1. INTRODUCTION

The Wits School of Education aspires to maintain its leadership as a research-led professional School. The School’s primary mandate is to train teachers for the public and private school systems in South Africa and it views this work as being firmly based in and informed by current research. The school’s research profile has continued to flourish with its publications units increasing by 21 in 2016. It has also increased its involvement with public debate and community engagement. The school continues to take its professional mandate seriously whilst expanding successfully its contribution to national and international scholarship in various domains of education. It continues to broaden participation in research through supporting the current and the next generation of academics as well as strengthening output by post-graduate scholars. It uses a multi-pronged approach to research capacity development so as to remain a leading contributor to cutting-edge knowledge creation within the national and international education landscape. As a research led professional school, our gaze is sharply focused on maintaining high quality teacher training on one hand and operating at the top end of research productivity on the other. While we recognize some tensions associated with this dual positioning, we firmly believe that educating teachers must be research-informed and taught by scholars who are research-active.

2. STAFF IN WITS SCHOOL OF EDUCATION

The WSoE has a total count of 117 academic staff members, with 39 on a tutor track and 78 on a lecturer track. With regard to staff on the tutor track, the School has embarked on a staff development exercise where academic staff who are near PhD completion are appointed on a developmental position as Associate Lecturers.

Table 1 outlines the staff composition while Table 2 depicts the number of staff with PhDs and those undertaking this level of study in the School.

<table>
<thead>
<tr>
<th>Designation</th>
<th>Permanent</th>
<th>Temporary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Associate Professor</td>
<td>11</td>
<td>2</td>
</tr>
<tr>
<td>Adjunct Professor</td>
<td></td>
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</tr>
<tr>
<td>Wits Distinguished Scholar</td>
<td>1</td>
<td></td>
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<tr>
<td>Senior Lecturer</td>
<td>18</td>
<td>1</td>
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<tr>
<td>Lecturer</td>
<td>29</td>
<td>1</td>
</tr>
<tr>
<td>Associate Lecturer</td>
<td></td>
<td>8</td>
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<tr>
<td>Principal Tutor</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>Senior Tutor</td>
<td>14</td>
<td>5</td>
</tr>
<tr>
<td>Tutor</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>89</strong></td>
<td><strong>28</strong></td>
</tr>
</tbody>
</table>
Table 2: Staff with/without PhD 2014 – 2016

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff with PhD</td>
<td>58</td>
<td>2</td>
<td>62</td>
<td>2</td>
<td>61</td>
<td>1</td>
</tr>
<tr>
<td>Staff without PhD</td>
<td>8</td>
<td>18</td>
<td>17</td>
<td>18</td>
<td>22</td>
<td>8</td>
</tr>
<tr>
<td>Staff Registered for PhD</td>
<td>18</td>
<td>15</td>
<td>17</td>
<td>17</td>
<td>15</td>
<td>12</td>
</tr>
</tbody>
</table>

Staff with PhD’s comprised 68.5% of permanent staff and 53% of total staff.
In 2016 six staff members obtained their PhD. They are:

1. Emmanuel Ojo
2. Jean Reid
3. Alison Kearney
4. Nokulunga Ndlovu
5. Jean Reid
6. Tanya Bekker

3. PRIZES, AWARDS AND HONOURS

Professor Jill Adler was elected President of the International Commission on Mathematics Education (ICMI) and will serve a four-year term of office 2017-2020. She is the first African President of this Association.

Professor Hamsa Venkatakrishnan’s SA Numeracy Chair project was renewed for 2016 – 2020, with a move to Tier 1 status, which increased the funding to R 3 million/year.

Dr Patrick Barmby and Dr Lee Rusznyak received the Faculty of Humanities Teaching Award for 2016. A key element of their motivations was their research-led teaching.

