

Day 1: Monday, 9 November 2026

Time	SAERA CONFERENCE REGISTRATION			
08:00-17:00	SAERA CONFERENCE REGISTRATION			
08:00–09:00	Pre-Conference Workshop Registration			
	Venue: 1		Venue: 2	
	PRE-CONFERENCE WORKSHOP		PRE-CONFERENCE WORKSHOP	
09:00–13:00	Modelling What We Teach: Strengthening Assessment for Learning in an Age of AI Presented by Prof Anil Kanjee, Dr Osman Sadeck & Dr Jeanette Ramollo		Doing classroom-based research in South Africa Presented by Carol Bertram Ursula Hoadley Jaamia Galant Shaheeda Jaffer	
Please click the link or scan the QR code to register your interest in attending one of these workshops. Link: SAERA 2026 Pre-Conference Workshop Attendance – Fill out form SAERA 2026 Pre-Conference Workshop Attendance 	The pedagogical knowledge and practices of teacher educators and student teachers are shaped by prevailing educational policies, ideologies and institutional frameworks, all of which are now being rapidly reconfigured by artificial intelligence. A persistent challenge that has yet to be adequately addressed is the effective integration, and modelling, of assessment into pedagogical practices that identify and address teaching challenges and learners' learning needs.		Many South African studies in education use teacher interviews as a method, which are important for understanding teachers' beliefs about their practices, but do not provide data on classroom practices. Together with other methods, classroom-based research is important for gaining insight into how teaching and learning unfold in classrooms. The workshop will focus on important decisions researchers must make when conducting classroom-based research. The first set of choices is about the 'what' of the study - what is the purpose, what is the phenomenon or object of study and what theories will be recruited. There are also methodological choices (the 'how') to be made regarding scale, sampling, observation schedule design, inductive and/or deductive observation methods, data recording, and the role of theory in analysing the data. Participants will have the opportunity to apply some of the ideas introduced in the workshop and ask questions relevant to their own projects and interests.	
	While research evidence consistently demonstrates the value of Assessment for Learning (AfL) approaches, there has been limited progress in addressing assessment capacity needs within the system. Institutional performativity compounds the difficulty: pressure to improve pass rates, teach ever-larger classes and report achievement as marks narrows assessment to measurement, and makes feedback the first casualty of limited time. Exacerbating matters, AI introduces both new opportunities and new risks. It can support the design of assessment tasks and rubrics and generate effective, individualised feedback at scale, yet it also risks automating judgements that should remain professional and widening inequalities in access.			
	AI cannot generate assessment expertise; it amplifies the assessment logic it is given.			
	Realising the potential of AI-enhanced AfL therefore requires teacher educators and student teachers to develop a critical understanding of the ideological and policy frameworks shaping their pedagogical practices, together with the knowledge, skills and competencies to apply AfL and AI purposefully. The workshop therefore focuses on strengthening AfL practice, and on where AI genuinely adds value to it.			
	Who This Workshop Is For? This workshop is designed for academics, researchers and teacher educators working on assessment, and particularly for those who teach student teachers. It is equally relevant to postgraduate students and early career researchers in this field.			
	Venue 4	Venue 5	Venue 6	Venue 7
	Self-Reflexivity, Positionality and Researcher Identity	Generative AI, Academic Literacies and Knowledge Practices	Inclusive Education: From Policy to Classroom Practice	Participatory and Digital Research: Community Agency, Co-Production and Critical Discourse:
	Chair:	Chair:	Chair:	Chair
08:35-09:00	1500	1481	1458	1561
	Epistemic Conversations in Work-Integrated Learning: What Reflective Practice in Two Western Cape PGCE Programmes Reveals About the Limits of Individual Reflection	Enhancing Academic Literacy through the Integration of AI in Academic Writing in one University in Botswana	REIMAGINING MATHEMATICS EDUCATION: HOW UNIVERSAL DESIGN FOR LEARNING DEVELOPS POSITIVE MATHEMATICAL IDENTITIES IN FOUNDATION PHASE	Contemporary youth-focused research for social change: Towards responsive, reflexive re-distribution of power
	Ruben Daniels	Sekoai Elliot Nkhi Admire Mhindu Moreen Mugomba	Wellington Munetsi Hokonya	Suhana Jacobs Vaughn M. John
09:00-09:25	1548	1520	1499	1580
	Initiating human to non-human connections for collective wellbeing: A reflexive arts-based self-study	Artificial Intelligence vs. Authentic Danger: Journalism Students on GenAI, Truth-Seeking and Epistemic Threats	Progress and Challenges of Inclusive Science Education in Sekhukhune East District's Mainstream Classrooms	Digital Ethnography and Educational Practices in Botswana: Opportunities, Challenges, and Ethical Considerations
	Linda van Laren	Marcina Singh	Dr Romulus Asaph Mogofe	Tsaone Joy Mogale

Time	SAERA CONFERENCE REGISTRATION			
08:00-17:00	SAERA CONFERENCE REGISTRATION			
09:25-09:50	1600 Negotiating the kaleidoscopic academic research publishing landscape: Dealing with reviewer reports Albert Mufanechiya	1529 Navigating the Evolving Knowledge Landscape through AI in South African FET English Home Language Teaching and Learning Zarina Munga	1510 Inclusive Education in Selected Primary and High Schools in KZN: Pedagogical Practices of Life Orientation/Skills Teachers. Prof Tabitha Mukeredzi Prof Mamothibe Thamae	1618 Developing a whole-school leadership culture: A participatory case study in a South African township secondary school Callie Grant Otilia Chiramba Thandolwethu May
09:50-10:15	1666 Who am I? Perspectives and Positionality in Indigenous Knowledge Research Moyra Keane	1644 AI as a Site of Contestation: Designing AI-Supported Multiliteracy Learning Reuben Dlamini	1582 Investigating the Implementation of Occupation-Oriented Curricula in South African Schools of Skills for Learners with Mild to Moderate Intellectual Disabilities Tsholofelo Madise	1719 Participatory Action Learning and Action Research as a Theory of Community-Based Learning Dr. Robson Mukwambo
10:15-10:40	1802 Interplay between narrative inquirer and postgraduate lecturer: a self-reflection Sibonelo Blose	1864 Between student and Peer Tutor: Negotiating Generative AI in academic literacy development work at a South African Writing Centre Emure Kadenge	1775 From Inclusive Education Policy to Classroom Practice: Enacting Differentiated Instruction in Foundation Phase Reading Johanna Muroa	1801 More than Words: A Discourse Analysis of University Self-Representation Across Select Digital Platforms Sonya Leurquain-Steyn Neil Honeycomb Nadia Mukadam Keneilwe Natu
10:40-11:00	Break			
	Venue 4 Teacher Identity, Wellbeing and Professional Becoming Chair:	Venue 5 Assessment, Academic Integrity and AI Chair:	Venue 6 Curriculum Responsiveness, Participation, Futures and Transformation Chair:	Venue 7 Teacher Development and Foundation Phase Transformation Chair:
11:00-11:25	1506 Beyond English proficiency: Professional identity formation among Afrikaans-speaking pre-service Social Sciences teachers in an English-medium teacher education programme Rozanne Meyers MaDey'Andile Mbelani	484 Ethical use of artificial intelligence in teaching, learning, and assessment: perspectives from South African higher education Ezile Mazathana	1468 Reimagining Curriculum at the Crossroads: Career Awareness and Science Pathways in Uncertain Educational Futures Shalini Dukhan	1870 Supporting Learning and Teaching of Accurate, Flexible, and Efficient Working with Early Number Calculation across Africa or South Africa Simon A. Tachie & M. Mnguni Simon A. Tachie & M. Mnguni
11:25-11:50	1653 "Balancing Between Bread and PhD": An Autoethnographic Experience of an International Doctoral Student's Navigation in South African Higher Education Edward Mboyonga	1497 Exploring Accounting Student Teachers' Experiences on Gamified Assessments: A Case of One South African University's Students S'khumbuzo Mbili	1523 Investigating Digital Pedagogies and Curriculum Responsiveness in Higher Education Mamosa Thaanyane	1722 Community-Based Professional Development as a Driver of Educational Transformation in Foundation Phase Mathematics Glynnis Daries Boitumelo Diale Clement Igyu
11:50-12:15	1717 Beyond Debits and Credits: An Arts-Based Self-Study of Role Modelling, Care, and Becoming a Transformative Accounting Teacher Educator Dr Anita Hiralaal	1570 Evaluating artificial intelligence as a verification tool for Analytic Hierarchy Process computations in the National Senior Certificate Dr Busisiwe	1806 What AI Has Revealed About Curriculum in Higher Education Krisanya Pillay	1671 Using South African Indigenous Games to Promote Early Numeracy Development: Towards Social and Epistemic in Foundation Phase (Grades R - 3) Bongani Shabangu Mmaphadi Mtholo Thabo Shabangu

