



UNIVERSITY OF TM
KWAZULU-NATAL
INYUVESI
YAKWAZULU-NATALI

Mentorship: orientation and contextualisation

Prof Michael Anthony Samuel

University of KwaZulu-Natal, School of Education, Durban

University Capacity Development Programme (UCDP) and University Teaching and Learning Office (UTLO)

Mentorship Development Programme

18 August 2018

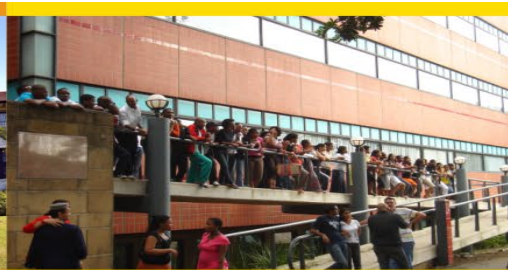
UKZN: Howard, UNITE Building, Durban



EDGEWOOD CAMPUS



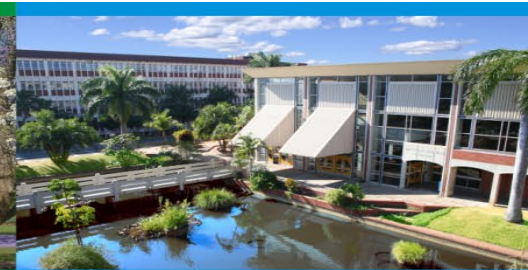
HOWARD COLLEGE CAMPUS



NELSON R MANDELA SCHOOL OF MEDICINE



PIETERMARITZBURG CAMPUS



WESTVILLE CAMPUS

UKZN – INSPIRING GREATNESS

BEING and BECOMING

- **Who are we?**
- **Identity:** fixed, stable, coherent
- **Identities:** changing, fluid, contradictory
- **How do we want to be?**
- “US” vs “them”
- “Us” and “them”
- “Us-in-them” and “them-in-us”
- **“entangled”**
- **alterities/ “otherness”**
 - (moving beyond self(ish)ness)

(IS)

SINGULAR (*harmonious*)

PLURAL (*dialogical*)

(COULD BE)

(*adversarial*)

(*egalitarian*)

(*embeddedness*)

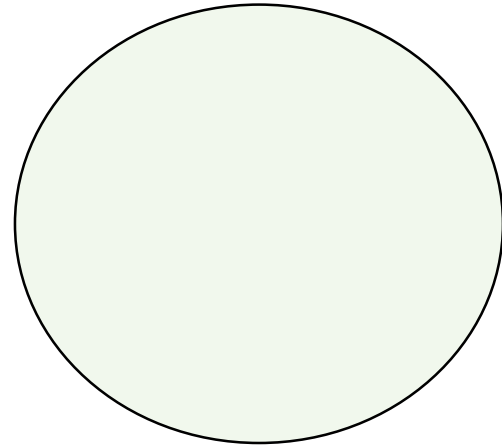
(COMPLEXITIES)

(DEVELOPMENT)

(*beyond obsessive, narcissistic*)

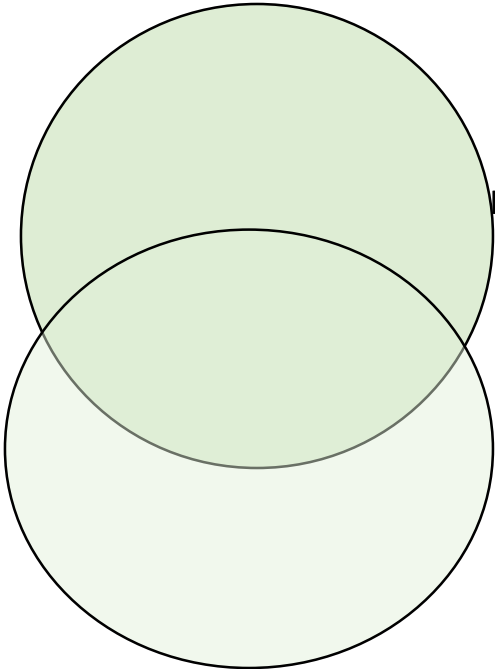
Force field model of development

Adapted from Samuel (2008)



BIOGRAPHICAL FORCES

Race, Gender, Culture, Family, Nation,
etc...



