An award-winning play about the relationship between brothers. Nothing but the Truth is the story of two brothers, of sibling rivalry, of exile, of memory and reconciliation, and the ambiguities of freedom. The play was John Kani's debut as sole playwright and was first performed in the Market Theatre in Johannesburg. It won the 2003 Fleur du Cap Award for best actor and best new South African play. In the same year Kani was also awarded a special Obie award for his extraordinary contribution to theatre in the USA.

Study & Master English First Additional Language has been especially developed by an experienced author team according to the Curriculum and Assessment Policy Statement (CAPS). The colourful Core Reader includes:

* stories, poems and interesting information texts, carefully selected to stimulate a love of reading
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This powerful volume represents the broadest engagement with disability issues in South Africa yet. Themes include theoretical approaches to, and representations of, disability; governmental and civil society responses to disability issues; aspects of education as these pertain to the oppression/liberation of disabled people; social security for disabled people; the complex politics permeating service provision relationships; and a consideration of disability in relation to human spaces - physical, economic and philosophical. Firmly located within the social model of disability, this collection resonates powerfully with contemporary thinking and research in the disability field and sets a new benchmark for cutting-edge debates in a transforming South Africa.

Grounded in research and theory, Internationalizing US Student Affairs Practice presents an inclusive framework for enhancing the intercultural competencies of practitioners, students, and faculty in institutions of higher education. This cutting-edge book explores how student affairs practitioners are well positioned to integrate internationalization strategies across student affairs divisions and functions. Each chapter intentionally incorporates theories and literature from higher education and student affairs disciplines infused with international and multicultural education. "Promising Practices"—case studies written and submitted by practitioners around the world—appear throughout the book to demonstrate practical applications in non-US settings. The strategies in this book help student affairs practitioners enhance the intercultural development of support programs and services.
services, all without leaving the home campus. This book is both a sequel to and expansion of Community Psychology, published in 1992. It serves as a textbook for courses on community psychology but now also includes material on inequality and health, since both are concerned with the way an individual's social setting and the systems with which they interact affect their problems and the solutions they devise. Part 1 sets the scene by locating community psychology in its historical and contemporary context. In Part 2, disempowered groups and their physical and mental health are considered. Finally in Part 3 the application of community psychology is discussed, and the ways in which marginalised people can be helped by strengthening their communities highlighted. Utilising Northern Ireland as a case study, this book presents an analysis of the gender and sexual politics of conflict transformation. The book synthesises a vast array of international sources with the author’s empirical and theoretical research to produce a powerful gendered critique of conflict transformation in Northern Ireland. It maps the negative effects of the region’s violent conflict on gender and sexual equality and explores the potential of the conflict transformational processes, set in motion by the 1998 Peace Agreement, to transform relationships between different genders and sexualities. Starting from the feminist proposition that building peace requires the inclusion of issues of gender and sexual equality, the author analyses how the new institutional and semantic structures of conflict transformation in Northern Ireland preserved older conservative narratives about gender and sexuality. As older narratives clashed with progressive forms of sexual and gender politics, the core sites of conflict transformation became arenas of gender and sexual struggles. The book outlines these struggles, and charts the positive and inclusive visions of peace developed by activists throughout the period of conflict transformation. This book will be of much interest to students of gender studies, conflict transformation, ethnic conflict, peace studies and Irish politics. The Mathematics Fundamentals Handbook was developed to assist nuclear facility operating contractors provide operators, maintenance personnel, and the technical staff with the necessary fundamentals training to ensure a basic understanding of mathematics and its application to facility operation. The handbook includes a review of introductory mathematics and the concepts and functional use of algebra, geometry, trigonometry, and calculus. Word problems, equations, calculations, and practical exercises that require the use of each of the mathematical concepts are also presented. This information will provide personnel with a foundation for understanding and performing basic mathematical calculations that are associated with various DOE nuclear facility operations. "Elusive Equity" chronicles South Africa's efforts to fashion a racially equitable state education system from the ashes of apartheid. Edward Fiske and Helen Ladd draw on previously unpublished data, interviews