iYunivesithi
Walter Sisulu



Faculty of Education

Newsletter

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"SPRINGING INTO IMPACT:
Growing Knowledge. Inspiring Practice. Transforming Futures"

The Paper Writing Retreat



The month of September started off with the faculty celebrating a significant milestone following the successful completion of its Paper Writing Retreat, held from 1-4 September 2026 under the theme "Collaborate, Create & Publish." The retreat brought 50 staff members together in a focused, collaborative environment dedicated to strengthening research output and advancing the faculty's publication agenda.

A particularly important feature of the retreat was its deliberate focus on research mentorship and capacity building. As part of the collaborative approach, an experienced researcher was partnered with a novice researcher, creating an opportunity for the more experienced researcher to mentor, guide and support their less experienced colleague throughout the research and writing process. This approach was intended not only to support the completion of manuscripts during the retreat but also to strengthen the research capacity and publication abilities of emerging researchers within the faculty.

The retreat was structured to provide dedicated time for academic writing, manuscript development, formatting and preparation for journal submission. Participants spent substantial periods working on their manuscripts before progressing to the final stages of aligning their papers with identified journal requirements and uploading manuscripts to journals.

The results of this collective effort are particularly encouraging. By the end of the retreat, 82 articles had been submitted, with the submissions expected to yield approximately 41 research units. This achievement represents a significant contribution to the faculty's research productivity and demonstrates the potential of a coordinated, collaborative approach to scholarly publication.

The faculty extends its heartfelt congratulations to all staff members who participated in and contributed to this achievement. Their commitment, resilience and willingness to work collaboratively have contributed meaningfully to the faculty's research agenda. A special word of appreciation goes to Prof S. Chiphambo, the organiser and driving force behind the retreat. His leadership, commitment and vision were instrumental in bringing the initiative together and creating an environment in which staff could dedicate focused time to research writing.

MEMORIAL LECTURE IN HONOUR OF PROFESSOR SINDA VUSUMZI SIDWELL NGUBENTOMBI

The faculty hosted a Memorial Lecture in honour of the late Professor Sinda Vusumzi Sidwell Ngubentombi on 7 September 2026 at the Nelson Mandela Drive Site Auditorium, Mthatha Campus. Held under the theme "Bridging Academic Integrity and Visionary Leadership," the event brought together university leadership (including the former VC and Principal, Prof K Mfenyana), academics, former students, colleagues, and family members to celebrate the life, contributions, and enduring legacy of a distinguished academic and institutional leader.

The programme featured a keynote address by Dr Sukude Mangwevandile Matoti, a distinguished scholar,



"Greatness is not measured by the years we live, but by the lives we touch and the legacy we leave behind. Professor Ngubentombi's light will continue to shine through generations."

academic planner, author, and educational leader with more than four decades of experience in South African higher education and school governance. His extensive academic and professional background, which includes a Doctor of Education from the University of Bristol and a Higher Education Leadership and Management Fellowship, provided valuable insights into the significance of ethical academic leadership and the role of visionary leadership in shaping educational institutions.



The memorial lecture reflected on Professor Ngubentombi's remarkable contribution to the development of higher education, particularly his pioneering role at the former University of Transkei (UNITRA), where he was among the founding academics who established the Department of Education, now the Faculty of Education at Walter Sisulu. His leadership as Dean of the Faculty and later as Deputy Vice-Chancellor for Academic Affairs and Research played a significant role in shaping institutional governance, academic development, teacher education, and curriculum transformation. His commitment to the Africanisation of higher education, the advancement of contextually relevant curricula, and the strengthening of academic structures remains an important part of the university's institutional heritage. His contributions also laid a foundation for the academic and administrative integration that followed the establishment of Walter Sisulu University in 2005.

The programme further included tributes from former students, reflections by committee members, and a panel discussion titled "Leading the Educational Landscape in Times of Change," moderated by Professor BZ Gobingca. These contributions provided an opportunity to reflect on Professor Ngubentombi's influence on generations of academics and educational leaders, as well as the continued relevance of his leadership principles in contemporary higher education.

