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NURAAAN DAVIDS

BIOGRAPHICAL NOTE

Nuraan Davids is a lecturer in the Department of Education Policy Studies in the Faculty of Education at Stellenbosch University. She holds a doctorate in Philosophy of Education. Her interests include democratic citizenship education, Islamic education and ethics in education, with a particular focus on educational policy, gender, theory and practice, management and leadership inquiry. She is an Associate Editor of the *South African Journal of Higher Education*; and is an Editorial Board Member of *Ethics and Education* – the international journal of the International Network of Philosophers of Education. She is a member of the Philosophy of Education Society of Australasia (PESA); the Philosophy of Education Society of Great Britain (PESGB); and the American Educational Research Association (AERA). Her recent books are *Women, cosmopolitanism, and Islamic education: On the virtues of education and belonging* (New York & London: Peter Lang, 2013); and (with Yusef Waghid) *Citizenship, education and violence: On disrupted potentialities and becoming* (Rotterdam/Boston/Taipei: Sense Publishers, 2013); She has co-edited a special issue of *Studies in Philosophy of Education* (2014), entitled 'Islamic education: Possibilities, Opportunities and Tensions Islamic education'. Most recently, she has been invited to be a Contributing Editor for the section, entitled, 'Voices from the present and the past' in the volume edited by Paul Smeyers, *International Handbook of Philosophy of Education* (Dordrecht, Springer, 2017).

ACADEMIC QUALIFICATIONS

- 2012: PhD (Philosophy of Education), Stellenbosch University
- 1999: MPhil (Educational Administration, Planning and Social Policy), University of Cape Town
- 1993: Higher Diploma in Education (PG Secondary), University of Cape Town
- 1992: BA (Hons) (English), University of Cape Town
- 1991: BA, University of Cape Town

Academic Awards

- 1992: J.B.M Hertzog Scholarship
- 1999: John Wakeford Scholarship

PROFESSIONAL EXPERIENCE

Academic

- 2013 (January) – current: Lecturer of Philosophy of Education (Department of Education Policy Studies, Stellenbosch University)

- 2012 (February – December): Adjunct Lecturer of Philosophy of Education (Department of Education Policy Studies, Stellenbosch University)
- 1992 (January – December): Tutor (Department of Afrikaans-Nederlands, University of Cape Town)

Management

- 2004 – 2011 (March – December): Director (Fundi Education & Training)
- 2007 – 2011 (January – December): Western Cape Project Manager (Zenex Spark Project)
- 2004 – 2007 (January – December): Project Manager (Shuttleworth Foundation Project)

Teaching

- 2000 – 2003 (January – December): Senior Facilitator; Programmes Designer (Novalis Institute)
- 1998 – 1999 (January – December): Teacher (Livingstone High School)
- 1994 – 1997 (January – March): Teacher; Grade Head (Windsor High School)

Other

- 1994 – 1997 (March - March): Author (Maskew Miller Longman)
Main author (with Ronel Gouws): Grade 10
Co-author: Grades 8, 9, 11 & 12

RESEARCH FOCUS

Philosophy of education; democratic citizenship education; ethics in education with a particular focus on educational policy, theory and practice, management and leadership inquiry.

Completed Research

My primary research has focused on a renewed cosmopolitanism-cum-Islamic education, in which I have argued that because Islamic education is not impervious to other forms of education, it does not censure or constrain unless confronted with injustice – culminating in my monograph, *Women, cosmopolitanism, and Islamic education: On the virtues of education and belonging* (Peter Lang, 2013). I have continued to expand on my focus on Islamic education by paying closer attention to conceptions of identity as enacted by Muslim women, as well as the possibilities and opportunities within a re-articulated expression of what is commonly understood by Muslims as opposed to what is propagated by Islamic education. In continuing with analytical inquiry vis-à-vis democratic citizenship education, I have focused on cosmopolitanism, and its pedagogical implications for teaching and learning in schools and higher education. This area of my research has culminated in my latest book (with Yusef Waghid), *Citizenship education and violence in schools: On disrupted potentialities and becoming*, (Sense Publishers, 2013).