**INSTITUTIONAL
FORCES**

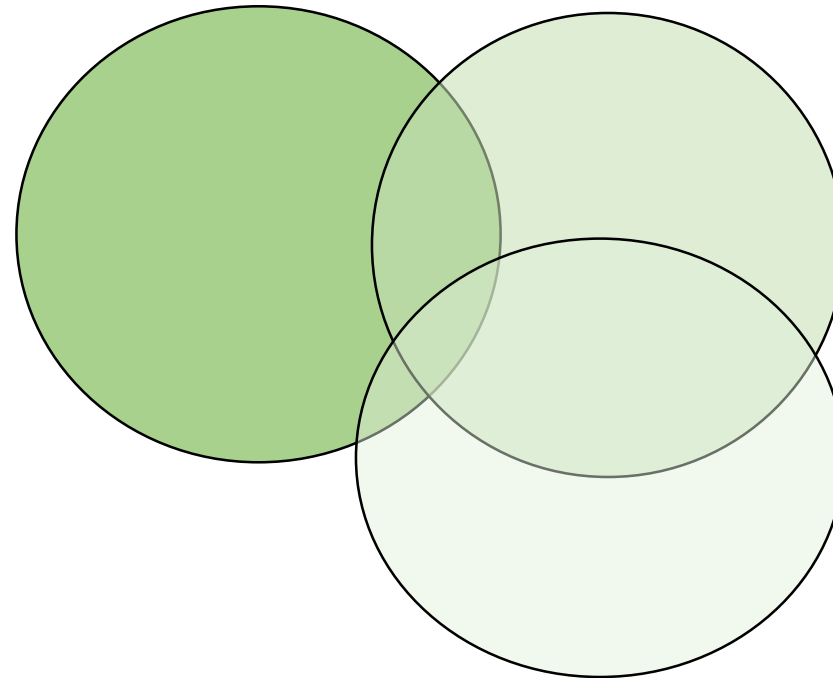
Higher education institution

BIOGRAPHICAL FORCES

Race, Gender, Culture, Family, Nation,
etc...

PROGRAMMATIC FORCES

Curriculum



INSTITUTIONAL FORCES

Higher education institution

BIOGRAPHICAL FORCES

Race, Gender, Culture, Family, Nation,
etc...

