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Child Care Information Exchange: January/February 2010, Volume 32, Issue 1, Number 191

J200/10/JAN/191/006

1. Future directions for EC teacher educators: 10 principles

Gibbs, Colin

pp. 6-10

Suggests ten principles for early childhood teacher education programs - principles are important, for they keep us grounded - honours the whole person - welcomes the full expression of diversity - nurtures teachers and their journey towards authenticity - values teacher's beliefs as instrumental in understanding their motivation and actions - nourishes the fullness of teacher presence - honours emotions, dispositions and personality as reflecting the humanness of teachers, which includes joy, love, compassion, grace, humility and passion.

J200/10/JAN/191/012

2. Making long-lasting changes with the Environment Rating Scales

Harms, Thelma

pp. 12-15

An assessment with the Environment Rating Scales is designed to give early childhood administrators and teaching staff much more than a set of quality scores - appropriately used, an Environment Rating Scales assessment can provide a blueprint for planning and carrying out both immediate and long-range program improvements.

J200/10/JAN/191/016

3. What we seem to have here is a failure to communicate: Good management begins with good people

Vicars, Dennis

pp. 16-17

Communication is probably the most overused, but least understood term in any organisation - the biggest complaint on employee surveys is lack of communication by upper management - few ideas for enhancing communication.

J200/10/JAN/191/018

4. Family support for early literacy and numeracy: Examining events in the home and community

Kennedy, Anne

pp. 18-22

Author was a member of a research team that examined the nature of family beliefs and practices concerned with early literacy and numeracy in Melbourne - describes efforts to gather information about children's home and community environments - everyday literacy and numeracy events and resources.

J200/10/JAN/191/030

5. Helping teachers think about technology

Carter, Margie

pp. 30-33

Inspiration from New Zealand and Ann Hatherly - describes how technological advances have radically transformed our world reminding us that priorities for education have changed too with the emphasis shifting from 'what to learn' to 'how to learn' - helping teachers learn about learning - exploring the important questions - using Information and Communication Technology with children - generating new possibilities for teachers and children - recognising children's funds of knowledge.

J200/10/JAN/191/034

6. Outdoor classroom coordinator

Keeler, Rusty

pp. 34-36

An interview by Rusty Keeler with Sharon Young - in order for children to get the most of their outdoor time it is important that the environment be prepared by caring adults with the children's experiences in mind - (USA) centres all over are creating special positions for people whose full-time job is to coordinate the outdoor experience for children and teachers - interviews and outdoor classroom coordinator.

J200/10/JAN/191/042

7. The terms we use! or what should we call it?

Katz, Lilian

pp. 42-43

Discusses some changes in terminology and concerns with some of the new terms - for example the current tendency to refer to child

care as an 'industry' is very disconcerting to the author -the author argues the 'industry' implies some kind of factory in which raw materials are placed on an assembly line, treated with a series of processes, and out comes identical shoes or bottles or whatever - looks at other current terms and her concerns.

J200/10/JAN/191/046

8. Preventing child maltreatment in infants and toddlers: Skills for early care and education providers

Seibel, Nancy L.

pp. 46-49

(USA) - Each year more than 1 in 100 children are abused and neglected - highly likely that there are three times more cases than these numbers suggest - infants and toddlers are more likely than older children to be abused, and children under 12 months are at greatest risk - child care providers are in a great position to help prevent child maltreatment - child care providers brief, daily encounters with parents offer many opportunities throughout the week to build protective factors that can reduce the risk of child maltreatment.

J200/10/JAN/191/050

9. Child sexual abuse prevention and reporting: it's everyone's responsibility

Rafanello, Donna

pp. 50-53

What is child sexual abuse - scope of the problem - what stops us from seeing or reporting abuse - why don't children tell if they have been abused - age-appropriate sexual behaviour in young children - warning signs in children and adolescents of possible sexual abuse - long term effects of child sexual abuse - our responsibility to report - how to talk to children - training.

