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This catalogue showcases our range of printed books, ebooks and lecturer support material designed to support the need of lecturers and students in the rapidly evolving educational environment.

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The last section of the catalogue – Research, Reference & Student Support – is relevant to all academic disciplines. Van Schaik Publishers has an extensive collection of South African textbooks and reference books explaining the challenges of producing academic research. This section also contains a large collection of resources for students and lecturers needing help with skills ranging from academic writing to study and life skills.

Please contact us if you would like to discuss access to our digital resources in alternative formats. Given the right conditions, new or additional resources may be developed, or formats may be changed to suit different conditions and needs.

We are always looking for local authors and content developers to help in the quest to build a regional knowledge base in southern Africa. A brief overview of the process and contact details can be found in the opening pages of the catalogue. You will also find purchase options and contact details for lecturers seeking inspection copies should a book or resource seem suitable as a prescribed book.

We look forward to another fruitful year of collaboration with academics, students, bookstores and institutions. As we tentatively emerge into this new, post-Covid landscape, let us remember that together we are stronger.

Yours in education

Marius du Plessis
Business Development Manager
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Education

- Early childhood education
- Education management
- Education studies
- Education psychology
EARLY CHILDHOOD EDUCATION
ASSESSMENT IN THE FOUNDATION PHASE

M. Naudé & R. Davin (Editors)
232 pages; 2017
ISBN: 978 0 627 03494 7 – R370.00
eISBN: 978 0 627 03495 4 – R333.00

A guide to understanding assessment as a means for ensuring that learners have attained necessary outcomes, and using assessment effectively for optimal teaching and learning. Sets out recommended techniques and tools to assess learners’ knowledge, skills, attitudes and values, and applies these to all subjects prescribed by CAPS in the Foundation Phase. Aimed at teachers and student teachers.

Contents include the following:

• Problems in the current assessment system
• Assessment methods
• Planning for assessment
• Assessment as part of each lesson
• Assessment in first additional language
• Assessment of mathematics
• Grade R assessment
• Assessment of life skills
• Assessment and home language-based education
• e-Assessment
• Interpretation of assessment results
• Feedback to learners and parents
GELETTERDHEID IN DIE GRONDSLAGFASE

Derde uitgawe
I. Joubert (Redakteur)
376 bladsye; 2019
ISBN: 978 0 627 03637 8 – R575.00
eISBN: 978 0 627 03638 5 – R517.50

’n Omvattende bespreking van die onderrig van Afrikaans as huistaal in Graad 1, 2 en 3 soos beskryf in die Kurrikulum- en Assesseringsbeleidverklaring (KABV) van 2011. Fokus op die onderwyspraktyk en het ’n sterk navorsingsinslag wat die kennis van geletterdheid en die onderrig daarvan sal versterk. Assessering word by elke taalvaardigheid bespreek saam met voorbeelde. Gemik op opvoeders wat basiese en nuwe idees soek vir die onderrig van Afrikaans as huistaal of addisionele taal in die Grondslagfase, ouers wat tuisonderrig doen en dosente en tersiëre studente in die Grondslagfase.

Inhoud:
• Onderskeie benaderings tot die onderrig van geletterdheid
• Onderrig van luister, praat, lees en kyk, skryf, dink en redeneer
• Taalstruktuur en -gebruik
• Handskrif: drukskrif en lopende skrif
• Klaskamer-aktiwiteite en idees vir assessering
• Benaderings en idees tot die vertel van stories
• Vrae aan die einde van elke hoofstuk vir selfstudie

*Graad 1 handskriftipe voorsien
LITERACY IN THE FOUNDATION PHASE

Third edition
I. Joubert (Editor)
364 pages; 2019
ISBN: 978 0 627 03639 2 – R575.00
eISBN: 978 0 627 03640 8 – R517.50

An in-depth discussion of the teaching of English as home language in grades 1, 2 and 3, as described by the Curriculum and Assessment Policy Statement (CAPS) of 2011. Focuses on the practical side, with a strong research foundation that will enhance knowledge of literacy and how to teach it. Includes assessment of each language skill and a wealth of examples. Aimed at educators in search of basic and new ideas for the teaching of English as home language or as first additional language in the Foundation Phase, parents doing home schooling, and lecturers and students of the Foundation Phase at tertiary level.

Contents include the following:
• Diverse approaches to teaching literacy
• Teaching of listening, speaking, reading and viewing, writing, thinking and reasoning
• Language structure and use
• Handwriting: print and cursive
• Classroom activities and ideas for assessment
• Storytelling methods and ideas
• End-of-chapter questions for self-study

*Grade 1 font supplied
MANAGEMENT IN EARLY CHILDHOOD EDUCATION – A SOUTH AFRICAN PERSPECTIVE

Third edition
C. Meier & P. Marais (Editors)
386 pages; 2018
ISBN: 978 0 627 03532 6 – R575.00
eISBN: 978 0 627 03533 3 – R517.50

A comprehensive overview of the management of Early Childhood Education (ECE) centres for children from birth to nine years old, focusing especially on the South African context. Includes internet resources, and templates such as inventories, financial planning, parents’ newsletters and agendas of staff meetings. Offers practical applications for the many theoretical frameworks in South African schools. Aimed at student teachers, educators, administrators and child caregivers.

Contents include the following:
• The managerial functions and responsibilities of the manager/school principal
• Programmes and institutions for Early Childhood Education
• Early Childhood Education and the law
• Managing staff and learners
• Managing differences
• Managing parent partnerships
• Management committees
• Managing the learning environment (health, safety and equipment)
• Managing finances and administration
• Establishing an Early Childhood Education centre
A practical guide to finding, creating and storing teaching and learning resources that enhance classroom activities. Assists in selecting and making culturally and developmentally appropriate indoor and outdoor resources. Aimed at teachers in schools and preschools as well as parents that need to assist their children with school projects.

Contents include the following:

- Theories to consider
- Skills and techniques for making resources
- The use of materials
- Safety guidelines
- Protecting, storing and caring for resources
- Resource development for mathematics
- Resource development for language teaching
- Resource development for life skills teaching
- Technology as a resource in teaching and learning
A look at the role of play in young children in the early years and how it encourages optimal learning. Examines various theories and approaches to play, and explores a range of strategies and techniques to integrate play successfully in the learning environment and daily programme. Aimed at pre-service teachers as well as those who are already working in the field and who value the development and optimal learning of young children.

Contents include the following:

- Facilitating development and learning through sensory play
- Inquiry-based learning through play
- Learning about “myself” and “others” as citizens through play
- Preparing children for life through play
- Creating learning environments that promote play
- Play and indigenous knowledge
- Movement and playful learning
- Re-imagining music experiences in early childhood
- Using art to learn through play
- Using toy libraries to enhance play-based learning
Crucial insights into the basic principles of mathematics that are applied both globally and locally, with an in-depth discussion of the concepts and theories that underlie the teaching of this subject to learners at a young age. Revolves around the physical, social and conceptual knowledge that learners need to acquire and build on in order to comprehend fully and develop their skills. Takes into account the CAPS documents. Aimed at beginner teachers and students.

Contents include the following:

- Basic principles of acquiring mathematical skills and knowledge
- Diversity
- Teaching and learning mathematics in Grade R
- Development of number concepts
- Patterns, functions and algebra
- Teaching and learning about space and shape
- Teaching and learning about measurement
- Handling data
- Assessing mathematics in the child-centred classroom
WISKUNDE-ONDERRIG IN DIE GRONDSLAGFASE – ’N GIDS VIR SUID-AFRIKAANSE STUDENTE EN ONDERWYSERS

Tweede uitgawe
M. Naudé & C. Meier (Redakteurs)
416 bladsye; 2020
ISBN: 978 0 627 03774 0 – R545.00
eISBN: 978 0 627 03788 7 – R490.50

’n Essentiële gids tot die basiese wiskunde beginsels wat internasionaal sowel as nasionale toegewe-pas word, met ’n indiepte-bespreking van die onderliggende konsepte en teorieë aangaande wiskunde-onderrig aan jong leerders. Die KABV-dokumente wat deur die Departement van Basiese Onderwys in 2012 uitgereik is, word deeglik beskou en die fokus val veral op die fisiese, sosiale en konseptuele kennis wat leerders moet verwerf om hul vaardighede te ontwikkel. Gerig op beginner-onderwysers en studente.

Inhoud:
• Basiese beginsels oor die verwerwing van wiskundige vaardighede en kennis
• Diversiteit in die wiskunde-klasskamer
• Onderrig en leer van wiskunde in Graad R
• Ontwikkeling van getalbegrip
• Patrone, funksies en algebra in die Grondslagfase
• Onderrig en leer van ruimte en vorm
• Onderrig en leer van meting
• Datahantering in die Grondslagfase
• Wiskunde-assessering
TEACHING IN THE FOUNDATION PHASE – CONTEMPORARY STRATEGIES, CURRICULUM DEVELOPMENT AND ASSESSMENT

C. Meier & N. Ndou (Editors)
341 pages; 2020
ISBN: 978 0 627 03764 1 – R470.00
eISBN: 978 0 627 03765 8 – R423.00

A comprehensive text that introduces everything the Foundation Phase teacher needs: innovative teaching and learning strategies, balanced curriculum development, effective assessment and general classroom management. Aimed at BEd (Foundation Phase) and PGCE (Foundation Phase) students as well as teachers already in practice.

Contents include the following:

- Characteristics, roles and competencies of an effective Foundation Phase teacher
- The role of reflection in teaching
- Professionalisation of teachers
- Africanising the curriculum
- Lesson planning
- Including technology for effective teaching
- Teaching for diversity
- Handling discipline
- Involving parents and volunteers
- Male teachers in the Foundation Phase
An exploration of the ways in which teachers can structure their inclusive classroom practices in order to support learners’ holistic development, both as citizens of South Africa and participants in a global community. Based on sound pedagogical principles and structured according to the CAPS Foundation Phase curriculum. Aimed at teachers, school managers and parents.

Contents include the following:

- Beginning knowledge (the teaching of natural sciences, technology and social sciences)
- Creative arts education (the teaching of visual and performing arts)
- Physical education (movement)
- Personal and social wellbeing (addressing social issues such as sexuality education, health education, violence and abuse)
An examination of the complex yet clearly defined phases in child development and how best to encourage and assist children through the formative first nine years of their lives. Emphasises how the context of each child is of crucial importance and that stimulation is essential in enabling the child to reach his or her full potential. Aimed at researchers and subject specialists interested in early childhood.

Contents include the following:
- Influence of heredity and the environment
- Progress of language and speech development
- Acquisition of self-identity
- Value and implementation of discipline
- Children’s play and the formation of social relationships
- Family and its influence
- Effect of mass media and urban living
- Deprivation, neglect and sexual molestation
- Influence of poverty
ASPECTS OF EDUCATION LAW

Fifth edition
I.J. Oosthuizen & M.H. Smit (Editors)
458 pages; 2020
ISBN: 978 0 627 03766 5 – R595.00
eISBN: 978 0 627 03767 2 – R535.50

A comprehensive description and analysis of the laws that currently inform, prescribe and influence the activities of educators and education managers. Places emphasis on the legal aspects that pertain to learner misconduct in South African schools, with extended chapters on human rights and school governance. Aimed at educators, lawyers, members of governing boards and parents, and all of those who are interested in ensuring high-quality schooling in South Africa.

Contents include the following:
• The South African constitution, legislation and the common law
• Status of the learner
• Learner discipline
• The educator as a caring supervisor
• Education as a profession
• Employment of educators
• School governance
• Legal requirements for valid meetings
• Postschool education and training
• Foundations of research in education law
CREATING SAFE AND EFFECTIVE CLASSROOMS

R. Joubert (Editor)
187 pages; 2013
ISBN: 978 0 627 03099 4 – R415.00
eISBN: 978 0 627 03168 7 – R373.50

A review of contemporary “best practice” related to various aspects of school safety and discipline. Considers the significance and the application of human rights in the field of education; school safety, discipline and bullying; and the creation of a classroom environment conducive to a culture of teaching and learning.