Time				
08:00-17:00	SAERA CONFERENCE REGISTRATION			
12:15-12:40	1720 The Pedagogy of Sacrifice: Student Teachers' Health, Well-being and the Cost of Academic Success Michael Mthethwa	1683 Artificial Intelligence Adoption in Private Higher Education: Balancing Innovation, Academic Integrity, and Student Success Dr Patience Nyoni Dr Cerneels Coetzee Dr Marcina Singh	838 RECONCEPTUALISING RESPONSIVE CURRICULUM DESIGN IN ADULT EDUCATION: ADVANCING LIFELONG LEARNING AND EMPLOYABILITY IN RAPIDLY CHANGING SOUTH AFRICAN CONTEXTS NKARHI EXCELLENT	1871 Pre-service Teachers' Experiences of Decolonising the Mathematics Curriculum: A Transformative Educational Research Perspective Simon Adjei Tachie Simon Adjei Tachie
12:40-13:05	1861 Navigating the G.R.E.Y area: The professorial identity at crossroads of neoliberalism and decolonisation Natalie von Meullen	1748 From Detection to Design: Reimagining Higher Education Assessment in the Age of Generative AI Prof Sarasvathie Reddy	1880 Responsive curriculum design in rapidly changing contexts Chris Reddy	1817 Family Math as a sustainable model of continuous professional teacher development in Foundation Phase mathematics education Glynnis Daries Dr Glynnis Daries; Prof Boitumelo Diale; Dr Clement Igyu
13:05-14:00	Lunch			
14:00-15:00	Opening of Conference and Welcome - NMU VC – Prof Sibongile Muthwa - SAERA President – Prof Soluchini Pather - NMU Deputy Vice-Chancellor (Learning and Teaching) – Prof Moeng - NMU LOC Chairperson – Prof Cina Mosito - NMU Faculty of Education Executive Dean – Prof Sathorar Brief Introduction of SIGs (pending)			
15:00-16:30	Nelson Mandela Legacy Lecture - Prof Deevia Bhana Love Them Enough to Talk About Sex: Childhood Sexuality and the Radical Possibility of Education			
16:30-18:00	SAERA AGM			
18:00 onwards	Cocktails and Book Launch Book Launch: - Nick Taylor - <i>School Foundations: the role of Initial Teacher Education in South African primary schooling</i> - Noluthando Toni and Viwe Ndayi - <i>Building Bridges: Reflecting on Learning and Teaching, Research and Engagement</i> - Carolyn Grant - <i>Socialization of school leaders in Sub-Saharan Africa: Reimagining the landscape</i> - Marcina Singh - <i>Beyond Decolonisation: Bridging Disciplines, Rethinking Futures</i> - Thoko Sipungu - <i>Xhosa Masculinities and Manhood in South Africa: Exploring Disability, Embodiment and Identity</i>			

Day 2: Tuesday, 10 November 2026

Time	Venue 1 AI-Enhanced Mathematics and STEM Learning Chair:	Venue 2 Teacher Wellbeing, Leadership and Professional Support Chair:	Venue 3 Educational Leadership, Governance and School Improvement Chair:	Venue 4 Methodological Frameworks for Transformative Pedagogy and Knowledge Production Chair:	Venue 5 STEM, Subject Choice and Educational Opportunity Chair:	Venue 6 Mentoring, Professional Learning and Teacher Development Chair:	Venue 7 Teacher Education, Professional Learning and Identity Chair:	Venue 8 Decolonial Teacher Education, Mentorship and Humanising Pedagogiies Chair:
08:15–08:40	1450 Stimulating Learners' Interest in Functions and Graphs through AI-Enhanced Visualization: A Gender-Based Analysis <i>Lehlohonolo Dlamini Moeketsi Mosia Felix O. Egara</i>	1451 Leading for collective well-being: Ubuntu-oriented and community-based leadership practices in rural schools Buhle Stella Nhlumayo	1452 Teachers' Perceptions of Principal Leadership in Rural Secondary Schools Nkateko Success Makhobela Prof Thinavhudzulo Mafumo	1535 Capacity building for aspirant school leaders in Rwandan and South African universities: a Cultural Historical Activity Theory perspective Douglas Andrews	1679 STEM equity as represented in national STI documents: A critical policy analysis Addisalem Yallew Ismail Sheik Tawanda Mataka Zayd Waghid	1479 Novice Teachers' Expectations of Mentoring: Challenges and Opportunities of Mentoring in South African Secondary Schools Context Bongumosa Mabika	1515 Investigating factors that influence biology teacher educators' pedagogical decision-making when planning to teach content modules Thato Makgata	1736 Reconceptualising Sustainability Education in South African Initial Teacher Education: A Critical Policy Analysis through a Policy Coloniality lens Philangenkosi Shabangu
08:40–09:05	1504 HARNESSING AI IN THE CLASSROOM: A SYSTEMIC REVIEW ON CHATGPT'S IMPACT ON MATHEMATICS TEACHING AND LEARNING <i>Nomthandazo Bhakiswayo</i>	1455 Psychological Resilience and Coping Strategies Among Graduate Pre-Service Teachers: A Bibliometric Analysis of Two Decades (2005 – 2024) Aderemi Oyejide	1485 The Role of Primary School Principals in Curriculum Monitoring and Management: Enhancing Best Practices Nene M.L. Doh Nubia W Nene M.L.	1590 Wellbeing literacy through a Pedagogy of Belonging in higher education: rethinking assessment redesign through reflexive practice Shannon Bishop-Swart Nobesuthu Xeketwana	1697 Contextualizing STEM Interest: A Comparative Analysis of Subject Uptake between Vocational Technical High Schools and General Academic High Schools Mr Khethani Lucas (KL) Mzini	1501 Professional development needs for history teachers: South African curriculum reform and Afrocentric curriculum. Asanda Mbanjwa	1564 From Professional Development Programmes to Classroom Practice: Experiences of Foundation Phase Mathematics Educators Nompumelelo Gcinile Nzimande	1752 Decolonial Pathways: Teacher Transformation and Pedagogical Practices Naiara Santos Felipe Costa
09:05–09:30	1524 Harnessing Digital Technologies to Scaffold Teaching and Learning in Mathematics Higher Education <i>Jayaluxmi Naidoo</i>	1514 Professional Development as Care: Preparing Early Childhood Educators for Uncertainty in Post-Pandemic South African Education Lerato Ramphele	1491 Distributed Leadership as a Catalyst for Educational Policy Implementation and Social Justice in South African Secondary Schools Lineo Mphatsoane-Sesoane Loyiso Jita	1700 Decolonial futures through radical methodologies: reimagining educational research for transformative knowledge production Dr Josephine Yandwa Towani Professor Vaughn M John	1723 Instructional Challenges in Grade 11 Agricultural Sciences: A Case Study in Maluti-a-Phofung, Eastern Free State, South Africa Valentine Ukachukwu Okwara Katleho Rethabile Machiyia	1539 Guiding the First Steps: Exploring Final-Year Pre-Service Teachers' Leadership Attributes within a Mentorship Programme Warda Abrahams	1571 Uncomfortable beginnings, uncertain endings: a self-reflexive narrative of professional identity development Marguerite Muller Nasaret Ruswa	1834 Epistemic affordances and challenges of mentorship: Pre-Service Teachers' experiences of PCK development in under-resourced rural school Kgomotsego Brenda Samuel
09:30–09:55	1709 GeoGebra Integrated Grade 6 Geometry Teaching for Mathematical Reasoning: A GeoGebra Intervention Project <i>LEPHEANA LEPHEANA</i>	1593 Teachers' Wellness Through Integration of Technology in Teaching Practices at a Rural School: Education at Crossroads Theresa Lydia Badiktsie Lydia Manzini	1660 Principals' instructional leadership role in leading School Management Teams in sustaining learners' academic performance Phumlani Samuel Mnikathi Parvathy Naidoo	1824 A systematic review of disruptive innovation practices for transforming Foundation Phase schooling and teacher education in South Africa Ingrid Schudel Kavish Jawahar Cosmas John Kathumba Fortunate Gunzo Zintle Bangiso	1729 Socioeconomic Context and Career Development: Evaluating a School-Based Career Guidance Intervention across Diverse South African Schools Dean Tendai Mazhawidza	1557 Exploring Pre-Service Teachers' Experiences of Mentoring Support Provided by School Management Teams Lehlohonolo Mofokeng	1576 Learning to Teach English: University Experiences and the Development of Novice Teachers Lerato Msiwa	1835 Ukuba ngumuntu: Becoming a Person as a Goal of Humanising Pedagogy in Teacher Education Precious Simba Elzahn Rinquest

