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<b>ACHIEVEMENT</b>	1/19-3	DE WET, N Ecological approach to childhood in South Africa: an analysis of the contextual determinants: to explore the socio-economic and demographic composition of communities and households that influence grade repetition among children in South Africa. <i>Perspectives in Education, 36(2), 19, pp 132-146</i>
	2/19-3	HENSON, C Agency, resilience and innovation in overcoming educational failure: seeks to understand how a group of boys in a Durban township achieved exceptional educational results despite the severe financial, social and educational constraints they faced. <i>Perspectives in Education, 36(2), 19, pp 61-74</i>
<b>ASSESSMENT</b>	3/19-3	ANON OFSTED – making sense of the changes: from September 2019, the way that Ofsted inspects schools could be changing to give less emphasis on exam results and more on the quality of education. Here we break down the implications of the changes. <i>School Leadership Today, 9(2), '18, pp 8-10</i>
<b>AUTISM</b>	4/19-3	LOWNDES, B Autism – difference not deficit: providing support for students with autism can make a world of difference ... advice and practical tips on supporting children with autism in your setting. <i>School Leadership Today, 9(2), '18, pp 18-24</i>
<b>BARRIERS</b>	5/19-3	NAUDÉ, M Elements of the physical learning environment that impact on the teaching and learning in South African Grade 1 classrooms. <i>SA Journal of Education, 39(1), Feb 19, 11pp</i>
<b>BEHAVIOUR</b>	6/19-3	NUNAN, J S R Victims' experiences of learner challenging behaviour in primary schools in Phoenix, South Africa. <i>SA Journal of Education, 38(Supplement 1), Oct 18, 7pp</i>
<b>BULLYING</b>	7/19-3	JUAN, A Bullies, victims and bully-victims in South African schools: Examining the risk factors. <i>SA Journal of Education, 38(Supplement 1), Oct 18, 10pp</i>
	8/19-3	NGIDI, N D Bullying in school toilets: experiences of secondary school learners in a South African township <i>SA Journal of Education, 38(Supplement 1), Oct 18, 8pp</i>
	9/19-3	SMIT, B Understanding bullying relationally: bullying in South African schools is conceptualised regarding both the phenomenon and the leadership style using a relational framework. <i>SA Journal of Education, 38(Supplement 1), Oct 18, 8pp</i>
<b>BULLYING (online)</b>	10/19-3	CORISH, K Don't ignore trolling in your school: trolling is a form of online bullying that can devastate young people. But the more you look into it, the more disturbing it gets, with new evidence emerging that some young people are trolling themselves. Is this a cry for help or a form of self-harm? <i>School Leadership Today, 8(3), '18, pp 50-58</i>
<b>CONFLICT</b>	11/19-3	WEINSTEIN, L

		Reconciling conflict in classroom: conflict appears in many guises and it is important for students to have the tools to resolve it and rise above behaviours that escalate or make a situation worse: 7 Principles of Conflict Resolution for use in the classroom. <i>School Leadership Today, 9(1), '18, pp 38-42</i>
<b>CURRICULUMS</b>	12/19-3	DIXON, K Critical analysis CAPS Life Skills in Foundation Phase (Grades R-3): show that this curriculum is weakly classified and that epistemological orientations are blurred, if not rendered invisible. <i>Journal of Education, Issue 71, '18, pp 8-23</i>
<b>EDUCATION: outdoor</b>	13/19-3	ANON Outdoor learning: using your school grounds innovatively can add new dimensions to curriculum learning as well as empowering children to plan and design their environment. <i>School Leadership Today, 8(4), '18, pp 72-76</i>
<b>FUNDRAISING</b>	14/19-3	POPPITT, D Fundraising feasibility report: top fundraising schools specialist and writer, presents a typical feasibility report, based on his work with a secondary school in the Northwest. <i>School Leadership Today, 8(2), '17, pp 76-84</i>
<b>GAMES</b>	15/19-3	ABEDNEGO, S Using indigenous games and knowledge to decolonise the school curriculum: Ubuntu perspectives. <i>Perspectives in Education, 36(2), 19, pp 103-118</i>
<b>GENDER</b>	16/19-3	REYGAN, F Sexual and gender diversity in schools: belonging, in/ exclusion and the African child. <i>Perspectives in Education, 36(2), 19, pp 90-102</i>
