

NEWSLETTER

FACULTY OF EDUCATION



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EDUCATION IN MOTION: PROGRESS, PARTNERSHIP, POSSIBILITY

Invigilator App Training Equips Postgraduate Students for Online Examinations



The Continuing Professional Teacher Development (CPTD) Department successfully hosted an online Invigilator App Training for postgraduate students on 1 June 2026 via Microsoft Teams. The training, facilitated by the FED Instructional Designer, Ms ZH Nxenyane, an Educational Technologist, Mr Z Dlamini, and a CPTD Lab Technician, Ms S Mangolotho, was organised in response to requests for a refresher session ahead of the examination period.

A total of 307 postgraduate students attended the session, where they received practical guidance on using the Invigilator App, including its key features, examination procedures, and solutions to common technical and procedural challenges. Participants were also provided with a student manual in advance to support their

preparation. The interactive training enhanced students' confidence and readiness for online examinations while reinforcing the university's commitment to maintaining the integrity of online assessments.

SoTL Webinar

On 4 June 2026, the CPTD Department, in collaboration with the Directorate of Learning and Teaching (DLT), hosted a Scholarship of Teaching and Learning (SoTL) webinar under the theme Walking the Talk: SoTL in Practice. The webinar, attended by 22 academic staff members, formed part of the department's ongoing professional development initiatives.

The keynote presentation, Blended Learning: An Anatomical View, was delivered by Prof B. Addam and explored practical approaches to implementing blended learning in higher education. Moderated by Dr D. Mamaile, the webinar concluded with an engaging question-and-answer session that encouraged participants to reflect on innovative, evidence-based teaching practices and their application within the faculty

Yunivesithi Walter Sisulu
In pursuit of excellence

The Faculty of Education's
Continuing Professional Teacher Development Department,
in collaboration with the Directorate of Learning and Teaching, presents

Walking the Talk: SoTL in Practice

Presentation Title:
Blended Learning: An Anatomical View

04 JUNE 2026 | 16H00 - 17H00
MS Teams Link → [Join Meeting](#)

Speaker:
Professor Billy Addam

Moderator:
Dr Dineo Mamaile

Associate Professor Billy Addam is a senior lecturer at the Department of Continuing Professional Teacher Development, in the Faculty of Education. He holds a Bachelor of Science, Honours (Chemistry), Master's (Science Education) and PhD (Curriculum & Educational Technology) degrees. His drive to develop colleagues in the field of scholarly teaching earned him the position of manager of the Scholarship of Teaching and Learning (SoTL) and the Outstanding Scholar in the Teaching Advancement at Universities Fellowship programme. Professor Addam's scholarly engagement extends beyond teaching, publications, reviewing papers and editorial board membership of local and international academic journals. He is experienced in postgraduate supervision, internal assessment moderation and external examination. He plays an instrumental role as the founding member of WSSU's Institutional Journal (IJAS) and the senior organiser of the annual multi-inter- and transdisciplinary conference on Africa Transformation Perspectives. He champions learning rights and believes that every lecturer and student matters and must be given equal platforms to achieve their potential in the learning and teaching environment.

Dr Dineo Mamaile is a Postgraduate Lecturer in the Faculty of Education at Yunivesithi Walter Sisulu, specialising in Educational Leadership, Management, and Technology Integration. Her scholarship focuses on advancing transformative teaching and learning through curriculum innovation, digital pedagogy, and teacher professional development within the South African context. She brings a strong foundation in both school and higher education, having taught at secondary school level and previously served at the University of the Free State in their Integrated Learning (IIL) coordinator and teaching practice management. She has facilitated training workshops and strategic engagement with partner schools. Dr Mamaile is actively engaged in research on leadership practice, artificial intelligence in education, and human rights-informed approaches to digital transformation in schools. Her research profile is marked by a growing body of publications and a strong commitment to respectful, socially responsive education.

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On 2-4 June 2026, the Deanery hosted a comprehensive induction for newly appointed Heads of Departments (HoDs) and Acting Deputy Heads of Departments (DHoDs) as part of its commitment to strengthening academic leadership and ensuring effective departmental governance.

The induction brought together the faculty's academic leadership team to engage on key institutional and faculty priorities, leadership responsibilities, governance structures, compliance requirements, and strategic initiatives that shape the faculty's operations. The programme provided an opportunity for participants to gain a deeper understanding of the faculty's strategic direction and the critical role that HoDs and acting DHoDs play in advancing teaching and learning, research, community engagement, and overall academic excellence.

Facilitated by the Executive Dean, Prof B. Bantwini, alongside Prof Mpit, the induction covered a range of topics including departmental leadership and management, governance and reporting responsibilities, internal audit findings and risk management, strategic decision-making, and accountability within academic departments. Participants were also introduced to institutional initiatives such as Food Futures and explored opportunities for curriculum innovation, research development, and community engagement.

The programme further provided a platform for sharing practical leadership experiences and lessons from former Heads of Departments, enabling newly appointed leaders to learn from established practices and navigate the challenges associated with academic leadership. Departments also presented their key priorities for 2026, fostering collaboration and alignment with the faculty's strategic goals.

