



EASA NEWSLETTER

#2

2025

EDUCATION ASSOCIATION OF SOUTH AFRICA (EASA)

*Fruits of the vine: Navigating the disruptions
through transforming and transformative education*



**OPVOEDKUNDE-VERENIGING VAN
SUID-AFRIKA (OVSA)**

MOKGAHLO WA THUTO WA AFRIKA

BORWA INHLANGANO YEZEMFUNDO ENIGIZIMU AFRIKA



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EASA CHAIRPERSON'S REPORT 2025



Prof Candice Livingston
EASA Chairperson
Cape Peninsula University of
Technology

It is a privilege to reflect on another year in which the Education Association of South Africa (EASA) has continued to serve as a cornerstone of educational scholarship in our country. Our members have sustained EASA's long-standing role in connecting researchers, practitioners and policymakers across diverse educational contexts. The activities of 2025 reflect the intellectual vitality of our community and its enduring commitment to transformation, inclusivity and mentorship. For decades, EASA has built a distinguished legacy as South Africa's leading scholarly community in education. EASA was founded on collaboration and intellectual exchange and as such, the Association has consistently linked theory, research and practice in ways that strengthen both the academy and the broader education sector. Our annual conferences, the

South African Journal of Education (SAJE) and our mentorship of emerging scholars remain vital spaces for dialogue and professional growth. The inclusive nature of our membership, which spans universities, schools and postgraduate researchers, ensures that a wide range of transdisciplinary voices contributes to shaping the trajectory of educational transformation. This year, our collective efforts have underscored that EASA's strength lies not only in its history but in its forward-looking vision. As we continue to navigate complex educational, social and digital realities, EASA remains committed to advancing research that is both rigorous and responsive to the challenges of our time. I extend sincere appreciation to all who have contributed to the Association's work during 2025, our executive members, institutional representatives, reviewers and



conference organisers as it is your scholarship and service uphold the values that define EASA. As we look ahead, I am confident that the Association will remain a vital platform for educational research and a catalyst for meaningful transformation in South Africa and beyond.

Conference reflection

In January of this year, the EASA community gathered at our annual conference in Sun City under the theme *Learning on the Rising Tides: Inspirational approaches to education, creativity, harmonious collaboration and deeper social connections*. The conference, led by Prof Funke Omidire and her dedicated team from the University of Pretoria, stood out for its exceptional organisation, intellectual depth and spirit of collaboration. Prof Omidire's leadership ensured that every aspect of the event, from the scholarly programme to the atmosphere of collegiality, reflected EASA's commitment to excellence and inclusivity. There were more than 200 presentations spanning early childhood education, teacher development, multilingualism, technology, resilience and community engagement, the conference showcased the vibrancy of South African educational research. Warm thanks are also extended to Narina Basson and Marian Louw from Event Behella, whose professionalism and

attention to detail helped deliver a truly world-class event.

We are really looking forward to the EASA Annual Conference (11-14 January 2026) which will be hosted by the University of the Western Cape at the Protea Hotel (Techno Park) in Stellenbosch. Prof Fumane Khanare and her local conference organising committee, invite us to reflect critically on the profound disruptions shaping education, from #FeesMustFall and the COVID-19 pandemic to the rise of artificial intelligence, climate change and global socio-political volatility. The theme of *'Fruits of the Vine: Navigating the Disruptions through Transforming and Transformative Education'*, highlights that meaningful transformation requires sustained commitment, pruning, nurturing and growth.

A highlight of our conference each year is the recognition of excellence among our members. At Sun City, we proudly celebrated this excellence and we shall do so once again in 2026 in Stellenbosch. The Postgraduate Awards honour those who have produced outstanding research in both the Masters and Doctoral categories, the Emerging Researcher Award, recognises promising new scholars contributing significantly to the field and our Medal of Honour is awarded to distinguished colleagues whose contributions to education research and



leadership have been exemplary. These awards remind us of the high calibre of scholarship within our Association and inspire us to continue supporting excellence in education research.

