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Learning to teach in post-apartheid South Africa Yusuf Sayed,Nazir Carrim,Azeem Badroodien,Zahraa McDonald,Marcina Singh,2018-11-28 Teacher education programmes seek to provide student teachers with the knowledge and expertise to provide qualtiy teaching and learning in a diverse and challenging school context Learning to Teach in post apartheid South Africa Student Teachers Encounters with Initial Teacher Education addresses the complexities of teacher education programmes in preparing students to teach It adds to the knowledge about teacher education contributing critical understanding of education and the schooling system The book provides important insights to deepen researchers academics teacher education providers policy makers and students understanding of the importance to address equity redress and quality in South African educaiton in a post apartheid era This book further helps to build student teachers capacities to work creatively and to become active and critical agents of transformation It ultimately outlines the challenges face in designing and delivering successful Inital Teacher Education programmes and the impact this has on delivering equitable and qualtiy education *Being a Teacher in Post-Apartheid South Africa* Yusuf Sayed,Marcina Singh,2025-05-01 In a compelling exploration of the challenges faced by newly qualified teachers NQTs in South Africa s evolving educational landscape this book provides an empirically grounded account of their experiences Drawing on extensive research it offers a poignant narrative that seeks to illuminate the nuanced journey these educators embark upon as they transition from teacher education spaces to the complex reality of classrooms in post Apartheid South Africa The book acts as a crucial platform for the voices of NQTs shedding light on the myriad enablers and disablers they encounter during this transformative period Timely and relevant it tackles pressing questions about the readiness of teacher education to prepare students for the demands of South African schools The book charts the transition from teacher education to active teacher for NQTs The lessons distilled from this research present a clarion call for a re assessment of teacher education policies and practices This book arrives at a pivotal moment as South Africa reviews its teacher education policies With the quality of initial teacher education programmes under scrutiny the book s critiques findings and recommendations serve as indispensable tools for policymakers arguing for the need to reconceptualise South African teacher education policies As South Africa strives to avoid a cycle of developing new teachers only to lose them due to inadequate support this book seeks to support educators policymakers and all those invested in the future of South African education toward creating a more socially just education system recognising the highly unequal society in which teachers work *The Origin and Growth of Geography as a discipline at South Africa Universities* Gustav Visser,2016-09-20 The publication provides the first comprehensive text that reflects on a century of the development of geography as an academic discipline at South African universities The book showcases a broad and textured review of South Africa s geography departments their staff members their times and the different Geographies they engaged in The book lays thefoundation from which more expansive individual departmental

histories can be written in the future **Closing the Teacher Gap** ,2010 Report prepared by Roli Degazon Johnson Phd Education Adviser Commonwealth Secretariat *Empowering Novice Academics for Student Success* Dr Johann Hugo,2021-04-26 This book is essential for academics that enter the field of higher education and training as it focuses on preparing teachers and trainers to respond appropriately to student success challenges Student success is a burning issue both globally and locally While student achievement is determined by a combination of factors teachers and their teaching practices do matter Higher education teachers are expected to fulfil different roles at different times such as planning for curriculum implementation mentorship and coaching facilitating learning resource development and student assessment Against this background the primary purpose of Empowering novice academics for student success Wearing different hats is building the capacity of novice teachers and trainers to play an influential role in increasing student success throughput

