

EASA
NEWSLETTER 1
MAY 2017



Group photo of EASA delegates at the 2017 Annual Conference

Khaya iBhubesi, Vaal River, North-West

Hosted by North West University, Potchefstroom Campus

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1. Message from the Chairperson: *Dr Ruth Mampane*

Higher Education stability was shaken by #Feesmustfall movement and later a call for #Decolonisation of curriculum and education in the 2015-2016 academic calendar. These national and well-coordinated revolutionary and reformative movements by students in higher education and universities in particular have refocused and brought to light teaching and learning strategic goals of universities. Universities are tasked with the core responsibility among others of teaching and learning, research, community participation, while also co-constructing, testing, affirming and generating new knowledge. Student cohorts of 2015-2016 owned the responsibility of evaluating, critiquing and assessing the relevance and quality of education and other services provided by these HE institutions. Many could attest that revolutionary student protests under the umbrella of #Decolonisation of knowledge and education are a direct criticism and dissatisfaction with the significance and impact of these core responsibilities of HE institutions on the lives and future perspectives of students and communities.

In essence, the significance and relevance of acclaimed and popular epistemologies founding mainstream knowledge are questioned through these revolutionary movements of students. Significantly, the #Decolonisation movement has focused, impacted and influenced the research agenda nationally and internationally. The question worthy of asking EASA delegates is: how has #Feesmustfall and #Decolonisation of education and/or knowledge impacted your research focus and agenda? Surely, it cannot be business as usual.

As South African universities responded with curricular, epistemological and ontological changes to avert and arrest further academic disruptions, and to respond to students' demands, more questions remain unanswered regarding conceptual clarification of decolonisation of knowledge and education. HE management, academics and researchers need to fully involve, recognise and invite the participation of current student cohorts of #Decolonisation of knowledge and education movement into the reformulation agenda of HE strategic goals on teaching and learning, research and community participation. It would be ethically and methodologically wrong to exclude this group of constructivists and interpretivists who are instrumental in the re-emergence of epistemological and ontological concepts of #Decolonisation of education and / or knowledge.

It was with this in mind that the 2017 EASA Conference, hosted by North-West University touched on South African history at the world recognised heritage site, the Dome. This well thought of venue, Khaya iBhubesi against the historical context of the Dome is an active acknowledgement of our humanity and developmental roots. The lessons of how history and context impacts, epistemological and ontological knowledge and research were clearly focused on by all guest speakers in this conference.

During this conference, many new research focused developments emerged, like the re-establishment of SIGs (discussed in this newsletter) and a greater focus on HE developments as dictated by #Feesmustfall and #Decolonisation student movements through invited guest speakers (this is discussed at length in this newsletter).

Further developments included the nomination of a new Chief Editor of SAJE, prof Ronel Ferreira as prof Liesel Ebersohn completed her term of office. I would like to thank prof Ebersohn for her excellent performance in her role as chief editor of SAJE, we have seen the journal growing stronger towards the current impact factor of 0.7. We also welcomed the incoming chairperson of EASA, prof Johnnie Hay who will take the role of chairperson in 2018. In the same spirit, we thanked the outgoing 2015 chairperson Prof Meahabo Magano for

her outstanding leadership. Prof Magano will always be remembered for not only steering the translation of EASA into multiple languages, but for also coining the construct Easans. Again, EASA has witnessed especially in 2017, a move towards co-opting into the EXCO committee a member from University of Limpopo, dr Maphutha, and this move towards being representative of SA demographics and ideologies is a much welcomed move.

Dr Ruth Mampane
EASA Chairperson 2017
Department of Educational Psychology, University of Pretoria

2. Introducing the 2017 EASA Executive



Standing: Prof. Anne-Mari Dicker (Secretary)(UNISA), Dr. Eric Eberlein (Web matters)(UP), Dr. M. Maphutha (Conference 2019)(UL), Prof. Johnnie Hay (Deputy-Chairperson)(NWU)

Sitting: Prof. Eldrie Gouws (Member)(UNISA), Dr. Ruth Mampane (Chairperson)(UP), Prof. Dinah Magano (Outgoing Chairperson)(UNISA), Prof. Ronel Ferreira (Editor SAJE)(UP)



Prof. Monwabisi Ralarala (Special Interest Group Coordinator)
UFH



Prof. Jan Heystek (Member)
NWU



Prof. Raj Mestry (Treasurer)
UJ



Prof. Labby Ramrathan
(Conference Chair 2018)
UKZN

3. Report from the 2017 Conference Organising Committee



Education Association of South Africa

EASA Annual Conference 2017



8 - 11 January 2017

**Khaya iBhubesi on the Vaal River,
North-West Province, South Africa**

3.1 Keynote Speakers

Pause/ing Education: Retreat, Reflect and *Being-present* at *The Dome*

Prof André Keet



André joined the higher education sector for the first time on a full-time professional basis in October 2008 when he became the Director of the Transdisciplinary Programme at the University of Fort Hare. Between 1996 and 2008, he worked in and with independent public institutions responsible for navigating the crucial transitional phase in South Africa's contemporary history whilst also teaching part-time and on a visiting basis at universities across the world. Most of his post-1994 work and teaching focussed on processes aimed at deepening democracy, social justice and the promotion and protection of human rights.

