

Faculty of Education  
**News**



# LAUNCH OF PGCE PART-TIME PROGRAMME

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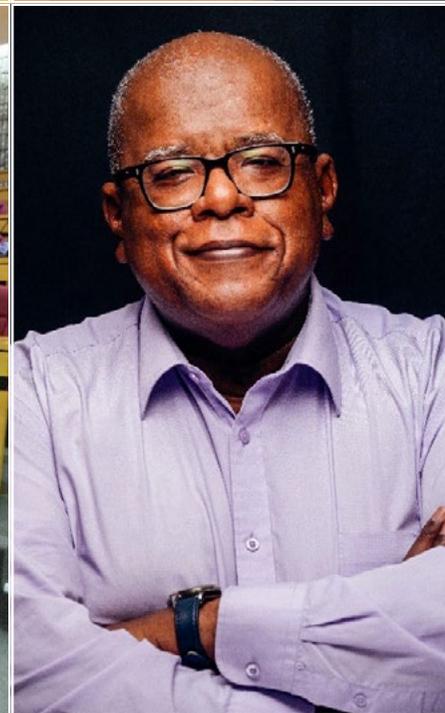
There have been numerous requests over the years from in-service teachers, who do not yet have the requisite teacher qualifications, to the Faculty of Education at the Nelson Mandela University for the implementation of a PGCE part-time programme. It is with this in mind that the HOD, Dr Heloise Sathorar, and her Secondary School Education team explored the possibility of offering such a qualification. This led to the launch of the PGCE part-time programme.

The launch was held on the 6th of June 2022 at the North Campus Conference Centre and was well attended. Amongst the attendees were representatives of the Department of Basic Education (DBE), representatives of the Department of Higher Education and Training (DHET), representatives of the South African Council for Educators (SACE), Faculty of Education staff members, staff members from other Faculties within Nelson Mandela University, representatives from partner schools, alumni and potential PGCE part-time students. Dr Tulsi Morar (Deputy Dean of the Faculty) served as the programme co-ordinator for the event.

Speakers at the launch included Professor Sibongile Muthwa (Vice Chancellor - Nelson Mandela University) who delivered the opening address, Dr Muki Moeng (the Dean of the Faculty of Education), Ms Michelle Matthey (Director of Teacher Education - Department of Higher Education and Training) and Professor Jonathan Janssen (Distinguished Professor in Education – Stellenbosch University). Although there was a general mood of optimism and excitement around the implementation of the programme, Professor Jansen expressed a cautionary note on the importance of ensuring that the programme is set at a high standard, and that it empowers teachers with the requisite skills, knowledge, values and attitudes, given the enormous education challenges confronted by the Eastern Cape Province.

One of the highlights of the launch was the showcasing of the PGCE Part-time programme by means of a short video that was conceptualised by Dr Sathorar and Dr Badroen Ismail, and was co-ordinated and produced by Mr Bruce Gordon (IT support in the Faculty) and Mr Thato Moshesh, B.Ed (FET) alumnus. In her vote of thanks at the close of the event, Professor Cheryl Foxcroft (DVC – Learning and Teaching – Nelson Mandela University) lauded all those who assisted in making the event such a wonderful success.

In keeping with the Faculty of Education's mission to include the wider community in its activities and events, the launch included musical items by a the Tendai D. marimba band, several musical items presented by the Mary Mount Secondary School choir from Kariega (under the direction of Mr Rufus Maclean), and a jazz performance by Mr Dean Saunders, one of the current PGCE full-time Music students. All those who attended agreed that the launch was a great success and expressed the hope that the programme would develop from its initial part time offering to become a fully online, distance learning opportunity so that it could cater to the needs of students from across the globe.



The PGCE part-time programme will be offered over two years from 2023 onwards, with lectures taking place in the late afternoons from a Monday to a Thursday. Below is the layout of the programme as well as the subject specialisations that will be offered on the programme:

PART-TIME PGCE (FET) AND PART-TIME PGCE (SP-FET) PROGRAMMES	
YEAR 1	YEAR 2
PGEF401 Child Development in an Inclusive Education Paradigm	PGEF411 Philosophy of Teaching and Learning
[PGEF402 Historical Perspectives of Curriculum Policy and Development	PGEF412 Critical Issues in Education
Conversational Language module	School based professional learning modules
Method module Subject specialisation 1	Method module Subject specialisation 2

