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<b>ACHIEVEMENT</b>	1/20-3	LISTER, C Effects of integrated movement programme on motor proficiency, visual-motor integration and scholastic achievement of Grade 1 learners in Nelson Mandela Bay, South Africa. <i>African Journal for Physical Activity and Health Sciences, 26(1), Mar 20, pp 41-57</i>
<b>ARTS</b>	2/20-3	NATHAN, L F Joyful learning at scale: immersing students in the arts: adolescents tend to flourish when their schools give them meaningful opportunities to study and create art that matters to them. <i>Phi Delta Kappan, 101(8), May 20, pp 8-14</i>
<b>AUTISM</b>	3/20-3	COX, S K Modified schema-based instruction to develop flexible mathematics problem-solving strategies for students with Autism Spectrum Disorder. <i>Remedial and Special Education, 41(3), Jun 20, pp 139-151</i>
<b>BEHAVIOUR</b>	4/20-3	REYNEKE, R P Increasing resilience, lowering risk: teachers' use of the circle of courage in the classroom. <i>Perspectives in Education, 38(1), 2020, pp 144-162</i>
<b>COVID-19</b>	5/20-3	BAKER, B D Weathering the storm: school funding in the COVID-19 era: as COVID-19 takes a toll on education budgets, federal and state leaders should take specific steps to minimize the damage done to high-poverty schools. <i>Phi Delta Kappan, 102(1), Sep 20, pp 8-13</i>
	6/20-3	BEERE, J After Covid-19 we need a new paradigm for education. <i>School Leadership Today, 10(3), 20, 12 pp</i>
	7/20-3	FAGELL, P L Teacher wonders how to help students during coronavirus shutdown. <i>Phi Delta Kappan, 101(8), May 20, pp 67-68</i>
	8/20-3	HARMS, K Museum visits students where they are: children's museums offer a rich collection of onsite and online resources to tap into children's curiosity and expand their horizons: It is important to remember, however, that challenging times like those resulting from the pandemic also provide fertile ground for the creation of unique solutions. <i>Childhood Education, 96(4), Jul/Aug 20, pp 34-41</i>
	9/20-3	MARSHALL, D T How teachers experienced the COVID-19 transition to remote instruction: Teachers share the challenges they faced when they had to quickly move classes online. <i>Phi Delta Kappan, 102(3), Nov 20, pp 46-50</i>
	10/20-3	RICHMOND, G Critical need for pause in the COVID-19 era: we encourage our colleagues, regardless of their paradigmatic stand and preferred methodology, to participate in intentional awareness, engaged dialogues, and critical reflection; they are essential as research efforts and should evolve alongside educational practices. <i>Journal of Teacher Education, 71(4), Sep/Oct 20, pp 376-378</i>
	11/20-3	SHARRON, S

		Europe finds ending school lockdown challenging and divisive: Unesco has advised the UK to look to Europe for guidance on sending children back to school, But Europe is divided and at odds over the science. <i>School Leadership Today, 10(3), 20, 14 pp</i>
	12/20-3	SINGH, R Coronavirus: impact on young people with mental health needs: this report by YoungMinds investigates the mental health impact of the Covid-19 coronavirus on young people with mental health needs reveals the pressure that the crisis has put on young people and support services. <i>School Leadership Today, 10(3), 20, 4 pp</i>
	13/20-3	STARR, J P Responding to COVID-19: short- and long-term challenges. <i>Phi Delta Kappan, 101(8), May 20, pp 60-61</i>
<b>CURRICULA</b>	14/20-3	LUMADI, M W Fostering an equitable curriculum for all: a social cohesion lens. <i>Education as Change, 24(1), 2020, 20 pp</i>
<b>DISCIPLINE</b>	15/20-3	LUMADI R I Turnaround learner discipline practices through epistemic social justice in schools: a need for education authorities to introduce compulsory training and development programmes for aspiring teachers to be equipped with new strategies to deal with learner discipline through a social justice approach. <i>Education as Change, 24(1), 2020, 21 pp</i>
<b>DYSLEXIA</b>	16/20-3	JOHNSTON, V Dyslexia: what reading teachers need to know. <i>Reading Teacher, 73(3), Nov/Dec 19, pp 339-346</i>
