an unfamiliar term to teachers throughout South Africa, since learners come from different socio-economic backgrounds, have different personalities, abilities, skills and knowledge and are taught in one so-called inclusive classroom. Differentiation of teaching and learning is thus imperative to access learning for all. Yet, many teachers find differentiation challenging and do not utilise it in their classrooms because of a lack of skills, extra workload and a lack of time and willingness to try new things. With the background knowledge in mind, the researchers aimed to get an idea of how teachers on grassroots level perceive differentiation and, therefore, asked the following research question: *What are the general South African teachers' knowledge and skills on differentiating tasks in the so-called inclusive classroom?*

The following sub-questions were asked: *What is differentiation? What does task differentiation in the classroom entail? How can task differentiation in classrooms be improved?*

To gain this information on how teachers approach differentiation, a quantitative pre-experimental group design was employed during a short learning training session that the National Professional Teachers' Organization of South Africa (NAPTOSA) arranged for 27 primary and secondary in-service teachers in the Free State Province. The research identified various aspects that were organised under two interrelated themes that arose from the data analysis: (1) knowledge on inclusion, differentiation, barriers to learning, systemic barriers and support structure in the school; and (2) perception of skills to implement differentiation in the inclusive classroom. The findings point to participants experiencing difficulties relating to knowledge of concepts on inclusive education and, therefore, lacking the skills to apply and implement these concepts in their day-to-day classroom context. The researchers came to the conclusion that teacher training institutions ought to determine and evaluate whether their training courses and material enable student teachers to deal with various practical inclusive education demands.

SAERA 2018-201

EXPLORING THE INTERPLAY BETWEEN TEACHER PROFESSIONAL IDENTITY AND SOCIAL TRANSFORMATION IN POST-APARTHEID SOUTH AFRICA

Ms AD Kannemeyer – University of Stellenbosch / Cape Peninsula University of Technology

Keywords:

Social transformation, teacher professional identity

Abstract:

When the ANC took over and served as the Government of National Unity, they set out to drive forward the process of social transformation and create a more equal and equitable society through unity, reconciliation and democracy. In advancing its agenda of social transformation, the new democratic government initiated a desegregated schooling system and set out to provide all learners with good quality education. Intent upon addressing issues of discrimination and socio-economic disparities, policies were put in place to cultivate social transformation in schools and, in so doing, move towards a socially just society. Despite these noble intentions, apartheid legacies still affect how we as South Africans construct and (re)negotiate our identities, impacting how we self-identify and identify others. In order to actuate social transformation in education, to see it in practice, it is imperative to start at the base, which is underpinned by the question: Who is the teacher? A teacher's sense of identity will affect his or her perceptions, attitude and enactment of ideologies, policies and pedagogies that are geared towards social transformation. Teachers' notion of social transformation in education will have an impact on their sense of professional identity, which will frame how they enact these ideologies, policies and pedagogies for social justice. Becoming a teacher is a complex process shaped by a multitude of continually evolving complex processes on a macro or global level, as well as through very subtle, nuanced engagements. Teachers infuse their work with the myriad identities that continually shape and are (re)shaped by them, in turn allowing them to constantly (re)negotiate their teacher selves. Teachers' social conditions and context are crucial in how they understand themselves and how they view the world, which in turn permeates their work,

demeanour, interactions with learners and staff and how they relate to the school culture. It also speaks to how they regard, engage with and implement policies and pedagogies. This paper forms part of a PhD in Education that aims to explore how teachers develop their professional identities and enact transformation processes in the context of a post-apartheid South Africa. It reviews the literature, exploring how a teacher's sense of identity undergirds the processes in education that enable relevant and authentic social transformation beyond the symbolic or superficial.

SAERA 2018-202

ASYNCHRONOUS AND SYNCHRONOUS E-LEARNING INSTRUCTIONS: IS IT A WAY TO GO? A CASE STUDY OF COLLEGE OF EDUCATION, UNISA

Dr AR Molotsi – University of South Africa

Keywords:

Asynchronous, digital learning resources, distance education, learning management systems, student-centred, synchronous

Abstract:

In the 21st-century era, open distance education opportunities continue to expand, as do opportunities to present e-learning experiences asynchronously and synchronously. The University of South Africa (UNISA) promotes the use of asynchronous and synchronous digital tools where lecturers deliver their modules to distant-located students. Lecturers at UNISA are expected to support students as they present modules using asynchronous or synchronous networking learning environments. This paper is qualitative in nature and the design is a case study. The paper explores how lecturers employ asynchronous and synchronous instructions in delivering their modules. The natural setting is the myUnisa learning management system. Ten lecturers were purposive sampled to participate in this research project. The selection of lecturers was based on their expertise of using asynchronous or synchronous instructions. The data collection strategies were unstructured interviews, non-participant observation and document analysis. Open-ended questions were used to gather interview data. A checklist was prepared for non-participant observation and to gather data for a document analysis. Levy Vygotsky's (1978) social constructivist theory is best suited for this study as it stresses learning from one another as a group. The Zone of Proximal Development (ZPD) in this theory is a focal point, because when students learn from one another there is a knowledgeable person who can be entrusted as a source of information or who could scaffold when students encounter learning challenges. Trustworthiness in this paper is maintained through credibility, dependability, confirmability and transferability. The collected data are analysed through Creswell's procedure of analysing data, coding of the gathered data and the formation of themes. The main research question guiding the gathering of the data was: How do lecturers use asynchronous and synchronous instructions to deliver their modules?

SAERA 2018-203

BUSINESS EDUCATION CURRICULUM FOR THE 21ST CENTURY

Ms C van Zyl – Aros**Keywords:**

Business education, curriculum, education, historical underpinnings, transformation (change)

Abstract:

Curricula are influenced by internal and external factors such as technology, national legislation and standards, funding, business and industry support, globalisation, accreditation agencies requirements and academic stakeholders' field experiences (Rader & Meggison, 2007). Chisholm (2005) explains the importance of a scholarly debate with all stakeholders for the effective development of a curriculum. Rader and Meggison (2007) proclaim a few paramount elements that should be considered when changing and developing a Business Education curriculum. These elements include that the Business Education curriculum should be based on sound research, current trends of technology and business practices, and Business Education teachers should maintain close relationships with the business industry and periodically assess the curriculum according to the requirements of accreditation agencies. Ladyshevsky (2006) proclaims that the development of managerial competency, or rather Business Education, is an ongoing process. But this ongoing process has been subjected to criticism to ensure quality in Business Education (Nkomo, 2015). Huang and Lin (2017) agree with both Ladyshevsky and Nkomo by arguing that the growth in Business Education through globalisation, information technology and managerial innovations leads to broadening the horizons of Business Education. This paper addresses the Business Education curriculum for the 21st century by emphasising how historical and philosophical underpinnings, as well as current trends in Business Education, can lead to future trends and approaches for curriculum development. It is visible in the literature that the Business Education curriculum should undergo a process of becoming an interdisciplinary discipline with a global focus. Du Preez and Reddy (2014) and Pinar (2010) also emphasised the importance of the internationalisation of CS in order to deepen the understanding of the interdisciplinary field through engagements of global discourses. In this address, I will focus on current trends and possible future trends for a Business Education curriculum in the 21st century.

SAERA 2018-204

DIFFERENTIATION FOR DIVERSE CLASSROOMS

Dr TLA Bekker – University of the Witwatersrand

Keywords:

Differentiation, diversity, epistemological access, inclusive pedagogy, Intermediate Phase teaching

Abstract:

Addressing diverse learning needs through inclusive pedagogies and practices, such as differentiation, is a recent focus of initial teacher education; however, what remains elusive is engagement with specific strategies that enable inclusive differentiation in diverse classes in the South African context. This article attempts to answer the question of *how* effective

differentiation can be managed in diverse classrooms and draws on an empirical study with three Intermediate Phase teachers in one urban school in the greater Johannesburg area who implemented a “Cups Differentiation” strategy over the course of one teaching term and reflected on this experience in a series of individual interviews. The empirical study assumed that the danger of differentiation lies in the conflation of differentiation and streaming where ability groups are identified and assigned different levels of work activity. Florian and Black-Hawkins suggest that differentiation needs to be flexible and non-pre-deterministic as inclusive pedagogy should extend that which is ordinarily available to all. The challenge of how to achieve this in the classroom resulted in the conceptualisation of a differentiation strategy that supports the responsiveness of the teacher. The thematic content analysis of the data generated by the empirical study on which this article is based, yielded categories of responses to the implemented strategy, which included preparing the learners, shifts in teacher thinking and opening possibilities. The conclusions from this study indicate that the “Cups Differentiation” strategy effectively enabled the participant teachers to engage learners actively in self-assessment, altered their views of differentiation, allowed for their consideration of possibilities for substantive engagement and enhanced their capacity for responsiveness in diverse classrooms. The “Cups Differentiation” strategy is suggested herein as having implications for teacher training in preparing and supporting novice teachers’ engagement with inclusive pedagogical strategies such as differentiation and may be found to be useful in this regard.

SAERA 2018-205

A CRITICAL APPROACH TO CURRICULUM IMPLEMENTATION: REFLECTING ON LECTURER PREPAREDNESS TO BE TRANSFORMATIVE INTELLECTUALS

Dr HH Sathorar – Nelson Mandela University

Keywords:

Critical approach, critical approach model, critical pedagogy, curriculum transformation, transformative intellectuals

Abstract:

For the past two decades South African higher education institutions have been characterised by rapid change. However, despite restructuring the institutions, changing the demographic profile of the institutions and engaging in curriculum transformation, students still claim that very little has changed at lecture room level where lecturer-centred approaches continue to prevail. Most of the current lecturers at higher education institutions have been schooled during the “apartheid era” and were predominantly exposed to Eurocentric ideologies and fundamental pedagogics. This complicates curriculum transformation at higher education institutions as a mind shift is required to bring about the change required to address the needs of the new generation of students. The questions that arise are: Are lecturers prepared to share their authority with students in the lecture room? Are they prepared to be transformative intellectuals? Changing the curriculum without changing the curriculum maker is especially difficult under conditions of radical social transformation. Changing the curriculum too far ahead of the lecturers who have to implement it is unlikely to rearrange the epistemological order of things in the classroom. This interpretative paper reflects on the findings of a qualitative case study

analysis in the Faculty of Education at Nelson Mandela University. The study explores lecturer preparedness to apply a critical approach to curriculum implementation. In particular, the study investigates lecturers' critical pedagogy dispositions, as well as their orientation towards applying a critical approach to curriculum implementation. Lastly, a critical approach model is proposed to enhance the application of a critical approach to curriculum implementation.

