

# Journal Articles Indexed in December 2009 and January 2010

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## Choice: September 2009

J130/09/SEP/004

### 1. Lethal lollies

p.4

Compressed cotton wipes may be convenient for parents on the go but are very dangerous - they are small enough to block the trachea and require just a teaspoonful of water to start expanding - they look like lollies.

J130/09/SEP/005

### 2. Australians to be fed folate in bread

p. 5

Folate-fortified bread is set to hit our shelves, while New Zealand backs off - *Choice* supports strategies that target women of child-bearing age - however non-target groups such as young children, need to be protected from any potential adverse effects from consuming high levels of toxic acid.

J130/09/SEP/012

### 3. The white stuff

Oakenfull, David

pp. 12-15

Almost all milk is highly processed - generic brands are much the same quality as the major branded versions - and a lot cheaper - most people will get no real benefit from the more expensive "milk" products with added extras - generic versus big brands - organic milk - A2milk - when milk isn't really milk - the only really meaningful choice is between full-cream, low-fat and skim milks.

J130/09/SEP/019

### 4. Good enough to eat

Fong, Tanya

pp. 19-21

More people discover the savings and satisfaction of growing their own produce how to set up an edible garden with or without a backyard - all about taste - pest control and productivity - community gardens - contacts - things you need to know.

J130/09/SEP/028

### 5. Into the mouths of babes

Browne, Kate

pp. 28-31

There are many "baby" and "kids" versions of products from yoghurt to sunscreen - some

products are necessary others are pure marketing spin - toothpaste - toothbrushes - moisturisers and body wash - shampoos - sunscreen - toddler formula - kids fresh milks - juice - snacks.

## Teaching Young Children: June/July 2009, Vol. 2, Number 5

J537/09/JUN/002/005

### 6. Summer health and safety reminders

p. 5

Keep children safe when playing in water - make sure children wear shoes that protect their feet - protect children from strong summer sun - provide plenty of cool, clean water to drink.

J537/09/JUN/002/006

### 7. Welcome children and families to your classroom

pp. 6-7

When children join a new class, they may be nervous and unsure of what to expect - families want to know if they will be welcome and if the teachers will value their suggestions and appreciate their child - ideas to help ease transitions year-round and to get a new year off to a great start.

J537/09/JUN/002/008

### 8. Using words wisely: Spreading positive messages instead of gossip

Bruno, Holly Elissa

pp. 8-11

Using words for good - talking to, not about another person - what gossip is - teachers can model how to work through differences - words are powerful - gossip stoppers for teachers.

J537/09/JUN/002/012

### 9. The power of documentation in the early childhood classroom

Seitz, H.

pp. 12-15

What is documentation - formats that help to tell a story - audience and purpose - what should teachers document? Why should teachers document?

J537/09/JUN/002/016

**10. What do we do and learn outdoors? and Spending time outdoors with your child**

**pp.16-20**

Photographs of children playing and learning outside at a child care centre - includes a letter to parents encouraging them to do things with their children outdoors - add a short walk to your evening routine -garden - enjoy all kinds of weather - play games - enjoy the nature all around you.

J537/09/JUN/002/021

**11. Real-life reasons to write**

**Romei, Louis Mark**

**pp. 21-23**

Making every writing experience in the classroom meaningful for children and has an authentic purpose - attendance (children signing in) - list making - notes and cards - letters that express feelings - notes home - journal writing - fine motor skill development - waiting lists - monthly newsletter - children's literature.

J537/09/JUN/002/024

**12. Sharing time: So much more than show-and-tell**

**Sloane, Marie**

**pp. 24-26**

How does sharing time work - benefits of sharing time - during sharing time children present work they are proud of and want others to see - sharing time steps.

J537/09/JUN/002/027

**13. How should teachers respond to children's private speech?**

**Colker, Laura J.**

**pp. 27-29**

Most everyone who spends time with preschoolers has heard them talk aloud to themselves or to no one in particular - known as private speech such talk is very common - what the research reveals - what this means to you in the classroom.

**Child Care Information Exchange:  
September/October 2009, Volume 31,  
Issue 5, Number 189**

J200/09/SEP/189/010

**14. Conducting a realistic self-assessment with the environment rating scales**

**Harms, Thelma**

**pp. 10-12**

Self assessment vs. objective observation - the importance of being accurate when using an assessment instrument - need for training.

J200/09/SEP/189/014

**15. Click, click, click ...**

**Vicars, Dennis**

**pp. 14-15**

The importance of having an inviting, user-friendly and informative website - some key considerations for an effective website.