South African Schooling: The Enigma of Inequality Nic Spaull,Jonathan D. Jansen,2019-11-05 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 **Contextualising Rural Education in South African Schools** ,2023-04-03 South Africa s democratic government inherited a divided and unequal system of education Under apartheid South Africa had nineteen different educational departments separated by race language geography and ideology This education system prepared learners in different ways for the positions they were expected to occupy in social economic and political life under apartheid and was funded and resourced in ways that favoured white people and disadvantaged black people who remain in the working class The newly elected democratic government in 1994 laid a foundation for a single national education system Twenty five years after the dawn of democracy education is still in a parlous state in many communities in South Africa but it is in the rural areas mainly in the former homelands that learners are most disadvantaged Contributors are Olufemi Timothy Adigun Oluwatoyin Ayodele Ajani Alan Bhekisisa Buthelezi Joyce Phikisile Dhlamini Bongani Thulani Gamede Samantha Govender Lawrence Kehinde Nontobeko Prudence Khumalo Primrose Ntombenhle Khumalo Azwidohwi Philip Kutame Manthekeleng Linake Sive Makeleni Nkhensani Maluleke Bothwell Manyonga Mncedisi Christian Maphalala Takalani Mashau Hlengiwe Romualda Mhlongo Rachel Gugu Mkhasibe Dumisani Wilfred Mncube Nicholus Tumelo Mollo Ramashego Shila Mphahlele Fikile Mthethwa Grace Matodzi Muremela Edmore Mutekwe Nokuthula Hierson Ndaba Clever Ndebele Thandiwe Nonkululeko Ngema Phiwokuhle Ngubane Sindile Ngubane Dumisani Nzima Livhuwani Peter Ramabulana and Maria Tsakeni **States and the Making of Others** Jeanne Bouyat,Amandine Le Bellec,Lucas Puygrenier,2024-06-17 This volume offers a unique interdisciplinary and comparative perspective on contemporary processes of othering by state institutions in relation to dynamics of racism xenophobia sexism homo transphobia as well as ethnic and class based discriminations It focuses on eight original case studies empirically grounded in various domains of the social state in Southern African and Western European contexts the education and health care systems the regulation of work and of procreation rights and institutions in charge of granting asylum The authors provide key insights on how states produce Others and on how othering contributes in turn to the process of state formation and the politicization of public action **Democracy and Decency** Paul R. Carr,P. L. Thomas,Brad J. Porfilio,Julie A. Gorlewski,2016-02-01 Democracy can mean a range of concepts covering everything from freedoms rights elections governments processes philosophies and a panoply of abstract and concrete notions that can be mediated by power positionality culture time and space Democracy can also be translated into brute force hegemony docility compliance and conformity as in wars will be decided on the basis of the needs of elites or major decisions about spending finite resources will be the domain of the few over the masses or people will be divided along the lines of race ethnicity class religion etc because it is advantageous for maintaining exploitative political systems in place to do so Often these frameworks are developed and reified based on the notion that elections give the right to societies or segments of societies to install regimes institutions and operating systems that are then supposedly legitimated and rendered infinitely just because formal power resides in the hands of those dominating forces This book is interested in advancing a critical

analysis of the hegemonic paradigm described above one that seeks higher levels of political literacy and consciousness and one that makes the connection with education What does education have to do with democracy How does education shape influence impinge on impact negate facilitate and or change the context contours and realities of democracy How can we teach for and about democracy to alter and transform the essence of what democracy is and importantly what it should be This book advances the notion of decency in relation to democracy and is underpinned by an analysis of meaningful critically engaged education Is it enough to be kind nice generous and hopeful when we can also see signs of rampant entrenched and debilitating racism sexism poverty violence injustice war and other social inequalities If democracy is intended to be a legitimating force for good how does education inform democracy What types of knowledge experience analysis and being are helpful to bring about newer more meaningful and socially just forms of democracy Throughout some twenty chapters from a range of international scholars this book includes three sections Constructing Meanings for Democracy and Decency Justice for All as Praxis and Social Justice in Action for Democracy Decency and Diversity International Perspectives The underlying thread that is interwoven through the texts is a critical reappraisal of normative hegemonic interpretations of how power is infused into the educational realm and importantly how democracy can be re situated and re formulated so as to more meaningfully engage society and education   *Low-Income Students, Human Development and Higher Education in South Africa* Melanie Walker,Monica McLean,2022-07-15 This book explores learning outcomes for low income rural and township youth at five South African universities The book is framed as a contribution to southern and Africa centred scholarship adapting Amartya Sen s capability approach and a framework of key concepts capabilities functionings context conversion factors poverty and agency to investigate opportunities and obstacles to achieved student outcomes This approach allows a reimagining of inclusive learning outcomes to encompass the multi dimensional value of a university education and a plurality of valued cognitive and non cognitive outcomes for students from low income backgrounds whose experiences are strongly shaped by hardship Based on capability theorising and student voices the book proposes for policy and practice a set of contextual higher education capability domains and corresponding functionings orientated to more justice and more equality for each person to have the opportunities to be and to do what they have reason to value The book concludes that sufficient material resources are necessary to get into university and flourish while there the benefits of a university education should be rich and multi dimensional so that they can result in functionings in all areas of life as well as work and future study the inequalities and exclusion of the labour market and pathways to further study must be addressed by wider economic and social policies for inclusive learning outcomes to be meaningful and that universities ought to be doing more to enable black working class students to participate and succeed Low Income Students Human Development and Higher Education in South Africa makes an original contribution to capabilitarian scholarship conceptually in theorising a South based multi dimensional student well being higher education matrix and a rich reconceptualisation of learning

