CURRICULUM VITAE – Dr Nokhanyo Mdzanga

Consultant

PERSONAL DETAILS

Dr Nokhanyo Nomakhwezi Mdzanga
South African-12/10/75
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Co-ordinator, Centre for African Languages Teaching
Resident in South Africa
Languages: isiXhosa, English

QUALIFICATIONS

2013	PhD, Nelson Mandela University, SA
2009	MEd (Cum laude), Nelson Mandela University
2008	MA, Walter Sisulu University, SA
1997	BA (Honours), University of Transkei, SA
1996	BA (Education), University of Transkei, SA

PROFESSIONAL BIODATA

Associate Professor Nokhanyo Nomakhwezi Mdzanga is an accomplished South African scholar, educator and editor whose career spans nearly three decades in education, teacher training and multilingual pedagogies

She currently serves as Associate Professor and Co-ordinator of the Centre for African Language Teaching at the University of the Western Cape. She has held senior academic and leadership positions, including Deputy Dean and Director of the School for Initial Teacher Education at Nelson Mandela University. An active researcher and editor, she serves as Associate Editor for the Critical Studies in Teaching and Learning journal and has also guest-edited the Education Research for Social Change journal.

Her scholarly contributions include peer-reviewed journal articles, book chapters, and keynote addresses, as well as numerous conference presentations internationally and nationally. She supervises Doctoral, Masters and Honours students in areas ranging from multilingual classrooms to autism education and is currently developing frameworks for integrating AI empowered technologies in African Language Teaching.

Beyond academia, Professor Mdzanga is deeply committed to community engagement, having established reading clubs, facilitated parent training for supporting children with autism, and led initiatives to improve literacy in underserved communities. She is a member of the Community of Practice for the Teaching and Learning of African Languages (COPAL).

[see LinkedIn profile and Google Scholar citations].

SELECTED CONSULTANCIES

Throughout her academic career, Prof Mdzanga has led and contributed to numerous interdisciplinary projects that bridge research, policy and practice in education. In addition to her research, she has undertaken high-level consultancy work. These projects and consultancies reflect her ability to translate scholarly knowledge into practical strategies that strengthen educational systems, promote linguistic diversity and foster inclusive learning environments.

Jeffrey's Bay Wind Farm ECD programme: 2024

This project aimed to explore the impact of communities on the educational success of early childhood development (ECD) programmes**.**

Role: Lead consultant (with Prof Anass Bayaga & Mrs T. Hlam) with responsibility for: development of research proposal, recruitment of participants, research instruments, data collection, producing a report to the company and stakeholders.

Outputs: Wrote Inception and final project reports with recommendations. Participants included: 20 ECD practitioners, 10 School principals, 10 School Governing body members, 10 parents, a pastor, a Trauma counsellor, 2 Police, an Education department official, and 2 health practitioners.

DGMT – Independent review of a school operating partnership at Apex Primary School: 2023

The review aimed to investigate the fidelity of the implementation of the collaboration school's strategy at Apex Primary School from January 2020 to June 2021.

Role: Lead Consultant (with Profs Heloise Sathorar and Deidre Geduld). Responsibility for developing a proposal, reviewing instruments, developing research questions, reporting to stakeholders and writing a final report.

Outputs: presentation to stakeholders (school governing body, teachers, principal, education officials, financiers, implementors of the intervention programme, former programme heads), a final report with recommendations.

Zenex Foundation-Senior phase English FAL teacher development: 2020-2023

The project goals were to improve teacher capacity in gaining new and additional conceptual and pedagogical knowledge in English to better support learners to write, read and interpret texts in English First Additional Language (EFAL), to improve teacher capacity to diagnose learner content backlogs and to develop project resources and materials to support EFAL teaching and learning.

Role: Lead consultant and facilitator with responsibility for developing a project and project implementation plan, conducting teacher development workshops, teachers, participating in the monitoring and evaluation process of the project, developing workshop evaluation forms, and writing a report to project funders.

Outputs: Two teacher and learner guides focusing on teaching reading and writing. A guide for parents on how they could assist their children at home. The team presented at a conference:
Langsford, C.; Fok, L.; Zhou, T.; Mdzanga, N. & Probyn, M. 2023. English backlogs in the Senior Phase: lessons learnt during two teacher development pilot projects. Litasa conference, Nelson Mandela University, 8-10 September 2023.

SELECTED BRITISH COUNCIL MEL PROJECT

Apart from her work as an academic, scholar and research consultant, Nokhanyo has participated in programme MEL for the British Council, as described below.

COELT Monitoring and Evaluation: 2021- 2022

Jointly funded by the FCDO and British Council, and supported by the South African Department of Basic Education (DBE), the Certificate in Online English Language Teaching (COELT) was developed to support South African teachers with the remote teaching skills necessitated by successive COVID-19 pandemic lockdowns and school closures. Nokhanyo formed part of the MEL team. The purpose of the evaluation was to establish whether the English FAL teachers, particularly those in disadvantaged or remote areas, were equipped with inclusive, online teaching skills; to find out if the teaching was provided through an accessible digital medium as well as to determine whether there was follow up support provided.

Role: MEL Consultant (with Dr Rethabile Mawela & Prof Simon Borg) with responsibility for: conducting interviews with teachers, contributing to writing MEL reports.

Outputs: Final evaluation report; online presentation to key stakeholders. Evaluation beneficiaries included: hundreds of South African teachers and the Master Trainers who participated in the COELT programme.