

The Survival Guide



Stellenbosch
UNIVERSITY
IYUNIVESITHI
UNIVERSITEIT

Faculty of Education

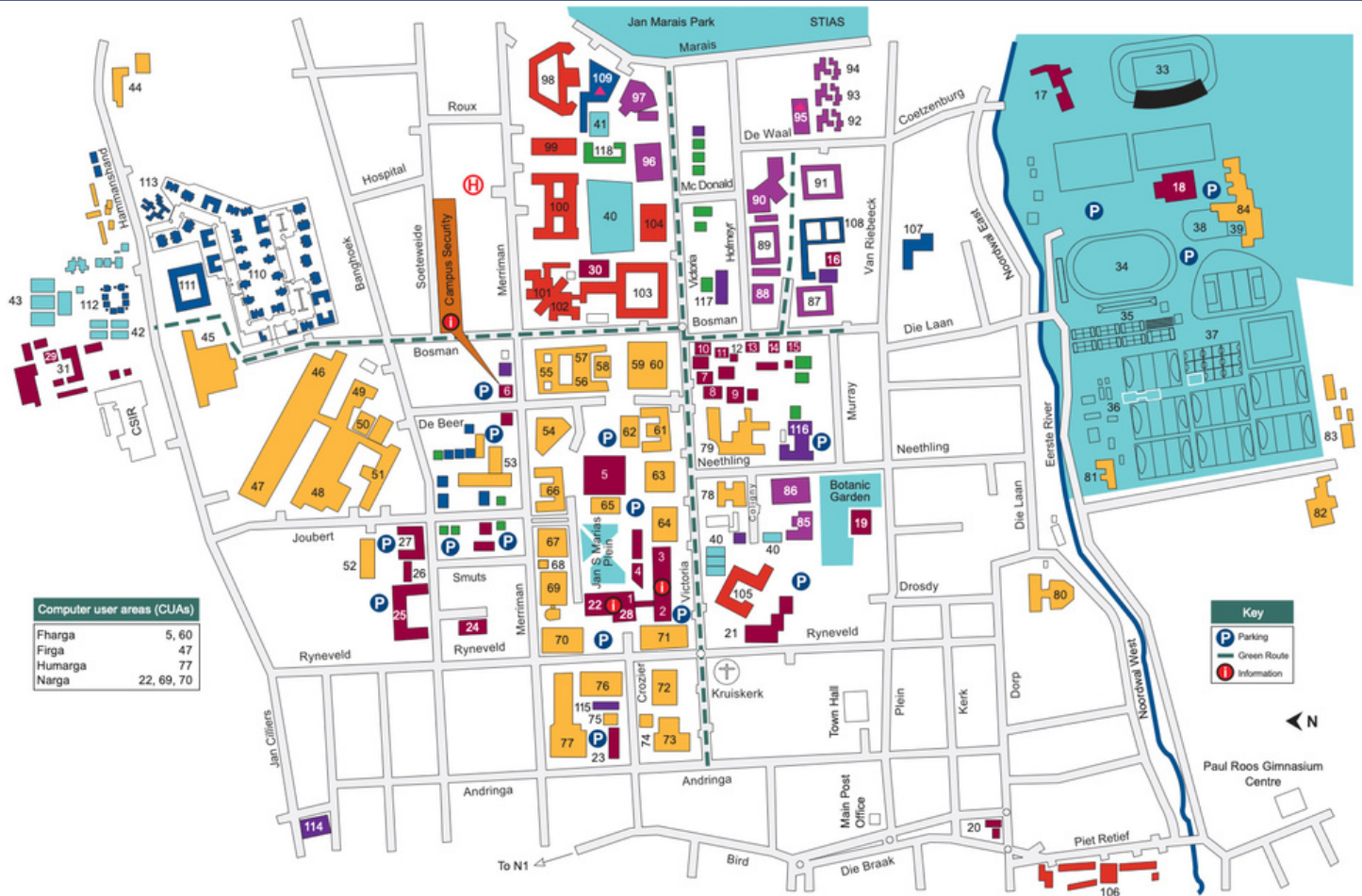
OSK
ESC

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1. Map of Stellenbosch University



Computer user areas (CUAs)

Fharga	5, 60
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Key

P	Parking
Green line	Green Route
I	Information

SUPPORT SERVICES

- 1 Administration, Block A
- 2 Administration, Block B
- 3 Administration, Block C
- 4 JS Gericke Library
- 5 Neelsie Student Centre
- 6 Campus Security
- 7 Centre for Student Recruitment
- 8 Centre for Student Counselling and Development: Reception (CSCD)
- 9 CSCD: Office for Students with Special Learning Needs (Disabilities); Den Bosch
- 10 CSCD: Unit for Psychotherapeutic and Support Services
- 11 Centre for Teaching and Learning
- 12-14 Division for Student Affairs
- 15 Language Centre: Reading Lab and Language Enrichment Courses
- 16 Campus Health Services
- 17 Maties Sport
- 18 Coetzenburg Centre
- 19 Old Conservatoire
- 20 SU Art Gallery
- 21 University Museum
- 22 Centre for Learning Technology
- 23 Language Centre (Writing Lab)
- 24 WAT, 115 Banghoek Road
- 25 Matie Community Services, Lückhoff School
- 26 SU Vehicle Fleet
- 27 Legal Aid Clinic
- 28 IT Hub (Help Centre)
- 30 Purchasing and Provision Services
- 31 Facilities Management
- 32 Information Technology