Leadership and mentorship

In a rapidly changing educational landscape shaped by digital innovation, decolonial scholarship and global collaboration, EASA remains steadfast in its role as a community of practice that advances excellence in research and fosters meaningful educational change. Our work this year has continued to build on the Association's legacy of academic leadership, collegial support and engagement across institutions, disciplines and generations of scholars. EASA continues to demonstrate its deep commitment to mentorship, collegiality and continuity in leadership. The outgoing Chair, Prof Fumane Khanare (2024), has provided me with exceptional guidance and steadfast support during her term, ensuring that the association remains inclusive, responsive and academically vibrant. Her mentorship of Dr Eugene Machimana, who will serve as Incoming Chair (2026) and currently coordinates the EASA Newsletter, reflects EASA's dedication to developing future leaders. Dr Machimana's ongoing preparation for the Chair role represents a thoughtful and seamless transition that embodies the association's ethos of

shared growth and professional stewardship.

The members of the EASA Executive Committee continue to play a vital role in ensuring that EASA remains a world-class scholarly association. Their collective professionalism, academic integrity and commitment to service underpin the association's continuing success. Special thanks are extended to our Secretary, Prof Johnnie Hays, whose reliability, efficiency and attention to detail ensure the smooth running of EASA's administrative and governance functions. His tireless efforts, along with the collaborative spirit of the Executive, exemplify the strength and unity that define EASA's ongoing contribution to education in South Africa and beyond. Prof Raj Mestry has been a member of the EXCO for over 20 years and due to his hard work and thoroughness, our financial position remains healthy, with strong income from membership, page fees and journal partnerships. Our membership continues to grow steadily, and we invite colleagues to renew their membership for 2026 and to encourage postgraduate students to join the association. Prof Elize du Plessis is the coordinator of the EASA website (<https://www.easa.ac.za/>) and under her leadership, EASA has expanded our digital presence through the updated website, which now reflects our new colours and has improved functionality.



Dr Tony Mpisi heads up the team which aims to deepen the activities of our SIGs and increase collaboration between universities and schools. Together, we now oversee 12 Special Interest Groups (SIGs), which are growing into vibrant spaces of dialogue and research. These special interest groups cover fields like Education Management, leadership, Law, Policy Studies, Comparative and International Education, Human Development in Education: Educational Psychology, Early Childhood Education, Movement Education and Inclusive Education, Curriculum Studies, Philosophy and Sociology of Education and Research Methodology, Social Sciences in Education: Languages, History, EMS and Creative/Performing Arts, Science, Mathematics and Technology Education and Self-directed Learning. Our members are encouraged to join a SIG and contribute actively to year-round activities. I would also like to extend sincere appreciation to Prof Maximus Sefotho (Internationalisation and Postgraduate Development) for his visionary work in advancing EASA's international collaborations and supporting the growth of emerging scholars. His efforts strengthen EASA's presence across global academic networks while deepening postgraduate engagement within the South African higher education context. Recognition is likewise due to Prof Michael van Wyk (Additional Member) for his ongoing

contribution to the Executive's strategic initiatives and his commitment to educational excellence and innovation. Together, these leaders exemplify the unity, dedication and professionalism that continue to define EASA's work and reputation within the broader education community.

There are a number of endeavours run by members of the EXCO, of which we are inordinately proud. The first is The *South African Journal of Education (SAJE)*, our flagship publication, which continues to thrive under the leadership of Prof Ronel Ferreira and her editorial team. With an impact factor of 0.7 and a five-year impact factor of 1.4, SAJE remains one of the most respected journals on the continent. For 2025, we look forward to two special issues: *Cultivating self-directed learning in diverse educational settings* (guest edited by Profs Elsa Mentz and Josef de Beer) and *Placing curriculum transformation and education for all at the heart of policy* (guest edited by Prof MW Lumadi).

The second is EASA's presence in the World Education Research Association (WERA). Under the leadership of Prof Ruth Mampane, we are represented on the WERA Council, while Dr Marisa Leask serves as our WERA-Doctoral and Early Career (DEC) representative. These partnerships open doors for our members to connect with global



networks and opportunities for collaboration. Our very own EASA member, Professor Liesel Ebersöhn, the Director of the Centre for the Study of Resilience in the Department of Educational Psychology at the University of Pretoria is the current WERA chairperson.

