

MAKHANDA

EDUCATION MATTERS



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CONGRATULATIONS TO THE CLASS OF 2022!

ON THE 8TH OF APRIL 2022 FOUR HUNDRED (400)
GRADUATES FROM THE FACULTY OF EDUCATION
WERE CAPPED.

WE ALSO CELEBRATE THE GRADUATION OF DR PJ HELLEMANN, A LECTURER
IN THE DEPARTMENT OF PRIMARY AND EARLY CHILDHOOD EDUCATION.

Halala to all the graduates!



EDITORIAL LETTER

CONGRATULATIONS TO THE CLASS OF 2021!

EDITOR

Nhlanhla

Mpofu



In Makhanda, as was the case for South Africa and the world, school closures, due to COVID-19, brought about significant disruption to the education sector.

The abruptness of the pandemic meant school administrators, students, teachers and parents were unprepared for emergency remote learning systems.

The pandemic and its impact threatens the fulfilment of all the United Nations Sustainable Development Goals (SDG), especially SDG 4, that seeks to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

According to United Nations Educational, Scientific and Cultural Organization (UNESCO) (2022), the pandemic increased inequalities and exacerbated the pre-existing education crisis as the lack of connectivity and devices excluded at least one-third of students from pursuing learning remotely.

Although the Makhandian education community came together to set up a supportive remote learning experience, this move was not easy and resulted in long-term learning challenges and losses.

However, despite these challenges, we hail the Matric Class of 2021 and their teachers as heroes for achieving an 83% pass rate. The 2021 matriculants, their teachers and parents have endured a very different experience. They deserve to be recognised for the work they have done during the learning period and for their years of study that have led them through to their matriculation. We also wish all students sitting for their rewrites the best of luck.

- Nhlanhla Mpofu



EDUCATION THAT MAKES A DIFFERENCE

Newly-appointed
DEAN OF EDUCATION at Rhodes University,

Prof. Eureta Rosenberg

“THE EDUCATION FACULTY SHOULD LEAD THE WAY IN SUPPORTING THE KIND OF EDUCATION THAT MAKES A DIFFERENCE,” says the recently-appointed Dean of Education at Rhodes University, Professor Eureta Rosenberg.

She also provided these insightful remarks:

Education matters in Makhanda! On that, we can agree. Or can we? Maybe education only matters for those with a degree and a professional career? What about those people who sit around unemployed? What did education give them?

As a child, I understood education to be the path to economic security. Neither of my parents had matric and the shadow of poverty lurked around our family home. However, the government at the time had a clear plan for me as a white South African: If I studied hard, I would get bursaries and then, employment. And so it came to pass. I completed no fewer than six degrees with only one small student loan, and was never without paid work as an academic or professional consultant.

In October 2021, I started probably the most important job of my life, as the Dean of the Education Faculty at Rhodes University.

Why is the Dean’s job so important? The current government’s plans for learners are failing desperately, and I believe that educators have a role to play in banishing poverty from every family’s home. The Dean has to make sure the Education Faculty’s staff and students are equipped to play such a role in society, in Makhanda, nationally and beyond our borders.

When our student teachers graduate, they should be highly skilled and ethically motivated to support every learner - no matter where the school is - and to develop the foundations of learning, and the skills for a sustainable future. Our researchers need to work with communities to produce new knowledge to help us do better at achieving literacy, numeracy and all the other important academic and life skills that flow from there.

But what about the fact that even those with a matric certificate may not find paid work today? It is a question that has been occupying my mind, in the Green Skills programme for South Africa (www.greenskills.co.za).

I noted that while the National Skills Development Strategy says education should equip all learners to contribute to society and participate in the economy, thousands of young people do no such thing. They are out of work and out of study. It is a perpetuation of the inequality that characterised Apartheid South Africa.

My conclusion is that we are pursuing the wrong kind of economic activity and not investing enough in the options that could work better in post-Apartheid South Africa. We cannot assume that only industrial-scale agriculture, manufacturing and mining can create jobs, and entrepreneurship is about making a small business big. That kind of economy worked for the Apartheid government because it only provided for a sub-group of society. The current government and the economy it supports has to provide for everyone - Black, White, isiXhosa, Zulu ... EVERYONE. It requires a different model for economic development and therefore, a different approach to education.

What if people outside big industries could make a decent living from restoring degraded land, farming, manufacturing and selling on a small scale, repairing and recycling, taking care of children and community members with special needs?

Thousands of small social and economic enterprises could provide a living for as many people as 100 big businesses do, perhaps even more. They could do so in Makhanda and every corner of our region. Universities and even colleges appear to prepare learners for working in industry and big business only. Interrogating this approach is something I would like our Faculty to do, as part of our efforts to transform our programmes for greater relevance and results.

Recently I helped run a course on the Green Economy and Entrepreneurship for commerce subject teachers, teacher educators and officials. I was encouraged by some EMS teachers who inspire their Grade 7 learners to use the profits generated on Market Day, to cook a big meal for the elderly and unemployed in the community ... the very community who supported them in making that profit in the first place. I was inspired and thought: "This is the kind of 'circular' economic activity we need!" I would love to explore how the Education Faculty can support this approach with potential partners interested in building skills for local livelihoods.

- Prof. Eureka Rosenberg



For more information, go to:

- Conference presentation on the Green Economy and Entrepreneurship for commerce teachers and officials ([link missing](#))
- Fundisa for Change's range on courses on sustainability and the school curriculum, <https://fundisaforchange.co.za/resources/>

THE VICE-CHANCELLOR'S EDUCATION INITIATIVE:

CELEBRATING THE CLASS OF 2021!

By Ashley Westaway

A significant city-wide improvement in matric pass rates has been successfully engineered in recent years.

Eight years ago, the then Grahamstown district was one of the ten worst performing education districts in South Africa, when measured against other city National Senior Certificate (NSC) pass rates.

In contrast, in 2018, 2020 and 2021 the city of Makhanda outperformed every other city in the province of the Eastern Cape for NSC pass rates.

The pass rates in these years were 78%, 80% and 83% as reflected below. These statistics indicate that Makhanda is on an upward trajectory that has not yet reached its zenith. The best is yet to come.



	2017	2018	2019	2020	2021
Cohort Size	504	558	540	540	663
% Pass Rate	75%	78%	76%	80%	83%
Number of Bachelor's Degrees	197	238	187	230	313
% Bachelor's Degree Pass Rate	39%	43%	35%	43%	47%

Another notable achievement in 2021 is the significant increase in the cohort size of the matriculant group. It indicates higher levels of retention and lower levels of drop-out. The number of bachelor degree level passes from local disadvantaged schools have improved remarkably in recent years. In 2016, the number of bachelor passes produced at the six no-fee schools in Makhanda was 51. By 2021, this number had more than trebled to the current record number of 183 bachelor degree passes.

Since the attainment of a bachelor level pass opens up many tertiary opportunities for students, the incredible improvement of performance of the no-fee schools signals and adds impetus to an equalising of educational opportunities in the city. The trend of Bachelor-level passes over the past five years in the Nine-Tenths' schools is as follows:

SCHOOLS	2017	2018	2019	2020	2021
Ntsika	22	36	28	46	61
Nombulelo	14	34	28	23	43
Mary Waters	16	19	23	23	38
Khutliso Daniels	-	-	-	10	25
Total	52	89	79	102	167

Good quality bachelor degree level passes enable local disadvantaged students to gain access to Rhodes University. The number of local disadvantaged students who have gained access to Rhodes University has increased more than tenfold over the past decade, rising 11 in 2012 to around 150 in 2022. (This includes learners from the GADRA Matric School and other local no-fee schools).

Despite the COVID-19 pandemic, in 2021 Nine-Tenths had its largest-ever cohort of 210 mentees; 92 of them were assisted in applying to Rhodes University and 50 had been accepted by the time of writing.

In addition, a large number of the mentees will go on to improve their results at the GADRA Matric School in 2022 while also being part of

the bridging programme, where they will do complete one Rhodes credit while also improving their NSC results, as a means of beginning their tertiary education.



15 YEARS OF LITERACY INTERVENTIONS NO SYSTEMIC CHANGE

Cathryn Meiklejohn, Lise Westaway, Ashley FH Westaway, Kelly A Long

In a recent systematic review of South African primary school literacy interventions for the period 2005 to 2020, the authors from GADRA Education and the Rhodes Education Faculty, concluded that literacy interventions have generally been ad hoc, uncoordinated and have not wrought the systemic change in literacy levels in South Africa.

The authors argue that moving forward, a coordinated approach based on the learnings from recent interventions may be more impactful.

The systematic review focused on 21 specific interventions (research on the Whistle Stop and Bala Wande interventions were not included in the review as the results of these interventions have not been published yet).

The interventions were categorised as small-scale case studies or large-scale interventions as set out in the mind map that follows.

Seventeen of the interventions were small-scale. The remaining four were large-scale interventions:

1. the Reading Catch Up Programme (RCUP)
2. the siyaJabula siyaKhula kaMhinga Learner Regeneration Project (sJ-sK)
3. an intervention generally known as the Early Grade Reading Study (EGRS), which trialled and compared three different intervention models
4. a “direct instruction and scaffolding for English Second Language (ESL) learners” intervention in the Free State.