<b>ECD</b>	17/20-3	CAROLUS, S E Emergent literacy and language support for ECD children from underserved communities in Gauteng, South Africa: a collaborative approach. <i>Per Linguam, 35(2), Aug 19, pp 39-57</i>
<b>ETHICS</b>	18/20-3	SHAPIRA-LISHCHINSKY, O Multinational study of teachers' codes of ethics: attitudes of educational leaders. <i>NASSP Bulletin, 104(1), Mar 20, pp 5-19</i>
<b>GENDER</b>	19/20-3	RAMPARSAD, N Gender equality at work: South Africa's shake up. <i>Human Capital Review, Mar-Apr 20, 2pp</i>
<b>HUMAN RESOURCES</b>	20/20-3	FELGATE, Y R Human resource management moral competencies: if Human Resource Management (HRM) has a positive role in providing direction for the permissible use of people in organisations, then such a role inevitably creates a number of ethical tensions: the HRM practitioner often encounters situations, where they require moral expertise to make decisions that are ethical. <i>SA Journal of Human Resource Management, 18(1), Jan 20, pp 1-8</i>
<b>ICT</b>	21/20-3	SKHEPHE, M Accounting teachers' readiness for e-learning in the fourth industrial revolution: a case of selected high schools in the Eastern Cape, South Africa. <i>Perspectives in Education, 38(1), 2020, pp 43-57</i>
<b>LANGUAGES</b>	22/20-3	GARCIA, G E Cognate instruction and bilingual students' improved literacy performance: how can teachers teach cognates to bilingual students so they use cognates to improve their English reading, spelling, and writing? <i>Reading Teacher, 73(5), Mar/Apr 20, pp 617-625</i>
	23/20-3	HRUBY, G G Language's vanishing act in early literacy education: the marginalization of language development in the early grades language arts curriculum could prove disastrous for our children. <i>Phi Delta Kappan, 101(5), Feb 20, pp 19-24</i>
	24/20-3	SCHMIDT, K J Simple English Wikipedia: free resources for beginner to intermediate levels: SEW is a language option on Wikipedia, a free online encyclopedia, created for children and adults learning English. <i>English Teaching Forum, 58(2), 20, pp 14-21</i>

	25/20-3	TEANE, F Language of learning and teaching as a barrier to effective implementation of CAPS: narratives of grade 10 Life Sciences teachers in the North West Province. <i>Per Linguam, 35(3), Nov 19, pp 92-105</i>
	26/20-3	ZANO, K Relationship between vocabulary knowledge and reading comprehension of South African EFAL high school learners [Fezile Dabi District]. <i>Per Linguam, 35(3), Nov 19, pp 16-28</i>
<b>LANGUAGES (Sign)</b>	27/20-3	NGOBENI, W P Effect of limited sign language as barrier to teaching and learning among deaf learners in South Africa. <i>S A Journal of Education, 40(2), May 20, 7pp</i>
<b>LEARNERS</b>	28/20-3	FADIJI, A W Learners' educational aspirations in South Africa: the role of the home and the school. <i>S A Journal of Education, 40(2), May 20, 13pp</i>
<b>LITERACY</b>	29/20-3	SIMONE, J Better together on behalf of our children: when schools and families partner around authentic literacy experiences, children are empowered to see themselves as capable readers and writers. <i>Reading Teacher, 73(3), Nov/Dec 19, pp 281-289</i>
<b>LITERACY (Critical)</b>	30/20-3	DRIESSENS, S Rewriting the wor(l)d: quick writes as a space for critical literacy: quick writes offer students opportunities to explore and interrogate social justice issues in safe, low-risk, familiar contexts. <i>Reading Teacher, 73(4), Jan/Feb 20, pp 415-426</i>
<b>LITERACY (Subjects)</b>	31/20-3	GRYSKO, R A Supporting disciplinary literacy and science learning in gr 3-5: find out how to use instructional tools that can prepare intermediate-grade students meeting the academic and literacy demands of science. <i>Reading Teacher, 73(4), Jan/Feb 20, pp 485-499</i>
<b>MATHEMATICS</b>	32/20-3	GRANDI, C Using art to teach mathematics. <i>Mathematics in School, 49(3), May 20, pp 2-7</i>
	33/20-3	MADOSI, T Values learners consider as important in the learning of mathematics <i>Perspectives in Education, 38(1), 2020, pp 181-196</i>
