



education

Department of
Education
FREE STATE PROVINCE

EDUCATION LIBRARY

READING LIST

20-1

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	1/20-1	KREIDER, C Physically active students learn better: finding new ways to implement movement in the elementary classroom. <i>Childhood Education, 95(3), May/Jun 19, pp 63-70</i>
	2/20-1	SIMAYI, A Academic engagement of Eastern Cape Grade 8 township learners with depictive representations of simple electric circuits: a focus on low-achieving learners with limited science self-confidence. <i>African Journal of Research in Mathematics, Science and Technology Education, 23(1), May 19, pp 40-51</i>
ASSESSMENT	3/20-1	KRECHEVSKY, M Assessment reimagined: shifting the 'Who, What, When, Where, How and Why' of assessment: reimagining assessment and share examples of assessment practices that foster learning for both students and teachers. <i>Creative Teaching & Learning, 8(4), 2019, pp 52-58</i>
BARRIERS	4/20-1	DEJULIUS, D C Meeting struggling teens where they are: teens grappling with mental health or behavioural issues need additional support every day. <i>Educational Leadership, 76(8), May 19, pp 74-78</i>
CAREERS	5/20-1	ROGERS, J Raising aspirations through careers education: giving students a combination of intense learning experiences, hands-on projects and new approaches . . . raising student aspirations and changing their career prospects. <i>School Leadership Today, 9(6), 2019, pp 18-21</i>
CHILDREN	6/20-1	FRY, R Demographic portrait of today's 6- to 21-year-olds, from the Pew Research Centre: as a new generation of Americans begins to take shape and move toward adulthood, there is mounting interest in their attitudes, behaviours, and lifestyle. <i>Phi Delta Kappan, 100(7), Apr 19, pp 13-16</i>
COUNSELING	7/20-1	JOTHAM, D Soothing sorrow supporting grieving teens: grief can have a profoundly detrimental effect on teens' performance, but effective support and understanding can help them go on to pursue their goals and help them reclaim the focus and determination they need to succeed. <i>School Leadership Today, 9(6), 2019, pp 45-50</i>
CREATIVITY	8/20-1	CLAPP, E Five lessons learned about creativity: is a socially distributed process and that it is not an individual gift that some people have and other people do not. <i>Creative Teaching & Learning, 8(4), 2019, pp 60-64</i>
	9/20-1	SENECHAL, D Is the creativity craze misguided? Creativity is considered the skill of the future: we must be thoughtful, however, about how we innovate to support creativity, ensuring that we do not lose sight of equally important skills and competencies. <i>Childhood Education, 95(3), May/Jun 19, pp 3-7</i>
CURRICULA	10/20-1	GAMSON, D A Standards, instructional objectives, and curriculum design: a complex relationship: the history of educational standards and objectives offers insights into how we might

