NELSON MANDELA UNIVERSITY

April 2022

Faculty of Education

News

Welcome to the 2022 Academic Year

Dr Muki Moeng

We are already in the fourth month of the year and one wonders where the year has gone. I hope that you come back refreshed and recharged to start the new year. As you know, the new strain of the covid-19 virus, Omicron, is with us. We welcome the easing of Covid-19 regulations by the president. This means that even though we will not have many f2f classes, we will have more students on our campuses. There are however talks to expect a new wave in the early weeks of May. We are not entirely sure how the virus will behave once we start having more students on our campuses and we must therefore be vigilant with monitoring the environment and be flexible in our thinking so that we can adjust to the demands of the time.

As you know, as per FMC decision, staff are expected to be in their offices three times a week. The days on which they come to office depends on their timetable and on the decision taken at a departmental level. We decided that all first years to come to campus for mask to mask tuition for some of their modules. In December 2021, I sent out a letter to all students explaining how we will carry on with our hybrid L&T in 2022. It was heart-warming to see our Natural Sciences (IP and SP), Afrikaans and Computer Literacy classes in full swing on campus. Thank you to **Dr Ayanda Simayi**, **Mrs Jennifer Pienaar**, **Mr Dewald Koen** and **Dr Ron Beyers** for braving the Covid-19 storm and teaching these critical skills practically to our first years.

In this newsletter edition our students and staff also give their perspectives on inclusivity and the regulation of appearance in schools, multilingualism and the importance of indigenous languages in learning and teaching. It is pleasing to see **Delano** sharing his excitement about Mathematics and encouraging others

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Welcome to the 2022 Academic Year

to see Maths as a beautiful living subject. **Philasande** and **Nokuzola** also demonstrate creative and innovative ways of giving hope, staying true to our Faculty mission of developing student teachers to become agents of hope, change and social justice.

We continue to engage with our schools and communities to be in service to society, as espoused in our Vision 2030.

The Faculty online meet and greet for the first years and their parents took place on 26 January 2022, and the first year orientation programme ran for two weeks prior to our lectures beginning. Our First Year Experience (FYE) programme continues to support our first year students. I would like to take this opportunity to welcome **Ms Qhayiya Bongela** who is our assistant in the FYE programme, the Missionvale Resource Centre assistant and our social media and marketing assistant. We are looking forward to our Faculty having more prominence on different media platforms.

Dr Deidre Geduld is on sabbatical for the first semester of 2022 as part of the DHET Professorship programme, and thus Ms Thandi Hlam is acting as the Foundation Phase HoD. I trust that the FP colleagues will give her the support that she will need to lead the department.

I would like to welcome the following newly permanently appointed colleagues starting with us in 2022:

- **Dr Ncokwana** (Social Sciences)
- **Mr Nthimbane** (Foundation Phase specialist)
- **Ms Madimabe** (Mathematics and Mathematical Literacy)
- **Mr Seitshiro** (TVET specialist)

Please make them feel at home. We wish them all a wonderful and fulfilling career with us.

I would like to take this opportunity to congratulate **Dr Vuyani Matsha** for publishing his Tennis Memoir entitled *Let me play tennis with other children*. The book was released in December 2021. Well done Vuyani! We are looking forward to reading your story.

Congratulations also go out to **Dr Bruce Damons** for being appointed as Director of Engagement at our university. Well done, Bruce and all the best with your new endeavours! We are looking forward to working with you in your new capacity. **Mr Mzuzu** will continue as acting CCS Director.

Congratulations to **Dr Heloise Sathorar** for being accepted to the TAU 4 programme for 2022/2023. We wish her all the best as she will be doing this while taking responsibility of her HoD duties. Well done, Heloise!

To those who lost loved ones in 2021, may their souls continue to rest in peace and may you find comfort and healing.

To those who are still working on finishing off their qualifications, all the best. We are looking forward to congratulating you on your achievements.

Once more, welcome back. I am looking forward to meeting you in person should the circumstances allow.

May you all have a blessed and prosperous 2022!
Take care and stay safe.

Muki

Compliments of the new season!

Hybrid Teaching in the Faculty of Education

On 18 February 2022, Mr Dewald Koen broke ground with the hosting of his PILA100 class both online and with attending students in the lecture venue. He had 4 students attend online and 11 in class. "It was a wonderful experience having students present in person. I managed to balance my laptop in such a manner to focus the camera on myself as I was standing in the front of the venue. I'll have to get used to looking at the camera as well to 'include' the online participants! Overall, it was a good experience. The students followed all covid protocols and enjoyed meeting one another in person".

There are sanitizers at the entrance of venues, and wipes that each student uses to wipe their desk before and after the class. Social distancing is observed with spacing between desks.

We are 'doing science'!

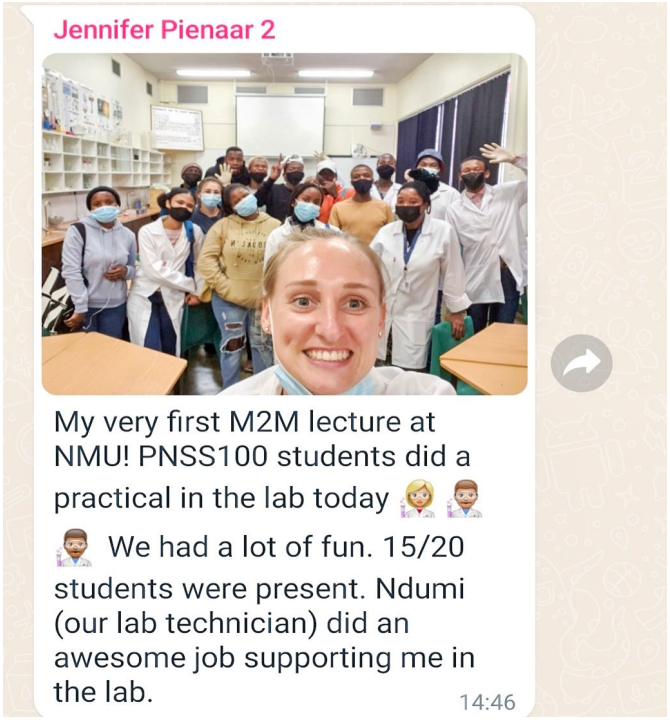
On 17 March 2022 Dr Ayanda Simayi held the first of her Mask-to-Mask experiment sessions with a group of B Ed Intermediate Phase first years doing module PINT102.