Joining the South African Human Rights Commission in 1996, André later on became its Deputy Chief Executive Officer. On a unanimous recommendation from parliament, the president appointed André as a part-time Commissioner to the Commission for Gender Equality in 2008. He is a frequently invited speaker at South African and other universities abroad, as well as at academic conferences. André is presently based as the Director of the Institute for Reconciliation and Social Justice and advisor to the Rectorate. He was also appointed to serve as the Acting Vice-Rector (student affairs and external relations) until the end of December 2017. His research and postgraduate supervision focus on four areas: critical studies in higher education transformation; social justice, social cohesion and reconciliation; human rights, democracy and citizenship education; and public participation, critical citizenship and democracy development.

*The power of the stories: understanding and facilitating teacher professional development
from a narrative-biographical perspective*

Prof Dr Geert Kelchtermans



Geert Kelchtermans (°1962) studied Educational Sciences and Philosophy at the KU Leuven, where he obtained his PhD in Educational Sciences in 1993. At this moment is a full professor at the same university and leads the Centre for Educational Policy, Innovation and Teacher Education. From 2012 - 2016 he also held a Visiting Professorship at the University of Oulu in Finland. His research concentrates on the development of individual educational professional teachers, principals, teacher educators, mentors as resulting from their meaningful interactions with the organisational and institutional working conditions, throughout their careers (initial training, induction, in-service training). More in particular his actual work focuses on teacher induction, the political and emotional dimension in teacher and school development and the pedagogy of work place learning (internship and practical training). He recently contributed chapters to the International Handbook of Teacher Education (Loughran & Hamilton, Eds., 2016) and the SAGE Handbook of Research on Teacher Education (Clandinin & Jukka, in press - 2017). Furthermore he has worked in several international collaborative projects as academic advisor, consultant and facilitator, and co-researcher (a.o. in Australia, Austria, Chile, Ecuador, Netherlands, Norway, Peru, Sweden, United States and Vietnam).

3.2 Panel Discussion 1 on the Conference Theme



Dr. Whitfield Green is Chief Director for Teaching and Learning Development in the South African Department of Higher Education and Training. The chief directorate has the function of developing a teacher education system within higher education that is able to produce sufficient numbers of high quality teachers for all education sub-sectors, including pre-schooling, schooling and post-schooling. The chief directorate also develops and monitors the implementation of policy that directs the use of state resources to support quality teaching and learning at universities. This includes management and oversight of Teaching Development Grants allocated to universities, the implementation of the Staffing South Africa's Universities Framework and the development of a coordinated system for the management of international postgraduate scholarship partnerships. Dr Green was formerly a school teacher, teacher training college lecturer and

university academic. Dr Green holds a Bachelor of Science, Higher Diploma in Education, Bachelor of Education Honours and Master of Education, all from the University of Natal, and a PhD in Science Education from the University of Stellenbosch.



Prof Megan Crawford is Director of the Plymouth Institute of Education, and Professor of Educational Leadership and Professional Learning. Her career has developed from primary schools, where she was a Deputy Head teacher to HE teaching. Her particular teaching expertise is postgraduate programmes, and in particular the needs of the part time student. She has been a governor of six schools, in different phases of education. In 2009 Megan was governor of the year for the East of England, and has been a National Leader of Governance since the start of the programme. She has worked on many research projects for the DfE and the National College in England. Megan uses her expertise in coaching and mentoring with Chairs of Governors. She also undertakes reviews, and bespoke governor training, especially around team working. She has written over 50 articles on both practice and theory. Her particular research interest is in the emotions of leadership. Her first book, *Getting to the heart of leadership* was published in 2009, and her most recent book, *Developing as an Educational Leader and Manager* was published by Sage in September 2014.



Prof Meahabo Dinah Magano is a full professor in the Department of Psychology of Education at UNISA, specialising in Psychology of Education, with a passion for teacher education. Prof Magano spent 22 years at a high school as an educator, Head of Department and Deputy Principal. She was employed at Heinemann Publishing Company as a manager for two and half years prior to joining the University of Johannesburg as a senior lecturer. Subsequently she was promoted to the position of associate professor in 2012. She joined UNISA at the end of 2012 and was promoted to the position of full professor in 2015. Professor Magano is supervising a number of Masters and Doctoral students, most of whom have already completed their degrees. In addition she is mentoring a post-doctoral fellow and a number of junior academic staff members. Prof Magano is currently teaching Child Development in the department of Psychology of Education. Currently she is leading a research project in correctional centres in South Africa

and Zimbabwe on the wellness of juveniles in correctional schools and teachers' professional development. She is currently acting as the manager for Teaching and Learning in the College of Education. She is passionate about Community Engagement and was the recipient of the Award Woman of the year 2014 in Community Service at UNISA. She is the current chairperson of the Education Association of South Africa (EASA).

3.3 Panel Discussion 2 sponsored by Oxford University Press: A new South African Higher Education landscape: The role of decolonisation and Africanisation of universities and curricula



Professor Catherine Odora Hoppers is a scholar and policy specialist on International Development, education, North-South questions, disarmament, peace, and human security. She is a UNESCO expert in basic education, lifelong learning, information systems and on Science and Society; an expert in disarmament at the UN Department of Disarmament Affairs; an expert to the World Economic Forum on benefit sharing and value addition protocols; and the World Intellectual Property Organisation on traditional knowledge and community intellectual property rights. In South Africa,

Professor Hoppers holds a South African Research Chair in Development Education at the University of South Africa. She was given the Presidential Medal of Honour by the President of Uganda in 2013. In July 2015, she received the Nelson Mandela Distinguished Africanist Award for her pursuit of the liberation for the African continent through the promotion of Indigenous Knowledge Systems of Education. Prof Hoppers has been honoured in the Gallery of Leadership as one of the 63 most influential people who have shaped Unisa since its inception in 1873.



