

CONCILIO

South Campus Newsletter
October 2018

UNIVERSITY OF THE
FREE STATE
UNIVERSITEIT VAN DIE
VRYSTAAT
YUNIVESITHI YA
FREISTATA
SOUTH CAMPUS/SUID-KAMPUS

A photograph of two women standing outdoors in front of a building. The woman on the left has long brown hair and is wearing a grey long-sleeved shirt over a white collared shirt and black pants. The woman on the right has short dark hair and is wearing a black and white patterned dress, a pearl necklace, and a gold watch. They are both smiling at the camera.

ACT Online student
inspires

page. 2

ACT Online student inspires

By Jenny De Gouveia and Ingrid Kluyts

Joyce Mahlangu, 58-year-old ACT Online graduate, is not intimidated by adversity. Joyce, Foundation Phase HOD at Mlondozi Primary School, lives in Bethal, but works near Oshoek on the Swaziland border, and commutes home every weekend. Not only would she get up at 04:00 each morning to make use of her discounted data, but she would also frequent certain restaurants to make use of their free Wi-Fi in order to complete her assignments. Joyce prefers the online programme, as it allowed her to continue with her daily responsibilities, did not require travel, and made it possible for her to watch lecture videos as many times as she wanted.

Prior to the course, she was not computer literate at all and relied on the assistance of a clerk at school to upload her assignments at first. Her online facilitator, Choekie Heyns, was extremely supportive and they

had a good relationship. According to Joyce, her success in the programme was due to her efficient planning and hard work. Each night, she would generally work from 21:00 to 23:00, and on weekends she would work well past midnight. Her advice to other students: do not procrastinate; you do not know what could happen, you might fall ill, so finish your work as soon as possible, in between chores. Joyce is full of praise for the ACT Online and expressed that it has improved her teaching and confidence tremendously. She even changed her classroom arrangement to accommodate a library so that she could encourage a love for reading in her learners. In addition to learning many new Mathematics skills, like working with counters, she also learnt the value and joy of Physical Education, while Life Skills helped her communicate the importance of personal well-being to the children in her class.

Read aloud day



By Lianda Coetzer

Although the Neville Alexander Library on the UFS South Campus is an academic library, it strives to engage with the community and reach out to schools to foster a love for reading. During Read Aloud Day, the library staff arranged a story hour for the Grade R learners from the Sonskynhoekie Preschool in Heidedal, Bloemfontein. Everyone gathered in the Toy Library of the Trevor Barlow Library in Heidedal for an hour of storytelling and singing.

The children entertained the staff with some nursery rhymes and songs, after which the children were seated in the Toy Library for a storytelling session by the librarians. I am not sure who enjoyed the stories more, the children or the staff, but it was a lovely opportunity to engage with the children who might one day be students of the University of the Free State.

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CONCILIO



Important Dates

NPDE APPLICATION / REGISTRATION DATES 2019

NPDE/ACE	Term 1	Term 2	Term 3	Term 4
Application Deadline	NONE	NONE	NONE	Not applicable
Payment Deadline	15 December 18	15 December 18	3 June 19	Not applicable
Control day	16 Februaryruary 19	NONE	20 July 19	NONE
CLASSES START	23 Februaryruary 19	6 April 19	27 July 19	27 July 19

NPDE ACADEMIC CALENDER 2019							
TERM 1		TERM 2		TERM 3		TERM 4	
Contact Session 1.1	23 February	Contact Session 2.1	6 Apr	Contact Session 3.1	27 July	Contact Session 4.1	7 September
Contact Session 1.2	2 March	Contact Session 2.2	13 Apr	Contact Session 3.2	3 August	Contact Session 4.2	14 September
Contact Session 1.3	9 March	Contact Session 2.3	4 May	Contact Session 3.3	17 August	Contact Session 4.3	5 October
Contact Session 1.4	16 March	Contact Session 2.4	11 May	Contact Session 3.4	24 August	Contact Session 4.4	12 October
		Main Exams	3–14 June	Additional Exams	20–24 January	Main Exams	4–15 November
		Additional Exams	22–26 July				

