



**PROF. KAT YASSIM n e ADAM**

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(DELM)

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## BIOGRAPHY

Kat Yassim is an Associate Professor in the University of Johannesburg's Faculty of Education, Department of Education Leadership and Management. She currently coordinates and teaches on education and leadership graduate programmes for her faculty. She also supervises student research at Masters and PhD levels in the niche "Leading Education for Sustainable Futures in the era of 4IR." As a awadee for teaching excellence she has built a growing SoTL portfolio to include various innovative approaches to integrating sustainability into T&L. Prof Yassim's teaching has expand into Collaborative Online International Learning (COIL) with other universities like the University of Nebraska Omaha, Lund University, Orebro University, Tecnol gico de Monterrey and more recently Durham College in Canada. She leads the global Green Pedagogy Community of Practice and is the UNESCO SUCN lead for sustainability consciousness development in Higher Education specificall focused on the Global South. Her research is participatory and community-based and through many local and international funded projects she and her postgraduate students are working on developing conceptions around the kind of education leadership needed for sustainable futures. Prof Yassim uses critical pedagogy and a capabilities approach to teaching, learning and research. She subscribes to the use of participatory methodologies in researching "with" not "on" participants. Sustainable and future fit leadership is prominent in her current research. At present she is also building an AI leadership coaching tool that supports and mentors on the job-learning of South African school principals.

## **ABRIDGED CV FOLLOWS BELOW**

### **EDUCATION**

#### **D.Ed**

University of South Africa (UNISA)

**Degree conferred:** 2005

#### **CELTA**

Certification for English Language Teaching of Adults  
(Cambridge University) **Certification Awarded:** 2005

#### **M.Ed**

University of South Africa (UNISA)

**Degree conferred:** 2003 *cum laude* (with Doctor's Exhibition Award)

#### **B.Ed**

University of South Africa (UNISA)

Major: Education Management. **Degree conferred:** 1999 *cum laude*

#### **BSc (Hon)**

University of Potchefstroom

Major: Freshwater Ecology. **Degree conferred** 1998 *cum laude*

#### **HEd**

University of South Africa (UNISA)

**Diploma awarded:** 1997 *cum laude*

#### **BSc**

University of Cape Town (UCT)

Majors in Botany and Zoology and a minor in Archeology. **Degree conferred:** 1991

### **LEADERSHIP CERTIFICATION**

- U21 Global Leadership award - 2023
- American Higher Education Association Fellow (AHEA - 2022)
- AAMP Mentoring Program (Mentor and Mentee)
- UJ WLDP [winner of Top Action Learning Project in 2022]
- TAU Fellowship [2015]

- HERS [2014]
- HELM LEAD [2013]

## **MEMBERSHIPS & JOURNAL EDITORIAL TEAM MEMBERSHIP**

- British Educational Leadership, Management and Administration Society (BELMAS) (Member)
- Journal of Vocational Education (Editorial Board Member)
- SAARMSTE (Chairperson 2015-2018)
- South African Principals Association (Board Member)
- Education Conversations (Chairperson from 2020 to current in collaboration with Kagiso Trust)
- Leadership Conference (Chairperson since 2020 to current in collaboration with Kagiso Trust))

## **WORK EXPERIENCE**

[UNIVERSITY OF JOHANNESBURG \(GAUTENG, SA\)](#)

**2019 to present:** Associate Professor (DELM)

[NELSON MANDELA UNIVERSITY \(Port Elizabeth, SA\)](#)

**2011 to 2018:** Senior Lecturer (HoD and later the Director of School of CPD in the Faculty of Education)

[ZAYED UNIVERSITY \(Abu Dhabi & Dubai, UAE\)](#)

**2001 to 2010** Assistant Professor (Science Education - College of Education)

[LEBANESE INTERNATIONAL SCHOOL \(Abu Dhabi, UAE\)](#)

**1998 to 2001** HoD and later Deputy Headteacher

[AL-NUR PRIVATE SCHOOL \(Gaborone, Botswana\)](#)

**1995 to 1998** HoD Science Education

[RAND WATER \(Vereeniging, GAUTENG, SA\)](#)

**1991 to 1994** Scientist

## TEACHING PHILOSOPHY

My teaching is based on a humanistic critical constructivist philosophy where students are valued as individuals and with whom learning is co-constructed. A poetic form called a pantoum that summarises my teaching philosophy can be accessed [here](#). A more detailed philosophy can be provided on request.

