

## NEWSLETTER 2

NOVEMBER 2022



CONFERENCE VENUE FOR 8 – 11 JANUARY 2023: CENTURY CITY  
HOTEL AND CONFERENCE CENTRE, CAPE TOWN

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# 1. From the Chairperson's desk



## **Statement from the Chair November 2022**

We are thankful that life has gradually returned to normal after two years of social distancing! We are also thankful that the Association is moving from strength to strength due to the commitment of the Executive Committee who have maintained their consistent hard work on the various portfolios; and especially Prof Johnnie Hay for overseeing the functions of the Secretariat with such excellence.

It's exciting to serve the association as Chair this year and to welcome Prof Elize du Plessis as In-coming Chair. Prof du Plessis has also overseen our website. We appreciate her efforts in ensuring all the relevant information are visible and up to date. All information relating to the Association's operations, activities and membership details are available on the website. Please visit the website. We would love to hear from you.

We continue to make our presence known internationally as a member of the World Education Research Association (WERA). In this forum, we have access to International Research Networks of colleagues working in various fields and across disciplines. Our members also have access to Doctoral and Early Career (DEC) networks. Prof Ruth Mampane maintains our collaborative relationship by representing EASA on the WERA Council.

Thanks to the hard work of Prof Ronel Ferreira and her team, our internationally accredited South African Journal of Education has continued to maintain its high standing as leading

journal in Education research in Africa. The impact factor of the journal has risen steadily and now stands at 0.853. We look forward to the regular publications special issue planned for 2023. Dr Fumare Khanare is now in charge of our Special Interest Groups (SIGs). This is an opportunity to collaborate with colleagues with similar interests across institutions and internationally. We look forward to the collaborations and partnerships that will emanate from the SIGs. Visit EASA website for more information on how to join a Special Interest Group.

Despite emigrating to Canada, Dr Sameera Ayob-Essop continues to hold the portfolio for Internationalisation and Postgraduate Student Development. She is working hard on extending EASA's social media presence.

A special word of thanks to prof Raj Mestry, our Treasurer, who has consistently maintained the finances of the association exceptionally well. We are happy to report that the finances are still stable and positive.

Despite all the good news and achievements, we do have to acknowledge with sadness that Prof Gouws resigned. We appreciate all contributions she has made to the association over the years, and she will be missed. We are glad that she has described her experience with EASA as a member and EXCO as enriching. We wish her the very best for the future.

At last, our conference is around the corner. We are excited about and look forward to our upcoming conference in Cape Town. EASA 2023 annual conference will be hosted by Cape Peninsula University of Technology (CPUT) and Two Oceans Graduate Institute (TOGI), 8 to 11 January 2023. We would like to thank Prof Candice Livingston, the conference chairperson, and her team for all the hard work put into the organisation and coordination relating to the conference. We are happy to report that there has been overwhelming response to the abstract submission nationally and internationally. We are looking forward to interesting presentations, robust deliberations networking and engagements. Furthermore, we look forward to the WERA Invited Symposia at the conference.

It is noteworthy that the recipients of EASA awards over the past three years will receive their physical awards during the award ceremony at the conference.

Thank you to the EXCO for the wonderful work they do!

Best wishes  
Funke Omidire  
EASA Chairperson

## 2. 2021 EASA Awards

We include the following awards in this newsletter since they were not included in the previous one.

### PhD award: Shared between Dr Anita Lubbe and Dr Marisa Verster



Anitia's interest in using assessment as pedagogy led to her PhD study, which she obtained in July 2020. Her PhD study is titled: 'Cooperative learning-embedded assessment: Implications for students' assessment literacy and self-directedness in learning'. Quotes from examiners of her thesis included the following:

*The thesis presents research that connects three important constructs, which have yet to be explored together. In this way, the thesis has the potential to offer a novel contribution to the field.*

She has four publications in an DHET accredited book, one chapter in a textbook by Van Schaik publishers, and one invited

Dr Lubbe

keynote address at an international conference because of her pursuit of assessment as learning excellence, all of which are based on her PhD research. Due to her expertise, she also reviewed publications for one national and one international journal and acted as external examiner for two South African universities. As a result of her PhD.

