Annual National Assessment Grade 9 Question Paper

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.
This book draws on both in and out of school literacy practices with teachers and families to enhance the numeracy of early learners. It provides highly illustrative exemplars, targeted for learners up to approximately eight years of age whose home language differs from the language of instruction. It identifies the challenges faced by these learners and their families, and shares ways of building both literacy and numeracy skills for some of the vulnerable learners nationally and internationally. The book shares the outcomes and strategies for teaching mathematics to early years learners and highlights the importance of literacy practices for learners for whom the language of instruction is different from their home language. Readers will gain a practical sense of how to create contexts, classrooms and practices to scaffold these learners to build robust understandings of mathematics.
This volume gathers a cast of eminent scholars for a critical and comparitive analysis of how neoliberal education policies have functioned in a range of countries in different stages of economic development. Treating case studies

from Europe, Asia, the Americas and the Middle East, the volume shows how globalization operates differently in different societal contexts.

This book, Teaching Learners with Visual Impairment, focuses on holistic support to learners with visual impairment in and beyond the classroom and school context. Special attention is given to classroom practice, learning support, curriculum differentiation and assessment practices, to mention but a few areas of focus covered in the book. In this manner, this book makes a significant contribution to the existing body of knowledge on the implementation of inclusive education policy with learners affected by visual impairment.

Applications and Interventions to Improve Basic Literacy

Improving Primary Mathematics Education, Teaching and Learning

A Critical Analysis

A Comparative Survey

2029 Economic Crisis and Civil War in South Africa

The Age of STEM

The Early Grade Reading Assessment (EGRA) measures students' progress towards reading. EGRA gauges early literacy skills through a 15-minute individual oral assessment of five fundamental reading skills. RTI worked with education experts to develop the EGRA in 2006, and it has been piloted and implemented in more than 40 countries. This volume aims to take stock of the substantial amount of information and experience generated through the use of EGRA, and to share this knowledge with practitioners, policymakers, and international donors. Chapters cover not only particular applications of the instrument but also put EGRA in the context of broader issues and developments in literacy and education.

To improve their education systems, countries around the world have increasingly initiated national largescale assessment programs or participated in international or regional large-scale assessment studies for the first time. Well-constructed large-scale assessments can provide credible information on student achievement levels, which, in turn, can promote better resource allocation to schools, stronger education service delivery, and improved learning outcomes. The World Bank developed this Primer on Large-Scale Assessments of Educational Achievement as a firststop resource for those wanting to understand how to design, administer, analyze, and use the results from these assessments of student achievement. The book addresses frequently asked questions from people working on large-scale assessment projects and those interested in making informed decisions about them. Each chapter introduces a stage in the assessment process and offers advice, guidelines, and country examples. This book also reports on emerging trends in large-scale assessment and provides updated information on regional and international large-scale assessment programs. DIRK HASTEDT, Executive Director of the International Association for the Evaluation of Educational Achievement (IEA) "A special feature of the publication is that it not only gives an overview of technical specifications, but also

includes examples from around the world on how countries are conducting large-scale assessments, what they found, and how the results were used. With this perspective, the Primer on Large-Scale Assessments of Educational Achievement is an excellent and easy-to-read publication to get a comprehensive overview of large-scale assessments and how and why they are conducted.†? SILVIA MONTOYA, Director of UNESCO Institute for Statistics (UNESCO UIS) "If you are responsible for learning assessment in a country and are searching for a comprehensive, yet readable, guide on large-scale assessment, this is your book. Extremely well structured and written, this primer is easy to follow, and makes points clearly and concisely. It is an excellent resource that explores the steps for a good large-scale assessment with examples from all international large-scale assessment programs.†? ANDREAS SCHLEICHER, Director for the Directorate of Education and Skills and Special Advisor on Education Policy to the Organization for Economic Cooperation and Development's (OECD) Secretary- General "Many countries have joined international educational assessments to benchmark quality, equity, and efficiency in their education systems. But what does it take to design and implement those efforts well and to draw value from this to help students learn better, teachers teach better, and schools to work more effectively? This Primer on Large-Scale Assessments of Educational Achievement helps policy makers and their technical teams to find answers to these questions.†? ANDREI VOLKOV, Director of the Institute for Public Strategy, Moscow School of Management SKOLKOVO "In 2008, when the Russia Education Aid for Development (READ) Program was launched, we determined its main goal as the improvement of the quality of basic education. Today, the READ Program keeps setting trends as the largest Russian initiative promoting educational assessment. Approaches developed within the READ Program, from building institutional and expert capacity to influencing educational reforms, have proven their efficacy in many countries. The Primer on Large-Scale Assessments of Educational Achievement brings together in a practical format the best experience and case studies in conducting assessments under the READ Program. An especially important feature of the book is an integrated capacity building component, which makes it a practical tutorial ready for use in different cultural contexts. Through this book, we hope that our collective experience gathered during READ will be widely shared, bringing us closer to achievement of the Sustainable Development Goal on education.†? evelopment Goal on Education.†?

