

Op pad met

OPVOEDINGSWETENSKAPPE



NORTH-WEST UNIVERSITY[®]
YUNIBESITI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT

1^{ste} termyn/1st term: Jan-April 2017



Inhoudsopgawe



* Cover photo: Onderwysraadstudente saam met PUKKI

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Message from the Dean



📷 Prof Robert Balfour

Every year seems to begin with more gusto than the year before, and it is certainly true for 2017.

A bevy of international visitors have graced the Faculty in 2017. In the course of the first month, the Faculty hosted the annual meeting of the Education Research Association Conference of South Africa. An energetic team led by Professor Johnnie Hey (also incoming Chair of EASA for 2018), Drs Bernadette Geduld, Julialet Rens and Carolina Botha hosted the event at which Professor Andre Keet, (UFS), Catherine Odora-Hoppers (UNISA), Linda Chisholm (UJ) and Geert Kelterchmans (Catholic University of Leuven in Belgium) were among the keynote speakers. In late February, we welcomed back to the Faculty our former Extraordinary

Professor, Professor Charlie Russo (Dayton University, USA) who presented a series of talks for Faculty and the Unit for Human Rights in Education on social media and freedom of expression.

In mid-March, a delegation from the top university in Florida (USA) visited the Faculty (refer to page 11 for more info). In early April we welcomed Prof Guy Osborne and Steven Greenfield



📷 Dr Louise Postma and Prof Susan Visser at the annual Masters and Doctoral Programme Colloquium.

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📷 Prof Robert Balfour

(University of Westminster), hosted by the Faculty's Masters and Doctoral Seminar Programme and the Research Unit Edu-HRight. Simultaneously the annual Masters and Doctoral Programme Colloquium was organized for all the Faculty's Masters and PhD students, by our Programme Leader Dr Louise Postma. Prof Susan Visser, Vice Rector for Research and Planning at the Potchefstroom Campus, opened this occasion, which was attended by approximately 75 of the Faculty's postgraduate students together with their supervisors. Guy and Steve also provided keynote talks and facilitated the M & D research cafes on the second day of the event. This was also a special occasion in other ways for the Faculty because we were able to award a series of prestigious bursaries. Our top MEd



📷 Prof Balfour, Ms Nellyia Motaung and Prof Bongani Bantwini

Student, Ms Elmien van Wyk (supervised by Dr Annemagriet de Wet and Prof Elda de Waal) received the Deans Prestige

Bursary, whilst the MEd bursary for the ETDP-SETA Schooling Sector focus was awarded to Ms Nellyia Motaung

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📷 Prof Robert Balfour



📷 Prof Robert Balfour, Ms Elmien van Wyk and Dr Annemagriet de Wet

(supervised by Prof Bongani Bantwini).
The ETDp-SETA Early Childhood
Education bursary for PhD studies was
awarded to Ms Kellie Steinke (supervised

by the NWU ETDp-SETA Chair in
ECE sectoral research, Prof Rosemary
Cromarty).

At the end of March Professor Lesley Wood (project leader for COMBER: Community Based Education Research) facilitated the HEAIDS Project closure at NWU, in which participants together with the project sponsor (Dr Maliga Pillay from DHET) presented their reports and research on the integration of the HIV & AIDS awareness into the curriculum. The Deputy Vice Chancellor, Professor Martin Oosthuizen, welcomed participants to the daylong event, which closed with a cocktail dinner. The Department commended the NWU's commitment to embedding and researching this initiative. Presentations were drawn from fields such as Health Sciences, Natural Sciences and the Humanities.

In the course of the first three months of 2017 the Faculty leaders (known collectively as Edu-JET: Education

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📷 Prof Robert Balfour

Joint Executive Taskteam) on all three campuses of the NWU came together for two meetings. In early February, a special strategic planning meeting was held in Potchefstroom, which was attended by all the Directors and Deans of Education, together with the three senior faculty administrators. This meeting focused on the setting up of a special series of events focused on Decolonisation and the Curriculum, which happens also to be to the key theme and focus of the annual national Education Deans Forum (14 August) and SAERA conference (in September) this year. Equally important at this meeting were the finalisation of the Faculty's Governance structure in the new dispensation and a series of decision made as regards the development of new programme specialisation to enhance our teaching and learning

footprint in South Africa. Colleagues at the Mafikeng Campus hosted the second meeting held later in March, at which we noted also two wonderful new book publications which appeared in the first quarter of 2017 emanating from Mafikeng and Potchefstroom colleagues' research collaborations respectively: A scholarly Contribution to Education Practice (Mokoena and Oosthuizen, Eds) and Self Directed Learning Research (Mentz and Oosthuizen, Eds).

