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<b>ACHIEVEMENT</b>	1/24-1	REARDON, S F Why school desegregation still matters (a lot): understanding how and why rising racial and economic segregation impacts achievement gaps is critical to closing them. <i>Educational Leadership, 80(4), Dec 22/Jan 23, pp 38-44</i>
<b>ASSESSMENT</b>	2/24-1	GUSKEY, T R Can grades be an effective form of feedback? : explains how grades offer important but insufficient information on students' learning progress, and describes conditions that must be met for grades to serve as a meaningful and effective form of feedback for students. <i>Phi Delta Kappan, 104(3), Nov 22, pp 36-41</i>
	3/24-1	OKON, A E Competence evaluation by public secondary school teachers: a panacea for students improved performance in Calabar Zone, Nigeria <i>Global Journal of Educational Research, 22(1), 23, pp 59-65</i>
	4/24-1	RAMOLLO, J K Supporting teachers to develop formative assessment knowledge and skills in no-fee schools. <i>South African Journal of Childhood Education, 13(1), Jan 23, 11 pp</i>
<b>BARRIERS</b>	5/24-1	RAMANTSI, B M L Foundation Phase teachers' knowledge on common visual problems affecting children. <i>South African Journal of Childhood Education, 13(1), Jan 23, 7 pp</i>
<b>BULLYING</b>	6/24-1	NYAWO, S S Intervention strategies used by teachers to reduce bullying behaviour amongst learners. <i>Journal of Educational Studies, 21(2), Sep 22, pp 61-84</i>
	7/24-1	ONDITI, H Z Bullying, victimization and witnessing among secondary school students in Tanzania: focus on gender and school location. <i>Papers in Education and Development, 41(1), 23, pp 143-163</i>
<b>CURRICULA</b>	8/24-1	GUTIÉRREZ, E C Using design processes to customize curriculum: with the right process and supports, your team can design strong, culturally relevant curriculum for your students. <i>Educational Leadership, 80(5), Feb 23, pp 55-60</i>
	9/24-1	JACOBS, H H Storyboarding your curriculum: when curriculum is laid out like a journey, students become curious and engaged. <i>Educational Leadership, 80(5), Feb 23, pp 22-27</i>
	10/24-1	NERLINO, E Making curriculum matter to students: developing curricular materials that capture students' attention and creativity requires intentional planning and an understanding of their interests. <i>Educational Leadership, 80(5), Feb 23, pp 68-72</i>
	11/24-1	SCHMOKER, M

		We need coherent, teacher-built curriculum – NOW!: the action that would most raise student achievement is creating a coherent curriculum for – and with – our teachers. <i>Educational Leadership, 80(5), Feb 23, pp 62-67</i>
<b>GOVERNMENT (local)</b>	12/24-1	MNGUNI, S Critical considerations to achieve and maintain clean audit outcomes in South African metropolitan municipalities. <i>Administratio Publica, 30(3), Sep 22, pp 148-170</i>
<b>HUMAN RESOURCES</b>	13/24-1	CHAPANO, M Perceived challenges: unfounded reasons for not forging ahead with digital human resource management practices. <i>SA Journal of Human Resource Management, 21(1), Jan 23, 13 pp</i>
<b>ICT</b>	14/24-1	DLAMINI, R Digital equity in schools: a multilevel analysis of in-service teachers' technological knowledge competencies. <i>Journal of Educational Studies, 21(2), Sep 22, pp 40-60</i>
	15/24-1	MUTAMBARA, D Analysing the determinants of learners' continuous use of mobile learning during and after the Covid-19 pandemic. <i>Journal of Educational Studies, 21(2), Sep 22, pp 126-146</i>
<b>LANGUAGE</b>	16/24-1	COADY, M R It's like fuel: igniting rural English learner education through place-conscious professional development <i>Journal of Research in Rural Education, 39(1), 2023, pp 1-18</i>
<b>LANGUAGES (sign)</b>	17/24-1	DU PLESSIS, T Officialisation of South African sign language: what is there to gain? <i>Language Matters, 53(3), Nov 22, pp 47-71</i>
<b>LEADERSHIP (schools)</b>	18/24-1	ANDRES, A J Theory of action: the care and feeding of your mission: having a clear theory of action can help education leaders ensure that the work they're doing successfully meets the needs of the school community. <i>Phi Delta Kappan, 104(3), Nov 22, pp 42-47</i>
	19/24-1	BAILEY, J Intersection of preparation and practice: school leadership learning through simulation: potential impact of simulation practice as a targeted professional development method that may extend beyond pre-service preparation and continue as learning pathways for in-service school leaders. <i>NASSP Bulletin, 106(3), Sep 22, pp 209-231</i>
