CURRICULUM VITAE
Prof Emmanuel Mfanafuthi Mgqwashu

Short Bio: https://education.nwu.ac.za/sites/education.nwu.ac.za/files/files/Revised%20bio_Prof%20Emmanuel_7.3.2023.pdf

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Name: Emmanuel Mfanafuthi Mgqwashu

Current position: Director, Centre for Higher Education Professional Development

Field: Higher Education studies

Institution: North-West University

Scholarly affiliations: HELTASA, SAERA, CHE, Optentia

Accolades: NRF Rated, Rhodes University Ranked 3rd , 2nd in Top 30 Research Productive Academics – 2018, 2019

QUALIFICATIONS:

INSTITUTION	DEGREE	YEAR(s)	FIELD OF STUDY
University of Durban-Westville	BPaed (Arts)	1994-1997	Education
University of Durban-Westville	BA Hon	1998	English Studies
University of Natal	MA	1999	English Studies
University of KwaZulu-Natal	PhD	2002 - 2007	Higher Education studies

1. North West University, **Professor & Director**: Center for Higher Education Professional Development Director – November 2022
2. North West University, **Associate Professor & Director**: Center for Teaching & Learning – October 2019 to November 2022
3. Rhodes University, **Associate Professor & Deputy Dean**: Education Faculty – June 2017 to December 2018
4. Rhodes University, **Associate Professor & Head of Department**: Education, Education Faculty – June 2015 to June 2017
5. University of KwaZulu-Natal, **Senior Lecturer & Cluster Leader**: Education Studies, School of Education – June 2012 – December 2013
6. University of KwaZulu-Natal, **Senior Lecturer & Head of School**: School of Language, Literacies, Media and Drama Education, Education Faculty – January 2009 – June 2012
7. University of KwaZulu-Natal, **Lecturer**: School of Language, Literacies, Media and Drama Education – 2004 – 2008
8. University of Natal, **Lecturer**: Howard College campus, English Department – 2000 to 2003
9. University of Natal, **Lecturer**: Howard College campus, English Department Graduate Assistant – 1999
10. University of Durban-Westville, **English 1 Tutor**: Westville campus, English Department – 1998
11. University of Durban-Westville, **Graduate Assistant**: Westville campus, English Department – 1997
12. Imvunge Matric School, **Geography Teacher**: Imvunge Matric School – 1996

A. Committee membership and leadership positions held

- **University - level committee membership**

1. **Centre for Higher Education Professional Development Representative**: Senate Committee for Teaching & Learning, NWU – November 2022 to date
2. **Centre for Teaching & Learning Representative**: Senate Committee for Teaching & Learning, NWU – October 2019 to November 2022
3. **Chair**: Senate Committee for Academic Literacies and Student Success, NWU – 2019 to 2022
4. **Education Faculty Representative**: Language Planning Committee, NWU – 2019 - 2020
5. **Education Faculty Representative ember**: University Language Committee, Rhodes University, 2016 to June 2017
6. **Education Faculty Representative**: University Constitution Senate sub-committee, Rhodes University, April 2017
7. **Education Faculty Representative**: Teaching and Learning Committee, Rhodes University, June 2017
8. **Education Faculty Senate Representative**, Rhodes University, July 2016
9. **Education Faculty Representative**: Employment Equity Committee, Rhodes University, June 2016

10. **Education Faculty Representative**: Equity and Institutional Culture Committee, Rhodes University, 2016
11. **Education Faculty Representative**: University Promotions Committee, Rhodes University, 2016
12. **Education Faculty Representative**: University Merit Award Committee, Rhodes University, 2016
13. **Education Faculty Senate Representative**: UKZN, 2009 - 2011
14. **Education Faculty Senate Representative**: Convocation Executive Committee, University of KwaZulu-Natal, 2008 - 2010
15. **Education Faculty Senate Representative**: UKZN, 2007- 2008

- **Faculty - level academic leadership and management roles**

1. **Director**, Centre for Higher Education Professional Development, North West University – from November 2022 to date
2. **Director**, Center for Teaching and Learning, North West University – from October 2019 to October 2022
3. **Deputy Dean**, Education Faculty, RU - June 2017 to December 2018
4. **Head of Education Department**, Faculty of Education, Rhodes University – January 2016 to June 2017
5. **Cluster Leader**, Education Studies, School of Education, UKZN – June 2012 – December 2013
6. **Head of School**, UKZN, School of Languages, Literacies, Media and Drama Education, Education Faculty – January 2009 – December 2012

- **Faculty – level committee membership**

1. **Teaching & Learning Committees (8 in total) Centre for Teaching and Learning Representative**: North West University – October 2019 to October 2022
2. **Member**: Faculty of Education Higher Degrees Committee, Rhodes University - 2014 to 2019
3. **Education Faculty Representative**: Faculty of Humanities Board, Rhodes University, 2014 – 2016
4. **Member**: College of Humanities Management Forum, University of KwaZulu-Natal, January 2009 to December 2011
5. **Member**: Faculty of Education Executive, University of KwaZulu-Natal, January 2009 to December 2011
6. **Member**: Faculty B.Ed. Hons. M.Ed. and PhD Qualification Committee, University of KwaZulu-Natal, January 2008 to 2011
7. **Member**: Faculty of Education Higher Degrees Committee, UKZN, 2008 to 2014
8. **Member**: Faculty of Education Research Committee, UKZN, 2008 to 2014
9. **Member**: Faculty of Education Higher Degrees Committee member, UKZN, 2009 to 2014

- **School – level committee chairpersonship**

1. **Chair**: Education Studies Cluster Advisory Committee, Early Childhood Development Teacher Education   European Union Project, University of KwaZulu-Natal, June 2010 - May 2014
2. **Chair**: School Postgraduate (B.Ed. Hons., M.Ed., and PhD) Programmes Committee, University of KwaZulu-Natal, 2008 to 2011
3. **Chair**: School Higher Degrees Committee, UKZN, 2008 to 2011
4. **Chair**: School Research Capacity Development Programme Committee, University of KwaZulu-Natal, 2007 to 2011
5. **Chair**: School Curriculum Planning Committee, UKZN, 2007-2010
6. **Chair**: School Staffing and Planning Committee, UKZN, 2006-2009

- **Department – level academic leadership and management roles**

1. **Head of Department**, Education, Rhodes University - January 2016 to June 2017
2. **Head of Department**, English Education, UKZN - July 2008 to June 2009
3. **Coordinator**, Education Department Postgraduate studies in Language Education (B.Ed. Hon, M.Ed. and PhD), Rhodes University, 2015 to 2019

- **Student Affairs - level leadership roles and involvement**

1. **Hall Warden**, Allan Web Hall (5 residences – 3 female and 2 male) Rhodes University, November 2015 to September 2019
2. **House Warden**, Salisbury House, Rhodes University, November 2015 to 2019
3. **SRC Off-Campus Residence Students Representative**, UDW, 1999
4. **Off-Campus Residence Joint House Committees President**, UDW, 1999
5. **San Sabil House and Bedford House Committee President**, UDW, 1998
6. **San Sabil House and Bedford House Committee Transport Officer**, UDW, 1997
7. **University of Durban-Westville Athletics (Road Running) Team member**, 1994 – 1999

B. Successful Postgraduate Research-Supervision

- **Doctoral studies**

    1. Lukas Homateni Julius. "An Investigation of the model for developing academic literacy at three different higher education institutional types: A Critical Participatory study of three HEIs in Namibia". (RU registered: 2015; completed 2020 – co - supervisor).

    2. Nkosinathi Emmanuel Madondo. "On understanding the influence of rurality in second year science students' transition from secondary to university education". (RU registered: 2015; completed 2019 – sole supervisor).

3. Kenneth Nzwala. "Examination of Teacher Mediation and its Impact on Foundational Reading Skills in Grade R Classrooms in Namibia". (RU registered in 2013; completed in 2018 – co-supervisor).

4. Wallace Tawanda Mataka. "Reading to Learn for Secondary Schooling: An Interventionist Action Research Study within a South African Under-Privileged Setting" (RU registered: 2016; completed 2018 – sole supervisor).

5. Josephine Mwasheka Nghikefelwa. An Investigation of the Mediation of Gender Roles in the Teaching of Grade 12 Prescribed English Set-Works: A Critical Discourse Analysis of Pedagogic Practices in a Namibian Context". (RU registered: 2016; completed 2018 – sole supervisor).

6. Erica Shilongo. "Factors that shape learner achievement in socially disadvantaged and rural contexts: A social realist study in two rural senior secondary schools in Omusati region, Namibia" (RU registered: 2013; completed 2017 – sole supervisor).

7. Noluthando Magadla. "An investigation of teaching reading practices in isiXhosa in Grade 1 classrooms in rural schools: a phenomenological study". (RU registered: 2013; completed 2017 – sole supervisor).

8. Rejoice Mawela. "Teaching Reading for Learning to Write: A case study of English First Additional Language Teachers. (RU registered: 2015; completed 2017 – sole supervisor).

9. Blanche Ndlovu. "On examining teachers' understandings of pedagogic practices in teaching mathematical concepts in the early years: A case study in a South African Primary School. (UKZN registered: 2012; completed 2016 – sole supervisor).

10. Bheka Makhathini. "Trampoline trajectories: A dialectical analysis of the correlation between the teaching of reading and the improvement of learner-academic performance in a rural South African primary school" (UKZN registered: 2013; completed 2015 – sole supervisor).

11. Kershnee Sevnarayan. "Pedagogic practices and discourse communities: A phenomenological study of English literary studies and English education at the University of the Witwatersrand". (UKZN registered: 2014; completed 2016 – sole supervisor)

- **Masters studies**

1. Simone Alexandra Domingues Martins. "An exploration of English 1st Language Grade 9 learners' challenges with writing: a phenomenological study of Namibian schools". RU registered: 2017; completed 2018 – sole supervisor).

2. Sarah Marcella Williams. "An investigation of the role of a selected Out of School Time reading programme on learners' reading behaviours and attitudes: A Mixed-Method Approach Study".   (RU registered: 2016; completed 2017 – sole supervisor).

