

## Gauteng Department Of Education English Paper 2

*The SALRM 2011 provides a rich source of information on a range of language-related subjects. A prominent issue remains the changing of street and place names, including the Pretoria/Tshwane and Louis Trichardt/Makhado sagas. Language in education remains a thorny issue; as medium of instruction at school and tertiary level, and the proposal that passing an African language should be a requirement in order to obtain a tertiary degree in South Africa. In terms of language legislation, the draft version of the National Language Act was proposed. The language of record in courts also received attention in the media.*

*The focus of this publication is on answering the central research question: How can Human Rights be advanced with regard to different kinds of diversities, and in different educational settings? The publication pays special attention to the advancement of human rights in a variety of education-related contexts, in keeping with human rights as a declared national priority for both society at large and the education system. One strategic priority of the Faculty of Education is research based on market requirements and needs. This book strives towards meeting this expectation by directly aiming at building human rights and social justice in the South African society, public schools and higher education institutions. Adjudication in the education context of the constitutional values of dignity, equality and freedom focusses regularly on learners. The book highlights the value of education for full-fledged citizenship by delineating what schooling should entail to inspire learners towards both claiming equal freedoms and rights and taking accountability for the responsibilities attached to citizenship.*

*A systematic review of research projects into the state of education in South Africa.*

*Exclusionary pressures and practices are pervasive in education, despite the clamour for more inclusive education. Even as classrooms worldwide become more diverse, education is unlikely to become inclusive without deliberate efforts to dismantle exclusion and enable inclusion. This book is a compilation of contributions to the conversation about what these efforts might entail. The conversation has its origins in the Making Education Inclusive Conference held in 2013, which brought together academics and practitioners from Southern Africa and other countries. Given the expectation that teachers should play a key role in promoting inclusion, it is not surprising to find significant interest in teacher education from many of the contributing authors. Their concerns range from explicit teacher development for pedagogical responsiveness to learner diversity, to overcoming the epistemological marginalisation that learners experience where teachers are not fully confident of their subject content and how to teach it. Access to education is clearly not enough, and other contributors to this book concern themselves with ways in which structures and systems could be reconstituted to enable meaningful inclusion. This might mean looking at how teachers might use tiered systems of behaviour support and various metacognitive strategies, how physical access can be promoted on a university campus, and understanding how parents think about disability. Each chapter represents a different perspective on what it might mean to resist educational exclusion in its many forms, and each offers possible ways to make education more inclusive.*

*Listening Skills*

*South African Language Rights Monitor 2011 / Suid-Afrikaanse Taalregtemonitor 2011*

*Human rights in diverse education contexts*

*Constitutional Triumphs, Constitutional Disappointments*

*The Transformative Power of Language*

*Media Literacy in a Disruptive Media Environment*

**This book highlights recent developments in literacy research in science teaching and learning from countries such as Australia, Brazil, China, Finland, Germany, Hong Kong, New Zealand, Norway, Singapore, Spain, South Africa, Sweden, Taiwan, and the United States. It includes multiple topics and perspectives on the role of literacy in enhancing science teaching and learning, such as the struggles faced by students in science literacy learning, case studies and evaluations of classroom-based interventions, and the challenges encountered in the science classrooms. It offers a critical and comprehensive investigation on numerous emerging themes in the area of literacy and science education, including disciplinary literacy, scientific literacy, classroom discourse, multimodality, language and representations of science, and content and language integrated learning (CLIL). The diversity of views and research contexts in this volume presents a useful introductory handbook for academics, researchers, and graduate students working in this specialized niche area. With a wealth of instructional ideas and innovations, it is also highly relevant for teachers and teacher educators seeking to improve science teaching and learning through the use of literacy.**

**This book, part of the BEA Electronic Media Research Series, brings together top scholars researching media literacy and lays out the current state of the field in areas such as propaganda, news, participatory culture, representation, education, social/environmental justice, and civic engagement. The field of media literacy continues to undergo changes and challenges as audiences are reconceptualized and reconfigured, media industries are transformed and replaced, and the production of media texts is available to anyone with a smartphone. The book provides an overview of these. It offers readers specific examples and recommendations to help others as they develop their own teaching and research agendas. Media Literacy in a Disruptive Media Environment will be of great interest to scholars and graduate students studying media literacy through the lens of broadcasting, communication studies, media and cultural studies, film, and digital media studies.**