SAERA 2018-206

LIMITATIONS AND CHALLENGES TO MULTILINGUAL EDUCATION IN SOUTH AFRICAN HIGHER EDUCATION

Dr PW Bwowe – Walter Sisulu University

Keywords:

Diverse communities, intercultural communication, indigenous languages, multilingual education, social reality, unequal society

Abstract:

The emerging roles and cultures of universities in the post-apartheid era still reflect white political, economic and cultural domination. This has resulted in the legacy of unequal power relations that had been perpetuated during the colonial and apartheid era being replicated in the administration and operations of South African universities. Indigenous languages have been marginalised as English and, to a limited extent, Afrikaans have become languages of communication and research, as well as languages of teaching and learning. This has prompted the South African government to enact language policies that promote multilingualism in these institutions. However, nearly 20 years after the first South African democratic government, indigenous languages are still marginalised at universities. This paper uses a synthesised and analytical review of literature to present factors that have hindered or slowed South African government efforts from successfully implementing multilingual language policies in universities. The paper seeks to confirm the position held by the existing scholarship that a language can shape and allow the expression of social relations into a form of meaningful communication and ultimately act as a guide to social reality, thus ensuring that social justice is achieved in a diverse community such as that of a university. The paper, therefore, presents the view that successful multilingualism can only succeed if all the communities involved fully support its implementation. In order to present a balanced view, the paper traces government language policy development and implementation during and after the apartheid rule. Lastly, the paper offers recommendations towards the improvement of policies and the implementation of multilingual education in South African higher education institutions.

SAERA 2018-208

TRANSECT WALKS: A CRITICAL COMMUNITY ACTION TOOL FOR TEACHING CIVIL DISCOURSE

Dr DG Geduld – Nelson Mandela University

Keywords:

Civil discourse, school-based learning, transect walks

Abstract:

Higher education institutions in South Africa have the responsibility of preparing student teachers to teach in diverse schooling contexts. Student teachers are expected to spend 28 weeks in schools across the four-year Bachelor of Education qualification, as stipulated in the Minimum Requirements for Teacher Education Qualification (MRTEQ). However, school-based learning experiences in South Africa remains a challenge, especially in schools located in areas facing difficult socio-economic conditions. This paper explains how the use of transect walks could be used as a tool for teaching civil discourse. A transect walk is a systematic walk along a mapped-out path through the community together with the local people to explore those environmental, economic, political and social issues that affect their lives. The students participate in the transect walk as a participatory approach by observing, asking questions and listening to the community members. This walk will assist student teachers to utilise this community action tool to find generative themes around which praxis can be built. Drawing from our lived experiences we suggest that the insight gained from this research could provide an appropriate platform not only to transform the lived experiences of all stakeholder participants, but also to enable them to reflect critically in order to promote the experience of authentic practice, while contributing to developing agency. We provide several examples of how the transformative voice encourages heightened levels of a consciousness-raising perspective around schooling. Students as outsiders came to realise that the struggle to address issues may not be theirs, but they can play an important role by standing and acting in solidarity with the insiders. The paper also shows how students coped with this catalytic process of learning that advocates for an African-centred orientation to school-based learning.

SAERA 2018-209

BREAKING THE NORM: THE USAGE OF ICT IN THE TEACHING AND LEARNING OF ENGLISH AS A FIRST ADDITIONAL LANGUAGE

Dr TW Molotja, Mr T Chauke – University of Limpopo

Keywords:

Communicative competence, communicative language teaching, Curriculum and Assessment Policy Statement

Abstract:

The teaching of English First Additional Language to English Education student educators seems to be wrought with challenges. These challenges are with regard to the approaches student educators are introduced to in their training to become qualified educators. The curriculum changes implemented by the Department of Education with regard to teaching methodologies have also put pressure in terms of the best approach in English language teaching. The Department expects educators to be grounded in the approaches to best enhance learners' communicative skills. This can be achieved if newly trained educators have the proficiency and the skills to best teach their learners. This study explores how students are orientated into the communicative language teaching approach as the relevant method aligned

to the Curriculum and Assessment Policy Statement. The study adopted a qualitative explorative approach where students' views on the application of the communicative language teaching method were explored. A total of 50 students registered for their final-year English for Education were purposefully sampled for this study. This sampling was done because it was convenient for the lecturer as he teaches them. Data were gathered through semi-structured interviews and observations. The students were asked about their understanding and application of the communicative approach. They were also requested to demonstrate their understanding of the current approach by designing activities that would best develop their learners' communicative competence. The activities designed were demonstrated during lesson presentations as part of their training. The findings of the study were that the students demonstrated a good understanding, relevance and application of the communicative approach in the teaching of English First Additional Language. The results from the observations and lesson presentations also indicated a clear understanding and application of the communicative approach in developing learners' communicative competence. The study recommends that English Education students should be orientated into the current and relevant approaches during their training for better practice.

SAERA 2018-211

THE RELEVANCE OF SOCIAL PERCEPTIONS AND PERSPECTIVES IN UNDERSTANDING SUPPORT AND RESISTANCE TOWARDS TRANSFORMING LANGUAGE POLICIES IN HIGHER EDUCATION

Mrs NN Madlala – University of KwaZulu-Natal

Keywords:

Indigenous languages, language policies, multilingual instruction, transformation

Abstract:

Theories regarding the role of language in education state that if students are taught in a language they do not understand, they will find it difficult to understand the meaning of the academic content. In South Africa, social perceptions of Western and indigenous languages (hereafter "ISALs") were the basis on which languages were chosen for education and economic use during the colonial and apartheid eras, as well as during the early years of the democratic era. The democratic government and some academic researchers have suggested that these social perceptions have overridden pedagogical language theories in choices for language in education for black students, who have undergone centuries of being taught in languages they do not adequately understand and have not been appropriately taught. To reform this, the government recommended that all public tertiary institutions change their language policies to be in line with theories of multilingual instruction, a component of which is mother-tongue instruction. There have been both celebratory and disapproving reactions to these changes from different stakeholders, including tertiary students. This writer, a psychology master's student, conducted a qualitative study at the University of KwaZulu-Natal to explore black students' perceptions of and perspectives on the use of bilingual instruction at their institution, where isiZulu has been included to teach some previously English-only courses. All the participants' perspectives on bilingual instruction appeared to be intertwined with their

perceptions of language use and esteem in wider social and economic contexts, and not just based on pedagogical perspectives. Students who had been undertaking an honours degree that was officially making use of bilingual instruction spoke positively about the pedagogical benefits they had perceived in their experiences, while also expressing their wishes for the development and use of ISALs to grow even beyond the academic context. While some of the students who had no experience with bilingual instruction disapproved of such a wide inclusion of isiZulu, others seemed to express support; however, they all stated that this inclusion should only be limited to the lower phases of study as a remedial means to improve students' proficiency in English, the language they stated everyone needs for upward socio-economic mobility. This paper argues that now that some tertiary institutions are making concentrated efforts to elevate the development and use of ISALs, further research needs to explore stakeholders' social perceptions and perspectives, nationally and institutionally, that may facilitate or hinder the wider implementation of this reformation.

SAERA 2018-217

APPLYING SYSTEMIC THINKING TO VISUALISATION TECHNIQUES AS A PEDAGOGY IN MATHEMATICS EDUCATION

Dr I Kariyana – Walter Sisulu University

Keywords:

Learners, mathematics, mind web, pedagogy, systemic thinking

Abstract:

Misalignments between dominant teaching approaches and preferred learning styles are among the chief causes of growing calls to improve pedagogical practices in all classrooms. This study assessed the collective impact of applying systemic thinking to a single visualisation technique – Kariyana and Sonn's Geometric Mind Web – as a pedagogy in mathematics teaching and learning. A mixed-method approach that adopted a descriptive design was utilised to elicit data from 57 high school learners, comprising 12 experimental and 45 control group participants. While the experimental learners, who voluntarily took part in multi-grade lessons over 36 hours within a four-month period, were a mixed group of Grade 8 to Grade 12 learners from the same school, the control group participants were Grade 8 to Grade 12 learners from three different high schools in Mthatha and Butterworth. All of the participants simultaneously participated at their respective schools in an Olympiad-type of assessment that was organised and coordinated by the author. Permission to conduct the study was rendered by the learners' parents, school principals and mathematics heads of departments of the participating schools. Inferential statistics and content analysis were used to analyse the data. It emerged that irrespective of grade differences, the control group learners were outperformed by the experimental learners in all categories examined. The control group learners exhibited inferior thinking and poor, disorganised content presentation in relation to their counterparts. The study concluded that the still widespread traditional teaching methods in mathematics classrooms negate attempts to develop strong cognitive and analytical skills among learners. It was further concluded that the dominance of passive learning in mathematics classrooms enhances limited learner innovativeness towards dealing with multi-concept problems. Recommendations include the

need to promote teaching methods that arouse learners' interest and creativity when dealing with mathematics. There is also a need to promote effective teacher development practices that are congruent with the 21st-century teaching and learning opportunities.