with key officials, and visits to dozens of schools to describe the changes made in school finance, teacher assignment policies, governance, curriculum, higher education, and other areas. Motivation makes all the difference. And what's more motivating than the expectation of success? The instructions are clear and to the point, so students can quickly get down to writing practice in these 64-page worktexts. Helpful prompts pack the worktext lesson pages including illustrations, examples, and sample responses. Sample Content: book and movie reviews, travelogue, a character sketch, fashions. Early childhood, from birth through school entry, was largely invisible worldwide as a policy concern for much of the twentieth century. Children, in the eyes of most countries, were 'appendages' of their parents or simply embedded in the larger family structure. The child did not emerge as a separate social entity until school age (typically six or seven). 'Africa's Future, Africa's Challenge: Early Childhood Care and Development in Sub-Saharan Africa' focuses on the 130 million children south of the Sahel in this 0-6 age group. This book, the first of its kind, presents a balanced collection of articles written by African and non-African authors ranging from field practitioners to academicians and from members of government organizations to those of nongovernmental and local organizations.
‘Africa’s Future, Africa’s Challenge’ compiles the latest data and viewpoints on the state of Sub-Saharan Africa’s children. Topics covered include the rationale for investing in young children, policy trends in early childhood development (ECD), historical perspectives of ECD in Sub-Saharan Africa including indigenous approaches, new threats from HIV/AIDS, and the importance of fathers in children’s lives. The book also addresses policy development and ECD implementation issues; presents the ECD programming experience in several countries, highlighting best practices and challenges; and evaluates the impact of ECD programs in a number of countries. This book focuses on understandings of higher education in relation to notions of decoloniality and decolonization in southern Africa. The volume draws on a range of case studies in multiple politico-cultural contexts on the African continent, and examines some of the challenges to be overcome in order to achieve education for decolonization and decoloniality. Acknowledging that patterns of exclusion, inequality and injustice are still prevalent in the African higher education landscape, the editors and contributors proffer bold attempts at democratizing education and examine how to cultivate just, equal and diverse pedagogical relations. Featuring case studies from South Africa, Zambia, Malawi, and Zimbabwe, the authors and editors examine how higher education can be further democratized and transformed along the lines of equality, liberty and recognition of diversity. This hopeful and bold collection will be of interest to scholars of decoloniality and decolonization in higher education, as well as higher education in southern Africa more specifically. This edited volume reveals how the journey of transformation at the University of the Free State (UFS) became interwoven with student leadership development and global learning. The UFS initiated two intersecting co-curricular programmes, namely, the First-Year Leadership for Change (F1L4C) programme in 2010; and the triennial Global Leadership Summit (GLS) in 2012. Although these programmes changed over time, their core focus remained to be the development of transformational student leaders through the creation of global learning spaces. From its inception in 2010 to the last GLS in 2018, the UFS global learning project involved 780 students and 259 staff members from 109 institutions, across four continents. The goal of this edited volume is to create a deeper understanding of how the UFS F1L4C and GLS programmes enhanced student leadership development through global learning, especially in the context of higher education transformation. Miriam Makeba’s life began in poverty in South Africa, amid the cruelties of the apartheid system. From here she rose to become an internationally known singer, first introduced to an international audience by Harry Belafonte in 1959 and admired by figures such as John F. Kennedy and Nelson Mandela. When her singing talents led her abroad, the power of her new celebrity status made her a potential threat to the minority white South African government and she was exiled from her home and family. Study & Master Life Sciences Grade 10 has been especially developed by an experienced author team for the Curriculum and Assessment Policy Statement (CAPS). This new and easy-to-use course helps learners to master essential content and skills in Life Sciences. The comprehensive Learner’s Book includes: * an expanded contents page indicating the CAPS coverage required for each strand * a mind map at the beginning of each module that gives an overview of the contents of that module * activities throughout that help develop learners’ science knowledge and skills as well as Formal Assessment tasks to test their learning * a review at the end of each unit that provides for consolidation of learning * case studies that link science to real-life situations and present balanced views on sensitive issues. * ‘information’ boxes providing interesting additional information and ‘Note’ boxes that bring important information to the learner’s attention. Critiquing the positioning of children from non-dominant groups as linguistically deficient, this book aims to bridge the gap between theorizing of language in critical sociolinguistics and approaches to language in education. Carolyn McKinney uses the lens of linguistic ideologies—teachers’ and students’ beliefs about language—to shed light on the continuing problem of reproduction of linguistic