Contents include the following:
- The relationship between rights and obligations
- Duty of care
- Dealing with violence, bullying and victimisation
- Basic legal principles pertaining to disciplining learners
- Examples of positive disciplinary actions
- Classroom values, principles and rules
- Guidelines for good classroom communication and for establishing harmonious relationships
AN EDUCATOR’S GUIDE TO EFFECTIVE CLASSROOM MANAGEMENT

Third edition
S.A. Coetzee & E.J. van Niekerk (Editors)
333 pages; 2019
ISBN: 978 0 627 03653 8 – R520.00
eISBN: 978 0 627 03654 5 – R468.00

A clear and concise discussion of classroom management within a present day South African context. Gives educators an opportunity to question and enhance their approach to teaching and to reduce the bureaucracy of their classrooms. Student centred and interactive, includes practical activities and mind maps for clarity as well as opportunities for self-assessment. Aimed at pre-service education students as well as already practising educators who wish to improve their classroom practice.

Contents include the following:

• The millennial generation
• Self-management for the educator
• Classroom management tasks
• Planning and leadership in the classroom
• Managing classrooms legally
AN EDUCATOR’S GUIDE TO SCHOOL MANAGEMENT-LEADERSHIP SKILLS

Second edition
I. van Deventer (Editor)
526 pages; 2016
ISBN: 978 0 627 03373 5 – R595.00
eISBN: 978 0 627 03374 2 – R535.50

A holistic and integrated approach to school management set against the backdrop of international successes such as Finland’s road to education transformation. Focuses on bringing education manager-leaders practical and school-based directives so that they can deliver quality education to their learners. Aimed at students and practitioners in the field of education.

Contents include the following:
• Developing excellence in schools: management leadership discourses in education
• Management-leadership tasks in complex school environments
• Managing and leading human resources: staff, learners and community relationships
• Managing and leading financial, administrative and ICT matters in education
INLEIDING TOT DIE ONDERWYSREG

Hersiene derde uitgawe
I.J. Oosthuizen (Redakteur)
244 bladsye; 2019
ISBN: 978 0 627 03657 6 – R340.00
eISBN: 978 0 627 03658 3 – R306.00

‘n Gids tot die arbeidswetgewing wat betrekking het op die onderwysomgewing, insluitend wetswysings na aanleiding van veranderde omstandighede binne die onderwys en die implikasies daarvan. Gerig op onderwysers, skoolhoofde, skoolbeheerliggame en ander betrokke partye.

Inhoud:
• Die regsomgewing
• Die grondslae vir regstoepassing in die onderwysomgewing
• Die Grondwet as bron van die onderwysreg
• Wetgewing en gemenereg
• Die professionele onderwyser en die werkplek
• Die onderwyser as sorgsame toesighouer
• Leerderdiisipline
• Skoolveiligheid
INTRODUCTION TO EDUCATION LAW

Revised third edition
I.J. Oosthuizen (Editor)
236 pages; 2019
ISBN: 978 0 627 03659 0 – R340.00
eISBN: 978 0 627 03660 6 – R306.00

A guide to labour law applicable to the education environment, including legislative changes that have resulted from altered circumstances in education and the implications of these. Aimed at teachers, principals, school governing bodies and other involved parties.

Contents include the following:
• The legal environment
• The underlying principles of the application of law in the education environment
• The Constitution as source of education law
• International law, legislation and common law as sources of education law
• The professional teacher in the workplace
• The teacher’s duty of care
• Learner discipline
• School safety
A discussion of how the presence of people within a school gives it a unique character of communality and creates certain relationships, requiring that mutual arrangements be made in terms of task distribution and the exercising of authority. Focuses on different perspectives of organisational theory in education. Aimed at postgraduate students in the fields of educational management, leadership and organisational theory in education.

Contents include the following:

- General characteristics of the school as an organisation
- Organisational culture, climate and health, and health-promoting schools
- Organisational development and the quality of working life in schools
- Organisational change and resistance to change
- Total quality management in educational organisations
- A framework for the management of diversity
- Management strategies for the caring role of the educational leader
- School 4.0 in the context of the Fourth Industrial Revolution
Problems that face teachers and educators today include the lack of a sound culture of teaching and learning in the classroom, the lack of student discipline and poor classroom management skills.

The revised edition of *Classroom management* presents a new and comprehensive approach to the ever-important subject of the teacher’s task in the classroom and deals with a number of new and relevant topics, particularly in view of the demands made on teachers in the new South Africa.

This updated edition meets the needs of and new criteria for teacher education in classroom management, as set out in the Cotep document. It provides insight into the different approaches to classroom management, the knowledge and skills needed to manage the various aspects of the teaching-learning situation, and certain critical issues that modern-day teachers must be able to deal with.

The text is interesting, interactive and user-friendly, which makes it more accessible to both teachers and students.

Every student in the field of teacher training and educational studies as well as every teacher already in service should own and use this book as a resource and a guide in their daily practice.
Education has been dramatically reformed worldwide over the last few decades. In this age of globalisation, student teachers, education students and scholars of the social sciences in general need to take careful note of these changes. *Comparative Education: education systems and contemporary issues* contains separate chapters in which a selection of the education systems of different countries – South Africa, Botswana, the United States, Australia and India, as well as the emerging education dispensation of the European Union - are discussed. Each of these chapters is written by a renowned specialist of comparative education residing and working in the particular country. The other chapters of the book deal with issues in education: values and ideologies in education, cultural diversity, gender issues, higher education, curricular reform and violence in schools. The book commences with an outline of the historical evolution of comparative education and its significance.
THE EFFECTIVE MANAGEMENT OF A SCHOOL – TOWARDS QUALITY OUTCOMES

R.J. Botha (Editor)
263 pages; 2013
ISBN: 978 0 627 03072 7 – R435.00
eISBN: 978 0 627 03164 9 – R391.50

How to manage a school’s human, physical and financial resources in an integrated manner towards the ultimate goal of effective teaching and successful learning. Takes a strategic view of the key aspects of school management while guiding school managers to discover their own unique identities. Aimed at new as well as experienced school leaders.

Contents include the following:

- Management, administration and leadership
- Organisational climate and culture of schools
- Sexual harassment and relationships within the school
- Understanding the nature of change and resistance to it
- Dealing constructively with conflict
- Managing stress
- Approaches to decentralisation
This book is an essential resource for education students, practitioners and policy makers in the education, training and skills development arena. School managers will find it extremely useful as it not only ensures the immediate benefits of a school marketing approach to school management, such as successful fundraising, but also contributes to long-term, whole school development. The book is written in an accessible manner, and readers will be able to apply the contents in their own school situation.
EQUAL EDUCATIONAL OPPORTUNITIES – ISSUES AND CHALLENGES

C. Russo, J. Beckmann & J. Jansen (Editors)
289 pages; 2006
ISBN: 978 0 627 02625 6 – R614.00

PART A: REFLECTIONS, RECOLLECTIONS AND PERSPECTIVES
PART B: THEMATIC ISSUES
Section I: Equal educational opportunities defined: the constitutional framework
Section II: Education financing: funding
Section III: Education financing: privatisation
Section IV: Values
Section V: Discipline
Section VI: Language
The priority that is given to providing quality education through a system of public schools in South Africa is manifest in both government spending and the right to education as enshrined in the Constitution. Addresses the growing concern about the quality of the output of the South African education system and the insistence on accountability regarding the return on investment in education. Leads critical discussions on different dimensions to and perspectives on issues related to the funding of education. Focuses on the concurrent obligations of creating infrastructure and providing quality education to every learner in the public school system.

Introduces entrepreneurship as an answer to the imperative of Section 36 of the South African Schools Act.

Contents include the following:
- Latest developments in the field of financial management in public education
- Policies on the funding of public services
- Legal framework of the funding of public education
- Rights, obligations (duties), accountability and liability
- Practicalities involved in the management of funds and other assets
- Budgeting processes, management of the budget and the keeping of records
- Project management and strategic management skills
- The economics of education at micro, meso and macro levels
FUNDAMENTALS OF HUMAN RIGHTS AND DEMOCRACY IN EDUCATION – A SOUTH AFRICAN PERSPECTIVE

M. Smit (Editor)
305 pages; 2013
ISBN: 978 0 627 03098 7 – R570.00
eISBN: 978 0 627 03160 1 – R513.00

The role of the Bill of Rights, constitutional values and democracy as they relate to education, school leadership and classroom practice. Aimed at educators, education leaders and administrators, members of school governing bodies and students.

Contents include the following:
- History of democracy in education in South Africa
- Children’s rights: historical development
- Limitation of rights and the tension between liberalism and democracy
- Establishing a disciplined school environment
- Freedom of expression, religion, belief and opinion
- Language policy for schools: legislative and regulatory framework
- Availability, acceptability, adaptability and accessibility of education
- Procedural fairness and natural justice
GROWING HUMAN RIGHTS AND VALUES IN EDUCATION

J. Nieuwenhuis (Editor)
245 pages; 2007
ISBN: 978 0 627 02668 3 – R575.00
eISBN: 978 0 627 02865 6 – R517.50

An exploration of human issues in an attempt to understand values, morals and human rights. Aimed at helping students and teachers develop an understanding of this complex environment in which we must rediscover, redefine and reinvent values and human rights in order to build our fragile democracy in South Africa.

Contents include the following:

- Living human rights
- Understanding education policy from a values and human rights perspective
- Value-driven schools
- Legal frameworks and their impact on schools
- Accountability
- Managing values and human rights in schools
- Inclusive education
- Gender equality
- HIV and AIDS
- Safe schools
The dramatic changes in the South African educational landscape since 1994 have inevitably produced major challenges for school leaders and managers, not least in the area of personnel management. These days school principals and governing bodies find themselves in a position similar to that of a manager in a corporate environment. This book will help principals and school managers to better understand and deal with the main issues that confront them in human resource management.

This book offers invaluable insights and specific, practical advice on how to

- restore equilibrium to a system continually rocked by the forces of change
- effectively manage the many HR functions in a school
- recruit, select and manage the best people for both state and non-subsidised school posts
- prevent conflict in a school from escalating, or manage it positively and creatively
- train evaluators of teacher performance in formative evaluation under the IQMS system
- handle industrial relations and dispute resolution in the school.

Principals, school management teams and governing bodies as well as students of school management will find this an invaluable guide to the complex task of human resource management in South African schools.
Education in South Africa currently poses enormous challenges to everyone involved, including the State, parents, learners, school governing bodies, principals and educators. To ensure the creation of an effective education system, a sound employment relationship between the State and educators as well as a thorough knowledge and understanding of the correct application and implementation of education labour law, are vital. *Labour relations in education: a South African perspective* focuses on those issues that influence the daily life of the education manager, members of the school governing body and the individual educator as employee.

*Labour relations in education* attempts to analyse, describe and clarify the most important legal principles regulating employment relations in the education sector. The Constitution, for example, includes a number of provisions that have a direct bearing on education in general and fair labour practice in particular. This new edition discusses recent court cases and amended legislative provisions, and expands on some issues that did not receive detailed attention in the first edition. It also includes a multilingual list of the most important terms and concepts as well as 250 clarifying footnotes in Afrikaans and Setswana.

*Labour relations in education* is aimed at the principal as education manager in public schools in South Africa, and students of the subject of education law. Deputy principals and heads of departments, and in fact any teacher or university lecturer who is interested in education law, will also benefit from it. Education department officials as well as members of school governing bodies will be able to use this book as a valuable source to ensure sound decisions in labour relations.
THE LAW OF EDUCATION IN SOUTH AFRICA

Third edition
296 pages; 2016
R. Joubert (Editor)

ISBN: 978 0 627 03379 7 – R515.00
eISBN: 978 0 627 03380 3) – R463.50

An analysis of a multitude of acts, regulations and case judgments with the purpose of providing a legal framework to guide the actions of education managers and school governors. Includes laws and legal precedents pertaining to education in general, labour relations and the protection of the safety and the best interests of children. Aimed at academics, postgraduate students, school principals, educators and parents.