### SUBJECT SPECIALISATIONS

<p><b>COMMERCE</b></p> <ul style="list-style-type: none"> <li>FET Accounting</li> <li>FET Business Studies</li> <li>FET Economics</li> <li>FET Mathematics</li> <li>SP Economic Management Science (EMS)</li> </ul>
<p><b>HUMANITIES</b></p> <ul style="list-style-type: none"> <li>FET Afrikaans Home Language</li> <li>FET English Home Language</li> <li>FET Geography</li> <li>FET History</li> <li>FET isiXhosa Home Language</li> <li>FET Life Orientation</li> <li>FET Music</li> <li>SP Creative Arts</li> </ul>
<p><b>SCIENCES</b></p> <ul style="list-style-type: none"> <li>FET Geography</li> <li>FET Life Science</li> <li>FET Mathematics</li> <li>FET Physical Science</li> <li>SP Natural Science</li> </ul>

For more details about the programme you can visit the university website on [www.mandela.ac.za](http://www.mandela.ac.za)



# ACTIVE STUDENT PARTICIPATION FOR INTERACTIVE LEARNING DURING THE COVID-19 PERIOD



The onset of Covid-19 and the untimely closure of Higher Education institutions on the 26th of March 2020, as part of a presidential decree in South Africa, led to the introduction of online teaching and learning to ensure the successful completion of the academic year. The same approach was adopted in the Faculty of Education (Nelson Mandela University) in both 2021 and is the current practice in 2022. Online teaching and learning has been met with mixed reaction from students and lecturers alike, with the former complaining about connectivity and data related challenges, amongst others, while the latter bemoaning the fact that student attendance is erratic and that they tend to be largely disengaged and silent during online lectures.

During the presentation of his online classes to his PME400 (English Methodology for the FET phase) students this year, Professor Athiemoolam found his students to be extremely quiet and disengaged. Although classes are still currently being presented online to students, he resolved to explore how they could become more involved by participating interactively in drama-in-education workshops.

Since he has 53 students in his PME400 class, 26 of whom reside in the Nelson Mandela Metropole and 27 of whom reside outside the metropole, he resolved to explore how a hybrid approach could be used to cater for both groups of students. Taking this into account, he invited the group of students residing in the metro to participate in a drama-in-education workshop on campus, while the other students residing outside the metro, participated virtually.

The outcome of this hybrid experience for both students and lecturer, was phenomenal, especially since this enabled him to engage with his students on a more personal level as they worked on their role plays and improvised drama pieces. The contact group was elated to be back on campus again and to participate in group work activities, after an absence of nearly two and a half years, but the online group was equally fascinated with the creative strategies used by their peers to present their online role plays. The quality and standard of the dramatic presentations by both groups was par excellence and the experience demonstrated how students could be motivated to work collaboratively and to use their creative and critical thinking skills to produce creative pieces of a high standard.

The drama workshops have undoubtedly served as a great learning experience for the lecturer, as it made him realise how the dramatic arts could be applied in a hybrid fashion across time and space to ensure active student participation for interactive learning.

*Professor L Athiemoolam*





The Faculty of Education held a two day **Strategic Planning Session on 4 and 5 May 2022**. This was held in person, M2M, and attended by the majority of our staff in the faculty. Facilitated by the Executive Dean, Dr Muki Moeng, and Deputy Dean, Dr Tulsi Morar, the planning session focused on the faculty "way forward" action plans taking into account the institutional V2030 document, finance and HR implications as well as academic planning and leadership within our 5 departments.

In addition to this, our faculty Vision and Mission was relooked at and updated collectively in order to ensure it still speaks for what we wish to be seen and known for as a faculty who prepares future teachers and contributes to in-service teacher professional development.

▲ **Vision:**  
To be and to nurture a dynamic community of professional teachers,

leaders and scholars in Education committed to co-creating a vibrant, socially just and democratic society.

▲ **Mission:**  
A Faculty committed to cultivating passionate, engaged, knowledgeable, effective and compassionate teachers, researchers and leaders who are critical thinkers and agents of hope and transformation.



