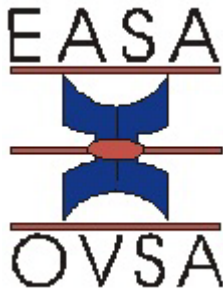


## Call for Papers: Special Issue



Official publication of the Education  
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### **Building a conducive environment in underachieving schools: A critical pedagogy**

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**Guest Editor: MW Lumadi**

It is imperative to note that critical pedagogy goes beyond situating the learning experience within the experience of the learner: it is a process which takes the experiences of both the learner and the teacher and, through dialogue and negotiation, recognises them both as problematic [...] [It] allows, indeed encourages, students and teachers together to confront the real problems of their existence and relationships [...] When students confront the real problems of their existence they will soon also be faced with their own oppression (Grundy, 1987:105).

In examining the years of building a conducive environment, researchers must take into account the meaning of building a conducive environment; second, sketch the historical baggage of ideas and practices brought by earlier generations; third, examine factors that contribute to reform such as society, learners, learning content and technology; and finally, review key events and players that shaped curriculum reform. Advocates, however, propound that empirical study is the only sure route to truth, and that the failures of many past curricula has been caused by a lack of documented evidence to support them. Experientialists' strengths reside in their recognition that much important learning is to be taken from life itself. A fundamental asset lies in the recognition that it is valuable to start with learners' actual concerns. In principle, this brings with it a higher chance of engagement in learning. However, critics have suggested that it is impossible, impractical, and too costly to think about building a curriculum for each learner.

Contributions will, for example, explore and debate the issues at hand; focusing on the main challenges for curriculum development. It is strongly believed that the special issue of SAJE will provide an invaluable opportunity to sustain the academic discourse on new initiatives in teaching and learning by investigating first in what societies know and have, which can improve understanding of local conditions and provide a productive context for activities designed to help the school communities. Preference will be given to research articles that make a significant contribution to the scholarly understanding of opportunity to sustain the academic discourse on curriculum reform in disadvantaged communities. The following related issues are only a sample of what can be addressed through this special issue:

- empowering strategies to increase learner performance;
- a turnaround strategy in dysfunctional institutions;
- curriculum praxis as a process model;
- curriculum reform in underachieving schools; and
- national curriculum policies focusing on best practices in schooling.

#### **References**

Grundy S 1987. *Curriculum: Product or praxis?* Lewes, England: Falmer Press

Completed manuscripts should be e-mailed for review to: [estelle.botha@up.ac.za](mailto:estelle.botha@up.ac.za).

**Closing date for submissions: 31 August 2018**