	34/20-3	PADULA, J How to make mathematics live: suggestions for engaging students in mathematics learning through intrinsic and instrumental motivation, integrating the arts and technology. <i>Mathematics in School, 49(1), Jan 20, pp 3-5</i>
	35/20-3	WELSH, S Thinking about learning mathematics. <i>Mathematics in School, 49(2), Mar 20, pp 16-23</i>
	36/20-3	WINTERS, S The thinking classroom: an exciting transformation for math instruction. <i>Childhood Education, 96(4), Jul/Aug 20, pp 50-53</i>
<b>PEERS</b>	37/20-3	MOOLMAN, B School climate, an enabling factor in an effective peer education environment: lessons from schools in South Africa. <i>SA Journal of Education, 40(1), Feb 20, 10pp</i>
<b>PLAY</b>	38/20-3	ESSAME C Developmental play: a new approach to understanding how all children learn through play: play is widely acknowledged as being critical for children's development, yet opportunities for play are becoming more scarce for many children. <i>Childhood Education, 96(1), Jan/Feb 20, pp 14-23</i>
<b>PROFESSIONAL DEVELOPMENT</b>	39/20-3	HILL, H C Professional development that improves STEM outcomes: a meta-analysis attempts to discover what kinds of teacher learning are most likely to improve students' performance in STEM disciplines. <i>Phi Delta Kappan, 101(5), Feb 20, pp 50-56</i>

	40/20-3	OKEKE, C C Learning from professional conversation: a conversation analysis study: analyses conversation around classroom discipline to establish how teachers learn through professional conversation. <i>SA Journal of Education, 40(1), Feb 20, 10p</i>
	41/20-3	PENUEL, W R Creating a system of professional learning that meets teachers' needs: a teacher survey helps science educators set a direction for state-wide professional learning. <i>Phi Delta Kappan, 101(8), May 20, pp 37-41</i>
<b>PROFESSIONAL LEARNING COMMITTEES</b>	42/20-3	FELDMAN, J Role of professional learning communities to support teacher development: a social practice theory perspective. <i>SA Journal of Education, 40(1), Feb 20, 8p</i>
<b>PROJECTS</b>	43/20-3	SERC Project-based learning is finally breaking through: South Eastern Regional College has shifted to a project-based learning educational model and have seen amazing results from their students. <i>School Leadership Today, 10(2), 20, 6 pp</i>
<b>READING (Foundation Phase)</b>	44/20-3	STEINKE, K Securing the fort: capturing reading pedagogy in the Foundation Phase. <i>Per Linguam, 35(3), Nov 19, pp 29-58</i>
<b>READING (Motivation)</b>	45/20-3	ERICKSON, J D Harnessing the power of young readers' perceptions to support motivation: young readers can communicate their motivations for doing reading in an intervention program and offer ideas about how the program might be modified to be more motivating. <i>Reading Teacher, 73(6), May/Jun 20, pp 777-787</i>
<b>SCHOOL LIBRARIES</b>	46/20-3	LANCE, K C Linking librarians, inquiry learning, and information literacy? To thrive, school wide inquiry learning programs need support from librarians. <i>Phi Delta Kappan, 101(7), Apr 20, pp 47-51</i>
<b>SCHOOL PRINCIPALS</b>	47/20-3	DEBENHAM, J Ten steps to building a cohesive workplace culture: so what can school leaders do to help promote a healthy work-life balance? <i>School Leadership Today, 10(1), 2020, 3 pp</i>
	48/20-3	KOMITI, M Career development of women principals in Lesotho: Influences, opportunities and challenges. <i>Journal of Education, Issue 79, 20, pp 95-114</i>
	49/20-3	SEPURU, M G Perspectives of beginner principals on their new roles in school leadership and management: a South African case study. <i>S A Journal of Education, 40(2), May 20, 11pp</i>
<b>SCHOOLS</b>	50/20-3	DAMONS, B Reimagining community schools as beacons of hope and possibility in the South African context: failure of the present education schooling system to address the needs of the majority of local communities requires a reimagining of the concept and function of schools. <i>Education as Change, 24(1), 2020, 27 pp</i>
