
Editorial

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Early in 2016, the editorial board of *Perspective in Education* took a decision to publish two issues of the journal per year, one being a general issue put together from the open contributions by various authors, while the second would be a special issue focusing on a topical theme in the field championed by (a) guest editor(s). This is a general issue that picks up the conversation on diverse issues affecting education across a number of fronts, both locally and internationally.

The first article by Rajah draws on the national debates on Africanisation in higher education within the South Africa context to problematise what is sometimes viewed as the third arm of the academic enterprise, viz. community engagement and/or engaged scholarship. In the second article, Mathebula continues on the Africanisation theme when he debates the reliance on what he sees as a narrow Indigenous African Philosophical worldview to underpin the post-apartheid national Curriculum and Assessment Policy Statement (CAPS) for schools in South Africa. On the policy front, Ohajunwa, Ned, Luger, and Geiger then examine the gap between public policy and practice and propose what has often been called the “pedagogy of policy” or what the authors specifically term “policy literacy” as a way to bridge that gap. McLeod Palane and Howie follow on the policy debates with their article that draws on a large data set from an international study, the preProgress in Reading Literacy Study (prePIRLS, 2011) to argue the benefits of various language of instruction (LOLT) models in improving reading comprehension for South African primary school learners. Continuing on the language policy discussions, Ngcobo and Makumane examine the pre-service teachers’ attitudes to introduction of Chinese Mandarin into the South African curriculum. Aderibigbe and Mosia take a look at the often marginalised stream in education, the Technical and Vocational Education and Training (TVET) stream and unpack the importance of work integrated learning (WIL) within that stream.

The next three articles take us back into the classroom dynamics. Raazia Moosa begins the series by theorising the concept of student engagement in higher education and proposes various ways to counter what may seem to be rampant disengagement by students in various university classes. In the next article, George, Tucker, Panday and Khumalo take readers into the Life Orientation classrooms, the site of most learning about Sexual and Reproduction Health (SRH) issues in South African schools. The authors identify an urgent need for personal and professional development of the educators to enhance the delivery of the Life Orientation curriculum in the schools. In the penultimate article of



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this issue, van Wyk, Teise and le Roux raise alarm bells on the potential threats to the quality of marking for the high school national examinations in one province of South Africa. Given the importance of the end-of-high school national examinations in the country, the discussion on the quality of marking can thus not be ignored.

In the final article, Ramlall, Singaram and Sommerville also raise quality issue with respect to doctoral examinations. Against the backdrop of the ongoing national review of doctoral degree qualifications in South Africa, the study by these authors could not have come at a better time to inform the discussions.

In closing, it is perhaps a good point for the editor-in-chief to announce formally that the 2019 edition would be the last under our editorship. It has been a great honour and privilege for me to serve as the editor-in-chief of *Perspectives in Education*, (2015-2019). I was privileged to work with Prof Sechaba Mahlomaholo as the co-editor in the early years and later with Prof Matseliso Mokhele-Makgalwa as the associate editor of PIE. The search for a new editor-in-chief is ongoing and will be announced in due course. We also wish to thank the editorial board and the readership of PIE for the memories and wonderful experiences in editing the journal. We have no doubt that the journal will continue to scale the heights and retain its status as an accredited outlet for education research, nationally and internationally.