INTAKE 3 (Repeaters)	ACT BLENDED ACADEMIC CALENDER 2019											
	Classes start 1	23 Feb	Classes start 2	18 May	Classes start 3	17 August	Repeaters start 1	26 March	Repeaters start 2	01 July	Repeaters start 3	23 September
5 July 19	Main Trimester 1	2 March	Main Trimester 2	25 May	Main Trimester 3	24 August	Repeaters 1	27 March	Repeaters 2	02 July	Repeaters 3	24 25 September
19 July 19	Submit Ass.1.1	9 March	Submit Ass.2.1	1 June	Submit Ass.3.1	31 August	Repeaters 1	28 March	Repeaters 2	03 July	Repeaters 3	19 October
17 July 19	Submit Ass.1.2	13 Apr	Submit Ass.2.2	13 July	Submit Ass.3.2	05 October	Repeaters 1	04 May	Repeaters 2	03 August	Repeaters 3	02 November
22 July 19	Submit Ass.1.3	18 May	Submit Ass.2.3	17 August	Submit Ass.3.3	09 November						
30 August 19	2nd Opp Ass.1.1	18 May	2nd Opp Ass.2.1	17 August	2nd Opp Ass.3.1	9 November	ICT Passwords + Wi-Fi	24 June	ICT in the Classroom 1	04 July	ICT in the Classroom 2	26 September
23 September 19	2nd Opp Ass.1.2	1 June	2nd Opp Ass.2.2	31 August	2nd Opp Ass.3.2	16 November	Introduction to ICT	25 28 June		05 July		27 September

PUBLIC HOLIDAYS 2019

1 January **New Year's Day**
 21 March **Human Rights Day**
 19 April **Good Friday**
 22 April **Family Day**
 27 April **Freedom Day**

1 May **Workers' Day**
 16 June **Youth Day**
 17 June **Public Holiday**
 9 August **National Women's Day**

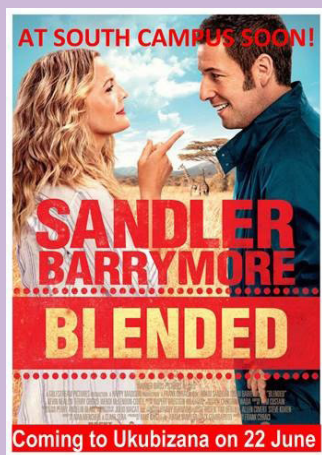
24 September **Heritage Day**
 16 December **Day of Reconciliation**
 25 December **Christmas Day**
 26 December **Day of Goodwill**

South Campus staff rally to raise funds for House Legae

By Ingrid Kluyts

The savvy staff of the South Campus put their heads together in 2018 to raise funds for the Legae residence on campus. Ultimately, multiple rounds of fundraising will take place where each department is given an opportunity to host an event or make something to eat that they can sell to the rest of the staff on campus. The first round of the initiative surpassed all expectations and each department wowed with their creativity and effort. While most departments opted for hearty meals and comfort food, the Examination and Marks Department replicated a cinema in the Ukubizana Conference Hall and showcased a movie to generate revenue. The Curriculum and Design Division delighted staff by renting a Potato Twist food truck for something different. In the end, the fundraising became an exciting endeavour for staff and students alike as the students of Legae reciprocated by hosting a campus carwash on September;—a welcome drive after the August dust and winds.





IDEAS Lab
Fundraising 4 Legae
BOEREWORS ROLLS
Going @ **R20**
***Place orders before 16:30 of 16th May**
Contact Dineo/Bobby at 1297. Alternatively, place your orders by email Lecolob@ufs.ac.za

Friday 18 May | IDEAS Lab | 12:00

Formal Programmes
Fundraising For Legae
BURGER FRIDAY
25 MAY 2018
12:30
LEMON TREE

Ravishing Home Made Beef Patties
R25 BEEF BURGER
R30 CHEESE BURGER

Free energy drink if you order more than 1 burger

For orders, contact Lebo at 1452 or email isekeletsale@ufs.ac.za
Closing date for orders: 23 May, 16:30

Fundraising 4 Legae

When: Friday, 11 May 2018 at 12:00 @ Lemon Tree

Lekker Vetkoek!!

