

DR NURAAN DAVIDS

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BIOGRAPHICAL NOTE

Nuraan Davids is the Chairperson of, and a Senior Lecturer in the Department of Education Policy Studies in the Faculty of Education at Stellenbosch University. She holds a doctorate in Philosophy of Education. Her interests include democratic citizenship education, Islamic education and ethics in education, with a particular focus on educational policy, gender, theory and practice, management and leadership inquiry. She is an Associate Editor of the *South African Journal of Higher Education*; and is an Editorial Board Member of *Ethics and Education* – the international journal of the International Network of Philosophers of Education. Book publications include: *Women, cosmopolitanism, and Islamic education: On the virtues of education and belonging* (New York & London: Peter Lang, 2013); *Citizenship, education and violence: On disrupted potentialities and becoming* (co-authored) (Rotterdam/Boston/Taipei: Sense Publishers, 2013); *Ethical dimensions of Muslim education* (co-authored) (New York & London: Palgrave Macmillan, 2016); *Educational leadership-in-becoming: On the potential of leadership in action* (co-authored) (New York & London: Routledge, 2017).

ACADEMIC QUALIFICATIONS

- 2012: PhD (Philosophy of Education), Stellenbosch University
- 1999: MPhil (Educational Administration, Planning and Social Policy), University of Cape Town
- 1993: Higher Diploma in Education (PG Secondary), University of Cape Town
- 1992: BA (Hons) (English), University of Cape Town
- 1991: BA, University of Cape Town

Academic Awards

- 1992: J.B.M Hertzog Scholarship
- 1999: John Wakeford Scholarship

PROFESSIONAL EXPERIENCE

Academic

- 2015 (October) – current: Senior Lecturer of Philosophy of Education (Department of Education Policy Studies, Stellenbosch University)
- 2013 (January) – September 2015: Lecturer of Philosophy of Education (Department of Education Policy Studies, Stellenbosch University)
- 2012 (February – December): Adjunct Lecturer of Philosophy of Education (Department of Education Policy Studies, Stellenbosch University)
- 1992 (January – December): Tutor (Department of Afrikaans-Nederlands, University of Cape Town)

Management

- 2017 – Current: Chairperson – Department of Education Policy Studies
- 2004 – 2011 (March – December): Director (Fundi Education & Training)
- 2007 – 2011 (January – December): Western Cape Project Manager (Zenex Spark Project)
- 2004 – 2007 (January – December): Project Manager (Shuttleworth Foundation Project)

Teaching

- 2000 – 2003 (January – December): Senior Facilitator; Programmes Designer (Novalis Institute)
- 1998 – 1999 (January – December): Teacher (Livingstone High School)
- 1994 – 1997 (January – March): Teacher; Grade Head (Windsor High School)

Other

- 1994 – 1997 (March - March): Author (Maskew Miller Longman)
Main author (with Ronel Gouws): Grade 10
Co-author: Grades 8, 9, 11 & 12

RESEARCH AWARDS

- 2017 – 2019: NRF Grant: Competitive Support for Unrated Researchers (CSUR)
- 2016: Vice-Rector's Award for Research
- 2015: Vice-Rector's Award for Research
- 2015: Early Research Career (ERC) Development Grant
- 2015: NRF Research Excellence Award for Female Emerging Researcher
- 2015: Faculty of Education 'Young Stars' award

- 2015: Rector's Award for General Performance
- 2015: AERA International Relations Committee International Travel Award
- 2014 – 2016: NRF Thuthuka
- 2014: Rector's Award for General Performance
- 2014: Mellon Academic Staff Development Award
- 2013: Knowledge, Interchange and Collaboration Award

RESEARCH PROJECTS

- 2016: Book project: Philosophy and education as action
- 2015 – 2016: Book project: Educational leadership as action
- 2015 - 2016: Book Project: Ethical dimensions of Muslim education
- 2014 - 2016: Female principals and the ACE: In pursuit of the feminine in leadership
- 2013: Measuring up in education: implications for democratic citizenship education
- 2013: Re-imagining citizenship education
- 2013: Piloting and Adapting a Manual on Citizenship Education in Public Schools

