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# Faculty induction for new employees

The Faculty of Education held an induction workshop for newly appointed employees.

The Induction Workshop is aimed at introducing the job and organization to the new staff members. The Dean, Dr Muki Moeng, wished everyone the best and hoped that they will all enjoy working for the faculty.







Faculty induction for new employees





## African Activist Intellectuals: Then and Now?

There were a multitude of intellectuals in the past who devoted themselves to gear the cognition of the masses. However, emancipation of the mind has been, and still is a crucial factor in our world society despite all the social ills.

The historical, especially political motivated, events of the past wants us to talk about African intellectuals and the notions of who and what an African is. It is very clear perceive that we, the current generation, must make contributions towards and being activist intellectuals to counteract against Eurocentric exposure. Nevertheless, it is essential to know that intellectuals do not represent others, but has legitimate voice in the struggle to eradicate misconceptions and to feed the ordinary people with soul food. Hence, the struggle of the ordinary is the same as for intellectuals, meaning there are different levels of oppression and poverty, because alongside their wisdom and dark proverbs comes oppression.

We are all born intellectuals, but as a result of academia we become

converted. We are often told not to think about what we are not thought, which indicates that we are being programmed for some other reason. Scholarship must be challenged due to the fact that education institutions, especially universities, are the headquarters of indoctrination. Educated ones must be alert of the propaganda in their training and how to manipulate it, so that the masses cannot be polluted.

Intellectuals must bring knowledge to ordinary people to make liberation more effective. Culture acts as a mirror to our society – to distinguish intellectuals from imposters are important. We often confuse academics with intellectuals, therefore we must thoroughly interrogate and examine the ideas of intellectuals to understand it better. Activist intellectualism is concerned of the entire human race, especially of Africans at home and abroad. These individuals, for example Stephen Bantu Biko and Marcus Mosiah Garvey, are not ambitious to be leaders and does not want to be part of the world's, so called ivory tower. To raise the conscious-

ness level of our society, whether in writings, play's or any form of art, is of utmost importance to activist intellectuals. Finally, we must move from opposing systematical oppressions to the proposing and implementation of non-biased systems that promotes equity. The African activist intellectuals of the past inspired current movements, such as the Fees Must Fall Campaign.

In a nutshell, we as current and future activist intellectuals must reclaim Africanism and also re-Africanize the current Eurocentric teaching curriculum. We must fuel the ongoing fight against African distortions of culture.



## Robert Mangaliso Sobukwe Memorial Lecture



The Nelson Mandela University held a Robert Sobukwe memorial lecture, hosted by the Faculty of Education. The event took place on the 27th of February 2018 at North Campus Conference Centre.

Robert Mangaliso Sobuke was a well-known South African political protester, who founded the Pan Africanist Congress to stand against the South African apartheid system. He was diagnosed with lung cancer and died on the 27th of February in 1978.

Advocate Christina Qunta was the guest speaker for this event and Professor Simphiwe Sesanti served as Respondent to the guest speaker. The event was attended by few members of the Pan Africanist Congress including the president of the PAC with the NMU Vice-Chancellor, Professor Sibongile Muthwa, welcoming everyone on that night.

## Three professors launch their new Participatory Visual Methodology book!



Prof Claudia Mitchell (McGill University, Canada), Prof Naydene de Lange (Nelson Mandela University) and Prof Relebohile Moletsane (University of KwaZulu-Natal) launched their book, *Participatory Visual Methodology, Social Change, Community and Policy*, published by SAGE. The launch took place at a cocktail function after a colloquium held on 6-7 March 2018 at the Marine Parade Garden Court in Durban. The colloquium, *Participatory visual methodologies in addressing gender-based violence in and around post-secondary educational institutions*, was hosted by Networks4Change project funded by the SSHRC and IDRC and drew participants from South Africa, Sweden and Canada. Verena Thomas, from Queensland University, Australia in her review pointed out the long research relationship of the three authors: "With over a decade of experience of working together in this field, the authors are uniquely placed to make this contribution!" Prof Kathleen Pithouse-Morgan, from UKZN, who offered a stimulating overview and critique of the book, also cut the ribbons to launch the book.





