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<b>ASSESSMENT</b>	1/18-2	BLANDFORD, S Ensuring assessment impacts learning: focus on assessment in the <u>early years</u> – consider how insights gathered through <u>everyday observation</u> and interaction can be used to progress children’s learning. <i>School Leadership Today, 7(6), 2017, pp 30-35</i>
	2/18-2	KROOG, H 2 Es: implement effective and efficient approaches to <u>formal formative assessment</u> that will save time and boost student learning. <i>Educational Leadership, 73(7), Apr 16, pp 22-25</i>
	3/18-2	NIDUS, G More than a checklist: instead of just handing students a checklist to help them revise a piece of writing, why not <u>teach them to reflect</u> on – and take ownership of – their work? <i>Educational Leadership, 73(7), Apr 16, pp 62-66</i>
	4/18-2	WILIAM, D Secret of <u>effective feedback</u> : feedback is only successful if students use it to improve their performance. <i>Educational Leadership, 73(7), Apr 16, pp 10-15</i>
<b>AUTISM</b>	5/18-2	BOROSON, B Building bridges across the Autism Spectrum: to best serve the students with special needs, honour the collective <u>wisdom of both parents and educators</u> . <i>Educational Leadership, 75(1), Sep 17, pp 52-57</i>
	6/18-2	CHALFANT, L Supporting students with Autism: a <u>lesson embedded with strategies</u> addressing students with Autism Spectrum Disorder. <i>Science Teacher, 84(4), Apr/May 17, pp 36-41</i>
<b>BARRIERS</b>	7/18-2	PILLAY, J Relationship between <u>housing and children’s literacy achievement</u> : Implications for supporting vulnerable children. <i>SA Journal of Education, 37(2), May 17, 10 pp</i>
<b>CHILDREN</b>	8/18-2	BOTHA, P Challenges and coping resources of <u>youth heading households</u> in South Africa. <i>Commonwealth Youth and Development, 12(2), 2014, pp 35-48</i>
<b>DROPOUTS (school)</b>	9/18-2	GROSSEN, S Repeated <u>retention or dropout?</u> : disputing Hobson’s choice in South African township schools. <i>SA Journal of Education, 37(2), May 17, 11 pp</i>
	10/18-2	WEYBRIGHT, E H Predicting <u>secondary school dropout</u> among South African adolescents: a survival analysis approach. <i>SA Journal of Education, 37(2), May 17, 11 pp</i>
<b>ECD</b>	11/18-2	WHEATLEY, B C Integrating early <u>writing into science instruction</u> in preschool [to enhance learning]. <i>Reading Teacher, 70(1), Jul/Aug 16, pp 83-92</i>
<b>EDUCATION</b>	12/18-2	HOADLEY, U Learning to fly: pedagogy in the Foundation Phase in the context of the CAPS reform: an <u>empirical analysis of pedagogy</u> in relatively well-performing classrooms in poor

		contexts in the context of the most recent curriculum reform. <i>Journal of Education, no 76, 17, pp 13-38</i>
	13/18-2	PIACENTINI, M Three perspectives on assessing <u>global citizenship education</u> . <i>Childhood Education, 93(6), Nov/Dec 17, pp 507-515</i>
	14/18-2	TAVANGAR, H S Unlocking the secret of <u>global education</u> : innovating global education by exploring the very foundation of it – our shared humanity. <i>Childhood Education, 93(6), Nov/Dec 17, pp 457-463</i>
<b>EDUCATION: Countries</b>	15/18-2	GORDON, J Mwabu: interactive education in <u>Zambia</u> . <i>Childhood Education, 93(4), Jul/Aug 17, pp 289-291</i>
<b>EDUCATION: Multicultural</b>	16/18-2	DU PLESSIS, E Versoening tussen leerders: is <u>parallelmediumskole</u> die antwoord op die rassismeprobleem? ( <i>Reconciliation between learners: Are parallel-medium schools the answer to the problem of racism?</i> ) <i>Tydskrif vir Geesteswetenskappe, 57(2-2), Jun 17, pp 614-626</i>
<b>EDUCATION: Special</b>	17/18-2	BETTINI, E Cultivating a community of <u>effective special education teachers</u> : local special education administrators' roles. <i>Remedial and Special Education, 38(2), Mar/Apr 17, pp 111-126</i>
<b>FUNDRAISING</b>	18/18-2	GEIER, B A Public school fundraisers: the <u>legal obstacles and protection</u> for school officials. <i>NASSP Bulletin, 101(2), Jun 17, pp 142-161</i>
<b>HUMAN RESOURCES</b>	19/18-2	PANDY, A Moving from <u>Talent Administration to Talent Value Management (TVM)</u> : the bottom line is that it is time for a rethink on how we do talent management and the outcomes that we are trying to achieve. <i>Human Capital Review, May/June 17, 4pp</i>
<b>ICT</b>	20/18-2	KRUEGER, N When AI comes to school: <u>artificial intelligence</u> has infiltrated our lives – can it improve learning? <i>Empowered Learner, 1(1), Jul 17, pp 26-31</i>
	21/18-2	SNELLING, J Anywhere, anytime school: <u>online learning helps</u> schools overcome distance, weather, even war. <i>Empowered Learner, 1(1), Jul 17, pp 16-21</i>
