



Grade R Post 2015 Mpumalanga

Nic Spaull, Jonathan D. Jansen



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Regional Sustainability - South Africa 2015 Students of the 2015 Field Study Program, 2015-06-21 This book is a compilation of the research essays and proposals written by students who participated in the Field Studies in Regional Sustainability Program in South Africa in January February 2015 Each section focuses on a particular problem identified in the context of the Mpumalanga lowveld and the contributions attempt to address these issues by linking policy frameworks with strategies and projects aimed at improving the sustainability of the region **Annual Report Mpumalanga** (South Africa). Department of Education, 2017 Masixhase abantwana bakwazi ukufunda nokubhala - Let us enable our children to read and write Stofile Sindiswa & Nomlomo Vuyokazi, Nkomo, Sibhekinkosi, Anna, Magxala, Xoliswa, Patience, Mawela, Rethabile, Mudzielwana, Ndileleni, Magadla, Noluthando, Nondalana, Nomfundo, Kosi, Tembisa, Foncha, J.W., Linake, M.A. & Abongdia, J.A., Sigcau, Eurika, Nompucuko, Kemende, Wunseh, Quinta, McCarthy, Karen, Gxowa-Dlayedwa, Ntombizodwa, 2020-03-31 This book advances knowledge and scholarship on reading and writing by applying both theoretical and practical means of enhancing early literacy development at school level and in our communities The uniqueness of the book lies in its inclusive approach to accommodate a variety of readers including language and literacy teachers practitioners and scholars It uses two languages namely English and isiXhosa to address some of the critical issues on literacy teaching and learning and to disseminate knowledge to a diverse readership including parents students teachers and other relevant stakeholders who are committed to making a difference in the teaching and learning of literacy in different languages The aim is to transform and enrich discourse on language and literacy development which is predominantly in English and does not include African languages that are also used as the main languages of learning and teaching in the Foundation Phase Grades R 3 **The Geography of South Africa** Jasper Knight, Christian M. Rogerson, 2018-10-03 This edited collection examines contemporary directions in geographical research on South Africa It encompasses a cross section of selected themes of critical importance not only to the discipline of Geography in South Africa but also of relevance to other areas of the Global South All chapters are original contributions providing a state of the art research baseline on key themes in physical human and environmental geography and in understanding the changing geographical landscapes of modern South Africa These contributions set the scene for an understanding of the relationships between modern South Africa and the wider contemporary world including issues of sustainable development and growth in the Global South **Effects of Government Mandates and Policies on Public Education in Africa, the Caribbean, and the Middle East** Cynthia S Sunal, Oluseyi Matthew Odebiyi, Kagendo Mutua, 2022-06-01 As the demand for education at all levels has increased so have the models of meeting these increased demands for education As in many other parts of the world public education has expanded to serve large populations across the regions of Africa the Caribbean and the Middle East Many nations in these regions have instituted mandates policies and frameworks intended to simultaneously increase access to public education

opportunities as well as improve the quality of education provided and to address a wide populace. Because the increase in educational demand has occurred at all levels, these efforts often address various levels of education from early childhood through primary schooling, junior secondary and secondary schooling, and into tertiary education. Efforts also have been made to increase participation in education by marginalized and/or special populations. The range of efforts is large, with some focusing on involving migrants, immigrants, refugees in primary education, while others aim at opening up choices at the university level. Recently, nations in the region have recognized the possibilities of digital learning; online learning, as cell phones and other widely used portable wireless devices have made it possible to sell the idea that one can learn from anywhere at any time. This widespread access to technology has made it possible for governments as well as private entities to expand learning opportunities even to populations previously unreached or to address difficult-to-reach sectors of the population. At the same time, the population itself has not only increased in numbers but in diversity. Maintaining quality through digital and other means of quick expansion of educational opportunities continues to be challenging, if not problematic.

Effects of Government Mandates and Policies on Public Education in Africa, the Caribbean and the Middle East is Book IX of the series *Research on Education in Africa, the Caribbean and the Middle East*. Chapters document, describe, and/or raise critical issues and/or questions resulting from government policies, mandates, and frameworks intended to make available public education to an ever-growing populace while at the same time being mindful of improving quality of education being available to an increasingly diverse populace.

Autism Mary Clasquin-Johnson, Dikeledi Mahlo, Michel Clasquin-Johnson, 2023-02-10. This book is written at a time of a paradigm shift in the African continent where dependence on western epistemologies and ontologies are giving way to African indigenous knowledge systems. Africa has been an importer of knowledge from the west since time immemorial, and this book contributes to the body of knowledge on autism spectrum disorder (ASD) from the African perspective. As a result, decoloniality and Inclusive Education have gained traction within the academic discourse, with the University of South Africa (UNISA) hosting decoloniality annual conference and a summer school to stimulate academic discussions and debates with a focus on African indigenous knowledge systems and theoretical lenses as opposed to the western epistemologies. The book also demystifies some of the misconceptions that children with ASD are a curse and punishment from God or gods. Among others, Ubuntu seems to be the dominant theoretical framework underpinning some of the research studies reported in this book.

