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ACHIEVEMENT	1/20-2	HITT, D H Investigating the relationship between turnaround principal competencies and student achievement. <i>NASSP Bulletin, 103(3), Sep 19, pp 189-208</i>
	2/20-2	LUMANDI, R I Taming the tide of achievement gap by managing parental role in learner discipline: how can parents as stakeholders in the school ensure that learners are disciplined for the school environment, in order to tame the tide of achievement gap? <i>SA Journal of Education, 39(Supplement 1), Sep 19, 10pp</i>
ASSESSMENT	3/20-2	FRISELLA, C Measuring that matters: new approaches evaluate learning that lies outside of traditional assessment. <i>Empowered Learner, 3(3), Oct 19, pp 16-23</i>
	4/20-2	WATSON, M Student growth measures: what we've been missing: grade-level assessments reveal only a small slice of student learning. <i>Phi Delta Kappan, 101(4), Dec 19/Jan 20, pp 52-56</i>
BOOKS	5/20-2	KIMMEL, S C "It was . . . the word 'scrotum' on the first page": educators' perspectives of controversial literature. <i>Journal of Teacher Education, 70(4), Sep/Oct 19, pp 335-346</i>
BULLYING	6/20-2	ENGLANDER, E Looking at bullying in context: educators need to know when and how to probe deeper into students conflicts – especially in the case of cyberbullying. <i>Educational Leadership, 77(2), Oct 19, pp 54-58</i>
BULLYING (Teachers)	7/20-2	JACOBS, L Educators' subjective experiences of workplace bullying within a perceived neoliberalist education system: value of this study lies in the awareness that it could raise among managers in the education system of how the system actually influences their mind-set and actions. <i>SA Journal of Education, 39(4), Nov 19, 9pp</i>
CAREERS	8/20-2	JONCK, P Exploring career choice anxiety of Grade 10 learners in the Free State Province, South Africa. <i>Journal of Educational Studies, 18(1), 2019, pp 64-81</i>
CITIZENSHIP	9/20-2	DAVIDS, N Schools as restorative spaces for democratic citizenship education. <i>Journal of Education, issue 77, pp 79-93</i>
	10/20-2	KATZARSKA-MILLER, I Educating for global citizenship: lessons from psychology. <i>Childhood Education, 95(6), Nov/Dec 19, pp 24-33</i>
COACHES	11/20-2	MOODY, M S If instructional coaching really works, why isn't it working? : schools must build a system of coaching rather than relying on individual coaches to carry the load. <i>Educational Leadership, 77(3), Nov 19, pp 30-35</i>

COACHES (Teachers)	12/20-2	KNIGHT, J Why teacher autonomy is central to coaching success: to foster improvement and responsible accountability, instructional coaches must honour teachers' choices and discretion. <i>Educational Leadership, 77(3), Nov 19, pp 14-20</i>
CREATIVITY	13/20-2	TKACHUK, A Creativity as visual thinking: mobile art school in Kenya. <i>Childhood Education, 95(5), Sep/Oct 19, pp 24-33</i>
DISABILITIES	14/20-2	TAYLOR, K L H Disfluent font can hinder sight-word acquisition in students with intellectual disability. <i>Remedial and Special Education, 40(5), Sep/Oct 19, pp 289-297</i>
ECD	15/20-2	RENTZOU, K Early childhood workforce initiative: a hub of empowerment and support. <i>Childhood Education, 95(6), Nov/Dec 19, pp 59-65</i>
EDUCATION	16/20-2	WOLHUTER, C Recasting & rethinking Education 01 in South Africa: imperatives for making education more relevant, responsive, and authentic. <i>Journal of Education, issue 76, pp 5-22</i>
EDUCATION (SA)	17/20-2	LIWANE, N Structure and agency: clash or complement towards quality public education within the South African legislative framework? <i>SA Journal of Education, 39(4), Nov 19, 12pp</i>
	18/20-2	MATHEBULA, T African philosophy (of education) and post-apartheid South African schools: a critical analysis of the Curriculum Assessment Policy Statement <i>Perspectives in Education, 37(1), 19, pp 15-28</i>