The Memorial Lecture served not only as a tribute to Professor Ngubentombi's life and achievements but also as a reminder of the responsibility of higher education institutions to preserve academic integrity, nurture visionary leadership, and build on the foundations established by those who came before. His legacy continues to inspire the Faculty of Education and the broader university community in their pursuit of academic excellence, institutional transformation, and meaningful contributions to society.

Special appreciation is extended to the Ngubentombi family for allowing us to host the event and their attendance, Prof EN Cishe, Dr NDM Mtshatsha, Ms T Nonxuba, MCD, Sponsors, Media, including UCR and all staff members whose dedication, commitment, and collective efforts contributed to the success of this memorable occasion. Their hard work in coordinating and driving the event ensured a fitting tribute to Professor Ngubentombi's remarkable legacy and lasting contribution to education and the university.

RESEARCH, INNOVATION AND TRANSFORMATION TAKE CENTRE STAGE



The Faculty brought research, innovation and scholarly collaboration to the forefront at its 2026 Research and Innovation Day, held on 8 September 2026 under the inspiring theme: "Transforming Education through Research and Innovation for Sustainable Development and Global Citizenship."

The event brought together academics, postgraduate students and emerging researchers to showcase research, exchange ideas and engage with some of the most pressing challenges facing education today.

The programme featured a powerful keynote address by Prof. Tsediso Michael Makoelle, Dean of the Faculty of Education at the University of Fort Hare, is an accomplished scholar in inclusive education, educational leadership and participatory action research. His extensive academic and research experience provided an inspiring backdrop for discussions on transforming education through scholarship and innovation.

The faculty's research showcase demonstrated the breadth and relevance of its scholarly work. Presentations explored inclusive education, STEM integration, artificial intelligence, Indigenous Knowledge Systems, teacher development, digital transformation, educational leadership, student well-being and postgraduate support. Particularly notable was the range of postgraduate research addressing real challenges in South African education. Studies examined inclusive

education in rural schools, the integration of Indigenous Knowledge Systems, AI-assisted assessment, STEM teaching, financial management in schools and the experiences of students and teachers in diverse educational contexts.

Beyond presenting research, the event celebrated the importance of collaboration and mentorship in building a strong research culture. A featured project on cohort supervision brought postgraduate students and supervisors together to reflect on research journeys, scholarly identity, resilience, belonging and academic success.

The event also highlighted innovative approaches to strengthening academic support. Research on STEM integration, for example, reported increased learner engagement, collaboration, communication, critical thinking and problem-solving through interactive learning activities.

The 2026 Research and Innovation Day was more than a showcase-it was a celebration of ideas that have the potential to make a difference. It demonstrated a faculty committed to developing researchers, encouraging innovation and producing knowledge that responds to the realities of schools, universities and communities.

As the Faculty continues to grow its research ecosystem, the event reinforced a clear message: research is not simply about generating knowledge-it is about using knowledge to transform education and build a more sustainable and inclusive future.

EDUCATIONAL EXCURSION FOR PGCE GEOGRAPHY TEACHING CLASS AND ACET HSS CLASS



The Educational Excursion was conducted from 10-11 September 2026 and involved 70 students from the PGCE Geography Teaching class, as well as ACET students and the lecturers, Mr. Gubelana, Dr. Nkohla, Mr. Mgiba, Ms. Mzimela, and Ms. Mjali. The excursion formed part of the students' teacher education program and was intended to provide practical learning opportunities by connecting geographical and Social Sciences concepts covered in the classroom with real-world environments.

During the journey along the N2, students were guided to observe settlement patterns, land use, transport, and other geographical features. The group subsequently visited the Mbashe River, where students observed and discussed river features, including meanders and floodplains.

The excursion continued with an observation of wind-energy infrastructure, followed by visits to the Bisho Massacre Memorial and Steve Biko Memorial Museum. These visits enabled students to engage with physical Geography, renewable energy, South African history, and Social Sciences in practical settings.

Later on, 10 September, the group travelled to East London, where students visited the beach and examined coastal processes, waves, and aspects of coastal safety. The group then spent the night at a hotel. On 11 September 2026, the excursion continued with observations of different residential areas, including high-, middle-, and lower-income areas, followed by visits to industrial areas and informal settlements, including Duncan Village.