It is a pleasure to see how our students tackle their courses, practicum and social events with gusto as seen in the English camps. A big thank you for the enthusiasm of our staff and students in this very visible commitment to making learning real and fun in terms of the various activities promoted in the

Faculty. We can be confident that we are delivering well-rounded teachers into the profession. Another example of this is the wide experience our Educational Psychology students will gain in practicum as they continue with the in initiative begun in 2015 by Dr Lynn Preston and colleagues in the Education Psychology Group, who have set up an active and welcome internship at the Potchefstroom Hospital. At the opening of the 2017 Programme in early February, at which I was also present, the Hospital CEO Ms Gloria Ntlapi, and the North West provincial MEC for Health Services, Dr Magome Masike, addressed students.

We were saddened by the loss of Mr Kjell Olsen, the Principal of Cedar College of Education (at Kwazibabantu Mission in KwaZulu-Natal), one of our partner

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📷 Prof Robert Balfour

institutions in the offering of NWU programmes. A delegation of Faculty lead by Dr Herman van Vuuren attended the funeral service at Kwazibantu on behalf of the NWU. In late March I met the newly appointed CEO of the Royal Bafokeng Institute, another partner institution to the Faculty and NWU, Mr Tom Hamilton. Lastly, it is with optimism that we noted the first tentative assessment of the Faculty's excellent research outputs in 2016 which seem to be marginally better than the much improved outputs of 2015. This work, despite the responsibilities of new programme and module guides, bears testimony to the continued impact of our Research Turn Around Strategy (RTAS) initiated in late 2013. A word of sincere appreciation goes to all who contributed to this achievement (including our senior

colleagues who have actively promoted academic mentorship as a means of support to the overall achievement of our staff). Finally, we were pleased to learn of the successful registration with South Africa's National Health Ethics Council of the NWU Education, Management, Humanities and Social Sciences Research Ethics Committee (under the leadership of Prof Lukas Meyer and with the support of colleagues in the Faculty of Health Sciences, Profs Minrie Greef and Wayne Towers). Thanks to these efforts as regards research, ethics and community work, we can claim with confidence that since 2013 we have established the Faculty as a balanced teaching-research entity. The achievement surely merits the word "awesome"! I remain grateful for the passion of our academics for the education profession, and the dedication

with which our administration supports collective efforts by academics and students alike to excel – long may that energy and warmth sustain us as Faculty in the year to come.

Robert

The relevance of the Higher Education and Training HIV/AIDS Programme (HEAIDS) by Pieter Swarts



Pieter Swarts

As this was my first engagement with the HEAIDS Community of Practitioners (COP) conference, I had mixed emotions. The question with which I grappled was, 'why me?' My doubts were put to rest as I realised there is much to learn at the 2017 conference with the theme **'How can HIV be an entry point into decolonisation of the curriculum?'**

The conference was held in Durban. The thought-provoking conference papers and workshops gave me enough time to re-examine my role as an academic in the historic present debate of decolonising the university curriculum, especially with regard to HIV education.

Although Prinsloo (2016) argues that decolonisation can be 'disruptive and

uncomfortable', academics should not grab this as an excuse to say that decolonising HIV education is too hard, too complicated or too sensitive. What academics must realise is that HIV is real and affects people (human bodies). According to Le Grange, Reddy and Beets (2011), as well as Wood (2008), it is local communities (human bodies) that are mostly affected by HIV. For this reason Wood and Roller (2014) recommend that education around risky socio-environmental issues should adhere to what they refer to as 'casual pathways indigenous to South Africa'. Such a call, which puts the local context at the centre, has the potential to humanise HIV education. The question that automatically comes to mind is:

'What would a humanistic approach towards HIV education look like?' The answer: a rejection of all forms of stereotyping and biases that cause continuous pain (own emphasis).

