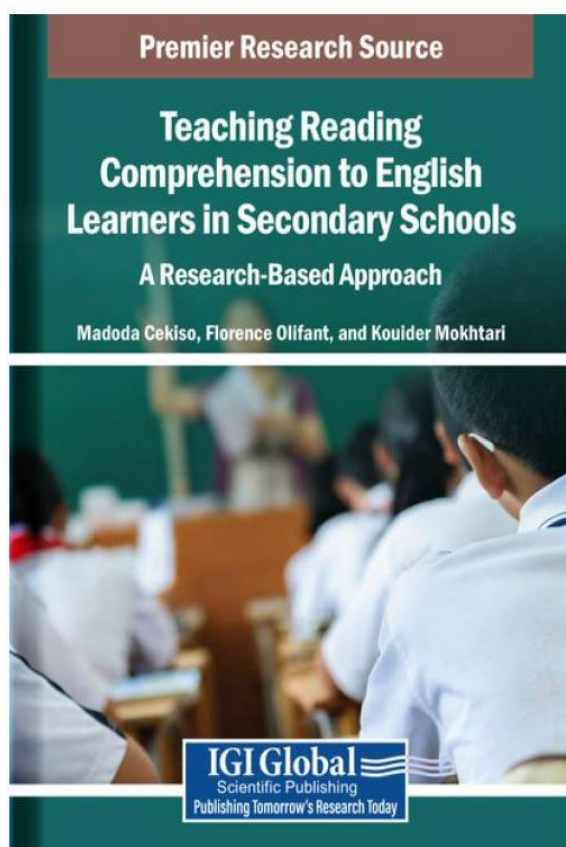


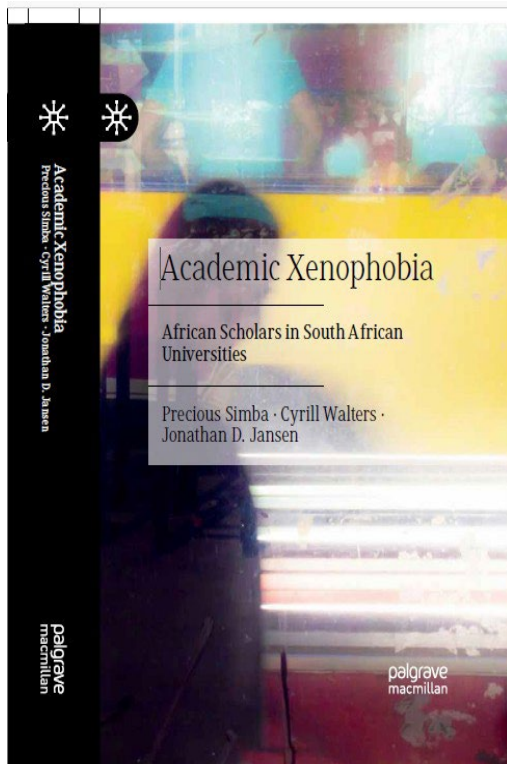
SAERA 2025

BOOK LAUNCH

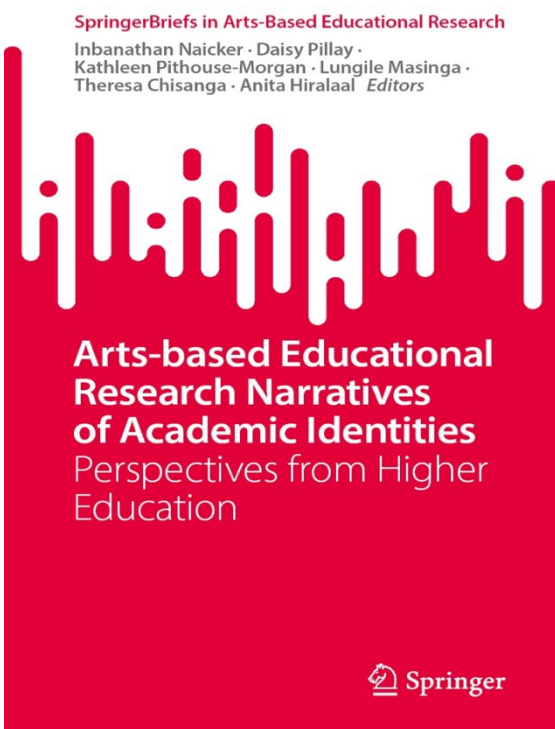
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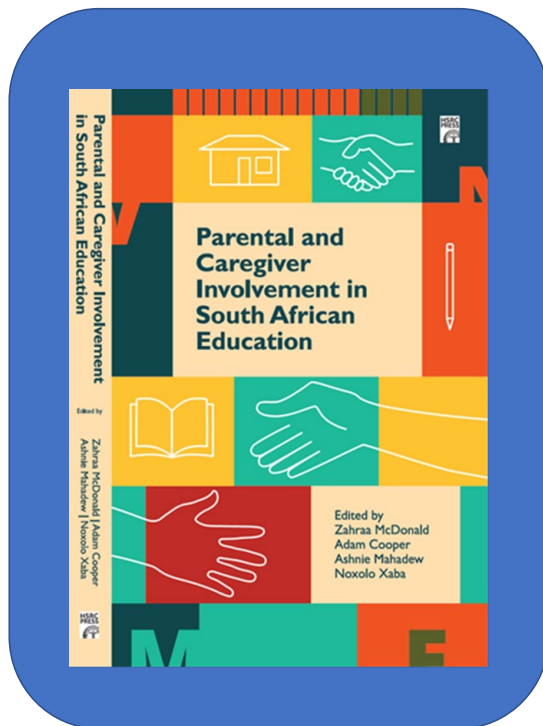
Teaching reading comprehension to secondary school English learners presents a significant challenge, particularly in diverse and multilingual classrooms. This book, *Teaching Reading Comprehension to English Learners in Secondary School: A Research-Based Approach*, aims to provide research-informed insights into the most effective strategies for fostering reading comprehension skills among secondary school learners, particularly English learners. By drawing on research from across different regions and contexts, the chapters offer a diverse range of perspectives and solutions tailored to improve reading proficiency in the secondary school years. Each chapter of this book addresses a unique aspect of reading comprehension, from the role of sociocultural factors and parental involvement to pedagogical strategies and the impact of vocabulary development. At the heart of this work is the belief that reading comprehension is not merely about decoding text but about engaging meaningfully with it. It involves a dynamic interaction between the reader, the text, and the broader sociocultural context. The contributors to this book share a common goal: to provide practical, evidence-based strategies that educators can use to support English learners in developing their reading comprehension skills, equipping them for academic success and lifelong.



