

## Journal Articles Indexed in September 2009

### Lady Gowrie Child Centre Library

#### **Bedrock: Volume 14, Issue 2, August 2009 - The Independent Education Union Early Childhood Education Magazine**

J059/09/AUG/014/006

#### **1. All work and no (risky) play makes....**

**Kowalski-Roth, Suzanne**

**pp. 6-7**

Risk assessment and the risk adverse society that produced it has sought to make us safe but there is a growing groundswell against the limitations it sets on children's play.

J059/09/AUG/014/008

#### **2. Fill your backpack with possibilities**

**Lubawy, Joy**

**pp. 8-9**

Backpacker that is travelling through both a personal and professional life - special lifelong contributors share treasures that we slip into our backpack - what are we adding to the backpacks of the young children we encounter every day.

J059/09/AUG/014/012

#### **3. Designing routine times that matter**

**Fewster, Caroline**

**pp. 12-13**

In early childhood services and schools each day, young children are engaged in routine and transition times - a routine time in an educational setting is a predictable experience that has to be achieved at a certain time to frame the co-ordination of the day - ideas for family bonding - ideas for arrival time - transition ideas - ideas for rest time - transition to home - ideas for home time.

J059/09/AUG/014/016

#### **4. Early years learning framework: Landmark potential, delivery dependent**

**Boehmler, Tara De**

**pp.16-17**

Sandra Cheeseman talks with Tara De Boehmler about the Early Years Learning Framework - there needs to be quite a broad and strategic program around professional learning for outcomes and assessment - it really does look at a very broad based approach to curriculum with a very childhood - focused pedagogical approach that is not about instructive learning or transmitting knowledge, but is about children learning through their experiences, their play, through opportunities that are presented to them in the context of their own lives.

J059/09/AUG/014/018

#### **5. Back to basics: The starting point is children**

**Sonter, Lisa and Hunter, Leanne**

**pp. 18-19**

Asks us to take the time to step back and reflect upon perceived views of children as this is a critical aspect of teaching - using children as the starting point of our inquiry may allow us all to see children differently and prompt some changes - curriculum decision making begins with listening to the children.

J059/09/AUG/014/020

#### **6. The Froebel method: Early childhood services as language schools**

**Lorenzen, Olde and Schnadt, Pia**

**p. 20**

Froebel is a non-profit organisation that specialises in teaching children in English and German, based on the teaching of Friedrich

Froebel, the German educator who coined the word "kindergarten" - immersion an effective concept - why learn another language in early childhood.

J059/09/AUG/014/021

**7. Employees of constitutional corporations protect your conditions**

**Heron, Verena**

**p. 21**

Members employed in centres which are clearly constitutional corporations will have until the end of the year to ensure that their current conditions of employment are preserved in an agreement, otherwise their conditions could be severely undermined.

J059/09/AUG/014/023

**8. Inspired sustainability: Clovelly Child Care Centre wins award**

**Kowalski-Roth, Suzanne**

**p. 23**

The work done at the Clovelly 0-6 centre was recognised earlier this year when the centre took out the Early Childhood Environmental Education Network's Encouragement Award - the centre's director, Maria Pender, took Suzanne Kowalski-Roth on a tour of the centre - reveals her passions for fresh food, happy chooks and vibrant relationships.

**Young Children: September 2008, Volume 63, Number 5**

J605/08/SEP/063/012

**9. Literature to help children cope with family stressors**

**Roberts, Sherron Killingsworth and Crawford, Patricia A.**

**pp. 12-17**

This article provides a rationale and related practical suggestions for using literature as a support system for social-emotional development as children cope with the stresses, anxieties and feelings of loss that can occur in family life - why children's literature? - choosing supportive literature - using literature in various ways - to inform - to comfort - to model coping strategies - choosing and using literature to help children cope.

J605/08/SEP/063/018

**10. Teaching siblings together**

**Carter, Paula**

**pp. 18-20, 23**

In a school serving children deeply affected by poverty author believes that by teaching young siblings to work as cohesive family units, we can maximize their educational potentials and opportunities - multiage classrooms - a place for families - four priorities - attendance - responsibility - honesty - reading achievement.

