

## CURRICULUM VITAE

### 1. BIOGRAPHICAL SKETCH

1.1 GENERAL INFORMATION				
<b>Surname</b>	van Staden			
<b>First names</b>	Surette			
<b>Citizenship</b>	South African	<b>Female</b>	X	<b>Male</b>
<b>Place of birth</b>	Johannesburg	<b>Date of birth</b>	27 July 1977	
<b>E-mail</b>	Surette.van-staden@uibk.ac.at			

1.2 ACADEMIC QUALIFICATIONS OBTAINED				
Degree/ Diploma	Field of study	Higher education institution	Year	Distinctions
BA	Psychology	University of Pretoria	1999	With distinction
Honours	Psychology	University of Pretoria	2000	
MA	Research Psychology	University of Pretoria	2003	With distinction
PhD <sup>1</sup>	Assessment and Quality Assurance	University of Pretoria	2011	

1.3 WORK EXPERIENCE TO DATE		
Name of employer	Capacity and/or type of work	Period From (mm//yy to mm//yy)
CEMCO, Department of Psychology, UP	Research Psychology Intern	January 2001- December 2001
Department of Psychology, UP	Junior lecturer	January 2002-June 2002
Omnikor	Psychometric tools developer	July 2002-July 2003

<sup>1</sup> Thesis entitled: Reading between the lines: Contributing factors that affect Grade 5 student reading performance as measured across South Africa's 11 languages.

Centre for Evaluation and Assessment, Faculty of Education, University of Pretoria	Researcher and project manager	August 2003-May 2011
Department Science, Maths and Technology Education, Faculty of Education, University of Pretoria	Senior Lecturer and project manager	June 2011-January 2018
Centre for Evaluation and Assessment (CEA)	Acting Director	February-December 2018
Centre for Evaluation and Assessment (CEA)	Director	January 2019-currently
Department Science, Maths and Technology Education, Faculty of Education, University of Pretoria	Associate professor	January 2021-currently

## 2. TEACHING ACTIVITIES

<b>2.1 Courses presented</b>		
<b>Course</b>	<b>Level (e.g. second year, Masters)</b>	<b>Self developed (Yes or No)</b>
Research Methodology (Psychology Department, 2001)	Third Year	No
Developmental Psychology (Psychology Department, 2001)	Second Year	No
Health Psychology (Psychology Department, 2002)	Second Year	Yes
Measurement and Instrument Design	MEd AQA	No
Foundations of Education	Second Year	No
Assessment	PGCE	Yes
Assessment in Practice	Honours	No
Foundations of Educational Research	Honours	No
Educational Research Methods	Honours (blended course)	Yes
Educational Research Methods	Distance Education (blended course)	Yes
Quantitative Research Design	MEd/PhD support sessions	Yes
Introduction to SPSS	MEd/PhD support sessions	Yes

<b>2.2 Other education and pedagogic courses presented</b>		
<b>Course</b>	<b>Year</b>	<b>Institution</b>
Introduction to quantitative methods	2006	SANPAD support session programme
Introduction to SPSS	2009	Gordon Institute of Business Studies
Introduction to quantitative methods	2013	University of Johannesburg
Lebensweltliche Mehrsprachigkeit und Interkulturalität im Schul- und Bildungssystem (Real world multilingualism and interculturality in the school and education system)	2020	University of Innsbruck

Globale Bildung und Internationale Schulleistungsvergleichsstudien (Global Education and International Comparative Studies)	2022	University of Innsbruck
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### 3. TEACHING OUTPUTS

#### 3.1 Educational publications and products

See point 8.

### 4. OTHER TEACHING CONTRIBUTIONS

#### 4.1 Teaching contributions outside UP

- Presenter at the South Africa Netherlands Program (SANPAD) training sessions at the University of Cape Town, July 2006 and the University of South Africa, April 2007.
- Presenter at the University of Johannesburg postgraduate support sessions, March 2012.

