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Nkangala District Municipality

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Nkangala is one of the 3 districts of Mpumalanga province of South Africa. The seat of Nkangala is Middelburg. The Nkangala District Municipality consists of 160 towns and villages. The most spoken language of its 1 020 592 people is IsiNdebele (2001 Census).

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School Leadership for Democratic Education in South Africa explores the democratization and modernization of education in South Africa, analyzing the state of school leadership in South African schools from the time of the new democratic education dispensation in 1994 to the present day. The book maps out what the future of education in South Africa could look like and explores the most conducive educational environments for change in South African schools. It adopts a critical approach to analyzing leadership and management in the context of school governance, school effectiveness, teacher development, multiculturalism and equity in education. Contributions explore the democratization and modernization of education in South Africa through examining different perspectives, achievements and challenges, and also consider issues around access to technology, language policy and the curriculum along with new literature on selected aspects of leadership. This book will be of great interest for researchers, scholars, and students in the fields of educational leadership, sociology of education, and teacher education.

A geographical encyclopedia of world place names contains alphabetized entries with detailed statistics on location, name pronunciation, topography, history, and economic and cultural points of interest.

The issues which the editor of the book brings together are really major concerns in the present changing educational scenario. The noteworthy aspect of the book is that each chapter includes a number of study activities which would enable readers to relate ideas under discussion to their own professional contents... the book could be useful for planners and policy makers, and

serve as a resource book for persons who are concerned for education of all children in a social setting' - "Journal of Education Planning and Administration " Bringing together many professional perspectives on inclusive education, this book explains: policy changes and the role of curriculum and resources in realizing the ideal of inclusion. It reviews different approaches to educational management; and looks at the history of management in special education. The contributions reflect a period of transition from the special and segregated practices of 20 years ago, to the more intergrated developments of the 1980s, and the wider discourse about inclusive' education.

Annie's home and heart are divided by the Civil War. Annie Sinclair's Virginia home is in the battle path of the Civil War. Her brothers, Laurence and Jamie, fight to defend the South, while Annie and her mother tend to wounded soldiers. When she develops a romantic connection with a Union Army lieutenant, Annie's view of the war broadens. Then an accusation calls her loyalty into question. A nation and a heart divided force Annie to choose her own course.

`If you are intending to embark upon or support others taking part in any of the programmes of the National College for School Leadership I would definitely keep this book close by' - Cliff Jones, CPD Update What are values? Where do our values come from? How do our values make a difference to education? For educational leaders to achieve distinction in their practice, it is vital to establish their own clear sense of values rather than reacting to the implicit values of others. This engaging book guides readers in thinking for themselves about the values they bring to their task and the values they intend to promote. Crucially, the book promotes critical thought and constructive analysis about the underlying values involved with: - aims and moral purpose in education - individual qualities in educational leadership - vision in education - school ethos and culture - the school as an educational community. By inviting reflection using valuable case studies and work-through activities, as well as referring to a wide range of academic literature, this book will be an important resource for those working towards professional qualifications such as NPQH, and invaluable for anyone aspiring to excellence in educational leadership. Graham Haydon is Senior Lecturer in Philosophy of Education at the Institute of Education, University of London, where he teaches on Masters courses in Values in Education and Applied Educational Leadership and Management.

"South Africa's first national, household sero-prevalence survey of HIV and AIDS was conducted in 2002. A second survey was completed in 2005 and this, the third, in 2008. This report provides an analysis of trends across the three surveys and begins to map the ways in which the shape of the pandemic in South Africa has changed since 2002. Indicators for assessing mid-term progress made in implementing South Africa's National Strategic Plan on HIV and AIDS, 2007-2011 are also provided. These findings will continue to inform policies and programmes with updated statistics and information and will be invaluable to policy-makers and strategic planners, health professionals, the media, researchers and academics--Publisher's website.

There has been a growing interest in the notion of a scholarship of teaching. Such scholarship is displayed through a teacher's grasp of, and response to, the relationships between knowledge of content, teaching and learning in ways that attest to practice as being complex and interwoven. Yet attempting to capture teachers' professional knowledge is difficult because the critical links between practice and knowledge, for many teachers, is tacit. Pedagogical Content Knowledge (PCK) offers one way of capturing, articulating and portraying an aspect of the scholarship of teaching and, in this case, the scholarship of science teaching. The research underpinning the approach developed by Loughran, Berry and Mulhall offers access to the development of the professional knowledge of science teaching in a form that offers new ways of sharing and disseminating this knowledge. Through this Resource Folio approach (comprising CoRe and PaP-eRs) a recognition of the value of the specialist knowledge and skills of science teaching is not only highlighted, but also enhanced. The CoRe and PaP-eRs methodology offers an exciting new way of capturing and portraying science teachers' pedagogical content knowledge so that it might be better understood and valued within the profession. This book is a concrete example of the nature of scholarship in science teaching that is meaningful, useful and immediately applicable in the work of all science teachers (preservice, in-service and science teacher educators). It is an excellent resource for science teachers as well as a guiding text for teacher education. Understanding teachers' professional knowledge is critical to our efforts to promote quality classroom practice. While PCK offers such a lens, the construct is abstract. In this book, the authors have found an interesting and engaging way of making science teachers' PCK concrete, useable, and meaningful for researchers and teachers alike. It offers a new and exciting way of understanding the importance of PCK in shaping and improving science teaching and learning. Professor Julie Gess-Newsome Dean of the Graduate School of Education Williamette University This book contributes to establishing CoRes and PaP-eRs as immensely valuable tools to illuminate and describe PCK. The text provides concrete examples of CoRes and PaP-eRs completed in "real-life" teaching situations that make stimulating reading. The authors show practitioners and researchers alike how this approach can develop high quality science teaching. Dr Vanessa Kind Director Science Learning Centre North East School of Education Durham University

The United Nations has identified the rising demand for water as one of the major threats to human and ecological health for at least a generation. Over the coming decade, governments throughout the world will struggle to manage water in ways that are efficient, equitable, and environmentally sound. The success of these efforts may depend on giving the public a voice in watershed management decisions that directly affect them. Public involvement holds the promise of improving the management of international watercourses and reducing the potential for conflict over water issues. This volume examines the experiences in many watercourses around the world, drawing lessons learned and highlighting areas for further development. The book also identifies factors--linguistic, political, legal, traditional and cultural, geographic, and institutional--that should be considered in extending and adapting the approaches to other watersheds.

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