

Life Orientation Curriculum

Life Orientation Juta Academic.2011-12-01 This book was developed in order to deliver a unit standards-based curriculum that is in line with the National Qualifications-Framework (NQF).

ECC Essentials Carol B. Allman.2014-07 *ECC Essentials: Teaching the Expanded Core Curriculum to Students with Visual Impairments* is the first comprehensive book for teachers of students with visual impairments to focus on the nine areas of the ECC that encompass the unique skills children and adolescents with visual impairments need to learn in order to access the core educational curriculum and become independent individuals, by providing the rationale, suggestions, and strategies necessary to implement instruction. The nine areas include compensatory access, sensory efficiency, assistive technology, orientation and mobility, independent living, social interaction, recreation and leisure, career education, and self-determination. *ECC Essentials* helps teachers manage time efficiently and effectively; work with students of different ages and ability levels; collaborate with parents and other members of the educational team; conduct assessments; align instruction with state standards and the general education core curriculum; and maximize planning effectiveness. The book includes learning activities that combine several areas of the ECC; information about additional resources; specific guidelines and strategies for teaching each of the nine areas of the ECC. *ECC Essentials* provides teachers with a road map for helping their students achieve success in school and in life.

International Comparative Perspectives on Religion and Education Charl C. Wolhuter, Corene de

Wet.2014-05-31 This book scrutinises religion in education in ten countries. It reveals much about the tension between religion and education in secular countries, and the blending between religion and education in religious countries, such as Iran and Malaysia, as well as secular countries such as the Netherlands. It also shows the important role the church currently plays in education in developing countries, such as Tanzania.

Applied Drama and Theatre as an Interdisciplinary Field in the Context of HIV/AIDS in Africa Hazel Barnes.2014-03-25 Drama for Life, University of the Witwatersrand, aims “to enhance the capacity of young people, theatre practitioners and their communities to take responsibility for the quality of their lives in the context of HIV and AIDS in Africa. We achieve this through participatory and experiential drama and theatre that is appropriate to current social realities but draws on the rich indigenous knowledge of African communities.” Collected here is a representative set of research essays written to facilitate dialogue across disciplines on the role of drama and theatre in HIV/AIDS education, prevention, and rehabilitation. Reflections are offered on present praxis and the media, as well as on innovative research approaches in an interdisciplinary paradigm, along with HIV/AIDS education via performance poetry and other experimental methods such as participant-led workshops. Topics include: the call for a move away from the binaries of much critical pedagogy; a project, undertaken in Ghana and Malawi with people living with AIDS, to create and present theatre; the contradictions between global and local expectations of applied drama and theatre methodology, in relation to folk media, participation, and syncretism. Three case studies report on mapping as a creative device for playmaking; the methodology of Themba Interactive Theatre; and applying drama with women living with HIV in the Zandspruit Informal Settlement. The essays validate the importance of play in both energizing those in positions of hopelessness and

enabling the distancing essential to observe one's situation and enable change. The book stimulates the ongoing investigation of current practice and extends an invitation to further develop innovative approaches. Hazel Barnes is a retired Head of Drama and Performance Studies at the University of KwaZulu-Natal, where she is a Senior Research Associate. Her research interests lie in the field of applied drama, including the contexts of interculturalism and post-traumatic stress.

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.

Education for Life and Work National Research Council, Division of Behavioral and Social Sciences and Education, Board on Science Education, Board on Testing and Assessment, Committee on Defining Deeper Learning and 21st Century Skills. 2013-01-18 Americans have long recognized that investments in public education contribute to the common good, enhancing national prosperity and supporting stable families, neighborhoods, and communities. Education is even more critical today, in the face of economic, environmental, and social challenges. Today's children can meet future challenges if their schooling and informal learning activities prepare them for adult roles as citizens, employees, managers, parents, volunteers, and entrepreneurs. To achieve their full potential as adults, young people need to develop a range of skills and knowledge that facilitate mastery and application of English, mathematics, and other school subjects. At the same time, business and political leaders are increasingly asking schools to develop skills such as problem solving, critical thinking, communication, collaboration, and self-management - often referred to as 21st century skills. *Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century* describes this important set of key skills that increase deeper learning, college and

