

ēdu cātiō

Faculty of Education News



Graduates *celebrate!*

TeacherCalm supports
well-being of teachers

Academic success is
Education Student Committee's vision



Stellenbosch
UNIVERSITY
IYUNIVESITHI
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February 2023

G. G. CILLIÉ-GEBOU



Education EyezeMfundo Opvoedkunde

forward together
samiye saam phambili
saam vorentoe

Cover photo by Stefan Els

Graduates (December 2022) on cover:

Simbongile Sam
William Tashwill Hendricks
Marcel Adams
Amber de Wet
Danette Smith
Zamari Mhumbu
Lize-Mari Slabber
Yonela Mqwayi

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FOREWORD FROM THE VICE-DEAN

“Work in silence, and let success make the noise”.

–Frank Ocean

We are well aware that many colleagues are working hard behind the scenes. Many of you prefer to do this anonymously under the radar. Yet it is no crime to sometimes acknowledge the hard work because it is important to celebrate the success of any organisation.

Sometimes we just need to stop and reflect on a year's work and ask ourselves if all the hard work was worth our while. To only work hard for something that no-one cares about, leads to stress. It is unpleasant and negatively affects your own work capacity and that of those around you with whom you work on a daily basis.

With this newsletter we want to invite each colleague in this faculty to share your work with your colleagues and others who, like you, have passion for education.

As we're looking to expand our reach and focus to the whole faculty, we trust that with each edition there will be enough good news stories which will inspire others and motivate yourself to work even harder for something for which we have a passion. So, share your story, we'll make the noise.



Prof Michael le Cordeur
Vice-Dean: Teaching & Learning
Head: Ēducātiō

FROM THE EDITOR

Welcome!

Ēducātiō (the Latin word for education) is the official newsletter of the Faculty of Education at Stellenbosch University. I hope you enjoy this first issue and learn more about the faculty and its wonderful people.

May 2023 exceed your best expectations!

Please contact me with news events at
eels@sun.ac.za

This edition is available online at
<https://www.sun.ac.za/english/faculty/education>.

Elbie Els
Editor



Elbie Els has a BBK (four year degree) in Corporate Communication and specialised in Graphic Design, Journalism, Afrikaans Language Practice and Applied Business Communication. She also completed her master's degree in Journalism and obtained both qualifications at the North-West University, Potchefstroom Campus. She has valuable experience in the media industry and is passionate about education and its impact on youth.

Graduates celebrate!

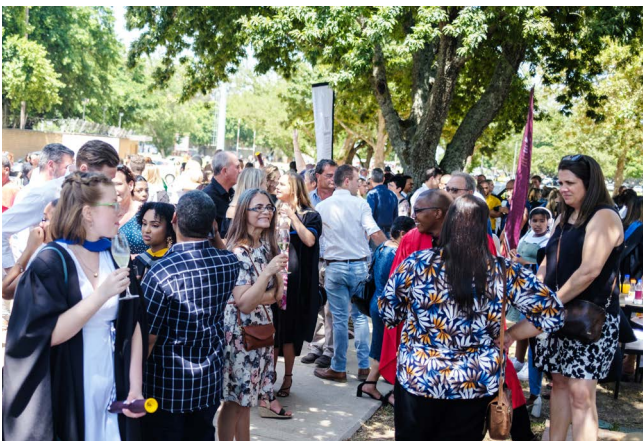


More than 500 students graduated on 9 December 2022.

This includes Bachelor of Education in General Education (BEd), honours, master's, Postgraduate Certificate in Education (PGCertEd) and Doctor of Philosophy (PhD) students. Graduates and guests celebrated together at the Alumni Clubhouse (Die Stal) after the graduation ceremony. Prof Madiba (Dean) and Prof Le Cordeur (Vice-Dean: Teaching and Learning) congratulated the graduates.

Alumna Aimee Beerwinkel, who graduated in 2019 (BEd) and 2020 (BEdHons) and currently teaches grade 4 at William Lloyd Primary School in Paarl, talked about her experiences as a teacher.

Lecturer Delecia Davids, whose first first-year class from 2019 graduated in 2022, shared in their excitement.





MESSAGE FROM THE DEAN

The year 2022 has been challenging as we struggled to recover from the impact of the COVID-19 pandemic. Although most of our staff members managed to get back to campus, balancing hybrid teaching and in-person participation has not always been easy. However, despite the many challenges, our faculty rose to the challenge and made a lot of progress toward our vision of being a leading research-intensive faculty of education recognised nationally and globally for being excellent, innovative, and inclusive.

The Faculty of Education moved up 150 places in the education discipline in the *Times Higher Education World University Rankings 2022-2023*.

The main highlight of last year was our improved international ranking which saw our faculty moving up 150 places in the education discipline in the Times Higher Education World University Rankings 2022-2023. This made our university to be ranked second in the country. Thanks to our staff for their continuous commitment and hard work which made this accomplishment possible.

Our faculty has also successfully completed the quality assurance reviews. The preliminary feedback received so far from the external review panels is very positive. These reviews will help us to reposition our faculty in the changed national and global contexts.

The faculty has also celebrated a high number of students' graduations at the end of the year. Thanks to all our staff members for their hard work and commitment.

In line with the university's vision of attracting the most talented staff and students, our faculty has made several new staff appointments.

- Prof Anthony Brown has been appointed as Professor and Chair of the Department of Educational Psychology.
- Prof Nhlanhla Mpofu has been appointed at the

Department of Curriculum Studies.