<b>LEARNERS</b>	20/24-1	TINKEL, D Underchallenged and overly bored: why rigour is important in the middle school classroom: a balance of social-emotional learning and challenging academic content is best for middle school students. <i>Phi Delta Kappan, 104(2), Oct 22, pp 11-16</i>
<b>LEARNING</b>	21/24-1	McTIGHE, J Developing self-directed learners by design: by following four key actions, educators can prepare students for a lifetime of continuous and autonomous learning. <i>Educational Leadership, 80(3), Nov 22, pp 58-64</i>
	22/24-1	REDFORD, K Independent learning was amazing – until it wasn't: the remote learning experiment taught us a lot about the benefits – and drawbacks – of independent learning. <i>Educational Leadership, 80(3), Nov 22, pp 20-5</i>
<b>LITERACY</b>	23/24-1	LE ROUX, G S Lessons learned from the implementation of a family literacy programme at a South African school. <i>Journal of Educational Studies, 21(2), Sep 22, pp 147-163</i>
<b>MATHS</b>	24/24-1	IBOK, E E Does birth order or gender influence students' attitude toward mathematics in junior secondary schools in Eket Akwa Ibom state, Nigeria? <i>Global Journal of Educational Research, 22(1), 23, pp 37-47</i>

<b>PARENTS</b>	25/24-1	BEKOMSON, A N Parental involvement and school indiscipline among secondary school students in Calabar South local government area of Cross River State, Nigeria. <i>Global Journal of Educational Research, 22(1), 23, pp 97-104</i>
<b>PROFESSIONAL DEVELOPMENT</b>	26/24-1	MOLLO, N T Continuous professional teacher development within an online teaching context: an education law and policy perspective. <i>Journal of Educational Studies, Special issue, Dec 22, pp 52-68</i>
	27/24-1	STARK, K Emotions of professional learning: considerations for Instructional Leaders: recommendations to optimize both the design and implementation of professional learning based on understandings of teachers' emotions. <i>NASSP Bulletin, 106(4), Dec 22, pp 281-297</i>
	28/24-1	WU-POPE, J How research-practice partnerships meet high-performing teachers' needs: teachers who are seeking more opportunities for advancement and professional growth can benefit from working alongside researchers to solve problems at their schools. <i>Phi Delta Kappan, 104(1), Sep 22, pp 28-32</i>
<b>PUBLIC FINANCE</b>	29/24-1	SAMBO, V T Role of the budgeting approach in South Africa critical considerations to enhance service delivery <i>Administratio Publica, 30(3), Sep 22, pp 1-20</i>
<b>READING</b>	30/24-1	PHALA, T Learner support for reading problems in Grade 3 in full-service schools in the Gauteng province. <i>SA Journal of Education, 43(1), Feb 23, 10 pp</i>
<b>READING (comprehension)</b>	31/24-1	PHILLIPS, H N Developing critical thinking in classrooms: teacher responses to a Reading for Meaning Workshop. <i>Reading &amp; Writing, 14(1), Jan 23, 9 pp</i>
<b>RESEARCH (school partnership)</b>	32/24-1	BELLARA, A P Making research-practice partnerships work for you: what might researchers want you to know: partnerships between educational researchers and school-based administrators and educators is imperative to successfully identifying evidence-based practices to improve pedagogy, curriculum, and student outcomes. <i>NASSP Bulletin, 106(3), Sep 22, pp 264-276</i>
<b>SCHOOLS (effective)</b>	33/24-1	BUDGE, K M Learning from schools on the path to high-performing: one high-poverty, racially diverse district launched a capacity-building initiative that has them better positioned for success. <i>Educational Leadership, 80(4), Dec 22/Jan 23, pp 30-37</i>
	34/24-1	HANSEN, B What "failing" schools really need: high-poverty schools need more resources and teaching specialists – not more blame and stigma. <i>Educational Leadership, 80(4), Dec 22/Jan 23, pp 66-</i>
<b>SPECIAL EDUCATION</b>	35/24-1	DE ANDRADE, V Overlooked potential barriers: the case of classroom acoustics for learners with special educational needs. <i>Journal of Educational Studies, 21(2), Sep 22, pp 85-104</i>
<b>SPORT</b>	36/24-1	DODO, O E Social policy paradigms, education and development through sports: the Implications for South Africa. <i>Administratio Publica, 30(3), Sep 22, pp 43-62</i>
<b>TEACHERS</b>	37/24-1	MADDIN, B W Empowering educators through team-based staffing models: breaking away from the one-teacher, one-classroom model enabled teachers at an Arizona elementary school to lean into their strengths and find greater professional satisfaction. <i>Phi Delta Kappan, 104(1), Sep 22, pp 33-37</i>