3.1 OTHER AWARDS AND RESEARCH GRANTS IN THE SCHOOL

The REAL Centre was awarded two prestigious grants. The first was awarded by the Swiss National Science Foundation and the Swiss Development Cooperation Agency, in association with colleagues at the University of Zurich. The project is entitled “The contribution of vocational skills development to inclusive industrial growth and transformation: An analysis of critical factors in 6 countries”. The total grant for the project is US$2.6 million, with the REAL portion being US$347 000 or R4.5 million. The second is the NRF/ESRC/Newton project into Higher Education and the public good in four African countries, with the funding allocated being R1.5million.
The Centre Deaf Studies was awarded the extremely competitive Carl and Emily Fuchs Golden Anniversary celebration award for expansion of the HI HOPES Early Intervention Programme into the Mpumalanga Province, which is 2.25 million for 2016-2019.

Professor Brahm Fleisch received R1 million for the Early Grade Reading Study from the Anglo-American Chairman’s Fund. He also secured R1.69 million from Zenex Foundation and R2.34 million from UNICEF. USAID has awarded Prof Fleisch US$1.6 million for a three-year project on early Grade reading, which commenced in 2016.

Professor Felix Maringe was invited to be the Africa Coordinator for the global study on education and teacher development with a grant worth R600 000.

Professor Leketi Makalela won a grant to host a Fulbright Scholar, Professor Maria Coady, from the University of Florida. He also managed research grants on Multilingual Literacy development, with a budget of R4 million. His research on translanguaging and Multilingual Literacies was featured in the university research news for 2016.

A number of staff members received grants from the DHET (TLCDIP) and are co-ordinating national research projects as shown below:

- Primary school literacy and numeracy (Dr Dixon and Mr Mathews);
- Early Childhood Development (Dr Van As);
- Deaf Education (Professor Storbeck);
- Inclusive Education (Professor Walton); and
- Technical and Vocational Education and Training (Ms Madileng)

### 3.2 RATED RESEARCHERS IN THE SCHOOL

Table 3: The number of NRF rated researchers increased by 5 from 15 in 2015 to 20 in 2016

<table>
<thead>
<tr>
<th>NAME</th>
<th>TITLE</th>
<th>SCHOOL/DEPARTMENT</th>
<th>FACULTY</th>
<th>RATING</th>
<th>EXPIRES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adler, JB</td>
<td>Professor</td>
<td>Education</td>
<td>Humanities</td>
<td>A2</td>
<td>2017</td>
</tr>
<tr>
<td>Akoojee, MSA</td>
<td>Professor</td>
<td>Education</td>
<td>Humanities</td>
<td>C2</td>
<td>2019</td>
</tr>
<tr>
<td>Allais, S</td>
<td>Professor</td>
<td>Education</td>
<td>Humanities</td>
<td>B3</td>
<td>2021</td>
</tr>
</tbody>
</table>
### 3.2.1 INAUGURAL LECTURE

Professor Felix Maringe delivered an Inaugural lecture on the 1st June 2016, with the title:
Emerging narratives in the Internationalisation of Higher Education: Towards an Epistemological ecology for Transformation

### 3.3 NOTEWORTHY ACHIEVEMENTS

Professor Karin Brodie published a co-edited book together with Professor Hilda Borko from Stanford University (US) entitled Professional Learning Communities in South African Schools and Teacher Education programs. It is the first book to gather research on professional learning communities in South Africa and most of the authors are emerging researchers, including a number from the school. Professor Elizabeth Walton authored a book The Language of Inclusive Education.

### 3.4 RESEARCH-LED COMMUNITY ENGAGEMENTS

REAL staff continues to contribute in a wide range policy and capacity development processes.
Stephanie Allais has been seconded for 50% of her time to the Minister of Higher Education and Training, when she serves as Special Advisor. This enables her to participate in and support a range of policy processes and systemic development of the post-school system; the most significant policy process, which she is actively involved in through this work, is the development of a 15 year plan for the post-school system.

Presha Ramsarup was the conference chair in organising the Southern African Association of Environmental Education’s annual conference in October 2016. The programme had 300 participants from 19 African countries and papers from 22 universities in Africa.

Presha Ramsarup is supporting the Department of Environmental Affairs in the drafting of a framework for a South African Strategy to inform Education and Training for a Greener Economy. It is a broad strategy that will focus on basic, post school and adult education and training.