inequality. Framed within global debates in sociolinguistics and applied linguistics, she examines the case of historically white schools in South Africa, a post-colonial context where political power has shifted but where the power of whiteness continues, to provide new insights into the complex relationships between language and power, and language and subjectivity. Implications for language curricula and policy in contexts of linguistic diversity are foregrounded. Providing an accessible overview of the scholarly literature on language ideologies and language as social practice and resource in multilingual contexts, Language and Power in Post-Colonial Schooling uses the conceptual tools it presents to analyze classroom interaction and ethnographic observations from the day-to-day life in case study schools and explores implications of both the research literature and the analyses of students’ and teachers’ discourses and practices for language in education policy and curriculum. This book tracks the conceptual journeying of the term ‘transgender’ from the Global North—where it originated—along with the physical embodied journeying of transgender asylum seekers from countries within Africa to South Africa and considers the interrelationships between the two. The term ‘transgender’ transforms as it travels, taking on meaning in relation to bodies, national homes, institutional frameworks and imaginaries. This study centres on the experiences and narratives of people that can be usefully termed ‘gender refugees’, gathered through a series of life story interviews. It is the argument of this book that the departures, border crossings, arrivals and perceptions of South Africa for gender refugees have been both enabled and constrained by the contested meanings and politics of this emergence of transgender. This book explores, through these narratives, the radical constitutional-legal possibilities for ‘transgender’ in South Africa, the dissonances between the possibilities of constitutional law, and the pervasive politics/logic of binary ‘sex/gender’ within South African society. In doing so, this book enriches the emergent field of Transgender Studies and challenges some of the current dominant theoretical and political perceptions of ‘transgender’. It offers complex narratives from the African continent regarding sex, gender, sexuality and notions of home concerning particular geo-politically situated bodies. This best-selling dictionary is now in its 4th edition. Specifically written for students of language teaching and applied linguistics, it has become an indispensible resource for those engaged in courses in TEFL, TESOL, applied linguistics and introductory courses in general linguistics. Fully revised, this new edition includes over 350 new entries. Previous definitions have been revised or replaced in order to make this the most up-to-date and comprehensive dictionary available. Providing straightforward and accessible explanations of difficult terms and ideas in applied linguistics, this dictionary offers: Nearly 3000 detailed entries, from subject areas such as teaching methodology, curriculum development, sociolinguistics, syntax and phonetics. Clear and accurate definitions which assume no prior knowledge of the subject matter helpful diagrams and tables cross references throughout, linking related subject areas for ease of reference, and helping to broaden students’ knowledge. The Dictionary of Language Teaching and Applied Linguistics is the definitive resource for students. All key exam topics and vocabulary covered. Practice of all main test task types in Reading, Listening, Use of English, Writing, and Speaking. Exam techniques, preparation strategies, and useful study tips. Multi-ROM containing recorded material for the Listening tasks and tapescripts. Word Bank with key vocabulary, Speaking Bank with useful communicative phrases, and Writing Bank with model texts and advice. Smart answer key that explains why an answer is correct. The second edition of the Handbook of Test Development provides graduate students and professionals with an up-to-date, research-oriented guide to the latest developments in the field. Including thirty-two chapters by well-known scholars and practitioners, it is divided into five sections, covering the foundations of test development, content definition, item development, test design and form assembly, and the processes of test administration, documentation, and evaluation. Keenly aware of developments in the field since the publication of the first edition, including
changes in technology, the evolution of psychometric theory, and the increased demands for effective tests via educational policy, the editors of this edition include new chapters on assessing noncognitive skills, measuring growth and learning progressions, automated item generation and test assembly, and computerized scoring of constructed responses. The volume also includes expanded coverage of performance testing, validity, fairness, and numerous other topics. Edited by Suzanne Lane, Mark R. Raymond, and Thomas M. Haladyna, The Handbook of Test Development, 2nd edition, is based on the revised Standards for Educational and Psychological Testing, and is appropriate for graduate courses and seminars that deal with test development and usage, professional testing services and credentialing agencies, state and local boards of education, and academic libraries serving these groups.