Contents include the following:
• The structure of government
• The South African Constitution and the Bill of Rights
• School governance
• Code of conduct and discipline
• Forms of punishment and the legal limits
• Juridical requirements regarding learner safety
• Specific responsibilities of the educator with regard to learner safety
• Bullying from a legal perspective
A PRACTICAL GUIDE TO DISCIPLINE IN SCHOOLS

I.J. Oosthuizen (Editor)
114 pages; 2006
ISBN: 978 0 627 02803 8 – R320.00
eISBN: 978 0 627 02933 2 – R288.00

Over the past decade, the teaching environment in South Africa has changed drastically. One of the thorny issues facing the current education dispensation is that of learner discipline. Traditional views and disciplinary methods have had to give way for the Constitution’s Bill of Rights.

In light of this, the Faculty of Education Sciences at North-West University launched a research project on learner discipline and found that where before the emphasis was on reward and punishment, aspects such as co-ownership, mutual respect and co-responsibility are now key to the creation of a learning environment characterised by order and discipline.

A practical guide to discipline in schools introduces some of the information gained from this study in the form of a practical manual and explores creative ways to transform impending chaos in the classroom into opportunities. It discusses the formulation of an equitable, fair and reasonable code of conduct and outlines the correct procedure to be followed for disciplinary hearings.

A practical guide to discipline in schools is for educators and prospective educators, and aims to promote security in education practice through an orderly teaching–learning climate.
PRAKTIESE WENKE VIR LEERDERDISSIPLINE

I.J. Oosthuizen (Redakteur)
114 bladsye; 2006
ISBN: 978 0 627 02646 1 – R320.00
eISBN: 978 0 627 02932 5 – R288.00

‘n Navorsingsprojek oor leerderdiszipliene is in 2002 deur die Fakulteit Opvoedingswetenskappe van die PUK-kampus (NWU) geloods. Inligting wat tydens die projek ingesamel is, word weergegee in die vorm van ‘n praktiese handleiding aan opvoeders en voornemende opvoeders. Dit het ten doel om deur middel van ‘n ordelike onderrig leerklimaat geborgenheid in die onderwyspraktyk te bevorder.

Inhoud:
- Voorkomende benadering: die opvoeder
- Voorkomende benadering: die leerder
- Voorkomende benadering: die skool
- Voorkomende benadering: die ouers
- Afwerende metodes
- Bylae A: Die korrekte prosedures by ‘n dissiplinêre verhoor
- Bylae B: Kontrolelys vir ‘n dissiplinêre verhoor
PROJECT MANAGEMENT IN EDUCATION AND TRAINING

T. Bisschoff, C. Govender & P. Oosthuizen
144 pages; 2004
ISBN: 978 0 627 02574 7 – R450.00

Project management in education and training provides the reader with the skills to successfully implement any education and training project, such as school fundraising, Curriculum 2005 and adult basic education and training programmes, and staff assessment. The book contributes to sustainable and long-term skills development through a holistic, lifelong approach to learning.

The book is written in a practical style so that readers can apply the principles of project management easily within their own education, training or skills development environment. It is an essential resource for education students, educators, policy makers and authorities in education, training and skills development arena.
THE SCHOOL AS A LEARNING ORGANISATION – RECONCEPTUALISING SCHOOL PRACTICES IN SOUTH AFRICA

Second edition
124 pages; 2006
K.C. Moloi
ISBN: 978 0 627 02614 0 – R365.00

The second edition of *The school as a learning organisation* develops the concept of a learning organisation in a South African schooling context. The term “learning organisation” is used to illuminate ways of organising teaching and learning practices that could transform South African schools into successful and effective institutions. The author discusses the five learning disciplines proposed by Senge (1990) against the background of her own successful practical experience as a school principal for ten years.

The book systematically applies each of Senge’s learning disciplines to show that schools can be effective if individuals and teams are prepared to learn from the experience and best practices of others. In the new paradigm for learning, the concepts of “learning” and “work” cannot be separated. Learning and work have become an integral part of ensuring high performance and competitiveness within schools, and wider society.

In this edition, legal documents pertaining to education with specific emphasis on teaching and learning (e.g., the *National Education Policy Act, 1996* and the *Gauteng School Education Act, 1995*) have been included, to indicate how the education field in South Africa is transforming, thus necessitating the need for continuous learning and development.
SCHOOL LEADERSHIP IN A CHANGING CONTEXT – A CASE FOR SCHOOL-BASED MANAGEMENT

R.J. Botha (Editor)
156 pages; 2011
ISBN: 978 0 627 02825 0 – R430.00
eISBN: 978 0 627 03003 1 – R387.00

Finding coherence between leadership dimensions, perspectives, approaches, practices and vision in a school-based management setting. Deals with strategic, learner and financial management, school governance and instructional leadership, as well as managing and bringing about change and improvement in a school. Aimed at senior undergraduate BEd students, BEd Hons students and ACE in leadership students.

Contents include the following:
• Educational leadership in a time of reform
• Decentralisation of school management
• A complex leadership model for school-based management
• Role of principals as instructional leaders
• Linking school leadership to educational outcomes
COMMUNICATION, CULTURE AND THE MULTILINGUAL CLASSROOM

Second edition
R. Evans (Editor)
182 pages; 2015
ISBN: 978 0 627 03306 3 – R380.00
eISBN: 978 0 627 03313 1 – R342.00

A useful and enriching guide that equips the prospective teacher with the necessary communication and classroom literacies to follow a policy of additive multi- or bilingualism that encourages learners to value their own language as well as that of others. Includes useful tips and information on learning and using new words and phrases from specifically Afrikaans, Northern Sotho, Tswana, Zulu and Xhosa. Aimed at both student teachers and qualified teachers.

Contents include the following:

- Theories and strategies underpinning spoken and written communication as required within an educational context
- Practical guidance on effectively using and caring for your voice
- A perspective on the diversity that enriches our South African classrooms
- A brief history of the linguistic heritage of our country
- The influence and understanding of social spaces and cultural practices in the learning environment
A look at a transformative model for community engagement, in which societal involvement is the driving force behind all research activities of a university. Prepares students to be agents for positive social change in all spheres of life.

Contents include the following:
- Reflections on the process of ethical co-creation of knowledge with community partners
- International collaboration in community intervention programmes
- Inclusive community engagement studies
- On the researcher–researched relationship in educational psychological research with vulnerable populations
- Engagement with mining-affected communities
- Moving community engagement in South Africa from rhetoric to reality through engaged scholarship
- Towards a live project framework for community engagement in South Africa
- The Sustainable Development Goals and community-based collaboration and research
CREATIVE ARTS EDUCATION

R.M. Odendaal & T. de Jager (Editors)
302 pages; 2017
ISBN: 978 0 627 03391 9 – R435.00
eISBN: 978 0 627 03392 6 – R391.50

Guidelines on how to teach dance, drama, visual arts and music in a more animated, vibrant and practical manner so as to allow each child to reach his or her full potential, based on the curricula for grades 7–9. Provides examples and activities to enable creative arts teachers to put theory into practice. Includes a full chapter on inclusive education, learning barriers and how best to accommodate different learning styles and needs of a diverse class of learners. Each art form also includes a section on Africanisation. Aimed at all prospective and practising teachers.

Contents, for each of the four art forms, include the following:

- Theoretical background
- The curriculum
- Teaching and learning strategies and methods
- Assessment methods
- Lesson plans
- Class activities
CURRICULUM STUDIES IN CONTEXT

Fourth edition
C. Booyse, E. du Plessis & M. Maphalala
184 pages; 2020
ISBN: 978 0 627 03748 1 – R340.00
eISBN: 978 0 627 03749 8 – R306.00

Sound, detailed and practical direction, with reference to CAPS, to enhance teaching, learning and assessment. Narrows the gap between the curriculum plan, instructional design and teaching practice. Aimed at teachers in the General Education and Training (GET) and Further Education and Training (FET) phases.

Contents include the following:
• The theoretical framing of curriculum design
• Understanding the curriculum in context
• The role of ubuntu principles in curriculum design and innovation
• Considering policy documents during curriculum interpretation and implementation
• Practical guidance for curriculum innovation towards effective teaching, learning and assessment

Afrikaans edition in development
DIDACTICS – THE ART AND SCIENCE OF TEACHING
(PREVIOUSLY PUBLISHED AS GENERAL SUBJECT DIDACTICS)

Second edition
T. de Jager
183 pages; 2019
ISBN: 978 0 627 03655 2 – R355.00
eISBN: 978 0 627 03656 9 – R319.50

Practical guidance on how to teach effectively in the challenging South African education system, ultimately contributing to diverse and quality education. Aimed at all prospective and practising teachers who need to acquaint themselves with the basic competency requirements for effective and quality teaching in any South African classroom.

Contents include the following:

- Concepts of general subject didactics versus specific subject didactics
- Roles and characteristics of competent teachers
- Theoretical models of learning
- Development of curricula (application of both indigenous knowledge and Western science)
- Teaching methods and strategies
- Learning barriers and learner support (differentiated activities)
- Methods, techniques and tools of assessment
- Communication, media and technology in the classroom
An introductory text to environmental education. Raises a variety of interesting issues related to the teaching of this subject, which involves concerns and risks such as loss of biodiversity, pollution, deforestation and urbanisation. No comparable book exists in South Africa. Aimed at tertiary students in education.

Contents include the following:

- History of environmental education, internationally and in South Africa
- How value assumptions and even religious convictions affect attitudes towards environmental issues
- The meaning of “education for sustainability”
- Curriculum development
- Environmental education in the non-formal sector
- Environmental education and training in industry
- An introduction to research in environmental education
NEW PUBLICATION

FUNDAMENTALS OF RESEARCH IN HUMANITIES, SOCIAL SCIENCES AND SCIENCE EDUCATION – A PRACTICAL STEP-BY-STEP APPROACH TO A SUCCESSFUL JOURNEY

E.O. Adu & C.I.O. Okeke (Editors)
284 pages; 2022
ISBN: 978 0 627 03883 9 – R420.00
eISBN: 978 0 627 03884 6 – R378.00

A step-by-step guide to the research endeavour, from the selection and formulation of a research problem, to the writing or reporting, to the publication of research results. Aimed at students and novice researchers.

Contents, among others, include the following:

• Identification and selection of a research topic
• Dynamics of a good research problem statement
• Designing the main and the sub-research questions
• The essence of the literature review
• Research designs: meaning, rationales and types
• The research study site
• Target population, samples and sample selection
• Data collection procedures
• Data analysis and interpretation procedures
• Ethical issues in humanities, social sciences and science education
• Presentation of research results
• Writing a good conclusion to a study
• Avoiding plagiarism and writing good references in research
HELP, I’M A STUDENT TEACHER! – SKILLS DEVELOPMENT FOR TEACHING PRACTICE

Third edition
E.R. du Toit, L.P. Louw & L. Jacobs (Editors)
270 pages; 2021
ISBN: 978 0 627 03807 5 – R425.00
eISBN: 978 0 627 03808 2 – R382.50

A guide to navigating curricula, relevant legislation, discipline and diversity in South African classrooms. Endeavours to enhance social and cognitive skills within an ethos of value-driven education. Includes activities for practical application. Aimed at student teachers as well as teachers in practice who want to refresh their knowledge and skills.

Contents include the following:
- Value-driven schools
- The student teacher and the teaching context
- Development of facilitation skills
- Development of the critical thinker
- Effective implementation of educational media
- Integrating information and communication technologies in teaching
- School administration management systems
- Classroom assessment
- Lesson planning
- Discipline in the classroom and beyond
- The student educator and the law

Afrikaans edition in development
A HISTORY OF SCHOOLING IN SOUTH AFRICA – METHOD AND CONTEXT

J.J. Booyse, C.S. le Roux, J. Seroto & C.C. Wolhuter
320 pages; 2011
ISBN: 978 0 627 02797 0 – R435.00
eISBN: 978 0 627 03454 1 – R391.50

An introduction to South African educational history and historiography which contextualises each period of time covered, describes the education policies that characterised that time, and examines the action, reaction and counteraction to these policies. Aimed at BEd and BEd Hons students and also a useful reference for master’s and doctoral students.

