Editorial:
Managing the kaleidoscope of knowledge production and sharing: a multi-faceted assignment

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The third issue of *PiE* for 2009 is the second general issue of the year. The interested reader will, as usual, encounter a fascinating collection of national, international, transdisciplinary and inter-disciplinary contributions. Separately, these contributions represent the fruits of hard work and dedication. Together, they provide an impressive collection of idiosyncratic perspectives on impor-tant issues in education — 'idiosyncratic' because the contributions stem from the authors' own perspectives, which are, of necessity, bound in a unique location, time and space. The contributors have once again crafted their contributions sensitively in quantitative and (predominantly) qualita-tive research traditions. Viewed through these lenses, postmodern educational events can be under-stood so much better.

As readers will see, the topics covered in this issue extend across different knowledge domains. The contributors have succeeded not only in identifying gaps or silences in the existing literature but, more importantly, in addressing these silences. Since *PiE* prides itself on being a channel of critical inquiry, we encourage critical voices to stimulate debate on important issues. There are, after all, no straightforward 'answers', and readers are invited to make up their own minds on these issues.

Our contributors are attached to different institutions in South Africa and abroad, and the authorship is therefore diverse in terms of gender, age, institution and nationality. We are particu-larly pleased about the author spread and the rising percentage of younger black writers who have selected *PiE* as their publication outlet of choice. We nonetheless wish to repeat our invitation to established and emerging researchers to use *PiE* as a publication forum.

What can the reader expect in this issue?

In the leading contribution, *The public university in South Africa: philosophical remarks on the notion of 'elitist knowledge' production*, Yusef Waghid (2009) investigates the functions of the university in relation to Habermas' classification of knowledge. With Derrida's reflections on the university as his frame of reference, he reformulates a notion of the responsible university and links this perspective to his own institution's plea for a university of hope. In his words: "I am reminded by Julia Kristeva's compelling analysis of hope as a 'joyful revolt' ", that is, a transformation in our critical thinking is needed up to the point of inventing new ways of living that are embedded in a "concern for others, and a consideration for their ill-being" (Kristeva, 2002:66). In a day and age when the notion of 'concern for others' is embraced globally and passionately, this article is a must-read for all academics — not only in South Africa.

In the second contribution, *Rethinking academic literacy for educators: towards a relevant pedagogy*, Emmanuel Mgqwashu (2009) argues that few South African institutions of higher learning currently stand much chance of achieving their goals, despite their open door policy and despite the fact that all students across racial lines can study anywhere they like. Furthermore, he believes that South Africa is faced with the challenge of undoing school classroom practices that evolved in western education systems to reward the elite and marginalise the majority. Using Grounded Theory as his research methodology and documentary evidence as a research instrument, he shows how the Faculty of Education at the University of the Witwatersrand has designed a course and implemented strategies to redress this elitist approach. He concludes that pedagogy has the potential to facilitate epistemological access that is relevant to student teachers.

In the light of the growing concern about the shortage of teachers (especially in gateway subjects), teacher retention and attrition in South African public schools continues to attract the attention of policy makers. In the third article, *Policy appropriation in teacher retention and attrition: the case of North-West Province*, Nolutho Diko and Moeketsi Letseka (2009) report on the 2008 study by the Human Sciences Research Council (HSRC) on this issue with particular reference to North-West Province. The authors argue that despite worries about the adequacy of teacher supply, South Africa has enough teachers to meet current teacher demands and that the greatest threat to the retention of teachers is the way in which provincial and regional education offices appropriate teacher appointment policies and procedures. They conclude that teacher recruitment and appointment procedures are open to abuse.

Leadership development in higher education is incontrovertibly of vital importance to South Africa's future. Against this background, Ina Louw and Ortrun Zuber-Skerritt's (2009) article, *Reflecting on a leadership development programme: a case study in South African higher education*, discusses a leadership development programme (LDP) based on action learning and action research (ALAR) for women academics in South Africa. The participants in the research were requested to reflect on their own learning, research growth and leadership experiences and on how they could further develop their academic careers. The results of the study could be used as a framework for designing, conducting and evaluating leadership or other professional development programmes in higher education.

In a fast-paced world characterised by growing uncertainty, fundamental economic changes and an increasing need for employee counselling, we need to answer the question, *How do persons working in the field of education deal with work-related stress*? In the fifth contribution, *Career coping and subjective well-being among university employees*, Elias Mpofu, Bonkamile Odirile and Mercy Montsi (2009) examine the coping strategies of higher education employees to handle work stress. They found that whereas academic staff used problem-solving coping strategies more than administrative or support staff did, academic and support staff made more use of avoidance coping strategies than would be expected in a knowledge-based learning community.

Educators constantly strive to optimise learning in a rapidly changing, diverse environment. In the sixth contribution, *Instructional objectives: the journey versus the destiny perspective*, Jacques du Plessis (2009) proposes two complementary approaches to designing a learning event, namely, a journey-based approach and a destination-based approach. Both approaches take a big-picture view of instructional design that is intended to contextualise and categorise the many theories and models of learning and instructional design. Action plans based on these two approaches are presented to support optimal learning in the diverse contexts we have to contend with daily.

