

Life Orientation Gauteng Department Of Education

Addressing Multicultural Needs in School Guidance and Counseling Taukeni, Simon George.2019-10-04 Globalization and shifting demographics have led to a call for an immediate change in education-based counseling. Future school counselors must be equipped with 21st century skills that are applicable across cultural boundaries and applied in a global context. Addressing Multicultural Needs in School Guidance and Counseling is a pivotal reference source that provides a framework for school counselors and life skills teachers to implement globally-focused comprehensive school guidance and counseling programs in schools, as well as intervention strategies that effectively deal with psychosocial issues facing students and their families. Highlighting topics such as child abuse, diversity awareness, and antisocial behavior, this publication explores skills applicable to the global cultural shift and the methods of guiding students to reach a higher level of self-fulfillment in their lives. It is ideally designed for school administrators, school counselors, psychologists, educational professionals, academicians, researchers, and students.

Teacher Support Teams in Primary and Secondary Schools Angela Creese, Brahm Norwich, Harry Daniels.2013-11-26 First Published in 1997. Routledge is an imprint of Taylor & Francis, an informa company.

Inclusion in Southern African Education Dipane Hlalele, Tsediso Michael Makoelle.2023-10-18 This book reflects on more than two decades of adoption practices of inclusive education policy in Southern Africa. It is aimed at taking stock of the successes, challenges and achievements during this journey of making education inclusive and equitable. It responds to the educational needs of learners at all levels, regardless of their diverse needs, such as disability, gender, socio-economic status, race, ethnicity and language background. This book furthers the understanding and conceptualization of the notion of inclusion in education, and explores the challenges experienced during the operationalization and implementation of the process. It extends debates spawned by international and national policy mandates that sought to transcend exclusionary educational practices in order to realize inclusive societies and, by implication, inclusive classrooms. It offers a comprehensive conceptual framework for inclusive education in the Southern African context while drawing parallels from the regional and international experience. This book can be used as a reference or critical reading for scholars and researchers in the field of inclusive education. It will empower practitioners, administrators, teachers and school leaders, curriculum developers and planners, as well as policy makers with knowledge about theory and practice regarding inclusive education in the Southern African schooling system.

Education in a New South Africa 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.

DEVELOPING CERTAIN VALUE BASED STRATEGIES FOR ENHANCING SPIRITUAL INTELLIGENCE, SOCIAL ADJUSTMENT AND SELF EFFICACY AMONG STUDENTS AT HIGHER SECONDARY LEVEL Sr. Dr. Gigi Paul.2024-03-18 Education is one of the most authentic tool for socio-economic mobility and a key instrument for building an equitable, just and human society. It aims at developing enviable character image in the student rather than imposing a quantum of knowledge. Being an integrative force in society, education can impart values, provide skills and competencies to students, and foster social cohesion and national identity. The task of education is to inculcate desirable psychological and affective qualities among students along with cognitive advancement. By considering these aspects, the investigator judiciously develops two value based strategies namely UNIQUE Strategy and BAND Strategy based on the existing pedagogical

strands to ensure effective value education at higher secondary level.

Urban Neighbourhood Formations Hilal Alkan, Nazan Maksudyan. 2020-03-04 This book examines the formation of urban neighbourhoods in the Middle East, Africa, and South Asia. It departs from 'neighbourhoods' to consider identity, coexistence, solidarity, and violence in relations to a place. *Urban Neighbourhood Formations* revolves around three major aspects of making and unmaking of neighbourhoods: spatial and temporal boundaries of neighbourhoods, neighbourhoods as imagined and narrated entities, and neighbourhood as social relations. With extensive case studies from Johannesburg to Istanbul and from Jerusalem to Delhi, this volume shows how spatial amenities, immaterial processes of narrating and dreaming, and the lasting effect of intimacies and violence in a neighbourhood are intertwined and negotiated over time in the construction of moral orders, urban practices, and political identities at large. This book offers insights into neighbourhood formations in an age of constant mobility and helps us understand the grassroots-level dynamics of xenophobia and hostility, as much as welcoming and openness. It would be of interest for both academics and more general audiences, as well as for students of undergraduate and postgraduate courses in Urban Studies and Anthropology.

Sexual and Reproductive Justice Tracy Morison, Jabulile Mary-Jane Jace Mavuso. 2022-03-28 *Sexual and Reproductive Justice: From the Margins to the Centre* offers new insights and perspectives on sexual and reproductive justice. The thought-provoking and diverse contributions in this volume — which range from indigenous approaches to sexual violence to gender-affirming primary and mental healthcare — extend sexual and reproductive justice scholarship, and spark critical questions, novel thinking, and ongoing dialogue in this field.