## UNDERGRADUATE TEACHING

I've designed and taught a range of modules in the undergraduate BEd (General), BEd FET, PGCE and ADE programmes. These include Philosophy of Education, Curriculum Theory, School Leadership as well as several methodology modules related to Science Education (a list of modules designed and taught can be provided on request).

Notable Achievements in undergraduate T&L include the Faculty and VC Award for Teaching Excellence.

Current modules include:

- Teaching Studies 4 [Teacher leadership for 4<sup>th</sup> year BEd students and PGCE]
- Leading T&L in schools (ADE)
- Leading extra curricula activities at schools (ADE)

My leadership of the U21 IDEAL SCHOOL PROJECT in the Teaching Studies 4 module (TST004) Two relevant outputs were achieved in this project:

- 2019 Digital Stories Exhibition - one example can be viewed [here](#)
- 2020 Learning App development by student teachers can be viewed [here](#)

All undergraduate modules are supported by a humanising pedagogical approach with innovation at the heart of module design and delivery. The teaching innovations have consistently been funded by the Teaching Development Fund since 2019 at UJ and in 2024 I was awarded R604 000 from UJ GES 4 SI Strategic Funding. These funds are being used to create an online game designed to integrate sustainability awareness into sustainability praxis.

## POSTGRADUATE ONLINE TEACHING

Co-ordinator of the online postgraduate Education Leadership and Management (ELM) Programs programme in partnership with HEPSA. Program design is based on a carousel model that enables 6 intakes of students per year.

Postgraduate teaching on online postgraduate programs at Masters, Honours and ADE in ELM.

Current online modules include:

- Future Trends in Education Leadership and Management (Masters)
- Leadership Theory A & B (Masters)
- Research Methodology (Hon)
- Research Projects (Self Study for Hon students)

## POSTGRADUATE SUPERVISION

## **PHD**

### **Current Students**

Sithole, K.L. (reg 2022 to be submitted in Jan 2025) – UJ TEF Funded Project  
*Leading third space learning: School food gardens as a conduit for education for sustainable livelihoods*

De Reuk, N (reg 2023) – UJ Tshwane LESL Project  
*Shaping a sustainable future: Leading a holistic approach to education through school food gardens*

Mutemasango, P. (reg 2023) – UJ Tshwane LESL Project  
*School food gardens: Catalysts for entrepreneurial skills development amongst school leaders in the era of 4IR*

Mawire, T.L. (reg 2022) – UJ TEF Funded Project  
*Repurposing education for sustainable livelihoods: Leading school culture evolution for the era of 4IR.*

Adeoye, A (reg 2021) – UJ Sandbox Project  
*From a teaching culture to a learning culture: School principals leading school culture evolution for a 4IR world.*

Makhari, D (reg 2019) – UJ Sandbox Project [has an abeyance period due to ill health]  
*Teacher agency as leadership: Towards creating innovative learning environments in quintile 1-3 schools in Limpopo*

### **PhD to completion**

Phukubje, L. (graduating April 2025)  
*The learning agility of school principals transforming school culture for 4IR during the Covid-19 pandemic.*

Jackson, L. (graduated Dec 2023) – Nelson Mandela University  
*An exploration of stakeholder perception of the quality of teaching and learning in Higher Education in South Africa.*

Tsamago, E.L. (graduated 2020)  
*The effect of technology in reinforcing metacognition to improve learners' performance in physical science*

Vimbelo, S. (graduated 2020)  
*Exploring a humanising vocational pedagogy in the teaching of mathematics in engineering related subjects at TVET Colleges.*

Gudyanga, A (graduated 2017)

*Participation of Zimbabwean Female Students in Physics: Subject Perception and Identity Formation*

**Masters to Completion**

Mncgwango, A. (grad 2025)

*Leading education for sustainable livelihoods in a 4IR driven economy: A case study evaluating the Partners for Possibilities leadership model*

Oloba, E. (grad 2024)

Possible solutions to the lack of adequate awareness and readiness for 4IR amongst school leaders in Nigerian secondary schools

Njokwe, L.S. (grad 2023)

Learning to learn, relearn and unlearn: Teacher narratives on leading learning for the fourth industrial revolution.