EDUCATION: Countries (USA)	19/20-2	SAULTZ, A Why ESSA has been reform without repair: the Every Student Succeeds Act has failed to fundamentally alter how the federal government interacts with schools. <i>Phi Delta Kappan, 101(2), Oct 19, pp 18-21</i>
GENDER	20/20-2	ADOM-ABOAGYE, N A A Society and gender equity in sport: analysis from a South African perspective <i>African Journal for Physical Activity and Health Sciences, 25(3), Sep 19, pp 296-312</i>
	21/20-2	CORTLAND, C What makes for inclusive working cultures? Interventions designed to increase women's cultural fit can also create a better working environment for everyone. <i>Human Capital Review, Sep/Oct 19, 4pp</i>
INCLUSION	22/20-2	RALEJOE, M Teachers' views on inclusive education for secondary school visually impaired learners: an example from Lesotho. <i>Journal of Education, issue 76, pp 120-142</i>
	23/20-2	TEBID, A C Support strategies to assist foundation phase teachers with implementation of inclusive education: a case of selected Johannesburg West schools. <i>Independent Journal of Teaching and Learning, 14(2), 2019, pp 108-124</i>
KNOWLEDGE MANAGEMENT	24/20-2	SAYYADI, M Two things you need to know about managing knowledge and innovation. <i>Human Capital Review, Sep/Oct 19, 3pp</i>
LANGUAGES	25/20-2	MAJA, M M Classroom interaction pedagogy in teaching English First Additional Language to enhance learners' communicative competence. <i>Per Linguam, 35(1), Apr 19, pp 15-28</i>
LANGUAGES (Additional)	26/20-2	COHAN, A Partners in learning: when schools build relationships with the families of English [additional language] learners, students benefit. <i>Educational Leadership, 77(4), Dec 19/Jan 20, pp 34-39</i>
	27/20-2	COURTNEY, D Activities to activate and maintain a communicative classroom: student-centred classrooms create opportunities for learners to have consistent and meaningful interactions – two-way exchanges of ideas – using their second language (L2). <i>English Teaching Forum, 58(1), 20, pp 10-21</i>

	28/20-2	NHONGO, R Translanguaging as an instructional method in science and mathematics education in English second language classroom contexts. <i>Independent Journal of Teaching and Learning, 14(2), 2019, pp 57-71</i>
LANGUAGES (Assessment)	29/20-2	DUCKOR, B 7 high-leverage formative assessment moves to support ELLs: when working in linguistically diverse classrooms, teachers need a framework for monitoring engagement with the content. <i>Educational Leadership, 77(4), Dec 19/Jan 20, pp 46-52</i>
LEADERSHIP	30/20-2	SAYYADI, M Transformational leadership: implementing a knowledge-based approach in organizations. <i>Human Capital Review, Nov-Dec 19, 3pp</i>
LEADERSHIP (Principals)	31/20-2	GILL, J New paradigm for leadership coaching in schools: targeted training for principal coaches can be a difference-maker in school leadership development. <i>Educational Leadership, 77(3), Nov 19, pp 62-66</i>
LEARNING	32/20-2	BOTHA, R J (Nico) Key attributes of inquiry-based learning: towards effectiveness in South African schools. <i>Journal of Educational Studies, 17(2), 18, pp 1-14</i>
	33/20-2	GEDULD, B Snapshot of teachers' knowledge and teaching behaviour with regard to developing self-regulated learning. <i>Journal of Education, issue 77, pp 60-78</i>
	34/20-2	NORDENGREN, C Goal-setting practices that support a learning culture: having students set their own goals and monitor their progress is most effective when teachers are able to create a culture, rather than follow prescriptive steps. <i>Phi Delta Kappan, 101(1), Sep 19, pp 18-23</i>
LITERACY	35/20-2	DOMINGUEZ, E Teaching media literacy: harnessing the charm of storytelling with NUSHU. <i>Childhood Education, 95(5), Sep/Oct 19, pp 44-48</i>