COMMITTEE MEMBERSHIPS

- 2017 – current: Stellenbosch University Senate
- 2017 – current: Faculty Committee
- 2017 – current: Faculty Executive
- 2017 – current: Doctoral Oversight Committee
- 2015 - current: Standing Committee: Research (Faculty of Education)
- 2014 - current: PGCE Programme Committee
- 2014 - 2015: ACE Programme Committee
- 2013 - 2015: BEd (Hons) Programme Committee

PROFESSIONAL AFFILIATIONS

- Associate Editor (2013 – Current): South African Journal of Higher Education
- Member of Editorial Board (2014 – Current): Ethics and Education
- Member (2013 - 2014): Philosophy of Education Society of Australasia
- Member (2012 – Current): The International Network of Philosophers
- Member (2012 – Current): Philosophy of Education Society of Great Britain (PESGB)

- Member (2013 – Current): American Educational Research Association (AERA)

SERVICE AS REVIEWER

- *NRF*
- *South African Journal of Higher Education*
- *Ethics and Education*
- *Perspectives in Education*
- *South African Journal of Education*
- *Alternation*
- *Journal of Curriculum Studies*
- *Per Linguam*
- *Southern African Review of Education*
- *British Journal of Education, Society & Behavioural Science*
- American Educational Research Association - Philosophical Studies in Education SIG
- *Discourse: Studies in the Cultural Politics of Education*
- *Education as Change*
- *Hypatia: A Journal of Feminist Philosophy*
- *Transformation in Higher Education*
- *International Journal of Educational Studies*
- *Open Review of Educational Research*

ACCREDITED RESEARCH PUBLICATIONS (67)

Books - International: (7)

1. Davids & Waghid. (2017) *Education and the Polemic of Tolerance: Towards Dissent in Educational Encounters* (Under review).
2. Waghid, Y. & Davids, N. (2016) *Education, assessment and the desire for dissonance*. New York & London: Peter Lang Publishing (forthcoming).
3. Waghid, Y. & Davids, N. (2017) *Philosophy and education as action: Implications for Teacher Education*. Lanham, MD (US): Rowman & Littlefield – Lexington Series (Forthcoming).
4. Davids, N. & Waghid, Y. (2017) *Educational leadership-in-becoming: On the potential of leadership in action*. New York & London: Routledge.
5. Davids, N. & Waghid, Y. (2016) *Ethical dimensions of Muslim education*. New York & London: Palgrave Macmillan, (185 pp.) ISBN: 978-3-319-29316-5.

6. Waghid, Y. & Davids, N. (2013) *Citizenship education and violence in schools: On disrupted potentialities and becoming*. Rotterdam/Boston/Taipei: Sense Publishers, (125 pp.) ISBN: 978-94-6209-474-1.
7. Davids, N. (2013) *Women, cosmopolitanism, and Islamic education: On the virtues of education and belonging*. New York & London: Peter Lang Publishing. ISBN 9783034317085.

Edited Collections (2)

1. Raemakers, S. & Davids, N. (2018) Sectional Editors: Voices from the present and past. In Smeyers, P. (Ed.) *International Handbook of Philosophy of Education*.
2. Waghid, Y. & Davids, N. (Eds.) 2014. Islamic education: Possibilities, Opportunities and Tensions [Special Issue]. *Studies in Philosophy and Education*, 33(3): 227-351, ISSN: 0039-3746.

