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Educator's Guide to School Management Skills - I. Van Deventer 2002-11

Today's changed education landscape demands leaders who will provide society with capable South Africans who are able to fulfil their life-roles as citizens and as productive, well-adjusted human beings.

**Dual Language Development & Disorders** - Johanne Paradis 2021

"Updated with the latest research, this third edition of the bestselling textbook prepares SLPs and educators to support young children who are dual language learners and make informed decisions about assessment and intervention when a disorder is present"--

Men in Families and Family Policy in a Changing World - 2011

"The perceptions of the role of women and men in families have changed over the past few decades. Men are no longer perceived as the economic providers to families. The role of men in the family has undergone many "diverse demographic, socio-economic and cultural transformations" impacting the formation, stability and overall well-being of families. In light of this development, DESA's Division for Social Policy and Development (DSPD) launched a new publication on "Men in Families and Family Policy in a Changing World" on 17 February focusing on the shifting roles and views of men in families."--Provided by publisher.

**Life Sciences, Grade 10** - Annemarie Gebhardt 2012-01-05

Study & Master Life Sciences Grade 10 has been especially developed by an experienced author team for the Curriculum and Assessment Policy Statement (CAPS). This new and easy-to-use course helps learners to master essential content and skills in Life Sciences. The comprehensive Learner's Book includes: \* an expanded contents page indicating the CAPS coverage required for each strand \* a mind map at the beginning of each module that gives an overview of the contents of that module \* activities throughout that help develop learners' science knowledge and skills as well as Formal Assessment tasks to test their learning \* a review at the end of each unit that provides for consolidation of learning \* case studies that link science to real-life situations and present balanced views on sensitive issues. \* 'information' boxes providing interesting additional information and 'Note' boxes that bring important information to the learner's attention

**Implementing Inclusive Education** - Richard Rieser 2012

This revised and expanded second edition of Implementing Inclusive Education shows how Commonwealth countries are attempting to undertake inclusion in education, and will encourage all those charged with ensuring education for all to make certain that disabled children are fully included in all aspects of the education system.

The Inner World of the Immigrant Child - Iqoa Cristina 2013-05-13

This powerful book tells the story of one teacher's odyssey to understand the inner world of immigrant children, and to create a learning environment that is responsive to these students' feelings and their needs. Featuring the voices and artwork of many immigrant children, this text portrays the immigrant experience of uprooting, culture shock, and adjustment to a new world, and then describes cultural, academic, and psychological interventions that facilitate learning as immigrant students make the transition to a new language and culture. Particularly relevant for courses dealing with multicultural and bilingual education, foundations of education, and literacy curriculum and instruction, this text is essential reading for all teachers who will -- or currently do -- work in today's school environment.

**Politics and Governance of Basic Education** - Brian Levy 2018-09-21

This is an open access title available under the terms of a CC BY-NC-ND 4.0 International licence. It is free to read at Oxford Scholarship Online and offered as a free PDF download from OUP and selected open access locations. All over the world, economic inclusion has risen to the top of the development discourse. A well-performing education system is central to achieving inclusive development - but the challenge of improving educational outcomes has proven to be unexpectedly difficult. Access to education has increased, but quality remains low, with weaknesses in governance comprising an important part of the explanation. The Politics and Governance of Basic Education explores the balance between hierarchical and horizontal institutional arrangements for the public provision of basic education. Using the vivid example of South Africa, a country that had ambitious goals at the outset of its transition from apartheid to democracy, it explores how the interaction of politics and institutions affects educational outcomes. By examining lessons learned from how South Africa failed to achieve many of its goals, it constructs an innovative alternative strategy for making process, combining practical steps to achieve incremental gains to re-orient the system towards learning.

Learning a New Land - Carola Suárez-Orozco 2009-06-30

One child in five in America is the child of immigrants, and their numbers increase each year. Based on an extraordinary interdisciplinary study that followed 400 newly arrived children from the Caribbean, China, Central America, and Mexico for five years, this book provides a compelling account of the lives, dreams, academic journeys, and frustrations of these youngest immigrants.