<b>LANGUAGE</b>	22/18-2	BORNMAN, E <u>Moedertaalonderrig, moedertaalleer en identiteit</u> : redes vir en probleme met die keuse van Afrikaans as onderrigtaal <i>Tydskrif vir Geesteswetenskappe, 57(3), Sep 17, pp 724-746</i>
	23/18-2	BOSMAN, A <u>Learning style and achievement in English</u> of secondary school students: the relationship with demographic variables. <i>Journal for Language Teaching, 51(1), 2017, pp 95-113</i>
	24/18-2	HARMSE, T Exploring the learner profile of the <u>English Home Language classroom</u> in select urban secondary schools. <i>Journal for Language Teaching, 51(1), 2017, pp 141-161</i>
	25/18-2	KEEGAN, K <u>Identifying and building grit in language learners</u> : grit can be described as a strength of character, or the personal quality of courage and resolve – explains how having “grit” is beneficial for language learners and gives detailed suggestions that teachers can follow to build grit in their students. <i>English Teaching Forum, 55(3), 17, pp 2-9</i>
	26/18-2	MYBURGH-SMIT, J Refinement and uses of a <u>test of academic literacy</u> for Grade 10 students. <i>Journal for Language Teaching, 51(1), 2017,</i>
	27/18-2	NTSALA, S A Investigating teaching <u>strategies for reading</u> in the Motheo Education District. <i>Journal for Language Teaching, 51(1), 2017, pp 249-269</i>

	28/18-2	SIBANDA, J Grade 3 ESL teachers' (mis)conceptions about <u>vocabulary acquisition</u> , learning and instruction: a case study. <i>Journal for Language Teaching, 51(1), 2017, pp 115-139</i>
<b>LEADERSHIP</b>	29/18-2	CITY, E A Tending a fire: good leaders build their <u>capacity to lead for equity</u> , including openly addressing issues of injustice and race. <i>Educational Leadership, 74(8), May 17, pp 38-41</i>
	30/18-2	FAIRMAN, S E Building a school wide leadership mindset: how can we create school cultures in which everyone shares responsibility? <i>Educational Leadership, 74(8), May 17, pp 22-27</i>
	31/18-2	JWAN, J O Democracy, ethics and social justice: implications for secondary <u>school leadership in Kenya</u> . <i>SA Journal of Education, 37(3), Aug 17, 9 pp</i>
	32/18-2	SAFIR, S Learning to <u>listen</u> : Listening helps us slow down, understand deeper currents, and clarify core values. <i>Educational Leadership, 74(8), May 17, pp 16-21</i>
<b>LEARNING</b>	33/18-2	FINK, J Why research into the brain matters for educators: <u>learning about learning</u> . <i>Entrsekt, 3(4), Apr 17, pp 15-19</i>
	34/18-2	KOBRIN, J L Building blocks of learning: an informed <u>understanding of learning progressions</u> can lead to more productive discussions about student work. <i>Educational Leadership, 73(7), Apr 16, pp 32-36</i>
	35/18-2	MANNION, J Rethinking learning to learn: branch of educational theory and practice concerned with helping people <u>become more effective learners</u> . <i>Creative Teaching &amp; Learning, 6(4), 2017, pp 58-69</i>
	36/18-2	PAZ-ALBO, J Is <u>personalized learning</u> the future of school? <i>Childhood Education, 93(4), Jul/Aug 17, pp 295-299</i>
	37/18-2	SCOTT, U Building meta-cognition ... with a race car track? : <u>Meta-cognition and active learning</u> are the key principles in creating young independent learners, the core mission of primary schools. <i>School Leadership Today, 7(6), 2017, pp 84-89</i>
	38/18-2	WEISBLAT, G Z Disruptive innovation of <u>self-organized learning</u> environments. <i>Childhood Education, 93(4), Jul/Aug 17, pp 309-315</i>
<b>LITERACY</b>	39/18-2	HOUCK, B Leading the way in <u>literacy: classroom</u> visits offer a comprehensive view of teaching and learning. <i>Learning Professional, 38(5), Oct 17, pp 30-34</i>
<b>MATHS</b>	40/18-2	CUNNINGHAM, R Why philosophy and maths walk hand in hand: relational understanding in maths is about creating the links that <u>make the subject exciting and revelatory</u> – it shares a lot of principles with P4C. <i>Creative Teaching &amp; Learning, 6(4), 2017, pp 40-49</i>
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<b>MEDIA LITERACY</b>	43/18-2	SNELLING, J What <u>media literacy means</u> in the age of alternative facts: brave new media world. <i>Entrsekt, 3(4), Apr 17, pp 21-27</i>
<b>MENTORS</b>	44/18-2	STEINMANN, N Crucial mentoring <u>conversations</u> : an introduction. <i>Human Capital Review, May/June 17, 5pp</i>
<b>MINDFULNESS</b>	45/18-2	GRANT, K C From <u>teaching to being</u> : the qualities of a mindful teacher. <i>Childhood Education, 93(2), Mar/Apr 17, pp 147-152</i>