Roets, L (grad 2023)

A self-study of leading teachers to prepare learners for a 4IR world.

Howard, F.S (grad 2023)

Learning while leading: A self-study of developing learning agility during a pandemic

Woodman, R. (grad 2023)

Assessing the SchoolWeavers Tool as a leadership resource for transforming schools into learning ecosystems

Muller, G.M. (grad, 2023)

The use of an online platform for addressing Africa's education leadership challenges through conversation

Munger, S.D (grad 2022)

Online platforms enabling principal leadership for teacher well-being: From dialogue to action.

Bamath, Y. (grad 2021)

Towards leading learning: A UAE case study of developing 21st century skills through a Grade 8 mathematics curriculum

Motebele, M.M (grad 2021)

The experiences of leaders and teachers who are leading learning in paperless classrooms

De Reuck, N (grad 2021)

Learning through a pandemic: The impact of Covid-19 on education in South Africa.

Moyikwa, S. (grad 2019)

*Humanising TVET student learning trajectories from a competency to a human development model.*

Pepeta, N. (grad 2019)

*Exploring lecturer narratives as a critical lens for developing humanising approaches to pedagogy in TVET classrooms.*

### **Honours to Completion**

Cohort supervision using self study [list of students and their topics can be provided on request]. I designed 4 fully online modules using self study as a methodology that offered opportunity for cohort supervision]

2024 – 44 students

2023 – 40 students

2022 – 40 students

2021 – 40 students

2011-2020 [students supervised in qualitative methodologies – contact/blended mode]

### **MASTERCLASSES FOR ACADEMIC STAFF**

“The University is Flat: A Collaborative Online International Learning (COIL) conversation” with Dr Maude Blose held online on 24 May 2023

“Various ways of engaging students - How do we engage postgraduate students differently?” o with Dr Gcobani Qambela on 14 April 2023

“Making sense of an upside-down world: Reconnecting and re-establishing relationships with and amongst students post the Covid-19 pandemic held online on the 01 March 2022 (recording can be found here)

I've also taught a modules on the PGDip T&L and PGDip Supervision programmes at UJ for Academic Staff Development

PGDip Teaching and Learning module entitled “Decolonising the Curriculum”

PGDip Supervision module “Emerging Trends in Postgraduate Supervision”

### **COLLABORATIVE ONLINE INTERNATIONAL LEARNING (COIL) PROJECTS**

Leaders without borders in collaboration with the University of Nebraska in Omaha (to be implemented in 2023)

Developing "green" pedagogies for sustainable education in collaboration with Lund University, Orebro University, University of Limpopo and Fort Hare – **SASUF Virtual Exchange** funded COIL project – SDK 200 000 – Project Duration June 2023 to October 2024 (see [here](#))

## **EXTERNAL EXAMINER**

Mayana, X.J (PhD, Rhodes). 2024. Bridging cultures in science education: Lesson Study approach for indigenous knowledge integration in a township school

Khuzwayo, N.Q (PhD, UKZN). 2024. From moving schools to sinking schools: Narratives of stakeholders of schools in decline.

Moyambo, S (MEd, UNISA). 2023. The influence of leadership on the success or failure of public secondary schools in South Africa

Ramroop, N (PhD, DUT). 2022 Challenges and best practices in the use of e-learning technologies for teaching and learning at UOTS – A case study of the Durban University of Technology

Visagie, S (MEd, UJ) 2022. Teachers' perceptions on the sustainability of an equine therapy intervention within an under-resourced school context

Sivanath, A. (MEd, DUT). 2020. Teaching and learning challenges of disadvantaged students in the context of access and equity in South African Higher Education: A case study of the Durban University of Technology.

Shinanda, E. (MEd Rhodes). 2019. Mobilising the indigenous practice of making *Oshikundu* using an inquiry-based approach to support Grade 8 Life Science teachers in mediating learning of enzymes

Prince, K (PhD UNISA). 2019. A transformative framework for staffing former South African Model C schools.

Gafoor, A (MEd CPU). 2019. Factors Influencing Programme Completion of National Certificate (Vocational) students at a college in the Western Cape, South Africa.

