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Resource: August 2009, Issue 140
*Free Kindergarten Association's
Newsletter*

J485/09/AUG/140/003

1. Developing environmental education with children and families

Lunt, Carolyn

p.3

We can be good examples to children and parents - interacting with nature in positive ways with children - ways to respect the environment in our program.

J485/09/AUG/140/004

2. Coburg Children's Centre - a sustainable practice

Moreno, Adela

pp. 4-5

At Coburg Children's Centre in Victoria, the concepts of sustainability, belonging and valuing different cultures feature strongly in the philosophy and policies, and are enacted everyday at the centre - office/centre management - equipment, resources and programming - gardening - health, hygiene and cleaning.

J485/09/AUG/140/006

3. Environmental education: a personal perspective

Fraser, Jade; Stella-Bagnara, Teresa; Dunat, Carli

pp. 6-7

Bilingual workers have diverse life experiences and values - three reflect on their environmental values and concerns - how environmental education can contribute positively to the program in a centre that centralises cultural and linguistic practice.

**Childhood Education:
International Focus**
Issue 2009, Volume 85, Number 6

J115/09/INT/085/342

4. Out of sight, out of mind. Or is it? The impact of war on children in the United States

Levin, Diane E. and Hoorn, Judith Van

pp. 342-346

Describes the enormous consequences of war on children whose parents are in the military and the toll on children who hear about the war from the

news, peers and adults - the authors also recommend several strategies to reduce the toll of war on children.

J115/09/INT/085/347

5. Impact of the HIV/AIDS and Economic crises on orphans and other vulnerable children in Zimbabwe

Chitiyo, George and Morgan

pp. 347-351

Examines how HIV/AIDS and the current economic crisis in Zimbabwe have affected the well-being and development of children in that country, especially in relation to education - provide some introduction to the culture of Zimbabwe and its alarming HIV/AIDS epidemic - describes the diverse impact of HIV/AIDS on children and their development while providing recommendations for the international community.

J115/09/INT/085/352

6. Exploring the special needs of African refugee children in U.S. schools

Tadesse, Selamawit; Hoot, James; Watson-Thompson, Ocie

pp. 352-356

Shares a study about African refugee parents and the Head Start teachers in the United States who are educating their children - educators are also provided with some helpful strategies to use in their work with young refugee children.

J115/09/INT/085/357

7. Listening to children's voices: Literature and the arts as means responding to the effects of war, terrorism and disaster

Gangi, Jane M. and Barowsky, Ellis

pp. 357-363

Provides an overview of the psychological effects of war, terrorism and disaster on children and illustrate several useful intervention strategies, such as the arts and literature.

J115/09/INT/085/364

8. Working with children who have experienced war, terrorism and disaster

Webster, Paula Sunanon & Harris, Yvette R.

pp. 364-369

Consequences of war, terrorism and disaster on children's development - how children cope with

the consequences -what children and parents can do to promote resiliency in children? - acknowledging children's feelings -helping children to feel personally safe - using children's literature to explore thoughts and feelings about peace, war, terrorism and disaster - lists a selection of children's literature.

J115/09/INT/085/370

**9. Ain't gonna study war no more?
Explorations of war through picture books**

Crawford, Patricia A. and Roberts, Sherron Killingsworth

pp. 370-374

Share developmentally appropriate strategies to address the issue of war with young children - it may be that a study of war is necessary to help young learners cope with the impact that both the threat and reality of war have on their current circumstances, and to help them develop a foundation of social responsibility - children, war and picture books - coping with loss - separation from loved ones - the power of friendship - impact on ordinary citizens - symbolic explorations of war.

J115/09/INT/085/375

10. Building resilience to trauma: Creating a safe and supportive early childhood classroom

Berson, Ilene R. and Baggerly, Jennifer

pp. 375-379

Impact of trauma on children - challenges for teachers - strategies to foster resilience - creating a culture of support in the classroom - facilitating expression of feelings.

J115/09/INT/085/380

11. Building resiliency of childhood trauma through arts-based learning

Smilan, Cathy

pp. 380-384

Natural disasters - visual culture and the changing image of childhood manufactured distraction: Stresses of man-made and imposed trauma - meeting the emotional and cognitive needs of students - meaning-making: A goal of art education - creating balance through therapeutic arts-based processing - integrating trauma through visual order: Establishing control - empowering children - a few suggestions for art-based learning activities.

