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<b>ART</b>	1/21-3	EDELEN, J Creating successful learners through arts integration. <i>Childhood Education, 96(5), Sep/Oct 20, pp 44-51</i>
<b>ASSESSMENT</b>	2/21-3	CARBAUGH, E M "Economics" of grading: five ways to improve communication – and symmetry – in performance-based classrooms. <i>Educational Leadership, 78(1), Sep 20, pp 54-59</i>
<b>AUTISM</b>	3/21-3	CHANG, Y Reading comprehension instruction for students with Autism Spectrum Disorder: . . . curriculum-based and observational assessment can identify instructional strategies to improve their comprehension. <i>Reading Teacher, 74(3), Nov/Dec 20, pp 255-264</i>
<b>BARRIERS</b>	4/21-3	EDWARDS, E J Listening to formerly homeless youth: homelessness is a growing issue among high school students, yet many teachers have no idea how to support students experiencing it. <i>Phi Delta Kappan, 102(4), Dec 20/Jan 21, pp 52-57</i>
	5/21-3	FLEMING, M Positive tomorrows: pathways to success for children experiencing homelessness. <i>Childhood Education, 96(5), Sep/Oct 20, pp 30-43</i>
	6/21-3	WAI, J How talented low-income kids are left behind: identifying academically gifted students early in their education will put them on track to greater success, to the benefit of society as a whole. <i>Phi Delta Kappan, 102(4), Dec 20/Jan 21, pp 26-29</i>
<b>CLASSROOMS</b>	7/21-3	SHALABY, C Classroom management as a curriculum of care: treat classroom management as an opportunity to teach young children what it really means to take care of each other. <i>Educational Leadership, 78(3), Nov 20, pp 40-45</i>
<b>COVID-19</b>	8/21-3	DIAS, M J A Rising to the challenge: innovative early childhood teachers adapt to the COVID-19 era. <i>Childhood Education, 96(6), Nov/Dec 20, pp 38-45</i>
	9/21-3	HAUGE, C Agency with virtual learning: prioritizing children's social emotional health in the pandemic. <i>Childhood Education, 96(6), Nov/Dec 20, pp 54-59</i>
<b>CURRICULA</b>	10/21-3	VAN WYK, A Leading curriculum changes in schools: the role of school principals as perceived by teachers. <i>Perspectives in Education, 38(2), 20, pp 155-167</i>
<b>DISCIPLINE</b>	11/21-3	CHIRAMBA, E N Project report restorative discipline practices: an action research project in Zimbabwean primary schools.

		<i>Educational Research for Social Change, 9(2), Sep 20, pp 118-122</i>
<b>ECD</b>	12/21-3	PARK, M Using nudge theory in early childhood classrooms: interventions based on analysis of human behaviour, including the habits, routines, and biases in normal decision-making. <i>Childhood Education, 96(6), Nov/Dec 20, pp 22-31</i>
<b>EDUCATION: Outdoor</b>	13/21-3	McMICKLE, A Going to school at the zoo: nature-based education: learning opportunities can be found all around us, and innovative education approaches are expanding the concept of a school environment. <i>Childhood Education, 96(5), Sep/Oct 20, pp 6-13</i>
<b>E-LEARNING</b>	14/21-3	ELGART, M A Learning upended: how Americans experienced the shift to remote instruction: a focus on four Rs – rigor, routines, relationships, and resources – can help schools adjust to the challenges of the shift to online learning. <i>Phi Delta Kappan, 102(5), Feb 20, pp 48-51</i>
	15/21-3	OSTROFF, W L Teaching young children remotely: early-grade students need social interaction and play to learn, how does that translate to the screen? <i>Educational Leadership, 78(3), Nov 20, pp 20-25</i>
<b>FUND RAISING</b>	16/21-3	BUYS, M Resourcefulness of school governing bodies in fundraising: implications for the provision of quality education. <i>S A Journal of Education, 40(4), Nov 20, 9pp</i>
<b>GAMES</b>	17/21-3	GRIFFITHS, Z Using games to promote statistical literacy. <i>Mathematics in School, 50(2), Mar 21, pp 14-17</i>
<b>GIFTED CHILD EDUCATION</b>	18/21-3	PETERS, S J Rethinking how we identify “gifted” students: with renewed attention to equity and students’ individual needs, gifted education can serve as one pathway through which students of all backgrounds can have their needs met. <i>Phi Delta Kappan, 102(4), Dec 20/Jan 21, pp 8013</i>
<b>ICT</b>	19/21-3	JITA, T Teaching science through information and communication technologies: ‘enablers’ and ‘constraints’: sampled six beginning teachers with up to two years’ teaching experience to unpack the enablers and constraints they encounter when using ICTs to teach science in South African schools. <i>Independent Journal of Teaching and Learning, 15 (2), Dec 20, pp 107-120</i>
	20/21-3	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(5), Dec 20, 9pp</i>
	21/21-3	MOODLEY, K Factors enhancing mobile technology acceptance: a case study of 15 teachers in a Pretoria secondary school. <i>SA Journal of Education, 40(Suppl 2), Dec 20, 16pp</i>
