

Name and position

Petro du Preez

Associate Professor in Curriculum Studies

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Special interests / keywords:

Curriculum studies for diverse religious and cultural contexts, human rights education for social transformation, dialogical approaches to learning and teaching

Editorial committees

Corresponding Editor of *Panorama*. (International Journal of Comparative Religious Education and Values). (Ed. Dr. Manfred Kwiran, Wolfenbütel, Germany) (2006 -).

Member of the ***Editorial Advisory Committee*** of the *Religious Education Journal of Australia* (Ed. Dr. Michael Buchanan, Australia) (2008 -).

Publications (* Indicates ISI)

Accredited Articles (7)

- 2012 Teaching-and-learning and curriculum development for human rights education: two sides of the same coin – *Journal of Education*, 55: 83-103 (co-authors: Cornelia Roux & Shan Simmonds)
- *2011 Understanding how we understand girls’ voices on cultural and religious practices: toward a curriculum for justice. *South African Journal of Education*, 31(3) (Co-authored: Shan Simmonds)
- *2010 Human rights values or cultural values? Pursuing values to maintain positive discipline in multicultural schools. *South African Journal of Education*, 30(1): 13-26 (Co-authored: Cornelia Roux)
- 2009 Thinking about knowledge amidst religious diversity. Epistemic relativity and its impact on religion in education. *Alternation*, Special Edition (3): 91-111
- *2008 Participative intervention research: the development of professional programmes for in-service teachers. *Education as Change*, 12(2): 77-99 (Co-authored: CD Roux)
- *2006 Clarifying students’ perceptions of different belief systems and values: prerequisite for effective educational praxis. *South African Journal of Higher Education*, 20(3): 514-530 (Co-authored: CD Roux)
- 2005 Religion in education: an emotive research domain. *Scriptura: International Journal of Bible, Religion and Theology in Southern Africa*, 89: 273-282 (Co-authored: CD Roux)

Non-accredited, Peer reviewed International Journal Articles (3)

2009 Religion Education in South Africa: current challenges *Religious Education Journal of Australia*, 25(2): 24-29

Religion Education in South Africa: an overview. *Religious Education Journal of Australia*, 25(1): 11-16

2007 Dialogue, human rights values and understanding diverse religions and belief systems. *Panorama: International Journal of Comparative Religious Education and Values*, 19: 71-81

Chapters in International Peer reviewed Books (5)

2012 Toward a curriculum for morality, human rights, and freedom of religion(s) and belief(s) - (January 2012) In: *Religious Education and Freedom of Religion and Belief*. (Ed. Rob Freathy) (Peter Lang)

2012 The responsibilities of school leaders in a human rights based curriculum for religious schools. In: *Effective Leadership for Religious Schools: What Leaders Should Know*. (Ed. M. Buchanan) (Continuum)

2012 The human right to education, the ethical responsibility of curriculum, and the irony in 'safe spaces'. In: *Safe Spaces: Human Rights Education in Diverse Contexts*, (Ed. Prof CD Roux) (Sense publication)

2011 Community participation and interreligious dialogue in South African education settings: a construction space for social cohesion (?) In: *Contrasting colours: European and South African studies on living together in worlds of differences* (Ed. Dr. Ina Ter Avest) (Gopher B.V.)

2009 Understanding religious education through human rights values in a world of difference. In: *Religious Education in a World of Difference* (Eds. Wilna A.J. Meijer, Siebren Miedema, Alma Lanser-van der Velde) (Waxmann) (Co-authored: CD Roux & R Ferguson).

Forthcoming 2013/2014 (7)

2012 Religious values and/or human rights values? Curriculum-making for an ethic of truth – Accepted (October 2012) for the volume: *International Handbook on Faith-based Schools*, Ed. Yusef Waghid (Springer).

2012 “Why was she born into this white skin?” Curriculum making for remembrance as critical learning in traumatised societies – submitted article

*2012 Thinking curriculum leadership with Alain Badiou’s *Ethics*. – submitted article

*2012 The irony of nostalgia and the curriculum: (im)possibilities of bringing narratives in dialogue – 2nd draft submitted to *Compare* (October 2012)

2011 An introduction to the history and nature of human rights and democracy in the South African curriculum; teaching-learning for democracy and human rights in the curriculum – 3 Chapters submitted (November 2011) in a Van Schaik Publication: *Life Orientation for Education Students*, Ed. Mirna Nel (co-author: J Botha)

Projects

2012-2014 *Human rights literacy in South Africa*. Funded by the National Research Foundation (North West University; Project leader Prof Cornelia Roux).

2011-2012 *Women leading in disadvantaged school communities: female educational leaders consolidating self other empowerment through curriculum leadership*. SANPAD-grant to University of Johannesburg; project leaders Proff Juliet Perumal & Brigitte Smit.

2010-2011 Digital-media project: *Innovative curriculum enquiry: interactive digital media for learning research methodology*. Funded by the Schools of Education and Curriculum-based; project leader Prof Petro du Preez.

2010-2012 *Human Rights Education and transformative curriculum enquiry: a social sciences perspective*. Funded by Teaching-Learning Organisation, North West University, project leader Prof Petro du Preez (Subproject of 'Human rights education in diverse education contexts').

2010-2012 *Human rights education in diversity: empowering girls in rural and metropolitan school environments: theory development and curriculum*. SANPAD-grant for an international project with 5 SA Universities: North West, Witwatersrand, Kwazulu-Natal, Johannesburg, Fort Hare and the Free University of Amsterdam (Netherlands); Project leader: Prof Cornelia Roux.

2008-2009 Consultant for Curriculum Development for an International Consortium project of the Universities of Stellenbosch and Copenhagen on M-Learning (Mobile learning) – DANIDA

2005-2008 *Understanding human rights through different belief systems: intercultural and interreligious dialogue*. SANPAD-grant for an international project with 4 SA Universities: Stellenbosch, Witwatersrand, Kwazulu-Natal, Western Cape and the University of Utrecht (Netherlands).

Post graduate students (2011-2013)

1 MEd delivered

1 MPhil delivered

1 PhD delivered

7 MEd in progress

2 PhD in progress