Dr Marx attended the South African Cultural Observatory conference held at the Nelson Mandela Bay Stadium. This conference is unique since it engages scholars, members of Parliament, Department of

## Creative Arts Corner

Basic Education, various arts and culture trusts and people from within creative industries to network and discuss "Beyond the Creative Economy". That is, the impact of contemporary creative industries on the South African economy. Important people who attended this conference was the Minister of Arts and Culture Mr Nathi Mthethwa, the CEO of the National Arts Council Mrs Rosemary Mangope, members of Parliament, Director of the National Arts and Culture Trust, President of ASSITEJ (French acronym - Association Internationale du Théâtre pour L'Enfance et la Jeunesse) and renowned scholars such as Dr Sipho Sithole and Prof Muxe Nkondo. Dr Marx presented a paper on the potential of dance education to promote social cohesion in a culturally and politically

diverse South African university classroom. In the same session, a member from ASSITEJ provided new research and statistics of the impact of meaningful creative arts sessions on the development of reading, writing, language and mathematics amongst Intermediate Phase learners in disadvantaged primary schools from Umgungindlovu and Umlazi districts (Kwazulu Natal) and Fezile Dabi and Lejweleputswa districts (Free State). In addition, Dr Boudina Mcconachie created awareness of the African Indigenous Music Archive that is open to public at Rhodes University, as she reported on ways to incorporate African music into PGCE Education curricula. This conference was indeed a valuable and exciting two days for the Creative Arts learning area.



The Literacy Association of South Africa, LITASA, will hold its 2018 conference at the Education Building on the Nelson Mandela University Missionvale Campus from 5 to 7 October 2018. This is the first conference under the new name as LIRASA was previously known as RASA, the Reading Association of South Africa.

The theme for the 2018 conference is Literacy and Social Justice and it is fitting that this is being held at the Nelson Mandela University in the Mandela Centenary Year. This theme resonates with Mandela's values and so we are glad to be able to use the Education facilities at Missionvale campus.

Conference highlights include:

- A PIRLS Panel where key researchers interrogate the findings and

implications of PIRLS and relate this to social justice

- McKinney, author of Language and Power in Post-Colonial Schooling: Ideologies in practice
- Award for best post-grad student presentation

The local organising committee, comprising of NGOs and academic staff from Nelson Mandela University and Rhodes met recently at Nanaga. From the education faculty were, Fulbright fellow, Emily Durst, Margie Childs, Jamiellah Domingo and Eileen Scheckle.

For further information, or to submit an abstract for the conference, please visit the conference website at [www.litasa.org.za/](http://www.litasa.org.za/) Or email LITASA Conference at [conference@litasa.org.za](mailto:conference@litasa.org.za)

## Literacy Conference Update



LITERACY  
ASSOCIATION  
OF SOUTH AFRICA



# M and D Induction weekend

Post graduate Masters and Doctoral students started the 2018 induction programme with a workshop by Prof Michael Samuels from UKZN. All staff interested in supervising were also invited to attend as were the CCS scholarship circle.

Prof Samuels shared a set of cards he has developed to take students, and supervisors through all aspects of the research process. Considerable thought and refining has gone into developing this research toolkit and it was an honour to have Prof Samuels share his experience and scholarship to develop masters and doctoral theses. The workshop ran from 3pm to 6pm and it was a testament to Prof Samuels engaging delivery that when he went over time on a Friday evening, no-one wanted to leave. Real commitment from all sides! Some of the comments from the participants were:

- My brain is paining but I learnt so much
- Thank you so much to all the

organisers.. I don't think I've EVER benefitted so much from a workshop

- I feel disturbed and utterly disrupted too. But I really learned a lot. A new light went on.

Prof Samuels challenged us to see research as a new way of looking at the phenomenon being researched and to ensure that it was not advocacy work in pursuit of a particular goal or pedagogy. He warned us that research should disrupt our thinking and that investigating through different lenses would also change us as researchers. He challenged us to listen critically and demonstrated it from the outset with observations of theoretical positions that were revealed in our introductions.

Education Faculty staff who attended the Michael Samuels research workshops included; Reinhold Gallant, Tobeka Mapasa, Mathabo Khau, Benedict Khoboli, Michael Samuels, Msi Nkhola, William Zim..., Cossie Rasana, Marilyn Gibbs, William Zivanayi and Eileen Scheckle.



## Praxis, when theory meets practice, musings of a fourth year student teacher



One of the things a first year looks forward to is the practice teaching that happens in the fourth year. A person spends three years preparing, practicing and learning theory for the actual work and practicals that happen in the fourth year but the dreaming and countless in front of mirror practices teaching imaginary learners happens way before this actual year. This short article looks at the ups and downs of a 4th year student teacher. It is not a complete summary of what happens but it should give you an idea of what a life of a student teacher looks like.

From the onset let us just acknowledge that it has been a hard three years to get to this point. The numbers of countless sleepless nights of assignments, tests and exams and the battered body at the end

of the third year attest to the challenging and difficulty of understanding many educational theories and the dreadful content knowledge that must be gathered from the service faculties. At the end of third year, especially if you are in the FET phase, you just want to catch up on the sleep that you missed over the past three years. However, a new kind of stress creeps in. You now have to worry about finding the best fit for a school that will allow a person to be able to put what they have learnt over the past three years into practice.