J605/08/SEP/063/024

**11. Trust as a teaching skill**

**Leon-Weil, Anica and Hewitt, Carol**

**pp. 24-26**

Authors share how they have discovered after more than two years of practice and reflection, that they are convinced that children benefit from an environment where teachers pause, whenever they safely can do so, to let children work out their relationships with their peers - when one adult was working with a situation and other adults joined in, were we telling the children that this was a very big problem, and the adults didn't trust each other to help them solve it - by deliberately choosing trust as a teaching tool, we were giving the children the gift of high expectations.

J605/08/SEP/063/028

**12. Grief: Helping young children cope**

**Wood, Frances B.**

**pp. 28-31**

The grieving process - teachers as caregivers - strategies - some classroom activities which can be helpful for encouraging grieving children to express their feelings.

J605/08/SEP/063/032

**13. Making long-term separations easier for children and families**

**Kim, Amy M. and Yeary, Julia**

**pp. 32-36**

It is important to remember that separation is not just a one-time event, but rather something experienced before, during and after a departure - the importance of early attachments - when a caregiver leaves - offering parents support impacts family resiliency - understanding the emotional cycle of - long-term separation - ongoing communication - working to stay connected: Co-parenting alliance - role of the teacher.

J605/08/SEP/063/044

**14. Usually, but not this time - not with this book...**

**Fox, Mem**

**pp. 44-45**

Mem Fox shares how she wrote her book "Ten little fingers and ten little toes" - shares how the way she wrote it was different to the other books she has written - "I was for once able to write a book all alone: A poem of love for all the babies of the world".

J605/08/SEP/063/046

**15. Emotional flooding-Using empathy to help babies manage strong emotions**

**Gillespie, Linda Groves and Hunter, Amy**

**pp. 46-47 –**

How emotions are processed - empathy as a teaching strategy - where does empathy come from - putting empathy into practice.

J605/08/SEP/063/048

**16. Meaningful technology integration in early learning environments**

**pp. 48-50**

As more early childhood programs use computers, Internet access and other digital technologies, teachers often look for examples of adapting and integrating these new technologies to enhance children's learning - this article looks at technology use in a classroom at a university demonstration preschool/kindergarten in a southeastern city in the USA - this example illustrates the integration of a variety of current and emerging technologies into a project-based curriculum - some like the digital whiteboard and the document camera require significant financial support, but others such as the digital camera and e-mail are more affordable.

J605/08/SEP/063/058

**17. What do children learn by trying to produce the domino effect?**

**Ozaki, Kyoko; Yamamoto, Naoko; Kamii, Constance**

**pp. 58-64**

Young children love to produce the domino effect by standing up dozens of dominos in a long line and then pushing one of them - what if anything do children learn from this - suggest principles teachers can use to maximise children's development of logico-mathematical thinking-

J605/08/SEP/063/066

**18. Young photographers**

**Blagojevic, Bonnie and Thomes, Karen**

**pp. 66-72**

Can four year olds use a digital camera as a tool for learning - the way a tool is introduced and used determines in part whether it is a developmentally appropriate choice for young children - technology in the early childhood classroom - learning about the computer - what do you know about cameras - family involvement -children as observers.

J605/08/SEP/063/074

**19. Involving families and community through gardening**

**Starbuck, Sara and Olthof, Maria R.**

**pp. 74-79**

Spring-summer project at the Child Development Laboratories and Southern Illinois University several years ago - through the process of building and maintaining a vibrant, healthy garden discovered gardening's immense power to bring together families and the greater community in a project that benefits not only children but everyone who participates - connecting the garden to children's learning - family contributions -when space is limited - finding resources.

J605/08/SEP/063/080

**20. When researchers come to your program**

**File, Nancy**

**pp. 80-87**

The body of knowledge gained through research contributes to our ability to provide worthwhile professional development - ethical standards for research - research protections -basic rights of research participants - risks and benefits - ethical issues - questions to ask about research logistics - what about children and families - informed consent.

J605/08/SEP/063/090

**21. Parents as partners in art education enrichment**

**Hansen, Laurie E**

**pp. 90-95**

Describes a parent art program, how it works and ways to implement it.

