

UNIVERSITY OF THE  
FREE STATE  
UNIVERSITEIT VAN DIE  
VRYSTAAT  
YUNIVESITHI YA  
FREISTATA



**RIISA**  
Research, Innovation, Impact  
Support and Advancement



# 11th SAERA Conference

Hosted by the Faculty of Education, University of Free State in association with the Southern Africa Educational Research Network

## Conference Theme:

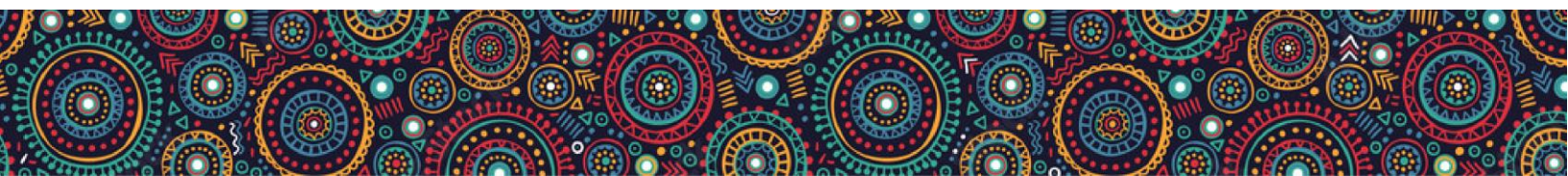
Education Ideologies and National Development

## Conference dates:

Early Career Researcher Tuesday, 29 October 2024 (11h00-)  
Opening of conference Tuesday 29 October 2024 (15h00)  
to Friday 1 November 2024 (ends 13h30)

## Venue

University of the Free State, Bloemfontein Campus  
Economics and Management Sciences (EBW Auditorium)



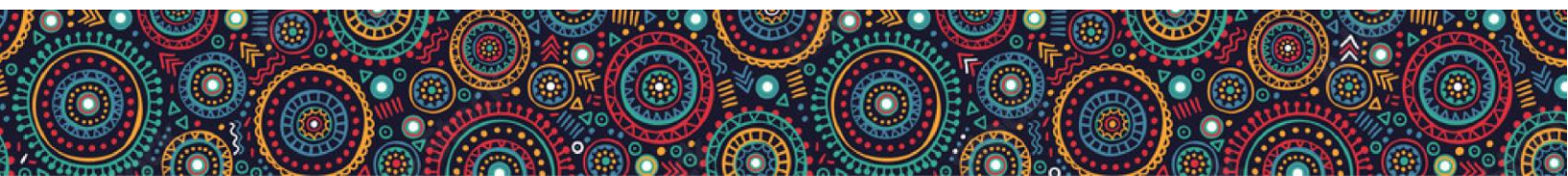
## Conference Theme: Education Ideologies and National Development

There is a strong interplay, subtle and conspicuous, between education ideologies and national development. The education ideology of any nation, continent or region is shaped by culture, values, beliefs, politics, and economics, among a myriad of other factors. Why are education ideologies important and how do they influence and shape national development agendas in the Global North and Global South? How have education ideologies of the North, for instance, liberalism, constructivism, and social reconstructionism, influenced curriculum ideologies of the Global South? And how have education ideologies from the Global South impacted on international discourses? How have developing countries in the Global South framed their own indigenous education ideologies which are relevant to their unique national development challenges, while remaining relevant to the global demands of the 21st century?

SUB-THEMES	VENUES
1. Digital Literacy, information communication technology (ICT) and ideological transformation	V1 and 2
2. Higher education, ideologies, citizenship and leadership for sustainable education	V3, V4, V5 and V6
3. Ideological influences in the development of early childhood care and education	
4. Ideologies and functional education for sustainable development	V7, V8 and V15
5. Ideologies and social transformation in postcolonial societies.	V8, V9, V10 and 15
6. Ideologies and the development of national education policies in the Global North and South	
7. Ideologies, gender discourses and social transformation	V10 and 15
8. Obstacles and opportunities to the development of sustainable African indigenous education ideologies	V11
9. Personal ideologies, professional ethics, and teacher professionalism in the 21st century.	V12 and 13
10. Professional ethics and teaching for change in the 21st century.	V14 and V15
SIGS TOPIC	V1,2,3,4..

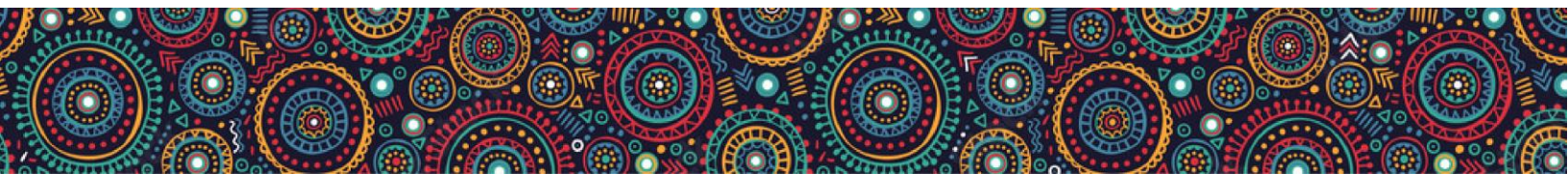
### Daily Overview:

Day 1	Day 2	Day 3	Day 4
11:00-11:55: Registration 12:00: Opening and welcome 12:15: ECR Expectations/ Game/Icebreaker 12:30: Keynote address - Blandina Manditereza (UFS) 13:30-14:30: Parallel Workshops 15:00: Official opening 15:15: President's Address 15:45: UFS address 16:00: SAERN Network 16:30: Keynote address - Agreement Jotia 18:00: Book Launches and Art Exhibition 18:45: Reception	7:00: Registration 8:30-9:00: Official Welcome VC 9:00-10:00: Keynote - Wayne Hugo 10:30-17:00: Parallel Sessions 17:00: SAERA AGM	7:00: Registration 9:00-10:00 Keynote - Brenda Marina 10:30-15:30: Parallel Sessions 16:00-17:30: SIG Plenary Discussion 18:00: Gala Dinner and Awards	9:00-12:00: Parallel Sessions 12:00-13:00: Closing of conference 13:00-13:30: Reflections and vote of thanks 13:30: Departures

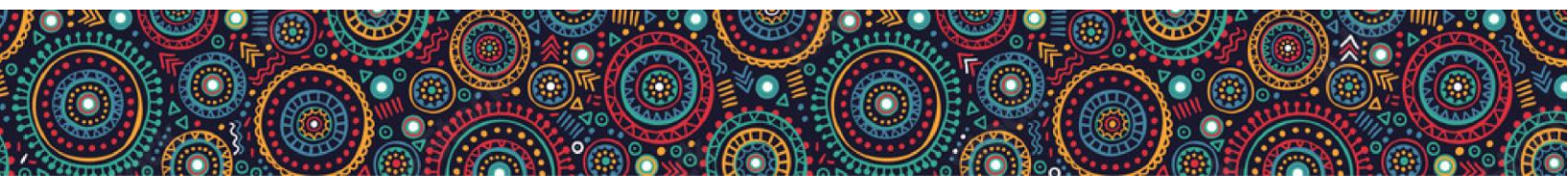


**DAY ONE      Tuesday 29 October 2024**

<b>Early Career Researchers</b>			
11h00	Registration Foyer: EBW Auditorium		
12h00	Chair: <a href="#">Mlamuli Nkosingphile Hlatshwayo</a>		
	Opening and welcome <a href="#">Blanche Hadebe- Ndlovu (UNISA)</a>		
12h15	ECR Expectations/ Game/Icebreaker <a href="#">Solomon Chibaya (UFS)</a>		
12h30	<b>Keynote address</b> : Navigating Educational Ideologies and National Development Goals as Early Career Researchers <a href="#">Blandina Manditereza (UFS)</a> EBW Auditorium		
13h00	<b>BREAK</b>		
	<b>Pre-conference programme</b>		
		<b>Presenters</b>	<b>Chair</b>
13h15	Workshop 1: Publishing an article in the Journal	<a href="#">Labby Ramrathan</a>	Sboniso Zondi (UFS)
	Workshop 2: Activating Formative Assessment to improve pedagogy in ITE Programmes	<a href="#">Anil Kanjee</a>	Lintle Maraisane (UFS)
	Workshop 3: Postqualitative inquiry and education: Alternative and arts-based possibilities.	<a href="#">Petro du Preez, Daisy Pillay, Marguerite Muller, and Lesley le Grange</a>	Chris Reddy (SU)
14h30	Meet & Greet <a href="#">Blanche Hadebe- Ndlovu (UNISA)</a> and <a href="#">Mlamuli Nkosingphile Hlatshwayo (UJ)</a> , <a href="#">Solomon Chibaya (UFS)</a> EBW Auditorium		



14h30	<b>WELCOME TEA</b>		
	Registration Continues Foyer: EBW Auditorium		
15h00	<p align="center"><b>Opening of conference</b> EBW Auditorium</p> <p align="center">Chair: Godsend Chimbi</p> <p align="center">Welcome LOC Chair <a href="#">Maria Tsakeni</a> (on behalf of Robert Mukuna)</p>		
15h15	<p align="center">President's Address <a href="#">Melanie Luckay</a></p>		
15h45	<p align="center">University of Free State, Faculty of Education address <a href="#">Loyiso Jita</a></p>		
16h00	<p align="center">SAERN Network <a href="#">Alfred Tsikati</a></p>		
16h30	<p><b>Keynote address:</b> Globalisation dictates and the conscious decolonisation of education ideologies in the Global Agreement <a href="#">Jotia</a></p>		
17h30	<b>BOOK LAUNCHES AND ART EXHIBITION</b>		
	Chair: Darrell De Klerk		
	Introduction to Art Exhibition <a href="#">Daisy Pillay</a>	Becoming Academic Differently. <a href="#">Daisy Pillay, Petro du Preez &amp; Marguerite Muller</a>	EBW Auditorium and A101 (art-exhibition)
BOOK LAUNCHES	<a href="#">Labby Ramathan, Suriamurthee Maistry and Sylvan Blignaut</a> (eds). Critical reflections of teacher education in South Africa, Palgrave MacMillan.		
	<a href="#">Chris Reddy &amp; Petro Du Preez</a> (eds.) - Curriculum Studies (in the) Now: Transformations and Possibilities. Juta		
	<a href="#">Chinedu Okeke, Hasina Ebrahim, Mzoli Mncanca, and Mairitte Koen</a> (eds.) Early Childhood Professional Development: An African Perspective		
	<a href="#">Liezille Jean Jacobs</a> (ed). Rocklands: On Becoming the First Generation of Black Psychologists in Post-Apartheid South Africa. African Minds		
18h45-	Chair: Maria Tsakeni / Godsend Chimbi		
	Welcome Reception: University of Free State <a href="#">Loyiso Jita</a>		
	EBW Auditorium		
19h00-19h30	SIG Co-ordinators' meeting with <a href="#">Sulochini Pather</a> (SAERA Exec)	Chair: <a href="#">Sulochini Pather</a>	ALG26



