

## Department Of Education Kzn 2013 Accounting Question Papers

More children born today will survive to adulthood than at any time in history. It is now time to emphasize health and development in middle childhood and adolescence--developmental phases that are critical to health in adulthood and the next generation. *Child and Adolescent Health and Development* explores the benefits that accrue from sustained and targeted interventions across the first two decades of life. The volume outlines the investment case for effective, costed, and scalable interventions for low-resource settings, emphasizing the cross-sectoral role of education. This evidence base can guide policy makers in prioritizing actions to promote survival, health, cognition, and physical growth throughout childhood and adolescence.

This volume examines the impact of the Millennium Development Goals (MDGs) on Africa's development post-2015. It assesses the current state of the MDGs in Africa by outlining the successes, gaps and failures of the state goals, including lessons learned. A unique feature of the book is the exposition on post-MDG's agenda for Africa's development. Chapters on poverty, south-south partnership, aid, gender, empowerment, health as well as governance and development explore what feasible alternative lie ahead for Africa beyond the expiry date of the MDGs.

*Successful School Leadership* identifies the characteristics, behaviours and practices of successful and effective school leaders through the adoption of a systemic view of the quality of school organizations. Edited by Petros Pashiardis and Olof Johansson, chapters explore the similarities and differences between successful and effective school leaders and across various socioeconomic contexts. Capitalizing on the experiences of the international contributor team, this book will inform the preparation and further development provided to school leaders in an era where ministries of education, universities and multinational organisations (such as the OECD) are increasingly interested in the leadership of our schools. Systematic analyses of multi-perspective data provided from around the world and offers the readers a comprehensive picture of the key behaviours and practices central to successful and effective school leadership. An original contribution to the theoretical perspectives on the subject is derived through insights from empirical research, case studies, and bibliographical literature from the field.

*The Language of Inclusive Education* is an insightful text which considers the writing, speaking, reading and hearing of inclusive education. Based on the premise that humans use language to construct their worlds and their realities, this book is concerned with how language works to determine what we know and understand about issues related to in/exclusion in education. Using a variety of analytical tools, the author exposes language-at-work in academic and popular literature and in policy documents. Areas of focus include: What inclusive education means and how it is defined How metaphor works to position inclusive education How textbooks construct inclusive education How we use language to build what we understand to be difference and disability, with particular reference to AD(H)D and Asperger's Syndrome Listening to children and young people as a means to promote inclusion in schools Woven through this volume is the argument for a more critical awareness of how we use language in the field that we call 'inclusive education'. This book is a must-read for any individual studying, practicing or an interest in inclusion and exploring the associations with language.

This book sets out to understand how students with disabilities experience higher education and the transition to the workplace. It foregrounds the voices of students and graduates in order to explore identity, inclusion, participation and success of youth with disabilities in higher education, as well as their transition from university to employment. The author proposes a new understanding of disability, considered in terms of a continuum of abilities, balancing empirical data, theory and policy analysis with specific regard to the interests of youth with disabilities, making a unique contribution to discussions on access, inclusion and success in higher education and employment. These discussions inform social development and educational policy planning and implementation, not only in South Africa, but also in countries with a similar context, particularly in terms of remedial courses of action that bring social justice to people with disabilities. *Students with Disabilities and the Transition to Work* will be of interest to all scholars and students working in the fields of disability studies, particularly those with a focus on critical disability studies and disability in the global south, as well as those working in higher education, sociology, development studies and social policy.