**This book considers some of the outstanding questions regarding language and communication in the teaching and learning of mathematics – an established theme in mathematics education research, which is growing in prominence. Recent research has demonstrated the wide range of theoretical and methodological resources that can contribute to this area of study, including those drawing on cross-disciplinary perspectives influenced by, among others, sociology, psychology, linguistics, and semiotics. Examining language in its broadest sense to include all modes of communication, including visual and gestural as well as spoken and written modes, it features work presented and discussed in the Language and Communication topic study group (TSG 31) at the 13th International Congress on Mathematical Education (ICME-13). A joint session with participants of the Mathematics Education in a Multilingual and Multicultural Environment topic study group (TSG 32) enhanced discussions, which are incorporated in elaborations included in this book. Discussing cross-cutting topics it appeals to readers from a wide range of disciplines, such as mathematics education and research methods in education, multilingualism, applied linguistics and beyond. The International Handbook of Teacher and School Development brings together a collection of research and evidence-based authoritative writings which focus on international teacher and school development. Drawing on research from eighteen countries across seven continents, the forty chapters are grouped into ten themes which represent key aspects of teacher and school development: Issues of Professionalism and Performativity What Being an Effective Teacher Really Means Reason and Emotion in Teaching Schools in Different Circumstances Student Voices in a Global Context Professional Learning and Development Innovative Pedagogies School Effectiveness and Improvement Successful Schools, Successful Leader Professional Communities: their practices, problems & possibilities Each theme expertly adds to the existing knowledge base about teacher and school development internationally. They are individually important in shaping and understanding an appreciation of the underlying conditions which influence teachers and schools, both positively and negatively, and the possibilities for their further development. This essential handbook will be of interest to teacher educators, researchers in the field of teacher education and policy makers.**

**English First Language (Comprehension and Language)**

**The Impact of School Infrastructure on Learning**

**Higher Grade : Past Papers**

**South African national bibliography**

**Classical Languages in Schools and Communities**

**The Constitution in the Classroom**

Handbook of Comparative Educational Law: Selected European from Africa and the Americas, Volume 4 provides detailed analysis of education law in Brazil, Canada, Mauritius, United States, South Africa and Venezuela, so that researchers and others can learn from one another.

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

Despite their removal from England's National Curriculum in 1988, and claims of elitism, Latin and Greek are increasingly re-entering the 'mainstream' educational arena. Since 2012, there have been more students in state-maintained schools in England studying classical subjects than in independent schools, and the number of schools offering Classics continues to rise in the state-maintained sector. The teaching and learning of Latin and Greek is not, however, confined to the classroom: community-based learning for adults and children is facilitated in newly established regional Classics hubs in evenings and at weekends, in universities as part of outreach, and even in parks and in prisons. This book investigates the motivations of teachers and learners behind the rise of Classics in the classroom and in communities, and explores ways in which knowledge of classical languages is considered valuable for diverse learners in the 21st century. The role of classical languages within the English educational policy landscape is examined, as new possibilities exist for introducing Latin and Greek into school curricula. The state of Classics education internationally is also investigated, with case studies presenting the status quo in policy and

practice from Australasia, North America, the rest of Europe and worldwide. The priorities for the future of Classics education in these diverse locations are compared and contrasted by the editors, who conjecture what strategies are conducive to success.

Drawing together diverse research perspectives and theoretical underpinnings, this handbook explores gender as a social category and examines cultural and social differences. Bringing together diverse perspectives from around the world, including from Africa, Europe, the Middle East, the UK and the USA, the volume sets out the gender and educational leadership and management field, providing a snapshot of the field as it stands, signalling its development and directions for future development. It offers focused reviews of empirical research on particular aspects of the field and presents new insights from research findings and methodological approaches.

Literacies, Power, and the Schooled Body

Law and Education in South Africa, 1994-2008

Knowledge, Curriculum and Equity

Forward with Classics

Learning in Time and Space

South African Language Rights Monitor 2002

Evaluates the successes and failures of the 1996 South African Constitution following the twentieth anniversary of its enactment.

The bilingual South African Language Rights Monitor 2008 / Suid-Afrikaanse Taal regtemonitor 2008 is the seventh annual report on the situation pertaining to language rights and language matters in general in South Africa. It cultivates an awareness of language rights and promotes a culture of taking proactive measures in order to oppose violations of language rights. Such awareness could lead, on the one hand, to the further democratisation of the community, and on the other, to increasing participation in public life.