She was assisted by Lab Technicial, Ms Nondumiso Ntshangase, as well as ICT Technician, Mr Lungi Baskiti, who advised the use of a projecting camera device in order to allow her to simultaneously do the following:

1. Do a science practical experiment in real time in a M2M class setup
2. Have the experiment shown in real time via an online platform using MS Teams for those students checking in remotely
3. Project the whole experiment on a big screen so that those present in the M2M class can see the 'bigger' picture of the practical without losing out due to social distancing/etc

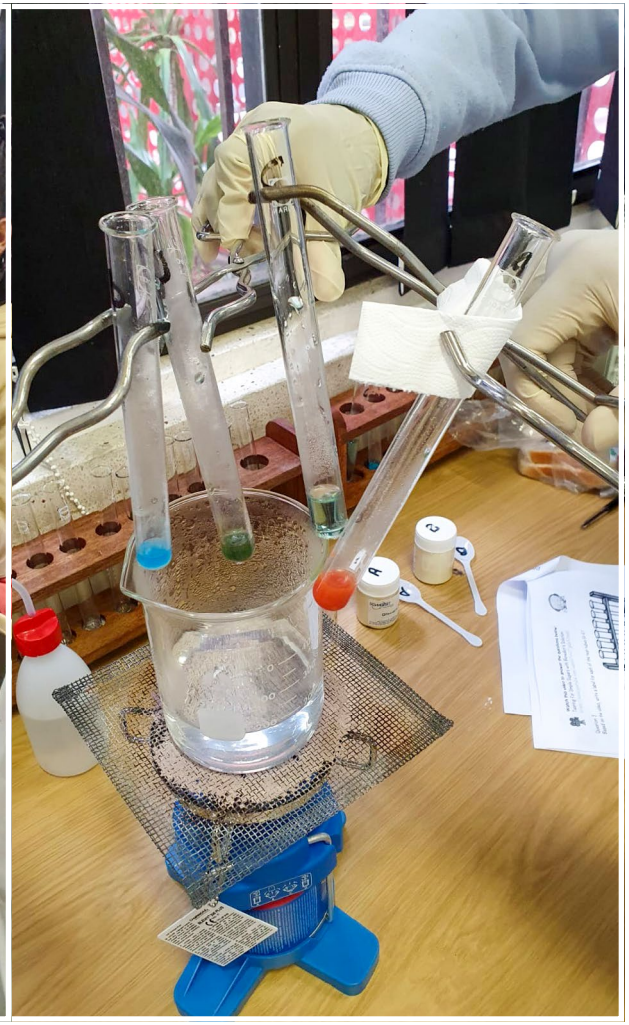
"The beauty of this special camera is that it allows the actual experiment to be seen in real time. No pre recording. The difficulty of not doing experiments is cut and, coupled with Teams and projecting on the big screen, gives full visualisation of the readings, the measurements so even those at the back of this class can see" said Dr Simayi

The journey back to campus continues...

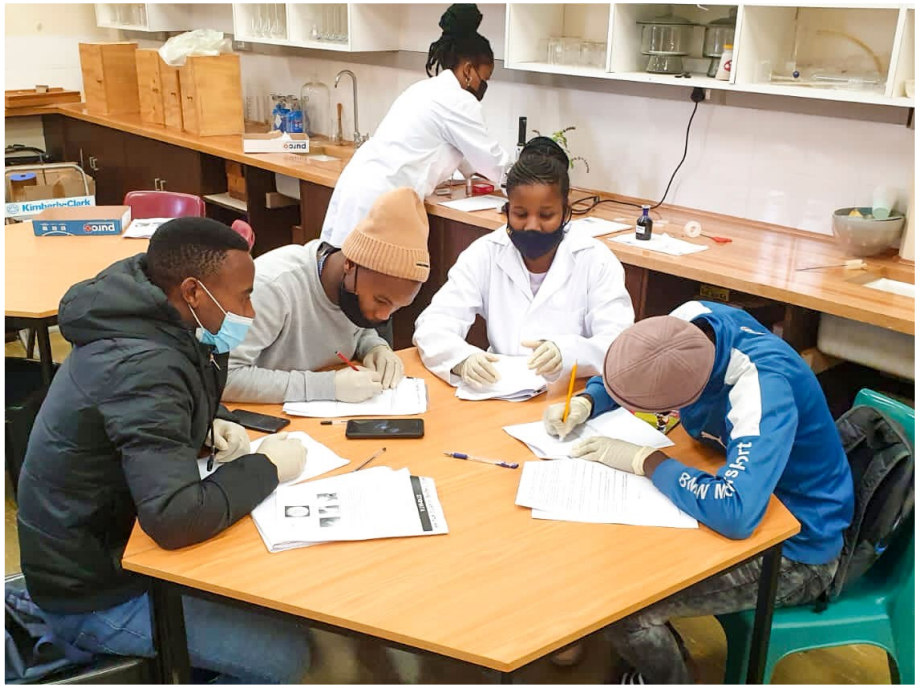


The B Ed SP and FET Natural Science first year students did their first practical in our Education Science Lab in building 11 today (25 March). "Both the lecturer and students were extremely excited", reported the HOD, Dr Heloise Sathorar.