SPORTS FACILITIES

- 33 Danie Craven Stadium
- 34 Coetzenburg Athletics Stadium
- 35 Coetzenburg Tennis Courts
- 36 PSO Club House and Hockey Fields
- 37 Netball Courts
- 38 Swimming Pool
- 39 SU Gymnasium
- 40 Tennis Courts (Residences)
- 41 Old Mutual Sports Centre (squash courts)
- 42 Tennis Courts
- 43 Heidehof Rugby Fields

ACADEMIC BUILDINGS

- 44 Food Science
- 45 PO Sauer
- 46 Electrical/Electronic Engineering
- 47 Civil Engineering
- 48 Mechanical/Mechatronic/Industrial Engineering

- 49 Process Engineering
- 50 Knowledge Centre
- 51 Engineering, General
- 52 Africa Centre for HIV and AIDS Management
- 53 JC Smuts – Biological Sciences
- 54 De Beers – Chemistry
- 55 Mike de Vries
- 56 Chemistry – first-years
- 57 Inorganic Chemistry
- 58 CGW Schumann
- 59 Van der Sterr
- 60 Accounting and Statistics
- 61 JS Marais
- 62 Polymer Science
- 63 Visual Arts
- 64 JH Neethling
- 65 AI Perold
- 66 Merensky
- 67 Mathematical Sciences and Industrial Psychology
- 68 Nursery
- 69 Natural Sciences
- 70 Chamber of Mines
- 71 RW Wilcocks
- 72 Old Main Building
- 73 HB Thom Theatre
- 74 CL Marais Library
- 75 Journalism
- 76 GG Cillie
- 77 Arts and Social Sciences
- 78 Lombardi
- 79 Konservatorium (University Choir)
- 80 Theological Seminary
- 81 Paul van der Bijl Laboratories
- 82 Agronomy
- 83 Welgevalen Experimental Farm
- 84 Sport Science

WOMEN'S RESIDENCES

- 85 Monica
- 86 Harmonie
- 87 Heemstede
- 88 Huis ten Bosch
- 89 Lydia
- 90 Minerva
- 91 Nerina
- 92 Erica
- 93 Nemesia
- 94 Serruria
- 95 Tinie Louw Dining Hall; ▲ amaMaties hub
- 96 Sonop (Huis van Niekerk)
- 97 Irene

MEN'S RESIDENCES

- 98 Eendrag
- 99 Helshoogte

- 100 Simonsberg
- 101 Huis Visser
- 102 Huis Marais
- 103 Dagbreek
- 104 Majuba
- 105 Wilgenhof
- 106 Helderberg

MEN'S AND WOMEN'S RESIDENCES

- 107 Huis Neethling
- 108 Metanoia
- 109 Russel Botman House; ▲ Wimbledon hub
- 110 Academia
- 111 Concordia
- 112 Goldfields
- 113 Huis McDonald

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- 114 Lobelia
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LISTEN, LIVE AND LEARN

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- LLL houses

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Parking

2. Faculty Management Team



Dean: Prof Mbulungeni Madiba

Dean of the Faculty of Education at SU since September 2019. He has served as the director of the Multilingual Education Project (MEP) in the Centre for Higher Education Development (CHED) at UCT. He has been deputy dean and acting dean of the CHED a number of times, chaired UCT's Senate Language Committee and served on the UCT Council. Prof Madiba has 30 years of teaching experience and a wealth of experience in leadership and management. A full professor of Multilingual Education, Prof Madiba holds a DLitt et Phil (Linguistics) degree from the University of South Africa (Unisa). He has also received research fellowships and study awards from a number of higher education institutions abroad, including the universities of Cologne, London (Oppenheimer fellow), Birmingham and Harvard (Mandela fellow). As an established researcher with a C-rating from the National Research Foundation, his main research interests are language planning and policy, with a special focus on multilingual education.



Outgoing Vice Dean of Research: Prof Christa van der Walt

I started life as an English language teacher and taught only boys – I loved it! Working with high school learners made me realise that I am more interested in how children learn a language than I actually am in teaching it. So, I started my postgraduate studies at North-West University in Potchefstroom and eventually got my DLitt at the University of Pretoria. I started my career in the Education Faculty of Stellenbosch University in 2004. My area of interest is the teaching and learning of English in multilingual contexts, including higher education. What people do not know about me is that I love blues music and I'm a Ballroom and Latin dancing fan! #Strictly.

New Vice Dean of Research will be announced in 2023!



Vice Dean of Teaching and Learning: Prof Michael le Cordeur

Michael le Cordeur is a NRF-rated researcher, a former language teacher, high school principal and Circuit Manager of Education. His research deals with learners' reading skills, language policies and language in education. He holds a doctorate from Stellenbosch University and qualifications from the Universities of the Western Cape, South Africa and Stellenbosch's Graduate School of Business. He is the author/ co-author/ editor of various books, book chapters and refereed articles and presented numerous papers nationally and internationally. He has successfully supervised various doctoral and masters students. As a regular columnist he has published 270 opinion pieces and was twice rewarded with the university's Media Award of Excellence. He served the community in various positions: Being the chair of the Western Cape Language Committee he co-authored the Western Cape Language Policy. Currently he serves on the board of directors of the Stigting vir Bemagtiging vir Afrikaans, and is a member of the Internationale Centrum voor het Afrikaans at Gent University and the International Association for Research in Language Education. Le Cordeur is the recipient of the Elisabeth Steijn medal from the South African Academy, five Rector Awards and Stellenbosch University's Chancellors Award.



Faculty Manager: Mr Robert van Staden

My role in the faculty is to contribute to faculty planning and to support the faculty strategic and business plans. To develop, manage and control approved budgets for faculty and to keep faculty processes, structures, and requirements under review, and make recommendations for improving the effectiveness. A personalised fun fact about myself: I'm married to a primary school teacher and I have son. These two people are probably the best contributors in helping me to understand the real challenges a teacher experiences, and in increasing my appreciation for this honourable profession. I love cycling, running and I'm a little bit of an adrenaline junky.