J200/09/SEP/189/016

**16. Making a difference in early childhood obesity**

**Huber, Dan**

**pp. 16-19**

The scope of the problem - what we can do - teaching children about healthy choices - healthy habits for life - addressing teacher's concerns - parents as healthy role models.

J200/09/SEP/189/024

**17. Worthy of our children**

**Carter, Margie**

**pp. 24-26**

If our work is to be worthy of our children, we must go beyond notions of programs being acceptable, meeting minimum requirements, or even attaining accreditation worthy work - explore your work to build democracy - strengthening the teacher's voice.

J200/09/SEP/189/028

**18. Using turnover as a recruitment strategy**

**Duncan, Sandra**

**p. 28-31**

Calculating turnover rate - calculating turnover cost - turnover calculation example - exited employees - exit interviews - examples of exit interview questions.

J200/09/SEP/189/032

**19. Insects and bugs**

**Suterland, Karen**

**pp. 32-34**

There are two types of insects that are pests to us humans - those that sting and those that bite - how to avoid being stung by bees and wasps - what to do if you get stung - most mosquito bites are minor annoyances, but some mosquitoes are carriers of serious disease - Lyme disease.

J200/09/SEP/189/040

**20. Learning to play well with others and other lessons in leadership I've learned along the way**

**Searcy, Jeny**

**pp. 40-43**

Creating partnerships - meeting needs and expanding horizons - seeing the needs of the individuals - seeing beyond problems and setting goals - accepting support: Letting go, delegating and trusting - embracing life-long learning.

J200/09/SEP/189/046

**21. How do we know what we know? Using evidence-based practice to inform decisions**

**Rafanello, Donna**

**pp. 46-50**

Accountability - evidence-based practice defined - a proposed model for decision making – evidence-based practices in early childhood education - with early childhood services under increased scrutiny, it is imperative that we begin to use scientific thinking to demonstrate our effectiveness - this involves understanding the research literature and using our own experience to inform our practice.

J200/09/SEP/189/051

**22. Try it out and test it: Children as researchers**

**Pelo, Ann**

**pp. 51-55**

Researcher is not a job description - it is a way of engaging with the world - it's how children - and the best teachers live - the birth of a new idea - the first research question: Can we make water stronger? Another question to explore: Does size really matter? The evolution of researchers - the research continues: How do we influence the results?

J200/09/SEP/189/056

**23. Teacher as researcher: getting started in your own classroom**

**Keyes, Carol R.**

**pp. 56-59**

Why classroom research is important - examples of teachers doing research in their own classrooms - what do teachers think about classroom research - beginning your classroom research - deciding how to collect the data - collecting and analyzing the data - drawing conclusions.

J200/09/SEP/189/061

**24. Child care and the new economy: Part 1 - three pillars of the new economy**

**Neugebauer, Roger**

**pp. 61-65**

Small is beautiful - the workforce - the value conscious consumer.

J200/09/SEP/189/066

**25. My granddaughter**

**Wardle, Francis**

**pp. 66-68**

Francis Wardle, a well-known child psychologist - shares about his relationship with and observations of his one year old granddaughter - she continually finds everyday objects far better playthings than expensive toys, and she is clearly preprogrammed to develop and learn.

J200/09/SEP/189/068

**26. Shared services: A powerful strategy to support sustainability**

**Stoney, Louise**

**pp. 68-71**

The notion of shared services is pretty simple: It is a structure that enables organisations with common needs to share costs.

J200/09/SEP/189/074

**27. Symbol of spiral for collaboration: The key to renewal and revitalization**

**MacDonald, Beth**

**pp. 74-77**

When embracing the concept of the spiral, you realise that you are not in a linear experience but are returning to the same visions, goals and ideas

again and again, hopefully at deeper and more significant levels each time.

J200/09/SEP/189/078

**28. Getting going: Managing morning 'rushing' hour**

**Duffy, Roslyn**

**pp. 78-80**

Wake up - get dressed - eat - gather supplies - leave - at which of these steps does your morning stall - some ideas to help.

J200/09/SEP/189/084

**29. The galette: A fancy name for a fun food**

**Owens, Buffy**

**pp. 84-85**

Although the French lay claim, the Italians have played a role in this rustic, free-form food that is kid-friendly, easy to make, and tastes great.

J200/09/SEP/189/086

**30. Does your insurance coverage meet your current business needs?**

**pp. 86-89**

(USA) Most critical insurance coverage for a child care centre is the liability - how much coverage you need.