# Mask to Mask Lectures for FP on MV Campus

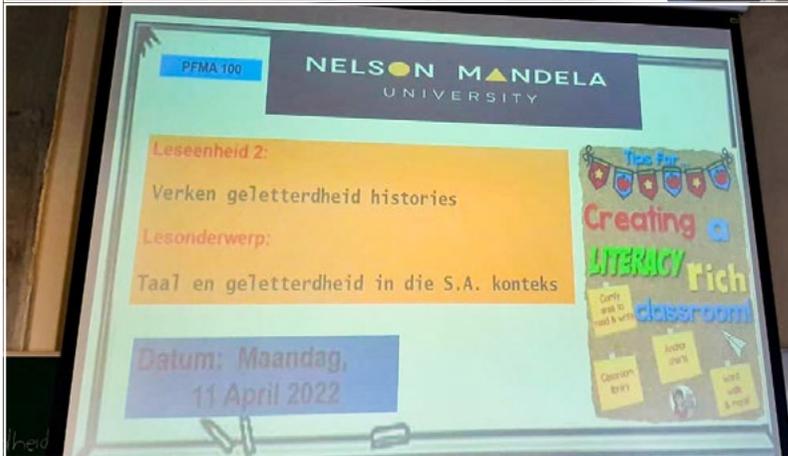
Ms Helen Septoo



On the first day of Term 2 (11 April 2022) the PFMA 100 (1st year) students attended a M2M class at the Missionvale campus. A total of 14 / 24 students attended class.

As this was the first time students physically attended class, they were excited and eager to get to know one another. The session was held as a hybrid session as most of the out of town students are not in Gherbeqa yet. It was good to have students engaged in the lesson through small group discussions and responding to questions. Everything went off well and the students who were in the Teams meeting expressed their willingness to attend the next class.

It was decided that we will have all our classes as hybrid (M2M and Teams) to cater for students who will not be able to attend class for that day. I enjoyed the lesson as I could do so much more than working on Teams only. I will now encourage my other year groups to come to campus so that we can have more fruitful classes and discussions.



**Left :** The journey back to campus continues... PFMA 200 students held their 2nd year presentations on campus recently and, as they had such a wonderful morning, they have decided collectively with their Lecturer Ms Septoo to continue with their classes as M2M sessions on MV Campus.



# Shane Heynes



Shane Heynes, a B Ed SP/FET student doing his second year, participated in the “Friendly city dance festival” at the Opera House. He received a gold medal for his contemporary solo, and a Double gold medal for his group contemporary performance. The “Friendly city dance festival” is one of the biggest dance competitions with participants from all over the country coming together to compete and perform. The different dance styles were: Contemporary, Ballet, Hip hop, Tap, rhythmic gymnastics, Latin, and theatre jazz.

## Moffie (*’n Sitaat van homofobiese gedrag*)

Die haat en verwyte teenoor die LGBTQ+ gemeenskap — by die dag erger.

Argiese ideologieë van snobiste. Neus-in-die-lug, homofobiese ooms en tannies met hul eensydige uitkyk op die lewe:

skeur die wêreld in twee.

Regoor die wêreld word monde gesnoer om hul outentieke self uit te leef, want

oom Koos of ant Saartjie –

hulle skewe kyke

’n hele preek oor Bybels en wette –

Jy wat MOFFIE is. Jy wat FAGGOT is. Jy wat BUNNY is.

hoe verkeerd... om

homoseksueel

gay

ek

myself te wees.

Families word opgebreek. Depressie neem toe soos die petrolprys

aansienlik (sit talle eensaam in ’n donker hoek).

Mense se wil om te leef verdwyn soos Eskom

se elektrisiteit tydens beurtkrag – en dan

die ewige donkerte

verwerp deur familie, vriende en gemeenskap.

Maar vir wat?

Hoekom jong lewens verloor as gevolg van

jóú perspektief of ongemak?

Wanneer gaan dit eindig?

Wanneer gaan jy besef jou vooroordeel –

Is jy nie geleer jou naaste onvoorwaardelik lief te hê nie?

Of is jy oukei om rond te pronk

met haat in jou hart?

Vir my. Moffie. Faggot. Bunny.

Eens vol vonk...



One of our own joined the group of Mandela students as they left for summer school in Germany recently. Rochenda Boswell (Foundation Phase Education studies) is one of seven Mandela students who were awarded the opportunity to attend the Technische Universität Braunschweig (TU Braunschweig) International Summer School for German Language and Culture which runs from 4-29 July 2022 in Braunschweig, Germany.

Rochenda will share the details of her experiences in our next edition!

