

EDITORIAL

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That education is one of the most powerful tools for achieving sustainable development cannot be overstated. It is for this reason that *Mosenodi* Journal continues to publish cutting edge articles on education-related research. This volume contains seven articles and a book review covering a wide range of topics on education.

Maphorisa problematizes school leadership around risk and risk management stewardship. The study examined school leadership perception of risk, current approaches to risk management, extent of vulnerability to risk, risk response techniques, risk-awareness culture and organisational risk maturity levels. The study concludes that, not only is the disposition to overly focus on certain risks too simplistic an abstraction but it is also deficient since it downplays the holistic approach to risk management. The study recommends a policy that makes provision for a holistic approach to risk management in order to transform the school leadership and the basic education sector from risk vulnerability to risk resilience.

Kereeditse evaluates the effectiveness of SMASSE program in Junior Secondary Schools of Botswana, using a mixed method research design. The study revealed that the SMASSE objective to train all mathematics and science teachers has been achieved, while the objective to ensure that teachers integrate ASEI/PDSI approach into the teaching and learning of mathematics and science was experiencing challenges mainly from lack of resources, teacher overload, large class sizes, student's negative attitude and lack of monitoring of the program. The study further revealed that teachers predominantly used chalk and talk method and discussion method as opposed to other students centered methods of teaching. In order to improve performance in mathematics and science, the Ministry of Basic Education, SMASSE team, Mathematics teachers and Science teachers should integrate ASEI/PDSI approaches in teaching and learning of mathematics and science.

Bakokonyane and Pansiri analyse the Botswana's Revised National Policy on Education (RNPE) of 1994 in view of the emerging demands and dictates of the knowledge economy. The study examines the manner in which the country attempts to achieve the knowledge-based economy through teacher professional development. The study reveals that the RNPE does not present a knowledge-based approach of teacher professional development, nor a clear road map for preparing school leadership as knowledge-based teacher professional developers. The discussion concludes that the education policy and its deliberate focus on school leadership professional development need to be reviewed if its purpose is to serve as a key blueprint to transform Botswana into a knowledge-based economy.

Maphorisa teases out the logic and potential of implementing the process-approach in Botswana's basic education system as a response to the globalization of education practices using a multivariate approach to deconstruct the entire process matrix of inputs, outputs, processes and outcomes. In addition, two tracer studies at varying basic education levels were conducted to appreciate the philosophy of systems thinking with regards educational outputs and outcomes. Results of the study signal the model's potential to serve the basic education sector with minor modifications relating to compatibility. The study

recommends that the process paradigmatic approach must be developed, documented, implemented and maintained for continual quality improvement in basic education.

Kadiyala and Kealeboga sought to determine pre-service secondary school science teachers' level of awareness on safety and health measures and the resultant risk management application in science practical work based on selected variables. The study design includes descriptive and cross-sectional survey methods. Results showed that 58% of respondents were formally trained on safety and health measures and the Friedman test showed statistical differences in respondents' rankings depending on sources of safety information used. The results also showed medium levels of awareness on safety and health measures (44.60%); general laboratory practices (39.80%); practical risk management (50%) respectively. The study recommends the inclusion of safety and health module in the training of secondary school science teachers. **Malunga-Payet and Kewagamang** explore the experiences and perceptions of lecturers and learners of French in the French Department of the University of Botswana, towards online learning, its challenges, and its perceived perspectives. The results generally show that both learners and lecturers of French at UB have adapted to and appreciate the shift from traditional face-to-face teaching and learning to remote and/or blended teaching and learning.

Raletsatsi and Zeng investigate the lexical and grammatical commonalities between Setswana and Chinese (SC) and its effects on Batswana Students in second language (L2) acquisition and to develop a pedagogical framework that is effective in L2 classroom. Using surveys and quantitative analysis as the primary research methods, they analysed the test results of students from Chinese Studies Program (CSP) and measured these results through an accuracy model conducted in 1995. The study concludes that complex interactions between the similar grammatical cases and different usages in each language can negatively impact the output and acquisition of Setswana speakers.

Lopang's book review offers delightful insights into '*Revelations*' as it peels away the veneer of respectability of some so-called 'fire' churches to reveal the sordid yet enthralling lure of power amid ignorance and HIV/AIDS. The novel tells the story of a foreign white woman, Elizabeth who is experiencing a marriage that is treading water with a high-profile lawyer husband, Ditiro Molosiwa. 'She loved him, but she never quite trusted that love. Love was tricky and deceiving. People could change the terms in their own heads without informing you, leaving you out in the wind to stumble upon the truth long after it had been decided for you.' (Kubuitsile, 2020, p.33) She is an outsider who feels that the cultural practices of Batswana prevent her from immersing herself in this foreign land that is now home. A chance encounter with a hitchhiker while on her way to an art exhibition in Francistown, ends up with her contracting HIV. This is the start of her nightmare. The hitchhiker, who we later know as Tumelo, a UB dropout, starts to stalk the older woman in macabre fashion. What follows is a myriad of revelations, hence the title.

It is hoped that the collection of articles in this volume will be of immense interest to the general readership.