The similarities between the United States and South Africa with respect to race, power, oppression and economic inequities are striking, and a better understanding of these parallels can provide educational gains for students and educators in both countries. Through shared experiences and perspectives, this volume presents scholarly work from U.S. and South African scholars that advance educational practice in support of social justice and transformative learning. It provides a comprehensive framework for developing transformational learning experiences that facilitates leadership for social justice, and a deeper understanding of the factors influencing personal, national and global identity.

G20 members bring together the world's major advanced and emerging economies, as well as the European Union. Together they represent some 90% of global GDP, 80% of global trade and two-thirds of the world's population. In recognition of educational development as a key driver of economic development, the G20 members have put education reform high on their policy agenda

in order to meet the challenges and embrace the opportunities ahead. Their experiences and lessons in education reform will not only showcase the global trend of education development, but also will provide valuable reference and inspiration for undertaking education reform to advance national development in China as well as other countries. This book documents recent policy reform in G20 members' systems, showcases the global trends in education policy, serves as a valuable reference tool and also provide inspiration for undertaking education reform to advance development in related countries.

Neo-liberal Educational Reforms

Leadership Approaches to Negotiate Challenges in a Changing Education Landscape

THE EARLY GRADE READING ASSESSMENT

Research for Educational Change

Resources in Education

EFA Global Monitoring Report

The Routledge Handbook on Livelihoods in the Global South presents a unique, timely, comprehensive overview of livelihoods in low- and middle-income countries. Since their widespread adoption in the 1990s, livelihoods perspectives, frameworks and methods have influenced diverse areas of research, policy and practice. The concept of livelihoods reflects the complexity of strategies and practices used by individuals, households and communities to meet their needs and live their lives. The Handbook brings together insights and critical analysis from diverse approaches and experiences, learning from research and practice over the last 30 years. The Handbook comprises an introductory section on key concepts and frameworks, followed by five parts, on researching livelihoods, negotiating livelihoods, generating livelihoods, enabling livelihoods and contextualising livelihoods. The introduction provides readers with an appreciation of concepts researched and applied in the five parts, including chapters on vulnerability and resilience, social capital and networks, and institutions. Each part reflects the diversity of approaches taken to understanding livelihoods, whilst recognising commonalities, including the centrality of power in shaping, enabling and constraining livelihoods. The book also reflects diversity of context, including conflict, climate change and religion, as well as in generating livelihoods, through agriculture, small-scale mining and pastoralism. The aim of each chapter is to provide a critically informed introduction and overview of key concepts, issues and debates of relevance to the topic, with each chapter concluding with suggestions for further reading. It will be an essential resource to students, researchers and practitioners of international development and related fields. Researchers and practitioners will also benefit from the book's diverse disciplinary contributions and by the wide and contemporary coverage.

This collection presents new investigations into the role of heritage languages and the correlation between culture and language from a pedagogic and cosmopolitical point of view.

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.

The International Handbooks of Teacher Education cover major issues in the field through chapters that offer detailed literature reviews designed to help readers to understand the history, issues and research developments across those topics most relevant to the field of teacher education from an international perspective. This volume is divided into two sections: The organisation and structure of teacher education; and, knowledge and practice of teacher education. The first section explores the complexities of teacher education, including the critical components of preparing teachers for teaching, and various aspects of teaching and teacher education that create tensions and strains. The second examines the knowledge and practice of teacher education, including the critical components of teachers' professional knowledge, the pedagogy of teacher education, and their interrelationships, and delves into what we know and why it matters in teacher education.