Volker Wedekind has led the following workshops: the Presidential Commission into the Feasibility of Free Post-school Education looking at the TVET system; A Bridge networking event looking at TVET colleges and student employability; a group of interested stakeholders on proposals for making college curricula more responsive. He was the keynote speaker at the JET Education Services AGM on collegial relations in colleges. He has participated in the DHET internal seminar programme. He is a member of the Technical Task Team on TVET that is feeding into the development of the 15 year National Plan for the Post-School System being developed by the DHET. He also serves on several boards, namely the Board of the Programme for Improving Learning Outcomes (PILO), Secretary to the Council of the Mgungundlovu TVET College, National Treasurer of the South African Education Research Association (SAERA).

In the Centre for Deaf Studies, Selvarani Moodley, chairs Family and Community Empowerment Steering Committee Coalition for Global Hearing Health. This is an international committee comprised of professionals who wish to make a contribution to the development of the field of audiology.

The Marang Centre hosted various events for learners and teachers based on their research.

4. POST-DOCTORAL FELLOWS IN 2016

Table 4: The following is a list of post-Doctoral fellows in 2016

<table>
<thead>
<tr>
<th>Name</th>
<th>Division</th>
<th>Host</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Jehad Alshwaikh</td>
<td>Maths Connect</td>
<td>Prof Jill Adler</td>
</tr>
<tr>
<td>Dr Forster Ntow</td>
<td>Maths Connect</td>
<td>Prof Jill Adler</td>
</tr>
<tr>
<td>Dr Virendra Ramdhany</td>
<td>Maths Connect</td>
<td>Prof Hamsa Venkatakrishnan</td>
</tr>
<tr>
<td>Dr Lawan Abdulhamid</td>
<td>Maths Connect</td>
<td>Prof Hamsa Venkatakrishnan</td>
</tr>
</tbody>
</table>

5. DEVELOPING THE NEXT GENERATION OF SCHOLARS

The school takes seriously its responsibility for developing the next generation of scholars in the broad field of educational research. Our mission is to maintain and to be recognized as a leading and
effective research-led professional school. We have developed our understanding of what it means to be research led around four significant pillars:

- Valuing the centrality of evidence based practice and decision making at all levels
- Providing support to staff to make the transition from a professional gaze to a research driven focus
- Encouraging and celebrating research achievement at different levels
- Increasingly progressing towards a programmatic research driven ethos and management of the school

To pursue the above, the school has a research committee with several working groups including the following:

- The early careers working group
- The research mentoring working group
- The doctoral working group
- Staff seminars working group
- Internationalisation and partnerships working group
- Grant applications working group
- Research teaching working group
- Research reporting and disseminations working group

These working groups bring progress reports to the Schools research committee and have made substantial strides towards developing staff research skills and stimulating research productivity.

6. INTERNATIONAL COLLABORATIONS

Working with International partners is a key strategic goal of the school in order to enhance the quality of the school’s international capital and engage with the global community of researchers in ways that adds value to both our partners and us. In 2016, we had work done in a variety of fields with the following international collaborators:

- Professor Felix MarinGe has continued his visiting fellowship with the University of Southampton and has worked closely with Professor Hans de Wit at Boston College in the US.
- Professor Jill Adler is working with:
Professor Anjum Halai, Aga Khan University, & Head Research Institute for Educational Development, East Africa Salama, Tanzania, Prof Stephen Lerman, Emeritus Professor, Department of Education, London South Bank University & Prof Subramaniam Kalyanasundaram, Homi Bhabha Centre for Science Education Tata Institute of Fundamental Research Mumbai, India

- Professor Hansa Venkatakrishnan is working with Professor Ulla Runesson, School of Education and Communication, Jönköping University.

- Professor Karin Brodie continued to work with Professor Hilda Borko from Stanford University

Dr Audrey Msimang is working with:

- Dr Paul Denley, University of Bath, UK
- Dr Jyostna Vijapurkar, Homi Bhabha Centre for Science Education, Tata Institute of Fundamental Research, India.
- Prof Sue Johnston-Wilder, University of Warwick, UK
- Prof Eduardo Mortimer, Universidade Federal de Minas Gerais, Brazil

Dr. Mavhunga is working with:

- Dr. Frackson Mumba, who is an Associate Professor based in the Department of Curriculum, Instruction, and Special Education, at the University of Virginia in the USA. The research collaboration is part of the initiative by the University of Virginia to fund collaborative research programmes with Universities outside the States through a Global inquiry program.