Prof. Robert J. Balfour is Professor and Dean of Education Sciences at North-West University (Potchefstroom Campus). He has worked at the University of KwaZulu-Natal and was formerly Registrar at St Augustine College of South Africa. He has held fellowships at the Institute of Commonwealth Studies (University of London), Clare Hall (Cambridge University), the Institute of Education (University College, London). He teaches courses in Applied Language Studies and specialises in language policy design and research. His latest publication *Education in South Africa: crisis and change* was published by Cambridge University Press in 2015. In literary cultural studies his book *Culture, Capital and Representation* was published by Palgrave in 2010 to critical acclaim. Balfour holds degrees from the University of Rhodes, Natal, and Cambridge respectively, and is a published writer, poet, and also an exhibited painter.



Dr Moeketsi Letseka holds a DEd in philosophy of education. He is Editor-in-Chief of *Africa Education Review*, Consultant Editor of the *South African Journal of Higher Education*; Associate Editor of *Mevlana International Journal of Education*, and Member of the Editorial Advisory Board of the *International Journal of Education*. He is Principal Investigator of the three-year NRF-funded study, 'Archaeology of Ubuntu'. The study is conducted in Botswana, Lesotho, Namibia, Swaziland, Zambia, Zimbabwe, and provinces in South Africa. Dr Letseka has over 70 publications and is editor of a number of scholarly books.-.



Prof. Linda Chisholm is a Professor in the Centre for Education Rights and Transformation of the Education Faculty at the University of Johannesburg in South Africa. She is a former special advisor to the Minister of Basic Education in South Africa (2009-2014), Director of the Education and Skills Development research unit at the Human Sciences Research Council (2002-2009), Professor and Chair of Education at the University of Natal (now KwaZulu-Natal) (1999-2002) and Director of the Education Policy Unit at the University of the Witwatersrand, Johannesburg (1990-1999). She obtained her MA at the School of Oriental and African Studies of the University of London in 1980, and her PhD, also in history, at the University of the Witwatersrand, Johannesburg in 1989. She is on the international advisory board of the *Journal of Curriculum Studies*, an Associate Editor on the *International Journal of Educational Development* and a past editor of *the Southern African Review of Education*. She has published widely on the historical, contemporary and comparative aspects of education policy and curriculum in South Africa and the region.

3.4 Report by Conference Chairperson

It is a privilege to be able to report on the EASA 2017 Conference, after collaborating with the NWU Faculty of Education Sciences, Organising Committee, Conference Administrators and Exco of EASA.

Date

The date of 8-11 January 2017 was fixed by Exco – and aligned with the usual space occupied by the EASA Conference, namely starting on the second Sunday in January. Criticism was received about the conference being held too early in the new year (it was the earliest ever for a number of years because the first Sunday was on the 1st of January), but despite that the turnout was good.

Organising university and committee

North-West University, Potchefstroom Campus hosted the conference after 12 years again: the previous hosting was in 2005, offered on the Potchefstroom Campus under the chairpersonship of prof Kobus Mentz. The 2017 organising committee consisted of the following relatively young and enthusiastic NWU staff members:

- * Dr Carolina Botha
- * Dr Bernadette Geduld
- * Prof Charlene du Toit-Brits
- * Dr Julialet Rens
- * Ms Lize-Marie Rautenbach
- * Prof Jan Heystek
- * Prof Johnnie Hay (Chair)

The committee was supported by a number of NWU staff members: ms Danika Alberts (finances), ms Lynette Byleveld (administration) and ms Saartjie Venter (conferences). The following managers also contributed with sound advice, moral and financial support: our Dean prof Robert Balfour, the School Director of the School of Education Studies prof Kobus Mentz and the Research Director prof Elsa Mentz. Without these staff members the conference would not have run smoothly – a huge thanks to you!

Venue

Khaya iBhubesi on the Vaal River close to Parys was selected as venue with the help of Narina Basson from Thusa Reservations. Although not cheap in terms of the conference costs, many issues made this a good choice: the fact that only EASA delegates were on the premises made it personal, the rural experience was great to most delegates, the excellent food was a highlight, the spaces where delegates could relax and enjoy meals were conducive to a tranquil experience, the continuous availability of coffee/tea/hot chocolate and the fact that the main and breakaway venues were classy and the sound good, were further positives. Accommodation that ranged from affordable to more expensive also received compliments, especially from government delegates who work within a tight budget. Some negatives were the near absence of WiFi after it had been cleared out beforehand and the inadequate ironing facilities. The thatched roofs also provided some challenges in the form of insects.

On the whole it seemed as if the choice of venue accorded well with most delegates, despite the smaller challenges.

Theme

A huge effort was made to link the geographical surroundings (of the Vredefort Dome) with the conference theme. An expert also kicked off the conference by enlightening delegates about the Dome. It was hoped that this fusion would make a lasting impression on delegates' memories.

Delegates and presentations

An approximate number of 150 delegates attended the conference of which 131 paid registration fees. The rest was made up of keynote speakers, panel members, artists, organising committee members, a few publishers and student assistants.

Two keynote speakers presented papers – one national and one international. Two panel discussions were also held as plenaries: the one was a new innovation initiated by Oxford University Press, and dealt with the current call for Africanisation and decolonisation of universities and curricula.

A total of 100 breakaway papers were scheduled.

Finances

I am happy to report that the conference managed to break even with a small surplus.