Contents include the following:
- Three paradigms in the historiography of South African education: Christian-nationalism, liberalism and liberation socialism
- Developments in history of education internationally
- Indigenous education in the pre-colonial era
- Colonist settlement, cultural sentiment and intergroup relations
INTRODUCING CHILDREN’S LITERATURE – A GUIDE TO THE SOUTH AFRICAN CLASSROOM

R. Evans, I. Joubert & C. Meier (Editors)
280 pages; 2017
ISBN: 978 0 627 03643 9 – R455.00
eISBN: 978 0 627 03644 6 – R409.50

A guide on how to use literature in the diverse classroom. Details how children can be encouraged to become enthusiastic readers. Aimed at student teachers and practising teachers.

Contents include the following:
- Developmental stages of a child
- History of South African literature, with reference to the oral tradition
- Role of the adult in establishing a reading culture
- Use of illustrations and technology to enhance other literacies
- Techniques of storytelling and selecting appropriate texts
- Influence of the hidden curriculum in terms of moral development, stereotyping, sanitising and representation
A focus on the theories, practices and principles of teaching and learning English as a first or additional language within the context of the multilingual South African classroom. Makes special reference to the communicative approach which promotes basic interpersonal oral–aural skills while integrating the expressive and receptive skills needed to develop cognitive academic language proficiency. Incorporates the CAPS documents as well as techniques, apps and social media platforms that can be exploited for English language teaching. Aimed at teachers working in any phase.

Contents include the following:

- Effective lesson design and delivery
- Criteria for successful grammar teaching
- Testing listening comprehension
- Place of literature in the syllabus
- Stages of the writing process
- Principles and practicalities related to effective assessment
LIFE ORIENTATION FOR SOUTH AFRICAN TEACHERS

(NEW EDITION IN PREPARATION)

Second edition
M. Nel (Editor)
491 pages; 2018
ISBN: 978 0 627 03575 3 – R565.00
eISBN: 978 0 627 03576 0 – R508.50

A comprehensive textbook on the subject of life orientation as stated in the curriculum policy documents. Provides educators with in-depth knowledge as well as teaching skills to deal with the wide variety of themes within the subject. Aimed at pre-service as well as postgraduate students in education.

Contents include the following:

- Human rights and values
- Cultural diversity
- Lay counselling
- Behavioural issues: aggression and violence
- Healthy living
- Life skills and resilience
- Relationships and sexuality education
- Child abuse
- Careers and study skills
- Pedagogical and assessment issues
MATHEMATICS FOR EDUCATORS

H. Niewoudt, S. Niewoudt & A. Roux (Editors)
275 pages; 2021
ISBN: 978 0 627 03498 5 – R440.00
eISBN: 978 0 627 03499 2 – R396.00

A comprehensive yet user-friendly guide to mathematics content with a South African focus, using problem solving as a theoretical framework. Brings together practical insight and mathematical knowledge and skills. Aimed at Foundation Phase and Intermediate Phase student teachers and all primary school teachers, including those not teaching mathematics as a subject.

Contents include the following:

- Mathematical thinking
- Whole numbers
- Fractions
- Universal number concepts
- Ratios, proportions and percentages
- Geometry and measurements
- Positive and negative numbers
- Algebra
- Handling data and probability
MANAGING THE MICRO-TEACHING PROCESS IN INITIAL TEACHER TRAINING – A PRACTICAL GUIDE FOR TEACHING PRACTICE PREPARATION

C.I.O. Okeke, E.O. Adu, C.S. Ugwuanyi & M. Mncanca (Editors)
208 pages (provisional); 2023
ISBN: 978 0 627 04049 8
eISBN: 978 0 627 04050 4

A practical guide to teacher training and practice preparation. Provides opportunities to acquire relevant teaching skills, for both face-to-face and online environments, by participating in simple, carefully planned teaching training tasks. Supports the teaching practice module of pre-service teaching programmes offered at tertiary institutions in South Africa and other African countries. Aimed at student teachers.

Contents include the following:

- Administration of micro-teaching process and content
- Skills of explanation in teaching and learning
- Skills of reinforcement
- Skills of chalkboard/whiteboard writing
- Microsoft PowerPoint presentation skills
- Skills of feedback and feedback management
- Planning and presenting lessons
- Teacher and learner activities in a micro-teaching class
- Skills of assessment in micro-teaching
- Simulated teaching in an open distance learning (ODL) environment
- A social media-based model of micro-teaching for ODL teacher education
MEANINGFUL ASSESSMENT FOR 21ST CENTURY LEARNING

P.G. Warnich, C. Bosch & A. Golightly (Editors)
304 pages; 2022
ISBN: 978 0 627 03693 4 – R425.00
eISBN: 978 0 627 03694 1 – R382.50

An exploration of how education theory, methodologies and approaches influence assessment practices in the 21st century. Provides scholarly and scientific perspectives, covering topics such as blended learning, inclusive education, problem-based learning, cooperative learning, and early childhood and adult learning. Aimed at the broader educational community of scholars engaged in meaningful and effective educational assessment to promote 21st century skills.

Contents include the following:

• Assessment and the 21st century teaching and learning expectations
• The centrality of assessment to learning
• Assessment within the South African curriculum context
• Stakeholders involved in the planning of meaningful and sustainable assessment
• Meaningful, challenging and engaging assessment in practice
• Meaningful assessment for problem-based learning, cooperative learning and blended learning
• Assessment in an inclusive education environment
• Assessment in early childhood and adult learning
• Making meaning of and using assessment results
MULTICULTURAL EDUCATION – A MANUAL FOR THE SOUTH AFRICAN TEACHER

Second edition
E.M. Lemmer, C. Meier & J.N. van Wyk
208 pages; 2012
ISBN: 978 0 627 02950 9 – R345.00
eISBN: 978 0 627 03230 1 – R310.50

An introduction to teaching and managing learners of cultures, languages and backgrounds unfamiliar to the teacher. Discusses the implications of differences and similarities among South African learners, and provides effective, low-cost classroom strategies which teachers can implement in culturally diverse schools. Includes activities for critical reflection at the end of each chapter. Aimed at teachers, members of school management teams, school governing bodies and interested parents.

Contents include the following:

- Theories of multicultural education
- South African policy and legislation relevant to diversity issues
- Cross-cultural communication
- Teaching and learning styles
- Multicultural approaches to curriculum and learning material
- Positive discipline in the culturally diverse classroom
MULTIGRADE TEACHING – APPROACHES AND PERSPECTIVES FOR TEACHERS

S. Esterhuizen, J. Seleti & M.J. Taole (Editors)
180 pages; 2019
ISBN: 978 0 627 03695 8 – R305.00
eISBN: 978 0 627 03696 5 – R274.50

A guide to adapting the curriculum and teaching approaches to accommodate different learners and to meet the challenges of the multigrade classroom. Discusses theoretical and global underpinnings in a clear style and contains many examples and tips. Aimed at both student teachers and in-service teachers.

Contents include the following:

• Different types of mixed grades
• Use of information and communication technologies (ICT)
• An international overview of multigrade teaching
• Multigrade teaching and the curriculum
• Classroom management
• Teaching effectively in a multigrade environment
• Integration of early childhood education subjects
• Assessment and learning support
MULTILITERACIES IN EDUCATION – SOUTH AFRICAN PERSPECTIVES

A. Engelbrecht (Editor)
212 pages; 2019
ISBN: 978 0 627 03620 0 – R330.00
eISBN: 978 0 627 03621 7 – R297.00

A pedagogical framework to weave multiliteracies into the fabric of the South African classroom. Takes the approach that knowledge is contextually situated, rapidly changing and diverse, which calls for new skills and flexibility, and the ability to work in teams. Sequences chapters according to the four pillars of the multiliteracies framework: overt instruction, situated practice, critical framing and transformed practice. Aimed at student teachers as well as in-service educators.

Contents include the following:

- The evolution of literacy to literacies
- Decolonisation and Africanisation
- Developing cultural literacy
- Multimodal literacy in practice
- Technological literacy
- Historical literacy
- Visual culture literacy
- Meaning-making in design
- Linking multiple intelligence and thinking preferences
PHILOSOPHY IN EDUCATION AND RESEARCH – AFRICAN PERSPECTIVES

M.M. Sefotho (Editor)
196 pages; 2018
ISBN: 978 0 627 03500 5 – R370.00
eISBN: 978 0 627 03501 2 – R333.00

An explanation of the relationship between philosophy and research with the objective of advancing critical thinking skills. Takes a practical, problem-solving approach to demystifying philosophy for education students at all levels of study. Sets out terminology and the origin of theories in the education curriculum within the context of South Africa’s history and societal change. Aimed at students and researchers across disciplines who want to understand the philosophical underpinnings of education and research.

Contents include the following:

- Paradigms, theoretical frameworks and conceptual frameworks in educational research
- An Afrocentric paradigm in education and research
- Comparative perspectives in philosophy of education in Africa
- Sociological imperatives for education and the theory of change
- Philosophy of disability: African perspectives
- Distance education and the use of information and communication technologies (ICTs)
- Quality assurance in distance education and ethical imperatives
- Supporting students’ transition through the academic journey
Comprehensive coverage of conceptual and pedagogical tools as well as advanced and contemporary approaches to learning and teaching in science. Focuses on the senior and further education and training (FET) phases of the school curriculum, and provides stimulating content for teaching natural science, physical science and life science. Aimed at pre-service and in-service science teachers.

Contents include the following:

- Teaching nature of science
- Linking theory to practice: perspectives on science teaching and learning
- Responsible talk in science
- Lesson planning and micro-teaching
- Science teacher pedagogical content knowledge (PCK)
- Assessment as, for and of science learning
- Learning progressions in science
- Talking, reading and writing in the science classroom
- Diversity and inclusion in the science classroom
- Advanced learning technologies in science teaching
- Improvising using low cost and accessible resources
- Science, technology, engineering and mathematics (STEM) integrated practices and infusing the arts in STEM: STEAM
- A cross-disciplinary approach to environmental education
- Teacher classroom action research
SOCIETAL ISSUES IN THE CURRICULUM

B. Geduld & D. Jagals (Editors)
184 pages; 2021
ISBN: 978 0 627 03813 6 – R240.00
eISBN: 978 0 627 03814 3 – R216.00

An exploration of problems and trends in the South African context that have the potential to influence the implementation, planning and design of the curriculum at micro-level, and how they emerge from everyday experiences. Aimed at student teachers as well as teachers in practice.

Contents include the following:
• Worldviews and holistic education
• Self-regulated learning skills to function in the 21st century
• Multicultural education
• Violence in schools
• Parental involvement to enhance academic performance
• School decline
• Interreligious dialogue to attain religious diversity within the classroom
• Gender issues
TEACHING AND LEARNING HISTORY AND GEOGRAPHY IN THE SOUTH AFRICAN CLASSROOM

E.S. van Eeden & P. Warnich (Editors)
520 pages; 2018
ISBN: 978 0 627 03502 9 – R650.00
eISBN: 978 0 627 03503 6 – R585.00

The first textbook to consider history and geography as interconnected disciplines in the South African education context. Guides readers through developments in the history and geography fields, new focus areas and some refreshed teaching and learning possibilities unlocked by technology. Aimed at educators and prospective educators in the social sciences, history and geography programmes.

Contents include the following:
- Teaching controversial issues in history
- Decolonising history in South Africa through local and regional histories
- Mapping and maps (including the use of Google maps, GIS and GPS in the geography classroom)
- Education for sustainable development
- Teaching and learning possibilities, styles and strategies
- Indigenous knowledge systems and Africanisation
- Fieldwork excursions
- Classroom-based performance assessment
TEACHING LIFE SKILLS IN THE INTERMEDIATE PHASE

C. Jordaan & M. Naudé (Editors)
399 pages; 2018
ISBN: 978 0 627 03624 8 – R525.00
eISBN: 978 0 627 03625 5 – R472.50

A guide to preparing and coaching learners to reach their ultimate potential and fulfil their aspirations while they mature into responsible citizens. Consists of three parts according to the study areas of life skills: personal and social wellbeing, physical education and creative arts. Aimed at pre-service and current life skills teachers.