Order for 11 May 2018	Quantity	@ R	Amount
Vetkoek & Curry Mince		R20	
Vetkoek & Savoury Mince		R20	
Vetkoek & Jam		R6	
Total			R

Please give your order to Hantle by Tuesday, 9 May at 10:00.

R6 | R20

FUNDRAISING

MOVIE: BLENDED
ADMIT ONE

R40 P/P INCLUDES (LUCKY DRAW!!)

POPCORN | COLD DRINK | SWEETIE

NO. 0001

HOUSE LEGAE FUNDRAISING CAR WASH

7.9.18
13:00 | 16:30
LEGAE Parking Area

GOLD CHAMP DEAL
R50
[In & Out]

SILVER CHAMP DEAL
R35
[Out Only]

Staff members and students who would like to have their cars washed should email their Names & Contact numbers to the email below by Wednesday, and car wash vouchers will be issued.

T: +27(0)11 605 1002 | mankeng@ufs.ac.za | www.ufs.ac.za
Facebook | Twitter | LinkedIn | YouTube

Imaging excellence. Transforming lives.
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Legae | UFS UV

— Spiral your way into —
TORNADO FRIDAY
CDD, Facilities Management and Library
Legae Fundraiser | 3rd August 2018

OUR MENU

Spiral Potato R20
Choc Snowball R10

FUNKY FRIDAY SPECIAL
Spiral Potato, Choc Snowball and Cold Drink
R35

PLACE ORDERS BY 12:00PM 2 AUG (THURSDAY)
Place orders: Mawanda Ext 1282 / mokoenam6@ufs.ac.za
Students: Help desk at the Library

YOU SNOOZE! YOU LOSE!

ACT Online Graduation



Khesa Mojabeng, from Sasolburg, Mpumalanga, graduates with distinction from the first class in the ACT Online Graduation ceremony in South Africa. Photo: Barend Nagel



First-ever online teachers' course in

By Eugene Seegers

On Wednesday 27 June 2018, Advanced Certificates in Education and Teaching were awarded to graduandi from the South Campus for Open Distance Learning. The first group of students to graduate from the first fully online ACT programme were also awarded their qualifications. This course features content generated at the IDEAS Lab on the South Campus.

The ACT Online programme represents a tremendous stride in teacher training tailored for South African educators while being accessible from anywhere in the country via its online platform.

Convenient, cost-effective, caring

Tanja du Toit, one of 22 graduates from the first cohort of ACT Online students who obtained her certificate with distinction, describes her reasons for enrolling: "I wanted to improve my qualification, but as a mother of three small children, it was a challenge. This course enabled me to study during the evenings at home, without any additional expenses, since there was no need to travel or to attend contact sessions."

Khesa Mojabeng, who specialises in Foundation Phase education and also qualified with distinction, says of her journey: "Online training is a great alternative to traditional learning. The ACT Online was most convenient for me, as I was able to study at my own time, at my own pace, and in the comfort of my home. Our tutors were always well-prepared and available to help when needed, even teaching us how to be computer literate. Graduating from this programme has meant a lot to me because I have gained many skills on how to develop the little ones, to give them the skills and values they need when they leave primary school."

Tanja agrees: "This qualification has helped

me to teach with greater confidence. All the modules were relevant and I could implement what I learnt immediately in my daily teaching. I would most definitely recommend that others in my profession enrol for this course. It is convenient and user-friendly, and the online lessons are clear and easy to understand. Our online facilitators were always very friendly, available, and willing to help us."

Proud of achievement

Prof Daniella Coetzee, Principal: South Campus, said: "We are immensely proud of our two students, Khesa and Tanja, who obtained distinctions for their ACT Online, especially since this is the first cohort of ACT Online students who graduated." Prof Coetzee added: "I see this qualification making a huge difference in the lives of teachers, and, by implication, also in the lives of thousands of learners around the country."

