



UNIVERSITY OF
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THE COLLEGE OF HUMANITIES
cordially invites to a public webinar

"INCLUSIVE TEACHING DURING AND BEYOND THE COVID-19 DISRUPTION"

The effect, impact and extent of the COVID-19 disruption on the modern world is unprecedented. Succeeding the coronavirus disease 2019 (COVID-19) pandemic, 107 countries had implemented national school closures by March 2020. Nearly one billion students worldwide were not attending school due to this pandemic as at April 2020. Universities/School closures were followed by the implementation of emergency online learning as well as partial re-openings and closures.

This webinar explores inclusive teaching during the COVID-19 disruption and ponders a future where diversity is not marginalized.

Inclusive teaching is understood as a range of approaches to teaching that considers the diverse needs and backgrounds of all students/learners to create a learning environment where all students feel valued and where all students have equal access to learn. The process of inclusion is expected to incorporate fundamental change in the way a learning community supports and addresses the individual needs of each child. As such, effective models of inclusive education not only benefit students with disabilities, but also create an environment in which every student, including those who do not have disabilities, has the opportunity to flourish.

Date: Monday, 16 November 2020 **Time:** 16h00- 17h30

Platform: Zoom

RSVP: [Click Here](#)

Facilitator: Professor Dipane Hlalele
Educational Psychology, School of Education
Chair: Human and Social Sciences Research Ethics Committee

Panellists:

Dr Roshanthni Subrayen, Disability Unit, University of KwaZulu-Natal
Professor Tsediso Makoelle, Nazarbayev University
Professor Monaheng Sefotho, University of Johannesburg



Dr Rosh Subrayen (PhD)

"No one should be left behind, and no human right ignored": A Rights based response to COVID – 19 and disability in higher education.

Dr Rosh Subrayen (PhD) is a social worker and is employed at the University of KwaZulu-Natal, Student Services Division. She coordinates disability support services at the School of Education at the University of KwaZulu-Natal. She holds a master's degree in social work (Family Therapy) and a PhD in Education from the University of KwaZulu-Natal. Dr Subrayen has conducted and published research on disability in the context of higher education, focussing on the teaching practice school placement experiences of Bachelor of Education students with disabilities. Her other areas of disability research relate to Tinto's Learning Community Student Development Model of retention and success, human development and well-being and stigma. She has published academic pieces of work in both South African and international journals. Her other research milestones are her academic presentations at various international, national and local conferences on disability in higher education



Professor Tsediso Michael Makoelle

Developing an inclusive teaching and learning strategy in an era of the Covid 19 Pandemic

Professor Tsediso Michael Makoelle is one of the recipients of the prestigious Nelson Mandela scholarship to the United Kingdom (UK). He holds the degrees of Doctor of Philosophy (PhD) in Inclusive Education from the University of Manchester, UK and a Doctor of Education (D Ed) in Education Management and Leadership from University of South Africa (UNISA). Professor Makoelle span of teaching and research experience stretches for over 26 years with the focus being on secondary and higher education. At the beginning of his career Professor Makoelle started his pedagogical work as a high school teacher, and then head of department, vice principal and principal in several secondary schools in the Education Department of the Republic of South Africa. He has notably worked as lecturer and senior lecturer at Cape Peninsula University of Technology, Cape Town and University of Johannesburg, South Africa. Professor Makoelle started working at Nazarbayev University nearly five years ago in the capacities of associate professor, and then Director of Doctoral Studies, General Director for Research and lately the Vice Dean for Research at the Graduate School of Education. He has written and published extensively on the topics of inclusive education and educational leadership, management, governance and administration for both national and international audience and readership. Professor Makoelle has supervised many Master and PhD students. He is a member of several international research bodies. He is a reviewer of grants and funding applications for the South African National Research Foundation (NRF), reviewed papers for several international Scopus and Web of Science journals and evaluated research theses for several universities in South Africa and abroad. He has also reviewed post graduate courses and programmes for many universities and serves on editorial boards of several international Journals. He has collaborated with universities from US, UK, Europe, and Africa. He is passionate about inclusive education with the research interest in conceptualization and operationalization of inclusive pedagogy within disadvantaged South African classroom contexts and beyond.



Professor Maximus Monaheng Sefotho

Botho/Ubuntu ethic of care for differently-abled learners during and beyond Covid - 19

Maximus Monaheng Sefotho is an Associate Professor in the Department of Educational Psychology at the University of Johannesburg. Passionate about Career Guidance, Disability, Philosophy of Education, philosophy of science and philosophy of mind, he includes the excluded through hephapreneurship, a neology he coined for persons who are Neither in Education, Employment or Training. Professor Sefotho's work is a socio-political act geared towards transformation and social change. He chooses to use the phrase 'differently abled' instead of 'disability' because he encourages 'seeing abilities in disability'. He spans an extensive experience in career guidance. He visited CEDEFOP, a European centre for Career Guidance in Greece, Universidade de A Coruna in Spain and Morelia in Mexico recently all in the name of Career Guidance and disability. Professor Sefotho completed a post-graduate diploma in disability studies with the University of Cape Town in 2016. In 2018, Professor Sefotho edited a book: "Philosophy in education and research: African perspectives" on which his workshops on philosophy and research are based. Of particular interest is the inclusion of a chapter on the philosophy of disability: African perspectives. Professor Sefotho's work yielded a brainchild in the form of an envisaged Centre for Visual Impairment Studies, (As co-director) currently being developed as well as an Advanced Diploma in Visual Impairment Studies envisaged to start in 2020/2021.

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