Cross-border mobility has become a key emblem of modern-day societies. There are very few aspects of modern-day life that remain untouched by the experiences of people from 'elsewhere.' This is certainly true of the South African university space, which has seen steady increases in persons from across the world. The internationalisation of university campuses in terms of student bodies and, to an extent, staff cohorts is prima facie celebrated and researched. This book explores the experiences of academics from Africa, north of the Limpopo River. It reveals how government policies can lead to exploitative conditions, temporary appointments, and hindered academic advancement. The purpose of the book is captured succinctly by a participant in the study, which is "*...the challenge is to penetrate to that place of fear so that those who are here can see themselves reflected in those coming from far away.*" (Simba, Walters and Jansen, 2025:163).

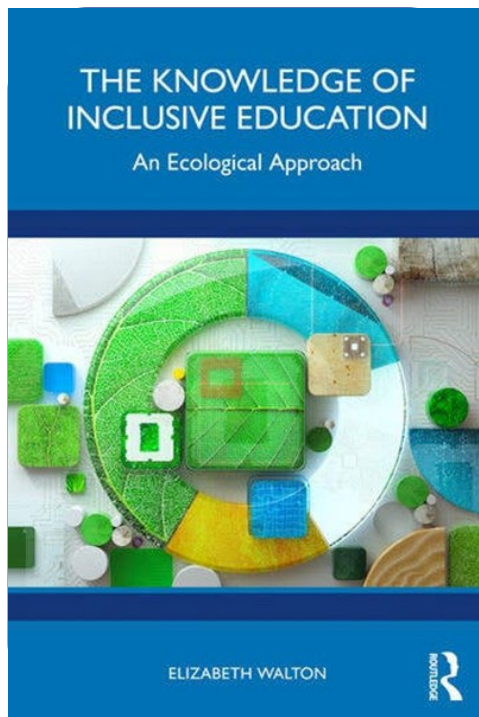


This book makes a unique contribution to arts-based educational research (ABER) by focusing on the complexities of academic identities in higher education. It explores how academic identities can be understood and developed through ABER methods. It presents innovative insights that demonstrate ABER's role in critiquing and shaping identity narratives amidst diverse challenges in higher education, arguing that the arts are crucial to redefining academic identities.



JET and Reos Partners are proud to announce the publication of *Parental and Caregiver Involvement in South African Education* by the HSRC Press. This book is a ground-breaking edited volume that examines the role of parents and caregivers in shaping learners' educational journeys across South Africa.

From townships to rural areas to urban centers, South Africa's educational system faces a complex web of varied social and economic realities. The authors of *Parental and Caregiver Involvement in South African Education* explore both the challenges and the triumphs involved in shaping educational journeys in these diverse contexts. Powerful research narratives and practical case studies offer authentic insights, as well as actionable strategies, illustrating the essential role of family partnerships and caregivers in creating equitable learning opportunities.



The Knowledge of Inclusive Education (Routledge, 2025) by Elizabeth Walton explores inclusive education as a dynamic knowledge practice. The knowledge that underpins the practice is understood through the metaphor of an ecology, with valuable contributions from educators, researchers, parents, students, policymakers, and international organisations. The author constructs a future for inclusive education that affirms different material-discursive places, inquiry, and possibility, and replaces traditional research hierarchies with a life-affirming ecology. The book employs conceptual resources from the work of Lorraine Code and Basil Bernstein, and from Legitimation Code Theory, Decolonial theory, and Posthumanism, offering an innovative approach to the multiple perspectives and knowledges that inform inclusive education policy and practice. Its conceptual and empirical research draws from several international contexts, including South Africa, ensuring that *The Knowledge of Inclusive Education* will be of interest to educators, scholars, and advocates of inclusive education worldwide.