<b>HEALTH: mental</b>	17/19-3	DUTTON, C Intervening early with tree of life: narrative therapy, children telling the stories of their lives and culture, can be an effective early intervention that prevents more serious mental health issues developing in children. <i>School Leadership Today, 8(5), '18, pp 90-94</i>
	18/19-3	SUNDERLAND, M Catching them before they fall: schools can spot and avert mental health issues. <i>School Leadership Today, 9(1), '18, pp 26-29</i>
<b>HUMAN RESOURCES</b>	19/19-3	ELS, C Investigating the impact of a combined approach of perceived organisational support for strengths use and deficit correction on employee outcomes. <i>SA Journal of Human Resource Management, v16, 2018, 11pp</i>
	20/19-3	JONCK, P Micro-level outcomes evaluation of a skills capacity intervention within the South African public service: towards an impact evaluation. <i>SA Journal of Human Resource Management, v16, 2018, 9pp</i>
<b>HUMAN RIGHTS</b>	21/19-3	MATHEBULA, T Human rights and neo-liberal education in post-apartheid South Africa. <i>Journal of Education, Issue 71, '18, pp 91-106</i>
<b>ICT</b>	22/19-3	KAMALIZENI, A Evaluation of the use of ICT in the management of secondary schools: the Mashishila Circuit in Mpumalanga. <i>Journal of Management &amp; Administration, No 2, 2018, pp 99-134</i>
<b>INCLUSION</b>	23/19-3	HUSBAND, A This is what inclusion means to me: a personal view on what it means to be an inclusive school. <i>School Leadership Today, 8(5), '18, pp 86-89</i>
<b>LANGUAGES</b>	24/19-3	GUZULA, X Moving beyond artificial linguistic binaries in the education of African Language speaking children: a case for simultaneous biliteracy development. <i>Perspectives in Education, 36(2), 19, pp 1-14</i>
	25/19-3	MANDILLAH, L Kenyan curriculum reforms and mother tongue education: issues, challenges and implementation strategies. <i>Education as Change, 23(1), '19, 18pp</i>

<b>LEADERSHIP</b>	26/19-3	CRAIG, I Overcoming allure of toxic leadership: the current administrative environment seems to be a breeding ground for toxic leaders; connections to toxic leadership and accountability pressures, the changing education landscape and the fragmentation of the school system. <i>School Leadership Today, 9(2), '18, pp 41-48</i>
	27/19-3	CRAIG, I When leadership turns toxic: reflects on the phenomenon of “toxic” leadership in schools (those having responsibility and control abuse the leader-follower relationship and move the school into a worse condition than before) and makes connections to accountability pressures, the changing education landscape and the fragmentation of the school system. <i>Professional Development Today, 20(1), 2018, pp 6-13</i>
	28/19-3	LEE, A Empowering leadership – what it is and when it works: empowering leadership can be a powerful way to motivate for employees, but it can also be perceived as burdensome – how to find the balance. <i>School Leadership Today, 9(2), '18, pp 38-41</i>
	29/19-3	WILLIAMS, G Framework for a new leadership culture. <i>Human Capital Review, Apr 19, 5pp</i>
<b>LEARNING</b>	30/19-3	HUNT, M Moving to learn: explains why movement is so essential for young children’s learning. <i>School Leadership Today, 8(5), '18, pp 100-103</i>
	31/19-3	STOTT, A E Are instructivist pedagogies more appropriate for learning the sciences in South African low-quintile schools than western literature suggests? <i>Journal of Education, Issue 71, '18, pp 39-57</i>
	32/19-3	WATKINS, C How to address “effective learning”: explores what constitutes effective learning and how to create a culture which encourages more learner autonomy. <i>Professional Development Today, 19(1), '17, pp 30-35</i>
<b>LEARNING (independent)</b>	33/19-3	SHENTON, A Scaffolding independent learning: encouraging independent learning is one of the mantras of progressive teaching and learning, but precious little thought has been given to how this can be supported by teachers, particularly to children used to being spoon fed by teachers rushing them through the syllabus – planning framework. <i>School Leadership Today, 8(3), '18, pp 33-37</i>