Anitia also acted as co-editor of an DHET accredited AOSIS SDL Book on Assessment. Anita was part of team of SDL researchers, who was invited to the keynote mentioned (From zero to hero: how SDL won the hearts and minds of researchers and managers at a university) at the 34th Annual SDL Symposium in Cocoa Beach Florida, by the International Society for SDL ([www.sdlglobal.com](http://www.sdlglobal.com)) in February 2020.

Assessment to support SDL should move from assessment of learning to assessment for learning and assessment as learning to inform teaching and learning. At the Research Unit for SDL, of which she is the subarea leader for Assessment to support SDL (since 2018), the aim is to support students to be capable of self-evaluation and continuous learning throughout life. Assessment that is self-directed by the learners, changes from teacher-initiated to self- and peer-initiated assessment practices. It could be utilised in multiple formats and methods including electronic, performance, portfolio and project-based assessment. The provision of timely feedback should be one of the most important purposes of assessment to support SDL. As part of her PhD, Anita embedded the five basic principles of cooperative learning (positive interdependence, individual accountability, promotive face-to-face interaction, small group/social skills, and group processing) into assessment activities. These assessment activities were successfully implemented in large first-year Life Sciences classes and contributed to the development of students' self-directed learning skills and assessment literacy. Both of which are

crucial for 21st century learning amid the 4IR. Examples of such assessment activities, are the more well-known GIG method of assessment, as well as memo-peer tests, turn-around tests, and reflective sheets. All these innovative assessment practices are part and partial of her teaching-learning repertoire, and she cannot imagine not using assessment as pedagogy. Students, from her PhD data and student evaluations, indicated that the immediate feedback provided from such assessment practices feeds forward into their future learning endeavours, and contributes to their overall learning trajectory.

Her fierce determination to bring about a much-needed change in the assessment environment, especially in South Africa, brought about 3 radio interviews with Johan van Lill from 'Ons en die onderwys' on the Afrikaans radio station RSG.

Anitia also took part in the national 3MT (Three-Minute Thesis) competition in 2021. She was announced the winner of the NWU Faculty of Education Doctoral Study, and was announced the second runner up for the NWU Semi-Finals and took part in the Final competition which was hosted by UFS.

Anitia envisions herself leaving a legacy of assessment as pedagogy within the educational setting.



Dr MC (Marisa) Verster obtained her PhD in Curriculum Studies in 2020. The title of her thesis was, “*Enhancing teachers’ curriculum as praxis: a self-directed learning capability approach*”. After obtaining her PhD, Dr Verster’s research profile has expanded. There have already been three outputs (two published, one submitted) emanating from her Doctoral research. “A theoretical perspective on the requirements of the 21st century for teachers’ curriculum as praxis” was published in 2018. “Teachers’ position regarding their curriculum as praxis: A self-directed learning capability perspective” was published in 2020. And “Self-directed professional development utilised as intervention to enhance teachers’ curriculum as praxis” was submitted in 2021.

Dr M Verster

All three external examiners commended Dr Verster on the significant contribution of her PhD study. One examiner stated: “She makes a strong contribution to the field of curriculum studies, especially with regard to self-directed learning. The way in which she conceptualises her deductions and findings in a most original and creative way through a number of figures and tables, is commendable.” Relating to new knowledge, insights and contribution(s) to the body of scholarship, this examiner also stated: “Yes, I am not aware of a study of this extent and kind on self-directed learning within the South African context. The candidate makes a strong and original contribution.” Another examiner commented: “Distinctive and substantial contribution to the body of scholarship.” The third examiner also stated: “The study makes an important contribution to the field of curriculum studies and teacher development”.