The faculty remains committed to supporting its academic leaders through ongoing professional development initiatives that enhance leadership capacity, promote good governance, and contribute to achieving the faculty's strategic objectives.



GMMDC and MSTE Department Strengthen Collaboration

The faculty's Department of Mathematics, Science and Technology Education (MSTE) held an introductory and planning meeting with representatives from the Govan Mbeki Mathematics Development Centre (GMMDC) at Nelson Mandela University on 2 June 2026. The online meeting marked an important step towards implementing activities arising from the recently signed Memorandum of Understanding (MoU) between the two institutions.

Chaired by the MSTE HoD, Mr Sihele, the meeting provided an opportunity for both institutions to discuss priority areas for collaboration aimed at strengthening mathematics, science and technology education. Discussions focused on research collaboration, staff and student capacity development, digital learning initiatives, and the sharing of educational resources.

Representatives from GMMDC introduced a range of training opportunities and digital resources designed to support teaching, learning and professional development within the MSTE Department. The session also included an interactive discussion on implementation strategies and potential collaborative projects that will benefit both institutions.

The meeting concluded with a shared commitment to advancing the objectives of the MoU through a structured implementation plan with clearly defined roles, responsibilities and timelines. Both parties agreed to maintain regular communication to ensure the successful implementation of collaborative initiatives.

The engagement laid a strong foundation for a sustainable partnership that will contribute to enhancing mathematics, science and technology education through research, innovation, capacity building and the effective use of digital resources.

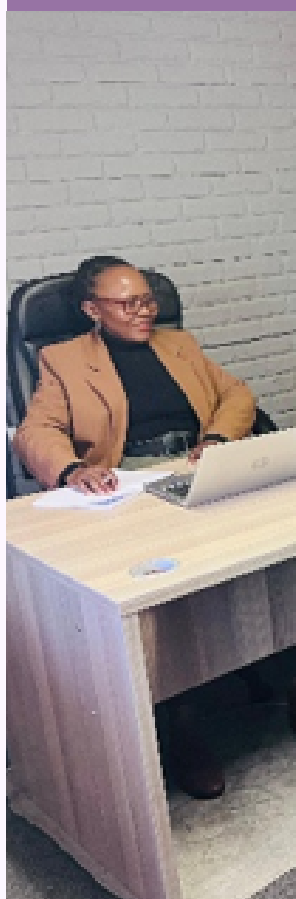
One School, One Garden Initiative Advances Entrepreneurship Education

As part of the ongoing "One School, One Garden" entrepreneurship project, a field visit was conducted from 9 to 11 June 2026 to two participating secondary schools in the Amathole East Education District. The visits formed part of efforts to strengthen partnerships between the university and local schools while promoting sustainable entrepreneurship and agricultural education. The project team visited Dinizulu Senior Secondary School in Dutywa and Xolilizwe Senior Secondary School in Willowvale to formally introduce the initiative to School Management Teams (SMTs). The engagements included presentations on the objectives of the project, discussions on the Memorandum of Agreement (MoA), site inspections, and assessments of existing school garden activities.

The visits provided an opportunity to evaluate the readiness of participating schools and to identify areas where support can be provided to ensure the successful implementation of the initiative. The project seeks to empower learners through practical entrepreneurship skills, food production, and sustainable development practices while fostering stronger links between schools and communities.



Class Representatives Leadership and Academic Advising Session



The faculty's Academic Advising (AA) Buddy Programme hosted an online Class Representatives Session on 11 June 2026, conducted via MS Teams in collaboration with fellow student assistants. The session attracted 72 student participants residing in university residences.

The engagement aimed to highlight the important role played by class representatives within the academic environment and to encourage them to view their responsibilities as valuable leadership development opportunities. Students were reminded that their current roles help prepare them for future leadership positions, particularly as prospective teachers and education professionals.

The session also provided an opportunity for reflection on previous student support engagements. Participants shared positive feedback on topics previously covered by the Academic Advising Office, particularly time management, which many students indicated had significantly contributed to their academic success.

The initiative strengthened students' awareness of the Academic Advising Office and the support services available to them while enhancing leadership, communication, and employability skills among class representatives.



Mathematics, Science, and Technology Education (MSTE) Department and Albertina Nontsikelelo Sisulu Science Centre Explore Collaborative Opportunities



On 11 June 2026, representatives from the MSTE department visited the Albertina Nontsikelelo Sisulu Science Centre (ANSSC) in Cofimvaba to explore opportunities for strategic collaboration aimed at strengthening science education and learner development.

The visit included a guided exhibition tour of the science centre, presentations on its educational programmes and activities, discussions on career pathing and science experiments, and deliberations on future collaborative initiatives. Participants explored ways to enhance learner support, promote community outreach, and create opportunities for joint educational programmes.

A key outcome of the engagement was the commitment to collaborate on upcoming Science Day programmes scheduled to take place at both FED delivery sites on 22 and 24 July 2026. The partnership is expected to contribute significantly to the promotion of science, technology, engineering, and mathematics (STEM) education while creating meaningful learning opportunities for learners, students, and surrounding communities.