Full story: <https://news.mandela.ac.za/News/Mandela-students-off-to-Germany-for-Summer-School>

Top left: Anisha Mentoer, Ferlando Mkiva, Ilke van Vuuren.  
Bottom left: Tsireledzo Musecho, Azola Fumba, Rochenda Boswell.  
Absent for the photo: Sibahle Gunu

## Mandela students off to Germany for Summer School

# PG in isiXhosa

The faculty's Post Graduate Studies Department is working towards enabling Post Graduate students to write their theses and be supervised in isiXhosa, overseen by Dr Zakhile Somlata.

At the moment, we only have a select number of supervisors who will be able to supervise and read proposals in isiXhosa, so we will start off with a very small group of students.

In support of this initiative, we offered a workshop during May that focussed on

- ▲ strategies and methodology of undertaking supervision in isiXhosa
- ▲ challenges ranging from structuring a proposal to the completion of the study in isiXhosa



## Ek wens ek kan jou nog een keer sien

Ek wens ek kan jou nog een keer sien,  
Maar nou sien ek jou net oor 'n skerm.  
Daai laaste drukkie, voor ek my afstand moet hou.

Ek wonder is jou glimlag nog so pragtig...  
Maar nou bedek 'n masker die helfte van jou gesig.  
Is jy nog so skraal? Of is eet ook al wat jy kan doen.

Ek wens ek kan jou nog een keer sien,  
Maar ons mag nie ons huis verlaat nie.  
Mense verloor hul werk en word siek...  
Nou isoleer ek vir 14 dae en hoop ek sien 15 dae.

Uiteindelik kan ek jou sien,  
Maar nou moet ons elmoë gebruik om te groet,  
Distansieer en heeldag saniteer.

My hart is gebreuk en nie eens 'n entstof kan dit toesmeer,  
Want jy is nie hier meer...

Ek wens ek kan jou nog een keer sien,  
Maar Covid-19 het jou geneem.

*Kenan Davids, B Ed SP/FET (2nd Year)*

*This poem was recently published on the  
Afrikaans Literary website LitNet*

## LIKHO ITHEMBA KWAMFUNDO

Eweee, bukelani bafundi nants'indabav  
IFakhalithi yezeMfundo iyaxhakazela  
Iphethe amaceb'empumelelo, sukozela  
Vul'intliziyo, vul'ingqondo, sukugxadazela  
Thath'okunikwayo futhi kuko bambelela.

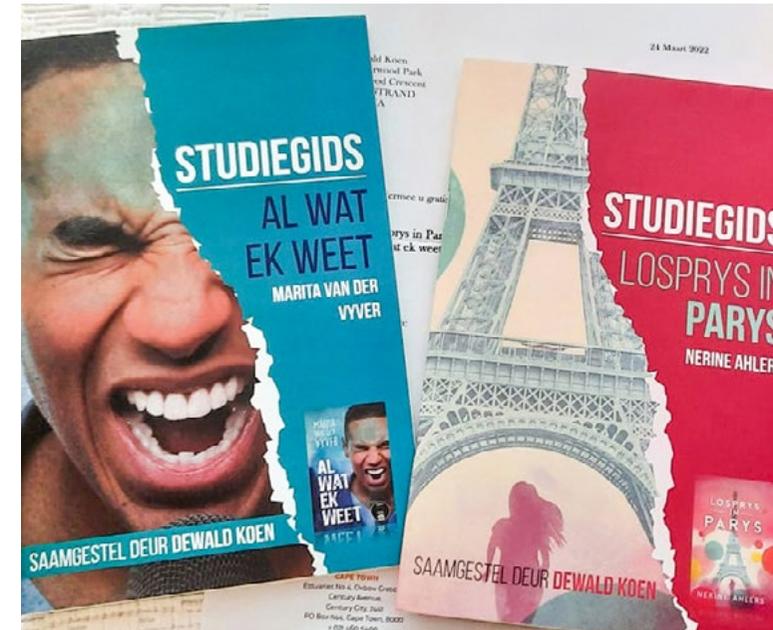
'zuqiniseke kodwa kwelakhw'iphupha  
Uyekelele Mfundi kwicala lokuphapha  
Ziqhelanise nawe-mfundw' amaphepha  
'mapheph' athi ncama konke phakama  
Hlab'ukhangele wena Mfundi phaphama.

Iminyak'abantu bayibik'ukungafani  
Bayifanisa bona neentlant'ukungafani  
Ezinye zizele mpu yimvu, ezinye kusethafeni  
Kodwa iimeko ziyakwaz'ukujik'emini  
Ngala mazwi mfundi hlal'usethembeni.

