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<b>ACHIEVEMENT</b>	1/19-2	LUCAS, B Teaching tenacity: students who can overcome challenges and approach their learning with resilience, persistence perseverance, grit and self-regulation are better equipped to achieve success in school and beyond. <i>Creative Teaching &amp; Learning, 8(1), 2018, pp 58-64</i>
<b>ART</b>	2/19-2	LYLE, S Making meaning in early year's art: seeing young children as intellectually capable and taking their artistic expression seriously can have a profound impact on their learning experience. <i>Creative Teaching &amp; Learning, 8(1), 2018, pp 16-21</i>
<b>CREATIVITY</b>	3/19-2	KRUEGER, N Unleashing every genius: creative genius isn't rare – but the conditions that nurture it are. <i>Empowered Learner, 1(4), Apr 18, pp 26-32</i>
<b>CURRICULUMS</b>	4/19-2	LE GRANGE, L Decolonising, Africanising, indigenising, internationalising curriculum studies: opportunities to (re)imagine the field. <i>Journal of Education, Issue 74, '18, pp 4-18</i>
<b>DISCIPLINE</b>	5/19-2	SEGALO, L South African public school teachers' views on right to discipline learners. <i>SA Journal of Education, 38(2), May 18, 7pp</i>
<b>ECD</b>	6/19-2	KROG, S Movement activities: a critical link in developing motor skills and learning in early childhood. <i>African Journal for Physical, Health Education, Recreation and Dance, 21(1:2), Mar 15, pp 426-443</i>
<b>EDUCATION</b>	7/19-2	BOTHA, L R Developing epistemologically diverse learning frameworks: suggest that the notion of an historical epistemology together with expansive learning and cultural-historical activity theory (CHAT) may offer useful conceptual and methodological tools for developing a counterhegemonic epistemological framework in the form of a networked-relational model of learning. <i>Journal of Education, Issue 73, '18, pp 20-37</i>
	8/19-2	ROMERO, R H Socioeconomically disadvantaged adolescents and educational delay in two provinces in South Africa: impacts of personal, family and school characteristics. <i>Education as Change, 22(1), '18, 33 pp</i>
<b>GAMES</b>	9/19-2	DIKKERS, S Innovating with <i>Minecraft</i> : use in classroom to learn about how innovative teachers think and design. <i>Creative Teaching &amp; Learning, 8(1), 2018, pp 31-38</i>
<b>HANDWRITING</b>	10/19-2	MEDWELL, J Valuing the art of handwriting: teaching students to write by hand is about much more than developing fine motor skills ... shows how handwriting helps students to tap into their creativity and develop self-expression.

		<i>Creative Teaching and Learning, 8(3), '18, pp 98-103</i>
<b>HISTORY</b>	11/19-2	BHARATH, Analysing historical enquiry in school history textbooks. <i>Perspective in Education, 36(1), Jun 18, pp 145-161</i>
<b>HOMEWORK</b>	12/19-2	NDEBELE, M Homework in the Foundation Phase: perceptions of principals of eight public primary schools in Johannesburg. <i>SA Journal of Education, 38(2), May 18, 12pp</i>
<b>INCLUSION</b>	13/19-2	YARAYA, T A Development of a training model for the formation of positive attitudes in teachers towards the inclusion of learners with special educational needs into the educational environment. <i>SA Journal of Education, 38(2), May 18, 9pp</i>
<b>LEADERSHIP</b>	14/19-2	EARLEY, P Leading the learning – yes but for what purpose? : notions of learning-centred leadership and leadership for learning ; why leadership for learning matters even more in high stakes accountability systems; some fundamental questions for professional development and lays down the challenge that learning should be at the heart of leadership development programmes, especially the National Professional Qualifications (NPQs). <i>Professional Development Today, 19(3), '18, pp 36-43</i>