Cathryn Meiklejohn, Kelly Long, Lise Westaway, Ashley Westaway

ANALYSIS OF INTERVENTIONS

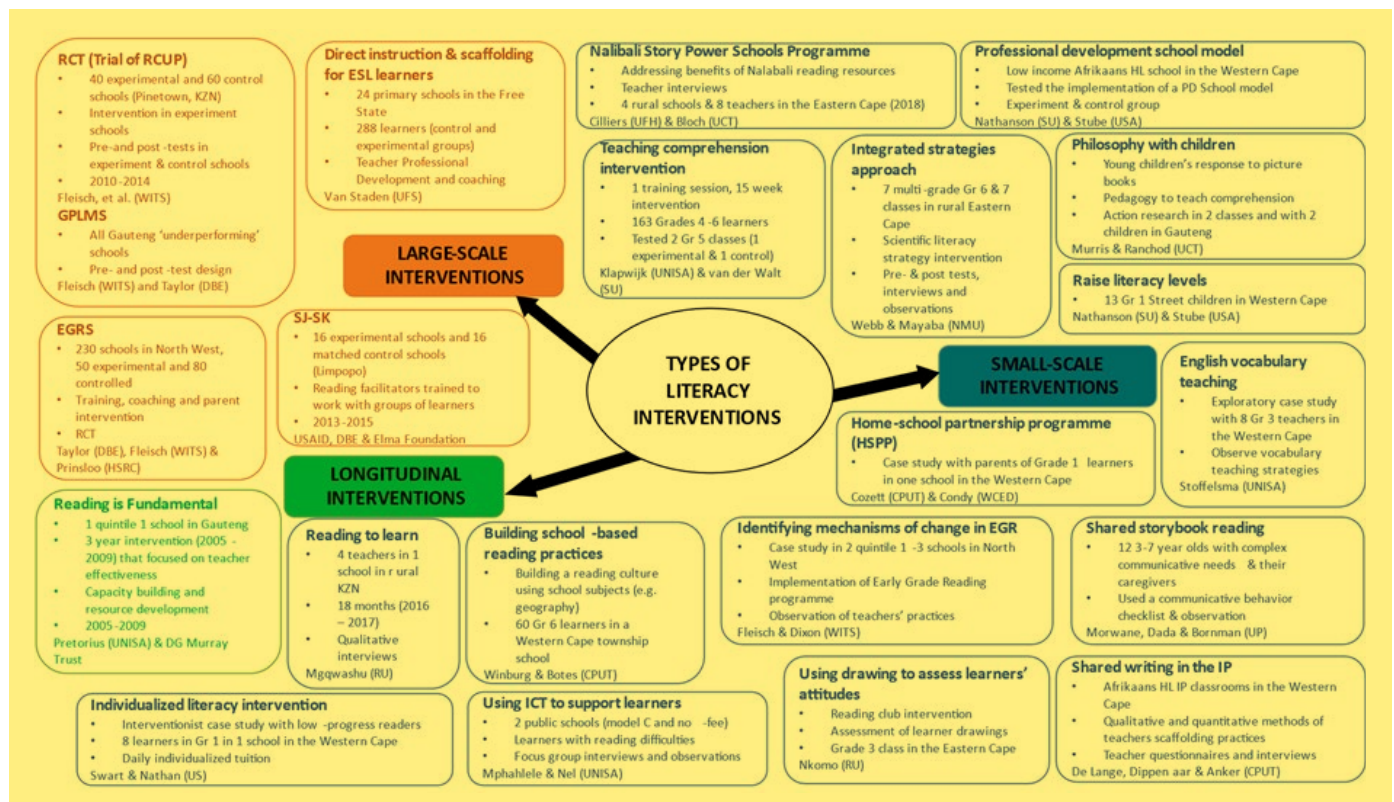
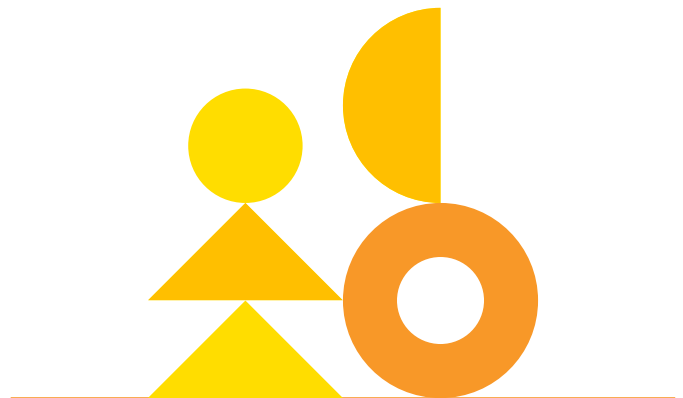
The bulk of the interventions were implemented in Gauteng (5) and the Western Cape (7). Three interventions were implemented in the Eastern Cape, with the balance shared between the remaining provinces (with the exception of the Northern Cape, where no interventions took place).

Of the 21 interventions, only three had a specific rural focus. In terms of the spread of interventions across the primary education phases, there was a relatively high concentration on the Intermediate Phase. All focused on the skills that were not learnt by Grade 4 and mediating the language transition from home language instruction to English as the Language of Learning and Teaching (LoLT).

The Foundation Phase interventions generally targeted poorly resourced Quintile 1-3 schools. Quite a few of the interventions specifically targeted low-progress learners. All except for three of the interventions had a Teacher Professional Development thrust.

IMPACT OF INTERVENTIONS

Many interventions used "Early Grade Reading Assessment" (EGRA) testing to gauge their impact. There is a debate about what constitutes sufficient impact to demonstrate a successful intervention. The authors concluded that the interventions under consideration had some positive impact. They provide pointers to successful approaches, models or pedagogies, but they are not making a significant dent to South Africa's literacy challenges.



POINTERS FOR SUCCESSFUL INTERVENTIONS

- It is generally agreed that appropriate teaching approaches and pedagogies are vital for effective literacy learning.

- Stronger learners benefit more than weaker learners from interventions.

- As children progress into the Intermediate Phase years, literacy teaching should be integrated into content subjects. In-class interventions that are implemented within the formal school timetable generally have significantly more impact in boosting participants' literacy than voluntary after-school programmes.

- To be effective, literacy teaching should be individualised as far as possible to a particular learner's needs.

- Bilingual programmes can be useful to scaffold reading in English and the learners' home language.

- In addressing teacher effectiveness, one cannot ignore the broader school management context.

CONCLUSION

Moving forward in a coordinated manner should be based on learning from the interventions that have been reviewed here and elsewhere.

From this review, the following lessons emerged as important:

- Basic literacy interventions should take place in the Foundation Phase.
- Teacher professional development is needed.
- Teacher-focused in-class interventions of two years or longer are required for the impact to be significant.
- More in-depth and interactive instruction is necessary as Oral Reading Fluency is a necessary but insufficient condition for comprehension.
- Teachers require coaching in the skills to teach effectively.
- Literacy teaching should be incorporated into content subjects.
- ICT can support the development of literacy.

For the full article, see <https://sajce.co.za/index.php/sajce/article/view/919>

WELCOME: NEW STAFF CORNER



Dr Nyameka Kangela is a returning staff member in the Department of Education.

She worked as a mathematics teacher and as a lecturer at the W B Rubusana College of Education in South Africa for many years. Currently, she is a PGCE Mathematics Methods Lecturer and a Researcher in mathematics education at Rhodes University, in Makhanda.

Her research focus lies in the mathematics teacher development with specific emphasis on growing mathematics teacher identities as they develop and hone their practice.

I am PJ or Phemelo Hellemann as others may know me. I am a teacher, applied theatre practitioner and historian. I recently completed my PhD in History. The journey was very fulfilling. One of the most exciting things to come out of the experience was writing my thesis abstract in Setswana, my home language. Please take a moment to read it. You might learn a few new words!

I am a nGap lecturer in the Education Department. My research and teaching interests are creativity as a medium of teaching, learning and research. I will be teaching various courses such as the history of education in South Africa, philosophy of education, creative arts and physical education.

When I am not teaching and learning with my students, I participate in physical fitness activities such as running, pilates and indoor cycling. My 19-month-old little boy, Kiapo, also keeps me on my toes.

I am excited to be part of the dynamic teaching team in the Department of Early Childhood and Primary Education. I see this new adventure as an opportunity for growth, creativity and development.



A VOLUNTEER'S REFLECTION:

RELATIONSHIPS BUILT IN THE NINE TENTHS MENTORING PROGRAMME

By Claire McCann

The Nine Tenths mentoring programme recently placed first in the MacJannet Prize for Global Citizenship.

It is the first time that a first place has been awarded to a community engagement programme on the African continent. The achievement speaks to the passion and resilience of all the programme's stakeholders, including the RUCEDivision, GADRA Education, partner schools, Rhodes University volunteers and the Grade 12 learners (mentees).

It is an exciting time for Nine Tenths and has allowed me to reflect on my own experience as a mentor and student leader in this space over the past three years.

I am one of many students who return as a Nine Tenths volunteer every year. Initially, many of us arrived in this space out of the desire to "give back" to our Makhanda community. We return, however, not because we are being selfless, but because we have witnessed that what we give to these mentoring relationships is returned to us in so many (and often unexpected) ways. We have realised that the mentoring relationship nurtured over the course of the programme is not about one side giving and the other side receiving. Rather it is one where all of those involved stand to gain from these partnerships.

Building these mutually beneficial relationships is an exciting and dynamic process, as different groups of people come together to tackle injustice in education and grow our city.

As we build relationships, it becomes clear that all of those we encounter in the programme are partners, stakeholders, active citizens and, ultimately, fellow community members. Sometimes, they become more. Our mentees often begin to feel like sisters and brothers, and, some way down the road, we spot them in Rhodes University lecture halls and tutorials.



I remember feeling nervous before my first mentoring session. I worried that I would be unable to connect with my mentees, that they would not want to open up to me, and I would not be good enough as a mentor.

I have spoken to other mentors since then, and it seems the feeling is quite common: Before the first mentoring session starts at the schools, there is a strange quiet in the bus with students anxiously awaiting the first time they meet their mentees. The quiet tends to end there.

As soon as all mentors and mentees are introduced to one another, the school classroom becomes loud, abuzz with animated voices, and the bus on the way back is filled with mentors' stories.

As for my own mentoring journey, from the first session, I realised how quickly the mentorship bond can form. These relationships, which often last beyond the year of the programme, have added so much value to my university experience. I have learned much from my mentees that I have been able to apply to my own learning, relationships and life. Admittedly, I once met up with a mentee to help with maths. However, the work proved beyond my skill set and the mentee ended up having to teach me!

Nine Tenths has also provided the opportunity to develop my leadership potential and agency, and a more self-reflective and socially conscious form of citizenship deeply embedded in my own context.

In this space, I have witnessed the power of mentors and mentees showing up consistently and committing to building the relationship. I have realised that much of the meaningful education in university takes place beyond the classroom. I have also learnt that in the challenges I face, I am never alone.

Like any relationship, the mentoring partnerships of Nine Tenths are not without their obstacles. When it comes to the time of year when mentees are expected to submit written work to mentors, challenges arise and need to be worked through as the relationship progresses.



