

This book covers many topics of interest to educationalists. It is designed as a teaching, learning and reference book targeted at student teachers, practising teachers, headteachers, teacher educators, curriculum and other policy coordinators. Written by scholars from within and outside Africa, the book represents a rich array of ideas and experiences; the authors anchor their discussions in sound theoretical arguments.

The book discusses the importance of the discipline of Sociology of Education in the teaching profession for both teachers and student teachers. Sociology of education is not only relevant to teachers but also to other professions such as medical field, politics, business, social work and so on. For instance, the book discusses sociological issues in the delivery of counselling services to clients. Specifically, it examines group counselling, group dynamics and process in guidance and counselling. It also examines the role of groups in the classroom teaching-learning process.

The book also discusses the importance and necessity for considering local needs in the process of curriculum change and reform.

Based on the theoretical understanding of the concept of childhood, the different perspectives of childhood on the basis of age range, social, cultural and history as they help shape the child into an adulthood are highlighted.

The book does not only discuss the mentoring of school teachers in Finland with the acknowledgement that teachers are key players in the implementation of the reforms required to promote social, intellectual and economic development; it also argues for a new perspective on the need for mentorship of novice lecturers in teacher education as a tool for ensuring quality assurance. The areas in which novice lecturers need mentorship include: pedagogy, assessment tools, designing appropriate curricula, research, publications, presenting conference papers, professional ethics, and so on.

The book also takes a gender dimension by looking at gender issues in primary and secondary education in Malawi. The presence of female teachers is recognised as positively impacting on girls' enrolment and learning success, but in many rural areas in Malawi, there are few qualified female teachers working in primary or secondary schools. Further the book discusses the topical issue of the pedagogical benefits of multilingual discourse in classroom practices in multilingual and multicultural contexts, and the dissatisfaction with monolingual/monoglot one-language-a-time discourse practices that still pervade language education. Linked to this is a discussion on the subject of the perceived absence of a reading culture in Zambia and attempts to suggest an alternative explanation of the cause of absence of a reading culture in Zambia. As one way to quicken the advent of a reading culture in the country, the article suggests intervening in socialization processes through early childhood education. Another topical issue explored in the book is the rural-urban migration, and how the causes and impacts of rural-urban migration in one particular region of the world is different to that of another part of the world.

This is a text for everybody with anything to do with education.

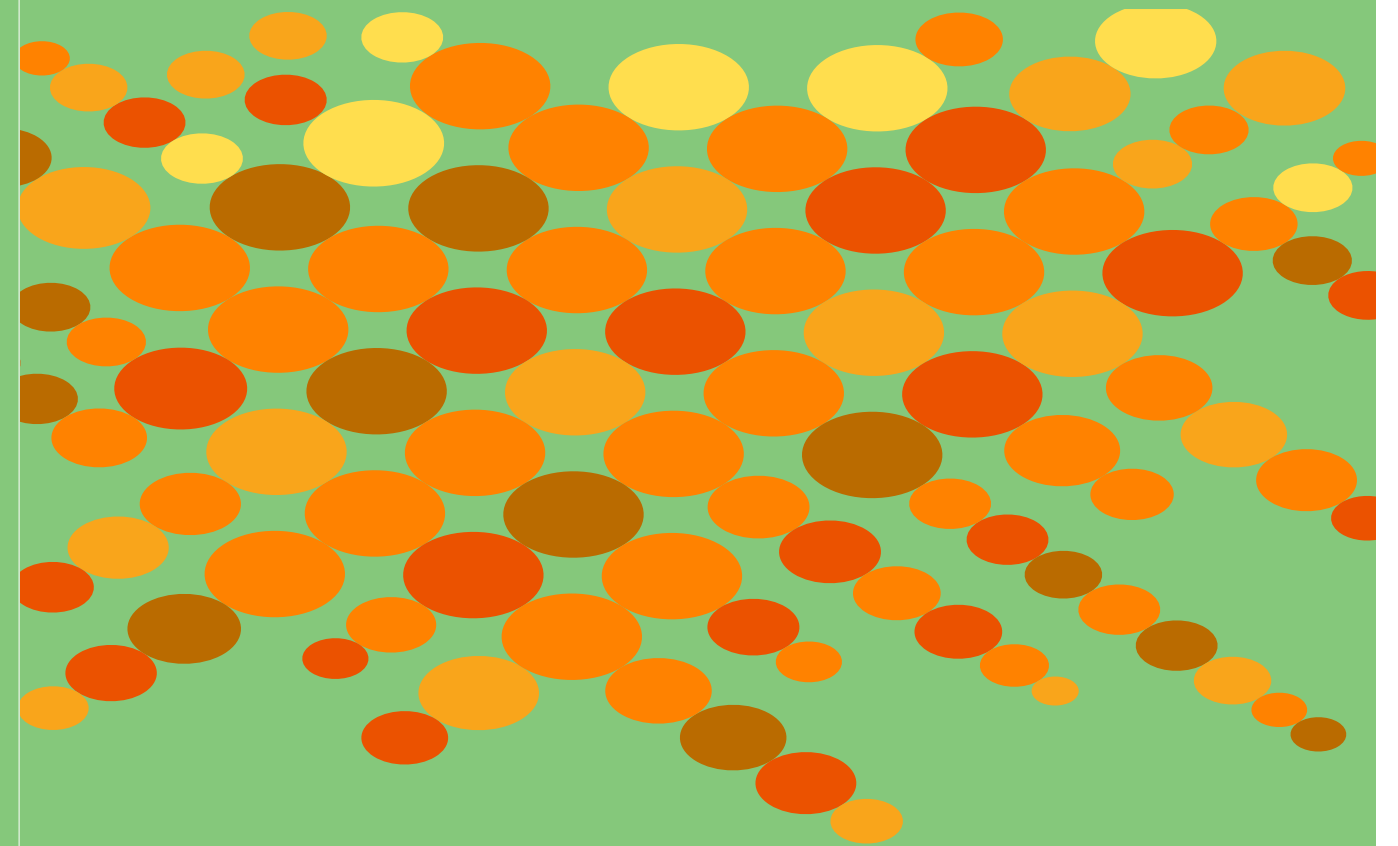
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SELECTED READINGS IN EDUCATION

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