Zimbabwe Syllabus For Social Studies Primary School

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Teaching and Learning in Environmental and Agricultural Science - Keith Lewin 1991

Teaching and Learning about Growing Up and Sexual Maturation - Overson Shumba 2006

Environmental Resilience - Percy Toriro 2021-05-21
This book discusses the production, distribution, regulatory and management frameworks that affect food in urban settings. It plugs a gap in knowledge especially in the sub-Saharan Africa region where food, despite its critical importance, has been ignored as a 'determinant of success' in the planning and management of cities and towns. The various chapters in the book demonstrate how urban populations in Zimbabwe and elsewhere have often devised ways to produce own food to supplement on their incomes. Food is produced largely by way of urban agriculture or imported from the countryside and sold in both formal and informal stores and stalls. The book shows how in spite of the important space food occupies in the lives of all city residents, the planning and regulatory framework does not facilitate the better performance of food systems.
Social Studies Syllabus for Primary Schools - 1982

From Data to Action - International Institute for Educational Planning 1993
The result of a project which involved a synthesis of the lessons learned from recent experience and research in collecting, analyzing and using quantitative information in decision-making at various levels of the educational system in the context of developing countries.
Zimbabwe Journal of Educational Research - 2005

The Curriculum - A V Kelly 2009-01-19
'This book will be of interest to educational practitioners, and many other professionals concerned with the education and development of the young' - ESCalate `A very well-respected book [and a] Curriculum classic...[which offers] balance to current official publications...One of its strengths is the coherent argument that runs throughout. It is very much a product of the wide knowledge and experience of the author.' - Jenny Houssart, Senior Lecturer, Department of Learning, Curriculum & Communication, Institute of Education, University of London, UK Praise for previous editions: `I use this book as an essential course text for a module on curriculum theory. It is an excellent text for the whole course' `Vic Kelly's writing is always concise and informative, but also at times challenging' `A most comprehensive text that takes the reader beyond content/balance issues values, beliefs and assumptions on the curriculum' This is the sixth edition of a book that has been regularly revised and updated since it was first published in the mid-1970s. A V

Kelly's now classic work focuses on the philosophical and political dimensions of curriculum, and especially on the implications for schools and societies of various forms of curriculum. The book outlines what form a curriculum should take if it is concerned to promote a genuine form of education for a genuinely democratic society. Kelly summarises and explains the main aspects of curriculum theory, and shows how these can and should be translated into practice, in order to create an educational and democratic curriculum for all schools at all levels. The book also seeks to show that the politicization of the school curriculum has led to the establishment of policies and practices which demonstrate a failure to understand these principles of curriculum theory and practice. As a result, policies and practices have been implemented which fall short of being adequate. In view of the rapid pace in educational change imposed by various governments over the last 35 years, including New Labour, this book is more relevant than ever.

Capacity Building for IT in Education in Developing Countries - Gail Marshall 2013-03-14
Deryn Watson CapBIT 97, Capacity Building for Information Technologies in Education in Developing Countries, from which this publication derives, was an invited IFIP working conference sponsored by Working Groups in secondary (WG 3. 1), elementary (WG 3. 5), and vocational and professional (WG 3. 4) education under the auspices ofIFIP Technical Committee for Education (TC3). The conference was held in Harare, Zimbabwe 25th - 29th August 1997. CapBIT '97 was the first time that the IFIP Technical Committee for Education had held a conference in a developing country. When the Computer Society of Zimbabwe offered to host the event, we determined that the location and conference topic reflect the importance of issues facing countries at all stages of developmen- especially Information Technologies (IT) development. Information Technologies have become, within a short time, one of the basic building blocks of modem industrial society. Understanding IT, and mastering basic skills and concepts of IT, are now regarded as part of the core education of all people around the world, alongside reading and writing. IT now permeates the business environment and underpins the success of modem corporations as well as providing government with cost-effective civil service systems. At the same time, the tools and technologies of IT are of value in the process of learning, and in the organisation and management of learning institutions.