#1 NEW YORK TIMES BESTSELLER • More than one million copies sold! A “brilliant” (Lupita Nyong'o, Time), “poignant” (Entertainment Weekly), “soul-nourishing” (USA Today) memoir about coming of age during the twilight of apartheid “Noah’s childhood stories are told with all the hilarity and intellect that characterizes his comedy, while illuminating a dark and brutal period in South Africa’s history that must never be forgotten.”—Esquire Winner of the Thurber Prize for American Humor and an NAACP Image Award • Named one of the best books of the year by The New York Time, USA Today, San Francisco Chronicle, NPR, Esquire, Newsday, and Booklist

Trevor Noah’s unlikely path from apartheid South Africa to the desk of The Daily Show began with a criminal act: his birth. Trevor was born to a white Swiss father and a black Xhosa mother at a time when such a union was punishable by five years in prison. Living proof of his parents’ indiscretion, Trevor was kept mostly indoors for the earliest years of his life, bound by the extreme and often absurd measures his mother took to hide him from a government that could, at any moment, steal him away. Finally liberated by the end of South Africa’s tyrannical white rule, Trevor and his mother set forth on a grand adventure, living openly and freely and embracing the opportunities won by a centuries-long struggle. Born a Crime is the story of a mischievous young boy who grows into a restless young man as he struggles to find himself in a world where he was never supposed to exist. It is also the story of that young man’s relationship with his fearless, rebellious, and fervently religious mother—his teammate, a woman determined to save her son from the cycle of poverty, violence, and abuse that would ultimately threaten her own life. The stories collected here are by turns hilarious, dramatic, and deeply affecting. Whether subsisting on caterpillars for dinner during hard times, being thrown from a moving car during an attempted kidnapping, or just trying to survive the life-and-death pitfalls of dating in high school, Trevor illuminates his curious world with an incisive wit and unflinching honesty. His stories weave together to form a moving and searingly funny portrait of a boy making his way through a damaged world in a dangerous time, armed only with a keen sense of humor and a mother’s unconventional, unconditional love.

