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Mshengu started his tertiary education at the University of KwaZulu-Natal (UKZN) in 2002 where he graduated with the Bachelor of Law (LLB). In 2007 he graduated in B.Soc.Sci Honours (Policy & Development Studies), also through UKZN. In 2017 MEC Mshengu graduated with the Master of Law (LLM), also from the UKZN. Read More

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KwaZulu-Natal Department of Education; (2009); KZN Unnumbered Circular dated 27 May: Declaration of No Fee Schools 2010/2011; Pietermaritzburg; Government Printers \n KwaZulu-Natal Department of Education; (2009); KZN Circular 50: Reduction of the Final Allocation 2009/2010; Pietermaritzburg; Government Printers

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cies. The School Management Team (SMT) composed of the principal and directors, and other Education Administrators, serve as the Renaissance “vision keepers.” implementing these policies, handling day-to-day operations in Teaching and Learning, Instructional Support, Data and Accountabiity, Development, Financeand Operations, and School Culture

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The International Handbook of Leadership for Learning brings together chapters by distinguished authors from thirty-one countries in nine different regions of the world. The handbook contains nine sections that provide regional overviews; a consideration of theoretical and contextual aspects; system and

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policy approaches that promote leadership for learning with a focus on educating school leaders for learning and the role of the leader in supporting learning. It also considers the challenge of educating current leaders for this new perspective, and how leaders themselves can develop leadership for learning in others and in their organisations, especially in diverse contexts and situations. The final chapter considers what we now know about leadership for learning and looks at ways this might be further improved in the future. The book provides the reader with an understanding of the rich contextual nature of learning in schools and the role of school leaders and leadership development in promoting this. It concludes that the preposition 'for' between the two readily known and understood terms of 'leadership' and 'learning' changes everything as it foregrounds learning and complexifies, rather than simplifies, what that word may mean. Whereas common terms such as 'instructional leadership' reduce learning to 'outcomes', leadership for learning embraces a much wider, developmental view of learning.

The International Handbook on Educational Leadership and Social (In)Justice creates a first-of-its-kind international forum on conceptualizing the meanings of social justice and leadership, research approaches in studying social justice and combating social injustices, school, university and teacher leadership for social justice, advocacy and advocates for social justice, socio-cultural representations of social injustices, glocal policies, and leadership development as interventions. The Handbook is as much forward-looking as it is a retrospective review of educational research literatures on social justice from a variety of educational subfields including educational leadership, higher education academic networks, special education, health education, teacher education, professional development, policy analyses, and multicultural education. The Handbook celebrates the promises of social justice while providing the educational leadership research community with concrete, contextualized illustrations on how to address inequities and combat social, political and economic injustices through the processes of education in societies and educational institutions around the world.

Looking at two smaller-scale systemic school improvement projects implemented in selected district circuits in the North West and Eastern Cape by partnerships between government, JET Education Services, and private sector organisations, this book captures and reflects on the experiences of the practitioners involved. The Systemic School Improvement Model developed by JET to address an identified range of interconnected challenges at district, school, classroom and household level, is made up of

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seven components. In reflecting on what worked and what did not in the implementation of these different components, the different chapters set out some of the practical lessons learnt, which could be used to improve the design and implementation of similar education improvement projects. Many of the lessons in this field that remain under-recorded to date relate to the step-by-step processes followed, the relationship dynamics encountered at different levels of the education system, and the local realities confronting schools and districts in South Africa's rural areas. Drawing on field data that is often not available to researchers, the book endeavours to address this gap and record these lessons. It is not intended to provide an academic review of the systemic school improvement projects. It is presented rather to offer other development practitioners working to improve the quality of education in South African schools, an understanding of some of the real practical and logistical challenges that arise and how these may be resolved to take further school improvement projects forward at a wider district, provincial and national scale.

This is an open access title available under the terms of a CC BY-NC-ND 4.0 International licence. It is free to read at Oxford Scholarship Online and offered as a free PDF download from OUP and selected open access locations. All over the world, economic inclusion has risen to the top of the development discourse. A well-performing education system is central to achieving inclusive development - but the challenge of improving educational outcomes has proven to be unexpectedly difficult. Access to education has increased, but quality remains low, with weaknesses in governance comprising an important part of the explanation. The Politics and Governance of Basic Education explores the balance between hierarchical and horizontal institutional arrangements for the public provision of basic education. Using the vivid example of South Africa, a country that had ambitious goals at the outset of its transition from apartheid to democracy, it explores how the interaction of politics and institutions affects educational outcomes. By examining lessons learned from how South Africa failed to achieve many of its goals, it constructs an innovative alternative strategy for making process, combining practical steps to achieve incremental gains to re-orient the system towards learning.

This is an innovative introduction to the use of photography, collaborative video, drawing, objects, multi-media production and installation in research. Claudia Mitchell explains how visual methods can be used as modes of inquiry as well as modes of representation for social research. She provides a range of conceptual and practical approaches to a variety of tools and methods, while also highlighting the interpretive and ethical issues that arise when engaging in visual research. She draws on her own work

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throughout to offer extensive examples from a variety of settings and with various populations.

This is the long-awaited update on the bestselling book that offers a practical, accessible reference manual for faculty in any discipline. This new edition contains up-to-date information on technology as well as expanding on the ideas and strategies presented in the first edition. It includes more than sixty-one chapters designed to improve the teaching of beginning, mid-career, or senior faculty members. The topics cover both traditional tasks of teaching as well as broader concerns, such as diversity and inclusion in the classroom and technology in educational settings.

Grounded in democratic culture and values, *Education Management and Leadership: A South African Perspective 2e* enables individuals in school leadership and management positions to have an in-depth understanding of leading and managing effective schools. The book comprises twelve chapters, each discussing a different aspect of school management and/or leadership, such as managing diversity and multiculturalism in the South African context, so that a comprehensive model of an effective school is created. Consideration is given to African perspectives on management and leadership applied within educational settings. Important concepts such as effectiveness, efficiency and economy are explained and various leadership and management theories are introduced to the reader. Pertinent topics covered include the policy and legal frameworks within which educational leaders and managers operate; the management of relationships between parents, teachers, learners and the broader community; the need for school development and planning; processes involved in establishing accountability and quality assurance; the systems required for good governance; and financial and physical resource management.

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