It is not easy looking for and researching schools that you think are the best fit for a person to do their teaching practice in. The added pressure, this year, of carefully choosing two schools from two different contexts has added a bit of both stress and

excitement. Stress in the sense that student teachers will be challenged when they are confronted with a world that is unfamiliar to them and excited because of the opportunity to learn new ways.

The selection of three schools, for me, for the first semester was a no brainer. I always aim for new exciting challenges. However, when I put down the names of the three schools of choice I hardly expected to be accepted in the school that eventually did accept me.

Riebeeck College Girls' High School has been absolute awesome revelation. From the day I was accepted as a student teacher in December there was constant communication between the school and myself. The student teachers had a dedicated contact person that assisted in preparing us and informing us of how the school functions and policies of the school. During the first two days of the first term we were given a 'starter pack' that had almost all the information about the school, its history, programme of the year, policies and more. This assisted student teachers in fully understanding and integrating in the school.

With the full incorporation into the school student teachers have experienced an environment that is welcoming, friendly and accommodating. This has made it easier for student teachers to make mistakes and learn rather than being scared of making mistakes and not learn. This environment is not only true for the student teachers but for the learners in the school as well.

Riebeeck College is one of the most inclusive schools I have been in. The diversity of learners in terms of culture, race and language is phenomenal. The girls are

allowed to develop and come into their own with very little prejudice and indoctrination being enforced on them. They are allowed grow and mature into responsible ladies that will serve their communities with distinction. This is evidenced by the calibre of alumni that come from this school. This includes the likes of the youngest parliamentarian in South Africa Miss Hlomela Bucwa and one of the leading actresses in South Africa Zikhona Bali. This is probably the reason why Prof. Jonathan Jansen included this school in the top 100 schools in South Africa not only for its excellent results but also for its ability to be diverse and inclusive.

Although the school is considered to be one of the better resourced schools there are always opportunities for it to do even better and this is acknowledged by the school principal.

With all this being said I need to admit: when I walked into this school I believe I walked into the future of what South African Schooling should be like.

The challenges and stressful demands of fourth year and not knowing whether you are still a student or a teacher has been alleviated by the support of the school I am in. Not everything is perfect but it is a learning curve for the school university and us as student teachers. Challenges will be there but they can be overcome by a constant communication and working together to try and solve the problems. For now I will not go into details of the stress involved of crit lessons, classroom management, learner behaviour and other stuff. I will leave that for another day. Safe to say the exciting journey continues.





# Appreciation Awards 2017

The Faculty of Education held an appreciation awards event on the 13th of December 2017 to recognise excellence in a variety of categories amongst our final year students.

Our recipients are pictured below. From left, Ntombobongo Peteni – Leadership Award, Avukile Jeke – Sports Award, Joshua Austin – Academic Performance

Award for PGCE, Lunga Kwekwe – Leadership Award, Dean of the Faculty Dr Muki Moeng, Nazree Coetzee – Community Development Award, Robyn Mason – Sport Award, Carmen Ann De Kock – Academic Performance Award for Intermediate Phase Languages, Danile Dlambewu – Community Development Award)

Career choice is one of the most important aspects in the lives of young people when they transit to adulthood. With growing number of career choices, and with changing nature of careers, young people continue to face difficulties when making choices. Now career choices go beyond employment and employability. It has evolved to include entrepreneurship, creativity and innovation. Research predicts that in the next three years, creativity and innovation will be the high ranking skills in the labour market, or should I say in life.

Now careers extend beyond the traditional labour market as we know it. A career has become a moving target, and people have to remake themselves to survive and adapt to new challenges. In addition to adapting to new challenges, careers are also moving towards creating new environments. It is no longer surprising to hear something like this: 'in the future teachers may be replaced by computers'. We are all well aware of the debates around traditional teaching models, and the relevance of teachers/educators. We are also aware of the debates around the 'teaching for information versus teaching for formation'.

Although we are fully aware that our educational purposes are of the past, we remain very slow to adapt to new changes. We see this in our dealing with student career choices. How much do we know about how students make career choices? How much do we know about the factors that lead to such choices? To what extent have we shifted from theories of matching young people's charac-

ters and personalities with occupations? To what extent have we decolonised the career counseling theories of the likes of Donald Super, John Holland, as well as that of Mark L. Savickas? Have we even considered that these foreign vocational psychological approaches to career counseling may not be relevant in an African context? Most importantly, have we even questioned the value of career counseling altogether?

Yes, career counseling has its own merits, and we must acknowledge the role that it plays in our schools, colleges and universities. We well know that many schools and colleges in South Africa go without career counselors, while some have sufficient number of these service providers. Some under-resourced schools and colleges in the country rely on teachers/educators for all their functions, including career guidance. How many young people in South Africa complete matric without basic information about college or university application processes? How many of those who apply receive enough information about available career options?

We know that online advertisement is now growing. But again, how many young South Africans are in a good position to exploit online resources? While these questions point towards a deficit notion, we must also focus on the hopeful part of the situation.