J200/10/JAN/191/054

10. Doing what is right: Ethical perspectives on child abuse

Feeney, Stephanie

pp. 54-57

Early childhood educators need to make every effort to protect the children in their care - we need to be alert to dangers outside of our programs, and we also need to look at our own practices to ensure that we don't unwittingly do anything that is abusive or might enable abuse to

occur - looks at the NAEYC Code of Ethical Conduct (USA) as a tool - includes the NAEYC Code of Ethical Conduct Items relating to Child Abuse.

J200/10/JAN/191/058

11. The early educator's role in the prevention of child sexual abuse and exploitation

Crisalli, Linda

pp. 58-60

Defining relationships with children and families - the importance of maintaining professional boundaries - argues against teachers showing preferential treatment towards their favourite children.

J200/10/JAN/191/061

12. Management systems that support child abuse prevention

Leifield, Lisa

pp. 61-63

Assessing the community context - assessing developmentally appropriate practices - assessing communication systems - assessing your human resources system - recordkeeping.

J200/10/JAN/191/064

13. Creating relational sanctuaries for children who suffer from abuse

Bruno, Holly Elissa

pp. 64-68

Invisible wounds - breaking the cycle: Soothing balm for wounds - relational sanctuaries - identifying post traumatic stress disorder - happy memories to replace the not so happy ones - seeing through to family strengths: connections to replace isolation - mandated reporters and co-reporting.

J200/10/JAN/191/070

14. Intentional and embedded professional development: Four steps to success

Duncan, Sandra

pp. 70-73

Intentional professional development - understanding staff needs - engaging teachers in the planning process - practicing new knowledge - reflecting on experiences.

J200/10/JAN/191/074

15. Who doesn't like pizza?

Owens, Buffy

pp. 74-75

(USA - Recipe calls for 1 can pre-made bread dough which may be unavailable in Australia) - pizza is a canvas for an open mind - it is kid friendly, fun to make, and enjoyed by all. Whether you are looking for a vegetarian meal, one with meat, or just want a variety of options, pizza can make it happen.

J200/10/JAN/191/076

16. Hope and healing for children affected by domestic violence

Polites, Andrea; Kuchar, Karen; Bigelow, Shauna

pp. 76-79

Domestic violence is a widespread problem - effective strategies for helping children heal - natural healing - creating a new definition of family - caring for program staff.

J200/10/JAN/191/084

17. Online early childhood professional development: Selected experiences

Olsen, Heather

pp. 84-87

Motivations for taking online professional development - convenience - self-paced - desire to learn - job requirement - being motivated for the right reasons.

J200/10/JAN/191/088

18. Challenging behaviour: Step-by-step sifting - Part 2

Duffy, Roslyn

pp. 88-91

Developmental sifting - perceptual sifting: Belonging - perceptual sifting: Intrinsic - temperament - birth order.

J200/10/JAN/191/094

19. Why have a mission statement?

Hay, Susan

pp. 94-97

The purpose of a mission statement - saying what you want to say - what a mission statement should be - making it stick - responding to change.

J200/10/JAN/191/098

20. It's never too early to begin: Multicultural/anti-bias education with infants and toddlers

Wood, Shannon

pp. 98-101

This article explores developmentally and culturally appropriate multicultural/anti-bias goals for infants, toddlers and their caregivers - suggestions for setting up the learning environment to meet these goals and ideas for initiating your own professional and personal development in this area.

J200/10/JAN/191/103

21. Experiencing nature: An opportunity for pedagogic quality/There's nature in our nature

Wijffels, Browine; Veekamp, Marc; Popat, Swati

pp. 103-106

The importance of experiencing nature -opportunities or risks - what is a suitable outside location - support from the green professionals -practice experiences - what can the element fire cultivate in a child - what can the element sky cultivate in the personality of a child - water - air - earth.

**Special Children: Issue 192,
December 2009/January 2010**

J520/09/DEC/192/014

22. Tales from the other side

Jones, Michael

pp. 14-17

Reports on an action research project that used sharing of stories to bring together a co-located mainstream and special school - the schools are located in the outer London borough of Harrow - the special school was literally built onto the side of the primary school and was built for children with severe learning disabilities - the mainstream primary school is for children aged four to 12.