J200/09/SEP/189/098

**31. Playscape plants**

**Keeler, Rusty**

**pp. 98-99**

Plants are one of the most vibrant and exciting parts of a natural landscape gardening - landscape plants - tips for planting caring for your plants.

**AJEC Volume 34, Number 3,  
September 2009  
Australasian Journal of Early  
Childhood**

J045/09/SEP/034/001

**32. A pedagogy of care: Moving beyond the margins of managing work and minding babies**

**Rockel, Jean**

**pp. 1-8**

The image of a carer minding babies and toddlers has been transformed with the professionalism of care in

early childhood education and care services in New Zealand - the author proposes that this shift to an educational framework means early childhood professionals with infants and toddlers should consider their identity as a teacher rather than a caregiver and articulate a pedagogy of care.

J045/09/SEP/034/009

**33. Parent and staff expectations for continuity of home practices in the child care setting**

**De Gioia, Katey**

**pp. 9-17**

Investigates the expectations for cultural continuity of caregiving practices (with particular emphasis on sleep and feeding) between home and the early childhood setting.

J045/09/SEP/034/019

**34. Centre-based child care quality in urban Australia**

**Ishimine, Karin and Wilson, Rachel**

**pp. 19-28**

Investigates the quality of childcare centres in urban Australian communities - middle and partially disadvantaged areas were identified as having substantial disadvantage in terms of childcare centre quality - the provision, and potential impact, of quality regulation and accreditation for childcare centres is discussed

J045/09/SEP/034/030

**35. Picture books stimulate the learning of mathematics**

**Heuvel-Panhuizen, Marja van den and Boogaard, Sylvia van den**

**pp. 30-39**

This article describes experiences using picture books to provide young children (five to six year olds) with a learning environment where they can explore and extend preliminary notions of mathematics-related concepts, without being taught these concepts explicitly.

J045/09/SEP/034/040

**36. Drawing stories: The power of children's drawings to communicate the lived experience of starting school**

**MacDonald, Amy**

**pp. 40-49**

In the study reported on in this article, experiences were shared not only through what the children themselves said, but also through what they had

drawn. This article highlights the nature of children's experiences as they start school, and how both oral and visual narratives can be effectively combined to access the lived experiences of young children - the children's drawings and comments have been combined with observations and anecdotes from parents and the classroom teacher in order to offer a richer insight into the process of starting school in this small rural community.

J045/09/SEP/034/050

**37. Safe play areas for prevention of young children drowning in farm dams**

**Depczynski, Julie; Hawkins, Antonia; Stiller, Laurence**

**pp. 50-57**

Injuries are the leading cause of death to young children in rural Australia, with drowning in farm dams being a major risk - this article assesses the impact of an intervention to increase safe play areas on farms to prevent unsupervised access by young children to water bodies and other hazards.

**Teaching Exceptional Children:  
September/October 2009, Volume 42,  
Number 1**

J535/09/SEP/042/006

**38. The ASD Nest program: A model for inclusive public education for students with Autism Spectrum Disorders**

**Koenig, Kristie P.; Bleiweiss, Jamie; Brennan, Susan; Cohen, Shirley; Siegel, Dorothy E.**

**pp. 6-13**

The rate of children being diagnosed with autism spectrum disorders (ASD) has risen dramatically, to an estimated 1 in 150 children - the New York City Department of Education developed the ASD Nest program to facilitate successful learning in an inclusive classroom - essential to the success of the program are classroom modifications and a variety of strategies designed to meet specific academic, behavioural, sensory and social needs of students with Autism Spectrum Disorder.

J535/09/SEP/042/014

**39. Take the pencil out of the process**

**Broun, Leslie**

**pp. 14-21**

A number of parents and teachers do not permit children to use a keyboard for writing tasks - this

article is written in response to their dilemma and to the frustration that the author has witnessed students experience during the physical act of committing pencil to paper throughout 20 years of working with students who have Autism Spectrum Disorder and other special needs - the author argues for the use of the keyboard.

J535/09/SEP/042/024

**40. What teachers can learn from mothers of children with Autism**

**Harte, Helene Arbouet**

**pp. 24-30**

Parents can share their unique knowledge of their children's needs, strengths and interests with educators to facilitate learning in both the home and at school - parents can communicate their knowledge in a variety of ways - one of these ways is photovoice, or photographs paired with interviews.

