

**AUTHOR:**Jan Nieuwenhuis 

Editor-in-Chief.

DOI: <http://dx.doi.org/10.18820/2519593X/pie.v38.i2.ed>

e-ISSN 2519-593X

Perspectives in Education

2020 38(2): i-iii

**PUBLISHED:**

04 December 2020

---

---

# EDITORIAL

---

---

The current issue is a unique collection of articles covering school and higher education, and can be divided into three broad themes: higher education, teaching and learning and teacher professional development.

We open this issue with an article by John Mendy and Maria Madiopo on curriculum transformation in South Africa. The article raises a number of important questions and insights in a time when the ideas of Africanisation and the decolonialisation of the curriculum have gained in importance. The article by Rachel Barnett links with the first and looks at one of the most topical challenges related to diversity, equity and inclusion and why leadership of higher education in this regard matters in US higher education. Aradhana Ramnund-Mansingh and Mariam Seedat-Khan join in with a thought-provoking article on understanding the career trajectories of black female academics in South Africa. The last two articles on higher education interrogate the institutionalisation of community engagement in higher education while Carina America and Philip Mallon write on Connectedness in Business Studies pedagogy, which nicely ties into the second cluster of articles on teaching and learning.

Teaching and learning include articles from early childhood development to art education. The articles explore different teaching pedagogies and approaches. Salochana Lorraine Hasan leads us in a discussion on problem-based learning using semantics in legitimation code theory while Meredith Armstrong and Chrissie Boughey explore children's language and literacy development in a marginalised community in Port Elizabeth. Also discussing early childhood education challenges is the paper by Keshni Bipath and Hantie Theron that focuses on pedagogy-in-participation and the contesting of "schoolification" in early childhood development centres. Liezl Myburgh, Janet Condy and Elna Barnard explore pedagogical approaches to develop social skills of learners with autism spectrum disorder. To close this section, Raita Steyn looks at the use of the element of surprise as a teaching strategy in art education.

The third cluster of articles explores issues of teacher development and teachers' perceptions on various aspects in teaching. Bernadette Geduld and Humphrey Sikwanga argue that teachers are expected to be self-directed and to instil in their learners the ability to self-regulate their own



Published by the UFS

<http://journals.ufs.ac.za/index.php/pie>

© Creative Commons

With Attribution (CC-BY)



learning processes. The authors argue that there are, however, personal and contextual factors that promote or inhibit teachers' abilities to develop self-regulated learning skills. The article presents what these factors could be. A phenomenon that is often reported in literature is teachers' resistance to curriculum changes. Arrie van Wyk looks at the views of teachers and how the effect of resistance to curriculum changes could be minimised. Van Wyk argues that principals must be in a better position to steer the curriculum changes in schools in the right direction. He premises that, as a result, teachers will be in a better position to do their work properly to the benefit of the learners and, eventually, to the benefit of society. The proposition of Van Wyk is of course premised on the leadership approach/style of the school principal. Van der Vyver, Kok and Conley's article departs from the idea that transformational and transactional leadership dimensions could positively contribute to teachers' professional wellbeing, whereas *laissez-faire* leadership has a potentially negative influence on their professional wellbeing. The use of transformational and transactional leadership behaviour results in teachers reporting positive job-related affective wellbeing, which can in turn, influence teachers to remain in the profession due to their experience of enhanced professional wellbeing. The last two articles then explore two related aspects of leadership, vis-à-vis mentoring and capacity development of teachers. Nontsikelelo Msimango, Kathleen Fonseca and Nadine Petersen discuss the role of mentoring in preparing primary school mathematics teachers for their roles, while Jabulani Khanyi and Parvathy Naidoo discuss the role of principals in the leadership capacity development of post level one teachers for school leadership.

The year 2021 promises to be a very interesting time in the history of Perspectives in Education: 2020 was our Butterfly Effect year.

Gleick (1987), in his renowned book, *Chaos*, recalls the story of Edward Lorenz, a meteorologist, who one day in the winter of 1961, was examining one sequence of weather events at greater length. Lorenz decided to take a shortcut. Instead of starting the whole run over, he started midway through. To give the machine its initial conditions, he typed the numbers straight from an earlier printout. Then he walked down the hall to get away from the noise and get a cup of coffee. When he returned an hour later, he saw something unexpected; something that planted the seed for a new science. The change in a small detail changed the whole weather simulation (Gleick, 1987:16). In a paper read by Lorenz on his findings he asked the question: "does the flap of a butterfly's wings in Brazil set off a tornado in Texas?" A tiny cause can generate big consequences! While the Butterfly Effect remained known to the few scientists who followed Lorenz's work, it was not until "chaos" became a cultural phenomenon via James Gleick's (1987) popular book *Chaos* and that the metaphor of the "butterfly effect" gained widespread public exposure. Gleick entitled the first chapter of his book: "The Butterfly Effect." It is interesting to note that he explained the concept of sensitive dependency by applying the Butterfly Effect (prophetically) to "...the notion that a butterfly stirring the air in Peking can transform storm systems next month in New York" (Gleick, 1987:8). Maybe chaos theory and the "butterfly effect" can best describe the events of 2020.

But the "Butterfly effect" has also come to mean a turning point in history. Education, and especially higher education will never be the same after 2020. The "new normal" will see an expansion in online and blended learning as delivery modes taking prominence in higher education. Perspectives in Education had its Butterfly Effect in 2020! Perspectives in Education is proud to include a number of international articles in the journal and in the planning for 2021 you will find this dimension growing in importance in the journal. The special edition in March 2021 will have a truly international essence, but more importantly, it will

engage with the international Butterfly Effect of 2020 in education. Finally, as from 2021, Perspectives in Education is returning to four issues per year, of which one will be our annual special issue.

Enjoy the journey with us.