## Special Children: Issue 189, June/July 2009

J520/09/JUN/189/015

### 22. Literacy matters

**Singleton, Chris**

**pp. 15-17**

(UK) -Dr Chris Singleton reports on the findings of "No to Failure", a project looking at the impact of specialist teaching on pupils identified as being potentially dyslexic - the results of the project demonstrate that specialist dyslexia teaching works, and that even a fairly modest amount of specialist teacher input can make a marked difference to the literacy skills of many pupils with dyslexia.

J520/09/JUN/189/019

### 23. Language and literacy

**McKeown, Sally**

**pp. 19-21**

(UK) -as the number of schoolchildren for whom English is an additional language soars, looks at the resources available to help teachers overcome the language barriers.

J520/09/JUN/189/026

### 24. The Lamb inquiry

**pp. 26-29 (UK)**

Explains the background and findings of the Lamb inquiry which was established to find ways in which parental confidence in the Special Education Needs assessment process might be improved - among the key findings to emerge was that above all, parents wanted a more personalised service based on face-to-face contact with key staff.

J520/09/JUN/189/032

### 25. Signing success

**Jones, Michael**

**pp. 32-34**

Parents and professionals are using signing with very young children in the hope of accelerating their language acquisition and learning - building children's confidence - if parents try out new ways of communicating with their babies, there is likely to be a growth in the bond between parent and child -it is now widely recognised what signing helps to build children's confidence as their language emerges.

## Choice: August 2009

J130/09/AUG/012

### 26. Misadventures in medicine

**Bray, Karina**

**pp. 12-15**

Our reliance on medicines has dramatically increased and mixing them can prove a dangerous cocktail -many elderly people are at risk of adverse events from medicines, many of which result in hospital admissions -lifestyle medication - conduct a medicine audit.

J130/09/AUG/016

### 27. Organic uncertainty

**Clemons, Rachel**

**pp. 16-19**

In Australia anyone can use the term "organic" - the only way you can be sure of a meat's organic pedigree is to buy certified -look for the logo of certification bodies or ask the butcher who certifies the meat you are buying and if they cannot tell you, or the meat seems incredibly cheap, it may not be certified organic.

J130/09/AUG/020

### 28. Not so natural toothpastes

**Browne, Kate**

**pp. 20-21**

Read the fine print and you'll find some natural toothpastes may not be as pure as you think - while the absence of fluoride is the common link in all natural toothpastes, most experts argue that this is the one vital ingredient toothpaste should contain.

J130/09/AUG/022

### 29. Simmer down

**Oakenfull, David**

**pp. 22-24**

Choice tasting panel tried 26 simmer sauces - butter chicken, green curry, satay, and sweet and sour - few sauces came even close to conjuring up authentic Asian flavours -some have too much sugar or sodium for regular eating.

J130/09/AUG/025

### 30. Turning off the sun

**Brown, Suzie**

**pp. 25-27**

As energy prices soar, solar electricity should be a smart investment - but are the incentives enough -changes to the federal government's rebate for solar panels are likely to increase the cost of installing a solar system -weak feed-in tariff schemes discourage the uptake of solar panels.

## Child Education: August 2009, Volume 86, Number 8

J095/09/AUG/086/014

### 31. Drama with a difference: Little Red Riding Hood

**Smart, Julie**

**pp. 14-15**

Shows how an infant school in Walsall used drama to raise standards in literacy -teachers use Anderson's taxonomy, a way of classifying skills, to plan lessons -drama offered the potential for higher order questioning and thinking, such as analysing and evaluating.

J095/09/AUG/086/016

### 32. Xmarks the spot

**Fillpek, Nina**

**pp. 16-21, 23**

Making the treasure -burying the treasure and making a map -finding the treasure -talking treasure.

J095/09/AUG/086/025

### 33. Maths starters

**Williams, Brenda**

**p. 25**

Four maths problems suitable for school-age children -short stories with maths problems.

