



education

Department of
Education
FREE STATE PROVINCE

EDUCATION

LIBRARY

READING LIST

19-4

Copies are available on request, with submission of NUMBER of LIST and ARTICLE from:

Postal address:

The Librarian
Education Library
Private Bag X20565
BLOEMFONTEIN 9300

Physical address:

Education Library
Ground Floor, Syfrets Building
65 Charlotte Maxeke Street
BLOEMFONTEIN

Tel: 051-404-8467

Fax: 086-615-2502

E-mail: E.Mostert@fseducation.gov.za

ACHIEVEMENT	1/19-4	FERGUS, E Confronting our beliefs about poverty and discipline: school practitioners often assume kids from low-income backgrounds belong to a distinct and dysfunctional culture. <i>Phi Delta Kappan, 100(5), Feb 19, pp 31-34</i>
	2/19-4	KHOURY, C R Investigation of concurrent validity of fidelity of implementation measures at initial years of implementation: examine relations between fidelity self-assessment and team-based fidelity measures in the first 4 years of implementation of School-Wide Positive Behavioural Interventions and Supports (SWPBIS). <i>Remedial and Special Education, 40(1), Feb 19, pp 25-31</i>
	3/19-4	VISSER, M M Early learning experiences, school entry skills and later mathematics achievement in South Africa: the role of the home is important in preparing children for school and has an impact on their later achievement. <i>South African Journal of Childhood Education, 9(1), '19, 9 pp</i>
AIDS	4/19-4	MUSINGARABWI, S Teacher views of the implementation of the HIV/AIDS curriculum in Zimbabwean primary schools. <i>Southern African Review of Education with Production, 24(1), Dec 18, pp 58-73</i>
ART	5/19-4	WINNER, E Valuing thinking in the arts: arts are often placed within a context of supporting other subjects and imbued with myths about how children's artistry is developed: some research based approaches to thinking about arts education and assessment. <i>Creative Teaching & Learning, 8(4), 2019, pp 13-20</i>
ASSESSMENT	6/19-4	KNIGHT, M Taking on a new grading system: the interconnected effects of standards-based grading on teaching, learning, assessment, and student behaviour. <i>NASSP Bulletin, 103(1), Mar 19, pp 65-92</i>
BARRIERS	7/19-4	BLANDFORD, S Working class conundrum: unique insight into the way working class children fail and what can be done about it. <i>School Leadership Today, 8(5), '18, pp 82-85</i>
BULLYING	8/19-4	MOKGOLO, M Buridan's Ass Syndrome: dilemma of the human resources practitioner in workplace bullying. <i>SA Journal of Human Resource Management, 17(1), 2019, 11pp</i>
CHILDREN: Street	9/19-4	DLADLA, J Teachers' perceptions of learners who are street children: A South African case study. <i>SA Journal of Education, 38(Supplement 2), Dec 18, 8pp</i>
CLASSROOMS	10/19-4	MOKGOSI, P Lesson study: collaborative enhancement of economic and management sciences (EMS) teachers' classroom practices. <i>Journal of Educational Studies, 17(1), 2018, pp 94-114</i>
	11/19-4	SIMMONS, C Real deal on classroom management for new teachers: often feels like an unscalable mountain . . . here are tips to help you reach the heights. <i>Educational Leadership, 77(1), Sep 19, pp 42-44, 46-48</i>
CURRICULUMS	12/19-4	CHRISTIAN, M N