This year's group of mentors had an enormous task as they sought to make connections with mentees for the first time virtually. Similarly, mentors volunteering for the first time this year have yet to experience the bus rides to our partner schools. Many mentors and mentees are frustrated and miss the ease with which relationships can be built when people can meet in person.

The relationships being built and sustained over the course of 2021 demanded a huge commitment from mentors and mentees, and, as a student leader, I have found it inspiring to see people rising to the challenge.

While face-to-face interactions may still be a while away, I am excited for a time when mentors and mentees can meet in person. For now, I am thrilled to hear the stories of strong bonds being formed in spite of the difficulties associated with online mentoring and I look forward to when I will be able to step into a classroom (and bus) filled with sound.

- Claire McCann

BEST TEACHER STORIES

TRIBUTE TO MRS KAISER

OF THE VICTORIA PRIMARY SCHOOL,
MAKHANDA, EASTERN CAPE

Ntombesizwe

Booi



I started school believing that I was stupid. I am not sure whether it was merely something I told myself or whether it was a conclusion I reached in the classroom, by judging by my academic performance and comparing myself to those around me.

Whichever it was, I doubted I would pass Grade 3. To my surprise, I passed all my Foundation Phase classes and proceeded to Grade 4.

For me, Grade 4 meant going to a new school, complete with a new teacher, new faces and a different environment.

I had gotten used to being in an environment where I could be myself, speaking only my mother tongue and only having to change the language that I used when I had to write some answers on paper.

Moving from Ntaba Maria Pre-Primary School to Victoria Primary School was a major transition for me and it changed my life. English was the medium of instruction and learners were strongly encouraged to speak English, even outside the classroom to develop good English competence.

When I moved to Victoria Primary School in 2006, I was welcomed into the classroom and the arms of an amazing teacher, Mrs Kaiser.

She understood that I was enormously uncomfortable with speaking English, particularly as every person around me was speaking English only.

On Orientation Day, with salty tears streaming down my face, I told the story of someone who was caught in the wrong place at the wrong time. I cursed the decision that brought me to the school.

Then Mrs Kaiser came up to me, gave me a hug and promised she would be nice and I did not have to be scared of her or anyone else.

In the classroom, she was magic. She had her own way of making me relaxed and comfortable, even though I did not feel calm inside.

At first, I failed at everything except spelling tests. I always obtained 100% for these tests, not because I had studied but because I was naturally good at ordering letters, even at words I had never seen.

In spite of this, Mrs Kaiser saw beyond the lazy Ntombi, who thought of herself as a failure and believed that she was at the wrong school. She was patient and treated me with care, even when I was less than deserving.

She always told me she knew that I was smart but lazy. She happened to be multilingual and so she would always say in my home language: "Sebenza Ntombi" ("work, my girl"). This was so heart-warming that I was motivated to work.

She had her own way of reaching out to every soul in the class and did not show any favouritism to some learners. When I progressed to other grades, and even through high school, she was always at the back of my mind because of her loving and caring nature, and the passion that she had for teaching.

She never tired of my excuses for not doing my homework. Instead, she kept reminding me of why it was important for my future that I do my work.

I would like to adopt her way of doing things when I am a teacher one day. I want to understand my learners and be a role model to them.

As I write this story, I am reminded of the words of Horace Mann: "A teacher who attempts to teach without inspiring the pupil with desire to learn is hammering on cold iron."

- Ntombesizwe Boozi

TRIBUTE TO MRS LAMANI

TEM MRWETYANA SENIOR SECONDARY SCHOOL,
MAKHANDA, EASTERN CAPE



Spmandla Mdlungu

My best teacher was Mrs Lamani, my high school economics teacher from Grade 10 to 12. She was of medium height, had light-coloured skin and always wore a big smile.

Mrs Lamani taught at TEM Mrwetyana Senior Secondary School, a quintile three school that is categorised as under-resourced. Her love of the profession inspired me to believe that teaching was my calling. She was an extraordinary teacher; approachable, motivational, loving and motherly.

She cared about learners' personal issues, identified those with personal problems and was always eager to help.

She also encouraged us to share concerns even if these were not academic. She was motivational because she taught me about the importance of education. She encouraged me to work hard at every task given at school. I remember her words: "I want all of you to further your studies after Grade 12."

She had an uncharacteristic love for her work and profession as an Economics teacher. Her classes were never boring because she loved what she was doing and had a positive thought for every day.

She also said: "You must live what you learn from school wherever you go."

She meant that everything she taught us, we should practice at school, home and anywhere we go. She loved seeing what she had taught being applied and accomplished.

She carried the spirit of humanity in her heart as she always cared about our grievances, social injustices and problems. She instilled in me the ability to think deeply about our economy and, most importantly, how to sustain the economy of our country.

She never stopped encouraging us to read articles, news and books about the economy and economics. She gave us the love of the subject that no one else could give.

Mrs Lamani gave her best to every task to ensure that her learners gained the knowledge to grow academically. When she had to discipline a learner, she would say: "I do not punish you because I hate you. I punish you because I love you."

She would patiently explain until a concept or module was clear. She made me fall in love with Economics. I found it so interesting. The way Mrs Lamani dealt with learners, on the school premises, in the classroom and even outside of school shaped how I thought about teaching and myself.

She understood how to deal with learners and treated every learner fairly and equally. It was unusual to see her down as she was always positive.

Through her actions, she created in learners a high level of self-esteem. She did not believe in impossible cases and problems. Mrs Lamani did not use a loud voice when she spoke, but it did make you pay attention and understand what she said.

Despite being busy, she always cared and attended to every plea and problem. She accommodated every learner in any way she could. It made her a parent and a teacher to us.

She worked well with other teachers too. Mrs Lamani was not a Life Orientation teacher but she taught us about life in general. She also taught us about respect by treating us with the greatest level of respect.

You would never hear your problems being shared with the school's teachers and learners.

This is because Mrs Lamani was trustworthy and strove to to know her learners' and their backgrounds. She had the warmest hands of any teacher. She encouraged learners to speak up whenever they faced a challenge, had doubts or needed guidance.

One of the most enjoyable days with Mrs Lamani was when we had a school leisure trip to Port Alfred. I will always be grateful for her positive influence on my life.

- *Spamandla Mdlungu*

TEACHING PRACTICE:

POSITIONING FOR EMPLOYMENT IDEAL vs REALITY



Heidi Khuhlane

Is it ideal to employ student teachers at the beginning, halfway through, at the end of their qualifications, or only once they have graduated?

This is one of the many topics with which stakeholders engaged during a Department of Higher Education and Training and the South African Council of Educators (SACE) Symposium from 25 to 26 November 2021.

The employment of student teachers before they complete their qualifications is unethical and unacceptable! It depends on the schools and their needs, and whether the student can handle the workload and their studies. Can we deny students employment opportunities? Should part-time and full-time education students be treated differently? Does the academy benefit in teaching students who are teaching already? Studies must remain a priority. We are concerned about graduating the student registered at our institution, and not about the demands of the work contract in which they have entered. We are an academic institution. What about job scarcity and the role of employment in changing family and individual situations? What about schools that work with skeletal staff under immensely difficult situations? Here comes a capable, skilled, and willing student-teacher whom we are willing to employ. What now?

“My name is Thabiso, I was born in the early nineties. As is the case with most black families living in the rural areas, I grew up in a big family that consisted of 10 people, my grandparents, Mzwendoda and Nodayixele, mother Zoliswa, her siblings and my two sisters. Even though my grandparents were uneducated because of the hardships and the historical inequalities they experienced, they made immense sacrifices for our education. Growing up, witnessing such sacrifices taught me the importance of education, its value and what a privilege it is to get educated.

From a young age, I learnt to become a critical thinker, and to read and write at home.

After completing high school, I improved my results at the GADRA Matric School in Makhanda, Eastern Cape.

After a year at GADRA, I was admitted to Rhodes University as an undergraduate and proceeded to do my honours degree in Organisational Psychology.

Despite the challenges, I was reminded of the sacrifices my family had made for me to be able to study at Rhodes University and the young rural girls and boys who needed my success story to believe they could also make it.

I am interested in helping people. Organisational psychology made me realise that people's workplace behaviour is influenced by the experiences of their early development.

This led to my interest in education and understanding the root causes of behaviour of young pupils at school. In isiXhosa, there's a saying: "Umthi ugotywa usemtsha". It is one with which I wholeheartedly agree: To make effective change, you have to find the root cause". That's what I'm passionate about - helping people and education enables me to do just that!

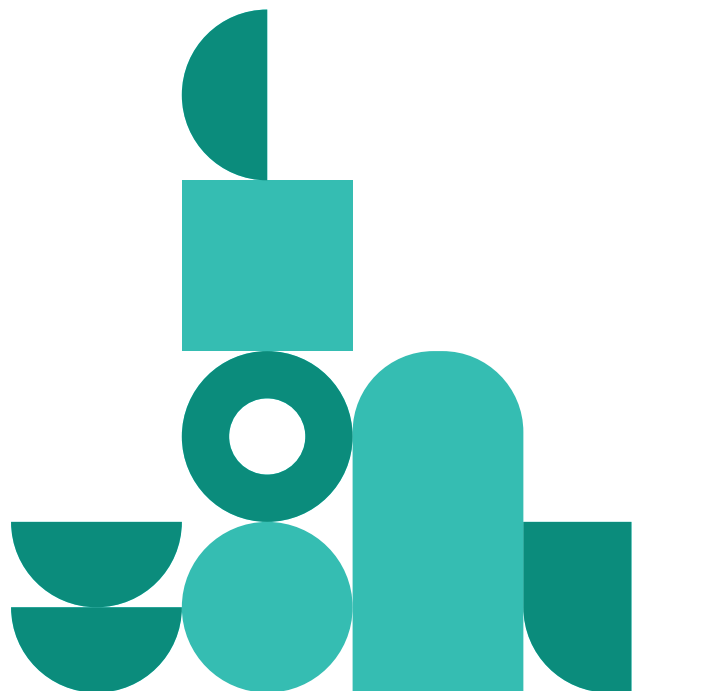
Life as a new teacher, following my teaching practice and securing employment on the condition that I pass my Postgraduate Certificate in Education, is an honour and privilege.

In the short space of time, I have grown tremendously as a human being and educator, and acquired new skills and knowledge which has helped me to become a better educator."

