

Faculty of Education

Newsletter



Vol. **01** Aug 2026 Issue. **08**

“Empowering Education, Advancing Impact: August in Action”

Adjudication of National Teacher Awards, Eastern Cape



The faculty strengthened its contribution to the South African education sector through the participation of its academic staff as adjudicators for the National Teaching Awards (NTA) held on 3-4 August 2026.

The National Teaching Awards provide an important platform for recognising and celebrating teachers who demonstrate excellence, innovation, commitment and leadership in the teaching profession. The involvement of FED academics in the adjudication process reflects the faculty's commitment to supporting quality teaching and learning and contributing its professional expertise to the broader education system.

Through their participation, FED academics brought their expertise in education, teacher development and professional practice to the assessment of educators' achievements. The experience also provided an opportunity for the faculty to engage with innovative practices emerging within schools and to strengthen collaboration between higher education and the basic education sector.

The participation of FED staff in the NTA adjudication process further enhances the visibility of iWS within the education sector and demonstrates the faculty's commitment to engaged scholarship, professional service and the advancement of teaching excellence. It also reinforces the faculty's role in supporting and recognising educators who contribute meaningfully to improving education outcomes in South Africa.

Postgraduate Proposal Presentation Seminar/ Defence

The Faculty of Education, through the Faculty Research Higher Degrees Committee (FRHDC) in collaboration with the Continuing Professional Teacher Development (CPTD) Department, hosted a series of Virtual Postgraduate Proposal Defence Seminars during August 2026. The seminars formed part of the faculty's ongoing postgraduate research capacity development programme, aimed at providing Master's and Doctoral students with an academic platform to present their research proposals before a panel of academics and peers.

In this series of Virtual Postgraduate Proposal Defence Seminars, 3 PhD/DEd students and 14 Master of Education students presented their research proposals. The first seminar was held on 6 August 2026, followed by another on 13 August 2026, and the last on 20 August 2026. Each session commenced at 16:30 and concluded at 19:30, allowing postgraduate students to present their proposed research while receiving constructive academic feedback from experienced researchers and members of the Faculty Research Higher Degrees Committee.

Overall, the three virtual proposal defence seminars created an important academic platform for postgraduate students to refine their research proposals, engage with expert feedback, and develop confidence in presenting their research. The seminars also promoted a collaborative research culture within the Faculty of Education by encouraging scholarly dialogue among students, supervisors, and academic staff, thereby contributing to improved postgraduate research quality at Walter Sisulu.

PAGE 2

Level 1 Field Excursions

The Department of Humanities and Creative Arts Education conducted Level 1 Experiential Field Excursions on 17 August 2026 for students at the Mthatha and Komani sites. The excursions formed part of the experiential learning component of the curriculum and were designed to strengthen the connection between classroom-based theoretical knowledge and real-world geographical, environmental, historical and socio-economic contexts.



For the Komani site, students undertook an educational field visit to East London, which included a visit to the South African Weather Service Weather Station at King Phalo Airport. Students observed meteorological instruments, atmospheric measurements and weather-data collection systems. At Nahoon Point Nature Reserve/Beach, students conducted geographical observations focusing on coastal landforms, erosion, weathering, deposition, sediment movement and the interaction between river, lagoon and marine environments. A drive-through observation of the East London harbour area further exposed students to the region's socio-economic and geographical landscape.

For the Mthatha site, 140 Level 1 students, accompanied by seven lecturers, participated in fieldwork activities that included the observation of geographical and geomorphological features, a visit to Mthatha Dam, and visits to selected historical, cultural and recreational sites, including Mthatha Plaza, Circus Triangle, Rotary Stadium and Ngangelizwe. Students also visited the Ikwezi Landfill Site, where they gained practical insights into solid waste management and its environmental implications. These activities enabled students to examine the interaction between human activities and the physical environment, while considering issues such as water-resource management, pollution, settlement development and socio-economic change



Overall, the field excursions provided students with valuable opportunities to engage directly with authentic environments and communities, enhancing their ability to interpret and apply Humanities concepts beyond the classroom. The initiative demonstrated the faculty's continued commitment to experiential learning, curriculum enrichment and the development of students' practical understanding of geographical, environmental, historical and socio-economic phenomena.

Faculty Strengthens Strategic Collaboration through Leadership Study Visit



The Faculty Executive Management and HoDs undertook a Leadership Study Visit to Koitaleel Samoei University College (KSUC) from 24-28 August 2026, providing an important opportunity to strengthen institutional relations, benchmark practices and explore avenues for sustainable academic collaboration. The engagement formed part of the faculty's broader commitment to strengthening partnerships that contribute to quality teaching and learning, research and innovation, and institutional development.