The group subsequently visited the East London Industrial Development Zone (IDZ), where students were exposed to industrial development and economic Geography. The final major visit was to King Phalo Airport, where students observed weather-related infrastructure and learned about the application of weather information to aviation. The excursion concluded with a final visit to the beach.

The two-day excursion provided student teachers with opportunities to apply theoretical knowledge through direct observation of rural and urban settlements, river systems, coastal environments, renewable energy infrastructure, historical sites, residential areas, industrial development, and atmospheric observations. It therefore supported experiential learning and demonstrated how real-world environments can be used as teaching resources.

WORKSHOP, MASTER CLASS, AND JOINT CONCERT ON AFRICAN INSTRUMENTS AND FUSION ARTS, UFH, WALTER SISULU AND RHODES UNIVERSITY

On the 10th and the 11th of September 2026, the University of Fort Hare, Rhodes University and iYunivesithi Walter Sisulu converged at the Miriam Makeba Centre of Performing Arts, kuGompo, for a Workshop, Master Class and Joint Concert on African Instruments and Fusion Arts. The Department of Humanities and Creative Arts Education, through its Marimba Band, and the Umxhentso students, together with three lecturers, took part in the two-day programme. The theme was "Three Universities, One Sound: Celebrating African Music, Culture and Collaboration". The event aimed to provide students with a hands-on experience playing traditional African instruments while exploring innovative methods for fusing these sounds with contemporary music and dance forms.

First up was the workshop, an introductory session where participants learnt about the history, construction, and basic playing techniques of various African instruments (such as the Marimba, Djembe, and Khoisan string instruments). This was followed by a Master Class that was led by guest artists from Rhodes University. The session focused on advanced rhythmic patterns, improvisation, and the technical aspects of fusing traditional instrumentation with modern musical genres and choreography. Ultimately, we had a Joint Concert that concluded with a live performance by students from Walter Sisulu, UFH, and Rhodes University.

This concert showcased the creative results from the two days, blending traditional African rhythms with contemporary music and dance.



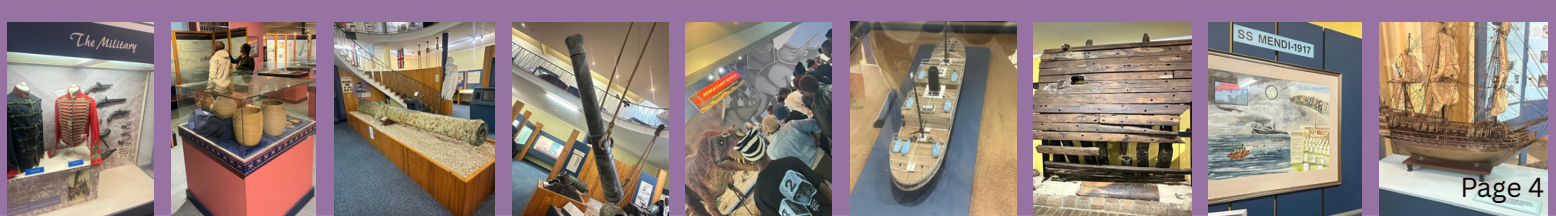
TAKING HUMANITIES BEYOND THE CLASSROOM: STUDENTS LEARN THROUGH EXPERIENCE

The Humanities and Creative Arts Education Department continued to strengthen experiential learning through educational trips undertaken by BEd Senior Phase (SP) and Further Education and Training (FET) Humanities students from the Komani and NMD Campuses in September 2026. The trips, which focused on History and Geography, provided student teachers with opportunities to move beyond the classroom and engage directly with South Africa's rich historical, cultural, geographical and environmental landscapes. Through visits to museums, heritage sites, urban spaces and coastal environments, a total of 235 students were able to connect theoretical concepts with real-world experiences.