J535/09/SEP/042/034

**41. Harnessing the power of play: Opportunities for children with Autism Spectrum Disorders**

**Mastrangelo, Sonia**

**pp. 34-44**

The literature is clear about the substantial benefits of play, particularly for children with autism spectrum disorders (ASD) - what is the nature of play for children with ASD - what are the developmental opportunities for these children at various stages of play? What are the goals, learning strategies and necessary accommodations/modifications necessary for play to be incorporated in a student's individualised education plan? What particular challenges do the child, family and school face?

J535/09/SEP/042/064

**42. Crafting quality professional development for special educators: What school leaders should know**

**Leko, Melinda M. and Brownell, Mary T.**

**pp. 64-70**

Unique characteristics of special education teachers - staff developers also need to consider how isolated many special education teachers are and provide a network of collegial support for these teachers - crafting effective professional development for special education teachers - what the literature says about effective professional development - ideas to remember

when designing professional development for special education teachers - professional development for special education teachers needs to be meaningful, provide manageable strategies for implementation, and occur within the context of larger school reform efforts in general education.

## Special Children: Issue 190, August/September 2009

J520/09/AUG/190/010

### 43. Home education

**Pickering, Ian**

**pp. 10-11**

Looks at a recent review of elective home education in England which has called for a greater monitoring of children learning at home - key proposals - opposition - home education and special needs - recommendations made for special education needs children educated at home.

J520/09/AUG/190/012

### 44. Exclusions

**Flannery, Peter**

**pp. 12-13**

Causes of exclusion - what can help - pupil referral units versus home tuition - general belief of the teachers that lack of discipline at home, while not the sole reason, is a significant cause - as experts in education, the need for teachers to be taught effective ways of dealing with children who come from varying home environments is extremely high - the idea of exclusion as a management technique rather than as a last resort needs to be abolished.

J520/09/AUG/190/014

### 45. Screening for all?

**Brennan, Geraldine**

**pp 14-17**

(UK) Recent review of how schools could better identify and meet the needs of children with dyslexia has been welcomed by dyslexia organisations - but the issue of whether all children should be screened for signs of dyslexia when starting school remains controversial.

J520/09/AUG/190/018

### 46. Look at me!

**Jones, Michael**

**pp. 18-21**

Attention-seeking behaviours in children and young people are some of the most challenging for teachers to deal with - here Michael Jones speaks to Nigel Mellor, educational psychologist and author of several books on the subject.

J520/09/AUG/190/022

### 47. The trouble with boys

**Palmer, Sue**

**pp. 22-24**

Boys and technology - the clash between our technology-driven culture and our biological heritage is now damaging children's ability to think, learn and behave - boys and materialism - relentless quest for economic growth has focused attention on material wealth at the expense of personal relationships - poor-quality care - how this has affected boys - systemised education which favours either natural systemisers or quick to learn the skills.

J520/09/AUG/190/026

### 48. Time out

**Sonnet, Helen**

**pp. 26-28**

Describes how offering a select group of pupils a modified curriculum for part of the week helped them to re-engage with learning - forming the group - session routine - themes - incentives for good behaviour.

J520/09/AUG/190/036

### 49. Demystifying dyspraxia

**Christmas, Jill**

**pp. 36-38**

Occupational therapist, Jill Christmas, has been working with children with dyspraxia for over 20 years - here she describes some of the signs of the condition and explains how an Occupational Therapist can help - what is dyspraxia? Challenges.

## OOSH Update: June 2009, Volume 20, Number 2

J412/09/JUN/020/003

### 50. Communication with parents

p. 3

Good communication between OOSH staff and parents doesn't just happen - it requires skill - it is essential to: Have the right attitude; Show respect; Be positive - small paragraph on the same page as other titles which include: Hand washing versus using gloves - consulting with children - swine flu.

J412/09/JUN/020/004

### 51. Occupational health & safety: Are you meeting the legal requirements

p. 4

It is crucial that Management Committees are aware of their obligations when it comes to the health and safety of their employees - if you are not fulfilling the minimum OHS requirements you could find yourself liable under various legislation - <http://workplacehandbook.com/occupational-health-and-safety>.

## OOSH Update: September 2009, Volume 20, Number 3

J412/09/SEP/020/003

### 52. Cleaning and sanitising surfaces

p. 3

Cleaning and sanitising should usually be done as two separate processes - brief (less than a page) but informative.

J412/09/SEP/020/004

### 53. Time tips: It's time to improve your time management skills

O'Kane, Pauline

p. 4

Top ten tips on time management for the Out of School Hours Professional who will know how to prioritise their work on a day-to-day basis.