One could argue that a student needs to complete a qualification and focus solely on studying before signing an employment contract, whether conditional or not. Another would argue that the employment experience has the potential to deepen and enrich the learning experience. What is most ideal?

No consensus could be reached at the symposium.

- Heidi Khuhlane



FOUNDATION PHASE LITERACY SUPPORT

Cathy Gush

The Reading Club for Grade 3 learners at George Dickerson Primary in Makhanda is based on the Nal'ibali Reading Clubs that promote reading enjoyment.

Readers use the Nal'ibali newspaper supplements, which contain two cut-out story booklets, related activities and other literacy information. The learners also use a book corner, where books are provided for extended reading.

The Lebone Centre's Adre de Jongh facilitates the reading club, and the participants are chosen from the ranks of the learners who were part of the Ready, Steady, Read & Write Programme in Grade 1 and 2. This ensures continuity and a stronger focus on reading for meaning and enjoyment.

Recently, the Lebone Centre concluded a successful year-long partnership with the George Dickerson Primary School.



The following projects made up the comprehensive literacy support programme for the Foundation Phase learners and their parents:

- Ready, Steady, Read & Write is a programme with 56 Grade 1 and 2 learners who worked with volunteers in groups of two or four learners. Throughout the year, they worked on developing their English language and literacy skills. The end-of-year assessments show a good improvement in their reading abilities, which is a testament that children learn best when they feel at ease and are having fun. Each learner received an end-of-year gift that contained a new reading book, a writing book, a diary and stationery to take home.
- Three Grade 1 classes were equipped with books and shelving for classroom libraries.
- The Nal'ibali Reading Club consists of 15 Grade 3 learners, building on the support they received in Grade 1 and 2, and fostering their love of reading.
- The Home-School Partnership Programme was run with the Foundation Phase parents to support their children's learning at home. The programme included the provision of three sets of TIME (Together in My Education) materials, designed by Wordworks for times when learners have missed a lot of classroom contact time.
- Book-sharing workshops were run with Grade R parents to encourage and enable them to share books with their children in a way that stimulates conversation and builds language skills.

Grade 3 learners at Makhanda's George Dickerson Primary School who participated in the Lebone Centre's Nal'ibali Reading Club this year, with their facilitator Adre de Jongh and the ice-cream box libraries and book packages they received at the end of the year. The ice-cream box libraries store the children's Nal'ibali cut-out story booklets and are made by the Early Act Club of Kingswood Junior School.

CURIOUS BUCHULE GETS A MEDAL

Jessica Feldtman

“Buchule, how was your birthday?”

“It was good, Teacher. There was cake and my friends came to my house, and I drank champagne.” Naturally, I was taken aback by the words that had just exited this nine-year-old boy’s mouth. He obviously noticed my look of disbelief as he said with a chuckle: “It was non-alcoholic, Teacher. How do you spell non-alcoholic?”

Since April when I became his Project Read tutor, I’ve become aware that this is who Buchule is. When he hears a new word, he refuses to move on with his life until he knows what it means and how to spell it. So, “non-alcoholic” was the first new word for the day.

He walked over to our usual desk and proceeded to take his writing book out of its packet. He knows our routine. We always start with sentences.

“Today, I want you to tell me what you did for your birthday in five sentences.”

“Yes, Teacher.”

I can hear that dimpled smile behind that mask. Challenge accepted.

Clutching his sharpened pencil, the warrior put his head down and began to think. Occasionally, he scrunched his eyebrows and

tapped his pencil on his chin. I think he adopted this habit from the cartoons he watches. After 10 seconds, his brow relaxed, then he quickly started writing in his book.

“I’m done Teacher!” says Buchule, with a twinkle in his eyes. He rarely makes any grammatical or spelling mistakes.



Buchule did not have to be enrolled in the Project Read programme but his teacher agreed to let him continue this year to allow him to be more mentally stimulated. Ever since he started Grade 1 at the George Dickerson Primary School, he has never struggled with English literacy and comprehension. It came so naturally to him that his teachers and the volunteer programme tutors were shocked. Who could blame them? The state of South African early childhood literacy levels is alarming.

In 2016, the International Reading Literacy Study (PIRLS) reported that eight out of 10 Grade 4 learners cannot read for meaning across all languages, placing South Africa last out of 50 countries. In 2019, UCT News revealed that 78% of Grade 3s cannot read for meaning.

So how is it that little Buchule, whose home language is isiXhosa, has been able to excel in English?

"Great work! You can go choose a book now but don't pick the one you have already read!" I said. He jumps out of his seat and walks over to the mobile library at the front of the room. I'm still so amazed at how tall he is now. When I first met him in March last year, he was a short, petite boy with the biggest brown eyes I have ever seen. But his contagious smile is the same, accompanied by a dimple on each smooth cheek.

Most of the kids on the programme choose a book quickly. Not Buchule. He tends to take his time, eyes scanning the covers. After two minutes or so, he calmly walked back clutching a bright yellow book in his hands.

"This one teacher" - Curious George gets a medal. How appropriate. Having Buchule read is very relaxing. There is always clear confidence in his voice, never faltering. He immerses himself into the story he reads, naturally changing his tone slightly when he reads certain words. It's almost as if he is no longer in that small, cramped room. He has entered the world of the book.

On this particular day, Curious George contained some new, big words for Buchule.

"L-ABO..." "LABO-RA-TO..." This was a new one. Those brows began to scrunch up and his finger repeatedly scrolled across the word. "LABO-RATORY?" he says as he hopefully glanced up at me.

"Yes, that's correct. Smart boy," I say. "Now can you guess what a laboratory is?" Oh boy. There go those eyebrows again.

Buchule is a normal South African kid, born in Makhanda, Eastern Cape. He grew up living with his grandparents in Vukani Location while his mom was off studying at Fort Hare. Yet, she made a trip home every weekend to be with her son. Growing up, he was always seeking answers to life's questions. By the time he was three, he was watching the evening news with his grandparents. Very soon, pointing out the various political figures and yelling their names was standard in the Ncazela household.

His mother, Akhona, was determined to pass over the values her parents had instilled in her. One of these golden nuggets of wisdom was to appreciate education. "My mother always had conversations with him about valuing education. She would like to point him to follow in my footsteps by going to university and working hard to get there," Akhona dotingly explained.

Books were introduced to Buchule by his mama and his late mkhulu (grandmother) from a very young age. By the age of four, Akhona chose to buy him more books instead of toys to satisfy his curiosity. This was probably one of the greatest gifts she could have ever given her child. In 2018, Stats SA revealed that nearly half of South African children never had a parent or guardian read to them. Scientifically speaking, not exposing children to literature from a young age delays brain and language development.

Not only did Akhona encourage reading, but also understanding. "I always tried to make sure that if he's reading something, he needs to have an understanding of what it actually means. Being able to read is one thing but actually understanding what is happening in the story is another thing."

We return to Buchule’s story time. I made a mental note of the words he struggled with, for coming up next would be his spelling test. Once he has finished reading, those big brown eyes filled with pride looked at me. “You read super well. Thank you, Buchule.”

“Pleasure, Teacher.”

“Okay, I’m going to challenge you now. You have five minutes to read through these words, then I’m going to test you and see if you can remember how to spell all the words. That fine?”

“I only need three minutes, Teacher.”

Typical. Buchule always embraces a challenge.

Once the three minutes are up, the test begins and Buchule neatly writes his answers in his activity book:

Curious.	Squealing.
Fouten.	Hiding.
Escape.	Museum.
Shovel.	Science.
Dilighted.	Laboratory.
Luckily.	Dinosaurs.

“Not bad, Buchule,” I say, giving him a high five. For a nine-year-old who doesn’t speak English at home, he never fails to impress.

If Buchule was not in school, this would be his ideal reality: He would be a lawyer because “a lawyer always protects people”. With R10 000, he would buy a red BMW. It can’t be any colour other than red. He would get his law degree by studying at a university in South Africa. He would also have laser eyes, because who wouldn’t want to have laser eyes as a superpower? Buchule would also go to space, become an actor and buy his very own house. He would be best pals with Brazilian soccer star, Neymar, the funniest person in the world. He’d also eat pizza every day with a Fanta on the side.

One thing that makes Buchule sad is when someone scolds him. He cannot stand the feeling of disappointment, not only when it comes to others but also himself. His mother Akhona giggled when she explained to me how much pride he takes in his education. “At the end of Term 2, a few of his final marks dropped and he called me crying because of this. I did reassure him that it was okay. But when I saw his report, I couldn’t figure out why he was so upset. Then he pointed out that it was because one of his subjects changed from being in the 90s to the 80s.”

Overachiever.

Through conversation with his mom, it also became apparent that he is fiercely devoted to family. “Buchule wants to be there for people, and I know this is something he learnt from watching my mama.” Mrs Boniwe Ncazela opened a disability centre in Extension 4 a few years ago, purely because she wanted to help those in need. There were some days during the holidays when Buchule would accompany his mkhulu on these visits.

“I know he loves helping people not just because he’s seen us in his family do it, but because it brings him joy. One day, he came home from school and told me that whenever he sees someone struggling with something that he understands, he feels that he must always go and help them. He also wants to see his friends succeed.” Buchule once indicated to me that helping others is his greatest joy. “I show people I care about them by helping them. This makes me very happy, Teacher.”

At the end of our Project Read sessions, I always find myself feeling content. I don’t know if Buchule realises how much fun I have had been his tutor. Before he runs off, Buchule gets to choose one book to take home until his next session, and always gets to choose a sticker as well.

My treasured moments with Buchule have driven me to believe this simple idea: Buchule's gifted ability to read should not be considered abnormal in this country. Every child should have the opportunity to flourish on their school journey as literate scholars.

Literacy bestows an invaluable gift of growth and knowledge. Being able to read is what has taken Buchule around the world. It has flown him to lands where Gruffalo's roam free, animals speak to humans and children fly to space. It has taken him on adventures to explore the highest mountain peak and the deepest ocean. It has challenged him. Forced him to learn. Allowed him to grow.

Every child, no matter their circumstances, should grow in the confidence to dive into any book placed before them. They should be allowed to set off on their literary journey armed with a pen that will never run dry, and a mind that will always seek knowledge.