Resources in Vocational Education

Tim Noakes: The Quiet Maverick

World Yearbook of Education 2021

Future Insights and New Requirements

South Africa's Democracy at the Crossroads

Primer on Large-Scale Assessments of Educational Achievement

Several factors have resulted in increased intra- and inter-state migration. This has led to an increase in the enrollment of students with diverse linguistics backgrounds, placing more academic demands on educators.

Linguistic diversity presents both opportunities and challenges for educators across the educational spectrum. Language ideologies profoundly shape and constrain the use of language as a resource for learning in multilingual or linguistically diverse classrooms. While English has become the world language, most communities remain, and are becoming more and more multicultural, multilingual, and diverse. The Handbook of Research on Teaching in Multicultural and Multilingual Contexts moves beyond the constraints of current language ideologies and enables the use of a wide range of resources from local semiotic repertoires. It examines the phenomenon of language use, language teaching, multiculturalism, and multilingualism in different learning areas, giving practitioners a voice to spotlight their efforts in order to keep their teaching afloat in culturally and linguistically diverse situations. Covering topics such as Indigenous languages, multilingual deaf communities, and intercultural competence, this major reference work is an essential resource for educators of both K-12 and higher education, pre-service teachers, educational psychologists, linguists, education administrators and policymakers, government officials, researchers, and academicians.

South Africa's democracy faces increasing challenges from within, whether from protest, bad governance or general public dissatisfaction. South Africa´s Democracy at the Crossroads explores the question; what are the challenges to future democratization in South Africa?

This book, "Education Systems Around the World", is a collection of reviewed and relevant research chapters that offer a comprehensive overview of recent developments in the field of social sciences and humanities. The book comprises single chapters authored by various researchers and edited by an expert active in the field of social studies and humanities. All chapters are unique but are united under a common research study topic. This publication aims to provide a thorough overview of the latest research efforts by international authors on social studies and humanities, and open new possible research paths for further novel developments.

The Handbook of Applied Developmental Science is the only work to comprehensively present the latest theory, research, and application from applied developmental science (ADS) and the positive psychology movement. It summarizes and synthesizes the best scientific knowledge from ADS to help readers understand the efforts being made around the world to ensure that all children and adolescents develop into healthy adults who contribute positively to society. The Handbook is also the first resource to organize and integrate both the prevention and promotion approaches to programs and policies for children, adolescents, and families. In addition, the Handbook provides a detailed road map for future research and for actions that will promote positive child, youth, and family development. Published in four volumes, the Handbook features 95 chapters by more than 150 contributors, many of who are renowned leaders in the field. Volume 1 describes the foundation of applied developmental science, its historical development, and current scientific and professional efforts to

develop policies and programs that promote positive child, adolescent, and family development. Volume 2 examines public policy and government service systems. Volume 3 discusses community systems for enhancing citizenship and promoting a civil society. Finally, Volume 4 outlines methods for university engagement and academic outreach. Feature and Benefits - Four comprehensive, topical volumes - Approximately 2,200 pages - 95 chapters - More than 150 contributors, many of whom are world-renowned leaders in applied development science from the academic, professional, and policy and political arenas - Forewords for each volume written by well-known authorities, including Edward Zigler, co-founder of the Head Start program; US Congressman Elijah E Cummings; David Bell, International Youth Foundation; and Graham Spanier, President, The Pennsylvania State University Designed for a wide audience the Handbook will be an important addition to your library collection. It offers a single source for information about fostering generations of healthy children and families. It is designed specifically to meet the needs of: - Faculty and students in the fields of psychology, human development, family studies, policy studies, nursing, allied health, and education - Staff and volunteers working in non-governmental organizations - Members of local, state, national, and international government organizations and personnel involved in policy and program development and funding - Directors and staff at foundations that administer programs aimed at promoting positive your and family development

