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**Journal of Research in Childhood
Education: January-March 2010,
Volume 24, Number 1**

J295/2010/JAN-MAR/024/001/001

**1. Effects of infant-parent play with a
technology-enhanced toy: Affordance
related Actions and communicative
interactions**

Bergen, Doris and Hutchinson, Kathleen
pp.1-18

This research, conducted in cooperation with a toy manufacturer, investigated how the affordances of technology-enhanced toy were used by 26 infant-parent pairs during six clinical sessions of play with the toy and results indicated that certain affordances of the toy were used in exploration, practice play, and social games and were related to episodes of child laughter. The communicative interactions of parents and language patterns used in the sessions grew in complexity as the children's language facility increased. The affordances of the toy played a role in a variety of parent-child interactions and joint attention experiences.

J295/2010/JAN-MAR/024/001/018

**2. Helping children and their parents ask better
questions: An intervention study**

Birbili, Maria and Karagiorgiou, Ioanna
pp. 18-31

Suggests that parent questioning behaviour can affect the frequency and the types of questions children ask by serving as a model for them.

J295/2010/JAN-MAR/024/001/032

3. Preschool teachers' view of active play

Logue, Mary Ellin and Harvey, Hattie
pp. 32-49

This study surveyed 98 teachers of 4-year olds about dramatic play in their classrooms and about their attitudes and practices about rough-and-tumble play. Gender differences emerged in the nature of dramatic play reported and in the ways in which teachers interacted with children engaged in different forms of dramatic play. Teachers also reported their casework in early childhood education as the greatest influence on their beliefs and attitudes about rough-and-tumble play. The findings have implications for curriculum planning, school behaviour policies, and teacher education programs.

J295/2010/JAN-MAR/024/001/050

4. Physical activity lessons in preschool

Obeng, Cecilia Sem
pp. 50-59

A review of current literature indicates that one of the ways to better understand the etiology of the childhood obesity epidemic is to examine physical activity in children. It is believed that the implementation of physical activity and health-conscious practices as early as the preschool years can have substantial health benefits in the future.

J295/2010/JAN-MAR/024/001/060

**5. The role of computer technology in teaching
reading and writing: Preschool teachers'
beliefs and practices**

Ihmeideh, Fathi
pp. 60-79

The impact of the computer in early childhood settings is well established especially with respect to enhancing children's literacy development, and one of the research questions being addressed here is – Is there a connection between teachers' beliefs about the role of computer technology in teaching reading and writing and their perceptions of their instructional practice?

J295/2010/JAN-MAR/024/001/080

**6. Sociocultural influence on children's social
competence: A closer look at kindergarten
teachers' beliefs**

Han, Heejeong Sophia
pp. 80-96

The findings of this study have implications for practice in early childhood teacher education, such that institutional support should be in place to provide teachers with opportunities to become aware of their own identities and beliefs. It is also suggested that teacher education programs should restructure the educational courses to embrace the sociocultural influences on child development and learning, as well as expand multicultural preparation courses, to enhance teachers' multicultural knowledge and skills beyond the level of awareness.

**AJEC: March 2010, Volume 35,
Number 1- Australasian Journal
of Early Childhood**

J045/2010/MAR/035/001/001

**7. Kiss and tell: Gendered narratives and
childhood sexuality**

Blaise, Mindy

pp. 1-9

This paper is based on a small-scale qualitative study framed by poststructuralist and queer perspectives that explored how young children talk about gender and sexuality while engaging with activities commonly found in early years settings. Findings show that children are eager to talk about gender and sexuality and do have a considerable amount of sexual knowledge. Questions are raised regarding the role of the early years' teacher and the responsibility the field has for opening up spaces in the curriculum for children's gender and sexual knowledge to be heard, valued and considered.