		effectively rethink our curricula today. <i>Phi Delta Kappan, 100(6), Mar 19, pp 8-12</i>
DISCIPLINE	11/20-1	PRINS, C Disciplinary practices in the early grades: creating culturally responsive learning environments in South Africa. <i>SA Journal of Education, 39(3), Aug 19, 7pp</i>
	12/20-1	RAINBOLT, S High school teachers' perceptions of restorative discipline practices. <i>NASSP Bulletin, 103(2), Jun 19, pp 158-182</i>
ECD	13/20-1	DURAND, M J Motor and physical development of five to six year-old children in a low socioeconomic community. <i>African Journal for Physical Activity and Health Sciences, 25(2), Jun 19, pp 200-215</i>
ETHICS	14/20-1	PARDEY, D Ethical Dilemma: being considered ethical is crucial to being successful as a leader: how to think about ethics to create a strong decision-making framework. <i>School Leadership Today, 9(3), 2019, pp 50-54</i>
GAMES	15/20-1	BARRETT, A Extended icebreaker: this activity takes a few minutes per day and can be used for a few weeks or throughout the entire course. <i>English Teaching Forum, 57(3), 2019, pp 33-35</i>
	16/20-1	QUY, P H P Cooperative game-playing in the EFL classroom: gives learners a chance not only to experiment with the language being learned in a natural and fun way but also to sharpen their English skills. <i>English Teaching Forum, 57(3), 2019, pp 14-23</i>
INCLUSION	17/20-1	MORELLE, M Challenges experienced by learners with visual impairments in South African township mainstream primary schools. <i>SA Journal of Education, 39(3), Aug 19, 6pp</i>
	18/20-1	WALTON, E Developing standards for inclusive teaching in South Africa: a dilemma analysis. <i>Southern African Review of Education with Education with Production, 25(1), Aug 19, pp 89-106</i>
LANGUAGES	19/20-1	RAWLINS, A Reconceptualising sight words: building an early reading vocabulary: early elementary students need to build a large bank of known words to become readers. <i>Reading Teacher, 72(6), May/June 19, pp 711-719</i>
	20/20-1	YAZDANPANA, R Exploring and expressing culture through project-based learning: the lessons focus on developing students' English proficiency, research and analytical skills, and their ability to produce and present work collaboratively. Furthermore, these lessons aim to create not only a successful learning experience but also a more understanding and peaceful world. <i>English Teaching Forum, 57(3), 2019, pp 2-13</i>
LEARNING	21/20-1	BOSER, U Learning to learn: tips for teens and their teachers: many teens today don't have effective learning skills – and they need them more than ever. <i>Educational Leadership, 76(8), May 19, pp 70-73, 78</i>
	22/20-1	HEYTING, E Transforming classroom for personalised learning: building blocks for engagement to learn about migration: learning approaches that support students' awareness of real-world issues and provide opportunities for taking action will lead to true transformation of education. <i>Childhood Education, 95(4), Jul/Aug 19, pp 16-23</i>
LTSM	23/20-1	MSIMANGE, M R Managing the use of resources in multi-grade classrooms. <i>SA Journal of Education, 39(3), Aug 19, 9pp</i>
MATHEMATICS	24/20-1	BERRY, R Q Need to catalyse change in high school mathematics: the high school mathematics curriculum needs to be reformed to encourage all students to understand the math

		that underlies the fabric of society. <i>Phi Delta Kappan</i> , 100(6), Mar 19, pp 39-44
	25/20-1	GAILLARD, C Finding the missing variables: a systematic review of mathematics improvement strategies for South African public schools. <i>SA Journal of Education</i> , 39(3), Aug 19, 9pp
	26/20-1	HAZELL, E Improving Grade R mathematics teaching in South Africa: evidence from an impact evaluation of a province-wide intervention. <i>Journal of Education</i> , no 76, 2019, pp 48-68
	27/20-1	MALULEKE, M J Using code-switching as an empowerment strategy in teaching mathematics to learners with limited proficiency in English in South African schools. <i>SA Journal of Education</i> , 39(3), Aug 19, 9pp
	28/20-1	MOSTERT, I Number names: do they count? Examines the linguistic features of certain African languages, pertaining to number names. <i>African Journal of Research in Mathematics, Science and Technology Education</i> , 23(1), May 19, pp 64-74
	29/20-1	NDLOVUA, W Changes in learners' perspectives on the nature of mathematics after participating in a mentorship programme. <i>African Journal of Research in Mathematics, Science and Technology Education</i> , 23(1), May 19, pp 111-121
	30/20-1	NORTH, M Importance of structure for supporting children's learning in mathematics: comparison of two examples of children's bookwork. <i>Learning and Teaching Mathematics</i> , no 26, Jun 19, pp 12-17
	31/20-1	RILEY, A If your students find maths difficult, read this! Some new research, highlighting five key ways for school leaders to make maths work for both children and teachers. <i>School Leadership Today</i> , 9(5), 2019, pp 52-56
MOTIVATION	32/20-1	HART, C Controlled burn: a story of growth: we need to help students who aren't motivated by traditional academic work find their strengths and their own paths. <i>Educational Leadership</i> , 76(8), May 19, pp 28-33
PARENTS	33/20-1	DOEPKE, M Economic roots of helicopter parenting: rising income inequality — and the higher stakes surrounding education — are driving parents to become more involved in their children's lives. <i>Phi Delta Kappan</i> , 100(7), Apr 19, pp 22-27
PHYSICAL SCIENCES	34/20-1	OGUOMA, E Teachers' concerns with the implementation of practical work in the Physical Sciences Curriculum and Assessment Policy Statement in South Africa. <i>African Journal of Research in Mathematics, Science and Technology Education</i> , 23(1), May 19, pp 27-39
PROBLEM-SOLVING	35/20-1	LAMBERT, A Developing skills through creative problem-solving: laying the foundation for future-ready skills can begin in early childhood. <i>Childhood Education</i> , 95(4), Jul/Aug 19, pp 24-29
PROFESSIONAL DEVELOPMENT	36/20-1	GOODWIN, B Debunking the myth of the teacher performance plateau: research into the development of expertise shows how teachers can develop their talent throughout their careers. <i>Phi Delta Kappan</i> , 100(7), Apr 19, pp 56-61
	37/20-1	HOFFMAN, E B Reimagining early childhood educator professional development: an online community shares literacy learning strategies. <i>Childhood Education</i> , 95(4), Jul/Aug 19, pp 47-52
	38/20-1	PAK, K Developing principals' data-driven decision-making capacity: lessons from one urban