PROGRAMMATIC FORCES

Curriculum

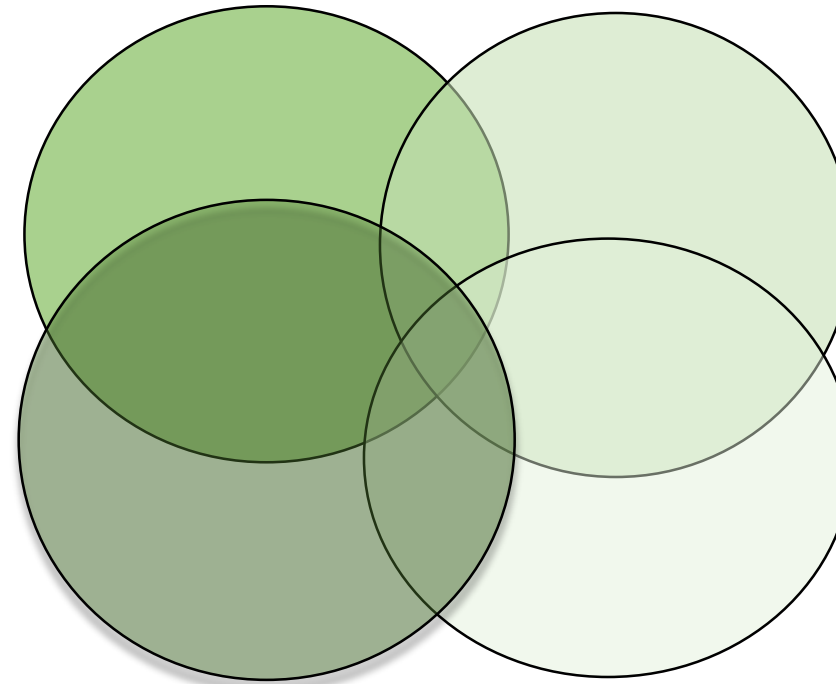
CONTEXTUAL FORCES

**SOCIAL, HISTORICAL, ECONOMIC,
POLITICAL**

Macro-contextual (global)
Micro-contextual (local)

INSTITUTIONAL FORCES

Higher education institution



BIOGRAPHICAL FORCES

Race, Gender, Culture, Family, Nation,
etc...

PROGRAMMATIC FORCES

Curriculum

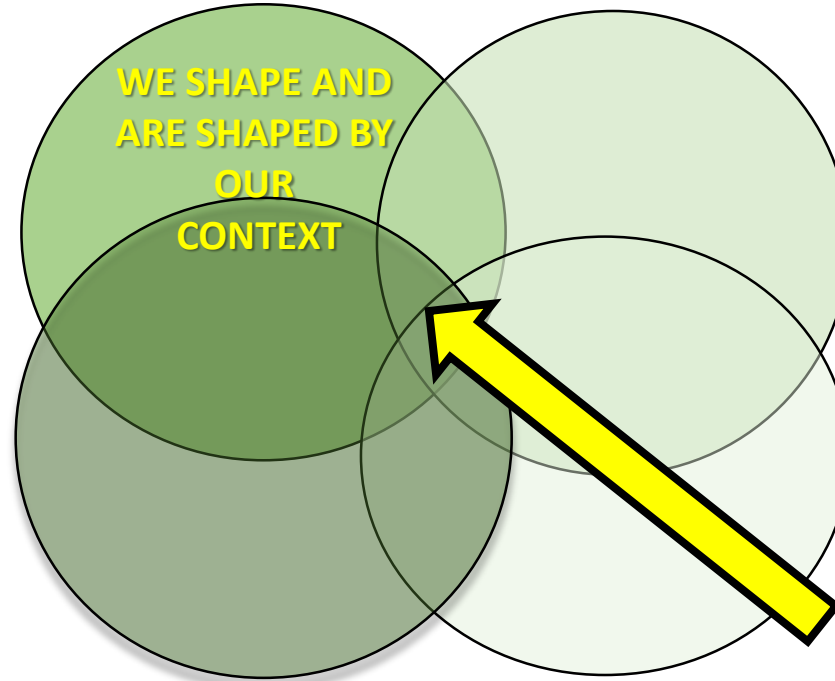
CONTEXTUAL FORCES

SOCIAL, HISTORICAL, ECONOMIC,
POLITICAL

Macro-contextual (global)
Micro-contextual (local)

