



NOKHANYO NOMAKHWEZI MAYABA (nee Mdzanga) is a qualified teacher and has taught in high school before she became a lecturer at the University. She is an Associate Professor and Director of School for Initial Teacher Education in the Faculty of Education at Nelson Mandela University. She holds a BA (Ed), BA (Honours), and MA (Contemporary English studies) from the former University of Transkei. She further completed her M Ed (Cum Laude) and PHD from Nelson Mandela University. She has been awarded a post graduate medal of honour by the Education Association of South Africa (EASA) and has been a post-doctoral research fellow at UNISA.

Her current research focus is on the capacitation of student teachers for multilingual classroom contexts. She has published articles on the following: the complexities and interplay of languages, in particular, English and isiXhosa in the teaching of Science in schools and university; the use of cultural stories to enhance resilience of vulnerable children and on the learning of African languages by English/Afrikaans student teachers. Her recent book chapter argues for the positioning of African languages in Foundation phase teacher preparation programmes. She is an external examiner for a number of Higher Education institutions and supervises both Masters and Doctoral students. She has presented her work in both national and international conferences and peer reviews articles for a number of accredited journals.



Positioning isiXhosa for English /Afrikaans language speakers in Foundation phase teacher preparation programme

Professor Mayaba

South African policies on teacher education support the promotion and learning of African languages in teacher preparation programmes. Although it is the case, student teachers who are English/Afrikaans speakers learn these languages on a conversational level. This is concerning because today's classrooms are multilingual and therefore it is fallacious to assume that learning a language on a conversational level would capacitate anyone with the language they might need to use in multilingual classrooms. In this paper I argue that African languages have a pedagogical relevance in the South African classroom hence teachers need to be capacitated to 'border- cross' between languages. I provide examples from research I conducted with 4th year students during their school based learning in order to illustrate my thoughts on developing students' multilingual resources and communicative competencies in isiXhosa. Furthermore, the view that English and/or Afrikaans student teachers do not feel disempowered and voiceless when they are unable to draw from learners' language resources in linguistic diverse classrooms is challenged. I believe that in rethinking a decolonised language curriculum the focus should be on how curriculum developers could capacitate English and/or Afrikaans student teachers to use an African language as required by the goals of language in a particular classroom context (Blommaert, Collins & Slembrouck, 2005). This paper has implications for Foundation Phase curriculum developers who prepare teachers for a multilingual classroom context.

Keywords: African languages, Foundation phase teacher programme, multilingual classroom, isiXhosa

The School of Education

cordially invites you to the

The Dean's Seminar Series: Decolonising Teacher Education



Date

Monday, 20 November 2017

Time

08h00 for 08h30

Venue

Margaret Martin Lecture Theatre | Edgewood Campus

RSVP

essential by no later than Thursday, 16 November 2017

Mrs Renita Maharaj

Email: maharajra@ukzn.ac.za



LORETTA FERIS was until recently Professor of Law in the Institute of Marine and Environmental Law at the University of Cape Town (UCT) where she taught natural resources law, pollution law and international environmental law. Since January 2017 she has been Deputy Vice-Chancellor (Transformation) at UCT. She holds the degrees BA (law), LLB and LLD from the University of Stellenbosch in South Africa and LLM from Georgetown University in the USA. Professor Feris is an NRF rated researcher and has published widely in the area of environmental law, including environmental rights, liability for environmental damage and compliance and enforcement of environmental law. She is a board member of Biowatch and Natural Justice and has until 2013 served on the board of the South African Maritime Safety Authority. She is a Law Commissioner of the World Conservation Union (IUCN) and a member of the IUCN Academy of Environmental Law where she served on the teaching and capacity building committee for three years.



Towards the Decolonial Turn: Opportunities and the Challenges for South African universities

Professor Feris

Universities are places of learning and of contestation. They are spaces where we bring our differently situated bodies (sexuality, gender, race, etc) into. They must therefore be places and spaces where we critique the circumstance that most universities around the globe have been moulded on the Western canon. What does this mean for South African universities, what does it mean for the curriculum, for delivery of the curriculum, for the production of knowledge and for the graduates we produce?

In her talk Professor Feris will focus on what has been termed the “decolonial turn” a project that has as its aim the transcending and decolonisation of a central (Western) epistemology and what it may mean for the South African university. Acknowledging that universities are axes of knowledge and power, including the power of vested interests, she will focus on whether it is possible to begin to reimagine the African university, starting with the premise that there is no single or universal epistemic tradition that should form the basis of a university. She will then proffer what are the opportunities wrought by decolonisation whilst being mindful of the challenges.



DR MUKI MOENG was appointed as the Dean of the Faculty of Education at Nelson Mandela University on 1 May 2015. Formerly, she was the Institutional Director of Teaching and Learning at North-West University (NWU) from January 2010 until the end of April 2015. She is an alumnus of Nelson Mandela University. She was recently appointed by the Minister of Higher Education and Training as a member of the Council on Higher Education (CHE) from 1 October 2017 to 30 September 2019. She is also a member of the Nelson Mandela University Council.

Her research interests are in the Scholarship of Teaching and Learning (SoTL). She believes that teachers and lecturers who reflect on their teaching and the learning of their students are in a better position to improve the teaching and learning experience and the environment in which it occurs. These reflective practitioners and scholars can therefore inform theory, policy and systems to better cater for the needs of students. She is passionate about student academic development and success. As a student herself from the late seventies (70's) to the mid-nineties (90's) she has experienced the inequalities of the education system. In her capacity as a student and the various student leadership roles that she held both in South Africa and in the USA, she was very active in getting students to mobilize against injustice and improve their learning conditions.



A Reflexive journey of encounter, rethinking and decolonization: A case of the Faculty of Education at Nelson Mandela University

Muki Moeng

In this presentation, I describe the journey that the Faculty of Education at Nelson Mandela University embarked on when it reconsidered its purpose of education. I also share the Faculty's re-curriculation process that started as far back as 2011 and was intercepted for re-imagination by calls to decolonize the curriculum in 2015. The whole journey about the purpose of education and teacher education in particular, started with deep, emotionally reflective encounters of courageous conversations in 2009. These encounters led to the adoption of the Humanizing Pedagogy philosophy of Education and the revision of the Faculty's vision and mission in 2011. With the introduction of the Minimum Requirements for Teacher Education Qualifications (MRTEQ) policy in 2011, and later revised in 2015, the Faculty were in a good position to rethink its curriculum, its pedagogy and its philosophy within the context of who the student is, their context and what is expected of a teacher in South Africa today. A scholarly approach to this whole journey is enabled and facilitated by the Scholarships of Teaching and Learning, of Discovery, of Application, of Integration and of Engagement. The curriculum framework adopted by the Faculty illustrates, directs and underpins its Teaching-Learning, Research and Engagement agenda. I will finally demonstrate how the Faculty attempts to pull all of these endeavors within a decolonized framework.