career readiness, student-centered learning, and higher order thinking. These labels include both cognitive and non-cognitive skills- such as critical thinking, problem solving, collaboration, effective communication, motivation, persistence, and learning to learn. 21st century skills also include creativity, innovation, and ethics that are important to later success and may be developed in formal or informal learning environments. This report also describes how these skills relate to each other and to more traditional academic skills and content in the key disciplines of reading, mathematics, and science. Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century summarizes the findings of the research that investigates the importance of such skills to success in education, work, and other areas of adult responsibility and that demonstrates the importance of developing these skills in K-16 education. In this report, features related to learning these skills are identified, which include teacher professional development, curriculum, assessment, after-school and out-of-school programs, and informal learning centers such as exhibits and museums.

Teaching Strategies for Outcomes-based Education Roy Killen.2007-07 This is an easily understandable and practical guide to effective teaching for teachers and trainers in all instructional settings: school, further education and training, and higher education. It is particularly useful for students, both as a text for their theoretical studies and as a reference during their practical teaching experiences and their later teaching careers. This second edition has been extensively revised and now includes introductory chapters that provide a strong theoretical base as well as a chapter on outcomes-based assessment.

Life Skills, Grade 6 Elizabeth Ryke,Donve Lee,Joanne Bloch,Victoria McKechnie,Patricia Notcutt,Tanya Surtees,Khanieta Anwar,Dawn Heather Daniels.2012-10-05 Study & Master Life

Skills has been specially developed to support the Curriculum and Assessment Policy Statement (CAPS). The innovative Teacher's Guide with CD-ROM includes: * a detailed work schedule for the whole year * step-by-step guidance on the teaching of each lesson and form of assessment, as well as Remedial and Extension activities for each Unit * photocopiable record sheets and templates * recordings to support the Performing Arts topic.

Spiritual Education in a Divided World Cathy Ota, Mark Chater. 2007-03-15 In the era of globalization debate has turned to the vital need for a thorough understanding of its impact on the spirituality and health of the youth of today. *Spiritual Education in a Divided World* recognises the urgent need for effective research in this area. This exceptional volume takes an interdisciplinary approach to tackle the key questions. Bringing together leading international experts, including Zygmunt and Mary Grey, the book combines research and training issues with practical professional experiences. The first section examines how globalized patterns of economics, conflict and consumerism are affecting the spirituality and imagination of children, young people and their families. In the second and third sections, practical responses from research and from professional experience are presented and critically evaluated. Readers in professions across teaching, youth work, social work, chaplaincy, nursing, mental health, as well as those concerned with community economics and environmental issues, will find in this volume an exciting, diverse and coherent collection of essays which offers wider perspectives on their work. This book was previously published as a special issue of *The International Journal of Children's Spirituality*.

Literacy and Democracy in South African Primary Schools Getahun Yacob Abraham, Mary Alice Barksdale. 2017-12-20 The book provides results from two extensive qualitative studies in South African primary school classrooms—the first on leadership qualities and voting, and the second from

a project on writing to read. The work involves central themes of transformation in teaching practice with emphasis on the role of context.

Religion and Politics in South Africa Abdulkader Tayob, Wolfram Weisse.

Troubling the Teaching and Learning of Gender and Sexuality Diversity in South African Education

Dennis A. Francis. 2016-11-18 In this book, Francis highlights the tension between inclusion and sexual orientation, using this tension as an entry to explore how LGB youth experience schooling. Drawing on research with teachers and LGB youth, this book troubles the teaching and learning of sexuality diversity and, by doing so, provides a critical exploration and analysis of how curriculum, pedagogy, and policy reproduces compulsory heterosexuality in schools. The book makes visible the challenges of teaching sexuality diversity in South African schools while highlighting its potential for rethinking conceptions of the social and cultural representations thereof. Francis links questions of policy and practice to wider issues of society, sexuality, social justice and highlights its implications for teaching and learning. The author encourages policy makers, teachers, and scholars of sexualities and education to develop further questions and informed action to challenge heteronormativity and heterosexism.