However, humanising HIV education comes with its own unique challenges. Learning content, pedagogies as well as the role of educators and teachers need to be reconsidered. This is important if we want to challenge the conservative constructions around HIV education. However painful this renewal journey might sound, we dare not get stuck. It is here that HEAIDS COP fulfils a crucial empowerment role. The collective endeavour of these practitioners to decolonise HIV education through

The relevance of the Higher Education and Training HIV/AIDS Programme (HEAIDS) by Pieter Swarts



 Pieter Swarts

the teacher education curriculum is inspiring. Participants in HEAIDS COP are willing to share best practices for incorporating HIV- and AIDS-related education into the teacher education curriculum. They also provide mutual support to members engaging in teaching HIV and AIDS education. This approach concurs with Wegener's (2005) definition of community of practice as a group of people 'who share a concern or a passion for something they do and learn how to do it better as they interact regularly'. Topics such as 'HIV in the South African Curriculum and the decolonisation debate (Prof Crain Soudien), 'Sharing innovative work on curriculum integration' (Dr James Lee, Prof Kathleen Pithouse-Morgan et al., Dr Nonceba Mabovula,

Dr Christian Jordaan, etc.), 'Disrupting HIV fatigue in higher education' (Dr Anthony Brown); Word café: HIV and decolonisation of the curriculum (participants inputs) and emerging issues in the integration of HIV in the teacher education curricula (participants inputs) provided an opportunity to collaborate, network, share knowledge and provide suggestions on HIV and AIDS teaching, learning and research.

Given this brief introduction to my experiences with HEAIDS COP 2017, I would like to take this opportunity to sincerely thank the Dean of the Faculty of Education Sciences, the Director of the School of Education Sciences and my subject head who nominated me to represent the NWU (Potchefstroom Campus).

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Faculty Forum and workshop on Decolonizing teacher education and educational research



South African Education Research Association (SAERA). Initiated by the Action Research SIG.

7 April 2017, North-West University, Potchefstroom

Compiled by: Lesley Wood, Deputy President of SAERA and coordinator of SAERA Action Research SIG.

The First Global Assembly for Knowledge Democracy is taking place on 12 and 16 June 2017 in Cartagena, Columbia on either side of the Action Research Network of the Americas (ARNA) conference. Sousa Santos (2008, p. xxxiv) calls for discussion around the "geopolitics of knowledge, its eagerness to problematize the equation of who produces knowledge, in what context, and for whom." Thus, the 1st Global

Assembly is being organized with the intention of initiating a thoughtful and strategic assessment of the politics of knowledge creation and the potential of participatory approaches as alternatives to a monolithic knowledge enterprise based on the domination of the Global North and the marginalization and subordination of other knowledges. According to Hall and Tandon (<http://www.politicsofevidence.ca/349/>) democratizing knowledge means acknowledging the different ways of knowing and their value in different contexts; valuing the various ways to create and represent knowledge (not just text based); and understanding that knowledge is "a powerful tool for taking action to deepen democracy and to struggle for a fairer and healthier world." To ensure that as many voices as possible are included in this discussion,

there was a call for local workshops to be held to develop regional/local concept papers on knowledge democracy and related issues of decolonization and globalization. These papers will be fed into the Assembly where there will be opportunity to engage with other researchers, either in person or virtually.

The Faculty Forum was attended by 56 delegates from various universities in the country. The programme was opened by Prof Aslam Fataar, Stellenbosch University, who presented six points in his keynote address to stimulate delegate thinking around the topic. There was interaction with audience after each point. Thereafter, 36 delegates stayed to participate in a World Cafe process to explore answers to the four questions suggested in the brief issued

by the coordinators of the preparatory workshops.

- ✓ What knowledge ecologies are appropriate/recognized for our context? And why?
- ✓ How can we (do we) address the democratization of knowledge within our teaching and research?
- ✓ What are the political and pragmatic implications of knowledge democratization? What principles/philosophies might inform them?
- ✓ What research methodologies might advance such knowledge?