Innovations

A number of initiatives were either revived or tried for the first time:

- * Activities on the Monday afternoon: a range of activities were offered and eventually attended very well. Good feedback was received about this.
- * A number of lucky draws to improve attendance. This worked especially well with the SIGs and AGM – quite a substantial number of delegates attended these meetings.
- * Revival of the SIGs – this started well, but momentum needs to be kept up.
- * A second panel discussion – initiated by OUP, and
- * A small quiz competition to liven up the braai evening.

Publishers

The big four supported the conference very well – thanks to Oxford University Press, Pearson Publishers, Van Schaik Publishers and Juta for your continued support!

Conclusion

We trust that it was an enjoyable, informative and intellectually stimulating conference for all delegates and Exco members that attended. It wasn't without challenges, but as committee we hope that the positives far outweighed the negatives.

Many delegates reported on the distinguishing features of an EASA conference: more than enough warmth, empathy, unity in diversity, sociability, high intellectual engagement and opportunities for young academics to present without fear of failure.

Thanks for the opportunity – and we trust to see you in KZN next year!

Johnnie Hay
Conference Chair 2017
On behalf of the NWU Organising Committee



Publishers exhibiting in the foyer at iBhubesi



The beautiful Khaya iBhubesi



Posters presented in the foyer



Eventful evening in the Roots' Deck



Members engaging in plenary session at iBhubesi



Gathering of colleagues in the peaceful Lion's Den



Gala dinner



Prof Raj Mestry (Medal of Honour awardee) and prof Dinah Magano



Some of EASA 2017 Committee members



EASA 2017 Organising Committee



Generous NWU students helping in the venues

4. EASA Medal of Honour 2017



The only award winner at this year's EASA Conference, was Prof Raj Mestry. EASA bestowed the prestigious Medal of Honour upon him for consistent achievement in the field of Education in South Africa over the past decades.

Prof Raj Mestry's achievement in the field of teaching, research and community engagement is commendable. Despite his late entry into academia, he made exceptional inroads through his resilience and tireless efforts to conduct relevant research, publish extensively and provide quality education to students. Through hard work, dedication and commitment, he has become a renowned scholar in the field of financial and human resource management with strong intonation on social justice and equity. Raj reached the pinnacle of his career in 2010 (only after 8 years) when he was promoted to full professor, and then appointed as Head of Department in Education Leadership and Management at the University of Johannesburg.

Career

Prof Raj Mestry began his illustrious career in 1973. His experience in school education spanned over a period of almost thirty years, passing through the ranks of teacher, head of department, deputy principal and principal of primary, combined and secondary schools. As a teacher he taught Mathematics, Accounting and Business Economics in various secondary schools. He received numerous accolades such as the Merit Achievement in Teaching and the NRB Award for best Accounting results in the country under the former House of Delegates. The knowledge, skills and values gleaned from these practices provide him with a sound foundation as lecturer and researcher in the field of education leadership and management. In 2002 he joined the University of Johannesburg (formerly Rand Afrikaans University (RAU)) as senior lecturer and progressed through the ranks to full professor. For the past fifteen years he taught at undergraduate; B Ed (Hons); and M Ed levels in Education Leadership and Management. He is respected for his expertise in Financial Management nationally and internationally. He has an excellent teaching track record and this is evident from the formal student feedback evaluations. Raj has supervised and co-supervised numerous M Ed, D Ed and PhD students. He is of the firm opinion that it is quality and not quantity that matters. Besides eight students receiving the *Cum Laude* for their Masters' degrees, three students were awarded the Chancellor's Medal for the most outstanding M Ed results in the Faculty of Education, and two students received UJ scholarships to continue their PhD studies.

External Committees and membership

At a national level he is currently on the executive committee of the Education Association of South Africa (EASA). Until 2013, he served for about 10 years on the executive committee of the South African Education Law Association and was a member of the SAQA's Standard Generating Body (Education Leadership and

Management). He is currently a member of the American Education Research Association (AERA) and British Educational Leadership and Educational Research Society (BELMAS) and has strong links with the European Conference on Educational Research (ECER) and World Education Research Association (WERA). He is on the Advisory Board of Oxford/London Symposia dealing with women leadership. He served on the editorial committee of the South African Journal of Education until 2011, was co-editor of the South African Journal of Education Management and Leadership, and a member of the Review Board of the International Journal of Teacher Leadership. He also served on the editorial board of 10th year publication: "Engaging the law and education in a transforming society: A critical chronicle of the South African Law and Policy Association. 1996 – 2005 and have been a co-guest editor for a special issue on Instructional Leadership for an international journal, Education as Change.

Conferences and visiting professor

At a national level, Raj selectively attends local conferences organised by EASA and SAERA. He was invited to present a paper on Social Justice and Equity in Funding at the Gauteng Department of Education Colloquium and presented a keynote address at a conference arranged by the North West Education Department. He also addressed the South African Principals Association on Financial Management and was the keynote speaker at the Education Summit held in Midrand. He has been frequently invited to address district managers and school management teams at various seminars and colloquial sessions organised by the Gauteng Department of Education, teacher unions and the South African Principals Association. He also has a strong presence in the international arena through his research in education leadership. He presented numerous papers at international conferences such as AERA, BELMAS and WERA. He has been invited to deliver keynote addresses on topics relating to the continuing professional development and school leadership. More recently he presented the keynote address at an international conference held in Chennai, India. He also presented several papers at seminars in India at the invitation of several school and tertiary education institutions. He also participated in the Asia Roundtable Conference that was held in Singapore in March, 2016 and has been again extended an invitation to participate in this Roundtable in Taiwan in 2017. The invitation to the Asia Roundtable is only accorded to recognised international researchers in education leadership and management. He has been invited as visiting professor at the Simon Fraser University, British Columbia for 2016.

