

NEWS



February 2013

Teaching Practice Indaba II



The opportunity to gain valuable and beneficial teaching experience constitutes a core and critical component of any teacher education programme. As part of the faculty's curriculum renewal journey, our first 2013 Teaching Practice Indaba was held on 8 February. The primary purpose was to (re)conceptualise the notion of teaching practicum, since collective understanding is required before we can devise, adopt and implement a particular TP model. The Indaba was conducted according to the principles of Nancy Kline's Thinking Environment and skilfully facilitated by Trisha Lord. Four core questions guided our thinking:

1. What is Teaching Practice?
2. What is the purpose of Teaching Practice?
3. Why do we include Teaching Practice in the curriculum?
4. What holds us back from achieving what we hope for in teaching practice?

Ultimately, we strive to enable our students to, via teaching experiences, explore their potential as creative, autonomous and resilient future teachers within a safe, secure and supportive environment. How we will be doing this is the core question – and the answer still needs to be configured... hopefully at our next TP Indaba! So watch this space!

By practising and applying the components of generative attention, appreciation, equality, diversity and ease, we managed to generate rich information (22 pages of notes!) which still needs to be analysed. The analysis will enable us to plan the next steps towards conceptualising a TP model that will embody our faculty's vision and mission.

The dean has thus requested colleagues to engage with the data by asking the following questions:

What are common ideas that seem to indicate that there might be agreements around certain fundamental issues?

Which different conceptualisations of teaching practice emerge?

Do these point to underlying theoretical or philosophical orientations, and if so, which would these be?

What are the various conceptualisations of the purpose and thus the place for and approach to TP in the curriculum?

Which 'obstacles' could be easily removed, which need dedicated sessions to address them?

And then, where do we go from here do some 'next steps' seem more urgent than others, and could we come to some agreements about what to prioritise and how to plan the series of follow up events?

Most pertinently: Who else should be part of these conversations?

Centre for Community Schools Spelling Bee

Last October a group of students under the banner of the Unako Community Based Movement partnered with the Centre for the Community School (CCS) and held a Spelling Bee Competition for grade 12 learners Lillian Ngoyi Sport Centre in Kwa-zakhele. Seven high schools took part in the competition and there were 77 participant learners.

The Unako Spelling Bee Competition is part of wider literacy campaign named Ulwazi (meaning "knowledge" in isiXhosa) which includes reading clubs on Saturdays for grade 8 and 9 learners and a campaign to have functioning libraries in township schools. The prizes for the competition were a NMMU registration fee (1st prize), a lap top (2nd prize) and a text book voucher (3rd prize). All three prizes were dependent on winners meeting admission requirements and registering for a qualification at NMMU. Malibongwe Sineli (first prize) and Khanyisa Mgoduka (second prize) are both from Masibambane H.S. and are going to be studying towards a degree in Social Work and diploma in Bio Medical Technology respectively.



Unako will be organizing a spelling bee once again this year, but this time involving all high schools in the Nelson Mandela Bay township areas. In total, 64 schools will be invited to participate in the competition. The competition will start in the schools and two finalists from each school will enter into the main event, which will be held on 26 July 2013 at the Missionvale Campus Sport Centre.

UITENHAGE EXPO



Marketing our BEd programmes in Uitenhage were Pam Roach, (second from left), Delene Botha and Basheera Brooks.

Working with Teachers from Eastern Cape and Kwazulu-Natal on Issues around HIV/AIDS Education

What can teachers do with video?



Kay Yang (Postdoctoral Fellow)

Between the 15th and 17th of February, four teachers from Colleen Glen Farm School in Port Elizabeth, Naydene, Vimbiso (Naydene's research assistant) and I participated in a two-day research workshop, which was held in a guest house in the Drakensberg mountain range in Kwazulu-Natal. Nine teachers from Langsyde School near the workshop venue and researchers from the University of Kwazulu-Natal (Prof Moletsane, Dr Jean Stuart) and McGill University (Prof Claudia Mitchell) in Canada also participated in the workshop. Last year each group of the teachers participated in a cellfilm production project, in which they created short videos using cellphones (cellfilms) on issues around HIV and AIDS. At the workshop, we viewed the cellfilms together, and the teachers presented the ways in which they would use some of them for classroom teaching or community-based education.