Contents include the following:

• Foundational knowledge and theoretical frameworks for the development of the self
• Social responsibility, social justice and democratic values
• Teaching strategies and classroom activities
• Health and environmental education
• Health and physical wellbeing
• Teaching drama, music, dance and visual arts
TEACHING PRACTICE IN AN AFRICAN CONTEXT

M.J. Taole (Editor)
127 pages; 2020
ISBN: 978 0627 03754 2 – R180.00
eISBN: 978 0 627 03755 9 – R162.00

An essential guide to teaching practice, providing the insight and skills needed to navigate South African classrooms. Informed by the principles of Africanisation and ubuntu, and written in a clear, conversational style. Encourages reflection on the various practical aspects of teaching, leading to better education practice and thus improving performance. Aimed at undergraduate education students as well as qualified teachers already in practice.

Contents include the following:

• Requirements for being a competent teacher
• Approaches to diversity in the classroom
• Team teaching
• Integration of information and communication technology
• Mentoring and coaching skills from an African perspective
• Assessment
TOWARDS THRIVING, NOT JUST SURVIVING – THE JOURNEY FROM PRE-SERVICE TO BEGINNER TEACHER

C. Botha, C. Wohluter & D. Vos (Editors)
196 pages; 2020
ISBN: 978 0627 03770 2 – R295.00
eISBN: 978 0 627 03771 9 – R265.50

A comprehensive guide to becoming a capable and self-assured teacher who is adept at navigating different school contexts and who continues to grow. Assists in developing beginner teachers’ confidence and competence to know what to do and how to do it, so that they can realise an empowered, inspired, motivated and grounded personal and professional identity. Aimed at beginner and student teachers.

Contents include the following:

• Ethics
• Lifelong learning
• Mentorship
• Navigating job interviews
• Types of learners
• How to deal with parents, learners and colleagues
• Assertiveness
• Stress and burnout
• Caring for others and yourself
• Classroom management
• Diversity
• Administrative skills
• Time management
South African classrooms reflect our diverse cultures and rich languages. This is a practical tool to help teachers in service as well as teachers in training to understand the importance of South Africa’s linguistic heritage in our schools today. This guide will empower educators to reach out to learners and parents from different linguistic backgrounds and harness the power of diversity in their classrooms.
COMMUNITY-DRIVEN PROJECTS – REFLECTIONS ON A SUCCESS STORY

J. Phahlamohlaka (Editor)
222 pages; 2008
ISBN: 978 0 627 02730 7 – R390.00
eISBN: 978 0 627 02844 1 – R351.00

Community-driven projects: reflections on a success story tells the remarkable tale of an African community empowering itself with education and ICT. The Siyabuswa Educational Improvement and Development Trust (SEIDET), the product of a local initiative in South Africa’s Mpumalanga province, was initially conceived to remedy the shortcomings of science education at the local schools, but grew into a vibrant effort which continues to provide teenagers and adults with vital skills for participating in the modern economy.

While the first part of the book tells the story of the people, mostly volunteers, the second and third parts provide academic analyses of the reasons for SEIDET’s success, drawing and expanding on theories such as innovation theory, learning selection and activity theory. Clearly conceived and expressed, the different parts of this book bring out illuminating perspectives on the events.

This inspiring and informative book will be delightful reading for academics interested in the theories exemplified, and for governmental and non-governmental organisations concerned with the upliftment and empowerment of rural or hitherto disadvantaged communities. SEIDET was not a project through which well-meaning outsiders sought to achieve induced development; rather, it was the local community that felt the need for education and initiated and embraced ICT and other training. This is the secret of its success.

Contents include the following:
• The sociology of the Siyabuswa Educational Improvement and Development Trust (SEIDET)
• Explaining the developmental impact and success of SEIDET
• Academic research at SEIDET: lessons learnt and attempts to generalise
THE EDUCATOR AS ASSESSOR

Second edition
J.M. Dreyer (Editor)
146 pages; 2014
ISBN: 978 0 627 03115 1 – R360.00
eISBN: 978 0 627 03214 1 – R324.00

Information and guidelines to assessing whether learning is taking place, what learning took place, and what learning still needs to take place. Covers the Foundation Phase, the Intermediate and Senior phases, FET for schools and FET for Technical and Vocational Education and Training. Aimed at educators of grades R to 12.

Contents include the following:

• Assessment and the Curriculum and Assessment Policy Statement (CAPS)
• Assessment in the different school phases
• Assessment for Technical and Vocational Education and Training (TVET)
• Assessment versus evaluation
• Observation as an assessment tool
• Professional ethics and confidentiality
• Red flags to note in the Pre-school and Foundation phases
• Assessment and multiple intelligences
• Purpose and principles of assessment in FET for schools
• Recording and reporting learner performance
A look at the learning mediation role of educators teaching at Senior Phase and Further Education and Training (FET) levels in the South African context. Aims to help new and prospective educators to perform their teaching tasks effectively and enthusiastically while giving experienced educators innovative approaches that they can integrate, with their wealth of experience, in creative and new ways.

Contents include the following:

- Mediation of learning
- Using the language of learning and teaching (LoLT) appropriately
- Overcoming barriers to learning through mediation
- Role of the learning process, learning styles and learner differences
- Teaching strategies
- Use of media and everyday resources
- Creating a learning environment conducive to the effective mediation of learning
GEOGRAPHY TEACHING IN SOUTHERN AFRICA – AN INTRODUCTORY GUIDE

L. Hurry
192 pages; 1989
ISBN: 978 0 799 41189 8 – R455.00

This text presents a conceptual framework with case studies in dryland development and management. The option of a rational and ethical discourse for development that is beneficial for both the environment and society is emphasised, avoiding extreme environmentalism and human destructionism. This book has been compiled with the purpose of giving guidance to geography teachers in both primary and secondary schools. Since the book contains chapters on both the philosophical background to geography teaching and on the practical situation, it is hoped that it will be of use to both the student teacher and the serving teacher. The ideas contained in this guide should also be seen as starting points in geography teaching, and it is hoped that teachers will use them as a basis for developing ideas of their own. It is also hoped that the book will generate discussion among teachers on both the theory and the practice of geography teaching.
THE HUMAN SEARCH FOR MEANING – A MULTIRELIGION INTRODUCTION TO THE RELIGIONS OF HUMANKIND

Second edition
J.S. Krüger, G.J.A. Lubbe & H.C. Steyn
352 pages; 2009
ISBN: 978 0 627 02761 1 – R545.00
eISBN: 978 0 627 03224 0 – R490.50

An introduction to religion and multireligion education. Includes sacred traditions and scriptures, teachings, ethics, history, religion and society, and religious experience. Contains a new section that deals with religion studies at school, based on the National Policy on Religion and Education as well as the national curriculum for religion studies. Provides maps, time charts and activities. Written specifically for teachers, both pre-service and inservice.

Contents include the following:
- African religion
- Hinduism
- Buddhism
- Judaism
- Christianity
- Islam
- Contemporary religious movements
- Teaching religion: the National Policy on Religion and Education and its application
OUTCOMES-BASED ASSESSMENT FOR SOUTH AFRICAN TEACHERS

L.W. Meyer, B.J.J. Lombard, P.G. Warnich & C.C. Wolhuter
212 pages; 2010
ISBN: 978 0 627 02748 2 – R460.00

An examination of outcomes-based assessment (OBA) in all phases of education, highlighting the problems that educators experience. Presents a solid theoretical foundation on which teachers can base their teaching and assessment practice. Includes practical examples for planning and preparation, implementation and analysis, and the recording and reporting of assessment. Aimed at undergraduate and postgraduate education students and in-service educators.

Contents include the following:
- The principles of quality assessment
- Differentiating between measurement, evaluation and assessment
- Issues and challenges with respect to OBA
- Roles of the National Department of Education, the school and the teacher in planning
- Guidelines for the implementation of OBA in South African schools
- Alternative assessment strategies for learners with barriers to learning
- Recent research findings on OBA practices in South African schools
TEACHING AND LEARNING IN HIGHER EDUCATION

S. Gravett & H. Geyser (Editors)
224 pages; 2004
ISBN: 978 0 627 02547 1 – R520.00

This book is targeted at higher education practitioners, particularly those without a sound background in education as field of study, who wish to develop their teaching and assessment practices. It is thus mainly written from a practical “how to” perspective. A wide range of topics related to education is covered from the present legislative framework, through various aspects of teaching and learning, to a consideration of assessment practices, curriculum design, web-based learning and the compilation of a teaching portfolio.
Transformation of education in South Africa has led to the introduction of outcomes-based education (OBE) and Curriculum 2005. This curriculum has to be implemented at different levels in order to reflect the transformation process. Educators and student educators today are faced with perhaps more challenges than ever before.

According to the Norms and Standards for educators, educators have to fulfil numerous roles, including being able to

- act as mediator in new approaches to learning
- design and interpret learning programmes
- adapt learning programmes to address barriers to learning
- continuously assess, record and report on learners’ progress
- be aware of the content of all official documents and policies and all aspects of the curriculum in order to implement them
- undertake lifelong professional development.

*Teaching and learning in South African schools* offers sound, detailed and practical direction to help new and experienced educators and student educators move with ease within the framework of teaching and learning.

This book will enable them to

- understand the management of teaching and learning in schools
- apply the relevant roles of the educator to teaching practice
- ensure staff development and partnerships with parents and communities.
A comprehensive guide to teaching in South African classrooms in the 21st century. Offers sound and practical direction to help both new and experienced educators operate with ease within the framework of the Norms and Standards for Educators. Aimed at undergraduate education students.

Contents include the following:

- Theoretical frameworks
- Curriculum theory
- Professional knowledge in the 21st century
- Reflective teaching
- Integration of information and communication technologies
- Mentoring
- Assessment
- Multicultural education
This book is intended for technology education teachers, curriculum implementers, curriculum developers, designers, supporters and critics alike. Critiques are challenges, and challenges are stepping stones for growth. The authors have attempted, from a South African perspective, to cover many topics that are relevant to technology education as it unfolds in the General Education and Training (GET) band. In doing so, we have ensured that the focus is on teachers and how to improve their teaching. Teachers are encouraged to find and solve problems or to create problems that their learners should be able to solve. Care must be taken that these are actually worth solving. This book is primarily focused on teachers as curriculum implementers, who have to be able to make sense of the curriculum in order to impart it to the learners.
EDUCATION PSYCHOLOGY
ADDRESSING BARRIERS TO LEARNING – A SOUTH AFRICAN PERSPECTIVE

Fourth edition
E. Landsberg, D. Krüger & E. Swart (Editors)
623 pages; 2019
ISBN: 978 0 627 03649 1 – R670.00
eISBN: 978 0 627 03650 7 – R603.00

A relevant and comprehensive source of knowledge to prepare educators to teach all the learners in their class groups to the best of their ability. Covers the complete continuum of barriers to learning as reflected in Education White Paper 6. Also includes a new section on discrimination and sociocultural injustice towards LGBTQI (lesbian, gay, bisexual, transgender, queer, questioning and intersex) learners. Aimed at both prospective and current educators and other support professionals, including psychologists and therapists.

Contents include the following:

• Legal and ethical considerations
• Identification and assessment of barriers to learning
• Early childhood development and intervention
• Challenges in spoken language, reading, writing and spelling
• Augmentative and alternative communication
• Mathematical literacy and numeracy
• Xenophobia
• Disability, including cerebral palsy, epilepsy and autism
• Health impairments and conditions in children
• Challenging behaviour in the classroom
• Giftedness
BELIEVE THAT ALL CAN ACHIEVE – INCREASING CLASSROOM PARTICIPATION IN LEARNERS WITH SPECIAL SUPPORT NEEDS

Third edition
J. Bornman
358 pages; 2021
ISBN: 978 0 627 03791 7 – R575.00
eISBN: 978 0 627 03792 4 – R517.50

A comprehensive look at inclusion as the foundation for education in an attempt to celebrate diversity in the classroom, capitalise on the strengths each learner brings to the learning–teaching dyad, and welcome every family member as part of the broader classroom community. Embraces the core values of the South African Constitution – freedom, dignity and equality. Aimed at students and teachers in the field of inclusive education.