Learning Through Heritage and Place

At Komani Campus, students undertook their experiential learning activities on 17-18 September 2026, visiting several significant sites in the Eastern Cape. At the Albany Museum in Makhanda (Grahamstown), students explored historical collections and gained insight into museums' role in preserving and communicating the past. Their visit to Central District and Route 67 provided an opportunity to examine urban renewal, heritage tourism and the relationship between the city's colonial spatial history and contemporary public art. The South End Museum offered a particularly significant learning experience. Students explored the history of forced removals under the Group Areas Act, allowing them to connect classroom concepts such as apartheid, displacement, social geography and spatial segregation with the lived experiences of communities.

The programme continued with visits to the South African Air Force Museum and Bayworld, where students engaged with South Africa's aviation history, maritime heritage and the relationship between communities and Algoa Bay.





Geography and History in the Real World

At the NMD Campus, the Level II Humanities Unit conducted its experiential learning trip from 16-17 September 2026. The programme was designed to expose students to historical and geographical contexts, including aspects of coastal processes, environmental studies, weather and climate, biodiversity, land-use patterns and human–environment interaction.

Preparing Teachers Through Experience

These excursions demonstrated the value of learning by doing. By engaging directly with historical sites, museums, urban landscapes and natural environments, students were encouraged to observe, question, interpret and analyse the world around them. For future History and Geography teachers, such experiences are particularly important because they provide practical approaches that can be transferred to their own classrooms. The trips, therefore, contributed not only to students' academic development but also to their preparation as teachers capable of making curriculum content meaningful and relevant to learners.

The Humanities and Creative Arts Education Department remains committed to creating authentic, practical and transformative learning experiences that take teaching and learning beyond the classroom.

CENTRE FOR ADVANCED LANGUAGE TEACHING (CALT)

On 17 September 2026, the faculty hosted a CALT project engagement to review project deliverables, assess implementation progress, and strengthen collaboration among project stakeholders. The engagement brought together the CALT Coordinator from the University of the Western Cape (UWC), the Walter Sisulu CALT Coordinator, CALT project members, the Deputy Executive Dean, and Heads of Departments from Initial Primary Teacher Education (IPTE) and Humanities and Creative Arts Education (HCAE).

The programme commenced with a school visit, during which the coordinators observed two students implementing CALT literacy units at a neighbouring school. The visit provided an opportunity to assess the students' implementation of the units and determine whether the literacy interventions were being delivered appropriately. Student assessment forms part of the expected deliverables of the Walter Sisulu CALT team and is central to monitoring the quality and effectiveness of the project's implementation.

Following the school visit, a meeting was convened with CALT members and faculty leadership to review the project's deliverables, discuss outstanding activities, and clarify responsibilities. The engagement also provided a platform to discuss planned CALT activities and the establishment of CALT at WSU, with a focus on strengthening institutional coordination and ensuring the continued implementation of project objectives.

The engagement reaffirmed the faculty's commitment to advancing literacy education through collaborative partnerships, practical school-based engagement, and the professional development of future teachers. Through the CALT project, the Faculty of Education continues to strengthen the connection between teacher preparation and classroom practice, contributing to improved literacy teaching and learning in schools.



"Empowering future educators, transforming literacy, and strengthening classrooms through collaboration."

COMPULSORY SACE PROVISIONAL REGISTRATION DRIVE 2026

The Faculty of Education, through the Work Integrated Learning (WIL) Office, successfully facilitated the South African Council for Educators (SACE) Provisional Registration process for Level 1 and 2 student teachers during September 2026. The registration initiative, which is anchored in the overarching legislative authority of the South African Council for Educators Act (Act No. 31 of 2000), was conducted at the Komani (Whittlesea) Campus on 17-18 September 2026 and at the Mthatha (Nelson Mandela Drive) Campus on 21-22 September 2026.



The initiative forms an important part of the professionalisation of student teachers. In line with the SACE requirements, student teachers are expected to obtain provisional registration before commencing their first year of study or before commencing the school-based Teaching Experience. The registration process introduces student teachers to professional expectations, including the SACE Code of Ethics, while supporting the professional development and progression of future educators.

The registration drive attracted an impressive 680 students across the two campuses. Mthatha recorded 494 students, while Komani recorded 186 students. The strong attendance demonstrated student teachers' commitment to taking an important step towards professionalising their teaching careers.