*Academic Autoethnographies: Inside Teaching in Higher Education* invites readers to experience autoethnography as a challenging, complex, and creative research methodology that can produce personally, professionally, and socially useful understandings of teaching and researching in higher education. The peer-reviewed chapters offer innovative and perspicacious explorations of interrelationships between personal autobiographies, lived educational experiences, and wider social and cultural concerns, across diverse disciplines and university contexts. This edited book is distinctive within the existing body of autoethnographic scholarship in that the original research presented has been done in relation to predominantly South African university settings. This research is complemented by contributions from Canadian and Swedish scholars. The sociocultural, educational, and methodological insights communicated in this book will be valuable for specialists in the field of higher education and to those in other academic domains who are interested in self-reflexive, transformative, and creative research methodologies and methods. "This book illuminates how autoethnography can engage authors and researchers from varied epistemological backgrounds in a reflexive multilogue about who they are and what they do. The creative representations of the lived experience of doing autoethnography sets the book apart both methodologically and theoretically, revealing how rigor and critical distance can serve to position autoethnography not only as a personal self-development tool but a tradition and method in its own right." – Hyleen Mariaye, Associate Professor, Mauritius Institute of Education, Mauritius "This compelling book foregrounds autoethnography as an innovative and creative research methodology to generate reflexive sociological understandings of teaching and researching across disciplines in higher education. Rich, evocative and authentic accounts reveal unique possibilities for the transformation of teaching, learning and research at personal, professional and socio-cultural levels." – Nithi Muthukrishna, Professor Emerita, University of KwaZulu-Natal, South Africa

Through different approaches like toys and play, children explore and know the rules and symbols of their communities and recreate roles and situations that reflect their sociocultural and 21st century plurilingual world. As a result, they learn how to subordinate desires to social rules, cooperate with others willingly, and engage in socially appropriate behavior. When they are evaluated together psychologically, there is a current need for action to increase the amount and quality of play provided to children. Since discrepancies are observed between urban and rural areas, as well as among different cultures, there is also a need for a research initiative where cultures can learn and take advantage of the experiences of each other. International

Perspectives on Modern Developments in Early Childhood Education is an essential scholarly publication that identifies ways of intertwining key areas of early childhood education, including international approaches, intercultural education, bilingual/plurilingual education, and the role of play and toys as means for meaningful intercultural and multilingual learning. By incorporating a view of different cultures, societies, languages, and educational experiences in early childhood education, this volume provides data for international and intercultural exchange for the benefit of children. Highlighting a range of topics such as educational systems, play therapy, and games, this book is ideal for early childhood teachers, educators, academicians, researchers, professionals, psychologists, sociologists, and students.

The post-millennium world has been experiencing several recognisable historical milestones with regard to arts, culture and heritage. One of these has been the resuscitation and revival of creative elements of the arts, culture and heritage of previously marginalised or disadvantaged communities around the world. Until recently, there had been scant regard and skewed allocation of resources for these, but lately attempts have been made to promote and sustain them in order to enable the socio-economic aspirations of a multicultural society. The contributions brought together here are the product of papers that were presented during a conference on "Strategic Repositioning of Arts, Culture and Heritage in the 21st Century". They cover a broad spectrum of subjects such as indigeneity, music, song and identity, politics, national reconciliation, education, product development, and national development.

The thesis of this volume is that the fields of scholarly enquiry of Education — internationally as well as in South Africa in particular — despite being fields of virile scholarly activity and output, are in need of a major overhaul. In this collected work this want in research is encapsulated in three words: relevance, rigour and restructuring. Research in the scholarly field(s) of Education is predominantly of small scale, non-accumulative, widely condemned as not of a comparable standard to research done in other social sciences, much less upon a par with research in the natural sciences, and lacking structure in the sense of being anchored in a firm theory. To make matters worse, scholars in Education internationally and in South Africa have till very recently eschewed discussion as to the packaging or structuring of knowledge produced by Education research. The book consists of chapters containing original research unpacking these desiderata from a variety of angles. The authors had them served by a variety of methods, from deductively argued position papers, to empirical research, the latter both quantitative (survey research) and qualitative.

This book examines the quality assessment movement in academic scholarship, as globalization prompts a search for global measures of university services and output. It gauges productivity in terms of universal publication metrics, and considers ranking and research productivity from a comparative perspective. The book considers the use of the "impact factor" as a gauge of publication value, noting that this is less important in countries lacking central government appropriations to universities and to research. It argues that pressure to publish in certain journals, and to research topics of interest to English language readers, has been felt differentially in English-language systems, compared to others, but also that performance pressures fall more on younger, more junior, contract staff, than on senior and tenured professors. It problematizes international comparisons of quality, and analyses the benefits of a zone of ideas and metrics in a common language – promoting international mobility, efficiency, collaboration - but also the costs which are rarely borne equally across countries, languages and cultures. The book provides a strong, evidence-based contribution to major debates in contemporary higher education reforms and the measurement of academic output.