**Critical Issues in South African Education** - Charl C. Wolhuter 2020-12-31

The main thesis of this book is that, given that South African education faces major challenges, the BRICS (Brazil, Russia, India, China and South Africa) constellation of states offers — thus far overlooked — a valuable tertium comparationis, a source of international comparative perspectives, to inform the domestic scholarly discourse on education. This book first investigates the national contexts and development of education in the BRICS countries, arguing that this grouping represents a valuable but yet overlooked field for illuminating South African education issues with international perspectives. The book consists of chapters arguing for and illustrating this thesis from a variety of angles. Common to all chapters is that authors used the comparative method in education, that is comparing the national education system, in their education societal context interrelationships, of the BRICS countries. The chapters focus on a number of critical issues in South African education, including the language of learning and teaching issue, the alignment of the world of education with the world of work, early childhood education, and the development of world-class universities. Regarding the last, for example, China has been the terrain of the most intensive national projects of establishing world-class universities, with Project 985, Project 211, and the "Double First Class University" project. The chapters demonstrate what South Africa, in approaching her education issues, can learn from the experience of the BRICS countries.

Elite Transition - Revised and Expanded Edition - Patrick Bond 2014

Fully updated edition of best-selling work of political analysis. Released to coincide with 20th anniversary of the end of Apartheid in South Africa.

**Poverty traps** - 2005

The Constitution in the Classroom - Stu Woolman 2009

**Early Childhood Interventions** - Lynn A. Karoly 2006-01-11

Considers the potential consequences of not investing additional resources in children's lives, the range of early intervention programs, the demonstrated benefits of interventions having high-quality evaluations, the features associated with successful programs, and the returns to society associated with investing early in the lives of disadvantaged children. The findings indicate the existence of a body of sound research that can guide resource allocation decisions.

*Study and Master Economic and Business Management Grade 7 for CAPS Learner's Book* - Marietjie Barnard 2013-07-11

**Getting Learning Right** - Nick Taylor 1999

*Juta's Education Law and Policy Handbook* - 1999

This text offers a key to understanding the Acts, regulations and policies affecting school governance as well as educators' conditions of employment throughout South Africa. It provides a full text of these laws with notes, and the loose-leaf format allows the contents to be easily updated.

*School Dropout and Completion* - Stephen Lamb 2010-11-29

School dropout remains a persistent and critical issue in many school systems, so much so that it is sometimes referred to as a crisis. Populations across the globe have come to depend on success at school for establishing careers and gaining access to post-school qualifications. Yet large numbers of young people are excluded from the advantages that successful completion of school brings and as a result are subjected to consequences such as higher likelihood of unemployment, lower earnings, greater dependence on welfare and poorer physical health and well-being. Over recent decades, most western nations have stepped up their efforts to reduce drop out and raise school completion rates while maintaining high standards. How school systems have approached this, and how successful they are, varies. This book compares the various approaches by evaluating their impact on rates of dropout and completion. Case studies of national systems are used to highlight the different approaches including institutional arrangements and the various alternative secondary school programs and their outcomes. The evaluation is based on several key questions: What are the main approaches? How do they work? For whom do they work? And, how successful are they in promoting high rates of completion and equivalent outcomes for all? This book examines the nature of the dropout problem in advanced industrialized countries with the goal of developing a broader, international understanding that can feed into public policy to help improve completion rates worldwide.

*Writing and Learning in Cross-national Perspective* - David Foster 2017-10-03

Despite the increasingly global implications of conversations about writing and learning, U.S. composition studies has devoted little attention to cross-national perspectives on student writing and its roles in wider cultural contexts. Caught up in our own concerns about how U.S. students make the transition as writers from secondary school to postsecondary education, we often overlook the fact that students around the world are undergoing the same evolution. How do the students in China, England, France, Germany, Kenya, or South Africa--the educational systems represented in this collection--write their way into the communities of their chosen disciplines? How, for instance, do students whose mother tongue is not the language of instruction cope with the demands of academic and discipline-specific writing? And in what ways is U.S. students' development as academic writers similar to or different from that of students in other countries? With this collection, editors David Foster and David R. Russell broaden the discussion about the role of writing in various educational systems and cultures. Students' development as academic writers raises issues of student authorship and agency, as well as larger issues of educational access, institutional power relations, system goals, and students' roles in society. The contributors to this collection discuss selected writing purposes and forms characteristic of a specific national education system, describe students' agency as writers, and identify contextual factors--social, economic, linguistic, cultural--that shape institutional responses to writing development. In discussions that bookend these studies of different educational structures, the editors compare U.S. postsecondary writing practices and pedagogies with those in other national systems, and suggest new perspectives for cross-national study of learning/writing

issues important to all educational systems. Given the worldwide increase in students entering higher education and the endless need for effective writing across disciplines and nations, the insights offered here and the call for further studies are especially welcome and timely.