- Within the Faculty, there have been two new appointments. Mrs. Carrren Thom has been appointed Senior Administrator in the Department of Educational Psychology, and Ms. Delicia Davis, appointed in an NGap position as Learning Sciences, Design and Technology lecturer. A warm welcome to these newly appointed colleagues.
- Several colleagues were promoted last year and a huge congratulation to them. These include Dr. Michele van der Merwe who has been promoted to Associate Professor level, and Drs Kudzayi Tarisayi, Zelda Barends, and Jeniffer Feldman who have been promoted to Senior Lecturer level.

Our faculty also made good progress with regard to internationalisation. Several MoU's were concluded with universities in the United Kingdom, Germany, and Belgium. Our faculty members have been actively contributing to various global education initiatives and participated in numerous important international academic conferences, academic exchanges, and cooperation activities.

As part of internationalisation I attended the *Global Education Deans' Forum* (GEDF) at Boston College, USA on 19-21 October 2022. The GEDF was jointly initiated in 2018 by ECNU and the University of Kansas. The GEDF is a mechanism for cooperation and dialogue for the world's education leaders and for responding to various global challenges in education.

Unfortunately we had to bid farewell to our Vice-Dean of Research, Prof Christa van der Walt, who retired at the end of 2022. Prof van der Walt served this faculty with grace and wisdom and we will certainly miss her. We wish her all the best for her future.



Our faculty finished 2022 very strong and will continue to do so in 2023.

Prof Mbulungeni Madiba
Dean

A few questions to Prof Madiba

What aspects of your job make you happy?

As a professor, I enjoy being an academic. It is always exciting to discover new knowledge and to see such knowledge improving people's lives.

I also enjoy my academic leadership role as it allows me to serve and empower others.

Do you have hobbies?

I am not really a sportsperson. I enjoy listening to music and serving in church on weekends.

How do you balance work and your personal life?

I am a family man with three children, and a daughter-in-law. I always make sure that I set time aside to be with the family despite my hectic schedule.

Lecturer obtains PhD

One of the lecturers in the Faculty of Education, Dr Chrischar Rock, obtained her PhD in December 2022. Her PhD thesis focuses on democratic citizenship education in South African schools, specifically highlighting teachers' practices and perspectives in this regard. Her research was an attempt to better understand the factors influencing the participating teachers' pedagogical practices in giving effect to democratic citizenship education.

"I hope that through this research we may develop a better understanding of the intertwined nature of the teacher (self), the profession, and the practice for the realisation of democratic citizenship education in schools in South Africa."

As lecturer, she utilises her broad international teaching experience to contribute to the effective delivery of practical learning and the preparation of students for their school-based practicum. "On a daily basis, I am motivated by the sheer energy and positivity of my two children. I am passionate about the work that I do. I absolutely love teaching, and equipping our future

teachers to address this mammoth task of improving educational outcomes in our country."

Dr Rock looks forward to publishing from her thesis in 2023 and being able to fully immerse herself in her scholarly work. She adds, "It has been more than a trying time over the past few years, attempting to complete a PhD while taking care of two small children, working part-time and for good measure, with a global pandemic in between! So 2023 is about finding opportunities to connect and collaborate with other academics, and also just to breathe." She enjoys rock painting and nature walks, and is a bit of a foodie too, who enjoys trying new signature dishes and other culinary delights in the Mother City.



Perseverance despite difficult circumstances

Kim Heynes obtained her PhD in December 2022. She talks about the many challenges she had to face during her studies and how she overcame them.

Education reform in the South African context has been negotiated in complex ways for more than two decades. My PhD study examines the educational navigation practices of five primary school learners in a Stellenbosch rural farm context.

My greatest hardship while doing my PhD was the passing of my father during the Covid-19 pandemic. I was in the middle of my data collection and thesis writing process and this all had to be completed under Covid circumstances. Before the death of my father, both my son and I were also hospitalised, and we suffered greatly as a family, having to navigate between hospitals and having to continue with



our daily routine and commitments to work, studies and so forth. Because my father was my strongest supporter during the process, it was like opening up a wound every time I had to work on my thesis after his death. I often found myself in a position where I would be so excited about sharing my latest findings with my dad, but then reality struck, and I realised that he was no longer there. It was a constant emotional battle, and I was so close to giving up so many times. In my 11 years of studying (from undergraduate to PhD), I faced many challenges and I continuously told myself, "You did not come this far to only come this far".

With the help of God, my family and my supervisors, Prof Aslam Fataar and Dr Jerome Joorst, I managed to persevere. They supported me through every challenge that I faced, and they continued to believe that I was capable of completing my dissertation to the best of my ability.

My son, Liam, was my biggest motivation. I wanted to show him that you are capable of achieving anything that you put your mind to. Throughout my life, I have always managed to turn a negative situation into a positive one. I hope that my study will inspire learners to always work hard. I believe that hard work and resilience are the recipes for success. You should never allow your immediate situation or circumstances to determine your final destination.

Outgoing ESC chair says goodbye

My experience of the Faculty of Education during the past four years is definitely something to remember. In 2019, I walked in as a very unsure, scared, but also excited first-year. Through my experiences as a class representative, mentor and three years on the Education Student Committee (ESC), I learned that it is important to fully pursue my dreams, not be afraid to give my opinion and always to fight for what is right.

I am forever grateful to the faculty that provided me with these opportunities. I am now leaving as a proud final-year student, who is confident and prepared for the road ahead. I have fully discovered my passion

for teaching and I look forward to applying everything that I had learned during these four years in the classroom and school context. Without the Faculty of Education, the lecturers and students, I would not have been as equipped as I am today. I am confident in my ability and knowledge as a future foundation phase teacher and I am eager to apply this in my own grade 2 class at Worcester East Primary School, where I have been given a position.



I will always hold high the name of the faculty and will think back with joy on my experience at Stellenbosch. If I could do it all again, I would!