<b>LEARNING</b>	15/19-2	CLEMENTS, H SOLO taxonomy for deepening the learning journey: highlights the benefits of using a structure of observed learning outcomes (SOLO) to help students progress with an increased level of complexity and cognitive challenges. <i>Creative Teaching and Learning, 8(3), '18, pp 78-88</i>
	16/19-2	COLLINS, A Sound learning for every child: how to adapt the sound environment in the classroom to support students' development. <i>Creative Teaching &amp; Learning, 7(4), 2018, pp 27-32</i>
	17/19-2	KROG, S Speed Stacking: An appropriate tool to enhance academic learning in the foundation phase <i>African Journal for Physical, Health Education, Recreation and Dance, 21(4:2), Dec 15, pp 1417-1433</i>
	18/19-2	RAINS, J Framing learning as social endeavour: how group learning and reflection can make students feel successful as active participants in their own learning. <i>Creative Teaching and Learning, 8(2), '18, pp 46-54</i>
<b>LITERACY</b>	19/19-2	SELLS, J Running with the ball improving literacy through sport: being able to read, write and speak well underpins a child's chances of success at school, at work and in life. But how do we begin to inspire children to pick up a book or a pen when it is often the last thing they want to do? Some ideas and resources for connecting reading to sport for motivating students. <i>Creative Teaching and Learning, 8(3), '18, pp 107-112</i>
<b>MATHEMATICS</b>	20/19-2	BICCARD, P Mathematical sense-making through learner choice: when learners can exercise choice in their mathematical activities, mathematical sense-making can be enhanced. <i>Pythagoras, 39(1), 2018, 9pp</i>
	21/19-2	DU PLESSIS, J Early algebra: repeating pattern and structural thinking at Foundation Phase. <i>South African Journal of Childhood Education, 8(2), 2018, 11pp</i>
	22/19-2	MILLER, B Decoding maths: subject content for KS3: number, algebra, ratio, proportion, rates of change. <i>Creative Teaching &amp; Learning, 8(1), 2018, pp 72-80</i>
	23/19-2	OKITOWAMBA, O Effects of examination-driven teaching on mathematics achievement in Grade 10 school-based high-stakes examinations. <i>Pythagoras, 39(1), 2018, 10pp</i>

	24/19-2	PEART, D Maths that make you smile: mathematics can be anxiety producing, strategies for a student-centred approach that helps students take ownership of their learning. <i>Creative Teaching and Learning, 8(2), '18, pp 22-27</i>
<b>MOTIVATION</b>	25/19-2	JONAS, J Making practical use of Maslow's Hierarchy of Needs theory to motivate employees: a case of Masvingo Polytechnic. <i>Journal of Management &amp; Administration, no 2, '16, pp 105-117</i>
<b>PARENTS</b>	26/19-2	MUNJE, P N Lack of parent involvement as hindrance in selected public schools in South Africa: the voices of educators. <i>Perspective in Education, 36(1), Jun 18, pp 80-93</i>
<b>PHYSICS</b>	27/19-2	KUNNATH, B Exploring effective pedagogies using computer simulations to improve Grade 12 learners' understanding of the photoelectric effect. <i>African Journal of Research in Mathematics, Science and Technology Education, 22(3), '18, pp 329-339</i>
<b>PROFESSIONAL DEVELOPMENT</b>	28/19-2	BROWN, C Using Theories of Action to bring about improvement: explore how the use of "Theories of Action" can help teachers engage in evidence-informed self-improvement? <i>Professional Development Today, 19(4), '18, pp 96-103</i>
	29/19-2	BUB, S Delivering the goods – professional development that has impact: how the use of Professional Learning Framework helped to enhance teaching and learning in science, and have a clear impact for teachers' practice and pupil outcomes. <i>Professional Development Today, 19(3), '18, pp 52-62</i>
	30/19-2	PORRITT, V How to ensure professional learning and development make a difference: what we currently know about leading effective professional learning and development in schools. <i>Professional Development Today, 19(4), '18, pp 26-35</i>