The lecturer, Ms Jennifer Pienaar, was assisted by Education Lab Technician, Nondumiso Ntshangase, to ensure the experience was not only educational but also fun. "Most students had never used a microscope or even a simple apparatus like a dropper before. The experiments today taught them valuable skills. Each experiment is designed so that they can do it in a school with limited resources."



The journey back to campus continues…



Dr. Moeng's Visit to Marymount RC Secondary School in Kariega

Lukhanyo Boligello

On the 4th of February 2022 Marymount RC Secondary School had the pleasure of hosting Dr. Muki Moeng, Dean of the Faculty of Education at Nelson Mandela University. The Dean was invited to the school to give a motivational talk to the Grade 12 learners of 2022. This talk coincided with a celebration of the 2021 Matric Results.

Dr. Moeng started off by giving a powerful motivational speech to the grade 12s where she drew inspiration from her personal journey. She spoke about the need for resilience and the ability to be able to bounce back. She stressed to the grade 12s that there no other year they will experience than the one they are in right now and the need for each of them to chase and to go after their dreams. After this talk one of the learners at the school, Beata Labercensie, described the talk as inspirational and uplifting. She was fascinated by the fact that women such as Dr. Moeng are in leadership positions and found this a source of motivation. Another learner, Hlumelo Koli described the encounter as challenging and eye opening. He said that it made him realise how important chasing one's goals is and not giving up no matter the challenges they will face this year. This session ended with a thank you note to Madam Dean by one of the faculty of Education Alumni (NMU), Lukhanyo Boligello, who teaches at the school on a full time basis.

The second session involved a celebration with the teachers of the school for the sustained improvement in the matric results over the past 4 years. Dr. Moeng delivered a congratulatory message. In her message she reminded teachers that teaching is not like any other job. She leaned on the theme of teachers as agents of change and how teaching is a true calling to serving humanity. She reiterated that it may seem like a thankless job sometimes, however what people outside the profession failed to realise is the job satisfaction that teachers get when learners become the best versions of themselves. This session ended with another alumni of the Faculty of Education (NMU), Tembokuhle Makaluza, giving a vote of thanks.

The school thanks Dr. Moeng for the words of wisdom and for spending almost the whole day engaging with both learners and teachers.

Dr Moeng with 3 Faculty of Education Alumni who work at Marymount, from back: Darryl George, Tembokuhle Makaluza and Lukhanyo Boligello

ELADIN: Making a case for a Leader as an **Educational Disruptive Transformer** (LEDT)

ELADIN, located in the Faculty of Education at Nelson Mandela University in South Africa, is a multidimensional leadership case study conceptualised on the Comparative Educational Leadership Lab (CELL) (http://globalleadershipineducation.com/) project in partnership with New York University.

The ELADIN project does a comparative exploration of the leadership praxes of four individuals; an educator Mr. Jarren Gangiah, a school principal, Ms. Nombulelo Sume, a dean of an education faculty Dr. Muki Moeng and a university project manager Dr. Bruce Damons. The four participants, organized into a community of practice (CoP), consider the continuity and interplay between different leadership levels and recognize the interdependence, intersection, and alignment between the various spaces in which they exercise leadership. Despite the context differences in leadership, the ultimate goal of serving society is the same.

The South African ELADIN team was joined from 13-18 March by Professor Carol Anne Spreen from New York University. Carol Anne is instrumental in establishing and now participating in the ELADIN CoP. During her stay, Carol Anne visited the leadership spaces of the four participants of the CoP and co-facilitated a workshop with seven pilot schools of the ELADIN project.

A visit to Charles Duna Primary School, located in the township of New Brighton, Gqeberha, allowed ELADIN to experience the community school concept in operation under the leadership of Mrs. Nombulelo Sume. The diverse engagement with various stakeholder-communities (educators, learners, SGB, and community volunteers) proved a valuable learning experience. A poem, "The Beggar Maid," recited by

ELADIN: continued

a teacher who started as a community volunteer at the school, gives a sense of how a school and a willing school leader can impact the community's life. Two gogos who voluntarily teach learners poetry and storytelling (iintsomi) through indigenous knowledge and skills confirmed the school's impact on the community.

The visit to Charles Duna was followed by an engagement with the Hubs of Convergence (HoC) on the Bird Street campus. Carol Ann had the opportunity to exchange ideas with colleagues working in the HoC. The exchange of ideas also focused on approaches to managing projects in complex, uncertain times. The engagement also included a mentoring session with the incoming project manager of the HoC, Ntombovuyo Linda.

March 16 was spent engaging with the Faculty of Education (FoE) leadership team in understanding the values and approaches required to lead a faculty within a transforming and engaged University. The day concluded with a webinar where Carol Anne shared her thoughts on "The Future of Education - Leading in times of change."

An essential part of the ELADIN project is to develop a values-based leadership framework to guide leaders across various societal spheres to deal with the historical and contemporary challenges they confront as part of their leadership practice. The ELADIN has converted this framework into a module in its draft form to be piloted in partnership with the Faculty of Education and EDULEAD. A workshop held with seven schools from Gqeberha confirmed the importance of both the framework and module, named the leader as an Educational Disruptive Transformer (LEDT).

ELADIN: continued

Back a Buddy

Alyssa Morán

Hi, daar!

Ek is Alyssa Vázquez Morán, 220433127. Ek is tans ‘n vierde jaar student by Nelson Mandela Universiteit waar ek besig is met my nagraadse sertifikaat in Onderwys. Dit staan bekend as “Post-Graduate Certificate in Education (PGCE)”. In April 2022, werf ek my Baccalaureus graad in Kunste met hoofvakke in Afrikaans Huistaal en Engels Huistaal.