The WIL Office undertook extensive preparations to ensure the smooth implementation of the initiative. These included liaising with SACE officials, securing venues, communicating the registration dates to students, distributing posters across campuses, and engaging student structures such as the SRC and EDUSSOC to broaden communication.

The registration process was conducted online and required students to prepare a set of certified supporting documents, including their identity document, matric certificate, proof of registration, academic record and a police clearance certificate not older than six months. Once the required documentation was verified, students scanned their documents into a single PDF and created profiles on the e-services portal before proceeding to the SACE portal to complete their student educator applications. Students subsequently signed the SACE register to confirm submission of their applications.

One of the positive outcomes of the initiative was that some students were able to complete the online application process independently, while WIL Interns gained practical experience in supporting students through the registration process.



The faculty extends its appreciation to the WIL Office, SACE representatives, WIL Interns, SACE ambassadors, EDUSSOC, SRC and all staff and students who contributed to the successful implementation of the registration drive. The participation reflects a strong commitment to professional preparation and development among future educators.

PROF BD BANTWINI ENGAGES IN STRATEGIC DIALOGUE AT THE 2026 EMASA ANNUAL INTERNATIONAL CONFERENCE



The faculty continues to strengthen its contribution to national and international conversations on educational leadership, transformation and the future of education. In this regard, the Executive Dean, Prof BD Bantwini, participated as a round-table speaker at the 2026 Education Management Association of South Africa (EMASA) 24th Annual International Conference.

The conference, held from 18-19 September 2026, brought together academics, education leaders, policymakers, practitioners and other stakeholders to deliberate on emerging challenges and opportunities shaping education. The conference theme, "Education at the Edge: Leading Education Institutions that are Responsive, Equitable, and Future-Focused," placed particular emphasis on the need for education institutions to respond innovatively to technological disruption, artificial intelligence, inequality and changing societal expectations.

As a member of the roundtable discussion, Prof Bantwini contributed to high-level dialogue on issues related to educational leadership, institutional responsiveness, and the role of education in addressing contemporary societal challenges. His participation provided an opportunity to bring the perspectives and experiences of Walter Sisulu and the Faculty of Education into a broader national and international platform for knowledge exchange.

The EMASA conference is designed to facilitate engagement between education leaders and managers and to bridge the gap between theory, policy and practice. Its programme included discussions around educational inequality, social transformation, governance and accountability, digital disruption and the digital divide, foundational education, and collaboration and system change.

Prof Bantwini's participation as a round-table speaker reflects the Faculty of Education's commitment to strengthening its policy and practice interfaces, expanding its professional networks and contributing to critical conversations that influence the future of education. It also aligns with the faculty's broader strategic aspiration to enhance its national and global visibility while ensuring that its academic leadership contributes meaningfully to education development.

Through platforms such as the EMASA Annual International Conference, FED continues to position itself as an active contributor to conversations on responsive, equitable and future-focused education, while creating opportunities for collaboration and the sharing of knowledge across the education sector.

CONVERIS TRAINING SESSION ON POSTGRADUATE RESEARCH MONITORING

The Faculty, in collaboration with the Directorate of Postgraduate Studies, hosted a Converis Training Session on Postgraduate Research Monitoring to strengthen the capacity of research supervisors, MEd and PhD/DEd Postgraduate students to use the Converis system to monitor postgraduate students throughout their research lifecycle. The training formed part of the University's efforts to improve the systematic monitoring of postgraduate students from admission and registration through to completion of their research qualifications.

These ongoing training sessions were hosted in both campuses, Komani and Mthatha, face-to-face on 18 and 22 September 2026. The training was facilitated by university officials, including Dr L Gwebelele and Mr S Gegana. The training aimed to familiarise participants with the postgraduate module of Converis and to demonstrate how the system can be used to capture, monitor, and manage key postgraduate research milestones. The sessions were particularly relevant to the Faculty of Education, given the need to strengthen the monitoring of the progress of Master's and Doctoral students and to improve the availability of reliable postgraduate research information for administrative and academic decision-making.

The programme covered several key components of postgraduate research administration, including the introduction to the Converis programme. Participants were then taken through the clearance-to-register process, which demonstrated how registration-related information can be managed within the system. This was followed by the Supervisor–Student Agreement, focusing on the formalisation and monitoring of the supervisory relationship.