	46/18-2	MORENO, A J Theoretically and ethically grounded <u>approach</u> to mindfulness practices in the primary grades: values toward increasingly self-determined and equitable classrooms. <i>Childhood Education, 93(2), Mar/Apr 17, pp 100-108</i>
<b>PARENTS</b>	47/18-2	HINDIN, A Building our capacity to forge successful <u>home-school partnerships</u> : programs that support and honour the contributions of families. <i>Childhood Education, 93(1), Jan/Feb 17, pp 10-19</i>
	48/18-2	YAAFOURI-KEUZER, L E How <u>home visits</u> transformed my teaching: particularly with immigrant and refugee students, visiting families' homes connects teachers to students' histories, needs and strengths. <i>Educational Leadership, 75(1), Sep 17, pp 20-25</i>
<b>PROFESSIONAL LEARNING COMMUNITIES</b>	49/18-2	BATES, C C Stay connected: <u>using technology</u> to enhance professional learning communities. <i>Reading Teacher, 70(1), Jul/Aug 16, pp 99-102</i>
<b>READING</b>	50/18-2	GREEN, S Two for one: using QAR [ <u>Question-Answer-Relationship</u> ] to increase reading comprehension and improve test scores. <i>Reading Teacher, 70(1), Jul/Aug 16, pp 103-109</i>
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<b>SCHOOL MEDIA CENTRES</b>	52/18-2	HOWARD, J K Curriculum mapping, a management tool: as librarians decide what materials to purchase ... it is imperative ... at appropriate grade and reading level ... <u>supports established curriculum</u> . <i>School Library Connection, Oct 17, pp 18-19</i>
<b>SCHOOL PRINCIPALS</b>	53/18-2	MENDELS, P Getting intentional about <u>principal evaluations</u> : to develop effective school leaders, six districts turn their focus to providing more meaningful feedback and follow-up. <i>Educational Leadership, 74(8), May 17, pp 52-56</i>
<b>SEX EDUCATION</b>	54/18-2	EMMERSON, L Preparing children for puberty: young people have long complained that the sex and relationships education (SRE) they receive at school and at home is 'too little, too late' – <u>knowledge about puberty</u> , taught creatively in Primary Schools, is a good place to start. <i>School Leadership Today, 7(6), 2017, pp 90-94</i>
<b>SKILLS DEVELOPMENT</b>	55/18-2	BEATON, A M Designing a community of shared learning: when <u>teachers regularly observe one another</u> , they gain ideas for sharpening instruction – and a conduit for leadership. <i>Educational Leadership, 74(8), May 17, pp 78-82</i>
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<b>STORIES</b>	58/18-2	WESSEL-POWELL, C Enriching and assessing young children's <u>multi-model storytelling</u> . <i>Reading Teacher, 70(2), Sep/Oct 16, pp 167-178</i>
<b>STRESS</b>	59/18-2	HILTON, J School leader's guide to <u>managing stress</u> : James Hilton was a successful head of a large primary schools until the wheels came off and he had a stress-related breakdown. He learnt from the experiences and now advises school leaders on how they can protect their staff. <i>School Leadership Today, 7(6), 2017, pp 18-22</i>
<b>SUSTAINABLE DEVELOPMENT GOALS</b>	60/18-2	CRAWFORD, E O Conscientious consumerism: a <u>curriculum pilot</u> to support the Sustainable Development Goals. <i>Childhood Education, 93(6), Nov/Dec 17, pp 480-492</i>
<b>TEACHING</b>	61/18-2	LYLE, S Putting the <u>child into philosophy</u> for children: children are already powerful young people, it's high time we recognised them as such. <i>Creative Teaching and Learning, 7(3), 2017, pp 16-24</i>
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<b>THINKING</b>	64/18-2	NISBETT, R E Tools for smarter thinking: teaching students a few <u>powerful reasoning concepts</u> can equip them to make better decisions throughout their lives. <i>Educational Leadership, 73(6), Mar 16, pp 24-28</i>
<b>VALUES</b>	65/18-2	WEISSBOURD, R Do we <u>value caring</u> ? : Students believe that their parents and teachers put higher priority on achievement than they do on caring. <i>Educational Leadership, 73(6), Mar 16, pp 54-58</i>
<b>VIOLENCE</b>	66/18-2	GOODRUM, S Sharing information to promote a <u>culture of safety</u> . <i>NASSP Bulletin, 101(3), Sep 17, pp 215-240</i>
<b>WEATHER</b>	67/18-2	FICK, S J Is the climate changing where we live? : using data to <u>investigate local climate change</u> . <i>Science Teacher, 84(7), Oct 17, pp 26-31</i>
<b>WOMEN</b>	68/18-2	KARELAIA, N Why " <u>believe in yourself</u> " is bad advice for women. <i>Human Capital Review, Sep 17, 2 pp</i>
<b>WRITING</b>	69/18-2	BLANCH, N Reigniting writers: using the literacy block with elementary students to support <u>authentic writing experiences</u> . <i>Childhood Education, 93(1), Jan/Feb 17, pp 48-57</i>