3. Introduction of the ESC

The ESC stands for the Education Student Committee. The committee is the link between the students and the lecturers. You will often hear the Afrikaans abbreviation OSK which stands for "Opvoedkunde Studentekomitee".

Our Vision

The vision of the ESC is to obtain an environment of academic success through setting an example of professional conduct and academic excellence. We aim to improve engagement and interaction with the student body, whilst improving accessibility, inclusivity and accountability.

Our Mission

It is the mission of the ESC to serve the academic, social, and professional interests of all students through accessible, accountable, and innovative leadership. The ESC aims to promote and expand an academic culture among students.

The ESC strives to keep students informed of developments regarding their professional training through facilitating the flow of information between students, lecturers, management bodies, the University, and wider contexts.

The ESC aims to be transparent and approachable in handling student affairs and grievances with tact and honesty. Problems directly impacting students will be identified, addressed, and solved to the best of our ability. We strive to be a platform for students to raise their concerns in a safe space.

The Committee



Zöe-Grace Bennett - Chairperson
BEd III (Foundation Phase)
25257668@sun.ac.za



Chloë-Mae Laubscher - Vice-Chairperson
BEd IV (Intermediate Phase)
24258792@sun.ac.za



Nadia Parker - Treasurer
BEd III (Foundation Phase)
23667435@sun.ac.za



Nerisha Jagwanth - Secretary
BEd III (Intermediate Phase)
25244256@sun.ac.za



Victoria Jumeth - Social Justice
BEd III (Intermediate Phase)
25393561@sun.ac.za



Luthando Mthembu - Events
BEd II (Intermediate Phase)
24741078@sun.ac.za



Wilnelie Niemand - Professional Development
BEd IV (Intermediate Phase)
23566140@sun.ac.za



Charnay Mahoney- Social impact
BEd IV (Intermediate Phase)
23687673@sun.ac.za



George Jonker - Marketing
BEd IV (Intermediate Phase)
24066737@sun.ac.za



Runé Geldenhuys - Student Relations
BEd IV (Intermediate Phase)
23327472@sun.ac.za

Find us at:

Office number: Room 1025

Email: oskesc@sun.ac.za

Instagram: [@su_education_student_committee](https://www.instagram.com/su_education_student_committee)

Facebook: Esc-Osk Stellenbosch University

4. Online: MySun Guide

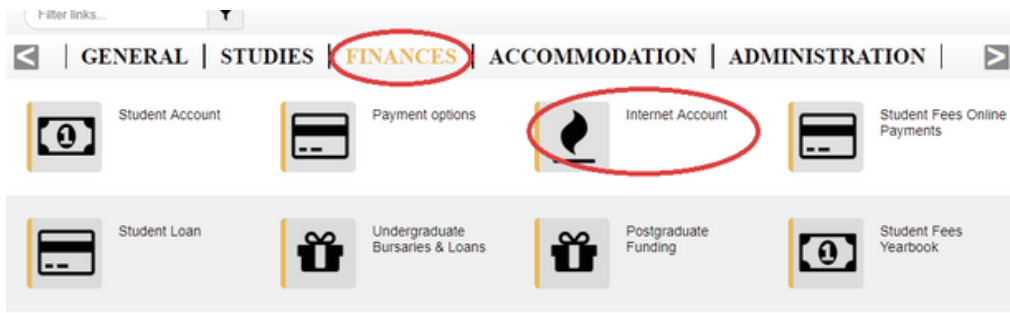
Uploading printing credits

Centralised Secure Pull Printing:

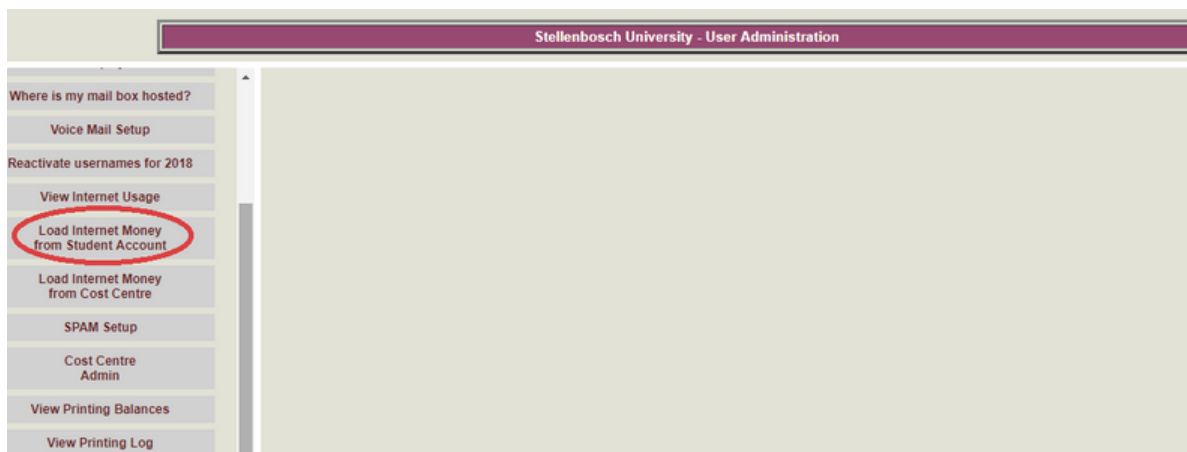
All computers on campus (Library/Education Building/Humarga etc.) are connected to the SU Secure Pull Print management system on campus. Students can print, copy, and scan at any Secure Pull Print printer available on campus by using their student cards. Printing credits can be uploaded to your student network account at the University's User Administration site or by use of Snapscan (Available on Google Play & App Store).