The visit brought together academic and institutional leadership from the two universities to exchange experiences and reflect on areas of mutual interest. Discussions provided an opportunity to consider how both institutions could learn from one another, particularly in relation to teaching and learning, research and innovation, partnerships and internationalisation. The engagement also created space for meaningful interaction at departmental level, allowing academic leaders to identify opportunities for collaboration that could have a direct impact on staff and students. A significant aspect of the engagement was the focus on Work-Integrated Learning(WIL)/School-Based Experience(SBE), including micro-teaching, external assessment, infrastructure, and

the governance of WIL. These discussions enabled the institutions to reflect on their respective approaches and identify possibilities for sharing expertise and strengthening practice.

The engagement further extended to the exploration of collaborative opportunities across departments and the sharing of institutional resources and facilities. The interaction with academic leadership at KSUC provided the faculty with an opportunity to broaden its understanding of approaches to teacher education and to identify areas where joint initiatives could be developed.

An important outcome of the visit was progress towards formalising the relationship between iWS's Faculty of Education and KSUC through a Memorandum of Understanding (MoU). The institutions engaged in the proposed areas of cooperation and began consolidating the agreement and its implementation framework. This signals a move from initial engagement towards a more structured and purposeful partnership.

The Leadership Study Visit, therefore, represents an important step in positioning the Faculty of Education for increased collaboration, knowledge exchange and international engagement. More importantly, it provides a foundation for translating institutional dialogue into practical initiatives that can support academic development, research collaboration, staff and student opportunities, and the broader strategic objectives of both institutions.

The faculty looks forward to building on the relationships established during the visit and advancing the agreed areas of collaboration. The overarching emphasis of the engagement was to aptly reflect on a shared commitment to transforming discussions and benchmarking activities into meaningful and sustainable partnerships.

RESEARCH CAPACITY-BUILDING TRAINING ON COPYRIGHT COMPLIANCE

Walter Sisulu
Faculty of Education, in collaboration with Library and Information Services, invites the Faculty of Education academic staff to a capacity-building training.

TRAINING TOPIC:
Understanding DALRO and Copyright Compliance in Teaching, Learning and Research

Theme:
Empowering Academics for Responsible and Compliant Use of Copyrighted Materials

Chairperson: Ms NS Mzimela
Lecturer in the Faculty of Education
Department of Adult and Education Foundation

Facilitator: Mrs LU Ngwendu
Manager, Research Data & Open Scholarship

31 August 2026
15:30–16:30
Duration: 45 minutes

Teams Link

About the Training
This session introduces academic staff to DALRO and copyright compliance under the NS and DALRO blanket License. It will cover permissible use of copyrighted materials, digital sharing requirements, and the completion of DALRO reporting forms, including a practical live demonstration.

www.wsu.ac.za

The Faculty of Education, in collaboration with Library & Information Services (LIS), hosted a virtual research capacity-building training session on 31 August 2026. The session focused on the theme, “Empowering Academics for Responsible and Compliant Use of Copyrighted Materials.”

The training was aimed at strengthening academic staff members’ understanding of copyright compliance and the responsible use of copyrighted materials in teaching, learning and research. The programme included an overview of the role of the Dramatic, Artistic and Literary Rights Organisation (DALRO) and its relevance to copyright compliance within the higher education environment.

The initiative forms part of the faculty’s ongoing efforts to support academic staff through capacity-building activities and to promote responsible and compliant practices in the use of copyrighted materials for teaching, learning and research.



Webinar in Celebration of Women's Month

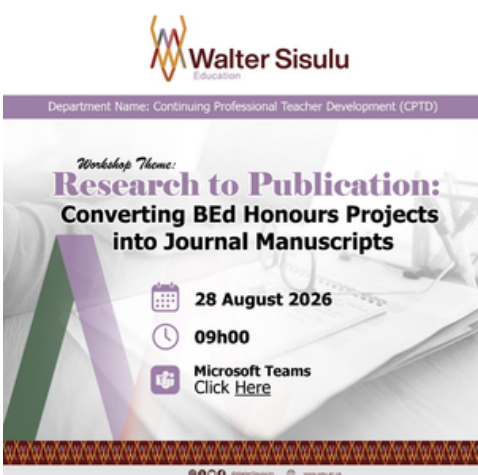
The faculty, through the CPTD Department, in collaboration with the Transformation and Languages Directorate, hosted a webinar in celebration of Women's Month on 25 August 2026 under the theme "Celebrating Women in Higher Education Spaces." The webinar brought together scholars and emerging voices to reflect critically on women's experiences, leadership, mentorship and continued struggles for recognition and inclusion within higher education.

