

## Life Orientation 2013 Grade 12 Exemplar

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DCES: Life Orientation Life Orientation is central to the holistic development of learners. It should be considered the most important subject in the curriculum. It addresses skills, knowledge and values for the personal, social, intellectual, emotional and physical growth of learners.

Grounded in both theory and ethnography, this volume insists on taking social positionality seriously when accounting for Africa’s current age of polarizing wealth. To this end, the book advocates a multidimensional view of African societies, in which social positions consist of a variety of intersecting social powers - or ‘capitals’ – including wealth, education, social relationships, religion, ethnicity, and others. Accordingly, the notion of social in/mobilities emphasizes the complexities of current changes, taking us beyond the prism of a one-dimensional social ladder, for social moves cannot always be apprehended through the binaries of ‘gains’ and ‘losses’.

This book examines Religious Education (RE) in over ten countries, including Australia, Indonesia, Mali, Russia, UK, Ireland, USA, and Canada. Investigating RE from a global and multi-interdisciplinary perspective, it presents research on the diverse past, present, and possible future forms of RE. In doing so, it enhances public and professional understanding of the complex issues and debates surrounding RE in the wider world. The volume emphasizes a student-centred approach, viewing any kind of ‘RE’, or its absence, as a formative lived experience for pupils. It stresses a bottom-up, sociological and ethnographic/anthropological research-based approach to the study of RE, rather than the ‘top down’ approaches which often start from prescriptive legal, ideological or religious standpoints. The twelve chapters in this volume regard RE as an entity that has multiple and contested meanings and interpretations that are constantly negotiated. For some, ‘RE’ means religious nurturing, either tailored to parental views or meant to inculcate a uniform religiosity. For others, RE means learning about the many religious and non-religious world-views and secular ethics that exist, not promoting one religion or another. Some seek to avoid the ambiguous term ‘religious education’, replacing it with terms such as ‘education about religions and beliefs’ or ‘the religious dimension of intercultural education’.

Sexual Orientation, Gender Identity, and Schooling brings together contributions from a diverse group of researchers, policy analysts, and education advocates from around the world to synthesize the practice and policy implications of research on sexual orientation, gender identity, and schooling.

In this book, Francis highlights the tension between inclusion and sexual orientation, using this tension as an entry to explore how LGB youth experience schooling. Drawing on research with teachers and LGB youth, this book troubles the teaching and learning of sexuality diversity and, by doing so, provides a critical exploration and analysis of how curriculum, pedagogy, and policy reproduces compulsory heterosexuality in schools. The book makes visible the challenges of teaching sexuality diversity in South African schools while highlighting its potential for rethinking conceptions of the social and cultural representations thereof. Francis links questions of policy and practice to wider issues of society, sexuality, social justice and highlights its implications for teaching and learning. The author encourages policy makers, teachers, and scholars of sexualities and education to develop further questions and informed action to challenge heteronormativity and heterosexism.

Handbook of Comparative Educational Law: Selected European from Africa and the Americas, Volume 4 provides detailed analysis of education law in Brazil, Canada, Mauritius, United States, South Africa and Venezuela, so that researchers and others can learn from one another.

Latin America has increased its share of world scientific publications by nearly twofold during the last two decades (approximately from 2 to 4%). Despite this positive trend, the scholarly impact of scientific research produced in the region - measured in terms of citation rate - remains low. Two interrelated factors that contribute to this situation is that most research groups tend to work in isolation or in local sporadic collaboration, and results are often published in journals that are not indexed in major citation databases (e.g., SCOPUS, or Web of Science). Ultimately, part of Latin American high-quality research seems to remain hidden from the rest of the world. Over the last decades, an important number of Latin American scientists have developed fruitful research agendas on questions on learning and emotion, focusing on basic and/or translational research with humans and other animal models, and implementing diverse methodologies. Notwithstanding the important contributions of these research programs, Latin American research on emotion and learning has followed the overall trend of other research fields throughout the region; namely, remaining partially hidden from the large scientific community of the world. This Research Topic aimed to engage researchers from Latin America to share their empirical and conceptual work on learning and emotion. Ultimately, this effort was expected to strengthen and integrate our regional community of experts, enhance global networking, and establish new challenges and developments for future investigation.

Sustainable Real Estate in the Developing World offers a perfect and ideal synthesis of works that examine sustainability within various facets of real estate and urban development in the developing world. A must-read for academics, researchers, policy-makers and students in all the built environment disciplines.

This book, the seventeenth instalment in the 24-volume series Globalisation, Comparative Education and Policy Research, explores the interrelationship between ideology, the state and human rights education reforms, setting it in a global context. The book examines major human rights education reforms and policy issues in a global culture. It focuses on the ambivalent and problematic relationship between the state, globalisation and human rights education discourses. Using a number of diverse paradigms, ranging from critical theory to historical-comparative research, the authors examine the reasons for, and the outcomes of human rights education reforms and policy. The authors discuss discourses surrounding the major dimensions affecting the human rights education, namely national identity, democracy, and ideology. These dimensions are among the most critical and significant dimensions defining and contextualising the processes surrounding the nation-building, identity politics and human rights education globally. With this as its focus, the chapters represent hand-picked scholarly research on major discourses in the field of human rights education reforms. The book draws upon recent studies in the areas of globalisation, equality, and the role of the state in human rights education reforms. Furthermore, the perception of globalisation as dynamic and multi-faceted processes clearly necessitates a multiple-perspective approach in the study of human rights education. This book provides that perspective commendably. It also critiques current human rights education practices and policy reforms. It illustrates the way shifts in the relationship between the state and human rights education policy. In the book, the authors, who come from diverse backgrounds and regions, attempt insightfully to provide a worldview of current developments in research concerning human rights education, and citizenship education globally. The book contributes, in a very scholarly way, to a more holistic understanding of the nexus between nation-state, human rights education both locally and globally.

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