Annual Performance Plan Mpumalanga (South Africa). Department of Education, 2016.

Health and Well-Being in the Middle Grades Katherine Main, Susan Whatman, 2023-02-01. Current research around the middle grades has brought a heightened attention by teachers, policymakers, and researchers recognizing that this stage is a time when a student's health and social and emotional well-being directly impacts their academic progress. To date, school leaders and teachers have not been well served by explicit resources for middle grades education that focus on aspects of the health and well-being of young adolescent learners to

support the planning of curriculum and teaching and to support teachers and leaders working with this age group The purpose of this research based volume is to fill that gap and to enable school leaders teachers academics and teacher candidates to develop successfully an understanding of the health and well being aspects of young adolescent learners and provide them with the necessary tools and information to address the health and well being needs of young adolescent learners Annual Performance Plan ... Mpumalanga (South Africa). Department of Social Development,2015

Combating School-Based Violence Using African Indigenous Knowledge Systems Mfundo Mandla Masuku,Nomakhosi Nomathemba Sibisi,2025-05-12 Using African epistemologies to understand contributing social and cultural factors around African school violence this book investigates various kinds of school based violence suffered by learners and teachers in order to further research into the impact of educational interventions on crime prevention in African schools Investigating various kinds of school violence including gender based violence and gang violence the book uses African Indigenous Knowledge Systems and the philosophy of Ubuntu for example to tackle important concerns surrounding school violence social cohesion community engagement and role of education in fostering sustainable communities Chapters demonstrate a qualitative research approach that encompasses empirical and conceptual studies to provide an in depth exploration of violence in educational settings the book draws on human experiences and emotions as well as teachers learners communities and other relevant stakeholders perceptions of school violence This highly interdisciplinary volume will be of immense value to scholars researchers and postgraduate students in the fields of sociology of education philosophy of education and educational psychology Curriculum developers involved with module design may also find the volume of use

Systematic Reviews of Research in Basic Education in South Africa Felix Maringe,2021-04-09 Maringe ought to be commended for putting together an invaluable contribution to our understanding of research into a complex education system in South Africa This volume provides a useful foundation to the current state of education quality in South Africa including the impact of interventions It also brings to the fore challenges still facing education transformation The evidence presented which taken together lays out a coherent view of how improvements could be made Albert Chanee Head of Planning Gauteng Department of Education For too long the weight of educational scholarship produced in South Africa has been limited to that simple and standard form called the literature review Now for the first time education researchers are provided with an African based text on the concepts and methods of conducting systematic reviews In this exceptional work of editorship Felix Maringe brings together some of the leading researchers on South African education to model and demonstrate how to review a significant body of research on a chosen topic which is adjudicated strictly on the basis of the quality and efficacy of the evidence in hand I have no doubt that this remarkable book will become a standard reference for educational researchers in and beyond the African continent It will also lift the quality of educational inquiry by equipping a new generation of scholars with the capacity for doing evidence based research that compels the attention of policymakers

planners and practitioners alike Prof Jonathan Jansen Stellenbosch University (South Africa). Department of Social Development, 2016

Annual Performance Plan Gauteng Robert J. Balfour, 2015-09-24 A collaborative series with the University of Cambridge Faculty of Education highlighting leading edge research across Teacher Education International Education Reform and Language Education

A scholarly inquiry into disciplinary practices in educational institutions Connie B. Zulu, Izak J. Oosthuizen, Charl C. Wolhuter, Corene de Wet, Rika Joubert, Ansie E. Kitching, Michael L. Marumo, Zahraa McDonald, Nicholas T. Mollo, Louis J. Oosthuizen, Ferdinand J. Potgieter, Bianke van Rooyen, Marius H. Smit, Amos T. Thebenyane, Andre van der Bijl, Johannes (Hannes) L. van der Walt, 2019-12-12 This book is a collection of chapters based on original research dealing with issues of discipline and disciplinary practices in educational institutions The aim of the book is to provide a scholarly and scientific perspective on the current state of discipline and disciplinary practices in schools and tertiary education settings The issue of discipline is investigated from diverse paradigmatic and methodological perspectives presenting empirical as well as also philosophical research The empirical perspective includes quantitative positivistic qualitative interpretive and mixed methods pragmatic designs and worldviews This book offers a ground breaking contribution to the field of learner and student discipline with insights into disciplinary practices and issues in educational institutions not hitherto researched such as Technical Vocational Education and Training colleges and universities

Research in Administrative Sciences under COVID-19 Mónica Lorena Sánchez Limón, María Luisa Saavedra García, 2022-05-23 Research in Administrative Sciences under COVID 19 examines the context surrounding organizations in the face of the COVID 19 Pandemic detailing aspects related to Latin American and Mexican companies and their competitiveness in the face of the global health crisis