<b>LIFE SCIENCES</b>	34/19-3	HARTLEY, M Bringing DNA to life in the primary years: abstract concepts relating to DNA can be challenging for students – a framework for teaching it in primary school, allowing students to visualise and engage with DNA, laying a strong foundation for curiosity and inquiry. <i>Creative Teaching &amp; Learning, 9(1), 2019, pp 46-52</i>
<b>LITERACY</b>	35/19-3	DOUGLAS, J Breaking generational cycle of low literacy: one in three children leave primary school with a reading level that is below national expectations, with profound consequences for both the child and society – it doesn’t have to be this way. <i>School Leadership Today, 8(4), '18, pp 83-88</i>
<b>MATHEMATICS</b>	36/19-3	ASKEW, M Multiplicative reasoning: an intervention’s impact on Foundation Phase learners’ understanding (mathematics). <i>South African Journal of Childhood Education, 9(1), '19, 10pp</i>
<b>MENTORS</b>	37/19-3	MATTHEWS, P The power of incremental coaching – improving teaching quality: evaluates an approach to regular non-judgemental observation and feedback that has the power to enhance the quality and consistency of teaching and its impact on learning. <i>Professional Development Today, 19(1), '17, pp 40-50</i>
	38/19-3	PANT, M What my inspirations taught me about mentoring.

		<i>Human Capital Review, Feb 19, 2pp</i>
<b>MOTIVATION</b>	39/19-3	HEYNS, M M Generational differences in workplace motivation. <i>SA Journal of Human Resource Management, v16, 2018, 10pp</i>
	40/19-3	KOLAPO, A Work attitude and staff commitment in the Lagos State Ministry of Education. <i>Journal of Management &amp; Administration, No 2, 2018, pp 85-98</i>
<b>PARENTS</b>	41/19-3	JONES, G Is it time to review your parent communications strategy: Texting parents is one big step beyond sending a letter home with the child, but technology is moving fast and apps are offering more secure and engaging routes. <i>School Leadership Today, 8(2), '17, pp 38-41</i>
<b>PROFESSIONAL DEVELOPMENT</b>	42/19-3	BLANCHARD, J How to focus performance management on professional development: collaboration between teachers, senior leaders and governors can contribute to all involved being better prepared and lead to a more effective and rewarding experience. <i>Professional Development Today, 20(1), 2018, pp 50-55</i>
	43/19-3	BLANCHARD, J How to own your continuing professional development: how using action research, training opportunities and formal study can be used as ways of continuing to learn about learning, teaching and leadership. <i>Professional Development Today, 20(1), 2018, pp 36-41</i>
	44/19-3	CAIN, T Using research for teachers' professional development: explores the heritage of teachers' learning ranging from applying theory to practice to research-informed reflection, and considers the implications for professional development. <i>Professional Development Today, 20(2), 2019, pp 32-38</i>
	45/19-3	SNELLING, J Choice PD: how personalised professional development helps inspire educators, spread good practice. <i>Empowered Learner, 2(3), Jan 19, pp 20-25</i>
	46/19-3	SNELLING, J How personalizing PD helps inspire educators, spread good practice. <i>Empowered Learner, 19/12/2018, 5pp</i>
	47/19-3	MENDOZA, S 3 ways the Educational Leader Standards developed empowered leaders. <i>Empowered Learner, 2(3), Jan 19, pp 34-37</i>
	<b>RACISM (schools)</b>	48/19-3
<b>READING</b>	49/19-3	LEWIS, H Mystery of dog in classroom: explore the growing interest in having dogs in class to help with reading. <i>School Leadership Today, 8(3), '18, pp 68-72</i>
	50/19-3	MPHAHLELE, S Information Communication Technologies as a support strategy for learners experiencing reading difficulties. <i>Per Linguam, 34(2), '18, pp 1-13</i>
	51/19-3	SANOTO, D V Training primary school teachers for literature teaching: a view from Botswana. <i>Per Linguam, 34(2), '18, pp 30-51</i>
<b>RESEARCH (learners)</b>	52/19-3	SHENTON, A Modelling for success in independent learning: pupils often have a hard time uniting multiple sources in their research papers – a model uses for sixth-formers to help them with this complex and abstract task of synthesising materials. <i>Creative Teaching &amp; Learning, 9(1), 2019, pp 20-28</i>
<b>SCHOOL PRINCIPALS</b>	53/19-3	ADKINS-SHARIF, J Instructional leader's journey: how one principal honed his role as a classroom-focused leader and learner.