J520/09/DEC/192/018

23. Drowned out

McKeown, Sal

pp. 18-20

(UK) - Most of the deaf children are educated in mainstream schools - however deaf children are

42% less likely than other children to achieve five "General Certificate of Secondary Education Subjects" at grades A to C - poor quality acoustics are seen as one of the factors holding them back.

J520/09/DEC/192/030

24. Virtual learning

pp. 30-31

McKeown, Dan

Wii meets Special Education Needs - explains how Nintendo's gaming console is being used to support special needs pupils - benefits for the students - fitting in with the curriculum - as well as equality of access, the video games are offering students a chance to compete on a level playing field.

J520/09/DEC/192/032

25. A helping hand

pp. 32-33

(UK) - According to a 2003 report children with dyspraxia or developmental coordination difficulties (DCD) are at significant risk of becoming socially excluded due to unemployment, unlawful activity, substance misuse or mental health difficulties - long-term reports cited in the study show that children do not 'grow out' of the condition and that it can negatively impact their self-esteem and lead to depression - at the root of the problem is the shortage of occupational therapists available to work with the children with developmental coordination difficulties - technology steps into the breach - a high-tech robotic arm that can be used at home to improve hand coordination is being developed by researchers at the University of Leeds.

J520/09/DEC/192/034

26. Same but different

Aitken, Ken

pp. 34-37

Dr Ken Aitken examines the controversial role of diet in treating children with autistic spectrum disorders - is our diet important - diet in autism - inborn errors of metabolism and Autism Spectrum Disorders.

J520/09/DEC/192/038

27. Same but different

Etherington, Annie

pp. 38-41

(UK) - Describes initiatives to help typically developing mainstream pupils better

understanding of their autistic peers - authentic inclusion - circle of friends - social mentors - exploring feelings - opening dialogue with information technology.

Bedrock: Volume 14, Issue 3, November 2009. *The Independent Education Union Early Childhood Education Magazine*

J059/09/NOV/014/006

28. History of child welfare: combating stereotypes

Swain, Shurlee

pp. 6-7

Explores the roots of the child rescue movement and what it means for multiculturalism - while in the past, children had been valued for the actual or potential contribution they could make to the family fortune, by the mid 19th century they were well on the way to becoming economically worthless but emotionally priceless - while child rescuers went to extraordinary lengths to rescue white children but there was no such urgency about the fate of non-white children - darkest Sydney.

J059/09/NOV/014/008

29. Bringing culture to life

Lubawy, Joy

pp. 8-9

In provoking discussion you may have to be patient and bring the idea to the children slowly and carefully - examples are given of questions which can be asked during play - using children's literature - ideas - in a mono-cultural community you might be the only one who will bring the world into the playroom - your interest, enthusiasm and attitudes will matter.

J059/09/NOV/014/010

30. Teach me so I can learn: Intentional teaching for emotional development

Warren, Elizabeth

pp. 10-11

For a child learning to handle emotional highs and lows and to negotiate the complexities of human relationships, the guidance of an experienced qualified teacher can make all the difference - using language - heightened awareness - experience matters - guiding learning - skills of

emotional regulation - our new Early Years Learning Framework says relationships are key to good learning and within a secure relationship, educators can plan an education program for each child.

J059/09/NOV/014/012

31. Connection points: Making sense of the world through interactions

Evatt, Victor

pp. 12-13

Caregivers can have supportive interactions with children by communicating with them in a positive manner, allowing them to develop autonomy and good self-esteem - the definition of interaction - attachment theory - supportive interactions are ways in which you communicate with children to nurture their learning and development - one-on-one time is essential to having supportive interactions - you should make time to talk to each child - this fosters attachment and helps children learn social skills as well - ten commandments for interacting with children - seven secrets of successful interventions.

J059/09/NOV/014/015

32. What a difference a degree makes

James, Lisa

p. 15

Children are better off under the care of a university qualified preschool teacher - the most highly qualified staff provided instruction that guided children's thinking without dominating it.