	Venue 1	Venue 2	Venue 3	Venue 4	Venue 5	Venue 6	Venue 7	Venue 8	Venue 9	Venue 10	Venue 11	Venue 12	Venue 13	Venue 14	Venue 15		
	EBW Auditorium	A101 (64)	A103 (64)	ALG2 (64)	ALG3 (64)	ALG4 (64)	ALG5 (64)	AG1 (81)	AG2 (70)	LG3 (100)	LG1 (81)	LG5 (120)	LG6 (61)	LG7 (97)	LG9 (40)		
7h00-	Registration																
8h30-9h00	Official Welcome: Acting VC Prof. Anthea Rhoda																
9h00-10h00	<p><b>KEYNOTE: From Early Hominids to AI: Tracing the Evolution of Education and Ideology in South Africa</b></p> <p><b>Wayne Hugo</b> Chair: Moeketsi Mosa Venue: EBW Auditorium</p>																
10h00-10h30	TEA																
10h30-12h00	Parallel Session 1	Chair	Pearl Larey	Collins Potokri	Motsekiso Letuma	Cias Tsotetsa	Mabel Moloi	Samson Mathebula	Douglas Andrews	Rebecca Lekoko	Halalisanzi Mngomezulu	Nonhlanhla Nduku	Nkosinathi Mpsalmi	Mbatha Siphelele	Muofhe Thenga	Brian Shambare	DM Letsoenyane
			1.1.1 Becoming, Thinking, Creating with Art A scholarly conversation through arts-based discussion Marguerite Muller, Daisy Pillay, Petro Du Preez, Liezi Dick and Paseka Chisale	2.1.1 Perceptions of Work Integrated Learning (WIL) Among Health Science Students in Botswana A Qualitative Study Kaitumetse Medupe	3.1.1 Leveraging Digital Platforms to Conduct National Assessment Processes. Kagiso Patronella Miale	4.1.1 Digital competencies among teachers and learners. Ari Myilyvita & Umesh Ramnarain	5.1.1 Engaged Scholarship: Breaking walls of separation for effective teaching and learning? Kimeilwe Motosi-France & Kenneth Diphoho	6.1.1 School leadership in high performing schools in Gauteng: Voices of SMT members! Mandisa Chardeene Ndaba	7.1.1 Raising Ambitions for the Boy Child: Inclusivity Realized – A Case of Diloroo Primary School in Botswana! Tiroyame Kebelepile - Disang	8.1.1 SMT's Perspectives on Space, Policy, and Community at Full-Service Schools! Etzahn Rinquest & Precious Simba	9.1.1 Decolonisation is not even a footnote: Unpacking dominant ideologies that shape South African higher education! Savo Heleta & Isha Dilraj	10.1.1 Opportunities and threats posed by the Lesotho basic education curriculum policy for local languages: need for more reform? Matsokoto Ramokoena	11.1.1 Teaching in Township Secondary schools: A Different Mindset! Joleen Hamilton	12.1.1 Teaching in the BICS and assessing in the CALPS: A focus on the linguistic alignment in L2 classrooms! Thuthukani Dlamini	13.1.1 Leveraging on Content Representations and Rationale for Lesson Design to Compare Biology Pre-service Teachers' Planned Knowledge for Teaching! Hlogolelo Climant Khoza & Bongani Prince Ndlovu	14.1.1 Navigating the Digital Age: Insights from Grade 8 Mathematics Learners on the Use of Technology-Focused Cooperative Learning! Gordon Sekano	15.1.1 How well prepared are Chemical Engineering students for the Fourth Industrial Revolution? Results of a document analysis on skills trained at the undergraduate level at a selected university! A Phillipa, P Ndlovu, ET Marondedze & A Stark
				2.1.2 Harnessing the Power of Digital Education for Virtual Teaching and Online Learning Fatima Makda	3.1.2 Reflecting on Assessment in the Digital Literacy Module in a Short Course in Military Studies, 2022-2024? Mhaka Khoza	4.1.2 Enhancing AI literacy understanding through TPACK Theory: A case of TVET College Lecturers! Cedric Bheki Mpungose	5.1.2 Investigating the perception, adoption, and utilisation of Generative Artificial Intelligence within South African Higher Education Institutions! Stefan Scheepers		7.1.2 Episodes of school violence against teachers and the intervention strategies. Simphee Windvoel & Charity Oteke	8.1.2 Education Ideology and National Development. A systematic Literature Review! Tiro A. Mokgoare	9.1.2 Postcolonialism and identity in Africa! Aluko Opeoluwa Opeyemi & Larey Desirée Pearl	10.1.2 Teaching Accounting threshold concepts in English second language contexts! Sithembelwe Goodman Ndoveta	11.1.2 Accessible curricula for sustainable development – universal design for learning approach in mathematics instruction! Matheko Thamee	12.1.2 Indigenising Physical Education curriculum in the Foundation Phase in rural schools Nompumelelo Pricilla Madonda	13.1.2 What is the pedagogical induction needs of new lecturers in different disciplines? Dale Langford, Rina Durandt & Muofhe Thenga	14.1.2 Title: To discern the perspectives of Botswana's public primary school stakeholders (school heads, deputy school heads, Heads of departments, Senior Teachers and Teachers) regarding the advantages and merits inherent in the Performance Management System. Bulukani Mngongwa	15.1.2 Instructional practices used by intermediate-phase teachers for teaching integrated natural sciences and technology Bongeke Mabaso & Sebenzile Ngema
				2.1.3 Evaluating Pre-service Teachers' Perceptions of Technology Integration Training Effectiveness in Teacher Education Programs! Hlogolelo Nkgare & Kudakwashe Mamutse	3.1.3 Digital Literacies of Report 191 Programme Pre-entry Level Students at a Technical and Vocational Education and Training College in South Africa! Michael Buthelezi, Dipane Hialele & Ntokozo Dlamini	4.1.3 Exploring Steams of Nurturing Hybrid Masculinities amongst Male Foundation Phase Teachers Through Drawings. Obakeng Kagola	5.1.3 The provision of support to new academic staff at a South African university: an onboarding guideline! Mabel Moloi, Itumeleng Tsatsi-Mosala, Emure Kadenge & Jonathan Hooijer	6.1.3 Factors Influencing (ECD) Foundation Phase teachers 'curriculum implementation in Primary schools: A Self-determination Theoretical lens. Samson Mathebula	7.1.3 The rural context and curriculum development in Zimbabwe: An analysis of secondary education and its implications for sustainable rural development! Albert Mufanechya & Mokhele Mokgatwa M	8.1.3 The influence of school contexts on implementing Continuous Professional Teacher Development (CPTD) skills in teaching practices! Loveness Mahwire	9.1.3 Teaching science and mathematics subjects in a multilingual context: bridging the gap with native languages. Bongani Prince Ndlovu & Climant Khoza	10.1.3 Who are early career researchers? A conceptual intervention! Mamuli Hlatshwayo, Maureen Robinson, Mpho-Entle Modise & Thomas Salmon	11.1.3 In a Quest for Transformative Social Change: Exploring the role of South African political formations in advancing the rights of LGBTQIA community! Moshé Moses Makoa	12.1.3 Ideologies as play obstacles and opportunities to sustainable improvement of the quality of mathematics teaching in South Africa. Qutele Moloi & Sharon Mc Auliffe	13.1.3 Leveraging Technology for Enhanced Reading Instruction in Sub Saharan Africa: A Comparison of Digital Resources, Adaptive Learning Platforms and Educational Apps for Literacy Development in Botswana and Zimbabwe Mpusang Kertleng	14.1.3 Measures for Adhering to Ethical Standards of Teaching Agriculture for Improved Graduate Output in Secondary Schools in Nigeria! Ogbonaya Elom	15.1.3 Raising quality through critical pedagogy for National Development: A 21st Century teaching and learning project! Sekoai Elliot Nkhi
				2.1.4. Digital literacy, information communication technology and ideological transformation Letshedi Lucricia Kokoro.		4.1.4 A guideline to address students' lack of self-regulated learning in the undergraduate teaching and learning environment R Vorster-de Wet, L van der Merwe & L Nel	5.1.4 The Crowd Overpowers a Built: Invitational Leadership Practices in Tackling learner-on-teacher Violence in Selected South African Schools! Sekhifa Daniel Makhasane	6.1.4 Re-imagining a national ideological agenda for postdoctoral fellows in South Africa! Alois S Baleni & Mamuli N Hlatshwayo	7.1.4 Higher education in Zimbabwe: Issues and challenges! Pflauri Chimbande & Botumelo Benjamin Moreang	8.1.4 Evidence-informed seniors' inactiveness in an inclusive development: a mission for universities driving the silver economy! Rebecca Lekoko	9.1.4 Locating Knowledge for Teaching Foundation Phase Mathematics. Sharon Mc Auliffe & Rose Brien	10.1.4 Ideologies of National Qualifications Frameworks! C Otette Tennon	11.1.4 Maternal Responses to Bullying Faced by their LGBT Children in Hetero and Cisnormative Schools! Henry Nichols	12.1.4 Uncovering teachers' understanding of the Integrated Theme-Based Approach for IsiXhosa Literacy Teaching and Learning in the Foundation Phase! Thembsisa Kosi	13.1.4 Education for Sustainable futures: A Collaborative Online International Learning (COIL) Conversation. Gat Yassin	14.1.4 Unveiling the Determinants of Success in Mathematics related fields in South African Universities! Moeketsi Mosa, Mogalatjane Edward Matabane & Clement Simuja	15.1.4 Exploring pre-service teachers' experiences of inquiry-based learning using a capstone project: challenges and opportunities! DM Letsoenyane