Handbook of Research on Teaching in Multicultural and Multilingual Contexts

Lessons from the Kalahari

Tracking Teachers' Professional Development

Education in a New South Africa

A Study of the Present Situation and Future Possibilities

Across the world STEM (learning and work in Science, Technology, Engineering and Mathematics) has taken central importance in education and the economy in a way that few other disciplines have. STEM competence has become seen as key to higher productivity, technological adaptation and research-based innovation. No area of educational provision has a greater current importance than the STEM disciplines yet there is a surprising dearth of comprehensive and world-wide information about STEM policy, participation, programs and practice. The Age of STEM is a state of the art survey of the global trends and major country initiatives in STEM. It gives an international overview of issues such as: STEM strategy and coordination curricula, teaching and assessment women in STEM indigenous students research training STEM in the graduate labour markets STEM breadth and STEM depth The individual chapters give comparative international analysis as well as a global overview, particularly focusing on the growing number of policies and practices in mobilising and developing talent in the STEM fields. The book will be of particular interest to anyone involved in educational policy, those in education management and leaders in both schooling and tertiary education. It will have a wider resonance among practitioners in the STEM disciplines, particularly at university level, and for those interested in contemporary public policy.

The quality of education is pivotal for the production of human capital and this cannot be compromised by failing to refocus on the quality of education offered in schools. The inputs in the system such as trained and motivated teachers, buildings and classrooms including sanitation, clean water, instructional material such as textbooks, as well as strong leadership with vision to steer the winds of change are important in providing the desired outcomes. The chapters in this volume are broadly divided into three subsections as follows: learner related issues, (farm and rural schools, poverty and schooling, school violence, and students rights); teacher related issues,(teacher morale and motivation, teachers for all schools, management needs of school principals); and administrative/policy related issues (inclusive education, and school community relations). The social demand for better schools, effective principals, qualified and committed teachers and better opportunities for all place a huge challenge to provinces and the state to protect the rights of all citizens. This volume sets out the challenges facing the education system in South Africa, such as poor school infrastructure, poor learning conditions, and a lack of learning materials and provides recommendations on how some of these can be overcome.

Lessons from the Kalahari: Tracking Teachers' Professional Development explores how Northern Cape teachers, who were enrolled in a Bachelor of Education (in-service) course, responded to three professional-development modules specialising in mathematics education, English language teaching, and Foundation Phase teaching, respectively. Mainly through fine-grained analyses of their classroom practice, the studies in this volume demonstrate how these teachers grappled with new content knowledge and pedagogical innovations to improve the quality of teaching in their classrooms. The chapters include case studies that range across a variety of pedagogical topics, including mathematics and English teachers' classroom practices, involvement of parents of Foundation Phase learners, and learners' autonomous mathematics learning. The book makes an original, empirically-based contribution to the understanding of the challenges confronting primary and secondary school teachers in remote rural parts of Northern Cape province, South Africa.

Providing a comprehensive introduction to the topic of accountability and datafication in the governance of education, the World Yearbook of Education 2021 considers global policy dynamics and policy enactment processes. Chapters pay particular attention to the role of international organizations and the private sector in the promotion of performance-based accountability (PBA) in different educational settings and at multiple policy scales. Organized into three sections, chapters cover: the global/local construction of accountability and datafication; global discourse and national translations of performance-based accountability policies; and enactments and effects of accountability and datafication, including controversies and critical issues. With carefully chosen international contributions from around the globe, the World Yearbook of Education 2021 is ideal reading for anyone interested in the future of accountability and datafication in the governance of education.

Volume 1

Science Education in Countries Along the Belt & Road

Research in Education

Global education monitoring report, 2017/8

Teaching Learners with Visual Impairment

Making Education Inclusive

This book aims to highlight science education in countries along the Belt and Road. It consists of 30 chapters divided into three main parts, namely Arab and African countries, Asian countries and European countries,. We invited science education experts from 29 "Belt and Road" countries to introduce the current status of science education in their countries and the new requirements with the rapid evolution of Information Technology. The major contributions of this book include: 1) Provide the current status of science education in countries along the Belt and Road as well as the requirement for developing and improving science education in these countries; 2) Discuss new insights of science education in future years; 3) Inspire stakeholders to take effective initiatives to develop science education in countries along the Belt and Road. .

