

7 May 2021

Edu-HRight: Prof Ida Sabelis prestige lecture

Associate professor, Faculty of Social Sciences, Vrije Universiteit, Amsterdam
Wild pedagogies - enhancing sustainable teaching in multiple ways



Prof Sabelis took us on a sensory journey to unlock the complexity of wild pedagogy and its possibilities for sustainable teaching. She reminded us of how pandemics and environmental crises reveal the complexities of our ecological livings with and as part of nature. The unknown and unexpected pushes us to live a life without control and requires us to leave our comfort zones. Many of our teaching schedules are driven by performativity measures, making them uncreative, rendering us exhausted and limiting opportunities for risk taking, and leading to trial and error.

Efficiency and spatio-temporality were core to her lecture, because wild pedagogies take time and involve different spaces. She emphasised how everyday wilderness involves rediscovering the wild around and in us. It is a sensory learning experience to deepen learning, and is embodied, embedded and enduring.

The academics engaged in rich discussion with Ida on this topic and its entanglements with posthumanism, social and natural environments, learning for the future, safety, aesthetic materials, learning through play, as well as contextualised learning.

Edu-HRight: Prof Ida Sabelis se prestigelesing

Prof Sabelis het ons op 'n sensoriese reis geneem om die kompleksiteit van "wild pedagogy" en die moontlikhede daarvan vir volhoubare onderwys te ontsluit. Sy het ons daaraan herinner hoe pandemies en omgewingskrisisse die kompleksiteite van ons ekonomiese leefwyse met en as deel van die natuur blootlê. Die onbekende en onverwagte dwing ons om 'n lewe sonder beheer te leef en vereis dat ons ons gemaksones moet verlaat. Baie van ons onderwysskedules word deur prestasie gedryf, wat dit onkreatief maak en ons uitgeput laat en die geleenthede vir risiko's beperk, wat tot leer en probeer lei.



Doeltreffendheid en tydruimtelikheid was die kern van haar lesing, aangesien "wild pedagogies" tyd neem en ander ruimtes behels. Sy het beklemtoon hoe die daaglike wildernis vra dat ons die wilde om en in ons moet herontdek. Dit is 'n sensoriese leerervaring om leer te verdiep. Dit word beliggaam en ingebied, en is blywend.

Die akademici het 'n lewendige bespreking met Ida oor hierdie onderwerp en die vervleugtheid daarvan met posthumanisme, sosiale en natuurlike omgewings, leer vir die toekoms, veiligheid, estetiese materiaal, leer deur spel, asook gekontekstualiseerde leer gehad.

BEd IT Education students involved in coding and robotics

The BEd fourth-year Information Technology students visited the campus for three days to enhance their programming skills. Students were also introduced to the construction, strengthening and programming of Lego EV3 Mindstorms robots. Students had to do calculations for the robot to move specific distances, rotate the number of degrees and use forces to push and pull objects. The students were also introduced to the use of input and output ports, the calculation of the number of wheel rotations, gear ratios and the programming of different robot sensors (touch sensor, colour sensor, infrared and ultrasonic sensors). Responsible teamwork was crucial and it was an opportunity where students worked together meaningfully to achieve specific outcomes and prepare them for the teaching of robotics at school.

This initiative is particularly important because the draft CAPS documents (Gr R-3, 4-6, 7-9) for Coding and Robotics have been made available to the public to provide feedback. Several colleagues from the Faculty of Education were also involved in submitting comments to the DBE regarding the proposed curriculum.



BEd IT-onderwysstudente by kodering en robotika betrokke

Die BEd-vierdejaarstudente in Inligtingstegnologie het die kampus vir drie dae besoek om hulle programmeringsvaardighede op te skerp. Studente het verder kennis gemaak met die konstruksie, versterking en programmering van Lego EV3 Mindstorms-robotte. Studente moes berekeninge doen sodat die robot spesifieke afstande kan beweeg, 'n sekere aantal grade draai en kragte gebruik om voorwerpe te stoot en te trek. Die studente is ook bekend gestel aan die gebruik van toevoer- en afvoerpoorte, die berekening van die aantal wielrotasies, ratverhoudings en die programmering van verskillende robotsensors (raaksensor, kleursensor, infrarooi- en ultrasoniese sensors). Verantwoordelike spanwerk was van kardinale belang en dit was 'n geleentheid waar studente sinnvol saamgewerk het om spesifieke uitkomste te bereik en om hulle voor te berei om robotika op skool aan te bied.