J045/2010/MAR/035/001/010

**8. The tug of war: When queer and early
childhood meet**

DeJean, William

pp. 10-14

Sexualities in the field of early childhood remains an abstract concept for some, yet for others it is a reality experienced from the moment one prepares to enter the field. Using a narrative ethnography, which calls for the voice of the 'researcher' and 'participant' to be made visible, this paper explores sexualities in early childhood from the perspective of one lesbian early childhood preservice teacher who must negotiate her identity within the location of university studies and early childhood placement. The paper concludes with recommendations on ways for queer teacher education to support preservice teachers entering the early childhood field.

J045/2010/MAR/035/001/016

**9. Gay mothers and early childhood education:
Standing tall**

Lee, Debora

pp. 16-23

Legislation in New Zealand would suggest there is a liberal and accepting attitude towards diverse families in this country, yet discrimination and heteronormative expectations are strongly

evident. This article reports the finding of a study of the experiences of lesbian-parented families in early childhood centres. Seventeen gay women from 12 lesbian-parented families were asked about their own and their children's experiences in a variety of early childhood setting. The findings, which are discussed in terms of a theory of heteronormativity, describe the steps the women reported they needed to take to prepare their children to cope in a heteronormative world. It is concluded that, despite seemingly supportive legislation, this group of gay mothers felt it necessary to protect their children from heteronormativity and to prepare them for coping with discrimination.

J045/2010/MAR/035/001/032

**10. A review of gay and lesbian themed early
childhood children's literature**

Sapp, Jeff

pp. 32-40

The purpose of this paper is to compare and contrast the 27 children's picture books that Frances Ann Day reviewed in 2000 with a selection of picture books written in the past nine years to see if their storylines, images and depictions of gay and lesbians have changed, and to critique the evolving quality of these works.

J045/2010/MAR/035/001/042

**11. (Re)marking heteronormativity: Resisting
practices in early childhood education
contexts**

Surtees, Nicola and Gunn, Alexandra C.

pp. 42-47

In this paper the authors draw from their own experiences and research into sexualities matters in early childhood education to illustrate the ongoing silencing of some forms of sexuality in the contexts of initial teacher education and practices with children and families. Through discourse analysis, they explore how, despite increased attention to heteronormativity in research and policy, practices in both context remain marked by heteronormativity. How does an investment in silence and heteronormativity lead to or diminish possibilities for high-quality teaching and learning? This paper considers this question and seeks to resist such practices while (re)marking possibilities for the future.

J045/2010/MAR/035/001/048

12. Troubling childhood innocence: Reframing the debate over media sexualisation of children.

Taylor, Affrica

pp. 48-57

The author argues that the emotionally charged discussions about the sexualisation of children in the media functions as performative adult projections, and concludes by encouraging early childhood practitioners to be reflective about the nature and effect of their own adult concerns.

Childhood Education: Spring 2010, Volume 86, Number 3

J115/SPRING 2010/086/003/132

13. Engaging young children in thinking routines

Salmon, Angela

pp. 132-137

Organising the day around routines provides children with consistency, confidence, security, trust and a sense of safety. This article will highlight the importance of classroom routines in building a learning community, reflect on the power of thinking routines in creating thinking dispositions in the classroom, and explore how to make thinking visible so that the children can see their own thinking and teachers can learn from children and improve their practice. It focuses on early childhood theories and research and recommends specific practices for engaging children in thinking activities.

J115/SPRING 2010/086/003/138

14. Using song picture books to support early literacy development

Barclay, Kathy H.

pp.138-145

Pre-schoolers' developing sense of humour and growing interest in playing with words in rhythmic texts make song picture books ones that they will request time and time again. Wonderful tools for fostering emergent literacy skills, song picture books can be used to develop concepts about books and print, language fluency, phonological awareness, vocabulary, comprehension, and emergent writing abilities. Suggestions for building this foundation for lifelong literacy learning are included.