J095/09/AUG/086/026

### 34. Farmer duck (article)

**Lishak, Antony**

**pp. 26-27**

-explore the benefits of teamwork and the dangers of exploitation, using the simple context

of this children's classic by Martin Waddell and Helen Oxenbury.

J095/09/AUG/086/028

### 35. Science through stories: The windy day

**Stevens, Sarah**

**pp. 28-29**

The Windy Day by Anna Milbourne, illustrated by Elena Temporin (Usborne Publishing) encourages the reader to ask and answer questions about the wind.

J095/09/AUG/086/031

### 36. Space day

**Riley, Peter**

**pp. 31-32**

Shining stars -learning that stars can be different colours -planetary motions -space exploration - alien existence.

J095/09/AUG/086/036

### 37. Music maestro!

**Helsby, Genevieve**

**pp. 36-37**

-from opera to the can-can, introduce your class to the delights of classical music with these ideas - where do you hear music? -listening and drawing - singing -rhythm and marching conductor

J095/09/AUG/086/038

### 38. Fun with felt: Treasure

**Bower, Jane**

**pp. 38-39**

Pirate adventure exploring the things we treasure and why -pirate's purse, locket, treasure boxes - using the creations.

J095/09/AUG/086/040

### 39. Pirates!

**Herbert, Kara**

**pp. 40-41**

Contemporary dance routine for four to seven year olds using the theme of pirates -teach the routine bit by bit, adding on a little section at a time, and practice with the music as you go -on the deck -climb the rigging -walk the plank -sea monster -captain's coming -combat -land ahoy - pirates ashore.

J095/09/AUG/086/042

**40. Learning outdoors: PE**

**Kenworthy, Christine**

**pp. 42-43 -**

Pirate-themed PE lesson outdoors -pirate aerobics -palm trees and pirates -walk the plank -stepping stones -sharks -the big challenge -plenary-cooling wave.

**Journal of Research in Childhood Education: Summer 2009, Volume 23, Number 4**

J295/09/SUM/023/411

**41. Impact of gender-fair versus gender-stereotyped basal readers on 1st grade children's gender stereotypes: A natural experiment**

**Karniol, Rachel and Gal-Disegni, Michal**

**pp. 411-420**

Basal readers do not only teach children how to read; their content and their pictorial depictions also implicitly teach children about aspects of the social world and the people that inhabit that world -Israeli 1st-grade children in two different schools in the same neighbourhood who were using either a gender-stereotyped or a gender-fair basal reader were asked to judge for a series of female-stereotyped, male stereotyped and gender-neutral activities whether they were characteristic of females, males or of both -the differences between the two groups after one year are striking and may raise educators' awareness of and attention to gender-stereotyping in text books.

J295/09/SUM/023/421

**42. A taste of College: Children and preservice teachers discuss books together**

**Day, Deanna**

**pp. 421-436**

Partnerships where preservice teachers work with children have been found to be effective in providing real world field experiences for university students -however, little is known about what children gain from these collaborations - this research attempts to rectify this by analysing a year-long literacy partnership in which 30 children and 55 preservice teachers

participated in literature circles together, looking specifically at what factors influenced the children during this engagement.

J295/09/SUM/023/437

**43. A day in the life: Secure interludes with joint book reading**

**Cameron, Catherine Ann and Pinto, Giuliana**

**pp. 437-449**

Part of an international study in seven countries where "Day in the Life" research captured the interactions of 30-month-old girls and their parents throughout one day -this article reports on the findings for two girls, one from Italy and the other from the United States.

J295/09/SUM/023/450

**44. "What a girl wants, what a girl needs": Responding to sex, gender and sexuality in the early childhood classroom**

**Blaise, Mindy**

**pp. 450-460**

This paper is based on data generated from a qualitative study of gender and sexuality in a kindergarten classroom -postdevelopmental perspectives of sex, gender and sexuality are used to show how young children are constructing gender and heterosexual discourses in the early childhood classroom -taking a postdevelopmental stance towards gender, sex and sexuality enables the creation of proactive, rather than reactive strategies for responding to young children's identity construction.