### 5. POSTGRADUATE SUPERVISION

Name of student	To completion	Supervisor	Co-supervisor(s)	Graduated
J Stols	MEd AQA	S van Staden	SJ Howie	2011
K Roux	MEd AQA	SJ Howie	S van Staden	2014
V Khumalo	MEd AQA	S van Staden		2014
A Le Roux	MEd ECE	I Joubert	S van Staden	2016
R Longueira	MEd AQA	S van Staden		2016
P Motsamai	MEd AQA	S van Staden		2017
C Botha	MEd AQA	S van Staden		2017
N Mtsatse	MEd AQA	S van Staden		2017
N Sitsha	MEd AQA	S van Staden	C Combrinck	2018
G Brits	MEd AQA	S van Staden	A Harding	2018
N Phahlamohlaka	MEd AQA	S van Staden		2018
B Nkgodi	MEd AQA	S van Staden		2020
Z Bosch	MEd Educational Psychology	L Ebersohn	S van Staden/M Graham	2020
B Onouro-Oguno	MEd AQA	S van Staden		2021
V Nkuna	MEd AQA	S van Staden		2021
S Zeelie	MEd AQA	S van Staden	K Roux	2021
L Sinandandwa	MEd AQA	S van Staden	C Combrinck	2021
J Tomlinson	MEd Educational Psychology	L Ebersohn	S van Staden	2021
IM Harcourt	PhD Educational Psychology	R Ferreira	S van Staden	2018
M Dliwayo	PhD AQA	S van Staden	N Mcleod Palane	2019
P Dzifamesi	PhD AQA	M Graham	S van Staden	2021
K Roux	PhD AQA	S van Staden	E Pretorius	2021
V Khumalo	PhD AQA	S van Staden	M Graham	2021
S Moyo	PhD AQA	S van Staden	W Fraser/C Combrinck	2021

C Jonker	PhD Educational Psychology	L Ebersohn	S van Staden/m Graham	2022
J Versfeld	PhD Educational Psychology	L Ebersohn	M Graham/S van Staden	2022

<b>5.2 Current post-graduate students</b>				
<b>Name of student</b>	<b>Degree enrolled for</b>	<b>Supervisor</b>	<b>Co-supervisor(s)</b>	<b>Year of registration</b>
G Brits	PhD AQA	I Eloff	S van Staden	2019
S de Beer	MEd AQA	S van Staden	N Mcleod Palane	2020
T Maseko	MEd AQA	C Combrinck	S van Staden	2020
K Mashela	MEd AQA	C Combrinck	S van Staden	2021
P Ntjana	MEd AQA	S van Staden	K Roux	2021
C Moll	MEd AQA	S van Staden	K Roux	2021

## 6. RESEARCH FUNDING

<b>6.1 Obtaining research funds</b>				
<b>Origin of research funds</b>	<b>Title of research project or programme</b>	<b>Year obtained</b>	<b>Money allocated (R)</b>	
NRF Thuthuka Grant	Assessing the proficiency of adult learners' reading literacy in South Africa.	2007-2009	R40 000.00	
Postgraduate Mentorship Bursary Programme	Reading between the Lines: Contributing Factors that Affect Grade 5 Reading Literacy Achievement	2009	R90 000.00	
RDP	A secondary analysis of PIRLS 2011 data	2012	R20 000.00	
Staff Exchange Bursary Programme	A secondary Analysis of prePIRLS 2011 data	2012	R28 000.00	
Knowledge, Interchange and Collaboration grant	Exploring possible effects of Differential Item Functioning on reading achievement across language subgroups: A South African perspective	2014	R25 000.00	
Department of Basic Education	School Monitoring Survey	2018	R200 000.00	
USAID	Teacher Assessment Resources for Monitoring and Improving Instruction (TARMII) project	2018	R6 679 252.00	
Department of Basic Education	Early Grade Reading Study video training material	2019	R20 000.00	

Curro Holdings	Grade 3, 6 and 9 Test Development	2019	R329 963.75
Department of Basic Education	PIRLS 2021	2019	R46 500 000.00