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.

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.

International Academic Conference on Global Education, Teaching and Learning  
International Academic Conference on Management, Economics, Business and Marketing  
International Academic Conference on Transport, Logistics, Tourism and Sport Science

In spite of the rich repertoire of artistic traditions in Southern Africa, particularly in the areas of drama, theatre and performance, there seems to be a lack of a corresponding robust academic engagement with these subjects. While it can be said that some of the racial groups in the region have received substantial attention in terms of scholarly discussions of their drama and theatre performances, the same cannot be said of the black African racial group. As such, this collection of thirteen chapters represents a compendium of critical and intellectual discourses on black African drama, theatre and performance in Botswana, Lesotho, South Africa, and Swaziland. The topics covered in the book include, amongst others, ritual practices, interventionist approaches to drama, textual analyses, and the funeral rites (viewed as performance) of the South African liberation icon Nelson Mandela. The discussions are rooted mainly using African paradigms that are relevant to the context of African cultural production. The contributions here

add to the aggregate knowledge economy of Southern Africa, promote research and publication, and provide reading materials for university students specialising in the performing arts. As such, the book will appeal to academics, theatre scholars, cultural workers and arts administrators, arts practitioners and entrepreneurs, the tourism industry, arts educators, and development communication experts.

Education in the Global South faces several key interrelated challenges, for which Open Educational Resources (OER) are seen to be part of the solution. These challenges include: unequal access to education; variable quality of educational resources, teaching, and student performance; and increasing cost and concern about the sustainability of education. The Research on Open Educational Resources for Development (ROER4D) project seeks to build on and contribute to the body of research on how OER can help to improve access, enhance quality and reduce the cost of education in the Global South. This volume examines aspects of educator and student adoption of OER and engagement in Open Educational Practices (OEP) in secondary and tertiary education as well as teacher professional development in 21 countries in South America, Sub-Saharan Africa and South and Southeast Asia. The ROER4D studies and syntheses presented here aim to help inform Open Education advocacy, policy, practice and research in developing countries.

Youth, Gender and the Capabilities Approach to Development investigates to what extent young people have access to fair opportunities, the factors influencing their aspirations, and how able they are to pursue these aspirations and to carry out their life plans. The book positions itself in the intersection between capabilities, youth and gender, in recognition of the fact that without gender equality, capabilities cannot be universal and development strategies are likely to fail to achieve their full objectives. Within the framework of the human development and capabilities approach, Youth, Gender and the Capabilities Approach to Development focuses on examples in the areas of education, political spaces, and social practices that confront inequality and injustice head on, by seeking to advance young people's capabilities and their agency to make valuable life plans. The book focuses how youth policies and issues can be approached globally from a capabilities-friendly perspective; arguing for the promotion of freedoms and opportunities both in educational and political spheres, with the aim of developing a more just world. With a range of studies from multiple and diverse national contexts, including Russia, Spain, South Africa, Tanzania, Morocco, Turkey, Syria, Colombia, India and Argentina, this important multidisciplinary collection will be of interest to researchers within youth studies, gender studies and development studies, as well as to policy makers and NGOs.

This book offers a remarkable range of research that emphasises the need to analyse the shaping of curricula under historical, social and political variables. Teachers' life stories, the Cold War as a contextual element that framed curricular transformations in the US and Europe, and the study of trends in education policy at transnational level are issues addressed throughout. The book presents new lines of work, offering multidisciplinary perspectives and provides an overview of how to move forwards. The book brings together the work of international specialists on Curriculum History and presents research that offers new perspectives and methodologies from which to approach the study of the History of Education and Educational Policy. It offers new debates which rethink the historical study of the curriculum and offers a strong interdisciplinary approach, with contributions across Education, History and the Social Sciences. This book will be of great interest for academics and researchers in the fields of education and curriculum studies. It will also appeal to educational professionals, teachers and policy makers.