09:55–10:20	1785 Responsible AI in STEM Education: Putting Pedagogy at the Centre of Learning Siphelele Gcwensa	1608 Will we ever achieve professional well-being? A case study of secondary school teachers' challenges associated with the implementation of psychosocial support in rural schools Katlego Mabulana	1743 Instructional Leadership Practices of Middle Leaders for Enhancing Learner Performance in STEM Subjects in African Secondary Schools: A Systematic Literature Review (2015–July 2026) Nonjabulo Madonda	1836 Repositioning Foundation Phase Life Skills as a Relational and Integrative Curriculum for Holistic Child Development Tanja Cilliers	1812 Five Levels Of Choice – perceived impact of subject choice decisions on post school opportunities Pamela Roach	1796 The importance of subject-specific mentoring for novice teachers in KwaZulu-Natal Bayanda Ncayiyana Carol Bertram	1746 Nobody Taught Me How to Teach: Accidental Pedagogies and the Making of University Teachers Kirti Menon Gloria Castrillon	1859 Reimagining Teacher Education for Diversity: A Decolonial Framework for Inclusive Pedagogy in African Classrooms Udeme Samuel Jacob, PhD Mbulaheni Obert Maguvhe
10:20-10:50	1786 Reimagining Euclidean Geometry Instruction: Pre-Service Teachers' Perceptions of the Effectiveness of the CIRGON Geoboard Mandlenkosi Richard Sibiya	1703 Teachers' perspectives on school leadership role in promoting staff well-being in selected educational institutions in UAE Prof Parvathy Naidoo Dr Kelemu Z Berhanu Nompilo Pearl Ndiela	1749 Policy expectations and school realities: Examining financial management collaboration of school governing bodies and principals. DR SIBONGAMANDLA DLOMO	1867 Whose Knowledge Counts? Rethinking Educational Research on Skills and Work in Africa Angelique Wildschut Warren Lilley Lesley Powell Shawn Tini Angelique Wildschut Warren Lilley	1843 The paradox of Life Orientation educators and career construction in South African high schools Bomkazi	1868 Feasibility Study: Teaching Reading for Meaning Glenn Allies	1758 From enabling environment to curriculum-embedded praxis: Redesigning an immersive first-year teacher education excursion Carli Louw Susann Louw	1874 Pedagogy beyond performativity: An Ubuntu-centred, decolonial approach to address learning needs of ALL learners Anil Kanjee
10:50–11:05	TRANSITION / REFRESHMENT BUFFER							
11:10–12:00	National Keynote: Prof Andre Keet							
12:00–12:50	LUNCH							
Time	Venue 1	Venue 2	Venue 3	Venue 4	Venue 5	Venue 6	Venue 7	Venue 8
	Mathematics and Physical Sciences Teaching, Teacher Knowledge and Pedagogical Practice Chair:	Leadership, Professional Learning and Organisational Change Chair:	Community, Family and Relational Approaches to Socially Just, Peace-Oriented Care Chair	Science and STEM Teaching, Teacher Cognition, Assessment and Technology-Enhanced Professional Learning Chair:	Equity, Belonging and Student Success in Higher Education Chair:	Digital Inclusion, Equity and Technological Justice Chair:	Digital, Computational and Immersive Curriculum Futures Chair:	TVET, Employability, Leadership and Sustainable Social Futures Chair:
12:55-13:20	1655 Physical Science teachers' perceptions and practices in stoichiometry Susan Selina Kelebogile Pooe	1525 Exploring the Mediating Role of School Leaders in School-Based Continuing Professional Development: An Insight into Leadership, Context, and Professional Learning Phega C.T Bechuke A Doh Nubia W	1446 Gender and disability at crossroads: Care-centred and restorative pedagogies for female students with disabilities in South African higher education Sibonokuhle Ndlovu	1533 Problematising the Semantics of Life Sciences within South African education Tshilidzi Mohau Ramakoma Hlologelo Climant Khoza	1462 Voices from the margin: Research productivity of graduate students in the human and social sciences during COVID-19 in South Africa Arina Sibanda	1454 Caregivers' Socioeconomic Status, Digital Literacy, and Inclusive Education in South African Public High Schools Aderemi Oyejide	1473 Hybrid student supervision: a convenient strategy for a technologized world Mbusiseni Celimpilo Dube	1507 Contemporary Approaches to Teaching Sport Science in Higher Education: Challenges, Innovations, and Future Directions Lourens Millard Gerrit Jan Breukelman
13:20-13:45	1672 Integrating music and mathematics through a storybook to support fraction understanding in Grade 3 Tarryn Lovemore	1568 Reviewing the servant leadership approaches among school district officials in leading effective schools Fortunate Cindi	1780 Exploring the role of social support groups in students' emotional well-being: A case study in an institution of higher education in Lesotho Masana Seliane-Kolobe	1622 The conflict between teachers' intended teaching and their actual teaching: A glimpse into Life Sciences teacher cognition Ngetheni Nkomo	1635 Factors influencing institutional research performance Tania Rajendra	1459 Exploring TVET lecturers' AI literacy and assistive AI use for inclusive pedagogy in South Africa Zime Ngcobo Mashite Tshidi	1494 Digital Game-Based Learning in Early Childhood Education: A Needs Analysis of Sesotho Pre-service Teachers Moses Letsapa Thuthukile Jita	1522 Curriculum Relevance and Responsiveness of selected TVET colleges for graduate employability in Gauteng Province Celestin Mayombe

13:45–14:10	1702 Rethinking the Term Borrow: Preservice Teachers' Conceptual Understanding of Multidigit Subtraction Emmanuel Azwidowi Libusha	1647 Negotiating Middle Leadership: Women's Narrative Journeys through Gendered School Leadership Spaces ALIRAJA Bye Salim So-Oabeb H.S Josef	1815 Literacy is a Community Issue: Reimagining Responsibility for Literacy in an Eastern Cape Community Lineo Matsoso Dr Carmelita Jacobs	1511 Transforming STEM Teaching Through Collaborative Academic Staff Development: A Social Change Initiative for Reducing Student Anxiety and Building Learner Resilience in Higher Education SAKIYIWA BOATENG	1637 From Resources to Functionings: A Capability Approach Analysis of Postgraduate Student Success in South Africa Sybert Mutereko	1538 Digital Exclusion and Educational Inequality: Pathways Towards Technological Justice in Community Learning Centres in Limpopo Province Dayce Chuene	1523 Investigating Digital Pedagogies and Curriculum Responsiveness in Higher Education Mamosa Thaanyane	1725 Exploring the dynamics of employment of ex-convict-students by Accounting firms in Tshwane Simbongile Mditshwa
14:10–14:35	1757 Supporting Mathematical Word Problem-Solving in Inclusive Classrooms: The Word Sum-Wheel as a Differentiated Pedagogical Framework Nadia Swanepoel Elsamarie Kersop	1747 Every Cloud Has a Silver Lining: Exploring the Transformative Potential of Teacher Union Conflict in Public School Leadership Malau David Matsepe Thembinkosi Trevor Zwane	1819 When Care Is Invisible: Reimagining Parent Engagement in Under-Resourced South African Schools Dr Carmelita Jacobs	1585 Natural Sciences pre-service teacher's pedagogical orientations when technology is integrated in their instructional approaches NONKULULEKO GCINILE NTULI, AVIWE SONDLO	1650 Spatialising aspirational habitus: How home, neighbourhood and school shape first-generation students' educational futures Dr Lauren Olivia Davids Dr Najwa Norodien-Fataar	1542 AI, Education and the New Face of Exclusion Lucky Maluleke Joshua Jacobs	1640 Scaffolding Computational Thinking in PGCE Physical Sciences Teacher Education through Curriculum Design Cosmas John Kathumba Clement Simuja	1755 Addressing Skills Gaps through Industry–Education Collaboration: Insights from a Systematic Review of TVET Partnerships Nomzamo Mbayeka Xolani Khalo
14:35–15:00	1853 Capturing enacted Mathematical Knowledge for Teaching: An Innovative Classroom Observation Methodology in Grade 11 Geometry Lunga Phaliso	1808 Female middle leaders in independent schools: factors enhancing and inhibiting their leadership practices Madonda Nonjabulo Sibonelo Blose	1599 Adapting peace education for digital contexts: A systematic review of online and hybrid peace-education interventions in higher education Ntuthuko S. Mathenjwa Vaughn M. John	1641 Reconstructing Computational Thinking Development through Legitimation Code Theory in Physical Sciences Education Cosmas John Kathumba Clement Simuja	1738 Early Career Academics in South African Higher Education: Belonging, Becoming, and Identity Formation Thabang Mokoena Suriamurthee Maistry	1615 From 4IR Skills to Just Educational Futures: A Socially Just Framework for AI-Enabled Curriculum Renewal Ismail Sheik Zayd Waghid Addisalem Yallew Tawanda Mataka	1680 Science Pedagogy in Digitally Mediated Environments: Assessment Ecologies and Epistemic Inclusion Najwa Norodien-Fataar	1544 How Useful Is the Multidomain Leadership Identity Approach in the Global South? Evidence from a South African University Context CAROLYN GRANT
15:00–15:25	1866 Making Mathematics Teachers' Pedagogical Reasoning Visible: Early Insights from Observation–Debrief Pairs in a National Longitudinal Study Byron Abrahams Sharon Mc Auliffe Fatima Ajimudin	1543 Leadership as usual: Rethinking university leadership evolution in Cameroon since the 1993 reforms. A critical reflection Novel Lena Folabit Loyiso Currell Jita	1674 Psychosocial Challenges and Student Wellbeing: A Trauma-Responsive and Ubuntu-Informed Approach to Care in Higher Education Paballo Sekoboto	1789 Teaching Chemical Reactions through AI-Enhanced Visualisation: Teachers' Perspectives from Gauteng Secondary Schools Buhle Ngcobo Dr Mabel Moloi	1793 Reimagining disciplinary discourse acquisition in Historically Disadvantaged Universities: A social justice perspective Senyatsi Khutso	1765 Towards an Inclusive Digital Citizenship Education Framework for South Africa: A systematic review of existing frameworks Privilege Mabiza Nicky Mostert Darelle van Gruenen	1855 From Technology Adoption to Curriculum Transformation: A Contextualised Design Methodology for Immersive Architectural Education Hyacinthe Tonga	1595 Transforming Food Waste into Compost for Sustainable School Food Gardens: A Participatory Action Learning and Action Research Approach in Community Primary Schools Ms Chantalle Josephs Dr Noluvo Rangana Prof Deidre Geduld