For the past ten years, South Africa has been progressively coming out of the apartheid system. Although all ties with the former regime have been severed completely, managing the heavy structural legacy has made the transition a difficult as well as an ambivalent process - difficult because the expectations of the population contrast with the complexity of the stakes which have to be dealt with; and ambivalent because the transition is based on innovations as well as continuities. The contributions gathered in this book will try to clarify the trajectory of that transition. Offered analyses share a critical look, without complacency nor contempt, on the transformations at work. Crossing disciplines and dealing with South Africa as an ordinary and standardised country that can no longer be qualified as being a "miracle" or an "exception", gives us an opportunity to address themes that are essential to understanding post-apartheid society: land reforms, immigration policies, educational reforms, AIDS...

The creation of a sustainable and accessible higher education systems is a pivotal goal in modern society. Adopting strategic frameworks and innovative techniques allows institutions to achieve this objective. The Handbook of Research on Administration, Policy, and Leadership in Higher Education is an authoritative reference source for the latest scholarly research on contemporary management issues in educational institutions and presents best practices to improve policies and retain effective governance. Addressing the current state of higher education at an international level, this book is ideally designed for academicians, educational administrators, researchers, and professionals.

Research for Development in Resource-Constrained Contexts

A Critical Assessment of the 1996 South African Constitution's Local and International Influence

Selected Nations from Africa and the Americas

Handbook of Research on Administration, Policy, and Leadership in Higher Education

English First Language

From Postcolonial to Knowledge Societies in Africa

***An explanation of the unique role of the book and book collecting in South Africa due to the apartheid This book explores the power of print and the politics of the book in South Africa from a range of disciplinary perspectives- historical, bibliographic, literary-critical, sociological, and cultural studies. The essays collected here, by leading international scholars, address a range of topics as varied as: the role of print cultures in contests over the nature of the colonial public sphere in the nineteenth century; orthography; iimbongi, orature and the canon; book- collecting and libraries; print and transnationalism; Indian Ocean cosmopolitanisms; books in war; how the fates of South African texts, locally and globally, have been affected by their material instantiations; photocomics and other ephemera; censorship, during and after apartheid; books about art and books as art; local academic publishing; and the challenge of 'book history' for literary and cultural criticism in contemporary South Africa.***

***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 books 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 Educations present and past. We leave the reader to decide to what extent the GDE has fulfilled its educational mandate over the last 20 years.*

*This book explores the current landscape of Initial Teacher Education (ITE) in primary schools in South Africa. Considering recent policy directives and initiatives, it highlights the dilemmas of ITE for the primary school and gives a thorough account of innovations and initiatives to improve ITE. The book presents what works best for quality preparation of teachers in the Global South, where many children rely on their teachers and school life to break the cycle of poverty. Chapters draw on evidence from workplace learning, pre-service study, and primary school teacher education policy to highlight examples of promising change in teacher education in South Africa, addressing the clichés of "theory versus practice" head-on. This book successfully brings out the challenging aspects of teacher education for childhood learning which has otherwise been regarded as the softer option for a career in education. This book will be of great interest for academics, researchers, and post-graduate students in the fields of teacher education, African education, educational policy, international education, and comparative education.*

*School improvement has become a dominant feature of educational reform in many countries. The pressure upon schools to improve performance has resulted in a wide-range of improvement programmes and initiatives which can provide both inspiration and advice to everyone involved in school improvement. This book draws together the most effective school improvement projects from around the world in one comprehensive text, including detailed comparative analysis of a wide variety of initiatives. Drawing on examples from the UK, the USA, Canada, South Africa and Australia this book gives both an international snapshot and a coherent synthesis of initiatives that have given achievable results.*

*The Bloomsbury Handbook of Gender and Educational Leadership and Management*

*Improving Primary Mathematics Education, Teaching and Learning*

*Teaching Language*

*Language and Communication in Mathematics Education*

*Print, Text and Book Cultures in South Africa*

*English Language*

In 2008 the first in a series of symposia established a 'social realist' case for 'knowledge' as an alternative to the relativist tendencies of the constructivist, post-structuralist and postmodernist approaches dominant in the sociology of education. The second symposium focused on curriculum, and the development of a theoretical language grounded in social realism to talk about issues of knowledge and curriculum. Finally, the third symposium brought together researchers in a broad range of contexts to build on these ideas and arguments and, with a concerted empirical focus, bring these social realist ideas and arguments into conversation with data. Knowledge, Curriculum and Equity: Social Realist Perspectives contains the work of the third symposium, where the strengths and gaps in the social realist approach are identified and where there is critical recognition of the need to incrementally extend the theories through empirical study. Fundamentally, the problem that social realism is seeking to address is about understanding the social conditions of knowledge production and exchange as well as its structuring in the curriculum and in pedagogy. The central concern is with the on-going social reproduction of inequality through schooling, and exploring whether and how foregrounding specialised knowledge and its access holds the possibility for interrupting it. This book consists of 13 chapters by different authors working in Oceania, Asia, Europe, Africa and North America. From very different vantage points the authors focus their theoretical and empirical sights on the assumptions about knowledge that underpin educational processes and the pursuit of more equitable schooling for all.