I placed the neon yellow smiley face sticker on Buchule's left breast. He wears it proudly like a badge of honour. "Bye-bye, Teacher," he says with smiling eyes before heading out the door.

- *Jessica Feldtman*



FUN IN MATHEMATICS:

YES, IT IS POSSIBLE!

Hokonya Wellington



Many people recall chilling stories of mathematical experiences in primary and high school. But why is the subject that horrifying to young and old? Is it because they have been socialised and continue to be socialised to believe that mathematics is difficult, and one needs to be born with a “mathematics brain” to choose the mathematical journey in high school and beyond?

In my PhD study, I seek to understand the mathematical identities of high school learners who participated in the primary afterschool mathematics clubs run by the South African Numeracy Chair Project (SANCP) in Makhanda.

One of the aims of the project, which is based at Rhodes University, is to improve learner performance in primary schools through quality teaching and learning which is divorced from the traditional teacher-led methodologies where learners are passive participants.

In this article, I start by highlighting two critical elements from my study: The importance of mathematical identities and the value of the afterschool mathematics clubs.

Mathematics learner identities (MLIs) feature prominently in current research on mathematics education because they affect if

and how learners engage in mathematics. They play a critical role in enhancing (or detracting) learner attitudes, dispositions, emotional development, and their general sense of engagement in mathematics. The development of positive MLIs is useful as it makes learners commit to their mathematics work. This is where the afterschool mathematics clubs come in.

The clubs were established to promote different MLIs from those typically fashioned in traditional classrooms where learners are passive recipients of knowledge. In other words, the clubs were set up to disrupt the prevailing situation in which mathematics learners in South Africa have little agency and are generally passive. More so, the teaching is generally procedural and only requires that learners mechanically follow rules from the teacher or the prescribed textbooks.

To disrupt the traditional classroom practices, the SANCP afterschool mathematics clubs provide learners with a space where they ask their own questions, produce their own mathematics, talk mathematics, explain mathematics, and enjoy mathematics! There is

no “on the board” whole-class teaching and learners are encouraged to sometimes bring their mathematical productions and ideas about what they want to work on.

Many learners in my PhD study agree that the afterschool mathematics clubs made mathematics fun. As a result, they all narrate increased engagement in mathematics in the clubs, classrooms and outside of the school.

For example, one participant narrates an interesting trajectory through his past, present, and future mathematics participation. He narrates: “In Grade 1 when I started doing maths, I hated it because I was always told maths is hard, so I had that mindset.” But he later developed an affinity for mathematics when he participated in the afterschool mathematics club and he described himself as a competent learner.

He writes: “I then joined the maths club. My love for maths grew ... I practiced maths harder than ever until I got to a point where I was so good in maths that my previous school sent me around the town and province to compete in maths competitions.”

The mathematics club changed him from being a hater of mathematics to being a full participator in the landscape mathematics practice.

Some learners in my PhD study tell of the challenges they experienced throughout their trajectory from past through to present. Nonetheless, they chose to continue studying mathematics.

Their choice to continue with mathematics was due to the assistance they received from various people as one participant recalls:

“I met people who also loved maths and that I loved because we helped each other because maths from Grade 9 started to be super difficult. We stayed together and worked as a team and we were able to pass maths. My love and passion for maths never ended so I chose to do maths in Grade 10.”

Research reveals that learners who continue with mathematics, past the compulsory stage, find it enjoyable, valuable and important for success at school and for future career aspirations. Some learners narrate identities of facing difficulties in mathematical alignment, but they also document resilience through the difficult episodes and are prepared to soldier on regardless of the challenges.

In conclusion, my study argues that although the South African mathematics situation is described as in crisis, mitigatory programmes such as the SANCP afterschool mathematics clubs develop positive mathematical identities in learners.

The positive identities have borne resilience, perseverance, affinity, and pledges from learners to continue engaging in mathematics after high school as one learner says: “... I decided to carry on doing mathematics in Grade 10 and for the rest of my life ...”

- *Hokonya Wellington*



WORK INTEGRATED LEARNING

FOR THE CLASSROOM OR THE COMMUNITY?



Heidi Khuhlane

The bedrock of classroom teaching is community. Any teaching that is abstract or far removed from its context is ineffective. It is not about one or the other. Rather, it is about finding a balance between classroom work and the role of pre-service teachers as community members. This balance where the one informs and the other enriches is the responsibility of teacher educators.

An integrated approach to Work Integrated Learning (WIL) may be one way to realise this balance. The teaching practice assessment is a tool that promotes balance as the assessment determines what is emphasised and taught.

The assessment of WIL is fairly complex because measuring and assessing experience is difficult. Teaching experience forms part of broader learning communities. For this reason, adding service to learning, and assessment to service are unnatural progressions. An assessment of the Postgraduate Certificate in Education (PGCE) at Rhodes University during the 2021 academic year can be summarised into four outcomes: Planning, teaching, assessment and reflection on teaching processes.

PLANNING: Drawing on relevant theory and practice, using theories to support subject content.

TEACHING: Thinking creatively about the pedagogical approaches and delivery of lessons that best suit the context and learning needs of students. It includes the evidence of learning, the type of learning taking place, at what level and the use of the assets and limitations of the context to deliver the lesson appropriately, amongst other things.

ASSESSMENT: Setting realistic outcomes, measuring them and providing formative feedback.

REFLECTION: Thinking critically about own practice, approaches, and learning, and that of learners. It also includes building greater awareness of the learning needs of learners, situating oneself in context, and ability to adapt and improve incrementally.

Community is central to meaning-making and situating planning, teaching, assessment, and reflection. Teacher educators must constantly ask if the right learning outcomes for students are being identified.

The traditional outcomes of WIL tend to be narrow, looking at lesson planning, rapport, relations with colleagues, and evidence of teaching and learning. Teacher educators must ask themselves: What about citizenship, leadership development, contextual problem solving, personal growth and development through reflective practice?

As institutions of higher learning, think deeply about the kind of graduates institutions want to develop. The institutions may want to also place the focus on outcomes such as:

-
- Degree of moral reasoning – applying critical analysis to specific events to determine what is right or wrong, what people ought to do in a particular situation, and interpersonal intelligence.
 - Ability to understand and interact effectively with others, involving effective verbal and nonverbal communication.
 - Community-building skills.
-

The fluid “new normal” have given institutions of higher learning an opportunity to re-think teaching strategies, calling faculty leadership and academics to think more holistically about what constitutes an educated individual.

In September 2021, while a colleague and myself visited a Whittlesea school in the Eastern Cape where a PGCE student was teaching, our meeting with the school headmaster was interrupted by a parent who arrived to report her son’s behavioural and emotional struggles at home.

The principal paused our meeting to attend to the parent and assured her of his commitment to assist where possible, beyond his educator duties. In that school office, we witnessed the value of a teacher in that community, being an educator, administrator, leader, community partner, disciplinarian, and co-parent.

The work of Tom Murray suggests that, at the integral humanist level, one is not only teaching or learning and using a set of pedagogies but adopting a critical and appreciative broad perspective on those pedagogies.

In the context of the community, a student notices how he or she, with a unique set of values and assumptions, fits into the broader educational system and the community in which the system is located.

Finding a reasonable balance between the classroom work and the community role of the pre-service teacher – requires a shift in our thinking and established ways of doing in the organisation, planning and management of practice activities.

We need to identify with honesty the limitations of the traditional higher education system that have been identified as unresponsive to some of the needs of students, the country, varying community socio-economic imperatives, and a rapidly changing world.

It may be time to rethink the fragmented teaching practices and admin structures that make up what we have understood as mainstream teacher education and training.

- Heidi Khuhlane

EXPLORING VISUAL AND TEXTUAL LITERACY DEMANDS OF SOUTH AFRICAN SCHOOL CHEMISTRY

By Dr Kavish Jawahar



Science is critical for the economic growth of countries and the wellbeing of their citizens. In South Africa, having more scientists would help us profit from manufacturing and selling high-value products from our natural resources, rather than us exporting unprocessed natural resources to be processed into higher-value products and sold by other countries.

However, our country is producing too few scientists every year. Furthermore, there are questions about the science literacy of South African citizens. Some contributing factors arise from school science education. In South Africa's school curriculum, Grade 10 marks the beginning of a learner's potential science career. However, Physical Sciences can be chosen by future scientists as well as those learners who don't intend on pursuing science careers and both groups face the same curriculum.

While science includes much content knowledge, a diverse array of skills, and particular attitudes and values, these are all encoded in (and some enacted through) scientific language.

This becomes evident when we consider that most South African schools don't have functional science laboratories and so their experience of science is largely mediated through the scientific language being used in their science lessons.

Specialised language use gives academic disciplines their identity. Chemistry for example as an academic discipline, is sustained by many people with shared ways of knowing that involve a system of specialised chemistry communication resources. Visuals are especially important in subjects like chemistry in which learners need to imagine the objects they are learning about (such as atoms and molecules).

Chemistry is thus far removed from learners' everyday experience - it is abstract. Despite the subject playing an important role in our economy and everyday lives, the abstract nature of chemistry discourse in the school curriculum poses challenges to learners.

Abstract visuals and text contribute to high chemistry curriculum demands being imposed on learners. It is clear why literacy practices should be promoted in classrooms, but the reading involved in school science has received less attention in research. The literature points to the need for defining discipline-specific curriculum literacies and identifying behind-the-scenes literacy practices.

To do this, my PhD research took the form of a case study of the South African Grade 10 chemistry curriculum. I carried out a document analysis to describe school chemistry curriculum literacy demands.

The case study involved developing one analytical tool for exploring the abstraction of visuals in the curriculum documents and a second analytical tool for exploring the abstraction of the text.

In this instance, abstraction can be thought of as a measure of how near or far something is from learners' everyday lives. I then compared the visual and textual literacy demands between the chemistry component of the syllabus, textbook and exemplar examination.

The findings showed an overall high level of alignment for visual chemistry curriculum literacy demands, and for textual chemistry curriculum literacy demands at the lower levels of abstraction.

In other words, the Grade 10 syllabus, textbook and exemplar examination have similar high visual literacy demands. These visual literacy demands were found to be higher than textual literacy demands, due to a strong emphasis on

symbolic communication in Grade 10 chemistry. The challenge of chemistry language is particularly significant in South Africa where many learners study in a language that is not their mother tongue.