World Criminal Justice Systems, Ninth Edition, provides an understanding of major world criminal justice systems by discussing and comparing the systems of six of the world's countries -- each representative of a different type of legal system. An additional chapter on Islamic law uses three examples to illustrate the range of practice within Sharia. Political, historical, organizational, procedural, and critical issues confronting the justice systems are explained and analyzed. Each chapter contains material on government, police, judiciary, law, corrections, juvenile justice, and other critical issues. The ninth edition features an introduction directing students to the resources they need to understand comparative criminal justice theory and methodology. The chapter on Russia includes consideration of the turmoil in post-Soviet successor states, and the final chapter on Islamic law examines the current status of criminal justice systems in the Middle East.

Education for All 2000-2015: Achievements and challengesEFA Global Monitoring ReportUNESCO Publishing

Research for Educational Change presents ways in which educational research can fulfil its commitments to educational practice. Focussing its discussion within the context of mathematics education, it argues that while research-generated insights can have beneficial effects on learning and teaching, the question of how these effects are to be generated and sustained is far from evident. The question of how to turn research into educational improvement is discussed here in the context of learning and teaching hindered by poverty and social injustice. In the first part of the book, four teams of researchers use different methodologies while analysing the same corpus of data, collected in a South African mathematics classroom. In the second part, each of these teams makes a specific proposal about what can be done and how so that its research-generated insights have a tangible, beneficial impact on what is happening in mathematical classrooms. Combining two discourses – that of researchers speaking to one another, and that of researchers communicating their insights to those responsible for educational practice – the book deals with the perenial question of communication between those who study educational processes and those who are directly responsible for teacher education, educational research and classroom practices. This book will be key reading for postgraduates, researchers and academics in education and particularly in the areas of mathematics education, education research, teacher education and classroom practice. It will also appeal to teacher educators, practitioners and undergraduate students interested in educational research.

Annual Index

South African Schooling: The Enigma of Inequality
Professional Development
Challenges and Issues facing the Education System in South Africa
Education Policy Reform Trends in G20 Members
Merging Numeracy with Literacy Practices for Equity in Multilingual Early Year Settings

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 fi t 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 will benefit specialists in the field of the education sciences. It represents significant progress in knowledge production. Self-directed learning has become increasingly important, not only for education in South Africa but also for education sciences in the international arena. This is a result of the changing education landscape, caused by the demands of the 21st century as well as the rapid change in knowledge production. Learners should be equipped with skills to take responsibility for their own learning. New innovative strategies should be incorporated into teaching and learning in order to meet the changing demands in education. Traditional teacher-centred practices are still the norm in most South African schools and higher-education institutions and do not adequately prepare students for lifelong learning in the 21st century. The content focuses on the theory behind self-directed learning, explores strategies such as cooperative learning, problembased learning, case-based teaching and large-group teaching that enhance self-directed learning and the use of blended learning in a self-directed learning environment. The book demonstrates how self-directed learning can be enhanced in mathematics, computer-science and life-science education and through the use of student tutors for geography. Digital technology could, for example, also be used in innovative ways for education in isiZulu folk poetry. The findings are based on original empirical research and a sound theoretical-

conceptual framework. In an environment of rapidly changing knowledge production, this book responds to the challenge of how to equip learners with the necessary skills to take responsibility for their own learning. The book presents innovative teaching and learning strategies for meeting the changing demands in education. Group activities, the responsibilities of learners and the obstacles that hinder their learning are analysed, and the way in which educators can support them is discussed. Educational values such as mutual trust are discussed, and self-directed assessment is explored. This is a timely collective work authored by experts who subscribe to the approach of self-directed learning. Educators should discover new teaching and learning strategies and value the integration of self-directed learning in the classroom.

A dissident scientist, a disrupted media ... On 5 February 2014, world-renowned scientist Tim Noakes fired off a tweet into a highly volatile media space; the fallout threatened to destroy his career. This is the untold backstory. Veteran journalist and writer Daryl Ilbury unveils, layer by layer, a combustible mix of ignorance, suspicion and academic wrong-doing, played out in a highly disrupted media space, where consumers demand snappy answers to highly complex questions. It's the story of society's historical distrust of science, the fractious relationship between science and mainstream media, the intricacies of human nutrition, and the brutal fallout when a soft-spoken scientist with a taste for social media and a flair for challenging convention voiced his maverick opinion. Featuring exclusive interviews with Noakes, as well as with people who have worked closely with him, including former Springbok coach Jake White and polar swimmer Lewis Gordon Pugh, as well as award-winning journalists and fellow scientists and academics, some of whom now consider Noakes dangerous and out of control, this book promises to be as controversial as the man himself.