3. Wallace Tawanda. "Language and literacy development for a grade 10 English First Additional Language Classroom: A Reading to Learn Case Study". (RU registered: 2015; completed 2016 – sole supervisor).

4. Peter Oluwaseun Merisi. "On exploring the role of an academic literacy course in developing undergraduate students' academic writing practices in a School of Education". (UKZN registered: 2013; completed 2015 – sole supervisor).

5. Emmanuel Akinmolayan. "On exploring the role of an academic literacy module in developing postgraduate students' academic writing practices in a School of Education. (UKZN registered: 2013; completed 2015 – sole supervisor).

6. Ms Kershnee Appalsamy. "Social Inclusion and Exclusion in Higher Education: The role of Pedagogy in English Studies" (UKZN registered: 2011; completed 2012 – sole supervisor).

7. Mr. Baldwin Ngcongo. "On Examining the role of English Education Knowledge Structures in Pedagogic Practices: Case Study of English Education in a Higher Education Institution" (UKZN registered: 2011; completed 2012 – sole supervisor).

8. Mrs. Muriel N. Zulu. "Ucwaningo Lokuhlola Izinselelo Ezibhekene Nothisha Abakhuluma isiZulu Ulimi Lwebele Lapho Befundisa isiZulu Ulimi Lokuqala Lokwengeza Kubafundi Abakhuluma isiZulu Njengolimi Lesibili" (An examination of challenges faced by teachers who speak isiZulu as a Mother Tongue to learners who speak isiZulu First Additional Language) UKZN registered: 2010; completed 2012 – sole supervisor).

9. Ms Annah Vimbai Bengesai. "Academic Literacy: A Critical Appraisal of Postgraduate Educational Research, 1995 – 2004" (UKZN registered: 2010; completed 2011 – sole supervisor).

10. Ms Lydia Angela Kangootui. "On Becoming Literate in English: A literate life-history of selected grade 12 learners in a Namibian secondary school" (Rhodes University registered: 2017; completed 2018 – sole supervisor).

11. Mr. Nkosinathi Madondo. "Teaching Critical Thinking for Literature study: the case for a secondary school in Durban" (UKZN registered: 2010; completed 2012 – sole supervisor).

12. Ms Anusha Paropcar Ramcharan. "Language Proficiency and Academic Performance: The Case for a Secondary School in KwaZulu-Natal" (UKZN registered: 2010; completed 2011 – sole supervisor).

13. Mr. Thompson Mabunda. "Literary Art and Social Critic: Teaching Literature for Social Transformation in South Africa" (UKZN registered: 2006; completed 2009 – sole supervisor).

B. Ed. Honours 30 Credit Independent Research Projects

1. Ms Kershnee Appalsamy. "Learning English in a semi-rural school: A case study in a selected school". Independent Research. Bachelor of Honors in Education (B.Ed. (Hons.) Graduated in 2011 - UKZN.

2. Ms Nerissa Govender. "Gender bias in selected studies: a review". Independent Research. Bachelor of Honors in Education (B.Ed. (Hons.) Graduated in 2011 - UKZN.

3. Mrs. Bonisile Cynthia Mfene. "Gender Discrimination in language textbooks: Case Study for the FET Phase". Bachelor of Honors in Education (B.Ed. (Hons.) Independent Research. Graduated in 2011 - UKZN.

4. Mrs. Nomalungelo Isabel Ngubane. "On developing reading skills: the role of group reading in a Secondary School". Bachelor of Honors in Education (B.Ed. (Hons.) Independent Research. Graduated in 2011 - UKZN.

5. Mr. Louis Courtois. "On Race in Grade 1 School Books: Images, pictures and portrayals". Bachelor of Honors in Education (B.Ed. (Hons.) Independent Research. Graduated in 2010 - UKZN.

6. Mr. Simphiwe Shange. "On Learning to Read in the Faculty of Education: the role of Academic Learning in English in the University of KwaZulu-Natal". Bachelor of Honors in Education (B.Ed. (Hons.) Independent Research. Graduated in 2010 - UKZN.

7. Ms Pearl Buthelezi. "Learning to Read and Reading to Learn in Higher Education".   Bachelor of Honors in Education (B.Ed. (Hons.) Independent Research. Graduated 2008 - UKZN.

8. Ms Sithembile Mthembu. "Gender Stereotypes in Children's Picture Books". Bachelor of Honors in Education (B.Ed. (Hons.) Independent Research. Graduated in 2008 - UKZN.

C. Academic publication record

1. Mgqwashu, E. 2023. A timely question: how can we not talk about becoming a professor in the context of decolonising higher education? *Critical Studies in Teaching and Learning* (**in press**).

2. Mgqwashu, E. 2023. Rethinking support for university teachers in a decolonising Higher Education context: the role of Academic Developers. *Journal of Education* (**in press**).

3. Julius, H. L., McKenna, S. and **Mgqwashu, E. M.** (2023). The conflation of English competence and academic literacy: A case study of three Namibian universities. *Innovations in Education and Teaching International* (**in press**).

4. Mgqwashu, E. 2023. To 'train' or to 'educate' for doctoral work? – that is the question: A review of Doctoral Training and Higher Education in Africa' S Afr J Sci. 119 (3/4), Art. #15740. https://doi.org/10. 17159/sajs.2023/15740

5. Merisi, P. O. and **Mgqwashu, E. M.** (2022). Reconceptualising academic literacy in higher education for epistemological access. PONTE, 78 (1), 1-12. Volume 78, Issue 1, 2022 | PONTE: Multidisciplinary Journal of Sciences and Research (pontejournal.online)

6. Fourie, M. and **Mgqwashu, E. M.** (2022). The epistemic becoming of students in higher education: A decolonial lens. In Knoetze, J. J. and Brunsdon, A. R. (Eds.) A critical engagement with theological education in Africa: A South African perspective | AOSIS Scholarly Books (pp. 37-50) AOSIS: Cape Town, South Africa.

7. Timmis, S., de Wet, T., Naidoo, K., Trahar, S., Lucas, L., **Mgqwashu**, **E.M**., Muhuro, P., Wisker, G. (2021). Rural Transitions to Higher Education in South Africa: Decolonial Perspectives. Routledge: London.

8. Mgqwashu, E.M. (2020). Literate English for Epistemological Access: The Role of English Studies. In Mamolahluwa A. Mokoena & Liqwa P. Siziba (Ed). Cultivating Reflective Practice through Teaching and Learning Excellence, pp. 31 – 55. Ivyline Academic Publishers, Potchefstroom, South Africa.

9. Laura Czerniewicz & Najma Agherdien & Johan Badenhorst & Dina Belluigi & Tracey Chambers & Muntuwenkosi Chili & Magriet de Villiers & Alan Felix & Daniela Gachago & Craig Gokhale & Eunice Ivala & Neil Kramm & Matete Madiba & Gitanjali Mistri & **Emmanuel Mgqwashu** & Nicola Pallitt & Paul Prinsloo & Kelly Solomon & Sonja Strydom & Mike Swanepoel & Faiq Waghid & Gerrit Wissing (2020). **A Wake-Up Call: Equity, Inequality and Covid-19 Emergency Remote Teaching and Learning. Postdigital Science and Education** https://link.springer.com/article/10.1007/s42438-020-00187-4

10. Belluigi, D, Czerniewicz, l., Khoo, S, Algers, A., Buckley, L.A., Prinsloo, P., **Mgqwashu**, **E.M**, Camps, C., Brink, C., Marx, R., Wissing, G., Pallitt, N. (2020). Needs Must"? Critical reflections on the implications of the Covid19 'pivot online' for equity in higher education. Digital Culture and Education (ISSN: 1836-8301).

11. Mgqwashu, E.M., Timmis, S., de Wet, T., Madondo, N.E. (2020): Transitions from rural contexts to and through higher education in South Africa: negotiating misrecognition, *Compare: A Journal of Comparative and International Education*. https://doi.org/10.1080/03057925.2020.1763165

12. Mgqwashu, E.M. (2019). Education for public good in the age of coloniality: Implications for pedagogy. *Journal of Decolonising Disciplines* 1(1), pp. 64 – 81.http://unsettlingparadigms.up.ac.za:8080/handle/20.500.12137/92?show=full

13. Timmis, S., **Mgqwashu, E.M.**, Naidoo, K., Muhuro, P.,Trahar, S., Lucas, L., Wisker, G. and de Wet, T. (2019). Encounters with coloniality: Students' experiences of transitions from rural contexts into higher education in South Africa. *Critical Studies in Teaching and Learning*, Volume 7, pp. 76 – 101. Special Issue. http://cristal.ac.za/index.php/cristal/article/view/195/194

14. Leibowitz, B., **Mgqwashu, E.M.,** Kasanda, C.,Lefoka, P., Lunga.V., Shalyefu, R.K. (2019). Decolonising research: The use of drawings to facilitate place-based biographic research in southern Africa. *Journal of Decolonising Disciplines* 1(1), pp. 27 - 46. http://hdl.handle.net/20.500.12137/94

15. Mgqwashu, E.M. & Makhathini, B. 2017. "Transforming primary school teachers' perceptions of the 'place' of teaching reading: the role of *Reading to Learn* methodology. *The Independent Journal of Teaching and Learning*. 12, 1: 30-49. https://www.semanticscholar.org/paper/Transforming-primary-school-teachers%E2%80%99-perceptions-Mgqwashu-Makhathini/8689e479da8c975c4051c211454cb1c3e0e72000

16. Mgqwashu, E.M. & Bengesai, A.V. 2015. "An exploration of analytical framework for a discursive construction of the teaching and learning: the case of academic literacy in an engineering faculty". *South African Journal in Higher Education*. 29, 4: 64-79.

17. Mgqwashu, E.M. & Bengesai, A.V. 2014. "Representing the 'other': The case of an academic literacy course in an engineering faculty". *South African Journal in Higher Education*. 28, 1: 164-179.