Lize-Mari Slabber

Academic success is ESC's vision



"Today is your opportunity to build the tomorrow you want."

- Ken Poirot

As the incoming chairperson of the Education Student Committee (ESC), I believe in teamwork and work ethic as the recipe for a successful term. I can, therefore, assure you that the 2022/2023 ESC is focused on nothing but seeing and being the change that is needed within our faculty. I have full faith and trust in my team, and it is my duty to ensure an effective and efficient committee going forward.

I can attest to the importance of student leadership within our campus community and the faculty at large. It is not an easy task and is not to be taken lightly. As the ESC, elected by the students and for the students, we strive to live up to what is expected of student leaders in representing our student body and fulfilling our constitutional duties.

With the new term of leadership well on its way, I would like to acknowledge and congratulate each newly elected ESC member. I trust that this will be a fruitful term, where we will work together towards common goals and objectives, and strive to see change executed in areas where it is needed. We have organised and attended the first-ever strategic conference (StratCon), which served as leadership training and preparation for our upcoming term.

The vision of the ESC is to create an environment of academic success by setting the example for professional conduct and academic excellence as per our constitution. We also see the need to improve engagement and interaction with the student body, while trying to improve accessibility, inclusivity and accountability throughout our term. We intend to bridge the gap between students and staff, and maintain professional relationships with faculty staff when we act to represent students.

It is the mission of the ESC to serve the academic, social and professional interests of all students through accessible, accountable and innovative leadership, and further facilitate the flow of information between students, lecturers, management bodies, the University and external stakeholders. The ESC further aims to be transparent and approachable in handling student affairs with efficiency and honesty.

We, as a committee, look forward to serving our community and trust that the term ahead will be fruitful and successful!

Zoë-Grace Bennett
ESC Chair

Rector's Award for *social impact*

The childhood and student years of Marcel Adams, a first-generation tertiary student from Elsies River, were marked by challenges and trauma. During the pandemic, he had to study at home in the midst of gang violence and surrounded by the sounds of gunfire. He still received his Bachelor of Education (BEd) in December 2022 and two months previously, the Rector's Award for Social Impact. He describes the role he played in the Division for Social Impact in the Faculty of Education during his studies.

Making a difference in the lives of others has always been my passion. I see myself as an agent of social change and that is also why I chose to become a teacher.

I had the privilege to serve on the Education Student Committee (ESC) from my first year. In my first year (2019), I was already in charge of the Social Impact portfolio. In my second year (2020), I also managed this portfolio and that was when I put together the *Beyond Education* team. *Beyond Education* is an initiative that provides education students with the opportunity to physically tackle social issues in communities. This includes cleaning up beaches, stationery campaigns, school visits, sandwich days and many other projects. During the pandemic, we compiled workbooks for learners to stimulate them academically while the schools were closed. We also donated masks and hand sanitiser to underprivileged schools to ensure that the school environment was safe for learners and teachers.



As the chairperson of the ESC in 2020/2021, I made sure to continue this component. I was also in charge of the Social Impact portfolio during my final year (2022). I trust that the new members of the ESC will continue to reach out to communities and institutions that require support.

I regard the Rector's Award as an honour and not just an award. I dedicate this award to my mother, because she is someone who is always willing to help members of the community. Her door is always open. I would also like to thank every student that was involved in *Beyond Education* during my time on the ESC. Without the assistance of these students, nothing would have been possible. Lastly, I would like to thank the Faculty of Education for the platform given to me for the implementation of my vision.

Commitment and resilience enable deaf teacher to realise his dream



Ten years after matriculating, Imran Bodalaji's relentless pursuit of his dream to become a teacher was realised when he crossed the graduation stage to receive his BEd degree from Stellenbosch University at the December graduation series. He is only the second Deaf student to achieve this goal.

After matriculating in 2012, he attended the National Institute for Deaf (NID) College where he completed a course in Early Childhood Development (ECD) Level 4. In 2014 he enrolled at the Worcester campus of Boland College to further his studies as the NID College only offered up to level 4. Through lipreading and with the support of his fellow students who would lend him their class notes, he

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successfully completed level 5. "I then found out that I needed an appropriate education qualification to become a qualified educator as level 5 only equipped me to be a crèche educator. I applied to various universities to complete a BEd degree but was unsuccessful as I did not meet the criteria."

But Bodalaji refused to give up on his dream. In 2015, he decided to rewrite two subjects - Consumer Studies and Engineering Graphics and Design - in order to meet the academic criteria to enrol for a BEd degree and also completed a short course in South African Sign language (SASL) literature at Stellenbosch University. "I hoped that one day I would be able to study here. I read on the University's website about the support offered and I knew that Stellenbosch would best be able to accommodate my needs. In the meantime, I worked at De La Bat as a class assistant until the end of 2016. Finally, in 2017, I was enrolled at Stellenbosch University."

With the support of the various University structures, he started to make strides towards realising his dream. "The Disability Unit and the Language Centre provided individualised support by giving

me access to two SASL interpreters who attended every lecture and meeting with me. They stood in front of the class to interpret the lecture and explain the work to me. They also made sure we had access to learning material. I feel the University provided more than enough effective long-term assistance which was individualised to support the holistic well-being of a Deaf student."

Yet, towards the end of 2021, the aftermath of the Covid-19 pandemic hit him and he struggled to finish the final stretch of this degree. "I felt a total burnout and my dream felt far-fetched and the road too long. My persistence and resilience were tested to the core, but I decided to not give up."

"I was provided a mentor, Dr Claudia Saunderson, who believed in me and supported me towards the end of completing the degree successfully. She mentored me in balancing academics with personal life. I did not expect to struggle in the final year, but successfully overcame all the challenges and I believe it made me stronger. Thank you to everyone who supported me in achieving this milestone."