The SAGE Handbook of Educational Action Research Bridget Somekh. 2009-05-19 There has been a huge growth of interest in action research in educational settings over the past 20 years across the Americas, Europe, Australia and Africa - this Handbook provides a scholarly reference text that will inform the development of the field.

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

International Handbook of Adolescent Pregnancy Andrew L. Cherry, Mary E. Dillon. 2014-01-13

The rates are on the decline worldwide. But adolescent pregnancies still occur, placing millions of girls each year at risk for medical complications and social isolation and their babies for severe health problems-especially when prenatal care is inadequate or nonexistent. But as the opportunity for young women and girls increases around the world, adolescent pregnancy will continue to decline. Featuring reports from countries across the developed and developing worlds, the International Handbook of Adolescent Pregnancy analyzes the scope of the problem and the diversity of social and professional responses. Its biological/ecological perspective identifies factors influencing childhood pregnancy, as well as outcomes, challenges and needs of very young mothers as they differ across nations and regions. Salient comparisons are made as cultural contexts and community support vary widely and attention is paid to issues such as child marriage, LGBT concerns and the impact of religion and politics on health care, particularly access to contraception, abortion and other services. This global coverage heightens the understanding of readers involved in care, education and prevention programs and otherwise concerned with the psychosocial development, reproductive health and general well-being of girls. Included in the Handbook: Biological influences of adolescent pregnancy. Adolescent maternal health and childbearing. Adolescent pregnancy and mental health. International perspectives on adolescent fathers.

Adolescent pregnancy as a feminist issue. Adolescent pregnancy as a social problem. Plus viewpoints from more than thirty countries. As a unique source of up-to-date findings and clear-headed analysis, the International Handbook of Adolescent Pregnancy is a go-to reference for practitioners and researchers in maternal and child health, pediatrics, adolescent medicine and global health.

Handbook of Career Development Gideon Arulmani, Anuradha J. Bakshi, Frederick T. L. Leong, A. G. Watts. 2014-02-08 This book is focused on work, occupation and career development: themes that are fundamental to a wide range of human activities and relevant across all cultures. Yet theorizing and model building about this most ubiquitous of human activities from international perspectives have not been vigorous. An examination of the literature pertaining to career development, counseling and guidance that has developed over the last fifty years reveals theorizing and model building have been largely dominated by Western epistemologies, some of the largest workforces in the world are in the developing world. Career guidance is rapidly emerging as a strongly felt need in these contexts. If more relevant models are to be developed, frameworks from other cultures and economies must be recognized as providing constructs that would offer a deeper understanding of career development. This does not mean that existing ideas are to be discarded. Instead, an integrative approach that blends universal principles with particular needs could offer a framework for theorizing, research and practice that has wider relevance. The central objective of this handbook is to draw the wisdom and experiences of different cultures together to consider both universal and specific principles for career guidance and counseling that are socially and economically relevant to contemporary challenges and issues. This book is focused on extending existing concepts to broader contexts as well as introducing new concepts relevant to the discipline of career guidance and counseling.

Handbook of Research on Protecting and Managing Global Indigenous Knowledge Systems

Tshifhumulo, Rendani, Makhnikhe, Tshimangadzo Justice. 2021-10-08 Indigenous knowledge systems (IKS) are a combination of knowledge systems encompassing technology; social, economic, and philosophical learning; or educational, legal, and governance systems. The lack of documentation of these systems presents a problem as the knowledge is fading away over time. In response, it is essential that policies and strategies are undertaken to ensure that these systems are protected and sustained for generations to come. The Handbook of Research on Protecting and Managing Global Indigenous Knowledge Systems is a comprehensive reference source that works to preserve indigenous knowledge systems through research. Focusing on key concepts such as tools of indigenous knowledge management and African indigenous symbols, the book preserves and promotes indigenous knowledge through research and fills the void staff and students within the field of indigenous knowledge systems face with the current lack of research and resources. This book is ideal for university students, lecturers, researchers, academicians, policymakers, historians, sociologists, and anyone interested in the field of indigenous knowledge systems.