As 2025 draws to a close, I extend heartfelt thanks to every member of EASA as the vitality of our Association resides in your teaching, your research and your commitment to advancing education that

is socially responsive and globally engaged. Together, we continue to build an organisation that not only represents academic excellence but also embodies the values of mentorship, transformation and collaboration that define South African scholarship at its best. With the continued support of our Executive Committee and membership, I am confident that EASA will remain a leading voice in education research, rooted locally, connected globally and deeply committed to shaping a more equitable and inspired future for education

CONFERENCE VENUE 2026

11-14 January 2026

Protea Hotel Stellenbosch and Conference Centre, Techno Park, Stellenbosch



EASA CONFERENCE 2026



Prof Fumane Khanare
Chair
Conference Organising
Committee
University of the Western
Cape

The EASA 2026 conference will be hosted for the first time by the Faculty of Education, University of the Western Cape (UWC). The conference will be held at the Protea Hotel Stellenbosch and Conference Centre, 35 Techno Avenue, Techno Park, Cape Town from the 11 to the 14 January 2026. The theme of the EASA 2026 conference *Fruits of the vine: Navigating the disruptions through transforming and transformative education*. The sub-themes include Preparing the Soil: Early Childhood Education (ECE), Selecting the Best Varieties: Initial Teacher Education (ITE), Harvesting Heritage: African Languages in Multilingual Education, Ancient Roots, New Growth: Indigenous Knowledge Systems (IKS), Pressing Forward: AI and Emerging Technologies, Nurturing Every Vine: Inclusive Approaches and

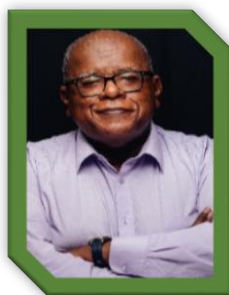
Neurodiversity, Tending the Vineyard: Enabling Learning Environments, Ripening Beyond the Vineyard: Post-School Education and Training, The Taste Test: Quality Assurance in Assessment and Leading for Academic Growth: Leadership and Management. I am pleased to report that there has been considerable interest in the conference, with abstracts reflecting the breadth of conference sub-themes. Abstract submissions will close on 30 October 2026. We are honoured to have an exceptional lineup of keynote speakers. Prof Jonathan Jansen, Distinguished Prof of Education at Stellenbosch University and the immediate past president of the Academy of Science of South Africa, will deliver a keynote address Prof Nomlomo, Prof Vuyokazi Nomlomo Deputy Vice-



Chancellor for Teaching and Learning at the University of Zululand and former Dean of the Faculty of Education at the University of the Western Cape, will also present a keynote. In addition, Prof Renuka Vithal, Emeritus Professor of Mathematics Education at the University of Fort Hare and recently retired as Deputy Vice-Chancellor: Teaching and Learning, will deliver a keynote address.

In addition to the keynote speakers, the conference will host a distinguished panel comprising a student leader, a school principal, an international scholar, a representative from a provincial education department and a representative from the national Department of Education. This panel will provide diverse perspectives and stimulate dialogue across different level of the education sector. Additional information and announcements will be available on the EASA website and through email.

Brief biographies of the keynote speakers are below



Prof Jonathan Jansen

Prof Jonathan Jansen is a distinguished professor of education at Stellenbosch University and the immediate past president of the Academy of Science of South Africa. He completed his BSc at the University of the Western Cape and his teaching credentials at the University of South Africa (UNISA) before doing an MS at Cornell University and a PhD at Stanford University. In 2023, Prof Jansen was recently inducted into the American Academy of Arts and Sciences and was the Chin Yidan Global Fellow at Harvard University in 2024.

Prof Jansen is a luminary in the field of education with over 30 books to his name, including the acclaimed *Leading for Change* (Routledge, 2016), *As by fire: The end of the South African university* (Tafelberg, 2017), *Song for Sarah: Lessons from My Mother* (Bookstorm, 2017) and *The Decolonization of Knowledge* (Cambridge, 2022). He is known for his seminal contributions over four decades to the advancement of education scholarship through advanced research and publication, scholarly teaching, university management, science leadership, school improvement, educational innovation, capacity development, public engagement and science advocacy.

Prof Jansen's insights into race, leadership and personal growth as well as his tireless advocacy for tolerance and

human rights has earned him accolades including a Lifetime Achiever Award for Africa at the Education Africa Global Awards in New York and the University of California's Spendlove Award for his contribution to tolerance, democracy and human rights.



Prof Vuyokazi Nomlomo

Prof Vuyokazi Nomlomo is the Deputy Vice-Chancellor for Teaching and Learning at the University of Zululand and former Dean of the Faculty of Education at the University of the Western Cape. She holds a PhD in Language and Literacy Studies and is an National Research Foundation (NRF)-rated researcher whose scholarly interests lie in mother tongue education, multilingualism and early literacy in African languages.