Follow these steps to upload printing credits from your student account:

1. Open the "MySun Menu" (<http://midtier.sun.ac.za/html-navbar/home.html>) in a web browser.
2. Click on the "Finances" section and then on "Internet Account."

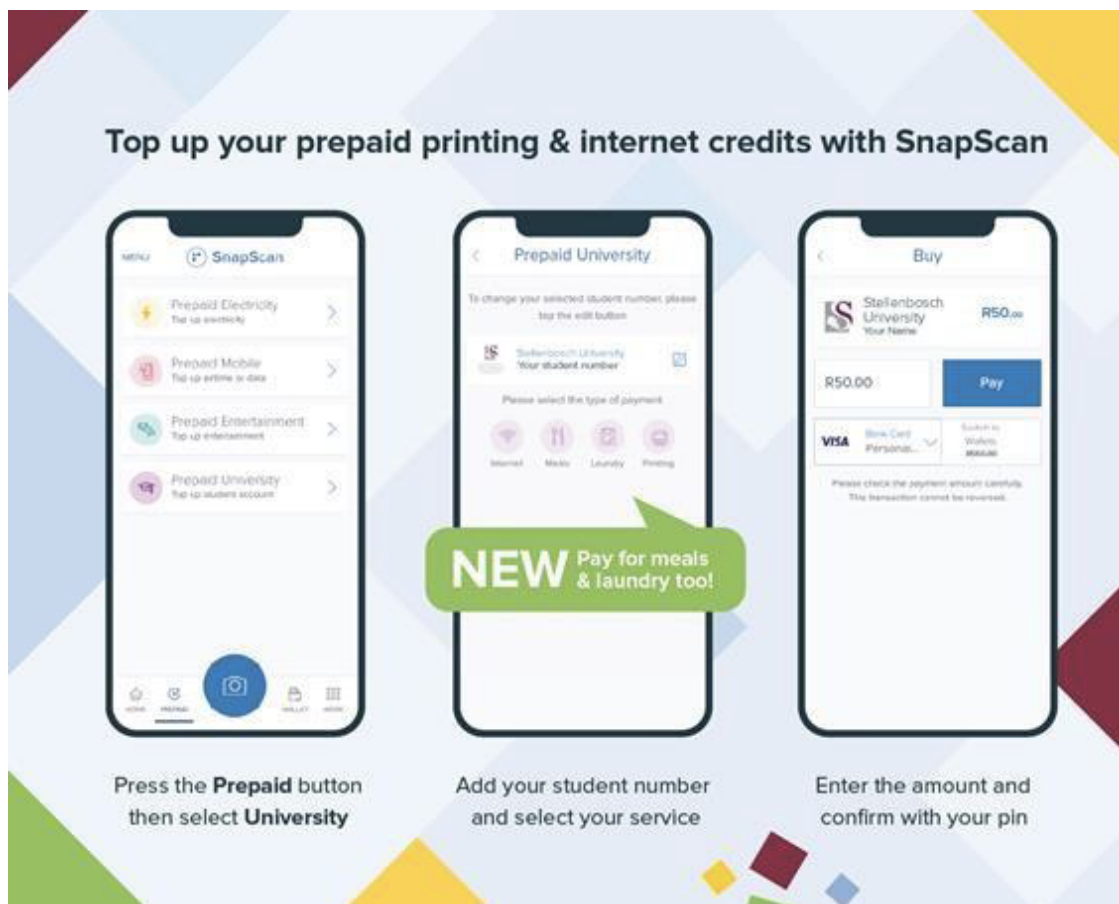


3. Sign in by filling in your student number and password.
4. Scroll down and click on "Load Internet Money from Student Account."



5. Choose the amount you want to load and then click on "load".
6. The money will automatically be deducted from your student account & uploaded to your printing credits. You will receive a confirmation email showing your new balance.
7. Wait for +- 5 minutes before printing.

Follow these steps to upload printing credits using Snapscan:



Register me

When arriving at Stellenbosch University, you can use the Wi-Fi facility.

Follow these steps:

1. Connect your mobile device to "Register Me" on your Wi-Fi portal.
2. Open your browser, Internet Explorer in Windows, Mozilla, Firefox in Linux, Safari in Apple OSX, Browser in all other mobile devices i.e. Android, Symbian, etc.
3. The web address for self-register will automatically load. But if not, don't worry. Simply follow the link: <https://maties2.sun.ac.za/selfreg.php>
4. Thereafter, log in with your my maties credentials (username- student number and password).
5. You will then be moved onto the self-register website, where your Wi-Fi journey starts. **YOU CAN ONLY LOAD ONE DEVICE AT A TIME!**
6. The website will guide you as you go through all the processes.

Printing & copying

Should you use the big or small printer?

If you wish to print something in black and white, use the small printer. If you wish to make copies, scan something, print in colour, or print A3, use the big printer.

Steps for printing A4:

1. Open the document you wish to print on your computer.
2. Select "File" at the top left.
3. Select the "Print" option.
4. Make sure all the additional details are correct.
5. Select "Print".
6. Go to the applicable printer (big or small) and swipe your student card.
7. Select " Pull Print".
8. Choose to either "Print all" or select the documents you wish to print and click on "Print" at the bottom left.
9. Swipe your student card to sign out.

Steps for printing A3:

1. Open the document you wish to print on your computer.
2. Select "File" at the top left.
3. Select the "Print" option.
4. Click on "A4" and change it to A3 or your preferred size.
5. Make sure all the additional details are correct.
6. Select "Print".
7. Go to the applicable printer (big) and swipe your student card.
8. Select " Pull Print".