18. Mgqwashu, E. M. 2014. "On developing academic literacy in the mother tongue for epistemological access: the role of isiZulu as the LoLT in a South African University". *Current Planning in Language Issues: Language Planning and Medium of Instruction*. 15 (1) (February) (online journal).

19. Mgqwashu, E. M. 2013. "English language and English literature controversy: hostility could mar English Studies". *Progressio* 35 (2) pp 177-192.

20. Mgqwashu, E. M. 2012. "On creating conditions for the acquisition of Discourse specific literacies in English Studies: the value of integrating language studies and literary studies in English departments". *South African Journal in Higher Education*. 26, 5: 1045-1065.

21. Mgqwashu, E. M. 2012. "Teaching Reading for Epistemological Access: The University of KwaZulu-Natal Faculty of Education Experience" in Vithal, R., Dhanpath, R and Jackson, L. *Access to Higher Education: Reflective of Under-prepared students or Under-prepared institutions*, p. 238-257. Pearson Publishers: Cape Town.

22. Mgqwashu, E. M.   2011. "Reflexive Pedagogy for Reading Across the Curriculum: The University of KwaZulu-Natal Faculty of Education Experience". *Perspectives in Education*. 29, 4: 22-37.

23. Mgqwashu, E. M.   2011. **"**Academic Literacy in the Mother Tongue: A pre-requisite for Epistemological Access". *Alter*nation 18, 2 (2011) 159 – 178.

24. Mgqwashu, E. M. 2009. "On becoming literate in English: a during and post-apartheid personal story". *Language Learning Journal*: Vol. 4, No. 2: pp 313-323.

25. Mgqwashu, E. M.   2009. "Rethinking Academic Literacy for Educators: Towards a Relevant Pedagogy". *Perspectives in Education*: Vol. 27, No. 3: pp 215 – 227.

26. Mgqwashu, E. M.   2009. "Re-visiting, Re-thinking, and Re-naming Educational Disadvantage in Higher Education". *South African Journal in Higher Education*: Vol. 23, No. 4: pp 720-736.

27. Mgqwashu, E. M. 2008. "Literate English for Epistemological Access: The Role of English Studies". *Alternation*: Vol. 15, No. 2, pp 301-329.

28. Mgqwashu, E. M. 2006. "Language and the Postcolonial Condition". *Alternation*: Vol. 13, No. 1: 298-325.

29. Mgqwashu, E. M.   2004. "The Politics of Pedagogy in the Humanities: How Can We Not Speak of Language Teaching?" *Alternation*: Vol. 11, No. 1: 10-25.

30. Mgqwashu, E.M. 2001. "Re-conceptualizing English Language Teaching at an HWU. *Alternation*: vol. 8, No. 2: 106-118.

31. Mgqwashu, E. M. 2001. "Putting the cart before the horse: the predicament of English Second Language students in the departments of English at the HWUs. *SCRUTINY 2: issues in English studies in southern Africa*: Vol. 6, No. 2, 1: 63-66.

32. Mgqwashu, E. M. 2000. "University Learning: Mode and Medium of Instruction". *SCRUTINY 2: issues in English studies in southern Africa*: Vol. 5, No. 2: 63-66.

33. Mgqwashu, E. M. 1998. "On Mike Nicole's This Day and Age". *Alternation*. Vol.5, No.1: 273 – 275.

D. Published intellectual contributions via public forums and popular media

1. Mgqwashu E.M. (2023). 'Becoming a professor at a time of decolonisation, marketism'. University World News. 6 April 2023. https://www.universityworldnews.com/post.php?story=20230405184502285

2. In South Africa, what are we supposed to do away with when we decolonise the curriculum? *OpenDemocracy free thinking for the world*. Wednesday, 1 March 2017. https://opendemocracy.net/wfd/emmanuel-mgqwashu/in-south-africa-what-are-we-supposed-to-do-away-with-when-we-decolonise-curriculum

3. Umhlobo Wenene (SABC isiXhosa Radio Station): Current Affairs Live Show with Mbulelo Dlamini Maqhubu: "Universities can't decolonise the curriculum without defining it first". Sunday, 16 October 2016.

4. SAFM Live Radio Interview: Evening Live Show with Naledi Moleo: "Universities can't decolonise the curriculum without defining it first". Wednesday, 26 September 2016.

5. "Conceptual clarity on the makings of an African University". Mail and Guardian, September 2016.

6. "African curriculum must exist in dialogue with others". The New Age: Feature, 24 August 2016.

7. "Universities can't decolonise the curriculum without defining it first". *The Conversation*, August 22, 2016. Link -Universities can't decolonise the curriculum without defining it first

8. "Education fails rural millions". *Mail and Guardian*, April 1 -7, 2016, p.4.

9. "SAFM Live Radio Interview: Morning Talk Show with Kgomotso Mautloa: "Universities can't be for 'the public good' if it ignores rural life". Monday, 21 March 2016.

10. Universities can't be for 'the public good' if it ignores rural life". *The Conversation*, March 16, 2016. Link - [Education can't be for 'the public good' if universities ignore rural life](#)

11. "Decolonisation should be about appreciating difference, not despising it". *The Conversation*, December 1, 2015. Link - [Decolonisation should be about appreciating difference, not despising it](#)

E. Teaching & Learning: short courses for academic staff, post-graduate modules and undergraduate studies

Synopsis on my *Teaching Philosophy*

To be meaningful, education should be understood in its socio-historical and political context. A society that is still recovering from a history of legislated oppression and discrimination against a larger section of the population, and whose educational institutions from primary to tertiary levels are engaging in massification, requires a teaching philosophy committed to *social redress, epistemic justice, equality, democracy,* and *freedom*. This is the reason *Critical Pedagogy* has shaped, and continues to inform, my *Teaching Philosophy* for academic staff development and student support.

Critical Pedagogy espouses a set of diverse principles with the possibility of transformation. The premise behind it is that of a *critical nature* and has a *liberating function*. It attempts to help participants in the learning and teaching experience *question and challenge* posited domination and *undermine* the beliefs and practices that are alleged to dominate. In other words, it is a theory and practice of helping participants in the learning and teaching experience achieve *critical consciousness* about their world and the surroundings, and thus *brings into dialogue* the 'word' and the 'world'.

As it may be evident in the teaching and learning encounters I least in this section, I draw from this philosophy to configure my role as that of empowering participants, *posing problems to be solved*, and *not content to be memorised*. I consciously *re-construct my identity* from being the *knowledge constructor to being the joint constructor of knowledge* with participants. Thus, my agenda is always to teach participants in the learning and teaching experience **how to think**, rather than **what to think**, and **how to know**, rather than **what to know**.

- **Short courses for academic staff**

1. **NQF Level 9 Short Course**: "Higher Education in a Transforming Context".
    - This course is designed to build a scholarly trajectory for future experts in higher education studies, first among academic staff, but also to ensure a pipeline for future postgraduate enrolments at master's and doctoral levels. This is a low stake, yet rich exposure to key latest debates, theoretical developments, and concepts that continue to shape the growth of Higher Education studies as a discipline.

2. **NQF Level 9 Short Course**: "Research Methodologies in a Transforming and Decolonising Higher Education context".

- This course focusses on developing academic staff understanding of research within the higher education sector from a decolonial lens. This is so that the knowledge generated leads to the democratisation of scholarship and learning, a niche that hasn't received the attention it urgently requires. Thus, this short course is designed to introduce participants to decolonising research techniques such as Indigenous research methodologies, with the intention to reduce the influence and current flow of research from domination by the north to avoid the influence of the prevailing political economy of knowledge production.

3. **NQF Level 8 Short Course**: "Learning, Teaching and Assessment in Higher Education".

- The course addresses the need to develop academic staff as university teachers. More specifically, it offers academics from across disciplines and institutional-types opportunities to develop advanced and integrated knowledge and understanding of the relationship between learning, teaching and assessment. This is particularly crucial in transforming and decolonising higher education context that continues to undergo several waves of massification, ensuring access to groups previously barred from entering tertiary education. Thus, the course focusses on advancing academic staff understanding of the relationship between content design and development, delivery of lessons, and setting of assessment tasks aligned to how content was packaged and taught. An advanced understanding of the characteristics and learning styles of a diverse group of students from different socio-economic backgrounds, as well as the ability to use assessment as a teaching tool, are additional skills and knowledge offered in this course.

4. **NQF Level 8 Short Course**: "Scaffolding Disciplinary Literacies for Student Success".

- The absence of the teaching of 'reading' within mainstream disciplinary areas of study and embedded in daily classroom engagements is the concern this course is designed to address. This omission is one of the most problematic areas in the educational arena. Dismal statistics in Literacy and Numeracy both in South African schools and internationally indicate the consequences of this trend. The trajectory of these results points to some serious deficiencies, necessitating the adoption of literacy interventions both in schools, but also in higher education contexts and calling for concerted efforts by researchers to diagnose these untenable trends. The course thus focusses on developing advanced understanding of the value in scaffolding discipline-specific reading practices within mainstream disciplines as part of daily classroom practice in pedagogy. The course presents this pedagogic approach as a powerful means of developing students' discipline-specific reading and writing skills that will enable them to read for meaning, to understand texts and to re-work them with understanding as they produce written assignments.

5. **NQF Level 8 Short Course**: "Qualitative Research Design Course".

- The course is designed to examine and interrogate the qualitative research methodological choices used in the pursuit of 'Truth' about the world in a through disciplinary practices. A range of qualitative methods, methodologies and discourses

that attempt to raise questions about, describe and explain what is meant by knowledge generation are explored in detail in the course. Academic staff are challenged to consider the different possibilities available through the examination and exploration of qualitative research design decision in relation to an emerging and ever-changing landscape of research traditions.