How can we learn from a multicultural society if we don’t know how to recognise it? The contemporary city is more than ever a space for the intense convergence of diverse individuals who shift in and out of its urban terrains. The city street is perhaps the most prosaic of the city’s public parts, allowing us a view of the very ordinary practices of life and livelihoods. By attending to the expressions of conviviality and contestation, ‘City, Street and Citizen’ offers an alternative notion of ‘multiculturalism’ away from the ideological frame of nation, and away from the moral imperative of community. This book offers to the reader an account of the lived realities of allegiance, participation and belonging from the base of a multi-ethnic street in south London. ‘City, Street and Citizen’ focuses on the question of whether local life is significant for how individuals develop skills to live with urban change and cultural and ethnic diversity. To animate this question, Hall has turned to a city street and its dimensions of regularity and propinquity to explore interactions in the small shop spaces along the Walworth Road. The city street constitutes exchange, and as such it provides us with a useful space to consider the broader social and political significance of
contact in the day-to-day life of multicultural cities. Grounded in an ethnographic approach, this book will be of interest to academics and students in the fields of sociology, global urbanisation, migration and ethnicity as well as being relevant to politicians, policy makers, urban designers and architects involved in cultural diversity, public space and street based economies. From best-selling author Holly Webb comes a brand new series full of mystery and intrigue following the adventures of a very determined heroine and her dog! Holly Webb fans will be thrilled to pieces to discover the adventures of Maisie Hitchins, the pluckiest little detective in Victorian London. Maisie Hitchins lives in her grandmother’s boarding house, longing for adventure. She idolizes the famous detective, Gilbert Carrington, and follows his every case. But Maisie is about to be given the opportunity of a lifetime: her own mystery to solve! In the first book in this fantastic new series, Maisie rescues a puppy in peril whilst running an errand, and adopts him. She decides to investigate the puppy’s original cruel owner, but instead gets tangled up in an intriguing plot involving stolen sausages, pilfered halfpennies and a fast-paced bicycle chase. The streets of Victorian London are never safe, but Maisie’s on the case! In Subjectivity, Language and the Postcolonial, Hannah Botsis draws on theoretical work that exists at the intersection of critical social psychology, sociolinguistics and the political economy of language, to examine the relationships between language, subjectivity, materiality and political context. The book foregrounds the ways in which the work of Bourdieu could be read in conjunction with ‘poststructural’ theorists such as Butler and Derrida to offer a critical understanding of subjectivity, language and power in postcolonial contexts. This critical engagement with theorists traditionally from outside of psychology allows for a situated approach to understanding the embodied and symbolic possibilities and constraints for the postcolonial subject. This exploration opens up how micro-politics of power are refracted through ideological categories such as language, race and class in post-apartheid South Africa. Also drawing on the empirical findings of original research undertaken in the South African context on students’ linguistic biographies, the book offers a unique perspective – critical social theory is brought to bear on the empirical linguistic biographies of postcolonial subjects, offering insight into how power is negotiated in the postcolonial symbolic economy. Ideal for advanced undergraduate and postgraduate students on courses including social psychology, sociolinguistics, sociology, politics, and education, this is an invaluable resource for students and researchers alike. How do we find the right word for the job? Where does that word come from? Why do we spell it like that? And how do we know what it means? Words are all around us - we use them every day to communicate our joys, fears, hopes, opinions, wishes and demands - but we don’t often think about them too deeply. In this highly accessible introduction to English words, the reader will discover what the study of words can tell them about the extraordinary richness and complexity of our daily vocabulary and about the nature of language in general. Assuming no prior knowledge of linguistics, the book covers a wide range of topics, including the structure of words, the meaning of words, how their spelling relates to pronunciation, how new words are manufactured or imported from other languages, and how the meaning of words changes with the passage of time. It also investigates how the mind deals with words by highlighting the amazing intellectual feat performed routinely when the right word is retrieved from the mental dictionary. This revised and expanded second edition brings the study of words right up to date with coverage of text messaging and email and includes new material on psycholinguistics and word meaning. With lively examples from a range of sources - encompassing poetry, jokes, journalism, advertising and clichés - and including practical exercises and a fully comprehensive glossary, English Words is an entertaining introduction to the study of words and will be of interest to anyone who uses them. Reflections of South African Student Leaders 1994-2017 brings together the reflections of twelve former SRC leaders from across the landscape of South African universities. Each student leader’s reflections are presented in a dedicated chapter that draws closely on an
interview conducted in the course of 2018/19 which was followed by an interactive process of co-editing, correcting, and approving the chapter between the researchers and the student leaders. This work was published by Saint Philip Street Press pursuant to a Creative Commons license permitting commercial use. All rights not granted by the work's license are retained by the author or authors. The search for a means to an end to apartheid erupts into conflict between a black township youth and his "old-fashioned" black teacher. Dreams are the currency of Okri's writing, particularly in this first book of poems, An African Elegy, but also in his books of short stories and prize-winning novel The Famished Road. Okri's dreams are made on the stuff of Africa's colossal economic and political problems, and reading the poems is to experience a constant succession of metaphors of resolution in both senses of the word. Virtually every poem contains an exhortation to climb out of the African miasma, and virtually every poem harvests the dream of itself with an upbeat restorative ending' - Giles Foden, Times Literary Supplement.