Ventures - M. House 2015

Zimbabwe National Bibliography 1990

The Palgrave Handbook of Race and the Arts in Education - Amelia M. Kraehe 2018-07-12
The Palgrave Handbook of Race and the Arts in Education is the first edited volume to examine how race operates in and through the arts in education. Until now, no single source has brought together such an expansive and interdisciplinary collection in exploration of the ways in which music, visual art, theater, dance, and popular culture intertwine with racist ideologies and race-making. Drawing on Critical Race Theory, contributing authors bring an international perspective to questions of racism and anti-racist interventions in the arts in education. The book's introduction provides a guiding framework for understanding the arts as white property in schools, museums, and informal education spaces. Each section is organized thematically around historical, discursive, empirical, and personal dimensions of the arts in education. This handbook is essential reading for students, educators, artists, and researchers across the fields of visual and performing arts education, educational foundations, multicultural education, and curriculum and instruction.

Environmental Education in Action-V - Margaret E. Cowan 1982

Register of Educational Research in the United Kingdom, 1992-1995 - National Foundation for Educational Research 1995
This latest volume lists all the major research projects being undertaken in Britain during the latter months of 1992, the whole of 1993 and the early months of 1995.

Pearson My World Social Studies - Linda Bennett 2012-07
"Interactive and dynamic elementary Social Studies instruction! Everyone has a story. What's yours? myWorld Social Studies utilizes storytelling to bring Social Studies content to life. Our exclusive interactive digital solution makes Social Studies personal for every student in a way that's easier for you. With myWorld Social Studies, you can get to the heart of Social Studies in the time you have. myWorld Social Studies, connects Social Studies content and literacy instruction with materials that are streamlined, flexible and attuned to today's classroom. Our innovative digital instruction is seamlessly integrated, providing a blended program that is engaging, effective and easy to use. myWorld Social Studies is designed to: Connect Social Studies content with literacy instruction; Engage students and advance student achievement; Reduce teacher preparation time. Every classroom is unique. Pearson's myWorld Social Studies provides innovative and engaging materials that allow you to teach the way your students learn -- print, digital, and active"--Publisher.

Profiles of African Scientists - 1991

An Analysis of the Process Used to Develop a Publication of International Case Studies on Environmental Education - Margaret E. Cowan 1983

A Handbook for Primary Heads - Zimbabwe. Ministry of Education 1986

Towards Entrepreneurship Education in Primary Schools in Tanzania - Godfrey Sabas Ngaleya 2005

Social Studies - A. M. Chinoda 1986

Social Studies in African Education - Michael Bamidele Adeyemi 2000

Primary and Secondary School Education Dilemmas in Rhodesia and Zimbabwe - Golden Dzimbanete Chekenyere 1984

Curriculum Development - Hilda Taba 1962
Examines the theory of curriculum development together with current ideas and problems in curriculum design
BERC Bulletin - 1988

Deaf Education Beyond the Western World - Harry Knoors 2019-01-16
If teachers want to educate deaf learners effectively, they have to apply evidence-informed methods and didactics with the needs of individual deaf students in mind. Education in general -- and education for deaf learners in particular -- is situated in broader societal contexts, where what works within the Western world may be quite different from what works beyond the Western world. By exploring practice-based and research-based evidence about deaf education in countries that largely have been left out of the international discussion thus far, this volume encourages more researchers in more countries to continue investigating the learning environment of deaf learners, based on the premise of leaving no one behind. Featuring chapters centering on 19 countries, from Africa, Asia, Latin America, and Central and Eastern Europe, the volume offers a picture of deaf education from the perspectives of local scholars and teachers who demonstrate best practices and challenges within their respective regional contexts. This volume addresses the notion of learning through the exchange of knowledge; outlines the commonalities and differences between practices and policies in educating deaf and hard-of-hearing learners; and looks ahead to the prospects for the future development of deaf education research in the context of recently adopted international legal frameworks. Stimulating academic exchange regionally and globally among scholars and teachers who are fascinated by and invested in deaf education, this volume strengthens the foundation for further improvement of education for deaf children all around the world.
Handbook of Research on Social Inequality and Education - Wisdom, Sherrie 2019-06-28
In comparing one public school to another, discussions frequently

include talk concerning the socioeconomics of a school or district, which then leads to talk about the advantages that one socioeconomic setting has over another. Educators tend to agree that low academic achievement frequently associated with a low socioeconomic status is a characteristic difficult to resolve for a population of school children. The Handbook of Research on Social Inequality and Education is a critical reference source that provides insights into social influences on school and educational settings. Featuring an array of topics including online learning, social mobility, and teacher preparation, this book is excellent for educational leaders, educational researchers, teachers, academicians, administrators, instructional designers, and teacher preparation programs.