Her academic and leadership journey is grounded in constructivist and social justice principles, with a strong focus on epistemic access through the use of African languages in education. Over the years, she has led and collaborated on numerous national and international

research projects that explore the intersections of language, learning and equity, particularly in primary school mathematics and science education. One of her most notable engagements was with the Language of Instruction in Tanzania and South Africa (LOITASA) project, a decade-long collaboration with universities in South Africa, Tanzania and Norway.

She has also contributed to the fields of teacher education, gender equality and poverty in education, taking on prominent roles as a coordinator in these research areas. She is passionate about gender and women leadership in higher education.

Prof Nomlomo's contributions extend beyond research. She played a key role in establishing a Centre for African Language Teaching (CALT) at UWC and continues to champion early childhood development in African languages. She is a member of the 2030 National Reading Panel and the Section 11 Right to Read Committee of the South African Human Rights Commission, initiatives that support early literacy and professional learning in African languages.

Her commitment to advancing quality teacher education has earned her recognition in academic circles. She is the current Chair of the Academic Advisory Board at the Two Oceans

Graduate Institute (TOGI) and continues to support innovation in online teacher education.



Prof Renuka Vithal

Prof Renuka Vithal is Emeritus Professor of Mathematics Education in the Faculty of Education at the University of Fort Hare having recently retired as Deputy Vice-Chancellor: Teaching and Learning.

Prof Vithal obtained her BA (Distinctions in Mathematics), BAHonours; University Higher Diploma in Education (with Distinction) and BEd Honours (*cum laude*) from the University of KwaZulu-Natal (UKZN); an MPhil in Mathematical Education from the University of Cambridge, United Kingdom (UK); and a Doctoral Degree in Natural Sciences (dr.scient.) from Aalborg University, Denmark. She was awarded an honorary doctorate in the Faculty of Engineering, Science and Medicine at Aalborg University, Denmark.

Formerly a high school mathematics teacher, Prof Vithal began her academic

career as a mathematics teacher educator and climbed the academic ranks until she was promoted to full professor in mathematics education in the Faculty of Education at UKZN, where she also served as Dean of the Faculty of Education. She was later appointed as the first Deputy Vice-Chancellor for Teaching and Learning. She has served in higher education for over 30 years, with over half that time in senior leadership positions.

She has researched and published over 90 publications spanning a broad range of areas in education, including mathematics education, teacher education, educational research and higher education. She is recognised internationally as a scholar in the social, cultural and political dimensions of mathematics education. One of her most recent publication is the International Commission on Mathematical Instruction (ICMI) Study 24, *Mathematics Curriculum Reforms Around the World*, which she co-edited with Prof Shimuzu from Japan (<https://link.springer.com/book/10.1007/978-3-031-13548-4>). Prof Vithal has served on numerous journal editorial boards and in leadership roles in mathematics education and research organisations nationally and internationally. She is a member of the Academy of Science of South Africa (ASSAf)

SECRETARY REPORT



Prof Johnnie Hay
EASA Secretary
Akademia

I wish to thank all EASA members and interested parties for their patience with me during this time of transition. On 1 June 2025, I moved from North-West University (NWU) to Akademia and unfortunately, we have not yet managed to transfer the three extensive member/interested party distribution lists to the new Outlook system. In the meantime, we are relying on the EASA website and Behella's distribution list for communication. I trust that this challenge will be resolved sooner rather than later. Please also note my new email address: johnnie@akademia.ac.za

We are pleased to welcome the following colleagues who have either joined or renewed their membership since Newsletter 1:

- Me Marcia Radebe – Student Member - NWU

- Me Ellenore de Bruin – South African College of Applied Psychology
- Me Bridget Asonglefac – Student Member, University of Pretoria (UP)
- Dr Nthembe Mbewe – UP
- Me Dorcas Mlangeni – Student Member, University of South Africa (UNISA)
- Dr Cleo Carrim – Durban
- Dr Themba Mkhize – UNISA
- Mr Josh Jacobs – Student Member, Nelson Mandela University (NMU)
- Prof Aubrey Golightly – NWU

Colleagues, a gentle reminder that membership fees for the year are reduced to R225 after 1 July 2025, should you wish to renew or join afresh. Please also consider that if you attended the EASA 2025 Conference, your membership fee for the year has already been covered.

Wishing you all the very best for the final stretch of 2025.