Baker, I. (MEd Stellenbosch) 2018. The nature of parental involvement in school governing bodies: A comparative study of four primary schools in the Western Cape

Bareke M.L (PhD UNISA) 2018. Managing University-Industry Linkage in Government Universities of Ethiopia: Challenges and Opportunities

Kanime, JK (MEd Rhodes) 2015. An investigation into how Grade 11 Biology teachers mediate learning through code-switching from English to Oshiwambo: A case study

Davids, S (MEd CPU) 2013. Intercultural communication amongst employees at the Department of Justice and Constitutional Development Western Cape.

Woolway, JJ (MEd WITS) 2012 How student discussions during group work influence learners' performance when doing a Department of Education prescribed Life Sciences activity.

## ACCREDITED PUBLICATIONS

- Uleanya, C & Yassim, K. (2025). Quality education versus sustainable development and sustainability in South Africa: scholarly perceptions. *Journal of Further and Higher Education*, DOI: <https://doi.org/10.1080/0309877X.2025.2470763>
- Jackson, L.G. Yassim, K. & Omotosho, A.O.(2024). Assessing the Quality of Teaching and Learning in Higher Education: Perspectives from a South African University. *Studia Universitatis Babeş-Bolyai Educatio Artis Gymnasticae* 69(2):15-30  
DOI:[10.24193/subbeag.69\(2\).09](https://doi.org/10.24193/subbeag.69(2).09)
- Mkwizu, K.H. & Yassim, K. (2024). Resilience and sustainability in African higher education: A post-Covid, collaborative autoethnographic reflection. *Issues in Educational Research*, 34(4), 1451-1468. <http://www.iier.org.au/iier34/mkwizu.pdf>
- Munger, S.D, Yassim, K and Omotosho, A.O (2024). Enabling Principal Leadership for Teacher Well-Being Through African Voices Dialogue Platform. *Studies in Learning and Teaching* 5(2), 513-524. DOI <https://doi.org/10.46627/silet.v5i2.362>
- Uleanya, C, Ilesanmi, K.D., Yassim, K, Omotosho, A.O & Kimanzi, M. (2024). Sustainability consciousness of selected university students in South Africa. *International Journal of Sustainability Education*, 25(9):505-521. DOI <http://dx.doi.org/10.1108/IJSHE-01-2024-0046>
- Uleanya, C. and Yassim, K (2024). Africanizing the SDGs: A key factor for enhancing sustainability consciousness within South African universities. *Journal of Infrastructure, Policy and Development*, 8(9): 5331. DOI <https://doi.org/10.24294/jipd.v8i9.5331>
- Omotosho, A. and Yassim, K (2024). Developing entrepreneurial attributes in school leaders to promote education sustainability: The weak links. *Social Sciences and Humanities Open*. 10(3):101025. DOI <https://doi.org/10.1016/j.ssaho.2024.101025>
- Njokwe, L.S, Yassim K. and Uleanya, C. (2023). Learning to learn, unlearn and relearn: Teacher narratives for leading learning for 4IR. *Multicultural Education*, 9(1):147-161 accessible online [here](#)
- Uleanya, C. and Yassim, K. (2023). Global south in pursuance of global north: Case of rural South African education and the fourth industrial revolution. *Comunicação & Educação*, 1:5-16 accesible online [here](#)
- Motebele, M.M., Yassim, K. and Uleanya C. (2023). Challenges and Constraints of the Paperless Classroom: Way Forward. *Cultural and Historical Heritage Preservation Presentation Digitalization* 9(2):38-60 accessible online [here](#)