J059/09/NOV/014/020

33. Book club for budding critics

Hinwood, Chris

pp. 20-21

Author shares about how engaging young children in writing book reviews was a spontaneous experience that set her off in a new and exciting direction - encouraging the young children to review books has resulted in the children more readily expressing their thoughts and opinions about books they read.

Young Children: November 2009, Volume 64, Number 6

J605/09/NOV/064/010

34. Science in the air

Bosse, Sherrie; Jacobs, Gera; Anderson, Tara Lynn

pp. 10-15

Young children are naturally curious - the desire to question, hypothesize, explore and investigate is part of their very being - this inherent sense of inquiry provides the foundation for science with young children, from inquisitive toddlers to curious third-graders - creating an environment that promotes science - the best investigation topics are those that children encounter on a daily basis and that allow for hands-on inquiry - undertaking in-depth explorations - meeting science standards - physical science - life science - earth and space science - science and technology - science in personal and social perspectives - building higher order thinking skills and positive approaches to learning - building language and scientific literacy.

J605/09/NOV/064/018

35. Toddler's scientific explorations: Encounters with insects

Shaffer, Lauren Foster; Hall, Ellen; Lynch, Mary

pp. 18-23

Describes a long-term investigation by toddlers - the teachers responded to the children's "messing about" through a three-phase approach to guide children's science learning - the authors explain the strategies they used to encourage the children's explorations and provide work samples that document the children's scientific thinking.

J605/09/NOV/064/024

36. Using children's books to teach inquiry skills

Sackes, Mesut; Trundle, Kathy; Cabe Flevaras, Lucia M.

pp. 24-31

Provides a useful list of children's literature tied to specific science concepts, suggested inquiry activities, and the targeted inquiry skills relating to each title - the selected books allow teachers to integrate literacy and science learning and promote children's inquiry skills.

J605/09/NOV/064/032

37. Reading, writing and conducting inquiry about science in kindergarten

Patrick, Helen; Mantzicopoulos, Panayota; Samarapungavan, Ala

pp. 32-38

Describes a series of study units with sequences of integrated science inquiry and literacy activities - pages from children's science notebooks illustrate how the approach allows children to document their science questions, observations and conclusions, while building writing and reading skills.

J605/09/NOV/064/039

38. Science learning at home: Involving families

Crawford, Elizabeth Outlaw; Heaton, Emily T.; Heslop, Karen; Kixmiller, Cassandra

pp. 39-41

Reinforces the notion that children can learn science concepts and develop science skills through a variety of experiences at school, at home and in the community - to demonstrate this, the authors provide a handout for families that shares ideas for engaging family activities that help children to build understandings of specific science concepts.

J605/09/NOV/064/042

39. Science education through gardening and nature-based play

Hachey, Alyse C. and Butler, Deanna L.

pp. 42-48

Authors are enthusiastic supporters of gardening and nature-based curriculum - practical suggestions to implement even in urban settings.

J605/09/NOV/064/049

40. Engage, investigate and report: Enhancing the curriculum with scientific inquiry

Blake, Sally

pp. 49-53

Reports on new guidelines for teaching children the scientific method and introduces approaches that emphasize the hands-on nature of science teaching and learning in the early years - using the example of an investigation of worms by 3 and 4 year-olds - outlines the five phases of the science inquiry cycle.

J605/09/NOV/064/054

41. Preschoolers as scientific explorers

Brenneman, Kimberly

pp. 54-60

Describes a curricular approach that engages children in simple investigations as part of classroom explorations of scientific concepts and themes - she reports on the science experiences of children engaged in two explorations, an investigation of seasonal changes and a study of plants and growth.

J605/09/NOV/064/062

42. Of water troughs and the sun: Developing inquiry through analogy

Cowan, Kay W. and Cipriani, Sandra

pp. 62-67

Shares an approach to teaching scientific inquiry to first-graders - each lesson emphasizes observation, drawing, attending to details and writing poetry thus positioning children to think metaphorically - observing patterns in the natural world - observing and analogies magnifying objects increases engagement - why develop analogical thinking - examining science through poetry - thinking like a scientist, artist and poet.