EASA WEBSITE



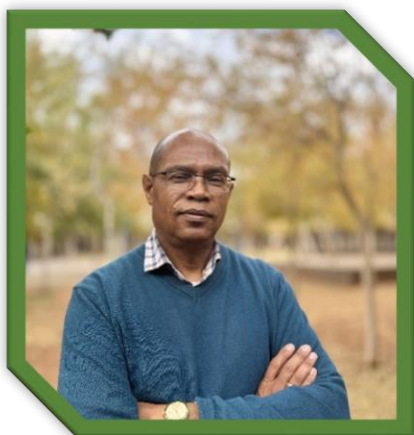
Prof Elize du Plessis
Web site Coordinator
UNISA

I am pleased to inform you that the EASA website has been updated with the most recent information on the 2026 Conference, including details on the calls for nominations for awards and the incoming chair. In addition, other information received from Exco members has also been uploaded, ensuring that the website reflects the latest developments.

We invite you to visit the website regularly to stay informed and to share this news with your networks. We also warmly welcome new contributions from members, whether announcements, opportunities or relevant updates, that can be featured on our platform. Your input helps us keep the EASA community connected and informed.

Thank you for your continued support and engagement

SPECIAL INTEREST GROUPS



Dr Anthony (Tony) Mpisi
SIG Coordinator
Sol Plaatjie University

The Special Interest Groups (SIGs) within EASA serve as vital platforms for scholarly exchange, professional collaboration and the advancement of evidence-based educational practice. They provide a forum for members, whether subject-specific experts or interdisciplinary practitioners, to engage meaningfully in focused discourse, professional learning and collaborative research.

The primary aim of the SIGs is to influence and transform educational practice through activities that promote scholarly inquiry and the application of research to real-world challenges. SIGs are envisioned as dynamic, year-round contributors to the professional and intellectual life of EASA, with their presence reflected across the

Association's website and social media platforms. These groups also contribute to the planning and facilitation of events such as webinars, seminars and workshops, in partnership with the EASA Executive Committee. Additionally, SIGs play a key role in fostering mentorship, particularly between postgraduate students and supervisors, to cultivate new knowledge, pursue relevant research questions and make meaningful contributions to society.

EASA currently hosts the following six SIGs

- Curriculum Studies, Philosophy and Sociology of Education and Research Methodology
- Psychology of Education, Inclusive Education, Early Childhood Education (Dr Lucia



- Munongi – University of Johannesburg [UJ])
- Education Management, Leadership, Law, Policy Studies, Comparative and International Education - Dr Zandile Gcelu (University of the Free State)
 - Human Development in Education (including Educational Psychology, Early Childhood Education, Movement Education and Inclusive Education)
 - Science, Mathematics and Technology Education - Dr Benedict Kholobe (Sol Plaatje University [SPU])
 - Self-Directed Learning (Prof Elsa Mentz - North-West University [NWU])
 - Social Sciences in Education (Languages, History, EMS and Creative/Performing Arts)
 - Open and Distance Learning (ODL) – Prof Michael van Wyk (UNISA)
 - Inclusive, Disability and Neurodiversity Education – Prof Maximus Sefotho (UJ)
 - Early Career Research / Doctoral Education (DEC) – Prof Cina Mosito (Nelson Mandela Metropolitan University)
 - Community Engagement Scholarship – Dr Eugene Machimana (University of Pretoria)

In response to the evolving educational landscape and the interests of our members, EASA has expanded the SIG portfolio to include six additional groups:

- Work Integrated Learning (WIL) / Teaching Practice – Prof Mpungose Cedric Bheki (University of South Africa [UNISA])
- Educational Technology - Dr Nokukhanya Thembane (Mangosuthu University of Technology)

We look forward to these new SIGs enriching the academic and professional dialogues within our association and providing fresh avenues for collaboration and research. At this time, no formal reports or updates on recent activities have been received from the respective SIG chairpersons. We understand that SIG leaders and members are engaged in various professional and academic commitments, and we appreciate their ongoing dedication to the goals of EASA.