		Venue 1 EBW Auditorium	Venue 2 A101 (64)	Venue 3 A103 (64)	Venue 4 ALG2 (64)	Venue 5 ALG3 (64)	Venue 6 ALG4 (64)	Venue 7 ALG8 (64)	Venue 8 AG1 (81)	Venue 9 AG2 (70)	Venue 10 LG3 (100)	Venue 11 LG4 (239)	Venue 12 LG5 (120)	Venue 13 LG6 (61)	Venue 14 LG7 (97)	Venue 15 LG9 (40)	
12h00-13h00	Parallel Session 2	Chair	Moses Letsapa	Joanne Hardman	Michael Buthelezi	Cias Tsotetsi	Jeoema Ogbonaya	Carli Louw	Charity Okeke	John Chaka	Fortunate Cindi	Nokuthula Nkosi	Mahlape Sylvia Mota	Patrick Mwele	Kat Yassim	Nokukhelo Hlungulu	Aarone Koloti
			1.2.1 Digital leadership for pedagogical transformation: Narratives of secondary school principalsDigital Literacy, information communication technology (ICT) and ideological transformation Buhte Stella Nhlumayo	2.2.1 A Postcolonial Analysis of 'Black' Female Academic Citizenship in Higher Education in South Africa Juliet Pause	3.2.1 Chatbots and Assessment in Higher Education Jennifer Feldman	4.2.1 Enhancing online teaching and learning in a BEd undergraduate program. Omar Esau	6.2.1 Supporting young children: Weaving Ubuntu and storytelling for holistic development Mariette Koen, S Baloyi-Mothibeli & Hantie Theron	7.2.1 Curriculum Ideologies and Sustainable Development: A Comprehensive Analysis of Lesotho's New Curriculum Policy Malisema F. Makoa	8.2.1 Education Ideologies and National Development: A critical examination of secularism in the South African education system. Marius Smith	9.2.1 Introducing Occupational Programmes in the Technical Vocational Education and Training colleges: The Challenges Madambi Sanction	10.2.1 Assessing the impact of the Shukuma: Moving Mindsets programme on learner development in the school districts of the Cape Metro and Cape Winelands, Western Cape. Leya Mgebisa	11.2.1 Exploring the impact of teacher involvement in supporting learners with LGBTQI+ identities Johannes Buthelezi & Sindisa Bhila	12.2.1 Exploring the use of translanguaging in support for teaching mathematics in multilingual classrooms Nkosinathi Mpalami	13.2.1 Perceptions on Teacher Education Curriculum Responsiveness and the Development of 21st-Century Skills among Pre-service Teachers at the Nelson Mandela University, South Africa Mensah Prince Osiesi & Sylvan Blignaut	14.2.1 Towards inclusive learning spaces: Visual classroom subcultures and teaching postures in a Cape Town special needs school. Etzahn Ringuest	15.2.1 Introducing student tutors to learner engagement strategies Cathrine Kazunga, Sarah Bansital, Lytton Chiroso & Suryamari Rajah	
			1.2.2 Grade 1 Teachers' Knowledge and Use of Information and Communication Technology in Selected North-West Former Model-C Schools Moses Letsapa	2.2.2 A dialectic pedagogy model for teaching/learning Joanne Hardman	3.2.2 Working with Physical Sciences Pre-service Teachers in Developing Computational Thinking Skills through Concept Mapping Cosmas John Kathumba	4.2.2 The impact of Foundation Phase teachers' limited awareness of inclusive education policies in South Africa. Nokuthula N Dewa	6.2.2 Unresolved trauma and its impact on early childhood relationships: A study of South African mother-daughter pairs. Carli Louw	7.2.2 Using Change Laboratory interventions with school leaders to navigate the possible tensions between the 'ideals of inclusion' and the 'ideals of excellence' Douglas Andrews	8.2.2 The Impact of the Learner-Centred Approach on Teaching and Learning: A Case of Three Selected Primary Schools in Lesotho Thapelo Vincent Lebona	9.2.2 Pressure or Support? Reviewing the leadership practices of district officials in improving teaching and learning in public schools, South Africa Fortunate Cindi	10.2.2 Critical realist analysis of the role of regulatory structure in the evolution of higher education in Malawi. Martha Sambani	11.2.2 Preparing to lead schools: Leadership aspirations of Zimbabwean female teachers Zvisinei Moyo	12.2.2 A Systematic Review of Indigenous Language-Based Education in South African Primary Schools: Enhancing Literacy and Quality Learning Patrick Mwele   Annemie Grobler	13.2.2 The influence of a pre-recorded lesson on pre-service Biology teachers' Pedagogical Content Knowledge Hlogolelo Climent Khoza	14.2.2 Integrating Professional Ethics Education into Health Professions Curricula: A Path to Positive Change in the 21st Century (A Case of Boitekanelo College) Faith Ndungu		
			1.2.3 Academics challenging educational research ideology by centre-ing their academic experiences in knowledge production using playful, collaborative, co-creative art-making Linda van Laren and Daisy Pillay	2.2.3 Enhancing international postgraduate students' research and supervision capabilities in Tanzanian higher education Theresia Joakim Kanyopa & Matseliso Mokhele Makgatwa	3.2.3 Design research in initial teacher education: A gold standard or sub-standard? Nicky Roberts	4.2.3 Exploration of 4th-year preservice teachers' performance on rapid recall, strategic thinking, and PrimTed standards Msebenzi Rabaza	6.2.3 Assessing the implementation of climate smart agriculture by teachers at secondary schools in Eswatini. Alfred F. Takati & Sibonakaliso Lucia Sibandze	7.2.3 Reflecting on ITE's Application of Theory in Practice Rosemary Brien	8.2.3 Primary school teachers' perspective about the practical nature of CAPA: Case of Serowe Village. Boineelo Thedi	9.2.3 Curriculum Transformation in a Comprehensive University Amid Post-Apartheid Disruptions in South Africa Ottilia Chiramba & Shireen Motala	10.2.3 The rise of powerful knowledge in the South African school curriculum: Implications for black working-class learners Nokuthula Nkosi	11.2.3 Exploring the attitudes and experiences of high school teachers towards LGBTQI+ students in Lesotho schools Mahlape Sylvia Mota	12.2.3 Teacher and learner perceptions of indigenous folktales as a resource for the English classroom Lantana Chipofya	13.2.3 Education for Sustainable futures: A Collaborative Online International Learning (COIL) Conversation. Kat Yassim	14.2.3 Foundation Phase Preservice Teachers' proficiency using quantities using Maths4Primary Teachers' Emergent Number Sense: Two pathways into number knowledge. Nokukhelo Faith Hlungulu	15.2.3 Exploring how Educational Ideologies can be reformed for Sustainable Development in Botswana: A case study. Tshoganetso Tsamodimo	
13h00	LUNCH																