Research and publications

In the past 15 years he has published over 50 articles in national and international accredited journals and conference proceedings. In 2013, He recorded the highest number of accredited published units in the Faculty, and in 2015 was placed third highest in the Faculty. From 2011 to 2015, he recorded the highest number of research outputs in the Faculty. He published, at the invitation of recognised publishers (Springer) and international experts, chapters in national and international books. His expertise in the field of financial management and education leadership has ensured him to write chapters in books published by Oxford University Press and Pearson. At the invitation of international experts he published several chapters for books on leadership. He also contributed a chapter in a book dealing with the 20 year contribution made by the Gauteng Department of Education.

He is an NRF rated researcher and his citation record according to Google Scholar since 2011 is 581 with an h-index of 14. As co-author, he received an award for the best article published in the Education and Management Journal (EMAL) - an international SAGE publication.

Raj is actively involved in research and participated actively in the:

- SAPADTIC research project;
- Leadership Project and Cross Boundary Leadership commissioned by the University of Lincoln;
- Desk research on school governance commissioned by the Matthew Goniwe School for Leadership and Governance; and
- University of Warwick teacher training programme.

As a project leader, Raj has secured substantial funding from the NRF and University and Faculty Research Funds. The South African education landscape has been on a decline and it is for this reason that his research agenda includes issues surrounding learner discipline, school funding and continuing professional development of teachers and school managers. He is currently conducting pertinent research on social justice and equity in school education.

Community engagement

Besides presenting workshops, giving talks and advising school managers and leaders, Raj is invited by private sector institutions such as Cence and MTN Foundation to serve on a panel of adjudicators on various educational matters. He also served on panel of judges for the National Department of Education's Teachers National Awards. He was interviewed on TV and radio such as featuring on the programme Rights and Recourse: School Fees on SABC 3. He has been quoted on school discipline, admission of learners in various media such as the Star and Beeld. He is actively involved in numerous community engagement activities. Through his involvement with the Education Leadership Institute (ELI) at the University of Johannesburg, he has provided training in school financial management and various facets of leadership to school principals, school management teams and governing bodies. The ELI has forged strong links with the Harvard Graduate School of Education and has partnered with them to provide continuing professional development for principals and district officials. Since 2011 Raj has annually coordinated training for a group of principals and district officials at Harvard. He has also made a footprint in Africa by training school principals in Namibia.

He has peer reviewed numerous applications for NRF funding and NRF rating and in 2016 has been invited to sit on the NRF funding panel. He served as peer reviewer for articles submitted to national and international journals. Some of these include: the South African Journal of Education; Education as Change and International Journal: Pedagogy; Africa Education Review; Journal of Education; International Journal of Teacher Leadership; and Education Research and Reviews. He have also peer reviewed articles for several Conference Proceedings. He reviewed books on behalf of Van Schaik and Pearson Publishers and have been an external examiner/moderator at B Ed (Hons), Masters and D Ed/PhD level for a number universities in South Africa.

Concluding remarks

It is his firm belief that the success of the country lies in the improvement of the South African education system, and he hopes that through his research and personal commitment to the improvement of teaching and learning in South African schools that he will make a significant contribution to the progress and enhancement of education in South Africa.

5. Report back from Special Interest Groups

At the EASA 2017 Conference, the following special interest groups were revived and/or newly established, and chairpersons and secretaries elected.

1. Education Management, Leadership, Law, Policy Studies, Comparative and International Education

Chairperson	Secretary
Prof Jan Heystek North-West University jan.heystek@nwu.ac.za	Dr Eric Eberlein University of Pretoria eric.eberlein@up.ac.za

2. Human Development in Education: Educational Psychology, Early Childhood Education, Movement Education and Inclusive Education/ Learning

Chairperson	Secretary
Dr Lorna Dreyer University of Stellenbosch lornadreyer@sun.ac.za	Ms. Andri Schoonen North-West University andri.schoonen@nwu.ac.za

3. Curriculum Studies, Philosophy and Sociology of Education and Research Methodology

Chairperson	Secretary
Mrs Shannon Doolings Umalusi shannon.doolings@umalusi.org.za	Prof Elize du Plessis UNISA Dplesec@unisa.ac.za

The following feedback has already been received from this interest group:

Chris Reddy has put together a proposal for the 2017 Curriculum SIG symposium to be held at the SAERA 2017 conference in October 2017 in Port Elizabeth. Kindly review this proposal, suggests changes and more important volunteer to present a paper within this SIG at the conference. We encourage you to do presentations at this a forthcoming Curriculum SIG symposium usually held during the annual SAERA conference to promote the South Africa scholarship on Curriculum.

Kindly also refer this email to colleagues that you know of who are interested in the research and scholarship of Curriculum.

Comments on this proposal and indication of speakers at this 2017 Curriculum SIG symposium to be sent to me by no later than Wednesday, 31 May 2017 (Elize du Plessis).

A further matter from the SIG is the following:

Decolonising curriculum in formal education – what, why, how and for whom?

Educational thought in formal education has been dominated by western ideas on education, teaching and learning at all levels in education systems in the world in the last two centuries. The rise of the university and the consequent development of formal programmes of learning saw the genesis of curriculum and the idea of learning programmes soon trickled down to other levels of education that developed such as schooling and vocational education. These ideas about education were soon exported from Western Europe to all corners of the globe by processes of colonisation, annexation and oppression.