Second Non-Credit-Bearing Research Proposal Module Workshop

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FACULTY OF EDUCATION

Continuing Professional Teacher Development (CPTD)

**Ms and Ds Second Non-Credit Bearing
Research Proposal Writing Workshop**

Platform: Microsoft Teams

11 - 12 June 2026 ⌚ **08H30**

Theme:
"Wisdom is knowing what path to take next... Integrity is taking it" M.H. McKee

Ms N Memani
(Postgraduate Coordinator)

Prof N Diko
(Non-Credit Research Proposal
Module Facilitator)

Join using the link:
<https://teams.microsoft.com/join/3866788372873512?uPickQn698Jb16XIV>

The CPTD Department, in collaboration with the Faculty of Education, hosted the Second Non-Credit-Bearing Research Proposal Writing Workshop on 11-12 June 2026. Conducted virtually via Microsoft Teams, the workshop attracted 125 postgraduate students on the first day and 79 on the second day from the Komani and Mthatha campuses.

The programme covered key aspects of research proposal development, including research design, methodology, ethics and integrity, literature reviews, proposal presentations, supervisor-supervisee relationships, and the alignment of research with the FED Postgraduate framework. Facilitated by experienced academics and researchers, the workshop strengthened postgraduate research capacity by providing practical guidance and opportunities for meaningful engagement through interactive discussions.

CPTD Department Strengthens Leadership Through Staff Engagements

From 17 to 19 June 2026, the Head of the CPTD department, Prof B. Makena, conducted structured one-on-one engagements with departmental staff based at the Mthatha Campus. The initiative sought to strengthen leadership effectiveness, enhance staff motivation, and improve departmental performance through meaningful individual engagement.

The former HoD, Dr A.M. Buka, participated in the engagements to facilitate a formal leadership handover to the current Head. A total of 21 staff members participated over the three-day programme, reflecting the department's commitment to collaborative leadership, effective communication, and continuous organisational development.



Innovative Journal of African Education Joins Crossref

The faculty is pleased to announce a significant milestone for its scholarly publication, the Innovative Journal of African Education (IJAE). On 25 June 2026, the journal officially became a member of Crossref, a leading global organisation that provides Digital Object Identifiers (DOIs) for scholarly content.

This achievement marks an important step in enhancing the visibility, accessibility, and credibility of research published in the journal. Through Crossref membership, all articles published in the IJAE will be assigned DOIs, providing permanent and reliable links to scholarly works and ensuring that research outputs can be easily discovered, cited, and accessed by researchers worldwide.

The acquisition of DOI registration capabilities aligns with the faculty's commitment to advancing high-quality research dissemination and increasing the global impact of African educational scholarship. It also strengthens the journal's standing within the international academic community by improving citation tracking, research discoverability, and long-term digital preservation.

The faculty congratulates the IJAE editorial team, led by Dr S Boateng, on this important accomplishment and looks forward to the continued growth and recognition of the journal as a platform for innovative educational research across Africa and beyond.

ETHICS APPLICATION FORM WORKSHOP

On 25 June 2025, the Faculty of Education, in collaboration with its Research Ethics Committee, hosted a workshop aimed at guiding postgraduate students through the ethics application process. A total of 68 postgraduate students attended the session, which was facilitated by Dr. Everson, Chairperson of the HuREC, who was invited to represent the faculty. The primary objective of the workshop was to clarify the expectations and requirements for completing the ethics application form, thereby better equipping students for the submission process.

EARLY CHILDHOOD DEVELOPMENT (ECD) SYMPOSIUM

On 26 June 2026, Dr Obakeng Kagola from the Department of Continuing Professional Teacher Development and Dr Neliswa Gqoli from the Department of Adult and Education Foundations attended the Early Childhood Development (ECD) Symposium hosted by the Mthatha Anglican Development Agency (MADA) in partnership with the Department of Basic Education's Bana Pele Project and ECD practitioners from the OR Tambo Inland District.

Their participation formed part of ongoing efforts to strengthen ECP across the Eastern Cape and aligns with one of the faculty's strategic priorities: the establishment of an ECD Centre.

During the symposium, Dr Kagola and Dr Gqoli reflected on the role of iYunivesithi Walter Sisulu in developing and supporting ECD practitioners throughout the province. Their engagement highlighted the faculty's commitment to community-responsive teacher education, continuing professional learning, and strengthening practitioner capacity through meaningful collaborative partnerships.

The discussions emphasised the important role of higher education institutions in advancing quality early learning, promoting inclusive and sustainable ECD practices, and contributing to the professionalisation of the Early Childhood Development sector in the Eastern Cape.



In conclusion

Through leadership development, research and postgraduate support, strategic partnerships, community engagement, and student-centred initiatives, the faculty continues to advance its commitment to academic excellence and societal impact.

These collective efforts demonstrate the dedication of our staff, students, and partners to creating innovative learning opportunities, strengthening research, and contributing to the development of education locally and beyond. As we move forward, we remain committed to working together to inspire excellence, foster innovation, and transform lives through quality education.