Hierdie inisiatief is veral belangrik omdat die KABV-konsep dokumente (Gr R-3, 4-6, 7-9) vir Kodering en Robotika aan die publiek beskikbaar gestel is om terugvoer te lewer. Vervolgens was verskeie kollegas van die Fakulteit Opvoedkunde by die indiening van voorstelle aan die DBO rakende die voorgestelde kurrikulum betrokke.

SDL: 4th International Self-Directed Learning Conference

The poster features a purple header with the NWU logo and the text "Save the Date". Below this is a teal section containing "Virtual Conference" and the dates "3 - 5 November 2021". The main title "4th International Self-Directed Learning (SDL) Conference" is centered in white text on a purple background. To the right, there is a small image of a laptop screen showing a video conference with multiple participants.

Edu-HRight: Memorial Lecture & Symposium

The poster features the NWU logo and the text "Edu-HRight" with the subtitle "Education and Human Rights in Diversity". The main text area contains "SAVE THE DATE!", "Memorial Lecture & Symposium", and the dates "14 - 15 September 2021". Below this is a purple banner with the text "Effective public schooling: A legal perspective". The bottom section lists "7 Sub-themes" with numbered items from 01 to 07, each followed by a horizontal line.

Sub-theme	Description
01	Educators' rights
02	Learners' rights
03	Safety in schools
04	Accountability (Parents, Educators and SGBs)
05	Best interest of the learners
06	School discipline
07	Education change

Dissemination of Edu-HRight research

The Edu-HRight subarea group leaders were honoured to host Mr GP van Rheede van Oudtshoorn who specialises in corporate communication and marketing. Mr Van Rheede van Oudtshoorn is a senior marketer at the NWU's marketing and web office. He shared some brilliant insights regarding the dissemination of research in Edu-HRight with respect to qualitative research, training, marketing and communication.

The Edu-HRight subarea group leaders were given points to ponder with an eye-opening perspective of research, the platform used and the resources available. Mr Van Rheede van Oudtshoorn highlighted the purpose of research both from the perspective the researcher and from the audience (receiver) and its importance with regard to the buy-in, engagement and the structured message it delivers and receives. He furthermore emphasised the importance of marketing in relation to research. Mr Van Rheede van Oudtshoorn also highlighted the idea of "thought leadership" - to become a presence and share innovative ideas on how to "observe impact of influence", and how to get more out of the various research relationships and/or engagements.

The Edu-HRight subarea leaders found this session to be very informative and will incorporate the information and knowledge they have gained in their research.



Verspreiding van Edu-HRight-navorsing

Die groepleiers van die Edu-HRight-subgebied was geëerd om mnr GP van Rheede van Oudtshoorn, wat in korporatiewe kommunikasie en bemarking spesialiseer, te verwelkom. Mnr Van Rheede van Oudtshoorn is 'n senior bemarkter by die NWU se bemarkings- en webkantoor. Hy het sy insig gedeel oor die verspreiding van navorsing binne Edu-HRight ten opsigte van kwalitatiewe navorsing, opleiding, bemarking en kommunikasie.

Die groepleiers van die Edu-HRight-subgebied het stof tot nadenke gekry met 'n baie interessante perspektief op navorsing, die platform wat gebruik word en die beskikbare hulpbronne. Mnr Van Rheede van Oudtshoorn het die doel van navorsing beklemtoon vanuit die perspektief van sowel die navorsing as die gehoor (ontvanger) en die belangrikheid daarvan met betrekking tot die inkoop in, betrokkenheid by en die gestruktureerde boodskap wat dit lewer en hoe dit ontvang word. Hy het verder die belangrikheid van bemarking met betrekking tot navorsing beklemtoon. Mnr Van Rheede van Oudtshoorn het ook die idee van "denkleierskap" uitgelig - om 'n teenwoordigheid te word en innoverende idees te deel oor hoe "die impak van invloed" waargeneem kan word en hoe 'n mens meer uit die verskillende navorsingsverhoudings en/of betrokkenheid kan haal.

Die leiers van die Edu-HRight-subgebiede het hierdie sessie baie insiggewend gevind en sal die inligting en kennis wat hulle opgedoen het by hulle navorsing insluit.

COMBER Project received the Vice-Chancellor's Award for Excellence in Community Engagement

Ethics number / Etieknommer: NWU-00641-18-S2



Dr Marinda Neethling is the project leader who was addressed by lecturers of the Cedar College of Education in the Umzinyathi District, KwaZulu-Natal (KZN), to participate in a community-engagement project in which teachers in the district can receive in-service training and can learn how to effectively teach and support learners with diverse educational needs in their inclusive classrooms. Dr Elsabe Wessels from the Mahikeng Campus came on board, along with Prof Lesley Wood, research director of COMBER and an expert on community engagement and PALAR, and Prof Petra Engelbrecht, as a skilled researcher on inclusive education.