'... in the new South Africa there is nobody, not even the president, who is above the law; that the rule of law generally, and in particular the independence of the judiciary, should be respected.' – Nelson Mandela In late 1996, South Africa's Constitution acquired the force of law. Its Bill of Rights enshrined a range of fundamental rights to which all South Africans are entitled. In a marked breach with the past, citizens' rights would no longer depend upon the pigment of their skin or other idiosyncratic features. Today, 21 years since its inception, the Constitution has acquired an almost mythical status, both at home and abroad. Yet, crucially, its primary impact has been on the nuts and bolts of people's lives. It means that the death penalty is no longer a sentencing option, and gays and lesbians can get married and adopt. It affects directly the types of contracts and commercial arrangements the courts will countenance and on people's rights to land. As such, it impacts on each and every South African's daily life and shapes the country and society we live in. This collection of essays explores what the Constitution means for South Africans and for the world – both through its definition of legal rights and through the seepage into the real world of those rights, and the culture that has arisen around them. The contributors range from former Constitutional Court judges to activists, writers and philosophers, who look soberly at what has been achieved and what still needs to be done.

The 1989 International Convention on the Rights of the Child (CRC) and the 1990 African Charter on the Rights and Welfare of the Child (ACRWC) are two major international treaties protecting minors. Each treaty gives rise to new perspectives on children's rights, and enshrine the principles of the best interests of the child and of children's ownership of rights. The ACRWC incorporates the CRC's rights while taking into consideration the specificity of the African context, striving to balance the rule of law with local customs. This book seeks to illustrate the rights and duties enshrined in the ACRWC, as well as the responsibilities established therein regarding the protection of minors. The role of the African Committee of Experts on the Rights and Welfare of the Child (ACERWC) will also be examined, in particular its activity of monitoring the States Parties' implementation of the ACRWC and its institutional powers in exercising its powers. Finally, the book will analyse the progress made by the States Parties to the treaties. The focus will be both on the formal aspect of harmonizing national legal systems and the international rights, and on the substantive "steps required" of States Parties to reach the "opinion of law or necessity" that the ACRWC's provisions should be perceived, first and foremost, as necessary and socially useful, as well as legally binding.

This insightful book analyses the process of the first adoption of guiding human rights principles for education, the Abidjan Principles. It explains the development of the Abidjan Principles, including their articulation of the right to education, the state obligation to provide quality public education, and the role of private actors in education.

The book is the result of a five-year project that culminated (within the first three years) in doctoral research interrogating language competency for meaningful mathematics instruction at upper primary level conducted at University of Stellenbosch in 2017; and this book in the succeeding two years. The initial research project received countrywide coverage in several South African media outlets including Times Live and Radio 2000.

The Cape Peninsula University of Technology (CPUT) is one of four Universities of Technology established by the South African government in 2005 with a focus on vocational training. This book presents faculty experiences of CPUT's innovative, work-integrated learning and teaching model, as well as findings from practice-based research being done in the institution. The purpose of this volume is to be a resource for other institutions in South Africa that wish to try similar strategies, as well as a to trigger a community of practice with vocationally oriented institutions outside of South Africa.

This collection of essays reflects on the ways in which writing centres in South Africa are working in and across disciplines. Institutional constraints and challenges that arise from these collaborations are addressed and opportunities for transforming teaching and learning spaces are explored. The chapters speak to the global move in higher education to reconsider how

knowledge is made, who makes it, and how support and development opportunities for students and lecturers should be created and sustained across the disciplines. This volume contributes to the body of knowledge in the growing field of the scholarship of teaching and learning in higher education in South Africa. It builds on the work of the first collection of such essays: *Changing Spaces: Writing Centres and Access to Higher Education* (Eds. A Archer and R Richards, 2011, SUN PReSS) to understand why working within the disciplines is so critical for writing development in a South African context.

Thousands of children from minority and disadvantaged groups will never cross the threshold of a classroom. What can human rights contribute to the struggle to ensure that every learner is able to access high quality education? This brilliant interdisciplinary collection explores how a human rights perspective offers new insights and tools into the current obstacles to education. It examines the role of private actors, the need to hold states to account for the quality of education, how to strike a balance between religion, culture and education, the innovative responses needed to guarantee girls' right to education and the role of courts. This unique book draws together contributors who have been deeply involved in this field from both developing and developed countries which enriches the understanding and remedial approaches to tackle current obstacles to universal education.

