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**STRONGER TOGETHER.
FOR A BETTER FUTURE.**

RESEARCHING TODAY
FOR EQUITABLE EDUCATION TOMORROW.



EDUCATION ASSOCIATION
OF SOUTH AFRICA

OPVOEDKUNDE-VERENIGING VAN
SUID-AFRIKA (OVSA)

MOKGAHLO WA THUTO WA
AFRIKA BORWA

INHLANGANO YEZEMFUNDO ENIGIZIMU AFRIKA



EASA EXECUTIVE COMMITTEE 2026



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Prof Maximus Sefotho
Internationalisation & Postgraduate Development



Prof Tony Mpisi
Special Interest Groups (SIGs) Coordinator



Prof Elize du Plessis
Website



Prof Micheal van Wyk
Additional Member

Message from the EASA Chairperson 2025

As we approach the midpoint of 2026, I would like to reflect on what has been another productive and encouraging period for the Education Association of South Africa (EASA). Our association continues to serve as an important scholarly home for education researchers, practitioners, postgraduate students, and academic leaders committed to advancing educational research and practice within South Africa and beyond.

The year began with the successful EASA 2026 Conference hosted by the University of the Western Cape in Stellenbosch, under the theme 'Fruits of the Vine: Navigating the Disruptions through Transforming and Transformative Education'. The conference brought together scholars from across South Africa and several international contexts, providing opportunities for intellectual exchange, collaboration, networking, and scholarly engagement. The quality of presentations, keynote addresses, workshops, symposia, and Special Interest Group sessions demonstrated the continued strength and relevance of educational research within our community.

One of the highlights of the past year has been the continued growth of EASA's national and international footprint. Through our ongoing partnership with the World Education Research Association (WERA), EASA members have benefited from increased opportunities for international collaboration, doctoral and early-career researcher development, and participation in global educational research networks. We remain proud that EASA continues to play a significant role in representing African educational scholarship within international forums.

I am particularly encouraged by the growing participation of postgraduate students and emerging researchers within the association. Through the work of our Doctoral and Early Career Networks, postgraduate development initiatives, and Special Interest Groups, EASA continues to create spaces where new scholars can find mentorship, support, and opportunities for professional growth. Investing in the next generation of researchers remains essential to the sustainability and future impact of our field.

Over the past year, EASA has continued to strengthen its communication platforms through the newsletter, website, webinars, and Special Interest Group activities. These platforms provide important opportunities for members to share research, celebrate achievements, engage in scholarly debate, and remain connected throughout the year. I would like to thank all members who have contributed reports, announcements, publications, and news items that help keep our community informed and engaged.

I would also like to acknowledge the dedication and commitment of the Executive Committee. EASA's success is the result of collective leadership and service. I extend my sincere appreciation to Prof Johnnie Hay for his work as Secretary, Prof Raj Mestry for his careful stewardship of the association's finances, Prof Ronel Ferreira and the SAJE editorial team for maintaining the excellence of our flagship journal, Prof Ruth Mampane for her leadership within WERA, Prof Maximus Sefotho for postgraduate development and internationalisation initiatives, Prof Elize du Plessis for her work on the website, Dr Tony Mpisi for coordinating the Special Interest Groups, Prof Josef de



Beer, who is the incoming Chair for 2027 and Dr Eugene Machimana for his leadership as the Chairperson for 2026.

As we look ahead, preparations for the 2027 EASA Conference hosted by the Faculty of Education at the UNISA are progressing well. The conference provides another opportunity for us to come together as a scholarly community, strengthen existing partnerships, welcome new members, and continue engaging with the educational challenges and possibilities that shape our work.

Education continues to face complex local and global challenges, including questions of equity, inclusion, language, technology, sustainability, and social justice. As researchers and educators, we have a responsibility to contribute meaningful scholarship that responds to these challenges while advancing educational opportunities for all. EASA remains committed to supporting this work through scholarly dialogue, research dissemination, professional development, and collaborative engagement.

Thank you to all EASA members for your continued support, participation, and commitment to the association. I look forward to our continued work together as we strengthen educational research and scholarship across South Africa and the African continent.