The Social Studies Curriculum - E. Wayne Ross 2012-02-01
This updated third edition contains new chapters on important issues—including race, gender, sexuality, and multiculturalism—affecting social studies education.
Africa Today - 2000

The State of Zimbabwe's Environment, 1998 - Munyaradzi Chenje 1998

Curriculum Overload A Way Forward - OECD 2020-11-25
Schools are constantly under pressure to keep up with the pace of changes in society. In parallel, societal demands for what schools should teach are also constantly changing; often driven by political agendas, ideologies, or parental pressures, to add global competency, digital literacy, data literacy, environmental literacy, media literacy, social-emotional skills, etc. This "curriculum expansion" puts pressure on policy makers and schools to add new contents to already crowded curriculum.
The Zimbabwe Science News - 1981

Development of Education - Zimbabwe. Ministry of Higher Education 1981

Education and Development in Zimbabwe - Edward Shizha 2012-01-01
The book represents a contribution to policy formulation and design in an increasingly knowledge economy in Zimbabwe. It challenges scholars to think about the role of education, its funding and the egalitarian approach to widening access to education. The nexus between education, democracy and policy change is a complex one. The book provides an illuminating account of the constantly evolving notions of national identity, language and citizenship from the Zimbabwean experience. The book discusses educational successes and challenges by examining the ideological effects of social, political and economic considerations on Zimbabwe's colonial and postcolonial education. Currently, literature on current educational challenges in Zimbabwe is lacking and there is very little published material on these ideological effects on educational development in Zimbabwe. This book is likely to be one of the first on the impact of social, political and economic meltdown on education. The book is targeted at local and international academics and scholars of history of education and comparative education, scholars of international education and development, undergraduate and graduate students, and professors who are interested in educational development in Africa, particularly Zimbabwe. Notwithstanding, the book is a valuable resource to policy makers, educational administrators and researchers and the wider community. Shizha and Kariwo's book is an important and illuminating addition on the effects of social, political and economic trajectories on education and development in Zimbabwe. It critically analyses the crucial specifics of the Zimbabwean situation by providing an in depth discourse on education at this historical juncture. The book offers new insights that may be useful for an understanding of not only the Zimbabwean case, but also education in other African countries. Rosemary Gordon, Senior Lecturer in Educational Foundations, University of Zimbabwe Ranging in temporal scope from the colonial era and its elitist legacy through the golden era of populist, universal elementary education to the disarray of contemporary socioeconomic crisis; covering elementary through higher education and touching

thematically on everything from the pernicious effects of social adjustment programmes through the local deprofessionalization of teaching, this text provides a comprehensive, wide ranging and yet carefully detailed account of education in Zimbabwe. This engagingly written portrayal will prove illuminating not only to readers interested in Zimbabwe's education specifically but more widely to all who are interested in how the sociopolitical shapes education- how ideology, policy, international pressures, economic factors and shifts in values collectively forge the historical and contemporary character of a country's education. Handel Kashope Wright, Professor of Education, University of British Columbia

The Palgrave Handbook of History and Social Studies Education Christopher W. Berg 2020-04-03

This Handbook presents an international collection of essays examining history education past and present. Framing recent curriculum reforms in Canada and in the United States in light of a century-long debate between the relationship between theory and practice, this collection contextualizes the debate by exploring the evolution of history and social studies education within their state or national contexts. With contributions ranging from Canada, Finland, New Zealand, Sweden, the Netherlands, the Republic of South Africa, the United Kingdom, and the United States, chapters illuminate the ways in which curriculum theorists and academic researchers are working with curriculum developers and educators to translate and refine notions of historical thinking or inquiry as well as pedagogical practice.