## 7. RESEARCH OUTPUTS

### 7.1 Publications in peer-reviewed or refereed journals: Accredited journals

- Roux, K., van Staden, S., & Pretorius, E. J. (2022). Investigating the differential item functioning of a PIRLS Literacy 2016 text across three languages. *Journal of Education (University of KwaZulu-Natal)*, (87), 135-155. <http://dx.doi.org/10.17159/2520-9868/i87a07>
- Khumalo, V. L., van Staden, S., & Graham, M. A. (2022). Weathering the storm: Learning strategies that promote mathematical resilience. *Pythagoras*, 43(1), 11. <https://doi.org/10.4102/pythagoras.v43i1.655>
- Moyo, S.E., Combrinck, C & Van Staden, S. (2022). Evaluating the Impact of Formative Assessment Intervention and Experiences of the Standard 4 Teachers in Teaching Higher-Order-Thinking Skills in Mathematics. *Frontiers in Education*. 7:771437. <https://doi.org/10.3389/educ.2022.771437>
- Graham M, Dzamesi, P. & van Staden, S. (2021). Communicating Lesson Objectives and Effective Questioning in the Mathematics Classroom: The Ghanaian Junior High School Experience. *International Journal of Instruction*, 14(4), 965-984.
- Mtsatse, N. & van Staden, S. (2021). Exploring Differential Item Functioning on reading achievement: A case for isiXhosa. *South African Journal of African Languages* 41(1), 1-11. <https://doi.org/10.1080/02572117.2021.1902127>
- Van Staden, S.; Graham, M.; Harvey, J. (2020). An Analysis of TIMSS 2015 Science Reading Demands. *Perspectives in Education*, 38(2), 285-302. <https://doi.org/10.18820/2519593X/pie.v38.i2.19>
- Van Staden, S., Combrinck, C., Roux, K., Tshele, M. & Mcleod Palane, N. (2019). Moving beyond league table standings: How Measures of Opportunity to Learn (OTL) can inform educational quality and policy directives. *South African Journal of Childhood Education*, 9(1), a712. <http://dx.doi.org/10.4102/sajce.v9i1.712>
- Mihai, M. & van Staden, S. (2019). Experiences, challenges and successes: Early reading comprehension practices in resource-constrained settings with children from linguistically diverse backgrounds. *Journal of Humanities*, 3(59), 436-450. [doi.org/10.17159/2224-7912/2019/v59n3a8](https://doi.org/10.17159/2224-7912/2019/v59n3a8).
- Bergbauer, A, & van Staden, S. (2018). Social Interaction Determinants of South African Reading Literacy Achievement: Evidence from prePIRLS 2011. *International Journal of Instruction*, 11(2), 555-568. <https://doi.org/10.12973/iji.2018.11238a>
- Van Staden, S., & Motsamai, P. (2017). Differences in the quality of school-based assessment: Evidence in Grade 9 mathematics achievement. *Pythagoras*, 38(1), a367. <https://doi.org/10.4102/pythagoras.v38i1.367>
- Van Staden, S., Bosker, R., & Bergbauer, A. (2016). Differences in achievement between home language and language of learning in South Africa: Evidence from prePIRLS 2011. *South African Journal of Childhood Education*, 6(1), a441. <http://dx.doi.org/10.4102/sajce.v6i1.441>

- Van Staden, S. (2016). Bridging the gap from implementation to attainment: Utilising results from international comparative studies. *Suid-Afrikaanse Tydskrif vir Natuurwetenskap en Tegnologie*, 35(1), 1-6. <https://doi.org/10.4102/satnt.v35i1.1304>
- Combrinck, C., Van Staden, S., & Roux, K. (2014). Developing early readers: Patterns in introducing critical reading skills and strategies to South African children. *Reading & Writing*, 5(1), Art. #45, 9 pages. <http://dx.doi.org/10.4102/rw.v5i1.45>
- Van Staden, S. & Bosker, R. (2014). Factors that affect South African reading literacy achievement. *South African Journal of Education* 35(1), 1-9. <http://dx.doi.org/10.4102/satnt.v35i1.1304>
- Van Staden, S. & Howie, S.J. (2014). Reflections on Creemers' Comprehensive Model of Educational Effectiveness for Reading Literacy: South African Evidence from PIRLS 2006. *Perspectives in Education*, 32(3), 172-192.
- Van Staden, S. (2013). Die verband tussen voeding en die leesprestasie van graad 4-leerders in Suid-Afrika: bevindinge van prePIRLS 2011: oorspronklike navorsing-voedsel. *Suid-Afrikaanse Tydskrif vir Natuurwetenskap en Tegnologie*, 32(1), 1-7. <http://dx.doi.org/10.4102/satnt.v32i1.399>
- Van Staden, S. & Howie, S.J. (2012). Reading between the Lines: Contributing Factors that Affect Grade 5 Student Reading Performance. *Educational Research and Evaluation*, 18(1), 85-98. <https://doi.org/10.1080/13803611.2011.641270>
- Van Staden, S. & Howie, S.J. (2010). South African teacher profiles and emerging teacher factors: The picture painted by PIRLS 2006. *Reading and Writing*, 1(1), 47-60.
- Howie, S.J., Venter, E., & van Staden, S. (2008). The effect of multilingual policies on performance and progression in reading literacy in South African primary schools. *Educational Research and Evaluation*, 14(6), 551-561. <https://doi.org/10.1080/1380361080257677>