Time	Venue 1	Venue 2	Venue 3	Venue 4	Venue 5	Venue 6	Venue 7	Venue 8
	SIG PRESENTATION: Inclusive Education at the Crossroads + Individual Presentation	SIG PRESENTATION: Action Research at the Crossroads + Individual Presentation	SIG PRESENTATION + Individual Presentation	SIG PRESENTATION + Individual Presentation	SIG PRESENTATION/ Curriculum and Assessment in Secondary Schools + Individual Presentation	PANEL PRESENTATION: Generative AI and Teacher Education	Panel Presentation: Agentic AI and Inclusive Education	Panel Presentation: From Education Crisis to Organisation - Reflections on the NECC (1985-1995)
15:30–17:00	1787 Inclusive Education at the Crossroads: Scholarship for Radical and Uncertain Times Dikeledi Francina Mahlo Simon Mfula Ndlovu Cina P. Mosito	1825 Action research at the crossroads: Community agency, knowledge co-creation and radical scholarship for uncertain times Standalone panel presentation Karen Venter Angela James	SIG Panel – Knowledge Building in Education + Individual Presentation	SIG Panel – Teacher Education + Individual Presentation	1662 Curriculum and Assessment in secondary schools: How are subject disciplines recontextualised in assessment tasks? Carol Bertram Ursula Hoadley Shaheeda Jaffer Suriamurthee Maistry Anil Kanjee	1521 GenAI and New Imaginaries for Teacher Education in South Africa: Insights from a National Higher Education Study of Pre-Service Teachers Marcina Singh Shan Simmonds Elzahn Rinquest Warren Lilley Byron Abrahams Lerato Sokhulu Dumisani Mncube Rhea Koch Mmathapelo Matsobe	1863 Agentic Artificial Intelligence and Inclusive Education: Towards a Human-Centred Framework for Equitable Learning in African Schools Mbulaheni Obert Maguvhe Udemé Samuel Jacob Mojisola Oladunni Jacob-Udemé	1633 From Education Crisis to Organisation: Reflections on the NECC (1985 -1995) Shireen Motala Elaine Unterhalter Charissa Shay-Sithole Joel Samoff
	1759 Improving collaboration between educators and learning support educators to support learners experiencing barriers to learning Prof Thabo Makhalemele, Dr Pateka Pamela Jama & Dr Rachel Rirhandzu Mayimele		1628 Ebuhlanti/Kraal Theory: Towards an African-Centred Theoretical Framework for Masculinity Formation Yanga Lusasa	1447 Rethinking Inclusive Lecturer Practice Through Ma’at for Epistemic Justice in South African Teacher Education Zandisile-Mawethu Sitoyi	1770 Decolonising the Curriculum in South African Higher Education: Towards a Transformative Pedagogy of Epistemic Justice Sonwabo Stuurman			
17:00–18:30	National Keynote Panel: Prof Boitumelo Diale, Prof Ursula Hoadley & Prof Relebohile Moletsane, Chair: Prof Sathorar							

Day 3: Wednesday, 11 November 2026

Time								
08:15- 09:45	Plenary panel: Prof Shireen Motala, Prof Crain Soudien, Prof Aslam Fataar, Chair: Prof Andre Keet “Artificial Intelligence and the Future of South African Education: Pedagogy, Knowledge, Inequality and Human Capability”							
09:45-09:55	BREAK							
Time	Venue 1	Venue 2	Venue 3	Venue 4	Venue 5	Venue 6	Venue 7	Venue 8
	Preparing Pre-Service Teachers for AI-Enabled Education	Language, Bilingual Education, Indigenous Knowledge and Curriculum Localisation	Inclusive Pedagogies and Learning Support	Innovative, Agentic and Immersive Digital Pedagogies	Epistemic Justice, Human Rights and the Transforming University	Assessment, Literacy, Supervision and Learning Futures in Higher Education and Beyond	Indigenous Knowledge, Ubuntu and Afro-Digital Futures	Language, Literacy, Storytelling and Decolonial Knowledge Production
	Chair:	Chair:	Chair:	Chair:	Chair:	Chair:	Chair:	Chair:
09:55-10:20	1490 Beyond Teacher Cognition: Emotional and Psychological Drivers of Mobile Learning Adoption Among Pre-service Teachers <i>Brian Shambare Thuthukile Jita</i>	1605 A Nervous Curriculum: Englishness as Pathology in Postcolonial Zimbabwean Primary School Education John Ms Mildred Geswint Dr Noluvo Rangana Prof Deidre Geduld	1592 Co-creating an Inclusive Community School in a Rural Disadvantaged South African Context: A PALAR Approach Ms Mildred Geswint Dr Noluvo Rangana Prof Deidre Geduld	1477 Reimagining Digital Pedagogy in Life Sciences: Examining the Impact of Kahoot- Mediated Game-Based Learning on Anxiety, Engagement, and Achievement Among Grade 12 Learners in the O.R. Tambo Coastal District Nokuzola Dumile and Sakiywaa Boateng	1457 MIDDLE LEADERS ENACTING TRANSFORMATIVE HUMAN RIGHTS LITERACY TO DISRUPT CONTRIBUTORY INJUSTICE IN UNIVERSITIES Prof. E.D. De Klerk Prof. J.M. Palmer	1562 The Web That Holds: Mentor–Mentee Relationships — Our Own Stories of Care and Support Around Postgraduate Supervision Fumane Portia Khanare Ntombizandile Goelu Fumane Portia Khanare	1461 Ubuntu Justice: Decolonising Early Coding Teacher Education through the SEU-CODE Toolkit Mmaphadi Motholo Itumeleng Lesabe Kabelo Noosi	1470 Voice, orality and the politics of audible knowledge in South African higher education Nyna Amin
10:20–10:45	1502 Tracking the provenance of reasoning in pre-service Life Sciences teachers' AI-mediated argumentation on a socio-scientific issue <i>Hlologelo Climant Khoza Bongani Prince Ndlovu Thato Isaac Makgata</i>	1708 Teachers' Perceptions, Attitudes, and Experiences of Implementing Mother-Tongue-based Bilingual Education (MTbBE): A Shift from English-only to Bilingual Pedagogy LEPHEANA LEPHEANA	1744 Educational Transformation via Adaptive Pedagogical Practice: Preparing Teachers for Unequal Contexts Nyarayi Chinyama and Anthony Mpisi	1534 An Empirically Grounded Model for facilitating Online Inquiry-Based Learning in Life Sciences classrooms Lucky Ncala	1550 The Right to Research: Reframing Education Policy for Knowledge Justice in African Higher Education Fortunate Mugwaze	1616 Beyond employability: What should higher education protect in uncertain times? Janet West	1589 Towards Operationalising Meaningful Indigenous Knowledge Integration in Food and Nutrition Lessons: Insights from Rural South African Classrooms Smangele Khumalo	1528 Storytelling as Praxis: Indigenous Narratives and the Decolonization of African Childhoods Abstract Charity Fynn
10:45–11:10	1540 Teaching at the Crossroads of AI and Inclusion: Preservice Teachers' Reflections on Generative AI <i>Lea Schröder Benjamin Möbus Kira Baresel</i>	1563 Integrating Horizontal Knowledge Systems into National Agricultural Sciences Curriculum: Towards contextualized and Sustainable Agricultural education Nonhlanhla Fortunate Nduku	1767 Pedagogies for South African Sign Language and English Vocabulary Development in Foundation Phase Deaf Learners. Luyanda Mashige	1560 THE IMPACT OF VIRTUAL REALITY ON LEARNING THE HUMAN CIRCULATORY SYSTEM AMONG PRE-SERVICE TEACHERS AT A RURAL UNIVERSITY Sbongakonke Mkhwanazi Dr Nomzamo Xaba Dr Admire Chibisa	1603 The university as a portal: imagining decolonial futures Isha Dilraj Savo Heleta	1698 Reimagining Postgraduate Education through Cohort-Based Supervision: Lessons from a University of Technology Dr Clive Jimmy William Brown Prof Michael Anthony Samuel	1705 Towards Inclusive Water Quality Monitoring: Leveraging Indigenous Knowledge Systems through Community-Based Participatory Research in the Msunduzi River Catchment, South Africa Mbali Ntuli	1537 Critical literacy as a humanising strategy in the isiXhosa literacy curriculum Pretty Magangxa