6. **NQF Level 8 Short Course**: "Strengthening Postgraduate Supervision"
   - The Strengthening Postgraduate Supervision course is a flagship programme that has been offered more than 50 times at 23 South African universities. This inter-institutional collaboration is accredited through the Centre for Higher Education Research in Teaching and Learning (CHERTL) at Rhodes University. The innovative course provides the structured support needed by academics as they take on the complex and demanding role of doctoral supervision. The course combines discussions, case studies, research literature, video clips, and numerous other activities and information, both online and face-to-face, to help the new supervisor engage with the practice and process of doctoral supervision in a reflective and informed way.

   - **Postgraduate modules**

     Master's level

     1. Language and Education
     2. Contemporary Issues in Language Education
     3. Research Design for Language Education Research
     4. English Language Teaching

     Honors level

     1. Understanding Academic Literacy
     2. Language in Education
     3. Language Teaching and Learning in Multicultural Multilingual Societies
     4. Research in Education
     5. English Language Teaching

   - **Undergraduate modules**

     1. English Communication (1st year)
     2. Academic Learning in English (compulsory at 1st year)
     3. Language and Literacy 220 (3rd year)
     4. English Major 310 (3rd year)
     5. Language and Literacy 320 (4th year)
     6. English Major 410 (4th year)
     7. Introduction to Research in ECD (4th year)

F. **Academic conference presentations**

1. *Plenary Panel Presentation*: "Re-imagining Academic Development Leadership in the changing HE sector." HELTASA Conference: 4-6 December 2022. Vaal University of Technology.

2. *Parallel Session Presentation*: "Rethinking support for university teachers in a decolonising Higher Education context: the role of Academic Developers". *SAERA National Conference*: 26 – 28 October 2022, University of Cape Town.

3. **Parallel Session Presentation**: "Transitions from rural contexts to and through higher education in South Africa: negotiating misrecognition". *Virtual Siyaphumelela Network National Conference*: 22 – 25 June 2021.

   - This paper reports on an international collaborative study that investigated how students from rural contexts negotiate the transition to university, and how prior cultural and educational experiences influence their higher education trajectories. A qualitative, participatory methodology was adopted, centred on co-researcher narratives, digital artefacts and discussions. Findings demonstrate how family and community, including religious, study, and self-help groups, influenced their transitions into higher education and journey through university and to their identities, agency and sense of belonging. The paper argues that university practices, values and norms need to acknowledge and incorporate all students' prior experiences and histories and recognise their powerful contribution in working towards a decolonial higher education.

4. **Keynote Presentation**: "Knowledge generation and Northern hegemony". International doctoral programme symposium. Queen's University Belfast, Northern Ireland, UK: 21 January 2021.

   - This presentation explores the reason for the *slowness* with which knowledge generation from a *decolonial lens* has been evolving within the context of Higher Education studies. It argues that, since most of the professoriate is ageing and soon to retire, most of the fields of study they have worked in have serious traces of coloniality. By this I mean most fields of study in which the soon-to-retire professoriate has worked still hold undeclared yet powerful mindsets that see Euro-American worldviews as superior to other worldviews. While my argument is not at all that Euro-American knowledge and the traditions accompanying it should necessarily be thrown into the bin of forgotten histories, I am, however, insisting that, within our fields of study, it would be prudent for the current professoriate to also draw from (or at least point younger academics to) different knowledge traditions to

support the academic trajectories of the next generation of knowledge producers. This will ensure that the increasingly younger, female, and mainly black cohort of new academics will draw from other worldviews other Euro-American in the knowledge generation project.

5. **Parallel Session Presentation**: "Revisiting perspectives on learning and knowledge for enhancing academic success". *Quality Promotion Conference: Enhancing Academic Success through the Involvement of Students in Quality Assurance and Promotion in Higher Education. Council on Higher Education*. CSRI International Convention Centre, Pretoria, SA. 26 – 28 February 2020.

- Epistemological access was constructed as an essential part of being a university student, irrespective of one's background. Ironically, a focus on epistemological access, or lack thereof, perpetuated a deficit discourse of 'under preparedness' of the student body for whom Higher Education was in fact *under prepared*. I show in the talk how the limitations of 'epistemological access' stem from its theoretical premise: Young's (2008) 'powerful knowledge' proposition. I argue that Young and Muller (2010), following Durkheim, emphasise knowledge as external to the process of knowing and doing. By means of data from the *Southern African Rurality in Higher Education* (sarihe.org.za) project, I argue for a sociocultural perspective on learning as always socially situated, experiential, embodied and affective, where the social world and the individual mutually constitute each other.

6. **Plenary Panel Presentation**: "Rural-University Transition in Southern Africa: preliminary research findings" *SRHE International Conference on Research into Higher Education 2018. The changing shape of higher education: Can excellence and inclusion cohabit?* Celtic Manor, Newport, Wales, United Kingdom: 5-7 December 2018.

  - In this panel presentation the Southern African Research in Higher Education team will be presenting findings from the three SA universities: Rhodes University, Fort-Hare and University of Johannesburg.

7. **Plenary Panel Presentation**: "Reading to Learn pedagogy: just another fad?" *International Functional Linguistics Congress: re-imagining the future – expanding resources and making connections*. Boston College, Chestnut Hill, MA, USA: 19 – 21 July 2018.

  - I begin this presentation by pointing out the fact that good ideas about how to teach reading and writing become fashionable and popular for a short while, and then something better comes

along. Suddenly everybody starts using the latest good idea, until the next one comes along. The presentation takes a clear stance on the importance of being careful of thinking that every new idea is a good one, but that we also need to be ready to recognise when something really good and valuable comes along, and be prepared to give it our special attention. The valuable idea I argue we need to give special attention to now is Reading to Learn pedagogy. I argue that this approach will unquestionably have an increasingly important impact on the way we teach reading and writing skills in the future. I then provide empirical data from a 3-year research project in the Eastern Cape Province, South Africa, to develop this argument.

8. **Keynote Presentation**: "Rural-University Transition: What Do Students Tell Us?" *4th Annual South African National Resource Centre: First Year Experience and Students in Transition Conference*. Garden Court Marine Parade, Durban: 23-24 May 2018.

   - This talk focusses on autobiographical narrative that draws on the experiences of the Humanities and Science faculties second year students from rural areas. By offering an account of learning in the rural home and university, the paper illustrates how a student's voice can be used to enhance our understanding of how many students who come from disempowering educational experiences can manage to transition into higher education. It challenges deficit discourses that dominate ways in which students from rural contexts are constructed. In the process, it shows the extent to which HEIs are underprepared for all students, and not the other way round. https://www.youtube.com/watch?v=BpZ0unIo8sQ

9. **Panel Presentation**: "How can principles of democracy and social justice inform our research into the student experience in higher education?" *Critical dialogue, HELTASA National Conference: Higher Education Well-Being: Transcending Boundaries Reframing Excellence*. Durban University of Technology, Durban: 21 – 24 November 2017.

   - This talk focusses on issues around research WITH, FOR or ABOUT students. I argue that in the wake of calls to decolonise the curriculum and against the backdrop of globalisation, neo-liberal government policies and continuing inequality at the level of the individual and of educational institutions, the way we conduct research requires scrutiny. As educational researchers, we should not advocate for social justice and decolonisation if the research methods we adopt do not reflect these ideals.

10. **Parallel Session Presentation**: "Education for Public Good in the Age of Coloniality: implications for pedagogy". *5ᵗʰ SAERA National Conference: Education in an Era of Decolonisation and Transformation*. Nelson Mandela University, Port Elizabeth: 23 – 26 October 2017.

- This paper offers a critical review of the theoretical foundations of the concept 'education for public good' and reveals its limitations and inadequacies, particularly in postcolonial and/or post-conflict societies like South Africa. Engagement with this concept from the humanistic perspective reveals the extent to which democratic governments uncritical embrace of this concept often leads them to struggle to undo the negative educational effects of past legislated oppression and discrimination. The paper argues that part of the reason for this is the fact that the concepts' definition is mathematically formalised and, if embraced uncritically, can turn education into a commodity available to those who can afford. Coloniality is drawn upon to interrogate the historical links and conceptual affinities between colonialism, post-colonialism, liberal democracy, free market, neoliberalism, and today, globalisation. The globalisation rhetoric, the paper concludes, has sold the concept of 'education for public good' in ways that have perpetuated the asymmetrical pedagogic approaches that reproduce a social order the modern world is predicated upon.

11. **Keynote Presentation**: "Democratising the classroom for epistemological access: the role of Reading to Learn Pedagogy in an Eastern Cape Secondary School". *Reading to Learn Pedagogy National Conference*. KZN, Pietermaritzburg: 8 - 10 September 2017.

- The Eastern Cape (EC) Province is listed as one of the top 3 poorest provinces in South Africa, KwaZulu-Natal (KZN) taking the first place, EC the second, and Limpopo 3rd. Dependency on social grants, allowances and remittances are the main sources of income in these provinces. In the EC, lack of investment in the poor to access opportunities is the biggest challenge. In this context, schooling is the only hope through which the youth could escape the ever-present abject poverty. Using documentary evidence (learners' written work, DoBE's curriculum documents, lessons plans and prescribed workbooks), semi-structured interviews and Reading to Learn (RtL) pedagogy to generate data, this paper reports on the positive effect RtL has had on democratising learning and ensuring epistemological access for Grade 10 EFAL learners from a poor, black semi-rural/township school.

12. **Panel Presentation**: "The potential of participatory research in influencing curriculum policy change in South Africa: SARiHE – researching rural students' lived experiences". *European Conference on Educational Research*. University College UCC, Campus Carlsberg, Humletorvet, 1799 Copenhagen V, Denmark: 21 – 22 August 2017.

- In this talk I argue that participatory research as part of the strategies to develop curricular for access and success is a powerful methodological choice to undo elitist tendencies in curricular design processes. In this methodology, study participants become co-researchers. This enables study participants' full participation in a community of inquiry. Narrative enquiry that accompanies it further enables an elicitation of ideas and beliefs arising from day-to-day living contexts.

13. **Parallel Session Presentation**: "Coloniality in the curriculum: the darker side of modernity". *EP-Nuffic Annual International Conference*. Vrije Universiteit Amsterdam, Netherlands. 5 – 9 April 2017.