International Handbook of Career Guidance James A. Athanasou, R. van Esbroeck. 2008-08-02 This handbook offers a comprehensive review on career guidance, with an emphasis on the applied aspects of guidance together with research methods and perspectives. It features contributions from more than 30 leading authorities in the field from Asia, Africa, America, Australasia and Europe and draws upon a wide range of career guidance paradigms and theoretical perspectives. This handbook covers such subjects as educational and vocational guidance in a social context, theoretical foundations, educational and vocational guidance in practice, specific target groups, testing and assessment, and evaluation.

Provision of Psychosocial Support and Education of Vulnerable Children Taukeni, Simon George, Mathwasa, Joyce, Ntshuntshe, Zoleka. 2021-12-24 Globally, children are highly vulnerable and unjustifiably affected by the difficulties afflicting society. They face social, physical, psychological, and emotional turmoil that stems from varying degrees of violence, abuse, neglect, abandonment, bereavement, and other psychosocial needs that often affect their education. Parental and other key stakeholders' involvement is essential in ensuring that children develop to their full potential. Provision of Psychosocial Support and Education of Vulnerable Children highlights the plight of children and explores a transdisciplinary and multisectoral approach in providing sustainable psychosocial support to have quality education that is inclusive of 21st century skills. Childhood is an inimitable experience that is common to every individual child in the world irrespective of their ethnicity, culture, or any other arbitrary extractor we choose to apply. Covering topics such as life skills education, psychosocial support, and holistic integration, this book is an essential reference for education stakeholders, school personnel, private pre-primary schools, teacher training institutions, parents, pre-service teachers, human services professionals, researchers, and academicians.

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.

International Handbook of Urban Education William T. Pink, George W. Noblit. 2008-09-03 The universality of the problematics with urban education, together with the importance of understanding the context of improvement interventions, brings into sharp focus the importance of an undertaking like the International Handbook of Urban Education. An important focus of this book is the interrogation of both the social and political factors that lead to different problem posing and subsequent solutions within each region.

Education and Teacher Education in the Modern World P. Calogiannakis, K.G. Karras, C.C. Wolhuter. 2015-11-25 This book discusses current problems and policies, approaches, trends, and recruitment conditions within the education of teachers in the modern world. It investigates new research within this area, and explores various aspects prevalent in teachers and in their own and general education today. The contributions to this volume approach the topic of modern teachers from various geographical and contextual perspectives, discussing the challenges facing teachers from educational, cultural, socio-political, demographic, and economic points of view.

Implementing Education Policies Jonathan D. Jansen, Yusuf Sayed. 2001 Since 1994, there have been major attempts to change educational policy in order to meet the economic demands of South Africa and equalize education for all. Implementation of this policy is the big challenge. Through critical commentary and analysis, this book brings into focus the various policy documents that have been produced since the early 1990s. It looks at the history of education policy, why coherent policy is

necessary, how it should be implemented and, most critical of all, it discusses the importance of education management and delivery.

International Handbook of the Religious, Moral and Spiritual Dimensions in Education Marian de Souza, Gloria Durka, Kathleen Engebretson, Robert Jackson, Andrew McGrady. 2007-06-04 In today's pluralistic world, many cultures feel a shift in the relationship of people with religious traditions. A corresponding movement is a resurgence of interest in human spirituality. This Handbook presents the views of education scholars who engage these concepts every day, in a collection of essays reflecting the international state of the discipline. Out of these rises a vision for the emergence of a just and peaceful world.

International Handbook of Inter-religious Education Kath Engebretson, Marian de Souza, Gloria Durka, Liam Gearon. 2010-08-17 This Handbook is based on the conviction of its editors and contributing authors that understanding and acceptance of, as well as collaboration between religions has essential educational value. The development of this Handbook rests on the fundamental assumption that interreligious education has an important role in elucidating the global demand for human rights, justice, and peace. Interreligious education reveals that the creeds and holy books of the world's religions teach about spiritual systems that reject violence and the individualistic pursuit of economic and political gain, and call their followers to compassion for every human being. It also seeks to lead students to an awareness that the followers of religions across the world need to be, and to grow in, dialogical relationships of respect and understanding. An essential aim of interreligious education is the promotion of understanding and engagement between people of different religions and, therefore, it has great potential to contribute to the common good of the global community. Interreligious education has grown from the interfaith movement, whose beg-

ning is usually identified with the World Parliament of Religions held in Chicago in 1893. This was the first time in history that leaders of the eastern and western religions had come together for dialogue, and to consider working together for global unity.

