



## FACULTY OF EDUCATION

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THE FACULTY OF EDUCATION has decided to be acknowledged and respected unequivocally as a leading and engaged research-driven education faculty.

We will embark on the following strategic initiatives over the next six years (2010 – 2015):

- Produce research-driven staff.
- Reconceptualise the academic programmes.
- Initiate moderate growth at the undergraduate BEd level (an intake of 230 students per annum).
- Establish a 40:60 ratio of undergraduate to postgraduate students.
- Increase the undergraduate generically black (umbrella term for black, Indian and coloured) student component to 30%.
- Enhance the percentage of black staff to 49,9% (currently at 34,9%).
- Consolidate our Multilingual Language Plan.
- Increase the wellbeing of staff.
- Halve the period in which postgraduate students complete their qualification.
- Extend our service learning initiatives and school partnerships.

Consequently, the Faculty is committed to the establishment of a robust, vibrant and imaginative research culture amongst its staff and students, which will enhance its possibility of becoming the most cutting-edge, research-driven faculty of education in the country. As a manifestation of the Faculty's research-driven culture, the following national and international conferences were organised by staff members and postgraduate students: the Annual Conference of the Southern African Comparative and History of Education Society, the Annual Conference of the Kenton Education Association of South Africa, the International Association for the Advancement of Curriculum Studies Conference, the International Association for Physical Education and Sport for Girls and Women and the Annual Regional Students' Conference.

The number of researchers in the Faculty rated by the National Research Foundation increased to two internationally acclaimed researchers (*B rating*), seven established researchers (*C rating*), and two late entrants into research (*L rating*).

Concomitant with the Faculty's strategic priority to demonstrate that excellence and diversity ought to coexist,

we consolidated and extended our diversity initiatives by appointing eight faculty members from the generically black designated groups this year alone. In addition, several postgraduate students once again enrolled for the Advanced Certificate in Education programmes in Mathematical Sciences, Mathematical Literacy, Physical Sciences and Life Sciences (151 students), Arts and Culture (40 students) and School Management and Leadership (141 students), supported by initiatives of our Institute for Mathematics and Science Teaching (IMSTUS) and the Centre for Educational Leadership and Management (CELEMUS). These efforts vindicate the Faculty's attentiveness to the country's educational priorities by producing competent mathematics and science educators and competent school leaders. In December 2009 total of 128 students completed their certificates.

As a leading teacher training faculty we have once again guided our academic efforts towards the production of Stellenbosch educators who can enhance the quality of teaching and learning in public schools. They bring hope to the communities they serve through the implementation of initiatives commensurate with a democratic citizenship education agenda (*engendering criticality and deliberation and attending to the recognition and respect of differences*). In this regard, several poignant moments that were made possible through external support, most notably from the Department of Education through its Funza Lushaka Bursary Scheme, are worth mentioning: 504 (274 in 2008) students who registered for the BEd (*Bachelor of Education*), PGCE (*Postgraduate Certificate in Education*) and selected BComm, BA and BSc programmes received bursaries (*to the amount of R50 000 each*) from the Department of Education. One hundred educators in Western Cape public schools received in-service training through the completion of short courses in leadership and management. The year also saw the graduation of 20 master's and eight doctoral students, who will be able to engender democratic change in their communities, and the acquisition of University funding to implement the Faculty's multilingual language plan, which is aimed at cultivating student diversity and academic excellence.

Four non-academic staff members received the prestigious Rector's Award for Excellent Service, while two academic staff members jointly shared the Rector's Award for Excellent Community Interaction. The following candidates were nominated for the Dean's Medal in Education for Excellent Academic Performance: Alexandra Butterfield (*BEdHons*), Elsje Kemp (*PGCE*), Marelize Nel (*BEd (General Education)*), Ronel de Vos (*BEdPsych*), Kerryn Ross (*B Sport SchHons*), and Rori Fortuin (*B Sport SchHons in Biokinetics*).