For teachers interested in pursuing an Advanced Teaching Certificate (ACT), all admission and enrolment information is available on the ACT online website.

LIBRARY WEEK

Celebrations

By Lianda Coetzer

South African Library Week was celebrated from 19 to 25 March 2018 with the theme “Libraries: Heart of the Community”. The theme emphasises that libraries belong to the community and can offer vital resources to address community needs.

The Neville Alexander Library at the UFS South Campus presented a hands-on session for the Mamello Trading and Phadisi Terrain Service staff to create their own Gmail accounts. This is in line with the International Advocacy Programme (IAP) developed by the International Federation of Library Associations (IFLA) and contributes

to Goal 4 (ensuring inclusive and equitable quality education and promoting lifelong learning opportunities).

The training session was met by great enthusiasm. The proud feeling of accomplishment when the attendees could see their own Gmail accounts was heartwarming and made me proud to be a Librarian who could contribute to a learning opportunity.

This was only one of many training opportunities planned by the Neville Alexander Library to make a difference in the community and contribute to lifelong learning.



South Campus expertise sought to make learning more accessible

By Jenny de Gouveia

Dr Malapile from the National Department of Basic Education is in charge of the *Second Chance Matric Programme*, which is replacing the old system of supplementary examinations. He also heads the *Mind the Gap Study Guides* for matriculants and is currently exploring opportunities to give matriculants a second chance. In this endeavour, he visited the UFS South Campus to find out how the Internet Broadcast Project, CSIR Tablet Project, and fully online ACT programme contribute to making learning easier and more accessible. He left feeling inspired. Ideas Lab was privileged to share their experiences with Dr Malapile.



Johan van Niekerk, Jenny de Gouveia, Dr Malapile

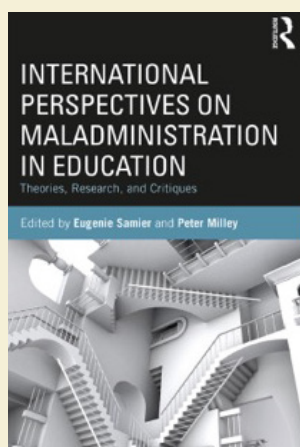
Workplace bullying in schools

By Prof Corene de Wet

Prof de Wet wrote a chapter for an international book, *International Perspectives on Maladministration in Education: Theories, Research, and Critiques*, edited by Eugenie Samier and Peter Milley and published by Routledge (2018). According to one of the reviewers of the book, Janice Wallace, Professor Emerita, University of Alberta, Canada "This book takes a measured, thoughtful, and unrelenting look at the forces at play in contemporary education, interrogates practices of maladministration, and calls for a more humane organisation that will release rather than stifle human potential." Prof de Wet's chapter entitled *Workplace bullying in schools: An ecological perspective* sheds light on the bullying of school teachers by their principals.

Her review of research on bullying principals shows that the causes of principals abusing their power may be found on four interrelated systems, namely the micro-, meso-, exo- and

macro systems. Examples from the South African education dispensation, as well as socio-economic and political milieu, are used to illustrate how a country's specific context may perpetuate workplace bullying in schools.