Ek is tans besig met my School-Based Learning (SBL) program by Hoërskool Framesby wat gevestig is in Gqeberha, Oos-Kaap. Ek het my mede opvoeders genader by die skool waar daar besluit is om werk te maak van my inisiatief teen boeliery onder leerders. Die ander teer saak is die diskriminering teen leerders wat homoseksueel, nie-binêr of transgender is. As opvoeders, moet onderwerpe soos hierdie sensitief behandel word en respek tussen opvoeder en leerder moet gehandhaaf word ten alle tye.

Die skool se berader, Mevrou Lusaun Nash, en ek het besluit om saam te werk met die res van die opvoeders om ‘n plan uit een te stel hoe ons as opvoeders die skool ‘n veilige omgewing vir alle leerders kan behou. Op so ‘n wyse het ons saamgestem om ‘n veldtog te stig genaamd, “**Be a buddy.**” Vyf bokse sal geplaas word in Mev. L. Nash se kantoor waar leerders skrywes kan ingooi as hulle enigsins slagoffers is van boelie of diskriminasie. Graadhoofde sal dus elke dag na skool ure gaan kyk of daar enige skrywes vir hulle gerig was. Daar word immers klem geplaas op die feit daar ten alle tye openheid tussen beide partye moet wees en duidelik aangedui in watse periode die insidente plaasgevind het asook die klaskamer. Op so ‘n wyse kan die adjunkhoof, Meneer Chris van Niekerk, dit opvolg en duidelikheid getref kan word oor die klag se meriete, hetsy die leerder die waarheid praat of nie.

Hierdie veldtog is nog nie amptelik goedgekeur deur die bestuurspan van die skool nie, maar ek het reeds met mede opvoeders gepraat in verband met die en hulle reken dit is ‘n briljante inisiatief. Ek het selfs navorsing gaan doen oor die selfmoorde en geestesiektes onder leerders in Suid-Afrika wat veroorsaak word deur boelie. Dit is soos wat ‘n tipiese tiener sal sê, “Dis scary!” ‘n Minimum van 9,5% leerders het al selfmoord gepleeg as geviolg van boelie by skole wat veronderstel is om ‘n veilige hawe te wees. ‘n Minimum van 23,6% leerders ly aan geestesiektes as gevolg van boelie. Boelie kom voor in drie verskillende vorme; Kuber boelie (die gebruik van sosiale media word gebruik om ‘n leerder emosionele skade aan te rig), Fisiese boelie (sigbare merke word op leerders gelos) en Verbale boelie (weerlose leerders word geteiken deur ander leerders waar as hulle neerhalend gespot word).

Daar sal verhoed word dat ander leerders toegang het tot die vyf bokse om seker te maak dat die insident tussen die leerder en voogklas-opvoeder bly . Opvoeders wat voogklasse het sal dus die standaard skrywe in ‘n laai in hulle klaskamers hou, waar leerders toegang ten alle tye, hetsy gedurende skool of wanneer skool verdaag. Die bestuurder van die veldtog, Mevrou Lusaun Nash, het ‘n vergadering gereël met Eberhardt Wellness and Counselling benader vir die veldtog. Ek het met ‘n dosent van Nelson Mandela Universiteit, Doktor Marelize van Heerden kontak gemaak in verband met die veldtog. Sy het selfs briljante insette gegee in verband met die veldtog en het my verwys na Professor Frans Marx wat sy Meestersgraad gewerf het in Wette.

Daar sal deur die loop van 2022 gereeld terugvoering aan die Onderwys Fakuliteit van Nelson Mandela Universiteit gegee word oor die veldtog. Hoërskool Framesby het uitstekende waardes wat alle leerders ten alle tye moet na streef – dit is **betroubaarheid**, **respek**, **verantwoordelikheid**, **regverdigheid**, **omgee**, **goeie burgerskap** en **verdraagsaamheid**. As ‘n toekomstige opvoeder, wil ek hierdie waardes ten alle tye nastreef.

EBERHARDT
WELLNESS + COUNSELLING

A Talk on Inclusivity

Hosted by Eberhardt Wellness and Counselling, in Association with Hoerskool Framesby

Topics	Duration
Basic Human Rights	1 hour
The Importance of Identity Formation	
The Harmful Effects of Bullying	
Cultivating Empathy	

Kindly take note that the above table is a suggested programme. The duration of the talk can be tailored to fit the school's needs. The topics are also subject to change, should the school wish for alternate topics. Nevertheless, the topics highlighted in the table above are what the Eberhardt Wellness and Counselling team deems best suited to the needs highlighted in the school's request for intervention.

Kindest Regards,

Kayla Eberhardt
Registered Counsellor
PRC 0039179
Director of Eberhardt Wellness and Counselling

IsiXhosa: A Language of Learning and Teaching

Dr Zakhile Somlata recently participated in a Seminar hosted by the School of Language, Media and Communication (Faculty of Humanities)

When people's freedom to use their languages is not guaranteed, that limits their freedom of thought, freedom of opinion and expression, including artistic expression, as well as their access to education, health and information, justice, decent employment, their participation in cultural life, and other rights (UNESCO, 2022).

The right to use language of your choice, expressing your views, to be proud of your identity, and participating meaningful in social life without any fear of being discriminated are fundamental in inclusivity and equity to build together sustainable society. Therefore, preserving, revitalising, and developing indigenous languages are essential in multilingual practices for social development. It is within this context that UNESCO has declared and subsequently launched the Global Action Plan of the International Decade of Indigenous Languages (2022-2032).

Programs of developing indigenous languages in Higher Education

Wolff (2006) argues that "Language is not everything in education, but without a language everything is nothing in education". Almost 30 years since the dawn of democracy African languages are still excluded in learning and teaching process in Higher Education. They are often used in small tutorial groups. The consequences of that are students' dropout, longevity beyond courses' prescribed duration and producing incompetent professionals (Banda, 2000). Despite this, best universities' practices with clear programs in developing African languages should be commended, e.g. the multilingual terminology development in different disciplines, language translation and interpreting services in learning and teaching environments, established language centres and units that focus solely in promoting language equity, implementation of language policies, monitoring and evaluation as stipulated by the national language policy framework (2002, 2020).

