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by Female Managers in Their Positions Within Vhembe District Training of Secondary School Principals as Curriculum Managers Reconceptualising education support services in South Africa Handbook of Research on Creating Spaces for African Epistemologies in the Inclusive Education Discourse Perceptions of Nurse Educators Regarding Continuing Formal Education in Mopani and Vhembe Districts, Limpopo Province The Origin and Growth of Geography as a discipline at South Africa Universities An Overview of the Roles and Benefits of Libraries Transformative Education for Regeneration and Wellbeing Factors Influencing School Management Team Practices on Life Sciences Teaching Affecting Learner Performance in Rural Secondary Schools of the Vhembe East District Challenges and Opportunities for the Global Implementation of E-Learning Frameworks Administration of School Fund by the School Management Team in the Secondary Schools in Mvudi Circuit of the Vhembe District Challenges Facing School Governing Bodies in Rural Schools of Mudaswali Circuit, Vhembe District, Limpopo Province Knowledge, Attitudes and Perceptions of Secondary School Learners in Vhembe District Towards HIV and AIDS Curriculum Assessment Policy Statement Support Programme for Vhembe Rural- Based Primary Schools Educators Managing Teenage Pregnancies in South African Secondary Schools The Influence of English as a Language of Learning and Teaching on High School Learners 's Academic Performance in Mathematics in Vhembe District The Pattern of Distribution of Refractive Error Among Primary School Children of Malamulele Community, Vhembe District, Limpopo Province An Investigation Into the Role of School Managers in the Management and Implementation of Change in Rural Schools of Vhembe District, Limpopo Province

As schools continue to explore the transition from traditional education to teaching and learning online, new instructional design frameworks are needed that can support with the development of e-learning content. The e-learning frameworks examined within this book have eight dimensions: (1) institutional, (2) pedagogical, (3) technological, (4) interface design, (5) evaluation, (6) management, (7) resource support, and (8) ethical. Each of these dimensions contains a group of concerns or issues that need to be examined to assess and develop an institutions e-capability in order to introduce the best e-learning practices. Challenges and Opportunities for the Global Implementation of E-Learning Frameworks presents global perspectives on the latest best practices and success stories of institutions that were able to effectively implement e-learning frameworks. An e-learning framework is used as a guide to examine e-learning practices in countries around the globe to reflect on opportunities and challenges for implementing quality learning. In this book, therefore, tips for success factors and issues relevant to failures will be presented along with an analysis of similarities and differences between several countries and educational lessons. While highlighting topics such as course design and

development, ICT use in the classroom, and e-learning for different subjects, this book is ideal for university leaders, practitioners in e-learning, continuing education institutions, government agencies, course developers, in-service and preservice teachers, administrators, practitioners, stakeholders, researchers, academicians, and students seeking knowledge on how e-learning frameworks are being implemented across the globe. Inclusive education has been phased into South Africa since 2001 but relies heavily upon adequate support services to support learners and teachers experiencing barriers to learning and development. This book focuses on the different levels of support provided in South African education – from School-based Support Teams to District-based Support Teams through to special and full-service schools, and how these could be reconceptualised to provide improved support to learners and teachers. Current research indicates that inclusive education is being implemented in varied and fragmented forms across the country, and the point of departure of this work is that education support services need to be improved and reconceptualised to ensure better support for inclusive education. This volume presents a detailed synthesis of the historical, present-day and future state of service delivery in South Africa. The generation and distribution of services in any geographical space has been and is always a source of inequality in human society. Thus, in the context of spatial planning, space is the major factor through which distributive justice and sustainable development can be achieved. To examine the continuation of spatial inequality in service delivery, the authors employed both qualitative and quantitative research methods in a multi-pronged approach, utilizing empirical data from the Vembe District in Limpopo, data from the South African Index of Multiple Deprivation, and representative attitudinal data from the South African Social Attitudes Survey. Ultimately, this study examines spatial differences in living environments with a focus on the distribution of household services and discusses strategies to achieve spatial equality. The purpose of the study is to determine the effect of language of instruction (LOI) on the performance of learners in Vhembe District, Limpopo Province. The findings revealed that language of instruction has an effect on the performance of learners. There is difference in the performance of learners who use mother tongue as medium of instruction compared to those using second language as medium of instruction. The government practices and people's perception on the issue of language of instruction in African schools are the main factors hindering the introduction of African languages as medium of instruction in African schools. Recommendations were made that the Department of Education must support the constitutional right to equality of all languages by encouraging local language use in all the activities in local state institutions. The retraining of educators and translation of English books into African languages is to be done as matter of urgency. Teenage pregnancy in South African schools poses a serious management