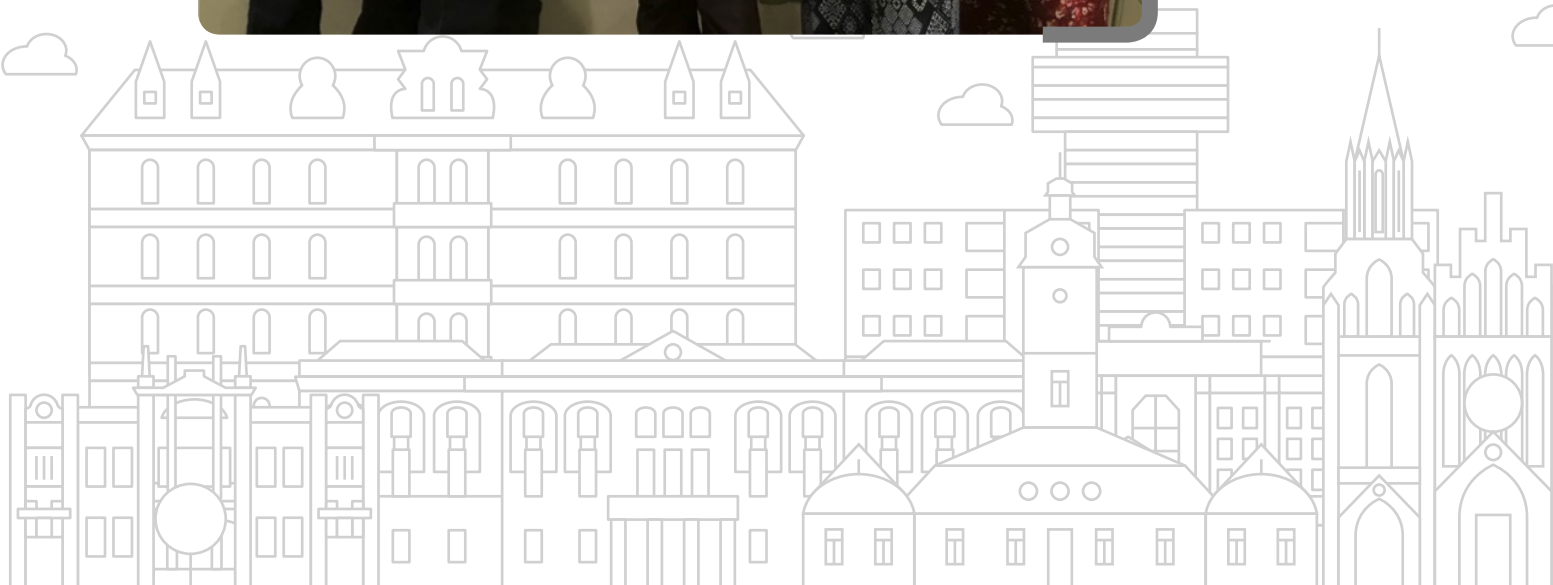
The interrelatedness between the four systems is also exposed by highlighting the negative impact of workplace bullying on individual victims, colleagues, the school as organisation and society at large. In acknowledgment of the complexity of workplace bullying and the fact that there is no one-dimensional solution to the problem, this chapter suggests that victims, perpetrators, and bystanders should be supported and counselled; a multiplicity of school organisational issues such

as leadership, culture and anti-bullying policies and programmes need attention; and legislation protecting workers against bullying is advocated.

Speaking the international language of education in Bialystok



Kovsie colleagues, Roelf and Dr Mariëtte Reyneke, Dr Jacobs and Erika Kruger with Prof Gracienne Lauwers (centre), leader of the EduLaw Erasmus+ project





By Erika Kruger

Mi ŝatasrenkonti novajn homojn. I like meeting new people.

And that is what we did at the 2018 Spring Conference of the Association for Teachers Education in Europe in Bialystok in June this year – we met new people and learnt new things.

But, no, *Mi ŝatasrenkonti novajn homojn* is not Polish. It is Esperanto, the most widely spoken constructed international language developed by Ludwig Lazarus Zamenhof in Bialystok from 1887.

Dr Lynette Jacobs and I had no idea where in Poland Bialystok was and we certainly didn't know that it is the home of Esperanto when we were invited by Professor Gracienne Lauwers of Vrije Universiteit Brussel and EduLaw coordinator to present at the Spring Conference of the Association for Teachers Education in Europe.

Consulting our good friend, Google, we discovered that this university town is way northeast of Warsaw and close to the border with Belarus. We also learnt about its rich history dating back to the 14th century and the pivotal role it played in 1941 during the German army's strategic operation, Barbarossa, which decimated the Soviet Union's Red Army.