   - In this panel my contribution was a presentation of an argument that both transformation and decolonisation of the curriculum have failed to bring about educational and material changes for the majority of South Africans and the global South in general. While transformation of the curriculum is seen in this presentation as merely about changing the form and leaving the substance of racial, class and gender asymmetrical power relations intact, decolonisation merely changed the readings from one race group(s) to the other. Coloniality, on the other hand, is constructed in the paper as an inherent belief of the superiority of the Euro-American culture and worldviews, and whiteness as the standard all must measure up to. Both are the biggest foes against real material and psychological change urgently required for real curriculum change.

14. **Parallel Session Presentation**: "Education for the public good: which public?" *South African Educational Research Association (SAERA) National Conference*. Cape Town: 23 – 26 October 2016.

   - This paper argues that part of the reason post-colonial and post-apartheid educational policies and curricular choices in South Africa seem to be bearing far less than desired fruits regarding the amelioration of most citizens' lives has partly to do with an inherent bias in these policies towards the outcomes relevant only for, and to, city life and urbanized contexts. The concentration of large numbers of University graduates (in particular) in cities and urbanized contexts, in search of jobs relevant to their qualifications, is indicative of the extent to which 'educatedness' carries meaning only in relation to city life. One cannot, in other words, find fulfillment as an 'educated' individual unless they live, work and 'flourish' in cities. This partly explains the high graduate unemployment rate in South Africa. While post-apartheid South African universities have graduated more students than they did before 1994, the irony is that all have received an education biased against rurality, rural lifestyles and contexts. They are too many to find jobs in the cities for which they have been educated. Against this

background, the paper asks several questions: for which 'public' are we educating the younger generation? For whose good are they receiving the education they receive? Which public receives the good out of the education we give our students? To engage with these questions, the paper draws from selected educational, policy and historical events that produced, and in some respects continue to perpetuate, the 'eternal' bias of educational policies and curricular against rurality, rural lifestyles and contexts of our country.

15. **Panel Presentation**: "The influence of rurality on student learning in higher education: Insights from Southern Africa". *HELTASA/ICED International Conference*. University of Cape Town, Middle Campus & Baxter Theatre: 23 - 25 November 2016.

- In this talk I argue that higher education is a public good, with potential benefits for the individual in terms of social mobility, knowledge acquisition and understanding (Williams, 2014) and human flourishing, as well as benefits for the social sphere (Scott, 2015; Leibowitz, 2012). It flows from this that the benefits of higher education could accrue to contexts from which higher education students are drawn. This remains the case despite the increasing privatisation (Nixon, 2015) and vulnerability of higher education in neo-liberal times and even though higher education remains a gatekeeper for many (Hall, 2012). In debates and studies on widening participation, much attention is paid to the importance of participation of individuals from the working class and underrepresented ethnic groups and to the need to further their participation once they have achieved formal access to higher education (Burke, 2012; Morrow, 2007). Challenges posed by inadequate material distribution as well as misrecognition and misrepresentation (Fraser, 2009) are experienced by students from all marginalised sectors in society in the context of higher education, which remains an essential elite (if not elitist) and exclusive institution by and large. This problem is exacerbated by the fact that in Southern Africa higher education remains a colonial project, where the content is essentially derivative of the metropole (Badat, 2009).

16. **Parallel Session Presentation**: "Education for the public good: which public?" *South African Educational Research Association (SAERA) National Conference*. Cape Town: 23 – 26 October 2016.

- This paper argues that part of the reason post-colonial and post-apartheid educational policies and curricular choices in South Africa seem to be bearing far less than desired fruits regarding the amelioration of the majority of citizens' lives has partly to do with an inherent bias in these policies towards the outcomes relevant only for, and to, city life and urbanized contexts. The concentration of large numbers of University graduates (in particular) in cities and urbanized

contexts, in search of jobs relevant to their qualifications, is indicative of the extent to which 'educatedness' carries meaning only in relation to city life. One cannot, in other words, find fulfillment as an 'educated' individual unless they live, work and 'flourish' in cities. This partly explains the high graduate unemployment rate in South Africa. While post-apartheid South African universities have graduated more students than they did before 1994, the irony is that all have received an education biased against rurality, rural lifestyles and contexts. They are too many to find jobs in the cities for which they have been educated. Against this background, the paper asks several questions: for which 'public' are we educating the younger generation? For whose good are they receiving the education they receive? Which public receives the good out of the education we give our students? To engage with these questions, the paper draws from selected educational, policy and historical events that produced, and in some respects continue to perpetuate, the 'eternal' bias of educational policies and curricular against rurality, rural lifestyles and contexts of our country.

17. **Plenary Session Presentation**: "Reading the world, reading the word, reading the visual: a permanent movement back and forth". *Reading Association of South Africa 14th National Conference.* KZN, Pietermaritzburg. 30 September to 3 October 2016.

- By means of an empirical data, this paper discusses a qualitative evaluation of a particular approach to teaching reading. It reveals that the teaching of reading within the context of formal learning requires more than just teaching learners to decode letters, visual images, or words. Without a permanent movement back and forth between the *world* as a form of text in its own right, and texts we desire to teach in our classrooms, any reading activity is bound to fall short of 21st century, global critical citizenry attribute. Our challenge is to bring into our classroom learners' knowledge of the *world*, and of *other* written, visual, performed, or spoken texts, to enable them to become successful *readers* of the world, the word, and the visual, without seeing the three as apart from each other. Within the context of formal education, the expectation we have in terms of reading extends further to include students' ability to take a different position derived from values and attitudes related to what counts as knowledge, and how it can be known within various school subjects and disciplinary discourses.

18. **Panel Presentation**: "Re-thinking Literacy: learners' homes, learners' community, leaners' society". *Reading Association of South Africa 14th National Conference.* KZN, Pietermaritzburg. 30 September to 3 October 2016.

- My talk draws from autobiographical narrative on the experiences of one learner of Bantu Education (originated in 1953) who also studied in apartheid higher education institutions. By offering an account of learning to read and write in English as an additional language (EAL) within Bantu Education, the talk highlights the power of using a student's own voice as a research technique, reflecting on both the practice and the influence on policy of a pedagogy for under-development. The paper illustrates how a student's voice can be used to enhance our understanding of how many students who come from disempowering educational experiences can manage to produce complex texts (written and spoken) relevant to academic contexts.

19. **Plenary Session Presentation**: "Transforming primary school teachers' perceptions of the 'place' of teaching reading: the role of Reading to Learn methodology". *Reading to Learn South Africa National Conference*. KZN, Pietermaritzburg: 2015.

- This paper reports on the interventionist study on the role that Rose's (2005) *Reading to Learn* methodology plays in transforming primary school teachers' perceptions of the role of explicit teaching of reading for educational success. The study was conducted in grades 3 and 6 classrooms in a rural primary school in KwaZulu-Natal province, South Africa. Located within the qualitative case study design, the study used semi-structured interviews and the reading literacy intervention called *Reading to Learn* methodology to generate data. The research site and study participants were selected purposively, and they include a rural primary school and teachers in the same rural primary school used as the research site. Research findings reveal that the *Reading to Learn* methodology has the potential to undo classroom practices that favour the elite and marginalise the majority and transform teachers' perceptions of the 'place' of teaching reading explicitly within formal education. With sufficient exposure to this pedagogy, learners across class lines could experience education for all, epistemological access, and education for success.

20. **Parallel Session Presentation**: "On Facilitating Epistemological Access in Higher Education: Lecturing or Enabling Learning?" *3rd Annual Teaching and Learning National Conference: Multilingualism, Multiliteracies and Innovative Technologies in Higher Education*. Keynote Plenary Panel Address: Academic Literacies in Higher Education. University of KwaZulu-Natal, Durban, South Africa, September 2009.

- This paper argues that the purpose of teaching and learning, as a matter of principle, needs to be about enabling learning rather than transmitting knowledge. While the latter still has a place, ensuring that students understand the underlining knowledge construction principles, what counts as knowledge, how to generate it, and how to

apply such understandings in extending the boundaries of their disciplines is a social justice, epistemic access issue that can no longer be ignored.

21. **Parallel Session Presentation**: "University Learning: Mode and Medium of Instruction". *Association for University English Teachers of South Africa (AUETSA) National Conference*. Bloemfontein: 2000.

- This paper argues that academics as a group tend to alienate students by employing language that is familiar to them as a group without being reflexive about it. At exams and tests, students are expected to manipulate language academically as though students possess disciplinary languages that shape academic discourse. The paper suggests that academics should approach teaching using reflexive pedagogy as a way of laying bare the conventions that shape disciplinary languages.

22. **Parallel Session Presentation**: "The Politics of Pedagogy in the Humanities: How Can We Not Speak of Language Teaching?". *The Humanities Conference, Potchefstroom*. 2002.

- The above paper argues that if it is the premise in the Humanities that it is through the successful manipulation of language that students' flexibility and originality of thought are achieved, then we must make the relationship between knowledge and language learning explicit in our language teaching and learning initiatives. Most importantly, we must move away from designing language courses that produce simplistic instrumentalist knowledge demanded by "the pragmatic requirements of capital" (Giroux: 1993:190). It begins by examining reasons for the existence of a university. This examination is undertaken, first in general terms, secondly within the African context, then, thirdly, with respect to language teaching along the lines of this paper's proposal on how English language teaching ought to be approached at a South African university in the post-apartheid era. The paper argues that universities cannot divorce themselves from re-thinking the place of language teaching, on the one hand, and ways in which language teaching and learning can be informed by broader aims of university education in general. It concludes by arguing that the acquisition of skills in independent thinking, critical inquiry, and the ability to apply knowledge about the particular to general contexts demands a particular level of proficiency in (English) language and without such a level, it is unlikely for a university student to be flexible and original in thinking.

23. "**Parallel Session Presentation**: On Becoming a Learner and User of English: telling it as it is". *South African Association for Language Teaching (SAALT) National Conference*. Rand Afrikaans Universiteit (RAU), Johannesburg: 2003.