Qinisela noxa kunzima wophumelela  
Kuba mnyama kube mhlophe wophumela  
UMvelingqangi ngomonde kuwe wokusikelela  
Oonqenerha akukho nokukwazi ukubabonelelavKumele kus-  
isono ukungakwazi ukuzisebenzela.

Likho ithemba kule Mfundo, bambelela  
Okufunekayo qwaba kuwe kukubekezela  
Likho ithemba ngale yethu iFakhalithi  
IFakhalithi yeMfundo yethu iyakhathala.  
Qoko, qinis'ubuchopho bengqondo wena Mfundi, yhinileeee!!!

*Ms Nozuko Rhayi*



## Study Guides Mr Dewald Koen

**P**enguin Random House recently published two study guides written by **Mr Dewald Koen**. The study guides are based on Marita van der Vyver's youth novel *Al wat ek weet* and Nerine Ahlers' novel *Losprys in Parys*. These study guides are specifically aimed at learners in Grade 8 and 9 who study Afrikaans as First Additional Language. The study guide *Al wat ek weet* is also used by Afrikaans method students in the Education Faculty at the Cape Peninsula University of Technology.



## Visiting German Students meet with Dr Moeng

A brief meeting with the Executive Dean by visiting German students who are part of a collaboration between Prof Maren Ziese from the University of Duisberg-Essen in Germany and Prof Mathabo Khau from our faculty. "The questions they asked took me back to my lecturing years on the History of Education in South Africa" says Dr Moeng (4th from the left)

# St Thomas Secondary School Library Project

By PDEL 105 Students 2022

By Mr Luyolo Matabeni (Lecturer), SSE Department



Library and Resource Centre Management (PDEL105) Module (offered as an elective module on the BEd SP & FET Programme) is to acquaint future educators with the understanding of the importance of libraries for humanity, society, and democracy and to enable them to develop the requisite knowledge and skills to collect and manage resources and materials to enhance teaching and learning in schools. The students were tasked to set up a school library or a resource centre in the school that needs such resources as their final module assessment. The students identified St Thomas Secondary School in Gelvandale in the Northern Areas of Gqeberha. The school had limited resources to start the project however, the students through their creative thinking and problem-solving skills, with the knowledge acquired from the theoretical lectures, were able to restore the run-down classroom into a functional library, that will be used by all learners and teachers at the school. The group showed enthusiasm and good work ethic towards the project and has raised the bar high for the next group of students that will embark on such a project.

# Science should be more than a virtual "show and tell"

By Mrs Jennifer Pienaar  
SSE Department (15 June 2022)

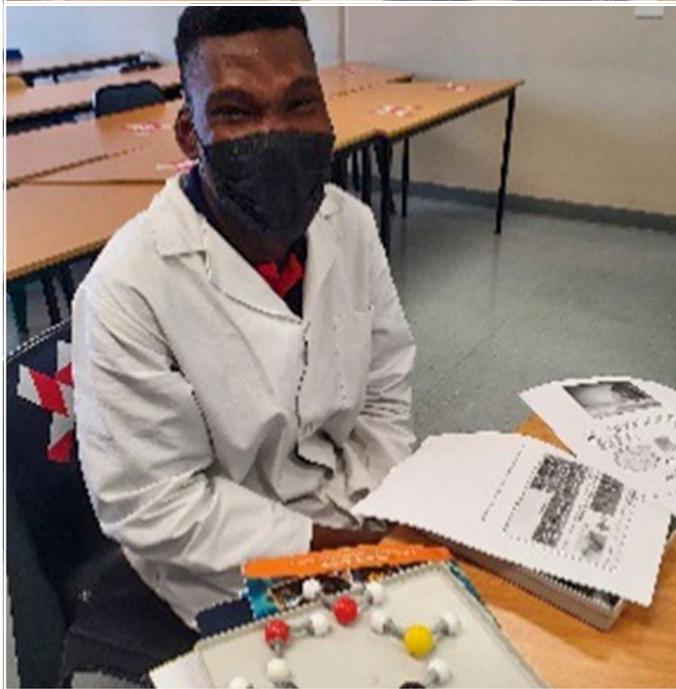
After a year of **showing** students what Natural Sciences is, it was time to take Science back to the campus laboratory. During 2020-2021, the PNSS100 module was **showing** Natural Sciences online with live virtual demonstrations and the use of YouTube tutorials to substitute the **doing** parts of Science. During this time of the Covid-19 crisis, students were **watching** Science being done as they were unable to physically participate.