		district: to use data dashboards effectively, principals will need more and better professional development from their districts. <i>Phi Delta Kappan, 100(7), Apr 19, pp 37-42</i>
PROFESSIONAL LEARNING COMMUNITIES	39/20-1	BAUMFIELD, V How to create a community of inquiry: practitioner researchers are empowered when they collaborate in their investigations: explains how communities of inquiry can be developed. <i>Professional Development Today, 20(4), 2019, pp 110-112</i>
	40/20-1	WOOLWAY, J Continuous collaborative reflection sessions in a professional learning community: the development of grade 8 natural sciences teachers' reflective practice. <i>African Journal of Research in Mathematics, Science and Technology Education, 23(1), May 19, pp 1–13</i>
PROJECTS	41/20-1	BEERE, J Guide to good project work: if cross-curricular projects are done well, they can open students' hearts and minds, but good projects are few and far between – some rules of engagement. <i>School Leadership Today, 9(5), 2019, pp 64-70</i>
	42/20-1	LEAT, D How to plan Enquiry and Project-Based Learning (EPBL): outline how EPBL can be planned creatively and collaboratively. <i>Professional Development Today, 20(4), 2019, pp 74-78</i>
READING	43/20-1	CARTWRIGHT, K B DRIVE Model of Reading: making the complexity of reading accessible: policy and practice suffer when understandings of reading are too simplistic, but a driving metaphor is used here to present a model of reading that is complex yet accessible. <i>Reading Teacher, 73(1), Jul/Aug 19, pp 7-15</i>
	44/20-1	KELLY, L B How hard should the books be in small-group reading? It depends: choosing the right texts for small groups can be challenging – explores one element that teachers consider, text difficulty and reports a study of bilingual students discussing matched and difficult texts. <i>Reading Teacher, 73(2), Sep/Oct 19, pp 173-183</i>
	45/20-1	McCLANAHAN, B J Suite of strategies for navigating graphic novels: a dual coding approach: these strategies can encourage teachers who do not like or have not taught with graphic novels to wade into those waters. <i>Reading Teacher, 73(1), Jul/Aug 19, pp 39-50</i>
SCHOOL FACILITIES	46/20-1	FILARDO, M How crumbling school facilities perpetuate inequality: student learning is undermined in poorly designed and maintained buildings, and students from low-income families are more likely to attend school in such buildings. <i>Phi Delta Kappan, 100(8), May 19, pp 27-31</i>
SCHOOL MANAGEMENT	47/20-1	MTHIYANE, C C N Context matters: Heads of Department's leadership practices in monitoring and supporting teachers in schools participating in Jika iMfundo <i>Journal of Education, issue 75, Jun 19, pp 56-76</i>
SCHOOLS: effective	48/20-1	DEMAERTELAERE, Y Vision for smarter school organisation: exploring the starfish approach: how our schools are structured plays an important role in facilitating innovation – transforming the field to best benefit students depends upon an organisational evolution. <i>Childhood Education, 95(3), May/Jun 19, pp 44-48</i>
	49/20-1	WHITE, B Wicked problem of school improvement: is there actually a way to resolve the school improvement conundrum? . . . there is no perfect solution and the sooner we understand and accept that, the sooner we can make real improvements to the school experience. <i>School Leadership Today, 9(6), 2019, pp 30-37</i>
SCHOOLS: Funding	50/20-1	MURRAY, B C PTAs, parent involvement, and the challenges of relying on private money to subsidize public education: when parents give money to their children's schools, resource gaps