Queer Activism in South African Education Dennis A. Francis. 2022-08-19 Offering a vital, critical contribution to debates on gender, sexuality and schooling in South Africa, this book highlights how South African educational practices, discourses and structures normalize cisheteronormativity, along with how these are resisted within schools and through contemporary forms of activism. Not only does it add fresh insights to the existing research literature on gender, sexualities and schooling, it also underscores the valuable contributions of queer and transgender social movements, which have made influential legislative, teaching, learning and support contributions to education. Drawing on ethnographic research with queer and transgender activists, teachers, school managers, parents and school attending youth, the book provides everyday real-life quotes and observations offering a deeply critical contribution to the debates on gender and sexualities, education and activism. Using spatial and affect theories, it troubles the assumptions that frame this field of research to make a novel contribution to the national and international literature and research. The book provides research-based insights for thinking about and calls for informed action to challenging cisheteronormativity within and beyond schools.

A Child's Mind Required! Mary Lindner. 2010-08-18 As children grow up, they discover taboo areas in their environment and in life. They are in need of advice to prevent them from placing themselves in risky situations. The primary preventive approach to a life skills programme on HIV/AIDS and sex education, called "Child Mind Project", can be seen as such an initiative.

African Schools as Enabling Spaces Vanessa Scherman, Linda Liebenberg. 2023-03-31 Using African schools as case studies, this book presents an implementation framework that can be used by schools internationally to drive social change and support their role as enabling spaces, allowing learners to thrive. Recognising the increase in demands, violent conflicts, lack of stability, and social strain prevalent within the current African school system, this book covers the challenges that negatively impact children's development by understanding and presenting a framework that ensures a holistic social and educational support system can be created for students. Featuring contributions from a broad range of leading scholars, the book ultimately addresses the critical need in academic and practice research for the importance of schools in building civil societies. Arguing for the importance of schools as places of stability, social inclusivity, and communities of care, this book will have direct relevance to academics, researchers, and post-graduate students in the field of education policy, international and comparative education and character education. Those working

in school leadership, management and administration environments will also benefit from this volume.

Developing Learner-Centered Teaching Phyllis Blumberg.2017-07-27 *Developing Learner-Centered Teaching* offers a step-by-step plan for transforming any course from teacher-centered to the more engaging learner-centered model. Filled with self-assessments and worksheets that are based on each of the five practices identified in Maryellen Weimer's *Learner-Centered Teaching*, this groundbreaking book gives instructors, faculty developers, and instructional designers a practical and effective resource for putting the learner-centered model into action.

Leadership Approaches to Negotiate Challenges in a Changing Education Landscape Leentjie van Jaarsveld,Kobus Mentz,Charl C. Wolhuter.2020-12-31 The argumentative point of departure of this scholarly book is the common conviction of specialists in the field of education in South Africa that the national education system is not at a satisfactory level – in both the academic and the public discourse. Such allegations are made and, frequently, stronger adjectives than ‘non-satisfactory’ are used. Results of international test series in which South Africa has participated, such as the 2015 TIMSS tests, confirm the negative verdicts found in the (public and scholarly) discourse. This book aims to argue that although the lack of performance could be attributed to a multiplicity of factors, one factor that can make a difference in the achievement levels obtained by learners in schools is leadership. The book demonstrates that a particular problem of both the scholarly and the public discourse on education in South Africa is an overtone of defeatism or resignation, blaming all ills in the education system and educational institutions on historical legacies and/or contextual factors (such as socio-economic deprivation in the catchment areas of schools) or poor resources and infrastructure. This collected work was inspired by a recently published spate of articles on top-performing schools (including top-performing schools in rural communities), in which it was demonstrated that good leadership can overcome such contextual and other challenges. The book unpacks the issue of leadership in South African schools from a variety of perspectives, thus contributing to the development of the scholarly discourse on Educational Leadership in South Africa. The target audience of the book is scholars of Educational Leadership. The research reported in the chapters draw on a wide range of methodologies, including empirical (survey) research (questionnaires and interviews), critical literature surveys, and the comparative method.

Dissertation Abstracts International .2007

Why Africa? Bona Udeze.2009 *Why Africa?* an abstract first painted in 1993 and reproduced in collage in 2004, is variously described by his admirers as an emotional revelation. The work depicts the African question problems and prospects including political instability, corruption, and poverty in the midst of rich natural and human resources. Thus, *Why Africa?* inspired him to write a book on the subject, applying his creativity with a unique perspective on the African case. Bona has written one book (unpublished) titled: *The Ancient and Modern* (1992) a story on Urualla, his ancestral origin in Nigeria.