Apart from her PhD research, Dr Verster has over the past five years (since her first self-directed learning research dissemination) illustrated exceptional contributions in the field of self-directed learning research (specifically within the field of curriculum development). In a short timeframe, she has exceeded norms set in terms of a research profile for such a young academic.

In 2018, Dr Verster (along with colleagues) developed a framework that proposed active teaching-learning strategies to promote self-directed learning within a curriculum as praxis. This chapter (“Incorporating active teaching-learning strategies to enhance self-directed learning within the curriculum as praxis: An imperative for the 21st century”) has been cited five times. She also submitted an article with two colleagues on “Facilitating Blended Learning in Underprivileged Contexts: A Self-Directed Curriculum as Praxis View”. Apart from outputs that emanated from her Doctoral research and the two outputs with colleagues mentioned earlier, Dr Verster also published a sole authored chapter focused on self-directed learning and curriculum as praxis (“Transitioning from schoolteacher to higher education lecturer: Orientating towards self-directed learning curriculum as praxis”). From these three outputs it is evident that Dr Verster not only can work with other colleagues to support the enhancement of the scholarship of educational research, but also that she in her early career already proves to be self-sufficient and able to publish on her own.

### **Research Medal: Prof Elize du Plessis**



Elize du Plessis exemplifies the belief that tuition, community engagement and research complement one another, and her research is motivated by observing communities of practice. Indeed, it was a combination of training and practical experience that gave rise to her intense interest in how open and distance learning (ODL) student teachers experience their studies.

Addressing challenges – in particular, those challenges that student teachers at a mega ODL institution experience during their teaching practice sessions and, more recently, around e-learning – is both the focus of her research inquiry and the area of her expertise. Du Plessis has striven to understand students and their learning experiences in the ODL context, as it is her firm

belief that being aware of student characteristics, as well as the needs and the difficulties they encounter, is essential to effective practice in ODL.

Her interest and passion for research lie in student training and how – by identifying gaps in ODL teaching practices – student teachers can be assisted in becoming competent and reflective practitioners. Her research into how student teachers are trained has revealed significant gaps in such training. These gaps included curriculum development and implementation. Shortcomings arise from a basic lack of communication and understanding between the academic practitioners at higher education institutions, the course designers who deliver the course material, and the students themselves.

Although her research focuses on ODL student teachers and, more recently, ODeL student teachers, her findings are also valid and valuable when applied to residential students, since

other higher education institutions are facing similar challenges to those experienced in the ODL/ODeL context. These include effective mentoring of teaching practice students and school visits and, more recently, e-learning. The impact of Du Plessis' work, both nationally and internationally, is evident from the invitations she has received from editors of journals to submit and review articles, as well as from her service on editorial boards.

The past ten years (**2011 to 2021**) have been very productive and valuable for Du Plessis' professional development as a researcher. She has published 34 articles (21 co-authored), with 27 appearing in accredited journals and has produced five sets of conference proceedings, two of these international and three national. She mentors four mentees within her department at the university and has co-published with these junior lecturers and with PhD students. Du Plessis has read 42 papers at conferences (nationally and internationally), co-published nine academic books, and supervised six master's and five doctoral degree students to completion during this period.

In addition to these incredible achievements, she received a Women in Research: Developing Researcher Award from Unisa in 2012. Du Plessis is a reviewer of articles for several national and international journals and has been invited to join the editorial and advisory board of a journal, the Academy Journal of Educational Science, in Turkey.

Apart from research and workshops conducted on the implementation of the Curriculum and Assessment Policy Statement (CAPS), Du Plessis is the chair of the re-curriculation task team for the Postgraduate Certificate in Education (Senior Phase and Further Education and Training) programme at UNISA. She is a member of several national and international associations, such as the International Society for Teacher Education (ISfTE), the South African Education Research Association (SAERA), the Global Research & Development Services (GRDS) and the Education Association of South Africa (EASA), where she serves on the EXCO, with two portfolios, Special Interest Groups and as web page coordinator. Du Plessis is also involved in a funded community project with the district of Johannesburg East under the topic 'Deputy principals as curriculum and instructional leaders' (2018 until present).