*-Sonika Lamprecht
(shortened version, previously published on www.sun.ac.za)*

Faculty Review completed successfully



Photo: Ebbie Els

A Faculty Review took place in November 2022. The findings of the review will be available soon. From left to right: Dr Louise Botha, Prof Gawie du Toit (external reviewer), Dr Sarina de Jager (external reviewer), Prof Michael Le Cordeur (Vice-Dean Teaching & Learning) and Dr Celia Booyse (external reviewer).

TeacherCalm-initiative supports well-being of teachers



Research shows that there is an overwhelming need for the support of teachers' well-being. Challenges, stress and trauma are part of their everyday life. It was for this reason that the social impact project, *TeacherCalm*, was developed by Dr Elzahn Rinquest and a team at the Faculty of Education.

TeacherCalm focuses on teachers and their well-being and creates an online community to support teachers. The aim is to have a safe place for teachers and to create and sustain a culture of mental well-being among Stellenbosch University alumni, students and teachers across

South Africa and globally. The initiative offers teachers free virtual access to all resources and also includes podcasts, videos, workshops and wellness retreats as some of the outputs of the project. Teachers' interpersonal skills, communication and organisational skills will also benefit.

First to fourth-year Bachelor of Education (BEd) students as well as alumni of the Faculty of Education are part of the first phase of the roll-out of the programme. Schools in and around Stellenbosch will be included in the second phase and the initiative has the potential to grow and expand nationally.

For more information about the initiative, contact Dr Elzahn Rinquest by email at erinquest@sun.ac.za or visit <https://www.sun.ac.za/english/faculty/education>.

Lecturer of the year award

Three lecturers share the award for *Lecturer of the year 2022*. Ms Jana Nel, Ms Agatha Lebethe and Mrs Shannon Bishop-Swart tell about what this award means to them.

Ms Jana Nel:



What does it mean to you to be awarded as lecturer of the year?

It is a great honour. I feel blessed and honoured to work with the influencers that are making such an enormous impact on future generations.

What do you enjoy most about your work?

Definitely teaching. I love working with the students and planning lectures. I also know that conducting research is very important to ensure that I stay up to date for my students.

What motivates you?

Every day I get up with a smile to do the work that I really love and enjoy: teaching and collaborating hands-on with students.

Ms Agatha Lebethe:



What does it mean to you to be awarded as lecturer of the year?

The award is a validation of who I am as a mathematics educator, and of my values and beliefs. I think that students recognise my commitment, dedication, consistency, love

for my subject and the fact that I am happiest in my pink Converse tackies.

What do you enjoy most about your work?

Quite simply, the teaching. I know that my students start rather scared and terrified of the subject. As they work and live with mathematics education, one has multiple opportunities to see how they become comfortable with the subject and begin to critically examine it. I find this fascinating.

What motivates you?

I am motivated by my determination to ensure that my students are competent and confident to teach mathematics in South Africa and the world. My students are definitely aware that every South African child deserves a mathematics education that is cognitively demanding, encourages understanding, allows them to have access to multiple strategies and problem-solving skills, knowing that they have a voice and that it will be heard in the maths classroom.

Mrs Shannon Bishop-Swart:



What does it mean to you to be awarded as lecturer of the year?

I am delighted and so touched to receive this award! It had been a particularly difficult year (2022) for me as I lost my mother in May after a long illness. The support, care and

understanding of the students and staff I interact with daily have kept me motivated and inspired.

What do you enjoy most about your work?

The best part of my job is teaching! I enjoy the interaction with students, the discussions we have in class and conveying my passion for English, especially literature. As educators, we spend hours behind the scenes preparing content, redesigning the curriculum, marking, attending meetings and responding to emails. However, it is the actual delivery of this content that I enjoy and I hope that I convey that enjoyment to our students, who are our future educators.

What motivates you?

I am a lifelong learner who loves to travel and have been fortunate to make use of several scholarships and bursary programmes to study and teach in many different countries. What continues to motivate me is physically seeing the 'aha' moment in students' eyes or hearing feedback about what has helped them, what they have enjoyed and especially what they are currently reading or have been inspired to read.

Vice-Dean Research **retires**



After 18 years in the Faculty of Education, Prof Christa van der Walt has officially said goodbye. She had been the Vice-Dean (Research) since 2021 and her career included many highlights.

Prof Van der Walt knew that she wanted to become a lecturer like her dad while she was still in school – he taught English and she had always been interested in languages. After a long, very successful career in languages, she still loves what she does. “I still pity people that do not have the same work as me every day. I am absolutely doing what I love. There is no end to the interesting things that happen and the developments and publications that appear.” She acknowledges that it had not always been easy and that writing an article is frustrating, but mentions that it is an incredibly creative and very satisfying process.

“It is wonderful to be able to do what you love and get paid to do it.”

Prof Van der Walt started off at university with English and French as her majors. This was followed by a regular honours in English. A new course, Applied Linguistics, was then introduced. “I wanted to do more in that field, but I did not know where I would be able to find a job.”

When she found her first permanent job and started to see how what she had studied could be used, she found this wonderful. “I never thought that it would be in education that I would be able to practice what I wanted to do. My first permanent job was the in-service training of teachers. I never realised that applied linguistics would end up here. Obviously, one also arranges one's work. That is what is so wonderful about academics – you can arrange your work to include your research interests.”