## 7.2 Books and/or chapters in books

- Van Staden, S. (2020). Reading Comprehension in Early Childhood: Putting New Evidence of Trend Growth in South Africa into Perspective. In K. S. Adeyemo (ed.), *The Education Systems of Africa, Global Education Systems*. Springer: Switzerland. [https://doi.org/10.1007/978-3-030-43042-9\\_50-1](https://doi.org/10.1007/978-3-030-43042-9_50-1).
- Van Staden, S. (2020). Multilinguale Traditionen: Das Beispiel Südafrikas. In I. Gogolin, A. Hansen, S. McMonagle & D. Rauch. *Handbuch Mehrsprachigkeit und Bildung*. Springer VS: Wiesbaden. <https://doi.org/10.1007/978-3-658-20285-9>
- Van Staden, S. & Palane McLeod, N. (2019). The Language in Education conundrum from an empirical perspective: Using evidence to inform policy. In M. Omidire. *Multilingualism in the classroom*. Cape Town: UCT Press.
- Van Staden, S. (2019). Curriculum in Primary Education: South Africa. *Bloomsbury Education and Childhood Studies digital resource*. <https://www.becs-bloomsbury.com/article?docid=b-9781350995925&tocid=b-9781350995925-001&st=>
- Van Staden, S. (2018). Exploring possible effects of Differential Item Functioning on reading achievement across language subgroups. A South African perspective. In F. J. Levine and L.D. Hill (2018). *Global Perspectives on Education Research*. : Routledge. <https://doi.org/10.4324/9781351128421>
- Van Staden, S. & Scherman, V. Considering school-based interventions: What do you need to think about? In I. Eloff and E. Swart. (2018). *Understanding Educational Psychology*. Cape Town: Juta.
- Howie, S.J. and van Staden, S. South Africa. In I.V.S Mullis, M.O. Martin, C.A. Minnich, K.T. Drucker, & M.A. Ragan. (2012). Mullis, *PIRLS 2011 Encyclopedia: Education Policy and Curriculum in Reading, Volumes 1 and 2*. Chestnut Hill, MA: TIMSS & PIRLS International Study Center, Boston College.
- Howie, S.J., van Staden, S., Tshele, M., Dowse, C. & Zimmerman, L. (2012). *PIRLS 2011 South African Children's Reading Literacy Achievement Research Monograph*. Pretoria: Centre for Evaluation and Assessment.

- Howie, S.J., Venter, E.J., van Staden, S., Zimmerman, L., Long, C., Scherman, V. & Archer, E. (2009). *South African Children's Reading Achievement: Summary report on PIRLS 2006*. Pretoria: Centre for Evaluation and Assessment.
- Howie, S. J., Scherman, V., & van Staden, S. (2017). "Frameworks for the Analysis of Monitoring Data Related to Achievement". In *Frameworks for the Analysis of Monitoring Data Related to Achievement*. Leiden: Brill Sense. [https://doi.org/10.1163/9789463004534\\_012](https://doi.org/10.1163/9789463004534_012)
- Van Staden, S & Zimmerman, L. (2017). Evidence from the Progress in International Reading Literacy Study (PIRLS) and how teachers and their practice can benefit. In Scherman, Bosker and Howie, *Monitoring the quality of education in schools* (pp.121-138). Leiden: Brill Sense. [https://doi.org/10.1163/9789463004534\\_010](https://doi.org/10.1163/9789463004534_010)
- Van Staden, S. Survey design. SAGE Online Publication: Research Methods Collection. <https://methods.sagepub.com/case/survey-research-south-african-progress-international-reading-literacy-study?fromsearch=true>. <https://dx.doi.org/10.4135/9781473971080>.
- Van Staden, S & Smit, B. Functions of Learning-Centred/Person-Centred Approaches to Assessment in Relation to Teacher Education. In D.J. Clandinin and J. Hussu. *International Handbook of Research in Teacher Education*. London: Sage Publications. <https://dx.doi.org/10.4135/9781529716627.n56>
- Van Staden, S. (2018). Exploring Possible Effects of Differential Item Functioning on Reading Achievement across Language Subgroups: A South African Perspective. In L.D. Hill & F.J. F. Levine. *Global Perspectives on Education Research* (pp. 205-226). Routledge.