"The world has become a global village" is a common cliché today. Globalisation is one of the most fiercely discussed topics in 2009 with some people concentrating on its disadvantages and others on its advantages. On the positive side, globalisation has, for example, allowed people with scarce skills to cross national borders easily. In the seventh article, *Understanding the exit of teachers from South Africa: determinants of trans-national teacher migration*, Sadhana Manik (2009) asserts that the trend is for professionals from developing countries such as South Africa to fill gaps in the labour market in developed countries such as the United Kingdom. Manik highlights trans-national migration determinants for South African teachers by presenting the demographic profiles of exiting teachers and their reasons for leaving South Africa. He concludes that understanding migrant teachers' decision-making is important for stimulating debate on the production of teachers for export and for attracting ex-patriots back to South Africa.

The issue of students' expectations surrounding assessment is frequently discussed informally by virtually all educators, but little has appeared in print on this subject. The eighth article, '*Quit school and become a taxi driver*': reframing first-year students' expectations of assessment in a university environment by Penelope Niven (2009) is consequently a welcome contribution to the debate. She explores an academic writing course for first-year social science students following a four-year extended curriculum at the University of KwaZulu-Natal. She cites a wide range of views

on and reasons for the students' reactions and discusses a curricular intervention to address these reactions. The findings suggested that the students' school-based understanding of assessment had to be reframed and that this impacted on how they made sense of the writing process in a new academic context. Niven concludes that formative feedback may be more helpful if novice writers are trained to peer-apprentice each other and thereby become more 'self-regulated' in the process.

While much has been written about the reluctance or inability of many South African school management structures to adopt a less hierarchical leadership structure, little seems to have changed over the past number of years in this regard. Carolyn Grant and Hitashi Singh (2009) argue in the ninth article, *Passing the buck: this is not teacher leadership*!, that the potential for inculcating teacher leadership remains relatively untapped and is often restricted. Reporting on a small qualitative study that explored how the school management teams (SMTs) in two primary schools distributed leadership — and the effects of this on the development of teacher leadership — the authors call for a radical reconceptualisation of the concept of leadership in South African schools, in order to move towards more democratic forms of leadership.

A lot has been written on mathematics and aspects of the teaching and learning of mathematics because satisfactory pass rates in mathematics are pivotal to economic growth. Arguments in favour of either an inductive or a deductive approach have been around for many years, and there seems to be some agreement that whether the one approach works 'better' than the other depends largely on the context in which teaching takes place. In the penultimate contribution, *Iterative processes in mathematics education*, Vimolan Mudaly (2009) considers the numerous arguments in favour of and against inductive and deductive methods in mathematics and on the claims that teaching from the general to the specific makes understanding easier for learners or vice versa. In discussing an intervention conducted with Grade 10 (15-year-old) learners in a small suburb in South Africa, he reflects on the **iteration** between inductive and deductive reasoning and shows a link with transformational reasoning. This intervention suggests that the learners developed a good understanding of the concept of concurrency as a result of the modelling process.

Relatively little has been reported on the effect of satellite classes as a component of blended learning to enhance student performance (especially at open and distance learning universities). In the last article, *Using satellite classes to optimise access to and participation in first-year business management: a case at an open and distance learning university in South Africa*, Elana Swanepoel, Andreas de Beer and Helene Muller (2009) provide an interesting perspective on this issue — in particular whether student performance in two first-year modules was affected by the attendance of satellite classes offered by the University of South Africa. The results suggest that the attendance of satellite classes did make a significant difference to the performance levels of the distance education students in the two courses. Since universities across South Africa are grappling with ways of accommodating the specific teaching and learning needs of distance education students, the findings may have important implications for all concerned

Regular readers seem to like the changes to the *PiE* layout. Feedback on our 'new' cover page and a number of stylistic changes (facilitated by our publications editor, Mrs Erna Kinsey) has been encouraging.

We also wish to reiterate that *PiE* is now accessible online and that authors are welcome to submit their manuscripts either online (www.perspectivesineducation.co.za; just follow the simple instructions) or, as in the past, by e-mail. As always, we call on researchers and academics to submit contributions in order to stimulate debate and advance scholarship on education in South Africa and to help us expand the existing network of scholars in South Africa, in the SADC region and elsewhere in the world. If you have suggestions for making *PiE* even more useful to our readers, we invite you to contact the *PiE* office (kobus.maree@up.ac.za or moipone.williams@up.ac.za). Enjoy reading the current issue and remember to send in your manuscripts!

Lastly, we realise that reviewing manuscripts is a selfless task undertaken by those who have the interests of colleagues, the journal and the scholarly community at heart. We accordingly extend

a sincere word of thanks to everyone who reviewed articles for *PiE* over the past nine months. Your support is greatly appreciated.

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