The National Language Policy Framework and Language Policy Review in South African Universities

The seminar convened at an appropriate time where universities are busy reviewing their language policies in line with Language Policy framework for Public Higher Education institutions (2020). Among the fundamental values of this policy is "The nurturing of an environment where multilingualism is not seen as a problem but as a resource to facilitate cognitive development, epistemic access, inclusiveness, transformation, social cohesion and respect for all languages."

On learning and teaching "…higher education institutions must demonstrate in their language plans the investment they have made or will make in the development of official languages into languages of teaching and learning, scholarship and research. This is in addition to the LOLT" (DHET, 2020).

Language Policy Review Theoretical Framework

When we are embarking in language policy review process, it is crucial that we should be guided by certain theoretical frameworks such as Weinstein' s Theory (1990).

According to Weinstein (1990) language policy planning serves the following purposes:

1. Language Planning to Maintaining the status quo.
2. Language Planning to Reform
3. Language Planning to Transform

It is important that we participate in the language policy review because a complete transformation in higher education relies on language transformation. The language planning for transformation should be our guiding theoretical framework in language policy review in higher education. Transforming from monolingual practices to multilingual practices is necessary for inclusiveness, epistemic access, and language equity.

IsiXhosa for Learning and Teaching

Using isiXhosa for learning and teaching is possible through the application of translanguaging pedagogy. Translanguaging is the process of making meaning, shaping experiences, gaining understanding and knowledge through the use of two languages (Baker, 2011, p. 288)".

Translanguaging pedagogy has positive results: It promotes deeper and fuller understanding of the subject matter and may help development of weaker language through cross-linguistic transfer (Akinpelu, 2020; Baker, 2006, 2011).

To ensure language transformation, in all South African universities, indigenous languages should be included as languages of learning and teaching alongside the de fecto medium of instruction. At Nelson Mandela University, isiXhosa should be used as language of learning and teaching alongside English.

To widen language transformation, languages that students bring to the classroom should be used in learning and teaching environment to avoid excluding the voices of students by monolingual practices in a multilingual context. By doing so we shall be promoting student-centred education, instead of lecturer- centred education.

A firm position of isiXhosa as a language of learning and teaching in our language policy is required. This is the time, otherwise the decade of Indigenous languages as prescribed by UNESCO will be futile. The modalities to implement it will be dealt with meticulously in the language policy implementation plan to be produced. This will add value to the decolonisation agenda of higher education in South African context, and intellectualisation of isiXhosa.

In summary, institutions of higher education must establish language centres that will deal specifically with language policy implementation, and promotion of indigenous languages as languages of learning and teaching, scholarship, and research. Linguistic heterogeneity of students must be recognised and nurtured to promote linguistic diversity in practice in a multilingual university environment.

The International Day of Mathematics

The International Day of Mathematics (IDM) is a worldwide celebration day that is celebrated on the 14th of March each year. What is interesting is that March the 14th is already celebrated in many countries as Pi Day because that date is written as 3/14 in some counties and the mathematical constant Pi is approximately 3.14. In one of my Mathematics modules, one of our lecturers ask us to just think about what we have learned and how we have developed and become more confident and future teachers of Foundation Phase Mathematics who will act as change agents to strive and to improve the quality of teaching and learning of mathematics in Foundation Phase.

I must say I am more confident walking into a classroom and sharing my mathematical knowledge with all my learners and setting a stable foundation for them to develop their mathematical knowledge.

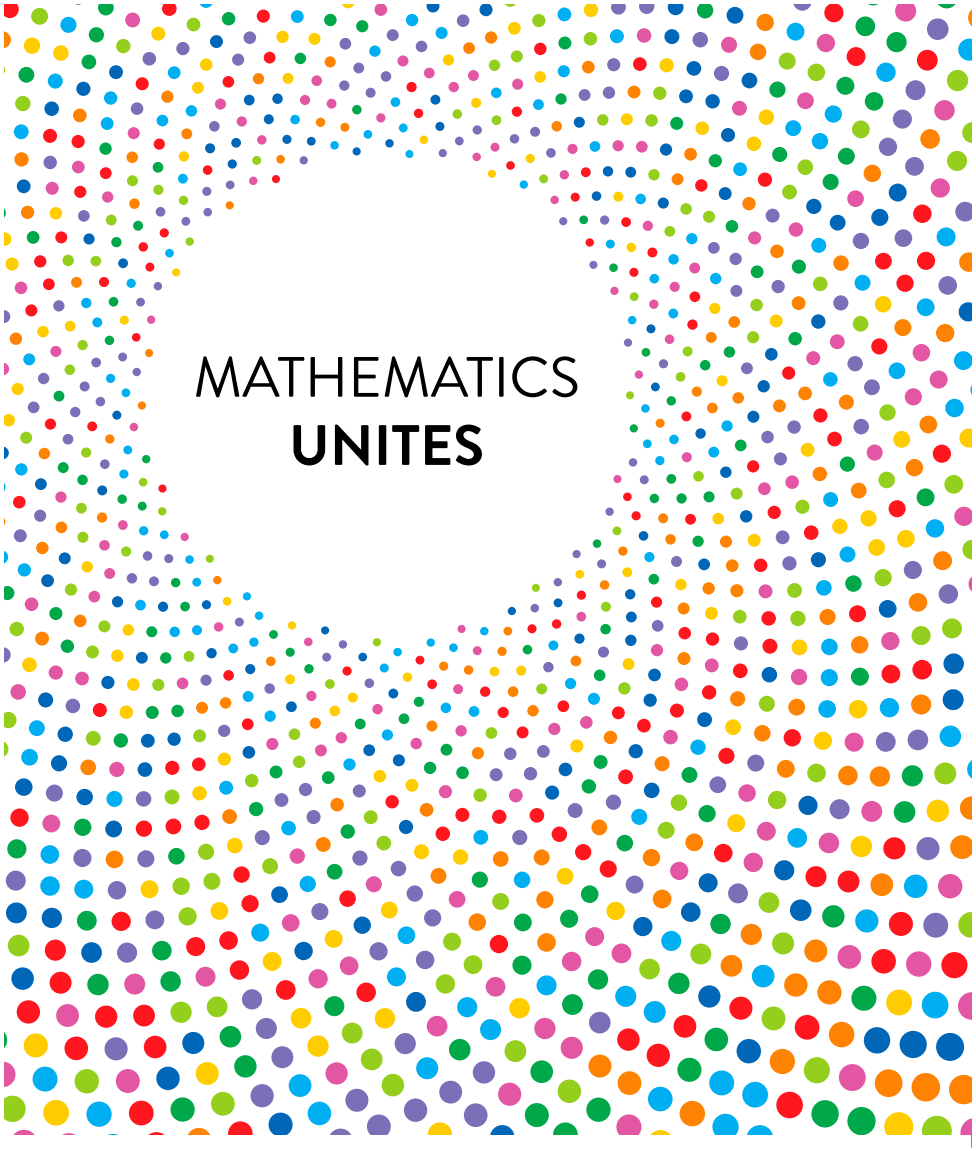
I also had an interesting conversation with Mr. Aphides Malaya, who is doing his Masters in MSc Mathematical Statistics and he defines **mathematics** "*as a form of art, it's a language that gets one to be triggered and fascinated, he also goes further to describe it as a picture, we all can look at a picture and depict our own meaning of what we see in that picture and that is the same way how mathematics is, it's an art piece created out of beautiful equations.*"