Student Teacher's Perceptions of the Pre-Service Mathematics Programme in a Primary Teachers' College in Zimbabwe Barnabas Muyengwa 2013-01-09

This case study investigated the perceptions of the third year student teachers of the first year pre-service Mathematics programme at Seke Teachers' College in Zimbabwe. Student background characteristics of gender, age, teaching experience and Mathematics specialisation were the independent variables also investigated. Data was collected from 278 third year students enrolled for the general Diploma in Education course using questionnaires with a five point Likert type 33 item rating scale and open ended items. The data so collected were analysed both quantitatively and qualitatively. The findings indicated that although the programme was able to provide students with a foundation in subject knowledge more could be done to improve on training in teaching methods and provision of resources. From the variables investigated gender was found to have an effect on students' perceptions of the programme but teaching experience was found to have no effect. The possible relationship between the independent variables of age and Mathematics specialisation and the dependent variable of students' perception of the programme was indicated in too few items to warrant a definite conclusion. Implications for the improvement of the programme are that there is need for the college to revisit some aspects of the structure and organisation of the programme. There is also need for further research involving all primary teachers' colleges.

Social Science Learning in Schools - Poonam Batra 2010-03-11
Social Science Learning in Schools: Perspective and Challenges locates the teaching and learning of social science within the larger perspective and aims of education. It emphasizes the need to take the teaching of social science beyond the confines of contemporary ideological debates, into the realm of pedagogical theory. It presents critical perspectives on curriculum design, textbook development and social science pedagogy. Discussions on pedagogy are situated in analyses of Eklayva's social science textbooks which were in use for over 15 years in government schools in Madhya Pradesh. The book explores the integral role of the teacher, importance of textbooks, and methods of social science enquiry in school teaching-learning. It interrogates integrated approaches to social science education, and notions of nationalism and identity. The book will serve as a seminal social science text for Indian elementary teacher education programmes. University departments of education, research institutions, NGOs and development organisations working in education, literacy and child development will find it an invaluable elementary education resource.

Research Anthology on Preparing School Administrators to Lead

Quality Education Programs - Management Association, Information Resources 2020-07-24
The delivery of quality education to students relies heavily on the actions of an institution's administrative staff. Effective leadership strategies allow for the continued progress of modern educational initiatives. It is crucial to investigate how effective administrators lead their organizations in challenging and difficult times and promote the accomplishments of their organization. Research Anthology on Preparing School Administrators to Lead Quality Education Programs is a vital reference source that offers theoretical and pedagogical research concerning the management of educational systems on both the national and international scale. It also explores academic administration as well as administrative effectiveness in achieving organizational goals. Highlighting a range of topics such as strategic planning, human resources, and school culture, this multi-volume book is ideally designed for educators, administrators, principals, superintendents, board members, researchers, academicians, policymakers, and students.

Handbook on Teaching Social Issues - Ronald W. Evans 2007-10-01
There's no book like this one for educators interested in issues-centered teaching. More than 40 experts have contributed articles offering comprehensive coverageof the field of social issues education. In addition to a full examination of objectives and methods, contributors show how social issues can be taught as part of history, geography, the social sciences, and global and environmental studies. The challenges of assessment, curriculum, and effective teacher education are fully explored. With its teaching ideas and useful resource section, this book is an indispensable addition to your library! Contributors include: Shirley Engle, Anna Ochoa-Becker, Jack Nelson, Carole Hahn, Byron Massialas, Jeff Passe, Jesus Garcia, Gloria Ladson-Billings, Merry Merryfield, Patricia Avery, Sam Totten, Bill Wraga, Walter Parker, and James Shaver.

Resources in Education - 1994

The Effectiveness of the Primary School Teacher in Zimbabwe - Boniface Samuel Runesu Chivore 1994

Human Rights & Education - N. Bernstein Tarrow 2014-06-28
This book discusses the relationship between human rights and education. Education as a human right and education for human rights are currently the topics of considerable debate worldwide. In addition to their traditional role of transmitting knowledge and values, education systems are being pressed to respond to a new range of aspirations and to a wide variety of economic, political, social and cultural developments whose roots lie outside the education system. Human rights education is much wider than just teaching about human rights; it should lead to an understanding of, and sympathy for, the concepts of democracy, justice, equality, freedom, solidarity, peace, dignity, rights and responsibilities. Young people are guaranteed their right to education, and education systems should equip them with the knowledge, skills and attitudes they will need if they are to take an active part in the operation of democratic institutions.