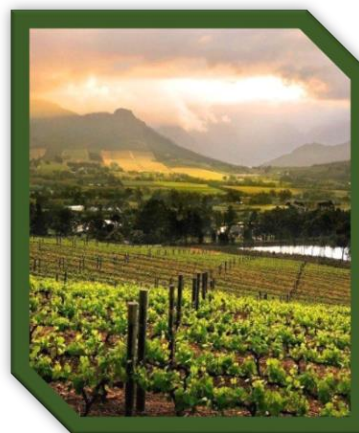
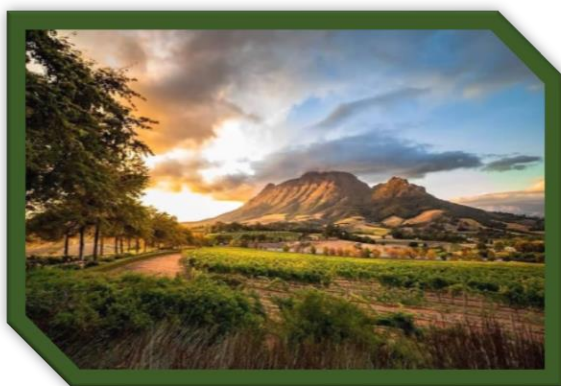
We kindly encourage all SIG chairpersons and members to share brief summaries of their group's initiatives, developments or future plans. These reports not only help to showcase the impactful work being done across the SIGs but also serve to inspire broader participation and collaboration across our academic community.



We remain confident in the valuable contributions that each SIG can and does make to the mission of EASA and we look forward to receiving updates in due

course. For more information about each SIG and how to become involved, please visit the EASA website at www.easa.ac.za

THE WINELANDS



WORLD EDUCATION RESEARCH ASSOCIATION



Prof Ruth Mampane
WERA Representative
University of Pretoria

Background information

World Education Research Association (WERA) is an association of major national, regional and international speciality research associations dedicated to advancing education research as a scientific and scholarly field and EASA is a WERA member. Prof Ruth Mampane is a WERA Council member (representing EASA interests). In Southern Africa EASA is the only education association that has council representation in WERA. Education Associations are encouraged to join WERA so that their interests can be represented nationally and globally. WERA is an association of 28 national, regional and international speciality research associations which aims to advance education research as a scientific and scholarly field worldwide to serve the public good.

WERA as an association of educational research associations, identify primarily as a network of major national, regional and international specialty research associations dedicated to advancing education research through an international and global lens. National, regional and international education research associations constitute the governing members of the World Education Research Association and affiliate members, including individual members, institutional members (non-profit research centres and institutions, higher education institutions and other research organizations) and associations-in-information constitute an important part of the vitality of WERA and education research worldwide. If you want to know more about WERA, you can access information from their website (<http://www.weraonline.org/>).



WERA Officers

Prof Liesel Ebersöhn

President (July 2024 – June 2026)

Email: liesel.ebersohn@up.ac.za

Prof Bee Leng Chua

Immediate Past President (July 2024 – June 2026)

Email beeleng.chua@nie.edu.sg

Prof Joe O'Hara

President-Elect (July 2024 – June 2026)

Email: joe.ohara@dcu.ie

Prof Rocío García-Carrión

Secretary General (July 2022 – June 2026)

Email: rocio.garcia@deusto.es

Prof Geovana Mendonça Lunardi Mendes

Vice-President (July 2024 – June 2026)

Email: geolunardi@gmail.com or
geovana.mendes@udesc.br

Prof Felice Levine

Appointed Liaison (July 2024 – June 2026)

Email: flevine@aera.net

Prof Ingrid Gogolin

Appointed Liaison (July 2024 – June 2026)

Email: gogolin@uni-hamburg.de

Prof Mustafa Yunus Eryaman

Appointed Liaison (July 2024 – June 2026)

Email: eryaman@comu.edu.tr or
yunuseryaman@gmail.com

Annual WERA Meetings

Two annual meetings aligned to international conferences are planned for 2025. EASA delegates can access WERA information from the EASA website. The first conference was in Denver Colorado (USA) on April 23 - 27, 2025, in collaboration with the American Research Association (AERA). The AERA focal meeting took place from 23 - 27 April and WERA council meeting was on the 28 April 2025.

During this meeting, WERA secretariat, Prof García-Carrión confirmed that WERA newsletters are distributed via email to the WERA community to highlight information, events and available opportunities from WERA members and flagship WERA events. García-Carrión also provided a brief overview of improvements, updates and available information on the WERA website to the WERA Council. She encouraged WERA members to share additional information and/or updates pertaining to their Association or Institution for display on the website and inclusion in the newsletters.