A summary of the rich discussions will be posted on the Global Assembly website www.knowledgedemocracy.org.

International visitors: University of Florida

On 20 March the faculty was visited by delegates from the University of Florida:

Mr Matt Mitterko (Associate Director, Graduate International Outreach); Prof Henry T Frierson (Associate Vice President and Dean of the Graduate School); as well as Prof Glenn E Good (Dean, College of Education).

The visit resulted from initial contact that Prof Lloyd Conley made with them in 2016. We are hoping to enter into a memorandum of understanding with the University of Florida, as they have a couple of fields that are of interest to us, like ECE, Teaching with Technology, Educational Leadership and Special Education. You can visit their website at www.education.ufl.edu



Mr Matt Mitterko, Prof Henry Frierson, Prof Robert Balfour, Prof Glenn Good, Prof Lloyd Conley and, in front, Dr Shernice Soobramoney from the NWU's international office.

navorsingsnuus

Prof Marietjie Havenga's NRF project, Enhancing engineering students' self-directed learning through problem-based learning, was approved.

Two new SoTL projects were awarded to SDL members:

Dr Elsie Lubbe – Understanding the unlearning of the hunt-and-peck keyboarding technique, and the learning/relearning of touch-typing as another keyboarding technique

Dr Chantelle Bosch – Establishing learning presence in large groups in a Cooperative learning (CL) – Blended learning (BL) environment to enhance self-directed learning

Ms Anja Visser received an NRF grant to complete her PhD

Dr Annamagriet de Wet received an NRF Thuthuka grant



First publications recognised by the University

First publications recognised by the University



📷 Profs Elsa Mentz, Fika Janse van Rensburg and Susan Visser with our newly published colleagues.

Earlier this year the University recognised and celebrated colleagues who had their first publications in 2015. We are proud of them!

- ✓ Ms Anja Visser
- ✓ Ms Dorothy Laubscher
- ✓ Ms Elma Marais
- ✓ Mr Kassie Karstens
- ✓ Dr Leentjie Van Jaarsveld
- ✓ Dr Marinda Neethling
- ✓ Ms Suegnet Smit

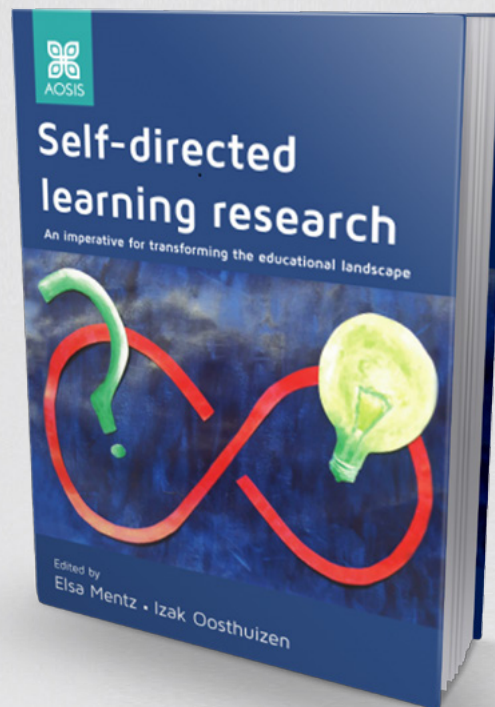
New books

We are very excited about three new books that were recently published. Congratulations to our colleagues!

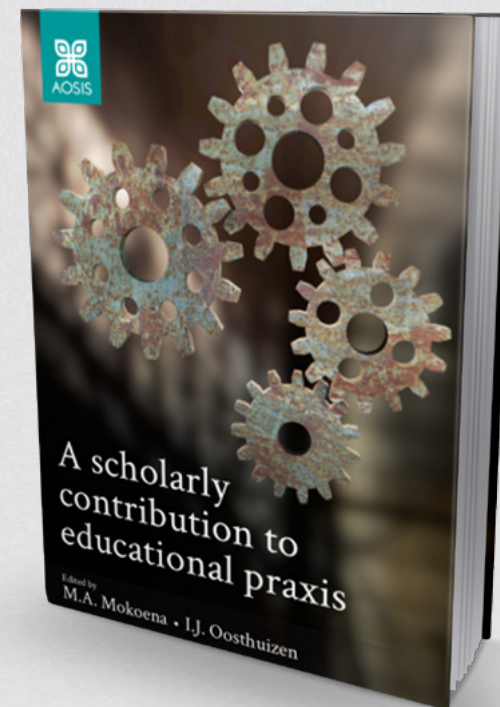
Click on the links below to read more and also see the contents of each book:



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simpatie

Die fakulteit betuig innige simpatie met die volgende personeellede wat geliefdes aan die dood afgestaan het:

- 🌿 Dr Dorita du Toit se skoonma is oorlede
- 🌿 Me Louise Meyer se ma, prof Lukas Meyer se skoonma, is oorlede
- 🌿 Prof Hercules Nieuwoudt se ma, dr Susan Nieuwoudt se skoonma, is oorlede
- 🌿 Me Lize dos Santos se ouma is oorlede
- 🌿 Prof Charlene du Toit-Brits se oupa is oorlede
- 🌿 Me Andri Schoonen se pa is in Desember 2016 oorlede
- 🌿 Me Susan Greyling se pa is in Desember 2016 oorlede

gelukwensinge

- 🌿 Prof Marius Smit, who received a C2 NRF rating
- 🌿 Dr Emmmanuel Ngwenya (African Languages for Education), who recently received his PhD in isiZulu through the University of Zululand
- 🌿 Prof Petro du Preez, who got married in December 2016
- 🌿 Mr Thembisile Thekani, with the birth of his second daughter
- 🌿 Mrs Clea McLaren, with the birth of her daughter

nuwe aanstellings

The faculty has welcomed two new permanent staff members and, as is customary, we introduce the newly appointed staff who joined our team:



📷 Dr Roxanne Bailey

- ✓ Dr Roxanne Bailey was appointed as a lecturer in the School of Natural Sciences for Education from the beginning of January 2017

Roxanne is a Senior Lecturer in Computer Science Education as well as the subprogramme leader in the Cooperative Learning subprogramme within the Research Focus Area Self-Directed Learning. Roxanne's research mainly focuses on critical thinking, cooperative learning and Self-Directed Learning and the empowerment of Information Technology/Computer Science Education teachers. As an emerging researcher, she has received several scholarships (both national and international) for her research. Roxanne states that she is especially grateful to have the opportunity to sow back into a faculty that so richly sowed into her career and life. Her favourite quote: "An unexamined life is not worth living" (Socrates).

- ✓ Mr Toto (AM) Tshona was appointed as a lecturer in the School of Natural Sciences for Education from the beginning of January 2017

mini Opedag



📷 Onderwysraadstudente saam met PUKKI

Die kampus het op Woensdag 15 Februarie 'n mini-opedag gehou waartydens graad 12-leerders van omliggende en plaaslike hoërskole die Universiteit besoek het. Om ongeveer 170 voornemende studente deur me Marian Roscher in die C6-hoofsaal toegesprek en daar was geleentheid om hulle vrae te beantwoord. Die belangstelling in onderwys was meer as in vorige jare.

Dis 'n belangrike bemarkingsgeleentheid vir die Fakulteit en Marian en die Onderwysraad, wat 'n inligtingstalletjie namens die Fakulteit opgerig en beman het, word bedank vir hul moeite.

North-West University student teachers participate in an **Indigenous Knowledge Systems Colloquium** at UKZN, 30 – 31 March 2017

Melissa Speight Vaughn



📷 Jaco Diederiks, Dr Melissa Speight Vaughn, Anette Sethunya and Zintle Nkabinde

North-West University had an awesome showing at the Mother Tongue Colloquium in Durban on 30-31 March, 2017! The event aimed to sensitise student teachers to the importance of mother tongue language for decolonizing the science and technology curriculum. Presentations and discussions were designed to engage student teachers with stakeholders and encourage research related to the role of mother tongue languages in STEM classrooms. The NWU delegation included 4th year student teachers Anette Sethunya, from Computer Applications Technology, Zintle Nkabinde from Mathematics, Jaco Diederiks from Mechanical Engineering and Technology, Professor Josef de Beer, and Dr Melissa Speight Vaughn, a post-doctoral fellow at the NWU, originally from George State University, USA.