Time								
11:10–11:35	1659 Preparing Pre-service Teachers for Responsible Artificial Intelligence Integration in the Digital Era <i>Oluwafemi Ebiseni Ebimomi Japhet Omolere Okuntade Melanie. B. Luckay</i>	1715 In-service teachers' experiences in integrating culturally responsive teaching pedagogies in mathematics classes. Ernest Mahofa	1820 Bridging Pedagogical and Digital Gaps in Mathematical Literacy: Reflections from a Workshop Introducing Inclusive Teaching Strategies for Hearing and Visually Impaired Learners in Rural South African Special Schools Dr Nosiphiwo Delubom Olwethu Deliwe Vuyani Chipunza	604 Learners' Awareness and Engagement with Sustainability Education Through AI-Driven Service-Learning: Implications for Educational Practice Olufiropo Emmanuel Alalade	1721 Whose knowledge counts? Paulo Freire, choral music, amapiano and tertiary music Alethea de Villiers	1803 Writing into existence: Reflections on discourses shaping 'the African' University Sonya Leurquain-Steyn Neil Honeycomb Keneilwe Natu	1769 Challenges teachers experience in integrating Indigenous Knowledge Systems in Natural Sciences: A literature review Dr SS Zondo	1591 Translanguaging for Epistemic Justice in Grade 4 Mathematics Classrooms in KwaZulu-Natal Sinamiso Phakama Zwane Siphelele Trueman Mbatha Martha Khosa
11:35–12:00	1669 Artificial Intelligence as an Object-to-Think-With in Science Education: A Quantitative Study of Preservice Science Teachers' Ethical and Pedagogical Considerations <i>Maria Tsakeni Stephen Chinedu Nwafor</i>	1778 Integration of Living Heritage In the teaching of Education for Sustainable Development concepts in Natural Sciences. Ramaesela Lucia Legodi Heila Lotz-Sisitka Wilma Van Staden Noncaba Khumalo	829 Experiential Learning in Learning Support Education: Strategies Proposed by Student Teachers Appolonia Masunungure	1673 A conceptual framework to investigate the twenty-first century secondary school ecosystem incorporating AI as a cognitive partner Dr. Jeanette La Fleur	44 Engaged Research and the Struggle for the Soul of the University: A situated case study of the University of Cape Town Leon Tikly Lesley Powell	1751 What Do Students Know—and What Do We Do About It? Language Assessment in Initial Teacher Education. Tayla Stephen Monica Mawoyo	1773 Repositioning TPACK within Afrocentricity: Towards an Afro-Digital Pedagogy for isiZulu and Other African Indigenous Languages Noluthando Zwane	1756 The Invisible Scaffold: Multilingual Repertoires, Prewriting and the Acquisition of Academic Registers Ayub Sheik
12:00–12:25	1696 Navigating Artificial Intelligence in University Coursework and Teaching Practice: Benefits and Constraints Experienced by First-Year Intermediate Phase Student Teachers Clive Jimmy William Brown	1797 Integration of Indigenous Knowledge through Vernacular Languages in Life Sciences Education : A South African Perspective Kgopong, Rashawe Khalo, Xolani	1848 Beyond Access: Strengthening Educational Support for Learners Living in Child-Headed Households in South Africa Koketjo Marobela Dr Ulricha De Klerk	1783 Reclaiming Pedagogy in the Digital Age: A Comprehensive Digital Lesson Ecosystem for Contextually Responsive Science Teaching Siphelele Gcwensa	1551 Who Has the Right to Internationalise? Reframing Internationalisation Policy Through Capability and Knowledge Justice in African Higher Education Fortunate Mugwaze	1840 EXPLORING THE PERCEIVED FINANCIAL EDUCATION OF SCHOOL LEAVERS: A CASE OF SCHOOL LEAVERS IN MAKHANDA Ru-Nita Williams Sinaye Mtimba Vusumzi Msuthwana	1818 Teacher AI Meaning-Making and Critical AI Literacy: Professional Development in Uncertain Times Tendayi Dzinoreva	1766 Co-designing an Afrocentric Literary Analysis Model in EFAL FET classrooms for epistemic justice and affirmation: uJamaa in practice Thuthukani Siphamandla Dlamini Aghogho Akpome Thulisile Mngomezulu

Time								
12:30–13:30	LUNCH							
13:30–14:45	International Keynote: Prof Yusuf Sayed							
Time	Venue 1	Venue 2	Venue 3	Venue 4	Venue 5	Venue 6	Venue 7	Venue 8
	SIG PRESENTATION: Becoming Assessment Scholars in Uncertain Times + Individual Presentation	SIG PRESENTATION + Individual Presentation	SIG PRESENTATION + Individual Presentation	SIG PRESENTATION Arts-Based, Reflexive and Object-Centred Research Methodologies + Individual Presentation	Panel Presentation: Relationships at the Heart of Engaged Research	Panel Presentation: AI, Inclusion and Knowledge Justice	Panel Presentation: Promoting Moral Values in Schools through Ubuntu	Panel Presentation: Time for Justice and Regenerative Futures
15:00–16:30	1875 Becoming Assessment Scholars in Uncertain Times: From Initial Teacher Education to Doctoral Studies Anil Kanjee Kathleen Fonseca Prof Brahm Fleisch Prof Cina Mosito	SIG Panel -TVET, Higher Education and Work + Individual Presentation	SIG Panel – Educational Technologies + Individual Presentation	1476 Self-Reflexive Methodologies at the Crossroads: Reimagining Educational Research through Object Inquiry Makie Kortjass Ntokozo Mkhize Mkhize- Mthembu	1813 Relationships at the Heart of Engaged Research: Enlivening Ethics and Evaluation in Transdisciplinary Partnerships Dr Taryn Pereira Kaplan Professor Eureta Rosenberg Dr. L:udwig Chanyau Ms. Maite Zeisser-Gutierrez	1581 AI in South African Education: Inclusion, Assessment and Knowledge Justice Aslam Fataar Aqeelah Boltman Shannon Bishop- Swart Samira Cross Jennifer Feldman	1799 Promoting moral values in schools through Ubuntu Sello Martin Blase Mohlaloka	1634 PANEL : Ixesha Time for Justice: Surfacing possibility knowledge(s) in multi-modal education explorations seeking out regenerative future(s) Heila Lotz-Sisitka Sarah van Borek Luke Kaplan
	1489 Innovative Assessment Practices in Tertiary Education: Balancing Formative and Summative Methods for Diverse Student Populations Gerrit Breukelman Lourens Millard	1658 Finding alternative Higher Education: Postcolonial assessment of the rise of private Higher education in South Africa Madimetja Motadi	1558 Legitimising Indigenous knowledge systems in technology education: A decolonial pathway to epistemic justice and sustainable futures Asheena Singh-Pillay	1483 Pedagogical Content Knowledge as Pedagogical Power: Integrating Teacher Enactments and Student Voices in Biology Classrooms Thumah Mapulanga Loyiso Currell Jita				
Time	Venue 1	Venue 2	Venue 3	Venue 4	Venue 5	Venue 6	Venue 7	Venue 8
	Queer Inclusion and Curriculum Transformation	Policy, Work and Skills Transitions	Technology, Educational Leadership and Social Change Chair:	Curriculum Differentiation, Early Learning and Learner Participation	Researching Education in Digital Landscapes Chair:	Indigenous Knowledge, Culture and Sustainable Curriculum Innovation	Women, Leadership and Intersectional Exclusion in Higher Education	Epistemic Quality, Humanising Higher Education and Student Agency
16:30–16:55	1482 Invisible in the Classroom: Curriculum Silences and the Erasure of LGBTQI Identities in TVET Education SANELE	1453 Alignment or Mismatch? Teacher Subject Combinations and School Labour Market Demand in Limpopo Province, South Africa Mulaudzi Lebohang Mosia Moeketsi	1737 Digital Divide and The Impact of Technology Use on Challenges Caused by Teacher Absenteeism in South African Secondary Schools Rebecca Bessong & Litshani FN	1472 Exploring the Role of Play based Pedagogies in Enhancing Foundational Literacy and Numeracy (FLN) in Selected Early Grades Schools in Maseru District, Lesotho Khosi Mofolisa	1694 An Analysis of Pedagogical Discourse in Short-Form Video Comments: TikTok Contents as the Unofficial Recontextualising Field Blandina MANDITEREZA	1527 Perspectives of teaching staff at a rural school on the use of educational materials made from waste plastic. Mthobisi Madlala Emmanuel Gwanzura Annegret Stark Anja Philipp	1519 Funded out, Left Behind: Funding Precarity, Structural Exclusion, and the Doctoral Journeys of Women in Kenyan Higher Education Dr Beatrice Akala &Dr Oluwakemi Ajayi	1493 Teacher Meaning-Making as an Epistemic Question: Interrogating Knowledge and Epistemic Justice in Education Studies Heide Kuhlane
16:55–17:20	1734 Epistemic (In)Justice in South African Higher Education: Rethinking Curricula and Pedagogy for Students with Non-Normative Sexual and Gender Identities MR JOHANNES BUTHELEZI	1531 Bridging Policy and Practice: Fostering 21st- Century Skills through Coding, Robotics, and Computational Thinking in TVET Colleges Dr Rekai Zenda Ms Zime Ngcobo	1742 Challenges faced by female primary school principals in implementing 4IR in rural schools in South Africa Dr Nkosi Thembi B. Prof Zviainei Moyo	1475 Balancing the Demands of the Annual Teaching Plan with Curriculum Differentiation in Foundation Phase Classrooms of South Africa: Teachers' Experiences Ndlovu Simon Mfula	1716 The Rise of Computational Thinking in STEM Education: A Bibliometric Analysis of Research Trends and Emerging Frontiers Nomfundo Radebe Belinda van der Westhuizen Emmanuel Mushayikwa	1642 Supporting the Sustainability of Community-Based Music Education: A Strategic Planning Framework Derived from Community Music Projects Tshepo	1586 Tenure at risk: Women leaders in Lesotho higher education institutions Marenang Kao-Ntheola	1513 Reframing Quality Assurance in South African higher education by navigating challenges and seizing opportunities Jabulile H. Mzimela Inocent Moyo

