

NAVORSINGSUITSETTE / RESEARCH OUTPUTS 2016

EDUCATION POLICY STUDIES / OPVOEDINGSBELEIDSTUDIE

Journal articles (accredited) // Tydskrifartikels (geakkrediteerd)

ADENIJI-NEILL D & VAN WYK B. Community Schools and Society: An Analysis of Curriculum Conflict and Resolutions through South Africa's and United State's Perspectives. *International Journal of Community Diversity* 2016; **16**(2):1-10.

DAVIDS N & WAGHID Y. Higher education as a pedagogical site for citizenship education. *Education, Citizenship and Social Justice* 2016; **11**(1):34-43.

DAVIDS N & WAGHID Y. Responding to violence in post-apartheid schools: On school leadership as mutual engagement. *Education as Change* 2016; **20**(1):28-42.

DAVIDS N & WAGHID Y. The Worthwhile Risk of Education: From initiation to co-belonging in and through pedagogical encounters. *Educational Philosophy and Theory* 2016; **48**(11): 1138-1150.

DAVIDS N. Deliberation, belonging and inclusion: Towards ethical teaching in a democratic South Africa. *Ethics and Education* 2016; **11**(3):274-285.

FATAAR A & FELDMAN J. Dialogical habitus engagement: The twist and turns of teachers' pedagogical learning within a professional learning community. *Perspectives in Education* 2016; **34**(3):98-105.

FATAAR A, FILLIES H. Die leerpraktykvorming van hoërskoolleerders op 'n plattelandse werkersklasdorp. *Litnet Akademies* 2016; **13**(2):377-402.

FATAAR A. Towards a Humanising Pedagogy through an Engagement with the Social-Subjective in Educational Theorising in South Africa. *Education Research for Social Change* 2016; **5**(1):10-21.

FELDMAN J. Pedagogical Habitus Engagement: Teacher Learning and Adaptation in a Professional Learning Community. *Educational Research for Social Change (ERSC)* 2016; **5**(2):65-80.

ISAACS T & WAGHID Y. The blame game: Mechanistic conceptions of teacher education and its impact on schooling. *South African Journal of Higher Education* 2015; **29**(6):106-123.

RINQUEST E, FATAAR A. The 'Affective Place-Making' Practices of Girls at a High School in Cape Town, South Africa. *Educational Studies* 2016; **52**(6):521-535.

WAGHID Y & DAVIDS N. Democratic engagement as denudation: Moving beyond risk taking. *South African Journal of Higher Education* 2016; **30**(5):1-10.

WAGHID Y & DAVIDS N. Educational leadership as action: Towards an opening of rhythm. *South African Journal of Higher Education* 2016; **30**(1):123-137.

WAGHID Y & DAVIDS N. The limits of democratic citizenship education as initiation: Cultivating risk-taking through association. *South African Journal of Higher Education* 2016; **29**(6):1-12.

ZIPIN L, NUTTALL J. Embodying pre-tense conditions for research among teacher educators in the Australian university sector: a Bourdieusian analysis of ethico-emotive suffering. *Asia-Pacific Journal of Teacher Education* 2016; **44**(4):348-363.

Journal articles (non-accredited) // Tydskrifartikels (nie-geakkrediteerd)

DAVIDS N & WAGHID Y. On speaking to violence in post-apartheid schools. *Kultura Pedagogiczna/Pedagogical Culture* 2015; **2**(1):51-64.

DAVIDS N. Does caring about those we teach make a difference to violence in schools? Implications for democratic citizenship in South Africa. *International Journal of Educational Studies* 2016; **3**(2):55-63.

DAVIDS N. On extending the truncated parameters of transformation in higher education in South Africa into a language of democratic engagement and justice, *Transformation in Higher Education* 2016; **1**(1):1-7.

DAVIDS N. Religion, culture, and the exclusion of Muslim women: On finding a reimagined form of inclusive-belonging. *Knowledge Cultures* 2016, **4**(4):46-59.