Our puppetry trio of student teachers infused their mother tongues into their performance of a puppet-show presenting the indigenous knowledge of useful plants. They edu-tained the audience as Homo ludens (playing humans) and were themselves personally and professionally enriched. The trio represented the same diversity they demonstrated in the puppet-show. In addition to representing various STEM fields, Anette's mother tongue is Setswana, Zintle's first language is isiZulu and Jaco's home language is Afrikaans. Over

the course of the trip, I witnessed the students share their languages, cultures, experiences and aspirations. Their complementary personalities gelled and the entire project benefitted. Each student enhanced the trip differently. Our reflections are captured below.

Attending the colloquium was full of first experiences for us. The colloquium was my debut as director and the students' first performance as puppeteers. This was my first trip to Durban and Zintle and Anette's first airplane flight. Zintle's animation punctuated the trip with comedy. After arriving at the airport, check in proceeded smoothly and we filed through the security checkpoint only

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Melissa Speight Vaughn

to get a fright when the scanner alarm triggered. We watched nervously as the security officer approached Zintle and informed him that sharp objects in his luggage needed to be removed. While Zintle was overcome with nervous anxiety, the rest of us seemed to be engaged in mental gymnastics. Josef wondered if this event would make tomorrow's newspaper headlines. Anette contemplated whether she could take Zintle's window seat if he was detained. Jaco reflected on whether he missed signs that Zintle might be a terrorist and I struggled to remember the proper pronunciation of Zintle's isiZulu words, just in case I had to replace him as Sam, the scientist. We snapped back to reality when Zintle produced two weapons of mass destruction from his carry-on luggage: a pair of scissors and a wrench! The security officer giggled as she discarded the items and released Zintle to proceed to the departure gate.

Anette was calm and collected on her first flight while Zintle's fear intensified as we boarded the plane. During take-off, he recalled: "I was sitting, holding so tightly to the handles of the seat because of the terror I was in. The other members didn't care much about fear, they were so relaxed they read magazines at high speeds."

Our student ambassadors were enlightened about the importance of mother tongue language and indigenous knowledge in STEM education. Anette learned the benefits of mother tongue language instruction for student achievement but was perplexed by the challenges of linguistic equity in the South African context. On the first day of the conference, organizers tasked her to find a way to integrate indigenous knowledge and mother tongue language into Computer Applications Technology. On the second day, Anette surpassed their expectations with her discovery of ethno-computing, "which emphasises the importance of integrating cultural elements into software design and teaching Computer Science." Inspired by her finding, Anette is now motivated to explore the relationship between Computer Science and indigenous knowledge in her Masters and PhD studies.



📷 Puppeteers at work!

Similar to Anette, Jaco considered the long-term implications of infusing indigenous knowledge and mother tongue language in culturally diverse classrooms. The colloquium presentations challenged his ideas of social cohesion and indigenous education in the global context. However, Jaco was impressed by the collective of people meeting the challenges of our education system head

North-West University student teachers participate in an **Indigenous Knowledge Systems Colloquium** at UKZN, 30 – 31 March 2017

Melissa Speight Vaughn

on and finding viable solutions. Noting the uniqueness of North-West University's cultural and linguistic heritage, Jaco stressed the importance of university representation and critical inquiry in discussions of "indigenous education development relevant for our own indigenous cultures that we have to deal with on our campuses."



📷 Melissa, the Director!



📷 Relaxing at Ballito beach

The morning after the conference, we spent a few hours at Ballito Beach. We took the opportunity to unwind and reflect on the experience before heading to Ushaka (Durban) International Airport. On behalf of the student trio and myself, we express our esteem and appreciation to Professor Josef de Beer. His leadership and mentorship on this project and others is invaluable. We are also grateful for the student recommendations and opportunity to participate in the Mother Tongue Colloquium.

Strukture in Tegnologie

se eerste brugbouwenners!