Du Plessis' academic citizenship includes a working relationship with Queensland University (until 2020), working closely with UMALUSI, and providing academic advice to an outside institution, the Two Oceans Graduate Institute. She acts as moderator and external examiner for MEd dissertations, DEd and PhD theses for various institutions. Du Plessis is also an external moderator for North-West University for their PGCE programme.

Du Plessis is an exemplary researcher, academic, colleague and contributor to community upliftment through her research. She is shaping the path for many new and novice researchers by willingly sharing her knowledge and skills in research with unpublished authors as a mentor and co-author, as well as by increasing the research output of her institution by uplifting aspiring researchers. All who work with Du Plessis will attest to the positive impact she has as a leader within her research field and the way in which she leads by example.



### 3. Message from the secretary



Prof Johnnie Hay  
Secretary

We noted with appreciation the membership contributions of the following new and returning members – since the previous Newsletter:

Sabelo Nxumalo UKZN	Mignon van Vreden NWU
Teboho Solomon Ngubane	Pumeza Saliwe UNISA
Sameera Essop	Tony Mpsi SPU
Esper Ncube Rand Water	PM Chewachong Epse
Elize du Plessis UNISA	JP Weber
Funke Omidire UP	ZP Kubheka UNISA
Kgothatso Gule	Nthembe Mbewe UP

Please remember that a discounted membership fee of R225 is payable for 2022 membership – and that 2023’s membership fees will automatically be included in the registration fees of the 2023 EASA Conference.

Please do not hesitate to contact me in case of any administrative uncertainties regarding EASA’s operations.

With kind EASA regards!  
Johnnie Hay  
Secretary

### 4. News from the website



Prof Elize du Plessis  
Incoming Chairperson and  
Website Coordinator

The EASA website has been a priority for the past few years currently under the leadership of Prof Elize du Plessis. The website is very user friendly, with drop-down menus. Information on the web page includes inter alia the following: About EASA: (committee, constitution etc.); Membership; Conferences; Newsletters; SAJE; WERA; Academic Activities, Special-interest groups, and Job opportunities. Regular updates take place.

Members are encouraged to visit the web page and they can also pay membership fees according to the information on the web page.

We furthermore invite all members to send ideas and information that may add value to the website as this provides a platform for EASA to showcase the work done by its members and the contributions made to Education research in South Africa.

Best regards  
Elize Du Plessis

## 5. Report from the Special Interest Groups (SIG)



Dr Fumane Khanare  
SIG's and Additional Member



EASA SIGS platform enables you to reconnect, relive and research together.

Become a member

Be a member

Renew membership

For more info, contact: Dr F Khanare

(SIGs Coordinator): E-mail:

[Fumanek@uj.ac.za](mailto:Fumanek@uj.ac.za)

Dr. FP Khanare

## 6. News from WERA



**Prof Ruth Mampane**

WERA representative

World Education Research Association (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. Ruth Mampane is a WERA Council member (representing EASA interests). In Southern Africa, and currently as it stands, in Africa, only one education associations (EASA) have council representation in WERA. Education Associations are encouraged to join WERA so that their interests can be represented both nationally and globally. WERA is an association of 28 national, regional, and international specialty research associations which aims to advance education research as a scientific and scholarly field world-wide to serve the public good. If you want to know more about WERA, you can access information from their website (<http://www.weraonline.org/>).