J115/09/INT/085/385

12. Children's literature resources on war, terrorism, and natural disasters for Pre-K to Grade 3

Roberts, Sherron Killingsworth and Crawford, Patricia A.

pp. 385-389

Some children's books that deal with concepts about war and peace -some children's books that deal with the effects of war -refugees - deployment -terrorism -natural disasters.

J115/09/INT/085/390

13. Annotated bibliography of children's literature resources on war, terrorism and disaster since 1945: By continents/countries for grades K-8

Gangi, Jane M.

pp. 390-394

-general -Africa -Asia -The Caribbean -Central and South America -Europe -the Middle East

J115/09/INT/085/395

14. 14. Online resources related to children affected by war, terrorism and disaster

Masse, Anna L.

pp. 395-399

List of websites intended to provide information about various organisations and their efforts to improve the lives of children in crisis around the world.

**Choice Health Reader:
Volume 15, Number 7, September 2009**

J238/09/SEP/015/010

15. Folic acid reduces heart defects

p. 10

A population-based study has found that since the introduction of mandatory folic acid fortification of foods in Canada, there has been a significant drop in the number of infants born with congenital heart defects - advice for women planning a pregnancy to take folic acid supplements is high on the public health message in most developed countries in the world.

Child Education Plus:
September 2009, Volume 86, Number 9

J095/09/SEP/086/018

16. Monster madness!

Hart, Karen

pp. 18-23

Creative activities using monsters as the theme - cheesy monster feet - monster collage - what is a monster - monster masks - monster moves - monsters of the world - monster aerobics - monster plants - monster chop.

J095/09/SEP/086/028

17. Fun with felt: Monster makers

Bower, Jane

pp. 28-29

Felt design activities - monster's den for beginners - monster's bag for intermediate and monster's decision-maker for advanced.

J095/09/SEP/086/031

18. Literacy starters

Williams, Brenda

p. 31

Four short stories - toy story - problems at the duck pond - the Goldilocks story and Monkey goes to school - discussion questions and activities.

J095/09/SEP/086/041

19. Picture this

pp. 41-42

Using an image of a door to boost thinking and creative skills - who lives behind the door - What's that rat-a-tat - where does it go? -sizing it up - discussion questions.

Childcare and Children's Health:
Volume 12, Number 3, September 2009

**Centre for Community Child Health at
the Royal Children's Hospital in
Melbourne**

J098/09/SEP/012/001

20. Moving towards integrated education and care in early childhood services

pp. 1-3

Defining integrated education and care in the early years - integrated practice in Australia - what does integrated practice look like for children? -

what does integrated practice look like for families - what does integrated practice look like for early childhood educators.

J098/09/SEP/012/004

21. Case study

p. 4

Gowrie Victoria's program is underpinned by a "whole-child" philosophy - philosophy and curriculum - staffing and rosters - daily routine/programs/environments - documentation.

J098/09/SEP/012/005

22. Early childhood development and television

pp. 5-6

Television is a normal part of the environment for most children in Australia. Children are exposed to television from a very early age, sometimes even from birth - cognitive, social, emotional and physical development occurs while children experience television directly as intentional viewing and indirectly via background exposure - why television is an early childhood health issue - obesity - language development - behaviour - sleep - social-emotional development -what carers can do.

J098/09/SEP/012/INS/A

23. How your child learns and develops

p. Insert sheet side A: An information sheet for parents.

The importance of play - the importance of a familiar supportive adult that provides children with the important feeling of safety, security and warmth-

J098/09/SEP/012/INS/B

24. Television and early childhood health and development

p. Insert sheet side B: An information sheet for parents.

Young children watch more television than anyone else - research shows that young children typically spend more time watching television than doing any other single activity, apart from sleeping - content, time duration, how the young child watches.

Child Care Information Exchange

*November/December 2009, Volume 1,
Issue 6, Number 190*

J200/09/NOV/190/006

25. **Wake up and smell the demographics: Leadership is vision and action**

Hernandez, Luis A.

pp. 6-12

Early childhood centres are likely the places of first impressions and contact between us and them, between what is familiar, regular and comfortable, and the different languages and cultures new immigrants bring to communities - understanding demographic shifts – the power of stories and numbers - making sense of change - language and culture - steps in creating vision.