*WHO Recommendations on Antenatal Care for a Positive Pregnancy Experience* - World Health Organization 2017-01-15

Within the continuum of reproductive health care, antenatal care provides a platform for important health-care functions, including health promotion, screening and diagnosis, and disease prevention. It has been established that, by implementing timely and appropriate evidence-based practices, antenatal care can save lives. Endorsed by the United Nations Secretary-General, this is a comprehensive WHO guideline on routine antenatal care for pregnant women and adolescent girls. It aims to complement existing WHO guidelines on the management of specific pregnancy-related complications. The guidance captures the complex nature of the antenatal care issues surrounding healthcare practices and delivery, and prioritizes person-centered health and well-being --- not only the prevention of death and morbidity --- in accordance with a human rights-based approach.

**Social Sciences, Grade 6** - Lee Smith 2012-09-28

Study & Master Social Sciences has been specially developed by an experienced author team for the Curriculum and Assessment Policy Statement (CAPS). The comprehensive Learner's Book: \* provides activities that develop learners' skills and understanding of each of the modules specified by the CAPS curriculum \* includes good-quality illustrations, photographs and diagrams in full colour \* offers current and relevant content clearly set out according to the curriculum document. The innovative Teacher's Guide includes: \* step-by-step guidance on the teaching of each lesson and activity as well as each form of assessment \* Remedial and Extension activities for each module \* bright ideas to extend the curriculum into the world outside the classroom \* a complete section on Formal Assessment, with sample examinations and their memoranda as well as photocopiable record sheets and templates.

**Cultivating Dynamic Educators** - Sarah Pouezevara 2018-09-28

Cultivating Dynamic Educators: Case Studies in Teacher Behavior Change in Africa and Asia responds to growing recognition by international education professionals, policy makers, and funding partners of the need for qualified teachers and interest in the subject of teacher professional development (also referred to as "teacher behavior change"). The book responds to important questions that are fundamental to improving teaching quality by influencing teaching practice. These questions include: How do we provide high-quality training at scale? How do we ensure that training transfers to change in practice? What methods are most cost-effective? How do we know what works? The book includes case studies describing different approaches to teacher behavior change and illustrates how specific implementation choices were made for each context. Individual chapters document lessons learned as well as methodologies used for discerning lessons. The key conclusion is that no single effort is enough on its own; teacher behavior change requires a system-wide view and concerted, coordinated inputs from a range of stakeholders.

**Teaching Learners with Visual Impairment** - Maximus M. Sefotho 2020-12-31

This book, *Teaching Learners with Visual Impairment*, focuses on holistic support to learners with visual impairment in and beyond the classroom and school context. Special attention is given to classroom practice, learning support, curriculum differentiation and assessment practices, to mention but a few areas of focus covered in the book. In this manner, this book makes a significant contribution to the existing body of knowledge on the implementation of inclusive education policy with learners affected by visual impairment.

*Understanding Education for the Visually Impaired* - Ronél Ferreira 2020-12-31

The contribution that this book makes to scholarship is regarded as ground-breaking, as it is based on recent research conducted with teachers on the ground-level, as well as on research and experiences of practitioners, gained over many years. In this volume, *Understanding education for the visually impaired*, the focus falls on understanding visual impairment within the South African context, more specifically on what the education of these learners entails. In addition to the contribution to existing literature in the fields of inclusive education and visual impairment, the publication has practical application value for teachers and practitioners who work with and support such learners.

### **THE EARLY GRADE READING ASSESSMENT** - Amber K. Gove 2011-09-28

The Early Grade Reading Assessment (EGRA) measures students' progress towards reading. EGRA gauges early literacy skills through a 15-minute individual oral assessment of five fundamental reading skills. RTI worked with education experts to develop the EGRA in 2006, and it has been piloted and implemented in more than 40 countries. This volume aims to take stock of the substantial amount of information and experience generated through the use of EGRA, and to share this knowledge with practitioners, policymakers, and international donors. Chapters cover not only particular applications of the instrument but also put EGRA in the context of broader issues and developments in literacy and education.

### Study and Master Physical Sciences Grade 11 CAPS Learner's Book - Karin H. Kelder 2012-09-10

Study & Master Physical Sciences Grade 11 has been especially developed by an experienced author team for the Curriculum and Assessment Policy Statement (CAPS). This new and easy-to-use course helps learners to master essential content and skills in Physical Sciences. The comprehensive Learner's Book: • explains key concepts and scientific terms in accessible language and provides learners with a glossary of scientific terminology to aid understanding. • provides for frequent consolidation in the Summative assessments at the end of each module • includes case studies that link science to real-life situations and present balanced views on sensitive issues • includes 'Did you know?' features providing interesting additional information • highlights examples, laws and formulae in boxes for easy reference.