Dr. Rene Ferguson is working with:

- Dr Brian Gates- Emeritus Professor of Religion, Ethics & Education-University of Cumbria LANCASTER. LA1 3JD-England

Dr Anthony Essien is working with:

- Prof. Nicola Pitchford, University of Nottingham
- Dr. Paula Hubber, University of Nottingham

Among others, the Marang Centre had collaborations with the following:

- Language in Science project: collaboration with Tshwane University of Technology, Nelson Mandela Metropolitan University, University of Free State, University of Cape Town, North West University

- International collaborations with Durham University, UK; Bath University, UK; York University, UK; University of Georgia, USA; University of Virginia, USA; University of Illinois in Chicago, USA; Homi Bhabha Centre for Science Education, India.

The REAL Centre hosted the International symposium on Knowledge and Work. It took place at the School of Education from the 24th to 26 February 2016. There were three international keynote speakers:
Professors Michael Young, Leesa Wheelahan and Andrew Lawrence, as well as a number of other international speakers.

- Prof Allais and Prof Lolwana are actively involved in collaboration with Norrag – a Swiss–based research organization. REAL has been working with Norrag for some time now in a collaboration aimed at the sharing and dissemination of REAL and NORRAG’s knowledge, research, insights and perspectives with a network of local, regional and international stakeholders. In 2016 REAL signed a new cooperation agreement through which it will be collaborating in a study to look at information communication technologies in vocational and skills development (South Africa, India and Switzerland).

- Prof Andre Kraak is involved in collaboration with the Centre for Skills, Knowledge and Organisational Performance (SKOPE) in the UK. This is a research centre, which does work very much related to the work of REAL. Susan James Relly the deputy director of SKOPE visited REAL and was involved in presenting two research seminars. Andre Kraak consolidated this relationship when he undertook a two month sabbatical to visit SKOPE in the Department of Education, Oxford University from 22nd May until 23rd July 2016. The sabbatical was funded from two sources – The Oppenheimer Fund at Oxford University, and the National Research Foundation (NRF). During his stay Prof Kraak undertook research on the furniture industry in High Wycombe (near Oxford) and the importance of polytechnic ‘design’ training for the industry. He also gave two workshop and conference presentations.

- Prof Volker Wedekind participated in World Education Research Association (WERA) convened panel on education research and pedagogy as part of the European Conference on Education Research in Dublin, Ireland.

7. **ONGOING SEMINAR SERIES**

7.1 **RESEARCH WEEKENDS**

The following scholars were invited:

- Prof Jill Adler:  
  **THEME:** Reviewing a field – the case of mathematics education research in South Africa

- Prof Michael Anthony Samuel  
  **THEME:** Continuity, complexity and change: Third generation studies in international collaborative teacher education

- Prof Marissa Rollnick  
  **THEME:** The Place of Subject Matter Knowledge in Teacher Education: the challenges of writing reviews

- Prof Leketi Makalela:  
  **THEME:** Ubuntu translanguaging: a 21st century model for multilingual education
7.2  STAFF SEMINARS

The school hosted the following international speakers:

- Professor Ashwani Kumar: School of Development Studies, Tata Institute of Social Sciences (TISS) in Mumbai, India.
  THEME: The Poor, Human Rights and Civil Society in India

- Professors Mary Howard – Hamilton and Kandace Hinton: Department of Education Leadership, Indiana State University, US
  THEME: United States Higher Education in Transit

- Dr. Andrea Little Mason:
  THEME: Harmonic Connections PLUS Sustainable Legacy

7.3  WEDNESDAY SEMINARS

- Eunice Nyamupangedengu and Anthony Lelliott
  Contributing to Scholarship of Teaching and Learning through a self-study

7.4  POST DOC SYMPOSIUM

- Viren Ramdhany:
  THEME: Pre-service mathematics teachers recontextualising of the regulative discourse: a case study

- Forster Ntow:
  THEME: High school students’ sense of belonging in mathematics classrooms

- Jehad Alshwaik
  THEME: Visual communication in mathematics discourse: A social semiotic account

7.5  REAL SEMINARS:

- Hannah Dawson:
  THEME: Making a living on the urban periphery? Are young people waiting’ for work
  Or ‘hustling’ to get by?