Self-Assessment of Research Outputs

Within my first year as an academic, I have been privileged to act as a guest editor of the 64th edition of *Europa World of Learning* (Routledge, 2014) – considered by The Times Literary Supplement as ‘the best single reference book on international scholarship’; and publish in *Studies in Philosophy of Education*. My first book, *Women, cosmopolitanism, and Islamic education: On the virtues of education*

and belonging (Peter Lang, 2013) has been described as offering unexplored insight into the lived experiences of Muslim women in a pluralist society, and making a valuable contribution to a reconceptualised understanding of Islamic education. My second book (with Yusef Waghid), *Citizenship education and violence in schools: On disrupted potentialities and becoming*, (Sense Publishers, 2013) has been described in the foreword by David Aspin as 'a well-researched and clearly written argument as adding further increments of insight in the fields in which we are all researchers, scholars and teachers'. Moreover, I have been invited to serve as an Associate Editor of *South African Journal of Higher Education*, and serve as an Editorial Board Member of *Ethics and Education*

Ongoing Research

The ongoing and overall focus of my research is democratic citizenship education, which I have expanded into the field of educational leadership and management, as well as ethics in education. My two major research projects, which have focused on conceptions and experiences of citizenship, and leadership, respectively, have steered me in a continuing focus on violence in schools, and in exploring a humane response to the numerous challenges confronted in schools and higher education. I am also continuing to explore the various interpretations of Islamic education, most notably by looking at the perceived tension between the enactment of a Muslim identity and a conception of democracy.

RESEARCH AWARDS

- 2015: Rector's Award for General Performance
- 2015: AERA International Relations Committee International Travel Award
- 2014 – 2016: NRF Thuthuka
- 2014: Rector's Award for General Performance
- 2014: Mellon Academic Staff Development Award
- 2013: Knowledge, Interchange and Collaboration Award

COMMITTEE MEMBERSHIPS

- 2013 (January – December): Standing Committee: Research (Faculty of Education)
- 2013 (January – current): BEd (Hons) Programme Committee
- 2014 (January - current): PGCE Programme Committee
- 2014 (January – current): ACE Programme Committee

PROFESSIONAL AFFILIATIONS

- Associate Editor (2013 – Current): South African Journal of Higher Education
- Member of Editorial Board (2014 – Current): Ethics and Education
- Member (2013 - 2014): Philosophy of Education Society of Australasia
- Member (2012 – Current): The International Network of Philosophers
- Member (2012 – Current): Philosophy of Education Society of Great Britain (PESGB)
- Member (2013 – Current): American Educational Research Association (AERA)

RESEARCH PUBLICATIONS (36)

Books: (3)

1. Davids, N. (2013) *Women, cosmopolitanism, and Islamic education: On the virtues of education and belonging*. New York & London: Peter Lang. ISBN 9783034317085.
2. Waghid, Y. & Davids, N. (2013) *Citizenship education and violence in schools: On disrupted potentialities and becoming*. Rotterdam/Boston/Taipei: Sense Publishers, (125 pp.) ISBN: 978-94-6209-474-1.
3. Waghid, Y. & Davids, N. (eds.) (2014) Islamic education: Possibilities, Opportunities and Tensions Islamic education: Possibilities, Opportunities and Tensions [Special issue]. *Studies in Philosophy of Education*, 33(3): 227-351, ISBN 0039-3746

International Peer Reviewed Journal Articles: (9)

1. Davids, N. & Waghid, Y. (2014) The invisible silence of race: On exploring some experiences of minority group teachers at South African schools. *Power and Education* (Accepted)
2. Davids, N. (2014) On the un-becoming of measurement in education. *Educational Philosophy and Theory* (Accepted)
3. Davids, N. (2014) Are Muslim women in need of Islamic feminism? *British Journal of Religious Education* (Accepted). DOI: [10.1080/01416200.2014.944096](https://doi.org/10.1080/01416200.2014.944096)
4. Waghid, Y. & Davids, N. (2014) Maximalist Islamic education as a response to terror: Some thoughts on unconditional action. *Educational Philosophy and Theory* (Accepted). DOI: [10.1080/00131857.2014.958125](https://doi.org/10.1080/00131857.2014.958125)
5. Waghid, Y. & Davids, N. (2014) Islamic education: possibilities, opportunities and tensions - Introduction. *Studies in Philosophy of Education*. 33(3): 227 -231.
6. Davids, N. (2014) Muslim women and the politics of religious identity in a (post) secular society. *Studies in Philosophy of Education*. 33(3): 303-313.
7. Waghid, Y. & Davids, N. (2014) On the (Im)possibility of democratic citizenship education in the Arab and Muslim world. *Studies in Philosophy of Education*, 33 (3): 343-351.
8. Waghid, Y. & Davids, N. (2013) Muslim education and its (in)commensurability with multiculturalism: Some thoughts on the imaginative *madrassah*. *Policy Futures in Education*, 12 (1): 124-130.