9. Choose to either "Print all" or select the documents you wish to print and click on "Print" at the bottom left.
10. Swipe your student card to sign out.

How to print in colour/ black and white:

Note: All colour printing jobs to be collected at the BIG PRINTER.

1. Open the document you wish to print.
2. Select "File" at the top left.
3. Select the "Print" option.
4. Click on "Printer Properties".
5. Click on the "Colour" tab.
6. Make sure that the "Print in grayscale" block is unticked (if you wish to print in colour) or ticked (if you wish to print in black and white).
7. Click on "Ok".
8. Select "Print."
9. Go to the applicable printer (big or small) and swipe your student card.
10. Select "Pull Print" and then select "Print."

How to make copies on the big printer:

1. Go to the big printer if your document consists of loose papers.
2. Remove all staples from your papers or document.
3. Insert the papers in the order that they are, into the top of the printer.
4. Scan your student card to login.
5. Select "Copy".
6. Click on "sides". If your original document is printed on both sides and you wish to make two-sided copies as well, select 2-sided-input and choose 2-sided-output.
7. If your original document is printed on one side only, select 1-sided-input, as well as 1-sided-output.

If you want to make copies of a book:

1. Open the top of the scanner and put the book down as indicated on the glass.
2. Scan your student card to login.
3. Select "Start Copy" at the top left.
4. Click "ok".

How to scan something onto the machine and emailing yourself:

1. Scan your student card to login.
2. Insert your document into the top of the printer (inside if it is a book).
3. Select "Email" on the home screen.
4. Fill in your details.
5. Select "Send email."

5. Emailing

Constructing a professional email

As a student from Stellenbosch University it is imperative to communicate with your lecturers, class representatives and fellow students in a professional manner. This will ensure that lecturers gain a good impression of your work ethic and demeanour.

"There are four ways, and only four ways, in which we have contact with the world. We are evaluated and classified by these four contacts: what we do, how we look, what we say, and how we say it." – Dale Carnegie (1888 -1955), American Educator.

Below are the key Email Etiquette Lifelines that need to be considered when formulating and sending an email:

1. SUBJECT FIELD

- The SUBJECT field is the very first window into your email and initial contact with a lecturer.
- Always try to keep the SUBJECT as short and as simple as possible so as to clearly indicate the topic of the email.
- Many lecturers teach various year groups.
»Therefore, it is advisable to include your year group and phase within the SUBJECT field, so that a lecturer will be able to correlate your request with your specific year group and phase.
- In the example below the abbreviation 'RE:' (REGARDING) was used in the SUBJECT field, to demonstrate yet another professional way to formulate the topic of your email.

EXAMPLE:

To:

Cc:

RE: 178 Mathematics Assignment Due Date

2. LEVEL OF FORMALITY & COMMON COURTESY

- Never use colloquial language when formulating an email to a lecturer.
- You are expected to communicate in a calm, professional and respectful manner.
- Be cautious with humour.
 - »Remember, humour can be misinterpreted as sarcasm.
- The use of contractions and exclamation marks should be kept to a minimum.
- Use respectful salutations.
- All of your lecturers deserve to be addressed with the highest level of courtesy.
 - »Therefore, ALWAYS address a lecturer by his/her respective title, i.e. Dr, Prof, Mr, Mrs or Ms.
 - »EXAMPLE: Dear Dr X/Good day, Prof Y/Salutations Mr Z/Greetings Mrs A.
- ALWAYS state your name and surname, student number, year group and phase, as well as the reason for contacting the respective lecturer.
- Watch your tone.
- NEVER "rage", argue, threaten, or undermine a lecturer's authority.
- It is also advisable to thank the lecturer for his/her assistance and timely response to the matter in advance.
 - ALWAYS conclude your email in a respectful manner, followed by your name, surname and student number.
- »EXAMPLE: Kind regards, Thank you, Best wishes, etc.
- ALWAYS proofread your emails.

3. REPLY TO ALL

- If you wish to respond to an email that has been addressed to your entire year group, beware of choosing the REPLY TO ALL button and instead, choose the singular REPLY button. This will ensure that your request be sent to the lecturer only and not the entire year group.

4. ATTACHMENTS

- If you wish to send an attachment with your email, always refer to the attachment in your email.
 - »EXAMPLE: Please find the attached document/file.
- DO NOT DELETE
- It is advisable to keep all electronic communication with a lecturer, to ensure that transparency and proof of communication may be kept.

REMEMBER: Professionalism and courtesy NEVER go out of style.

Staff contact list

FACULTY OF EDUCATION			
Staff contact details			
NAME		OFFICE	E-MAIL
Madiba, MR Prof	Dean	1003	madiba@sun.ac.za
Le Cordeur, MLA Prof	Acting Vice-Dean: T & L	4023	mlecorde@sun.ac.za
Van der Walt, C Prof	Vice-Dean: Research	1033	cvdwalt@sun.ac.za
Van Staden, RW Mr	Faculty Manager	2031	rwvs@sun.ac.za
ADMINISTRATIVE STAFF & TECHNICAL OFFICERS			
Alexander, SR Ms	EPS	3027	salex@sun.ac.za
Arrison, TJ Ms	EPS		tarrison@sun.ac.za
Fortuin, CD Ms	EP	2019	cfortuin@sun.ac.za
Ghalpie, JL Ms	Faculty Office	2031B	jlp@sun.ac.za
Koopman, W Ms	EP	2022	wilma@sun.ac.za
Le Roux, M Ms	Research	2049	mldr1@sun.ac.za
Newman, C Ms	Office of the Dean	1004	cnew@sun.ac.za
Paulse, J, Ms	CS	4007	julietpaulse@sun.ac.za
Rhodes, BD Dr	CS	4007	rhodesb@sun.ac.za
Swarts, N Ms	Office of the Vice-Deans	1030	nswartz@sun.ac.za
Saffier, JM Ms	CS	4026B	leendert@sun.ac.za
Van As, L Ms	CS	4022	lva@sun.ac.za
Van Rensburg, GH Ms	CS	1030	vanrensburghoda@sun.ac.za
Williams, CJ Mr	Technical Officer	0008	cwilliams@sun.ac.za
REGISTRAR'S OFFICE			
Louwrens, E Ms	Faculty Secretary	A3021	eel@sun.ac.za
Gurgen, R Mr	Faculty Admin		rgurgen@sun.ac.za
Van Zyl, E Mr	Faculty Admin	A3022	erik@sun.ac.za
LIBRARY			
Kleinhans, LC Ms	Education Library	1006	lck@sun.ac.za
Wilbers, S Ms	JS Gericke Library	2001	sdw@sun.ac.za