### *The SAGE Handbook of Early Childhood Policy* - Linda Miller 2017-07-30

Recent authoritative evidence suggests that an estimated 200 million children under five fail to achieve their developmental potential due to factors including poor health and nutrition and the lack of stable high quality care. A significant number of the world's children today lack the basic rights to health, development and protection. In light of such statistics, early childhood services for young children have expanded around the world. The SAGE Handbook of Early Childhood Policy draws critical attention to policy in Early Childhood Education and Care (ECEC) its relationship to service provision and its impact on the lives of children and families. The perspectives of leading academics and researchers from Europe, North America, South America, Africa, Australasia and Asia have been arranged around five key themes: Part 1: The Relationship Between Research, Policy And Practice: Country Case Studies Part 2: Equitable Early Childhood Services: Intervention to Improve Children's Life Chances Part 3: Extending Practice: The Role of Early Childhood Services In Family Support Part 4: Participation, Rights and Diversity Part 5: Future Directions for Early Childhood Policy This handbook is essential reading for practitioners, stakeholders and others committed to working within early years services to achieve an awareness of policy and its implications for services and practice.

### **Reviews of National Policies for Education** - Organisation for Economic Co-operation and Development 1984

A team of examiners from the Organisation for Economic Cooperation and Development (OECD) reviews Portugal's education system in a three-part report. Part One begins with the consequences of the 1974 revolution, Portugal's economic problems, its impending attachment to the European Economic Community, and rising public expectations about education. It continues with criticism of the Ministry of Education, which is overstaffed and has duplicate functions. The examiners propose reduction of branches and suggest the establishment of a national education advisory council and closer relations with other government agencies. A high priority for the compulsory school-level education (four primary and two preparatory grades) is improvement of standards in rural areas. Accepting the future extension of compulsory schooling from 6 to 9 years, the examiners counsel step-by-step reform of the school structure and curriculum. Education of 16-to-19 year olds is a problematic issue since upper-secondary schools are not providing adequate vocational courses. The examiners feel a solution is for Portugal to adopt a comprehensive education and training policy for that age group implemented jointly by the Ministries of Education and Labor. Part Two of the report includes a record of the review meeting between the OECD examiners and the Minister of Education and his delegates and addresses five areas of concern. The third part is a summary of the Ministry of Education's Background Report of the education system in Portugal. (MD)

### Twenty Years of Education Transformation in Gauteng 1994 to 2014 - Maringe, Felix 2015-05-05

Twenty Years of Education Transformation in Gauteng 1994 to 2014: An Independent Review presents a

collection of 15 important essays on different aspects of education in Gauteng since the advent of democracy in 1994. These essays talk to what a provincial education department does and how and why it does these things - whether it be about policy, resourcing or implementing projects. Each essay is written by one or more specialist in the relevant focus area. The book is written to be accessible to the general reader as well as being informative and an essential resource for the specialist reader. It sheds light on aspects of how a provincial department operates and why and with what consequences certain decisions have been made in education over the last 20 turbulent years, both nationally and provincially. There has been no attempt to fit the book's chapters into a particular ideological or educational paradigm, and as a result the reader will find differing views on various aspects of the Gauteng Department of Education's present and past. We leave the reader to decide to what extent the GDE has fulfilled its educational mandate over the last 20 years.

### **Out-of-School Youth in Sub-Saharan Africa** - Keiko Inoue 2015-03-17

The economic and social prospects are daunting for the 89 million out-of-school youth who comprise nearly half of all youth in Sub-Saharan Africa. Within the next decade, when this cohort becomes the core of the labor market, an estimated 40 million more youth will drop out, and will face an uncertain future with limited work and life skills. Furthermore, out-of-school youth often are "policy orphans," positioned between sectors with little data, low implementation capacity, lack of interest in long-term sustainability of programs, insufficient funds, and little coordination across the different government agencies. This report provides a diagnostic analysis of the state of out-of-school youth in Sub-Saharan Africa, focusing on the 12- to 24-year-old cohort. This report also examines the decision path youth take as they progress through the education system and the factors that explain youth's school and work choices. It finds that individual and household characteristics, social norms, and characteristics of the school system all matter in understanding why youth drop out and remain out of school. In particular, six key factors characterize out-of-school youth: (i) most out-of-school youth drop out before secondary school; (ii) early marriage for female youth and (iii) rural residence increase the likelihood of being out of school; (iv) parental education level and (v) the number of working adults are important household factors; and (vi) lack of school access and low educational quality are binding supply-side constraints. Policy discussions on out-of-school youth are framed by these six key factors along with three entry points for intervention: retention, remediation, and integration. This report also reviews policies and programs in place for out-of-school youth across the continent. Ultimately, this report aims to inform public discussion, policy formulation, and development practitioners' actions working with youth in Sub-Saharan Africa.

