



# Bridging the gap: School food gardens as third space learning using “green” pedagogies

By

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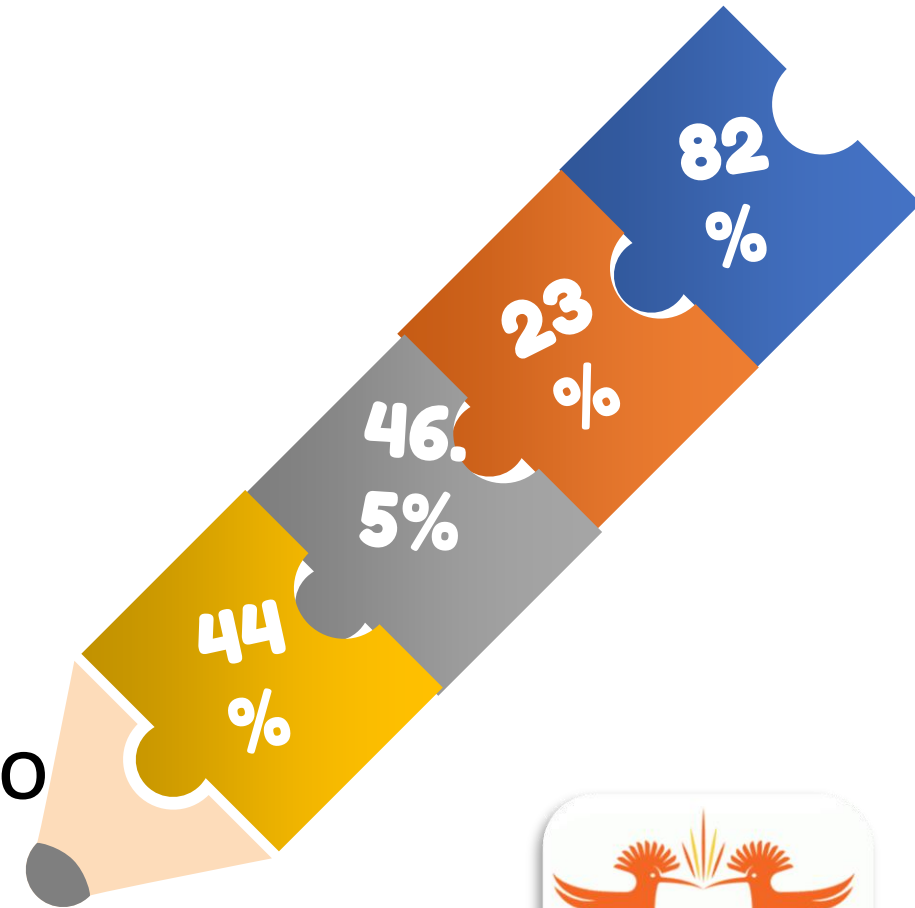
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# The effectiveness of the current education system

- Drop out rate (44% in 2022)
- Youth unemployment (46.5% in 2022)
- University access (23% of all matriculants)
- Literacy and numeracy poverty
- 82% of Grade 4 learners not able to read for comprehension and meaning



# Repurposing Education



## The Sustainable Development Goal 4: Quality Education

### “Green” pedagogies (GP)

is an educational approach that places a strong emphasis on environmental awareness, sustainability, and ecological principles within the learning process



### Three tier stream

- Academic
- Technical Vocational
- Technical Occupational

GP mirrors the SDGs' aim to ensure inclusive and equitable quality education (SDG 4) while integrating sustainability principles across various facets of life.

# Teacher Leadership

Teacher leadership is a cornerstone for repurposing education.

Teacher leadership as the process by which teachers, individually or collectively, influence their colleagues, principals, and other members of school communities to improve teaching and learning practices with the aim of increased student learning and achievement



Leadership opportunities should be provided for teachers so that they may utilize their strengths, promote new teaching methods, knowledge and skills sharing and be members of school task forces for school improvements, feel a sense of ownership and contribution to the school and to sustainable education

Collaborative efforts, innovative teaching practices, and a supportive school environment are essential for achieving sustainable livelihoods and educational success.