J605/09/NOV/064/076

43. Using read-alouds with critical literacy literature in K-3 classroom

Meller, Wendy B.; Richardson, Danielle; Hatch, Amos J.

pp. 76-78

Teacher read-alouds are planned oral readings of children's books - they are a vital part of literacy instruction in primary classrooms - teachers can use read-alouds to develop children's background knowledge, stimulate their interest in high-quality literature, increase their comprehension skills, and foster critical thinking - while reading, teachers model strategies that children can use during their own independent reading.

J605/09/NOV/064/092

44. Whiteboards and web sites: Digital tools for the early childhood curriculum

Lisenbee, Peggy

pp. 92-95

Technology and constructivist theory - use of technology in classrooms - interactive whiteboards - websites - summary of the National

Association for the Education of Young Children's
Position Statement on Technology and Young
Children.

J605/09/NOV/064/097

45. Helping all families participate in school life

Bang, Yoo-Seon

pp. 97-99

Be aware that culturally and linguistically diverse families who are new to the country may not understand the school system - provide systematic means for communication - emphasize the importance of both parents' roles in education - offer parent ESL programs - present seminars explaining the school system.

**Choice Health Reader: Volume
15, Number 9, November 2009.**

J238/09/NOV/015/001

46. Nanoparticles and your health

Cameron-Smith, David

p. 1

Nanoparticles have revolutionised many products, making creams smoother, paints more vibrant and durable and computers faster, lighter and more powerful - but high levels of exposure to these tiny particles carry possible health risks - the potential dangers.

J238/09/NOV/015/005

47. Anxiety a major obstacle to preparation for bushfires and other disasters

p.5

Most people living in areas of risk of natural disasters take few, if any precautions recommended by authorities because by doing so is inherently anxiety-provoking - management of anxiety can boost the effectiveness of preparation against disasters.

J238/09/NOV/015/006

48. Getting kids to eat more fruit and vegies - give them heaps

Cameron-Smith, David

p.6

Every parent knows the anguish of having a child flatly refuse to eat vegetables or fruit - in a sneaky experiment, researchers tried doubling the amount, with interesting results.

J238/09/NOV/015/007

49. Garlic and the common cold/Active children fall asleep faster

Beros, Casey/Lavelle, Peter

p.7

Garlic has long been used to prevent colds - its supposed antiviral properties have been used as a natural cold and flu fighter - it seems there is little conclusive evidence to support garlic as your cold and flu weapon of choice - a study that monitored a group of seven year olds found those who were physically active during the day fell to sleep faster - exercise will help children get a good night's sleep, be more alert during waking hours and improve school performance.

Choice: November 2009

J130/09/NOV/018

50. Trust me, I'm a dentist

Bray, Karina

pp. 18-21

The dental industry is notorious for high costs and unnecessary procedures - Choice's shadow shop finds a more perplexing issue - more disturbing than the isolated cases of potential over servicing we uncovered were different verdicts on our shadow shopper's teeth - found a lack of diagnostic consistency in the 14 dentists visited which highlights just how difficult it is for the typical consumer to know which treatments are imperative, which are optional and which are wait-and-see - the rise of dental tourism.

J130/09/NOV/022

51. Not eggsactly mayonnaise

Clemons, Rachel

pp. 22-23

Food science simply can't replicate the creaminess of oil and eggs - the more fat a mayonnaise contains and the higher up egg is on the ingredients list, the more authentic it's likely to taste - fat-free mayos may be better for your hips, but replacing oil with water and adding sugar doesn't do taste or texture any favours.

J130/09/NOV/028

52. Choice's \$100 home gym

Bray, Karina

pp. 28-30

Forget the pricey gym membership - shows you how to get a cheap, effective home workout -

with a little shopping around and creativity, you can set up your own gym at home for about \$100 - functional training focuses on training muscles naturally and simultaneously rather than in isolation.