- Motebele, M.M., Yassim, K. and Uleanya C. (2023). Leading learning in paperless classrooms: Experiences of leaders and teachers. *Multicultural Education*, 9(2):129-143 accessible online [here](#)
- Whittaker, R; Yassim, K and Njokwe, L.S. (2022). Evidence Informed Practice in South African Schools: An Examination of Enabling and Constraining Factors. Brown, C & Malin, J.R. (ed). *The Emerald Handbook of Evidence-Informed Practice in Education: Learning from International Contexts*. Emerald Publishing Limited: UK
- Yassim, K (2022). Designing Assessments for Lifelong Learning: Twitter Engagements as a Conduit for Continuous Authentic Learning. In Menon, K., Naidoo, K. and Castrillon, G (ed). *Teaching Innovation for the 21<sup>st</sup> Century*: Jacana Media: SA
- Yassim, K, Rudman, N and Maluleke, L. (2021). Enabling vocational lecturer capacities towards sustainable human development: Radical Revisioning. In McGrath, S., Papier, J., Mulder, W. & Stuart, R. *Handbook of Vocational Education and Training: Developments in the Changing World of Work*. Springer online. Published version on [here](#)
- Yassim, K. (2018). *Amabali Ethu Apilisayo*: Decolonising curriculum and praxis through life righting. *Educational Research for Social Change*, 4(2) 56-78.
- Yassim, K and Latolla, N. (2018). Weaving tapestries of knowing: A self-reflexive inquiry on the pedagogy and praxis of teaching life righting. *Education as Change*, 56:115-183
- Yassim, K and Horne, A (2017). Work as meaning: Conceptual understandings of humanising WIL at TVET colleges. *Journal of Vocational Education*, 33: 121-178
- Yassim, K. and Moyikwa, S. (2017). Exploring TVET student learning trajectories through student "voice" and portrait collages. *JOVCET*, 3:32-56
- Yassim, K. and Pepeta, N. (2016). In pursuit of humanity: Exploring TVET lecturer narratives as a critical lens for developing humanising approaches to vocational pedagogy in TVET classrooms. *JOVCET* 1:43-67
- Yassim, K, Mapasa, T. and Dyanti, T. (2016). Reflexive Encounters and Critical Conversations: Possibilities for a Humanising Pedagogical Praxis in Post-School Classrooms. *International Journal for VET Education* 89:123-148
- Jackson, L. and Yassim, K. (2016). Lecturer-Student dialogic conversations in re-imagining conceptions of quality in Teaching and Learning. *Journal of Higher Education*, 76:426-465
- Zinn, D., Adam, K., Kurup, K. and Du Plessis, A. (2016). Returning to the source: Reflexivity and Transformation in understanding a Humanising Pedagogy. *Educational Research for Social Change*, 5(1): 70-93.
- Gudyanga, A., Adam, K. and Kurup, R. (2015). Zimbabwean female participation in physics: The influence of context on identity formation. *AJARMSTE* 19(2): 172-182.

Adam, K., Zinn, D., Kemp, H. and Pieterse, C. (2014). Humanising Research through Research: The inclusion of Student Voice in Curriculum Renewal. *Education as Change*, 18(1): S63-76.

Adam, K, Steyn GM and Kamper, GD (2010). *The role of department heads as change agents in education reform*. ISBN 978-3-8383-6465-0.

Adam, K and Steyn, GM (2010). *Women's empowerment and leadership in education..* ISBN 978-3-8433-5807-7.

Briegel, T, Adam, K, Jongsma, K, Bryant, S, Tennant, L, Engelbrecht, G, Atallah, F, Tennant, R, Dada, R and Carr, K (2007). *Greenwood Encyclopedia of Children's Issues Worldwide: The United Arab Emirates*. Greenwood Publishing: Westport, CN. (Chapter)

Adam K (2005). Stuck in another dimension: Teaching the gifted child in an inclusionary classroom. *Teachers, Learners and the Curriculum*, Volume 3 (this article has been translated into Arabic)

Adam K, Steyn GM & Walker I (2005). Voices from the workplace: Barriers to female educator employment and career development in the United Arab Emirates. *Journal of Educational Studies* 4(1):114-134.

Adam K & Steyn GM (2005). Identifying and understanding barriers limiting national women's entry and career progression in the education sector in the United Arab Emirates. *Journal of Educational Studies*, Volume 1(2):52-72.

Adam K (2004). Transforming the classroom: Engaging children into active learning. *Teachers, Learners and the Curriculum*, Volume 2:40-46 (this article has been translated into Arabic)

Adam K (2003). Classroom management techniques for primary school teachers. *Teachers, Learners and the Curriculum*, 1:15-19 (this article has been translated into Arabic)

## **SELECTED PRESENTATIONS AND KEYNOTE ADDRESSES**

### **KEYNOTE ADDRESSES**

AFRICA EDUCATION LEADERSHIP ROUND TABLE (MIE Mauritius). Delivered in person in September 2024 entitled: Conceptualizing AI-driven future fit sustainability leadership: Towards designing AI-empowered leadership development

UNIVERSITY OF DAR ES SALAAM (Tanzania). Delivered in person on 05 January 2023 entitled: Education for Sustainable Futures: An African Perspective.