Warm regards,

Prof Candice Livingston - Chairperson 2025



Important announcements

EASA NEWS

A NEW LOOK FOR EASA COMING SOON

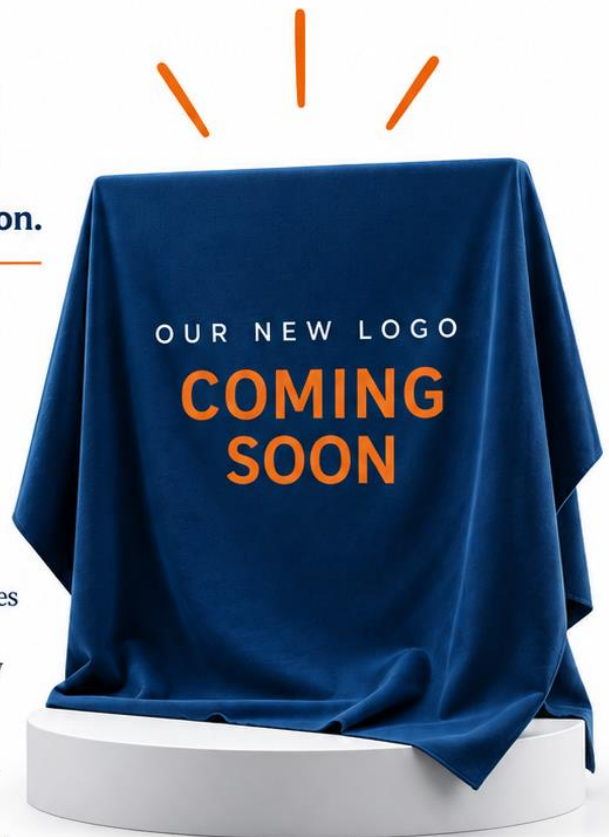
Same purpose. A fresh expression.

EASA is preparing to unveil a new visual identity that reflects both the Association's established scholarly foundations and its vision for the future of education in South Africa.

While retaining the familiar blue and orange colours that connect the new identity to EASA's history, the redesigned logo introduces a more contemporary expression of knowledge, scholarship, dialogue, inclusivity and transformation.

At its heart is the idea of EASA as a scholarly community in which multiple voices come together to question, exchange ideas, generate knowledge and contribute to educational change.

The new logo will be officially launched soon, marking an exciting new chapter in EASA's continuing commitment to research, collaboration and the advancement of education.



*A bright
chapter ahead.*

RESEARCH • COLLABORATION • IMPACT

EASA Conference 2027



EDUCATION ASSOCIATION OF SOUTH AFRICA

RECOGNISING EXCELLENCE • ADVANCING EDUCATION • INSPIRING CHANGE



ANNUAL CONFERENCE 2027

The EASA 2027 Call for Papers

THEME

Learning On The Rising Tides:
*Inspirational Approaches To Education,
Creativity, Harmonious Collaboration, And
Deeper Social Connections*



DATE: 17 – 20 January 2027



VENUE: Boardwalk Sun International,
Gqeberha (Port Elizabeth), South Africa

IMPORTANT DATES



Abstract Submissions Open:
14 September 2026



Abstract Submission Deadline:
30 October 2026



Event Registration Deadline:
16 November 2026



Registration Fees Payment:
30 November 2026



Proof of Payments to be received
before: **30 November 2026**



SUBMIT YOUR ABSTRACT ONLINE
(Platform opens 14 September 2026)

THEME AREAS (examples)



Education at Altitude:
Humanising Teaching and
Learning in the Age of AI



Digital Futures, Human Stories:
Reimagining Transformative
Education Across Africa



Creativity, Collaboration
and Inclusive Learning
Communities



Well-being, Sustainability
and Socially Responsive
Education

*We welcome contributions from all education
sectors and contexts.*



Stay tuned...
this is one conference you won't want to miss!

IDEAS
PEOPLE
POSSIBILITIES
A BRIGHTER
TOMORROW

*Rising
Together
for education*

RESEARCH • COLLABORATION • IMPACT

For more information visit the [EASA website](https://www.easa.org.za)

Highlights from the EASA Conference 2026

The 2026 EASA Annual Conference, hosted by the Faculty of Education at the University of the Western Cape, was held from 11 to 14 January 2026 at the Protea Hotel Stellenbosch. Under the theme '*Fruits of the Vine: Navigating the Disruptions through Transforming and Transformative Education*', the conference invited the education community to consider how disruption can become a catalyst for meaningful and sustainable educational transformation.

