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ACHIEVEMENT	1/18-3	SAPHIER, J Getting students to believe in themselves: surrounding students with messages that they have the ability to learn is at the core of closing the achievement gap. <i>Phi Delta Kappan, 98(5), Feb 17, pp 48-54</i>
ADHD	2/18-3	MEDOFF, L Building bridges with students who have ADHD: the one student who challenges us the most may be a gift in disguise. <i>Educational Leadership, 74(1), Sep 16, pp 44-48</i>
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CLASSROOMS	4/18-3	HAYWARD, J Classrooms that put people first: try these teacher-tested and trusted strategies to create a happy, safe atmosphere for learning. <i>Educational Leadership, 74(1), Sep 16, pp 70-74</i>
CULTURE	5/18-3	RODBERG, S Culturally friendly school: we want to prepare students for a world of many cultures – and contribute to a world in which those cultures are preserved, valued and built upon. <i>Educational Leadership, 74(4), Dec 16/Jan 17, pp 66-69</i>
ECD	6/18-3	CARTER, M What school leaders are doing to support a culture of character: an exploratory study with preschools in Singapore. <i>Childhood Education, 93(1), Jan/Feb 17, pp 29-38</i>
	7/18-3	FLYNN, E E Language-rich early childhood classroom: simple but powerful beginnings: small-group storytelling creates strong foundations by engaging children in simple but powerful uses of language. <i>Reading Teacher, 70(2), Sep/Oct 16, pp 159-166</i>
	8/18-3	QUINN, M F Help me where I am: scaffolding writing in preschool classrooms: strategies to support children's early writing, including helping them compose, spell and form letters in preschool classroom. <i>Reading Teacher, 70(3), Nov/Dec 16, pp 353-357</i>
EDUCATION	9/18-3	JACKSON, A Antidote to extremism: education has been seen as an antidote to intolerance and conflict for centuries. <i>Educational Leadership, 74(4), Dec 16/Jan 17, pp 18-23</i>
	10/18-3	TUCKER, M Globally ready or not? : the new world of work demands young people with high-level skills who are globally aware – here's why and how schools should respond. <i>Educational Leadership, 74(4), Dec 16/Jan 17, pp 30-35</i>
EDUCATION: Countries	11/18-3	CRARY, L Breaking new ground: for key lessons from launching education innovations in post-conflict environments – Northern Uganda. <i>Childhood Education, 93(5), Sep/Oct 17, pp 373-381</i>
	12/18-3	HILLS, L

		Doing the basics better in Africa: how school support, autonomy and accountability improved outcomes for girls in PEAS schools. <i>Childhood Education, 93(5), Sep/Oct 17, pp 382-387</i>
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	16/18-3	SADKER, D Gender insights coming to your classroom: recent developments in gender research can help us increase equity for male and female students. <i>Educational Leadership, 74(3), Nov 16, pp 62-68</i>
HUMAN RESOURCES	17/18-3	BUSSIN, M Philosophy of performance. Part 1: fresh perspectives of performance management and an integrated World-at-Work approach to the performance management process. <i>Human Capital Review, May/June 17, 7pp</i>
HUMAN RIGHTS	18/18-3	FORD, J E Root of discipline disparities: why are students of colour punished and suspended at such high rates? – it's time to recognize the role of implicit racial bias. <i>Educational Leadership, 74(3), Nov 16, pp 42-46</i>
	19/18-3	WORMELI, R Let's talk about racism in schools: vitriol and violence connected to race are running high – K-12 classrooms are where we must start to build an equitable, nonracist society. <i>Educational Leadership, 74(2), Oct 16, pp 16-22</i>
LANGAUGES	20/18-3	GALLAGHER, M A Get all "jazzed up" for vocabulary instruction: strategies that engage students. <i>Reading Teacher, 70(3), Nov/Dec 16, pp 273-282</i>
LITERACY: visual	21/18-3	BRUGAR, K A Seeing is believing: promotional visual literacy in elementary social studies: impact of this intervention on teaching and learning. <i>Journal of Teacher Education, 68(3), May/June 17, pp 262-279</i>