SAERA 2018-218

TEACHING GRADE R LEARNERS TO EXPLORE THE WORLD AROUND THEM WITHOUT WORKSHEETS

Mrs LE Brummer, Mrs EL Erasmus – AROS

Keywords:

Benefits, critical thinking, impact, play, worksheets

Abstract:

Foundation Phase teachers know how important play and exploring the world around them is for Grade R learners. Still we find a lot of worksheets in classes, with no integration of experimental play. Might it be that the teachers in Grade R do not have the knowledge of how to incorporate practical or playful lessons into a CAPS-driven system? What will be the benefit of teaching children how to explore the world around them and develop key skills to be ready for the challenges of Grade 1? How important is laying a foundation where learners can explore the world around them, develop critical thinking and be lifelong learners? When we look at studies from as early as the mid-20th century by world-renowned psychologists Jean Piaget and Lev Vygotsky about the constructivist approach of teaching and learning, we can see that, since then, the focus of conceptual acquisition has lain solely within the many concrete experiences the learners have. Teachers need to make use of an integrated playful environment for optimal teaching and learning to take place. A paradigm shift needs to be made to accommodate the 21st-century Grade R learner: less 'screen time' and worksheets and more 'hands-on' practical activities are needed.

SAERA 2018-219

'THEY MAY WANT TO BE LIKE THEM': THE IMPACT OF ROLE MODELS FOR LEARNERS IN DISADVANTAGED PRIMARY SCHOOLS IN SA

Dr PN Munje – University of the Free State

Keywords:

Crime, disadvantaged communities, learner performance, poverty, role models

Abstract:

The impact of role models on the social and educational experiences of primary school learners is becoming a global discourse. This has been propelled in South Africa by the fact that low levels of learner performance persist, despite other factors being identified profusely over the years. This paper explores the perceptions of four teachers and a principal relating to the lack of role models in a disadvantaged school and its implications on the social and academic lives of primary school learners. Data were gathered using a qualitative method, with individual and focus group interviews conducted with the principal and the teachers respectively. The paper

uses Bandura's social learning and observational theories and Morgenroth's role-modelling theory as theoretical lenses to understand the role-modelling phenomenon within disadvantaged school spaces. These theories, portraying how individuals, especially children, easily learn through observation, imitation and modelling those regarded as heroes or champions, are used as theoretical lenses. The findings reveal that the lack of role models was exacerbated by poverty, unemployment and crime within the community. As a result, learners develop negative behavioural patterns, are absent from school and often exhibit disciplinary problems within the classroom, which have an impact on their performance. The paper recommends that challenges inherent in disadvantaged communities, such as poverty, unemployment and crime, need to be addressed in order to create an environment that is conducive for potential role models and, consequently, an enabling learning space for learners. A collaborative approach involving community members, the government, non-governmental organisations and civil society activists, gauging from the multitude of challenges is a possible pathway.

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SAERA 2018-220

THE QUALITY OF THE LITERACY ABILITIES OF OUR LEARNERS – THE EYE OF THE STORM?

Dr AA van Rhyen – AROS

Keywords:

Crisis, literacy, literacy intervention, quality of life

Abstract:

Literacy is one of the major contributory factors pertaining to the overall wellbeing and positive self-concept of every individual (Hosogi, Okada, Fujii, Noguchi & Watanabe, 2012:1). An inability to read and write has an overall negative impact on the self-assertion of an individual. Literacy skills are essential for daily functioning. They are associated with better employment rates, higher socio-economic status and higher quality of life (Archambault, Eccles & Vida,

2010:804). As a developing country, South Africa faces many challenges. The unique composition of its population, its complex socio-economic factors, 11 official languages and a troubled educational system are all factors contributing to its literacy challenges (Prinsloo, 2011:29). According to the 2016 PIRLS report, 78% of South African Grade 4 children were not able to reach the lowest benchmark, compared to 4% internationally. A further outcry is that there is no statistically significant difference between the records for 2011 and 2016 (Howie, Combrinck, Roux, Tshele, Mokoena & McLeod, 2017:2-5). To address the quest to make education more relevant, responsive and authentic, it is essential to start at the root: How do we address the literacy crisis of the learners of South Africa to enable them to reach their full potential? From the theoretical lenses of Bronfenbrenner's ecological systems theory, Cummins' linguistic interdependence hypothesis (1994) and Shavelson's multidimensional and hierarchical model of self-concept (Marsh, Byrne & Shavelson, 1988), the symbiosis between the living world of the individual, the development and use of language and the effect of academic success on the functioning of an individual is illustrated. In the quest to address the literacy crisis experienced by ESL learners, the work of Vygotsky, a social-cultural theorist, was incorporated in developing and implementing an interactive storybook literacy intervention with the ESL learners in Grade 4. This intervention, consisting of only one hour per week, significantly improved the literacy skills of the participating learners. In this presentation, it is made clear how this theory was tested and proven to be useful.

SAERA 2018-221

CURRICULUM AND PEDAGOGICAL RECONTEXTUALISATION ON A PGCE PROGRAMME: CONNECTING KNOWLEDGE TO DEMOCRACY AND SUSTAINABILITY

Dr O Esau, Dr CG America, Mr JM Ruiters, Prof CR Reddy – University of Stellenbosch

Keywords:

Course lecturing, curriculum and pedagogical recontextualisation, democracy, connectedness and sustainability, Post-Graduate Certificate in Education (PGCE)

Abstract:

This panel focuses on knowledge and curriculum selection for a Post-Graduate Certificate in Education (PGCE) programme in one Faculty of Education. Located in the area preparing pre-service teachers for school teaching in Business Studies, Environmental Education Religious Studies and Multilingual Education, the four presentations develop expansive and relevance-connected approaches to curriculum knowledge and pedagogy. The panel is founded on the perspective that while knowledge for school teaching must be developed in fidelity to its disciplinary origins, the questions of relevance and connectedness are paramount in processes of recontextualisation that involve knowledge of, and for, school teaching. Each of the four papers will suggest the terms on which such recontextualisation ought to take place for their respective foci. Such recontextualisation, we believe, ought to be alert to questions of real-life connectedness, democratic citizenship and global and environmental sustainability.

The first paper is a focus on connectedness within the Productive Pedagogies Framework for Business Studies Teaching. This paper is cognisant of the impact and sophistication of first-world business models and technological advancement and innovation for business development (globally and nationally). There has also been criticism of the teaching of undergraduate business courses that are devoid of 'evaluative judgement' and more inclined to advance 'technical skills'. This article focuses on the integration of content knowledge and pedagogical knowledge in relation to *connectedness*. Business Studies Teaching within the Post-Graduate Certificate for Education (PGCE) programme is underpinned by the Productive Pedagogies Framework as conceptual framework, which integrates four dimensions for quality teaching: intellectual teaching, connectedness, supportive classroom environment, and valuing and working with difference. The paper highlights the aspect of *connectedness*, background knowledge and 'real-life' knowledge integration as pivotal for the generation of contextually relevant knowledge.

The second paper focuses on cultivating social educators in a Religious Education PGCE programme in which the presenter provides an argument for the potential that a critical Religious Education PGCE programme has to build communities of dialogue in respecting and embracing difference in the variety of religious and other belief systems. Religious Education in schools contributes not only to the personal reflection and development of young people but should also heighten respect for the beliefs of the other and help build a diverse society. To neglect Religious Education is to neglect the future. The presenter argues that in his course teaching, he attempts to try to bring theory and practice together and become what both John Dewey and Paulo Freire called all educators to be, a social educator. Drawing on the principles of the liberation theology and Freire's theory of conscientisation and working with progressive community religious leaders, he developed the course to prepare PGCE Religious Education pre-service teachers to become spiritually motivated agents for social change and betterment.

The third paper focuses on democracy as a concept for framing integration on a PGCE programme. The presentation is based on the presenter's teaching of a module called "Multilingual Education 711". Multilingual Education is a contested term, framed as the learning of more than one language, as well as the use of more than one language for teaching (Garcia, 2009). He uses Bernstein's (1996) pedagogic device to show the three distributive fields of production, recontextualisation and reproduction, and to show how the module is organised and pedagogic knowledge is transformed into pedagogic communication. He then focuses on Bernstein's conditions for democracy, namely enhancement, inclusion and participation and discusses specific practices in the module (introductory lesson in a foreign language, a focus on concepts and their historical, political and pedagogical analysis, and the production of multilingual materials) that intersect with these values. Democracy is viewed as an "emancipatory activity that provides spaces for rational deliberation" (Habermas, 1996). The presenter reflects on his own positionality, as a lecturer trained in language and content integration, and the field of higher education and how this has shaped his thinking about teacher education.

The final presentation is located in the context of a discussion of global environmental issues that dominate the mass media, spelling doom and gloom for humankind. This presentation

argues that education is key to assisting humanity in mitigating and adapting to major environmental problems and key to developing sustainable living practices in future citizens. He suggests that as Environmental Education (EE) is one of the social agencies through which the transformation to an ecologically sustainable society is to be achieved, the role of teachers as change agents is vital. To accomplish this, he draws on Fein (1991), who indicates that there has been a historical inattention to EE in teacher education programmes. To engage in this most pressing of challenges, educational institutions need to increase their efforts to educate their students for a sustainable future. Teachers are most influential in educating children and teenagers to be leaders of tomorrow in protecting the environment. Thus, aspiring teachers should have good knowledge about the environment to ensure effective delivery and demonstrate pro-environmental behaviour and attitudes if they are to integrate EE effectively in their teaching upon graduation. The presentation proceeds by reviewing the development of a curriculum for and implementation of a module linked to sustainable living in a teacher Education programme. It then goes on to highlight some of the “barriers” against and important factors promoting the implementation of ideas for education for sustainable living. Lastly, the presenter argues that the field needs a new commitment to a form of environmental education appropriately scaled to the size of the challenges we face, that draws on a range of possibilities for educational research and praxis.

