

on both assessment and inclusive education and had an educational testing and remedial practice prior to joining JET. Roelien's special interests include learner and teacher assessment, inclusive education and special needs, cognitive Psychology and learning theory, statistics and quantitative research and error analyses

5. **Andries Viviers**

Andries Viviers is Education Specialist specialising in Early Childhood Development at UNICEF in South Africa. Prior to this he was senior social policy specialist at UNICEF working on child rights governance and advocacy. He holds a Masters Degree in Social Work (with distinction) from the University of Pretoria. His research interests are in early childhood development (governance and role of local government), child rights, and social justice. He has 25 years' experience in social work and development, mainly in the early childhood development, basic education, child care and protection, child justice and child rights fields. He has academic credentials as an author; lecturer and examiner for master students. He has a deep interest in children's civil and political rights and freedoms. He is also an avid advocate for children's right to access to information and child participation. Andries is a firm believer and promoter of the importance of investment in quality interventions for babies and young children.

6. **Mari Payne**

Mari Payne is Senior Programme Assistant in Social Policy at UNICEF in South Africa. Prior to this she was project coordinator at the North West University's Law Clinic. She has six years' experience working in child rights and child law. She is currently enrolled in her 4th year at UNISA studying B.Ed. (Early Childhood Development and Foundation Phase). She serves on UNICEF's internal working group for early childhood development and co-authored a special booklet for adolescents on early childhood development, "How can I support young children in my Community?" published by UNICEF and the Children's Institute (UCT). She also co-authors on a monthly basis an insert for MiniMag on child rights targeting children 8 to 11 years and was also co-authored "Advocacy Calendar for South Africa: Optimising Human Rights Observance and Other Important Days for Child Rights Advocacy" in 2014. Mari is involved in supporting young children through play in free time and is an avid supporter of the right to play.

7. **Stephen Taylor**

Stephen Taylor has been working in the Department of Basic Education as a researcher and policy advisor since 2011. Prior to that he worked in the Economics Department at the University of Stellenbosch where he completed a PHD focusing on the educational outcomes of poor South African children and how these outcomes relate to economic development within the country. During this time, Stephen also did consulting work for the National Planning Commission, the World Bank, the Human Sciences Research Council (HSRC), the Ministry of Education in Botswana and JET Education Services.

8. **Ntsizwa Vilakazi**

Ntsizwa Vilakazi has been working in the *Research Coordination, Monitoring and Evaluation* directorate within the Department of Basic Education as a data analyst since 2012. During his time in the DBE his work has involved quantitative research and evaluations. He is currently working on strengthen district based reporting and has an interest in the roles and functions of districts in a transforming education system on a quest for quality education. His research has focuses on the efficiency of the schooling system and the performance of Black African learners within the South African context.

9. **Dr Cas Prinsloo**

Dr Cas Prinsloo, Chief Research Specialist in the Education and Skills Development research programme, HSRC

Dr Cas Prinsloo is Chief Research Specialist in the Education and Skills Development research programme. During his employ at the HSRC his research focused on personality theories, development and assessment, mainly from the perspective of psychometrics, followed by science policy and systems (at the former Centre for Science Development), to his current specialisation in educational assessment. The latter has mainly been about the factors influencing learner performance, teaching and learning, school effectiveness and improvement, and evaluating interventions in the education system. Dr Prinsloo is registered as a research psychologist with the Health Professions Council of South Africa.

DIFFERENCES IN LEARNING FOR BOYS AND GIRLS RESEARCH WORKSHOP

Date: 17 July 2014

Time: 8h30 to 13H00

Venue: Department of Basic Education, Conference Centre Room B

Chairperson: Dr JJ Joshua



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



NO	ITEM	TIMEFRAME	RESOURCE PERSON	ORGANISATION
	Tea and registration	08H30 to 09H00		
	Opening address: relevance of a focus on gender and learner performance	09h00 to 09h15	Chairperson	Department of Basic Education (DBE)
SESSION 1: EVALUATIONS FOR POLICY, PLANNING, SUPPORT AND DEVELOPMENT				
	Differences in the way boys and girls learn	09h15 to 09h45	Dr L Zuze	Human Sciences Research Council (HSRC)
	Discussion	09h45 to 10h00	Plenary	
	Conceptual development in mathematics: implications for better diagnosis and support for numeracy development	10h00 to 10h30	Professor E Henning	Centre for Education Practice Research (CEPR) University of Johannesburg Institute for Childhood Education
	Discussion	10h30 to 10h45	Plenary	
	Learner Happiness Index with a focus on black female learners	10h45 to 11h15	Ms Shirley Eadie	Pondering Panda
	Tea	11h15 to 11h30		
	Perceptual and cognitive contributions to early learning in mathematics	11h30 to 12h00	Ms R Herholdt	JET Education Services
	Discussion	12h00 to 12h15	Plenary	
	Play and learning: implications for ECD and development support including unstructured play	12h15 to 12h45	Mr A Viviers Ms M Payne	United Nations Children's Fund (UNICEF)
	Discussion	12h45 to 13h00	Plenary	
	Lunch	13h00 to 13h45		
	Efficiency issues: clarifying efficiency and quality trends for african and girl learners	13h45 to 14h15	Dr S Taylor/ Mr N Vilakazi	Department of Basic Education (DBE)
	Policy and planning implications and closure	14h15 to 15h00	Chairperson	plenary