### **Consolidated Guidelines on the Use of Antiretroviral Drugs for Treating and Preventing HIV Infection** - World Health Organization 2016

These guidelines provide guidance on the diagnosis of human immunodeficiency virus (HIV) infection, the use of antiretroviral (ARV) drugs for treating and preventing HIV infection and the care of people living with HIV. They are structured along the continuum of HIV testing, prevention, treatment and care. This edition updates the 2013 consolidated guidelines on the use of antiretroviral drugs following an extensive review of evidence and consultations in mid-2015, shared at the end of 2015, and now published in full in 2016. It is being published in a changing global context for HIV and for health more broadly.

### Growing Rare Plants - Geoff Nichols 2005

### *World Report on Violence and Health* - World Health Organization 2002

This report is part of WHO's response to the 49th World Health Assembly held in 1996 which adopted a resolution declaring violence a major and growing public health problem across the world. It is aimed largely at researchers and practitioners including health care workers, social workers, educators and law enforcement officials.

### *Study and Master Mathematical Literacy Grade 12 CAPS Learner's Book* - Karen Morrison 2014-05-01

### **Children of Immigration** - Carola Suárez-Orozco 2009-06-30

Now in the midst of the largest wave of immigration in history, America, mythical land of immigrants, is once again contemplating a future in which new arrivals will play a crucial role in reworking the fabric of

the nation. At the center of this prospect are the children of immigrants, who make up one fifth of America's youth. This book, written by the codirectors of the largest ongoing longitudinal study of immigrant children and their families, offers a clear, broad, interdisciplinary view of who these children are and what their future might hold. For immigrant children, the authors write, it is the best of times and the worst. These children are more likely than any previous generation of immigrants to end up in Ivy League universities--or unschooled, on parole, or in prison. Most arrive as motivated students, respectful of authority and quick to learn English. Yet, at the same time, many face huge obstacles to success, such as poverty, prejudice, the trauma of immigration itself, and exposure to the materialistic, hedonistic world of their native-born peers. The authors vividly describe how forces within and outside the family shape these children's developing sense of identity and their ambivalent relationship with their adopted country. Their book demonstrates how "Americanization," long an immigrant ideal, has, in a nation so diverse and full of contradictions, become ever harder to define, let alone achieve.

Lesson Study - Clea Fernandez 2012-09-10

Lesson study is a popular professional development approach in Japan whereby teachers collaborate to study content, instruction, and how students solve problems and reach for understanding in order to improve elementary mathematics instruction and learning in the classroom. This book is the first comprehensive look at the system and process of lesson study in Japan. It describes in detail the process of how teachers conducted lesson study--how they collaborated in order to develop a lesson, what they talked about during the process, and what they looked at in order to understand deeply how students were learning. Readers see the planning of a mathematics lesson, as well as how much content knowledge the teachers have. They observe students' problem solving strategies and learn how Japanese teachers prepare themselves to identify those strategies and facilitate the students' discussion. Written for mathematics teachers, educational researchers, school administrators interested in teachers' professional development,

and professional developers, this landmark volume provides an in-depth understanding of lesson study that can lead to positive changes in teachers' professional development and in teaching and learning in the United States.

EU Research Fighting the Three Major Deadly Diseases - European Commission. Directorate General for Research 2010

Shows the projects currently financed by the European Commission's Seventh Research Framework Programme (FP7) since 2007 up to 2010, aiming at combating these three major killer diseases: HIV/AIDS, Malaria and Tuberculosis.

*Interim Policy for Early Childhood Development* - South Africa. Department of Education 1996

**Student Retention & Graduate Destination** - Moeketsi Letseka 2010

Student attrition has been a perennial theme in South African higher education throughout the decade. In its National Plan for Higher Education (2001), the Department of Education attributed high dropout rates primarily to financial and/or academic exclusions. Four years later, it reported that 30% of students dropped out in their first year of study and a further 20% during their second and third years. Against this backdrop, the erstwhile research programme on Human Resources Development initiated a research project to investigate more thoroughly why students dropped out, what led them to persist in higher education to graduation, and what made for a successful transition to the labour market. The chapters in this volume address these issues in relation to one or more of seven institutional case studies conducted in 2005.

**Basic Education Rights Handbook** - Faranaaz Veriava 2017

Status of Education in Rural America - 2007