J295/09/SUM/023/461

**45. Five- to 8- year old Emirati children's and their teachers' perceptions of war**

**Buldu, Mehmet**

**pp. 461-474**

For children growing up in the Middle East, surrounded by wars in Iraq, Israel and Afghanistan, war is not an abstract concept, but a reality -this study in the United Arab Emirates examined how children aged 5-8, perceived war, identified, identified their primary sources of that information, and compared differences in perception and information sources by age and gender.

J295/09/SUM/023/475

**46. Children's communication and socialisation skills by types of early education experiences**

**Lee, Joohi and Fox, Jill**

**pp. 475-488**

This study is an investigation of children's communication skills and socialisation by the types of their early education experiences (e.g. Child care centres, private schools, public schools, home or other) -a total of 244 children (average age: 61 months) and their parents participated in the study.

J295/09/SUM/023/489

**47. Case study of drama education curriculum for young children in early childhood programs**

**Wee, Su Jeong**

**pp. 489-501**

Findings indicate that the drama specialist's curriculum highlights specialised drama knowledge and techniques that the classroom teachers do not address in their drama activities - within a well-defined structure of a lesson composed of warm-up, main activity and ending segments, children's kinesthetic exploration and representation, as well as expressivity, are emphasised -how the drama specialist's teaching content and methods contribute to children's learning and what is needed for staff development to improve drama education are discussed.

J295/09/SUM/023/502

**48. Assurance of outcome evaluation: Curriculum fidelity**

**Vartuli, Sue and Rohs, Jovanna**

**pp. 502-512**

Fidelity measurement has increasing significance when making claims of educational practices being effective in today's classrooms -high curriculum fidelity scores means that the curriculum is being implemented as intended by the designers of the curriculum -this study explored the reliability, using multi-informants, and convergent validity, using multi-sources for curriculum fidelity.

J295/09/SUM/023/513

**49. English language learners' perceptions of school environment**

**Rodriguez, Diane; Ringler, Marjorie; O'Neal, Debbie; Bunn, Kelley**

**pp. 513-526**

(US) -the number of students who speak languages other than English continues to grow in both rural and urban school in the United States -this study investigated the perceptions of 123 students (57 monolingual and 66 English language learners) from a rural public elementary school in North Carolina with respect to school climate, curriculum and instruction, extracurricular activities, self-efficacy, and self-esteem -results indicate that the perceptions of monolingual learners and English Language Learners in this particular school are similar.

J295/09/SUM/023/527

**50. Do reinforcement and induction increase prosocial behaviour? Results of a teacher-based intervention in preschools**

**Ramaswamy, Vidya and Bergin, Christi**

**pp. 527-538**

Teachers were trained to use reinforcement and induction to increase prosocial behaviour in a sample of 98 children in Head Start-affiliated preschools, using a peer coaching model -there was one control group and three intervention groups: reinforcement-only, induction-only, and reinforcement-and-induction -results indicated that the intervention groups showed a significant increase in total classroom prosocial behaviour compared to the control group -the induction-only group increased dramatically in affection -the reinforcement-only group increased more in helping, sharing and cooperation than in affection and comforting.

**Every Child: Volume 15, Number 3, 2009**

J195/09/015/003/003

**51. Environments for young children**

**Evans, Jennifer**

**p. 3**

Urges all who care for young children to be mindful of the special environment your communication is weaving for each child you are serving -the environment created can support a child's sense of self-worth, develop skills for making positive

friendships and relationships, encourage an eagerness for learning and a keen inquisitiveness and provide a sense of a rightful place in the world - alternatively, it can threaten a child's development in all these areas.

J195/09/015/003/004

**52. Minimal resources or rich repositories:  
Exploring desert learning environments for young children**

**Hutchins, Teresa**

**pp. 4-5**

The absence of mainstream 'early learning resources' does not equate to impoverished learning environments for young children -the desert and what it can offer -the riverbed hosts one of the richest learning environments -what about puzzles and books.

J195/09/015/003/006

**53. Only children can make secret places:  
Children's secret places in early childhood settings**

**Moore, Deb**

**pp. 6-7**

Secret places are important for children -although adults may not always accurately predict where children will want to claim their secret places - places matter to children -intrinsic need to create cubbies -natural play spaces and loose materials.