International Peer Reviewed Journal Articles: (16)

1. Davids, N. (2016) Does caring about those we teach make a difference to violence in schools? Implications for democratic citizenship in South Africa. *International Journal of Educational Studies*.
2. Davids, N. (2016) Deliberation, belonging and inclusion: Towards ethical teaching in a democratic South Africa, *Ethics and Education*, 11(3): 274 - 285.
3. Davids, N. (2016) Religion, culture, and the exclusion of Muslim women: On finding a reimagined form of inclusive-belonging. *Knowledge Cultures*, 4(4): 46 - 59.
4. Davids, N. & Waghid, Y (2016) Higher education as a pedagogical site for citizenship education. *Education, Citizenship and Social Justice*, 11(1): 34-43.
5. Davids, N. & Waghid, Y. (2016) The worthwhile risk of education: From initiation to co-belonging in and through pedagogical encounters, *Educational Philosophy and Theory*, 48(11): 1138 – 1150.
6. Davids, N. & Waghid, Y. (2015) On speaking to violence in post-apartheid schools, *Pedagogical Culture*, 2(1): 51 – 64.
7. Waghid, Y. & Davids, N. (2015) Maximalist Islamic education as a response to terror: Some thoughts on unconditional action. *Educational Philosophy and Theory*, 47(13-14): 1477 - 1515.
8. Davids, N. (2015) Islam and multiculturalism in Europe: An exposition of a dialectical encounter. *American Journal of Islamic Social Sciences*, 32(2): 31 -50.
9. Davids, N. & Waghid, Y. (2015) The invisible silence of race: On exploring some experiences of minority group teachers at South African schools. *Power and Education*, 7(2): 155-168.

10. Davids, N. (2016) On the un-becoming of measurement in education. *Educational Philosophy and Theory* .<http://dx.doi.org/10.1080/00131857.2015.1068682>.
11. Davids, N. (2015) Are Muslim women in need of Islamic feminism? *British Journal of Religious Education*, 37(3): 311 – 325.
12. Waghid, Y. & Davids, N. (2014) Islamic education: Possibilities, Opportunities and Tensions Islamic education: Possibilities, Opportunities and Tensions [Special issue]. *Studies in Philosophy of Education*, 33(3): 227-231, ISBN 0039-3746.
13. Davids, N. (2014) Muslim women and the politics of religious identity in a (post) secular society. *Studies in Philosophy of Education*. 33(3): 303-313.
14. Waghid, Y. & Davids, N. (2014) On the (Im)possibility of democratic citizenship education in the Arab and Muslim world. *Studies in Philosophy of Education*, 33 (3): 343-351.
15. Waghid, Y. & Davids, N. (2013) Muslim education and its (in)commensurability with multiculturalism: Some thoughts on the imaginative *madrassah*. *Policy Futures in Education*, 12 (1): 124-130.
16. Waghid, Y. & Davids, N. (2012) Combating terrorism through an education for democratic iteration. *American Journal of Islamic Social Sciences*, 30(2): 1-20.

National Peer Reviewed Articles: (19)

1. Davids, N. & Waghid, Y. (2017) Educational theory as rhythmic action: From Hannah Arendt to Giorgio Agamben. *South African Journal of Higher Education*.
2. Davids, N. & Waghid, Y. (2016) Educational leadership reconsidered: re-invoking authority in schools, *Africa Education Review*.
3. Davids, N. (2016) When identity and leadership intersect: The experiences of six female principals in South Africa, *Africa Education Review*.
4. Davids, N. (2016) On extending the truncated parameters of transformation in higher education in South Africa into a language of democratic engagement and justice, *Transformation in Higher Education*. (In press).
5. Waghid, Y. & Davids, N. (2016) Democratic engagement as denudation: Moving beyond risk taking. *South African Journal of Higher Education*, 30(5): 1-10.
6. Davids, N. & Waghid, Y. (2016) Responding to violence in post-apartheid schools: On school leadership as mutual engagement. *Education as Change*, 20(1): 155-169.
7. Waghid, Y. & Davids, N. Y. (2016) Educational leadership as action: Towards an opening of rhythm. *South African Journal of Higher Education*, 30(1): 123 - 137.