### 7.3 Published full-length conference papers/keynote addresses

- Van Staden, S. (2021). How do PIRLS 2016 benchmark results translate into reading skills? Invited keynote address, 28 September 2021, SANTS Private Higher Education Institution, Pretoria.
  - Van Staden, S. (2018). *The burden of proof: An example of using large-scale assessment data to inform policy*. Invited plenary speaker, 26 September 2018, Evidence 2018 Conference, CSIR, Pretoria.
  - Ehlers, R., Crafford, G., & Van Staden, S. (2016, November). Multilevel analysis of Grade 5 reading literacy. In *Annual Proceedings of the South African Statistical Association Conference* (Vol. 2016, No. Congress 1, pp. 25-32). South African Statistical Association (SASA).
  - Howie, S.J., Scherman, V. & van Staden, S. (2014). *Frameworks for analysis of monitoring data*. 2<sup>nd</sup> SAERA Conference, 13-15 Augustus 2014, Durban.
  - Howie, S.J, van Staden, S, Dowse, C. & Tshele, M. (2014). *Can they read now? National results of Grade 4 learners in South Africa in prePIRLS 2011*. 2<sup>nd</sup> SAERA Conference, 13-15 Augustus 2014, Durban.
  - Labuschagne, H., van Staden, S. & Howie, S.J. (2014). *Exploring inequality in educational attainment using the Gini coefficient: A South African perspective*. 2<sup>nd</sup> SAERA Conference, 13-15 Augustus 2014, Durban.
- Van Staden, S. & Combrinck, C. (2014). *Factors that affect reading achievement: Utilising Maslow's Hierarchy of Needs*. 2<sup>nd</sup> SAERA Conference, 13-15 Augustus 2014, Durban. 2<sup>nd</sup> SAERA Conference, 13-15 Augustus 2014, Durban.
- Roux, K, Howie, S.J. & van Staden, S. (2014). Identifying the relationship between the home

environment, parental attributes and learner achievement in reading literacy. 2<sup>nd</sup> SAERA Conference, 13-15 Augustus 2014, Durban.

- Van Staden, S. Keynote speaker, 25-28 October 2013, Reading Association of South Africa (RASA) National Conference, Johannesburg.
- Howie, S.J., Venter, E., van Staden, S., & van Gelder, M. (2007). The effect of multilingual policies on performance and progression in reading literacy in South African primary schools. In: C. Papanastasiou (Ed): *Proceedings of the International Research Conference 2006 – PIRLS*. Washington (USA): International Association for the Evaluation of Educational Achievement. 14 (6), 551-560. <https://doi.org/10.1080/13803610802576775>
- Howie, S.J. and van Staden, S. (2006). *Assessing the proficiency of adult learners in reading literacy in South Africa*. Proceedings of the 4<sup>th</sup> Sub-Regional Conference on Assessment in Education, 26-30 June 2006.

#### **7.4 Non-refereed publications or popular articles**

- Participated in Talk Radio 702 interview on the state of reading literacy in South African primary schools.
- Featured in 'Reading Today' as part of a US-led delegation to investigate the reading literacy landscape in South Africa, August 2010.
- Featured in Mail and Guardian, 'Reading is the write way to go', 1 March 2013.
- Featured in Huisgenoot on the state of education in comparison with Finland's education system, June 2014.
- Featured on KykNET Verslag, 25 June 2019, on issues of literacy in South Africa.
- Featured on Radio Sonder Grense (Radio without Borders) Morning Monitor on World Literacy Day, 8 September 2021.

#### **7.5 Technical reports**

- Van Staden, S. (2010). *Evaluation of the Implementation of the Further Education and Training (FET) National Curriculum Statement in Gauteng Secondary/Combined Schools: Technical Report*, March 2010.
- Van Staden, S (2016). *Language and Grade 4 reading literacy achievement in prePIRLS 2011*. Working paper 07/16. Available from [www.ekon.sun.ac.za/wpapers](http://www.ekon.sun.ac.za/wpapers).

