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MCDANIEL KOLE

The Teacher Development Continuum in the United States and China Organisation for Economic Co-operation and Development ; [Washington, D.C. : OECD Publications and Information Center

The book explores concerns about the lack of higher education transformation around issues of equity, curriculum reform, language and race, and how students navigate higher education complexities. Students' self-reflective abilities, creativity and pragmatic approaches to surviving and succeeding are indicators that

postgraduate student success is as much internally as externally determined. Each chapter speaks from a uniquely South African perspective. The editors have tried to remain true to the voice of each contributor, while simultaneously providing a coherent body of scholarly work.

Development Management of Transforming Economies Russell Sage Foundation

Who are our teachers? Should we care about who teaches our children? Because who they are, matters. It matters because who teachers are, manifests in how they teach. The authors' analyses of prominent teachers in Anglo-Saxon philosophy of education and Muslim philosophy of

education, coupled with their own narratives of what it means to be and become a teacher inform the central theme of this book, namely that teachers do matter. In addition, no attempt at good teaching and learning can manifest without having some idea of who teachers are and who they can become. In the main, becoming an authentic teacher can happen only in the presence of what it means for teachers to be or become transformative, dialectical and imaginative, deconstructive and friendly, expositors of equality and disruption, eloquent and conscientious and spiritual. It is such an understanding, which the authors advance and dare to cultivate in our institutions of primary, secondary and

higher learning.

Teachers Matter Emerald Group Publishing

Democracy can mean a range of concepts, covering everything from freedoms, rights, elections, governments, processes, philosophies and a panoply of abstract and concrete notions that can be mediated by power, positionality, culture, time and space. Democracy can also be translated into brute force, hegemony, docility, compliance and conformity, as in wars will be decided on the basis of the needs of elites, or major decisions about spending finite resources will be the domain of the few over the masses, or people will be divided along the lines of race, ethnicity, class, religion, etc. because it is advantageous for maintaining exploitative political systems in place to do so. Often, these frameworks are developed and reified based on the notion that elections give the right to societies, or segments of societies, to install regimes, institutions and operating systems that are then supposedly legitimated and rendered infinitely just because formal power resides in the hands of those dominating forces. This book is interested in

advancing a critical analysis of the hegemonic paradigm described above, one that seeks higher levels of political literacy and consciousness, and one that makes the connection with education. What does education have to do with democracy? How does education shape, influence, impinge on, impact, negate, facilitate and/or change the context, contours and realities of democracy? How can we teach for and about democracy to alter and transform the essence of what democracy is, and, importantly, what it should be? This book advances the notion of decency in relation to democracy, and is underpinned by an analysis of meaningful, critically-engaged education. Is it enough to be kind, nice, generous and hopeful when we can also see signs of rampant, entrenched and debilitating racism, sexism, poverty, violence, injustice, war and other social inequalities? If democracy is intended to be a legitimating force for good, how does education inform democracy? What types of knowledge, experience, analysis and being are helpful to bring about newer, more meaningful and socially just forms of democracy? Throughout some twenty

chapters from a range of international scholars, this book includes three sections: Constructing Meanings for Democracy and Decency; Justice for All as Praxis; and Social Justice in Action for Democracy, Decency, and Diversity: International Perspectives. The underlying thread that is interwoven through the texts is a critical reappraisal of normative, hegemonic interpretations of how power is infused into the educational realm, and, importantly, how democracy can be re-situated and re-formulated so as to more meaningfully engage society and education.

Our Future National Academies Press
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.

Teacher Preparation in South Africa

African Minds

The book will focus on the emergence of a racially-divided system of teacher preparation and its dismantling post-apartheid. It will explore the policies and politics of discrepant pathways to teacher preparation within the context of international and comparative trends.

OECD Economic Surveys: South Africa 2013 AFRICAN SUN MeDIA

This report identifies effective strategies to

tackle skills imbalances in South Africa.

South African Schooling: The Enigma of Inequality AFRICAN SUN MeDIA

An evaluation of South Africa's post-apartheid education system.

Faculty Perspectives on Vocational Training in South Africa OECD Publishing

The training and development of human capital in Sub-Saharan Africa (SSA) will help countries in the region diversify their economies, carry out economic transformation, and support sustainable growth. Higher education plays a key role in training qualified individuals who will be able to implement new technologies and use innovative methods to establish cost-efficient and effective enterprises and institutions. However, in order for SSA to reap the benefits of this investment in human capital, higher education institutions must secure financing to provide quality training and sound professional prospects to their students. Currently, tertiary education development is unsustainable resources per student are declining and the quality of education is affected. These issues are particularly pressing in times of financial global crisis, when available resources for tertiary

education tend to diminish. The impact of the crisis that started in 2008 provides a clear illustration of the need to explore innovative ways to diversify and secure financing for higher education in SSA. 'Financing Higher Education in Africa' provides a comprehensive overview of higher education financing in SSA. The book begins with an explanation of the fundamental problems faced by higher education institutions and students in SSA, namely the combined pressure of a rapid growth in demand and a growing scarcity of public resources, and it presents the dramatic consequences of these trends on quality. The book then turns to analyzing and comparing the current funding policies in SSA countries and it provides recommendations for improvement. Finally, the book examines the alternatives to the status quo and the policy tools needed to both diversify resources and allocate them based on performance. It will be of great interest to governments, universities, research institutions, and international organizations throughout the region.