STATE UNIVERSITY OF ZANZIBAR (Zanzibar). Delivered in person on the 09 January 2023 entitled: Sustainable livelihoods: The blue and green economy and its implications for education.

SAARMSTE EC Chapter Keynote Address delivered online on 23 September 2022 entitled:  
From the classroom to a plate of food: Leading education for sustainable livelihoods  
in the era of 4IR

AFRICA VOICES DIALOGUE delivered online on the 16 June 2022 entitled: School culture  
evolution: A leadership imperative in the era of 4IR.

## **CONFERENCE PRESENTATIONS**

SASUF (2024). South Africa Sweden University Forum Research and Innovation Week.  
Workshop offered on a green pedagogical approach using digital storytelling with  
Lund and Orebro university colleagues.

SAERA (2024). University of the Free State. Education for Sustainable futures: A Collaborative  
Online International Learning (COIL) Conversation (individual paper presentation)

HETL (2024). Nelson Mandela University. Exploring the power of storytelling through a green  
pedagogical approach (individual paper presentation)

HETL (2024). Nelson Mandela University. A workshop on integrating a green pedagogical  
approach in Higher Education. (Workshop)

EASA (2024). Bringing the classroom into the garden and the garden into the classroom:  
Teachers leading education for sustainable futures (individual paper presentation).

SAERA (2023). Rhodes University. School food gardens as third spaces for learning: Towards  
leading education for sustainable futures.

SAAIR (2023). Leading clean energy and sustainability awareness through school food  
gardens.

END (2023). Bringing the classroom into the garden and the garden into the classroom:  
Teachers leading education for sustainable futures (individual paper presentation).

FORDES (2022). University of Pretoria. Online presentation entitled: Learning beyond a grade:  
Reimagining online postgraduate assessments for a digital world.

UNISA De-colonisation and Re-Afrikanisation: A Conversation Conference August 2018.  
Pretoria. Paper presentation "Amabali Ethu Aphilisayo: Decolonising curriculum and  
praxis through life righting"

IVTEC TVET Principal's Conference. August 2018. Cape Town. Paper presentation. *Work as  
Meaning: Conceptual Understandings of Humanising WIL for TVET colleges.*

RVTTI 6<sup>th</sup> International conference. June/July 2017. Eldoret, Kenya. Paper entitled  
"Overcoming a *culture of silence*: Re-imagining responsive and sustainable  
vocational pedagogies at the intersection of a capabilities and humanising  
pedagogy approach.

CANRAD PRE-COLONIAL CATALYTIC Conference. NMMU CANRAD. March 2017. Paper entitled *Strengthening roots: Explorations of the Precolonial through arts-based pedagogies.*

SAARMSTE Jan 2014. NMMU Port Elizabeth. Short paper delivered on *A modeling approach to developing CLIL competencies amongst primary school science teachers.*

Teacher Education Conference September 2013. University of Pretoria. Paper delivered with panel "Capacity building by designing *communities of practice: A case study of the BEd (Honours) Programme.*"

Keynote Address SAARMSTE Chapter Colloquium September 2013. Rhodes University. Paper entitled: "*Humanising Research through Research: The inclusion of Student Voice in Curriculum Renewal.*"

Western Cape Principal's Conference, Break barriers to learning in April 2012.

Research Education Forum. Sharjah Women's Higher Colleges of Technology April 2012. Paper presented, "Learner and Teacher Conceptions and Dispositions in Mathematics and Science" on the 27 April 2012.

World Gifted Conference at the University of Warwick (UK) from 5 August to 10 August 2012.

Learning Conference 2012 in Johannesburg (WITS University) in June 2013. Paper "Teaching Science in the 21<sup>st</sup> century" presented.

Middle East Forum for Academic Research and Reflection (MEFARR) – Paper "Reflective Practice (Action Research): A Tool For Motivating Students Into Research" presented in April 2009

MetsMac 2009 – March 2009. Paper "Project-Based Science Teaching and Learning: A Middle Eastern Example" presented in Abu Dhabi.

Zayed University's Research Seminar Series. Paper "Developing language acquisition skills in Arab children" in March 2009.

Zayed University's Research Seminar Series. Presented paper in March 2009 on "*Voices from the workplace: Barriers to national female employment and career progression in the United Arab Emirates.*" Audience included Readiness Level 8 students.