X-kit FET Grade 12 GEOGRAPHY, 2008

Handbook of Quality of Life in African Societies Irma Eloff, 2019-08-09 This handbook reflects on quality of life in societies on the continent of Africa It provides a widely interdisciplinary text with insights on quality of life from a variety of scientific perspectives The handbook is structured into sections covering themes of social context culture and community the environment and technology health education and family It is aimed at scholars who are working towards sustainable development at the intersections of multiple scientific fields and it provides measures of both objective and subjective quality of life The scholarly contributions in the text are based on original research and it spans fields of research such as cultures of positivity wellbeing literacy and multilingualism digital and mobile technologies economic growth food and nutrition health promotion community development teacher education and family life Some chapters take a broad approach and report on research findings involving thousands and in one case millions of participants Other chapters zoom in and illustrate the importance of specificity in quality of life studies Collectively the handbook illuminates the particularity of quality of life in Africa the unique contextual challenges and the resourcefulness with which challenges are being mediated This handbook provides empirically grounded conceptualizations about life in Africa that also encapsulate the dynamic

ingenious ways in which we as Africans enhance our quality of life *South African Schooling: The Enigma of Inequality* Nic Spaull, Jonathan D. Jansen, 2019-11-05 This volume brings together many of South Africa's leading scholars of education and covers the full range of South African schooling from financing and policy reform to in depth discussions of literacy numeracy teacher development and curriculum change The book moves beyond a historical analysis and provides an inside view of the questions South African scholars are now grappling with Are there different and preferential equilibria we have not yet thought of or explored and if so what are they In practical terms how does one get to a more equitable distribution of teachers resources and learning outcomes While decidedly local these questions resonate throughout the developing world South Africa today is the most unequal country in the world The richest 10% of South Africans lay claim to 65% of national income and 90% of national wealth This is the largest 90/10 gap in the world and one that is reflected in the schooling system Two decades after apartheid it is still the case that the life chances of most South African children are determined not by their ability or the result of hard work and determination but instead by the colour of their skin the province of their birth and the wealth of their parents Looking back on almost three decades of democracy in South Africa it is this stubbornness of inequality and its patterns of persistence that demands explanation justification and analysis This is a landmark book on basic education in South Africa an essential volume for those interested in learning outcomes and their inequality in South Africa The various chapters present conceptually and empirically sophisticated analyses of learning outcomes across divisions of race class and place The book brings together the wealth of decades of research output from top quality researchers to explore what has improved what has not and why Prof Lant Pritchett Harvard University There is much wisdom in this collection from many of the best education analysts in South Africa No surprise that they conclude that without a large and sustained expansion in well trained teachers early childhood education and adequate school resources South Africa will continue to sacrifice its people's future to maintaining the privileges of the few Prof Martin Carnoy Stanford University Altogether one can derive from this very valuable volume if not an exact blueprint for the future then certainly at least a crucial and evidence based itinerary for the next few steps Dr Luis Crouch RTI **Cross-Disciplinary Approaches to Action Research and Action Learning** Mapotse, Tome Awshar, 2017-07-31 The complexity of 21st century lifestyle makes collaborative research and learning essential for all of the population both in well resourced and socio economically challenged regions Cross Disciplinary Approaches to Action Research and Action Learning is an advanced reference source including the latest scholarly research on the examination of the development of a community practice of research in order to improve problem solving in various fields Featuring extensive coverage on a broad range of topics such as social justice organizational development and global economy this publication is ideally designed for academics researchers scholars and managers seeking current research on the promotion of collaborative research and learning **Learning Pathways within the Multiplicative Conceptual Field** Caroline Long, 2015 The transition from whole numbers to rational numbers and the

associated mastery of the multiplicative conceptual field constitute an important development in lower secondary schooling This study draws primarily on the theory of conceptual fields as a framework that is mathematical and enables a cognitive perspective by identifying the concepts and theorems in action that lead to underlying concepts and theorems Application of the Rasch model configures the location of both item difficulty and learner proficiency on one scale Diagnostics explore the validity of the instrument for measurement The ordering of items enables the analysis of hierarchical conceptual strands and additional insights into the mastery of concepts by subsets of learners at particular levels The resulting matrix of interactions of learner proficiency and item complexity provides an overview of the concepts attained and not yet mastered These insights permit teacher interventions specific to each learner subset at a shared common current zone of proximal development along the scale Caroline Long has received her doctorate in Mathematics Education from the University of Cape Town in 2011 and is Senior Lecturer in the Faculty of Education at the University of Pretoria where she is responsible for teaching mathematics education courses and modules on assessment She is also Deputy Director at the Centre for Evaluation and Assessment Her primary research foci are mathematics education professional development teacher agency and assessment Current work relies on collaboration with researchers at other South African institutions and in Australia Canada England Germany India the Netherlands Scotland and the USA

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