8. Waghid, Y. & Davids, N. (2016) The limits of democratic citizenship education as initiation: cultivating risk-taking through association, *South African Journal of Higher Education* 29(6): 1-12.
9. Davids, N. & Waghid, Y. (2015) Geweld in post-apartheid skole – waar lê die oplossing? *Tydskrif vir Geesteswetenskappe*, Jaargang 55(4): 681-693.
10. Davids, N. (2014) Gratitude as an enactment of democratic citizenship education. *South African Journal of Higher Education*, 28(5): 1513-1524.
11. Davids, N. (2014) Muslim schools in post-apartheid South Africa: Living with an apartheid past? *Education as Change*, 18(2): 227-236.
12. Davids, N. & Waghid, Y. (2014) Beyond the indigenous/non-indigenous knowledge divide: The case of Muslim education and its attenuation to cosmopolitanism. *South African Journal of Higher Education*, 28(5): 1485-1496.
13. Davids, N. (2014) The silence of counsellors and the attentive voice of listening: A review of Kobus Maree (ed.) *Shaping the story: A guide to facilitating narrative career counselling* (Rotterdam: Sense Publishers, *South African Journal of Higher Education* 28(1): 292-302.
14. Davids, N. (2013) In recognition of our universal human condition: A response to Caduri's universality plus difference *South African Journal of Higher Education*, 27(3): 561-570.
15. Waghid, Y. & Davids, N. (2013) Reflecting on a doctoral supervision: From scepticism to friendship. *South African Journal of Higher Education*, 27(4): 769-780.
16. Davids, N. & Waghid, Y. (2013) Teenage pregnancy and the South African Schools Act: Is Religion a Justifiable Reason for Exclusion? *Journal of Education*, 23(1): 135-152.
17. Davids, N. (2012) A reformed Islamic education: grounds for revisiting cosmopolitanism. *South African Journal of Higher Education*, 26(3): 395-410.
18. Waghid, Y. & Davids, N. (2012) Higher education and cosmopolitanism without illusions. *South African Journal of Higher Education*, 26(6): 865 - 872.
19. Davids, N. & Waghid, Y. (2012) Re-imagining democratic citizenship education: Towards a culture of compassionate responsibility. *Perspectives in Education*, 30(4): 19-28.

Book Chapters: (18)

1. Davids, N. (2018) On an ethical enunciation of Islamic philosophy of education. In Smeyers, P. (Ed.) *International Handbook of Philosophy of Education* (Dordrecht, Springer, 2017).
2. Davids, N. & Waghid, Y. (2017) Indigeneity and African education: Cultivating decolonized university teaching and learning. In Petrovic, J. & Mitchell, R. (Eds). *Philosophies of indigenous education* (London: Routledge).