INSTITUTIONAL FORCES

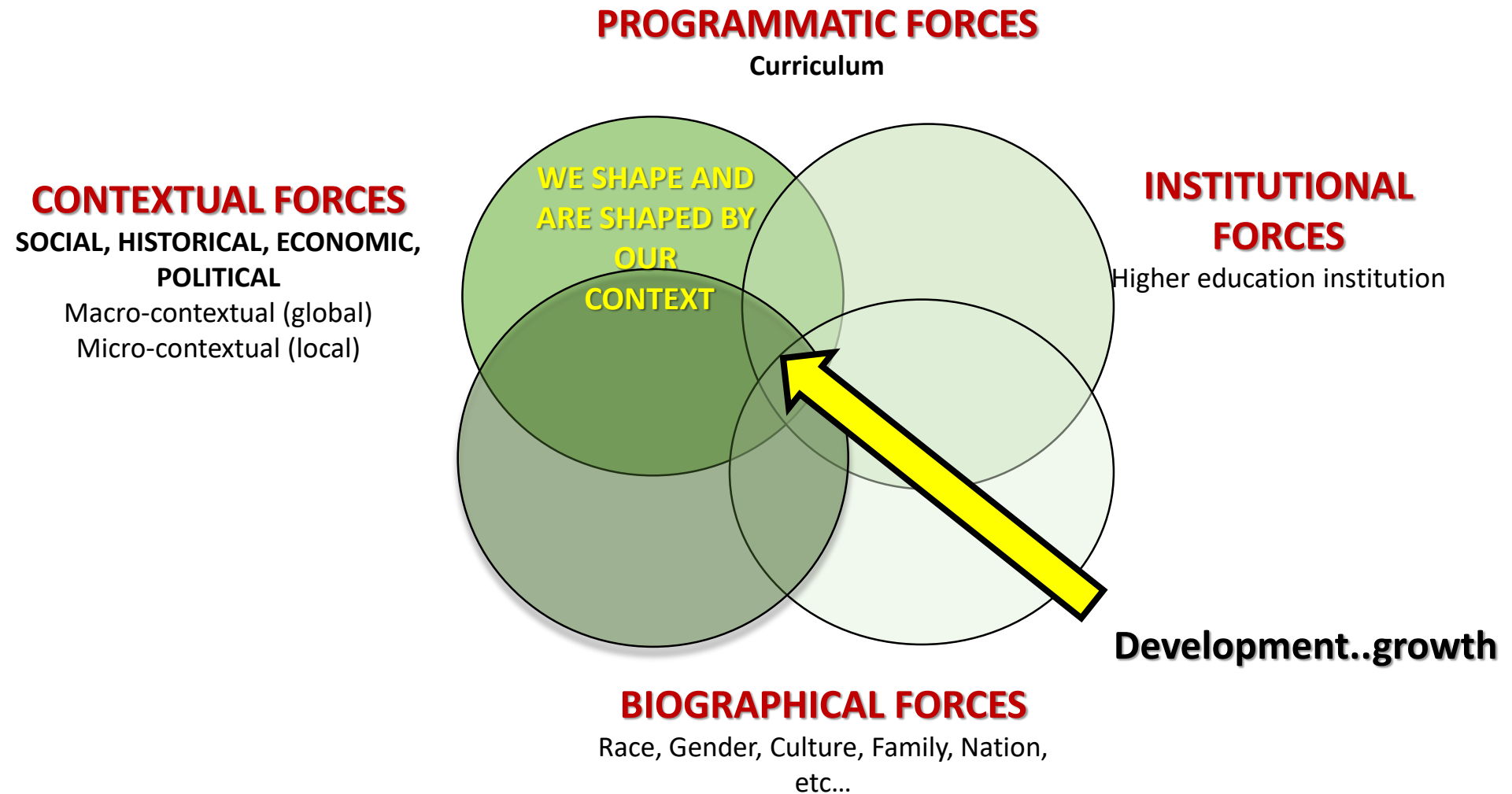
Higher education institution



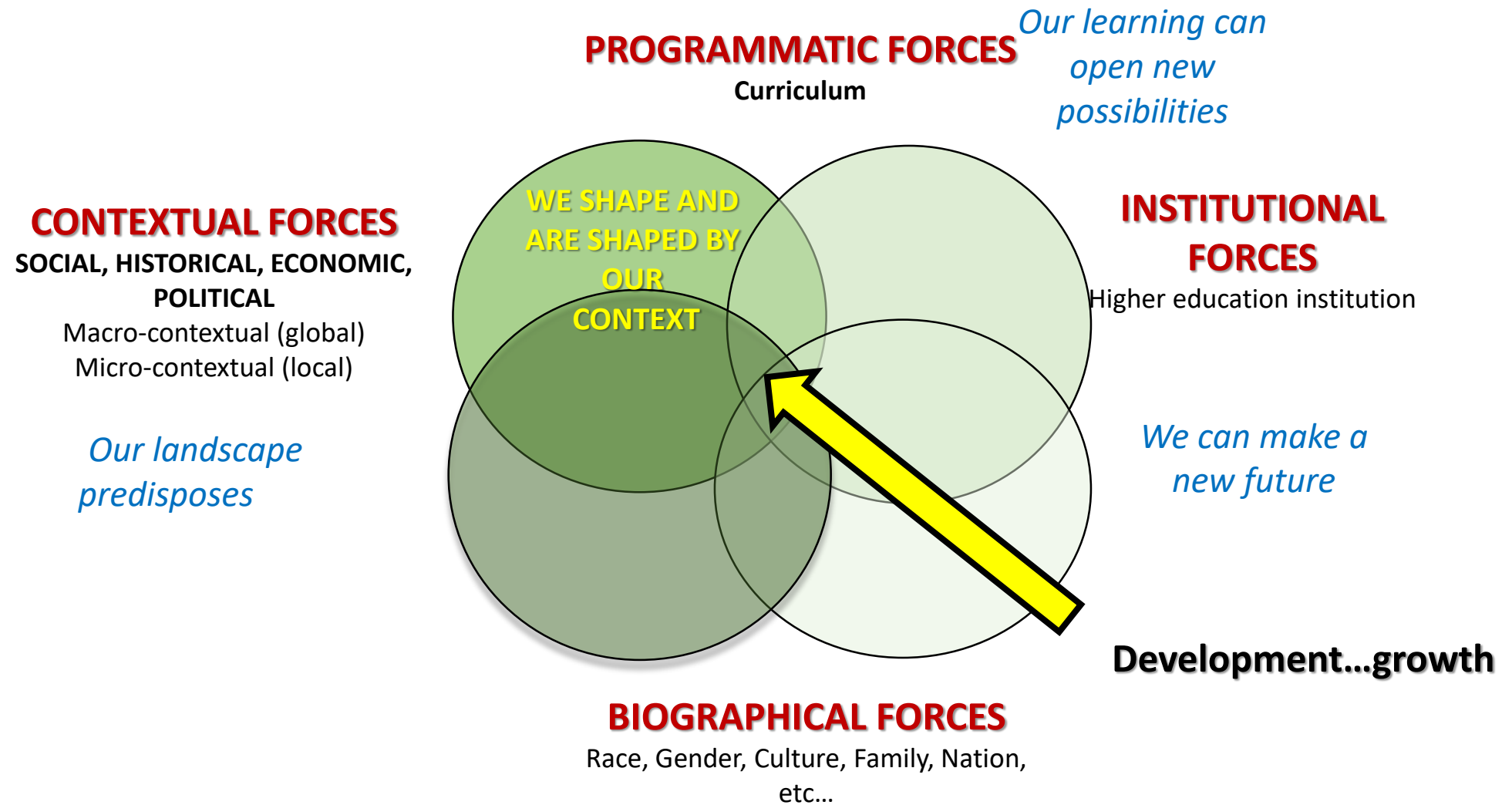
BIOGRAPHICAL FORCES

Race, Gender, Culture, Family, Nation,
etc...

DOCTORALNESS



Adapted from Force Field Model of
Doctoralness
(Samuel, 2012)