- Stephanie Allais:
  THEME: The labour market outcomes of qualifications frameworks in six countries

- Susan James Relly, SKOPE Research Centre, Oxford University
  THEME: Making the sector skills councils more effective on the demand side: UK and South African experience

- Mr Gilad Isaacs:
  THEME: The case for a national minimum wage

- Volker Wedekind
  THEME: Barricades, barriers, borders and boundaries: Rethinking vocational education within the South African education system

- Presha Ramsarup
  THEME: Investigating Shades of Green - Voices from the workplace
- Mary Madileng
  **THEME**: Enhancing the quality of curriculum delivery in TVET Colleges
- Siphele Ngcwangu
  **THEME**: Lean Production and the content of skills at work: reflection on interviews with workers in two auto assembly plants in Pretoria

7.6 **THE FOLLOWING WERE HOSTED JOINTLY BY UMALUSI, CENTRE FOR EDUCATION POLICY DEVELOPMENT AND THE WITS SCHOOL OF EDUCATION:**

- Prof Brenda Leibowitz: Chair in Teaching and Learning, University of Johannesburg
- Dr Bernadette Johnson: Executive Director: Office of the Vice Chancellor, Vaal University of Technology
- Dr Veerle Dieltiens: Senior Researcher, Centre for Education Policy Development

8. **POSTGRADUATE STUDENTS**

<table>
<thead>
<tr>
<th>Degree Programme</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctor Of Philosophy</td>
<td>12</td>
<td>13</td>
<td>5</td>
</tr>
<tr>
<td>Master Of Education By Coursework And Research Report</td>
<td>27</td>
<td>20</td>
<td>26</td>
</tr>
<tr>
<td>Master Of Education By Research</td>
<td>2</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Master of Science</td>
<td>21</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td>Master of Art</td>
<td>1</td>
<td>3</td>
<td>0</td>
</tr>
</tbody>
</table>

The School continues to attract a number of post graduate scholars as Table 5 above indicates.

<table>
<thead>
<tr>
<th>Degree Programme</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctor Of Philosophy</td>
<td>104</td>
<td>78</td>
<td>153</td>
</tr>
<tr>
<td>Master Of Education By Coursework And Research Report</td>
<td>94</td>
<td>66</td>
<td>128</td>
</tr>
<tr>
<td>Master Of Education By Research</td>
<td>11</td>
<td>18</td>
<td>27</td>
</tr>
<tr>
<td>Master of Science</td>
<td>58</td>
<td>31</td>
<td>58</td>
</tr>
<tr>
<td>Master of Art</td>
<td>10</td>
<td>7</td>
<td>6</td>
</tr>
</tbody>
</table>
9. RESEARCH OUTPUT DATA

JOURNAL ARTICLES


Castle Penelope, Keane Moyra (2016) “It was an oasis in a busy life, a busy city”: The Centre for Learning, Teaching and Development writing retreat. *Journal of Education*, 2016 66 pp. 207 – 225


Ferreira Ana (2016). 'A sort of black and white past and present thing': high school students' subject positions on South Africa's recent past Race Ethnicity and Education, 2016, 19 (6) pp. 1247 - 1261.


Gennrich Antoinette (2016). I got content with who I was: Rural teachers' encounters with new ways of practicing literacy Reading and Writing, 2016, 7 (2) pp. 1 - 9.