This discipline / subject based model of education based on selected formal curriculum knowledge soon became the dominant discourse in education and this has seemingly endured the test of time. Subsequent developments and shifts which were largely variations on the original theme, were adopted and adapted almost universally. Globalisation, mass media and the internet further entrenched western ideas on education and curriculum in powerful ways in the late 20th and 21st centuries. Many refer to these processes as neo-colonialisation as the ideas largely filtered through the same conduits of the original colonisers. Most recently neo-liberal models of education management and organisation have become the global norm further entrenching the dominant model and suppressing local cultural traditions, knowledges and contextualised ideas about what knowledge is important to learn.

Fighting academic repression and “colonial” education is a cutting-edge investigation of the alarming state of education today. This seminar serves to challenge the global dominant discourses and forces that threaten liberatory critical approaches to education locally and globally. The clarion call for “decolonisation of the curriculum” is taken up and expressed as what is decolonisation, why the need to decolonise, how might we proceed in our endeavours and in whose interest are these processes pursued in curriculum. A series of papers will be presented which will be followed by comments from a discussant.

4. Social Sciences in Education: Languages, History, EMS and Creative/Performing Arts

Chairperson

Prof Monwabisi Ralarala
University of Fort Hare
MRalarala@ufh.ac.za

5. Science, Mathematics and Technology Education

Chairperson

Prof Anne-Mari Dicker
UNISA
Dickeam@unisa.ac.za

Secretary

Dr Simone Neethling
Sol Plaatjie University
simone.neethling@spu.ac.za

The following feedback has been received from this interest group:

Please find below the minutes of the Science, Mathematics and Technology SIG meeting that took place on the 10th of January, 2017.

Selection of chairperson and secretary

The chairperson and secretary for the SIG were selected as follows:

Chairperson: AM Dicker

Secretary: S Neethling

Other Science, Mathematics and Technology SIG members present:

ER Du Toit

C Myburgh

ZMM Jojo

A Bayaga

Start a communication network with other interested EASA members.

The goal is to start a mailing list with other EASA members who are interested in joining the Science, Mathematics and Technology SIG. We would like to send any applicable short articles, full-length articles, platforms for members to write to, upcoming events or workshops or any other relevant news to members to increase interest about Science subjects.

Science, Mathematics and Technology SIG “Campaigns”

The group also highlighted that the SIG would like some of our focuses to be on “young generation researchers” and to also attract and network with as many teachers and pre-service teachers to join EASA.

Thank you.

Simone Neethling

Science, Mathematics and Technology SIG secretary

Subsequent to the 2017 Conference a request for an additional special interest group has been approved by the EASA Executive – that of Self-directed Learning.

6. SELF-DIRECTED LEARNING

Interim Chairperson

Prof Elsa Mentz
North-West University
Elsa.Mentz@nwu.ac.za

We invite researchers with an interest in SDL to join this SIG.

SELF-DIRECTED LEARNING

Self-directed learning (SDL) is often described as “a process by which individuals take the initiative, with or without the assistance of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes” (Knowles, 1975, p 18). The value of self-directed learning lies in the ability to engage in learning and the construction of new knowledge for life (Raidal & Volet, 2009). Guglielmino (1978) describes a self-directed learner as one who has a strong desire to learn, who has a high sense of curiosity and who enjoys learning. Self-directed learners thus have the ability to take responsibility of their own learning.

MOTIVATION

Skills and competencies necessary to cope in the 21st century are different compared to those in the previous century due to the rapid changes in technology and readily available information. Self-directed learning is thus necessary to cope with these changes and keep up with the challenges life (including but not limited to

education) presents. *Self-directed learning is a necessary component of education, and yet there is little emphasis on this in schools. Researchers regularly write about the importance of SDL skills. However, most educational landscapes do nothing to foster SDL skills. Therefore, dialogue between scholars in SDL is needed in order to explore the best practices to enhance SDL.*

GOALS AND DELIVERABLES

In this Special Interest Group (SIG), scholars will be actively involved in discussions on the development of SDL within the (South African) educational landscape. Having recognised the relevance of SDL in the 21st century in all educational landscapes, collaboration between stakeholders on research activities as well as groundwork is vital – we thus aim to bring together these stakeholders in order to set the stage for collaboration. Meetings will be held annually at the EASA conference. Continuous communication will take place via e-mail conversations.

CURRENT SIG MEMBERS

Shannon Doolings (Umalusi), Monkie Moseki (UNISA), Charlene du Toit-Brits (NWU), Roxanne Bailey (NWU), Marisa Verster (NWU), Elsa Mentz (NWU), Jako Olivier (NWU), Marthie van der Walt (NWU), Corné Kruger (NWU)

6. WERA Report

WERA is an association of major national, regional, and international specialty research associations dedicated to advancing education research as a scientific and scholarly field and EASA is a WERA member. The chairperson of EASA, Ruth Mampane, is a WERA Council member (representing EASA interests). In Southern Africa, and currently as it stands, in Africa, only two education associations (SAERA and EASA) have council representation in WERA. Education Associations are encouraged to join WERA so that their interests can be represented both nationally and globally. Currently; WERA has approximately 22 council member association representatives. If you want to know more about WERA you can access information from their website (<http://www.weraonline.org/>).