Wild Religion David Chidester.2012-04-23 Wild Religion is a wild ride through recent South African history from the advent of democracy in 1994 to the euphoria of the football World Cup in 2010. In the context of South Africa's political journey and religious diversity, David Chidester explores African indigenous religious heritage with a difference. As the spiritual dimension of an African Renaissance, indigenous religion has been recovered in South Africa as a national resource. Wild Religion analyzes indigenous rituals of purification on Robben Island, rituals of healing and reconciliation at the new national shrine, Freedom Park, and rituals of animal sacrifice at the World Cup. Not always in the national interest, indigenous religion also appears in the wild religious creativity of prison gangs, the global spirituality of neo-shamans, the ceremonial display of Zulu virgins, the ancient Egyptian theosophy in South Africa's Parliament, and the new traditionalism of South Africa's President Jacob Zuma. Arguing that the sacred is produced through the religious work of intensive interpretation, formal ritualization, and intense contestation, Chidester develops innovative insights for understanding the meaning and power of religion in a changing society. For anyone interested in religion, Wild Religion uncovers surprising dynamics of sacred space, violence, fundamentalism, heritage, media, sex, sovereignty, and the political economy of the sacred.

Teaching Life Orientation I. G. P. Gous, Jennifer Roberts ((Researcher, Distance education)).2015

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.

Citizenship, Education and Violence Waghid Yusef. 2013-12-30 The focus of this book is to offer a humane response to dealing with violence. An interpretive analysis is presented in order to think differently about violence in schools and about how a citizenship education of becoming can deal with the unpredictable consequences of violence in its own potentiality. It seems to the authors that, given the confident onslaught of violence, there is nothing left to do but to offer insight into the nature of violence itself and, by so doing, to search for unexplored ways of humane response and being. The authors are not pretending to hold a magic wand that will sanctify schools into the safe zones that they ought to be and as which they should serve in any society. This would be both presumptuous and misleading. What one is looking and hoping for, however, is a renewed engagement, a slight tilting of the perspective, so that something other than how we have always responded to violence perhaps will emerge. The authors are confident that such a deconstructive approach to violence in schools through the lens of a reconsidered view of citizenship education can assist them and others to wrestle with its potential for destruction that can be changed into options

for co-belonging of a non-violent, if not peaceful, kind.

International Perspectives on Drama and Citizenship Education Nicholas McGuinn, Norio Ikeno, Ian Davies, Edda Sant. 2021-11-04 This book brings together respected international academics and practitioners from citizenship and drama to debate, share their experiences and plan a way forward for academic and professional best practice in drama and citizenship education for a democratic society. Drawing on international contributions, the chapters explore fundamental ideas about theatre and drama from a global perspective with connections made to action and identity. The main section of the book showcases authors from around the world discussing their perspectives of what is happening within particular countries and exploring a range of ideas and issues that relate to vitally important matters including community, socialism, post-colonialism, diversity, inclusion and more. The final section of the book brings together teams of authors from citizenship and drama education, who discuss the essential elements of citizenship education and encourage insight and practical collaboration from drama experts. The book is unique in presenting dynamic interaction between citizenship and drama experts and encouraging academics and professionals to develop their own work in these areas. It will be of great interest to academics, researchers and students in the fields of citizenship education, drama education and all those interested in promoting social justice through education.

Building a Curriculum for General Education Ivor Spafford. 1943 Building a Curriculum for General Education was first published in 1943. Minnesota Archive Editions uses digital technology to make long-unavailable books once again accessible, and are published unaltered from the original University of Minnesota Press editions.

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.