ACADEMIC STAFF			
America, CG Dr	CS	3010	camerica@sun.ac.za
Barends, ZE Dr	CS	4015	zbarends@sun.ac.za
Botha, ML Dr	CS	4017	lbot@sun.ac.za
Carolissen, RL Prof		1029	rlc2@sun.ac.za
Conradie, K Ms	EP	2016	karlienl@sun.ac.za
Damons, L Dr	EP	2025	ldamons@sun.ac.za
Daniels, D Prof	EP	2024	doria@sun.ac.za
Davids, N Prof	EPS	3028	nur@sun.ac.za
Dreyer, LM Prof	EP	2017	lornadreyer@sun.ac.za
Edwards, N Dr	CS	4051	nedwards@sun.ac.za
Esau, O Dr	CS	4015	oesau@sun.ac.za
Fataar, MA Prof	EPS	2049	afataar@sun.ac.za
Feenstra, C Ms	EP	2020	carlaf@sun.ac.za
Feldman, JA Dr		3020	jfeldman@sun.ac.za
Frick, BL Prof	CS	3049	blf@sun.ac.za
Gierdien, M Dr	CS	4025	faaiz@sun.ac.za
Halsall, T Ms	CS	4048	thalsall@sun.ac.za
Jacobs, C Dr	EP	2015	carmelitaj32@sun.ac.za
Jansen, J Prof	EPS	2044	jonathanjansen@sun.ac.za
Joorst, JP Dr	EPS	3029	jpjoorst@sun.ac.za
Kese, PP Ms	CS	2003	phumla@sun.ac.za
Lampen, CE Dr	CS	4026	ernalampen@sun.ac.za
Lebethe, AL	CS	4024	alebethe@sun.ac.za
Le Grange, LLL Prof	CS	4013	llg@sun.ac.za
Nathanson, RR Dr	CS	3019	rrn@sun.ac.za
Reddy, CPS Prof	CS	4052	cpsr@sun.ac.za
Ringuest, E Ms	EPS	3022	erinqwest@sun.ac.za
Robinson, M Prof	CS	3015	mrobinson@sun.ac.za
Ruiters, JM Mr	CS	3018	johnr@sun.ac.za
Rule, PN Prof	CS	3050	prule2015@sun.ac.za
Tarisayi, K Dr	CS		ktarisayi@sun.ac.za
Swart, RE Prof	EP	2026	estelle@sun.ac.za
Tshuma, N Dr	CS	3048	ntshuma@sun.ac.za
Van der Merwe, M Dr	CS	4011	michelevdm@sun.ac.za
Waghid, Y Prof	EPS	3025	yw@sun.ac.za
Xeketwana, AS Mr	CS	2002	asx@sun.ac.za

SUNCEP			
Khoboli, B Dr	Director	3065	bkhoboli@sun.ac.za
Phillips, BH Ms		3064	phil@sun.ac.za
Festus, ME Ms		3058	Mfestus@sun.ac.za
Hoffman, E Ms		3059	ehoff@sun.ac.za
Hanekom, P Ms		3060	pwh@sun.ac.za
Jacobs, LS Mr		3061	lynthon@sun.ac.za
Ntsangani, SD Ms		3060	sdntsangani@sun.ac.za
Van Vollenhoven, P Mr		3064	paulvv@sun.ac.za
Van Graan, D Ms		3060	danelda@sun.ac.za
Philander, C Ms			christap@sun.ac.za
SCIMATHUS (Room 3035)			
Ayford, CW Mr		3044	cayford@sun.ac.za
Beyers, EJ Ms		3044	beyerse@sun.ac.za
Kulati, NE Ms		3040	nonik@sun.ac.za
Lourens, E Ms		3044	el3@sun.ac.za
Pfeiffer, CR Mr		3042	crp2@sun.ac.za
Siyengo N, Ms		3039	noksiy@sun.ac.za
ASSISTANTS			
Adams, I Mr			ianadams@sun.ac.za
Beukes, M Mr			mbeukes@sun.ac.za
Jacobs, C Ms			carolinej@sun.ac.za
Latief, N Mr			nlatief@sun.ac.za
Williams, B Ms			berenice@sun.ac.za
NAME	DEPARTMENT	OFFICE	E-MAIL
Albertyn, R	CS	3048	rma@sun.ac.za
Albien, AJ Dr	CS		anouk-jasmine.albien@psy.unibe.ch
Adendorff, E Dr	CS	Arts	elbie@sun.ac.za
Anker, J, Prof	CS		ankerj@sun.ac.za
Arendse, J Ms	SUNCEP		arendsej@sun.ac.za
Becker, A Dr	CS		annebecker@sun.ac.za
Bitzer, EM Prof	CS	3047	emb2@sun.ac.za
Bosman, L Dr	CS		lindabosman@sun.ac.za
Bunyula, ZS Ms	EPS		zbunyula@sun.ac.za
Chambers, L			lchambers@sun.ac.za
Du Plessis, JM Ms	CS	4022	jmdups@gmail.com
Du Plooy, L Ms	CS	4022	lduplooy12@gmail.com
Fairbain, CL Ms			cfairbairn@sun.ac.za