## 8. OTHER SCHOLARLY RESEARCH-BASED CONTRIBUTIONS

### 8.1 Participation in conferences, workshops and short courses

#### 8.1.1 National

- Combrinck, C. & van Staden, S. (2018). Sampling and psychometric validity in large-scale assessment. PsySSA conference, 11-14 September 2018, Johannesburg.
- Van Staden, S., Graham, M. & Harvey, J. (2018). An analysis of TIMSS 2015 Science Reading Demands. PsySSA conference, 11-14 September 2018, Johannesburg.
- Bergbauer, A. & van Staden, S. (2018). Social Interaction Determinants of South African Reading Literacy Achievement: Evidence from prePIRLS 2011. International Journal of Instruction, 11(2), 555-568. <https://doi.org/10.12973/iji.2018.11238a>.
- Van Staden, S. (2013). PIRLS and prePIRLS 2011 Results. Invited speaker at the Teachers' Upfront Seminar Series, Sci Bono, 13 February 2013, Johannesburg.
- Van Staden, S. PIRLS 2011 Results. Invited speaker: WITS School of Education, 21 February 2013, Johannesburg.
- Van Staden, S. PIRLS 2011 Results Open Discussion. Invited speaker: 11 April 2013, ReSEP, Stellenbosch.
- Van Staden, S. PIRLS 2011: Evidence of progress or crisis? Invited speaker: CPUT Research seminar, 12 April 2013, Cape Town.
- Howie, S.J. and van Staden, S. South African teacher profiles in teaching reading: The picture painted by PIRLS 2006. Paper presented at the Reading Association of South Africa's Kwa-Zulu Natal Conference, University of Kwa-Zulu Natal, 7-9 November, 2008.
- Howie, S.J. and van Staden, S. South African teacher profiles in teaching reading: The picture painted by PIRLS 2006. Paper presented at the concluding conference of the Teacher Education Programme, 4-5 September, Johannesburg, 2008.
- Van Staden, S. and Howie, S.J. Developing early readers: Patterns in introducing critical reading skills and strategies to South African children. Paper presented at the Reading Association of South Africa's Kwa-Zulu Natal Conference, University of Kwa-Zulu Natal, 7-9 November, 2008.
- Howie, S.J., Venter, E. and van Staden, S. Profiling Language Teachers and their Instructional Practices at Grade 4. Paper co-presented at the TEP Conference, 28-29 May 2007, Johannesburg, South Africa.
- Van Staden, S. and Howie, S.J. Assessing the proficiency of adult learners' reading literacy in South Africa. Paper presented at the 4th Sub-Regional Conference on Assessment in Education, 26-30 June 2006.
- Van Staden, S. and Howie, S.J. PIRLS of wisdom: The what, where, when and how of the international reading literacy study in South Africa. Paper presented at the Consortium for Research on School Quality Seminar, Stellenbosch, 7-9 April 2006.

### ▪ 8.1.2 International

- Van Staden, S. & Schreiner, C. (2021). Making national sense of international large-scale assessment data: Differences in reading instruction practices from two country perspectives. Paper presented at the European Conference for Education Research, 6-10 September 2021.
- Van Staden, S. (2018). The implementation of the UK 'Success for All' literacy programme in two resource constrained schools in South Africa. Invited Symposium presentation, Multilingual Classrooms – Global Challenges, Local Solutions. European Conference for Education Research, 4-7 September 2018, Bolzano, Italy.
- Van Staden, S., Combrinck, C., Roux, K., Tshele, M. & Mcleod Palane, N. (2018). Moving beyond league table standings: How Measures of Opportunity to Learn (OTL) can inform educational quality and policy directives. Invited symposium, International Large Scale Assessment programmes, World Education Research Association, 3-5 August 2018, Cape Town.
- Van Staden, S. (2018). Implementing Success for All in South Africa: Implications for intervention research theory and practice. Invited international research network symposium, Reading literacy and associated interventions for High-Risk Children from Disadvantaged Communities, World Education Research Association conference, 3-5 August 2018, Cape Town.
- Van Staden, S. & Kruger, H. (2017). Implementing the hybrid model of teaching and learning: A case study of Foundations of Educational Research Module at the University of Pretoria. Paper presented at the DETA Conference, Kigali, Rwanda, 23-25 August 2017.
- Van Staden, S. & Smit, B. (2017). Problematising success: Does it mean the same for all? Paper presented at the World Education Research Association Conference, Hong Kong, 1-3 December 2017.
- Mtsatse, N. & van Staden, S. (2017). Exploring Differential Item Functioning on reading achievement between English and isiXhosa language subgroups: Providing evidence of item bias. Paper presented at the World Education Research Association Conference, Hong Kong, 1-3 December 2017.
- Bergbauer, A. & van Staden, S. (2017). Social interaction determinants of South African reading literacy achievement. Paper presented at the IEA's International Research Conference, Prague, Czech Republic, 26-28 June 2017.
- Mihai, M. & van Staden, S. (2017). Experiences, challenges and successes: Early reading comprehension practices in resource-constrained settings with children from linguistically diverse backgrounds. Paper presented at the International Reading Literacy Conference, University of the Western Cape, Cape Town, 1-3 March 2017.
- Van Staden, S, Bosker, R. & Bergbauer, A. (2016). Reading Achievement in Home Language and Language of Learning in South Africa: Evidence from prePIRLS 2011. Paper presented at the American Educational Research Association, Washington DC, 8-12 April 2016.
- Van Staden, S. & Howie, S.J. (2014). Exploring possible effects of Differential Item Functioning on reading achievement: A South African perspective. World Education Research Association, (WERA) Conference, 19-20 November 2014, Edinburgh, Scotland.
- Van Staden, S. & Bosker, R. (2013). Factors that affect South African Reading Literacy Achievement. Presented at the 5th IEA International Research Conference, Singapore, 26- 28 June 2013.
- Van Staden, S. & Howie, S.J. (2012). Reflections on a South African model of Reading

Effectiveness: Is the underlying framework a square peg in a round whole? Paper presented by S.J. Howie at the European Conference of Educational Research (ECER), Cadiz, Spain, 18-20 September, 2012.