Makgato M, **Khoza Samuel** (2016) Difficulties Experienced by Pre-Service Teachers and Lecturers in Engineering Graphics and Design Course at the University in South Africa *International Journal of Education Sciences*, 2016, 14 (1, 2) pp. 157 – 166


Mavhunga Madlivane, Rollnick Marissa (2016). The Place of Subject Matter Knowledge in Teacher Education Chapter 11 In L. Hamilton & J. Loughran (eds.), *International Handbook of Teacher Education* Volume 1(pp. 423-452).

Mendelowitz Belinda (2016). 'You're in FunDzaland': Pre-service teachers (re)imagine audience on a creative writing course *Reading and Writing*, 2016, 7 (2) pp. 1 - 11.


Pournara Craig (2016). Deepening pre-service secondary teachers' mathematical content knowledge through engaging with peers' mathematical contributions Perspectives in education, 2016, 34 (1) pp. 135-149.


AUTHORED BOOK


BOOK CHAPTER


Cereseto Anthea (2016). Choosing a knowledge focus in a professional learning Community Chapter 4 In K. Brodie & H. Borko (eds.), Professional Learning Communities in South African Schools and Teacher Education Programmes (pp. 79-100).


Essien Anthony (2016). Examining the joint enterprise of mathematics teaching and learning in two pre-service teacher education mathematics classrooms Chapter 5 in K. Brodie & H. Borko (eds.), Professional learning communities (pp. 101-121).


Molefe Nicholas (2016). Shifts in practice of mathematics teachers participating in a professional learning community Chapter 9 in H. Borko & K. Brodie (eds.), Professional Learnings Communities in South African Schools and Teacher Education Programmes (pp. 177-195).

Nyamupangedengu Eunice (2016). Enhancing Professional Knowledge of Pre-Service Science Teacher Education by Self-Study Research: Turning a Critical Eye on Our Practice Chapter 4 In V L. Akerson &
G A, Buck (eds.), Using Self-Study to Learn to Teach Genetics to Pre-Service Teachers for Understanding and for Teaching (pp. 69-93).


CONFERENCE PROCEEDINGS


Marchant Jeanette, Brodie Karin Content knowledge and pedagogical content knowledge Conversations PRETORIA, South Africa 24th Annual conference of the South African Association for Research in Mathematics, Science and Technology Education(SAARMSTE) 201601-12-2016 - 01-15-2016 : pp 148 - 159


Roberts Nicolette, Barmby Patrick Analysing Annual National Assessments to improve both teaching and assessment practices PRETORIA, South Africa 24th Annual Conference of the Southern African Association for Research in Mathematics, Science and Technology Education(SAARMSTE) 2016 01-12-2016 - 01-15-2016 : pp 234 - 249

<table>
<thead>
<tr>
<th>Year</th>
<th>Journal DOE Submissible</th>
<th>Journal Other</th>
<th>Book Chapter DOE Submissible</th>
<th>Book Chapter other</th>
<th>Book Reviews</th>
<th>Book DOE Submissible</th>
<th>Conference DOE Submissible</th>
<th>Conference Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>WSOE 55</td>
<td>16</td>
<td>24</td>
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<td>2015</td>
<td>WSOE 57</td>
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<td>3</td>
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<tr>
<td>2016</td>
<td>WSOE 71</td>
<td>20</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>8</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This table above shows an overall maintenance of the growth trajectory of the outputs in the School over a 3 year period. DOE submissible articles increased from 55 in 2014 to 57 in 2015 to 71 in 2016. There has been an increase in book chapters in 2016 – 20 compared to 13 in 2015.
2016 has also shown the extent to which the WSOE deepened its internationalization objective by hosting high profile national and international scholars. These individuals contributed to the academic and developmental work of the WSOE, with a range of public seminars, writing retreats and research outputs, which improved the School’s international impact factor. Among them were the following:

<table>
<thead>
<tr>
<th>Surname</th>
<th>First Name</th>
<th>University</th>
<th>Division</th>
</tr>
</thead>
<tbody>
<tr>
<td>Akoojee</td>
<td>Salim</td>
<td>Merseta</td>
<td>REAL</td>
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<tr>
<td>Chitera</td>
<td>Nancy</td>
<td>NRF Chair</td>
<td></td>
</tr>
<tr>
<td>Jeanne</td>
<td>Gamble</td>
<td>UCT</td>
<td>REAL</td>
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<td>Rosaline</td>
<td>Hirschowitz</td>
<td>Consultant</td>
<td>REAL</td>
</tr>
<tr>
<td>Andre</td>
<td>Kraak</td>
<td>UWC</td>
<td>REAL</td>
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<tr>
<td>Ephraim</td>
<td>Mhlanga</td>
<td>SAIDE</td>
<td>Edit</td>
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<tr>
<td>Presha</td>
<td>Ramsarup</td>
<td></td>
<td>REAL</td>
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<td>Ulla</td>
<td>Runesson</td>
<td>Jonkoping, Sweden</td>
<td>MATHS</td>
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<td>Rasheed</td>
<td>Sanni</td>
<td>Gothenburg University</td>
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<td>Shirley</td>
<td>Warwick</td>
<td>EDUC</td>
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<td>Bradley</td>
<td>John</td>
<td>WSoE</td>
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<td>Bush</td>
<td>Tony</td>
<td>Warwick</td>
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<td>Rhonda</td>
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<td>UJ</td>
<td>MATHS CONN</td>
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<tr>
<td>Villanueva</td>
<td>Grace</td>
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<tr>
<td>Adam</td>
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11. RESEARCH PROJECTS

Key projects are being conducted by REAL, Deaf Centre, the Marang Centre.

Major current projects as well as projects completed in 2016, REAL are currently engaged in are:

- **A Linked Macro-Education Model for the Labour Market**, in partnership with Applied Development and Research Solutions. The project involves the development of a skills forecasting tool, the Linked Macro Education Model (LMEM), to be used by the Department of Higher Education and Training and its agencies for the planning of supply and demand of skills in the South African economy.

- **Knowledge and work.** This research involves analysis of relationships between knowledge in curriculum and knowledge used at work, as well as qualifications used in labour markets. Research in this area is led by Stephanie Allais and Yael Shalem.

- **Sectors, Skills and Economic Evolution in South Africa.** This project involves research in the manufacturing, chemical and fibre economic sectors. Led by Andre Kraak, this project consists of a series of sectoral studies, conducted by REAL staff members and PhD students.

- Research projects linked directly to the Research Chair in Vocational Education and Pedagogy, currently led by Volker Wedekind, encompass three strands: understanding supply and demand dynamics in the TVET Colleges; mapping of the vocational system; and vocational curriculum and pedagogy. The first draws on administrative and economic data to inform the Sector Skills Plans of the ETDP SETA for the TVET sub-sector; the second focuses on understanding the dynamics of the vocational system across levels, economic sectors and social space drawing on concepts such as networks, skills ecosystems and regional systems. Three case studies are underway in Polokwane, KwaZulu-Natal Majuba district and in the Agri-processing sector. The third project focuses on the classroom, lecture theatre, workshop and workplace to explore the dynamics of teaching and learning in those spaces through case studies of a range of programmes, educational settings and occupations. This research is linked to a national research programme that seeks to strengthen the research base that informs the development of new qualifications for the training of vocational teachers.

- **National Skills Development Strategy Evaluation**: REAL, in collaboration with Mzabalazo Advisory Services (MAS), was awarded a contract by the National Skills Agency (NSA) to evaluate the National Skills Development Strategy III. The evaluation, which has just begun, will be conducted over 20 months. Volker Wedekind, Presha Ramsarup Naomi Alphonsus, Andre Kraak and REAL Associate Carmel Marock are all involved in various work streams in the project.

- **The Green Skills Project** is a three-year project funded by the Green Fund and is a collaboration between Rhodes University and REAL. Presha Ramsarup is the lead person at REAL. The project is focused on development of capacity within the post–school system and institutions to understand the green skills needs related to greening work across different sectors. REAL is currently involved in analysing greening of work within six sectors: Paint, Agriculture, Paper, Public Procurement, Coal Mining and Automotives. This will enable a cross-sectoral understanding of environmental hot-spots in the value chain, the key occupations involved within greening the sector and how the occupational tasks and job roles will be affected with the greening of work which will then enable a more coherent understanding of the relevant learning needs. The project will also produce a master’s level module on Green Skills, which can then be utilized as a short course or an elective across both institutions.
• **Knowledge and social justice:** This project is funded by the National Institute for Humanities and Social Sciences and Education Policy Consortium. Led by Stephanie Allais and Yael Shalem, the project consists of conceptual work in the broad area of the relationship between education and social justice. The main focus of the project is to investigate the capacity of education to bring about social change, as well as what type of curriculum and pedagogy are required.

