

REPORT

2012 HIV&AIDS Education COMMUNITY OF PRACTICE

Being a teacher-educator in the age of AIDS: Psycho-social and pedagogical challenges in integrating HIV and AIDS in the academic curriculum

The above theme emerged from discussions at the previous HIV and AIDS Education Community of Practice (COP) meeting held in 2011, as well as from current research which highlights the challenges of being a teacher-educator in the age of AIDS. Thus the seeds for the 2012 meeting were sown and which the Steering Committee developed into a programme which could stimulate discussion around this pertinent and challenging issue (See programme).

The fine planning for the 2012 HIV&AIDS Education COP resulted in the successful coming together of 'champion' academics who, in the field of Education, were integrating HIV and AIDS issues into the academic curriculum. This year however, budget constraints limited the number of delegates who could be invited to one delegate per Higher Education Institution (HEI). We also thought it appropriate to hear the voices of the teachers (9) in the field: what their challenges were and what they thought might be helpful to include in teacher training in addressing issues around HIV. The smaller than usual number of academics (29 representing 13

universities) made the Community of Practice meetings intimate and engaging, enabling every voice to be heard.

The COP was held at the Brookes Hill Conference Centre at the Nelson Mandela Metropolitan University (NMMU).



Prof Moletsane and Ms Mazomba at the COP



Prof Zinn, Dean of Education at NMMU, opens the COP

The COP was officially opened by Prof Zinn, dean of the Education Faculty at NMMU.

Two keynote speakers addressed the delegates. Prof Jean Baxen from Rhodes University provided a fascinating presentation on the first day, *Theoretic framing of the psycho-social and pedagogical in relation to the HIV and AIDS Higher Education curriculum*. Prof Ronel Ferreira from Pretoria University spoke passionately about her work with teachers on the second day, *Healthy child functioning in an HIV&AIDS realm: Challenges and potential solutions by teachers in South African school*.

A panel of "champions" presented their current research related to the COP theme, while Sandy Glajchen enabled delegates to experience expressive arts in action! The two days' work was concluded with a presentation by Dr Ramneek Ahluwalia, Head of HEAIDS. The resource book, *Using a different lens for HIV and AIDS education*, a collaborative product of the 2011 Community of Practice meeting, was also launched and made available to delegates.

Our usual venue, the Goldfields Conference Centre on North Campus, NMMU, was unavailable as the dates had to be changed to fit in with HEAIDS schedules. The more intimate provided a pleasant working space, while the Brookes Suites provided good accommodation and catering!

I thank the other members of Steering Committee (Profs Claudia Mitchell, Relebohile Moletsane, Linda Theron, Lesley Wood and Dr Jean Stuart) for their input into the development of the programme and Dr Ahluwalia for financially supporting the initiative.



Prof De Lange, HIV and AIDS Education Research Chair, welcomes delegates



Dr Ahluwalia wraps up the COP



Teacher panel headed up by Prof Wood, with Sindiswa Gwaxula presenting.



Teacher-educator panel headed up by Prof Mitchell



At lunch

The logistic support from Lifutso Motsieloa and Theodora Chauke (HEAIDS) and my research assistant, Vimbiso Makamure (NMMU) ensured a smooth running of the COP.

**BEING A TEACHER-
EDUCATOR IN THE AGE
OF AIDS: PSYCHO-SOCIAL
AND PEDAGOGICAL
CHALLENGES IN
INTEGRATING HIV AND
AIDS IN THE ACADEMIC
CURRICULUM**

HIV and AIDS Education Community of Practice

15-16 April 2012

Sunday 14:00 – 21:30

Monday 08:00-15:00

Brookes Hill Conference Centre, Port Elizabeth

Sunday 15 April

- 1200-1400 **Registration**
Theodora Chauke (HEAIDS)
- 1400-1430 **Welcome**
Prof Denise Zinn, Executive Dean of Education Faculty, NMMU
Facilitator: Prof Naydene de Lange
- 1430-1530 **A panel of teachers: Psycho-social challenges at school**
“What we as teachers experience in schools and what we wish we were trained for!”
Facilitator: Prof Lesley Wood
Participants: Noluthukela Mguca, Sindiswa Gwaxula, Nontobeko Ntshininda, Nomonde Ntsundwana, Thozama Mahlakahlaka
- 1530-1730 **A panel of teacher-educators: Psycho-social and pedagogical challenges of integrating HIV and AIDS in the academic curriculum at HEI’s**
Facilitator: Prof Claudia Mitchell

Supporting teachers to narrow the knowledge/practice gap
Dr Christa Beyers, UFS

Addressing the needs of the youth with regards to sexual behaviour is essential not only in combating HIV and AIDS, but also in preparing the youth for responsible sexual behavior (UNESCO, 2009). Although it seems as if teachers do feel comfortable in teaching sexuality education at schools, the question remains whether youth get the information they require. I will attempt to interrogate the knowledge/practice gap (Allen, 2001) from the ‘other side’ – what knowledge do teachers have about their own sexuality, what they understand in terms of what youth require from sex education and what content they believe is appropriate to teach in the sex education classroom.