J200/09/NOV/190/014

26. **Knock, knock...who's there? Good management begins with good people**

Vicars, Dennis

pp. 14-15

Right or wrong, 75% of a parent's opinion about your centre's 'quality' will be decided within 30 seconds of walking through the front door - upon entering the centre, the touring parent's five senses are at work, sniffing for odors, looking for cleanliness of the floors and tidiness of the front desk and the sound of happy children.

J200/09/NOV/190/016

27. **Documenting employee conduct**

Dalton, Jason

pp 16-17

When properly implemented, documentation of employee performance can be an employer's most valuable tool in avoiding and defending against employment related lawsuits - basic guidelines employers can follow to maintain credible and reliable documentation of employee performance and conduct.

J200/09/NOV/190/020

28. **Communities of practice for professional development**

Carter, Margie

pp. 20-24

HighScope research suggests that having a sustained focus over time leads to deeper understandings and

improved teacher practices - their study of effective teacher training also supports the basic tenets of constructivist learning: Constructing knowledge, not receiving it; understanding and applying, not recall; thinking and analyzing, not accumulating and memorising; being active, not passive - forming communities of practice with critical friends - creating a nurturing learning environment - developing a protocol for learning from documentation - developing teacher voices.

J200/09/NOV/190/026

29. **Mary Catherine and me: Building cross- cultural relationships in post-racial America**

Bruno, Holly Elissa

pp. 26-31

This article is an invitation to reflect on how authentic our relationships are with people who differ from us - authenticity and vulnerability: What has trust got to do with it - more authentic connections.

J200/09/NOV/190/032

30. **Wonderful (but wasteful?) windows**

Neugebauer, Adam

pp. 32-33

Advantages and disadvantages of windows - what can be done to reduce or mitigate their weaknesses so that you can still enjoy all of their advantages.

J200/09/NOV/190/036

31. **Getting legislators out of the statehouse and into your program: Another way to take action**

pp. 36-38

(USA) - one of the best ways to help state and federal elected officials understand child care and early education is to show them - inviting them to visit a childcare program can help them engage in their community.

J200/09/NOV/190/039

32. **Child care and the new economy. Part 2 - The future of the early childhood profession**

Neugebauer, Roger

pp. 39-44

(USA) The future demand for early childhood services as we come out of the current downturn - the workforce of the future - changing parent expectations - structural changes required - curriculum changes needed to equip our future citizens.

J200/09/NOV/190/045

33. Marketing your program

Anderson, Susan

pp. 45-48

What is a marketing plan? - benefits of a marketing plan - clarifying your message - what makes you special - target audience - consistency is key - putting your plan together.

J200/09/NOV/190/050

34. Science literacy: Begin with human nature, extend with relationships

Gallas, Karen

pp. 50-52

All children come to school with a desire to understand and be moved by their world -if the child brings a natural tendency to inquire, question and be curious about the world, then the teacher must also reclaim and reinvent that same ability and use it to scaffold children into the world of formal science.

J200/09/NOV/190/053

35. Reflections on science: The development of the Hawkins Room for messing about with materials and ideas

Lynch, Mary Shaffer, Lauren Foster Hall, Ellen

pp. 53-56

Exploring with children - rolling and incline with infants - rolling and incline with toddlers - rolling and incline with pre-kindergartners.

J200/09/NOV/190/057

36. Of spiders, worms, and preschoolers: Engaging children's sense of wonder in the great outdoors

Belz, Paul

pp. 57-60

Outdoor explorations - what these should be - simple and based on familiar surroundings -limit information and concentrate on amazement - offer art projects, stories and movement activities.

J200/09/NOV/190/061

37. Put away the science activity books and tune in to your science senses!

Neill, Polly

pp. 61-65

Observing - classification - experimenting - predicting - drawing conclusions - communicating activities - locating the science that is happening around you - scientific events that occur all over the classroom throughout the day.

J200/09/NOV/190/066

38. Small space made natural

Keeler, Rusty

pp. 66-67

Centres all over the world are looking at their outdoor spaces - big and small -and deciding to take the plunge and begin to add natural elements to their yards - it doesn't take the perfect piece of land or picture-perfect conditions to be able to make beautiful changes to your outdoor space - all it needs is some creativity and helping hands.