9. Waghid, Y. & Davids, N. (2012) Combating terrorism through an education for democratic iteration. *American Journal of Islamic Social Sciences*, 30(2): 1-20.

National Peer Reviewed Articles: (10)

1. Davids, N. (2014) Gratitude as an enactment of democratic citizenship education. *South African Journal of Higher Education*, 28(5): 1513-1524.
2. Davids, N. (2014) Muslim schools in post-apartheid South Africa: Living with an apartheid past? *Education as Change*, 18(2): 227-236.
3. Davids, N. & Waghid, Y. (2014) Beyond the indigenous/non-indigenous knowledge divide: The case of Muslim education and its attenuation to cosmopolitanism. *South African Journal of Higher Education*, 28(5): 1485-1496.
4. Davids, N. (2014) The silence of counsellors and the attentive voice of listening: A review of Kobus Maree (ed.) *Shaping the story: A guide to facilitating narrative career counselling* (Rotterdam: Sense Publishers, *South African Journal of Higher Education* 28(1): 292-302.
5. Davids, N. (2013) In recognition of our universal human condition: A response to Caduri's universality plus difference *South African Journal of Higher Education*, 27(3): 561-570.
6. Waghid, Y. & Davids, N. (2013) Reflecting on a doctoral supervision: From scepticism to friendship. *South African Journal of Higher Education*, 27(4): 769-780.
7. Davids, N. & Waghid, Y. (2013) Teenage pregnancy and the South African Schools Act: Is Religion a Justifiable Reason for Exclusion? *Journal of Education*, 23(1): 135-152.
8. Davids, N. (2012) A reformed Islamic education: grounds for revisiting cosmopolitanism. *South African Journal of Higher Education*, 26(3): 395-410.
9. Waghid, Y. & Davids, N. (2012) Higher education and cosmopolitanism without illusions. *South African Journal of Higher Education*, 26(6): 865 - 872.
10. Davids, N. & Waghid, Y. (2012) Re-imagining democratic citizenship education: Towards a culture of compassionate responsibility. *Perspectives in Education*, 30(4): 19-28.

Under Review: (8)

1. Davids, N. & Waghid, Y. (2014) Educational leadership as action: Towards an opening of rhythm. *Journal of Education* (Submitted for consideration).
2. Davids, N. & Waghid, Y. (2014) Educational theory as rhythmic action: From Hannah Arendt to Giorgio Agamben. *Educational Theory* (Under Review).

3. Davids, N. & Waghid, Y. (2014) Responding to violence in post-apartheid schools: On school leadership as mutual engagement. *Education as Change* (Under Review).
4. Davids, N. & Waghid, Y. (2014) Higher education as a pedagogical site for citizenship education. *Education, Citizenship and Social Justice* (Under Review)
5. Davids, N. (2014) Does caring about those we teach make a difference to violence in schools? Implications for democratic citizenship in South Africa. *South African Journal of Philosophy* (Under Review)
6. Davids, N. & Waghid, Y. (2014) Educational leadership reconsidered: re-invoking authority in schools. *Social Dynamics* (Under Review).
7. Davids, N. & Waghid, Y. (2014) On speaking to violence in post-apartheid schools. *International Journal of Special Education* (Submitted for Consideration).
8. Davids, N. (2014) Islam and multiculturalism: An exposition of a dialectical encounter. *American Journal of Islamic Social Sciences* (Under Review)

Book Chapters: (9)