SAERA 2018-223

LEAD TEACHERS AND PROFESSIONAL LEARNING COMMUNITIES: LESSONS FROM A UNIVERSITY-DISTRICT PARTNERSHIP

Ms S Meyer, Mr K Hassan, Ms D Hendricks – University of Cape Town

Keywords:

Continuous professional teacher development (CPTD), education districts, professional learning communities (PLCs), university-school partnerships, lead teachers

Abstract:

In the Western Cape, teachers regularly engage in workshops and other subject-specific initiatives organised by the district offices of the Western Cape Education Department (WCED) or their schools. These continuous professional teacher development (CPTD) engagements tend to be ad hoc responses to deficits identified through learner performance on standardised assessments. In an effort to explore a more sustainable approach, the iKwezi Lead Teacher Project was established in 2015 as a three-year partnership between the University of Cape Town and the Metro East Education District Office of the WCED. iKwezi was designed as a constructive, longitudinal engagement with mathematics and language teachers from primary schools in the district. The project was aimed at empowering teachers through a series of accredited short courses to strengthen their own practice and to help develop subject forums in the district to function as professional learning communities (PLCs). These structures have traditionally served a largely administrative function – to provide opportunities for the district to share information with teachers. The project provided professional development support and challenged teachers to take a leading role, along with subject advisors, in sharing new subject knowledge and teaching methods with their peers in the circuit or district. At three of the

schools, iKwezi formed part of the University of Cape Town's School Improvement Initiative (SII), which supports schools located in Khayelitsha, a large disadvantaged community in Cape Town. In these schools, iKwezi provided additional school-focused CPTD support to a select number of teachers and assisted with establishing subject committees for language and mathematics. These subject committees were envisaged institution-level PLCs that would focus on in-school teacher development and help span the divide that often exists between the Foundation and Intermediate Phases. This paper describes the rationale for the design of the project, its implementation and its outcomes. Based on our analysis, we suggest a number of lessons from the iKwezi-SII project that may contribute to policy discussions about CPTD in underperforming schools.

SAERA 2018-224

IMPRESSIONS FROM MANENBERG CLASSROOMS: REFLECTIONS ON A CONTINUOUS PROFESSIONAL TEACHER DEVELOPMENT PROGRAMME OFFERED TO GRADE 1 to 4 TEACHERS IN MANENBERG

S Meyer, Ms K Kaimowitz, Ms T Soci – ORT SA Cape

Keywords:

CPTD in underperforming schools, early reading achievement, group-guided reading, literacy, reading in the early grades, teaching reading

Abstract:

In its original meaning, the name "Manenberg" conjures up the image of a majestic mountain silhouetted in the moonlight. Daily life in the such-named township on the Cape Flats is worlds away from this idyllic picture. Manenberg is synonymous with endemic gang violence, infamous as a hotbed of drug trading and substance abuse and an amalgam of related social ills. Amidst the poverty and wretched circumstances, learners and teachers return to school every day, holding on to a fragile thread of normalcy in life, learning and work. For the great majority of Manenberg children, literacy may offer the only escape from a generations-old poverty cycle they are otherwise destined to re-live. Sadly, key indicator data show that schools in the area have largely failed to unlock the gateway to literacy for young learners. Early in 2018, the district office identified improving the low standards of early reading achievement in Manenberg primary schools as a priority area for action. Via the state tender process, ORT won a contract to develop and deliver a short course – Teaching Reading in the Early Grades – for Grades 1 to 4 teachers from 11 schools. Subsequently, ORT staff visited 89 out of the 119 teachers who participated in the training, to provide classroom support. This paper presents our observations of how teachers teach reading and the context in which learning and teaching happen. During the series of classroom visits, we recorded our observations as trainers and coaches, as well as teachers' own reflections, across a broad spectrum of practices and experiences. The resulting picture is multi-layered: some of our initial misgivings were confirmed, but we also observed some effective practices, and we experienced some inspiring moments. Although our observations are impressionistic, we believe the information presented will be of interest to professionals who are involved in literacy and teacher development in sub-economic urban communities where the demographics and local culture are similar to those in Manenberg.

SAERA 2018-225

THE NATIONAL QUALIFICATIONS FRAMEWORK (NQF) IN SOUTH AFRICA FOR RELEVANT AND AUTHENTIC EDUCATION AND TRAINING POLICY AND PRACTICE***Dr H Bolton, Ms Y Chetty – South African Qualifications Authority*****Keywords:**

Authentic education and training, National Qualifications Framework (NQF)

Abstract:

Democratic South Africa has inherited a racially segregated, unequal, unfair system. The majority of people had been denied access to education, training and development; there was uneven quality assurance across this system, and it was not transparent. There was a lack of parity of esteem among different types of qualifications, knowledge and learning. Many qualifications were not linked to learning and work pathways and stopped further advancement. The first piece of education legislation passed in democratic South Africa was the South African Qualifications Authority (SAQA) Act 58 of 1995, which provided for the establishment of SAQA and the development and implementation of the National Qualifications Framework (NQF) – later strengthened by the replacement of the SAQA Act by the NQF Act 67 of 2008. The NQF is a comprehensive system approved by the Minister of Higher Education and Training for the classification, registration, publication and articulation of quality-assured national qualifications. It is designed to create a single integrated system; facilitate access to and mobility and progression in education, training and career paths; enhance quality; and accelerate redress. The objectives of the NQF are designed to contribute to the full personal development of each learner and the social and economic development of the nation at large; it has relevance for individuals and the country.

This paper presents a reflection on some of the key policy and implementation achievements of 25 years in the South African NQF system, from a policymaker's perspective. It draws on trends in the National Learners Records Database and SAQA partnership research to do so. It seeks to link the location of the NQF in the context of the South African Constitution, the NQF objectives and the approach to NQF policy development and implementation at the national and sectoral levels in the country, to the relevance and authenticity of the system. The paper engages with Ball's idea of the 'policy cycle' and Edwards' concept of 'relational agency' to argue that policy development and implementation in the context of the NQF in South Africa present an authentically South African approach that is relevant for the country and the people in it.

SAERA 2018-226

ENHANCING THE USE OF ASSESSMENT DATA TO IMPROVE THE TEACHING OF MATHEMATICS IN AN INITIAL TEACHER EDUCATION PROGRAMME***Dr MQ Moloi, Prof A Kanjee, Ms J Ramollo – Tshwane University of Technology*****Keywords:**

Framework for reporting scores, initial teacher education, objective standard-setting method, performance standards

Abstract:

There has been a growing body of research on how assessment reports can best be designed for easier interpretation by parents, teachers and other affected decision-makers within the schooling sector. However, limited research in this area is available within the higher education sector and specifically for Initial Teacher Education Programmes (ITEPs). To address this dearth in research, the Department of Primary Education at the Tshwane University of Technology has implemented a research project to support staff in enhancing their use of students' assessment results for improving learning and teaching. This paper provides an overview of the project and reports on initial findings. The premise of the project is that, unless students' assessment results are analysed and reported in meaningful formats, it is unlikely to be used for interventions that will lead to improvement in teaching and learning. The project proposes the use of standard-setting approaches to report results that highlight specific strengths and weaknesses of students, and which provides decision-makers with relevant information to develop interventions for addressing any learning gaps identified. The project used data obtained from the Tshwane University of Technology fourth-year Foundation Phase student teachers. Mathematics tests, developed by the Primary Teacher Education (PrimTEd) project, were administered online and then analysed to identify levels of performance in mathematical knowledge and skills demonstrated by the students. Using the Objective Standard-Setting method and collaborating with lecturers of mathematics, performance standards were developed and adopted that reflect the depth of mathematics knowledge and skills expected of final-year Foundation Phase students. The performance standards were used to determine the levels at which students were functioning so that results could be reported in a meaningful manner that allowed for the development of differentiated interventions to meet students at their levels of learning need. We argue that this nuanced analysis and interpretation of results would have been missed if the reporting of assessment results was confined to the conventional use of statistical descriptive scores. Furthermore, the use of the standards-based framework has the potential for benchmarking performance of students in mathematics across different ITEPs and can also be used to monitor national standards for improving the preparation of mathematics teachers.

SAERA 2018-227

NEWS FOR KIDS: EVALUATING THE IMPACT OF PROVIDING CHILDREN WITH AGE-APPROPRIATE NEWSPAPERS ON READING COMPREHENSION

Dr S Taylor, Mr E Rasekgwalo – Department of Basic Education, Mr J Baetz – Deutsche Presse-Agentur GmbH

Keywords:

Children's newspapers, impact evaluation, reading comprehension

Abstract:

International assessments show that the majority of South African children reach Grades 4 and 5 without having learned to read with meaningful comprehension. This report presents the results of an impact evaluation of the “News for Kids” intervention, which was piloted during 2017 in the Gauteng Province. This programme aims to help children to enjoy reading and to improve reading comprehension, general knowledge and learner engagement with current affairs through providing age-appropriate newspapers to learners every two weeks. The impact of the programme was evaluated using a randomised control trial design, in which 40 primary schools were randomly assigned to an intervention group (20 schools) and a control group (20 schools). Independent schools, quintile 5 schools (the most socio-economically affluent category of schools) and schools in which less than 65% of the children were black African, were not included in the sample. Pre- and post-tests focusing on English reading and comprehension, as well as general knowledge, were administered in all 40 schools. The sampling and evaluation were conducted by the Research, Monitoring and Evaluation Unit in the Department of Basic Education, while the intervention was implemented by the Deutsche Presse-Agentur GmbH (DPA), a German news agency. All of the children in Grade 5 completed the baseline test, but a random sample of 20 test scripts per school were chosen to be marked and captured. Similarly, in the post-test, all the Grade 6 children in both the intervention and control schools were tested, but only those learners who were in the original baseline sample of 20 were supposed to be marked and captured. The overall impact on the learner post-test is estimated to be approximately three percentage points, which amounts to about 0.2 SD. Learners with initially better reading comprehension gained most from the intervention (0.36 SD), while the impact on the weakest readers was negligible. The largest impact was observed on the general knowledge section of the test, while the estimated impact on the reading comprehension section of the test was not statistically significant. This may imply that the intervention was successful in the primary objective of getting children to read the newspapers and extract information from them, but that the more ambitious objective of improving their ability to read with comprehension was not yet fully achieved. With more time, however, a clearer impact may be expected. Given the low cost of this intervention, it seems to be a promising way to encourage children to read more and to do so with enjoyment.