Time								
17:20–17:45	1764 From Policy to Curriculum Change: Advancing Queer Inclusion in Higher Education Teaching and Learning. Chulumanco Jantjies	1636 Temporal Justice, Education, Learning and Skills in South Africa's Just Transition Heila Lotz-Sisitka	1795 Technological Advancement and the Conundrum of Crime in Contemporary South Africa Olumuyiwa Faluyi Adewale A. Olutola	1823 Conceptualising Children's Participation in Early Childhood Education: A Policy Analysis of South African Early Childhood Frameworks Trevor Moodley Naseema Shaik Linda Bosman Hannelie Du Prez	1740 Augmented Intelligence in Research Workshop Kudzayi Tarisayi	1695 From policy to practice: A 5E-based instructional method on Indigenous Knowledge Systems integration in Geography and Life Sciences Education Dr Busi Ndawonde Dr Lebona Nkhahle	1879 Judged Thrice: An Autoethnography of a Black Woman Academic Navigating Ageism and Intersectional Exclusion in Higher Education Ayanda Simayi	1526 Entrepreneurship Education as a Humanising Pedagogy: Reimagining Student Agency and Transformative Learning in South African Universities Ngozi Blessing Enebe June Monica Palmer
18:30 -22:30	GALA DINNER AND AWARDS							

Day 4: Thursday, 12 November 2026

Time	Venue 1 PANEL PRESENTATION: Education Research – Contesting the Terrain	Venue 2 PANEL PRESENTATION: Changing Forms of Disruption in Higher Education	Venue 3 PANEL PRESENTATION: Feminist Foreign Policies and Education	Venue 4 PANEL PRESENTATION: Research with Communities for Gender Equality and Social Justice	Venue 5 Technology Integration Across School Subjects	Venue 6 School Policy, Safety, Wellbeing and Learner Retention	Venue 7 Socially Just, Peace- Oriented and Supportive Educational Practices	Venue 8 Policy, Transformation and Just Educational Futures
08:30–10:00	1594	1648	1654	1839	1791	1496	1599	1711
	Education Research: Contesting the Terrain	Changing forms of disruption in Higher Education: Looking Back at the Work of the SARChI Chair in Teaching and Learning, 2021-2026	Can governments’ feminist foreign policies mix with national and local education involvements? Data, doubts, dreams and directions in ten years work on the AGEE project in South Africa, Kenya, Malawi and Indonesia	Bridging the local, national and global: Reimaging research with communities in South Africa, Kenya, Malawi and Indonesia for gender equality, social justice and green transformation through education	Enhancing self-directed learning in Geography Education through Artificial Intelligence integration: An agentic capability perspective from South African township schools	The perceived effectiveness of intervention programmes and policies for teachers’ psychosocial support	Adapting peace education for digital contexts: A systematic review of online and hybrid peace-education interventions in higher education	Reimagining Education policy as a catalyst for social justice in uncertain times
	Joel Samoff Crain Soudien Shireen Motala Aslam Fataar	Wacango Kimani Halima Namakula Shireen Motala Otilia Chiramba Tabe Hennades	Elaine Unterhalter Relebohile Moletsane Helen Longlands Rosie Peppin Vaghan Eliza Ngutuku Nkonzo Mkhize	Nkonzo Mkhize Buhle Francis Relebohile Moletsane Helen Longlands Elaine Unterhalter	Kudzayi Tarisayi	Mpyana, Nkoata Beverly	Ntuthuko S. Mathenjwa Vaughn M. John	Prof Pierre du Plessis/Prof Raj Mestry
					1814	1597	1674	1774
					ICT Integration in Teaching of Financial Accounting in Rural Secondary Schools in Highveld Ridge Cluster in Mpumalanga Province	Navigating the Tension: Teachers’ Experiences of Managing Dual Imperatives of Learners’ Right to Safety and Learner Discipline in Secondary Schools	Psychosocial Challenges and Student Wellbeing: A Trauma-Responsive and Ubuntu-Informed Approach to Care in Higher Education	Institutionalized Corruption in Municipal Policing and Its Implications for Educational and Social Transformation: A Case Study of Ekurhuleni Metro Police Department (EMPD)
					DR SITHEMBELE G NDOVELA	Zamokwakhe Thandinkosi Ncokwana	Paballo Sekoboto	Kholofelo Rakubu Kabir Abdulkareem
					1854	1782	1827	1794
					Exploring History teachers’ preparedness and perceptions on Information and Communication Technology integration: A case study of Lesotho	Cultivating School Cultures of Belonging: Learner Retention as a Social Justice Imperative in South African High Schools	Exploring barriers in the teaching of Accountig: Lived experiences of newly qualified Accounting teachers	Exploring the role of the dramatic arts in promoting social cohesion: Our self- reflexive journey
					Walter Sengai Atang Thulo Matsokolo Maria Ramokoena	Kafu-Quvane, Babalwa	Serah Ntombikayise Malinga	Logamurthie Athiemoalam Njabulo Mavuso
10:00-10:15	BREAK							