This monograph explores how the constitutional courts in the United States, Germany, and South Africa have invoked slavery, Nazism, and apartheid - three historical evils - as an aid in constitutional interpretation. It examines how the memory of evil pasts moulds constitutional meaning in the contested present.

South African universities face major challenges in meeting the needs of their students in the area of academic language and literacy. The dominant medium of instruction in the universities is English and, to a much lesser extent, Afrikaans, but only a minority of the national population are native speakers of these languages. Nine other languages can be media of instruction in schools, which makes the transition to tertiary education difficult enough in itself for students from these schools. The focus of this book is on procedures for assessing the academic language and literacy levels and needs of students, not in order to exclude students from higher education but rather to identify those who would benefit from further development of their ability in order to undertake their degree studies successfully. The volume also aims to bring the innovative solutions designed by South African educators to a wider international audience.

*Labour Beyond Cosatu* is the fourth volume in the series *Taking Democracy Seriously* – a ground-breaking, textured and nuanced study on workers and democracy – which was established in the 1990s. The series looks at members of trade unions affiliated to the Congress of South African Trade Unions (Cosatu) and provides a rich database of trade union members and research conducted over the past twenty years. It is one of the very few such resources available to researchers anywhere in the world. *Labour Beyond Cosatu* paints a complex picture. The 12 chapters of the volume explore various rebellions and conflicts in the trade union sector, starting with the National Union of Mineworkers (NUM) and rivalries between Cosatu affiliates.

Unpacking the conflicts between state-sector and private-sector workers, contributors look at the impact of generational and educational shifts, seen by some commentators as proof that Cosatu is now 'middle class'. The book also raises the issue of gender in the unions by usefully locating the controversy around charges levelled at Zwelinzima Vavi in 2013 in the larger context of serious problems in the gender politics within parts of Cosatu. Refuting the image of a union federation solidly committed to the ANC, *Labour Beyond Cosatu* presents evidence of a sharp decline in support for the ANC within Cosatu, and growing scepticism towards the Alliance. It shows that attempts to understand the labour movement in South Africa in the future will need to include research of smaller, independent unions and social movements. The volume's contributors make a major contribution to key debates on labour and democracy, providing new material that can potentially shift the discussion in important ways. This book will be of great value to students and researchers in Industrial Sociology, Political Studies, Industrial Psychology and Economics and Management.

An examination of families and schools in South Africa, revealing how the marketisation of schooling works to uphold the privilege of whiteness.

In an interconnected and globally competitive environment, faculty mobility across countries has become widespread, yet is little understood. Grounded in qualitative methodology, this volume offers a cutting-edge examination of internationally mobile academics today and explores the approaches and strategies that institutions pursue to recruit and integrate international teachers and scholars into local universities. Providing a range of research-based insights from case studies in key countries, this resource offers higher education scholars and administrators a comparative perspective, helping to explain the impact that international faculty have on the local university, as well as issues of retention, promotion, salaries, and the challenges faced by these internationally mobile academics.

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.

Courts in different jurisdictions face similar human rights questions. Does the death penalty breach human rights? Does freedom of speech include racist speech? Is there a right to health? This book uses the prism of comparative law to examine the fascinating ways in which these difficult questions are decided. On the one hand, the shared language of human rights suggests that there should be similar solutions to comparable problems. On the other hand, there are important differences. Constitutional texts are worded differently; courts have differing relationships with the legislature; and there are divergences in socio-economic development, politics, and history. Nevertheless, there is a growing transnational conversation between courts, with cases in one jurisdiction being cited in others. Part I sets out the cross-cutting themes which shape the ways judges respond to challenging human rights issues. It examines when it is legitimate to refer to foreign materials; how universality and cultural relativity are balanced in human rights law; the appropriate role of courts in adjudicating human rights in a democracy; and the principles judges use to interpret human rights texts. The book is unusual in transcending the distinction between socio-economic rights and civil and political rights. Part II applies these cross-cutting themes to comparing human rights law in the US, UK, South Africa, Canada, and India. Its focus is on seven particularly challenging issues: the death penalty, abortion, housing, health, speech, education and religion, with the aim of inspiring further comparative examination of other pressing human rights issues. This major collection contains selected papers from the second Public Law Conference, an international conference hosted by the University of Cambridge in September 2016. The collection includes