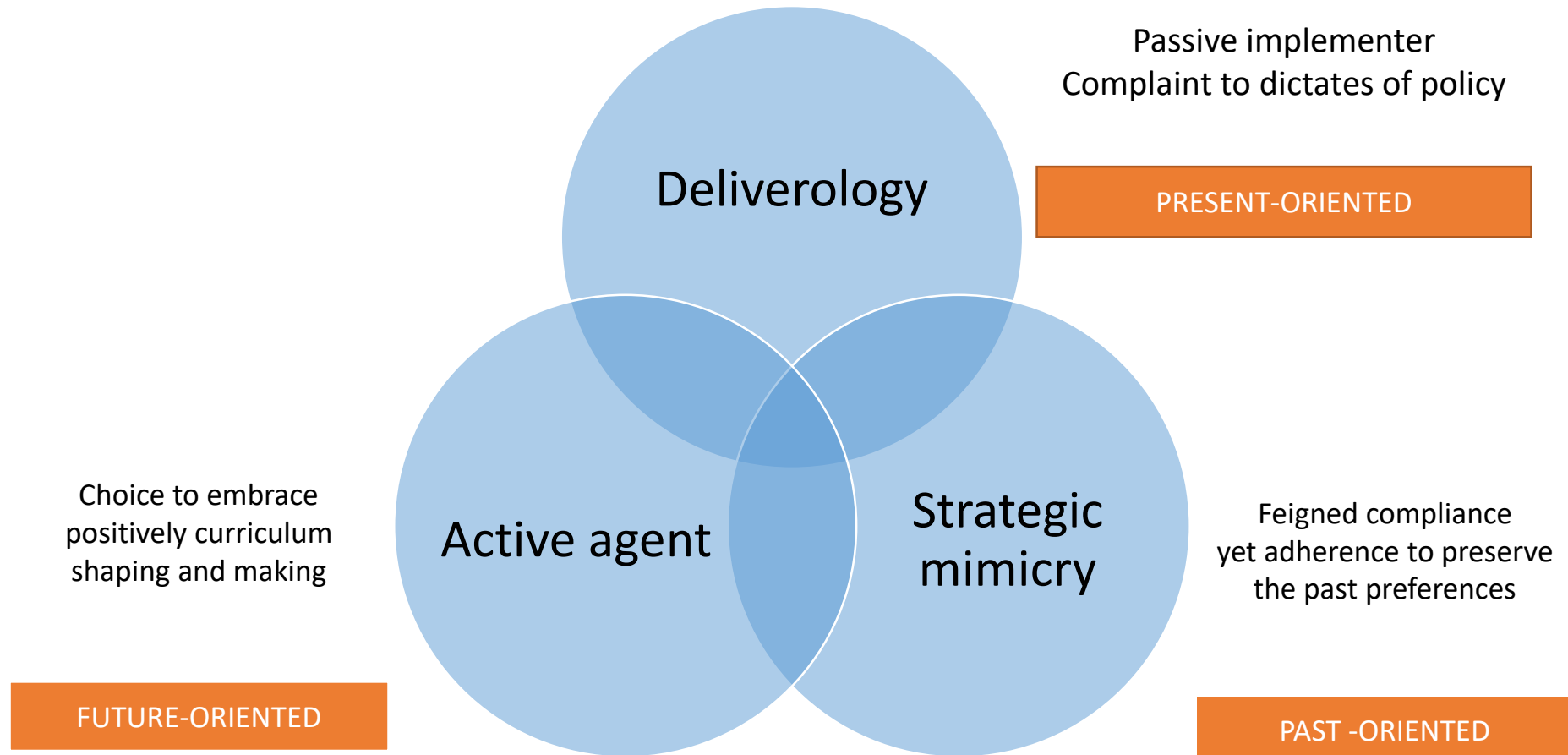


Adapted from Force Field Model of Doctoralness (Samuel, 2012)

