

**PERSONAL DETAILS**

Name: Adré le Roux  
 Physical address: Winkie Direko Building, Room 118, Nelson Mandela Drive, University of the Free State Bloemfontein  
 Postal address: Faculty of Education, School of Education Studies, P.O. Box 339, University of the Free State, Bloemfontein 9300  
 Email: lerouxad@ufs.ac.za  
 Telephone: 051-401 2292/3651  
 Fax: 051-401 9292

**QUALIFICATIONS**

PhD (Philosophy of Education) (UFS 2000)  
 M.Ed. (Philosophy of Education) (UFS 1985)  
 B Ed Hons *Cum Laude* (UFS 1983)  
 BA Ed (University of Pretoria 1982)

**TEACHING RESPONSIBILITIES**

1<sup>st</sup> year B.Ed.: Social Justice and Philosophy of Education  
 PGDIP: Policy Studies

**SUPERVISION****COMPLETED:****Policy Studies in Education:**

4 Ph.D. theses  
 21 M.Ed. dissertations and mini-dissertations

**Philosophy of Education:**

1 M.Ed. dissertation  
 5 M.Ed. mini-dissertations

**Higher Education:**

1 PhD thesis

**Theology: (co-supervision)**

1 PhD thesis

**CURRENT:**

1 Ph.D. thesis (Higher Education)  
 3 Ph. D. theses (Philosophy and Policy Studies in Education)  
 5 M.Ed. dissertations (Policy Studies in Education)  
 1 M.Ed. dissertations (Policy Studies in Education – co-supervision)

**EXAMINATIONS**

9 M.Ed. dissertations  
 6 PhD theses

**PUBLICATIONS**

Kruger, F. & Le Roux, A. 2017. Fabulation as a pedagogical possibility: Working towards a politics of affirmation. *Education as Change*, 21(2): 45-61.  
 Teise, K. & Le Roux A. 2016. Education for Sustainable Development in SA: a model case scenario. *African Education Review*, 13(3-4): 65 – 79.  
 Le Roux, A. 2016. The teaching context preference of four white South African pre-service teachers: considerations for teacher education. *South African Journal of Education*, 36(1): 1 – 11.  
 Beylefeld, A. & Le Roux, A. 2015. Guided group reflections of 1st-year pre-service teachers: moving beyond the rhetoric of ‘go and reflect’. *Perspectives in Education*, 33 (3); 1 – 19.  
 Le Roux, A. 2014. ‘We were not part of apartheid’: rationalisations used by four white pre-service teachers to make sense of race and their own racial identities. *South African Journal of Education*, 34(2).  
 Le Roux, A & Marais, N. 2013. Teacher perceptions of their ethical responsibility: the balancing of rights. *Africa Education Review*, 10(4): 709-730.  
 Lee-Fon, R., Jacobs, L., Le Roux, A. and De Wet, C. 2013. Action towards hope: Addressing learner behaviour in a classroom. *Koers - Bulletin for Christian Scholarship*, 78(3): Art. #459, 8 pages. <http://dx.doi.org/10.4102/koers.v78i3.459>.  
 Le Roux A, & Mdunge, P. 2012. Difficult conversations: Lessons learnt from a diversity programme for pre-service teachers. *Perspectives in Education*, 30(3): 80-89.  
 Francis, D & Le Roux, A. 2012. Using life history to understand the interplay between identity, critical agency and social justice education. *Journal for New Generation Science*, 10(2): 14-29.

Francis, D & Le Roux, A. 2011. Teaching for social justice education: the intersection between identity, critical agency and social justice education. *South African Journal of Education: Special edition on social justice*, 31(3):299-311.

Le Roux, A. 2011. The interface between identity and change: how in-service teachers use discursive strategies to cope with educational change. *Education as Change*, 15(2): 131-144.

**BOOK CHAPTERS:**

Francis, D. & Le Roux, A. 2012. The intersection between identity, agency and social justice education: implications for teacher education. In Osman R & Venkat H. *Research-led teacher education*. Cape Town: Pearson.

Ambrosio, J., Le Roux, A. & Mdunge, P. 2016. Re-visioning Teacher Education for Social Justice in the Post-Apartheid Era. In Tomlinson-Clarke, S.M. & Clarke, D.L. (ed.). *Social Justice and Transformative Learning: Culture & Identity in the United States and South Africa*. Routledge.

**PAPERS PRESENTED**

National: 12

International: 9