The PNSS100 module is a first-year module offered on the B Ed SP & FET Programme and it is divided into four strands with one strand taught each term: Life Sciences, Chemistry, Physics, and Planet Earth and Beyond.

On 25 March 2022, seventeen first-year students attended their first Life Sciences practical session on campus to investigate photosynthesis taught during term one. This was also our first mask-to-mask meeting and it was wonderful to interact with so many enthusiastic and curious future Science teachers for first time and to hear and **see** them interact with their peers.

For some students this was their first time in a *real* Science laboratory, for many it was their first time working with simple apparatus like a dropper or more complex apparatus such as a microscope, but for all students it was their first time **doing Science** as a Natural Sciences university student. It is not only important for our future Science teachers to have subject content knowledge but to understand the uses of Science and to develop Scientific process skills and writing skills while **doing** Science.





# Science should be more than a virtual "show and tell"

*Continued from previous page*

The lab sessions are generally designed with four or five different tasks set up as stations for students to rotate through, giving each small group a chance to work hands-on with each of the apparatus and to develop keen observation skills.

Each practical activity is CAPS based and, except for the use of a microscope, most labs have a low-cost, low-tech design so that these future Natural Sciences teachers can perform practicals involving key concept in any type of South African classroom. During the second term, students completed hands-on investigations of core Chemistry topics like the particle theory with an application in expansion and contraction, the concept of density to explain sinking and floating, and understanding pH values by making their own red cabbage water indicator. Some students had heard of concepts like indicator changing colour or about expansion and contraction of metals, but most had never seen these concepts in action as their teachers did not perform practicals with them at school.

It has been a very rewarding experience to see future Science teachers **do** Science and have those "aha" moments when they experience Science first-hand and start asking the "why" and "how" questions, developing their pedagogical content knowledge. I believe, improving the quality and standard of Science Education in South Africa starts by breaking the cycle of Natural Sciences being a "show and tell" subject. At the core of any hands-on experience of **doing** Science lies the potential to stir curiosity about the world around us. It is my hope that these experiences equip our future Science teachers so that the **doing of Science** will one day spill over in their teaching of Natural Sciences in classrooms across South Africa.

Tell me about yourself:

# Lucky Maluleke

## ▲ Tell me a little bit about yourself – generic information, where are you from?

I was born in a village called Mavalani, in Giyani, in the Limpopo Province. I attended primary school at Samson Shiviti Primary School (1993-1999) and high school at Mavalani High School (2000-2004). In 2007, I enrolled in the University of KwaZulu-Natal, Pietermaritzburg Campus where I studied towards Bachelor of Social Science: Sociology and Rural Resource Management. In 2011, I completed Bachelor of Education (Honours): Education and Development. In 2013, I completed Master of Education: Adult Education. During 2011-2013, I worked part-time as an academic mentor, tutor, and research assistant, as well as residence assistant. During 2014-2015, I worked as a researcher for the Centre for Integrated Post-School Education and Training, Nelson Mandela Metropolitan University. My research focus was Adult and Vocational Education. Currently, I am a lecturer in the Faculty of Education, Nelson Mandela University. I joined the Faculty of Education in 2016.

## ▲ What made you choose education as your career path?

Originally, I wanted to be a teacher, but due to peer pressure, I felt that teaching was a lowly job so, I pursued Geography and Environmental Sciences. In my second year of studying, I realised that Geography and Environmental Sciences were not my stuff. I always wanted a job where I could talk, talk, and talk more, not dealing with the environment. But it was already late to change to teaching so, I changed to Sociology, and I also included Education and Development modules. This brought me closer to education. I then pursued an honours degree and master's degree in education. And though I did not go the school teaching route, I ended up teaching at university. So, when I think of it, I have always wanted to make a difference in education, and here I am now, doing just that.

## ▲ Who or what motivated you to keep thriving towards your doctorate?

Let me say that I did not thrive but I survived. It was not easy, espe-

cially because I joined the Faculty of Education when the Advanced Diploma in Technical and Vocational Teaching was being developed. Part of this process included travelling to multiple task team meetings, writing, and stakeholder meetings. It also included being part of Faculty Management Committee and Teaching and Learning Committee. Also, I got married and had two children in the process. So, studying was hard, but what kept me going was knowing that a doctorate is a key to knowledge production, and that the difference that I want to make in education, requires credentials like a doctorate.