		<i>Educational Leadership, 76(6), Mar 19, pp 70-74</i>
	54/19-3	GILL, J Lean on me: to help principals become better instructional leaders, districts are boosting on-the-job supports such as mentoring and coaching. <i>Educational Leadership, 76(6), Mar 19, pp 43-48</i>
<b>SCHOOLS: effective</b>	55/19-3	LONGMAN, M Step-by-step guide to successful innovation: back to basics with a look at the true purpose of innovation – to add value to your school – and provides a model to ensure this purpose is met. <i>School Leadership Today, 8(4), '18, pp 66-71</i>
<b>SCIENCE</b>	56/19-3	GIAMELLARO, M Web of ideas: fostering scientific discourse with spider web discussions. <i>Science Teacher, 86(8), Apr/May 19, pp 48-54</i>
<b>SOCIAL MEDIA</b>	57/19-3	ANON Fake news must be challenged: With so many impressionable young people devouring online content every single day, how do they tell what's real, what's fake? <i>School Leadership Today, 8(2), '17, pp 10-14</i>
	58/19-3	BORCH, J Embracing social media to engage students and teach narrative writing. <i>English Teaching Forum, 57(1), '19, pp 26-31</i>
<b>TEACHERS</b>	59/19-3	MNCUBE, V Reconceptualising teacher professionalism to address school violence: a quest to end corporal punishment. <i>Independent Journal of Teaching and Learning, 14(1), 2019, pp 86-101</i>
	60/19-3	PRIESTLEY, M Professional enquiry and teacher agency: putting teachers in control: report on research into how teachers' curriculum development activity was empowered through enquiry. <i>Professional Development Today, 20(2), 2019, pp 58-65</i>
	61/19-3	WATKINS, C How to treat teachers as learners: professional development is all about learning – calls for teachers to be empowered as learners, for the need to combat siren external voices which distract from learning, and for school leaders to see themselves as lead learners. <i>Professional Development Today, 19(1), '17, pp 36-38</i>
	62/19-3	WESSELS, E Fostering teachers' experiences of well-being: a participatory action learning and action research approach. <i>SA Journal of Education, 39(1), Feb 19, 10pp</i>
<b>TECHNOLOGY</b>	63/19-3	MATTSON, K Embed digital citizenship in all subject areas. <i>Empowered Learner, 2(2), Oct 18, pp 33-37</i>
<b>THINKING</b>	64/19-3	MILLER, H Mapping thinking across trust: creating visual representations of the thinking process can reveal a lot about how students are receiving and retrieving information ... shows how implementation of Thinking Maps across an entire School Trust is providing a framework for success in multiple areas. <i>School Leadership Today, 9(2), '18, pp 32-37</i>
<b>TRAUMA</b>	65/19-3	WILSON-DRAKE, J Trends when disaster strikes: What can schools do to help young people who have suffered trauma? <i>School Leadership Today, 8(2), '17, pp 6-8</i>
<b>VALUES</b>	66/19-3	MAPHALALA, M C Embedding values in the South African curriculum: by design or default? <i>SA Journal of Education, 38(3), Aug 18, 11pp</i>
<b>WRITING</b>	67/19-3	SOWELL, J Using models in second-language writing classroom: carefully discusses the use of writing models: whether to use models; how to select appropriate models; and when, why, and how to use them. <i>English Teaching Forum, 57(1), '19, pp 2-13</i>