### **WERA Officers:**

Bee Leng Chua, President: [beeleng.chua@nie.edu.sg](mailto:beeleng.chua@nie.edu.sg)

Liesel Ebersöhn, President Elect: [liesel.ebersohn@up.ac.za](mailto:liesel.ebersohn@up.ac.za)

Rocio Garcia-Carrion, Secretary General: [rocio.garcia@deusto.es](mailto:rocio.garcia@deusto.es)

Mustafa Yunus Eryaman, Immediate Past President: [yunuseryaman@gmail.com](mailto:yunuseryaman@gmail.com)

Felice Levine, Appointed Liaison: [flevine@aera.net](mailto:flevine@aera.net)

Ingrid Gogolin, Appointed Liaison and Past President: [gogolin@uni-hamburg.de](mailto:gogolin@uni-hamburg.de)

Joanna Madalińska-Michalak, Vice-President: [j.madalinska@uw.edu.pl](mailto:j.madalinska@uw.edu.pl)

### **Call for Applications: WERA International Research Networks (IRNs) - Deadline for Submission: 1 February 2023**

Brief Background on IRNs (as per WERA announcement)

The World Education Research Association (WERA) invites proposals to establish International Research Networks (IRNs). The purpose of WERA-IRNs is to advance education research worldwide on specific research topics. IRNs are collaborative groups of scholars working on a specific research topic. IRNs synthesize knowledge, examine the state of research, and stimulate collaborations or otherwise identify promising directions in research areas of worldwide significance. To avoid expenses and carbon footprint, IRNs work primarily through virtual communication.

IRNs are required to produce a substantive report that sets forth the state of knowledge worldwide and promising research directions on the topic of the IRN. All IRNs are expected to prepare such a research synthesis report as the first task of their work and publish it. Despite of the other research activities or initiatives of an IRN, an examination of the research worldwide on a topic is the initial contribution. Also, WERA-IRNs are expected to present their work at WERA symposia or keynote sessions or to meet at a WERA Focal Meeting held in cooperation with a WERA member association.

See link below to apply.

[https://docs.google.com/forms/d/e/1FAIpQLScyfsOlxUYUFc1-F9QUg8a\\_stQ0u\\_qj7iULzgbHUnLZTIGciQ/viewform](https://docs.google.com/forms/d/e/1FAIpQLScyfsOlxUYUFc1-F9QUg8a_stQ0u_qj7iULzgbHUnLZTIGciQ/viewform)

### **Information on WERA focal meeting**

The final WERA Virtual Council Meeting for 2022 is scheduled on 9 November 2022. The next in-person Council Meeting of WERA will take place in Chicago during the AERA Annual Conference, on the 17<sup>th</sup> of April 2023.

For future planning of conferences, 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/>).

WERA website is continuously 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 encouraging to send information to WERA secretariat (Dr / Prof.: Rocio Garcia-Carrion; WERA@aera.net) or to EASA-WERA representative: ruth.mampane@up.ac.za.

### **WERA Representative**

Prof Motlalepule Mampane

## 7. News from the South African Journal of Education



### REPORT ON SAJE



Prof Ronel Ferreira

SAJE Executive Editor

Despite the challenges experienced as a result of the COVID-19 pandemic over the past few years, the *The South African Journal of Education* has maintained its high standing. This is evident in the impact factor of 0.854 for the year 2021, with a 5-year impact factor of 1.204 (Journal Citation Reports, Social Sciences Edition, Clarivate Analytics, 2022). For the year 2022, three issues have been published thus far, with an additional two remaining for the rest of the year.

A call has gone out for the upcoming special issue, titled *Transitioning into calm after the COVID-19 storm: Promoting holistic support to achieve positive development outcomes for learners in schools*, under guest editorship of Prof Macalane Malindi and Prof Johnnie Hay from the North West University. Even though several abstracts have already been received, you are encouraged to submit your abstract or full manuscript for the issue, which addresses a timely issue. Following the past few years of turbulence, it can certainly be agreed that the support of learners in schools should take priority, with many of them currently being challenged to thrive at school based on their experiences during and post the pandemic period. The call for the special issue is included below.

In reflecting on my first term as executive editor of SAJE, which came to an end at the end of 2021, I am satisfied with the growth that the journal has shown, despite the challenges experienced during 2020 and 2021. The number of published articles was increased from an average of 9 to 11 per issue to a consistent 16 articles per issue, with the number of issues per year being increased from four per year to five issues annually. In addition, the impact factor has steadily increased, attesting to the standing of SAJE, not only on national level but also internationally.