J130/09/NOV/036

53. Christmas in a click

Fong, Tanya

pp. 36-38

Choice members name their favourite sites for online shopping - when shopping online, remember to compare the total prices, including delivery charges, before ordering - factor in time for delivery, returns and delays - books, CDs, DVDs and video games - clothes, shoes and accessories - electrical goods - cosmetics, hair care and toiletries.

J130/09/NOV/040

54. Do cheaper vacuums really suck?

Gallagher, Denis

pp. 40-44

You can still buy a good quality vacuum cleaner for less than \$300 - our top scoring budget vacuum cleaner holds its own against more expensive models - generally compromises in both performance and features are made when building a sub-\$300 vacuum cleaner.

J130/09/NOV/045

55. Game of concentration

Psiroukis, Martha

pp. 45-47

Super-concentrated laundry detergents are one step towards a cleaner, greener environment - but they're not the total solution - found reasonably priced detergents that wash well and have a lower environmental impact.

J130/09/NOV/052

56. All steamed up

Steen, Matthew

pp. 52-54

Electric food steamers do what they claim, but do you really need one? Tested 15 electric food steamers, ranging from \$60 to \$330 - you probably already have all you need to steam food, so consider carefully whether you need this appliance.

J130/09/NOV/061

57. Pushing for safety

Barnes, Chris

pp. 61-63

Put safety ahead of fashion when choosing a stroller - three and four wheel strollers tested for safety, durability and ease of use - seven models are not recommended including two convertible bike trailers - trailers converting to strollers - safety - durability - ease of use - what to look for.

Child Care Information Exchange: March/April 2010, Volume 32, Issue 2, Number 192

J200/10/MAR/192/008

58. Welcome the change coming soon to your life

Sullivan, Deborah R.

pp. 8-12

Finding ways to slow change - successfully leading people through change - using relationships and vision to lead change - the many things change is - inevitable - is rapid - requires an adjustment - relies on genuine, authentic relationships - requires a clearly articulated vision - must include clear intent, high expectations and diligent assessment - is difficult, but not impossible.

J200/10/MAR/192/014

59. The experience of childhood as hanami: Celebrating special moments in time

Sullivan, Ginny and Banning, Wendy

pp. 14-18

Cherry blossoms last only a very short time, a matter of days, and in Japan that time is special - people treasure the experience of walking under the cloud-like trees amid the pale pink falling petals - in Japan people temporarily abandon their work, drop other commitments, and travel long distances to participate in time-honoured rituals which enable them to explore, appreciate and experience the ephemeral beauty of the event, an experience they call Hanami, which means viewing the cherry blossoms - most of us have forgotten how, as young children, daily life was a kind of Hanami in which we offered ourselves up to the experience of the moment, using all of our senses to touch, feel, explore, investigate and rearrange the world around us.

J200/10/MAR/192/020

60. Circumventing child care crisis through community collaboration

Beudert, Jennifer Knapp and Doescher, Susan M.

pp. 20-23

Define or redefine your community - assess the needs of your community - collaborate within your community - mobilise your allies within your community - sustain and celebrate the successes of your community.

J200/10/MAR/192/024

61. S.C.O.P.E - Good management begins with good people

Vicars, Dennis

pp. 24-25

If you look at the true quality priorities that we all strive for in creating a great place for young children, it can be spelled out in an acronym S.C.O.P.E (Safe, Clean, Organised, Professional, and Educational). These five priorities (which, by the way, are the same priorities in order of importance that are repeated on parent surveys and focus groups) can be the central theme which all staff can rally around and keep as their central focus.

J200/10/MAR/192/030

62. Rethinking options for professional development

Carter, Margie

pp. 30-33

Self-assessment and goal-setting - take a disciplined approach to attending conferences - alternatives to conferences - pool your dollars for a mentor/consultant/coach - set up napinars (web-based training, that takes place during naptime, preceded by reading assignments and followed by action plans) - visit programs or attend study tours.