- Van Staden, S. & Howie, S.J. (2010). Reading between the lines: Contributing Factors that Affect Grade 5 Learner Reading Performance as Measured Across South Africa's 11

## **8.2 Teamwork and collaboration with others:**

### *Other researchers (national and international)*

Co-author of paper entitled '*Factors that Affect South African Reading Literacy Achievement: Evidence from prePIRLS 2011*' with prof. Roel Bosker, Director: Groningen Institute for Educational Research (GION), University of Groningen, the Netherlands. Co-author of paper entitled '*Differences in achievement between home language and language of learning in South Africa: Evidence from prePIRLS 2011*', also with prof. Roel Bosker.

International Research Network Coordinator in collaboration with the University of Hamburg on Writing, Literacy and Digital Literacy. This network was established as part of the World Education Research Association research networks and initially only focused on projects that involved reading literacy interventions for children from disadvantaged communities. A need arose to include aspects of writing and digital literacy as well.

### *Other research institutions (national and international)*

Collaborations with the Research on Socio Economic Policy (ReSEP) group with prof Servaas van der Berg, University of Stellenbosch.

Co-editor of a book due in 2023 with Brill, in collaboration with Prof Monica Rosen, University of Gothenburg, Sweden, entitled '*Tracking changes in reading literacy achievement over time: A developing context perspective*'.

### *Industry*

Success for All Foundation, UK

National Foundation for Education Research (NFER), UK

## **8.3 Membership in national and international bodies**

- Executive committee member for the Reading Association of South Africa (RASA): Gauteng Branch, 2009-2011.
- Convener for the World Education Research Association's International Research Network entitled

‘Reading Literacy and Associated Reading Interventions for High-Risk Children from Disadvantaged Communities’

- PIRLS 2006, 2011 and 2016 National Steering Committee Member.
- Member of the Annual National Assessment task team appointed by the National Department of Basic Education to review the ANA instruments for 2012.
- Co-National Research Coordinator on the Progress in International Reading Literacy Study (PIRLS) 2011 which is run under the auspices of the International Association for the Evaluation of Educational Achievement (IEA).
- Selected for the African Science Leadership Programme as inaugural fellow, June 2015.
- Invited international committee member for the PIRLS 2021 Questionnaire Development Group (QDG).
- PIRLS 2021 National Research Coordinator for South Africa.
- Advisory Board member for the Tshwane University of Technology Faculty of Education.
- Chairperson of the Onderwyskommissie vir die Suid-Afrikaanse Akademie vir Wetenskap en Kuns (Education Commission for the South African Academy for Science and Arts).

#### **8.4 Visits to local and overseas universities or research institutes as guest professor or researcher**

- Study visit from 1-15 July 2009 to prof. Roel Bosker at the GION Institute at the University of Groningen, the Netherlands.
- Staff Exchange Bursary programme visit prof. Roel Bosker at the GION Institute at the University of Groningen, the Netherlands 11-17 August 2012.
- Invited visit, Faculty of Education, Prof Ingrid Gogolin, University of Hamburg 24-26 March 2018.

## 9. MANAGEMENT AND ADMINISTRATIVE DUTIES

9.1 *Involvement in departmental activities (e.g. administrative functions), faculty (e.g. Faculty Committees) or other university activities.*

- Appointed as Director for the Centre for Evaluation and Assessment, 2019-2023.
- Acting director, Centre for Evaluation and Assessment, February-December 2018.
- UP Welcoming Day committee since 2011.
- Honours, MEd and PhD AQA course coordinator.
- Member of the Faculty of Education's Ethics Committee, 2011-2017.
- Serving as member of the Ethics committee Exco from January 2016-December 2017.



## 10. COMMUNITY SERVICE OR PROFESSIONAL SKILLS

### 10.1 Outreach projects

- Used Thuthuka funding to provide two ABET centres in Limpopo province with books for adult learners to read for enjoyment with the assistance of Stimela Publishers.
- I initiated a community project from 2016 to 2018 in two schools in Olievenhoutbosch and Mamelodi respectively. This project was done in collaboration with the Success for All Foundation in the UK who provided pro bono teacher training to Foundation Phase teachers in teaching reading in both these schools.