Physical sciences learners who don't intend to further their science studies are likely to be disadvantaged compared to those learners studying the subject for a future science career.

Furthermore, learners with access to technology such as smartphones and internet are also likely to be advantaged, as these afford an alternative to textbooks for bridging the divide between everyday and scientific language, and visuals.

The study recommends that science textbook writers and teachers help learners bridge everyday and scientific visuals, and text in order for them to maintain a positive attitude towards learning chemistry, and better understand the subject.

Furthermore, examiners should decrease the amount of symbolic and abbreviated text to allow learners to be assessed across different levels of abstraction.

- Dr Kavish Jawahar



SUPPORTING MARGINALISED COMMUNITIES DURING A PANDEMIC: IQONGA LOTHUNGELWANO LEARNING & SOLIDARITY NETWORK

By Monde Duma, Lawrence Sisitka and Monde Ntshudu

The coronavirus outbreak in South Africa posed a huge challenge in the most underserved communities in rural and peri-urban areas. These are areas that lack essential resources and suffer from poor service delivery and communication networks.

As the COVID-19 pandemic emerged early in 2020, it was immediately evident that any attempts to control the spread of the virus hinged on sharing accurate and reliable information. Our collective experience was that the sharing of accurate, accessible information on almost any issue in these areas and with the people with whom we were concerned was almost non-existent.

Margaret Mcingana's famous song, Hamba Bhakile (Pass the calabash), comes to mind as we look back and reflect on the urgency with which the information had to be shared. The song urges us not to delay the passing of the calabash to the next person to quench the thirst - in this case, the thirst for information to stay safe.

IQonga loThungelwano was birthed out of this need - the need for reliable and accurate information to stay safe and keep communities safe. It is a learning and solidarity network, responsive to the information needs of communities to support them as they navigated life through a pandemic.

It is a two-way communication platform started by volunteer scholars and activists associated with the Environmental Learning Research Centre (ELRC), other social partners, and community champions from the hinterlands of the Eastern Cape (See Figure 1). The ELRC houses its coordination.

It covers Makhanda, Qonce (King William's Town), Xesi (Middeldrift), Willowvale, the Kat River Valley, the Tsitsa catchment, Kokstad, KwaBhaca (Mount Frere), Port St Johns, Lusikisiki, Centane and much of the Wild Coast. We understand that the information has also been shared with family members as far afield as Cape Town and Gauteng.



Communication about the pandemic in the province, indeed in the country as a whole, was and remains, almost exclusively in English. It happens against the backdrop of a province where isiXhosa as a language and amaXhosa as a cultural group constitutes 78.8% of the population. Afrikaans speakers make up 10.5% of population. English speakers comprise only 5.6% of the population.

The lack of available information about the pandemic and how to access essential services (social grants, water, food, and healthcare, for example) during the lockdowns, in isiXhosa and other indigenous languages undermined efforts to halt the spread of the virus.

The iQonga loThungelwano network was initially established through community champions with whom members of the ELRC team have established caring and trusting relationships over many years.

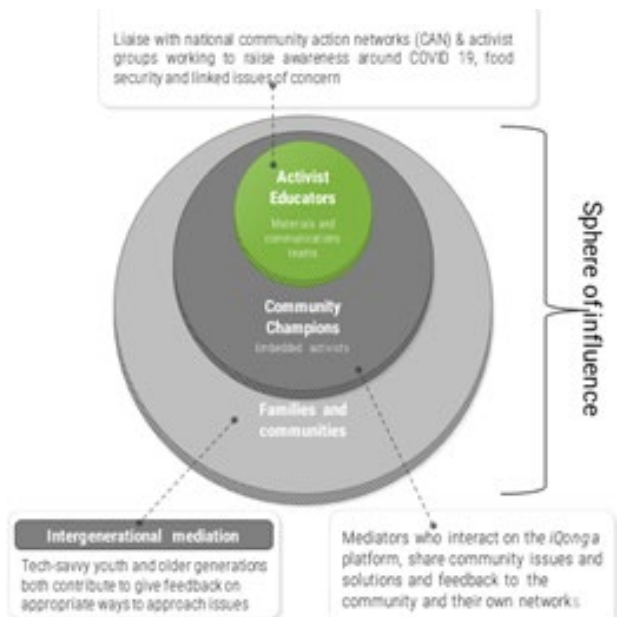
They, in turn, have recruited other community champions into the network, enabling a wide and rapid sharing of the information via WhatsApp platforms. The use of socio-culturally relevant messaging is seen as a vital step in fighting the pandemic.

The iQonga “materials team” developed messages in isiXhosa, translated existing materials and developed original materials, ensuring that culturally relevant iconography and analogy are used in all materials. The daily spoken isiXhosa of most people in the province is the cornerstone of the communication on the iQonga loThungelwano platform. The iQonga “voice” is the people’s voice.

The champions are extremely receptive to the messages that are communicated in their voice. They relate to them strongly and can better share the information with others. This interaction has proven to strengthen agency among the champions and their communities, as demonstrated by the exchange of positive responses and questions on the platforms. These interactions reinforce the care and trust between network members and, as one champion, in a video interview, said, “...we now see iQonga as a learning platform...”.

The pandemic has, quite fortuitously, stimulated a caring, trusting and learning partnership that works collectively to address the challenges communities face, now and beyond the pandemic.

Figure 1: Building networks of care, trust and learning



TEACHER TRAINING NEEDS A RETHINK TO INTEGRATE LANGUAGE & SUBJECT LEARNING

By Nhlanhla Mpofu

In many countries where many languages are spoken, English is often the language of teaching and learning in schools. Learners get their knowledge of school subjects through the use of English - be it reading, writing, speaking or listening.

Learners who are comfortable using specific English language structures, phrases and terms as they are used in each school subject have greater academic success. Some school systems, therefore, aim to teach language and subject content at the same time. Organising the curriculum this way is known as Language Across the Curriculum.

In South Africa - a country with 11 official languages - it's referred to as English Across the Curriculum. This is because English is the language of learning and teaching from Grade 4, where pupils tend to be 10 years old.

The English Across the Curriculum strategy is to develop English language skills across all high school subjects, not only by studying English itself. It pays

attention to how English is used for developing knowledge in other subjects such as Life Sciences, Mathematics or Geography.

Realising the importance of this approach, South Africa's Department of Basic Education published a Manual for Teaching English Across the Curriculum in 2014. The manual provided high school teachers with subject-specific activities and lesson preparation demonstrations so they could follow the language strategy.

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However, in 2017, the Department reported that high school teachers weren't using the approach as was expected of them. This meant some high school learners would find it difficult to acquire subject knowledge. Subject concepts and skills can't be understood outside the language they occur.

We decided to explore whether this problem arose from the training that teachers were getting. Our study explored how student teachers in different universities were prepared for integrating language and subject learning. Student teachers in our study sample acknowledged the importance of developing the English language in subject learning.

However, most of them indicated that their preparation to use the English Across the Curriculum strategy was largely incidental. The curriculum didn't ensure it. Secondly, they rarely saw their own lecturers modelling the strategy.

Preparing Teachers

We held several focus group discussions with 102 final year Bachelor of Education students from three universities in South Africa. The Department of Higher Education and Training, Science and Innovation also supports the English Across the Curriculum strategy.

It states that teachers who successfully complete an initial professional qualification should be proficient in at least one official South African language as a language of learning and teaching.

We found that at University A, there were no specific English Across the Curriculum courses or activities. A course that the student teachers mentioned as coming close was academic literacy. It was a generic course that all first-year students took to develop academic language skills. It had little to do with English Across the Curriculum.

At University B, there was a well-defined curriculum for the study of English Across the Curriculum. It allowed the students to choose between two languages of instruction, namely, Afrikaans and English.

Student teachers who selected English as the medium for teaching enrolled for a number of courses in their four years of study which modelled how to infuse language and subject learning. The student teachers seemed confident that they would be able to do this in their future classrooms. However, they worried that during their teaching practice, they didn't observe the mentor teachers using the strategy.

At University C, student teachers were prepared as English Across the Curriculum practitioners using one course in their fourth year. The aim of this course was to guide

student teachers on how learners acquired language skills that develop their thought processes in subject-specific content. The course focused on how student teachers could use listening, speaking, reading and writing skills in subject learning.

Overall, we found that the student teachers weren't confident that they could create the conditions for subject learning using English as a language of instruction. They didn't have a thorough understanding of integrating English language skills and subject learning.

Some universities, like University B, are making efforts to prepare student teachers to follow the strategy. In others, like A and C, this preparation is largely fragmented, unintentional and left to chance. It shows a mismatch between policy and practice.

Identifying Gaps

There's no perfect teaching approach guaranteed to prepare student teachers to practise English Across the Curriculum.

However, universities can use a number of opportunities. Based on our research, we propose a specialised language knowledge for content teaching approach. This is different from the current strategy in teacher education, where the English language is used for academic activities but not meant to enhance subject-specific proficiency.

For the approach we recommend, lecturers in different disciplines across the teacher education curriculum use

language to represent content knowledge in an accessible way. This goes beyond linguistic forms such as vocabulary and grammar. It looks at how language is used for communication in a specific subject.

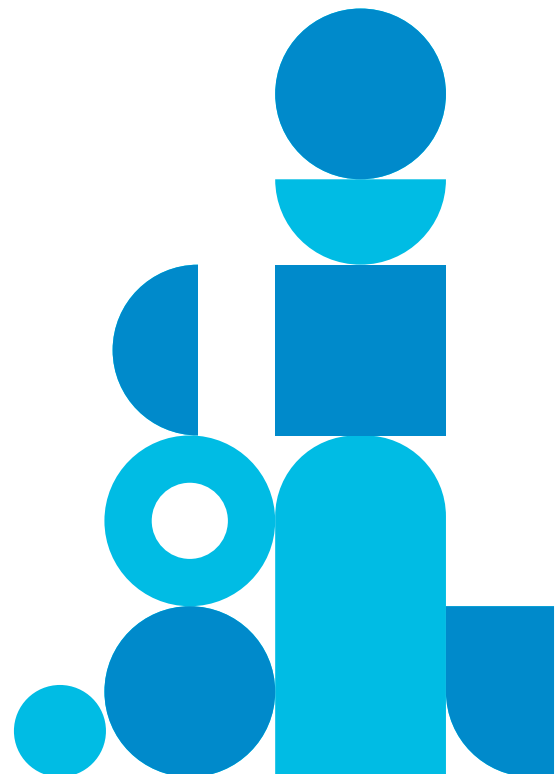
Learning activities such as lectures, microteaching, lesson planning, portfolio development, reflection exercises and teaching practice should all be used to develop student teachers' specialised language knowledge for content teaching.