1. Davids, N. (2014) Religion, culture, and the exclusion of Muslim women: On finding a reimagined form of inclusive-belonging. *Knowledge Cultures* (Submitted for consideration)
2. Waghid, Y. & Davids, N. Towards an African university in becoming: Reconsidering critique, hope and imagination
3. Waghid, Y. & Davids, N. 2014. Islamisation and democratization of knowledge in Muslim majority contexts: Towards a new imaginary of democratic citizenship. In: Zaman, M. (ed.). *Philosophy of Islamic education*, New York and London: Routledge (Forthcoming).
4. Davids, N. & Waghid, Y. (2014) Indigenous knowledge, Muslim education and cosmopolitanism: In pursuit of knowledge without borders. In: Van Wyk, B. & Dolapo, A. (eds.) *Indigenous concepts of education: Toward elevating humanity for all learners* (New York: Palgrave-MacMillan) pp. 101-112.
5. Waghid, Y. & Davids, N. (2014) An introduction to an examination of the university in turbulent political times: On cultivating a community of responsibility. In: Waghid, Y. & Davids, N. (eds.). *The University During Times of Strife*. (London: Routledge) pp. 6-9.
6. Waghid, Y. & Davids, N. (2014) The Arab Spring: An opportunity to remould the scepticism. In: Waghid, Y. & Davids, N. (eds.). *The University During Times of Strife* (London: Routledge), pp. 26-29.
7. Davids, N. (2014) Muslim women and cosmopolitanism: Reconciling the fragments of identity, participation and belonging. In: Chapman, J., McNamara, S., Reiss, M. & Waghid, Y. (eds.) 2014. *International Handbook for Learning, Teaching and Leadership in Faith-based Schools* (Dordrecht: Springer Press), pp. 435–452.

8. Davids, N. (2014) Women, identity and religious education: A path to autonomy or dependence? In: Chapman, J., McNamara, S., Reiss, M. & Waghid, Y. (eds.) 2014. *International Handbook for Learning, Teaching and Leadership in Faith-based Schools* (Dordrecht: Springer), pp. 453–469.
9. Waghid, Y. & Davids, N. (2014) On hospitality, responsibility and *ubuntu*: Some philosophical remarks on teaching and learning in South Africa. In: Petrovic, J.E. & Kunz, A.M. (eds.). *Citizenship Education around the world: Local contexts and global possibilities*. London: Routledge, pp. 165-179.

Conference Proceedings (4)

1. Davids, N. (co-authored) (2014) On violation, violence and citizenship in post-apartheid schools. (In: Ramaekers, S. & Noens (eds.) International Network of Philosophers of Education 14th Biennial World-Conference: Old and new generations in the 21st century, 20-23 August 2014) (Cosenza, Italy: University of Calabria) pp. 72-81
2. Davids, N. (2013) Democratic citizenship as a debt account of gratitude. Philosophy of Education Society of Great Britain: Annual conference. New College, Oxford University, 22-24 March.
3. Davids, N. (2013) I am therefore I belong: Fulfilling a conception of citizenship from within the self. (In: Gouws, F.E. & Wolhuter, C.C. (eds.) SAERA Conference Proceedings: Educational Research in South Africa: Practices and Perspectives), (Southern Africa: Oxford University Press), pp. 38 – 47.
4. Davids, N. (2012) Narratives and knowledge: autoethnography as a subjective space of knowledge production. (In: Todd, S. (ed.) International Network of Philosophers of Education 13th Biennial Conference: Passion, Commitment and Justice in Education, 15-18 August 2012 (Ethiopia: Addis Ababa University), pp. 220-222.

Papers presented at conferences (11)

1. Davids, N. & Waghid, Y. (2015) The invisible silence of race: On exploring some experiences of minority group teachers at South African schools, *Association of Educational Development in Africa* (AEDA) Symposium, 13 – 15 April 2015, Breakwater Lodge (Protea Hotel), Waterfront, Cape Town.
2. Davids, N. (2015) Violence in South African schools: On re-storying the story, *Association of Educational Development in Africa* (AEDA) Symposium, 13 – 15 April 2015, Breakwater Lodge (Protea Hotel), Waterfront, Cape Town.
3. Davids, N. (2015) Does the Advanced Certificate in Education (ACE) address the needs of female principals in South African schools? American Educational Research Association (AERA): Toward Justice: Culture, Language, and Heritage in Education Research and Praxis, 16 - 20 April, 2015, Chicago, Illinois