J200/10/MAR/192/034

63. Essential, not optional: Education for sustainability in early childhood centres

Elliott, Sue

pp. 34-37

As the impact of humans on the earth and on its ecological systems that sustain us become more visible - in terms of climate change, resource depletion and species extinctions - so too it is

becoming clear that living sustainability is essential, not optional - sustainability in the early childhood sector - pedagogical advantage - people not practices - play materials and playspaces - community engagement children as active participants and leaders - a transformative journey.

J200/10/MAR/192/042

64. Food allergies: Being aware and planning for care

Graville, Iris

p. 42-44

Facts about food allergies - life-threatening allergies - food allergy versus food intolerance - caring for a child with food allergies.

J200/10/MAR/192/046

65. Stepping out of our comfort zone: Strategies for addressing conflicts with parents

Sudarsana, Madhavi

pp. 46-48

Strategies for defusing tense situations - recognising and acknowledging problems - seeking space - being professional - creating equality - avoiding blame - staying focused on the problem.

J200/10/MAR/192/050

66. Zero risk, zero gain: Tom Sawyer, won't you please come home

Gramling, Michael

pp. 50-51

When the tolerance for risk is zero, children don't really risk loss of life or limb, but more often than not, they risk losing valuable experiences with the world they inhabit - children need one safety rule and one rule only "Don't worry about a thing, we'll take care of you" - advocates for swings not to be removed from our playgrounds.

J200/10/MAR/192/052

67. What's the risk of no risk?

Curtis, Deb

pp. 52-56

Know your disposition toward risk - ensure your own comfort and engagement - examine your view of children - inform yourself and practice risk management - engage families in conversations about challenge and risk - create an environment for safe and appropriate challenges - provide challenging alternatives.

J200/10/MAR/192/057

68. Danger, danger everywhere! Helping children feel safe in a culture of fear

Levin, Diane E.

pp. 57-60

The danger of strangers - dangers beyond strangers - pretend or real - the hazards of growing up in a dangerous world - danger through a child's eyes - please help me, I'm scared - through parent's eyes and providers' eyes - what we can do - from danger, danger everywhere to feeling safe.

J200/10/MAR/192/061

69. Risk it!

Warden, Claire

pp. 61-64

Positive outcomes for children - a progression of experiences - risk-benefit analysis - case study - if we remove all challenges, children lose the ability to risk assess - the best safety lies in learning through play how to deal with risk rather than avoiding it.

J200/10/MAR/192/066

70. Making sense of sensory systems

Hendrix, Marie

pp. 66-69

Life is a sensory experience - the seven sensory systems - the five sensory systems of sight, sound, smell, taste and touch are well known - however, two other systems involving body position and movement (proprioceptive system) and gravity, head movement, and balance (vestibular system) are less familiar - since processing sensory information is the foundation of all learning, all seven sensory systems re important in a child's development - the development of sensory integration - sensory integrative dysfunction or sensory processing disorder - the impact of sensory integration.

J200/10/MAR/192/072

71. Going solar: When is it not just sexy, but also savvy?

Neugebauer, Adam

pp. 72-74

Why are you interested in going solar? How much/many solar photovoltaic panels do you need - what incentives are available - how does solar compare to other options.

J200/10/MAR/192/089

72. Bird nest breakfast

Owens, Buffy

p. 89

Recipe which children can help make - eggs are one of the main ingredients.

J200/10/MAR/192/090

73. The role of music in your classroom

Jones, Jennifer

pp. 90-93

The importance of music - the dynamic relationship between music and play in children's development - using music within curriculum areas and the benefit of doing so to development - music sets the tone.

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74. Managing meetings

Hay, Susan

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Meetings under threat - what are meetings for? - why do we find meetings challenging? How can we make meetings more effective? In praise of meetings.

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75. Challenging behavior - Step-by-step sifting: Part 3

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Behavior sifting: the adult - adult behaviours - interpersonal - interpersonal reactions.

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76. Children as designers of their own space/The wonder of mud reflections from Nepal and Australia

Warden, Claire; Christie, Toni; Bhatta, Bishnu; McAuliffe, Gillian

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