	36/20-2	MBHALATI, N B School-based instructional leaders and their capacity to lead literacy instruction in the Foundation Phase: findings revealed that school-based instructional leaders lack the literacy knowledge, skills and capacity required to guide and support literacy teachers in their classroom instruction. <i>Journal of Educational Studies, 17(2), 18, pp 105-120</i>
MATHS	37/20-2	AFONSO, D Children's capacity for algebraic thinking in the early grades: suggest that young learners have the potential to think algebraically when offered opportunities to do so, particularly in terms of recursive and functional thinking when solving pattern problems. <i>African Journal of Research in Mathematics, Science and Technology Education, 23(2), Sep 19, pp 219-232</i>
	38/20-2	ALBIN, S Developing Namibian Grade 8 learners' conceptions of fractions using visual models: to deepen learners' understanding of fractions as a means to represent rational quantities. <i>African Journal of Research in Mathematics, Science and Technology Education, 23(2), Sep 19, pp 206-218</i>
	39/20-2	BARICHELLO, L Visual representations as a strategy to teach fractions to <u>low-achieving</u> secondary students. <i>Mathematics in School, 48(5), Nov 19, pp 9-11</i>
	40/20-2	BUDAK, S Tools for problem solving and promoting proportional reasoning. <i>Mathematics in School, 48(4), Sep 19, pp 6-10</i>
	41/20-2	CHIKIWA, C Teachers' use of verbal language to evoke visualizations in multilingual mathematics

		classes: importance of teachers' use of verbal language in multilingual classes where teaching and learning is done in a language other than the learners' first, is crucial. <i>Perspectives in Education, 37(2), 19, pp 124-140</i>
	42/20-2	EDGE-SAYER, C Motivating for maths mastery: using elements of play, independent and self-directed learning, all within a game-based framework. <i>Creative Teaching and Learning, 9(2), 19, pp 20-26</i>
	43/20-2	HAZELL, E Improving Grade R mathematics teaching in South Africa: evidence from an impact evaluation of a province-wide intervention. <i>Journal of Education, issue 76, pp 49-68</i>
	44/20-2	LONG, C Trends in qualification of South African Mathematics teachers: findings from TIMSS 2003, 2011, 2015. <i>African Journal of Research in Mathematics, Science and Technology Education, 23(3), 19, pp 344-353</i>
	45/20-2	LURY, J Reconsidering maths as a creative discipline: approaching maths problems while deepening creativity. <i>Creative Teaching and Learning, 9(2), 19, pp 14-18</i>
	46/20-2	MACHABA, F Mathematics and Mathematical Literacy on the career podium – sharing gold? : purpose is not to pull down the image and value of M, but to raise the popular image and perceived value of ML to the level of a dignified partner in the mathematics education gallery. <i>African Journal of Research in Mathematics, Science and Technology Education, 23(3), 19, pp 263-375</i>
	47/20-2	SERI, M Introducing QR coding into the mathematics classroom: one of many ways to capitalize on this technology in an educationally meaningful way. <i>Learning & Teaching Mathematics, no 27, Dec 19, pp 12-16</i>
	48/20-2	TAP, W D Using humour for generating and maintaining interest in mathematics among secondary school students in South Sudan re-settled communities. <i>African Journal of Research in Mathematics, Science and Technology Education, 23(2), Sep 19, pp 244-253</i>
MENTORS	49/20-2	STANULIS, R N Mentoring as more than “cheerleading”: looking at educative mentoring practices through mentors' eyes. <i>Journal of Teacher Education, 70(5), Nov/Dec 19, pp 526-537</i>
PHYSICAL SCIENCES	50/20-2	STOTT, A E Efficacy of an extracurricular inquiry programme on grade 8 and 9 South African low quintile learners' science learning <i>African Journal of Research in Mathematics, Science and Technology Education, 23(2), Sep 19, pp 157-168</i>