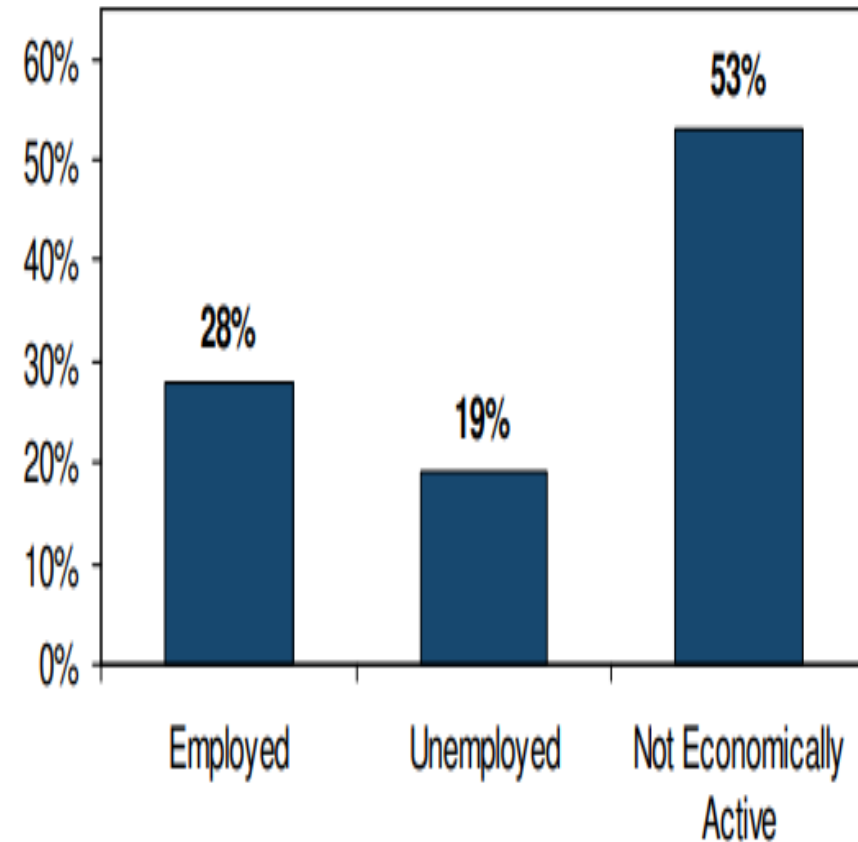
# The aim and context of the study

- This study aims to understand how teacher leaders repurpose education for sustainable livelihoods using green pedagogical approaches.
- The study is limited to one primary school in the Hoedspruit area in South Africa.
- Provides insights into how a group of teachers at a rural primary school in Hoedspruit collaborated with community members to repurpose the school curriculum toward sustainable livelihoods.



# TESF Research – Hoedspruit (context)

- Agricultural Community in
- Maruleng is predominantly a rural municipality
- Centred on farming and traditional subsistence agriculture
- Most schools lack basic services – water, electricity, telecommunications and sanitation



# Researching “with” not “on”

- PALAR –Participatory Action And Learning Research
- Using photo-voice as a primary research instrument, participants used their cell phones to take pictures of how they used the green pedagogical approaches to repurpose the curriculum.



What must be altered to secure the well-being of our youth?

The tale of two different classrooms...

Do we not need to do things differently now?