VAN WYK B. Indigenous Rights, Indigenous Epistemologies, and Language: (Re)Construction of Modern Khoisan Identities. *Knowledge Cultures* 2016; **4**(4):33-45.

Conference proceedings // Konresverrigtinge

VAN WYK B. *Higher Education and Critical Consciousness: Towards a citizen of the world.* In: Costandius E & Odiboh F (eds.) *The International Conference on the Relevance of Critical Citizenship Education in an African Context*, Stellenbosch, South Africa, Sun Media 2016: 9-18.

Books // Boeke

DAVIDS N & WAGHID Y. *Ethical Dimensions of Muslim Education: In Pursuit of Meaningful Encounters.* Palgrave Macmillan, New York, United Nations 2016: 162 pp.

WAGHID Y, WAGHID F, WAGHID Z. *Educational Technology and Pedagogic Encounters: Democratic Education in Potentiality.* Sense Publishers, Rotterdam, Netherlands, 2016: 132 pp.

Book chapters // Boekhoofstukke

FELDMAN J, FATAAR A. Working through the 'hardness' of teachers' pedagogical habitus: Pedagogical learning among teachers in a professional learning community. In: Brodie K, Borko H (eds.) *Professional Learning Communities in South African Schools and Teacher Education Programmes.* HSRC Press, Pretoria, South Africa, 2016:18-37.

WAGHID Y, DAVIDS N. Islamisation and Democratization of Knowledge in Postcolonial Muslim-Oriented Contexts: Implications for Democratic Citizenship Education. In: Memon NA, Zaman M. (eds.) *Philosophies of Islamic Education: Historical Perspectives and Emerging Discourses*, Routledge, New York, United Nations, 2016: 220-235.

Doctoral completed // Doktoraal voltooi

DOMINGO-SALIE N. *Translocation Habitus: High school students' mediation of their educational subjectives at a focus school.* PhD, 2016. 179 pp. Promotor: Prof MA Fataar.

FELDMAN JA. *Eliciting pedagogical learning among teachers in a professional learning community.* PhD, 2016. 188 pp. Promotor: Prof MA Fataar.

ISAACS TI. *Critical student agency in educational practice: A South African perspective.* PhD, 2016. 220 pp. Promotor: Prof Y Waghid.

MATOPE J. *Discourses of learning, transition and agency among students who attended a Cape Town high school under apartheid.* PhD, 2016. 340 pp. Promotor: Prof NA Badroodien. Medepromotor: Prof MA Fataar.

TERHOVEN RB. *An exploration of leadership practices in enacting a curriculum policy platform in working class secondary schools.* PhD, 2016. 240 pp. Promotor: Prof MA Fataar.

Masters completed // Magister voltooi

ADENDORFF MN. *Sekondêre skole se hantering van leerders wat dwelms misbruik.* MEd, 2016. 71 pp. Studieleier: Prof A Fataar.

BARTLETT H. *Exploring the educational engagement processes at a former Model C high school in Cape Town.* MEd, 2016. 148 pp. Studieleier: Prof A Fataar.

LABUSCHAGNE A. *Exploring Contemplative Education as a comprehensive means toward the eradication of ignorance.* MEd, 2016. 177 pp. Studieleier: Prof B van Wyk.

RINQUEST E. *'Place Making': Investigating the place-based identity negotiations of high school girls in the informal spaces of their school.* MEd, 2016. 101 pp. Studieleier: Prof A Fataar.

SONAMZI B. *Township families' domestic support practices of their children's schooling.* MEd, 2016. 99 pp. Studieleier: Prof A Fataar.

VAN DEWENTER HR. *Navorsing oor die rol van leierskap en bestuur in die integrasie van die immigrante leerder in skole: 'n Vergelykende studie tussen vyf geselekteerde laerskole.* Titel. MEd, 2016. 180 pp. Studieleier: Dr N Davids.

WHITLEY MJ. *An exploration into whether the developmental appraisal system is achieving its desired outcome of promoting teacher development.* MEd, 2016. 121 pp. Studieleier: Dr N Davids.