Fourie-Malherbe, M Pro	CS		mfourie@sun.ac.za
Gertse, MD Ms			mdgertse@sun.ac.za
Els, E Ms	Media		eels@sun.ac.za
Jacobs, A Dr	Learning and Teaching Enhancement		jacobsa@sun.ac.za
Jacobs, L Ms	CS	4024	lydiajacobs@ymail.com
Kotze, M Ms	CS		maulise@dweba.co.za
Loock, H Mr	CS	4022	hloock@sun.ac.za
Maralack, JL Mr	CS	3016	jlm@sun.ac.za; john@cnct.co.za
Maree, CE Ms	CS	4022	lizemaree@sun.ac.za
McPherson, EA Mr	CS		elsworthmcperson@gmail.com
Meissner, M Ms	CS	3003	tina.meissner@gmail.com
Menkveld, H Dr	CS	3048	hmenk@sun.ac.za
Nel, J Ms	CS	4030	jananel@sun.ac.za
Gqabe, N Ms	EPS	2049	ngqabe@sun.ac.za
Pedro, M Ms	CS		nel.marne@gmail.com
Phillips, LB	SUNCEP		lbphillips@sun.ac.za
Rock, CJ Ms	CS		chrishar@sun.ac.za
Rommelspacher, A Ms	CS	4022	amyrom@sun.ac.za
Schultz, A Ms	CS		annineschultz12@gmail.com
Schreiber-Barsch, S Dr	CS		silke.schreiber-barsch@uni-hamburg.de
September, C Ms	CS	4022	carineseptember1995@gmail.com
Strydom, SC Dr	CS		sonjas@sun.ac.za
Swanepoel, JH Mr	CS	4022	swani@sun.ac.za
Swart, M Mr	Afr/Ned	Arts 689	mariusswart@sun.ac.za
Theron, J Dr	SCIMATHUS		janinat@sun.ac.za
Troskie-de Bruin, C Dr	CS	3048	ct1@sun.ac.za
Van der Merwe, Mr L			lvdmerwe@paulroos.co.za
Van Heerden, E Ms	CS	4022	eehip@yahoo.com
Vervoerd, S Ms			smverwoerd@sun.ac.za
Viljoen, V Ms	CS	4022	viljoenvida88@gmail.com
Wagiet, F Dr	CS	4022	fadliwagiet1954@gmail.com

6. Bursaries

Funza Lushaka

The Funza Lushaka Bursary Programme is a multi-year programme to promote teaching as a profession. Bursaries are available to enable eligible students to complete a teaching qualification in an area of national priority. Recipients of these bursaries will be required to teach at a public school for the same number of years that they received the bursary.

Who can you contact regarding Funza Lushaka Bursary at Stellenbosch University?

- Ms. J. Saffier – leendert@sun.ac.za / (+27) 21 808 2498
- Ms. J. Paulse – julietpaulse@sun.ac.za / (+27) 21 808 9612

You can complete your online application on the Funza Lushaka website (<http://www.funzalushaka.doe.gov.za/>).

Contract signing processes will be administrated at the Bursary Office in Admin A (Ryneveld Street).

NSFAS

NSFAS is a bursary scheme funded by the Department of Higher Education and Training for those who do not have the financial means to fund their studies and cannot access bank funding, study loans or bursaries. The bursary covers your accommodation, transport if travelling, living allowance, book allowance.

-Who can you contact regarding NSFAS bursary at Stellenbosch University?

- Mr. K. Sauls - kallie@sun.ac.za / (+27) 21 808 9111
- Ms. B. Davids – biancal@sun.ac.za / (+27) 21 808 9111

If you are a South-African citizen, a SASSA recipient, applicants whose combined household income is not more than R350 000 per annum and a person with a disability. You can complete your online application on the NSFAS website (<http://www.Nsfas.org.za>). You can contact the Bursary Office in Admin A (Ryneveld Street) if you have any requests or questions. You can also contact the NSFAS centre on 080 006 7327 or send you queries to info@nsfas.org.za

7. Helping Hand

Referencing (Harvard method)

A book:

In-text referencing: (Surname, date:page number used)

E.g.: According to (Adams, 1997:145)

Surname, Initial. date. Heading in italics. Place published: publishers name.

A website:

In-text referencing: (Surname, date)

E.g.: According to (Adams, 1997)

Surname, Initial. date the article was published. Heading in italics [Online].

Available: www.abc.co.za [Accessed: date you accessed the article]

An academic journal:

In-text referencing: (Surname, date: page number used)

Surname, Initial. date the article was published. Heading of the article. Name of the journal in italics, Volume (number): page number.

For more information and examples visit: <https://libguides.sun.ac.za/c.php?g=742962&p=5316902>

Where to buy stationary

PNA

021 883 2841

Eikestad mall

UniStat

021 887 1266

Neelsie

Van Schaik

021 887 2830

Neelsie

Where to buy books

Protea bookstore

021 882 9100
Bergzicht Plaza, Andringa street

Van Schaik

021 887 2830
Neelsie

Emergency details

Campus security (services free of charge):

Safety Escort

A security officer will escort you if you need to move between campus buildings, or from a building to your car after dark (20:00 - 05:00).

Call: 021 808 2333 / 021 808 4202 and wait for an officer to join you.