outcomes as well as empirically by conducting rigorous longitudinal in depth mixed methods research on students lives and experiences in higher education in South Africa The audience for the book includes higher education researchers international capabilitarian scholars practitioners and policy makers **BRICS: building education for the future; priorities for national development and international cooperation** Leclercq, François,2014-09-22 **Education in Southern Africa** Clive Harber,2013-09-12 Education in Southern Africa is a comprehensive critical reference guide to education in the region With chapters written by an international team of leading regional education experts the book explores the education systems of each country in the region With chapters covering Botswana Lesotho Madagascar Mozambique Namibia South Africa Swaziland and Zimbabwe the book critically examines the development of education provision in each country as well as local and global contexts Including a comparative introduction to the issues facing education in the region as a whole and guides to available online datasets this handbook will be an essential reference for researchers scholars international agencies and policy makers at all levels *Teacher Education in the English-Speaking World* Tom O'Donoghue,Clive Whitehead,2008-05-01 This edited book is a comparative study on teacher education across ten major Englishspeaking regions of the world USA English Canada England and Wales Scotland Ireland Singapore Hong Kong South Africa Australia New Zealand The focus on individual regions is reflective of a comparative approach with a long tradition going back to the turn of the twentieth century This approach is still valid at the present time as it provides one of the best ways of initially structuring our understanding of teacher education at the macro level in order to facilitate communication of the situation crossnationally and prepare the way for higher levels of analyses To this end the book has twelve chapters An introductory chapter details the focus of the book This is followed by a chapter on each of the ten regions Each of these chapters written by an expert in the field focuses on general trends in teacher education rather than on any specific aspect of it focuses primarily on pre service teacher education at the primary and post primary levels although some reference is also made to continuing professional development strikes a balance between past present and future trends deals broadly with access to the processes involved in and the structure of teacher education has a unique structure rather than one based upon a formulaic approach In the final chapter major themes are distilled from the case studies It also outlines how the book furthers understanding of teacher education internationally considers other groupings of regions ripe for consideration along similar lines and indicates initiatives arising out of the case studies worthy of consideration for the improvement of teacher education cross nationally **Where Am I in the Picture?** Claudia Mitchell,Katarina Giritli-Nygren,Relebohile Molestane,2023-12-18 Positionality and researcher reflexivity how to account for one s subject position remain as challenges for new researchers But they also remain as challenges for experienced researchers who are often involved in multiple research projects simultaneously Where Am I in the Picture sheds light on the idea of researcher positionality through visual methodologies particularly in the context of studying rurality in Canada Sweden and South Africa The book is intended for

new and experienced researchers seeking to decolonize their own perspectives in research in the social sciences and humanities It incorporates photographs drawings and memory work to highlight the social constructedness of what counts as rural Drawing together compelling narratives from researchers about their positionality in studying rurality the book highlights a need for greater attention to where we are in the picture more broadly It suggests that when it comes to the rural researchers need to rethink the interplay of dominant images insider and outsider perspectives and what this interplay means in relation to interpretation Where Am I in the Picture presents a new vision of how to take into consideration positionality in research   **Youth In South Africa** Ariane De Lannoy,Malose Langa,2021-05-05 South Africa is characterised by a youthful population and the challenges and possibilities that characterise the young generation are both warning signs and beacons of hope for a nation founded on social justice Youth in South Africa Agency in visibility and national development takes stock of the nation s development as it affects young people Authors offer both personal and professional insights into the ways in which the youth navigate their own pathways to adulthood These include formal and informal engagements with politics as well as protest un employment entrepreneurship education religion experiences with sexuality and violence and a multitude of other life experiences Contributors paint a picture of the initiative agency and resilience of the youth as well as the challenges before them Authors also identify the state of waithood faced by those unable to make the transition out of youth into full adulthood as a result of their socio economic circumstances and political context By engaging these experiences and insights and primarily informed by the inputs of young people the authors highlight the limitations of existing youth policies and frameworks The case is made for policy instruments to be informed by the lived experiences of the youth as they navigate a complex macrosocial environment and by the messages the youth communicate about the limitations of current approaches   *Annual Report* South Africa. Department of Basic Education,2016

     Teacher Preparation in South Africa Linda Chisholm,2019-10-09 The book will focus on the emergence of a racially divided system of teacher preparation and its dismantling post apartheid It will explore the policies and politics of discrepant pathways to teacher preparation within the context of international and comparative trends   *Going to University* Case, Jennifer,Marshall, Delia,2018-02-09 Around the world more young people than ever before are attending university Student numbers in South Africa have doubled since democracy and for many families higher education is a route to a better future for their children But alongside the overwhelming demand for higher education questions about its purposes have intensified Deliberations about the curriculum culture and costing of public higher education abound from student activists academics parents civil society and policy makers We know from macro research that South African graduates generally have good employment prospects But little is known at a detailed level about how young people actually make use of their university experiences to craft their life courses And even less is known about what happens to those who drop out This accessible book brings together the rich life stories of 73 young people six years after they began their university studies It traces how going

to university influences not only their employment options but also nurtures the agency needed to chart their own way and to engage critically with the world around them The book offers deep insights into the ways in which public higher education is both a private and public good and it provides significant conclusions pertinent to anyone who works in and cares about universities

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