		Exploring the teachers' experiences of implementing a high school curriculum: a South Africa view. <i>Journal of Educational Studies, 17(1), 2018, pp 57-75</i>
	13/19-4	MÜLLER, M Working toward socially just curriculum in SA: a collaborative autobiographical narrative inquiry. <i>Journal of Education, Issue 74, '18, pp 85-101</i>
EDUCATION: districts	14/19-4	BANTWINI, B D The Circuit Managers as the weakest link in the school district leadership chain! Perspectives from a province in South Africa. <i>SA Journal of Education, 38(3), Aug 18, 9pp</i>
EDUCATION: quality	15/19-4	MUNJE, P N Reframing the quality education discourse via a capability analysis of Quintile 1 (poor) school communities. <i>Southern African Review of Education with Production, 24(1), Dec 18, pp 109-125</i>
EMOTIONAL DEVELOPMENT	16/19-4	BAILEY, R Re-imagining social-emotional learning: findings from a strategy-based approach: to bring the benefits of SEL to more students, programs need to be flexible enough to adapt to local needs. <i>Phi Delta Kappan, 100(5), Feb 19, pp 53-58</i>
GROUPS	17/19-4	TRIYANTO Understanding student participation within a group learning. <i>SA Journal of Education, 39(2), May 19, 15pp</i>
HISTORY	18/19-4	SHELLNACK-KELLY, I S Making history a compulsory school subject – opportunities for memory institutions: explores archive facilities around the world and demonstrates how these institutions provide educational opportunities to schoolchildren and the youth. <i>Journal for Contemporary History, 44(1), 2019, pp 130-150</i>
HUMAN RESOURCE MANAGEMENT	19/19-4	COETZEE, M Perceptions of sacrifice, workplace friendship and career concerns as explanatory mechanisms of employees' organisational commitment. <i>SA Journal of Human Resource Management, 17(1), 2019, 9pp</i>
	20/19-4	KLINCK, K Performance management model addressing human factors in the North West provincial administration. <i>SA Journal of Human Resource Management, 17(1), 2019, 17pp</i>
ICT	21/19-4	OJO, O A Effectiveness of Information and Communication Technologies (ICTs) in teaching and learning in high schools in Eastern Cape Province. <i>SA Journal of Education, 38(Supplement 2), Dec 18, 11pp</i>
INCLUSION	22/19-4	MFUTHWANA, T Establishing inclusive schools: teachers' perceptions of inclusive education teams: inclusive education in South Africa is inextricably linked with building a new democracy based on social justice, specifically by eradicating exclusionism in education. <i>SA Journal of Education, 38(4), Nov 18, 10 pp</i>
	23/19-4	MUTHUKRISHNA, N Decolonising inclusive education in lower income, Southern African educational contexts: research and reflexive engagement over the last five years on inclusive education policy formulation and implementation in selected Southern African contexts, namely, Botswana, Namibia, South Africa, and Malawi. <i>SA Journal of Education, 38(4), Nov 18, 11 pp</i>
INTELLIGENCE	24/19-4	CHUA, F How are we smart? What does it mean to be intelligent? How does intelligence develop and vary in humans? How much do thinking dispositions contribute to intelligent behaviour? Can intelligence be learned?: discussion what we know about these questions. <i>Creative Teaching & Learning, 8(4), 2019, pp 22-28</i>
LANGUAGES	25/19-4	BEACH, P Word painting: using a musical technique to enhance vocabulary by engaging students' creativity as visual artists and music composers, with no music or visual art experience required!