Time	Venue 1 Digital Competence and Professional Learning in Teacher Education Chair:	Venue 2 Curriculum, Assessment and Learner Development Chair:	Venue 3 Neurodiversity, Disability and Inclusive Participation Chair:	Venue 4 Trauma-Responsive and Restorative Pedagogies for Ubuntu, Care and Human Flourishing Chair:	Venue 5 AI Adoption, Readiness and Student Experience in Higher Education Chair:	Venue 6 Play, Storytelling and Multimodal Learning Chair:	Venue 7 AI Governance, Digital Sovereignty and Higher Education Futures Chair:	Venue 8 Decolonial Representation, Feminist Knowledge and Higher Education Chair:
10:15–10:40	1579 The lived experiences of teacher educators in developing digital competence for technology-enhanced teaching and learning within a South African private higher education institution. Priya Kistan	1463 Curriculum Architecture and Epistemic Orientation: A Comparative Analysis of Senior Secondary Physical Sciences in South Africa and Australia Olalekan Taofeek Badmus Loyiso C. Jita Louise Puslednik	1545 Navigating Inclusive Practices in Supporting Neurodivergent Learners in South African Under-Resourced Mainstream Schools: Perspectives from School Principals Nettie Nobukosi Ndou-Chikwena	1465 Towards a Restorative Pedagogy for Linguistic Trauma and Shame in English Language Teaching in Higher Education Susan Olajoke Akinkurolere Boitumelo Tiny Ramoroka	1609 Determinants of Generative Artificial Intelligence Adoption among Business Students in a South African University: A Quantitative Study Grasia Chisango Joseph Baidoo Marcina Singh	1466 From Puppets to Proficiency: Fostering Self-Directed Learning Through Pedagogy of Play in English Home Language Teacher Education ALCARIAN KRUGER Corne Kruger	1572 Digitalisation at the Crossroads: A Decolonial Critical Discourse Analysis of Doctoral Supervision in South Africa Juliet Munyaradzi Emnet Tadesse Woldegiorgis	1492 Cannibal capitalism and the public university in South Africa: Philosophical reflections on epistemic freedom(s) Mamuli Hlatshwayo
10:40 -11:05	1701 Developing a Contextually Responsive Framework for Engaging and Inclusive Digital Teacher Education Across African Universities Belinda van der Westhuizen	1724 Narrative Literature Review: Perspectives of Students pertaining to Summative and Formative Assessments ANELE GOBODWANA	1555 A bibliographic review of inclusive education for deaf learners: Home–school communication and language barriers Zainab Ally Joshua Jacobs	1881 Healing Trauma in Education: Empowering Teachers through Trauma-Informed Practice and Emotional Resilience Nasreen Cariem	1471 Artificial Intelligence Applications in Higher Education: A Systematic Review of Teaching, Learning, and Assessment Practices for Enhanced Student Outcomes Dr Michael Naidoo	1750 Practitioners' Perspectives on Curriculum Practices for Mathematical Play-Based Learning in Early Childhood Education Seipati Baloyi-Mothibeli	1583 AI, Digital Sovereignty and the Public University in South Africa Jennifer Feldman	1575 Black African Women's Writing as Decolonial Feminist Knowledge Production: Rethinking the Epistemic Boundaries of Education Nomonde Cele
11:05 -11:30	1735 AN EXPLORATION OF EDUCATION LECTURERS' EXPERIENCES ON THE EFFECTIVE INTEGRATION OF ARTIFICIAL INTELLIGENCE-DRIVEN PEDAGOGICAL TOOLS IN PRIVATE HIGHER EDUCATION. Sheetal Navsaria	1798 RELATIONSHIP AMONG CHEMISTRY SELF-EFFICACY, METACOGNITION AND SENIOR SCHOOL STUDENTS' CHEMISTRY ACHIEVEMENT. JOLAYEMI Seun Sola Prof W.W.Hendricks	1588 Title: Neurodiversity in higher education in South Africa: a study of inclusive education policies in South Africa's historically disadvantaged and rural universities Dr 'Moleli Nthibeli Prof Boitumelo M Diale Dr 'Mamotjoka Joyce Morai	1547 Teaching for Human Flourishing in Uncertain Times: Pedagogy of Love, Ubuntu, and the Spirit of Sumud Vuyokazi Makubalo	1610 Student Perceptions of Institutional Readiness for Ethical GenAI Integration at a South African University Joseph Baidoo Grasia Chisango Marcina Singh	1842 Storytelling across languages: A Self-study of preparing pre-service teachers to teach children's literature in multilingual classrooms. Dr. Nikiwe Nondabula	1614 Operationalizing AI Declaration in Higher Education Towards an African Consensus Clement Iggy Glynnis Daries	1613 The Representation of India in South African School History Textbooks Tarryn Halsall

11:30 – 11:55	1768 MRS SPECIALISTS' USE OF AVATAR-MEDIATED INTERACTIONS TO SUPPORT PRE-SERVICE TEACHERS' PCK DEVELOPMENT IN A MIXED REALITY ENVIRONMENT Patrick Makhubalo Jacqeline Batchelor	1816 Enactment of Responsive Curricula through Assessment for Learning: Evidence from Pre-Service Teachers' Classroom Practice Tebogo Mokwana	1713 Inclusive participation in raising Autistic Children: Reflections of a Single Parent. Tabitha Mukeredzi	1631 Mosali o Ngalla Motšeo: The implications of Basotho proverbs in peace education, resilience, and marriage Selloane Pitikoe	1460 Enablers and constraints of analytics-supported personalised learning in South African higher education Mashite Tshidi	1845 Play-Based Integration for Early Literacy Teaching: The Grade R Morning Ring as a Socio-Multimodal Engine Dr Thembisa Kosi Dr Nikiwe Nondabula	1728 Artificial Intelligence-Enabled Work-Integrated Learning Systems: Opportunities, Challenges and Governance for Student Success in South African Higher Education Siyabonga Alpheos Cele	1692 Investigating the impact of decolonisation projects on epistemic practices at South African universities post Fees-must-fall Madimetja Motadi
11:55-12:20	1809 Bridging the AI Readiness Gap: Professional Development Needs for Rural South African Physical Science Teachers Tebogo E. Nkanyani	1873 Guidelines in the making: A reflexive account of designing integrated Foundation Phase learning materials Ingrid SCHUDEL Esekho Mangesana Musa Ncwadi Phelia Kramm	1714 Navigating inclusivity in Work Integrated Learning (WIL): Narratives of student teachers with disabilities in rural schools in Zimbabwe. Doreen Ruwimbo Zinhumwe	1741 "Tales our Gogo told": African narrative resources as Ubuntu-oriented, trauma-responsive pedagogy in resource-poor communities Ayub Sheik	1611 Perceived Educational and Employability Benefits of Generative Artificial Intelligence: Evidence from Business Students at a South African University Marcina Singh Grasia Chisango Joseph Baidoo	1846 Teacher-Initiated Inclusive Games as Socio-Multimodal Literacy Praxis Prof Trevor Moodley Dr. Thembisa Kosi	1872 Artificial Intelligence and Digital Transformation in Higher Education Dr Millicent Motheogane	1777 Decolonising Higher Education in South Africa: Youth-Led Approaches to Criminality and Food Insecurity Samuel Abanigbe Adewale Olutola
12:30-13:15	Lunch							
	Venue 1 Teacher Education, Teaching Practice and Contextual Responsiveness Chair:	Venue 2 TVET Policy, Curriculum and Workforce Futures Chair:	Venue 3 Coding, Robotics and Digital Language Learning Chair:	Venue 4 School Leadership, Governance and Community Engagement Chair:	Venue 5 Mathematics and Science Teacher Knowledge and Pedagogy Chair:	Venue 6 Digital Skills, TVET and Workforce Futures Chair:	Venue 7 Inclusion, Participation, Gender and Social Justice Chair:	Venue 8 Language, Citizenship and Socially Just Pedagogies Chair:
13:15-13:40	1546 Beyond policy compliance: exploring pre-service teachers' integration of indigenous knowledge systems in science education within a rural South African context Awiwe Sondlo	1541 Bridging Work-Integrated Learning Gaps in TVET Lecturer Policy Lucky Maluleke Tshidiso Seitshiro	1530 Integration of coding and robotics in public schools in South Africa Gugulethu Nkambule	1598 School Leaders' Use of ICT to Enhance Parental Engagement: A Qualitative Case Study Zamokwakhe Thandinkosi Ncokwana Nylon Marishane	1630 Exploring shifts in pre-service teachers' thinking about teaching additive reasoning through reflective questionnaires Richelle Meistre	1505 From Pencil to Screen: Assessing the Sustainability of Manual Drawing Skills in the Era of AutoCAD Philani Brian Mlambo	1876 Respect, Respectability, and Embodied Fieldwork: Insights from Interviewing Older Disabled Xhosa Men Thoko Sipungu	1464 Teaching Controversial Issues for Citizenship Education: Lecturers' Perspectives from Community Learning Centres in the Northern Cape Nosipho Zulu
13:40-14:05	1686 Beyond Policy Myopia: Addressing the Theoretical Under-Theorisation of Teaching Practice in diverse South African and Namibian school contexts through a Capability Approach and social justice lens Martha Matashu	1772 The perception of students on the incorporation of entrepreneurship training delivery in TVET colleges of Gauteng Province Celestin Mayombe	1577 Intermediate Phase Teachers' Attitudes Towards Technology Integration in English First Additional Language Classrooms in Low-Income Communities in the Western Cape Simphiwe Michael Sigonyela	1602 No-fee-paying school Principals' Experiences of Financial Management Support for School Governing Bodies Londiwe Mathunjwa	1670 Curriculum materials as pedagogical resource: how textbooks support teachers' pedagogical content knowledge about electric circuits in resource-limited context Crouse Ramapulana Maponya Philip Minkin Corene Coetzee	1552 Integrating Geospatial Technologies into Smart Agriculture Pedagogy: Evidence from the Northern Cape Dr Tolulope Olatoye	1646 Between Exclusion and Participation - Exploring School Absenteeism Among Students in the Swedish Upper Secondary Introductory Programme Sandra Jederud Karin Bergman Rimbe Gunnel Östlund	1469 Detrimental ideologies on English as a lingua franca and their effects on indigenous languages in schools. Siphesihle Pearl Ngubane