I would like to express my sincere gratitude to the core team – Prof Liesel Ebersöhn (associate editor), Ms Estelle Botha (administrative editor) and Mr Thys de Jager (language editor), as well as the editorial committee members and all the reviewers of manuscripts, for the dedication and support during my first term of appointment. A special word of appreciation for continued support by the Faculty of Education, University of Pretoria – under the leadership of Dean Professor Molatlhegi Trevor (Chika) Sehoole, for hosting the journal and providing infrastructure and resources to staff members. Lastly, thank you to the Education Association of South Africa (EASA) for re-appointing me as Executive editor for a second term, of which the first year is already ending. I look forward to continuing serving the scholarly community in Education over the next few years.

May the festive season that lies ahead be blessed for all EASA members. Please take time to rest and spend time with your loved ones. Looking forward to the in-person conference in Cape Town in January!

## CALL FOR PAPERS: SPECIAL ISSUE



Official publication of the Education  
Association of South Africa  
<http://www.sajournalofeducation.co.za>

### **Transitioning into calm after the COVID-19 storm: promoting holistic support to achieve positive developmental outcomes for learners in schools**

*South African Journal of Education*  
Volume 43(S1), May 2023

**Guest editors: Macalane Malindi and Johnnie Hay**

The worldwide coronavirus disease (COVID-19) brought about changes in various aspects of life. These changes particularly affected school education in a substantial way. Schools adopted alternative methods of curriculum delivery, such as the blended approach to teaching and learning. Schools in more affluent neighbourhoods seemingly coped better with the changes, thanks to the required technology, but those in disadvantaged neighbourhoods with scarce resources were often not in a position to adapt effectively. Learners experiencing barriers to learning were even more at risk since they usually require high levels of (face-to-face) support. Initially, because of global lockdowns, movement and contact among school stakeholders were minimised. Some families also lost loved ones and some of those who passed away were parents of school-going children.

While the family is regarded as an important microsystemic stronghold for learners, so are schools and the peer group (Theron & Engelbrecht, 2012; Ungar, 2012). Access to community services is equally important in enabling learners to cope resiliently in the context of risk and adversity. The lockdowns restricted learners to their homes/immediate surroundings and allowed fewer opportunities for them to navigate their pathways towards the resources that enhance well-being – mostly located outside their households. It can be argued that this rendered these learners at risk of poor developmental outcomes since they could not fully benefit from psychosocial and psycho-educational services in their contexts as they used to.

Considering the above, we propose a special issue to attract papers that explore the impact of the pandemic on learner development and the backlogs that may consequentially have developed. Furthermore, it is important to know about the services and protective factors that learners and teachers relied on to cope resiliently.

We invite papers that document risks/challenges experienced by teachers and learners, as well as interventions that enhanced/may enhance development of psycho-social-educationally vulnerable learners.

The themes may include (but are not restricted to) schooling issues regarding the COVID-19 pandemic in relation to:

- School-going children in out-of-home contexts

- Children in special schools
- Managing learner retention and the drop-out rate
- Managing the curriculum and eliminating backlogs in learning
- Supporting bereaved and orphaned children in schools
- School management issues during and after the pandemic (mainstream schools, special schools, rural schools, and independent schools)
- Supporting holistic development (psychological, social, physical, etc.) in children
- Early childhood education – backlogs and interventions
- Supporting school-going migrant learners
- Family disruption and instability and its impact on holistic development in children
- Familial disruption and instability and its impact on resilient coping
- Teacher and learner resilience
- Teacher stress and burnout
- Inclusion and psycho-social-educational support services

### 1. References

Theron LC & Engelbrecht P 2012. Caring teachers: Teacher-youth transactions to promote resilience. In M Ungar (ed). *The social ecology of resilience: A handbook of theory and practice*. New York, NY: Springer. <https://doi.org/10.1007/978-1-4614-0586-3>

Ungar M 2012. Social ecologies and their contribution to resilience. In M Ungar (ed). *The social ecology of resilience: A handbook of theory and practice*. New York, NY: Springer. <https://doi.org/10.1007/978-1-4614-0586-3>

All authors interested in contributing should submit their abstracts for screening to [estelle.botha@up.ac.za](mailto:estelle.botha@up.ac.za) as soon as possible.