The general emotions many people have about mathematics are fear, anxiety, hopelessness, being lost and most people tend to say that it is difficult.

This is where we as Foundation Phase educators make our mark, we have to build a foundation that will get the learners to develop a sense of love for mathematics and if we can do it then the learners will develop on that as they succeed throughout the schooling career.

A word for someone who has a fear of mathematics; "Take a deep breath, remove the concept of what people always say about mathematics, allow your eyes to see and visualize mathematics to develop mental images when you think about maths, it is just a beautiful picture which just needs you as an individual to understand, mathematics is a living subject in our everyday life we are exposed to what is called mathematics, therefore we should not fear it but rather live it to understand it."

by: Delano Grewe, s221388087.



INTERNATIONAL DAY OF MATHEMATICS
MARCH 14

Student Entrepreneurial spirit aims to give HOPE

Third year IP student, Ncise Philasande, is aiming to be a change agent through Hope.

He established his Art of Hope clothing brand in October 2021 as a way of reminding and restoring hope. He backs this up by living his brand through providing emotional support to anyone who needs it by motivating and giving advice.

As a future teacher, he plans to be an Agent of Hope and has linked his brand with his profession. "I believe that just by wearing the brand you are representing hope and I regard you as the Agent of Hope. Imagine if the streets are filled with the word 'HOPE' and people who lost hope see that, will it not generate something in their minds without even talking to them? Well, I believe it does."

Ncise Philasande
For more information: 065 737 3858

Thank you to the Faculty of Education for the PhD corrections' trip

Jubilation at receiving positive feedback from all my PhD examiners soon turned out to anxiety as I looked at the meticulous detail required in order to graduate on 14 December 2021. I received the examiners' reports on 5 November and the postgraduate exams deadline was 19 November. My mind was an emotional rollercoaster as I felt I could not meet this deadline given my work at this time of the year. However, a short email requesting study time away from home, addressed to the Executive Dean Dr Muki Moeng through Mrs Jackie Smith and my Head of Department Dr Thobeka Mapasa, set me free. I was granted time away and booked at Cape St Francis Resort from 11 November.

The tranquil and serene beach environment provided the required mental focus, far away from busy home and city life. Tucked away in my spacious Barracuda unit, wi-fi connections provided effortless communication with my supervisor, Prof Paul Webb and the quiet environment kept my reasoning on track. Chirping birds, safe beach walks and great sea food took care of my break time. Finally, the end product was achieved as the corrections were sent to my supervisor and PG examinations before the 19 November deadline.

Now, I can say '**there's a doctor in the house**'. *Ndibamba ngazo zozibini, ningadinwa nangomso!* Thank you!

Left to Right; Prof Paul Webb, Dr Ayanda Simayi and the Executive Dean of the Faculty of Education, Dr Muki Moeng on graduation day.

Make me your seed

by Gama Andisiwe 220915873

Make me your seed, plant me
In fertile land, irrigate me with
Fresh water. Watch me grow.
Take out those butterflies that
Want to take my good.

Vanish those animals that want
To stay on my leaf. Protect me from
Storms, floods and drought. Be my
Tree to block the wind on windy days.
Be my umbrella on sunny days.

Make me believe you and be my
Mentor. Incite me and admire me.
Show me the good way, I will never
Disappoint you. I will follow your foot step
And show me the world.

Wena Mfundo !!!