SAERA 2018-228

IN-SERVICE TEACHER PREPARATION TO IMPLEMENT INCLUSIVE EDUCATION IN GRADE R

Mr N Ferreira – University of South Africa

Keywords:

Grade R, in-service, inclusive education, teacher preparation

Abstract:

The South African government has developed various policies to promote equality and inclusivity; a lot has also been invested in teacher development to promote equal and inclusive education. Despite all these efforts, Grade R teachers are generally unable to cope with inclusive education and it appears that they are not adequately prepared for inclusive education.

The Department of Basic Education conducted a national survey in 2015 and found that 12 336 Grade R teachers were in need of training and qualification upgrading. This situation points to a need for research in Grade R in-service teacher preparation for inclusive education in South Africa, with the view to add to existing knowledge on this topic. This doctoral study is guided by the following research question: How can Grade R in-service teachers be prepared to implement inclusive education in Grade R classrooms? The researcher selected the constructivist paradigm, with a qualitative approach, and the phenomenological design has been selected to understand, interpret and describe Grade R in-service teacher preparation for inclusive education. A sample group of 11 Grade R teachers was selected to provide “information-rich” data to answer the research questions. Document analysis, interviews and observations were selected as data collection techniques. The data analysis and interpretation was an inductive process. The systems theory formed the theoretical foundation of the research. The anticipated finding of the study is that current Grade R in-service teacher preparation programmes fail to prepare Grade R teachers to cope as inclusive practitioners. Based on this anticipated finding, recommendations would be made to determine how strategies could be put in place to improve the situation for Grade R teachers, so they can cope as inclusive practitioners. This study is currently in the data analysis stage. The researcher plans to focus mostly on the literature review, the methodology and the data analysis in his conference presentation. Preliminary findings and recommendations will be reported.

SAERA 2018-229

CELEBRATING 50 YEARS OF PAULO FREIRE’S PEDAGOGY OF THE OPPRESSED

Prof L Ramrathan – University of KwaZulu-Natal, L le Grange – University Stellenbosch, Prof P du Preez – North-West University, Prof C Reddy – University of Stellenbosch, Dr A Visser – North-West University

Abstract:

Paulo Freire’s classic work, *Pedagogy of the Oppressed*, appeared as a text for the first time 50 years ago and this remarkable book, which has sold over a million copies, and his life are being celebrated in many forums across the globe. Bloomsbury Academic has also published a 50th anniversary edition of this seminal text, with a new introduction by Donaldo Macedo and an afterword by Ira Shor. *Pedagogy of the Oppressed*, though it was banned in South Africa in the 1970s, was ravenously read by some students at universities and provided inspiration for students’ movements in the struggle against apartheid and for the *People’s Education Movement* of the 1980s. Paulo Freire’s work continues to inform scholarly work of an activist nature in South Africa, in areas such as Adult Education and Peace Education in particular. But in a sense, Freire’s work has lost some attention in South African scholarly work for a range of reasons; on the one hand, because neoliberal policy discourses produced by a black government have become less easily challenged and, on the other hand, academic discourses such as postmodernism and post-structuralism that trouble binaries have resulted in a rethinking of simple distinctions between oppressor or oppressed. This session of the Curriculum Studies SIG will celebrate and reflect on Paulo Freire’s contribution to South African education and the inspiration that *Pedagogy of the Oppressed* provided in the struggle of the oppressed against

apartheid. But the session will also (and perhaps more importantly) contemplate how we might again find inspiration in Freire's life and work, as we find ourselves at a moment in history when human arrogance has reached its zenith, making scientists posit a new geological epoch – the Anthropocene. We live in a time when human actions have resulted in our planet being on the brink of ecological disaster and in growing inequalities across the globe. We find ourselves in a bio-genetic age where the human gene has become capital, where artificial intelligence, drones, nanotechnology, and so forth, not only bring potential benefits but also the potential to destroy all life on the planet. And while some of the world's population enjoy affluence and abundance, one billion of the world population 'go to sleep' hungry and a further billion without sufficient nutrition. In this SIG session, we shall ponder the inspiration Freire could provide for curriculum workers as we navigate what many are describing as a dark age, which could result in the destruction of humanity as we know it.

SAERA 2018-230

CHALLENGING CULTURES OF ASSESSMENT DATA USE TO IMPROVE LEARNING AND TEACHING: FINDINGS FROM THE PrimTEd PROJECT

Prof A Kanjee – Tshwane University of Technology, Prof N Roberts – University of Johannesburg, Dr MW Moloi – Tshwane University of Technology, Dr L Bowie – University of the Witwatersrand, Ms NF Hlungulu, Dr J Alex – Walter Sisulu University, Dr Z Ndlovu – University of KwaZulu-Natal

Keywords:

Assessment, initial teacher education, mathematics performance, primary teacher education project, standard setting

Abstract:

The aim of the Primary Teacher Education Project (PrimTEd) assessment workstream is to (i) advocate for higher education institution participation in common assessment approaches; (ii) encourage collaboration about teacher assessment approaches to teacher competence in relation to the teaching of mathematics and language/literacy; and (iii) develop a teacher competency assessment framework (related to mathematics and language/literacy) for Foundation and Intermediate Phase student teachers entering into, and graduating from, Initial Teacher Education Programmes (ITEPs). A critical challenge identified by the PrimTEd assessment workstream pertains to the reporting of student performance data and its use for improving teaching and learning within ITEPs in South Africa. In addressing this challenge, a new project was established, aimed at changing the dominant culture from one in which assessment data are only used for reporting, promotion and certification to one in which assessment data are regarded as a rich source of information for use in improving teaching and learning. The paper reports on progress made in this project. First, the shortcomings of current reporting practices and the value of the standard-setting approach for improving the use of assessment data are presented. Next, the paper presents the process followed in identifying performance levels, performance level descriptors and cut-scores to determine students' level of functioning. The data for conducting the standard-setting process were obtained from an online mathematics test administered to first- and fourth-year primary education students, at both the

Foundation and Intermediate Phases, across a number of ITEPs participating in the project. This is followed by a presentation of the available results to demonstrate how a standards-based framework can be used to (i) establish and report the levels at which students are functioning; (ii) identify specific learning needs of students for developing interventions to address these needs; and (iii) determine performance trends across and within institutions participating in the project. The paper concludes by outlining implications for enhancing the use of assessment data to improve ITEPs for mathematics teachers in South Africa, and the next steps in developing a teacher competency assessment framework for institutions participating in the PrimTEd.

SAERA 2018-231

THE DIGITALIZATION OF SOUTH AFRICAN HIGHER EDUCATION TO SUPPORT LEARNING: ARE STUDENTS FACING A DILEMMA?

Dr M Adane – Walter Sisulu University

Keywords:

Adoption, BYOD concept, devices, digitalisation, dilemma

Abstract:

The advancement in digital technology continues to alter the conventional order in the adoption and usage of technological innovation from a top-down approach (institutions to individuals) to a bottom-up approach (individuals to institutions). This change is more notable in higher education institutions where the implementation of the “Bring Your Own Device” (BYOD) concept continues to grow at an astounding pace. This is in response to changing the educational environment and increasing technology usage. The digitalisation of education has pushed students towards the use of devices to access the network resources of their institutions. This has led to what is termed “Bring Your Own Device”, where students bring their personal devices with the genuine intention of gaining access with them to access university resources. The concept promises to enhance learning and improve student productivity, while avoiding issues associated with budget constraints and the consumerisation of technology. The article seeks to investigate the dilemma faced by students when allowed by universities to bring their own devices to campus for learning purposes. To measure these parameters, a quantitative survey was conducted and analysed using the Statistical Package for Social Sciences (SPSS) and reported using descriptive statistics. The outcome of the analysis will provide the basis for universities to best equip themselves on key areas to concentrate as they prepare for and use the BYOD concept.

SAERA 2018-232

SHARED SCHOOL LEADERSHIP AND THE DEVELOPMENT OF TEACHER PROFESSIONAL LEARNING IN THREE SOUTH AFRICAN SCHOOLS

Dr TS Mkhwanazi – University of South Africa

Abstract:

A shift towards a shared leadership approach is largely visible in the South African education reform context. Shared school leadership alludes to the shared work and commitment that shape the direction of the school and its learning improvement agenda. This paper addresses the perceptions and experiences of the school principals, deputy principals and heads of departments of three high schools in the KwaZulu-Natal Province on shared efforts towards the development of teacher professional learning. The paper forms one part of a three-year study that aims to explore the roles, behaviour and practices of school leaders and how they influence teacher professional learning in their schools with the view of improving their knowledge and skills in ways that demonstrably enhance teacher professional knowledge and teaching practice. It involves a qualitative multiple-case study of three schools in two school circuits with three principals, three deputy principals, six heads of departments and twelve educators as participants. A total of 24 participants were interviewed for this research study. The study used open-ended semi-structured interviews to capture the school leaders' understanding of their roles, behaviours and practices and how they execute these roles to improve the professional learning of their teachers. The inductive approach was used to analyse the data for the study. A full case analysis process, that features both a "within-case analysis" and a "cross-case analysis", was undertaken. The study findings indicate that the understanding of the school leaders in leading teacher professional learning influence how they execute this role. There seems to be a general understanding in schools that the principals are facilitators (i.e. they lead and motivate), whereas the departmental heads and teachers are responsible for the implementation of the professional learning support (the "doing" part of it). The study calls for comprehensive leadership preparation programmes specific to the leadership position held, the school contexts and the support of teacher professional learning.