• **NRF/ESRC/Newton project on Higher Education and the Public Good in Four African Countries:** The REAL Centre has been awarded this project, in collaboration with research partners in the UK and three African countries (Ghana, Kenya, and Nigeria). Stephanie Allais and Elaine Unterhalter are the lead investigators on the project, which started this year. This research project aims to advance understanding about how different constituencies—students, staff, governance bodies, employers, government, and civil society—understand higher education and the public good in four African countries. We will draw on this analysis to develop an indicator of higher education and the public good, which we will offer for review in cross country comparisons.

• **Occupations, work, and work-oriented education in different countries:** This project, led by Stephanie Allais, is NRF grant and Education Policy Consortium funded. The research aims to investigate the economic trajectory and labour market structure in a selection of contrasting countries, with a view to understand the ways in which they enable and/or constrain the development of ‘occupation’, the emerging or new ways in which work is being organized, and the implications for educational preparation for work. The research will compare 6 countries, 3 in Africa—one least developed, one developing, and one middle-income—and 3 wealthy or developed countries. The innovation in this research is an attempt to develop, at a macro or national level, a comparative picture of the ways in which work and labour markets are regulated and organized, as well as how they relate to education and training systems, across a set of contrasting countries.

• **The contribution of vocational skills development to inclusive industrial growth and transformation: An analysis of critical factors in 6 countries:** This project is funded jointly by the Swiss National Science Foundation and the Swiss Development Cooperation Agency over the course of the next 6 years. The project has a budget of roughly USD 2.8 million, covers 6 countries, and involves approximately. 14 doctoral students, 6 post-doctoral fellows as well as academic staff and experts. The project will start in August 2017. Three countries (Bangladesh, Cambodia and Laos) form the core group of countries. In addition to the core group of countries, the study will also focus on a group of contrasting countries (Ethiopia, South Africa, Vietnam), two of which are middle-income countries (South Africa, Vietnam).

• Deaf Centre has award for expanded HI HOPES Early Intervention Programme into the Mpumalanga Province.

• Professor Brahm Fleisch Early Grade Reading Study. Three-year project on early Grade reading, which commenced in 2016.

**12. RESEARCH CHAIRS**

The School continues to benefit from Professors Venkatakrishnan and Adler’s expertise, counsel, and their research contributions as both the Mathematics Education and Numeracy Education Chair Projects were extended for a second five-year term. Professor Jill Adler continues to lead the NRF/FRF Chair project working with ten secondary schools to explore interventions to improve mathematics teaching and learning over a five-year period (2015 – 2019). Professor Hamsa
Venkatakrishnan continues to lead the SA Numeracy Chair project working with ten primary schools to explore interventions to improve mathematics teaching and learning over a five-year period (2016 – 2020).

13. RESEARCH THRUST:

We are currently mapping out staff research interests across the entire school with the hope of creating a number of research concentrations around which the school will develop its expertise in research. We acknowledge the limitations of existing structures which have served the teaching role substantially better than they have helped to grow our research. At the heart of our belief is that the development of structures which focus of research will further enhance the realization of our vision as a research led professional school in the coming years. In the coming years, our hope is that each member of our staff will belong to at least one research thrust or concentration and that these will become the nucleus of growth and development for the school.

14. CONCLUSION

The WITS SoE has made notable progress in 2016 both in terms of its publications and in diversifying its publications potential. An increase of 21 units from 2015 numbers is a substantial achievement in our view. As we move towards realizing our ambition to become a recognizable research led professional school, discussions around the structures and strategies to support this will be a key area of development in 2017 and in the next few years to come.