📷 Mnr S Combrinck met die "spaghettikonings"-wisseltrofee

Die VOO Tegnologie se eerstejaars van 2017 is die eerste groep wat die nuwe BEd-module, FETC111 Strukture in Tegnologie, loop. Die aard, eienskappe en gebruike van verskillende strukturele onderdele om strukture te versterk, was die motivering agter die ontstaan van die eerste spaghetti-brugboukompetisie vanjaar.

Studente moes in groepe van twee die tegnologiese proses volg en 'n brug ontwerp en van spaghetti bou. Die brug moes aan spesifieke kriteria voldoen, onder andere gewig, ontwerp, estetika en sterkte. Die brûe is daarna aan trekkragte onderwerp om die sterkte daarvan te toets, asook om die moontlike redes vir faling vas te stel.

Die kompetisie was baie mededingend, en die uiteindelijke wenners se brug het 'n gewig van 44,75 kg gedra en het slegs 487 g geweeg. Baie geluk aan mnre CF Kirsten en S Combrinck, wat as die eerste spaghetti-brugboukonings van 2017 gekroon is, en mag hulle poging die volgende jaargroep tot hoër hoogtes aanspoor.

📷 Mnr Joop Oosthuizen en mnr CF Kirsten tydens die toetsing van die wenbrug



VKO-studente in Londen en Kanada



Die vakgroep vir Vroeë Kinderontwikkeling (VKO) bied sedert 2015 die geleentheid aan vierdejaarstudente om as uitruielstudente na ander lande te gaan.

Gedurende 2016 het dr Ona van Rensburg en haar opvolger as vakgroepvoorsitter, Jeannine Keating, studente volgens bepaalde kriteria vir die volgende uitruielprojek gekies. Daar is besluit om die geleentheid vir die studente na afloop van hulle eindeksamen 2016 aan te bied. Soos in 2015 was deel van die kriteria dat die student sou onderneem om vir 'n honneurs- en/of meestersgraad in VKO by die NWU in te skryf.

Die studente (sien foto links) het op 17 November vanaf OR Tambo-lughawe vertrek. Lilian Maree en Sandra Fourie is na Brock Universiteit in Kanada, terwyl Gail Maserame, Carena Delport en Simoné Barnard na Little Reddings Primary School in Spring Crofts Bushey net buite Londen is.

📷 Opgewonde uitruielstudente (vrnl) Lilian Maree en Sandra Fourie is na Brock Universiteit in Kanada en Gail Maserame (nie op foto), Carena Delport en Simoné Barnard is na Little Reddings Primary School in Spring Crofts Bushey net buitekant Londen.

VKO-studente in Londen en Kanada

Die twee groepe het verskillende ervaringe gehad. In Kanada is die studente na verskillende skole in Toronto en St Catharines Ontario geneem. Hulle het ook van die klasse by Brock Universiteit bygewoon en het in die studentebehuisingseenhede op die kampus gebly. Vir albei studente was een van die hoogtepunte die ervaring van 'n *Forest School*. Die kindergartengroep van Rosalind Bauer, 'n privaatskool by Brock Universiteit se Opvoedkundekampus, besoek die *Forest School* weekliks, ongeag die weersomstandighede. Tydens 'n terugvoergesprek het ons studente berig dat die dag van die besoek vir hulle die koudste was. Leerders by Rosalind Bauer is kinders van studente, dosente en die omliggende gemeenskap.



📷 Die *Forest School* was 'n belewenis



📷 'n Klas oor Inheemse Kennis is bygewoon



📷 Saam met prof Mary Louise Van der Lee by Wheatly Montessori



📷 Prof Ona Janse van Rensburg (regs) het 'n lesing oor *ECDE in South Africa* by Brock University aangebied.

VKO-studente in Londen en Kanada



📷 'n Londen-uitstap vir die studente

In Engeland het dr Ona Janse van Rensburg die studente met hulle aankoms ontvang en was vir die week van 21–25 November saam met hulle by Little Reddings. Gail en Simoné het in Leyton gebly en elke dag saam met hul huis-ma, 'n onderwyseres by Reddings Hoërskool, gery. Carena het by 'n assistent van Little Reddings gebly en kon skool toe stap.