3. Davids, N. & Waghid, Y. (2017) Towards a university of critique. In Barnett, R. & Bengsten, S. (Eds.) *Thinking University: A Philosophical Examination of Thought and Higher Education*. Springer.
4. Davids, N. & Waghid, Y. (2017) Higher education transformation, inequality and educational leadership-in-becoming. In Johnson, B., Motala, S. & Cross, M. (Eds.) *Higher Education Transformation in South Africa*.
5. Davids, N. (2017) Global citizenship education, postcolonial identities, and a moral imagination. In Davis, I., Peterson, A., Kiwan, D. Peck, C., Sant, E., Ho, L. & Waghid, Y. (Eds.) *Palgrave Handbook of Global Citizenship and Education*
6. Davids, N. (2017) Muslim Education and Gender Equality: On (re)constructing a just narrative. In Peters, M.A. *Encyclopedia of Educational Philosophy and Theory*. (Dordrecht: Springer) pp. 1 – 5.
7. Waghid, Y. & Davids, N. (2017) Muslim Education and Ethics: On Autonomy, Community and (Dis)agreement. In Peters, M.A. *Encyclopedia of Educational Philosophy and Theory*. Springer.
8. Waghid, Y. & Davids, N. (2016) Towards a poststructuralist understanding of Islamic education. In Waghid, Y. & Higgs, P. (ed.) *Reader in philosophy of education*, Juta. (In press)
9. Waghid, Y. & Davids, N. (2016) Rationality and education: On releasing imaginative human action. In Waghid, Y. & Higgs, P. (ed.) *Reader in philosophy of education*, Juta. (In press)
10. Waghid, Y. & Davids, N. (2016) Towards an African university in becoming: Positive risk, hope and imagination. In Barnett, R. & Peters, M.A. (eds.) *New trends in university education*, London: Routledge. (In press).
11. Waghid, Y. & Davids, N. (2016) Islamisation and democratization of knowledge in Muslim majority contexts: Towards a new imaginary of democratic citizenship. In: Memon, N & Zaman, M. (ed.). *Philosophies of Islamic education: Historical perspectives and emerging discourses*, (New York and London: Routledge) pp. 220 – 235.
12. Davids, N. & Waghid, Y. (2014) Indigenous knowledge, Muslim education and cosmopolitanism: In pursuit of knowledge without borders. In: Van Wyk, B. & Adeniji-Neill, D. (eds.) *Indigenous concepts of education: Toward elevating humanity for all learners* (New York: Palgrave-MacMillan) pp. 101-112.
13. Waghid, Y. & Davids, N. (2014) An introduction to an examination of the university in turbulent political times: On cultivating a community of responsibility. In: Waghid, Y. & Davids, N. (eds.). *The University During Times of Strife*. (London: Routledge) pp. 6-9.
14. Waghid, Y & Davids, N. (2014) The Arab Spring: An opportunity to remould the scepticism. In: Waghid, Y. & Davids, N. (eds.). *The University During Times of Strife* (London: Routledge), pp. 26-29.

15. Davids, N. (2014) Muslim women and cosmopolitanism: Reconciling the fragments of identity, participation and belonging. In: Chapman, J., McNamara, S., Reiss, M. & Waghid, Y. (eds.) 2014. *International Handbook for Learning, Teaching and Leadership in Faith-based Schools* (Dordrecht: Springer Press), pp. 435–452.
16. Davids, N. (2014) Women, identity and religious education: A path to autonomy or dependence? In: Chapman, J., McNamara, S., Reiss, M. & Waghid, Y. (eds.) 2014. *International Handbook for Learning, Teaching and Leadership in Faith-based Schools* (Dordrecht: Springer), pp. 453–469.
17. Waghid, Y. & Davids, N. (2014) On hospitality, responsibility and *ubuntu*: Some philosophical remarks on teaching and learning in South Africa. In: Petrovic, J.E. & Kunz, A.M. (eds.). *Citizenship Education around the world: Local contexts and global possibilities*. London: Routledge, pp. 165-179.

Under Review: (3)

1. Waghid, Y. & Davids, N. (2016) The migrant predicament as 'denudated' challenge to philosophy of education: Towards a notion of 'spiritual' justice, *South African Journal of Philosophy*.
2. Davids, N. (2016), On the (ir)reconcilability between post-apartheid curricular reform and democratic citizenship education, *Prospects*.
3. On the worthwhileness of the ACE: a case study of four principals, *South African Journal of Higher Education* (co-authored).

Conference Proceedings (5)

1. Davids, N. (2016) Deliberation, belonging and inclusion: towards ethical teaching in a democratic South Africa – Symposium: Ethical deliberation in teacher education: talking across philosophical divisions (In Saito, N. & Hodgson, N. Eds.) International Network of Philosophers of Education 15th Biennial World-Conference: Philosophy as translation and the understanding of other cultures. 17 – 20 August 2016 (Warsaw, Poland: University of Warsaw).
2. Davids, N. (co-authored) (2014) On violation, violence and citizenship in post-apartheid schools. (In: Ramaekers, S. & Noens (eds.) International Network of Philosophers of Education 14th Biennial World-Conference: Old and new generations in the 21st century, 20-23 August 2014) (Cosenza, Italy: University of Calabria) pp. 72-81
3. Davids, N. (2013) Democratic citizenship as a debt account of gratitude. Philosophy of Education Society of Great Britain: Annual conference. New College, Oxford University, 22-24 March.
4. Davids, N. (2013) I am therefore I belong: Fulfilling a conception of citizenship from within the self. (In: Gouws, F.E. & Wolhuter, C.C. (eds.) SAERA Conference Proceedings: Educational

Research in South Africa: Practices and Perspectives), (Southern Africa: Oxford University Press), pp. 38 – 47.