Following this, Katie MacEntee from McGill presented a draft of survey and focus group discussion questions designed to study the use of cellphones and social media among youth. All the workshop participants examined the draft together, and the teachers provided useful feedback on the appropriateness of the language used in the draft for South African youth. The last part of the workshop focused on a dataset of participatory videos that participants (youth and adults) had created in previous research projects in the context of HIV and AIDS.

I showed two videos, as examples, and defined key words of each video with the teachers. They also suggested several questions that might be useful to facilitate post-screening discussion in classroom. Building on this workshop activity, I aim to refine the metadata of this dataset of the participatory videos and upload it on the existing digital archive so that teachers, researchers, and community activists could use the participatory videos in various contexts to raise awareness of HIV and AIDS and educate people.



Farewell & Welcome

The faculty hosted a combined farewell and welcome event recently. We bid a fond farewell to Ndileka Jacobs and to Cordelia Mazomba who left the faculty in February. However, balancing out the loss, was the welcome of several new staff members (Nadeema Musthan, Sanet Deysel, Mathabo Khau and Kay Yang). At the event, the faculty acknowledged visiting scholar from Cameroon, Dr Bame Nsamenang, who hosted various talks in the faculty and NMMU during his visit.



From left: Nadeema Musthan, Paul Webb, Ndileka Jacobs, Denise Zinn, Bame Nsamenang. Front: Kay Yang and Mathabo Khau.

You inspire me.

You brought out the best in me.
You showed me a side of myself
I would never see on my own.
You made me feel proud of who I am,
happy about where I am going
and beautiful from the inside out.

You helped me believe in myself...
encouraging me to do more,
share more, love more, and be more.

You brought sunshine
to days that were cloudy,
You brought rainbows
to days that were grey.

You seemed to know me
better than I know myself
You lifted my spirit with your gentle smile
You calmed my soul with your tender touch

Without you,
my life would not be the same,
You are my inspiration.
And for that, I thank you all

Ngothando
Ndileka

BRIEFS

Book published!

Congratulations to Prof Prakash Singh and Dr Chris Dali on the publishing of their book, "Principal Leadership: Interconnectedness between Emotional Intelligence, Work-Integrated Learning Competencies and Collegial Leaders", with Dr Peter Manser.



Prakash Singh
Peter Manser
Chris Dali

Principal Leadership

Interconnectedness between Emotional Intelligence,
Work-Integrated Learning Competencies and
Collegial Leaders



Curriculum Colloquium III

A Curriculum Colloquium III will be held on 26th March. This forms part of the continuation of the faculty's curriculum renewal process, with the main aim of the colloquium being to engage around "Reform vs Radical Transformation".

Venue: South End Museum, 8.30-16.00. All faculty staff are welcome.

What Can Faculty Do with a Video Camera?

Are you interested in video-recording your classroom activities? Have you thought about recording research presentations or seminars to review later or distribute widely? Postdoc fellow, Kay Yang, held a video-recording workshop for faculty staff where she demonstrated simple ways of recording and editing to share videos on the web. Kay will share her reflections in next months newsletter.

PGCE CAMP 2013

The annual PGCE camp in February, this year held at Beachview Resort, afforded students the opportunity to engage with the PGCE programme requirements as well as with their prospective lecturers. In addition, students were also able to foster new relationships with their peers. The PGCE Programme Administrator, Ms Basheera Brooks, did an excellent job at organising and with the administration of the camp. We were also fortunate to have our own Dr Logan Athiemoolan, Dr Kathija Adam and Dr Les and Mrs Petro Meiring engaging with our students while Tim Marshall orientated the students about the digital learner – ‘learner Y’. We are also thinking how we can improve our orientation in the future to serve our students as best as we can.