- This paper is my autobiographical narrative that reflects on my experiences of learning English and in English, first during my primary and secondary education under Bantu Education system, and secondly as a teacher-trainee majoring in English at a HBU. It investigates and engages critically with reasons for my educational success regardless of my appalling educational setbacks when entering a university. Such investigation and critical engagement has potential to offer significant clues in the process of understanding ways in which first year students can be trained and prepared for tertiary level educational demands. In this paper, furthermore, I demonstrate the power of an alternative research methodology, Jansen's (1991) "autobiographical narrative", to enhance our understanding of how personal recounts can be useful research instruments.

24. **Parallel Session Presentation**: "On becoming literate in English: a during- and post-apartheid personal story". *Annual Education Kenton Conference*. Drakensburg: 2004.

- This paper offers an autobiographical narrative that draws on the experiences of one learner of Bantu Education (originated in 1953) who also studied in apartheid higher education institutions. By offering an account of learning to read and write in English as an additional language (EAL) within Bantu Education, the paper highlights the power of using a student's own voice as a research technique, reflecting on both the practice and the influence on policy of a pedagogy for under-development. The paper illustrates how a student's voice can be used to enhance our understanding of how many students who come from disempowering educational experiences can manage to produce complex texts (written and spoken) relevant to academic contexts.

25. **Parallel Session Presentation**: "South African Language Policy in Education: is it a reality or an ideological import?" *Association for University English Teachers of South Africa (AUETSA), University of Natal, Durban.* 2004.

- This paper argues that the present South African language policy reflects legitimate political efforts to de-centre the oppressive historical development of European languages that granted English an elitist status in educational, political, economic, social, technological, and religious arenas. However, in the process of tackling the cultural marginalization of the politically overpowered African languages in South Africa, the role of English has become oversimplified and unjustifiably underscored. There is a great need to shape the language

policy in South African education by setting proper contextualization of the relative freedoms it lashes and the role of languages in economic development of South Africans. As language policy stands right now, it creates disempowering effects on black communities, which is an unintended mission. This chapter is a critical reflection on the South Africa's language policy by contrasting policy intentions and implications with the practical realities that like sunrise and sunset are here to stay.

INTERNATIONAL ACADEMIC PRESENTATIONS:

1. **Theme Presentation**: "Transitions from rural contexts to and through higher education in South Africa: negotiating misrecognition". Rurality and Access to Higher Education International Symposium. An SRHE South West Network for Higher Education event. **Centre for Higher Education Transformations, University of Bristol.** 31 March 2021.

2. **Keynote Presentation**: "Knowledge generation and Northern hegemony". International doctoral programme symposium. **Queen's University Belfast, Northern Ireland, UK**: 21 January 2021.

3. **Plenary Panel Presentation**: ""Rural-University Transition in Southern Africa: preliminary research findings" SRHE International Conference on Research into Higher Education 2018. The changing shape of higher education: Can excellence and inclusion cohabit? **Celtic Manor, Newport, Wales, United Kingdom**: 5-7 December 2018.

4. **Colloquium Session Presentation**: "Reading to Learn pedagogy: just another fad?" International Functional Linguistics Congress: re-imagining the future – expanding resources and making connections. **Boston College, Chestnut Hill, MA, USA**: 19 – 21 July 2018.

5. **Parallel Session Presentation**: "The potential of participatory research in influencing curriculum policy change in South Africa: Southern African Rurality in Higher Education – researching rural students' lived experiences". European Conference on Educational Research. **University College UCC, Campus Carlsberg, Humletorvet, 1799 Copenhagen V, Denmark** - 21 – 22 August 2017.

6. *Plenary Panel Presentation*: "Coloniality in the curriculum: the darker side of modernity". EP-Nuffic annual conference, **Vrije Universiteit Amsterdam, Netherlands**: 19 April 2017.

7. **Parallel Session Presentation**: "Reflexive Pedagogy for Reading Across the Curriculum". World Literacy Summit: From Poverty, to Literacy, to a Future. **Oxford University, Balliol College and Trinity College, UK**: 11 April 2012.

8. **Parallel Session Presentation**: "Mother Tongue Education: A Must for Epistemological Access". 13th Annual National Council of Less Commonly Taught Languages International Conference: Moving Less Commonly taught Languages to a New Level. **Madison Sheraton Hotel, WI, USA**: 22 April 2010.

9. **Parallel Session Presentation**: "English Studies and Language Teaching: Epistemological Access and Discursive Critique". 3rd Practice Based and Practitioner Research International Conference: Knowledge Creation and Optimal Teaching and Learning Environments: What works?: **Norway**: 13 November 2008.

10. **Parallel Session Presentation**: "On Becoming a University Student: Membership into Discourse Communities". 3rd International Systemic Functional Linguistics International Conference: Systemic Functional Linguistics in the 21st Century. **University of Sydney, Australia**: 21 September 2005.

G. Research projects

1. **Primary Investigator** - "Theorising T&L for Higher Education: a decolonial Place-based biographical participatory study" **(2024 – 2026)**:

   This is an NRF funded project. It is designed to respond to concerns about the slowness with which scholarship on theorising teaching and learning from a decolonial lens for higher education has been evolving. In this regard, Leibowitz (2017, p. 95) notes that scholarship on theorising teaching and learning has "mainly been produced in the West, and within the discourses and paradigms emanating from the West". This has produced what can be referred to as the "Western hegemony" of knowledge on theorising teaching and learning. Implicit in the manner in which a Western worldview theorises on teaching and learning, with its insistence on constructing critical aspects of human life as separate, is a suggestion that knowledge and its generation are separate from the gender, race, social class, location, the day-to-day, contextual, cultural and linguistic elements of those generating knowledge. The study aims to: i) contribute to a nuanced and context-sensitive, theoretically and empirically informed perspective on *teaching and learning from a decolonial lens* ii) show how *theorising teaching and learning from a decolonial lens* is inseparable from a social, material and relational condition of students' learning trajectories iii) contribute, via the focus on *theorising teaching and learning from a decolonial lens*, to an understanding of the explanatory potential of practices and practice-based theory in learning iv) suggest ways in which higher education can be more responsive to the decolonisation of the curriculum imperative and v) show how participatory research methods can add value to understanding institutional responsiveness to the decolonising teaching and learning imperative in a second largest university in South Africa as a result of the merger of three historically different universities.

2. **Primary Investigator** - "Student Development" **(2021 – 2023)**:

This is 8 DHET UCDP funded research projects with a focus on student development for access and success. In broad terms, the *Student Development Focus Area* projects at NWU are designed to address the Higher Education Sector's concerns about poor throughput and retention rates at undergraduate level, but especially during the first year of students' study. The postgraduate slow and low throughput is another related concern this Focus Area addresses. The **Supplemental Instruction for undergraduate student's academic success** Project is university-wide, responding specifically to first year dropout rate. The **Academic Peer Support: Tutorial programme** Project seeks to offer an ancillary pedagogic tool employed to embed deep learning of concepts from the curriculum in students within a small group setting. **Postgraduate Support for Enhanced Throughput** Project is designed to respond to critical issues in the NWU data on the National Doctoral Review and the Ministerial statement for University Capacity Development Plan (2021-2023). The focus is on retention and throughputs rates, and to provide an additional support to what faculties already do for post-graduate students. We also realise that there is a high proportion of students entering NWU with courses that have components that are mathematical or statistical in nature. Students of economics and psychology find that, in order to succeed, they need to be proficient in aspects of mathematics, statistics and their applications. Research shows that at secondary school level, mathematics teaching is often of poor quality, most notably in public sector schools, which constitute the vast majority of schools in the country. The **Math & Stats Support for Advanced Numerical Literacy** Project is designed to respond to this need. The school sector crisis has also encouraged us to consider a Project that enables academic peer mentors to be capacitated and trained to connect first year students to the NWU community. The **Peer – mentoring** Project addresses this need. The main goal of the Project is to decrease drop-out rates among first year students. In terms of postgraduate students. The **Fostering self-directed learning and a sense of belonging: The affordances of a first-year student excursion** project serves to provide first-year students with a sense of belonging, and to assist them in developing as self-directed learners who have more nuanced understandings of their chosen professions towards increased throughput rates. The **Appointment of Master's and PhD students to assist as teaching assistants/research assistants/demonstrators** project is designed to expose masters and doctoral students to academia in order to develop their teaching skills/ research skills, and the ability to demonstrate their theoretical knowledge in practice. The final project is called **Siyaphumelela Network**. It is designed to enable students participate in and collaborate with the regional Siyaphumelela network and the Student Success Collaborative Forum (SSCF) to promote and build a student success culture with a focus on evidence-based decision-making processes, and effective data analytics in support of NWU institutional processes and structures responsible for student access, retention and success.

3. **Co-Investigator** - **SA Co – Leader** "University Staff Doctoral Programme" **(2018 – 2023)**:

   This is a UCDG - British Council funded Doctoral Training Partnership (DTP) collaborative project between Rhodes University and University of Fort-Hare in the Eastern Cape, and Queen's University Belfast, Northern Ireland. The focus of the project is twofold: to enhance a doctoral partnership that empowers academic candidates in their inter/national research careers and to collaborate to address systemic bottlenecks which impede doctoral candidates' who are academic staff timely completion. To achieve both acceleration and empowerment of academic staff who are also Doctoral students, the project offers a bespoke programme of facilitated workshops and events in South Africa and the United Kingdom.

4. **Co-Investigator and SA Co – Leader** - "South African Rurality in Higher Education" **(2017 – 2020)**:

   This is a collaborative study between the universities of Bristol, Brighton, Johannesburg, Rhodes and Fort Hare. It is qualitative, targeting 12 second-year students in the Science Faculty, and 12 second-year students in the Humanities who lived and studied in rural areas. Students are co-researchers in this project. They are documenting their own lived experiences of learning in rural areas, of learning at university and how they make this important 'transition'. A book emerging from this project is In Press with Routledge. The overall aim of the book is to draw on the research conducted for this ESRC/Newton funded research project **Southern African Rurality in Higher Education (SARiHE)** http://sarihe.org.za/ to provide evidence of how students from deep rural areas in South Africa access higher education, how they negotiate the transition to and through university and the significance of decolonial perspectives on these practices.