Classroom Innovations through Lesson Study is an APEC EDNET (Asia-Pacific Economic Cooperation Education Network) project that aims to improve the quality of education in the area of mathematics. This book includes challenges of lesson study implementation from members of the APEC economies. Lesson study is one of the best ways to improve the quality of teaching. It is a model approach for improvement of teacher education across the globe. This book focuses on mathematics education, teacher education, and curriculum implementation and reforms. Contents: The Role of Lesson Study in Overcoming Challenges in Mathematics Education; Mathematics Education for the Knowledge-Based Society (Alan J Bishop); Mathematical Thinking for Classroom Decision Making (Kaye Stacey); Setting Lesson Study within a Long-Term Framework of Learning (David Tall); Lesson Study: An Essential Process for Improving Mathematics Teaching and Learning (Akihiko Takahashi); Comparative Study of Mathematics Classrooms — What can be Learned from the TIMSS 1999 Video Study? (Frederick K S Leung); The Science of Lesson Study in the Problem Solving Approach (Masami Isoda); Preparing Ground for the Introduction of Lesson Study in Thailand (Maitree Inprasitha); Perspectives on Lesson Study and Professional Development: History of Lesson Study to Develop Good Practices in Japan (Shizumi Shimizu & Kimiho Chino); What have We Learned about Lesson Study Outside Japan? (Catherine Lewis); Enhancing Mathematics Teachers' Professional Development through Lesson Study ~ A Case Study in Singapore ~ (Ban-Har Yeap, Peggy Foo & Poh Suan Soh); Using Lesson Study to Develop an Approach to Problem Solving: Adding and Subtracting Fractions (Kazuyoshi Okubo & Hiroko Tsuji); Prospective Teacher Education in Mathematics through Lesson Study (Maitree Inprasitha); In-service Teacher Education in Mathematics through Lesson Study (Soledad A Ulep); Lesson Study for Illustrating Innovative Approaches in the Classroom; Transforming Education through Lesson Study: Thailand's Decade-Long Journey (Maitree Inprasitha); Mathematics Teachers Professional Development through Lesson Study in Indonesia (Marsigit); Lesson Study in Chile (Grecia Gálvez); Initiating Lesson Study to Promote Good Practices: A Malaysian Experience (Chap Sam Lim & Chin Mon Chiew); Using Lesson Study as a Means to Innovation for Teaching and Learning Mathematics in Vietnam: Research Lesson on the Property of the Three Medians in a Triangle (Tran Vui); Lesson Study in Singapore: A Case of Division with Remainder in a Third Grade Mathematics Classroom (Yanping Fang & Christine Kim Eng Lee); Enabling Teachers to Introduce Innovations in the Classroom through Lesson Study (Soledad A Ulep); What is a Good Lesson in Japan? An Analysis (Takeishi Miyakawa); Using Lesson Study to Connect Procedural Knowledge with Mathematical Thinking (Patsy Wang-Iverson & Marian Palumbo).

Readership: Mathematics educators of teacher training colleges, mathematics teachers, prospective teachers (elementary and secondary school) and undergraduate students in mathematics. Key Features: Presents the world reform movement by top researchers; Includes the challenges of lesson study and videos of model lessons in the world; Lesson videos will be available on the website.
Includes the Japanese teaching methods called “problem-solving approaches”

Keywords: Lesson Study; Mathematics; Mathematics Education; Elementary School; Secondary School; Open-Ended Approach; Problem Solving; Teacher Education; Pedagogical Content Knowledge; Action Research; Lesson Videos; Curriculum Standards

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