WERA Mentoring Programme. She explained that the WERA Mentoring Programme gives mentees access to experienced mentors who offer guidance on research development, academic publishing and networking within the global education research community. Mendonça Lunardi Mendes indicated that



the programme is coordinated by her and Sergey Kosaretsky, with support from the WERA Mentoring Committee.

The second meeting will be in collaboration with the Federal University of Paraiba (UFPB), João Pessoa, Brazil in collaboration with the *National Association of Research and Graduate Studies on Education/Associação Nacional de Pesquisa e Pós-Graduação em Educação (ANPED)*, (: <https://anped.org.br/>) from 26-30 October 2025. Prof Mendonça Lunardi Mendes, WERA vice-president provided additional information regarding the pre-conference activities that will be conducted by the Universidade Popular dos Movimentos Sociais (UPMS) during the conference in Brazil.

WERA participation with EASA

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 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 presents for international exposure by sending information regarding important events related to EASA. Importantly, members of EASA are encouraged to send information to the WERA secretariat (Dr / Prof Rocio Garcia-Carrion; WERA@aera.net) or to EASA-WERA representative: ruth.mampane@up.ac.za.



SOUTH AFRICAN JOURNAL OF EDUCATION



Prof Ronel Ferreira
SAJE Executive Editor
University of Pretoria

The *South African Journal of Education* continued maintaining its high standing over the past year. This is evident from the impact factor of 0.5 for the year 2024, with a 5-year impact factor of 1.1 (Journal Citation Reports, Social Sciences Edition, Clarivate Analytics, 2025). By the end of 2025, six issues will have been published, with two being special issues titled *Cultivating self-directed learning in diverse educational settings*, under guest editorship of Prof Elsa Mentz and Prof Josef de Beer from North-West University; and *Placing curriculum transformation and education for all at*

the heart of policy, under guest editorship of Prof MW Lumadi from UNISA. It is worth noting that SAJE has seen a steep rise in submissions by South African scholars to the special issues when compared to 2024 statistics.

The upcoming special issue for 2026 are titled *Continuing professional development (CPD) for school leaders and teachers*, under guest editorship of Prof Raj Mestry and Prof Pierre du Plessis from the University of Johannesburg. More details about the special issue are included below.

A summary of the Top 10 mostly cited SAJE articles for September 2025 are provided below:

Top 10 DOIs	Successful Resolutions to DOI	Title	Author
10.15700/SAJE.V41N4A1979	838	Development of an instrument to assess early number concept development in four South African languages	Henning E, Balzer L, Ehlert A & Fritz A
10.15700/SAJE.V39NS1A1774	310	Teachers for rural schools – a challenge for South Africa	Pierre du Plessis & Raj Mestry
10.15700/201412071114	302	The challenges of realising inclusive education in South Africa	Dana Donohue & Juan Bornman
10.15700/SAJE.V40N1A1631	178	Student teachers' perceptions, experiences, and challenges regarding learner-centred teaching	Elize (EC) du Plessis
10.15700/SAJE.V38N4A1703	164	Establishing inclusive schools: Teachers' perceptions of inclusive education teams	Thembeke Mfuthwana & Lorna Dreyer
10.15700/SAJE.V45N2A2500	147	Risky play in early learning centres: Insights from parents' and teachers' perspectives	Lorette Pretorius & Tessa De Wet
10.15700/SAJE.V30N3A363	128	Reflection as learning about the self in context: mentoring as catalyst for reflective development in pre-service teachers	Liesel Frick, Arend Carl & Peter Beets
10.15700/SAJE.V39N1A1510	121	The effect of motivation and learning behaviour on student achievement	Moses Kopong Tokan & Mbing Maria Imakulata
10.15700/SAJE.V35N3A1074	119	Enacting understanding of inclusion in complex contexts: classroom practices of South African teachers	Petra Engelbrecht, Mirna Nel, Norma Nel & Dan Tlale
10.15700/SAJE.V37N2A1378	105	The effect of outdoor learning activities on the development of preschool children	Günseli Yıldırım & Güzin Özyılmaz Akamca

As executive editor I would like to express my appreciation to the core team of the journal, 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 their dedication and support during 2025. Thank you also to all scholars who have submitted manuscripts, as the success of the journal would not have been possible without the high-quality submissions from the authors over the years. Our

heartfelt thanks for the continued support of the Faculty of Education, University of Pretoria, under the leadership of Dean Prof Lindelani Mnguni, for hosting the journal and providing infrastructure and resources for staff members.