The theme responded to a decade marked by significant educational and social disruption, including the legacy of #FeesMustFall, the COVID-19 pandemic, the rapid emergence of artificial intelligence, persistent socio-economic inequalities, and wider socio-political and environmental challenges. The conference which drew on the metaphor of cultivating a vineyard, positioned transformation as requiring sustained attention, adaptation and nurturing, while encouraging a shift from reactive responses to more generative ways of thinking about the future of education.

EASA NEWS

EASA 2026

CONFERENCE HIGHLIGHTS

CONNECTIONS. CONVERSATIONS. COLLECTIVE IMPACT.

From inspiring presentations and meaningful discussions to new partnerships and renewed friendships, the EASA 2026 Conference brought together a vibrant community of researchers, educators and practitioners committed to a more just and transformative education future.



Ideas in Action



A COMMUNITY OF SCHOLARS
DIFFERENT VOICES. A SHARED PURPOSE.



PEOPLE MAKE
CONFERENCES SPECIAL



SHARING KNOWLEDGE.
INSPIRING CHANGE.



RECOGNISING EXCELLENCE
CELEBRATING CONTRIBUTIONS TO EDUCATION.

“
Collaboration
turns ideas
into impact.
”



Until
Next Time!

RESEARCH • COLLABORATION • IMPACT

EASA MEDAL WINNERS

2025

Congratulations to our 2025 medal winners for their outstanding contributions to education, research and the EASA community.



POSTGRADUATE MEDAL
(Masters Degree)

Mr Mohamed Mosala



EMERGING RESEARCHER AWARD

Dr Samantha Kriger



EMERGING RESEARCHER AWARD

Dr Climant Khoza



RESEARCH MEDAL

Prof Aubrey Golightly



MEDAL OF HONOUR

Prof Pierre du Plessis



LONG SERVICE AWARD

Prof Ronél Ferreira



Long Service Awards

Message from the Secretariat

We wish to welcome the following members who joined for the first time or renewed their membership for 2026 via the secretary: this does not include colleagues who joined/renewed via registration for the EASA 2026 Conference in Stellenbosch:

- Dr Annelize du Plessis De Beer – UP
- Dr Bongie Mcata – UMP
- Mrs Daleen Botha – Akademia
- Dr Ellenore de Bruin – WCED
- Mrs Elmari Wentzel – School in Thabazimbi
- Mr Hannes de Beer – Student member UNISA
- Mr Henning Blignaut – Akademia
- Mr Johann Obermeyer – Akademia
- Dr Kevin Teise – SPU
- Ms Lorraine Musemwa – Influence Africa
- Dr Maretha Steyn – Akademia
- Mrs Mariaan Oschman – Akademia
- Mrs Marnelda de Beer - Akademia
- Dr Matseliso Mohoebe – UFS
- Ms Melissa van Hal - Holistic Awareness | EduHelp
- Mrs Nadia Herbst – Akademia
- Dr Rajandran Naidoo – SACAP
- Dr Samekeliso Mathe - Student member
- Dr SM Vhulahani – UP
- Ms Tersia Myburgh – Akademia
- Dr Tsifhiwa Mashau – UNISA
- Ms Zimingonaphakade Sigenu – Southern Hemisphere
- Ms Z J Ndinisa – Student member WSU

A warm welcome also to all members who attended the EASA 2026 Conference – and thus joined EASA or renewed membership via the registration fee.

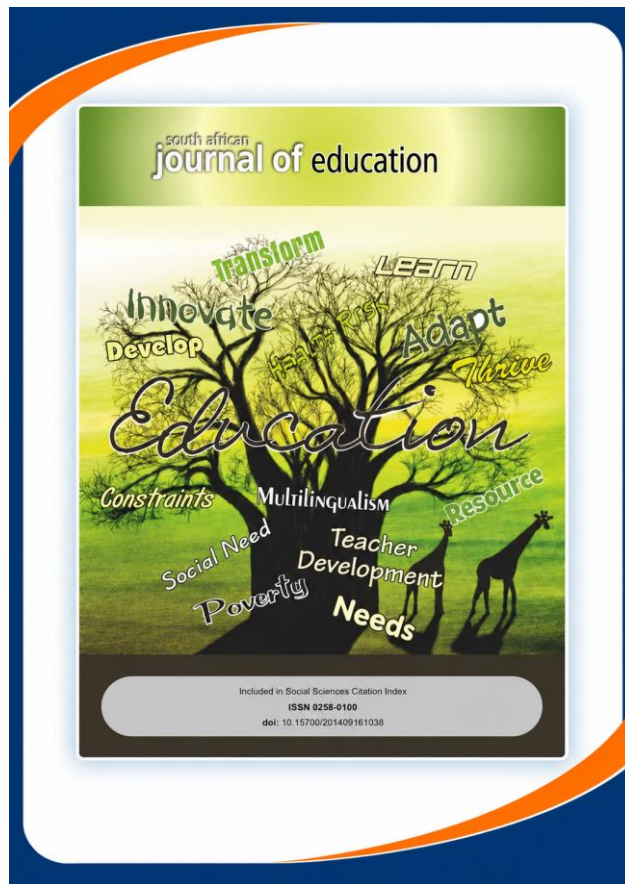
Please feel free to contact me about any secretarial matters – on johnnie@akademia.ac.za