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14h00-15h30	Parallel Session 3	Chair	Shan Simmonds	Anil Kanjee	Cina Mosto	Clement Simuja	Anita Harilaal	Somarie Holtzhause	Appolonia Masunungu	Mamothibe Thamae	Joleen Hamilton	Zukiswa Nhase	Aarone Koloti	Nicky Roberts	Hologelo Ctmant K	Sulochini Panther	Albert Mutanechiya	
			SIG PANEL A Curriculum Studies Engaging Curriculum and curriculum studies towards transformation Shan Simmonds, Chris Reddy Speaker, Zayd Waghid, Anja Visser and Haroon Mohamed	SIG PANEL B Assessment and Testing SIG Panel: Beyond Language Ideologies Wars: Transforming Assessment and Pedagogy in Teacher Training for Multilingual Classrooms. Anil Kanjee	SIG PANEL C Inclusive Education 30 years of democracy in South Africa and the 30th Salamanca Statement anniversary – what has been the journey of Inclusive Education? Cina Mosto   Zandisile Sitoyi   Diketedi Mahlo   Johannes Buthelezi   Simon Ndlou, Sulochini Pather and Obakeng	SIG PANEL D Education Technology (which would be an academic contribution, with several speakers), but the same thing as what Miamuli says about the Knowledge-building SIG a 30-minute slot for a meet and greet and electing new leadership.	SIG PANEL E Self Reflexivity (Un)covering, (dis)covering, and (re) covering the past to inform the education ideologies and educational practice. Anita Harilaal, Linda van Laren, Bong Ntombela and Sibonele Blose	6.3.1 The rise of postdoctoral neoliberal ideology in African university: The case of South Africa: Juliet Munyaradzi & Miamuli Nkosingphile Hlatshwayo	7.3.1 How practical is creative and performing arts as a subject in the Botswana primary school curriculum? Boineelo Thedi	8.3.1 Towards Transformative Natural Sciences Teaching: A Social Efficiency Perspective? Tlali Moeketsi F & Legodu GL	9.3.1 Misfit in academia? The case for "older" early career academics in South African higher education? Bongwe Mayibongwe Ngcobo & Miamuli Hlatshwayo	10.3.1 transforming education through language in education policy practice? Sikhumbuzo Sibanda	11.3.1 School Management Team's Responses to Inclusion of Learners with Diverse Gender Identities and Sexual Orientations? Sindisa Bitla	Departmental Heads' role in managing curriculum support for progressed learners in primary schools. Lufuno Tshindibu & Makobo Mogale	13.3.1 Showing up differently: re-imagining early career teacher professional development. Emure Kadenge	SIG WORKSHOP ACTION RESEARCH Let's co-create positive social change through Appreciative Inquiry Karen Venter	15.3.1 Exploring the efficacy of policy interventions on inclusive education practices in rural schools. Imeth Baby Makofane	
								6.3.2 * Bullying in early childhood education settings in Mahalapye government pre-primary schools: exploring children's behavioural patterns and teachers' perceptions Chebukani Daniel	7.3.2 Primary Teacher Education communities of practice in: languages and literacies? Zanele Mochechela, Sibongile Xamlashe & Thembsisa Kosi	8.3.2 Promoting the teaching of renewable energy in Natural Science for Socially Efficiency? Tlali Moeketsi F & Ramogalo KN	8.3.2 Primary Teacher Education communities of practice in: languages and literacies? Zanele Mochechela, Sibongile Xamlashe & Thembsisa Kosi	10.3.2 Constructing an Information Base on Newly Qualified Teacher Induction Towards Policy Formation? Masetshaba Agnes Tsosane	11.3.2 Gendered discourses in selected post-colonial feminist writers in Zimbabwe: a relook at literature texts for high school learners. B. Ndlou, J. Ramdhani & M. Maposa	12.3.2.1 A topological analysis of 'before' and 'after' as translated from English to isiXhosa in canonical Foundation Phase mathematics texts? Lindiwe Tshuma & Nicky Roberts	13.3.2	15.3.2 Creating time and space for engaging children's voices: Evidence on emergent sustainability competencies stemming from a sociocultural Afrophilic philosophy for children study. John Bhurekeni		
								6.3.3 Factors affecting graduate programme completion at higher education: the case of Botswana? Dorcas B. Molefe	7.3.2 Enhancing inclusive education practices in mainstream rural secondary schools? Appolonia Masunungu, Matabe Rosa Modiba & Omphile Madiba	8.3.2 Teachers' views of their learners, teaching, and rurality in mathematics teaching: A Critical Discourse Analysis? Hlamulo Mbhiza & Ayanda Zondo	9.3.2 Fluidity between L1 and L2 within a single classroom situation: An exploration of English FAL teachers' use of Translanguaging? Siboniso Zondi & Sipelele Mbatha	10.3.2 The ideology of inclusion of all diversity: The case of students with disabilities in African higher education in the Global South? Sibonokuhe Ndlou	12.3.3 Exploring Undergraduates' Underachievement in Science Technology Engineering and Mathematics: Opportunity and Access for Sustainability. Olalekan Taofeek Badmus & Loyiso C. Jita		15.3.3 The place of African languages in university language policies: The case of three universities in South Africa? Nomalungelo Ngubane			
								6.3.4 Exploring Challenges In Teacher-Parent Relationships In Rural Foundation Phase Context? Malsela Mologadi Lucia	7.3.4 Integrating Ideologies and Functional Education for Sustainable Development: Enhancing Career Identification among Learners in South Africa? Oluwakemi Ajayi	8.3.4 How translinguaging in collaboration and Ubuntu for sustainability of mathematics classrooms in South Africa can inform mother-tongue based multilingual education? Anthony A Essien	9.3.4 Rural school stakeholders' views on collaboration and Ubuntu for sustainability of leadership Ntombizandile Gcelu	10.3.4 Knowledge as a Casualty of Historically Racialised Ideology in South African Vocational Training? Marco MacFarlane	11.3.3 Exploring Women's Engagement in Microfinance Initiatives through Indigenous Knowledge Systems: Experiences of Women with the Inhlanyelo Fund in Eswatini. Khabonina A. Mahlalela-Dlamini	12.3.3 Exploring the effects of implementing guided reading approach to enhance the reading proficiency of English second language learners in South Africa Molebogeng Thage		15.3.4 Teaching two-dimensional static drawings using AutoCAD in Engineering Graphics and Design? Godfrey Tembo		
15h30-16h00																		

		Venue 1 EBW Auditorium	Venue 2 A101 (64)	Venue 3 A103 (64)	Venue 4 ALG2 (64)	Venue 5 ALG3 (64)	Venue 6 ALG4 (64)	Venue 7 ALG8 (64)	Venue 8 AG1 (61)	Venue 9 AG2 (70)	Venue 10 LG3 (100)	Venue 11 LG4 (239)	Venue 12 LG5 (120)	Venue 13 LG6 (61)	Venue 14 LG7 (97)	Venue 15 LG9 (40)	
16h00-17h00	Parallel Session 4	Chair	Rekai Zenda	Carisma Net	Aiton Dewa	Maryna Hattingh	Tiffany Banda	Oialekan Taoteek Badmus	Tiro A. Mokgoare	Khathutshelo Muluvu	Letoenyane	Joleen Hamilton	Zukiswa Nhase	Aron Koloti	Matheko Thamae	Kortjass	Albert Mufanechya
			1.4.1 Understanding educators' approaches to rethinking technology integration for inclusive teacher education! Rekai Zenda	2.4.1 Employers Views on Knowledge and Skills Acquired by Teachers Prepared in Higher Learning Institution! Eva Luhwavi	3.4.1 Nurturing Physical Sciences Pre-service Teachers' Abstraction and Algorithmic Thinking skills through Modeling and Simulations Practices! Cosmas John Kathumba	4.4.1 Exploring Educational Ideologies: A Study on Pre-Service Teachers' Beliefs and Their Impact on Teaching Approaches! Arantxa Barnard & Kudakwashe Mamutse	5.4.1 Structure, culture and agency paralysis as causality of school decline: a narrative inquiry into stakeholders! Ndumiso Khuzwayo & Sibonelo Blöse	6.4.1 Shared reading as a pedagogical strategy in Grade 1 isiXhosa home language literacy! Sibongile Xamfashé	7.4.1 Art Exhibitions: opening teaching and learning spaces in the JC art and design classroom- Teachers' views! Abednico Mishingo Sechaba	8.4.1 Alignment between TVET lecturer qualification provision and the needs of public TVET Colleges! Melanie Sadeck			11.4.1 Teaching through and with decolonial love in a neoliberal South African University! Paul Maluteka	12.4.1 To discern the perspectives of Botswana's public primary school stakeholders (school heads, deputy school heads, Heads of departments, Senior Teachers and Teachers) regarding the advantages and merits inherent in the Performance Management System! Bulukani Mmongwa	13.4.1 Navigating Educational Ideologies: Transformative Approaches to Initial Teacher Education in South Africa for National Development! Clive Jimmy William Brown	14.4.1 Adapting to Change: Exploring Students Mathematical Writing Challenges during transition from school to University Mathematics! M'ogalatjane Edward Matabane	15.4.1 Teachers' views on inhibitors and enablers to the implementation of inclusive education in rural schools of Limpopo Province, South Africa! Ndlovu SM, Thiemane MU, Makofane IB, Mphahlele H & Langa P
			1.4.2 The realities of access to ICTs for the attainment of quality education in marginalised schools in South Africa! Rekai Zenda	2.4.2 Mixed reality simulation: Transforming teacher preparation! Carisma Net	3.4.2 Towards a Critical Discourse on Coding and Robotics in Education Myths and Realities! Reuben Dlamini, Alton Dewa, Fatima Makda & Sinenhlanhla Nkwanyana	4.4.2 Transforming the scholarship of creative arts education through an educational action research process: lessons learnt! Maryna Hattingh	5.4.2 BRICS political ideology and citizenship (education) in post-apartheid South Africa: a national regional reflection! Tiffany Banda & Thokozani Mathebula	6.4.2 Exploring strategies to cultivate positive teacher-parent relationships in the foundation phase in rural schools! M'ogadi Lucia Maisela	7.4.2 Education Ideology and National Development. A Systematic Literature Review! Tiro A. Mokgoare	8.4.3 Education Ideologies to Enhance Academic Wellness of Juvenile Learners in Correctional Schools! Manzini Theresa Lydia Badiktsie			11.4.3 Exploring Gender Legislation in Closing the Gender Gap in Primary Schools' Leadership! Joy Moyo & Bawinile Mthanti	12.4.3 Etymology of Numbers in Indigenous Languages: implications for Artificial Intelligence and Mathematics Education! Tshets Motoi	13.4.3 Becoming, Thinking, Creating with Art A scholarly conversation through arts based discussion! Marguerite Muller		
17h00	SAERA AGM Venue: EBW Auditorium																