Submit completed manuscripts for review to [estelle.botha@up.ac.za](mailto:estelle.botha@up.ac.za).

**Closing date for submissions: 15 November 2022**

## 8. International Collaboration and Postgraduate Student Involvement



Dr Sameera Ayob-Essop

International Collaboration  
and  
Postgraduate Student  
Involvement

International Collaboration fosters curiosity, perspective and learning and allows for integration of the best talent worldwide. Based in Ontario, Toronto I am excited to work with colleagues across various disciplines to promote a space where individuals can have access to a wide array of skills and knowledge which we can impart to each other and support crucial issues with one voice. Goals such as equity and inclusion, mental health, and wellbeing, learning and achievement, and environmental leadership are universal goals that need a strong foundation to be built on. Through adaptability, building strong relationships, innovation, communication, engagement, and accountability can we hope to achieve a space and champion supportive and inclusive practices to ensure access and positive opportunities for all. EASA will be organizing webinars such as:

- Working with teachers post pandemic with topics of relevant interest with the hope to provide support and guidance.
- Organizing webinars for teachers with a view to include an international audience to understand Education from a global perspective.
- Working closely with postgraduate students and early career academics in Higher Education to support research and train them to write academically to promote knowledge.

Dr Sameera Ayob-Essop  
International Collaboration and Postgraduate involvement  
Email: saessop@gmail.com



## 9. EASA 2023 Conference News



**Prof Candice Livingston**  
Chairperson of the 2022 EASA  
Organising Committee

The EASA conference will be held at the Century City Hotel and Conference Centre in Cape Town from the 8th – 11th of January in 2023. The theme of the EASA conference for 2023 is **OCEANS OF WISDOM, MOUNTAINS OF KNOWLEDGE, WINDS OF CHANGE**, and the topics for the different tracks are: Basic Education, Teacher Education, Higher Education, Social Justice issues in Education, Digital Education, Language across the curriculum and the impact of the world-wide pandemic in education. Abstract submissions are now closed, and we will be disseminating the final programme by the end of November.

We are really excited about our keynote speakers.



**Prof Thuli Madonsela - University of Stellenbosch**

Professor Thulisile “Thuli” Madonsela, an advocate of the High Court of South Africa, is the law trust chair in social justice and a law professor at the University of Stellenbosch, where she conducts and coordinates social justice research and teaches constitutional and administrative law. She is the founder of the Thuma Foundation, an independent democracy leadership and literacy public benefit organisation and convener of the Social Justice M-Plan, a Marshall Plan-like initiative aimed at catalysing progress towards ending poverty and reducing inequality by 2030, in line with the National Development Plan (NDP) and Sustainable Development Goals (SGGs). Prof Madonsela has eight honorary Doctor of Laws degrees, one of which was awarded by the Law Society of Canada. She holds a BA Law from Uniswa, a Bachelor of Laws from Wits University and a Harvard Advanced Leadership Certificate, and has been trained in legal drafting, leadership, strategic planning, scenario planning, gender mainstreaming, mediation and arbitration, and training facilitation, among other things.

Thuli Madonsela was the Public Protector of South Africa from 2009 to 2016. She is credited with transforming the institution by enhancing its effectiveness in promoting good governance and integrity – including ethical governance and anticorruption in state affairs – through her reports, jurisprudence on the powers of the Public Protector and introduction of ADR. Her extensive publishing record includes books/learning resources, book chapters/forewords,

journal articles, newspaper articles and papers. She is a sought-after speaker and has presented several memorial lectures, including international memorial lectures for Kofi Annan, John Wendell Holmes and Oliver Tambo, and the Desmond Tutu International Peace Lecture.