We know that it is rather expensive to employ career counselors for all schools and colleges in South Africa. If we were to do so, we would need over 26 000 counselors for both public and primary

schools. We would also need over 263 for each public TVET college campus in the country. Most importantly, we would need counselors who are not only trained in psychology, but in sociology as well.

So, what must we do? It is easy, we can just employ at least one career guidance counselor for each school, and the government will pay them. But is this possible with our current economic situation? Maybe, maybe not. Let us say it is not possible, and explore another option.

Educators remain the most important people in the education and training system. Whether employed to advise students or not, they do it anyway, and they have been doing it forever and for always. But the problem is, they are not necessarily trained to perform this function. Nevertheless, it is never too late to equip educators with such skills. Continuing professional development should include career guidance and career education. Short learning programmes offered at university should cater for this area as well. By the way, research shows that psychology is not necessarily the best approach to career guidance. Due to limited time and space, we are not in the business of discussing the limitations of vocational psychology, of the benefits of sociology to career education and guidance.

*Lucky Maluleke is student at the Faculty of Education, Nelson Mandela University Summerstrand (South) Campus.*

Career choice  
remains one  
of the most  
important  
aspects of life

*Lucky Maluleke*





# CERMESA supervision team graduation





# Community Feedback Session

By Bukelwa Kumalo (4th year education student – CCS Student Desk)

The Center for the Community School in collaboration with the Helping Hands Trust of Metro Security hosted a community feedback session at Sancto High School on March 8, 2018. This session served to inform the stakeholders about the progress that was made across the various projects by the six high schools in the Northern Areas namely; Arcadia, Bertram, Booysen's Park, Chatty, Sancto and Westville, that form part of the Principal Action Learning Set (PALS). CCS leads these projects in collaboration with the various stakeholders in the schools and under these projects the schools highlighted that safety and security along with teacher wellness were their main areas of concern in relation to school improvement. This led to the establishment of the Safety and Security Action Learning Set (SASALS) comprising of learners, parents and teachers from the six schools. SASALS is co-constructing a safety and security plan which will be implemented in the schools. The Wellness Action Learning Set (WALS), comprising of two teachers from each school is responsible for co-constructing a teacher wellness program which will be implemented in the schools. CCS stays true to its mission of equal participation and dialogic engagement in order to forge ways of improving the schools in our communities through collaborative efforts.

The director of the Center for the Community School, Dr. Bruce Damons presented an overview to the community the methodology used by The Centre in co-constructing these programs. His address was followed by a series of presentations from the principals of the six high schools that were previously mentioned. In their presentations the principals focused on projects initiated by the six schools, under the umbrella of the PALS program. Arcadia High School reminded us that investing in the leadership development of youngsters is a method of fostering responsibility when they become adults through their Representa-

tive Council of Learners Development project.

Although it remains crucial to develop learners, a functional School Management Team helps with the sustainability and functionality of the school therefore Bertram High School took on this project with finesse. Booysen's Park focused on the transformation of the school image and Westville expressed the same sentiment referring to it as *"strengthening our brand"*. This culminated in the redesign of the school uniform and logo at Booysen's Park as well as the establishment of a school website at Westville. This, the principals felt, will surely boost learner and teacher morale at the school. Chatty High School delivered a presentation on the Rachael Project which was sponsored by the Helping Hands Trust and Metro security which is a project that provides learners and educators with access to the internet for educational and research purposes. With our education system becoming more technologically advanced Chatty has taken a giant leap of progress in that domain. Sancto High School focused more on the development of the child emotionally and socially by creating projects that are raising awareness and helping learners to deal with social challenges like drug abuse, family problems and teenage pregnancy.

In her keynote address, Dr Muki Moeng reminded us that we should not fold our arms and wait for assistance because the solutions to our problems reside within us and if we make a collaborative effort to find them then we would be virtually unstoppable. She ended off by saying that *"we must be proud of our communities."* She was followed by Mr Achmat Mohamed from the Helping Hands Trust who expressed a willingness to continue working with and supporting CCS and the schools. He also added that he is thrilled with the progress that CCS and PALS have made. The event ended with a merriment of edible eats and too many selfies to mention.





## Faculty Reps Elections



The faculty recently held elections for students to elect their class representative for 2018. Nominees from each program will be interviewed and final candidates will be notified in due course.

Class reps are meant to act as liaison between students and faculty staff to ensure open communication between the two stakeholders.



# Summer Graduation Congratulations!







**Summer Graduation** Congratulations!

Summer graduation statistics were as follows:

FP 99  
IPL 52  
IPMS 69

FET 70 (PE)  
PGCE 91  
Hons 57

M Ed 13  
PhD 2





Summer Graduation Congratulations!







Newsletter of the Faculty of Education, Nelson Mandela University