Kindest of EASA regards

Johnnie Hay



South African Journal of Education (SAJE)



The SAJE is the official journal of the Education Association of South Africa. Our journal is included in the Social Sciences Citation Index (ISI), IBSS, DHET List of Accredited South African Journals (2021), Scopus and SciELO

Editorial Team

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[Liesel Ebersohn](#), Department of Educational Psychology, Faculty of Education, University of Pretoria, South Africa

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Special Interest Groups (SIGs)

The Special Interest Groups (SIGs) remain an integral part of EASA, providing members with opportunities to engage in scholarly dialogue, professional collaboration, and the promotion of evidence-informed educational practice. Through these groups, academics and practitioners with shared interests can exchange ideas, collaborate on research, and contribute to addressing current educational challenges.

The SIGs continue to play an important role in supporting EASA's mission by encouraging scholarly engagement, professional learning, and collaboration throughout the year. They are expected to contribute to the Association's academic activities through initiatives such as webinars, seminars, workshops, and research collaborations in partnership with the EASA Executive Committee. The SIGs also provide valuable opportunities for mentoring postgraduate students and early-career researchers, thereby strengthening research capacity within the education sector.

EASA currently has the following six established SIGs:

- Curriculum Studies, Philosophy and Sociology of Education, and Research Methodology
- Education Management, Leadership, Law, Policy Studies, Comparative and International Education
- Human Development in Education (including Educational Psychology, Early Childhood Education, Movement Education, and Inclusive Education)
- Science, Mathematics, and Technology Education
- Self-Directed Learning
- Social Sciences in Education (Languages, History, EMS, and Creative/Performing Arts)

To respond to the evolving needs and interests of the Association's members, the following additional SIGs have been established:

- Work Integrated Learning (WIL) / Teaching Practice – Prof Mpungose
- Educational Technology
- Open and Distance Learning (ODL) – Prof M.M. van Wyk
- Inclusive, Disability and Neurodiversity Education – Prof M. Sefotho
- Early Career Research / Doctoral Education (DEC) – Prof C. Mosito
- Community Engagement Scholarship – Dr E. Machimana

These new SIGs are expected to broaden opportunities for collaboration, scholarly engagement, and research within EASA.

Since the previous reporting period, there have been no significant developments to report. No activity reports or updates have been received from the chairpersons of any of the SIGs during this reporting period.

A meeting was planned with the chairpersons of the respective SIGs to clarify the Terms of Reference and to strengthen coordination across the groups. Unfortunately, the meeting could not take place



because it was not possible to secure a date that was suitable for all participants. The matter remains a priority, and efforts are continuing to identify a mutually convenient date so that this important engagement can proceed.

We remain confident that the SIGs will continue to make meaningful contributions to the objectives of EASA. Chairpersons are encouraged to submit brief reports on their activities, achievements, and planned initiatives, as these updates provide valuable insight into the work being undertaken across the Association and promote collaboration among members.

Further information about the SIGs and opportunities for involvement is available on the EASA website at www.easa.ac.za.

Prof Anthony (Tony) Mpisi
Portfolio Holder: SIGs Coordinator

Internationalisation and WERA

The 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. Prof. Ruth Mampane is a WERA Council member (representing EASA interests). In Southern Africa, EASA is the only education association with council representation in the WERA. Educational Associations are encouraged to join the WERA so that their interests can be represented nationally and globally. WERA is an association of 28 national, regional, and international specialty research associations which aim to advance education research as a scientific and scholarly field worldwide to serve the public good.