### 10.2 Professional service performed

*(e.g. courses presented, lectures at professional associations/clubs, radio or TV appearances, outside expert or appointment committee, etc.)*

- 10.2.1 SPSS Workshop presentation at GIBS Business Institute, 31 July 2007.
- 10.2.2 Radio appearance following the PIRLS 2006 results, 27 November 2007, 702 Talk Radio.
- 10.2.3 Invited lecture at CPUT on the PIRLS 2006 study and results, July 2008.
- 10.2.4 Invited lecture at the Teacher's Upfront Seminar Series, Sci Bono, Johannesburg, on the PIRLS 2011 study and results, 13 February 2013.
- 10.2.5 Invited lecture at WITS on the PIRLS 2011 study and results, 20 February 2013.
- 10.2.6 Invited lecture at CPUT, UCT and Stellenbosch on the PIRLS 2011 study and results, 11-13 April 2013.
- 10.2.7 Invited television appearance, KykNet verslag, 25 Junie 2019.
- 10.2.8 Invited television appearance, Prontuit, 9 September 2019.
- 10.2.9 Invited speaker, School Principals' Seminar for the Skole Ondersteuningsentrum (SOS) (School support centre), 22 January 2021.

### 10.3 Involvement with other universities/scientific institutions

*(e.g. external examiner, editor of journal, advisory council, CSIR, SA Council for Scientific Professions)*

- **External examiner for Rhodes University:**

M.J. Jackson

11 February 2013

*'Exploring linguistic thresholds and reading comprehension skills-transfer in a Grade 6 IsiXhosa-English additive bilingual context'*

**10.2.10 External examiner for North West University:**

M. Britz

19 November 2013

*'Die verband tussen leesvlotheid en leesbegrip van Graad 4 leerders'*

**10.2.11 External examiner for Cape Peninsula University of Technology:**

Benita Blease

26 March 2014

*'Exploring writing practices in two foundation phase rural multigrade classes'*

Cecelia Peceur

26 May 2017

*'Ouerbetrokkenheid van leerders met leergestemdhed in skole in 'n arm landelike gebied in the Wes Kaap.'*

**10.2.12 External examiner for UNISA:**

R.B. Gama

15 February 2016

*'An exploration of Life Orientation educators' knowledge and the teaching of study skills in further education and training phase in Ekudibeng Cluster, Gauteng East.'*

O.B. Ajayi

8 January 2019

*'Teachers' and learners' views on the role that entrepreneurship education plays in career choice decision-making of business studies learners in Ekhuruleni Gauteng East district.'*

N. Ramjatan

23 October 2013

*'Effects of sibling parenting on orphaned and vulnerable children in the role of parents'*

▪ **External examiner for Tshwane University of Technology:**

M.Q. Moloi

11 January 2016

*'A national framework for reporting the results of large-scale assessment studies in South Africa.'*

▪ **External examination for the University of Cape Town:**

S.J. Hall

7 June 2017

*'Does chunking syntactic units improve reading outcomes of university students with self-reported reading difficulties?'*

▪ **External examiner for the University of Johannesburg**

L.B. Tshidumo

10 December 2020

*'Learning to read in Afrikaans: The progress of a Grade 1 Setswana speaking girl'*

▪ **External examiner for the University of Stellenbosch:**

L. Tshuma

20 September 2017

*'The relationship between language competency and intermediate phase mathematics instruction: A case of the Eastern Cape province'*

A. O'Riordan

23 November 2020

*'Methodological Advances for Deepening the Interrogation of Data from Education Evaluations'*

## **10.5 Referee duties**

*(e.g. journals, dissertations/theses)*

- Associate editor from May 2019-May 2021 for Reading and Writing.
- Reviewer for the *South African Journal of Education*, November 2012.
- Reviewer for *Quality Assurance in Education*, April 2012.
- Reviewer for *Die Suid-Afrikaanse Tydskrif vir Natuurwetenskap en Tegnologie (The South African Journal for Science and Technology)*, October 2014.
- Reviewer for the *World Education Research Association*, February 2015.
- Reviewer for *School Effectiveness and School Improvement*, June 2015, January 2016, July 2020, August 2021.
- Reviewer for the TIMSS 2015 extended report commissioned by the HSRC.

## 11. AWARDS AND SCIENTIFIC/SCHOLARLY RECOGNITION

### 11.1 Evaluation status as scientist/scholar

NRF C1 rating obtained in December 2021.

Recipient of the Dean's Award for Excellence in Research, November 2015.

Recipient of the Dean's Award for Best Supervisor, Most Number of Masters Students Graduated in Minimum Period, 2021.



