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This book brings together authors from United States, South Africa, United Kingdom, China, Canada and Australia to provide insights and case studies from across a range of contexts to explore the interplay between the notions of rurality, innovation and education. The book reveals a hopeful and resilient approach to innovative rural education and scholarship collectively and provides important evidence to speak against an often deficit view of rural education. Three patterns are revealed, namely: the importance of place-attentive strategies, the importance of joined up alliances to maximise resources and networks and finally, the need to utilize alternative methodologies and frameworks that have a starting point of difference rather than deficit for any rural initiative or approach. By drawing from international examples and responding in innovative ways to rural education challenges, this book provides an opportunity to share international insights into innovations, interventions and partnerships that promote and support rural education in its broadest sense.

This book focuses on how to address persistent linguistically structured inequalities in education, primarily in relation to South African schools, but also in conversation with Australian work and with resonances for other multilingual contexts around the world. The book as a whole lays bare the tension between the commitment to multilingualism enshrined in the South African Constitution and language-in-education policy, and the realities of the dominance of English and the virtual absence of indigenous African languages in current educational practices. It suggests that dynamic plurilingual pedagogies can be allied with the explicit scaffolding of genre-based pedagogies to help redress asymmetries in epistemic access and to re-imagine policies, pedagogies, and practices more in tune with the realities of multilingual classrooms. The contributions to this book offer complementary insights on routes to improving access to school knowledge, especially for learners whose home language or language variety is different to that of teaching and learning at school. All subscribe to similar ideologies which include the view that multilingualism should be seen as a resource rather than a 'problem' in education. Commentaries on these chapters highlight evidence-based high-impact educational responses, and suggest that translanguaging and genre may well offer opportunities for students to expand their linguistic repertoires and to bridge epistemological differences between community and school. This book was originally published as a special issue of *Language and Education*.

Study & Master Mathematical Literacy Grade 11 has been especially developed by an

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experienced author team according to the Curriculum and Assessment Policy Statement (CAPS). This new and easy-to-use course helps learners to master essential content and skills in Mathematical Literacy. The comprehensive Learner's Book includes: * thorough coverage of the basic skills topics to lay a sound foundation for the development of knowledge, skills and concepts in Mathematical Literacy * margin notes to assist learners with new concepts - especially Link boxes, that refer learners to the basic skills topics covered in Term 1, Unit 1-16 * ample examples with a strong visual input to connect Mathematical Literacy to everyday life.

The book presents the Invited Lectures given at 13th International Congress on Mathematical Education (ICME-13). ICME-13 took place from 24th- 31st July 2016 at the University of Hamburg in Hamburg (Germany). The congress was hosted by the Society of Didactics of Mathematics (Gesellschaft für Didaktik der Mathematik - GDM) and took place under the auspices of the International Commission on Mathematical Instruction (ICMI). ICME-13 – the biggest ICME so far - brought together about 3500 mathematics educators from 105 countries, additionally 250 teachers from German speaking countries met for specific activities. The scholars came together to share their work on the improvement of mathematics education at all educational levels.. The papers present the work of prominent mathematics educators from all over the globe and give insight into the current discussion in mathematics education. The Invited Lectures cover a wide spectrum of topics, themes and

issues and aim to give direction to future research towards educational improvement in the teaching and learning of mathematics education. This book is of particular interest to researchers, teachers and curriculum developers in mathematics education.

Challenges readers to think creatively about mathematics and ponder its role in their own daily lives Cultural mathematics, or ethnomathematics as it is also known, studies the relationship between mathematics and culture—with the ultimate goal of contributing to an appreciation of the connection between the two. Introduction to Cultural Mathematics: With Case Studies in the Otomies and Incas integrates both theoretical and applied aspects of the topic, promotes discussions on the development of mathematical concepts, and provides a comprehensive reference for teaching and learning about multicultural mathematical practices. This illuminating book provides a nontraditional, evidence-based approach to mathematics that promotes diversity and respect for cultural heritages. Part One covers such major concepts as cultural aspects of mathematics, numeration and number symbols, kinship relations, art and decoration, games, divination, and calendars. Part Two takes those concepts and applies them to fascinating case studies of both the Otomies of Central Mexico and the Incas of South America. Throughout the book, numerous illustrations, examples, and motivational questions promote an interactive understanding of the topic. Each chapter begins with questions that encourage a cooperative, inquiry-based approach to learning and concludes with a series of exercises that allow readers to test their understanding of the presented material. Introduction to Cultural Mathematics is an ideal book for courses on cultural mathematics, the history of mathematics, and cultural studies. The book is also a

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valuable resource and reference for anyone interested in the connections between mathematics, culture, anthropology, and history.

While South Africa has made significant improvements in basic and tertiary education enrollment, the country still suffers from significant challenges in the quality of educational achievement by almost any international metric. The paper finds that money is clearly not the main issue since the South Africa ' s education budget is comparable to OECD countries as a percent of GDP and exceeds that of most peer sub-Saharan African countries in per capita terms. The main explanatory factors are complex and multifaceted, and are associated with insufficient subject knowledge of some teachers, history, race, language, geographic location, and socio-economic status. Low educational achievement contributes to low productivity growth, and high levels of poverty, unemployment, and inequality. Drawing on the literature, the paper sketches some policy considerations to guide the debate on what works and what does not.

A resource for students and supervisors alike, the topics covered are related to the management of postgraduate research studies: the development of a successful research proposal (with examples); research resource management; research ethics and more.

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