		<i>Reading Teacher, 72(6), May/June 19, pp 750-754</i>
LEARNING	26/19-4	DU TOIT-BRITS, C Focus on self-directed learning: the role that educators' expectations play in the enhancement of students' self-directedness. <i>SA Journal of Education, 39(2), May 19, 11pp</i>
	27/19-4	KRUEGER, N Learning how to learn: the future of education isn't in the content students absorb. It's in the cognitive skills that allow them to keep learning and adapting long after they've left the classroom. <i>Empowered Learner, 19/12/2018, 5 pp</i>
	28/19-4	WEISBLAT, G Z Does the innovation really work? Effectiveness of self-organised learning environment (SOLE) in the classroom: learners' content knowledge no longer valuable as their content navigation skills, and teachers' expertise is no longer beholden to didactic instruction. <i>Childhood Education, 95(2), Mar/Apr 19, pp 60-66</i>
LIFE ORIENTATION	29/19-4	GEORGE, G Challenges facing life orientation educators in the delivery of sexuality education in South African schools. <i>Southern African Review of Education with Production, 24(1), Dec 18, pp 43-57</i>
MANAGEMENT	30/19-4	CROUS, W Move towards agile and agile HR: it involves new values, principles, practices and processes and a radical alternative to command-and-control style management. <i>Human Capital Review, Apr 19, 3pp</i>
MATHEMATICS	31/19-4	MAVHUNGU, E Use of computers in teaching mathematical hyperbolic graphs at grades 10 to 12. <i>Journal of Educational Studies, 17(1), 2018, pp 133-154</i>
	32/19-4	PENLINGTON, T Strategies for understanding subtraction: flexibility in performing these operations is important, and as educators we should be aware of a variety of approaches that could potentially resonate differently with different learners. <i>Learning and Teaching Mathematics, no 25, Dec 18, pp 11-14</i>
MOTIVATION	33/19-4	HEYNS, M M Generational differences in workplace motivation: findings contradict the popular notion that generational cohorts differ significantly from each other in terms of diverging intrinsic and extrinsic motivational preferences that may influence their behaviour at work. <i>SA Journal of Human Resource Management, 16(1), 2018, 10pp</i>
PARENTS	34/19-4	KELLY, C Challenging parents disadvantaged children: the parents of disadvantaged children are the most difficult to engage but they must always be the priority! <i>School Leadership Today, 8(6), '18, pp 52-56</i>
PRINCIPALS	35/19-4	WHITAKER, T How principals can support new teachers: five powerful ways to help new teachers thrive and enhance school culture. <i>Educational Leadership, 77(1), Sep 19, pp 50-54</i>
PROFESSIONAL DEVELOPMENT	36/19-4	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, 16(1), 2018, 9pp</i>
	37/19-4	LEE, V We're in this together: principals and teachers as partners and learners in lesson study. Research proposes lesson study as a professional development structure that allows principals and teachers in secondary schools to meet the demands of English and disciplinary literacy standards. <i>NASSP Bulletin, 103(1), Mar 19, pp 51-64</i>
	38/19-4	MOODLEY, M WhatsApp: creating a virtual teacher community for supporting and monitoring after a professional development programme. <i>SA Journal of Education, 39(2), May 19, 10pp</i>
	39/19-4	PALMER

		How to grow leadership capacity for research engagement: explore how the attitudes, understanding and skills of leaders can be transformed to enrich enquiry-led professional development. <i>Professional Development Today, 20(3), 2019, pp 48-51</i>
PROFESSIONAL LEARNING COMMUNITIES	40/19-4	ATWAL, K Creating dynamic learning community: approach for successfully moving the school into the top 1 per cent nationally through empowerment and development of the school's most valuable asset – the teachers. <i>School Leadership Today, 8(6), '18, pp 58-63</i>
READING	41/19-4	KAYE, E L As easy as ABC? Teaching and learning about letters in early literacy: how can busy teachers effectively support letter knowledge in the context of authentic reading and writing? <i>Reading Teacher, 72(5), Mar/Apr 19, pp 599-610</i>
	42/19-4	MYSKOW, G Three interactive alternatives for developing reading fluency: presents three reading activities (Start-up!, Pop-up!, and End-up!). <i>English Teaching Forum, 57(2), 2019, pp 2-11</i>
	43/19-4	WARFIELD, S Read and run: a communicative reading activity to motivate students to read those seemingly difficult texts. <i>English Teaching Forum, 57(2), 2019, pp 31-34</i>
RESEARCH	44/19-4	RICKENSON, M How to plan your research project: helpful guide asks what research is, what it involves and how you can plan research so that it is effective: thinking time before you embark on a project can be crucial to its eventual success. <i>Professional Development Today, 20(3), 2019, pp 10-16</i>
SCHOOL PRINCIPALS	45/19-4	NAIDOO, P Perceptions of teachers and school management teams of the leadership roles of public school principals. <i>SA Journal of Education, 39(2), May 19, 14pp</i>
	46/19-4	PERSAUD, A School leadership and education diplomacy: school leaders need a new set of diplomacy skills that allows them to better meet the challenges they face and ensure inclusive and equitable education and lifelong learning for all. <i>Childhood Education, 95(2), Mar/Apr 19, pp 20-28</i>
SCHOOLS: diversity	47/19-4	ANDERSON, J Voluntary integration in uncertain times: many district leaders would like to promote greater diversity in their schools, but when it comes to voluntary efforts to integrate public schools, the law can be confusing. <i>Phi Delta Kappan, 100(5), Feb 19, pp 14-18</i>
SCHOOLS: effective	48/19-4	CARPENTER, R Authentic strategies for primary school improvement: what real school improvement is and how important it is to stay focused on the real substance of education rather than pandering to the latest trends in accountability. <i>School Leadership Today, 9(4), 2019, pp 50-54</i>
	49/19-4	KARGE, B D Elevated educators making LEEAAPS for school improvement: innovative model for school improvement that focusses on coaching to elevate educators into true change-makers. <i>Childhood Education, 95(2), Mar/Apr 19, pp 13-19</i>
SCIENCE	50/19-4	HARTLEY, M Bringing DNA to life in the primary years: 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 & Learning, 9(1), 2019, pp 46-52</i>
SOCIAL MEDIA	51/19-4	McCUSKER, S Getting started with social media in the classroom: powerful tool for connecting communities and communicating to others. <i>Digital Learning, Issue 1:1, 2019, pp 28-34</i>
SPECIAL	52/19-4	CUENCA-CARLINO, Y