4. Davids, N. & Waghid, Y. (2015) Higher Education as a Pedagogical Site for Citizenship Education, American Educational Research Association (AERA): Toward Justice: Culture, Language, and Heritage in Education Research and Praxis, 16 - 20 April, 2015, Chicago, Illinois
5. Davids, N. (co-authored) (2014) On violation, violence and citizenship in post-apartheid schools. International Network of Philosophers of Education 14th Biennial World-Conference: Old and new generations in the 21st century, 20-23 August 2014 (Cosenza, Italy: University of Calabria)
6. Davids, N. (2014) Challenges facing Muslim education in South Africa. Keynote address. International Peace College of South Africa (IPSA), graduation ceremony, March 2014, Cape Town.
7. Davids, N. (2013) On the (in)humanity of language of educational measurement. Philosophy of Education Society of Australasia: Measuring Up in Education. Melbourne, Melbourne Graduate School of Education, 6-9 December.
8. Davids, N. (2013) Islam and multiculturalism: An exposition of a dialectical encounter. European Conference on Educational Research. Istanbul, Bahçesehir University, 9-13 September.
9. Davids, N. (2013) Democratic citizenship as a debt account of gratitude. Philosophy of Education Society of Great Britain: Annual conference. New College, Oxford University, 22-24 March.
10. Davids, N. (2013) I am therefore I belong: Fulfilling a conception of citizenship from within the self. South African Education Research Association: The state of play in educational research in South Africa: practices and perspectives, Bella-Bella (Warmbaths), Pretoria, 28-30 January.
11. Davids, N. (2012) Narratives and knowledge: autoethnography as a subjective space of knowledge production. The International Network of Philosophers of Education 13th Biennial Conference: Passion, Commitment and Justice in Education, Addis Ababa University, Ethiopia, 15-18 August.

Non-accredited Publications (5)

1. Davids, N. (2012) *Re-imagining Citizenship Education Manual* (Stellenbosch University: SUNPress)
2. Gouws, R & Davids, N. (1997) *Kaperjol: Graad 10* (Cape Town: Maskew Miller Longman)
3. Davids, N. (2012) Can Muslim women enjoy equality in cosmopolitan societies? *Mail and Guardian*, November 2012.
4. Davids, N. (2014) Challenges facing Muslim education in South Africa, *Muslim Views*, May 2014. Cape Town: Brisktrade.
5. Davids, N. & Waghid, Y. Constructive ways to deal with violence, *Mail and Guardian*, November 2014.

POSTGRADUATE SUPERVISION – CURRENT (11)

1. 2014 – 2015: MEd (Full thesis): Simanu Evalistus
2. 2014 – 2015: MEd (Full thesis): Gary Robertson
3. 2013 – 2014: MEd (Half thesis): Elisabeth van der Westhuizen
4. 2015 – 2016: MEd (Full thesis): Hesna van Dewenter
5. 2015 - 2016: MEd (Full thesis): Miranda Whitley
6. 2015 – 2016: MEd (Full thesis): Yolanda Bailey
7. 2015 – 2016: MEd (Full thesis): Lozelle Hendricks
8. 2014: PhD: Eric Atmore
9. 2014: PhD: David Nefdt
10. 2015: PhD: Wessel Sonnekus
11. 2015: Ramesh Jeram

POSTGRADUATE SUPERVISION – COMPLETED (3)

1. 2013 - 2014: MEd (Half thesis): Steven Haingura
An investigation of multigrade teaching at three primary schools in the Kavango Region, Namibia.
2. 2014 – 2014: MEd (Full Thesis): Wessel Sonnekus
Maak die gevorderde onderwysertifikaat 'n verskil aan die bestuurvermoëns van skoolhoofde? 'n Vergelykende studie van vier skoolhoofde.
3. 2014 – 2014: MEd (Full Thesis): Niel Botha
Navorsing oor beleide aangaande tegnologie en die toepassing daarvan in vier laerskole in die Wes-Kaap.

POSTGRADUATE & UNDERGRADUATE TEACHING

- 2013 – 2015: BEd (Hons) - Educational Leadership and Management
- 2013 – 2015: Bed (Hons) – Educational Leadership and Management (Telematics)
- 2014 - 2015: PGCE – Philosophy of Education (Programme Convenor)
- 2014 - 2015: Advanced Certificate in Education: Lead and Manage People

- 2013 - 2014: MEd - Educational Leadership and Management
- 2012 - 2013: PGCE – Philosophy of Education