J115/SPRING 2010/086/003/146

15. Acknowledging learning through play in the primary grades

Riley, Jeanetta G. and Jones, Rose B.

pp .146-149

"But where are the toys?" This is the question that Micah asked to his teacher when he walked into his Year 2 classroom on the first day of the new school year. Time for play is often dramatically reduced in the primary grades leaving younger children like Micah who are expected to be playful, wondering what happened to the toys. The authors of this article explore the learning that can occur when primary-age children are allowed to play, and they provide primary-age teachers with information to support developing a playful environment for learning.

J115/SPRING 2010/086/003/150

16. Engaging families in the fight against the overweight epidemic among children

Coleman, Mick; Wallinga, Charlotte and Bales, Diane

pp. 150-156

With early childhood educators in mind, the authors provide an update on the overweight epidemic by – providing information about the consequences of being overweight; examine the multiple factors that contribute to the overweight epidemic; look at the case for involving families in the fight against the overweight epidemic among children; and finally, share three principles and associated strategies that early childhood educators can use to help families guide their children toward a healthy lifestyle.

J115/SPRING 2010/086/003/157

17. Using ACEI's Global Guidelines Assessment for improving early education

Sandell, Elizabeth; Hardin, Belinda J. and Wortham, Sue C.

pp. 157-160

Developed as a collaborative project between the Association for Childhood Education International (ACEI) and the World Organisation for Early Childhood (OMEP), the Global Guidelines for Early Childhood Education and Care in the 21st Century intend to provide guidance concerning the fundamental elements that are necessary to create high-quality environments for early care and education.

J115/SPRING 2010/086/003/161

18. Migration and relocation trauma of young refugees and asylum seekers: Awareness as prelude to effective intervention

Barowsky, Ellis I. and McIntyre, Thomas

pp. 161-168

This article revisits the theme of the 2009 International Focus Issue of Childhood Education that examined the issue of children around the globe coping with adverse circumstances. This article also will address the socio-emotional factors and origins of traumatic stress that frequently accompany forced migration and only through such understanding and awareness can we hope to provide effective restorative interventions in children's lives.

J115/SPRING 2010/086/003/169

19. Collaborative inquiry: From kid watching to responsive teaching

Mills, Heidi and O'Keefe, Tim

pp. 169-171

Two collaborative researchers illustrate the power of collaborative inquiry and share what they have learnt.

J115/SPRING 2010/086/003/172

20. School placement and separation of twins: A review of research

Lacina, Jan

pp. 172-174

This article provides a synthesis of research studies to support why educators should maintain a flexible policy on school placement of twins.

J115/SPRING 2010/086/003/175

21. Teaching our children to embrace diversity: Globetrotting without leaving town

Shankar-Brown, Rajni

pp. 175-177

To teach our children to embrace diversity is a must, as we become an increasingly diverse nation and a global society. Traveling overseas offers numerous advantages and multicultural experiences for children that will create lifelong memories, but economic realities and busy life schedules make traveling impossible to many families. With creativity, however, you can take your family around the world without leaving town. Our own homes are the best place to start.

**Exchange: May-June 2010,
Volume 32, Issue 3, No. 193**

J200/MAY-JUN 2010/032/003/193/008

22. Distributed leadership: Something new or something borrowed?

Talan, Teri

pp. 8-12

Much has been written about distributed leadership approach in K-12 schools, but a question is raised whether this approach add value to our understanding of effective leadership in early childhood programs? If so, are there lessons to be learned from the extensive research on distributed leadership that can help program administrators improve their leadership practice in early childhood settings, both in centres and schools?

J200/MAY-JUN 2010/032/003/193/014

23. Creating a positive work environment

Anderson, Susan

pp.14--17

Is money the key to retaining staff? What determines how long employees stay at a company, and how productive they are there? How do we create a positive environment? The author invites us to take a look at these easy steps to get started.

J200/MAY-JUN 2010/032/003/193/024

24. Aesthetics and a sense of wonder

Wilson, Ruth A

pp. 24-26

Talks about the importance of aesthetics development in children and the benefits they get when we provide aesthetic experiences for them.