contributions by leading academics and judges from across the common law world, including senior judges from Australia, Canada, New Zealand and the UK. The contributions engage with the theme of unity (and disunity) from a number of perspectives, offering a rich panoply of insights into public law which significantly carry forward public law thinking across common law jurisdictions, setting the agenda for future research and legal development. Part 1 of the volume contains chapters which offer doctrinal and theoretical perspectives. Some chapters seek to articulate a unifying framework for understanding public law, while others seek to demonstrate the plurality of public law through the method of legal taxonomy. A number of chapters analyse whether different fields such as human rights and administrative law are merging, with others considering specific unifying themes or concepts in public law. The chapters in Part 2 offer comparative perspectives, charting and analysing convergence and divergence across common law systems. Specific topics include standing, proportionality, human rights, remedies, use of foreign precedents, legal transplants, and disunity and unity among subnational jurisdictions. The collection will be of great interest to those working in public law.

How students get the materials they need as opportunities for higher education expand but funding shrinks. From the top down, *Shadow Libraries* explores the institutions that shape the provision of educational materials, from the formal sector of universities and publishers to the broadly informal ones organized by faculty, copy shops, student unions, and students themselves. It looks at the history of policy battles over access to education in the post-World War II era and at the narrower versions that have played out in relation to research and textbooks, from library policies to book subsidies to, more recently, the several “open” publication models that have emerged in the higher education sector. From the bottom up, *Shadow Libraries* explores how, simply, students get the materials they need. It maps the ubiquitous practice of photocopying and what are—in many cases—the more marginal ones of buying books, visiting libraries, and downloading from unauthorized sources. It looks at the informal networks that emerge in many contexts to share materials, from face-to-face student networks to Facebook groups, and at the processes that lead to the consolidation of some of those efforts into more organized archives that circulate offline and sometimes online—the shadow libraries of the title. If Alexandra Elbakyan's Sci-Hub is the largest of these efforts to date, the more characteristic part of her story is the prologue: the personal struggle to participate in global scientific and educational communities, and the recourse to a wide array of ad hoc strategies and networks when formal, authorized means are lacking. If Elbakyan's story has struck a chord, it is in part because it brings this contradiction in the academic project into sharp relief—universalist in principle and unequal in practice. *Shadow Libraries* is a study of that tension in the digital era. Contributors Balázs Bodó, Laura Czerniewicz, Mirosław Filiciak, Mariana Fossatti, Jorge Gemetto, Eve Gray, Evelin Heidel, Joe Karaganis, Lawrence Liang, Pedro Mizukami, Jhessica Reia, Alek Tarkowski

This book outlines successful transformation strategies and efforts that have been developed to assist the South African higher education system in moving beyond its post-apartheid state of being. Through case studies authored by South African higher education scholars and scholars affiliated with South African institutions, this book aims to highlight the status of transformation in the South African higher education system; demonstrate the variety of transformation initiatives used in academic institutions across South Africa; and offer recommendations to further advance this transformation. Written for scholars and advanced students of higher education in international settings, this volume aims to support quality research that benefits the demographic composition of South African academics and students, and offers lessons that can inform higher education transformation in similarly multicultural societies.

This book gathers a range of contributions from researchers and practitioners across borders with an emphasis on theoretical arguments and empirical data concerning teacher empowerment. It propels readers to explore powerful teaching practices that can further advance the profession as a continuing priority in the system when appropriately utilized. Further, it strives to capture teachers' readiness to improve their professional skills and responsive practices as a form of accountability for their teaching and students' learning, two aspects that are increasingly being judged by various stakeholders. The book argues that teachers' autonomous participation and engagement in relevant decision-making activities and equitable access to continuing professional development opportunities are and should remain major priorities.

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