A significant component of the training focused on Study Plans, including the capturing and monitoring of postgraduate research activities and milestones. This component provided participants with an understanding of how Converis can support the tracking of student progress and assist supervisors and postgraduate administrators in identifying outstanding activities and interventions required to support timely completion. The programme also included a session on publication highlights, emphasising the importance of recording postgraduate research outputs and publications as part of the research monitoring process.



SUPPORTING EMERGING RESEARCHERS AT FIRST-TIME AUTHOR WRITING RETREAT

Prof. Shakespear Chiphambo of the Faculty of Education (FED) contributed to strengthening research and scholarly publication at the First-Time Author Writing Retreat, organised by the Directorate of Research and Innovation at Chintsa from 22-24 September 2026.

As a facilitator at the retreat, Prof. Chiphambo supported first-time authors in transforming their dissertations and theses into publishable journal manuscripts. His contribution provided emerging researchers with practical guidance to navigate the process of developing postgraduate research into scholarly publications. A significant outcome of the retreat was the submission of 28 manuscripts to different DHET-accredited journals by the end of the programme. This achievement highlights the value of targeted research support initiatives in advancing scholarly publication and creating opportunities for emerging researchers to contribute to the academic knowledge base.

Prof. Chiphambo's participation reflects the Faculty of Education's continued contribution to strengthening research capacity, supporting emerging scholars, and promoting a culture of scholarly publication within the university.

SMART CLASSROOMS BRING TEACHING INTO THE FUTURE



The University has taken an exciting step towards technology-enhanced teaching and learning by introducing Smart Boards in its classrooms at Komani Campus.

To support staff in making the most of this new technology, a Smart Classroom Training Workshop was organised by Ms HZ Nxenye on 14 September 2026 at the Masibulele Site. The workshop brought together academic staff from various departments, providing an opportunity to learn how to use the new Smart Classroom facilities effectively.

The workshop was further strengthened by the ICT team, who provided valuable technical support to staff.

Staff members are encouraged to visit the ICT Office to download the IdeaShare App, which is essential for using the Smart Classrooms and unlocking their interactive teaching features.

Need assistance? Support is available at both sites:

- **Grey Site:** Ms Y. Gwagwa and Ms L. Nyangeni
- **Masibulele Site**: Mr S. Gwana and Ms P. Feketha

With Smart Boards now in place, Komani Campus is creating more opportunities for interactive, engaging and technology-driven teaching and learning. The faculty looks forward to seeing staff turn these new digital tools into exciting classroom experiences!

SEPTEMBER GRADUATION

The faculty proudly congratulates all its graduates who successfully completed their qualifications and graduated during the September 2026 graduation season. This significant milestone represents not only academic achievement but also the dedication, resilience, and commitment of our students, their families, supervisors, and the faculty community. The September 2026 graduation cohort comprised an impressive 139 graduates across various qualification levels, including 1 diploma graduate, 84 bachelor's degree graduates, 3 PGCE graduates, 29 honours graduates, 15 master's degree graduates, and 7 doctoral graduates. The faculty extends its warmest congratulations to each graduate and celebrates the diverse achievements represented across undergraduate, postgraduate and doctoral levels. We are confident that our graduates will carry forward the knowledge, skills and values gained at the University as they make meaningful contributions to their professions, communities and society.



Celebrating Our New Doctors

A special word of congratulations goes to Dr Gqwabaza Mercy Nolizwi, Dr Mapisa Bafundi Zealous, and Dr Ngqeleni Siphokazi, members of the faculty staff, who were among those conferred with the Doctor of Education degree.





Dr Ngqeleni Siphokazi



Dr Mapisa Bafundi Zealous



Dr Gqwabaza Mercy Nolizwi

Their achievement is a proud moment for the faculty and serves as an inspiring example of lifelong learning, scholarly commitment and professional growth. Their success further strengthens the faculty's culture of scholarship and reinforces our commitment to advancing educational research and innovation.

Congratulations to the September 2026 graduating class! Your achievement is our achievement, and your success is a source of pride for the entire Faculty.

