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All over the world, children are perceived to be the next generation and have a certain economic, social and moral standing in the society they live in. However, there is a tendency to overlook the education and training of the marginalised groups of children, in particular the street children. This study sought to understand the management of teaching and learning of street children in Gauteng Province by analysing the teaching strategies and methods used by School Management Teams and teachers in such schools. Three schools that have street children in Gauteng Province were involved in this study. The uniqueness and the distinctiveness of each of the three schools are used to add vigor and credibility to the findings of this study. The research design was case study involving multiple data collection sites. Henry Fayoli's Management Theory was used in analyzing how teachers and SMTs manage the teaching and learning of street children in their schools. A total of fifteen participants were purposively selected to participate in this study. The participants included six teachers, four heads of departments (HoDs), three deputy principals responsible for curriculum management in each school and two principals. The data was collected using semi-structured interviews, observation and document analysis. Through semi-structured interviews, the researcher elicited responses from the participants based on their experiences of managing the needs of the street children, the methods used by teachers in teaching and managing teaching and learning of street children, and an analysis of the academic performance of street children in comparison with their peers in mainstream schools. The interview data was compared with the classroom observation and document analysis to triangulate the data. The factors used by the teachers to identify street children were established as well as the needs of such learners. The current curriculum structure was found to be not effective in accommodating the needs of the street children and a recommendation was made for special intervention curriculum tailor made for learners who are street children due to their unique challenges. The findings of the study are also presented in the proposed model for managing the teaching and learning of street children. Water is undoubtedly one of South Africa's most valuable resources. Without significant improvement in the efficiency of use of this resource, we may experience wide-ranging shortages throughout the country within the not too distant future. The educational sector in South Africa could play a pivotal role in the education of learners and their communities, relating to the responsible use of water. This education, however, requires a parallel demonstration of these values within the boundaries of the school yard in order to maintain credibility amongst those being taught, and to enjoy the financial and environmental benefits of water saving initiatives. Primary and Secondary Schools in South Africa currently accommodate approximately 11,6 million learners and 360,000 educators. These learners and educators are accommodated in 27,200 schools, of which approximately 19,600 urban schools are supplied with water on site. Included in these schools are approximately 75,000 hostel beds, with supporting infrastructure such as canteens and laundry facilities. Other water uses within these schools include 63,700 sports facilities for various sports codes such as swimming, rugby, soccer, hockey, athletics, cricket and volleyball. Specialist laboratories, home economics and science centres total approximately 3,400. (National Department of Education, 2001, Schools Register of Needs). This portfolio of facilities represents a major water use within South Africa, costing schools and the Department of Education, approximately R216m per annum, plus estimated losses, due to leakage and wastage of approximately R74m per annum. This study has also shown that billing under-recovery to local supply authorities, providing water to schools, amounts to approximately R90m per annum. Based on cursory audits of 64 schools in Gauteng North, as well as their utility service provider accounts, this project sets about defining key performance indicators for use by schools to assist with the management of their water resource use. A simplified, paper-based water use simulation tool is developed for use by schools nationally, in establishing an ethic of measuring and monitoring within their institutions. School water use is fragmented, at facility level, into various major uses, including ablution consumption, irrigation of sports fields and landscaping, other ancillary uses and water losses, due to leakage and wastage. This project outlines the impacts, financial and environmental, of school water efficiency initiatives, illustrating technology options using life-cycle costing studies, and desktop simulations. Before 1994 education in South Africa was divided along racial lines. There were separate departments of education for whites, coloureds (people of mixed decent), Indians (people of East Indian decent), and blacks (black Africans). Education for white children was much better funded than any of the others. The quality of the education that white children enjoyed was also much better as schools were better equipped, teachers were better qualified and classes were smaller. This inequality also applied to school library provision. All white schools had well-equipped libraries and full-time teacher-librarians. 1994 saw the first democratic elections in South Africa. For the first time, a government representing the majority of the people of the country was in power. It was a heady time. Education was completely restructured with the aim of providing quality education for all. From 2006 schools were encouraged to use 10% of the budget allocated by the department for learning and teaching support material (LTSM) to acquire school library resources, but this was not formalised. It was done in some districts and schools, but not in most. Finally, in 2007, formal notice was given to schools to spend this money on school library resources. This resulted in a revitalisation of school libraries in the province. This, and the hard work of the district library facilitators in encouraging and motivating schools, probably accounts for the relatively favourable situation in Gauteng with regard to school libraries. Gauteng is the economic hub of