She is convinced that her husband played a very important role in her career. “He had a very clear notion of what he wanted to work towards, and because he was in a different faculty from me, I saw possibilities that other people would not necessarily see within an education or language environment.” One of these was the Von Humboldt award, which was aimed more at science, but also gave some awards to the humanities. Her husband applied for this award and so she also decided to apply. Her application was successful and she was able to go and do research in Germany. “This award opened many doors and offered me many possibilities.”

“Perhaps my biggest stroke of luck was that I was married to someone who understood the challenges of my career. We used to sit and write together – he working on his dissertation and me working on my M. I think we complemented one another very well.” Despite her long years of hard work, her B rating from the NRF was a big and happy surprise.

She says that she will be missing the structure of her career the most – the meetings and everything that has to be done daily. She is, however, looking forward to creating her own routine and not having so many duties.

Prof Van der Walt will continue working with her postgraduate students and will visit the faculty for this reason from time to time. She is looking forward to travelling without having to attend a conference, and has various projects at home that she wants to tackle. She would also like to write and is considering attempting fiction. The past two years have taught her that plans are not as important and that something like the pandemic can disrupt all one's plans. “I think I am too tired to make any plans for a while.”

She would like to see more male students in the Faculty of Education in future and the faculty becoming more involved in programmes at schools; for instance, classes on Saturdays to help matrics prepare for the final examination. She also thinks that it is necessary to visit schools and spend time there, to see what the new challenges in schools are so that better resources can be offered to students.

Get to know new staff



Professor Nhlanhla Mpfu

**English lecturer
Department of Curriculum
Studies from
1 January 2023**

Please tell us about your position during 2022 and what it entailed.

At Rhodes University, I was the Deputy Dean of the Faculty of Education. In this role, I supported the Dean in the implementation and evaluation of the strategic direction of the Faculty in terms of teaching, research and community engagement, with particular reference to the strategic imperatives of the University. I was an associate professor in the Department of Secondary and Post-School Education at Rhodes University and was involved in teacher education and the facilitation of modules related to language teaching methodology and literacies in the Faculty of Education. I also supervised Rhodes University MEd (Master of Education) and PhD (Doctor of Philosophy) students. My students' and my own research attempts to bridge the gap between theory and practice in the ways in which English is used as a second language in different disciplines in multilingual spaces. This means our studies work to (i) problematise our understanding of English as a language of instruction (ELI) in multilingual contexts; (ii) develop new language teaching methodologies that draw from a culturally sustaining pedagogy informed by disciplinary linguistic requirements; and (iii) reorientate second language education research in multilingual education systems.

Why did you apply for the position at the Faculty of Education at SU?

Stellenbosch University has the resources and offers me the platform to allow me to move on to the next level of my academic journey. Through its strategic vision, the Faculty of Education at SU intends to find solutions to educational matters of current concern in South Africa and the global South. This focus aligns well with mine, as I believe my research and professional experience provide a set of theoretical lenses to practically contest narratives that play out in English language teaching spaces, and enable strong opposition to the current monolingual discourses in the field. For example, both my teaching and research practices challenge the notion that the languages and cultures that English second language students bring to the classroom are forms of deficit that need to be 'fixed' in order for them to be proficient in the dominant practices.

I view the students' cultural practices in their homes and communities as educational resources that should be honoured, explored and extended to ensure effective learning experiences. In both inquiry and teaching, my world view is founded on an asset-based approach.

What are your vision and goals for 2023?

My vision is to continue being a dynamic, innovative and creative academic who is dedicated to research, teaching and lifelong learning, whilst establishing local and global collaborations. My second goal for 2023 is to allow myself to understand the SU context as well as the students' diverse backgrounds, their levels of familiarity with the field and their prior knowledge in order to facilitate an effective learning environment. Thirdly, I aim to continue my internationalisation project with colleagues from the University of North Carolina-Wilmington and the University of Antwerp.

What is the importance of education in South Africa?

Education is an important tool for liberating the mind. To me, this means that it equips students with the tools to re-imagine their future and remove the boundaries that constrain their potential and reality.



Dr Melanie Moen

Dr Moen joined the Faculty of Education at SU as a senior lecturer in educational psychology in 2022. Before this she was an associate professor in the Department of Early Childhood Education at the University of Pretoria

and was the coordinator for the honours degree in learning support. She also supervised several master's and PhD students as part of her duties.

Why did you decide to join the Faculty of Education at SU?

I am a registered psychologist, and my interests are psychology and psychopathology; therefore, a position in the Department of Educational Psychology at SU was better suited to my interests.

I am very interested in working with students and clients in practice. I worked and studied at the University of Pretoria for a very long time and was ready for a new challenge. Stellenbosch University has a good academic reputation and I was, therefore, very happy to accept a position here.

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How did you find your first few months here?

The people were very friendly and they went out of their way to make me feel welcome. It was a difficult transition from one university to the other, but I really enjoy the new modules and the new academic challenges.

What are your vision and goals for 2023?

I would like to work on establishing collaborative relationships with colleagues in other departments, as well as at other national and international universities. I would also like to establish my compassionate care research project in 2023.

Where did you study and what qualifications do you have?

I completed all my degrees at the University of Pretoria. I have completed a degree in junior primary

education, an honours in remedial education, an honours in educational psychology, a master's in educational psychology and a PhD in educational psychology (BEd [Junior Primary], BEdHons [Remedial Education], BEdHons [Educational Psychology], MEdPsych, PhDPsych).

What hobbies do you have?

I do oil painting, jewellery classes and hiking.

Dr Moen recently published an article about filicides and received invitations for interviews about this topic from East Coast Radio, Newzroom Afrika (TV), RSG, the Sunday Times, 702 and Heart FM.