J200/09/NOV/190/068

39. Brightening lives: How early childhood educators can bring everyday experiences to children in crisis

Weaver, Karin

pp. 68-71

(USA) homelessness among children is growing -The Bright Horizons Foundation for children, the non-profit organization of Bright Horizons Family Solutions, a leading provider of employer-sponsored child care, early education, and work / life solutions, established the Bright Spaces Program to create appropriate play and learning areas for children of all ages living in shelters -A Bright Space is a room transformed by a team of early education and design professionals to create a warm, inviting area where children at risk can simply be children.

J200/09/NOV/190/074

40. Brown rice pudding

Owens, Buffy

pp. 74-75

Recipe with variations - basic recipe ingredients: cream, milk, eggs, salt, cinnamon, nutmeg, vanilla, brown sugar, uncooked brown rice, parsnip, dried fruit - Variations for a more savoury dish - adding other foods etc.

J200/09/NOV/190/076

41. Future directions for Early Childhood Education: 10 concerns

Gibbs, Colin

pp. 76-78

Bad or unsafe government policy making - quick-fix solutions from profiteers - increasing control may cripple autonomy and build distrust - producing products rather than nurturing people - aspirations to increase secondary school achievement has put pressure on the early years to perform to outcomes - educational myths and fads - undervaluing families - living in unquestioned rhetoric - stifling of special character - resisting the new and devaluing the old.

J200/09/NOV/190/085

42. Trees, grass and the sounds of the forest: Children's nature cannon aims to outline vital experiences for young children

Nebelong, Helle

pp. 85,87

The Danish Minister for the environment has decided that Denmark should have a nature cannon - a list of some of the most important and interesting natural wonders of Denmark - early childhood educators have created their own outline of 52 basic nature experiences that children should have before they reach 6 years old.

J200/09/NOV/190/086

43. Learning to play and explore in nature

Williams, Sophia

p. 86

Sophia Williams is a teacher at Blue Gum Community School in Canberra - shares about a playgroup she is going to set up and how she came to the idea of setting it up as a "Nature Play Group" - inspiration came from a family camping trip.

J200/09/NOV/190/088

44. Learning in nature through exploration: A window into a school where children are always encouraged to explore

McAuliffe, Gillian

p.88

Gillian McAuliffe is founding director of Bold Park Community School in Floreat, Australia - shares with us the various activities the children engage in outdoors - earth and sand exploration - outdoor theatre - open fire making a potion and watching the smoke make things look wobbly - building a fence from natural materials.

J200/09/NOV/190/090

45. Supporting online learners: Blending high-tech with high-touch

Dolan, Sean; Donohue, Chip; Holstrom, Lisa; Pernell, Latonia; Sachdev, Anu

pp. 90-97

Effective and easily accessible student support services are essential to the success of adult learners - a student-centred approach is especially important in the design and delivery of online courses, professional certificates and degree programs for early childhood professionals and a student-first approach is essential for non-traditional adult learners who have minimal technology skill and experiences, are skeptical of using technology to learn about early childhood education and care - 10 effective practices for supporting online learners from EriksonOnline.

J200/09/NOV/190/104

46. Challenging behaviour: Step by step sifting - Part 1

Duffy, Roslyn

pp. 104-107

Sifting - the process: discover; decide; do; refine - conditional siftings: physical; environmental; internal situational; external situational.

Nursery Education Plus: Dec. 2009

J408/09/DEC/011

47. Something to share

Coleman, Sandy

p. 11

How a Spiderman project encouraged some reluctant writers - goblin's den - darkening the cave - making a sign for the den - books about spiders - drawing spider webs.

J408/09/DEC/012

48. Happy Hanukkah

Tavener, Jenni

pp. 12-13

Activities to celebrate Hanukkah - a marvelous menorah - a time to give - eight bright candles - candles galore - Hanukkah cards - Festival of lights - window display -celebrations and festivals.

J408/09/DEC/018

49. Wintry weather

Tavener, Jenni

pp. 18-25

(UK) - activities about the different types of weather winter brings - snow, rain and wind - using winter clothes to develop counting, creative and sharing skills - games to keep everyone active - how wildlife survives during winter.

J408/09/DEC/028

50. Twist and twirl

Walker, Natalie

pp. 28-29

Dance and movement activities - the weather dance - shake, rattle and roll - juggling scarves.