	22/21-3	NEUMANN, M M Impact of tablets and apps on language development. <i>Childhood Education, 96(6), Nov/Dec 20, pp 70-74</i>
	23/21-3	WATTS, S Ensuring a safe return to school through strong leadership and effective technology: when lockdown came, few schools were prepared to switch to online learning overnight – firefighting had its place, but now is the time for fireproofing. <i>School Leadership Today, 10(5), Dec 20, 3pp</i>
<b>INCLUSION</b>	24/21-3	RHIM, L M Good school is good for students of all abilities: how well a school meets the needs of students with disabilities must be part of school-quality discussions. <i>Phi Delta Kappan, 102(3), Nov 20, pp 18-22</i>

	25/21-3	SUTER, J C Special education personnel absences in inclusion-oriented schools: implications for building effective service delivery models. <i>Remedial and Special Education, 41(6), Dec 20, pp 341-351</i>
<b>LANGUAGE</b>	26/21-3	ARMSTRONG, M Learning to learn: children's language and literacy development in a marginalised community in Port Elizabeth. <i>Perspectives in Education, 38(2), 20, pp 201-212</i>
<b>LEARNING (content)</b>	27/21-3	FISHER, D Lessons from pandemic teaching for content area learning. <i>Reading Teacher, 74(3), Nov/Dec 20, pp 341-345</i>
<b>LEARNING DISABILITIES</b>	28/21-3	MORIN, A Mindsets matter for early identification: educators must move beyond the "wait-and-see" approach to help young children with learning disabilities get the services they need. <i>Educational Leadership, 78(3), Nov 20, pp 52-57</i>
<b>LIFE SCIENCES</b>	29/21-3	EMENAHA, U Using pop culture to teach genetics. <i>Science Teacher, 88(1), Sep/Oct 20, pp 46-50</i>
<b>LITERACY</b>	30/21-3	ANDERSON, K Development of sight vocabulary: advocate teaching children to use both code-based and contextual information – explicate the theoretical and practical advantages of the approach and provide guidance on how teachers can help readers attain the needed level of sight word proficiency. <i>Reading Teacher, 74(3), Nov/Dec 20, pp 346-352</i>
	31/21-3	CHAMBERLAIN, L Literacy in lockdown: learning and teaching during Covid-19 school closures. <i>Reading Teacher, 74(3), Nov/Dec 20, pp 243–253</i>
<b>MATHEMATICS</b>	32/21-3	BICCARD, P Development of noticing in primary school mathematics teachers: results of a Lesson Study-based professional development programme that endeavoured to capture and understand the concept of teacher-noticing in two South African primary school mathematics teachers. <i>Independent Journal of Teaching and Learning, 15 (2), Dec 20, pp 92-106</i>
	33/21-3	HATISARU, V Draw a mathematics classroom: what perceptions do your students have of teaching and learning practices in the mathematics classroom. <i>Mathematics in School, 50(2), Mar 21, pp 4-8</i>
	34/21-3	LORD, E Bringing maths and sport together. <i>Mathematics in School, 50(1), Jan 21, pp 2-3</i>
<b>MULTICULTURAL</b>	35/21-3	VENKETSAMY, R Teachers' perceptions in creating an invitational learning environment in culturally diverse Foundation Phase classrooms. <i>Perspectives in Education, 38(2), 20, pp 118-137</i>
<b>PARENTS</b>	36/21-3	KERN, A C South African parents' understanding of inclusion and exclusion in education in primary schools. <i>Perspectives in Education, 38(2), 20, pp 255-271</i>
<b>PLAYING</b>	37/21-3	OGUNYEMI, F T From traditional learning to modern education: understanding the value of play in Africa's childhood development. <i>SA Journal of Education, 40(Suppl 2), Dec 20, 11pp</i>
<b>PROFESSIONAL DEVELOPMENT</b>	38/21-3	BARON, C What teachers retain from historic site-based professional development: see how their work at historic sites affected their practice upon return to their classrooms. <i>Journal of Teacher Education, 71(4), Sep/Oct 20, pp 392-408</i>
	39/21-3	LIU, S

		Does teacher learning last? : understanding how much teachers retain their knowledge after professional development. <i>Journal of Teacher Education, 71(5), Nov/Dec 20, pp 537–550</i>
	40/21-3	VAUGHN, M S Contextualising science and mathematics teacher professional development in rural areas. <i>Perspectives in Education, 38(2), 20, pp 213-226</i>
<b>READING</b>	41/21-3	SERAFINI, S Incorporating multimodal literacies into classroom-based reading assessment: providing teachers with a framework for assessing how young readers make sense of the visual images and design elements of picture books helps expand traditional assessment practices to consider the multimodal nature of contemporary texts. <i>Reading Teacher, 74(3), Nov/Dec 20, pp 285-296</i>
	42/21-3	ZUCKER, T A Asking questions is just the first step: using upward and downward scaffolds. <i>Reading Teacher, 74(3), Nov/Dec 20, pp 275-283</i>
<b>SCHOOL MANAGEMENT (Finances)</b>	43/21-3	AINA, A Y School financial management: insights for decision making in public primary schools. <i>S A Journal of Education, 40(4), Nov 20, 9pp</i>
