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### National Curriculum Statement (NCS) MATHEMATICAL LITERACY

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This book, "Education Systems Around the World", is a collection of reviewed and relevant research chapters that offer a comprehensive overview of recent developments in the field of social sciences and humanities. The book comprises single chapters authored by various researchers and edited by an expert active in the field of social studies and humanities. All chapters are unique but are united under a common research study topic. This publication aims to provide a thorough overview of the latest research efforts by international authors on social studies and humanities, and open new possible research paths for further novel developments.

Challenging perspectives that often characterize Latinos as 'at-risk,' this book takes an 'asset' approach, highlighting the favorable linguistic, cognitive, education, and cultural assets Latino children bring to educational settings. An Asset-Based Approach to Latino Education in the United States addresses the increasingly important challenge and opportunity of educating the linguistic and cultural diversity of the growing population of Latino students. The book confronts the educational debate regarding effective instructional practices for Latinos, bilingual education, immigration, and assimilation.

The importance of the early years in young children's lives and the rigid inequality in literacy achievement are a stimulating backdrop to current research in young children's language and literacy development. This book reports new data and empirical analyses that advance the theory of language and literacy, with researchers using different methodologies in conducting their study, with both a sound empirical underpinning and a captivating analytical rationalization of the results. The contributors to this volume used several methodological methods (e.g. quantitative, qualitative) to describe the complete concept of the study, the achievement of the study, and the study in an appropriate manner based on the study's methodology. The contributions to this volume cover a wide range of topics, including dual language learners; Latino immigrant children, children who have hearing disabilities; parents' and teachers' beliefs about language development; early literacy skills of toddlers and preschool children; interventions; multimodalities in early literacies; writing; and family literacy. The studies were conducted in various early childhood settings such as child care, nursery school, Head Start, kindergarten, and primary grades, and the subjects in the studies represent the pluralism of the globe – a pluralism of language, backgrounds, ethnicity, abilities, and disabilities. This book was originally published as a special issue of Early Child Development and Care.

This unique work by the Centre for Conflict Resolution (CCR), Cape Town, South Africa, tracks the progress Africa has made in achieving the United Nations' Millennium Development Goals (MDGs) since 2000. The chapters are organized around the larger themes of political economy, structural issues, sustainable goals, and human development goals. Together they provide a unique assessment from experts on the ground of whether the goals were a success and what remains to be done to achieve sustainable economic and human development in Africa.

This book describes the design, development, delivery and impact of the mathematics assessment for the OECD Programme for International Student Assessment (PISA). First, the origins of PISA's concept of mathematical literacy are discussed, highlighting the underlying themes of mathematics as preparation for life after school and mathematical modelling of the real world, and clarifying PISA's position within this part of the mathematics education territory. The PISA mathematics framework is introduced as a significant milestone in the development and dissemination of these ideas. The underlying mathematical competencies on which mathematical literacy so strongly depends are described, along with a scheme to use them in item creation and analysis. The development and implementation of the PISA survey and the consequences for the outcomes are thoroughly discussed. Different kinds of items for both paper-based and computer-based PISA surveys are exemplified by many publicly released items along with details of scoring. The novel survey of the opportunity students have had to learn the mathematics promoted through PISA is explained. The book concludes by surveying international impact. It presents viewpoints of mathematics educators on how PISA and its constituent ideas and methods have influenced teaching and learning practices, curriculum arrangements, assessment practices, and the educational debate more generally in fourteen countries.

This book focuses on how to improve the teaching and learning of primary level mathematics education within resource-constrained contexts. It builds on two large numeracy projects within South Africa which speak to broader, global concerns and highlight how research and development not only enables one to meet ethical imperatives but also explore how further interventions can be developed. Teacher and research communities must work together to create mutually beneficial relationships and establish a cohesive understanding of the requirements of primary mathematics education.

The Leading Edge of Early Childhood Education aims to support the effort to simultaneously scale up and improve the quality of early childhood education by bringing together relevant insights from emerging research to provide guidance for this critical, fledgling field. It reflects the growing recognition that early childhood experiences have a powerful effect on children's later academic achievement and long-term life outcomes. Editors Nonie K. Lesaux and Stephanie M. Jones bring together an impressive array of scholarly contributors. Topics include: creating learning environments that support children's cognitive and emotional development; identifying and addressing early risk factors; using data to guide educators' practice; and capitalizing on the use of technology. Recent years have seen a surge of local, state, and national initiatives aimed at expanding and improving early childhood initiatives, particularly regarding access to preK programs. The Leading Edge of Early Childhood Education promises to be a valuable resource for those charged with enacting the next level of work in this critical area.

Children at the Center provides a closely observed account of a decade-long effort to reshape the scope, direction, and quality of the Boston Public Schools' early childhood programs. Drawing on multiple perspectives and voices from the field, the authors highlight the reflective, collaborative, inquiry-driven approach undertaken by the program and share lessons learned. Boston Public Schools are recognized for embedding high-quality, public preK programs in their system and achieving exceptional results. In this book, the authors outline the core principles that underlie the district's early childhood programs and explore the role of curriculum, professional development, coaching, and data use in supporting these new initiatives. They show how the Boston Public Schools Department of Early Childhood was able to work with and against the constraints of the current accountability system to create a holistic, child-centered, play-based program that has had a significant impact in narrowing income-based learning gaps. Written in collaboration with the Department of Early Childhood Education, this account of creating successful preK programs in a diverse urban district will provide a valuable resource for practitioners engaged in similar work across the country.

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