Die studente is dankbaar vir die geleentheid om in hierdie lande hulle horisonne te kon verbreed. Simoné en Carena is as deeltydse honneursstudente in Leerderondersteuning ingeskryf omdat hulle reeds poste aanvaar het. Sandra en Lilian is voltydse honneursstudente en beplan om verder vir meestersgrade te studeer. Gail het ook 'n pos in Potchefstroom aanvaar en is nie tans vir 'n honneursgraad geregistreer nie.



📷 Simone en Gail by hul huis-ma in Leyton

Vir die vakgroep VKO het beide die uitruilgeleenthede goeie dividende ten opsigte van nagraadse studente gelewer.

Wacky your tekkie

The Faculty of Education Studies at the North West University (Potchefstroom Campus) undertakes a project each year to support Mandela day. This year the School for Education Studies is driving the project and the theme is "My footprint, My legacy". Our dream is to provide 250 pairs of Tom shoes to children in the needy community in Klerksdorp.

This project is driven by a group of lecturers and students and the following activities are planned:

School participation to "wacky your tekkie" – to uplift spirit and establish early awareness about the project. "Wacky your tekkie"- competition where students collaborate to embellish a pair of Tom shoes. The best display will then be awarded a pair of brand new NIKES in their own size! Faculty members and students are encouraged to donate Tom shoes (for primary and secondary school learners), a financial contribution, children's' books, children's' clothes and toys. Super Athlete Caster Semenya has donated a pair of her spikes and Alyssa Conley (100m and 200m SA Champion) has donated the athletic shoes that she wore in the Opening ceremony of the 2016 Olympic Games in Rio, for us to use in the project. Alyssa will also make short video clips on the theme "My footprint, My legacy" that will be distributed on the social media platforms of the Faculty. On July 18th a group will visit a community project in Klerksdorp. A 5km fun walk ("Fun walk to freedom" in honour of Mandela's "Long walk to freedom") will be held. At the finish line each child will make a footprint in wet paint on a large piece of calico. This will then be displayed at the NWU and children will be encouraged to start working on their legacy and then one day return to the NWU to find their footprint. The video clips will be shown to the children and after lunch and some games, each child will get a pair of shoes. The books, clothes and toys will also be distributed amongst needy children. The children of the community earmarked for this project are extremely needy. Not only in terms of material and financial support, but also in terms of emotional support. They need someone to inspire them to rise above the circumstances in which they grow up.

This project relies on the legacy of the Mandela's of the world to light a dream in the heart of these children while at the same time addressing basic needs like shoes.

Nelson Mandela
International day

18 July 2017

MY FOOTPRINT- MY LEGACY

Wacky your tekkie!



WHO can participate?

You

HOW can you participate?

- Sponsor a pair of Tommy tekkies
- Donate money
- Bedazzle a pair of donated Tommy tekkies

WHAT happens with donated tekkies?

- Needy children will receive it!

BIG prizes to be won!

- A pair of NIKE tekkies in your own size!

Donate a pair of Tomy Tekkies

- ✓ Make a financial contribution to buy Tomy Tekkies (NWU, ABSA, Cheque account 67 064 2313, Branch code 632 005, REF: MandelaSO / Your Surname) E-mail proof of payment to: lynette.byleveld@nwu.ac.za or if you want to donate cash @ Lynette Byleveld C6, G31
- ✓ Donate children's' clothing, children's' books or toys please!
- ✓ Deliver your donations @ C6, G31 Lynette Byleveld or @ C6, 222 Arno Visagie
- ✓ Contact number: Lynette Byleveld 018 – 299 4757



Kollegas, baie dankie vir die inligting wat ontvang is. Bydraes vir die volgende uitgawe kan aan edu-enquirypotch@nwu.ac.za gestuur word. Die redaksie van hierdie nuusbrieff maak staat op die korrektheid van inhoud van die afsender en vrywaar hulleself dus teen enige foute wat gepubliseer word. Ons verwelkom voorstelle, regstellings of kommentaar oor die inhoud van hierdie nuusbrieff.