Mfundo wena sixeko esimpompoza amanzi ahlanzekileyo.
Wena mthombo kanaphakade, othwala intsapho ngentsapho.
Wena Mfundo usisikhanyiselo koo ntswela ntweni.
Wena themba lethu, dwala lethu.
Mfundo uthi masirhabule ukuze sigqithise bathobe unxanyo nabo.
Oh…bakungcamla isiphiwo nesakhono esingexuthwa mntu

Mfundo uthi ndibize wena ukuphuhlisa ihlabathi.
Sabela ! wena sisombululo sento zonke
Ungqale ngqo kundoqo, uhlanzulule iizifo kwiSizwe sakuthi.
Wena dyokhwe yethu, ndyebo nakuthi bathe bahlangabezana nawe.
Mfundo ndithi bhingqa ubonise obhingqe ngako.
Mfundo ndityikityela njee le mbalelwano, ndikwaqeqeshwe nguwe.
Mfundo sithwale , sisazondelela ukukufunxa sikutyekeze.
Wena Mfundo ulibhongo!
Ngeba ndikuthutha ngesiduko kodwa umnombo wakho ndiwubhodlile

Ndatsho ndaphelelwa nangamazwi kubongozana nawe! Ah Mfundo,
Ah Rholihlahla!!!

Dance the mother of art.

Dance reaches heights that the deaf understands.
Dance liberates the unliberated in mind.
Dance the Ruler to unite nations.
Dance our power to travel places we could ever dream.
Dance heals, repairs and replenish physical impairments.
Dance is a friend to you and me.

Dance has paramount to it's source of potency.
Dance the revelation of what is to come, a prophecy of our Dreamland.
Dance the orthodox and unconventional of all creations.
Dance where happiness resides.
Gaze at the dolphins moving, the animals amusing at the circus, the birds swiftly moving wings and proclaiming the excitement with their angelic voices.
Dance the wonderland, the mother and the seed from our forefathers and ancestral heritage legacy.

Oh dance my voice, Oh dance how should I praise your name !!!

Poems by Nokuzola Ruth Kabane

First-Year Experience

The tireless efforts of the First-Year Experience (FYE) team and the Faculty of Education truly epitomizes the ideal of "leaving no student behind". The collaboration is aimed at easing the experience for all first-year students in the faculty by mentoring them and offering support when required.

It is sadly true that all students still receive tuition largely in English, a language that may even be a third additional language for some. Language and lack of effective communication is identified as a leading barrier to learning. For this reason, the FYE team under the guidance of Nozuko "Mamzo" Rhayi and Qhayiya Bongela, saw it especially necessary to adopt an additional approach for the 2022 academic year by offering further assistance in the mother tongues of all students.

Additional support is provided to students in most First-Year modules by Senior Student Assistants in the Foundation, Intermediate and Senior Phase. What sets the FYE assistance aside from the conventional academic tuition is that assistants themselves are still students and first years can feel free to seek assistance in informal ways twenty-four hours a day, seven days a week.

Separate weekly tutorials are hosted to provide clarity to students with discussions largely taking place in the mother tongues of all students. The primary aim is to valorise the home languages and to assist students in the best way by doing so in the language all students may adequately express themselves in. This affords first years the platform to better understand the subject content and assists them with translating for better and more concise comprehension. It also allows students to learn from a familiar context and acknowledges and celebrates their heritage.

It is of paramount importance that all first years know that assistance is available to them, and the best place is to visit the Faculty of Education's Resource Centre. They will be assigned to a student assistant who will compassionately take them by the hand and mentor them to a successful academic year.

First Year Success How2Buddy Experience

What an amazing journey it has been!

Months ago I applied to be a How2Buddy because I love helping people with the time, resources and knowledge that I have, I never knew that my selection would bring more than just helping but watching and being part of an amazing journey.

Within the past three months of 2022 I have had an opportunity of meeting, engaging and helping the Faculty Of Education first years in navigating smoothly in their first year at Nelson Mandela University. Things were not easy at first but with the help of our Mamzo Mrs Rhayi, other buddies whom I call my colleagues and the wonderful group that I was given , my first years problems, issues and concerns were helped quickly and now I can say that they have settled in and focusing on their academics. It has and still is much of a pleasure because of the way that they are making this journey exciting and memorable. I was given the most amazing group of students who have beautiful hearts, who are eager to know more, who did not just seek for help but they also helped each other and became more than just classmates, they found study mates and made friends, what a refreshing thing to see when students work together in respect. I will always be grateful of this opportunity of being a bridge for other students.

Yonela Khwephe 220146276

"What an awesome experience it was get to know the lovely first years of our faculty. It was not a walk it the park because the was a lot that needed to be done but eventually, we managed to get them settled in this environment. I get goose bumps every time I see that they can navigate almost everything by themselves. The program was such a success, it was not only helpful on the academic side but we had a lot of fun. We were so lucky that we got to meet each other during our mask-to-mask campus tour, everything was just priceless. I am definitely looking forward on being part of the programme again next year."

Zizipho Lokwe

I couldn't join our first year buddies on campus for a mask-to- mask tour this year , but we did however engage online ! Not only did we build great facilitator and student bonds but we also built great friendships! From asking enrolment keys to asking advice , we built an environment where anyone could ask anything concerning university and university life. We will continue to work together to make first year uni as easy and enjoyable as possible! Grateful to be have been part of this programme and the rest of the FYS team!

Michelle Colleen September

First Year Success Program **Another Success**

The First Year Success (FYS) Program that aims to ensure that first year students smoothly transition from secondary education to tertiary education has been another success story for our faculty. Yet the success achieved did not come without any challenges. Our first years was greatly assisted by the education faculty's How2buddies give incoming students the reassurance and confidence to adapt to the university environment.

Many students struggled to navigate online platforms such as Moodle, access their online classrooms and furthermore with the selection of modules. To mitigate these struggles our How2buddies held various online session to equip first years with the necessary tools to thrive in their first year. First years has also been introduced to various student success resources to help them succeed throughout the year.

The first-year students were also taken on a Campus tour aimed to familiarise them with the buildings and for them to meet their fellow colleagues. During the campus tours the students were taken on a tour in the library and furthermore made a stop by the resource centre.