J200/MAY-JUN 2010/032/003/193/028

25. Learning from Aotearoa New Zealand

Carter, Margie

pp. 28-31

Reflections from the study tour by a group of 20 early childhood professionals led by Margie Carter to Aotearoa New Zealand. Intensely engaging, both emotionally and intellectually, the trip had a profound impact on each of them.

J200/MAY-JUNE2010/032/003/193/028

26. Conducting informal developmental assessments

Gibson, Craig; Jones, Sandra & Patrick, Tamika
pp. 36-40

To be able to conduct a thorough and effective informal assessment within the daily activities and routines, one has to possess a wealth of knowledge in the area of child development.

J200/MAY-JUN 2010/032/003/193/046

27. Compassionate roots begin with babies

Gonzales-Mena, Janet
pp. 46-49

Even before the baby understands any words, she understands touch. A gentle, caring touch is the first experience of compassion infants can get from us. That is why we don't teach compassion to babies. We show it.

J200/MAY-JUN 2010/032/003/193/050

28. Walking alongside children as they form compassion

Sanders, Wendy Hinrichs
pp. 50-53

We observe typical day-to-day expressions of compassion among pre-schoolers, yet do we make the most of these opportunities to facilitate compassion? Discusses four parts of a schematic integrating what children named about learning to act with compassion.

J200/MAY-JUN 2010/032/003/193/065

29. Compassion: Practical classroom activities

Wong, Lily and Duffy, Roslyn Ann
pp. 56-60

This article identifies behaviours that instil compassion in its many facets. Each activity corresponds to one of the letters spelling out COMPASSION.

J200/MAY-JUN 2010/032/193/062

30. Gardening with greenhouses

An interview with Jennifer Petersen
by Rusty Keeler
pp. 62-63

A greenhouse! It is the new garden item that extends planting seasons bringing plants into the curriculum all year long. Here is Jennifer Petersen to tell a little bit about the joys of children, plants, and greenhouses ...

J200/MAY-JUN 2010/032/003/193/064

31. Healthy business and creative partnerships strengthen quality early care and education

Schlueter, Heidi
pp. 64-66

How do we talk about providing quality child care to children who need it most unless child care businesses are financially sound? This is a question asked by First Children's Finance – a national non-profit organization in the US whose work strives to break the cycle of poverty, starting with those who care for and educate the nation's youngest citizens- child care businesses.

J200/MAY-JUNE 2010/032/003/193/074

32. Challenging behaviour: Step-by-step sifting: Part 4 – Critical needs

Duffy, Roslyn
pp. 74-76

What causes challenging behaviour and what can we do about it? That is a basic question parent and caregivers face everyday. Some needs are easy to meet, others take more work, and some require outside help. This is the fourth and final segment of a multi-part series about dealing with Challenging Behaviour, both at home and school.

J200/MAY-JUN 2010/032/003/193/082

33. What's in your toolbox? New technology tools for EC professionals – Part 1

Donohue, Chip
pp. 82-87

This is the first in a two-part series on new technology tools that early childhood professionals can use in both personal and professional lives. In this article, the author identifies new and emerging technologies and Web 2.0 tools that offer great promise for: enhancing communications; exchanging ideas and information; sharing resources; accessing training, education, and professional development; improving practice; building a community of professionals; and strengthening advocacy efforts.

J200/MAY-JUN 2010/032/003/193/088

34. Raising a 'green generation'

Leger-Ferraro, Susan
pp. 88-90

'Going Green' must be a reality for everyone, regardless of culture, socioeconomic wealth, and age. Children- our future generations must carry

the torch of transformation to truly impact change and we need to begin practices with the fertile minds of these young children in early education to ensure success.

J200/MAY-JUN 2010/032/003/193/097

35. Helping children, helping nature

Abu Hayyaneh, Raed

pp. 97-98

Children who have regular contact with nature have a better learning experience and enjoy benefits to their physical development.