This book examines how children's bodies are trained in time and space to produce schooled, literate individuals. Moving from theory to practice, examples of real classroom events show how teachers' practices direct discipline onto children's bodies.

The Education Triple Cocktail brings together rigorous quantitative and qualitative research on a new approach to improving foundational teaching and learning for schoolchildren living in working-class, poor and remote rural communities in resource-constrained systems like South Africa. At the core of this book is the theory and evidence for a powerful, new, interlocking and mutually reinforcing change model. Inspired by the AIDS treatment story, the three-pronged approach of structured daily lesson plans, appropriate and high-quality educational materials, and one-on-one instructional coaching to help teachers transform their instructional practices in early grade classrooms, shows that it will improve learning outcomes. For education systems defined by low levels of early grade learning and profoundly unequal outcomes, The Education Triple Cocktail offers a theoretically informed, evidence-based way forward. This book will be of immense use to teachers, students of Education, policymakers and parents.

Language has played a pivotal role in societal transformation in postcolonial Africa towards the creation of globally competitive knowledge societies; however so far, this role has been under-researched and under-estimated. This volume addresses this gap in the literature, by bringing together a team of globally-recognised scholars to explore the effect of language on

African postcolonial societies, and how it has contributed to achieving 'mental decolonisation'. A range of languages are explored, both imported (ex-colonial) and indigenous African, and case studies from different spheres of public discourse are investigated, from universities to legal settings. Demonstrating that multilingualism is a resource for, rather than barrier to, successful transformation, this book brings the intellectualisation and institutionalisation of African languages to the forefront of development discourse, and provides an insightful snap-shot of how current academic research, public discourse, political activism and social community engagement have contributed to societal transformation in South Africa.

**Teaching and Learning Mathematics in Multilingual Classrooms**

**Twenty Years of Education Transformation in Gauteng 1994 to 2014**

**Improving Schools and Educational Systems**

**Social Realist Perspectives**

**Transition Accomplished?**

**Glimpses into Primary School Teacher Education in South Africa**

**The South African Language Rights Monitor (SALRM) Project surveys the mainstream newspapers of South Africa with a view to compile annual reports on the developments on the language front in the country. While the main focus is on language rights and language (rights) activism, the yearly Monitor also covers other language-related problems, including name changes, as well as aspects of language promotion. For anybody interested in subjects ranging from the (proposed) renaming of Bloemfontein, Louis Trichardt, Pretoria, Port Elizabeth and Johannesburg International Airport to the incident of Johann Rupert withdrawing his advertisements from a British magazine, and from the saga on mother-tongue education at schools to the language policy in the judicial system and the success of the South African films Yesterday and U-Carmen eKhayelitsha, the SALRM 2005 provides a rich source of information. The SALRM Project is housed in the Department of Language Management and Language Practice at the University of the Free State. This book focuses on how to improve the teaching and learning of primary level mathematics education within resource-constrained contexts. It builds on two large numeracy projects within South Africa which speak to broader, global concerns and highlight how research and development not only enables one to meet ethical imperatives but also explore how further interventions can be developed. Teacher and research communities must work together to create mutually beneficial relationships and establish a cohesive understanding of the requirements of primary mathematics education.**

**A coordinated and comprehensive volume of international research on this subject edited by members of the well-established European Early Childhood Education Research Association Outdoor Play and Learning SIG (OPAL).**

**Learner performance in South African schools, especially in the General Education and Training Band is in a crisis. There is a paucity of research on quality assurance of assessment practices in schools. This dissertation was aimed at understanding the role of School Assessment Teams in quality assurance of English first additional language assessment practices in primary schools. The study also aimed to identify and describe good practices of quality assurance of assessment practices in schools and to understand the challenges school assessment teams encounter when quality assuring English first additional assessment practices. The main question was: What is the role of School Assessment Teams in quality assurance of English first additional assessment practices? An exploratory case study research design was undertaken for this research. The study was carried out at three primary schools in the Tshwane South district of Gauteng Department of Education. The schools were randomly selected using the criteria of geographical location, cluster, quintile and learner performance in ANA 2011. Participants of this research included teachers offering English first additional language and members of school assessment teams and were purposively selected from the three schools. Data was collected through the use of individual interviews and document analysis. In analysing data, thematic content analysis and documents analysis were used. The findings of the research were attributed to the qualifications, knowledge, experience and expertise teachers and SAT members possess in English first Additional language teaching and were discussed in details under the cross -case analysis section. On the basis of the findings, recommendations for policy and practice and further research are provided.**