Resource Material Series .2004

Nutrition and Exercise Emma Huddleston.2020-12-15 This title takes a look at the importance of keeping active and eating a balanced diet. It also offers helpful suggestions on how to make healthy lifestyle changes. Features include an ask the expert section, tips on being healthy, a glossary, additional resources, and an index. Aligned to Common Core Standards and correlated to state standards. Essential Library is an imprint of Abdo Publishing, a division of ABDO.

Understanding Education for the Visually Impaired Ronél Ferreira,Maximus M. Sefotho.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.

Educator Workload in South Africa Linda Chisholm.2005 Teachers spend slightly less time on their activities overall, but much less time on teaching than policy requires. There is a serious erosion of instructional time in the majority of schools, but it is worst in rural and semi-rural African schools.

Changing Curriculum Jonathan D. Jansen,Pam Christie.1999 The introduction of Outcomes-based Education (OBE) is the most controversial reform in the history of South African education. This volume is a critical analysis of OBE, its potential to succeed and its inherent implications for the education system.

Contemporary Voices From The Margin Peter Ukpokodu,Omiunota N. Ukpokodu.2012-06-01 Traditionally, American educators and communities have looked to Europe and Asia for ideas for rethinking and reforming education for America's diverse children. This book, *Contemporary Voices from the Margin: African Educators on African and American Education*, brings together new voices of diverse African-born teacher educators and Africanist scholars who share personal experiences as well as researchbased perspectives about education in Africa and America that will be valuable to rethinking and reforming education for America's struggling schools. The book is a comprehensive work of experienced educators and scholars in the field of teacher education and African Studies. The editors of the book invited a diverse group of African-born teacher educators and scholars from different countries of Africa who teach in the U.S. The contributors share a common African experience, but they are geographically diverse in countries of origin and research. Their knowledge about African communal living as well as colonial powers and imperialism as they operated in various African countries enables them to compare and contrast various educational models and practices, including traditional ones. They are also diverse in their fields of specialization but have expertise in multicultural education, urban education, and culturally responsive pedagogy that have become the focus of U.S. discourses in public education and teacher preparation programs. Given that these scholars were born or socialized, and educated in, as well as, taught schools and colleges in their respective African countries before settling in the United States, they bring a wealth of experience and insights into what it means to successfully educate children and youth. The book is divided into three parts. Part 1 examines African processes and practices of education, both formal and informal, as contributing authors share perspectives about African indigenous education including cultural socialization and formal western-type education and organization of schools. Part 2 focuses on patterns and structures of formal, western-type education in selected African countries. Part 3 explores cross-cultural perspectives on American education. The contributors provide chapters of stimulating and rich perspectives that will engage the discourse on rethinking and reforming education and schooling for America's diverse students.

Annual Report South Africa. Department of Education.2005

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.

Journal of Psychology in Africa .2008

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

Prew.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 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.

Religion in Curriculum 2005 South Africa. Ministerial Committee on Religious Education.1999 *Religion in Life Orientation* Chrissie Steyn.2000 Multi-religious education is a reality in today's classroom, but very few educators have received training in this particular field.

Handbook of Comparative Education Law Charles J. Russo, Ed.D., J.D., Panzer Chair in Education, University of Dayton.2019-08-09 *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.

South Africa Survey .2009

African Studies: Breakthroughs in Research and Practice Management Association, Information Resources.2020-04-03 Global interest in African studies has been rapidly growing as researchers realize the importance of understanding the impact African communities can have on the economy, development, education, and more. As the use, acceptance, and popularity of African knowledge increases, it is crucial to explore how this community-based knowledge provides deeper insights, understanding, and influence on such things as decision making and problem solving. *African Studies: Breakthroughs in Research and Practice* examines the politics, culture, language, history, socio-economic development, methodologies, and contemporary experiences of African peoples from around the world. Highlighting a range of topics such as indigenous knowledge, developing countries, and public administration, this publication is an ideal reference source for sociologists, policymakers, anthropologists, government officials, economists, instructors, researchers, academicians, and graduate-level students in a variety of fields.

XXX International Congress of Psychology: Abstracts Michele Robert.2017-10-03 The abstracts of the XXX International Congress of Psychology (July 2012, Cape Town) are published as a supplement to Volume 47 of the *International Journal of Psychology*. The published volume includes the abstracts of the invited addresses, symposia, oral and poster presentations, numbering over 5,000 separate contributions and creating an invaluable overview of the discipline of psychological science around the world today.

Twenty-Twenty Hindsight Mosiuoa Sekese.2013-05 Twenty-twenty hindsight means perfect understanding of events only after they have happened. In his book, Mosiuoa Sekese looks back on his life in the old and new South Africa and gives his own perceptive interpretation of the past events. Sekese suffered discrimination and prejudice under the old apartheid government as well as the new, democratic regime. His story is highly personal, but provides the reader with unique insights into the social and educational challenges that South Africa continues to grapple with. I had a quick read and I find the content heartbreaking but fascinating. Especially as a white South African you are drawing me into a world that I always knew existed, but which few people have the guts and conviction to paint into words. - Louise Heystek-Emerton: CEO Wordwise/Khuluma Awethu

ETDP SETA Scarce & Critical Skills Guide 2010/11 .