5. Davids, N. (2012) Narratives and knowledge: autoethnography as a subjective space of knowledge production. (In: Todd, S. (ed.) International Network of Philosophers of Education 13th Biennial Conference: Passion, Commitment and Justice in Education, 15-18 August 2012 (Ethiopia: Addis Ababa University), pp. 220-222.

Paper presentations (19)

1. Davids, N. & Waghid, Y. (2017) Power and educational assessment: On resistance as a pedagogy Philosophy of Education Society of Great Britain: Annual conference. New College, Oxford University, 30 March – 2 April.
2. Davids, N. & Waghid, Y. (2016) Educational leadership in becoming: A commentary on student protests in higher education. Book launch Seminar, Faculty of Education, Stellenbosch University.
3. Davids, N. (2016) Deliberation, belonging and inclusion: towards ethical teaching in a democratic South Africa – Symposium: Ethical deliberation in teacher education: talking across philosophical divisions (In Saito, N. & Hodgson, N. Eds.) International Network of Philosophers of Education 15th Biennial World-Conference: Philosophy as translation and the understanding of other cultures. 17 – 20 August 2016 (Warsaw, Poland: University of Warsaw)
4. Davids, N. (2016) Keynote address: Women and identity in educational leadership. Regional Teachers' Awards: Overberg region. 13 August, Grabouw, Cape Town.
5. Davids, N. & Waghid Y. (2016) Beyond democratic citizenship education: Cultivating risk-taking. American Educational Research Association (AERA): Public scholarship to educate diverse democracies, 8 – 12 April, Washington DC.
6. Davids, N. (2016) On why writing matters. Research Seminar, Faculty of Education, Stellenbosch University.
7. Davids, N. (2016) Does the failure or retention of learners improve their learning? An ethical consideration of learning. Education Association of Southern Africa (EASA): Dealing with educational inequalities in the age of measurement in South Africa – chasing numbers versus supporting students to succeed, 17 – 20 January, 2016, Hermanus, Western Cape, South Africa.
8. Davids, N. (2016) On the (ir)reconcilability between post-apartheid curricular reform and democratic citizenship education. Education Association of Southern Africa (EASA): Dealing with educational inequalities in the age of measurement in South Africa – chasing numbers versus supporting students to succeed, 17 – 20 January, 2016, Hermanus, Western Cape, South Africa.
9. Davids, N. (2015) Does the Advanced Certificate in Education (ACE) address the needs of female principals in South African schools? American Educational Research Association (AERA): Toward Justice: Culture, Language, and Heritage in Education Research and Praxis, 16 - 20 April, 2015, Chicago, Illinois