May all EASA members experience a blessed festive season and well-deserved rest! Looking forward to seeing you at the conference in January 2026!

Continuing professional development (CPD) for school leaders and teachers

South African Journal of Education

Volume 46(4), November 2026

Guest editors: Prof Raj Mestry and Prof
Pierre du Plessis



Prof Raj Mestry



Prof Pierre du Plessis

Globally, a profound trend for employees has emerged in most educational institutions. In a South African context, Section 5(b) of the South African Council for Educators (SACE) Act No. 31 of 2000 (Republic of South Africa [RSA], 2000) prescribes that professional development is mandatory in terms of

promoting, developing and maintaining the image of the profession and managing a system for promoting the professional development of educators (CPTD Management System). The aspect of continuing professional development (CPD) is further amplified in the Quality Management System (QMS) as stipulated in the Collective Agreement Number 2 of 2020 (Education Labour Relations Council, 2020).

Education authorities place considerable emphasis on the professional development of school leaders and teachers with the view to improve educational standards and learner performance. CPD is fundamental for all educators (principals, deputy principals, departmental heads and teachers) to stay current, improve practices and enhance student outcomes, leading to a more effective and dynamic educational environment. CPD enables educators to reflect on their leadership, management and/or teaching practices, identify areas for improvement and develop a personal growth mindset. It is thus imperative for educators to continuously update their knowledge and skills, keep abreast of educational trends, improve leadership and teaching practices, address diverse teacher and learner needs better and ultimately enhance learning outcomes of learners by providing school management teams (SMTs) with tools to effectively engage and support teachers



and their learners in the classroom. Essentially, it empowers SMTs and teachers to be more effective and adaptable in their roles, leading to more positive learning experiences for all. Other key benefits of professional development for educators include helping them identify and address specific challenges that they face and allowing them to find solutions and improve their practice. It also creates a space for educators to share ideas, best practices and experiences with peers, fostering a collaborative learning environment.

This special edition is aimed at critically reimagining local and international perspectives of CPD in the 21st century where technological advancement, diversity and socio-economic status of communities are emphasised. Scholars are invited to examine and critically evaluate the importance of CPD for school leaders and teachers. Scholars in the field of human resource development or in any other related fields are invited to submit papers that exhibit a critical examination of CPD and that probe the contextualised understanding of what works, how it works and for whom it works and whether it can enable educators to make positive changes in their professional practice.

Deadline for submissions

Proposals for manuscripts should be emailed to the guest editors, Prof Raj Mestry Email: rajm@uj.ac.za or Prof Pierre du Plessis Email: pierredp@uj.ac.za.

Proposals should include:

- a) The proposed manuscript title
- b) A brief abstract of 300 words
- c) Authors' names, ORCID IDs, email addresses and affiliation

Abstracts (preferably, of an empirical perspective) should be submitted by no later than 31 January 2026. Prospective authors will be informed of the outcome of the evaluation of the manuscript proposals soon thereafter. Complete manuscripts should be submitted to Estelle Botha (estelle.botha@up.ac.za) on or before 28 February 2026. All submitted manuscripts will undergo double-blind peer review and authors will be informed of the outcome of the review within 8 to 12 weeks after submission of the manuscripts. We intend to complete the editing of the special issue by 30 November 2026.

References

Education Labour Relations Council 2020.
Collective agreement number 2 of 2020: Quality management system (QMS) for school-based educators. Centurion, South Africa: Author.

Republic of South Africa 2000. Act No. 31, 2000
South African Council for Educators act.
Government Gazette, 422(21431):1–22, August 2.

MESSAGE FROM THE INCOMING CHAIRPERSON



Dr Eugene Machimana
Incoming chairperson
University of Pretoria

It is a privilege to serve as your incoming Chairperson. I am committed to building on the solid foundations established by my predecessors and to working alongside you in further strengthening EASA as a dynamic scholarly community. Together, we will continue to foster collaboration, advance high-quality educational research and broaden our impact both locally and globally.

I thank you for your continued dedication to EASA and look forward to our collective journey in advancing educational scholarship. We are also excited to welcome you to the annual conference, taking place from 11–14 January 2026 at the Protea Hotel Stellenbosch and Conference Centre, Stellenbosch, Western Cape, South Africa.

Wishing you a peaceful festive season and a prosperous New Year.