Venue 1 EBW Auditorium	Venue 2 A101 (64)	Venue 3 A103 (64)	Venue 4 ALG2 (64)	Venue 5 ALG3 (64)	Venue 6 ALG4 (64)	Venue 7 ALG8 (64)	Venue 8 AG1 (81)	Venue 9 AG2 (70)	Venue 10 LG3 (100)	Venue 11 LG4 (239)	Venue 12 LG5 (120)	Venue 13 LG6 (61)	Venue 14 LG7 (97)	Venue 15 LG9 (40)
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7h00-9h00	<p style="text-align: center;">Registration</p> <p style="text-align: center;"><b>KEYNOTE: Beyond the Margins: Pathways Towards Educational Development</b></p> <p style="text-align: center;">Brenda Marina Chair: Ntombizandile Gcelu Venue: EBW Auditorium</p>													
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10h00-10h30	TEA													
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10h30-12h00	Parallel Session 5	Chair	Msebenzi Rabaza	Matheko Thamae	Joleen Hamilton	Peter Aloka	Hloielogo Ciment	Madisema Makoa	Philangenkosi Shaba	Kemedzayi Gudyar	Zukwena Nhase	Jonasi Kabi	Sibonelo Blose	Patrick Mwele	Katlego Mabulana	Blandina Manditer	Theresa Kanyoga
			1.5.1 Student teachers online teaching practice assessment experiences during the coronavirus pandemic: A case study of a South African teacher education university. <a href="#">Larato Sokhulu</a>	2.5.1 * Investigating ICT infusion in mathematics teaching and learning in Community Junior Secondary Schools (A Case of Tashatha, Setalekgosi and Donga Community Junior Secondary Schools). <a href="#">Ponatshego Mafuta</a>	3.5.1 First Year Pre-Service Teachers Development of Computational Thinking Skills Using Visual Programming in Foundational Phase Teacher Education Programme. <a href="#">Clement Simuja</a>	4.5.1 Learning-centered teaching with the help of the jigsaw method. <a href="#">Mrayna Hattingh</a>	5.5.1 Departmental heads in schools: key figures for collective leadership initiation and implementation. <a href="#">Tshepo, T. Tapala</a>	6.5.1 Teachers' early literacy instruction in Lesotho's Grade R classrooms. <a href="#">Aron Koloti &amp; Thuthukile Jita</a>	7.5.1 Reviewing the readiness of the education system to introduce Coding and Robotics as a curriculum subject in the senior phase: A case study of two primary schools in Johannesburg central district in Gauteng. <a href="#">S.P Ngubane</a>		9.5.1 Educational Public-Private Partnership in the provision of online learning as the 'ideal' in social transformation. <a href="#">Keshia Arendse</a>	10.5.1 Academic Xenophobia: A hidden curriculum in South African universities. <a href="#">Precious Simba &amp; Jonathan D. Jansen</a>	11.5.1 Queering gender: Parents' understanding of gender diversity in South African high schools. <a href="#">Chaka John &amp; Nichols Henry</a>	12.5.1 Transformative conversations of critical consciousness, redressal and a socially inclusive teaching strategy in learning environments. <a href="#">Kabi Jonas S</a>	13.5.1 Exploring how personal ideologies, professional ethics and teacher professionalism in 21st century influence outcomes in secondary schools of Botswana. <a href="#">Tshoganetso Tsamodimo</a>	14.5.1 Personal ideologies, professional ethics, and teacher professionalism in the 21st century. Professional ethics in university teaching. <a href="#">Forbes Kabote</a>	15.5.1 The place of African languages in university language policies: The case of three universities in South Africa. <a href="#">Nomalungelo Ngubane</a>
			2.5.2 The discrepancies between ICT policies and ICT usage in English second language teaching and learning in Zimbabwean rural secondary schools. <a href="#">Saziso Mukoman, Naomi Nkealah, &amp; Quinta Kemende Wunseh</a>	2.5.2 Transforming the English FAL Poetry Classroom: Exploring the Impact of Technology Integration on Teaching and Learning. <a href="#">Grace Mavhiza &amp; Naomi Nkealah</a>	3.5.2 Promoting learner-centred approaches in rural English FAL classrooms through the integration of ICT: Learners' perspectives. <a href="#">Mojaki Mojaki &amp; Mosebetsi Mokoena</a>	4.5.2 Implementation of Learner-Centered Teaching Methods: Perspectives of Final Year Pre-Service Teachers in South Africa. <a href="#">Oyinlola Adebola</a>	5.5.2 Leading and managing an Induction programme for first-year students in Higher Education. <a href="#">Parvathy Mumsie Naidoo &amp; Kershnee Nair</a>	6.5.2 The Influence of the Physical Environment on Children's Views During Early Childhood Transitions. <a href="#">Maritza Olivier</a>	7.5.2 School Violence as Hindrance to Functional Education and Development: A case of Kenyan and South African Schools. <a href="#">Beatrice Akala &amp; Emmly Silati</a>	8.5.2 Cooperative learning as a vehicle to promote quality education in the life orientation classroom. <a href="#">Aloysius Claudian Seherrie</a>	9.5.2 Bridging Ideologies: Collaboration between Indigenous and English Language Teacher Education in South Africa. <a href="#">Connie Makgabo</a>	10.5.2 Reviewing the readiness of the education system to introduce Coding and Robotics as a curriculum subject in the senior phase: A case study of two primary schools in Johannesburg central district in Gauteng. <a href="#">Siphesihle Pearl Ngubane &amp; Mbali Mabaso</a>	11.5.2 Reading beyond the page: Fostering Grade 12 English HL learners' critical thinking skills, Self-Efficacy and Self-Regulation through literature plays. <a href="#">Nikiwe Nondabula</a>	12.5.2 Perceptions of Physical Science Teachers Towards Formal Experiments. A study in Buffalo City Metropolitan District in the Eastern Cape. <a href="#">William Zivanayi &amp; Lindwe Mziyane</a>	13.5.2 Curriculum Concepts Apropos in Addressing the 'What', 'How,' and 'Why' Knowledge in Teaching Agricultural Sciences in Secondary Education. <a href="#">Nonhlanhla Nduku</a>	14.5.2 Barriers and facilitators to incorporating reading strategy in grade 4 English First Additional Language Classrooms. <a href="#">Ntokozo Dube &amp; Makobo Mogale</a>	
			1.5.3 * Transforming Education through Technology: The Impact of Teacher Training in Botswana. <a href="#">Sharon Leepile Balpusi</a>	2.5.3 * Beveraging Digital Platforms to Conduct National Assessment Processes. <a href="#">Kagiso Maute</a>	3.5.3 Reflections of Ten Years of ICT Integration in South African Education: A Comprehensive Systematic Review. <a href="#">Alton Dewa, Reuben Dlamini &amp; Fatima Makda</a>	4.5.3 Placing students from historically disadvantaged backgrounds at the epistemic centre of the university: Conversations with students. <a href="#">Desiree Pearl Larey</a>	6.5.3 An analysis of the treatment of subtraction in the South African national curriculum: Are lessons from the Global North ignored or integrated? <a href="#">Luisa Tembe</a>	5.5.3 Exploring Grade R teachers' perceptions of their knowledge base for teaching science concepts. <a href="#">Lintle Maraisana</a>	7.5.3 Ideologies and functional education for sustainable development in initial teacher education at South African universities. <a href="#">Takalani Samuel Mashau</a>	8.5.3 Perceptions of Physical Science Teachers Towards Formal Experiments in Public-Private Partnership Schools in the Eastern Cape. <a href="#">William Zivanayi</a>	9.5.3 An analysis of Education 5.0 policy to advance human development: A case study of one Zimbabwean public university. <a href="#">Judith Sikala</a>	10.5.3 Investigating the role of global ideologies in education policies and class disparities in South African Schools. <a href="#">Madimetja Motadi</a>	11.5.3 "When does a woman become senile to learn": A case of older women pursuing doctorates in Kenyan higher education. <a href="#">Beatrice Akala</a>	12.5.3 The Intersection of Culture and Education: Shaping Minds and Fostering Understanding for national development. <a href="#">Otutropo Emmanuel Alalade</a>	13.5.3 Psychosocial factors affecting teachers' professional well-being in rural schools in Limpopo province. <a href="#">Katlego Mabulana</a>	1.5.3 Unveiling the Determinants of Student Success in Mathematics related fields in South African Universities. <a href="#">Moeketsi Mosia, Mogaletjane Edward Matabane &amp; Clement Simuja</a>	15.5.3 Accessible Curricula for Sustainable Economic Development- Universal Design for Learning Approach in Mathematics Instruction. <a href="#">Matheko Thamae</a>
			1.5.4 Exploring the Challenges and Concerns of Pre-service Teachers in Planning and Implementing Technology-Driven Lessons During Practicum Experiences. <a href="#">Hloielogo Nkgare &amp; Kudakwashe Mamutse</a>	2.5.4 The Efficacy of Digital Technology Enabled Education in Higher Education Institutions. <a href="#">Militcent Mthoegane</a>	3.5.4 Factors affecting graduate programme completion at higher education: the case of Botswana. <a href="#">Dorcas B. Motefe</a>	4.5.4 A decolonial exploration of a technical, vocational, education and training (vet) curriculum: towards epistemic justice. <a href="#">Josephine Towani</a>	5.5.4 Education for Sustainable futures: A Collaborative Online International Learning (COIL) Conversation. <a href="#">Sai Yassin, Thuthukile Jita &amp; Clement Simuja</a>	6.5.4 The interplay between language deficiency and learner transitioning from foundation to intermediate phase. <a href="#">Blandina Manditereza</a>	7.5.4 Unravelling the complex matrices between teacher well-being and learner performance in rural education ecosystems. <a href="#">Gaisend Chimbi &amp; Phuzal Chimbunde</a>	8.5.4 Teacher Profiles on Social Cohesion and Learner Outcomes in Public-Private Partnership Schools in the Western Cape of South Africa. <a href="#">Yohana William &amp; Zayd Waghid</a>	9.5.4 The development of learning opportunities for Whole Child Education in the Capricorn South District of Limpopo Province, South Africa. <a href="#">Cina Mosito, Sebaeng Lerato</a>	10.5.4 30 years of democracy in South Africa and the 30th Salamanca Statement anniversary - what has been the journey of Inclusive Education? <a href="#">Cina Mosito, Zandisile Sitoyi, Diketedi Mhlo, Johannes Buthelezi &amp; Simon Ndlovu</a>	11.5.4 Knowledge production outside of the academy: A feminist non-governmental organisation's community education approach to counter violence against women in the Eastern Cape region in South Africa. <a href="#">Busiswe Sishuba</a>	12.5.4 Constructing sustainable African Indigenous Ideologies: Perspectives from student teachers. <a href="#">Thabile Zondi &amp; Dipane Hlatete</a>	13.5.4 A quantitative review of the qualification status of TVET lecturers in South Africa. <a href="#">Nthabile Lepota</a>	14.5.4 Investigating the role of global ideologies in education policies and class disparities in South African Schools. <a href="#">Madimetja Motadi</a>	15.5.4 Teaching two-dimensional static drawings using AutoCAD in Engineering Graphics and Design. <a href="#">Godfrey Tembo</a>