South Africa and all of the nine official languages plus many others from Africa and abroad are found in schools. This experience illustrates how the struggle for the provision of school library resources unfolded in a rapidly changing environment, where there is little understanding of the role and importance of school libraries, and is achieving more success than was initially thought possible. Although funding for school library resources in Gauteng has only been formalised for three years, most schools are acquiring library resources and many schools have been motivated to set up or revitalise libraries. Gauteng Online Schools Systems are hardware, software, network and other Information Technology resources that were provided to the schools through Gauteng Online School's Project to be used by teachers. Gauteng Online School's Project ensures that all learners and teachers in the public schooling system have access to computers, email and the internet. Teachers are expected to use Gauteng Online Schools Systems, but there are factors that influence them not to use it. The purpose of this study was to measure educator's beliefs about the factors that influence them to use Gauteng Online Schools Systems. *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 fit the book's 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 Education's present and past. We leave the reader to decide to what extent the GDE has fulfilled its educational mandate over the last 20 years. The prohibition against corporal punishment is an integral part of the broader transformation of South African education. The prohibition seeks to replace South Africa's violent and authoritarian past with an ethos respectful of human dignity and bodily integrity. This study examines material issues affecting the quality of teaching and learning in South African public schools, both within and external to the classroom environment. The findings reveal significant disparities in conditions, both within and between provinces. Compounded by the effects of ill-health related to HIV/AIDS, these disparities are likely to hamper any efforts to improve the quality of teaching and learning in South African public schools. School integration means, among other things, that the divisions created by apartheid need to be addressed systematically and systemically. Integration is not merely about changing the racial demographics of learner and educator bodies. It means schools changing to meet the needs of all children, fostering meaningful interaction among learners in the classroom, on the playground and in extra-mural activities as well as instilling a human rights culture. It means constructing curricula, texts and pedagogies that are informed by a democratic ethos and it requires teachers, school managers and communities that are equipped to promote a democratic school environment. In short, it is about inclusivity and social cohesion. And the issue of integration is as pertinent internationally as it is in South Africa - questions of race, racism, citizenship and diversity are central to school systems throughout the world. This book contains the proceedings of a colloquium held in October 2003, attended by leading South African and international researchers, to take stock of the status quo in school integration and identify new directions research should be taking to support the process of change. This edited collection examines contemporary directions in geographical research on South Africa. It encompasses a cross section of selected themes of critical importance not only to the discipline of Geography in South Africa, but also of relevance to other areas of the Global South. All chapters are original contributions, providing a state of the art research baseline on key themes in physical, human and environmental geography, and in understanding the changing geographical landscapes of modern South Africa. These contributions set the scene for an understanding of the relationships between modern South Africa and the wider contemporary world, including issues of sustainable development and growth in the Global South. This study seeks to investigate the challenges of effective implementation of learner codes of conduct in selected public schools in Gauteng. This has been necessitated by the continued rise in cases of learner indiscipline in various schools as reported in various media. Effective teaching and learning are a function of learner discipline. Here is a review of worldwide economic, political, cultural and educational changes since the beginning of the 1980s, examining new trends in educational governance. It describes the processes of globalization and shows how national education systems have responded. The book explains how world education models have emerged in international agencies and traces the ways these models are borrowed, imitated, imposed and adapted as different countries reform primary and secondary education. *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. *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 fit 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 research paper aims to look at the social impact of the Internet on Gauteng high school learners. This study was conducted to establish the kinds of activities that learners performed on the Internet and the length of time they spent on the Internet in order to evaluate the social impact that these activities may have on them. Using a sample of 50 learners from two high schools in the Gauteng region, qualitative and quantitative data was collected through the use of questionnaires. The results suggest that there is both a positive and a negative social impact of the Internet on Gauteng high school learners. Learners engage in Internet chat rooms and reveal their personal information to people they meet online. Further, they arrange for face to face meetings with their online friends. This puts the learners at risk of getting hurt because they meet people whose intentions they do not know. The positive social impact of the Internet is that it creates an environment where learners seek information which is needed for educational purposes. The research concludes that parents, teachers and the government need to be aware of the social impact of the Internet so that where need be they can work together to come up with strategies that will minimize the exposure to harmful content on the Internet by the learners. Teacher absenteeism is a huge concern both internationally and nationally. If it is not well-managed the resulting consequences can be disastrous for schools and most important, the students. While there have been many studies regarding the reasons teachers get absent and the impact this has on student achievement, there is very little information available on the actual management practises of teacher absenteeism, especially in independent, primary schools. Therefore my study will focus on how teacher absenteeism is managed in independent, primary schools in Midrand, Gauteng Province. The purpose of this study is to investigate and procure a basis for understanding how teacher absenteeism is managed in independent, primary schools in South Africa, and in doing so, deliver a perspective into the effective and gainful management thereof. My study made use of a qualitative, case study approach. Numerous data collection techniques like interviews, document analysis and observations were utilised to produce the following results: School managers play a pivotal role in managing teacher absenteeism. The climate and culture they create within the school environment is fundamental to the manner in which teacher absenteeism is managed. If school managers adopt a strong stance against offending teachers and the immediate penalties are opposed, as well as, rewarding the teachers who work in a committed manner and a key component of this is for

teachers to attend school regularly and on time, then that specific school will experience low levels of teacher absenteeism. Independent schools in particular exert enormous pressure on their teachers to perform at their best due to parents paying a high amount in school fees and due to the fact that independent schools have direct control over their teachers' salaries, the teachers feel compelled to fall in line with the schools' expectations. As a result of my study, these strategies now become available to the schools that experience high rates of teacher absenteeism. The individual and institutional capacities required for the prevention and reduction of nutritional insecurity and hunger in lesser-developed countries as the twenty-first century approaches are identified in this book. Household nutritional "security" can be defined as the successful The essays in this book champion the idea of increasing, or scaling up, grass roots operations to provide nutritional security, while scaling down the efforts of national and international institutions. Scaling up involves strengthening local capacities to improve and expand upon current successful programs by building upon existing local culture and organizations. This, in turn, enables the programs to strengthen relationships with national governments, international bilateral/multilateral donors, as well as non-governmental organizations. Scaling down concerns the ways and means by which these various organizations encourage and complement the local development. Therefore, as local capacities are scaled up, the national/international control over decisions and functions is, ideally, scaled down. The volume also directly addresses the resultant complication: how to create programs that are both culturally specific and that will flourish well into the future.

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