PLAY	51/20-2	LONDON, R A Right to play: eliminating the opportunity gap in elementary school recess: denying students access to safe, healthy, and inclusive recess deprives them of important physical, social, and emotional benefits. <i>Phi Delta Kappan, 101(3), Nov 19, pp 48-52</i>
PROFESSIONAL DEVELOPMENT	52/20-2	LETLOENYANE, D M School-based professional development interventions: the effects of a lesson study approach for mathematics teachers. <i>Independent Journal of Teaching and Learning, 15(1), 2019, pp 63-75</i>
PROFESSIONAL LEARNING COMMUNITIES	53/20-2	PRENGER, R Effects of networked professional learning communities: 23 networked professional learning communities in the Dutch context. <i>Journal of Teacher Education, 70(5), Nov/Dec 19, pp 441-452</i>
	54/20-2	SUTTON, P S Investigating the role of social status in teacher collaborative groups. <i>Journal of Teacher Education, 70(4), Sep/Oct 19, pp 347-359</i>

READING	55/20-2	ENSLEY, A Annotation and agency: teaching close reading in the primary grades . . . to help young students read complex texts. <i>Reading Teacher, 73(2), Sep/Oct 19, pp 223-229</i>
SCHOOL SAFETY	56/20-2	RAPPAPORT, N Refining school threat assessments: how can schools assess threats without alienating students and families. <i>Educational Leadership, 77(2), Oct 19, pp 14-20</i>
SCIENCE	57/20-2	MKIMBILI, S T Meaningful science learning by the use of an additional language: a Tanzanian perspective. <i>African Journal of Research in Mathematics, Science and Technology Education, 23(3), 19, pp 265-275</i>
SEX EDUCATION	58/20-2	GEORGE, G Delivering sexuality education: a review of teaching pedagogies within South African schools. <i>Perspectives in Education, 37(1), 19, pp 101-114</i>
SPECIAL EDUCATION	59/20-2	BILLINGSLEY, B Supporting special education <u>teacher induction</u> through high-leverage practices: designed to support teachers' effectiveness, improve their students' learning and foster retention. <i>Remedial and Special Education, 40(6), Nov/Dec 19, pp 365-379</i>
	60/20-2	CHOW, J C Sequential multiple-assignment randomized trials: developing and evaluating adaptive interventions in special education. <i>Remedial and Special Education, 40(5), Sep/Oct 19, pp 267-276</i>
STRESS (Learners)	61/20-2	VILLENEUVE, J C Easing the stress at pressure-cooker schools: requiring students to conform to a narrow definition of success increases stress without improving learning. <i>Phi Delta Kappan, 101(3), Nov 19, pp 15-19</i>
STRESS (Teachers)	62/20-2	McCARTHY, C J Teacher stress: balancing demands and resources. <i>Phi Delta Kappan, 101(3), Nov 19, pp 8-14</i>
TEACHERS	63/20-2	BIPATH, K Managing teacher absenteeism: lessons from independent primary schools in Gauteng, South Africa. <i>SA Journal of Education, 39(Supplement 2), Dec 19, 9pp</i>
	64/20-2	CALUZA, M Impact of job satisfaction on teacher turnover in an independent Christian school in Johannesburg, South Africa. <i>Journal of Management & Administration, no 2, 19, pp 31-54</i>
	65/20-2	KRUGER, E Well-being for whom? : unpacking the teacher well-being discourse of the South African Department of Basic Education. <i>SA Journal of Education, 39(4), Nov 19, 8pp</i>
	66/20-2	SETON, H Elephant in the classroom: teacher mental health is vital to safe and healthy schools, but often gets neglected. <i>Educational Leadership, 77(2), Oct 19, pp 77-80</i>
THINKING SKILLS	67/20-2	KOLA, M Grade 9 Technology teachers' explication of critical thinking and its enactment in the classroom. <i>African Journal of Research in Mathematics, Science and Technology Education, 23(2), Sep 19, pp 123-134</i>
TRAUMA	68/20-2	MINAHAN, J Trauma-informed teaching strategies: small changes in classroom interactions can make a big difference for traumatized students. <i>Educational Leadership, 77(2), Oct 19, pp 30-35</i>
VALUES	69/20-2	ANDRESKI, L Practice of ethics: a leadership guide. <i>Human Capital Review, Nov-Dec 19, 2pp</i>