NON-CREDIT BEARING RESEARCH MODULE CERTIFICATION EVENT



The Department of Continuing Professional Teacher Development (CPTD) hosted a Non-Credit-Bearing Research Module Certification Event on 28 September 2026. This event was facilitated by Prof A Mngeni, Director of Postgraduate Studies. The event was conducted under the theme "Seeds of Scholarship - Cultivating Future Leadership in Research", reflecting the faculty's focus on strengthening research scholarship and developing future research leaders. Participants of this event were Master of Education students, PhD students, and staff from the Faculty of Education.

The purpose of the Non-Credit-Bearing Module Certification Event was to formally recognise and celebrate postgraduate students (Master's and Doctoral students) who have successfully completed the non-credit-bearing research-development modules designed to strengthen their knowledge, skills, and capacity for undertaking rigorous academic research. The event is important because it affirms students' scholarly development, acknowledges their commitment to research excellence, and reinforces the University's investment in building a strong postgraduate research culture. Beyond the awarding of certificates, the occasion symbolises an important transition in students' scholarly journeys, encouraging them to apply the knowledge and competencies gained to produce ethical, credible and impactful research that contributes to knowledge, professional practice and broader societal development.

READY, SET, STUDY! STUDENTS GEAR UP FOR EXAMS

The Academic Advising Office hosted an engaging Exam Preparation Workshop on 28 September 2026, reaching 53 students from Humanities and Creative Arts Department.
The session focused on helping students prepare strategically for their upcoming examinations, with lively discussions around common time-wasters and making the right choices about study partners. Students participated actively, reflecting on habits that can either support or hinder their academic preparation.
The workshop reinforced an important message: successful exam preparation is not only about studying harder-it is about studying smarter, staying focused and making choices that support success.

PROVINCIAL STEM ROUNDTABLE: FROM PARTICIPATION TO PROFICIENCY- A PROVINCIAL ACTION PLAN FOR STEM EXCELLENCE



The Provincial STEM Roundtable was held on 29 September 2026 at the Regent Hotel in East London under the theme "From Participation to Proficiency: A Provincial Action Plan for STEM Excellence." The event brought together stakeholders from higher education, the Department of Basic Education, the Department of Higher Education and Training, subject advisors and industry stakeholders, including Transnet, to engage on the improvement of STEM education in the Eastern Cape.
The central discussion focused on how the education and training system can better align STEM curricula, teaching approaches and graduate competencies with the skills required by industry and emerging sectors. The engagement provided an opportunity for the Mathematics, Science, and Technology Education Department to contribute its expertise in teacher education, Mathematics and Science education, curriculum development and STEM teaching and learning.
A key discussion focused on strengthening the teaching and learning of Mathematics and Science to improve learner performance. Ms Mboni, a lecturer from Walter Sisulu, presented on "Leveraging Mother Tongue-Based Bilingual Education (MTbBE) to Strengthen Mathematics and Science Teaching to Improve Learner Performance." The presentation highlighted the potential of using learners' mother tongue alongside other languages of instruction to enhance conceptual understanding and engagement in Mathematics and Science. This contributed to the broader discussion on addressing foundational STEM challenges and improving learner performance.
The discussions further considered the need for closer collaboration among universities, schools, government, and industry to ensure STEM curricula remain responsive to technological developments and workplace requirements. Particular attention was given to areas such as advanced manufacturing, robotics, electric vehicle technologies, renewable energy, ICT and the Ocean Economy. The Roundtable, therefore, provided MSTE with an opportunity to contribute to discussions on strengthening the STEM pipeline from school education through higher education and ultimately into the workplace.

CONCLUSION

As we close September, the faculty celebrates a month of meaningful achievements in research, teaching, student development, collaboration and community engagement. These accomplishments reflect our shared commitment to growing knowledge, inspiring practice and transforming futures.
As we approach the examination season, we encourage our students to remain focused, prepare diligently, manage their time wisely and make use of the academic support available to them. We also encourage our staff to continue providing guidance and encouragement during this important period.

To all our students, we wish you a successful examination season. Keep focused, believe in yourselves, and give it your very best!