5. **Primary Investigator** - "Learning to Read, Reading to Learn, Learning to Write: Literacy Development for Secondary Schooling" **(2015 – 2017)**:

   This is an NRF funded project that examined the role of the teaching of reading across the curriculum for epistemological access within schooling.

6. **Co-investigator** - "Access and Inclusion in Higher Education" **(2010 – 2016)**:

   This is an NRF funded research project that investigated the role and effect of institutional structures, culture and agency in pedagogic practices in higher education involving 18 HEIs, including UoTs, Traditional, as well as Research Intensive universities.

7. **Primary Investigator** - This is a University of KwaZulu-Natal Teaching and Learning Office funded research project. It is called "Teach Me to Read for Understanding: Turning Read Knowledge into Sensible Written Ideas in Higher Education" **(2010 – 2014)**:

   This research examined the fundamental relationship between reading and writing in higher education for epistemological access and academic success. It focused on the Faculty of Education first year undergraduate BEd students.

8. **Primary Investigator** - "Academic Literacy in the Mother Tongue: A Must for Epistemological Access" **(2010 – 2012)**:

   This is a University of KwaZulu-Natal Teaching and Learning Office funded research project. Its purpose was to investigate, design, and pilot isiZulu-medium modules for B.Ed. Honours for students who majored in isiZulu at undergraduate studies in the Faculty of Education.

9. **Co-investigator** - "Language and the Postcolonial Condition: the South African Experience" **(2003 – 2006)**:

   This NRF research project involved visiting the following universities: University of Dar es Salaam in Tanzania and Moi University in Kenya from July to September 2003, and the University of Namibia in Namibia in July 2006. The project investigates the Language Policy and implications for Languages of Teaching and Learning at selected primary and high schools, as well as selected universities at the three countries.

10. **Co-investigator** - "English Language Development" (**2000 – 2002**):

    This is a University of Natal, Howard College campus Faculty of Humanities funded research project. In 2000, the ex- University of Natal acknowledged the need to provide substantial and sustained English language development for its students given that the medium of instruction is English. The findings of the project contributed into the development of two compulsory Foundation modules for first year students: *Academic Learning in English* and *Language, Context and Text*.

H. Research Visits

1. **Visiting Researcher:** Queen's University Belfast, Northern Ireland, UK. 21 – 31 January 2021.

2. **Visiting Researcher**: South Africa Institute of Vrije Universiteit Amsterdam, Netherlands. 1 – 9 April 2017.

3. **Visiting Scholar**: University of Sydney, Australia, Faculty of Education and English Department from July to September 2005. These visits were part of my PhD study, with an intention to include a comparative element in my thesis.

4. **Visiting Researcher**: University of Dar es Salaam in Tanzania, Moi University in Kenya from July to September 2003, and the University of Namibia in Namibia in July 2004. These visits were in relation to the Postcolonial Research Project with the theme: *Revisiting the Postcolonial Condition: A South/African Perspective.*

5. **Visiting Researcher**: University of Cape Town, University of the Witwatersrand and Rhodes University from July to September 2002. These visits were in relation to my PhD study.

I.   Examination of postgraduate studies

Doctoral studies:

1. PhD examination: 2023.   "The effectiveness of teachers' assessment strategies in Grade 6 English First Additional Language classes in South African schools." University of South Africa.

2. PhD examination: 2020.   "The role of public universities in fostering graduates' capabilities for rural development in Malawi". University of the Free State.
3. Doctoral examination. 2020. "The effectiveness of Language Policy implementation in Eritrean high schools". University of South Africa.

4. PhD examination. 2017. "Exploring grade 12 FAL teachers' pedagogical approaches and leaners' engagement with English literature to promote critical thinking at high schools in Soweto". University of the Witwatersrand.

5. PhD examination. 2016. "An analysis of boys' and teachers' experiences in a Grade 6 writing programme, using a positioning perspective". UKZN.

6. PhD examination. 2014. "Cultural Bias on the IELTS Examination: A Critical Realist Investigation. Rhodes University.

7. PhD examination. 2010.   An ethnographic investigation and critical analysis of literacy practices in a disadvantaged South African classroom. UKZN.

8. PhD examination.   2010. Processing Heard versus Transcribed English Vocabulary in English Second Language (ESL): A Quisi-experimental study at a secondary school in KwaZulu-Natal. UKZN.

9. PhD examination. 2010. Investigating pedagogy in the teaching of academic writing: a case study of written English 1 module in the Faculty of Law at the National University of Rwanda. University of the Witwatersrand.

10. PhD examination. 2010. An ethnographic investigation and critical analysis of literacy practices in a disadvantaged South African classroom. UKZN.

Master's thesis

1. M.Ed. by research and full thesis examination. 2023. "Investigating pedagogical practices of English First Additional Language educators in Grade 12 short stories: A case study." Rhodes University.

2. MEd by coursework and research thesis examination. 2018. "Exploring teacher learning, learning from the Reading to Learn Program of teacher professional development. UKZN.

3. M.Ed. by research and full thesis examination. 2016. "Teaching and learning strategies used by teachers of English at a high school in the Marianhill area, KwaZulu-Natal: A case study of English home language teachers teaching second language learners". UKZN.

4. M.Ed. by research and full thesis examination. 2014. "Language and Literacy Practices of African Immigrants in Pietermaritzburg". UKZN.

5. M.Ed. by research and full thesis examination. 2010. The Reading Experience of Grade Four Children. UKZN.

6. MA by research and full thesis examination. 2014. "The alignment between course objectives, classroom practice and assessment of IsiXhosa at Grade 12 level". University of Cape Town.

7. MA by research and full thesis examination. 2013. "Attitudes and Motivation of Teacher Training College Teachers and Students Toward English as the Medium of Instruction in Rwanda. University of the Witwatersrand.

J. **Academic citizenship contributions**

Creating international forum on topical issues in the academy
From March 2021, I developed a conceptual document towards a series of 3 colloquia on *Teaching and Learning*, *Responsive Curriculum Development* and *Decolonising Christianity*. By June 2021, several cross-faculty teams had successfully collaborated with the Centre for Teaching and Learning (CTL). Furthermore, a notable scholar in Teaching and Learning from the USA, an equally leading academic in Philosophy from a South African university, and an eminent Christian minister for over 30 years, availed themselves to be keynote speakers on each of the three colloquia. The three colloquia were:

- Transparency in Learning and Teaching in Higher Education: **6 September 2021**
- Instantiations of Decolonised Curriculum: **7 September 2021**
- Decolonising Christianity: Implications for Preparing Future Ministers: **8 September 2021**

All the three events were delivered in Hyflex mode, with direct participants such as two keynote presenters and most panellists in one venue, and the audience attending live and synchronously online. Engagements allowed '*Student Voice*' to feature in ways not always possible, with a virtual space enabling students to express their thoughts with little to no fear.

Following the success of the three colloquial, further consultative processes led to conversations between the Centre for Teaching and Learning, Theology and Health Sciences faculties to consider a topic for a follow up interdisciplinary Colloquium. The topic that was agreed upon is **Rethinking Health and Wellness in the Post-COVID Era: Implications for Teaching and Learning**. This one-day Colloquium was held on 15 June 2022. This time '*Student Voice*' dominated the proceedings, setting the context for presentations eminent scholars in the fields of Higher Education Studies, Health Sciences and Theology.

Reviews, assessments, facilitations & presentations

1. **External Review Panellist**: University of Free State Curriculum Decolonisation. (4 – 8 July 2022).

2. **Postgraduate Students Induction presentation**: "Revisiting 'disciplinarity' in Postgraduate Research: knowing, knowledge and dissemination". University of Zululand (2022).

3. **External Academic Promotion Assessor**: 2021. University of Zululand. Senior Lecturer to Associate Professor.

4. **External Academic Promotion Assessor**: 2021. University of KwaZulu-Natal. Senior Lecturer to Associate Professor.

5. **External Academic Promotion Assessor**: 2020. Rhodes University. Senior Lecturer to Associate Professor.

6. **External Academic Promotion Assessor**: 2020. UKZN. Lecturer to Senior Lecturer.

7. **Sole Facilitator**: North West University Curriculum Review workshop. "Revisiting learning and knowledge in the 'age' of coloniality". March 2020.

8. **Co – Facilitator**: Strengthening Doctoral Supervision Course. Workshop with Master's and Doctoral studies supervisors, Research and Postgraduate Office, Vaal University of Technology: 2017.

9. **Co – Facilitator**: Strengthening Doctoral Supervision Course". Workshop with Master's and Doctoral studies supervisors, Research and Postgraduate Office, Stellenbosch University: 2014.

10. **Co – Facilitator**: Strengthening Doctoral Supervision". Workshop with Master's and Doctoral studies supervisors, Research and Postgraduate Office, University of KwaZulu-Natal, February 2015.

11. **Co – Facilitator**: "Research Design: key for successful data generation". Workshop for the Research and Postgraduate Office, University of Zululand: February 2015.

12. **Co – Facilitator**: "Strengthening Doctoral Supervision". Workshop with Master's and Doctoral studies supervisors, Research and Postgraduate Office, University of Johannesburg. March 2015.

13. **Co – Facilitator**: "Research Design: key for successful data generation". Workshop for the Research and Postgraduate Office, University of Zululand: February 2015.

14. **Co – Facilitator**: "Research Design: key for successful data generation". Workshop for the Research and Postgraduate Office, University of Zululand: June 2014.

15. **Co – Facilitator**: "Strengthening Doctoral Supervision". Workshop with Master's and Doctoral studies supervisors, Research and Postgraduate Office, University of Limpopo. May 2014.

16. **Sole Facilitator**: "The Role of New Literacy Studies in Facilitating Epistemological Access". Doctoral Week, Centre for Higher Education Research, Teaching and Learning, Rhodes University: March 2011.