Dr Asiphe Mxalisa from University of the Witwatersrand, Johannesburg engaged the concept of "ukwakha differently," arguing that women in higher education have a responsibility to consciously create and prepare spaces for other women to emerge and flourish. She highlighted the importance of recognising the different positions that women occupy in comparison to their male counterparts and the structural challenges that continue to shape their experiences in academia. Her presentation, "Who Makes Room for Us to Become? Grace, Mentorship and the Making of Young Black Women Academics in Higher Education," foregrounded mentorship, solidarity and intentional support as important practices for

transforming higher education spaces. Dr Dineo Mamaile a lecturer in CPTD Department, speaking through the lens of an emerging scholar, reflected on the importance of acknowledging the women who have come before her and who created pathways for younger women to enter and navigate academic spaces. She emphasised that emerging women scholars stand on the shoulders of women who challenged barriers and opened doors. At the same time, she called on women who have benefited from these struggles to continue creating opportunities for others through mentorship, encouragement and support. Her presentation highlighted the importance of building a culture in which women actively invest in the growth and development of other women in higher education. Ms Siphokazi Tau a PhD candidate at University of Johannesburg critically examined the ways in which women Vice-Chancellors are often positioned as "the first," arguing that such narratives can erase the long histories of women's leadership. She reminded participants that women have occupied important leadership roles long before colonialism and that contemporary representations of women leaders should therefore be understood within these broader historical contexts. Through an analysis of the inaugural speeches of women Vice-Chancellors in post-apartheid South Africa, her presentation explored the trends and narratives surrounding women's leadership in higher education.

Overall, the webinar provided an important platform for reflecting on the need to transform higher education into a space where women are not only admitted or recognised as leaders, but are actively supported to emerge, lead, mentor and create opportunities for others. The discussions reinforced the importance of recognising the contributions of women who have paved the way, while also challenging the academy to remain mindful of the gendered realities and unequal conditions that continue to shape women's experiences. The event thus served as a meaningful celebration of Women's Month and a call for continued solidarity, mentorship and intentional space-making for women in higher education. 55 Staff members and students attended.

Workshop on Converting BEd Honours Research Project into a Manuscript



The faculty, in collaboration with the Department of Continuing Professional Teacher Development (CPTD), hosted a workshop on "Converting BEd Honours Research Projects into Manuscripts" on 28 August 2026. The workshop was designed to guide postgraduate students through the process of transforming their honours research projects into publishable journal manuscripts.

The event attracted 87 participants, including faculty academics, researchers, and postgraduate students, all aiming to enhance their academic writing and publishing skills. The workshop was conducted via Microsoft Teams, allowing broad participation across the faculty and beyond. This activity was part of the ongoing efforts to strengthen research publication capacity within the Faculty of Education.

Over the course of the workshop, participants engaged in a series of interactive sessions facilitated by experienced presenters, including Dr O Kagola, Prof I Kariyana, Prof S Chiphambo, Dr J Baidoo, Dr S Masuku Mr M Mndwana and Mr L Nomkonwanwa.

The workshop covered essential topics such as understanding the differences between a research project and a journal manuscript, selecting suitable journals for publication, structuring a manuscript effectively, and finalizing abstracts. Participants also explored the integration of artificial intelligence tools in academic writing, referencing and formatting standards, research ethics, including plagiarism and responsible authorship, and strategies for responding to reviewer comments. Throughout the workshop, active engagement was observed. Overall, the workshop served as a valuable capacity-building activity, supporting faculty and students in their scholarly pursuits and enhancing research visibility and impact within the Faculty of Education.

Provincial Bursary Advocacy Campaign Supports Access to Teacher Education



Ms Kwepile represented the Faculty of Education and the institution during the Provincial Bursary Advocacy Campaign and Application initiative, which was undertaken in collaboration with and led by the Eastern Cape Department of Education. The campaign formed part of ongoing efforts to promote access to higher education and encourage unemployed youth in the province to consider careers in teaching.

The initiative provided prospective students with information on available bursary opportunities to support their pursuit of a Bachelor of Education (B.Ed.) degree. These included the Matthew Goniwe Bursary, Funza Lushaka Bursary, MEC Top Achievers Bursary, and Military Veterans Dependents Bursary. Through these opportunities, the campaign sought to address financial barriers that may prevent deserving young people from accessing university education.

The campaign also highlighted the important contribution that teachers make to society. Prospective students were encouraged to consider teaching as a meaningful and rewarding career through which they can contribute to improving literacy, numeracy and educational outcomes, while playing a direct role in broader social and economic development.

The Faculty's participation in the campaign reflects its commitment to strengthening the teacher education pipeline and supporting initiatives that expand access to quality teacher education. By engaging with prospective students and promoting available funding opportunities, the Faculty contributes to creating pathways for young people to enter the teaching profession and develop sustainable careers in education.

Conclusion

August 2026 was a month of meaningful engagement, growth and impact for the Faculty of Education. Across teaching and learning, research, student development, professional service, collaboration and community engagement, the Faculty continued to demonstrate its commitment to advancing education and strengthening its contribution to the broader education sector. The month's activities reflected a balanced focus on academic excellence, student success, staff development and institutional partnerships.

As the Faculty moves forward, the experiences and achievements of August provide a strong foundation for continued collaboration, innovation, academic development and student success. The month ultimately reaffirmed the Faculty of Education's commitment to empowering education, advancing impact and transforming lives through purposeful and sustained engagement.