The need for professional development in inclusive education was highlighted in our institution when BEd students in the Umzinyathi District in rural KZN had to complete practical assignments with the help of teachers. They found that the teachers lacked basic knowledge of supporting learners with diverse educational needs. The community-engagement project provides educators with in-service training to effectively teach and support learners with diverse educational needs.

This research project is based on constructivist and critical theories because experiences and ideas change, knowledge is created, and questions are asked, explored and reflected on. The theories are positioned in a PALAR paradigm to improve the scholarship of teaching and learning. The project thus embraces and integrates the core function of higher education, namely teaching, research and community engagement through transformational and sustainable development.

COMBER-projek ontvang die Visekanselierstoekenning vir Uitnemendheid in Gemeenskapsbetrokkenheid

Dr Marinda Neethling is die projekleier wat deur dosente van die Cedar College of Education in die Umzinyathi-distrik in KwaZulu-Natal (KZN) gevra is om deel te neem aan 'n gemeenskapsbetrokkenheidsprojek waarin onderwysers in die distrik indiensopleiding kan ontvang en kan leer hoe om leerders met diverse opvoedkundige behoeftes in hulle inklusiewe klaskamers doeltreffend te onderrig en te ondersteun. Dr Elsabe Wessels van die Mahikengkampus, saam met prof Lesley Wood, die navorsingsdirekteur van COMBER en 'n kundige op die gebied van gemeenskapsbetrokkenheid en PALAR, en prof Petra Engelbrecht, as 'n vaardige navorser oor inklusiewe onderwys, het ook hand bygesit.

Die behoefte aan professionele ontwikkeling in inklusiewe onderwys het by ons instelling onder ons aandag gekom toe BEd-studente in die Umzinyathi-distrik in die landelike KZN praktiese opdragte met behulp van onderwysers moes voltooi. Hulle het gevind dat die onderwysers se basiese kennis oor die ondersteuning aan leerders met diverse opvoedkundige behoeftes ontbreek het.

Die gemeenskapsbetrokkenheidsprojek verskaf aan onderwysers indiensopleiding om leerders met diverse opvoedkundige behoeftes te onderrig en te ondersteun.

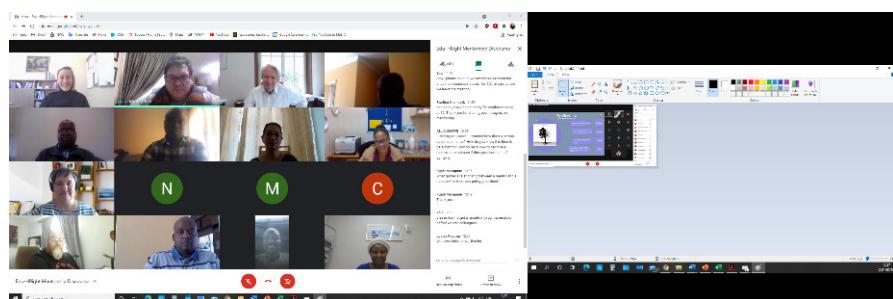
Hierdie navorsingsprojek is op konstruktivistiese en kritiese teorieë gegrond, aangesien ervarings en idees verander, kennis geskep word, en vrae gevra en ondersoek word en daaroor nagedink word. Die teorieë is in 'n PALAR-paradigma geposisioneer om die vakkundigheid van onderrig en leer te verbeter. Die projek omarm en integreer dus die kernfunksie van hoër onderwys, naamlik onderrig, navorsing en gemeenskapsbetrokkenheid deur transformasionele en volhoubare ontwikkeling.

Academic discourse on mentorship

On Tuesday, 4 May the Edu-HRight members attended an academic discourse on mentorship, which was presented by Prof Jan de Groot (Edu-HRight extraordinary professor), Prof AJ Botha (Acting Director: Edu-HRight), Prof SR Simmonds (subarea leader: Diverse Contexts) and Prof CB Zulu (subarea leader: Discipline), who shared their experiences and views on mentorship at various personal levels as a mentor.

Members were welcome to collaboratively engage in an open discussion with their comments, challenges and questions to establish an understanding of the purpose, role, and process of mentoring between the mentor and mentee in their career and on a personal level.

