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Teacher Education for Transformative Agency: Critical perspectives on design, content and pedagogy by Carina America, Nazeem Edwards & Maureen Robinson (Eds.) (2020)

Many teacher education programmes globally are undergoing significant changes in response to government policy, imperatives driven by global competitiveness, as well as local conditions. In the South African context, teacher education seeks to address the developmental needs of the majority of its citizens. This book records and explores efforts by academic staff members in the Faculty of Education at Stellenbosch University, seeking to present a coherent programme in the Postgraduate Certificate in Education. It examines how curriculum design unfolds across disciplines in the programme, and crucially, the commonalities in the presentation of course material. Lecturers examine the purpose, structure and content of their teaching as they engage with putting democratic policy goals into practice in the core as well as subject-specific modules of the programme.

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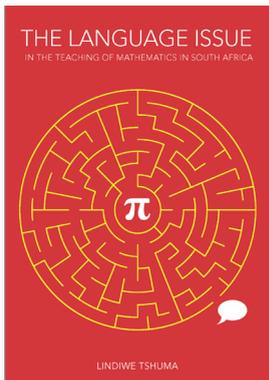
R365

190 pages

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R295 (e-book)

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The Language Issue in the Teaching of Mathematics in South Africa: Intermediate Phase research from one province by Lindiwe Tshuma (2020)

This book is a platform for further dialogue towards better serving learners in under-resourced multilingual settings. Material is specifically intended for specialist Intermediate Phase Mathematics lecturers tasked to educate mathematics teachers who must deliver content in English or through translanguaging/code switching/code mixing. It has a clear and straightforward writing style that pre- and in-service teachers will find extremely useful. It includes practical cases that should be helpful in illustrating applicable learning points as support for academics. The book draws on a broad international perspective and at the same time refers to examples from the Eastern Cape, one of the South African provinces. The book highlights language and mathematics as pivotal parts of one whole.

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