Contents include the following:
• Changing paradigms
• Participation
• Assessment approaches in the school setting
• Teaching practices
• Differentiated teaching
• Early childhood development (ECD)
• Understanding learners with challenging behaviour
• Understanding learners with intellectual, learning, physical and sensory disabilities
• Understanding learners with autism spectrum disorder and chronic medical conditions
• Integrating disability and support
NEW EDITION

GUIDELINES FOR ASSESSMENT ACCOMMODATIONS
(PREVIOUSLY PUBLISHED AS GUIDELINES FOR ASSESSMENT ADAPTATION)

Second edition
J. Fourie (Editor)
132 pages; 2022
ISBN: 978 0 627 03934 8 – R280.00
eISBN: 978 0 627 03935 5 – R252.00

A focus on assessment adaptations and methods of assessment accommodation for learners who experience reading and writing challenges that prevent them from giving a true reflection of their acquired knowledge and skills in classroom tests and examinations. Provides a general and useful framework for assessment practices in an inclusive environment. Aimed at all educators facing the challenge of assessing learners with disabilities and learning difficulties fairly and consistently.

Contents include the following:
• Principles of assessment
• Specific learning difficulties
• Curriculum adaptation
• Identifying barriers to assessment
• Description of assessment accommodations
• Administrative procedures for assessment accommodations
• Collaborating with the school-based support team
Practical support strategies for English Second Language (ESL) learners in the Foundation and Intermediate phases who experience barriers to learning with regard to reading, writing, listening and speaking. Provides a background to the language-education scenario in South African as well as related theoretical issues on learning in a second language. Aimed at both student teachers and teachers already practising in South African schools today.

Contents include the following:

- How language, and specifically how a second language, is acquired
- Factors influencing the learning of a second language in the school-aged child
- Creating a relevant context for language learning
- Support strategies to improve English language proficiency
- Literacy assessments as part of a comprehensive school assessment system
FORTHCOMING

INCLUSION, LEARNER SUPPORT AND ASSISTIVE TECHNOLOGY – AN AFRICAN APPROACH TO HELPING LEARNERS LEARN

R.G. Ledwaba & M. Mophosho (Editors)
290 pages; 2022
ISBN: 978 0 627 03811 2
eISBN: 978 0 627 03812 9

A rights-based approach to education that seeks to achieve educational equality, social justice and learning success or achievements to all learners in early childhood education settings, including special, full-service and mainstream schools. Aimed at postgraduate education students in inclusive education.

Contents include the following:

- Understanding diversity of learner populations in schools
- International and national policies that mandate inclusive education
- The models underpinning inclusive education
- Implementation of inclusive education in South Africa
- Inclusive education in early childhood development
- Support and assistive technology for learners with hearing and speech impairments
- Supporting students with visual impairments
- Assistive technology for learners with physical and learning disabilities
NEW EDITION

LEARNER SUPPORT IN A DIVERSE CLASSROOM – A GUIDE FOR FOUNDATION, INTERMEDIATE AND SENIOR PHASE TEACHERS OF LANGUAGE AND MATHEMATICS

Third edition
M. Nel, N. Nel & M.J. Malindi (Editors)
464 pages; 2022
ISBN: 978 0 627 03932 4 – R565.00
eISBN: 978 0 627 03933 1 – R508.50

A manual offering creative insight and a solid foundation to any teacher wishing to bring out the best in learners, especially those who experience special challenges in today’s inclusive environment. Provides a good balance between theoretical knowledge and the hands-on provision of assessment and support. Aimed at all teachers and student teachers, and will also be of great use to parents.

Contents include the following:

• Learning in an inclusive education environment
• Assessment and learner support
• Understanding language in learning
• Learner support through differentiated teaching and learning
• Perceptual skills
• School readiness
• Enhancing resilience among learners experiencing academic anxiety
• Using information and communication technology (ICT) to support learners with reading difficulties in the Foundation Phase
• Language and literacy assessment and support
RESPONDING TO THE CHALLENGES OF INCLUSIVE EDUCATION IN SOUTHERN AFRICA

Second edition
P. Engelbrecht & L. Green (Editors)
271 pages; 2018
ISBN: 978 0 627 03526 5 – R530.00
eISBN: 978 0 627 03527 2 – R477.00

The successes and concerns associated with the introduction of inclusive education in southern Africa (Botswana, Lesotho, Namibia, South Africa and Zimbabwe) and the strategies that have been shown to increase the likelihood of success.

Contents include the following:

- Responding to the challenges of inclusive education: an introduction
- Changing public and professional discourse
- Understanding and working with change
- Understanding the curriculum as a challenge
- Training teachers to become inclusive professionals
- Thinking differently about education support
- Creating collaborative partnerships in inclusive schools
- Increasing parental recognition and involvement
STRENGTHENING INCLUSIVE EDUCATION FROM ECD TO POST-SCHOOL EDUCATION

M.O. Maguvhe, H.R. Maapola-Thobejane & M.K. Malahlela (Editors)
304 pages; 2021
ISBN: 978 0 627 03825 9 – R400.00
eISBN: 978 0 627 03826 6 – R360.00

An overview of the inequalities still prevalent in many countries and how to overcome them. Takes the view that diversity is not a problem but rather an opportunity to learn. Analyses, assesses and critiques many of the current issues surrounding inclusive education, and provides suggestions for better practice in order to mitigate them. Aimed at education students as well as researchers, policy makers, practitioners and families.

Contents include the following:
• The role of government
• Effective strategies to combat stereotypes, prejudices and harmful practices
• Widening participation and encouraging lifelong learning
• Fostering respect for the rights and dignity of people with disabilities
• Capabilities and contributions of people with disabilities
• Empowering students through the use of technology
• Teacher training
• The inclusion of indigenous knowledge
• Facilitating peer support and mentoring
A comprehensive guide to planning and implementing lesson study for professional development of teachers. Contextualises lesson study in the South African school, supporting teachers through practical examples to improve their lesson study practice. Aimed at pre-service and in-service teachers.

Contents include the following:

- Introducing the lesson study model for teacher professional development: origin, purpose and globalisation
- Identifying the goal of the research lesson: diagnostic assessment and analysis
- Collaborative research lesson planning
- Lesson presentation
- Lesson observation
- Reflection on and in action to improve practice
- Gains, constraints and misconceptions: key considerations for improved implementation
A TEACHER’S GUIDE TO THE SIAS DOCUMENT – LESS PAPERWORK, MORE TEACHING

L. Preston & W. van der Merwe
110 pages; 2021
ISBN: 978 0 627 03837 2 – R180.00
eISBN: 978 0 627 03838 9 – R162.00

An interactive and informative guide to using the South African policy document on screening, intervention, assessment and support (SIAS). Aimed at the emerging teacher, but also at more seasoned educators as it highlights alternative actions and resources that tend to be forgotten, overlooked or simply ignored.

Contents include the following:

• Screening, identification, assessment and support (SIAS) policy
• Stakeholder role, functions and responsibilities
• Policy on SIAS in addressing barriers to learning
• Shifting the focus of support: the range, nature and level of support
• Stages of the SIAS process
• Completing the SNA 1: support needs assessment
• Completing the SNA 2: assessment and intervention by the school-based support team
• Reporting child abuse and neglect in the South African school system
ADULT LEARNING: DESIGNING AND IMPLEMENTING LEARNING EVENTS
– A DIALOGIC APPROACH

Second edition
S. Gravett
83 pages; 2004
ISBN: 978 0 627 02586 0 – R355.00
eISBN: 978 0 627 03149 6 – R319.50

This edition of Adult learning offers practical guidelines, underpinned by sound scholarship, for the design and implementation of learning events for adult learners. Sarah Gravett illuminates this process, which she views as a learning-centred and dialogic endeavour, by drawing on perennial and cutting-edge theory and literature as well as on personal experience. She guides the reader in exploring the theory on adult learners and their needs, and the learning process and strategies that educators can use to guide and facilitate learning, culminating in a discussion of a specific strategy for designing and implementing dialogic learning events – the Seven Design Steps. She explains in practical terms how this strategy puts dialogic teaching into action, using learning tasks to structure dialogue with learners. This book is a valuable resource for adult educators, in a variety of settings, who are interested in challenging learners to take responsibility for their learning and to engage in meaningful learning – learning that lasts.
To date, academics, practitioners and students in South Africa interested in career psychology have had to rely largely on textbooks from the US and Europe. However, politics, economics and prevailing social conditions have had a major influence on the nature, form and direction of this field in South Africa, and while many of these are excellent references, they understandably focus on issues relevant to their own environment. Career psychology in the South African context examines historical and state-of-the-art career practices in career psychology, particularly in relation to conditions in this country.

Career psychology in the South African context provides descriptive and critical analyses of career theories and current thought on career development, referring to many published articles both in South Africa and abroad. It gives a South African perspective on the process of career choice, and considers which aspects of overseas practice can be applied locally and which aspects require further research. Additional chapters in this edition include life design, unemployment and the influence of poverty on career choice.

Contents include the following:
- The emergence of career psychology in South Africa: a socio-historical perspective
- An overview of career theory
- Vocational personalities in work environments: perspectives on Holland’s theory
- The career development theory of Donald Super
- Career development and systems theory
- Career counselling practice
- Career decision making and career indecision
- Career assessment
- Women and career development
- Indigenisation of career psychology in South Africa

Career psychology in the South African context is aimed at undergraduate and postgraduate students as well as career practitioners, psychologists, educationists and teacher counsellors.
INCLUSIVE EDUCATION IN ACTION IN SOUTH AFRICA

P. Engelbrecht, L. Green, S. Naicker & J. Engelbrecht (Editors)
208 pages; 1999
ISBN: 978 0 627 02421 4 – R475.00
eISBN: 978 0 627 03453 4 – R427.50

This book focuses on how in-service teachers, pre-service teachers, parents, learners and specialists can contribute to the development of inclusive education and its implications for society, communities, schools and classrooms. The authors attempt to provide clarity on theoretical perspectives and to promote the integration of theory and practice by focusing on components of successful inclusion such as school classroom environments, assessment and learning support.
LIFE SKILLS AND ASSETS
L. Ebersöhn & I. Eloff
146 pages; 2006
ISBN: 978 0 627 02627 0 – R370.00
eISBN: 978 0 627 03581 4 – R333.00

A look at how life skills and assets dovetail with current discourses in psychology and education. Explores links with positive psychology, resiliency theory, inclusive education policies and practices, as well as indigenous knowledge systems. Illustrates the application of a life skills programme in group interventions with diverse participants. Includes case studies in practice and research.

Contents include the following:
• Linking life skills and the asset-based approach conceptually and contextually
• Introduction to the asset-based approach to intervention
• Understanding the asset-based approach
• Life skills facilitation
• Theoretical framework for life skills facilitation
• Asset-focused life skills facilitation programme
Obtaining and developing the ability to manage not only ourselves, but also our social, academic and work environments effectively is the key to personal success. Employers worldwide also require employees to be proficient in managing themselves within the workplace. Life skills: my journey, my destiny is an essential workbook for all of us wanting to reach our full potential, both personally and professionally.

Life skills: my journey, my destiny is also an excellent guide for facilitators of life skills modules or programmes. The practical and applied approach makes the book compatible with outcomes-based curricula at schools, colleges and higher education institutions. It has a systematic and user-friendly design to help students obtain and enhance critical skills.

Life skills: my journey, my destiny is directed primarily at learners preparing to enter the world of work, and learners who are forming new types of relationships, redefining themselves and beginning to establish their identities as adults and workers. The authors are experienced facilitators of life skills and related subject areas. They come from various academic environments and institutions in South Africa. The content of this book is therefore based on extensive practical experience within the higher education environment.
The documented experiences of school communities involved in a STAR (supportive teachers, assets and resilience) intervention study. Offers insights (spanning an eight-year time frame) from longitudinal, participatory research done in varied (primary and secondary; urban and rural) schools in three South African provinces. Aimed at undergraduate and postgraduate students in the fields of education, psychology and social science as well as practitioners and researchers within the social sciences.

Contents include the following:

- The effects of poverty on health and learning
- HIV and AIDS: a continuum of trial, test and triumph
- Understanding community, community engagement, and curricular and research community engagement (CRCE)
- Implementing STAR with Masizakheni: a case study
Many books have been written about child development on the one hand, and about special educational needs on the other. There have also been more recent publications that focus on inclusive education. These, however, have tended to do so from the perspective of those learners previously excluded.