WERA Officers are:

President, Felice Levine: flevine@aera.net

Vice President, Mustafa Yunus Eryaman: yunuseryaman@gmail.com

Past President, Sari Lindblom-Ylänne, Immediate: sari.lindblom-ylanne@helsinki.fi

President-Elect, Ingrid Gogolin: ingrid.gogolin@eera.eu

Secretary-General Liesel Ebersöhn: liesel.ebersohn@up.ac.za

Feedback on WERA focal meeting Report

The first WERA Council meeting for 2017 took place on the 2nd May during American Education Research Association (AERA) congress meeting in San Antonio, USA (27 April – 1 May 2017). WERA President, Prof. Felice Levine thanked the American Educational Research Association (AERA) for hosting the WERA 2017 Focal Meeting. During the council meeting, much of the focus was on the upcoming first ever, standalone WERA conference which will be held in Cape Town South Africa in July-August 2018. EASA and SAERA were requested to be involved in assisting WERA secretariat with conference preparations. Please check EASA and WERA website on further information and notification on this upcoming WERA conference and other events.

Member Associations, including EASA are advised to use the opportunity to **request WERA Keynotes and Symposia** during their annual conferences, this opportunity is open and available to all member associations. Associations can send an email (WERA@aera.net) or visit the WERA website (<http://www.weraonline.org/>). The next WERA Council meeting will take place in Hong Kong: from 30 November – 2 December 2017 at The Education University of Hong Kong (EdUHK), Hong Kong. WERA symposia will be planned for the Hong Kong conference.

WERA website has been revamped to ensure maximum exposure. Individual members and member associations are requested to contact the secretariat (WERA@aera.net) with any questions or suggestions regarding WERA. Similarly, EASA members can utilise the opportunity WERA present of international exposure by sending information regarding important events related to EASA. Importantly, members of EASA are encourage to send information to WERA secretariat (Prof. Ebersöhn: WERA@aera.net) or to EASA-WERA representative: ruth.mampane@up.ac.za regarding all journals (journals used by member associations) for exposure and opportunity for members to have access to multiple platforms for dissemination. The list of journals requested by WERA (since 2016) is not a list of WERA approved journals, but serves to provide a synthesis of journals used by member associations and it provides an opportunity for members to look at regional platforms for dissemination.

7. Finances and Membership

The Association has received an unqualified report from the external auditors and the Association is financially sound.

We encourage members who have not attended the Annual EASA Education Conference in Parys this year to please pay their membership fees (of R450) electronically as follows:

ABSA Bank

Branch: Campus Square, Johannesburg

Account number: 0010722047

Cheque Account.

Please forward your proof of payment to Anne-Mari Dicker: Dickeam@unisa.ac.za

8. EASA 2018 Conference News

The annual conference set for the **14th to 17th of January 2018** brings the association to the golden mile of Durban's beach front set against the backdrop of sunny skies, world class beaches and great hospitality of the multicultural Durban, rich in heritage and history.

The School of Education at the University of KwaZulu-Natal is host to the January 2018 annual conference. This iteration of the conferences promises to offer invigorating presentations, cutting edge conversations and deep engagements in issues across Education in South Africa and beyond. The tentative theme of the conference is: Imagining education in South Africa within the context of the current discourses and debates, with a view to providing some innovative ideas and intellectualisms into what we have learnt and how might education in South Africa unfold in the next decade.

Exciting in this forthcoming conference is that acceptance of abstracts will have an immediate turnaround time. Even more exciting is that delegates would get a chance to select the spot in the 4-day programme to do your presentations – but only if you register and pay your registration fees soon after acceptance of your abstracts.

Call for papers will be sent out shortly together with more details about the conference theme, venues, accommodation opportunities and keynote speakers.

Watch this space and EASA website for more details of the conference as further planning progresses.

EASA January 2018 Conference organising chair: Labby Ramrathan (email: ramrathanp@ukzn.ac.za)

9. Call for Papers: Transformation in Higher Education

Please see attached a call for papers in a newly established journal.



<http://www.thejournal.org.za/index.php/thejournal/pages/view/call-for-papers-2017>

Transformation in Higher Education invites contributions for 2017 from a variety of disciplines, both nationally and internationally, that will critically engage with the following topic: **Putting transformation under the magnifying glass: Beneficial or detrimental to higher education?**

The theme of 2017's issue emerged from three main findings of the research article 'Rethinking and researching transformation in higher education: A meta-study of South African trends' by Petro du Preez, Shan Simmonds and Anné Hendrik Verhoef (<http://www.thejournal.org.za/index.php/thejournal/article/view/2>):

- The need for articles that critically engage with internationalisation debates informing the higher education context in order to broaden the discourse on transformation and grapple with its emerging debates.
- Research on transformation in higher education should extend beyond the education discipline and engage with interdisciplinary perspectives.
- Transformation could be approached as a fluid, open-ended construct that is inherently complex.

Such research might elicit divergent outcomes and shed light on whether the fluid, open-ended nature of transformation is in fact positive or detrimental to higher education.

This open access journal, adhering to a double peer-reviewed process, has been downloaded more than 7000 times, since its inception in May 2016.