<b>SCHOOLS (effective)</b>	51/20-3	KIRORI, M Not a panacea, but vital for improvement? Leadership development programmes in South African schools. <i>SA Journal of Education, 40(1), Feb 20, 11p</i>
<b>SCHOOLS (Facilities)</b>	52/20-3	JONES, J Innovations in learning: design enhances engagement. <i>Childhood Education, 96(1), Jan/Feb 20, pp 58-61</i>
<b>SCHOOLS (Facilities)</b>	53/20-3	NHLAPO, V A Leadership role of the principal in fostering sustainable maintenance of school facilities. <i>S A Journal of Education, 40(2), May 20, 9pp</i>
<b>SCHOOLS</b>	54/20-3	HOPKINS, D

<b>(Improvement)</b>		Generic model for school Improvement: outlines the steps to a continuously self-improving school, based on student and staff learning. <i>School Leadership Today, 10(3), 20, 5 pp</i>
<b>SCIENCE</b>	55/20-3	KAZENI, M Strategies used by Grade four educators to decode science terminology: a case study. <i>Perspectives in Education, 38(1), 2020, pp 197-210</i>
<b>SPECIAL EDUCATION</b>	56/20-3	DIDDION, L A Response cards to increase engagement and active participation of middle school students with EBD [emotional/behavioural disorders]. <i>Remedial and Special Education, 41(2), Apr 20, pp 111–123</i>
<b>SPELLING</b>	57/20-3	VINES, N Re-envisioning spelling instruction: developmental word study non-negotiables: what must elementary teachers know and do to effectively implement developmental word study as differentiated spelling instruction? <i>Reading Teacher, 73(6), May/June 20, pp 711-722</i>
<b>TEACHERS</b>	58/20-3	ATWAL, K Turning teachers into leaders: long-term success may demand a strategy like this: all members of staff need to be creative, reflective decision makers who are also learners themselves <i>School Leadership Today, 10(2), 20, 8 pp</i>
	59/20-3	GARCIA, E How teachers view their own prof status: unless teachers receive the respect given to other professions, their status will remain in question. <i>Phi Delta Kappan, 101(6), Mar 20, pp 14-18</i>
<b>TEACHERS (Beginning)</b>	60/20-3	VOSS, T Reality shock” of beginning teachers? Changes in teacher candidates’ emotional exhaustion and constructivist-oriented beliefs: beginning teachers often feel disillusioned and stressed during their first years of teaching. <i>Journal of Teacher Education, 71(3), May/June 20, pp 292–306</i>
<b>TEACHERS (Student)</b>	61/20-3	MATSKO, K K Cooperating teacher as model and coach: what leads to student teachers’ perceptions of preparedness? <i>Journal of Teacher Education, 71(1), Jan/Feb 20, pp 41-62</i>
<b>TEACHING</b>	62/20-3	GROSSMAN, P Making the complex work of teaching visible: to strengthen the teaching profession, we need to develop a common language of teaching practice. <i>Phi Delta Kappan, 101(6), Mar 20, pp 8-13</i>
<b>TEACHING (Virtual)</b>	63/20-3	McCARTHY, J Growing successful virtual learners requires new teaching styles: Some schools have adapted to distance learning whilst others have struggled, the secret is not to try and replicate traditional classroom teaching online. <i>School Leadership Today, 10(3), 20, 9 pp</i>
<b>TECHNOLOGY</b>	64/20-3	BESCHORNER, B Long-term planning for technology in literacy instruction: teachers often encounter barriers as they attempt to integrate digital technology into their literacy instruction. <i>Reading Teacher, 73(3), Nov/Dec 19, pp 325-337</i>
	65/20-3	HORN, M B Children can be their own teachers: disruptive innovation in education. <i>Childhood Education, 96(1), Jan/Feb 20, pp 24-33</i>
	66/20-3	KRUEGER, N Five pillars of edtech procurement: as educators rethink how they make technology decisions, these are the critical factors to consider. <i>Empowered Learner, 3(3), Jan 20, pp 26-32</i>
<b>TOURISM</b>	67/20-3	MOREENG, B Fostering an integrated tourism education curriculum in Lesotho: a community participation approach. <i>Journal of Education, Issue 79, 20, pp 80-94</i>
<b>VALUES</b>	68/20-3	ELÇI, E Development of a universal and cultural values scale for values education. <i>S A Journal of Education, 40(Supplement 1), Apr 20, 8pp</i>