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12h00-13h00	Paralell Session 6	Chair	Msebenzi Rabaza	Matheko Thamae	Joleen Hamilton	Josephine Towani	Otilia Chiramba	Luisa Tembe	Takalani Mashau	Remedzayi Gudyar	Tiffany Banda	Jonasi Kabi	Henry Nichols	Patrick Mweli	Katlego Mabulana	Blandina Manditer	Therisa Kanyopa
			1.6.1 *Assessing Botswana TVET Institutions' Readiness for the 4IR and Its Impact on Education Quality* Shadrack Modiakgotla	2.6.1 Exploring pre-service teachers' use of ChatGPT to develop critical thinking skills. Cias T. Tsotetsi & Masetshaba Tsosane	3.6.1 Working with Rural Secondary School Science Teachers on use Virtual Lab to develop TPACK Competency. Brian Shambare, Thuthukile Jita & Clement Simuja	4.6.1 Influence of Self-Handicapping on Academic Adjustment among students in distance learning programme at one University in South Africa. Peter Aloka	5.6.1 Rethinking Leadership for Sustainable Development: A Content Analysis of Zimbabwe's Policies for Higher Education. Rosemary Guvhu, Loyiso C Jita & Aaron Rwodzi	6.6.1 Complexities of Xitsonga and Mathematics Teaching in Rural Foundation Phase Classrooms: A Case of Patterns Hlamulo Mhizha, Ayanda Zondo, Sibongile Mlangeni & Vuyetlwa Mpitso	7.6.1 * Education stakeholders' perceptions on functional soft skills for secondary students in Botswana. Fiji Phuti-Keleboney, S. Kolo-Kealikitse & G.N. Tshoko	8.6.1 * The extent to which professional ethics impact on the 21st century education abstract Leshedile Lucricia Kokoro	9.6.1 Ideological Aptos Narrow tug-of-war: The battle for control of South Africa's schools. Roné McFarlane	10.6.1 The effects of a print-rich literacy environment on developing early reading skills in the foundation phase classroom Martha Khoza	11.6.1 Breaking the glass ceiling: An examination of gendered barriers in school leadership progression in South Africa Parvathy Mumsie Naidoo & Damilola Akinola	12.6.1 Framing in-service teacher meaning-making ideologies through a narrative methodology. Heide Kuhlane & M Notote	13.6.1 On the relationship between Foundation Phase Mathematics Teachers CPD activities and their instructional quality. A mixed-method study. Nompumelelo Nzimande & Anja Philipp		15.6.1 Enhancing online teaching and learning in a BEd undergraduate program. Omar Esau
			1.6.2 How implementable is e-rpl in the public technical vocational education and training sector? lessons from the sector. Nigel Prinsloo	2.6.2 PALAR is a powerful approach to scholarly professional development of academics for sustainable higher education, ideologies, citizenship and leadership. Somarie Holtzhausen	3.6.2 The influence of innovative approaches in the formation of hybrid Communities of Practice towards developing educators' TPACK. Lebohlang Mahlo	4.6.2 * Lessons from the Impact of Covid-19 for the Science Education and Online Instruction Preparedness in Botswana Senior Secondary Schools. Leak Mallet Seboko	5.6.2 The Community School: A South African Model for Reconceptualising Basic School Functionality and Enhancing Quality Education in Low-Income Communities. Sindile Mlangeni	6.6.2 Mathematical Play based learning ideology: Early childhood education perspective. S Baloyi-Mothibeli	7.6.2 Impact of Functional Education on Sustainable Development Goals (SDGs) Functional Education for Sustainable Development Naomi Chabongwa	8.6.2 The impact of Foundation Phase teachers' limited awareness of inclusive education policies in South Africa Nokuthula N Dewa	9.6.2 Education for sustainable Development: Scotomas and impact within teacher education. Pierre Du Plessis & Zimasa Mbola	10.6.2 The effect of collaborative leadership on improved Grade 12 Mathematics performance in a disadvantaged rural school. Hendri Theron	11.6.2 A feminist critique of Ubuntu: Lessons from Zimbabwe. Precious Simba	12.6.2 Integrating Indigenous Knowledge Systems into contemporary education in a Post-colonial South Africa: Challenges and Opportunities. Tsakani Shilowe	13.6.2 Exploring the strategies used by teachers to enact formative assessment in overcrowded classrooms in selected schools in South Africa. Nduduzo Brian Gcabashe & Halalatsani Mgomezulu	14.6.2 Infusing African Ideologies in the Methodologies of Instruction in Teacher Education Programmes in Botswana Jane Itoanya	15.6.2 The impact of the fourth industrial technologies on the academic lives of students with disabilities: A case study of a Tswana University of Technology in South Africa. Patricia Namayamu Mokosi & Margaret Ntsana
			1.6.3 Empowering Youth for Sustainable Development: Exploring the Transformative Potential of Film Literacy in a Postcolonial Context. Wendy Smidt	2.6.3 * Revitalizing Educational Technology in Botswana: Addressing Obsolescence and Advancing Sustainable Development. Boltumeto Keopolele	3.6.3 * An investigation of information and communications technology literacy among school management teams in Botswana: a case study of primary and secondary schools in Selebi Phikwe. Moletanyi Ntau	4.6.3 Engaged Scholarship in Higher Education: Breaking walls of separation for effective teaching and learning. Kenelwee Molosi-France, Goitse Hmeke & Kenneth Dipholo	5.6.3 Integrating Africanised Play into Digital Mathematics Learning in the Foundation Phase. Mmakgabo Selepe	6.6.3 Inquiry-Based Learning Approach as a Pedagogy in Teaching Life Skills Curriculum in Early Childhood Classrooms. Zukiswa Nhase	7.6.3 Investigating Patterns of School Participation in Post-Compulsory Education by Employment Status in South Africa for Effective Policy and Practice: A Repeat Cross-Sectional Analysis. Simehlanhla Nkwanyana	8.6.3 Implementation of positive discipline by agriculture teachers in Eswatini Alfred F. Tsikati & Nomecbo Mtsetwa	10.6.3 Budgeting by discourse: The verbal dynamics of education budget vote speeches in post-apartheid South Africa. Pagiel Joshua Chetty	11.6.3 Postcolonialism and Decolonising curricula in South African Higher education Shireen Motala, Everard Weber & Venise Joubert	12.6.3 Navigating the Intersectionality of Ideologies, Gender Discourses, and Social Transformation in one African Woman's Doctoral Journey on Inclusive Education Wacango Kimani	13.6.3 Perceptions of Physical Science Teachers Towards Formal Experiments. A study in Buffalo City Metropolitan District in the Eastern Cape. William Zivanayi & Lindwe Mzinyane	14.6.3 Enhancing AI literacy understanding through TPACK Theory: A case of IVET College Lecturers Cedric Bheki Mpungose	15.6.3 * Exploring the Impact of Reverse Mentoring Pedagogy in Creating Symbiotic Intergenerational Relationships in Botswana's Higher Learning Institutions: A Case of the University of Botswana. Sikangazile Nkomo	
			1.6.4 Transforming Life Sciences Classrooms in the Digital Age through Artificial Intelligence. Valentine Ukachukwu Okwara	2.6.4 Teachers Perceptions of Using Information Communication Technologies to Teach Visually Impaired Learners at a Full-Service School in Free State, South Africa. Pule Serero	3.6.4 Bridging the Digital Divide: Enhancing Early Literacy in Malawi's CBCCs through Educational Technology. Vanessa Mhone	4.6.4 Piecing Together the Contribution of Support Staff to Student Success: Employing Collage as a Sense Making Tool. Marge Childs	5.6.4 Enculturating a Community of Engaged Scholars Through Mentorship: Reflections. Cina Nosito	6.6.4 The Community School: A South African Model for Reconceptualising Basic School Functionality and Enhancing Quality Education in Low-Income Communities. Sindile Mlangeni	7.7.4 Integrating Africanised Play into Digital Mathematics Learning in the Foundation Phase. Mmakgabo Selepe	8.6.4 Impact of the COVID-19 pandemic on the motor skill development of Grade R learners in Free State Province. Larato Ramphela, Dr Thomas Akobi & Professor Chinedu Okeke	9.6.4 Normalisation of a Challenge: School Management Team Perspectives on Drug Use in Secondary Schools. Motsekiso Calvin Letuma & Lulama Mdotana-Zide	10.6.4 Perceptions on Teacher Education Curriculum Responsiveness and the Development of 21st-Century Skills among Pre-service Teachers at the Nelson Mandela University, South Africa. Mensah Prince Osiesi & Sylvan Blignaut	11.6.4 Enabling leadership behaviours of Principals leading rural primary schools in the Ilembe district, South Africa. Zamokwakhe Thandinkosi Nkokwana & Sibonelo Bloese	12.6.4 Opportunities for Integrating Education for Sustainable Development (ESD) in Technology Education Curriculum. Princess Bloese	13.6.4 The influence of Teachers' class backgrounds on pedagogic practices. Madimetja Motadi	14.6.4 Pre-service teachers' narratives about the importance of teacher professional ethics in the 21st century. Tebello Tlali	