The central tenet of inclusive education is that it is concerned with the education of all learners within one system capable of accommodating diversity. An inclusive school is a place where every learner belongs, is accepted, and has his or her educational needs met.

This implies that in our approach to inclusive education we need to take into account both what is known about children generally and, at the same time, what is known about children experiencing barriers to learning – particularly those learners with disabilities. Educators in mainstream classrooms can learn a great deal from the special education literature. On the other hand, a focus on barriers to learning should not cause us to overlook the many ways in which all children are similar.

This book attempts to represent the integration that we believe is necessary in the minds of educators and in classrooms. Part one provides an overview on new ways of thinking about learner development and education support in inclusive education. Part two presents general approaches to child and adolescent development. Part three discusses in detail specific disabilities, but is to be read in conjunction with part two and the framing assumptions of part one.

Clear, accessible and informative, and supported by illuminating case histories, these chapters offer valuable insights into both mainstream and special education teachers concerned about the current move towards inclusive education.
RESPONSIBLE TEENAGE SEXUALITY – A MANUAL FOR TEACHERS, YOUTH LEADERS AND HEALTH PROFESSIONALS

E. Greathead, C. Devenish & G. Funnell (Editors)
336 pages; 1998
ISBN: 978 0 627 02332 3 – R635.00

Compiled by the counsellors of the Cape Town Planned Parenthood Association of South Africa, this manual deals comprehensively and frankly with issues of teenage sexuality in an easy-to-use module format.
How to nurture thinking across the curriculum in every classroom, thus encouraging students to understand, manage and take responsibility for their own thinking and learning processes, and to value the perspectives of others. Aimed at teachers at all levels, curriculum designers, education planners, teacher educators and interested parents.

Contents include the following:

- Steps in the process of developing a thinking school
- Challenges facing thinking schools
- Sixteen characteristics of intelligent people
- Introducing the Six Thinking Hats to students
- Thinking maps as a visual language for thinking
- Mediation of goal-seeking, goal-setting and goal-achieving behaviour
- Cooperative learning approaches and methods
- The teaching and learning of life skills
SHAPING THE STORY – A GUIDE TO FACILITATING NARRATIVE COUNSELLING

J.G. Maree (Editor)
252 pages; 2007
ISBN: 978 0 627 02684 3 – R615.00
eISBN: 978 0 627 02903 5 – R553.50

Current career counselling narratives still rely predominantly on the results of psychometric tests. Furthermore, the use of psychometric tests in diverse contexts is problematic because
• the results of the psychometric tests are often exaggerated and the career counsellor is regarded as the only expert whose recommendations are followed without questioning
• the degree of objectivity that psychometric tests lend to career counselling does not give the client sufficient opportunity to explore and develop the self.

We clearly need a shift away from the practice of modern counselling approaches, and narrative therapy is likely to be particularly appropriate, since it is part of the culture and way of life of the majority of our clients. For the first time ever, current approaches have been brought together in one publication. Eminent scholars, including Larry Cochran (Canada), Mark Savickas (US), Norm Amundson (Canada), Charles Chen (Canada), Wendy Patton (Australia), Mary MacMahon (Australia), Mark Watson (South Africa), Paul Hartung (US) and Mark Winslade (US) contributed to the publication. Personal narratives of some exceptionally eminent people, including Belle Wallace (UK), Robert Sternberg (US), Erika Landau (Israel), Eunice Alencar (Brazil), Dorothy Sisk (US), Joe Renzulli (US), Alexinia Baldwin (US) and June Maker (US) are also included. The publication is concluded by R. Bar-On and M. Elias (US), who delineate the connection between storied counselling and social and emotional learning.

This book
• presents an overview of international perspectives on the issues of narrative career counselling
• critically analyses germane questions, such as “How vital and feasible is it to build on life stories in career counselling?”
• facilitates an understanding and application of theories, goals, methods and assessments in narrative counselling
• focuses on narrative counselling as an emerging theory for facilitating success in life
• provides practical guidelines on the practice of narrative counselling in different contexts
• examines the theoretical underpinnings and practical applications of hermeneutic-narrative, postmodern and constructivist approaches to career counselling
• presents ideas on how to engage clients actively
• suggests ways of using life-story counselling to produce new identities for career practice.

This book is an invaluable resource for scholars, academics, researchers, psychologists, teachers and, indeed, clients.
The education system in South Africa is struggling to help learners to develop to their full potential, particularly those from poor and rural communities. Research has shown that a lack of communication skills has become a major challenge and a barrier to learning for many learners. The current situation in this country requires us to consider not only children who have specific communication impairments but also those battling to develop communication skills when their situation places them at a severe disadvantage. *Speech-language therapy in a school context* is a much-needed academic text for training students in speech-language therapy and audiology to work effectively in an educational environment.

*Speech-language therapy in a school context* promotes collaborative practices among professionals, including occupational therapists, physiotherapists, learning support therapists and teachers, while reinforcing the ethical principles and practices required by the Health Professions Council of South Africa. It provides theory and practical guidelines in line with the Revised National Curriculum Statement and is supported by interactive learning activities.

**Chapters include the following:**
- Speech-language therapy in a multicultural context
- Inclusive education in South Africa
- Communication as a critical resource for everyday living, learning and earning
- Institutional language policies: the South African Schools Act
- Multilingualism and primary language impairment
- Ensuring culture-fair assessment and intervention
- Integrated classroom-based speech-language services
- Augmentative and alternative communication (AAC) systems
- Educational psychology in South Africa

*Speech-language therapy in a school context* is aimed at students in speech-language therapy and audiology and is also a valuable foundational text for practising therapists.
Learners often need to improve their thinking skills – the ability to think creatively, critically, systematically and logically. As a result, they find studying difficult because they do not have effective study skills: they do not know how to get started, how to take control of their studies, how to study or how to choose study techniques.

Study power will help learners to

• master study skills through a variety of activities and the completion of 70 exercises
• manage their studies through an effective approach to problem solving and taking control of their lives and studies
• learn by translating their thinking skills into practical study skills

The learning material is written for outcomes-based learning objectives. It promotes meaningful, deep-level learning – not simply rote learning. The strategies and skills that are learnt cover critical cross-field criteria such as problem solving, managing one’s own life, study skills and effective learning.
THE SUPERVISION OF COUNSELLORS IN SOUTH AFRICA – TRAVELS IN NEW TERRITORY

H. Dunbar-Krige & E. Fritz (Editors)
211 pages; 2006
ISBN: 978 0 627 02623 2 – R595.00
eISBN: 978 0 627 02963 9 – R535.50

The supervision of inexperienced counsellors and other helping professionals should be regarded as an integral, rather than a peripheral part of their initial and ongoing training. Furthermore, supervision can play an important role in the development and maintenance of professional competence, and in providing support for the experienced practitioner who wishes to provide the highest quality of care for clients.

Training of registered counsellors in South Africa presents unique challenges to supervisors. Supervisors and supervisees need supportive information to stay informed about policy changes, trends and research – from the community within South Africa and internationally – that influence the nature and productivity of the counsellor process.

This valuable book answers this need by focusing on the fundamentals of supervision and its effective utilisation. The chapters cover a variety of topics, from accessible theory on the role and functions of the supervisor and the development stages of the supervisee to eminently practical chapters on report writing and preventing counsellor burnout. Suggestions on the use of metaphor and story in counselling add depth, while the many sample case studies bring focus and immediacy to the text.

The various authors contribute diverse styles and perspectives. The authors are South African practitioners involved in the fields of education, counselling and clinical psychology in different contexts of work (universities, private practice and training). Many of them have been involved in training workshops for supervisors of psychologists and counsellors for continuous professional development since 2000.

Although primarily intended for use by registered counsellors in training institutions, this book will also be of great interest to social workers, institutions which train lay counsellors and those who support lifelong learning in the field.
Research, Reference and Student Support
Studente word begelei om die skryf van akademiese tekste op ’n sistematiese wyse te benader; opdragte te ontleed en te beplan; relevante vakinhoud in te samel en met begrip te lees; navorsing, kennis en afleidings op ’n gestruktureerde wyse in goed geformuleerde taal weer te gee sodat dit ’n samehangende geheel vorm; en terugvoer op akademiese tekste te verwerk ten einde as akademiese skrywers te groei.

Inhoud:

- Ontleding van opdraginstruksies en beplanning van ’n akademiese skryfstuk
- Akademiese bronsoektogte en brongebruik
- Akademiese leesstrategieë, en die verwerking van inligting uit bronne
- Titels, inhoudsopgawes en inleidingsparagrawe
- Akademiese paragrawe in akademiese tekste
- Tekseenheid in akademiese tekste
- Struktuur van ’n akademiese slotparagraaf
- Wetenskaplike en akademiese skryfstyl
- Redigering van akademiese werkstukke en verwerking van terugvoer
ASSIGNMENT WRITING

J. Steyn (Editor)
54 pages; 2013
ISBN: 978 0 627 03129 8 – R170.00
eISBN: 978 0 627 03158 8 – R153.00

A concise guide to compiling assignments of a standard required by post-secondary school institutions. Uses practical examples to illustrate clearly how to approach and write assignments. Aimed at tertiary-level students.

Contents include the following:

• The process of assessing, planning, writing, editing and handing in an assignment
• Technical requirements, such as the use of scientific language, abbreviations, tables and figures as well as neatness and binding
• Referencing techniques and the compilation of a list of sources
• Formatting the document, from cover to cover
DEVELOPING SOFT SKILLS FOR SUCCESS – A GUIDE FOR MODERN PROFESSIONALS

B.E. Jonker & N.D.P. Mtshelwane (Editors)
216 pages; 2021
ISBN: 978 0 627 03797 9 – R380.00
eISBN: 978 0 627 03798 6 – R342.00

A foundation for cultivating excellence in emerging leaders. Offers fresh, current and applicable content from a southern African perspective, including practical group and individual exercises to facilitate learning in an interactive, challenging and fun way. Aimed at students in higher education as well as practising professionals and managers.

Contents include the following:
• Setting goals for success
• Career self-management skills – employability and graduate attributes
• Career development for professional success
• Personal branding for professional success
• Digital skills development for success
• The art of professional networking for success
• Professional communication for success
• Managing a diverse workforce for success
• Organisational change for success
• Ethics for success
A theoretical and practical guide on how to conduct and report on research at undergraduate and postgraduate level. Uses the most current perspectives in the field, both locally and internationally, to facilitate the understanding and application of theories, goals, methods and strategies. Aimed at scholars, academics, researchers, and Master’s and doctoral students who are conceptualising and conducting research.

Contents include the following:

- Formulating research questions
- Conceptualising and writing research proposals
- Conducting a preliminary literature review
- Ethical considerations
- Interpreting data
- Sampling methods
- Basic probability rules
- Basic statistical methods and tests/techniques
- Employing online and technical instruments in the areas of literature review, data collection and data analysis
- Mixed-methods (avant garde) frameworks
NEW EDITION

HOW TO SUCCEED IN YOUR MASTER’S AND DOCTORAL STUDIES – A SOUTH AFRICAN GUIDE AND RESOURCE BOOK

Second edition
J. Mouton
254 pages; 2022
ISBN: 978 0 627 03492 3 – R450.00
eISBN: 978 0 627 03831 0 – R405.00

A guide to the management of postgraduate research studies that is essential for every student who embarks on a Master’s degree or doctorate, irrespective of the field of study.

Contents include the following:
- Step 1: Getting started
- Step 2: Working with a supervisor
- Step 3: Scanning the field of study
- Step 4: Developing the research proposal
- Step 5: Managing research resources
- Step 6: Undertaking a comprehensive review of the literature
- Step 7: The research process
- Step 8: Organising and writing the thesis
A guide to identifying, observing and mastering research methods through the study of existing research reports (such as journal and conference papers, dissertations and theses) that have been used successfully at a number of universities and universities of technology. Provides exercises at the end of each chapter to encourage students to apply various research methods to research problems of their own. Aimed at senior students in information technology, including computer science, informatics and information systems, as well as new researchers outside the formal academic environment.