Agency

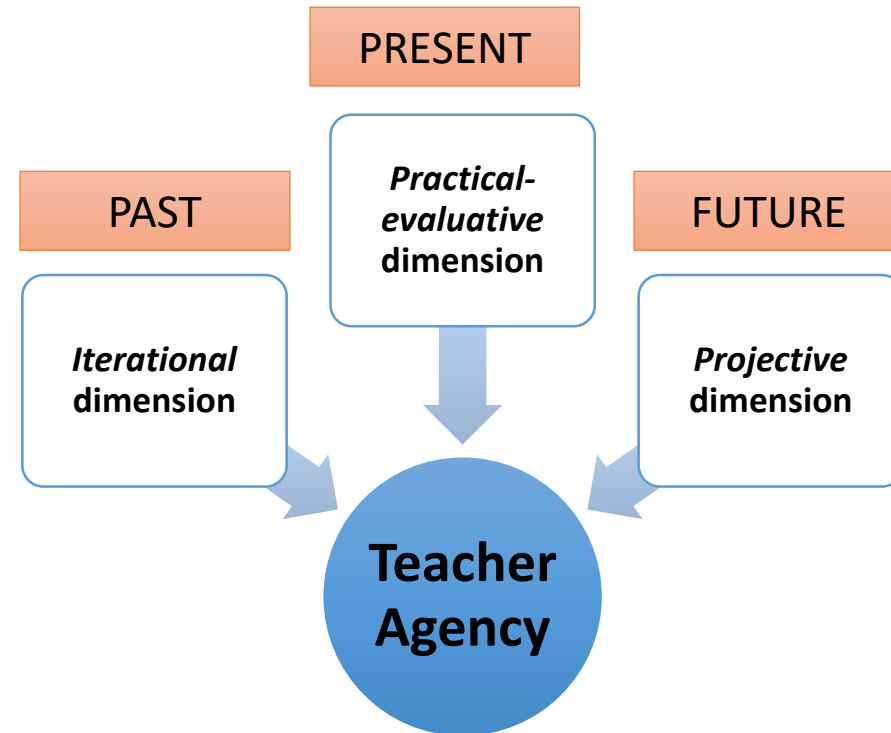
Wedsha Appadoo (2018)