MATHS	22/18-3	COTTON, T Citizenship: what's mathematics have to do with it? <i>Educational Leadership, 74(4), Dec 16/Jan 17, pp 54-58</i>
	23/18-3	GRESHAM, G Pre-service to in-service: does mathematics anxiety change with teaching experience? <i>Journal of Teacher Education, 69(1), Jan/Feb 18, pp 90-107</i>
	24/18-3	STOEHR, K J Mathematics anxiety: one size does not fit all: mathematics educators agree elementary teachers should possess confidence in teaching mathematics. <i>Journal of Teacher Education, 68(1), Jan/Feb 17, pp 69-84</i>
PARENTS	25/18-3	PENTZ, J L Tap to togetherness: an innovative family relationship program reaches Ghana, Africa. <i>Childhood Education, 93(5), Sep/Oct 17, pp 394-400</i>
PEERS	26/18-3	MARK, R Truth about peer tutoring: it works, but it needs serious tutor training in communication and social skills. <i>Creative Teaching & Learning, 7(3), 2017, pp 8-17</i>
	27/18-3	TRAVER, R Power of peers: raise the bar on the quality of student leaning by drawing on students' intrinsic interest in one another's work. <i>Educational Leadership, 73(7), Apr 16, pp 68-72</i>
PHILOSOPHY: Children	28/18-3	LYLE, S Putting the child into philosophy for children: children are already powerful young

		people, it's high time we recognised them as such. <i>Creative Teaching & Learning, 7(3), 2017, pp 28-36</i>
PRINCIPALS	29/18-3	WESTERBERG, T Principal factor: six principles of leadership will ensure that your school and your teachers put relationships first. <i>Educational Leadership, 74(1), Sep 16, pp 56-60</i>
PROFESSIONAL DEVELOPMENT	30/18-3	BEISIEGEL, M Design of video-based professional development: an exploratory experiment intended to identify effective features. <i>Journal of Teacher Education, 69(1), Jan/Feb 18, pp 69-89</i>
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	33/18-3	JOHNSON, S M Team work: time well spent: teachers in outstanding high-poverty schools report that working in collaborative teams can produce significant rewards. <i>Educational Leadership, 73(8), May 16, pp 24-29</i>
	34/18-3	WASTA, M J PLCs on steroids: moving teacher practice to the centre of data teams. <i>Phi Delta Kappan, 98(5), Feb 17, pp 67-71</i>
READING	35/18-3	JONES, J S Matching interventions to reading needs: a case for differentiation to effectively target students' most critical needs and accelerate reading growth. <i>Reading Teacher, 70(3), Nov/Dec 16, pp 307-316</i>
TEACHERS	36/18-3	BAUML, M Promise of collaboration: when teachers plan lessons together, the benefits are many. <i>Educational Leadership, 74(2), Oct 16, pp 58-62</i>
	37/18-3	MOORE, A Stepping up support for new teachers: the high rate of attrition among new teachers has serious consequences for everyone – here's how one district responded. <i>Educational Leadership, 73(8), May 16, pp 60-64</i>
	38/18-3	RONFELDT, M Does new teacher induction really improve retention? <i>Journal of Teacher Education, 68(4), Sep/Oct 17, pp 394-410</i>
TEACHING	39/18-3	DOUBET, K J Icing of the cake? : teachers can plan for student engagement so that it's more than just decoration. <i>Educational Leadership, 74(2), Oct 16, pp 16-20</i>
	40/18-3	GALE, T Socially inclusive teaching: belief, design, action as pedagogic work: Australia's record of education outcomes for marginalized groups is troubling. <i>Journal of Teacher Education, 68(3), May/Jun 17, pp 345-356</i>
	41/18-3	REMILLARD, J T How to partner with your curriculum: it's time to rethink the assumption that good teachers don't use pre-packaged curriculum materials. <i>Educational Leadership, 74(2), Oct 16, pp 34-38</i>
	42/18-3	ROLLINS, S P Just-in-time support: by planning to provide scaffolding within each lesson, we can empower students to stay in the game and experience success. <i>Educational Leadership, 74(2), Oct 16, pp 52-56</i>
TRAUMA	43/18-3	CRAIG, S E Trauma-sensitive teacher: to engage children with early trauma histories, focus on relationships, not re-enactments. <i>Educational Leadership, 74(1), Sep 16, pp 28-32</i>