EDUCATION		Writing for my future: transition-focused self-advocacy of secondary students with emotional/behavioural disorders. <i>Remedial and Special Education, 40(2), Apr 19, pp 83-96</i>
	53/19-4	ROYER, D J Systematic review of teacher-delivered behaviour-specific praise on k–12 student performance. <i>Remedial and Special Education, 40(2), Apr 19, pp 112-128</i>
STRESS	54/19-4	BOSHOFF, S M Validation of the Teacher Stress Inventory in a multicultural context: the SABPA study. <i>SA Journal of Education, 38(Supplement 2), Dec 18, 13pp</i>
TEACHERS	55/19-4	BOTHA, C S Are they really 'ready, willing and able'? Exploring reality shock in beginner teachers in South Africa. <i>SA Journal of Education, 38(3), Aug 18, 8pp</i>
TEACHERS	56/19-4	BROWN, C How to engage effectively with research: guidance on how teachers can bring together learning from research literature with their own practice based knowledge to gain new professional insights. <i>Professional Development Today, 20(3), 2019, pp 36-41</i>
TEACHERS	57/19-4	DEMPSTER, K Designing a workplace that no one wants to leave: positive teacher experience and engagement is crucial for schools to be able to work together and achieve educational aims: a framework for upgrading your school's teacher experience. <i>School Leadership Today, 9(4), 2019, pp 56-63</i>
TEACHERS	58/19-4	FRANCE, P E Value of vulnerability: if we want new teachers to become great teachers, we must help them feel safe enough to take risks, make mistakes and embrace uncertainty. <i>Educational Leadership, 77(1), Sep 19, pp 78-82</i>
TEACHERS	59/19-4	GOVENDER, S South African teachers' perspectives on support received in implementing curriculum changes: focuses on their experiences of the government-based Foundations for Learning Campaign in schools in the uThungulu district, KwaZulu-Natal, South Africa. <i>SA Journal of Education, 38(Supplement 2), Dec 18, 12pp</i>
TEACHERS	60/19-4	MIELKE, C Letter to new teachers: tough teaching conditions affect us, but they don't have to define us. <i>Educational Leadership, 77(1), Sep 19, pp 14-20</i>
TEACHERS	61/19-4	MOYO, Z Challenges faced by teachers living with HIV: key findings speak to affected teachers' social exclusion, stigmatisation and discrimination, inadequate care and support, physical debilitation as well as psychological stress and depression. All these conditions resulted in teachers being unable to perform their tasks at optimal level in South African schools. <i>SA Journal of Education, 39(1), Feb 19, 10 pp</i>
TECHNOLOGY	62/19-4	BJERDE, K Unlocking Potential with Digital Textbooks: Intelligent textbooks empower students to be at the centre of their learning and to create better communication flow between learners and teachers – how Box Hill School is benefitting from their implementation. <i>School Leadership Today, 9(3), 2019, pp 38-43</i>
THINKING SKILLS	63/19-4	TAYLOR, C Teaching independence with current affairs: strong critical thinking skills can strengthen social and cognitive development at all stages. <i>Creative Teaching & Learning, 9(1), 2019, pp 15-18</i>
WORK	64/19-4	VELDSMAN, T H Becoming a purpose-driven, values-based, people profession, making a lasting, worthy difference: a call to action. <i>Human Capital Review, Jun 19, 4pp</i>
WRITING	65/19-4	HARTLEY, J Mobilising the power of imagination: how to use creative writing activities to encourage to students to imagine and invent new stories and worlds. <i>Creative Teaching & Learning, 9(1), 2019, pp 40-44</i>