14:05-14:30	1726 Beyond the Lesson Plan: Black Male Teachers as Producers of Pedagogical Knowledge Clarence McFerren II	1788 From Labour-Only to Dual Pathways: Reframing South Africa's Occupational TVET Curriculum Using the Factors of Production Francis Muronda	1578 Coding and Robotics in the South African Foundation Phase: A Systematic Review of Policy, Pedagogy, Practice, and Teacher Preparedness Koketso Nthimbane	1621 Crisis? What crisis? Can we speak of a South African education crisis? Veerle Dieltiens Jane Skinner	1754 Reimagining Science Learning in South African Foundation Phase Classrooms through Innovative Inquiry-Based Pedagogies Zukiswa Nhase	1753 DIGITAL LITERACIES OF NATIONAL CERTIFICATE VOCATIONAL PROGRAMME PRE-ENTRY LEVEL STUDENTS AT TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING COLLEGES Michael M Buthelezi Ntokozo M Dhlamini Dipane J Hlalele	1850 Teaching Sexuality, Performing Masculinity: Identity Positioning of Igbo Male Educators in Rural Secondary Schools in Nigeria Chinelo Georgina Candy Nwaigwe	1516 Translanguaging as a Language-Responsive Pedagogy for Enhancing Epistemic Access in Multilingual Higher Education Classrooms Tarisai Mpofu
14:30-14:55	1687 From Survival to Agency: Reimagining Teaching Practice as a Site for Pedagogical Content Knowledge Development through Self-Directed Learning in Under-Resourced Schools Martha Matashu	1805 Career transitioning for visually impaired students in TVET colleges Thobile Mhlongo	620 Re-envisioning the integration of digital technology in South African primary language classrooms Sekanse Ntsala	1718 Circuit managers' agency in developing principals' leadership capacity: Perspectives of township school principals Sibonelo Blose	1821 Exploring pre-service Intermediate Phase Mathematics teachers' content knowledge and practice in a private higher education institution. Sheetal Navsaria	869 Digital Pedagogy for Sustainable TVET Workforce Readiness: Stakeholder Perspectives on AI Competencies, Ethics, and Governance Chibueze Tobias Orji Juliet Perumal	1877 Consenting Masculinities: Male Students' (Mis)understandings of Sexual Consent at Three Institutions of Higher Learning in the Eastern Cape. Thoko Sipungu	1733 Teaching Controversial Issues for Citizenship Education: Lecturers' Perspectives from Community Learning Centres in the Northern Cape Nosipho Zulu
14:55-15:05	BREAK							
	Venue 1 Qualifications, Quality Assurance and Changing Assessment Landscapes Chair:	Venue 2 Language, Multilingualism and Access to Knowledge Chair:	Venue 3 Arts-Based Inquiry, Belonging and Creative Knowledge-Making Chair:	Venue 4 Curriculum, Place and Educational Transformation Chair:	Venue 5 Learner Vulnerability, Resilience and Psychosocial Support Chair:	Venue 6 Teaching Practice, Work-Integrated Learning and Becoming a Teacher Chair:	Venue 7 Rurality, Inequality and Context-Responsive Schooling Chair:	Venue 8 Critical and Responsive Pedagogies in School Classrooms Chair:
15:05-15:30	1574 Towards Credible and Socially Just Online Assessment: A Quality Assurance Framework for the South African Basic Education Mbalenhle Ngema	1498 Navigating English-medium instruction in Social Sciences Teacher Education: Lecturer perspectives on Afrikaans-speaking pre-service teachers' learning experiences Rozanne Meyers MaDey'Andile Mbelani	1689 Representation, Sexuality & The Debate About Pornography: Reflection on the Education Implications of the work of Zanele Muholi In South Africa, C.2010-2026 Aglaë Iff	1487 Programme Evaluations as a Decolonial Pedagogical Practice in the Humanities Mokgadi Molope Gosiame Noge Nqobile Skhosana	1474 Exploring the Exclusion of Learners with Disabilities from Comprehensive Sexuality Education in Thaba-Tseka Secondary Schools, Lesotho: Strategies for Promoting Inclusive Access Masana Seliane-Kolobe	1565 Science pre-service teachers' experiences of teaching practice in South African schools Lwazi Nsindiso Mkhwebane Nonhlanhla Fortunate Nduku	1549 The Problem and Visualisation-Based Rural GIS Education (PAViR-GIS) Model: Reimagining Pedagogy for Paper-Based GIS in Rural South African Classrooms Thulasizwe Mkhize	1486 Decolonial Pedagogies in Early Childhood Education: Rethinking Knowledge, Curriculum, and Learner Engagement Blanche Ntombizodwa Hadebe-Ndlovu
15:30-15:55	1639 Maintaining Standards: Developing a framework for regulating transnational qualifications offered within the General and Further Education and Training Qualifications Sub-Framework Elaine Johnstone	1651 Silenced tongues: Colonial language ideologies and the limits of mother-tongue education reform in Uganda Halima Namakula	1832 Beyond Silence: Amplifying Young Basotho Schoolgirls' Voice on Abduction Marriage through Art-Based Participatory Action Research Molebatsi Milton Nkoane Ms Ramolula	1763 Beyond the Laboratory Door: Tracing the Hidden Life Cycle of School Chemicals in Poorly Resourced South African Schools Remeredzayi Gudyanga	1517 Reimagining psychosocial support: voices of learners leading child-headed households in rural schools in Free State, South Africa Kgahliso Kgosimore Johannes Buthelezi	1627 Bridging the Theory-Practice Gap: Workplace Barriers to Effective Work-Integrated Learning for Woodworking Student Teachers Simphiwe Magnificent Msimango	1569 TEACHING FOUNDATION PHASE IN DEPRIVED SCHOOL CONTEXTS: A SYSTEMATIC LITERATURE REVIEW Ms Zithelwezinhle Khumalo and Dr Sithembele Ndovela	1606 Classrooms in Transition: The Complex Dance of Culture, Conflict, and Connection in Post-Apartheid Education Anthony Mpisi

15:55-16:20	1661 Formal Recognition of Micro-Credentials in the GFETQS: Quality Assurance Implications and Opportunities Dr Stephan Paraffin Mchunu	1858 Exploring teachers' experiences of linguistic diversity as an emerging challenge to inclusive education in Ex-Model C schools Dr. Theresia Joakim Kanyopa	1837 Campus by the Sea: Place of Belonging or Place of Banishment? Arts-Based Methodological Innovations for Exploring Student Belonging and Epistemic Access Dr Margie Childs, Zukisa Sigoxo, Gugulethu Mthombeni, Mhlali Gaiza, Rebaona Nakedi.	1776 TPACK: Informed Hybrid Early Childhood Education: Advancing Policy Equity and Educational Transforming in Zimbabwe Sitabile Chivasa Zukiswa Nhase	1664 Learning Life Sciences under Conditions of Uncertainty: Anxiety and Ubuntu-Informed Resilience among Grade 10 Learners in the Zululand District Nomzamo Xaba	1727 FOUNDATION PHASE PRESERVICE TEACHERS' EXPERIENCES OF TEACHING IN DEPRIVED SCHOOL CONTEXTS DURING TEACHING PRACTICE DR SITHEMBELE G NDOVELA Ms Zithelwezinhle Khumalo	1761 CHALLENGES FACED BY LEARNERS IN RURAL FARM SCHOOLS IN SOUTH AFRICA: TOWARDS A SUSTAINABLE MODEL FOR EFFECTIVE SCHOOLING Nkarhi Mathebula Michael M Buthelezi Ronnie Maceke	1851 Transforming Teaching through Values Education: Teachers' Experiences of Pedagogical Transformation Lebogang Msiza
16:20-16:45	1807 The Future of Educational Measurement in CAD Programs: Trends and Stakeholder Perceptions Saneliso Mavuka	1860 Learning to Unlearn and Relearn: Challenging Pedagogical Linguistic Discrepancies in Xitsonga and Sesotho sa Leboa Relate Mnisi	1857 From Method to Pedagogy: Reimagining Teacher Education through Arts-Based Pedagogies Ntomboxolo Yamile	1810 Place-Based Education and Social Justice: Reimagining Rural Inclusive Schooling in Sub-Saharan Africa David Leboho Cephas Makwara	1847 Beyond the Classroom: Cognitive and Educational Challenges Experienced by Children Living in Child-Headed Households in South Africa Koketjo Marobela Dr De Klerk Ulricha	1811 Community Cultural Wealth and the Post-University Transition of English Novice Teachers in Township Schools Lerato Msiwa	1862 Exploring Aquaponic/Hydroponic Systems for Food Security in Township Schools Reetumetsi Malefane	1865 Responsive Pedagogies for Economics Education: A Qualitative Study in Schools in Enoch Mgijima Nana Yaw Brenya Agyeman
17:00	CONFERENCE CLOSURE							