17. **Plenary Panel Presentation**: "On Examining the Recommendations by the Academy of Science of South Africa (Assaf) on PhD Study in South Africa". Plenary Panel Address. *The PhD Study: An Evidence-Based Study on How to Meet the Demands for High-Level Skills in an Emerging Economy*. Centre for Higher Education Research, Teaching and Learning, Rhodes University: March 2011.

18. **Sole Facilitator**: Workshop Presentation titled: "Teaching for Facilitating Epistemological Access". 3rd Annual Teaching and Learning Conference: Multilingualism, Multiliteracies and Innovative Technologies in Higher Education. University of KwaZulu-Natal, Durban, South Africa. September 2009.

19. **Seminar Presentation**: "Pedagogy, Language, Logic and Learning: The Role of Systemic Functional Linguistics in Higher Education". Conversations about Language with Eran Williams of the US Embassy. Seminar: University of KwaZulu-Natal, Teaching and Learning Office. (5 June 2009).

20. **Seminar Presentation**: "Early Literacy Research: Possibilities for the Early Childhood Development (ECD) Discipline". Developing a Research Plan for ECD. Faculty of Education, University of KwaZulu-Natal: Premier Hotel, 65 Kings Road, Pinetown. (2 December 2008).

21. **Seminar Presentation**: "Epistemological Access and Discursive Critiques in English Studies". Faculty of Education Doctoral Programme. (12 September 2008).

22. **Seminar Presentation**: "On the Theory, Design, and Pedagogy in Academic Learning in English". Reading Bosberaad: KZN DoE: Education, Library, Information, and Technology Services (ELITS) (10 September 2007).

Journal Editorship

1. Associate Editor: *Reading & Writing: Journal of the Reading Association of South Africa* – 2017 to 2019.

Reviewing for book publishers and academic journals

1. Routledge.
2. Axiom Publishers.
3. *The Independent Journal of Teaching and Learning.*
4. *Compare: A Journal of Comparative and International Education*.
5. *Critical Studies in Teaching and Learning*.
6. *South African Journal of Higher Education*.
7. *Perspective in Education*.

Membership in Professional bodies

1. Higher Education Learning and Teaching Association of Southern Africa (HELTASA).
2. Southern African Educational Research Association (SAERA).
3. Society for Research in Higher Education (SRHE).

Academic workshops and seminars at own and external HEIs

1. **Seminar Presentation**: "Transitions from rural contexts to and through higher education in South Africa: negotiating misrecognition". *Virtual Seminar*: 11 October 2021. Education Faculty, MANCOSA, Durban.

- This seminar reports on an international collaborative study that investigated how students from rural contexts negotiate the transition to university, and how prior cultural and educational experiences influence their higher education trajectories. A qualitative, participatory methodology was adopted, centred on co-researcher narratives, digital artefacts and discussions. Findings demonstrate how family and community, including religious, study, and self-help groups, influenced their transitions into higher education and journey through university and to their identities, agency and sense of belonging. The paper argues that university practices, values and norms need to acknowledge and incorporate all students' prior experiences and histories and recognise their powerful contribution in working towards a decolonial higher education.

2. **Discussant**: "Plagiarism in online TL: what does it tell us?" Forum on Plagiarism: 27 May 2021. North-West University.

- My contribution encouraged academic staff across North-West University to consider the contribution that the lack and/or absence of explicitness about disciplinary discourses when they teach contribute to plagiarism. I argued for the urgent need to make disciplinary discourses explicit in curricular design, and how these discourses shape teaching and learning, and how assessment always needs to be embedded in teaching approaches to ensure students do not get compromised and find rescue through plagiaring. To develop my presentation, I drew from my experiences within NWU of my engagements with Subject group lecturers and individual module developers across various academic programmes. Some illustrations were given where there was a clear misalignment between teaching and learning approaches and assessment styles, in essence setting students up to un-intentionally plagiarise as they were second guessing themselves on what was required in assessment tasks.

3. **Discussion Facilitator**: "Implementing a decolonial curriculum for Health Sciences". Decolonising the Health Sciences Curriculum Workshop: 22 June 2021. Faculty of Health Sciences, North-West University

- In this presentation, I attempt to develop a shared conceptual understanding of the intricacies on decolonising the curriculum on behalf of academics from across diverse disciplines within the Faculty of Health Sciences. The goal is to enable the faculty to collaboratively develop a decolonised curriculum framework for *Health Sciences* before a planned *2022 Writing Retreat* to develop actual decolonised curricular.

4. **Keynote Presenter**: "Diversity and student voice for academic access and success". Faculty of Education Forum: 5 December 2019. Faculty of Education, North-West University.

- In this presentation, I begin with a contextualisation that necessitated a focus on racial, cultural, and social class demographic distribution in the *Faculty of Education*. The presentation also included the complications brought about by diverse modes of delivery (distance and contact), and 3 – campus cultures (Mahikeng, Potchefstroom and Vanderbijlpark) and demographics, histories and current complications that threaten the academic project of the faculty. The difficulty with a one-size-fits-all understanding of '*Student Voice*' that emerged throughout the Forum was that it tends to force a glossing-over different realities each group of students brings into the learning context. Frank and open conversations, without fear and favour from both staff and students, and across racial and gender groups, were evident during open discussion. The need to appreciate the critical role '*Student Voice*' needs to play in ensuring 'diversity conversation' go beyond 'a talk show' into reality was emphasised and concluded the presentation.

5. **Lekgotla: Decolonising the Curriculum**: "Coloniality in the curriculum: the darker side of modernity". Difficult conversations: 11 – 15 November 2019. Faculty of Humanities, North-West University

- In this presentation I argue that both transformation and decolonisation of the curriculum have failed to bring about educational and material changes for the majority of South Africans and the global South more broadly. I argued that while transformation of the curriculum was seen in my presentation as merely about changing the form and leaving the substance of racial, class and gender asymmetrical power relations intact, decolonisation merely changed the readings authored by one race group(s) to a different one(s). I clarified that *Coloniality*, on the other hand, is an inherent belief of the superiority of the Euro-American cultures and worldviews, and whiteness as the standard all must measure up to. I concluded by arguing that an uncritical embrace of transformation and decolonisation could undermine real material and psychological changes urgently required for real curriculum responsiveness.

6. **Curriculum Conversations**: "From English Language Teaching to Language Education: possibilities for re-thinking the specialisation". Rhodes University, Education Department: 2016.

- In this talk I argue that naming the specialisation English Language Teaching in a post-colonial context has the potential to reduce English Education to the basics of grammar, functional and instrumental focus, or even referential English language skills. In such contexts, pedagogy, structure, content and purpose of a text are often not inter-related. There is also an erroneous perception of competence in formal grammar as an end in itself. Racial or linguistic categorisation, consequently, are seen as adequate indicators of need, and prospective or practicing teacher are trained to 'fix' these. This approach, I argue, privileges English Language Teaching as a specialisation and ignores the need for interdisciplinarity using critical literacy.

3. **Curriculum Conversations**: "How can we not speak of decolonising the curriculum in higher education?". Education Faculty, Rhodes University: 2016.

- The topic of my talk is a question put in the negative for two reasons. First, we *cannot* dissociate the work we do, within our disciplines, from a reflection on the political and institutional conditions of that work. Secondly, h*ow* can we not give notice of the preventive: some of the typical risks to be avoided: reflections of this nature, in other words, cannot any longer occur outside the context of the decolonisation of the curriculum discourse. This discourse needs to make its way through the very objects we work with, shaping them as it goes, along with our norms, procedures, and aims.

4. **Doctoral week**: "Student-centered learning: why doesn't this feel empowering?" Center for Higher Education Research, Teaching and Learning (CHERTL), Rhodes University: 2014.

- In this talk, I argue that part of the reasons initiatives to accommodate students from disadvantaged educational backgrounds often fail has to do with reactionary mindsets influencing interventions. While traditional approaches to teaching are rightly seen as legitimating streaming into different ability classes, thus construing inequality as differences in ability, and progressive approaches, which are supposedly empowering, both approaches fail to transform the outcomes. The reason for this is that while in the former the teacher is authoritarian and the only source of all knowledge, the latter causes the teacher to lose the role of expert knower, guiding students through the process of knowledge generation. There is also the issue of language of learning and teaching, and the discourses peculiar to each discipline, the teaching of which need to be integrated within content disciplines.

5. **Seminar presentation**: "Re-visiting, Re-identifying, Re-thinking, and Re-naming Educational Disadvantage". School of Languages, Literacies, Drama and Media Education, University of KwaZulu-Natal, 2006.

- This seminar uses data generated at a Historically White University regarding the decision to stop offering a *Bridging the Gap Course* (originally designed for white students during racial desegregation) after South Africa experienced "*certain relaxation* with regard to several racist legislations of the time. This process led to the opening of access to former whites-only universities to every citizen of the country. The paper argues that the shift from *Bridging the Gap Course* designed for students who spoke English as a first language was never going to occur if access was never opened to all South Africans. The fact that it did occur, however, raises an important question. Did the arrival of non-white students to a former white-only university automatically turn white students from being educationally disadvantaged to being educationally advantaged, as implied by the non-continuation of the *Bridging the Gap Course*? Regardless of the type of response to this question, the paper argues that the underlying assumptions behind decisions of this nature, then and recently, have given rise to misguided efforts as we attempt to create opportunities for epistemological access for all our students.

6. **Seminar presentation**: "University Learning: Mode and Medium of Instruction". Programme of English Studies: University of Natal, Durban: 2001.

- In this presentation I argue that since English Studies within an Historically White University (HWU) has historically focused on developing students' skills in discursive critique (by discursive critique I mean forms of analysis drawing on literary analysis, but taking as its subject a range of cultural and social phenomena), a move towards attending to students' language needs should avoid relinquishing this focus. The mere internalization of grammatical structures and skills in sentence construction, while ignoring the importance of teaching language through a focus on language as a discursive entity is not how we should, as a discipline, conceptualize language teaching.

Referees

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