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.

The Performance of Low Fee Independent Schools in South Africa - What Can Available Data Tell?
International Handbook of Teacher Education
Twenty Years of Education Transformation in Gauteng 1994 to 2014
Annual Report

Promoting Positive Child, Adolescent, and Family Development Through Research, Policies, and Programs
Accountability in education: meeting our commitments

The twelfth edition of the EFA Global Monitoring Report marking the 2015 deadline for the six goals set at the World Education Forum in Dakar, Senegal, in 2000 provides a considered and comprehensive accounting of global progress. As the international community prepares for a new development and education agenda, this report takes stock of past achievements and reflects on future challenges. There are many signs of notable advances. The pace towards universal primary education has quickened, gender disparity has been reduced in many countries and governments are increasing their focus on making sure children receive an education of good quality. However, despite these efforts, the world failed to meet its overall commitment to Education for All. Millions of children and adolescents are still out of school, and it is the poorest and most disadvantaged who bear the brunt of this failure to reach the EFA targets.

Although buoyed by the induction of a democratic government, and the high ideals of our constitution, the South African education system has in many ways not met the expectations of its people, in this case, the mathematics education community. With the birth of an expansive intended curriculum came the monitoring of the outcomes through systemic type testing, the so-called attained curriculum. In time, it became clear that the inevitable 'teaching to the test®þ would constitute a narrowing of the implemented curriculum. Too much emphasis on systemic test results also resulted in summative assessment (assessment of learning) dominating instructional practices, neglecting other important curricular goals and content, and reliance on only one source of external monitoring to determine learner success in mathematics. Literature on formative assessment (assessment for learning) reveals great potential for significant improvements in student achievement. However, little is known about mathematics teachers understanding and experiences of formative assessment strategies as an approach to teacher professional development. To counteract these, a project titled Assessment Enhanced Teaching and Learning (AETL) has been initiated to provide Grade 9 mathematics teachers and learners with curriculum aligned formative assessment tasks at strategic points throughout the year. Against the background of the poor mathematics performance levels in South Africa, interventions for effective teacher development programmes to support practising mathematics teachers are much needed in the country. The review of literature, however, revealed a need for a deepening of understanding regarding the learning processes involved in implementing effective Professional Development (PD) programmes. The literature on Formative Assessment (FA) reveals great potential for significant improvements in student achievement. However, little is known about mathematics teachers®þ understanding and experiences of formative assessment strategies as an approach to teacher professional development. To counteract these, a project titled Assessment Enhanced Teaching and Learning (AETL) has been initiated to provide Grade 9 mathematics teachers and learners with curriculum-aligned formative assessment tasks at strategic points throughout the year. In this study, I explored the understanding and experiences of professional growth of nine Grade 9 mathematics teachers from five different schools in the Pretoria (Tshwane) region as they participated in the AETL project. Through a qualitative case study design I was able to explore, analyse and describe the teachers®þ understanding and implementation of formative assessment strategies and their perceptions regarding its influence on their professional growth. The findings indicate a strong sense of motivation to participate in professional development interventions through the need to excel in systemic type testing. The overall results suggest that systemic testing, in particular the ANAs (Annual National Assessments), seems to be the most influential factor on the teachers®þ instructional and assessment practices. However, in the course of gathering the data, other issues emerged, for example, that teachers®þ conceptualisation of formative assessment is often misunderstood and not optimally utilised in the

learning process. The most challenging factor experienced by the participants seems to be a lack of time and/or skills to accommodate the wide range of learner abilities in one class. It is therefore recommended that further research, beyond the scope of this study, be carried out to investigate these issues. It was further revealed that the teachers experienced professional growth as a direct result of their involvement in the refinement and implementation of formative assessment strategies.