DOCUMENTS: DBE reports and presentations from the meeting will be available on www.education.gov.za/research

TARGET AUDIENCE: Branch managers, senior managers, provincial officials, programme managers, researchers and practitioners responsible for, and with working interest in the quality of learning and teaching

BIOGRAPHIES

1. *Dr Tia Zuze*

Dr Tia Linda Zuze was a senior lecturer in economics at the Wits Business School. She obtained a PhD in economics from the University of Cape Town in 2008. Her PhD was a joint winner of the 2009 Founders' Medal, which is awarded by the Council of Economic Society of South Africa. She also completed a Master's degree in economics at the University of Cape Town in 2003, which included advanced training in applied statistics at the University of Michigan's Institute of Social Research. She has worked as a senior lecturer at the Wits school of education and as a research fellow for UNESCO's International Institute of Educational Planning. Zuze has also held research appointments for educational departments and NGOs in Southern Africa. She is a research affiliate for the Southern African Labour and Development Research Unit, where she has researched transitions into the labour market for young South Africans. She has received research grants from the Spencer Foundation, UNESCO and the Forum for African Women in Education (FAWE). Her research interests include: education economics, development economics comparative studies of education, poverty and inequality and youth labour markets.

2. *Prof Elizabeth Henning*

Professor Elizabeth Henning, Director: Centre for Education Practice Research (CEPR) University of Johannesburg Institute for Childhood Education (Soweto Campus).

Professor Henning is a professor of Educational Linguistics and the founding Director of the CEPR on the Soweto campus of the University of Johannesburg. Her research focus is mathematical cognition in childhood and teacher development. She was awarded a Spencer Postdoctoral Fellowship by the National Academy of Education in the USA for her research on teacher development in informal settlement communities in the 90's. Most of her work in future will be in the UJ Institute of Childhood Education (UJICE), where she co-ordinates inquiries in the Funda UJabule foundation phase (elementary) laboratory school, where dual (African) language instruction is practiced. She was selected as an AERA Fellow in 2010 and is a B-rated researcher in the National Research Foundation (NRF) system of researcher evaluation in South Africa. She is involved in impact studies of teacher education programmes, as well as a model of foundation phase education that emphasises translation in classroom communication. Her most recent work has been in the translation and standardisation of a German mathematics competence test in four South African languages. She is the editor of the South African Journal of Childhood Education.

3. *Mrs Shirley Eadie (Wakefield)*

CEO, Panda Keeper' at Pondering Panda

Pondering Panda is a consumer insights company specialising in smart, innovative, real-time research, using mobile phones to engage with the youth. Connecting with thousands of young people daily, Pondering Panda has completed over 4.8 million interviews within their first 2 years of operating

Prior to joining Pondering Panda, Shirley was a Business Director at Instant Grass, an ethnographic research agency where she led the expansion of the agency across the Middle East & North Africa amidst the Arab Spring. A self-proclaimed research geek, Shirley is a keen follower of cultural trends and an interested observer of the irrationality of human behaviour. She's passionate about the advancement of social impact initiatives through the utilisation of game changing research methodologies.

4. *Roelien Herholdt*

Roelien Herholdt, Senior Research Manager Assessment and Testing, JET Education Services

Roelien Herholdt holds a BA Hons (Cognitive and Clinical Psychology), B.ED Hons (Special Educational Needs), and B.ED Hons (Educational Psychology and school counselling). Originally a Foundation Phase teacher, Roelien later qualified as a remedial teacher and psychometrist. She worked for 9 years in a school for Learners with Special Educational Needs (LSEN), first as a teacher, later as Head of Department of the Remedial Unit and a psychometrist. She has lectured in her private capacity at university level