10. Davids, N. & Waghid, Y. (2015) Higher Education as a Pedagogical Site for Citizenship Education, American Educational Research Association (AERA): Toward Justice: Culture, Language, and Heritage in Education Research and Praxis, 16 - 20 April, 2015, Chicago, Illinois.
11. Davids, N. & Waghid, Y. (2015) The invisible silence of race: On exploring some experiences of minority group teachers at South African schools, *Association of Educational Development in Africa* (AEDA) Symposium, 13 – 15 April 2015, Breakwater Lodge (Protea Hotel), Waterfront, Cape Town.
12. Davids, N. (2015) Violence in South African schools: On re-storying the story, *Association of Educational Development in Africa* (AEDA) Symposium, 13 – 15 April 2015, Breakwater Lodge (Protea Hotel), Waterfront, Cape Town.
13. Davids, N. (co-authored) (2014) On violation, violence and citizenship in post-apartheid schools. International Network of Philosophers of Education 14th Biennial World-Conference: Old and new generations in the 21st century, 20-23 August 2014 (Cosenza, Italy: University of Calabria)
14. Davids, N. (2014) Ke/ynote address: Challenges facing Muslim education in South Africa. International Peace College of South Africa (IPSA), graduation ceremony, March 2014, Cape Town.
15. Davids, N. (2013) On the (in)humanity of language of educational measurement. Philosophy of Education Society of Australasia: Measuring Up in Education. Melbourne, Melbourne Graduate School of Education, 6-9 December.
16. Davids, N. (2013) Islam and multiculturalism: An exposition of a dialectical encounter. European Conference on Educational Research. Istanbul, Bahçesehir University, 9-13 September.
17. Davids, N. (2013) Democratic citizenship as a debt account of gratitude. Philosophy of Education Society of Great Britain: Annual conference. New College, Oxford University, 22-24 March.
18. Davids, N. (2013) I am therefore I belong: Fulfilling a conception of citizenship from within the self. South African Education Research Association: The state of play in educational research in South Africa: practices and perspectives, Bella-Bella (Warmbaths), Pretoria, 28-30 January.
19. Davids, N. (2012) Narratives and knowledge: autoethnography as a subjective space of knowledge production. The International Network of Philosophers of Education 13th Biennial Conference: Passion, Commitment and Justice in Education, Addis Ababa University, Ethiopia, 15-18 August.

Non-accredited Publications (13)

1. Davids, N. (2016) 'I am not my hair', and the quest for a moral imagination. Stellenbosch University: Faculty of Education Research Bulletin.
2. Davids, N. & Waghid, Y. (2016) History of South African student protests reflects inequality's grip, *The Conversation*.

3. Davids, N. (2016) Hair, language issues go beyond humiliation, *Cape Argus*
4. Davids, N. & Waghid, Y. (2016) Educational leadership, transformation and the socially relevant university, *The Cape Times*.
5. Davids, N. & Waghid, Y. (2016) How to unlock the value of Islamic ethics in a violent, dangerous world, *The Conversation*.
6. Davids, N. (2016) On reconciling curricular reform with teaching democratic citizenship education. Stellenbosch University: Faculty of Education Research Bulletin.
7. Davids, N. (2014) Improving the service of principals. Stellenbosch University: Research Showcase 2014 (Stellenbosch University: SUNPress).
8. Davids, N. & Waghid, Y. (2014) Constructive ways to deal with violence, *Mail and Guardian*, November.
9. Waghid, Y. & Davids, N. (2013) Citizenship education and violence in schools. Stellenbosch University: Research Showcase (Stellenbosch University: SUNPress).
10. Davids, N. (2014) Challenges facing Muslim education in South Africa, *Muslim Views*, May 2014. Cape Town: Brisktrade.
11. Davids, N. (2012) Re-imagining Citizenship Education Manual (Stellenbosch University: SUNPress).
12. Davids, N. (2012) Can Muslim women enjoy equality in cosmopolitan societies? *Mail and Guardian*, November 2012.
13. Gouws, R. & Davids, N. (1997) *Kaperjol: Graad 10* (Cape Town: Maskew Miller Longman)

POSTGRADUATE SUPERVISION – COMPLETED (7)

1. 2016 – 2017: MEd (Full thesis): Ruth Ayoola
Continuing professional development of Accounting teachers in Nigeria: Implications for democratic citizenship education
2. 2015 – 2016: MEd (Full thesis): Hesna van Dewenter
Navorsing oor die rol van leierskap en bestuur in die integrasie van die immigranteleier in skole: 'n Vergelykende studie tussen vyf geselekteerde lerskole