Sexuality, Society & Pedagogy Dennis A. Francis.2013-01-01 *Sexuality, Society and Pedagogy*

problematizes some of the prevailing assumptions that frame this area of study. In doing so, it aims to make visible the challenges of teaching sexuality education in South African schools, while demonstrating its potential for reshaping our conceptions of the social and cultural representations thereof. Although the book is largely situated in experiences and perspectives within the South African context, it is hoped that the questions raised, reflections, analyses and arguments will contribute to thinking about sexuality education in diverse contexts, in particular more developing contexts.

Sexual Orientation, Gender Identity, and Schooling Stephen Thomas Russell, Stacey S. Horn. 2017 'Sexual Orientation, Gender Identity, and Schooling' brings together contributions from a diverse group of researchers, policy analysts, and education advocates from around the world to synthesize the practice and policy implications of research on sexual orientation, gender identity, and schooling.

South African Language Rights Monitor 2008 Johan Lubbe, Theodorus du Plessis. 2013-05-01 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.

Social cohesion in Gauteng Richard Ballard, Christian Hamann, Kate Joseph, Thembani Mkhize. 2019-03-14 Increasing attacks on foreigners, including in April 2015, along with a succession of widely publicised incidents of racism, have triggered a new round of soul-searching in South Africa. Why, after the comprehensive defeat of apartheid and its ideology, does prejudice seem so intractable? What kinds of interventions could help reduce these troubling events? How can society be made more 'cohesive'? Suggestions about what to do in the face of these challenges are sometimes speculative and wishful. They consist of appeals to the better nature of ordinary people, or an assumption that the feel good moments of the democratic transition can be re-enacted to bind everyone together. Calls for social cohesion and tolerance seem often to dodge the complex vicious cycles that lead to the instances of intolerance that erupt in the media or in communities. This Research Report centres on better understanding the current dynamics of social cohesion in Gauteng. It tackles five guiding questions, each of which corresponds to a chapter: 1. How has social cohesion become a goal in post-apartheid South Africa, and what are the key limitations resulting from this understanding of social progress? 2. In a global context, how is social cohesion defined and what are the main contestations about this ideal of social change? 3. How do the respondents in the GCRO's Quality of Life IV (2015/16) survey respond to questions on levels of trust, claims to belonging by different race groups, and the place of migrants and gays and lesbians in Gauteng? 4. How have past and present initiatives to improve social cohesion conceived of the problem they are attempting to address, and what is their scale of intervention? 5. What are the various methodologies that have been used in past and present initiatives to improve social cohesion? A key premise of this research was that our society has an enormous accumulation of experience in trying to tackle anti-social interactions and to address social injustices that are, in various ways, shaped by race, class, nationality, gender, sexuality and other identities. The last two chapters of this report are based on a review of more than 60 social cohesion initiatives. They analyse the wide variety of actors involved in such work, the different ways in which they conceive of their objectives, and the different scales at which they operate. These actors pursue dozens of different methodologies including sports and dialogue, arts, psychology, urban design, and public campaigns. This dispersed capacity through society is important because it represents experience-based responses to the ways in which anti-social behaviour and social injustice are reproduced. In attempting to determine a programme of action, we argue that we should learn from and extend existing and past attempts to tackle these difficulties.

Teaching Life Orientation, Senior and FET Phases Ignatius Gous. 2015-10-15 What are the

different roles of a Life Orientation teacher? How can new techniques and mindsets help you to fulfil these roles in an effective and balanced way? What is metacognition? How can you teach learners to benefit from metacognition in their lives, learning and work? Teaching Life Orientation aims to assist student teachers to develop and build skills which will enable them to provide confident classroom instruction across the broad scope of the Life Orientation curriculum. A self-aware approach to teaching and learning is modelled through the three characters of the Brain Buddy: Mentor, Companion and Coach. Teaching Life Orientation is interactive and focusses on the practical application of the CAPS curriculum for the Senior and FET Phases. This book is suitable for in-service teachers studying for an Advanced Certificate in Education (ACE) or an Advanced Diploma in Education (ADE) as well as a B.Ed qualification.

[Life Orientation for South African Teachers](#) Mirna Nel.2024

Education Sector Responses to Homophobic Bullying - N° 8 - Good Policy and Practice in HIV and Health Education Kathy Attawell.2012

Spot on Life Orientation Marleen Carstens, Philip Vercueil.2005

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