Complexly AGENTIC



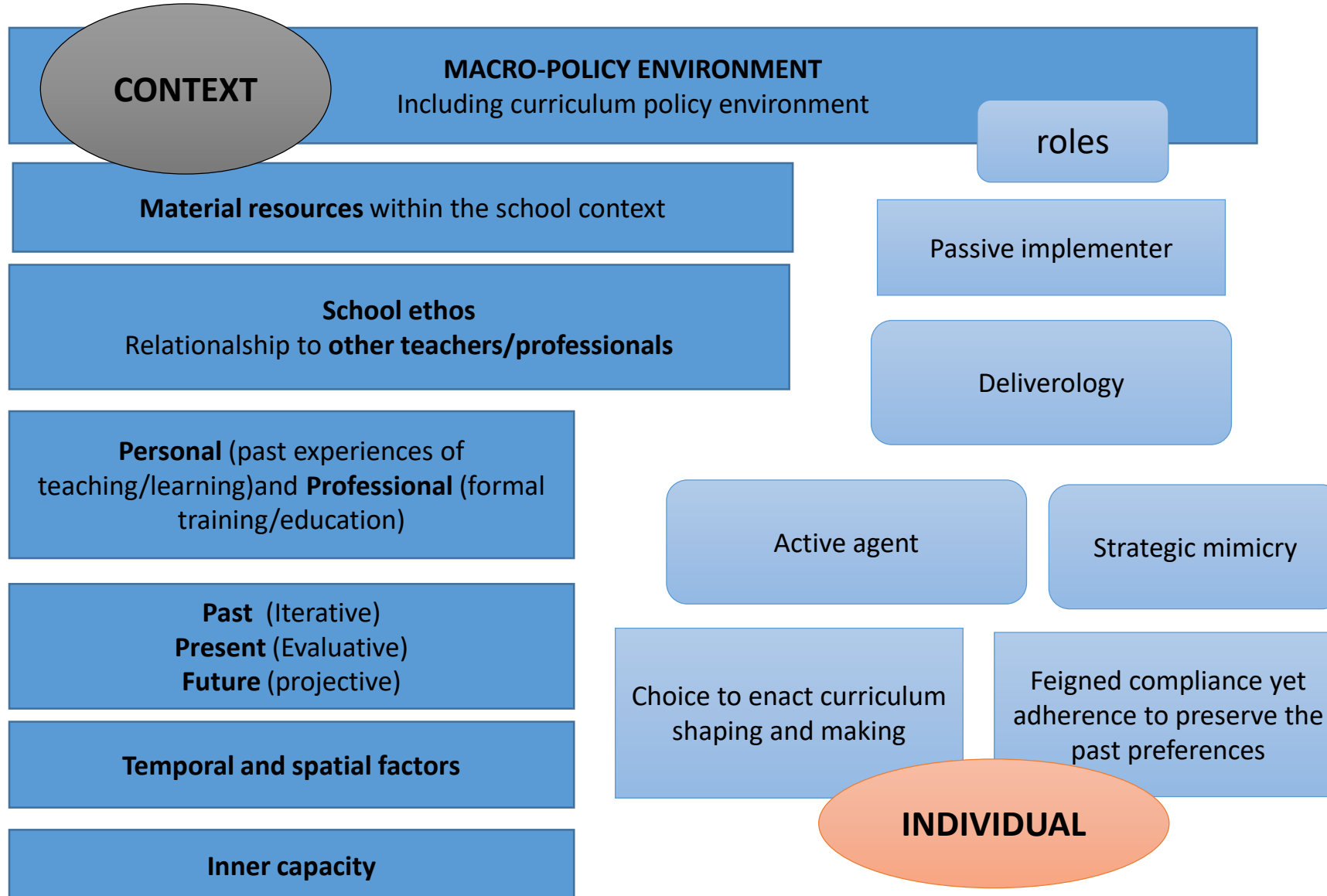
Ecological Model

- Brofenbrenner's ecological perspective or model (1977-2005)
- Emirbayer and Mische's (1998) 'chordal triad of agency'
- Priestley, Biesta & Robinson's (2015) analysis of teacher agency through an ecological perspective



Appadoo, Wedsha (2018)

Teacher agency



Mentorship : a menu of possibilities

Samuel (2018)

A menu of possibilities

- **Academic Work:**

- *Teaching and learning*
- *Research*
- *Community Engagement*
- *University Service*

- **Professional work**

- **Career trajectories**

- **Personal work**

- **Experiences...successes and challenges**



Self and other: beyond binary essentialised opposites: colonisers and post-colonials

Despite our certainty that decolonization centers Indigenous methods, peoples, and lands, the future is a **'tangible unknown'**,

a **constant (re)negotiating** of power, place, identity and sovereignty.

In these **contestations**, decolonization and Indigeneity are not merely reactionary nor in a binary relationship with colonial power.

Decolonization is indeed oppositional to colonial ways of thinking and acting but demands an Indigenous starting point

and an articulation of **what decolonization means for Indigenous peoples** around the globe.

(Sium, Desai and Ritskes 2012 , pp. i)





VIA 9GAG.COM

One of the most powerful art pieces from Burning Man:



References

Appadoo, W 2018. Teacher agency: A case study of Mauritius. PhD proposal: UKZN School of Education. September 2018.

Samuel M 2008. Accountability to whom? for what? Teacher identity and the Force Field Model of Teacher Development. *Perspectives in Education*. 26 (2). June 2008: 3-16.

Samuel M 2014 Doctoral career path studies: exchanging paradigms across international borders. *South African Journal of Higher Education*. 2014 28.(5): 1469-1484. ©Unisa Press ISSN 1011-3487.

Samuel M & Mariaye H 2014. “De-colonising international partnerships: The UKZN-Mauritius Institute of Education PhD programme”. *COMPARE: A journal of Comparative and International Education*. 44 (4) (July 2014): 501-521.

DOI: 10.1080/03057925.2013.795100

ISSN 0305-7925 (Print) 1469-3623 (Online)

<http://dx.doi.org/1080/03057925.2013.795100>

Sium, A. Desai, C & Ritskes E. (2012). Towards the ‘tangible unknown’: Decolonization and the Indigenous future

Decolonization, Indigeneity, Education and Society. 1(1): i-xiii.

Available from: https://www.researchgate.net/publication/279660253_Towards_the_'tangible_unknown'_Decolonization_and_the_Indigenous_future [accessed Sep 20 2018].