3. 2015 - 2016: MEd (Full thesis): Miranda Whitley
Does developmental appraisal promote teacher development? A case study of five former Model-C schools
4. 2014 – 2015: MEd (Full thesis): Simanu Evalistus
An investigation into the relationship between school leadership and learners' academic performance at four secondary schools in the Kavango region, Namibia
5. 2014 – 2015: MEd (Full Thesis): Niel Botha
Navorsing oor beleide aangaande tegnologie en die toepassing daarvan in vier laerskole in die Wes-Kaap
6. 2014 – 2014: MEd (Full Thesis): Wessel Sonnekus
Maak die gevorderde onderwysertifikaat 'n verskil aan die bestuurvermoëns van skoolhoofde? 'n Vergelykende studie van vier skoolhoofde.
7. 2013 - 2014: MEd (Half thesis): Steven Haingura
An investigation of multigrade teaching at three primary schools in the Kavango Region, Namibia

POSTGRADUATE SUPERVISION – CURRENT (16)

1. 2017 – 2019: MEd (Full thesis): Christopher Cox
2. 2017 – 2019: MEd (Full thesis): Izak de Jager
3. 2017 – 2019: MEd (Full thesis): Mpicothi Qantolo
4. 2017 – 2018: MEd (Full thesis): John Geland
5. 2016 – 2018: MEd (Full thesis): Ilse Baker
6. 2016 – 2018: MEd (Full thesis): Rentia Schoeman
7. 2016 – 2018: Med (Full thesis): Anastasia Gordon
8. 2015 – 2017: MEd (Full thesis): Yolanda Bailey
9. 2015 – 2017: MEd (Full thesis): Jerry Swarts
10. 2017: PhD: Adele Kannemeyer

11. 2017: PhD: Janine Carlse
12. 2016: PhD: Jerry van Niekerk
13. 2015: PhD: Wessel Sonnekus
14. 2015: PhD: Ramesh Jeram
15. 2014: PhD: Eric Atmore

INTERNAL/EXTERNAL EXAMINATION OF THESES

2016: External Moderator: BEd Hons Education, Leadership Management, Rhodes University.

1. 2017: External examination of MEd thesis – Monica Strydom (RU) (Leadership development in a Representative Council of Learners (RCL) in a secondary school in the Eastern Cape)
2. 2016: Internal examination of MEd thesis – Elzahn Rinqest (Place-making: Investigating the place-based identity negotiations of high school girls in the informal spaces of their schools)
3. 2016: External examination of PhD thesis – M.C. Van Jaarsveld (NWU) (Die verband tussen skoolhoofleierskapstyl, skoolklimaat en leerderprestasie)
4. 2016: External examination of MEd thesis – Filemon Nangolo (RU) (The role of leadership in shaping organisational culture in a school in Namibia)
5. 2016: Internal examination of MEd thesis – Andreas Labuschagne (Exploring contemplative education as a comprehensive means toward 'the eradication of ignorance', A hermeneutic-phenomenological analysis)
6. 2015: External examination of MEd thesis – Emmanuel Ndlovu (UKZN) (The geographies of environmental education: Narratives of high school learners' ecological awareness)
7. 2015: Internal examination of MEd thesis – Mariana van Zyl ('n Ondersoek na die rol van erkenning van deugde in verband met individuele leerders se potensiële bydraes tot die vestiging van 'n demokratiese, multi-kulturele samelewing)
8. 2014: Internal examination of MEd thesis - James Joseph Daniels (Die invloed van die landelike multigraad-agtergrond op die aard van die werk van die hoof van 'n landelike multigraadschool)

9. 2013: Internal examination of MEd thesis - Ivenilde Race Guirruogo da Maia (Democratic citizenship education: Implications for teaching and learning in post-colonial Mozambique)

TEACHING

- 2013 – Current: BEd (Hons) - Educational Leadership and Management
- 2013 – Current: BEd (Hons) – Educational Leadership and Management (Telematics)
- 2014 - Current: PGCE – Philosophy of Education (Programme Convenor)
- 2014 - 2015: Advanced Certificate in Education: Lead and Manage People
- 2013 - 2014: MEd - Educational Leadership and Management