Going Forward

Our study initiates an important discussion that various universities through their faculties of education can have.

But planning for the simultaneous development of student teachers' subject and language knowledge isn't easy. It requires a review of the teacher education curriculum, reworking the knowledge base for student teachers and providing professional development for lecturers who teach student teachers.

With creative thinking, universities and government departments can find practical solutions that enhance the academic success of school children through quality language and subject learning.



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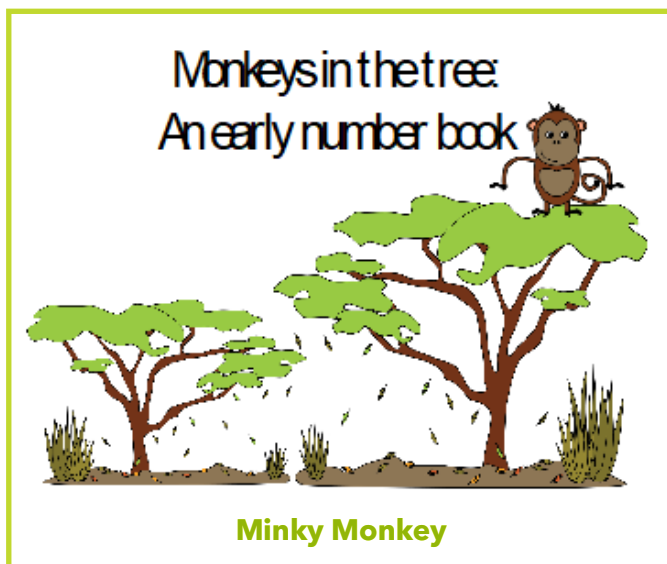
MONKEYS IN A TREE

& THE POTENTIAL TO MAKE A DIFFERENCE

Roxanne Long

After reading the much-loved story “Ten Apples on Top” (LaSieg, 1961) to her young daughters, Prof Mellony Graven was inspired by the potential of stories to teach emergent number skills, and loved the mathematical sense-making her girls engaged in during these bonding sessions, cuddled up on the couch together.

Mellony then began developing a series of early number books, the first of which introduced us to the mischievous Minky Monkey:



Focused on developing the understanding that ‘5’ can also be represented by ‘5&0; 4&1; 3&2; 2&3; 1&4; 0&5’, this story follows Minky Monkey as he chases one monkey at a time out of the small tree and into the big tree.

Because the story is aimed at Grade R and Early Childhood teachers and learners, it was important to incorporate the active and participatory nature of the teaching and learning methodologies essential in the younger grades - and so began the development of supporting resources, including finger puppets, a blank storyboard page, flashcards, and dice and card games.

Minky Monkey proved to be a hit with the teachers (and children) working in partnership with SANC in the Early Number Fun teacher development programme. He was then soon joined by Bossy Busi and her friends all needing shelter under the umbrellas, and Freddy and Fezi the frogs - this time the number range was extended to 10 and the frogs jumped between lily pads in twos.

Inspired by the powerful learning processes witnessed when playing a game asking: “How many more?”, the fourth book in the series “Gogo and the Fire” was developed. The story involves Gogo, our matriarch brought to life by the vivid illustrations of Carmen Ford, who needs to build a fire. She needs 10 sticks. Her grandchildren, Thabo (who likes green sticks) and Busi (who likes brown sticks) go off in search of just enough sticks. Thabo and Busi integrate number games, mathematical vocabulary, and sense-making into their search, and experience a few ups and downs along the way! But finally, they have enough sticks.

Supported by simple wooden ice-cream sticks (half green, half brown), teachers and learners were encouraged to play the "How many more?" game by asking questions along the lines of: "I need eight sticks to make a fire. I use Busi's five brown sticks. How many more do I need to make my fire? How many sticks are left over?"

All four of the books have been translated into Afrikaans, isiXhosa and isiZulu, and are available under a creative commons license (www.ru.ac.za/sanc).



Amaxoxo amabili agxumele eqabungeni **elikhulu** lomnduze.
 UFreddie no Fezi batshele amanye amaxoxo amabili ukuthi agxumele eqabungeni **elikhulu** lomnduze.

8 ayisishiyagalombili **2** mabili

Frogs and the lily pads in isiZulu

Umntwana omnye wawela kula-ambrela inkulu
 UBusi wakhalaza: Sisebaninzi ngaphantsi kwale-ambrela incinci kwaye bambalwa abantwana ngaphantsi kwe-ambrela **enkulu**

3 thathu **2** bini

Children and the umbrellas in isiXhosa

Een apie spring na die groot boom.
 Annie Apie kla: Daar is nog meer apies in hierdie klein boom and minder in die **groot** boom.

3 drie **2** twee

Monkey and the trees in Afrikaans

Oh nol
 Busi says
 Two of my sticks fell.
 Now I only have three sticks on my head.

Gogo and the fire in English (pages 15-16)

Spurred on by the positive feedback received from our partner teachers, and still cognisant of what it felt like to be a parent sharing stories and sense-making experiences with her girls, Mellony and her team conducted a series of Mathematics Storytime workshops with parents and their children at three of our partner schools.

We expected to hear of some improvements on our second visit to the schools - what we did not expect (but were delighted to hear) was how far our stories travelled into the community:

Excerpts from Graven & Jorgensen (2018, p350-351)

Elsa's Aunt [explained] how much Elsa was enjoying engaging with mathematics ideas and "helping" others with these ideas:

She wants to do so much and you can see she is enjoying it. She is experiencing more about numbers. She tells her brother she will help him with maths. She says: "Come and sit. You are also going to get clever".

... She added how Elsa was now more willing to play with other children in the neighbourhood:

She did not want to play with the neighbours before, but now she wants to go out and play with the other children ... She calls them to come and play ... When they play, she goes and fetches paper and the pencils ... She wants to read the book about the monkeys to those children. They are all in Grade R. She says: "Come. I am going to read to you ..."

In 2021, the family Mathematics Storytime programme continued to grow, as the SANC team created and delivered a condensed session aimed at the broader Makhanda

community (outside of our partner schools). The Amazwi Literature Museum kindly hosted this session in the beautiful indoor children's amphitheatre.



Amazwi Museum interior



Playing card games with the children

The plans for 2022 involve continuing our partnership with local Early Childhood Development NGOs in creating a programme to support facilitators, trainers, and teachers to run their own series of family Mathematics Storytime programme sessions.

Alongside the updated storybooks and resources, participants will be provided with support through manual demonstrations of the techniques, underlying mathematical reasoning, and supporting games.

All of this work could not be done without the support of our partner schools, their dedicated teachers, and the many parents who take the time to engage with their children and invest in their futures.

- Roxanne Long

STRENGTH IN A COMMUNITY-UNIVERSITY PARTNERSHIP: THE SUCCESS OF THE NINE TENTHS MATRIC MENTORING PROGRAMME

Anna Talbot and Luyanda Hadebe

A community-university partnership is central to the realisation of any university's social responsibility and developmental purpose. In Makhanda, partnerships between schools, NGOs and the university have, in less than five years, revived the public schooling sector - particularly, at the top end in the Nine Tenths Matric Mentoring programme.

Launched in 2016 as part of the Vice-Chancellor's Initiative to Revive Schooling in Makhanda, Nine Tenths is a mentoring programme geared towards equipping matric students in selected local schools in their final year of school to pass according to their potential. Pupils are given one-on-one attention from a Rhodes University student volunteer mentor through nine guided and structured contact sessions.



Nine Tenths Matric Mentoring Programme research findings presented during the RU/DUT Community Engagement Symposium (October 2021)

Mentors are the lifeblood of the programme. They are rigorously trained in an accredited NQF5 short course. The qualification demands high levels of commitment: Over 100 hours of work!

On average, 100 students are awarded the accreditation annually (out of a volunteer body of approximately 115 students).

In 2021, we accredited the most mentors in one year. The achievement is a testament to their dedication to the programme and loyalty to reviving Makhanda's school system.

In 2021, volunteer training was fully online and co-facilitated by our student leaders and community partners. It was the most well-attended training weekend in the history of the programme. One hundred and fifty volunteers applied to be part of the programme of which 100 were selected. Of this number, 98 completed training. It is an outstanding throughput for a highly demanding short course. For 2022, we have received well over 180 applications!

The training results in quality mentorship that nurtures high performance from our matriculants. The 2021 cohort of mentees performed extraordinarily well; 85% of the mentee cohort received a Bachelor's degree pass; this level of pass gives matriculants access to meaningful post-school

opportunities. It is notable that the result accounts for more than half of the city's Bachelor's degree passes! All four partner schools achieved pass rates above city, provincial AND national pass rates. An honourable mention goes to the Nombulelo Secondary School, which achieved an 86% pass rate (an 16% increase from the previous year which surpassed some of the former Model C schools' pass rates).

Looking back, despite the pandemic school closures, 2020 was a year of significant improvement for the Nine Tenths programme.

However, 2021 demonstrated how beneficial community-university partnerships can be in advancing a collective vision of reviving public schooling! Year-on-year schools increase their pass rates and importantly, the number of children able to access tertiary education.

SCHOOLS	2017	2018	2019	2020	2021
Ntsika	22	36	28	46	61
Nombulelo	14	34	28	23	43
Mary Waters	16	19	23	23	38
Khutliso Daniels (<i>joined in 2020</i>)	-	-	-	10	25
Total	52	89	79	102	167

In 2022, 50 mentees are studying full-time at Rhodes University with a further four mentees being accepted to other universities for full-time study. Twenty-seven mentees will be enrolled in the GADRA-RU Bridging programme (studying a first-year course at Rhodes University while improving their matric results). Another 32 matriculants have been accepted to the GADRA Matric school this year.