Zayed University's First Annual International Student Leadership Conference entitled *Women as global leaders: Educating the next generation.* Dubai, March 14-16 2009. Paper presented "*Women empowerment and leadership in Education: The key to Emiratisation in the United Arab Emirates.*"

## **CREATIVE OUTPUTS**

SASUF, September 2024. 3D story digital artefact. See [here](#)

TESF Film Festival July 2023. Leading Education for Sustainable Futures. (access [Story 1](#), [Story 2](#) and [Story 3](#) here)

TST00Y4 2020 App development Virtual Reality Exhibition. Online. University of Johannesburg.

TST00Y4 2019 Digital Exhibition (23 October 2019). Augmented Reality Exhibition Using ARTIVIVE (Digital Stories). University of Johannesburg.

*Amabali Ethu Aphilisayo* "Our Healing Stories Festival" April-May 2018. TramWays. Port Elizabeth, South Africa.

Teaching and Learning Week PGED 201 (Education Philosophy) Hip Hop Production entitled *Africa, my Africa*. May 2017

BEd Honours PHE 408 Drama Production. Teacher Heaven performed at the IRT Humanising Pedagogy Week, NMMU. September 2015.

PGCE 2013 Film. *Heart of the Who* to be screened at the Grahamstown Arts Festival. July 2014

Photography Exhibition: "Faces of the Curriculum" PGCE 2012

## **MEDIA CONTRIBUTIONS**

Nominated by Sunday World as one of the "heroic women" 2024. See [here](#)

Yassim, K. (Mail & Guardian, Jan 2024). Diversifying education pathways for 'life' success in adulthood. See [here](#)

Yassim, K & Naicker, SR (Daily Maverick, 28 Jan 2024). How community effort and spirit of resilience helped matrics up their game. See [here](#)

BizCommunity (13 June 2023) Evaluating a sustainable future for African education. See [here](#)

Yassim K. eNCA Interview on 26 May 2023. Can be retrieved [here](#).

Yassim, K and Pilane, J. (Mail & Guardian, 07 August 2021). Healing circles can help learners deal with trauma. Can be retrieved from [here](#)

Roets, L. and Yassim, K (Mail & Guardian, 09 Jun 2021). Building bridges across an unequal education divide. Can be retrieved from [here](#).

Yassim, K. (Mail & Guardian, 16 March 2021). Testing the 'glass cliff theory' at school. Can be retrieved from [here](#).

Yassim, K & Jardine, R. (Mail & Guardian, 17 Feb 2021). "Maslow before Bloom" for Teachers and Learners. Can be retrieved from [here](#).

Yassim, K (Mail & Guardian, 17 Jan 2021). An experiment in what school could be. Can be retrieved from [here](#).

Yassim, K (Mail & Guardian, 6 Dec 2020). Theory of constraints brings benefits. Can be retrieved from [here](#).

## **RESEARCH FUNDING AWARDS AND PROJECTS**

GES 4.0 SI (2024) AI in leadership development project. R550 000. Project to start in 2025 in collaboration with the University of Helsinki.

VIP award (2024). Online Sustainability Game. R604 000. Project underway. Deliverable to be ready Jan 2025.

SASUF Virtual Reality Funding 2023 with Lund University Sweden. Developing a "green pedagogy" for Higher Education: Innovative design thinking, arts-based and digital transformation practices for sustainable development. – SKR 200 000

Transforming Education for Sustainable Futures (TESF) Funding 2022. Transforming Education for Sustainable Futures – (GBP 1 million)

URC Funding 2019, 2020 and 2021 for the Sandbox Project – R200 000 per year

TLDCIP Funding R 3 million from DHET for TVET research towards the development of an AdvDip(TVT) programme;

WITS REAL and NMU Research Partnership (R3 million from DHET) for research on conceptions of a vocational pedagogy.

NRF Funding with consortium (WITS-NMU-TUT-OFS) –project ended June 2017. (Funds secured R3 million over three years)

Research Development Fund Recipient 2014 – CLIL study in Manyano Community Schools R500 K

IRT Development Fund Recipient 2014 – Humanising Leadership Project R500 K

GED Funding (UAE) – AED 5 million.

## **CONTACTABLE REFERENCES**

Prof D. Zinn (ex- DVC T&L and Dean Faculty of Education, Nelson Mandela University).

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