J195/09/015/003/008

**54. The politics of play**

**Giugni, Miriam**

**p. 8**

-play is an important context of children's learning, but the effects of the politics of play when children are included and excluded can inhibit their learning -issues of inclusion and exclusion should therefore be at the forefront of our curriculum decision-making

J195/09/015/003/009

**55. Using the environment as a catalyst for learning**

**Cole, Deb**

**p. 9**

Together with responsive interactions from staff, children can use the environment as a catalyst for building relationships and developing positive dispositions towards learning.

J195/09/015/003/010

**56. Working with what you have**

**Richardson, Carmel**

**p. 10-11**

-the most essential element of any environment for young children is the relationships that occur within these physical spaces -misconceptions - being resourceful -indoor space -outdoor space

J195/09/015/003/012

**57. Creating learning environments**

**Regan, Meredith**

**pp. 12-13**

Developing relationships in classrooms - connecting with children and their families -open-door policy -creating free space -supportive environment for educators and children - questions to ask yourself.

J195/09/015/003/014

**58. What is whooping cough?**

**Ivan, Mihaela**

**p. 14**

The symptoms -the facts -prevention and treatment -preventive measures in early childhood education and care centres.

J195/09/015/003/015

**59. Investing in your most valuable resource**

**p.15**

When child care services provide opportunities for professional development , they are investing in quality practices and positive experiences for children and their families -benefits of continuous staff training -research findings -where to begin.

J195/09/015/003/016

**60. Supporting young bilingual children:  
Nazma's story**

**Drury, Rose**

**pp. 16-17**

Nazma's story highlights the challenges facing early years practitioners striving to support young children who are new to English, children who bring a wealth of linguistic and cultural experiences into the setting -her experiences raise important questions -it is only by responding to these questions that we can provide the learning experiences Nazma deserves.

J195/09/015/003/020

**61. Design matters: Assessing learning environments for young children**

**Scott, Sarah**

**pp. 20-21**

Two months, 10 countries and 45 childcare centres -aim being to see the most exemplary and interesting design solutions, and to learn from each individual setting -research approach - the environment is the third teacher -ceiling -space - education equipment and furniture - transparency - cubbies - the outdoor environment -improving design through competition.

J195/09/015/003/022

**62. Glad-wrapped, containerised or free range kids**

**Brown, Alice**

**pp. 22-23**

Families play an important role in promoting positive health behaviours and encouraging physical activity for their children, particularly in the first few years -as educators it is time for us to alleviate unwarranted fears and barriers adults may have towards active play for young children - active play experiences -a protectionist paradigm - different levels of gate-keeping - bubble wrap versus free range.

J195/09/015/003/024

**63. What is KidsMatter early childhood?**

**pp. 24-25**

Is a national mental health promotion, prevention and early intervention initiative specifically developed for early childhood services -four areas which make up the core content: Creating a sense of community; Developing children's social and emotional skills; Working with parents; Helping children who are experiencing mental health difficulties -KidsMatter Early Childhood will be piloted in over 100 preschools and long day care centres across Australia in 2010 and 2011.

J195/09/015/003/026

**64. Team-based leadership: How to be strategic and achieve individual and group rewards**

**Taffe, Richard**

**pp. 26-27**

What skills and processes are required to allow team members to lead and lead together as a team successfully.

J195/09/015/003/028

**65. Everyday learning together in the garden**

**Bower, Lyn**

**p. 28**

To garden with children is an opportunity to learn, share knowledge and engage in a creative experience -a garden is a place of interest, mystery, excitement and beauty which offers many opportunities -what children learn through gardening -babies -toddlers -preschoolers - activities.

J195/09/015/003/029

**66. Early learning for a sustainable environment**

**Watson, Deb**

**p. 29**

Role of the early childhood community - education for sustainability - things to consider.

J195/09/015/003/034

**67. Examining childhood through empowered lens**

**Sorin, Reesa**

**pp. 34-35**

In an ideal world children would be viewed as strong and capable - their thoughts would be valued and they would have a voice in decisions made about them - the agentic child - the innocent child -the eight constructs - a positive approach.