<https://www.news24.com/news24/southafrica/news/when-parents-kill-their-own-children-study-zooms-in-on-revenge-filicide-20221129>

Professor from University of Johannesburg *appointed as chair* in the Department Educational Psychology

Prof Anthony Brown is the newly appointed chair and professor in the Department of Educational Psychology. His previous position was at the University of Johannesburg as HOD for the Department of Educational Psychology.

He obtained his professional qualifications from the University of Namibia, Leeds University and Birmingham University in the United Kingdom. Prof Brown's academic career in higher education spans of two decades at various institutions, among others, North-West University and University of Namibia.

His research focus is on critical inclusivity and social justice education with a specific interest in school youth of diverse sexual orientations and gender identities. He published extensively within this area and supervised numerous masters and doctoral students.

Prof Brown also works closely with the Department of Education where he develops curricula, policy and



guidelines that is responsive to children with diverse sexual orientations and gender identities. Prof Brown hopes to strengthen research and publications within his new position as well as developing various short learning programmes that could have social impact with vulnerable learner communities in and around the Western Cape province.

Fourth-years celebrate with a *dance*

The fourth-years' dance is an initiative of the Education Student Committee to celebrate the achievements of students in their final year. The dance took place at Rusticana in Klapmuts on 18 November 2022, and was organised by Nerisha Jagwanth, the events portfolio holder for 2021/2022. It was a formal event with the theme 'A Starry Night'. This was the first dance since the Covid-19 pandemic and was a huge success.



Fourth-years' dance continued...



A mainstay at SUNCEP says goodbye

She travelled throughout the Cape Province for her work. And whether she landed up in Calvinia, Kathu or Gansbaai, Danelda van Graan thoroughly enjoyed the experience. After a challenging year during which she had been diagnosed with breast cancer, underwent treatments and is now in remission, she decided to call it a day and to take some time to think about what she would like to do next.

She joined the then Institute for Mathematics and Science Education of Stellenbosch University (IMSTUS) as a Physical Sciences facilitator in the SciMathUS team in 2009. "I found it very satisfying, as those students were determined to make a success of their second chance. Many of the students had not seen a laboratory during their 12 years in school and it was a great honour for me to be able to give them this experience."

In 2014, she was transferred to the Continuous Professional Development component (for teachers) in the newly-established SUNCEP (Stellenbosch University Centre for Pedagogy). She was still acting as a Physical Sciences facilitator and was designing material in collaboration with colleagues and presenting workshops for various groups of teachers in the Western and Northern Cape. These workshops included a mentoring element and she had to visit teachers from Ashton to Piketberg and Gansbaai at their schools to provide guidance.

During this time period, SUNCEP was preparing for the registration of the courses for the Advanced Certificate in Education and Van Graan was responsible for the design of the material for the content modules for Physical Sciences and partially for Science. The material also included interactive electronic material.

She was in charge of managing the learner enhancement component at SUNCEP since 2018. This involved the management and roll-out of school-based projects for learners. These projects were executed at the request of businesses or individuals that wanted to support their communities. The Covid-19 pandemic also happened during this period and SUNCEP had to adapt in order to still



be able to support learners. Van Graan was in charge of a team that had to develop learning material for an online platform and manage the online platform.

Another highlight was the work she led in a cluster of six primary farm schools in the Breede River Valley. This project focused on

the reinforcement of e-learning to ensure that the learners of that area could have equal opportunities as the world is becoming more and more technology driven.

"What I enjoyed most about my work, was introducing and unlocking my field for others. This always brought me much satisfaction and SUNCEP provided me with this opportunity in more than one form!"

She also enjoyed the trips to various places in the Northern Cape – Calvinia, Port Nolloth, Springbok, Kimberley and Kathu among others, very much. "Those are places that I would never have visited by choice otherwise and it was nice to experience those places. The teams I worked with were great. All the facilitators at SUNCEP are passionate about education." Another highlight was the master's degree that Van Graan obtained in 2020.

In December 2021, Van Graan was diagnosed with breast cancer. "My faith, however, gave me the peace I needed, especially in such a year. The management allowed me to work from home and the learning enhancement team went out of their way to support me. I will always be grateful to them." Her treatment programme ended in September 2022 and the cancer is currently in remission.

Through her experience at SUNCEP, where she moved from one component to the other, she learnt that change opens up and broadens one's world and that this leads to growth. "Remember that you are surrounded by people who want to help. Feel free to ask for help if you get stuck or do not know something."

Brother and sister celebrate *together* after years of hardship

After years of extreme challenges, siblings Chezlyn and Lyle Wyngaardt graduated together on 9 December 2022.

Waking up daily at 03:30 in the morning to catch a 04:25 train from Simon's Town to Cape Town and then the 06:30 train to Stellenbosch to make it in time for classes at 08:00 was not easy.

Finances were always a stumbling block in this family of five siblings, with a father in the navy and a mother who was a teacher. It was for that reason that Chezlyn decided to take a gap year after school to work, earn money and find out about financial aid for studying. She never thought of education as a career, but while assisting in the foundation phase at her old school, she discovered that she really wanted to be a foundation phase teacher. She always wanted to be part of Stellenbosch University, applied and got accepted. Halfway through her first year, she fell pregnant and had to balance her time between her baby and studies while commuting long hours daily. She came home at about 20:00 in the evening (after waking up at 03:30) and then had to complete assignments and attend to her baby while being very tired. "There were many times when I felt like giving up, but I knew I had to continue, not only for my child, but also because I was not a quitter."

The highlights of her study years were receiving a bursary and seeing the joy and pride on her family's faces when she successfully finished her studies.

"Never give up. Do not allow your circumstances or challenges to define who you are. Do not let slip-ups make you give up on your dreams."