	44/21-3	DU PLESSIS, P Implications of Covid-19 on the management of school financial resources in quintile 5 public schools. <i>S A Journal of Education, 40(4), Nov 20, 9pp</i>
	45/21-3	MUTEKWE, E Embracing equitable learning in managing the physical and financial resources in South-African-schools: a social justice perspective. <i>S A Journal of Education, 40(4), Nov 20, 11pp</i>
	46/21-3	SAYED, Y School governance and funding policy in South Africa: towards social justice and equity in education policy. <i>S A Journal of Education, 40(4), Nov 20, 12pp</i>
<b>SCHOOLS</b>	47/21-3	DE ROYSTON, M M Rethinking schools, rethinking learning: a more expansive view of what learning looks like can help us create good schools for today's students and today's society. <i>Phi Delta Kappan, 102(3), Nov 20, pp 8-13</i>
	48/21-3	VANGRONIGEN, B A Buyer beware: using external providers to improve schools: what should schools, districts, and states know about the organizations they hire to support school improvement efforts? <i>Phi Delta Kappan, 102(2), Oct 20, pp 26-31</i>
<b>SCHOOLS PRINCIPALS</b>	49/21-3	DUBE, B Ambivalence of comradeship in the appointment of principals: a threat to the provision of quality education. <i>SA Journal of Education, 40(Suppl 2), Dec 20, 10pp</i>
<b>SCIENCE</b>	50/21-3	BURKE, L E C Using drama to uncover and expand student understandings of the nature of science. <i>Science Teacher, 88(2), Nov/Dec 20, pp 28-35</i>
	51/21-3	WATSON, S B Action research for science teachers: basic research skills that teachers can utilize to conduct studies in classrooms and schools for the purpose of determining the effectiveness of instructional techniques and curricula. <i>Science Teacher, 87(6), Feb 20, pp 26-29</i>
<b>SPECIAL EDUCATION</b>	52/21-3	McKEOWN, S Identifying special educational needs in the early years: how do we know whether normal individual variation and differing speeds of maturation are masking a special need? <i>School Leadership Today, 10(5), Dec 20, 6pp</i>
	53/21-3	REINKE, W M

		Incredible Years Teacher Classroom Management Program: effects for students receiving special education services. <i>Remedial and Special Education, 42(1), Jan/Feb 21, pp 7-17</i>
<b>SPELLING</b>	54/21-3	TEMPLETON, S Stages, phases, repertoires, and waves: learning to spell and read words: different sources of information contribute to the logic of English spelling, but why, when, and how should teachers emphasize these different sources in guiding students learning to spell and read words? <i>Reading Teacher, 74(3), Nov/Dec 20, pp 315-323</i>
<b>TEACHER STUDENTS</b>	55/21-3	PETERSEN, N Building academic support in preservice teacher education using peer tutors: an educational action research project. <i>Educational Research for Social Change, 9(2), Sep 20, pp 32-46</i>
<b>TEACHERS</b>	56/21-3	CHAFFEE, S Opening up about mental illness: a Teacher of the Year's struggle with anxiety opened her eyes to the stigma around educators' mental health issues. <i>Educational Leadership, 78(4), Dec 20/Jan 21, pp 28-33</i>
	57/21-3	DE VOTO, C Examining diverse perspectives of edTPA policy implementation across states: the good, the bad, the ugly. <i>Journal of Teacher Education, 72(1), Jan/Feb 21, pp 42-55</i>
	58/21-3	DU PLESSIS, E C Reflection on identified challenges facing South African teachers: inter alia challenges such as curriculum change, medium of instruction, overcrowded classrooms, discipline and lack of resources. <i>Independent Journal of Teaching and Learning, 15 (2), Dec 20, pp 69-91</i>
	59/21-3	FAGELL, P L Coping with chance and uncertainty: how educators can regain a sense of control during these tumultuous times. <i>Educational Leadership, 78(4), Dec 20/Jan 21, pp 22-26</i>
	60/21-3	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>
	61/21-3	KHACHATRYAN, E Moving teachers to the center of school improvement: improvement networks give teachers the opportunity to play a key role in addressing problems within education. <i>Phi Delta Kappan, 101(6), Mar 20, pp 29-34</i>
	62/21-3	VAN DER VYVER, C P Relationship between teachers' professional wellbeing and principals' leadership behaviour to improve teacher retention. <i>Perspectives in Education, 38(2), 20, pp 86-102</i>
	63/21-3	ORLAND-BARAK, L Teacher mentoring is service of preservice teachers' learning to teach: conceptual bases, characteristics, and challenges for teacher education reform. <i>Journal of Teacher Education, 72(1), Jan/Feb 21, pp 86-99</i>
	<b>TRAUMA</b>	64/21-3
65/21-3		SZARKOWSKI, A Supporting students with disabilities in trauma-sensitive schools: trauma-sensitive schools create a space where all children can seek support without fear of escalating consequences. <i>Educational Leadership, 78(2), Oct 20, pp 64-68</i>