and leadership challenge. Statistics from Statistics South Africa (2008) reflect the seriousness of this problem in all provinces wherein Mpumalanga, Northern Cape, Limpopo (where this study is situated) and Eastern Cape report high levels of early pregnancy. The main objective of this study was, therefore, to explore the challenges faced by the SMTs regarding teenage pregnancies at secondary schools in the Vhembe District in Limpopo province. A mixed methods approach was used to collect data from SMTs in schools that are located in Vhembe district. Questionnaires were distributed to the school management teams (SMTs) of different schools. In addition, qualitative data were collected through interviewing the SMTs. The study findings reflected that management of teenage pregnancy is still a problem at Vhembe District of Education despite the laws and policies that are in place. SMTs also felt that the issue of pregnant learners at schools should be left for medical experts to deal with them. The study recommends that there ought to be intervention programs including training of SMTs, SGBs and Educators regarding Sustainable Management Development in Africa examines how African management and business scholarship can serve African and multinational management and organizations operating in Africa. In a broader sense, this book, within an African context, explores how human capital and intellectual capabilities can be organized at the higher education level; describes the cultural, social, and political influencers impacting management and organization; helps conceptualize African management theories to address organizational effectiveness; addresses the current management and organizational practices in Africa in identifying challenges; and provides guidance for more effective management and organizational operation. Aimed at researchers, academics, and advanced students alike, this book lays the groundwork for the application of uniquely African theoretical and practical perspectives for sustainable management and organizational operation, as explained from a contemporary African point of view. In addition and most important, this book contains a uniquely African content that allows for developing new theories and examining new ways of doing business, thus reaffirming the rise of African scholarship in the fields of management, organization, and business. The edited volume advocates for teaching systemic ethics as a form of life-long learning within nature's classroom to support social and environmental justice. This book also explains critical systemic thinking as both an individual and a collective responsibility through many ways of knowing spanning the arts and sciences to inspire creativity. This volume contributes to theory and practice by making suggestions as to how to re-frame the content, structure and process of education for transformation. This volume makes a case for a more relational understanding of human beings and other species. This volume also explores a more integrated curriculum where learners are given the opportunity to explore many ways of knowing and learning to earn, learn and grow a future through

circular economies, co-operatives and learning communities. This book highlights how the models of sustainable development focus on education for wellbeing in line with the UNESCO approach outlined in 2021 that emphasizes the systemic nature of education rooted in protecting the environment and supported by the participation of active global citizens. This volume demonstrates transformation of our thinking and practice is overdue and calls for changing the narrative through our standing together and redesigning systems of education to prioritize a more holistic worldview that embraces the planet and living systems. The focus of this volume is on values, perspectives and ways to make a difference through addressing a range of practical concerns, such as: food, energy and water security. Ontologically the editors' perspective is shaped by recognising kinship with nature, as expressed by Indigenous custodians. Epistemologically the editors and contributors to this volume explore ways to enhance education based on working across cultures and disciplines using a cross cultural approach and mixed methodology. Axiologically the editors support the notion of transformative research that promotes balancing non-anthropocentrism with an approach that draws on Indigenous wisdom whilst addressing patriarchal notions through gender mainstreaming. Globally, libraries are the backbones of the institutions in which they exist, irrespective of whether they are in a developed country or a developing country. Ideally, no school should operate without one. Different types of libraries provide various kinds of information to a range of people. This collection of articles will attract the attention of education authorities, education policy makers, subject teachers, teacher librarians, academics, students, and parents. Young adults can also obtain information here concerning career or vocational guidance. This book promotes the use of libraries in students' learning and quality of education. This book addresses a perennial challenge to the success of the South African education system, namely, discipline. This volume steers the interrogation of discipline in a new direction, reflecting on ways in which recent research can benefit South African schools. This includes the need for alternative discipline that will enhance education. The scholarly contribution lies in its in-depth exploration of the relevance of research findings to South African schools and to the twenty-first-century socio-political environment. For the first time, scholarly interrogation of the issue of learner discipline in South African schools draws on indigenous knowledge systems. Its post-colonial and decolonial perspectives offer an ethical and moral compass for behaviour that could contribute to the well-being of South African society (and other societies similarly afflicted by anti-social behaviour). The book offers a range of perspectives on the debates on discipline and associated issues, and should stimulate future discussions on discipline and indiscipline at a time when South Africa and many other societies engage with the effects of social and political transformation. This scholarly book is

aimed at academics and researchers. The contributors include philosophers, moralists, corporativists, education law specialists, curriculum specialists, specialists in education and culture, advocates of ubuntu, and people using meta-syntheses of approaches and practices and religious practices such as a Christian ethical/moral approach to parental and school discipline. They draw on their insights into postcolonialism, the impact of indigenous knowledge, theories of agency, dysfunctionality and school underperformance. The book offers an intriguing depiction of opposing views on discipline. 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 capability 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 capability scholars, practitioners and policy-makers. The COVID-19 pandemic has introduced a new paradigm in education that has forced school management teams to re-imagine their curricula delivery functions and obligations during and post COVID-19. Now there are concerns about the state to which curriculum delivery in schools is likely to become planned, implemented, and managed. *Investigating the Roles of School*

Management Teams in Curriculum Delivery improves the quality of planning, implementation, and management of curriculum delivery to advance the quality of teaching and learning in schools. Particularly, it envisages innovative strategies, best practices, and addresses problems in the planning, implementation, and delivery of curricula by school management teams. Covering topics such as curriculum delivery theory, curriculum delivery in planning, implementation, and management during and post COVID-19; curriculum delivery in assessment and alternative assessment; and reimagining inclusivity in curriculum delivery, this edited book is essential for departmental heads, deputy principals, education district officials, department of basic education curriculum designers, instructional designers, administrators, academicians, university teachers, researchers, and post-graduate students. Students with disabilities who are not able to perform to the best of their abilities often find themselves learning in inaccessible environments and subjected to increased stress levels due to the haphazard provisioning of education characterized by physical, communicative, and unsuitable teaching and learning approaches. Very often this is a result of various shortcomings including unfair assessment practices. Misconceptions and a lack of knowledge with regard to the implementation of inclusive education detract from the successful admission of students with disabilities and their retention and active participation. The Handbook of Research on Creating Spaces for African Epistemologies in the Inclusive Education Discourse explores the concept of inclusive education in an African context. It advocates for the monitoring and evaluation of inclusive education and proposes interventions where reasonable accommodation or lack of accessibility is a reason for students with disabilities to not benefit from this system. Covering topics such as barriers to learning, rural schools, and student support, this major reference work is an essential resource for administrators, advocates for students with disabilities, policymakers, researchers, pre-service teachers, educators, academicians, and students.

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