WERA, an association of educational research associations, identifies 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 Word Education Research, and affiliate members, including individual members, institutional members (non-profit research centres and institutions, higher education institutions, and other research organisations), 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/>).



The current WERA Executive Committee (2026–2028) is as follows

- Joe O'Hara, President: joe.ohara@dcu.ie
- Liesel Ebersöhn, Immediate Past President: liesel.ebersohn@up.ac.za
- Geovana Mendonça Lunardi Mendes, President-Elect: geovana.mendes@udesc.br
- Yuto Kitamura, Vice-President: yuto.kitamura@gmail.com
- Rocío García-Carrión, Secretary General: rocio.garcia@deusto.es

Previous WERA Executive Committee (EC) members for the July 2024–June 2026 term

- Liesel Ebersöhn, President: liesel.ebersohn@up.ac.za
- Bee Leng Chua, Immediate Past President: beeleng.chua@nie.edu.sg
- Joe O'Hara, President-Elect: joe.ohara@dcu.ie
- Rocío García-Carrión, Secretary General: rocio.garcia@deusto.es
- Geovana Mendonça Lunardi Mendes, Vice-President: geovana.mendes@udesc.br
- Felice Levine, Appointed Liaison and Past President: flevine@aera.net
- Ingrid Gogolin, Appointed Liaison and Past President: gogolin@uni-hamburg.de
- Mustafa Yunus Eryaman, Appointed Liaison and Past President: yunuseryaman@gmail.com or eryaman@comu.edu.tr

Two annual meetings aligned with international conferences are planned for 2026. EASA delegates can access the WERA information from the EASA website. The first conference was held on 13 April 2026 in LA, USA, in collaboration with the American Educational Research Association (AERA). The AERA focal meeting took place from April 8th to 12th in Los Angeles, and the LA and WERA council meeting was on April 13th, 2026. 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.

This year, two annual WERA meetings were planned.

- The first meeting took place on the 13th of April 2026 which is in collaboration with AERA (Los Angeles, April 8, to Sunday, April 12, <https://www.aera.net/AERA2026>)
- The second WERA meeting will be in collaboration with the Taiwan Education Research Association (TERA) from 15 October to 18, 2026 - WERA Council Meeting: 19 October 2026 (National Sun Yat-sen University, Kaohsiung, Taiwan).

For the second meeting, EASA delegates are encouraged to submit a symposium (which, if well written, stands a chance of being accepted). This is an opportunity for EASA members to participate fully in WERA activities; however, this year, this opportunity, though highly circulated and advertised on the EASA website and by emails to all delegates, was not taken up by anyone. This opportunity



highlights one of the benefits of EASA delegates being WERA council members. I encourage EASA members to take this opportunity going forward, submit symposium abstracts, and present at the international conference under the benefits of being WERA council members. It is important to note that this opportunity will be at your own cost if you choose to accept it. The full advantage is that you stand a good chance of your abstract being accepted as an EASA delegate because the call is under the EASA.

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 (<https://weraonline.org/>).

The 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 opportunities 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 the EASA-WERA representative Prof Motlalepule Mampane ruth.mampane@up.ac.za.

WERA Representative

Prof Motlalepule Mampane

EASA Website

I am pleased to inform you that the EASA website has been updated with the most recent information.

Recent updates to the website include award information, updated reports, academic activities and conference announcements, committee updates, WERA-related information, opportunities for symposium submissions, and a call for logo design submissions. Information on the EASA 2027 Conference has also been added.

We invite you to visit the website regularly to stay informed and to share this news with your networks on <https://www.easa.ac.za/>. 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.

Prof Elize du Plessis



COMPETITION

Win a Copy!

Ten (10) lucky EASA members will each win a copy of the beautiful book,

Indigenous Knowledge Systems: *An authoritative guide for South African teachers*

This book was published by Via Afrika publishers, and it shows teachers (in all subjects and grades) how indigenous knowledge can be incorporated in CAPS lesson themes. In this 275-page full colour book, teachers are shown how indigenous knowledge could be used to provide context to give culturally diverse learners epistemological access to the school curriculum themes.