Chapter 1 - Integrative strategic planning in South Africa: Conceptual frameworks Chapter 2 - Electoral mandate , priorities, policy and strategy Chapter 3 - Economic planning, economic policy or development policy? Past, present and future Chapter 4 - Planning human resources Chapter 5 - General management and leadership Chapter 6 - Strategy formulation and environment analysis Chapter 7 - Internal analysis and implementation Chapter 8 - Strategy implementation and change management Chapter 9 - Performance management system Chapter 10 - Monitoring and evaluation Chapter 11 - Health care in South Africa Chapter 12 - Socio-economic context of education

This volume brings together many of South Africa's leading scholars of education and covers the full range of South African schooling: from financing and policy reform to in-depth discussions of literacy, numeracy, teacher development and curriculum change. The book moves beyond a historical analysis and provides an inside view of the questions South African scholars are now grappling with: Are there different and preferential equilibria we have not yet thought of or explored, and if so what are they? In practical terms, how does one get to a more equitable distribution of teachers, resources and learning outcomes? While decidedly local, these questions resonate throughout the developing world. South Africa today is the most unequal country in the world. The richest 10% of South Africans lay claim to 65% of national income and 90% of national wealth. This is the largest 90-10 gap in the world, and one that is reflected in the schooling system. Two decades after apartheid it is still the case that the life chances of most South African children are determined not by their ability or the result of hard-work and determination, but instead by the colour of their skin, the province of their birth, and the wealth of their parents. Looking back on almost three decades of democracy in South Africa, it is this stubbornness of inequality and its patterns of persistence that demands explanation, justification and analysis. "This is a landmark book on basic education in South Africa, an essential volume for those interested in learning outcomes and their inequality in South Africa. The various chapters present conceptually and empirically sophisticated analyses of learning outcomes across divisions of race, class, and place. The book brings together the wealth of decades of research output from top quality researchers to explore what has improved, what has not, and why." Prof Lant Pritchett, Harvard University "There is much wisdom in this collection from many of the best education analysts in South Africa. No surprise that they conclude that without a large and sustained expansion in well-trained teachers, early childhood education, and adequate school resources, South Africa will continue to sacrifice its people's future to maintaining the privileges of the few." Prof Martin Carnoy, Stanford University "Altogether, one can derive from this very valuable volume, if not an exact blueprint for the future, then certainly at least a crucial and evidence-based itinerary for the next few steps." Dr Luis Crouch, RTI

Educational policy and practice across the world in Science, Technology, Engineering and Mathematics

Education Systems Around the World

Handbook of Applied Developmental Science

Education for All 2000-2015: Achievements and challenges

Self-directed learning research: An imperative for transforming the educational landscape

Reflections on Continuing Professional Development of Mathematics Teachers in a Collabrative Partnership

The research reported in Caught in the Act draws together the insights gained from a continuous professional development initiative for high school

mathematics teachers, teaching in low socio-economic status and socially challenged environments in South Africa. The chapters show the possibilities for enhancing achievement in school mathematics if a strength-based approach is adopted to develop teaching with teachers and when their concerns are taken seriously. The book demonstrates that the ecological relevance – fitness for the context in which teachers are teaching – of the "goods" developed and distributed by initiatives should be a major consideration to offer hope for sustainable implementation to improve school mathematics education. The book is of interest to mathematics teachers, school leaders, mathematics curriculum advisors, policy makers and researchers.

This study analysed grade 6 and grade 9 mathematics data from the Annual National Assessment by comparing school performance in public and independent schools in three geographical regions: Western Cape, Gauteng and South Africa as a whole. The aim was to see whether low-fee independent schools outperform public schools i) for schools which have similar school fees and ii) for schools which have similar resources, which is the sum of school fees and government subsidies.Our analysis indicates that independent primary schools, in all three geographical regions, are able to use resources more efficiently and are thus able to translate resources into better performance. However, when comparing schools in similar school fee brackets, the findings are mixed and vary by geographical area: sending a child to an independent primary school in Gauteng is worthwhile, whereas it is not worthwhile in the Western Cape.

The Routledge Handbook on Livelihoods in the Global South

World Criminal Justice Systems

Transforming researchers' insights into improvement in mathematics teaching and learning

Social Justice and Transformative Learning

Strategic Management in the Public Sector

Research for Development in Resource-Constrained Contexts