<b>PROFESSIONAL LEARNING COMMUNITIES</b>	31/19-2	BROWN, C How to assess the impact of evidence-informed interventions: what difference does the RLC approach make? – a model for assessing impact. <i>Professional Development Today, 19(2), '17, pp 48-54</i>
	32/19-2	BROWN, C How to understand the potential of Research Learning Communities: introduces the concept of Research Learning Communities and the benefits they can bring. <i>Professional Development Today, 19(2), '17, pp 30-32</i>
	33/19-2	CHAURAYA, M Conversations in a professional learning community: an analysis of teacher learning opportunities in mathematics. <i>Pythagoras, 39(1), 2018, 9pp</i>
<b>READING</b>	34/19-2	CILLEIRS, L Reading project to improve literacy in the foundation phase: A case study in the Eastern Cape. <i>Reading &amp; Writing, 9(1), 2018, 7pp</i>
	35/19-2	LEWIS, K Lessons learned: applying principles of reading recovery in the classroom. <i>Reading Teacher, 71(6), May/Jun '18, pp 727-734</i>
	36/19-2	MADIKIZA, N Analysing English First Additional Language teachers' understanding and implementation of reading strategies. <i>Reading &amp; Writing, 9(1), 2018, 10pp</i>
	37/19-2	NKOMO, S K Grade 3 learners' imagined identities as readers revealed through their drawings: to investigate the nature of Grade 3 learners' attitudes towards reading. <i>Reading &amp; Writing, 9(1), 2018, 9pp</i>
	38/19-2	PFLAUM, J Tuning in' to the inner process of reading: vocabulary, word recognition and reading -

		fluency are important skills for reading, but they don't cover the whole picture ... ideas for helping students understand the process of reading silently and visualising what they read. <i>Creative Teaching and Learning, 8(3), '18, pp 90-97</i>
<b>SCHOOL PRINCIPALS</b>	39/19-2	GIMBEL, P Perceptions of a principal mentoring initiative: mentor-mentee relationship and how that effects their leadership practices. <i>NASSP Bulletin, 102(1), Mar 18, pp 22-37</i>
<b>SCHOOLS: management</b>	40/19-2	DIEZ, F Quality management in schools: analysis of mediating factors ... their impact on schools in the Basque Country, Spain. <i>SA Journal of Education, 38(2), May 18, 8pp</i>
<b>TEACHERS</b>	41/19-2	CARNIE, F Changing the system and listening to the professionals: argues that there is a crisis within the teaching profession which calls for radical changes in professional development and teacher education; suggests that a significant shift of emphasis is needed whereby the collaborative voices of teachers are heard. <i>Professional Development Today, 19(3), '18, pp 45-50</i>
	42/19-2	KIMATHI, F Advancing professional teaching in South Africa: lessons learnt from policy frameworks that have regulated teachers' work. <i>Education as Change, 22(3), '18, 25 pp</i>
	43/19-2	MOSOGÉ, M J Perceived collective teacher efficacy in low performing schools. <i>SA Journal of Education, 38(2), May 18, 9pp</i>
<b>TEACHING</b>	44/19-2	DEBENHAM, J Shakespeare online: revitalise your Shakespeare teaching with these websites and online resources that help bring the Bard to life for students and teachers alike. <i>Creative Teaching &amp; Learning, 7(4), 2018, pp 55-60</i>
<b>THINKING</b>	45/19-2	WATSON, J Cultivating a culture of thinking: Cultural forces exist in all classrooms that can be leveraged to develop a culture of thinking ... demonstrate how to harness these forces to develop students' thinking skills in secondary Maths and Chemistry classrooms. <i>Creative Teaching and Learning, 8(2), '18, pp 30-36</i>
<b>WEATHER</b>	46/19-2	NEW, M What the latest assessment on global warming means for Southern Africa. <i>Quest, 14(4), 18, pp 12-13</i>
<b>WRITING</b>	47/19-2	JULIEN, K Loving care and funky poems: motivating young writers. <i>Reading Teacher, 71(6), May/Jun '18, pp 659-668</i>