You can also Whatsapp the security office at 082 808 2333 to contact you. NO VOICE CALLS TO THIS NUMBER IS POSSIBLE.

Campus Shuttle

A campus shuttle is available on central campus. Transport between general parking areas on the edge of campus and central campus during the day.

Safety routes

Choose the safest route, even if it is not the shortest.

Victoria and Bosman Streets need to be the core of your route.

Stay on well-lit streets at night, and never walk alone (especially during loadshedding).

At night a security officer is on duty in the mobile security kiosk.

Unit for Psychotherapeutic and Support Services at the Centre for Student Counselling and Development:

supportus@sun.ac.za or 021 808 4994

24-hour Emergency Service:

010 205 3032

Additional emergency numbers

CSCD 24-Hour Crisis Service 082 557 0880

Student Structures and Communities 021 808 2848

Risk Management and Campus Security:

- Ops Room for general enquiries and the reporting of risks 021 808 4666
- 24-hour Emergency Line for the reporting of serious incidents and danger 021 808 2333

The Ombudsman 082 807 2994

Police Flying Squad 10111

Ambulance 084 124 (ER24)

082 911 (Netcare)

Medi-Clinic 24-hour emergency unit 021 886 9999

For additional emergency numbers visit:

<https://www.sun.ac.za/english/welcome/Pages/Important-phone-numbers.aspx>

SACE Poster

...IN OUR HANDS

PROFESSIONAL TEACHING...

2. Teachers collaborate with others to support teaching, learning and their professional development.

- Teachers and their learning requires collaboration between teachers, parents or guardians, school-based colleagues and other professionals in the community.
- Teachers involve themselves in ongoing personal, academic and professional growth through reflection, reading, study, research, and participation in professional development activities.
- Teachers provide supportive environments for the induction and mentoring of colleagues who are new to their school, as well as pre-service and newly-qualified teachers.
- Teachers participate in professional development activities organised by their subject associations, professional learning communities (PLCs) and teacher unions.
- Teachers conduct themselves in ways that earn the respect of those in the community and uphold the dignity of the teaching profession.
- Teachers involve themselves in educational debates and provide leadership on educational issues that affect them.

3. Teachers understand that language plays an important role in teaching and learning.

- Teachers make appropriate use of the language of learning and teaching (LoLT), and where necessary, draw on other languages to clarify learners' understanding of important concepts.
- Teachers introduce learners to the specialist terminology of their subject/s.
- Teachers provide learners with ongoing opportunities to decode, interpret and critique different kinds of written, graphical and visual texts.
- Teachers create opportunities for learners to develop their reading and writing skills in the lessons they teach.

4. Teachers promote social justice and the redress of inequalities within their educational institutions and society more broadly.

- Teachers are committed to affording every learner equitable and high quality learning opportunities.
- Teachers have a moral responsibility to identify, confront and resist the marginalisation and exclusion of learners from accessing quality learning opportunities.

7. Teachers understand how their subjects are best taught and learnt.

- Teachers present subject knowledge to learners in a conceptually sound manner.
- Teachers devise tasks that give learners opportunities to practise and master new knowledge and skills.
- Teachers learn to anticipate what learners find difficult to understand and develop effective ways to address common misunderstandings.
- Teachers access, develop and modify teaching and learning resources available within and beyond their school contexts.
- Teachers use carefully chosen physical, graphic, digital and text-based resources that enhance learners' access to knowledge.
- Teachers use a variety of teaching and assessment strategies to promote learning for all.

8. Teachers interpret the national curriculum to plan systematic sequences of lessons.

- Teachers use their knowledge of their subject and the curriculum to plan purposeful and coherent lessons.
- Teachers connect the concepts they teach to what learners already know, and build a foundation for what they will learn subsequently.

9. Teaching involves organising, monitoring and assessing learning.

- Teachers use assessment tasks that give learners opportunities to show what they have learnt, and what they can do with that knowledge.
- Teachers provide learners with feedback that helps them understand what they have done correctly, where they have made mistakes, and how they can improve their work.
- Teachers use learner errors as important data for understanding what learners misunderstand, and for thinking about ways to improve their teaching.
- Teachers keep accurate records that reflect learner achievement, and can report to stakeholders on the progress of learners.

5. Teachers make judgments that are conceptually informed, responsive to learners and contextually appropriate.

- Teachers seek to understand the relationship between theory, research and their classroom practices.
- Teachers can justify the teaching choices they make about lesson planning, delivery and assessment to themselves and to other stakeholders.
- Teachers reflect on their classroom experiences and use learner performances to think about ways to improve their teaching.

1. Ethical teaching is based on a commitment to the learning and wellbeing of all children.

- Teachers hold high expectations of all learners' capacity to learn, work hard, and achieve success.
- Teachers understand how children develop and learn.
- Teachers understand the different challenges that confront learners and their families, and consider how these issues may affect their learning.
- Teachers respect different aspects of learners' identities and regard diversity as a strength and resource for teaching and learning.

6. Teaching is based on teachers' deep understanding of the subject/s they teach.

- Teachers understand the structure of the subject/s they teach, and how these concepts are connected.
- Teachers know how to use skills and knowledge in the subject/s they teach.
- Teachers understand how concepts used to address real world issues are connected.
- Teachers keep themselves informed of developments in their subjects.

11. Teaching requires that well managed learning environments are created and maintained.

- Teachers are in class and teaching during scheduled teaching time.
- Teachers establish classroom routines to maximise teaching and learning time.
- Teachers use fair and consistently applied rules to promote respectful behaviour with all members of the school community.



As you take your first walk down the streets of Stellenbosch University you worked so hard to get accepted to, remember to seek excellence, not perfection, in all that you do. The OSK/ESC wishes you well for your academic journey ahead!

OSK
ESC