She was hardworking and diligent, and determined to complete her studies and not fall victim to her circumstances. "You can dream about things for yourself, but are you only going to dream about it or actually set goals and work towards them?"

Lyle dreamt of becoming a professional rugby player, but then suffered a severe injury in matric. He worked for a few months with the intention of saving to study sport science. His mother encouraged him to apply for a degree in education. His applications for both programmes were successful; however, the education programme came with a bursary and



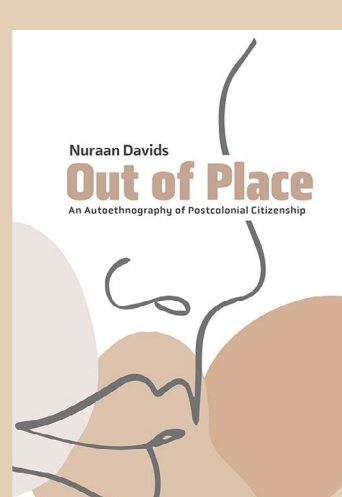
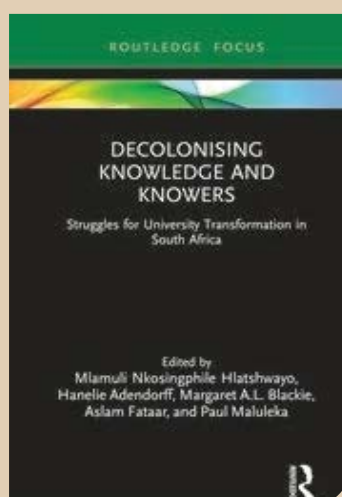
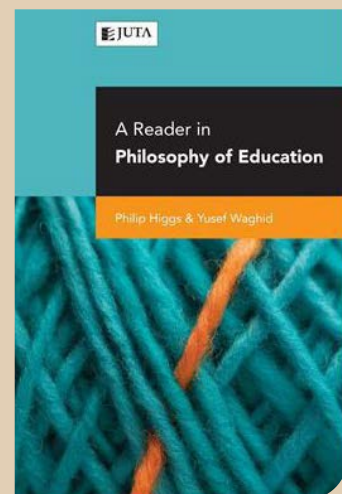
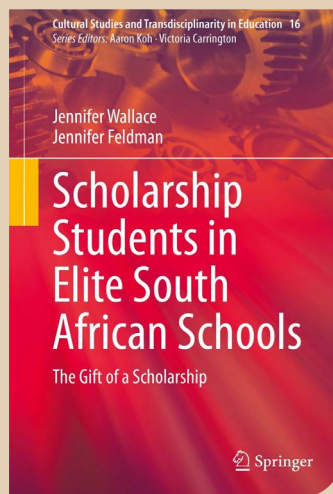
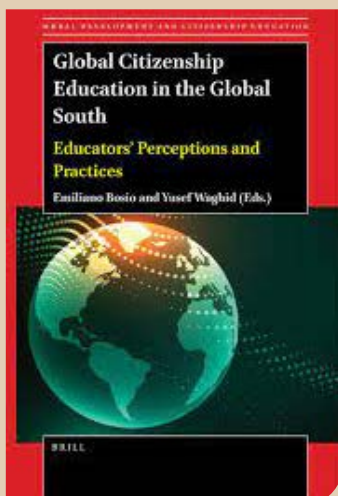
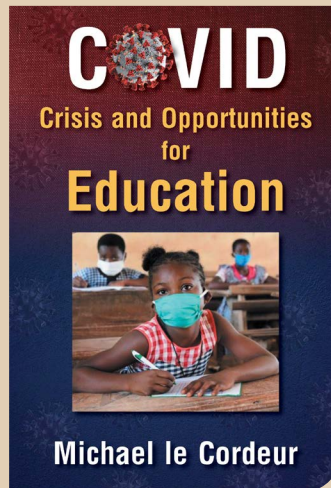
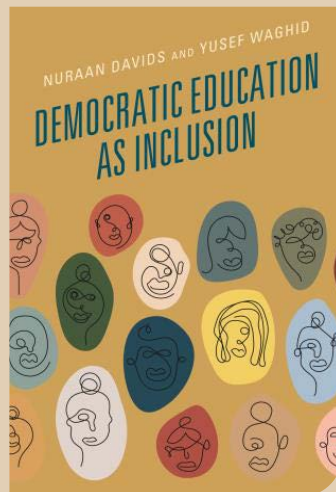
he chose this option. Lyle and Chezlyn received Funza Lushaka bursaries. "That was a blessing that I am immensely thankful for to this day, because it alleviated the financial obligations of my parents," Lyle said. At a later stage in his studies, when he managed to get his own car, his car was stolen and he was devastated. In 2021, Lyle was involved in a potentially fatal car accident and thankfully walked away with just scratches. "Glaskas' and the practical component of my studies were proof that I am in the right profession," Lyle said.

"Yes, it can be very demanding at times, but there's nothing more rewarding than inspiring young minds and hearts."

He is very grateful to two staff members of the faculty. "Ms Lorraine van As has been like a mother to Chezlyn and I, and Prof Maureen Robinson played a monumental role in getting us to this point." A quote ascribed to the former Brazilian soccer player, Pelé, inspires Lyle: "Success is no accident. It is hard work, perseverance, learning, studying, sacrifice and most of all, love of what you are doing or learning to do." He believes that one should always strive to be successful in all that one does and work hard. "You can either run from adversities or you can learn from them. I've found that more growth takes place in the times when the going gets rough than when everything is smooth sailing." Meaningful relationships with like-minded individuals and remaining grateful and humble are important to him.