You can’t just say “I am here to do a demonstration on poultry”
Prof Claudia Mitchell, McGill University

This paper draws together an analysis of findings from several studies focusing on curriculum integration in Higher Education in South Africa which pertain to the meaning of this work in the lives of instructors. Challenging the charge of ‘diluting disciplines’ and ‘evoking emotions unnecessarily’ in integrating HIV&AIDS into the curriculum of Higher Education, the paper asks: what models of curriculum help to frame this work and to what extent can the tools of self-study, memory work and auto-ethnography contribute to informing the agenda of Teaching and Learning?

An auto-ethnography of integrating sexuality into the curriculum in HEIs
Dr Mathabo Khau, NMMU

An estimated 5 million young people between the ages of 15 and 24 are living with HIV today. About 900 000 new HIV infections occurred among young people in 2008, making young people the most at risk group (UNAIDS 2010). In many countries the vulnerable age group of 15-24 years are still at school. Schools and institutions of higher learning are thus faced with the task of ensuring that their students are provided with prevention programs tailor-made to the needs of the youth in terms of sexuality, HIV and AIDS education. But teachers and teacher-educators are also sexual beings with their own fears and biases in relation to issues of sexuality. So how do teachers' and teacher-educators' own lived experiences of sexuality influence their approach to teaching about and integrating sexuality into the curriculum? In this paper I reflect on my journey of integrating sexuality education into the curriculum in HEIs and highlight the possibilities and challenges inherent in such an endeavor.

Does one need teachers to teach HIV and AIDS education?

Prof Tania Vergnani, UWC

This presentation will focus on critically reflecting on the current roles of teachers in HIV and AIDS education given the rapid increase in social media and new technology. Against the current background of the almost universal difficulties experienced by both teachers and teacher-educators in dealing with many of the topics and issues relating to HIV and AIDS, I will offer a different vision of how one could use teachers in the future. This will hopefully encourage participants to think differently and critically, not only about HIV and AIDS education, but also about learning and teaching in the 21st century.

1730-1745 Leg stretch

1745-1900 **A plenary: Theoretic framing of the psycho-social and pedagogical in relation to the HIV and AIDS Higher Education curriculum**

Prof Jean Baxen, RU

Facilitator: Prof Naydene de Lange

1915-2030 Dinner

Launch of 'Using a different Lens for HIV and AIDS Education'

2030-2130 HIV and AIDS Education COP Steering Committee Meeting



Monday 16 April

- 0800– 1000 **“A glimpse into the self”**
Sandra Glajchen
Making a decision is the endpoint of a chain of steps. Practicing discernment skills and strengthening a sense of self are precursors in the chain of personal choices that enable nourishing decisions, thereby leading to preventive HIV/AIDS behaviours. Embodied creativity and harnessing of the imagination are essential in growing new options thereby enabling alternate life choices. Experiential learning via the Expressive Arts (movement, drawing, narrative, improvisation, other) strengthens a sense of self and a process of self-leadership. We find ourselves from the inside - out. This session offers a glimpse into self and the unique role of the experiential expressive arts in building self-leadership skills.
- Facilitator: Prof Lebo Moletsane
- 1000-1030 Refreshments
- 1030-1200 **“A glimpse into the self” continued**
Sandra Glajchen
Facilitator: Prof Lebo Moletsane
- 1200-1300 **Healthy child functioning in an HIV&AIDS realm: Challenges and potential solutions by teachers in South African schools**
Prof Ronel Ferreira, UP
In this presentation I contemplate potential ways in which teachers can identify and mobilise protective resources, in supporting children in their classrooms and beyond. My discussion is based on a longitudinal research project (Ferreira & Ebersöhn) conducted since 2003, in eleven South African schools, all situated in resource-scarce communities. In these communities, children and their families face adversities due to cumulative risks of poverty, hunger, sick or deceased parents, HIV&AIDS, unemployment, abuse, and learning difficulties to mention but a few. By involving teachers (n=74) in participatory action research, processes have been facilitated whereby teachers become aware of the challenges faced by the children in their classrooms, as well as of the fact that they could potentially support the children they teach. As such, teachers have been planning and initiating several school-based projects that allow vulnerable children and families to better cope with hardship and overcome problems. In this presentation, I argue that resilience may be enhanced holistically when teachers become involved, thereby promoting children’s functioning on various levels. Examples of teacher-driven support initiatives include projects that have positively impacted on children’s physical functioning (e.g. vegetable gardens,

soup kitchens, food parcels), emotional functioning (by means of basic counselling and support to children dealing with emotions such as fear, anger, sadness and uncertainty), social functioning (by addressing negative associations related to issues such as stigma and discrimination), spiritual functioning (by praying for children and families facing risks), and cognitive functioning (by creating classroom environments where children can learn and address the school-related problems they face).

Facilitator: Dr Jean Stuart

1300-1400

Lunch

1400-1500

**A plenary: HIV and AIDS Education Community of Practice
Dr Ramneek Ahluwalia (HEAD of Higher Education HIV/AIDS Programme
(HEAIDS))**

Facilitator: Prof Naydene de Lange

1500

Greet and depart