They were also shown how to bridge the gap between high school and university. A great component of these online sessions was that students were also introduced to the terminology used on campus as well as the Mandela values to ensure further success.

Some students could only afford to buy night data, while on the other hand there were students who were unsure whether they would be coming to the Nelson Mandela University or not. For some students there was a lot of uncertainty pertaining financial aid, so we had to email and call on a regular basis trying to calm the students. The first-year success WhatsApp groups has made it easy for students to help each other. Even till today students still share information and meeting links with each other.

The first-year success programme made everything easier for the first-year students as most of them were even guided through registration. Some first-year success buddies also assisted students' who had issues with accommodation. The orientation programme has been a huge learning experience for us as First year success buddies as we got the opportunity to polish on ours. Through orientation we have learned to be more patient, work well under pressure furthermore work towards attentive listening and communication skills.

Meet our New Staff

Dr Zamo Ncokwana

I am Dr Zamo Ncokwana. I have been with the Department of Basic Education for three decades. I have served as a Head of Department and a Deputy Principal. I was appointed as a lecturer in the Faculty of Education, Department of Postgraduate Studies in January 2022. My specialisation is Educational Leadership, Management and Policy. Currently, I teach Educational Leadership & Management module and Methodology of History modules.

Ms Madimabe Makhosi Princess

I am a new permanent appointee in the Faculty of Education, Senior Secondary School Department reporting under Dr Sathorar H. I am for Lecturing Mathematics for Commerce Educators for first year students and Mathematical Literacy Literature, the Methodology of Mathematical Literacy for first, second and third year students. My core responsibility is to contribute towards pushing forward the vision and mission of Nelson Mandela University. I will be working with both internal and external stakeholders towards ensuring that the institution becomes the primary destination of choice for both staff and students.

I joined the university from Maluti TVET College located in the Rural areas of the Free Sate Province where I was an Education Specialist and programme coordinator for Mathematics and Mathematical Literacy. I have more than 10 years of experience in Mathematics & Mathematical Literacy.

I have won various awards for my role in taking an initiative in leadership.

I have the following qualifications

- Med (2021) University of the Free Sate
- Bed Hons (2017) University of the Free State
- Post Graduate Certificate in Education (2012) University of South Africa
- B Sc Degree (2010) University of the Free State

Qhayiya Bongela

I am Qhayiya Bongela and I am a Resource Centre Assistant, Social Media and Marketing Assistant and First Year Programme Assistant.

SOUTH AFRICAN HUMAN RIGHTS COMMISSION

PROVINCIAL (EASTERN CAPE) INQUIRY INTO THE RIGHT TO BASIC EDUCATION AND THE REGULATION OF SCHOOL UNIFORMS: 14-16 MARCH 2022

Nelson Mandela University topic: Basic education and the Regulation of Appearance: Perspectives from an Educator

Prof Cina Mosito

South African Human Rights Commission in the Eastern Cape invited submissions into how the regulation of school uniforms affects learners. They held a three-day inquiry (14 – 16 March 2022) with presentations from universities (Mandela University, Walter Sisulu and Fort Hare), parents, several Civil Society Organisations (e.g. the Commission for Gender Equality, Equal Education, Khula Community Development, Engagemenshealth, Sibanye LGBTI, etc), Eastern Cape Education Department, Teachers' Unions other interested groups and individuals. The inquiry was necessitated by complaints the commission had received, coupled with various media reports on discrimination towards learners who practice their religious and cultural beliefs by wearing accessories to the effect. The commission had also been informed that learners who choose to wear their hair in its natural form, such as in an afro or dreadlocks or to colour their hair and those who identify as gender non-conforming and wish to wear uniforms that represent how they identify, have been discriminated against. There is fear that discrimination and the lack of inclusivity towards learners has the potential to affect academic participation, depriving them of the right to education.

In my presentation I located the issue of regulated school appearance in policy documents and existing research. Currently there is no policy (nationally and provincially) that regulates how learners should appear in schools. There is however a set of guidelines that have remained at draft level since 2005. This is where the first problem begins as the guidelines authorise school governing bodies to make decisions about how learners should present themselves in schools. This in effect means there are as many interpretations of what is an acceptable learner appearance in schools as there are school governing bodies. Second, the language of the guidelines presents another set of problems on the binary assumptions on the concept gender. In this respect, referring to 'essential for boys and girls items', has the potential to impose gendered restrictions that marginalise gender diversity especially among the LGBTIQ+ community of learners.

The research on regulated school appearance demonstrates a clear divide between advocates for versus those who are not. The advocates cite reasons like: (i) uniform dress code and hair styles as equalisers that promote social cohesion; (ii) that uniforms provide visual cues that make learners stand out about the schools they come from which in turn promotes good ambassadorship among such learners and (iii) learners who wear school uniform are well behaved and can therefore are high academic achievers. The opposing camp have their own set of strongly stated reasons on why learner appearance should not be regulated: (i) School uniforms enforce colonial mentality as they are often an importation of how learners in the global North dress (clothes and hair) should be at school. As a result, this manner of dress does not lend itself to contextual realities such as climatic conditions and diverse cultures of those who wear them in the global South; (ii) Also troubling to the opponents is the idea of forcing diverse body types into similar clothes that have the potential to lead to negative body image; (iii) that some aspects of school appearance can be financially stressful to families etc.

Submissions from some presenters indicated that at times schools do relax their rules to accommodate individuality, customary and religious experiences of their learners. However, the relaxation of such rules is often preceded by strives that place affected learners in positions of defence and ridicule. Despite all the good intentions regarding how learners should dress and present themselves in schools, there seems to be a suppression and ignoring of learner populations whose psychological health is being compromised by these regulations. Several recommendations were made on how best to address the issue. The South African Human Rights Commission will use the shared experiences and submissions in their recommendations to the Department of Basic Education.

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Newsletter of the Faculty of Education

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