SAERA 2018-233

PRE-SERVICE TEACHERS' DEEPER UNDERSTANDING OF GEOMETRIC ELEMENTS

MD Simons, Prof B Khuzwayo – University of the Western Cape

Keywords:

Euclidean geometry, deepening thinking, geometric elements, properties

Abstract:

Shape is an important emergent theme in mathematics, which holds deep ties to classical geometry. It is, therefore, important that pre-services teachers are exposed to the teaching and learning of geometry. Euclidean geometry is a conceptual creation of the human imagination filled with ideal shapes and exact relationships or property invariants, which are significantly related to the teaching of mathematics. Thus, being able to conceptualise geometrical concepts requires several experiences that have something in common, for its formation as well as training, to fully understand geometry through concepts of a higher order or that allows for deepening thinking. This study presents quantitative data, collected from mathematics examination scripts of second-year Foundation Phase students. A mixed-method analysis is offered to exemplify the way the students responded to deepening-thinking questions that were based on two-dimensional geometric shapes. The analysis opened the conversation of social

reconstruction and decolonisation of what we learn and what we are supposed to teach. This study presents a socio-political lens into the context of the participants and curriculum reform in the broader South African education system. It was found that students entering higher education from their diverse backgrounds show unsatisfactory results when it comes to the conceptualisation of geometric relationships or property invariants. The two-fold recommendation speaks to in-service as well as pre-service teachers regarding training and teaching. The traditional way of teaching, where a great deal of procedural understanding, routine work and memorising definitions occupy time spent in the mathematics classroom, which should preferentially be used to re-conceptualise or allow for more exposure to higher-order concepts within activities. This supports the idea of integrated training with insightful learning. Similarly, pre-service teachers bear the brunt of the insufficient training in geometry that is taught through curriculum reform but should rather be trained to understand geometrical concepts for teaching.

SAERA 2018-235

THE LANGUAGE ACROSS THE CURRICULUM POLICY: IMPLICATIONS FOR RESEARCH AND PRACTICE IN SCIENCE EDUCATION

Dr A Msimanga – University of the Witwatersrand

Keywords:

Language, policy, research, science, teacher education

Abstract:

A recent review of the literature on language in science reports an implicit debate in science education research with the question of the potential of home languages as a resource, on the one hand, and the need to develop learner proficiency in English as the language of assessment, on the other. This finding has significant implications, not only for research but also for practice at school science level, as well as for future thinking about teacher education. As part of its framework for addressing the teaching and learning issues reported in the literature, the Department of Basic Education (DBE) recently produced the “English Across the Curriculum Strategy” (EAC) “to strengthen the implementation of the LiEP ... to address barriers to learning through developing the following strategies and policies: (i) English Across the Curriculum Strategy (EAC) Grades R to 2; (ii) Incremental introduction of African languages (IIAL); (iii) English First Additional Language (EFAL) ... The DBE has therefore embarked on the teaching of English Across the Curriculum (EAC) in the framework, in order to assist learners who face barriers to learning when they learn content subjects through the medium of a language that is not their own. The teaching of EAC is based on the premise that every teacher is a language teacher and that the basic language skills ... that are taught in language classrooms should also be taught in content subjects” (DBE, 2013a:5). The DBE further asserts that “[i]n every institution of learning, the language of learning and teaching, LoLT, should be developed, not only by the English teacher, but by all teachers while disseminating knowledge. The concept Language Across the Curriculum ... was introduced as a means of bridging the barriers between content knowledge and language ... In applying LAC, one learns about a subject using the language they are trying to learn, as a tool for developing knowledge and so they develop

their linguistic ability in the target language. The approach here is that one needs to understand the language before one can decode the science in the knowledge presented” (DBE, 2013b:2). My presentation engages with these EAC policy assertions in the context of current debates and emerging trends on language in science in South Africa and globally. I address the specific question: What are the implications of the “English Across the Curriculum” strategy for teaching, research and teacher education in general and for science in particular?

SAERA 2018-236

EXPLORING YOUR TEACHING PHILOSOPHY USING METAPHORS AND METAPHOR DRAWINGS

Dr A Hiralal – Durban University of Technology

Keywords:

Metaphors, metaphor drawings, reflexivity, student teachers, teaching philosophies

Abstract:

Student teachers typically do not change their beliefs about teaching and learning during teacher education unless they are confronted with, and challenged about, their held beliefs through powerful and meaningful pedagogies that cause them to recognise and value the change process and its consequences for themselves and their future learners. It has been suggested that examining teaching narratives and metaphors might be one way for teacher education to help student teachers in recognising their pre-existing beliefs about teaching and learning. The use of metaphor drawings in teacher research in the last decade has been increasing because asking students to draw themselves as teachers working in the classroom can be a very effective way to help them transform their beliefs about teaching and learning and to adopt more relevant teaching and curricula as future teachers, after reflecting on their personal metaphor drawings. Hence, in this article, I show how I introduced relevant and authentic curricula and pedagogies with students completing a postgraduate certificate in education. I tapped into student teachers’ creative thinking and reflexivity and asked them to develop their own teaching philosophies by finding a metaphor that best described them as teachers in the classroom and drawing this metaphor. Metaphor drawings were done at the beginning of the course year and then at the end of the course year. At the beginning of the course year, the students viewed themselves as ‘bucket-fillers’, filling the heads of their future learners, whom they saw as passive recipients, with knowledge. At the end of the course year, as a result of coursework using authentic and relevant pedagogies, they moved towards a more constructivist notion of teaching and learning and found more creative and exciting metaphors to describe themselves. I found that metaphors and metaphor drawings was an authentic and relevant pedagogy because it gave student teachers the opportunity to take a step out of their context, observe and understand their role as future teachers, reframe preconceived beliefs and educational values, establish their own teaching philosophies, clarify their personal aims for teaching and, thus, get a sense of their future teaching practice.

SAERA 2018-238

MAPPING 'ENABLERS' AND 'CONSTRAINTS' IN CONTEXT: PRIMARY TEACHERS' EXPERIENCES OF TEACHING IN OVERCROWDED CLASSROOM IN AN URBAN INDIAN SCHOOL

Dr PN Munje, Dr FP Khanare – University of the Free State

Keywords:

Classroom management, disadvantaged schools, learner discipline, overcrowded classrooms.

Abstract:

The 30:1 national average teacher-learner ratio envisaged by the South African Minister of Basic Education seems a fairy tale when the realities of many disadvantaged schools are put into perspective. Research into low levels of learner performance in South Africa suggests that overcrowded classrooms still remain a contributory factor, especially in disadvantaged schools. Underpinned by the school improvement framework, a qualitative single-case research approach was adopted to tap into the overcrowded classroom phenomenon, teacher management approaches, resultant teacher experiences and the implications for teaching and learning. Teachers were engaged using unstructured questionnaires and observations during the data-gathering process. Observations were meant to have a first-hand experience of happenings within overcrowded classroom. An interpretivist paradigm was employed and the data were analysed using the thematic approach. The findings revealed that overcrowded classrooms were influenced by varied factors that contributed to exacerbating teachers' stressful experiences, with implications on teaching and learning. The teachers revealed that their experiences were conditioned by inadequate classroom spaces, which introduced other features such as questionable safety and health conditions, minimal teacher-learner interaction, disruptive behaviour by learners, inadequate teaching and learning time, and emotional and psychological trauma for teachers. In addition, the teachers revealed that those circumstances were exacerbated by the lack of support from management, poor policy implementation, inadequate teacher training and professional development (particularly to deal with managerial and contextual issues) and inadequate resources. The study suggests that, for the envisaged national average teacher-learner ratio to be a reality, more attention needs to be focused on addressing the numerous challenges inherent in disadvantaged schools. Although teachers were reported to be tapping into their individual resources in order to manage overcrowded classrooms with minimal results, there is a need to empower them with best practices of managing overcrowded classrooms, as a way of mitigating some of the challenges experienced in classrooms within disadvantaged schools in the journey to improve learner performance nationally. Based on the persisting ambiguities surrounding overcrowded classrooms, the article argues for developing a contextual understanding of enablers and constraints of teaching in an overcrowded classroom. It also argues that primary school teachers should be capacitated and given the primary responsibility of creating enabling teaching environments in the context of overcrowding.

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SAERA 2018-240

MORAL LEADERSHIP: THE SCHOOL PRINCIPAL AS AN AGENT IN ESTABLISHING MORAL VALUES FOR THE PROMOTION OF THE SCHOOL CLIMATE

Dr BH Challens – North-West University

Keywords:

Moral leadership, school climate, well-performing schools

Abstract:

Schools are under increasing pressure to achieve academic success, and school managers are constantly working to establish a positive climate within their schools. Strong relationships in schools lie at the heart of school climate, and effective leadership by the principal is critical to the climate of the school. The climate of the school can be improved through interventions, such as the improvement of parental and community involvement, the implementation of character education, or the promotion of fundamental moral values in learners, as well as the prevention of violence and the provision of a safe environment for both learners and teachers. The school principal is regarded as an agent who should initiate, facilitate and implement change. In addition, the principal is also a moral agent who has to base his or her decisions on principles and take into account the welfare of others. The school climate originates from the principal; it is the moral feeling that is derived from the values the principal professes and brings into being. The rituals and traditions in schools give life to the values that the leader advocates and become the basis on which the climate, culture and society are grounded. A qualitative study was used to determine the contribution of the school principal in establishing moral values to promote a positive school climate in performing schools. Two faith-based independent schools (one Christian and one Jewish) and one ordinary public school were purposefully selected in two provinces to participate in the investigation. Individual semi-structured interviews were conducted with four participants at each school. The investigation found that good relationships existed in the schools. Viewed from the moral leadership model, the values (professional and personal) of the leader play a role in the way things are done within the school. It also appears from the leadership styles of the principals that they have much love for others and for the work. However, it may be challenging for faith-based schools to treat people of other religions as equals. The religious foundations of the schools drive the strong moral values within the schools, and this again positively influences the school climate and reflects directly on the leadership of the principal. It is notable that the principals in these well-performing schools follow an open-door policy, where they are very accessible to the staff. From the study, recommendations are made for school principals and for further research.