# Photovoice



# Findings



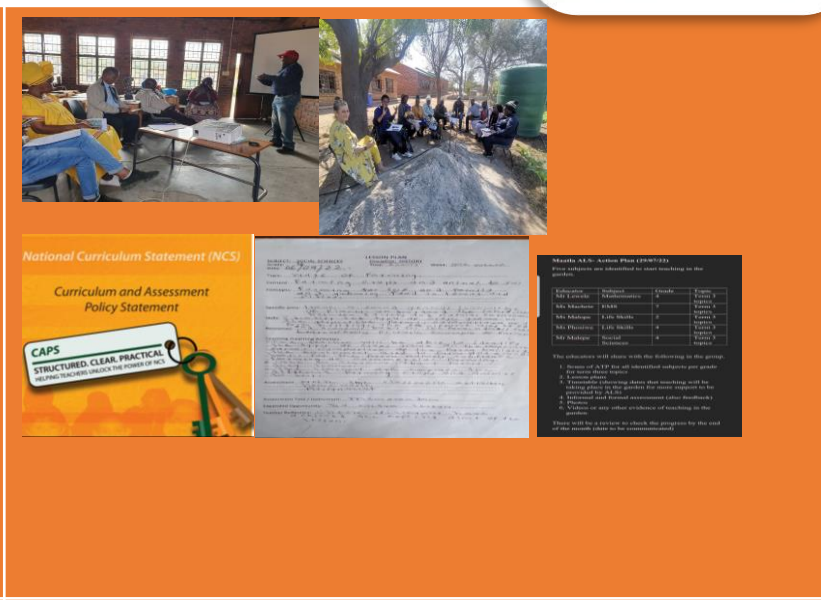
## Key themes identified

## Teacher leader perspective

## Pictures

Collaborative lesson Planning

*“ATP term three it links with the garden, so they are topics such as plant and animal food, topics such as subsistence farming, topics such as Natural vegetation and crop vegetation, so they link those, ... how they link the ATP with the lesson, with the garden, the lesson plan in the class ”*



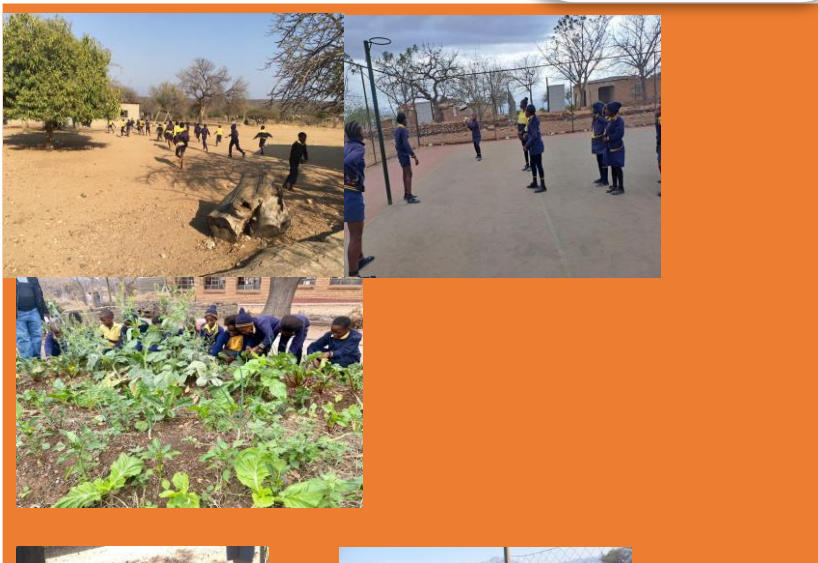
Team-work

*“In the garden, ...and I enjoyed assisting one another with the principal and the teachers ..., and we are working together at the garden”*



# Findings cont...



Key themes identified	Teacher leader perspective	Pictures
Play based	<i>“To step away from academic a bit and teach children life skills, skills that they can use to survive too”</i>	
Interdisciplinary problem based	<i>“...will know how many leaves in this plant and how many leaves are in this...You can use it also in Mathematics... Even in Technology, as the structure” ... “We have herbs like mint, when a child is having flue”</i>	

# Findings cont...

**Key themes identified**

**Teacher leader perspective**

**Pictures**

Inclusion of life skills