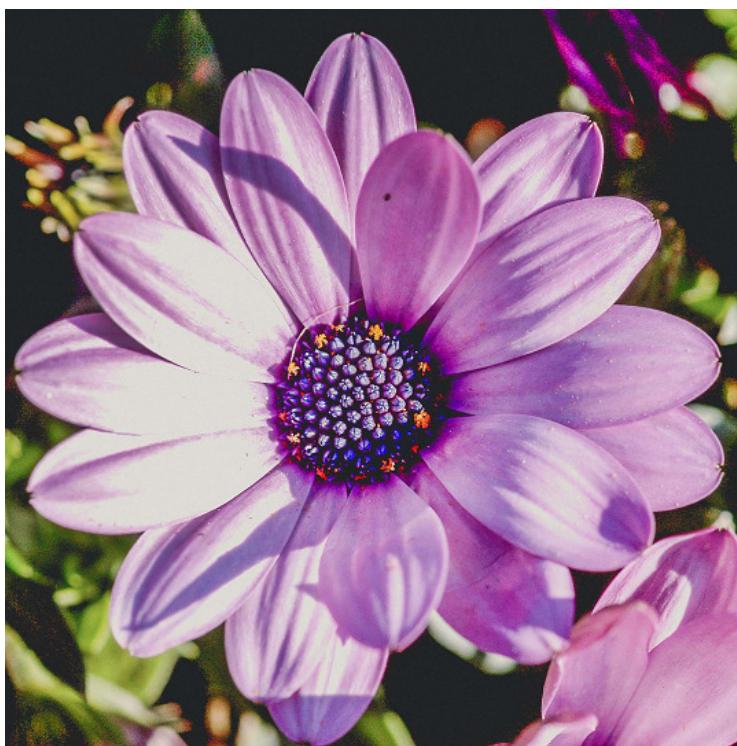
Edu-HRight would like to thank Profs De Groot, Botha, Simmonds and Zulu for sharing their insights with and teaching their knowledge to members to help them in their journeys for mentoring.



Op Dinsdag 4 Mei het die Edu-HRight-lede 'n akademiese gesprek oor mentorskap bygewoon wat deur prof Jan de Groot (buitengewone professor, Edu-HRight), prof AJ Botha (Waarnemende Direkteur: Edu-HRight), prof SR Simmonds (subarealeier: Uiteenlopende Kontekste) en prof CB Zulu (subarealeier: Discipline) aangebied is en wat as mentors hulle ervarings en sienings oor mentorskap op verskillende persoonlike vlakke gedeel het.

Lede is aangemoedig om saam te werk aan 'n oop gesprek met hulle kommentaar, uitdagings en vrae om 'n begrip te kry van die doel, rol en proses van mentorskap tussen die mentor en mentee in hulle loopbaan en op persoonlike vlak.

Edu-HRight wil prof De Groot, Botha, Simmonds en Zulu bedank vir die feit dat hulle hul insigte en hulle kennis met lede gedeel het om hulle op hulle reis vir mentorskap van nut te wees.



Happy Birthday

to everyone celebrating their birthday this month.

MAY 2021

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• FRIDAY FEEL-GOOD NEWS •

GUIDELINES

- Snippets should be sent as an attachment in a **Word document**.
- Snippets should be approximately **50–200** words (per language).
- Snippets must be in both **English and Afrikaans** – we all use different abbreviations and names, so the correct terminology must be provided in both languages.
- Please **include a title** for your snippet.
- Related **photo/s must be provided** along with each snippet:
 - **Sent as an attachment**
 - **In .png or .jpeg format**
 - **Minimum one** photo and a **maximum of eight** photos
- Submit snippets before 12:00 every Wednesday.
- Email snippets to **Aloreece.Johnson@nwu.ac.za**.

For more information, contact Aloreece Johnson on X285 2722.

RIGLYNE

- Brokkies moet as 'n **aanhangsel in 'n Word-dokument** gestuur word.
- Brokkies moet ongeveer **50–200** woorde (per taal) bevat.
- Brokkies moet in beide **Engels en Afrikaans** wees – ons gebruik almal verskillende afkortings en benamings, dus moet die korrekte terminologie in albei tale verskaf word.
- **Sluit 'n titel** vir u brokkie in.
- Gepaste **foto's moet saam met elke brokkie voorsien** word:
 - **Gestuur as 'n aanhangsel**
 - **In png- of jpeg-formaat**
 - **Minimum van een foto en 'n maksimum van agt foto's**
- Dien brokkies elke Woensdag voor 12:00 in.
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