## Rattler: Issue 91, Spring 2009

J480/09/SPR/091/007

### 54. The Little Yuin Spirit

pp. 7-9

Little Yuin Preschool has re-opened its doors thanks to the tenacity of its committee and a new, dedicated director - now the preschool is fast becoming the heart and soul of its unique community.

J480/09/SPR/091/012

### 55. Don't fence me in

pp. 12-15

The NSW Children's Regulation states '*any part of the premises of a children's service designated for outdoor play space must be fenced on all sides*' - the regulation, however does not stipulate how high a fence should be, only that it must prevent children from scaling or crawling under or through it and must inhibit or impede intruders from entering the premises.

J480/09/SPR/091/016

### 56. Belonging, being and becoming

Sumison, Jennifer and Cheeseman, Sandra

pp. 16-18

The national Early Years Learning Framework was endorsed by the Council of Australian Governments on 2nd of July 2009 and is now available - share insights into the development of the Early Years Learning Framework and what the document might mean for Australian children - the success of the Early Years Learning Framework will be partially influenced by how educators use and promote the document among families and the broader community - primarily this means realising the significance and complexity of children's learning and using this knowledge to advocate and promote the importance of a qualified workforce.

J480/09/SPR/091/019

### 57. Universal access: Is NSW on the right track?

Bryant, Lisa

pp. 19-21

Universal access to preschool program was one of federal Labor's election commitments in 2007. Lisa Bryant assesses how the path towards universal access in NSW has increased funding for community-based preschools in NSW.

J480/09/SPR/091/022

### 58. Spreading the word

**Lorenzen, Olde and Peper, Malanie**

**pp. 22-24**

The Froebel Group is a non-profit provider of bilingual early childhood education in the tradition of Friedrich Froebel - the German educator who coined the word 'kindergarten' - the Australian branch recently started two Sydney services, formerly ABC Learning Centres - one in North Sydney and the other in Alexandria - explain the benefits of learning in a bilingual environment.

J480/09/SPR/091/026

### 59. The policy paradox

**Brown, Kathryn**

**pp. 26-28**

Politicians play a key role in determining policy for early childhood education and care yet very little is known about how and why politicians make the decisions they do - the author delves into the decision making processes of our policy makers and looks at what influences policies when it comes to early childhood education and care.

## Child Health Alert: September 2009, Volume 27

J100/09/SEP/027/001

### 60. Swine flu: What to expect?

**pp. 1-2**

The World Health Organisation, which decides when to call a flu a pandemic, made their call on the basis of how widespread this epidemic was, not how serious the flu itself was - what is important to remember is that even though the news media report every time someone dies from swine flu, they often don't mention that swine flu so far has caused less deaths than the usual flu strains we see every year - health officials will be encouraging high-risk groups to have both vaccines.

J100/09/SEP/027/002

### 61. Avoiding bottles and cans with BPA

**pp. 2-3**

Though the evidence from harm from BPA to humans is not rock solid, many people feel that there is enough basis for the concern to avoid these products in pregnant and breast feeding women, where effects on the fetus and infants would likely be the greatest.

J100/09/SEP/027/003

### 62. Over-the counter medications

**pp. 3-5**

Zicam Nasal Products may cause loss of sense of smell - dangers of accidentally overdosing with some chemicals such as acetaminophen which can be in several different products which parents are giving to children together, for example acetaminophen is in Tylenol and may also be in cough-cold products - with all the reporting of the hazards of acetaminophen, we should not forget that when given in normal doses it is remarkably safe - experts continue to recommend it when pain and fever relief are called for.

## Child Health Alert: October 2009, Volume 27

J100/09/OCT/027/001

### 63. Swine Flu - hard to keep up with new developments

**pp. 1-2**

What we know about Swine Flu - dealing with the psychological impact on children.

J100/09/OCT/027/003

### 64. Medication use in children under 12

**pp. 3-4**

Telephone-based survey of a sample of US population that asks about medication use by various household members, including children - survey interviewed parents of 2857 children ages newborn to 11 years and asked what medications their child had received in the week before the interview - focused on prescription medication, over the counter medicine, vitamins and minerals and herbal.

J100/09/OCT/027/005

### 65. Checking children for brain trauma without a CT Scan

**p. 5**

Doctors and parents want to be sure that things are ok when their child has head trauma, and CT scans have become almost routine for any child who turns up in an emergency department with a bang on the head - we tend to ignore the fact that CT scans involve radiation exposure and can be quite scary to a child - if certain factors are taken into account, a huge number of parents could be reassured that their child is OK without having to undergo a CT scan.