

# DAAD Dimensions of Diversity – Winter School

The Faculty of Education collaborates in an international project funded by DAAD with the University of Groningen (Netherlands), NHL Stenden (Leeuwarden, Netherlands), and the Carl Von Ossietzky University (Oldenburg, Germany). One of the outcomes of the project is an annual Winter school in November of each year. In November 2022, staff and students from the Faculty had the opportunity to visit the University of Oldenburg for a week-long Winter School. This year, the Winter School took place over three days and coincided with a visit by the University of Oldenburg to Nelson Mandela University. During the three days, Students and staff engage around various research topics.

On 2 November 2023, NHL Stenden (Netherlands) hosted the first day of the DAAD Winter School, with many of our staff and students in attendance virtually. Friday, 10 November 2023, the Faculty of Education at Nelson Mandela University embraced the opportunity as host for the day. Our DVC Learning and Teaching, Dr. Muki Moeng, welcomed the participants and communicated her excitement regarding the topic of this year's Winter School, Diversity in the Classroom: Critical Literacies for World Citizenship. The faculty choir delivered a sterling performance and set the ambiance for the day's presentations.

Friday's presentations combined music, drama, critical reflections, and thought-provoking discussions, which characterised collaboration and engagement between all involved. Our students savored the opportunity to engage with international counterparts in shared experiences. During lunch, further discussions occurred around the critical topics of the day.

The themes that were addressed at the workshop include the following:

1. Employing creative approaches to enhance critical literacy and to support the development of world citizenship
2. Fostering critical literacies in Music Education that may cultivate awareness of world citizenship
3. How to enhance world citizenship through fostering critical literacies in Inclusive Education

4. Developing & Implementing Social Justice Curriculum For World Citizenship Using Critical Literacies
5. Critical dialogue on teaching human reproductive system to diverse classrooms: the porcupine in the curriculum

During the week-long visit colleagues from the University of Oldenburg also visited two schools in Gqeberha. We invited them to visit Charles Duna Primary School and Cape Recife High School. Charles Duna Primary School is a community school with a dynamic principal and staff whose passion, vision, and warmth drive them to excel above challenges. The school is the epitome of innovation to uplift, and empower the community and learners. Thank you to Ms. Sume and Mr. Jarren Gangiah for sharing their unwavering dedication and commitment to their learners with us. Cape Recife High School accommodates learners with Special Educational Needs. The therapists at Cape Recife shared their experiences working with learners with special needs and explained how their integrated approach contributes to the holistic development of the learners. Our German and South African colleagues engaged around the similarities and differences between the German and South African education systems regarding learners with special needs.

Thank you to Ms. Maritz and Ms. Olivier for hosting us in your warm and inviting space for the holistic development of learners. The DAAD project creates opportunities for staff and students to discuss and reflect on burning issues in teacher education nationally and internationally. We look forward to further collaboration on 17 November when Oldenburg (Germany) hosts the final day of this year's DAAD Dimensions of Diversity Winter School!



# Teaching is a Growing Field



The food gardening project linked to the Teacher and Child in Context module in the Foundation Phase program has proven to be a valuable and enriching initiative. The positive impact on academic progress, holistic child development, and community engagement underscores the importance of experiential and contextually relevant learning experiences in early education.

This year, our 1st-year students have been diligently tending to their gardens, watching as they transform from seeds in the soil into thriving fresh produce. The act of planting, nurturing, and caring for these plants has been a lesson in responsibility and the power of teamwork.

The project and module aim to expose students to issues related to social justice through a service-learning approach by fostering a connection between learners, their teachers, and the broader society. By addressing challenges and building on successes, this project can serve as a model for future endeavours, contributing to the overall mission of providing a comprehensive and impactful education for our students and the young learners they will teach in the future.

The service-learning harvest day event was not just a date on the calendar; it was a day of promise, unity, and shared purpose. It reminded us that by working together and giving back to our community, we can make a difference, nurture kindness, and create a closer, more caring, and more connected community.

## Teaching Across Borders Workshop (TAB III)

### Badroen Ismail

The Teaching Across Borders (TAB) Winter School Programme, which forms part of the broader DAAD initiative aimed at globalising teacher education, is an international virtual course in which students from the Universities of Oldenburg, Groningen, NHL Stenden and Nelson Mandela University (South Africa) share their insights and analysis of lessons and lesson planning in their respective contexts, hoping to expand their methodological and professional competence as student teachers.

The winter school is offered hybrid, where participants present in person in a venue at the host institution and others join online.

On 8 November 2023, the Faculty of Education hosted the final of the three-part TAB workshops. Prof Heloise Sathorar (NMU), Prof Dr Till-Sebastian Idel (UOL), Dr Naadirah Abader (NMU) and twenty-seven workshop attendees reviewed and commented on the lesson plans submitted by four groups. The level of engagement among the participants and academic contributions enhanced the participants' awareness of diversity and appreciation of context.

The feedback regarding the workshop's effectiveness was positive, with some participants expressing an appreciation for the variations in schooling systems and resources across different countries.

Additionally, participants conveyed a desire for increased in-person contact sessions and a broader scope in the realm of lesson planning.

Additionally, some attendees highlighted that TAB provided them with a fresh perspective on the world, fostering mutual learning and enabling the implementation of strategies observed in other countries within their own classrooms.



One word to describe your experience of TAB  
27 responses