Education staff proud about several *published books* in 2022

Several books authored by Faculty of Education staff were published during 2022. Congratulations to Prof Nuraan Davids, Prof Michael Le Cordeur, Prof Yusuf Waghid, Dr Jennifer Feldman, Prof Aslam Fataar and Prof Christa van der Walt.



Lecturer shares findings in Kenya



In May 2022, Delecia Davids represented the Mandela Rhodes Foundation (MRF) and Stellenbosch University (SU) at the East and Southern Africa Youth Knowledge Seminar on Youth not in Employment, Education and Training, presented in Nairobi, Kenya.

Young women in East and Southern Africa (ESA) are disproportionately represented in the 'not in employment, education and training (NEET)' population. Leaving school early, early marriages, assisting with subsistence farming, unpaid domestic work, taking care of family members and fewer opportunities to take up work which may be seen as inappropriate or unsafe for young women, all play a role in the NEET status of young women. The seminar brought together 25 participants, including young people, United Nations (UN) entities, academia, civil society organisations, national statistical offices, donors and other stakeholders, to discuss a recent quantitative study commissioned by UN Women, which reported on the state of NEET in nine countries.

Davids was invited to present findings and recommendations related to a study they conducted in 2021 as part of the Mandela Rhodes Scholarship second-year programme on behalf of her team. The team consisted of three other master's students from SU and two from the University of Cape Town (UCT). "We worked with our UN Women advisor to use the statistical data they had on each country to devise an intervention which could decrease the number of NEET youths in the region of the Southern African Development Community (SADC). We identified NEET individuals in each country and interviewed them to understand their perspectives and struggles.

Based on these young people's stories, we came up with Project Phakama. Phakama, which means 'to rise', is an intervention modelled on national civilian youth services that creates multiple pathways to get back into education, find alternative training opportunities, or innovate around employment in the SADC countries."

One of the key findings from Project Phakama was the need for choice and flexibility regarding the NEET youths, particularly women, who were balancing multiple responsibilities. Project Phakama's intervention responded by recommending learning and employment pathways that use micro-credentials as one method of accreditation. This would allow, for instance, mothers to take a break from studying when they need to take care of their families without losing the progress they had made in their studies or work experience.

"As an emerging academic in the education field, this experience was integral to my view on conducting research for impact."

"When we collaborate across disciplines, with grassroots organisations and with civil society, we can effect real, deep change in communities. The knowledge we produce at higher education institutions must, at all costs, reach the people it intends to serve. That does not always happen through a journal article behind a paywall. Impact happens when we take hands, connect our interests, and use our different perspectives to do the work."

Davids, previously a part-time lecturer, was appointed as a full-time lecturer from 1 January 2023.

Educational psychologist students encouraged to *serve society*

After a very competitive selection process with almost 200 applications, twelve students were selected for the MEd Psychology programme at the Faculty of Education. This master's qualification in educational psychology (MEd Psych) is presented to students who want to qualify as Educational Psychologists. Stellenbosch University (SU) is the only tertiary institution in the Western Cape which trains educational psychologists.

Prof Deresh Ramjugernath (Vice-Chancellor Learning & Teaching at SU) attended the orientation meeting with the selected cohort of students on 18 January 2023. He got an appreciation for educational psychologists during the past two years of the COVID-19 pandemic when many students struggled with mental health issues. According to Ramjugernath there is a need and demand for educational psychologists. He encouraged the students to use the knowledge they gain in this programme to give back to the country and to be in service of society.



Dr Karlien Conradie is responsible for the coordination of the MEd Psych programme and is also a lecturer in the Educational Psychology Department. "This is a historical moment for us, as it will be the first time in many years that we were able to select a truly socio-cultural diverse group of MEd Psych student" Conradie said. The selection process took place in September 2022. There were almost 200 applications and only twelve students can attend the programme.

The MEd Psychology programme aims to develop students both professionally and academically and has been accredited by the Health Professions Council of South Africa (HPCSA). The primary purpose of this programme is to train registered Educational Psychologists. The programme is structured in such a way that the competencies, commensurate with what is needed by Educational Psychologists within the context of a transforming South Africa, are developed.

*The twelve chosen students with Prof Deresh Ramjugernath. **Back:** Rikus van Zyl and Helani Blom **Middle:** Fatima Parker, Louise Hüsselmann, Anna-Mari Tesselaar, Leoné Swart, Janine Tyaliti, Udine Machelm, Nompumelelo Nkumane, Lené Rossouw **Front:** Gaylynne Ockhuis, Nomfundo Khumalo, Prof Deresh Ramjugernath*



The M. Ed. Psychology selection panel. From left to right: Drs. Lynne Damons, Carmelita Jacobs, Karlien Conradie, Melanie Moen and Dr Rubina Setlhare-Kagee from UWC.

Staff in a *cheerful mood* at year-end function



Prof Madiba (dean) and staff of the Faculty of Education ended 2022 on a cheerful note at a celebration in December.

The feeling of being called *'teacher'* never gets old



The feeling of being called 'teacher' never gets old. And I am sure it never will.

These past four years at Stellenbosch University have allowed me to fully find myself both as a teacher and a person. I had the best student experience, made friends for life, and built a great professional network. But do not get me wrong, these four years were challenging – from assignment upon assignment, group projects and 3 000-word essays to the numerous dreadful waits for the Turnitin percentage to show. But it was all worth it.

The past four years have taught me how to be the best teacher possible and have given me the confidence to spread my wings, put myself out there and test myself in new ways, which fundamentally changed me.

The next step in my journey is completing my honours in special needs education. During the teaching practicals, I gained various skills and experiences that I shall keep with me forever.

I am excited that I am finally a BEd graduate and even more excited to see what the future holds.

Ilana Botha
Fourth year graduate 2022