All articles published in the journal are included in: ProQuest, GALE & CENGAGE Learning

<p>Esteemed scholars have contributed to this high quality journal. Some of the contributions include the following:</p>	<p>Editorial staff:</p>			
<p>Decolonisation of higher education: Dismantling epistemic violence and Eurocentrism in South Africa <i>Savo Heleta (Nelson Mandela Metropolitan University, South Africa)</i> http://www.thejournal.org.za/index.php/thejournal/article/view/9 Downloads: 4708</p> <p>Transformation and self-identity: Student narratives in post-apartheid South Africa <i>Frans Kamsteeg (Vrije Universiteit, the Netherlands)</i> http://www.thejournal.org.za/index.php/thejournal/article/view/10 Downloads: 613</p> <p>The counter-terrorist campus: Securitisation theory and university securitisation – Three Models <i>Liam Gearon (University of Oxford, United Kingdom)</i> http://www.thejournal.org.za/index.php/thejournal/article/view/13 Downloads: 257</p>	<p>Prof Petro du Preez Editor-in-Chief petro.dupreez@nwu.ac.za (018) 299 4737</p> <p>Prof Shan Simmonds Associate Editor shan.simmonds@nwu.ac.za (018) 299 4764</p>	<p>Prof Anné Verhoef Associate Editor anne.verhoef@nwu.ac.za (018) 299 1569</p> <p>Me Ronélie van Staden Assistant to the Editorial Board 20505957@nwu.ac.za (018) 299 4771</p>		
<p>Transmission and transformation in higher education: Indigenisation, internationalisation and transculturality <i>Kai Horsthemke (Katholische Universitaet Eichstaett, Germany)</i> http://www.thejournal.org.za/index.php/thejournal/article/view/12 Downloads: 47</p> <p>On extending the truncated parameters of transformation in higher education in South Africa into a language of democratic engagement and justice <i>Nuraan Davids (Stellenbosch University, South Africa)</i> http://www.thejournal.org.za/index.php/thejournal/article/view/7 Downloads: 372</p> <p>Theology and the (post-)apartheid university: Mapping discourses, interrogating transformation Rian Venter (University of the Free State, South Africa) http://www.thejournal.org.za/index.php/thejournal/article/view/5 Downloads: 346</p> <p>Beyond counting the numbers: Shifting higher education transformation into curriculum spaces <i>Labby Ramathan(University of the Kwa-Zulu Natal, South Africa)</i> http://www.thejournal.org.za/index.php/thejournal/article/view/6 Downloads: 640</p>	<p>Editorial board:</p> <table border="0"> <tr> <td data-bbox="949 402 1533 1195"> <p>National:</p> <p>Prof André Keet Nelson Mandela Metropolitan University, SA</p> <p>Prof Michael Samuel University of KwaZulu-Natal</p> <p>Prof Arend Carl Stellenbosch University</p> <p>Prof Brigitte Smit University of South Africa</p> <p>Prof Chris Reddy Stellenbosch University</p> <p>Prof Cornelia Roux Stellenbosch University</p> <p>Prof Eli Bitzer Stellenbosch University</p> <p>Prof Elsa Mentz North-West University,</p> <p>Prof Ferdinand Potgieter North-West University</p> <p>Dr. Greta Galloway University of Fort Hare</p> <p>Prof Juliet Perumal University of Johannesburg</p> <p>Prof Labby Ramathan University of KwaZulu-Natal</p> <p>Prof Lesley le Grange Stellenbosch University</p> <p>Prof Robert Balfour North-West University</p> <p>Prof Suriamurthee Maistry University of KwaZulu-Natal</p> <p>Dr. Willy Nel University of the Free-State</p> <p>Prof Yusuf Waghid Stellenbosch University</p> <p>Prof Thabo Msibi University of KwaZulu-Natal</p> </td> <td data-bbox="1533 402 1999 1195"> <p>International:</p> <p>Prof Frans Kamsteeg Vrije University, the Netherlands</p> <p>Prof Hermann Abs University of Duisburg-Essen, Germany</p> <p>Prof Ina ter Avest Vrije University, the Netherlands</p> <p>Prof Liam Gearon Oxford University, United Kingdom</p> <p>Prof Penny Enslin University of Glasgow, United Kingdom</p> <p>Prof Thomas Schlag University of Zurich, Switzerland</p> <p>Prof Vernon Trafford Anglia Ruskin University, United Kingdom</p> <p>Prof Vilmos Vass Budapest Metropolitan University, Hungary</p> </td> </tr> </table>		<p>National:</p> <p>Prof André Keet Nelson Mandela Metropolitan University, SA</p> <p>Prof Michael Samuel University of KwaZulu-Natal</p> <p>Prof Arend Carl Stellenbosch University</p> <p>Prof Brigitte Smit University of South Africa</p> <p>Prof Chris Reddy Stellenbosch University</p> <p>Prof Cornelia Roux Stellenbosch University</p> <p>Prof Eli Bitzer Stellenbosch University</p> <p>Prof Elsa Mentz North-West University,</p> <p>Prof Ferdinand Potgieter North-West University</p> <p>Dr. Greta Galloway University of Fort Hare</p> <p>Prof Juliet Perumal University of Johannesburg</p> <p>Prof Labby Ramathan University of KwaZulu-Natal</p> <p>Prof Lesley le Grange Stellenbosch University</p> <p>Prof Robert Balfour North-West University</p> <p>Prof Suriamurthee Maistry University of KwaZulu-Natal</p> <p>Dr. Willy Nel University of the Free-State</p> <p>Prof Yusuf Waghid Stellenbosch University</p> <p>Prof Thabo Msibi University of KwaZulu-Natal</p>	<p>International:</p> <p>Prof Frans Kamsteeg Vrije University, the Netherlands</p> <p>Prof Hermann Abs University of Duisburg-Essen, Germany</p> <p>Prof Ina ter Avest Vrije University, the Netherlands</p> <p>Prof Liam Gearon Oxford University, United Kingdom</p> <p>Prof Penny Enslin University of Glasgow, United Kingdom</p> <p>Prof Thomas Schlag University of Zurich, Switzerland</p> <p>Prof Vernon Trafford Anglia Ruskin University, United Kingdom</p> <p>Prof Vilmos Vass Budapest Metropolitan University, Hungary</p>
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