The Palgrave Handbook of Sexuality Education Louisa Allen, Mary Lou Rasmussen.2016-11-09 This authoritative, state-of-the-art Handbook provides an authoritative overview of issues within sexuality education, coupled with ground-breaking discussion of emerging and unconventional insights in the field. With 32 contributions from 12 countries it definitively traces the landscape of issues, theories and practices in sexuality education globally. These rich and multidisciplinary essays are written by renowned critical sexualities studies experts and rising stars in this area and grouped under four main areas: Global Assemblages of Sexuality Education Sexualities Education in Schools Sexual Cultures, Entertainment Media and Communication Technologies Re-animating What Else Sexuality Education Research Can Do, Be and Become Importantly, this Handbook does not equate sexuality education with safer sex education nor understand this subject as confined to school based

programmes. Instead, sexuality education is understood more broadly and to occur in spaces as diverse as community settings and entertainment media, and via communication technologies. It is an essential and comprehensive reference resource for academics, students and researchers of sexuality education that both demarcates the field and stimulates critical discussion of its edges. Chapter 2 is available open access under a CC BY 4.0 license via link.springer.com.

Disrupting Higher Education Curriculum Michael Anthony Samuel, Rubby Dhunpath, Nyna Amin. 2017-05-10 Discomfort with the inappropriateness of university curricula has met with increasing calls for disruptive actions to revitalise higher education. This book, conceived to envision an alternative emancipatory curriculum, explores the historical, ideological, philosophical and theoretical domains of higher education curricula. The authors acknowledge that universities have been and continue to be complicit in perpetuating cognitive damage through symbolic violence associated with indifference to the pernicious effects of race categorisation, gender inequalities, poverty, rising unemployment and cultural hegemony, as they continue to frame curricula, cultures and practices. The book contemplates the project of undoing cognitive damage, offering glimpses to redesign curriculum in the 21st century. The contributors, international scholars, emergent and expert researchers, include different nationalities, orientations and positionalities, constituting an interdisciplinary ensemble which collectively provides a rich commentary on higher education curriculum as we know it and where we think it could be in the future. The edited volume is a catalytic tool for disrupting canonised rituals of practice in higher education. "It has been a while since a scholarly book, so authoritative in its claims and innovative in its concepts, threatens to shake up the curriculum field at its foundations. Rich in metaphor and meaning, the superbly written chapters challenge a field that once more became moribund as we settled (sic) far too comfortably

into accepting handed-down frames and fictions about knowledge, authority, power and agency that imprint 'cognitive damage' on those forced to the margins of schools and universities. Disrupting Higher Education Curriculum demonstrates, however, that it is in fact from those margins of the education enterprise that academics, teachers and learners can see more clearly how patterns of thought and action hold us back from placing and experiencing our African humanity at the centre of the curriculum." – Jonathan Jansen, Rector and Vice Chancellor of the University of the Free State, South Africa

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.

Life and Moral Education in Greater China John Chi-Kin Lee, Stephen Yam-wing Yip, Raymond

Ho-Man Kong.2021-03-30 Arguing for life, moral and values education as a bedrock for the original goals of school education, this monograph explores how life and values education is conceptualised and imparted in Greater China. Under a globalized, transnational, and technological world, where there has been an increase in people's mobility, in information and cultural exchanges, there is also a growing emphasis on personal and professional ethics. Against this context, life, moral and values education has gained attention for its impact on shaping students' characters as future citizens. However, the cultivation of these values is made deeply diversified and complex by varying interpretations of life education and values education across societies, given that different societies are influenced by different socio-cultural traditions, educational ideologies and religious beliefs. The means and approaches towards life education also vary vastly from formal school subjects, school-based programmes as well as teachers and peers' role modelling, community services, extra-curricular activities, school discipline, charity work, pastoral care, and school ethos. Recognising this inherent diversity and complexity in the approach to and the dissemination of life education, the contributors to this volume survey the practice of life education in Greater China so far, suggesting that life education is most effective when it is diversified, dynamic and developmental across contexts. This book will provide the opportunity for engaging in important and serious debates about the future and the values that will underpin it and will prove of special interest to scholars and practitioners working on education policies curriculum development and teacher education in Greater China.