**Prof Mbulungeni Madiba - University of Stellenbosch**

Prof Mbulungeni Madiba is a Full Professor and Dean of Education at the Stellenbosch University in South Africa. He is also a Mandela Fellow at Harvard University and an Oppenheimer Fellow at the University of London. Prof Madiba has over 30 years of teaching experience in higher education. A full professor of Multilingual Education, Prof Madiba holds a DLitt et Phil (Linguistics) degree from the University of South Africa (Unisa). He has served as the director of the Multilingual Education Project (MEP) in the Centre for Higher Education Development (CHED) at UCT. Nationally, he has served as Chairperson of the Pan South African Language Board (PanSALB), and chair of the Universities South Africa's Community of Practice for African Languages (CoPAL). His main areas of research are language planning and policy, politics of language, language education, multilingual higher education, and translanguaging. He has published widely on multilingual education and language planning and policy in South Africa.



**Prof Piet Van Avermaet - Ghent University - Belgium**

Professor Piet Van Avermaet is head of the Centre for Diversity and Learning, at the Linguistics Department of Ghent University. He teaches 'multicultural studies', 'multilingualism in education' and 'language policy' at the same University. His expertise and research interests cover topics related to multilingualism in education, social inequality in education, language policy and practice in education, language policy and practice in contexts of (social) inclusion, language assessment, diversity and inclusion, integration and participation, discrimination in education and migration. He has also published extensively on these topics.



**Prof Irma Eloff - University of Pretoria**

Irma Eloff is a professor of Educational Psychology at the University of Pretoria and a registered educational psychologist. She is a member of the Academy of Science of South Africa (ASSAf) and a founding member of the South African Positive Psychology Association (SAPPA). She is a former dean of Education at the University of Pretoria. She is the founder of the African Deans of Education Forum (ADEF) which is a focal point of the UNESCO International Teacher Task Force. She is the current Chair of the Global Network of Deans of Education (GNDE). In 2006/2007 she served as Vice-Chair and Chair of the Education Association of South Africa (EASA). She has held visiting professorships at Yale University, Rhodes University, the University of Wisconsin-Milwaukee, CPUT Wellington, Bathspa University UK and Fordham University in New York. In 2018 she was awarded a Förderkreis 1669 Wissenschaft Gesellschaft professorship at the Universität Innsbruck. She has authored 80+ scholarly articles and book chapters and has edited six book publications. Irma is an alumnus of the Universities of Pretoria, Stellenbosch, Northwest and the GIBS Business School.

All delegates are advised to keep an eye on the website for any announcements related to the conference <https://inroll.behella.co.za/easa2023/Conference/Information>

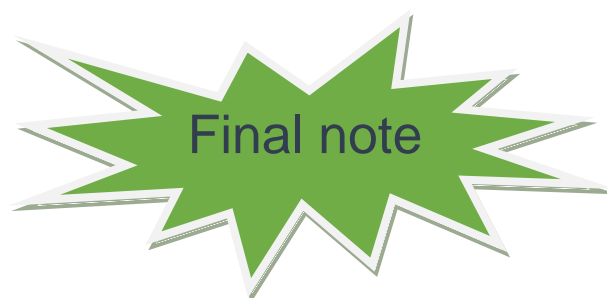
We look forward to hosting the delegates in Cape Town next year where the AGM will also take place.

Prof Candice Livingston

## BEST WISHES



On behalf of the Executive Committee, we wish you all “Happy Holidays” – may you enjoy a well-deserved rest over the Festive Season and may you flourish, professionally and personally, in the year to come.



May you find time to rest and do the things that energise you during the coming holidays. May this time be blessed and allow for quality time with loved ones. We look forward to seeing you all in January in Cape town!

Elize du Plessis