What's more, we discovered Bialystok is close to the Białowieża National Park, where the European bison was saved from extinction not too long ago.

But we were not only doing the tourist thing, we were also there to converse with scholars, teachers, principals, student teachers, education authorities, policymakers, and representatives of professional teaching associations and government bodies using the international language of education studies.

We deliberated the current trends, challenges, and future directions in designing education and professional development of teachers and, as expected as members of the EduLaw delegation, the focus of our presentations was education and law.

EduLaw is an Erasmus+ project that introduces modules on law and rights in teacher training

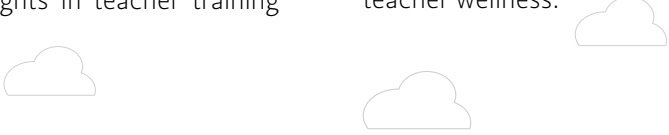
programmes to build rights-based education systems in countries in transition; to encourage collaboration among educators and lawyers; and to promote effective teaching, learning, and school leadership. EduLaw has set itself the task of better preparing staff and students for a rights-based school governance and teaching process and for proactive responses to the demands for rights in societies in transition.

During the plenary session on EduLaw, Dr Lynette Jacobs presented on *The role of education law in teacher education and education sciences in South Africa – a pedagogical perspective from Open Distance Learning*. She argued the point that short learning programmes could assist in upskilling prospective postgraduate students on Education Law, in a just-in-time manner prior to their studies. She showcased the work done by IDEAS Lab. Dr Jacobs and Dr Mariëtte Reyneke of the UFS Department of Public Law then discussed *The Policy Framework for Teacher Education Qualifications in South Africa: Where does Education Law Fit in?*, highlighting the needs for lawyers specialising in Education Law.

In a presentation entitled *Are We Taking Care of our Teachers? Are They Taking Care of Themselves?* Dr Jacobs and I briefly outlined the legislation and policy documents pertaining to and regulating teacher wellness in the workplace, with a view to providing critical comments on the way forward.

The value of engaging with colleagues from other parts of the world is the reminder that despite differences in backgrounds, histories and context, we all share at least this one thing: The responsibility to look after the well-being of teachers for them to give their best.

This was illustrated in the enthusiastic response to our presentation from a Polish delegate. The first thing she was going to do once she arrived back home, she said, was to scrutinise the legislation and policies in her own country to see what it has to say about teacher wellness.



Back to Bulgaria for the Comparative Education Conference

By Ms Kruger

Colleagues and researchers from Open Distance Learning on the South Campus again attended the annual Bulgarian Comparative Education Society (BCES) conference in June this year. This time, Dr Lynette Jacobs and research fellow, Erika Kruger, joined colleagues from South Africa and abroad at the Golden Sands seaside resort near Varna on the Black Sea coast.

This city, historically known as Odessa (not to be confused with the modern-day Odessa situated in the Ukraine) is where one of the world's oldest gold treasures, dating back to 5 000 BC, was discovered.

Today, Varna is the third-biggest city in Bulgaria and a popular tourist destination. It is the headquarters of the country's navy. About 17 kilometres north of Varna is the seaside resort of Golden Sands, where the conference was held.

The theme of the 2018 conference was *Education in Modern Society*.

Dr Jacobs introduced the UFS Schools Partnership Project (SPP) in her presentation as an example of a university-schools collaboration venture. The aim of the SPP is to improve the school results of potential students from underprivileged feeder areas towards access to higher

education programmes and, in the long run, break the cycle of poverty. Dr Jacobs considered the challenges and achievements since its inception in 2011.

Erika reported on a grounded theory study she had conducted to explore the self-care and workplace wellness-promotion practices among ECD crèche principals in a disadvantaged community to learn more about their self-care actions, habits, and attitudes and how these contribute to their occupational wellbeing.



Exploring the streets of Varna during free time: Prof Juliana Smith (UWC), Erika Kruger, Mashraky Mustary (Sophia University, Japan), and Dr Emma Barnett (SPU)