QUESTION: **What is S-STEP?**

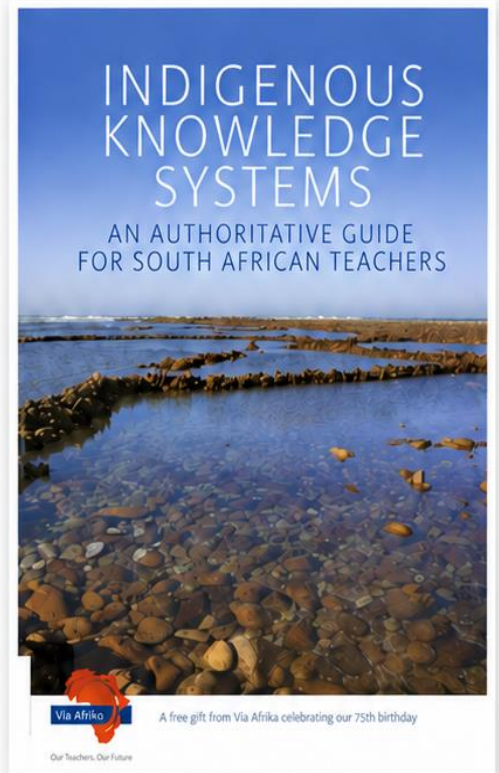
(The answer is given somewhere in this newsletter!)

HOW TO ENTER



Send your answer, together with the required information, to Prof Josef de Beer at Josef.debeer@nwu.ac.za.

In your email, kindly provide us with the physical address to which your book should be couriered, should you be one of the ten winners.



Closing date for entries:
Wednesday, 7 October 2026



Lucky draw:
Friday, 9 October 2026

The ten winners will be notified by email.
Competition open to EASA members.

People. Research. A Brighter Future.

KNOWLEDGE • DIVERSITY • IMPACT

Closing message by the Incoming Chair 2027

John Slaughter once commented that ‘Research is to teaching, what sin is to confession. If you do not engage in the former, you have little to say in the latter’.

I thought that this quote might be apt for my newsletter message. EASA is instrumental in addressing those “wicked problems” (Rittel & Webber, 1973) that plague education in South Africa. Through its members’ research, EASA provides solutions to the myriad of problems experienced in the education sector.

Your research as EASA member matters. But I can hear many of you saying, I just don’t get enough time to pursue the research agenda. My teaching and administrative load keep me too busy’. I recently had the privilege to write an autoethnography chapter for a scholarly book edited by Prof Sarah Gravett and Prof Nadine Petersen from UJ. The focus was on self-study of teacher education practices (S-STEP) as discussed by Loughran (2005). Such self-study encompasses reflective practice, action research and practitioner research, and could facilitate a process in which the teacher educator experiences oneself as a ‘living contradiction’ (Whitehead, 1993). The latter term refers to being confronted by the differences or dissonance between one’s own beliefs and practices in teaching about teaching.

In this chapter, I identified those moments (over a career of 35 years in higher education) of experiencing an epiphany, and how it resulted in a sense of dissonance, or experiencing myself as a ‘living contradiction’. These moments of epiphany assisted me to engage in action research, to improve my teaching practice. I followed the four integral aspects of self-study as identified by LaBoskey (2004), namely that (a) self-study requires evidence of reframed thinking and transformed practice; (b) it is interactive, often involving colleagues and students; (c) it uses multiple, but mostly qualitative research methods; and (d) it should be made available to the professional community for ‘deliberation, further testing, and judgment’ (LaBoskey, 2004:860). For novice researchers with high teaching loads, such self-study might be an approach to pursue a research agenda.

Unfortunately, literature often critiques or even dismisses action research done by teacher educators themselves. Arguments against such teacher educator research include that bias often steps in, and often different criteria are used for making knowledge claims (compared to traditional formal research) (Fenstermacher, 1994). Cochran-Smith (2003:12) highlights that teacher educators often shy away from such research, as it sometimes leads to personal discomfort. Researching your own teaching practices often exposes the limits of one’s own competence, as well as the arrogance of your own assumptions.

A last point: when engaging in such teacher educator research, we also need to consider the ethical dimensions of such research. I can see how such S-STEP becomes more difficult in future, due to the



restrictions posed by ethics committees. However, this should not stop S-STEP, as it is vital for the professional development of teacher educators.

I wish all EASA members a very productive second semester, with beautiful research outputs. Your research matters! Come and share your findings at our conference in January 2027.

Josef de Beer

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