



GAUTENG PROVINCE

EDUCATION

REPUBLIC OF SOUTH AFRICA

Gauteng Department Of Education Caps Planning Programmes

Nic Spaull, Jonathan D. Jansen



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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

Twenty Years of Education Transformation in Gauteng 1994 to 2014 Maringe, Felix, Prew, Martin, 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.

Investigating the Roles of School Management Teams in Curriculum Delivery Mawela, Ailwei Solomon, van Wyk, Micheal M., Lebeloane, Lazarus, Mudau, Awelani V., 2021-06-25 The COVID 19 pandemic has introduced a new paradigm in education that has forced school management teams to re-imagine their curricula delivery functions and obligations during and post COVID 19. Now there are concerns about the state to which curriculum delivery in schools is likely to become planned, implemented and managed. *Investigating the Roles of School Management Teams in Curriculum Delivery* improves the quality of planning, implementation and management of curriculum delivery to advance the quality of teaching and learning in schools. Particularly, it envisages innovative strategies, best practices and addresses problems in the planning, implementation and delivery of curricula by school management teams. Covering topics such as curriculum delivery theory, curriculum delivery in planning, implementation and management during and post COVID 19, curriculum delivery in assessment and alternative assessment and reimagining inclusivity in curriculum delivery, this edited book is essential for departmental heads, deputy principals, education district officials, department of basic education curriculum designers, instructional designers, administrators, academicians, university teachers, researchers and post graduate students.

Strategies for Survival at SIBIKWA 1988 - 2021 Phyllis Klotz, Smal Ndaba, 2022-12-30 This book provides an engaging and contextualised insight into a South African township based arts centre that has survived the vicissitudes of steady militarisation in townships during some of the worst years of apartheid as well as the exhilaration of a new democratic policy while attempting to circumnavigate different policies and funding dispensations. Sibikwa provides arts centres across the world and especially those in decolonising countries with strategies for survival in tumultuous times. This multi-disciplinary book maps and co-ordinates wider historical, political and social contextual concerns and events with matters specific to a community based east of Johannesburg and provides an exploration and analysis by experts of authentic theatre making and performance, dance, indigenous music, arts in education and NGO governance. It has contemporary significance and raises important questions regarding inclusivity and transformation, the function and future of arts centres, community based applied arts practices, creativity and international partnerships. This study will be of great interest to students and scholars in theatre and performance, indigenous music, dance and South African history.

The 4IR and teacher education in South Africa Felix Maringe, Otilia Chiramba, 2024-02-26 The 4IR has become an overarching framework within which education systems, including teacher education, are operating. Contingent upon the ideology of neo-liberalism, the 4IR seeks to transform societies in ways which respond to the relentless developments in technology, the Internet and digital capacities which by design and intent are purposed at increasing both productivity and the associated quality while at the same time reducing human intervention in the same processes. In teacher education, how we teach and

train student teachers will be substantially influenced by the imperatives of the 4IR There are multiple unresolved questions as the 4IR takes centre stage For example what will it mean for teaching and learning in schools that have severe technological and digital deficits for teachers and students who have minimal technological literacies for delivering high quality teaching and learning for transforming both the content and pedagogies of teacher education and above all for delivering socially just educational experiences for all our learners regardless of class race and privilege The discourse of the 4IR is contemporary and requires multiple perspectives to explore what it means in different contexts and settings the understandings it engenders in people what it implies across a wide range of educational decision making levels and that its fundamental assumptions cohere with national and societal assumptions about equality equity and social justice Multiple methodological approaches were utilised in the interrogation of the idea of the 4IR in teacher education in South Africa including theoretical empirical and small scale case studies amongst others The data these approaches provide are equally valued based on the purposes for which they have been derived

Annual Report South Africa. Department of Basic Education,2016 Suggestions for the Planning of Programmes South Africa. Department of Education, Arts and Science,1958 **An Exploration of Teachers' Views and Experiences Towards the Use of Gauteng Primary Literacy & Mathematics Strategy (GPLMS) Lesson Plans with and Without Coaches** Gontse Molotsi,2015 *Implementation Plan for Education and Training* African National Congress. Education Department,1994 Guidelines for Planning Program Implementation British Columbia. Ministry of Education,Werner, Walter,British Columbia. Schools Department. Program Implementation Services,1982

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