J200/MAY-JUN 2010/032/003/193/099

36. The Secret Garden: A journey in organic design

Holtom, Jonny

p.99

To Jonny Holtom, the concept and process of organic design was just an abstract idea used in jest to describe structures that came into being by chance, necessity, or natural phenomena.

Choice Health Reader: December 2010, Volume 16, No. 10

J238/DEC 2010/016/010/001

37. Man's best friend may guard against eczema

Dr Crowe, Tim

p. 1

The type of pet a child is exposed to while growing up could affect their risk of developing eczema.

J238/DEC 2010/016/010/002

38. Sports drinks and healthy teenagers

Cameron-Smith, David

p.2

Are sports drinks healthy for teenagers? Not really, but what about the habits of teens who consume them?

J238/DEC 2010/016/010/004

39. Get up and move – before it's too late

Dr Lavelle, Peter

p. 4

People who spend many of their waking hours sitting down may be headed for an early grave.

J238/DEC 2010/016/010/005

40. Spanking 3-year olds increase risk of aggression

Dr Montgomery, Bob

p. 5

A link between parents' use of corporal punishment and increased aggression in children is a repeated finding, but despite this, most parents still condone it.

J238/DEC 2010/016/010/007

41. Parental influences on children's activity

Beros, Casey

p. 7

A study has looked at the relationship between physical activity in pre-schoolers and that of their parents and found that the parent's physical activity levels were significantly associated with their children's.

J238/DEC 2010/016/010/009

42. Get children outside for better eyesight

Dr Lavelle, Peter

p. 9

Spending two to three hours a day outdoors can substantially reduce a child's risk of developing myopia – near-sightedness.

The Challenge: November 2010, Volume 14, Number 3 - *Journal of the Reggio Emilia – Australia Information Exchange*

J088/NOV 2010/014/003/001

43. Implications of the City of Reggio Emilia's educational projects for all those concerned with teaching and learning

Malaguzzi, Loris 1920-1994

p. 1

The child is...

J088/NOV 2010/014/003/004

44. The story of the wolf that lived under the school

Cathy Phillips, teacher 4 year old children, in collaboration with Kristy Liljegen St Leonard's College ELC, Cornish Campus, Victoria

pp. 4-10

Documentation – many voices.

J088/NOV 2010/014/003/011

45. A whale tale: A shared journey into the world of complex thinking and humour

Cahyadi, Jessica – Early Childhood Educator,
Woodrising Community Preschool and Child
Care Centre, NSW

pp. 11-13

Documentation – many voices.

J088/NOV 2010/014/003/014

**46. “Cockroaches don’t come back alive, they stand dead forever.” Abigail (4 yrs old)
A moment of magic, theory and relationship**

Cahyadi, Jessica – Early Childhood Educator,
Woodrising Community Preschool and Child
Care Centre, NSW

pp. 14-16

Documentation – many voices

J088/NOV 2010/014/003/017

47. Reality and fantasy – discovering monsters

Bushby, Suzanne; Lubawy, Joy
Kindergarten teacher; 4-year-old children
Early Childhood Consultant, NSW
Pert College, WA

pp. 17-22

Documentation – many voices. This is a conversation between Suzanne and Joy as they reflect on some of Suzanne’s documentation.

J088/NOV 2010/014/003/023

48. Reflections on the ethics of consent in pedagogical documentation: challenges to practice

White, Marie – Kindergarten Teacher;
Campus Kindergarten, St Lucia, Queensland

pp. 23-24

Reflections and interpretations – professional learning experiences.

J088/NOV 2010/014/003/025

49. Reflections and interpretations – making teaching visible

Collier, Julie

pp. 25-26

Reflects on what it is on being a teacher – the power the teacher has over the children in the

learning environment – the importance of collaboration with children as partners in learning.

J088/NOV 2010/014/003/027

50. Reggio Emilia 2010 study tour – challenges me

Thomson, Roslyn – Director; Early Learning Management Group, WA

pp. 27-28

Roslyn Thomson shares her experience and reflections from her study tour to Reggio Emilia.