SAERA 2018-241

SUPPORT FOR LEARNERS WITH SEVERE TO PROFOUND INTELLECTUAL DISABILITIES IN KWAZULU-NATAL, SOUTH AFRICA – A JOURNEY TO TRAVEL

Dr SP Radebe – KwaZulu-Natal Department of Education**Keywords:**

Learners with severe to profound intellectual disabilities

Abstract:

The purpose of this paper is to present a qualitative study on the overview of support for learners with severe to profound intellectual disabilities (LSPIDs) in five special schools and five support care centres situated in KwaZulu-Natal. The respondents comprised teachers and caregivers of LSPIDs. The five special schools and five support care centres were purposively sampled for the purpose of the study. Five LSPIDs were randomly sampled from five special schools and five support care centres. Teachers and caregivers were then used as units of analysis. A literature survey that was conducted provided a theoretical base to look at previous studies conducted on this topic, as well as to provide a theoretical lens through which this study was conducted. The study employed the eco-systemic theory as its theoretical framework to explore support for LSPIDs. Therapists who subscribe to the ecosystem discourse say that learners must be looked at in terms of their mental, physical and emotional development and also in the context of all the other social and cultural factors that serve to influence and shape their lives (Ozmon & Craver, 1995:145). The data were generated through semi-structured interviews and structured questionnaires. Quantitative and qualitative research approaches were used to complement each other as part of a triangulation document analysis. The quantitative approach was also used to analyse the data. Recommendations were identified, classified, synthesised and evaluated. The implications for practice and research are presented based on the findings of this study. The findings seem to suggest the following: LSPIDs are neglected; there is a lack of appropriate learner support material and equipment; and teachers and caregivers lack professional expertise to offer quality support.

SAERA 2018-242

Making community engagement more responsive to democratic ideals: Towards a new framework for inclusion based on participatory action learning and action research.

Prof L Wood – North-West University, B Damons – Nelson Mandela University, L Damons – Stellenbosch University, R Teare – Global University for Lifelong Learning, K Venter – University of the Free State, Heila Lotz-Sisitka – Rhodes University

Abstract:

This interactive panel session will explore how South African universities can be hubs for both academic attainment and community-based lifelong learning. The inclusion challenge is one response to those who are currently excluded: "... millions are (still) without an adequate income, dignity or education, without clean water or enough food and medicine and their share of world wealth is diminishing. The case for devising a new curriculum to address these issues is self-evident. The challenge centres on: the problem of delivering institutionally-based learning and accreditation to very poor communities who cannot afford to pay for it and the thorny issue of whether the knowledge taught is actually relevant to the people and communities who need

it.” [extract from an unpublished working paper ‘*Community engagement, future learning and the university*’ (July 2016) James Nyland, David Davies and Emer Clarke]. The barrier seems to be that even though universities may want to enhance the scope and effectiveness of their community engagement, strategies and frameworks on how to do this are lacking. To address this gap, representatives of the North-West University, the University of the Free State and Nelson Mandela University began to explore this issue in November 2015. By 2018, Rhodes University and Stellenbosch University were also participating in the creation of a framework for wider inclusion, using a practical and holistic system for lifelong learning developed by the Global University for Lifelong Learning (GULL). GULL is a non-profit network movement that works with other organisations around the world to facilitate self-help in communities. As GULL has its own award system, it is possible to recognise the outcomes of community engagement separately from the host university’s own academic awards. The piloting work has been informed by established approaches to community-based research to counter the fact that research policies, procedures, rules and regulations are primarily written for university-led research rather than to enable wider and deeper engagement with catchment area communities. The new framework will facilitate much wider public recognition of the learning and development of community partners. The approach does not, however, require them to enrol in formal education programmes with all the related cost implications and access requirements. The panel session will include case study examples of progress made by several of the participating universities and an opportunity to discuss how other universities can join the initiative and build on all that has been learnt during the piloting phase.

SAERA 2018-243

WRITING, REVIEWING AND EDITING FOR PUBLICATION WORKSHOP

Prof E Henning, Dr S Brink – University of Johannesburg

The workshop consists of two parts, starting with the work of a reviewer and a language editor. Participants will engage in typical reviewer activities with two sample manuscripts provided by the presenters. In the second part of the one-day workshop, participants will practise writing the introduction and different sections of a manuscript. For this, attendees will prepare their own content and summaries of five articles (or book chapters) that they will use in the ‘mock-up’ article. Data or findings from a research project are recommended as well. Laptops with an internet connection are required.

First session:

- How reviewers read and judge a manuscript
- The work of a language editor
- Format, layout and technical editing
- The editorial office and the publisher
- Revisions

Second session:

- Practising the writing of a manuscript.
- Title formulation
- Writing an abstract
- Background (introduction) and argument
- Summaries (400 words) of five articles or chapters from research books – to be used in a sample overview of literature and knowledge framework
- Examples of data from a research project (qualitative – excerpts from interviews and observation notes, videos, photographs, etc.; quantitative – tables showing data content and analysis, etc.); this will be used to write the discussion of the design of the study and the collection and analysis of data
- Writing discussion and conclusions
- Converting a dissertation to an article
- Revising and proofreading
- Systematic review articles (brief Q & A only)

SAERA 2018-244

THE DIMENSIONS OF REFLECTIVE PRACTICE

Dr CS Botha – North-West University

Keywords:

Reflective practice, self-study, teacher educator, teaching and learning philosophy

Abstract:

This paper aims to accentuate the value of reflective practices in the lived experience and professional development of a teacher educator. The author explores various dimensions of their reflective practice through a critical evaluation of their own teaching and learning philosophy and a dissemination of various teaching and assessment strategies. Dewey (1933) first raised awareness about reflective practice in education by defining it as an “active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusions to which it tends”. A process of reflection, therefore, requires that educators in tertiary education consciously revisit and examine their expectations and experiences in order to identify successful strategies, reflect upon challenges and adapt and evolve their practice, allowing for a process of continuous learning and growth. The continuous (re)creation of a scholarship of teaching and learning that is built upon a dynamic and relevant teaching and learning philosophy needs to be preceded by a great amount of research, self-study and reflection. This will result in the conceptualisation of a teaching and learning philosophy that not only resonates with pedagogical and methodological viewpoints and encapsulates ontological and epistemological situatedness, but is also aligned with national and institutional aims and requirements. In such a self-study project, where the teacher educator becomes both the researcher and the researched, the emphasis of the research is on the self as a theorist, researcher and practitioner. This research into the dimensions of reflective practice and the subsequent critical evaluation of a teaching and learning philosophy were, therefore, designed around LaBoskey’s five characteristics of self-

study (2004), namely: it is self-initiated and focused; it is improvement-aimed; it is interactive; it includes multiple, mainly qualitative methods; and it defines validity as a validation process based in trustworthiness. This process included various qualitative methods, such as document analysis, questionnaires in the form of student evaluation, journaling and peer discussions. It is envisaged to contribute to the discourse on relevant and effective teacher educators in higher education.

SAERA 2018-245

ENTRENCHING PERFORMATIVITY OR ENHANCING PEDAGOGY: DEVELOPING AN ENABLING ASSESSMENT SYSTEM TO ADDRESS THE CHALLENGE OF EQUITY AND QUALITY IN SCHOOLS

Prof A Kanjee – Tshwane University of Technology, Dr O Sadeck – Cape Peninsula University of Technology

Abstract:

The development of an enabling assessment system to obtain valid and reliable information for use by policymakers, district officials, school leaders and teachers to improve learning and teaching has been an ongoing challenge that is yet to be adequately addressed. A key challenge pertains to the limited information available at the different levels of the schooling system in South Africa to identify policy or learning gaps and develop appropriate interventions to address these gaps. Within the current system, the only regular information available is from the Matriculation Examination, conducted annually at the end of 12 years of schooling. In addition, information from international assessment studies, conducted every four to five years, is also available from the Trends in Mathematics and Science Surveys (TIMSS), the Progress in International Reading Literacy Survey (PIRLS) and the Southern African Consortium for Monitoring Education Quality (SACMEQ). However, albeit limited and not ideal, even this information has not been effectively used. While the Annual National Assessments (ANAs) were introduced to address the lack of system and school level assessment information for use in improving learning and teaching, this initiative has failed dismally. Notwithstanding efforts by the Department of Education, as well as other key stakeholders in the system, to address this matter, the tension between performativity (accountability) requirements and provision of effective support to address the challenge of equity and quality in South African school remains unresolved and continues to have a negative impact on practices of provincial and district officials, school leaders, teachers, learners and parents. Specifically, the “assessment-focused measurement-driven” nature of the Curriculum and Assessment Policy Statements, the persistence on curriculum coverage, the dominant focus on examination and test results in schools, and the limited or lack of capacity within district offices have continued to privilege performance over learning. With the termination of the ANAs (2015), the proposal of a three-tier assessment model by the Department for replacing the ANAs (2016), the agreement between the Department and teacher trade unions to implement a revised systemic evaluation model (2017) and evidence from recent studies on the effect of formative assessment in South African schools (2018), the debate on developing enabling assessment systems has once again taken centre stage among policymakers, researchers, academics, teachers, donors and civil society

organisations. This session seeks to contribute to current debates by addressing the question: How can an effective and enabling assessment system for improving learning and teaching for all in South African schools best be developed, implemented and sustained? Some of the key issues to be covered include:

- a common understanding and general consensus on what constitutes an enabling assessment system;
- the impact of the current assessment system on teaching and learning;
- addressing the formative-summative assessment tension in schools;
- models for consideration in developing an assessment system for South Africa;
- implementing a national framework for enhancing the reporting and use of assessment and examinations data;
- identifying and addressing assessment data needs of districts and schools;
- developing the capacity of Education Department officials and teachers to use assessment data effectively for improving learning and teaching; and
- the role of research institutions, civil society and business in supporting an enabling assessment system.

In searching for a “new operation system” for education in South Africa, this session will be presented as a “town meeting”, involving representatives from a teacher union, the national Department of Basic Education, civil society or the business sector, academia and a research organisation to engage with participants.

SAERA 2018-246

QUANTITATIVE VS QUALITATIVE RESEARCH IN EDUCATION: POLARITY OR PENDULUM?