**System-wide instructional reform in South Africa**

**Getting Schools Working**

**International Perspectives**

**Research and Systemic School Reform in South Africa**

**Welfare, Exclusion and Political Agency**

**The Role of School Assessment Teams in Quality Assurance of English First Additional Language Assessment Practices in Primary Schools**

**Welfare, Exclusion and Political Agency** develops key topics in social work and social policy relating to exclusion, social divisions and control in welfare. It provides theoretical tools for academics and professionals whose work involves them in supporting the political agency of excluded groups. At a time when there have been profound shifts in the organization of underpinning theories of the associated professions, the book tackles issues such as: \*the move away from publicly funded welfare \*the loss of a public service ethic \*reduction of professionals in policy \*loss of professional skills \*increase of bureaucracy.

Classified list with author and title index.

Contemporary concerns in mathematics education recognize that in the increasingly technological and globalized world, with concomitant change in population demographics (e.g. in urbanization) and a change in the status of languages (e.g. English as a dominant language of science and technology) multilingualism in classrooms is a norm rather than an exception.

perspective also view language not simply as an instrument for cognition with all learners equipped with this instrument in service of learning, although clearly in the classroom the importance. Rather, it is now also being acknowledged that language use is inherently political, so that the language that gets official recognition in the classroom is invariably the powerful elite, or the dominant societal language, or in the case of post-colonial contexts the language of the colonisers. From this socio-political role of language in learning quite for teaching, learning and curriculum for linguistically marginalized learners than that of cognition (e.g. immigrants, second language learners, other). Policies on language in education considered and re-considered with specific reference to mathematics teaching and learning. Given the policy environment, globally the proposed publication is timely. This edited collection presents recent, emerging insights and understandings about the approaches to improving policy and practice in mathematics education and mathematics teacher education in multilingual settings, and presents, and discusses critically, examples of work from a range of contexts and uses these examples to draw out key issues for research in education in language diverse settings. This book presents learning, curriculum and fit these with appropriate policy and equity approaches. With contributions from all over the world, especially novice researchers in low income countries, this book is a valuable resource for courses in Mathematics Education and related social sciences both at the graduate and undergraduate levels, as well as for students of international development studies. 'The Impact of School Infrastructure on Learning: A Synthesis of the Evidence provides an excellent literature review of the resources that explore the areas of focus for improved learning environments, particularly the aspiration for "accessible, well-built, child-centered, synergetic and fully realized learning environments.†? Written in a style which is both clear and accessible, it is a valuable reference for senior government officials and professionals involved in the planning and design of educational facilities, as well as for educators and school leaders. --Yuri Belfali, Head of Early Childhood and Schools, OECD Directorate for Education and Skills This is an important and welcome addition to the surprisingly small, evidence base on the impacts of school infrastructure, given the capital investment involved. It will provide policy makers, practitioners, and those who are about to commission a new build with an important and comprehensive point of reference. The emphasis on safe and healthy spaces for teaching and learning is particularly welcome. --Harry Daniels, Professor of Education, Department of Education, Oxford University, UK This book is a useful library of recent research to support the, connection between facility quality and student outcomes. At the same time, it also points to the unmet need for research to provide more reliable information on this connection. With such evidence, decisionmakers will be better positioned to accurately balance the allocation of limited resources among the multiple competing dimensions of school policy, including the construction and maintenance of the school facility. --David Lever, K-12 Facility Planner, Former Executive Director of the Interagency Commission on School Construction, Maryland Many planners and designers are seeking a succinct body of research defining both the issues surrounding the global planning of facilities as well as the link between facility quality and student outcomes based on the quality of the space provided. The authors have finally brought that body of evidence together in this well-structured report. The case for better education facilities is clearly defined and resources are succinctly identified to stimulate the dialogue to come. We should all join this conversation to further the process of globally enhancing learning-environments. --David Schrader, AIA, Educational Facility Planner and Designer, Former Chairman of the Board of Directors, Association for Learning Environments (A4LE)

Making Education Inclusive

Handbook of Comparative Education Law

The Education Triple Cocktail

Past Papers, Higher Grade (paper Two), Gauteng Department of Education : a Study Aid

A Synthesis of the Evidence

Ten Years of Democratic South Africa