**DAY THREE Thursday 31 October 2024**

Venue 1 EBW Auditorium	Venue 2 A101 (64)	Venue 3 A103 (64)	Venue 4 ALG2 (64)	Venue 5 ALG3 (64)	Venue 6 ALG4 (64)	Venue 7 ALG6 (64)	Venue 8 AG1 (81)	Venue 9 AG2 (70)	Venue 10 LG3 (100)	Venue 11 LG4 (239)	Venue 12 LG5 (120)	Venue 13 LG6 (61)	Venue 14 LG7 (97)	Venue 15 LG9 (40)		
14h00-15h30	Parallel Session 7	Chair	Isha Dlrjal	Pule Serero	Vanessa Mhone	Mngomezulu	Jeoma Ogbonnaya	Tsakani Shilowe	Charity Okeke	John Chaka	Emmanuel Mgwashu	Nkosinathi Mpalami	Mbatha Siphelele	Madimetja Motadi	Brian Shambare	SIG
			SIG PANEL I Everything changes, everything stays the same: Education continuities, disruption and resistance. Paglet Chetty Ashley Visagie Helga Jansen-Daughjerg & Isha Dlrjal	13.5.1* Exploring how personal ideologies, professional ethics and teacher professionalism in 21st century influence student learning outcomes in secondary schools of Botswana. Tshoganetso Tsamodimo	4.7.2 Higher education Teaching in the 21st century: Implications for Lesotho education. Mamosa Thaanyane	5.7.2 Enhancing Student Teachers' Specialized Content Knowledge in a First-Year Mathematics Course: Focus on Addition and Subtraction of Whole Numbers Azwidowi Emmanuel Libusha	6.7.2 Enhancing Reading Literacy Through the Use of The (EAGRA) Sertai Limpho & Blandina Manditereza	7.7.2 Rethinking Leadership for Sustainable Development: A Content Analysis of Zimbabwe's Policies for Higher Education. Rosemary Guvhu, Loyiso C Jita & Aaron Rwdzi	8.7.2 Unfreedoms of IsiXhosa learners in Afrikaans Grade 10 classrooms: A capability perspective. Chantelle August-Mowers	SIG PANEL J HIGHER EDUCATION/ Post School Education and Training Timothy McBride	11.7.2 Languages in conflict: an investigation of factors causing learners' negative attitudes towards Sesotho and what can be done to curb them. Matsokolo Ramokoena	12.7.2 Cultural and Religious Diversity in Academia: An Arts-Based Exploration of Professional Identity Anita Hiralal	13.7.2 Performativity and assessment capacity: Enhancing lecturer pedagogy to address student teachers' learning needs. Anil Kanjee	14.7.2 * Integrating Professional Ethics Education into Health Professions Curricula: A Path to Positive Change in the 21st Century (A Case of Boitekane College) Faith Murungi		
				2.7.3 * To discern the perspectives of Botswana's public primary school stakeholders (school heads, deputy school heads, Heads of departments, Senior Teachers and Teachers) regarding the advantages and merits inherent in the Performance Management System. Bulikani Mmongwa	3.7.3 * Lessons for Botswana from experience with outcome-based education in the technical vocational education and training Gomolemo Morapedi-Kilano	4.7.3 Policy perspectives on the significance of place-based education during preservice teacher training in higher education institutions. Emma Barnett.	5.7.3 School leadership in high performing schools in Gauteng: Voices of SMT members. Mandisa Chardeen Ndaba	6.7.3 Storytelling as a way of preserving the Xitsonga language: The Case of A Primary School Grade 4 Learners. Tsakani Shilowe	7.7.3 Exploring the impact of neoliberal ideology in South African Higher Education and the attainment of Sustainable Development Goal 4.3: A case of socioeconomically disadvantaged students in South Africa. Bheki Zungu & Tiffany Banda	8.7.3 Outdoor inspiration for second language learners: How a springboard activity and picnic writing enhance process writing skills. Jennifer Sheokarah	11.7.4 mother tongue interference and its effects in selected secondary schools in matabelleland south in Zimbabwe. Cordial Rheebe & Morris Thembhani Babane	12.7.3 Virtues for principals to enact ethical leadership: an education policy perspective. S. Mudadijwa & E.D. De Kleek	13.7.3 * The Impact of Personal Ideologies on Professional Ethics and Teacher Professionalism in Contemporary Education: A Qualitative Study. Albertinah Phiri	14.7.3 Digital and AI Literacies Inclusion in an Unequal Context: Transforming Initial Teacher Education through a Longitudinal Research Project. Clement Simuja, Reuben Dlamini, Siyabonga Mhlongo, Fatma Makda & Atton Dewa		
				2.7.4 *Challenges to Implementing Indigenous Education: Insights from African Policy Makers and Practitioners. Dimakatso Benlin Motlogelwa	3.7.4 * Exploring the Potential of Out-of-School Education and Training as a Catalyst for the Digital Transformation of ICT Education in Botswana. Thato Majola	4.7.4 * Re-integrating education with production into the Botswana brigades' curriculum. Caroline Dubulu	5.7.4 Factors affecting graduate programme completion at higher education: the case of Botswana. Dorcas B. Molefe	6.7.4 * Tailored teaching tales: navigating diverse developmental waters in early childhood education classrooms in Botswana. Ndicho Tiny Banani	7.7.4 Mediating meaning and the South African reading crisis: what underpins failure to read for meaning in grade 4 in South Africa? Joanne Hardman, Crain Soudien, Ian Moll, Jaqueline Harvey & Andrea Juan	8.7.4 Investigating the Influence of Cultural Values and Beliefs on Education for Sustainable Development: A Comparative Study. Lindah K Boitshwarelo	11.7.4 Promoting inclusivity through storytelling in early childhood. Mariette Koen, Seipati Baloyi-Mothibeli & Hantle Theron	12.7.4 Using work-integrated learning of preservice teachers to primary rural school for community support. Moeeketsi Dlamini	13.7.4 *An analysis of music research projects at Serowe College of Education. Alfred Bakang Segomotso	14.7.4 * The Impact of Personal Ideologies on Professional Ethics and Teacher Professionalism in Contemporary Education: A Qualitative Study. Tiro Mokgware		
15h30-16h00	TEA															
16h00-17h30	<p align="center"><b>SIGS PLENARY (Annual SIG meetings)</b></p> <p align="center">Chair: Sulochini Pather Venue: EBW Auditorium</p>															
	BREAK															
18h30	<p align="center"><b>GALA DINNER AND AWARDS</b></p> <p align="center">Programme Director: Sboniso Zulu Best doctoral thesis Research recognition award Honours award Venue: Ilanga Estate</p>															

Chair		Venue 1	Venue 2	Venue 3	Venue 4	Venue 5	Venue 6	Venue 7	Venue 8	Venue 9	Venue 10	Venue 11	Venue 12	Venue 13	Venue 14	
EBW Auditorium		A101 (64)	A103 (64)	ALG2 (64)	ALG3 (64)	ALG4 (64)	ALG5 (64)	AG1 (81)	AG2 (70)	LG3 (100)	LG4 (239)	LG5 (120)	LG6 (61)	LG7 (97)		
Wendy Smidt		Patrick Thabo	Mokeliso Letuma	Cias Tsotetsi	Kelutmetse Medupe	Suraiya Naicker	Leya Mgebisa	John Chaka	Carol Betram	Suhana Jacobs	Mpalami	Mbatha Sipehele	Hadio Motaung	Oluwatosin Eguniusi		
9h00-10h00	Parallel Session 8	Chair	'Starting with myself' in coming to terms with the ideology in educational research: An arts-inspired self-study using an object collage <i>Linda van Laren</i>	2.8.1 Enhancing teachers' digital pedagogies in teaching economics in south African secondary schools. <i>Ijeoma Ogbonnaya</i>	3.8.1 Reversing linguistic diversity, empowering voices: Student teachers' approach to multilingualism in the English classroom. <i>Jennifer Shekara</i>	4.8.1 Microteaching Rehearsal with digital video: Enhancing the Ideology of Microteaching Exercise. <i>Okuntade Japhet, Ebimomi, E.O &amp; Luckay, Melanie</i>	5.8.1 Promoting inclusivity through storytelling in early childhood development through nature play in early childhood. <i>Mariette Koen, Seipati Baloyi-Mothibeli &amp; Hantie Theron</i>	6.8.1 An investigation into the implementation of coding and robotics curriculum in selected rural primary schools of the North-West province. <i>Moshe Moses Makoa</i>	7.8.1 * Functional science teaching and learning to optimize learner-centred ideology: A case study of Serowe College of Education (SCE) and Manonnye Primary School (MPS). <i>Kate Kotthao, Enfame Sekga, Isaac Samuel, Bapoli Mazwiduma, Ratshipa Ramathakola, Boineelo Elias &amp; Laone Sibanda</i>	8.8.1 A model for implementing MRTEQ to provide relevant and responsive teacher education at a higher education institution. <i>Annemie Grobler</i>	9.8.1 Lessons for Botswana from experience with outcome-based education in the technical vocational education and training Gomolemo. <i>Morapedi-Kilano</i>	10.8.1 The rise of postdoctoral neoliberal ideology in African university: The case of South Africa. <i>Julliet Munyaradzi &amp; Mlamuli N. Hlathwayo</i>	11.8.1* Feasibility of Sustainable Heritage-Based Education in Zimbabwean Contemporary Textile Design Teacher Education. <i>Florence Sebele</i>	12.8.1 The nature and causes of embezzlement in four Zimbabwean Schools: Are school funds safe? <i>Solomon Chibaya</i>	13.8.4 Teachers as agents of their own professional development. <i>Bongi Ntombela</i>	14.8.1. Episodes of school violence against teachers and the intervention strategies. <i>Simphele Windvoel &amp; Charity Okeke</i>
			2.8.2 Exploring the Role of ICTs as a Catalyst for Transformation in 21st-Century Teacher Education Programme. <i>Oluwafemi Ebiseni Ebimomi &amp; Melanie B. Luckay</i>	3.8.2 Teacher education and education for sustainable development: A review of literature. <i>Philangenkosi E. Shabangu</i>	4.8.2 Merging Theory with Practice: Exploring Ideological Influences in Continuous Professional Development for ECCE Teachers in South Africa. <i>Thokozane Dyosini</i>	5.8.2* Teaching music at grassroots level: A case of Manonnye reception class. <i>Taswika P. Kanasi</i>	6.8.2 The proposed effective guidance and counselling model to promote excellent performance of learners in South African schools. <i>Muluvhu K</i>	7.8.2 Assessing the impact of the Shukuma: Moving Mindsets programme on learner development in the school districts of the Cape Metro and Cape Winelands, Western Cape. <i>Leya Mgebisa</i>	8.8.2 Framing Critical Self-Awareness: How Film Literacy Can Contribute to Social Transformation in Postcolonial Societies. <i>Wendy Smidt</i>	9.8.2 The Potential of Ubuntu in Shaping an African Perspective of Entrepreneurship Education. <i>Gosaitse Solomon</i>	10.8.2 National-ideological politics in post-apartheid South African schools: Academic philosopher's perspective. <i>Thokozani Mathebula</i>	11.8.2 Indigenous Knowledge in the Grade 12 Life Science Curriculum and Assessment Policy Statements: A Pluriversal Perspective. <i>Alfred Masinire</i>	12.8.2 School Leadership and Continuous Professional Development: Catalysts for Enhancing Teacher Professionalism and Student Success in South African Schools. <i>Andrew Wambua, Zayd Waghid &amp; Adedayo Theodorio</i>	13.8.2 Document Analysis of the Influence of 8Ps Instruction on Students' Mathematical Problem-solving Performance. <i>Adebayo Akinyinka Omoniyi &amp; Loyiso Currell Jita</i>	14.8.2 Understanding discipline outside of the punishment paradigm: The classroom management dilemma. <i>Oluwatosin A. Egunlusi</i>	
10h00-10h30	TEA															