Basic Education Rights Handbook

Emerald Group Publishing

In 1999, Liping Ma published her book *Knowing and Teaching Elementary Mathematics: Teachers' Understanding of Fundamental Mathematics in the United States and China*, which probed the kinds of knowledge that elementary school teachers need to convey mathematical concepts and procedures effectively to their students. Later that year, Roger Howe, a member of the U.S. National Commission on Mathematics Instruction (USNC/MI), reviewed the book for the *Notices of the American Mathematical Society*, concluding that it 'has lessons for all educational policymakers.' Intrigued by the idea of superrank teachers, the USNC/MI sponsored a workshop entitled 'The Teacher Development Continuum in the United States and China'. The purpose of the workshop was to examine the structure of the mathematics teaching profession in the United States and China. The main presentations and discussion from the workshop are summarized in this volume.

Democracy and Decency HSRC

Publishers

This book asks how governments in Africa can use evidence to improve their policies

and programmes, and ultimately, to achieve positive change for their citizens. Looking at different evidence sources across a range of contexts, the book brings policy makers and researchers together to uncover what does and doesn't work and why. Case studies are drawn from five countries and the ECOWAS (west African) region, and a range of sectors from education, wildlife, sanitation, through to government procurement processes. The book is supported by a range of policy briefs and videos intended to be both practical and critically rigorous. It uses evidence sources such as evaluations, research synthesis and citizen engagement to show how these cases succeeded in informing policy and practice. The voices of policy makers are key to the book, ensuring that the examples deployed are useful to practitioners and researchers alike. This innovative book will be perfect for policy makers, practitioners in government and civil society, and researchers and academics with an interest in how evidence can be used to support policy making in Africa. The Open Access version of this book, available at

<https://doi.org/10.4324/9781003007043>, has been made available under a Creative Commons Attribution-Non Commercial-No Derivatives 4.0 license

Reviews of National Policies for Education Routledge

This book presents a comprehensive, systematic approach to the development of learning strategies.

[BRICS: building education for the future; priorities for national development and international cooperation](#) World Bank Publications

Nuraan Davids and Yusef Waghid make the argument that philosophy and education are intertwined as action concepts with the potential to affect teacher education practices. This book addresses pertinent philosophical concepts in education and how these concepts impact teaching, learning, and management as classroom practices. [Getting Skills Right: South Africa](#) Springer Nature

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

Language, Education, and Identity
A&C Black

The book will focus on the emergence of a racially-divided system of teacher preparation and its dismantling post-apartheid. It will explore the policies and politics of discrepant pathways to teacher preparation within the context of international and comparative trends.

Languages of Instruction Taylor & Francis

Keeping the focus clearly on learning and teaching, the authors explore the practical issues for managers at the institutional level, within the context of their need to understand and analyze key educational values and principles.

Using Evidence in Policy and Practice IAP

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)
TEACHING SOCIAL SCIENCES OECD Publishing
 Education in Southern Africa is a comprehensive critical reference guide to education in the region. With chapters written by an international team of leading regional education experts, the book explores the education systems of each country in the region. With chapters covering Botswana, Lesotho, Madagascar, Mozambique, Namibia, South Africa, Swaziland and Zimbabwe, the book critically examines the development of education provision in each country as well as local and global contexts. Including a comparative introduction to the issues facing education in the region as a whole and guides to available online datasets, this handbook will be an essential reference for researchers, scholars, international agencies and policy-makers at all levels.

Financing Higher Education in Africa
 African Minds

Teacher education programmes seek to provide student teachers with the knowledge and expertise to provide quality teaching and learning in a diverse

and challenging school context. Learning to Teach in post-apartheid South Africa: Student Teachers' Encounters with Initial Teacher Education addresses the complexities of teacher education programmes in preparing students to teach. It adds to the knowledge about teacher education, contributing critical understanding of education and the schooling system. The book provides important insights to deepen researchers, academics, teacher education providers, policy-makers, and students' understanding of the importance to address equity, redress, and quality in South African education in a post-apartheid era. This book further helps to build student teachers' capacities to work creatively and to become active and critical agents of transformation. It ultimately outlines the challenges face in designing and delivering successful Initial Teacher Education programmes, and the impact this has on delivering equitable and quality education.

Changing Class SAGE

"The Low Achievement Trap: Comparing schools in Botswana and South Africa is an empirical study of student mathematics

learning in Grade 6 classrooms that is unique in its focus on two school systems shaped by different political histories on either side of the Botswana-South Africa border. The study provides a detailed examination of the capacity of teachers – how they teach, how much they teach, and what they teach. Because of this wealth of detail, *The Low Achievement Trap* gives us much greater insight than previous research into why students seem to be making larger gains in the classrooms of South Eastern Botswana than in those of North West Province, South Africa. Rather than identifying a single major factor to explain this difference, the study finds that a composite of inter-related variables

revolving around teachers' mathematics knowledge and their capacity to teach mathematics are crucial to improving education in both regions. The message is a hopeful one: good teachers can make a difference in student learning"--Publisher's website.

Philosophy and Education as Action
Routledge

This insightful book offers a new and innovative tool in the study of development. The authors propose 'The Overall Development Model' which provides a strategy for long-term, sustainable and adaptable development for countries around the globe. Starting with a comprehensive study into what development is and how it is achieved,

Development Management of Transforming Economies critically analyzes current development schemes within transforming economies and examines their various actors both international and local, public and private. It examines the implementation of health, education and economic strategies of countries in Africa and Asia that have either undergone a development process, experienced slow but steady progress, or are just beginning to pursue a development strategy. In considering human development as a whole, the authors assert a new method of development that includes the developing population, and highlights the need for countries to define their own unique development process.