J408/09/DEC/037

51. Selective eating disorder

Jones, Hilary

p. 37

Some children are fussy eaters, which can be very frustrating for everyone concerned - what it is - what causes it - how it can be overcome.

J408/09/DEC/039

52. Supporting bilingual children

Kenner, Charmian

pp. 39-42

More and more children are coming into early years settings being able to speak two languages - explains why it is so important to encourage different languages in your setting - babies' brains are wired for all languages, whichever and however many they encounter - stages of early bilingual learning - what if a child has speech problems - parents and grandparents - supporting and celebrating bilingualism in your setting.

Network News: September 2009

J385/09/SEP/003

53. From little things...Big things grow

Miller, Robyn Monro

p.3

The experiences we provide to our children shape their understanding and their capacity to engage with the community - one can never underestimate the power of childhood

experiences in shaping the community of today and that of the future, we must remember that every adult is the product of childhood experiences.

J385/09/SEP/006

54. Child-friendly communities benefit everyone: The last word from Gillian Calvert, NSW Children's Commissioner 1999-2009

p.3

The experiences we provide to our children shape their understanding and their capacity to engage with the community - one can never underestimate the power of childhood experiences in shaping the community of today and that of the future, we must remember that every adult is the product of childhood experiences.

J385/09/SEP/007

55. Scotland the brave: A champion for community engagement

Miller, Robyn Monro

p. 7

Scotland is leading the way in supporting and maintaining community engagement. The Scottish Government has built the principle of community engagement into policy and guidance to public services. Community planning has a clear statutory basis under the Local Government in Scotland Act 2003 which reinforces the fact that community engagement is now central to the running of government.

J385/09/SEP/012

56. Tapping into community resources

pp. 12-13

Make sure that your community knows about you - use your network of families and friends - get local businesses involved - find out what's out there - create a database of local resources -liaise with other community organisations - network with other Out of School Hours Services in your area.

J385/09/SEP/017

57. Tech talk: Web 2.0 and social media

Redestowicz, Margaret

p.17

What is Web 2.0? - blogs - wikis - what is social media - what is twitter - free service, but at what cost - dangers of social media.

Rattler: Issue 92, Summer 2009

J480/09/SUM/092/006

58. Secrets of the Sabina sisterhood

Maack, Ingrid

pp. 6-9

Mary Bailey House is an early learning centre for birth to five-year olds that combines the principles of Reggio Emilia with an interesting model of work-based childcare - Catholic College founded by the Dominican Sisters, the Santa Sabina Campus is across the road -60 percent of the children are the offspring of Santa Sabina staff, 40 percent of families come from the local community -continuity with the rest of Santa Sabina is appealing to parents who are looking to send their children to del Monte Primary School.

J480/09/SUM/092/010

59. Little hands

pp. 10-15

Aboriginal childcare is at a crossroads as the Council of Australian Governments (COAG) announces ambitious Closing the Gap Targets - Indigenous control of Indigenous affairs -is a one-stop-shop really the answer - Mt Druitt: A case study - Aboriginal needs fall on deaf ears - Multifunctional success story.

J480/09/SUM/092/016

60. Breaking silent barriers

Fletcher, Anne

pp. 16-17

Actively listen and then listen some more with your heart - early childhood education and care (ECEC) staff should treat conversations (yarns) as a two way learning opportunity - a way to build trust and improve Indigenous participation in early childhood learning - shares research findings from the Kalgoorlies-Boulder Indigenous Early Years Development Project on creating a culturally sensitive learning environment - includes a list of techniques Early Childhood Education and Care practitioners might consider when working with Aboriginal people.

J480/09/SUM/092/018

61. Facebook: Friend or foe?

Maack, Ingrid

pp. 18-21

Early childhood professionals are using Facebook and Twitter to form communities and connect with others who share their passion for teaching - techno terms - blogs, digg, facebook, twitter, YouTube, wikis -blogger dos and don'ts.

J480/09/SUM/092/022

62. Schools of thought

Scott, Sarah

pp. 22-25

Architect, Sarah Scott, shares about her tour of children's services around the world, as she looks at how educational theory influences the layout and look of early learning environments-

J480/09/SUM/092/026

63. Put your heads together!

Holt, Amanda

pp. 26-27

Possum Place Director, Amanda Holt, encourages children's services to brainstorm the "Belonging, Being and Becoming" (Early Years Learning Framework) document together.