Prof PJ Mentz – North-West University

Keywords:

Education, qualitative, quantitative, research

Abstract:

Cilliers (2005) argues that the failure to acknowledge the complexity of a certain situation is not merely a technical error, but also an ethical one. He further states that we need to understand a system's complete environment before we can understand the system. Research in the social sciences investigates human behaviour in a certain context. In this paper, it is argued that it can be seen as reductionist (and even unethical) to select one methodological approach when investigating complex human behaviour in a context such as the school. Whereas the quantitative method includes survey and experimental designs that may lead to generalisations, the qualitative method focuses on a natural setting without the purpose of generalisation. Mixed methods can be either sequential or non-sequential in terms of qualitative or quantitative methods to be addressed first. The research question that guided this small-scale investigation was whether there is a shift from one method to another in research in education at a selected university. Using the electronic database of a university, the researcher selected all the master's

and PhD studies (n=111) in the Faculty of Education across three campuses that were completed in 2012, 2013 and 2016. The gap in years was used to establish a trend. The researcher viewed either the summary of the thesis or the methodology chapter in order to establish which methodologies had been used. These were categorised as either N (quantitative), L (qualitative) or N+L (quantitative and qualitative). From 2012 to 2016, studies implementing a purely quantitative approach have decreased from 13 to 5, and studies using a purely qualitative approach have increased from 18 to 22. Studies using both methods have decreased from 13 to 5. It was also found that the preference for a certain method can vary across campuses. On Campus A, 18% of the total number of studies in the years under investigation were quantitative in nature, while the numbers for Campuses B and C were 29% and 44% respectively. It was found that there is a definitive move towards the use of qualitative methods. The reasons could be either paradigmatic or following current global practice. Leading researchers in the Faculty mostly implemented qualitative methods. It seems as if the Departments of Education prefer quantitative methods in order to inform and improve practices in schools. There is, thus, a possible dissonance that needs to be addressed.

SAERA 2018-247

THE INCLUSION OF CHILDREN'S RIGHTS AND RESPONSIBILITIES IN THE SOUTH AFRICAN SCHOOL CURRICULUM

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Keywords:

Children's responsibilities, children's rights, children's rights education, school curriculum, United Nations Convention on the Rights of the Child

Abstract:

The United Nation Convention on the Rights of the Child mandates the teaching of children's rights to all children, regardless of their differences and circumstances. In a world that is characterised by a high prevalence of violation of children's rights and a lack of knowledge of such rights by both children and adults, education can be used as both a corrective and an informative tool through educating both children and adults on facets of children's rights. However, for education to achieve this goal, it has to be relevant and authentic to the current prevailing environment. Previously, children have been regarded not to possess rights, but now it cannot be denied that they have rights and they need to be taught about these. The school curriculum is pivotal in disseminating such knowledge and, hence, needs to be in touch with current children's rights issues and include the teaching of children's rights in the school curriculum. This study aimed to explore Grade 9 learners' perceptions on the extent to which rights and responsibilities are taught in the school curriculum. The sample consisted of 577 learners from 13 public independent and independent-subsidised schools, randomly sampled from four Johannesburg education districts. Data were collected through a quantitative questionnaire that was self-administered. The results showed that rights and responsibilities were being taught to a low or moderate extent in various learning areas. The findings suggest a gap in the teaching of children's rights and responsibilities in the school curriculum. Based on these findings, we argue that the limited inclusion of human rights education in the school

curriculum poses a challenge in making teaching and learning relevant in this 'rights error'. We also argue that the curriculum cannot be relevant and authentic if it excludes such pertinent issues in the lives of the learners; hence, a relevant curriculum should equip learners with knowledge of their rights. We make several recommendations for the inclusion of children's rights in the school curriculum in South African schools if current education is to be made relevant to current trends. We also recommend that children's rights education should be included in the Initial Teacher Education programme to prepare teachers better for the challenge of teaching it in schools.

SAERA 2018-250

CHALLENGES IN PROMOTING ACCESSIBILITY TO DISTANCE EDUCATION USING MODERN TEACHING TOOLS: A CASE STUDY

Miss G Chisango – Walter Sisulu University , Prof NC Lesame – University of Limpopo

Keywords:

Digital divide, digital inclusion, Eastern Cape Province – South Africa, higher education, information society, new media teaching tools, pedagogy, Wise-Up e-Learning

Abstract

Digital inclusion and technological skills training are information society goals that should be pursued and executed by various stakeholders working in tandem. New media teaching tools have enabled wider but not ubiquitous access to higher education. This study explored challenges experienced by students (Postgraduate Certificate in Education) and lecturers in accessing higher education using new media teaching tools at the Queenstown Walter Sisulu University Campus, Eastern Cape, South Africa. For theoretical grounding, the study was informed by Van Dijk's (2005) model of access to technology, which identifies four types of access necessary to make use of new media, which are skills, motivational, usage and material access. The study adopted qualitative research and a case study method. Purposive sampling was employed to select participants from groups using Wise-Up as a teaching and learning tool. Ethics was upheld and promoted in the study. Data were collected through personal interviews to solicit data from lecturers and focus groups to elicit responses from students. Thematic analysis was employed to analyse the data and vivo codes used for data presentation precision. The findings include that both lecturers and students experienced technological challenges while using the Wise-Up platform. Limited digital literacy and the unavailability of the technology infrastructure remain impediments to technology access and use. Solutions to these challenges are recommended, including that continuous information and communication technology skills training should be made available by Walter Sisulu University and other stakeholders to students and lecturers to improve information and communication technology capacity building.

SAERA 2018-251

LEARNING TO BE OPEN: THE EXPERIENCE OF SAIDE'S AFRICAN STORYBOOK INITIATIVE

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Keywords:

African languages, early reading, digital publishing, open educational resources

Abstract:

Since its inception in 2014, Saide's African Storybook initiative has been using open-licence digital publishing as a more relevant type of publishing to address the shortage of contextually appropriate storybooks for early reading in children's own languages (Welch & Glennie, 2016). We have aimed to become increasingly open to use, format, discoverability and collaboration. At the heart of open educational resources (OER) and the Creative Commons concept is the realisation that knowledge advances best through building on the work of others in a spirit of sharing, rather than competition. However, a thoroughgoing attitude to openness is at odds with conventional publishing, which is not able to provide for marginalised languages with small markets. As Lea Shaver comments, "Copyright law creates a barrier to the flow of works from dominant languages to disadvantaged ones. ... in language communities where there are simply very few consumers who can afford to purchase books at the prevailing high prices, the economics are not favourable for producing [books]" (Shaver, 2015:29). Our argument is that all-rights-reserved copyright damages the interests of the very publishers who are imposing it, as it puts obstacles in the way of creating the expanding reading public on which the publishing industry depends. The limited availability of own-language books results in a situation where most learners are impeded in engaging in frequent, diverse and enjoyable reading. Even where people have come to love to read, they may be held back by having to read in a second language. This creates a vicious cycle: the demand for books cannot exist if literacy is not embedded as a social practice; but in the absence of reading material, literacy cannot become a social practice. However, in embracing openness, we have faced challenges, including the accusation that we are undermining the earning power of emerging authors in African languages by offering content for free. Working in the creative commons requires a shift in mindset: from resenting that someone has 'taken' one's ideas to rejoicing that these ideas and content have been given life beyond the confines of one's project. We encourage colleagues to become good stewards of OER, which involves not only releasing work openly, but also attributing the work of others, spending time engaging collaboratively with other people's work, and extending the audience for OER to non-traditional readers (Petrides et al., 2018), all in an effort to make teaching and learning more relevant and accessible.

SAERA 2018-193

RURAL AND IRRELEVANT: EXPLORATION OF LEARNING CHALLENGES AMONG UNDERGRADUATES IN SELECTED SOUTH AFRICAN AND NIGERIAN RURAL UNIVERSITIES

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Keywords:

Learning challenges, Nigeria, rural university, South Africa, undergraduate, university students

Abstract:

The study explored the experiences of learning challenges among undergraduates in selected rural universities in South Africa and Nigeria, taking cognisance of the causes and effects thereof to individuals, institutions and societies at large. A quantitative research design was adopted for data collection. A simple random sampling technique was used to select 934 students who served as the participants in the study. The data for the study were collected through the use of a questionnaire and were analysed using descriptive statistics and the Statistical Package for Social Sciences (SPSS). The findings of the study reveal that undergraduates in the two selected rural universities experience similar learning challenges, including the following: cognitive learning challenges, which include the level of students' reasoning capabilities and development; poor academic foundation; and the lecturer-student relationship. The identified common learning challenges are caused by factors such as the following: a lack of infrastructure or teaching and learning facilities, poor infrastructure, students' family socio-economic background and staff members' levels of relationship. The effects include a poor rate of development at individual, institutional, social and economic levels, among others. Thus, the study recommends the following: basic necessary facilities and structures needed to facilitate and enhance quality teaching and learning activities should be provided; more lecturers should be recruited; the duty load of academic staff members should be reconsidered and reduced; and cordial relationships among students and lecturers, administrative staff members and academic staff members should be encouraged. In addition, policies that will ensure safety on campus and the adoption and use of the most suitable language of instruction should be established.

SAERA 2018-253

COMPARATIVE AND INTERNATIONAL EDUCATION AND THE QUEST FOR RELEVANCE, AUTHENTICITY AND RESPONSIVENESS IN RESEARCH IN EDUCATION IN SOUTH AFRICA

Prof CC Wolhuter – North-West University

Keywords:

Comparative and International Education, Education Sciences

Abstract:

The aim of this article is to draw to the attention of both scholars in the field of Comparative and International Education and scholars in the broader set of fields of Education, the potential of Comparative and International Education in the transformation of Education into a field that is characterised by relevance, authenticity and responsiveness — something that is seriously lacking in Education as a scholarly endeavor in South Africa. The article commences with an overview of the structure of the Education Sciences, lately a topic of two books. This is followed by an exploration of the problems and challenges besetting the scholarly fields of Education in South Africa in particular, culminating in an identification of the need for relevance, authenticity and responsiveness. That is followed by a survey of the field of Comparative and International Education — its historical definition, its definition, and its purpose and significance. From this, the place of the role or potential of the field in serving as scaffold for the reconstruction of

Education Sciences in South Africa, with relevance, authenticity and responsiveness as signature features, is highlighted.