Nostalgia after Apartheid Amber R. Reed.2020-11-30 In this engaging book, Amber Reed provides a new perspective on South Africa's democracy by exploring Black residents' nostalgia for life during apartheid in the rural Eastern Cape. Reed looks at a surprising phenomenon encountered in the

post-apartheid nation: despite the Department of Education mandating curricula meant to teach values of civic responsibility and liberal democracy, those who are actually responsible for teaching this material (and the students taking it) often resist what they see as the imposition of “white” values. These teachers and students do not see South African democracy as a type of freedom, but rather as destructive of their own “African culture”—whereas apartheid, at least ostensibly, allowed for cultural expression in the former rural homelands. In the Eastern Cape, Reed observes, resistance to democracy occurs alongside nostalgia for apartheid among the very citizens who were most disenfranchised by the late racist, authoritarian regime. Examining a rural town in the former Transkei homeland and the urban offices of the Sonke Gender Justice Network in Cape Town, Reed argues that nostalgic memories of a time when African culture was not under attack, combined with the socioeconomic failures of the post-apartheid state, set the stage for the current political ambivalence in South Africa. Beyond simply being a case study, however, *Nostalgia after Apartheid* shows how, in a global context in which nationalism and authoritarianism continue to rise, the threat posed to democracy in South Africa has far wider implications for thinking about enactments of democracy. *Nostalgia after Apartheid* offers a unique approach to understanding how the attempted post-apartheid reforms have failed rural Black South Africans, and how this failure has led to a nostalgia for the very conditions that once oppressed them. It will interest scholars of African studies, postcolonial studies, anthropology, and education, as well as general readers interested in South African history and politics.

Human rights in diverse education contexts J.P. Rossouw, Elda de Waal, Johan Beckmann, Johan Botha, Franciska Bothma, André du Plessis, Elize Küng, Nicholas Mollo, Ewelina Niemczyk, Louise Postma, Erika Serfontein, Marius Smit, Charl C. Wolhuter. 2019-12-12 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.

Religious Education in a Global-Local World Jenny Berglund, Yafa Shanneik, Brian Bocking. 2016-07-15 This book examines Religious Education (RE) in over ten countries, including Australia, Indonesia, Mali, Russia, UK, Ireland, USA, and Canada. Investigating RE from a global and multi-interdisciplinary perspective, it presents research on the diverse past, present, and possible future forms of RE. In doing so, it enhances public and professional understanding of the complex issues and debates surrounding RE in the wider world. The volume emphasizes a student-centred approach, viewing any kind of 'RE', or its absence, as a formative lived experience for pupils. It stresses a bottom-up, sociological and ethnographic/anthropological research-based approach to the study of RE, rather than the 'top down' approaches which often start from prescriptive legal, ideological or religious standpoints. The twelve chapters in this volume regard RE as an entity that has multiple and contested meanings and interpretations that are constantly negotiated. For some,

'RE' means religious nurturing, either tailored to parental views or meant to inculcate a uniform religiosity. For others, RE means learning about the many religious and non-religious world-views and secular ethics that exist, not promoting one religion or another. Some seek to avoid the ambiguous term 'religious education', replacing it with terms such as 'education about religions and beliefs' or 'the religious dimension of intercultural education'.

Picturing Research Linda Theron, Claudia Mitchell, Ann Smith, Jean Stuart. 2012-01-01 Picturing research: drawing as visual methodology offers a timely analysis of the use of drawings in qualitative research. Drawing can be a method in itself, as in the research area of Visual Studies, and also one that complements the use of photography, video, and other visual methodologies. This edited volume is divided into two sections. The first section provides critical commentary on the use of drawings in social science research, addressing such issues of methodology as the politics of working with children and drawing, ethical issues in working with both adults and children, and some of the interpretive considerations. The second section, in its presentation of nine research-based case-studies, illustrates the richness of drawings. Each case study explores participatory research involving drawings that encourages social change, or illustrates participant resilience. These case studies also highlight the various genres of drawings including cartoons and storyboarding. The book draws on community-based research from a wide variety of contexts, most in South Africa, although it also includes work from Rwanda and Lesotho. Given the high rates of HIV&AIDS in sub-Saharan Africa, it should not be surprising that many of the chapters take up concerns such as the preparation of teachers and community health workers in the age of AIDS, and the experiences of orphans and vulnerable children. Moving further afield, this book also includes work done with immigrant populations in Canada, and with tribunals in Somalia and Australia. Picturing research is

an important resource for novice and experienced researchers interested in employing qualitative methodology that encourages rich (yet low-tech) visible data and that offers a participatory, enabling experience for participants and their communities.

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