The pandemic has been a learning curve for the programme but it has not dampened the commitment or results. In 2020 and 2021, Nine Tenths saw growth. At the beginning of 2020, the programme was expanded to include a fourth school, Khutliso Daniels. This means Nine Tenths now operates at four of Makhanda's six non-fee paying schools.

2020 also marked the year that the very first mentee cohort, who joined the programme in 2016, graduated! Nine Tenths saw 12 undergraduate graduands and 10 post-graduate graduands, some of whom are completing their second or third degree, attending the 2020/2021 graduation ceremonies.

Another critical adaptation and addition to the programme was the installation of the internet at all partner schools. It was done in partnership with a local internet provider who helped to facilitate higher quality virtual mentoring, for example, the use of video call. The ability to virtually mentor learners allows us to accommodate more mentees on the programme. In 2021, the programme hosted its largest cohort of 210 mentees.

Nine Tenth has expanded through the establishment of a student research group to measure various aspects of the impact of the programme. The students are drawn from the faculties and departments (sociology, politics,

THE SUCCESS OF THE NINE TENTHS MATRIC MENTORING PROGRAMME

economics, psychology) who may contribute an “arm” to a rich impact study. Their experience was rich with many of them going on to further postgraduate studies, presenting at conferences or publishing. Watch this space!



Mentor with his mentees from the Nine Tenth Mentoring programme

A highlight for the programme was its recognition by the coveted Tallories Network MacJannet Award for Global Citizenship, where the programme won first prize.

This is a huge achievement. The Tallories Network is a global CE forum with over 388 universities in 77 countries on six continents. We are the first South African university to be awarded the top prize.

Given the success Nine Tenths has had in solidifying partnerships, refining its model and producing results, it is expanding nationally in 2022 when a KwaZulu-Natal university will adopt the model.

Rhodes University Vice-Chancellor, Dr Mabizela, remarks: “Our University is deeply honoured by the recognition by the Talloires Network with the 2021 MacJannet Prize for Global Citizenship.

“The award is a fitting tribute to our students who recognised the deep inequality in our city and who, through the university-community partnership, have had a profound impact on the lives of young people.

“As engaged citizens, these university students are not content with seeing our society or the world as it is. Instead, they imagine a better society and world, and are prepared to work with courage and compassion towards a more just, humane, equitable, and inclusive and compassionate society.

“The award serves as an inspiration to our community to continue to find each other, strengthen partnerships and drive broader social change.”

Halala to the incredible community-university partnership created through the programme and everybody who is committed to Nine Tenths!



Anna Talbot



Luyanda Hadebe

UMZI KA MAMA

FAMILY PROPERTY TRANSFER PRACTICES & THE HISTORICAL SIGNIFICANCE OF TITLE DEEDS TO AFRICAN FEMALE HEADS OF HOUSEHOLD IN FINGO VILLAGE: A PARTICIPATORY THEATRE APPROACH

(Abstract in Setswana)

PJ Hellemann

Ditori di le dintsi tsa gale le gale tsa matshelo a bomme ba maAforika di santse di sa tlhaloswe le go kwala sentle. Go sa tlhagiswe ga maina a bomme mo ditokomaneng tsa ditetlelelo tsa makwalo a dithoto tsa lefatshe ke sekai se se bontshang fa mantsewe a bomme a ne a didimaditswe. Bomme ba maAforika ba ne ba lebagane le kgatelelo ya boleng (gender) le bomorafe e edirileng gore ba ganelwe ditshwanelo tsa botho le go tshameka karolo mo matshelong a ditoropong. Ditetlelelo tsa makwalo a dithoto tsa lefatshe ke nngwe ya makwalo a morafe e eneng e sa tlhagisi maina a bomme ba maAforika makgolong a dingwaga tlase ga puso ya kolone le ya tlhaolele. Mo pusong ya tlhaolele, bomme ne ba tsewa jaaka bana; ka jalo, puso e ne e sa ba letlelele ditshwanelo tsa mafatshe a ditoropong. Netefatso e ya sekai sa maAforika se kwala ka dikanelo tsa setlhopo sa bomme ba Aforika ba ba supa ba eleng ditlhogo tsa malapa mo Fingo Village ebile matlo e le a bone. Fingo Village ke tshwantshetso ya lefelo le maAforika ba ne ba na le ditshwanelo tse di sa tlwaelegang tsa go nna le ditetlelelo tsa makwalo a dithoto tsa lefatshe mo dingwageng tsele tsa 1855.

Netefatso e edirisitse tsela e tlhakanyang ditegeniki tse di dirisang mekgwa wa oral history le mekgwa ya applied theatre go gatisa, go ranola le go bontsha dikanelo tsa boswa jwa dithoto tsa lefatshe la losika la bomme ba Fingo Village le bothokwa jwa ditokomane tsa makwalo a dithoto tsa lefatshe mo motsaneng o. Tsela e ya go tlhakanya mekgwa e dirile gore mobatli le batsayakarolo ba kgone go nna le

puisano e bonontlhotlho go feta ditlhaelelo tse di nnang teng mo dipotsolosong tsa public history.

Setso sa dipotsolotso tsa oral history le go mekgwa ya participatory theatre di thusitse go atolosa ditiragatso tse di sa tlwaelegang tsa ditsamaiso tsa dithoto tsa lefatshe mo masikeng. Le fa masika a mangwe a ne a dirisa setso go fudusa matlo a masika, ba bangwe ba bone kwadisa ga dithoto tsa lefatshe e le tiro e e bothokwa tota mo go atiseng bomme ka molao. Mobatli o dirisitse mekgwa ya participatory theatre e e tlotlheditsweng ke playback, image and forum theatre go tiisa kgolagano ya mobatli le batsayakarolo. Mekgwa e e tlhoheditse kabelano ya taolo gareng ga mobatli le baarabi jaaka ba tseweditswe botsayakarolo mo porojekeng e. Ga jana, ka ntlha ya puisano le ditiro tsa tiragatso, batsayakarolo le mobatli bane ba nna batlhami ba dipego tse di sa itsegeng tsa Fingo Village. Go feta moo, mekgwa ya bogogelo e nnile didiriswa tsa tlanolosa le go sekaseka dipego tsa batsayakarolo go netefatsa gore dipego tsa bone di begwa sentle.

Kgato ya ntlha ya patliso e dirisitse dikgatiso tsa ditiragalo tsa makwalo a dithoto tsa lefatshe tsa Fingo Village le go dira dipotsoloso tsa oral history go kgobokanya tshedimosetso. Dipotsoloso dine tsa sekasikiwa le go kokwanya go dira lenaneo la filimi mo kगतong ya bodedi ya patlisiso. Kgato ya boraro e ne ele tiragatso ya metsotso e le lesome e tlhoheditse ke mekgwa ya playback theatre

e eneng e theilwe ke ditlhogo tse ditswang mo dipotsolosong tsa batsayakarolo.

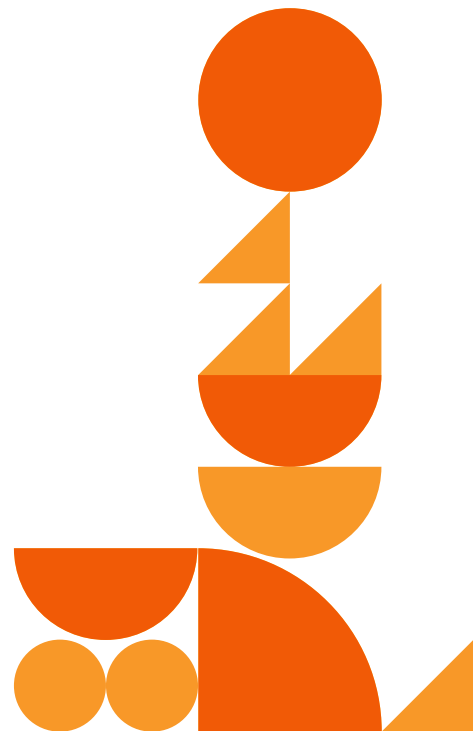
Go tlaelelsa, tiragatso e nnile le seabe mo ditirong tsa forum theatre ka go letlelela batsayakarolo go dirisana le modiragatsi ka go fana ka dikakanyo tsa ditharabololo tsa mathata a a kaiwa ke modiragatsi mabapi le tiriso ya dithoto tsa lefatshe tsa masika. Batsayakarolo ba ne ba nna batsayaditshweetso le baitsayanape ba dithoto tsa lefatshe la masika mo kakanyong ya seemo se. Tepatepantsho ya ditiragatso tsa image theatre le mmereko wa segopotso e nnile bothokwa thata mo kgaolong ya bone. Di diriswa tse di ne tsa tsamaisana le ditshwantsho le tshedimosetso mo ponsthong ya Fingo Village go etleletsa puisano. Pontso e ne ya dira gore batsayakarolo ba buiwe ka ditiragalo le megopolo ya nako ya Group Areas.

Difitlhelelo di bontshitse fa nako ya GAA e dirile gore masika ka bontsi ba dirise setso sa go tlhakanela matlo jaana leano la go thibela thekiso ya pateletso; ka jalo, se se dirile gore dithoto tsa lefatshe tsa masika di seke tsa kwala fatshe. Go tlatsa go feta mo, difitlhelelo di bontshitse le fa setso se tlotla borre thata, go na le mo maemo a letlang gore bomme ba tlhopiwe jaaka badisa ba legae. Maeomo ao a fitlhelwa mo go bomme ba eleng dingaka tsa setso, maitibolo a basetsana le mo masikeng aa tsetseng basetsana fela.

Netefatso e e tla na le seabe mo go oketsegeng ga dikgatiso tse di buang ka kemelo e molemo ya ditori tsa bomme ba maAforika ka go dirisa mekgwa e e tiisang tirisano le kabo ya taolo magareng ka mobatlisi le morafe. Mkgwa wa go batlisisa o dirisitsweng mo o ka tlotlheletsa babatlisi ba bangwe go dirisa mekgwa ya bogogelo go nna le dipuisano tse di kgotsofatsang le batsayakarolo.

Mafoko a a bothokwa: *public history, oral history, participatory theatre, playback theatre, forum theatre, shared authority, African feminism, Group Areas Act, Fingo Village.*

- PJ Hellemann



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