## ▲ Describe the obstacles you had endured during the years of study.

I endured a lot of obstacles. The obvious ones include a combination of work and family life, as well as social life in general. Striking a balance is not easy, and integration is usually difficult. My reflection also tells me that one major obstacle I had to overcome was/is myself. I had to give up many things, though it took a long time to give up some. For example, I had to give up social media, alcohol, travelling, and participating in community activities. I had to neglect my family most of the time, and sometimes I had to give up the cell phone, just to focus. I had to learn time management, something at which I continue to be terrible.

## ▲ What advice can you give future educators who want to progress to PhD Level in Education?

I could say that one must not do a doctorate for fun, but they must really want to make a difference in a particular area that matters. One must study when they know that they will give it their all. And when doing it, do not pretend, do it for real. Do not act like you are doing it, do it for sure. For example, if you have a family for example, do not use 'I am studying' to neglect them, while you know you are doing other things. So, do not steal time from your family, do not steal time from yourself. Use every hour you get to study. And most importantly, take care of yourself – do not destroy our health, e.g. your eyes, your spinal cord, etc., in the name of 'doctorate'.



# Tell me about yourself: Ntomboxolo

## ▲ Tell me a little bit about yourself – generic information, where are you from?

I was born at the Committee's Drift police station in the Grahamstown District, in the Eastern Cape. My parents named me Ntomboxolo, which means "a girl bringing peace." According to my parents, the name signified that they had made peace with the unusual place in which I was born.

## ▲ What made you choose education as your career path?

As an adult woman who moved to the city to study after high school, I realized that I have much more to learn and to do, especially in rural areas. Therefore, I chose education, a profession where you can see the impact that you are having on the world around you

## ▲ Who or what motivated you to keep thriving towards your doctorate?

My parents never went to school, however they always motivated me to study further in order to have a better life than theirs. Prior to starting the journey, Prof Naydene de Lange encouraged me to read more in order to discover and be good in the chosen field. She developed my inner drive for growth and self-development which led me to writing my proposal.

## ▲ Describe the obstacles you had endured during the years of study.

I took four years to complete my Phd. It wasn't an easy journey. In my first year, I lost my mother. In my second year, I applied for a sabbatical leave which my employer rejected. This means, I worked and studied full time.

## ▲ What advice can you give future educators who want to progress to PhD Level in Education?

By pursuing a Phd in Education they are preparing themselves for a career with lasting impact, on students and the community.

## ▲ In three words, describe the feeling you experienced on graduation day.

Bittersweet.





# MR SOUTH AFRICA 2022 SEMI-FINALIST

MR. SOUTH AFRICA 2022 CONTESTANT  
JABULANI MATHEBULA



SCAN HERE TO VOTE



SMS : **MRSA52 to 40439**

R2 per SMS, Free SMS do not apply

# Mr South Africa Semi-Finalist

## Jabulani Mathebula

On Friday, 01 July 2022, I was announced as one of the Mr South Africa Top 30 Semi-finalists after a 9-week Task where we needed to get 10 Companies to support our Journey, I managed to secure 12 (as seen on the poster) and that put me in a very good place

The aim is to get to Top 10 and eventually win the title. Pageants became my first love after watching Peggy-Sue Khumalo win Miss SA in 1996. It grew on me and have been involved since. In 2020 I founded Buhle Bendalo Modelling and Grooming Academy, an NPO that aims to getting more and more youth involved and responsible for their own development. I then decided to enter Mr SA so that I can help motivate these kids and show them that we're all worthy of following our dreams. This was me setting up an example for them and others to follow.

Now I have about 35 girls and boys registered with the Academy. On 16 June we had a Fashion show as part of raising funds, 02 July I hosted a Breakfast (with 43 guests) that focused on empowering parents to be more open to their kids, as this would help reduce depression and anxiety in Youth.

On 17 & 19 July I'll be hosting a Mandela Day event where we'll be giving your people Toiletries. This became very important and dear to me, and I am passionate about young people and understand that some kids cannot afford to buy these themselves.

# Graduation 2022



# Graduation 2022



# Graduation 2022



# Graduation 2022





Newsletter of the Faculty of Education

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**Change the World**