		between schools widen. <i>Phi Delta Kappan, 100(8), May 19, pp 42-46</i>
SCHOOLS: secondary	51/20-1	WATSON, D Creating a values-based transition to secondary school: transitioning to secondary school is a challenging moment for most children . . . shows how a trust is looking at the big picture and prioritising the values that will allow children to succeed in secondary and beyond. <i>School Leadership Today, 9(6), 2019, pp 57-60</i>
SPECIAL EDUCATION	52/20-1	BETTINI, E Special educators' experiences of roles and responsibilities in self-contained classes for students with emotional/ behavioural disorders. <i>Remedial and Special Education, 40(3), Jun 19, pp 177-191</i>
	53/20-1	FISH, R E Teacher race and racial disparities in special education: examines the role of teacher racial composition in special education service receipt. <i>Remedial and Special Education, 40(4), Aug 19, pp 213-224</i>
	54/20-1	MINAHAN, J Building positive relationships with students struggling with mental health: interaction strategies that help teachers maintain positive relationships with students are important accommodations for students with mental health disorders. <i>Phi Delta Kappan, 100(6), Mar 19, pp 56-59</i>
STRESS	55/20-1	WHITE, B Workload and wellbeing: it's more complex than you think: teaching is becoming one of the highest stress professions and burnout is rampant – what can be done to help mitigate its effects? <i>School Leadership Today, 9(5), 2019, pp 12-18</i>
TEACHERS	56/20-1	BERRY, B Teacher leadership: prospects and promises: after decades of top-down school management, new models of collaborative teacher leadership have begun to emerge. <i>Phi Delta Kappan, 100(7), Apr 19, pp 49-55</i>
	57/20-1	CARRIM, N Complexities of professional practice in South African education: argues for a need to revisit assumptions about professional knowledge, professionalism and professional practice from abstract, ahistorical conceptions of these notions. <i>Southern African Review of Education with Education with Production, 25(1), Aug 19, pp 35-51</i>
	58/20-1	MOORE, R Purpose, autonomy and mastery motivating for retention: how giving teachers autonomy, supporting their development and enabling them to fulfil their sense of purpose can go a long way toward bringing out the best in teachers and getting them to stay on. <i>School Leadership Today, 9(6), 2019, pp 38-43</i>
	59/20-1	MSIBI, T Pushed out! The perils of teacher professionalism in dysfunctional South African teaching contexts. <i>Southern African Review of Education with Education with Production, 25(1), Aug 19, pp 16-34</i>
	60/20-1	SOSLAU, E Promises and realities of implementing a co-teaching model of student teaching: model for learning to teach where clinical educators and teacher candidates teach alongside one another and share responsibility for pupil learning. <i>Journal of Teacher Education, 70(30), May/June 19, pp 265-279</i>
TECHNOLOGY	61/20-1	VALENZUELA, J Computational thinking competencies: embrace integration across the curriculum. <i>Empowered Learner, 3(1), Jul 19, pp 33-38</i>
WRITING	62/20-1	JAGAIAH, T Writer's checklist procedural support for struggling writers: a self-regulation strategy, provides an avenue for students and teachers to direct, monitor and regulate actions toward experiencing a sense of control and meeting writing goals. <i>Reading Teacher, 73(1), Jul/Aug 19, pp 103-110</i>