Contents include the following:

- Rational problem solving
- Project design
- Formalities, psychology, ethics and philosophy
- Research proposal
- Experiment design
- Using statistics
- Becoming an established researcher
NEW EDITION

INTRODUCTION TO RESEARCH

Fourth edition
A. Jakoet-Salie (Editor)
125 pages; 2022
ISBN: 978 0 627 03895 2 – R345.00
eISBN: 978 0 627 03896 9 – R310.50

A step-by-step approach to the fundamentals of research. Guides the novice researcher through the research process, including how to choose the appropriate research methodology and how to adhere to the standards for conducting ethical research. Aimed at all students and researchers, across a variety of disciplines.

Contents include the following:

- Ethical practices in research
- Sources for scientific research topics
- Demarcation of the research problem
- Formulating a hypothesis
- Preparing for a literature review and the development of a theoretical framework
- Writing the research proposal
- Preliminary investigation and research techniques
- Data analysis
- Writing the research report
The unpacking of research as a technical and methodical process which starts with framing interesting questions and culminates in credible findings. Designed to take students beyond the messy experiential realm into what actually happens when getting registered, writing proposals, being examined and eventually crossing the stage to be capped. Aimed at all research students.

Contents include the following:
- Academic architecture and why history matters
- How to do it (research)
- Thematic techniques
- Ethnographic, reception, visual and textual methods
- Getting published
- Some words on deconstructing deconstruction
- Getting technically oriented
- Getting conceptually orientated
NAVORSING – ’N GIDS VIR DIE BEGINNERNAVORSER
(NUWE UITGAWE IN VOORBEREIDING)

I. Joubert, C. Hartell & K. Lombard (Redakteurs)
478 bladsye; 2016
ISBN: 978 0 627 03291 2 – R430.00
eISBN: 978 0 627 03483 1 – R387.00


Inhoud:

• Deel 1: Algemeen
• Deel 2: Kwalitatiewe navorsing
• Deel 3: Kwantitatiewe navorsing
• Deel 4: Addisionele benaderings tot navorsing
• Deel 5: Verslagdoening
NORME VIR AFRIKAANS – MODERNE STANDAARDAFRIKAANS

Sesde uitgawe
W.A.M. Carstens
550 bladsye; 2018
ISBN: 978 0 627 03609 5 – R590.00
eISBN: 978 0 627 03610 1 – R531.00

’n Naslaanbron met ’n fokus op die norme wat in gedagte gehou word by die praktiese gebruik van Afrikaans. Daar word rekening gehou met die geleidelike herstandaardisering van Afrikaans. Die riglyne van die elfde uitgawe van die Afrikaanse woordelys en spelreëls (2017) is volledig in hierdie uitgawe vervat.

Inhoud:
• Taalnorme: ’n algemene perspektief
• Universele norme
• Interne norme van Afrikaans: sintaksis en morfologie
• Interne norm van Afrikaans: semantiek
• Eksterne norm: die norm van spelling en interpunksie
• Eksterne norm: die norm van die standaardtaal
• Eksterne norm: die norm van taalsuiwerheid
• Eksterne norm: die norm van styl
• Eksterne norm: die norm van naslaanbronne en woordeboeke
• Konvensies by die skryf van korrespondensiestukke in Afrikaans
A guide to good financial decision making that will empower people to manage their money better and so maximise their opportunities and lead more fulfilling lives. Encompasses many areas and core topics such as cash flow management, savings, debt, housing and planning for the future. Aimed at students as well as the average South African on the street needing guidance on managing household financial matters.

Contents include the following:

- The macroeconomic environment, economic variables and personal finance
- Time value of money
- Investments: equity/stocks (shares); fixed equity; listed property; unit trusts/collective investment schemes
- Personal finance: banking services and products
- Managing credit
- Insurance and assurance
- Retirement
RESEARCH AT GRASS ROOTS – FOR THE SOCIAL SCIENCES AND HUMAN SERVICES PROFESSIONS

Fifth edition
C.B Fouché, H. Strydom & W.J.H. Roestenburg (Editors)
550 pages; 2021
ISBN: 978 0 627 03821 1 – R695.00
eISBN: 978 0 627 03822 8 – R625.50

A comprehensive, local and easy-to-use guide to research. Highlights methodological decisions common to both the qualitative and quantitative approaches, those unique to each, and those which combine the two. Aimed at both novice and experienced researchers in the social sciences and human services professions.

Contents include the following:
• Ethical conduct in research with human participants
• Debates and developments in the field of big data sets
• Latest trends in thematic and narrative inquiry
• Contemporary data collection methods
• Mixed methods research
• Evaluation research
• Intervention research
• Participatory research
An introduction to the world of research, specifically as applied in the discipline of economics. Provides step-by-step examples using different types of case studies, data and analytical tools. Aimed at senior undergraduate up to postgraduate-level students.

Contents include the following:

- Understanding research as decoded into business and economic sciences
- Ethics of and in research (research ethics)
- Types of research, research design, research methods
- Emerging techniques (e.g. big data/machine learning)
- Data management, analysis and inferences
- Quantitative research methods and application
- Qualitative research methods and application
- Mixed methods application
- How to write a research proposal
UNDERSTANDING RESEARCH – AN INTRODUCTION TO READING RESEARCH

Second edition
C. Bertram & I. Christiansen
249 pages; 2020
ISBN: 978 0 627 03726 9 – R375.00
eISBN: 978 0 627 03727 6 – R337.50

An introduction to reading and contemplating published research. Introduces key concepts to promote better understanding and helps develop the conceptual knowledge and skills necessary to evaluate research carefully and critically. Aimed at students in the social sciences and education who want to learn more about reading and understanding research.

Contents include the following:

- The purpose and characteristics of educational research
- Different research paradigms
- Design and various styles of research
- Methods of collecting data
- Analysing, interpreting and presenting both qualitative and quantitative data
- Quality criteria
- Ethics and intersectionality
An essential text for honing writing, reading, researching and studying competencies to increase chances of university success. Includes examples and practical assignments. Aimed at first-year college and university students.

Contents include the following:

- Description and interpretation
- Comparison and contrast
- Exhortation and argumentation
- Exam preparation
- Research and references
- Sentence construction, paragraph development and essay writing
- Listening and note-taking skills
- Chicago Manual of Style referencing system
Skills, competencies and learning strategies for, primarily, first-year students at tertiary institutions in South Africa. Can also be used in follow-up support courses or in academic writing centres. Will appeal to lecturers with large classes, as well as to tutors dealing with smaller groups.

Contents include the following:

- Speaking and listening skills
- Learning strategies and information gathering
- Building an academic vocabulary
- Reading for academic understanding
- Writing
COMPLETING YOUR THESIS – A PRACTICAL GUIDE

N. Bak
176 pages; 2004
ISBN: 978 0 627 02557 0 – R470.00
eISBN: 978 0 627 03157 1 – R423.00

A step-by-step discussion of the technical requirements and the various stages of developing a research proposal, writing the thesis and preparing it for examination.

Contents include the following:
• Developing and submitting a research proposal
• Negotiating and sustaining the supervision and thesis-writing process
• Working with focus
• Developing academic discernment
• Preparing the thesis for examination
• General advice about writing and presenting a thesis
DISSERTATION WRITING – A RESEARCH JOURNEY

C. Badenhorst
235 pages; 2008
ISBN: 978 0 627 02769 7 – R560.00
eISBN: 978 0 627 02850 2 – R504.00

A practical workbook on the process of research writing and the journey a dissertation researcher has to take. Underlying themes are scholarship, thinking and writing. Aimed at students completing Master’s degrees, doctoral candidates and also supervisors of research.

Contents include the following:
• Dissertation “skills”, genre and requirements
• Metacognitive skills
• Creativity and ideas
• Problem/purpose statement and questions
• Broad perspectives in research
• Proposals
• Arguments in a dissertation
• Literature reviews
• Analytic strategies
• Presenting data
• Ethics and integrity
• Criticism
• Findings/conclusions
• Coherence
• Revision
• Submitting for examination
FINDING YOUR WAY IN ACADEMIC WRITING

Second edition
E. Henning, S. Gravett & W. van Rensburg
147 pages; 2004
ISBN: 978 0 627 02583 9 – R435.00
eISBN: 978 0 627 02928 8 – R391.50

How to apply knowledge sourced from literature, as well as from data in field research, to writing performance. Aimed at novice researchers in the social sciences and the humanities.

Contents include the following:

• Structuring the writing of a research project
• Investigating a topic
• Managing the search for literature resources
• Reading a way into academic writing
• Applying knowledge by making and managing notes
• Organising ideas at sentence level
• Crafting paragraphs and other units of text
• Developing an argument and an academic style
• Writing for a field study
• Integrating a field study with a literature study
FINDING YOUR WAY IN QUALITATIVE RESEARCH – A BEGINNER’S GUIDE

E. Henning, W. van Rensburg & B. Smit
192 pages; 2004
ISBN: 978 0 627 02545 7 – R485.00

An introduction to more than just methods and techniques in qualitative research. Also includes how to look for topics, position an investigation in a theoretical frame, practise writing as a process of conducting an inquiry, and develop a sense of self as social researcher. Builds competence through reading and doing. Aimed at novice researchers.

Contents include the following:

• Why conduct a qualitative inquiry?
• Theoretical frameworks, conceptual frameworks and literature reviews
• Methods and methodologies: types or genres of design
• Capturing data by interviewing
• Capturing data through observation and in artefacts and documents
• Making meaning of data: analysis and interpretation
• Designing for optimal interpretation and validity
THE NEW MACRO ENGLISH AID – LANGUAGE, GRAMMAR AND GENERAL KNOWLEDGE

Fourth edition
I. Uys
352 pages; 2011
ISBN: 978 0 627 02827 4 – R475.00
eISBN: 978 0 627 02925 7 – R427.50

Combines information about language and general knowledge, usually found in numerous separate reference texts such as dictionaries and encyclopedias, in a single volume. Aimed at learners, students, parents and the general public alike.

Contents include the following:

• Language: punctuation, tenses, degrees of comparison, direct and indirect speech, derivations, synonyms and antonyms
• General knowledge: currencies around the world, inventions, chemical elements, conversion tables, planets, presidents and prime ministers, capital cities, the seven wonders of the ancient world
A practical handbook designed to take the nonproductive writer and turn him or her into a prolific one. Deals with writer’s block, procrastination and making time to write. Provides explanations, research and activities to encourage exploring, thinking, speculating, testing, documenting, questioning and developing authority. Aimed at postgraduate students in all disciplines at universities and universities of technology who are required to write for research purposes, as well as supervisors and academic staff.*

*Productive writing complements two earlier research books by Cecile Badenhorst, Research writing and Dissertation writing, and focuses on important aspects of research that are not covered in those books.

Contents include the following:
- Publish or perish: academics writing
- Fear and fantasy: students writing
- What productive writers do tacitly
- The shadow world of peer review
- Self-regulation and writing
- Self-belief and writing
- Handling criticism
Theory and practice of writing a research paper linked through practical but creative activities. Includes activities for postgraduate dissertation writers.

Contents include the following:

- Writing identity
- Research paper specifics
- Conceptualising research
- Making writing easier
- Creative techniques
- Getting started
- Structure
- Clear arguments
- Feedback
- Beginnings and endings
UNDERSTANDING SOCIAL RESEARCH

J. Mouton
288 pages; 1998

ISBN: 978 0 627 02163 3 – R630.00
eISBN: 978 0 627 02916 5 – R567.00

The standard stages in the research process and the methodological principles that underlie each of them. Explains the fundamental logic of social research in a new and simple way. Emphasises the role of research design in maximising the validity in all decision making in research (an exceptional feature).
YOUR GUIDE TO CASE STUDY RESEARCH

P. Rule & V. John
160 pages; 2011
ISBN: 978 0 627 02789 5 – R345.00
eISBN: 978 0 627 03004 8 – R297.00

A practical, step-by-step guide to conducting a case study and a critical engagement with key research issues. Provides both practical and theoretical perspectives and draws on African examples to illustrate the approach. Aimed at researchers, academics and research students in the social sciences and education.

Contents include the following:

• Understanding case study (definitions, types, strengths and limitations)
• Developing a focus
• Dealing with context and generating questions
• Data gathering methods and strategies of data analysis and interpretation
• Addressing issues of power, ethics, trustworthiness and generalisability
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