		Venue 1 EBW Auditorium	Venue 2 A101 (64)	Venue 3 A103 (64)	Venue 4 ALG2 (64)	Venue 5 ALG3 (64)	Venue 6 ALG4 (64)	Venue 7 ALG6 (64)	Venue 8 AG1 (81)	Venue 9 AG2 (70)	Venue 10 LG3 (100)	Venue 11 LG4 (239)	Venue 12 LG5 (120)	Venue 13 LG6 (61)	Venue 14 LG7 (97)	
10h30-12h00	Parallel Session 9	Chair	Pearl Larey	Colin Potok	Wendy Smidt	Nana Agyeman	Reoma Ogbomanya	Lindan Selebogile Kabafithete	Mabasa Ramanemane	Zetzie Vente	Nicola Deghaye	Thokozani Mathebula	Florence Sebele	Emure Kadenge	Bongi Ntombela	Nolukhohlo Faith Hlungu
			1.9.1 Virtual Simulation in Healthcare Education: Affordable Solution to Graduate Competency in the Global South?!! Nthitu, J. M.	2.9.1 Enhancing Writing Proficiency of Second Language English Speaking University Students Using CHAT GPT!! Patrick Thabo	3.9.1 Utilizing Educational Technology to Foster Leadership in Higher Education Institutions: A Comparative Analysis!! Rosemary Gushu & Thuthukile Jita	4.9.1 The melting pot's broken furnace: considering the sustenance of socio-cultural divisions in and through Cameroonian (higher) education. Monique Kwachou	4.8.2 Perceptions of Work Integrated Learning (WIL) Among Health Science Learners in Botswana: A Qualitative Study!! Kaitumetshe Medupe	6.9.1 Future-fit and innovative school leadership in the African context: Lessons for sustainability in underdeveloped and developing countries!! Chinaza Uleanya & Suraiya Naicker	7.9.1 Autism Education: Integrating Inclusive Ideologies for National Development!! Mabasa Ramanemane	8.9.1 A proposal: responding to the contemporary through artmaking practitioners in education can counter-actualise present-day distress!! Zetzie Venter	9.9.1 An Analysis of Implementation of Lesotho Inclusive Education Policy 2018: Contextual Reconsideration!! Narciso Alice Mhobeli, Fumane Portia Khanare & Clas T. Tsotetsi	10.9.1 Understanding Indigenous Teachers' Perceptions on Continuing Professional Development and Social Cohesion in South Africa: Towards 'Othering' Theory!! David Masepe & Mugwena Maluleke	11.9.1 Integrating Indigenous Knowledge into Pre-Service Teacher Training: A Pathway to Culturally Responsive Education in South African Universities!! Alvin	12.9.1* The position of personal ideologies, professional ethics, and teacher professionalism in the 21 Century with regard to Educational development in Botswana, the case of Tutume!! Pascal R. Matseka	13.9.1 Professional Development Challenges Experienced by Lecturers at Selected TVET Colleges in a Rural Setting!! Hoshe Moses Makoa	14.9.1 Effective impacts of professional ethics and teaching for change in the 21st century!! Barati Judith Christopher
			1.9.2 Higher Education Institutions at Crossroads: The Influence of Digital Technologies on Literacy beyond reading and writing!! Jeanette Laffeur   Reuben Dlamini	2.9.2 A Systematic Review of AI in Transforming Learning Environments for Sustainable Development: A Case of South African Schools!! Alton Dewa	3.9.2 The promise and peril of Coding & Robotics education in South Africa: A scoping review of teacher preparation and Generative Artificial Intelligence's potential for delivering equity!! Mashite Tshidi & Alton Dewa	4.9.2 Masters' students' feedback power and identity: A case of one institution of higher learning in Lesotho Retselisitsoe Matheolane & Mokhoele Halahala	5.9.2 The story of post-apartheid South African education budget vote speeches as told through the Narrative Policy Framework!! Pagiel Joshua Chetty	6.9.2 * The Impact of Music learning in Pre-Primary (Early Childhood) advancing to Lower Primary (standard 1) Education in Botswana!! Kholisani Moswate & Matlhogonolo Moswate	7.9.2 Management of Learner Discipline in Vuwani, Limpopo Province, South Africa: Insights for female teachers!! Onorlode Collins Potokri & Rudzani Israel Lumad	8.9.2 Translanguaging as a transformative resource in adult correctional centre mathematics classrooms in South Africa!! Siphelele Mbatsha, Lyn Kok, Smaegle Xulu & Petrus Kok	9.9.2 The contribution of SAERA to strengthening education research in South Africa!! Carol Bertram & Maureen Robinson	10.9.2 The place of African languages in university language policies: The case of three universities in South Africa!! Nomatungelo Mbara-Links & Maria Tsakeni	11.9.2 Strategies for fostering a deeper understanding of indigenous knowledge systems within technology education!! Zaynab Mubara-Links & Maria Tsakeni	12.9.2 Showing up differently: re-imagining early career teacher professional development!! Emure Kadenge	13.9.2 Principals' perception of school identity construction through learner performance and school leadership!! Sihle Memele	14.9.2 Foundation Phase Preserve Teachers' proficiency of quantities using Maths4Primary Teachers' Emergent Number Sense? Two pathways into number knowledge!! Nolukhohlo Faith Hlungu
			1.9.3 Embracing Artificial Intelligence for Inclusive Education in Marginalised Contexts!! Nyarali Tunjera	2.9.3 Teachers perspectives on the infusion of Information and Technology Communication in Engineering Graphics and Design pedagogies!! Mogate Simon Albert Mashko, Philani Brian Mlambo & Samuel Dumazi Khoza	3.9.3 Empowering Youth for Sustainable Development: Exploring the Transformative Potential of Film Literacy in a Postcolonial Context. Wendy Smidt	4.9.3 Belonging on campus: Intersections of indigeneity and higher education!! Kenselwe Molosi-France	5.9.3 Exploring Pre-Service Teachers' Perceptions of Ethics in Education: Challenges and Implications for Teacher Preparation Programs!! Aranxa Barnard & Kudakwashe Mamutse	6.9.3 Inquiry-Based Learning Approach as a Pedagogy in Teaching Life Skills Curriculum in Early Childhood Classrooms: Zukiswa Nhase	7.9.3 Visualising Geometry concepts: Enhancing problem-solving skills for multilingual learners!! Phumlani Hlongwana & Mwandile Wiseman Zulu	8.9.3 Leadership development: From crucibles to cauldrons!! Vivienne Spooner & Vaughn John	9.9.3 Beyond Rhetoric: Critical Perspectives on Doctoral Education in Africa Michael Anthony Samuel	10.9.3 Outdoor inspiration for second language learners: How a springboard activity and picnic writing enhance process writing skills. Jennifer Sheekara	11.9.3 Intersectionality and Female Doctoral Students: Exploring the Academic Experiences of Female Black Students!! Halima Namakula, Beatrice Akala, Shireen Motata & Gina Wisker	7.9.3 Enhancing Formative Mathematics Assessment in Primary Schools through Participatory Research in the Eastern Cape!! Silence Batele	13.9.3 Professional Ethics and Teaching for Change in the 21st Century African Schools: The Role of Teachers' Professional Development and Curriculum (Re)Evaluation. Prince Mensah Osei & Sylvan Blignaut	14.9.3 Factors that influence the failures of workshops as means of capacitating teachers for inclusive education implementation: the case of the Limpopo province!! Medwin Dikwanyane Sepadi
			2.9.4 Towards a Critical Artificial Intelligence Discourse and Its Misalignment to Sub-Saharan Africa: Through an Equality, Equity, and Decoloniality Lens!! Reuben Dlamini	3.9.4 Transformation: Digital Literacy and Learning in 21st-Century South African Rural Schools, Pre- and Post-COVID-19 Era!! Tejumade V. Ogunlape	4.9.4 Enhancing First-year Student Education Through Practical Assessment and Feedback Practices!! Nana Yaw B. Agyeman	5.9.4 Institutional mediation of national teacher education policies in the accreditation of the Foundation Phase BEd programme!! Yohana William, Lynne Johns & Melanie Luckay	6.9.4 * Implementation and Sustainability of Early Childhood Education Assessment Through Play-Based Approach in Preschools: A Qualitative Study in Kgalagadi public preschools!! One B Rantsabeng	8.9.4 An exploration of teaching practices when teaching writing to high school learners. Seshen Brijmohan	9.9.4 Reclaiming Indigenous and Local Knowledge for Sustainable Development through Community Education. Goltsemang Mmeko	10.9.4 Developing educational resources to tackle extended bullying: an action research study. Jacobs Suhana & John Vaughn	11.9.4 Student activists advocate for social sustainability in South African universities: towards an African ideology!! Mikateko Mathebula	12.9.4 Exploring the impact of the Inclusive Education Intervention Model in enhancing teaching and learning in the pre and in-service teachers. NM Skosana	13.9.4 Challenges of Teaching Entrepreneurship Component of Economic and Management Sciences in South African Schools!! Lungelo Sithuthoko Mbatha	14.9.4 Challenges facing school leadership in fostering professional ethics in the changing school environment. Sihle Memela		
12h00-13h00	<p><b>CLOSING OF CONFERENCE</b></p> <p>Chair: Shan Simmonds</p> <p>Reflections on SAERA 2024 &amp; Moving towards SAERA 2025: Boitumelo Benjamin Moreeng Short summative reflections on the conference: Sekitla Daniel Makhasane VOTE OF THANKS: Conference Chair: Robert Kananga Venue: EBW Auditorium</p>															
13h30	<p><b>DEPARTURE</b></p>															