



Pademelon Press

Giving a Voice to Childhood

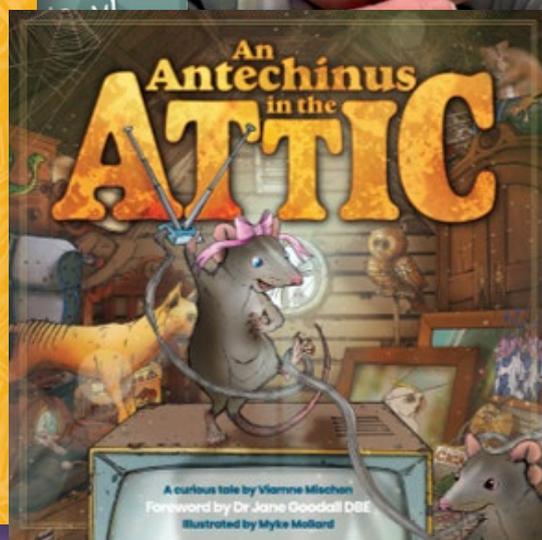
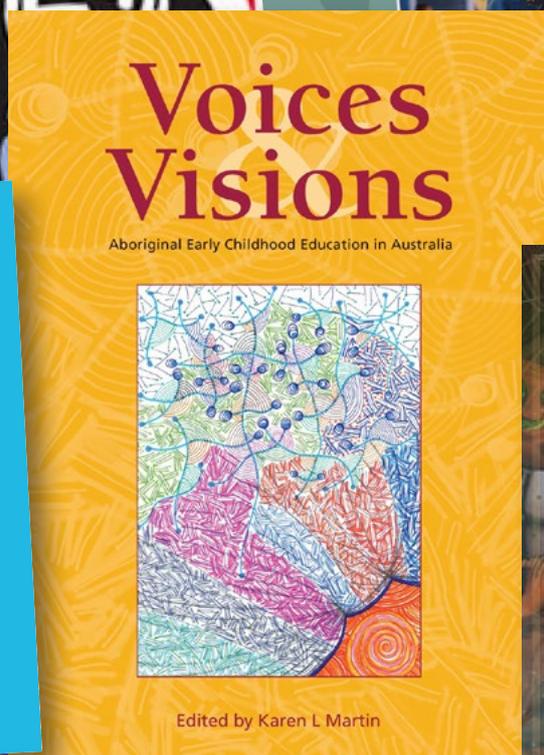
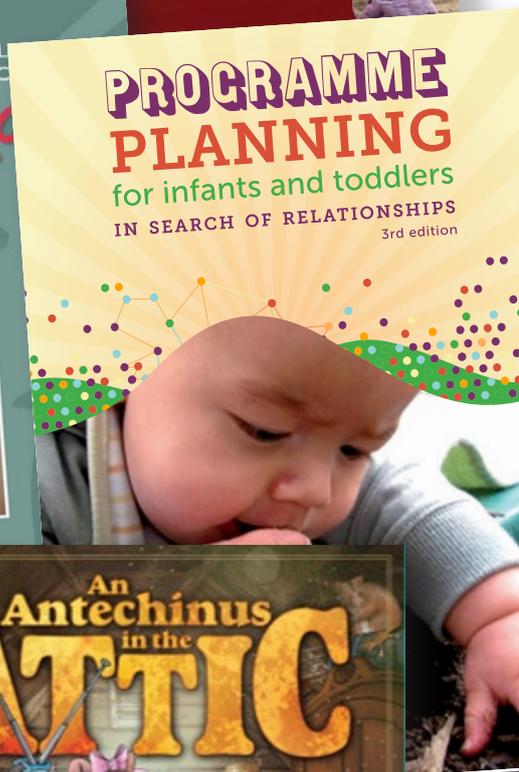
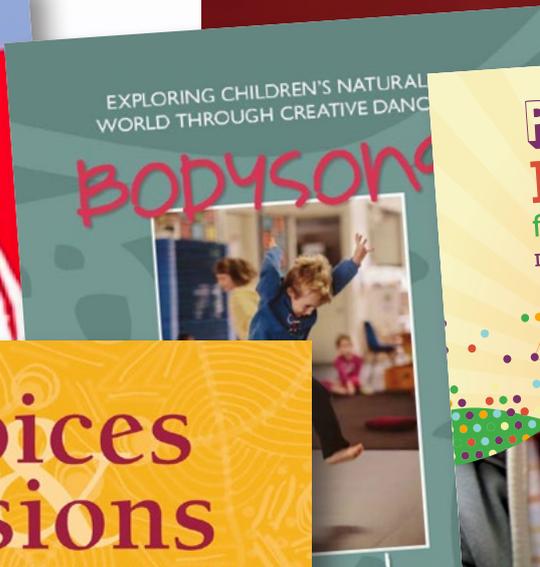
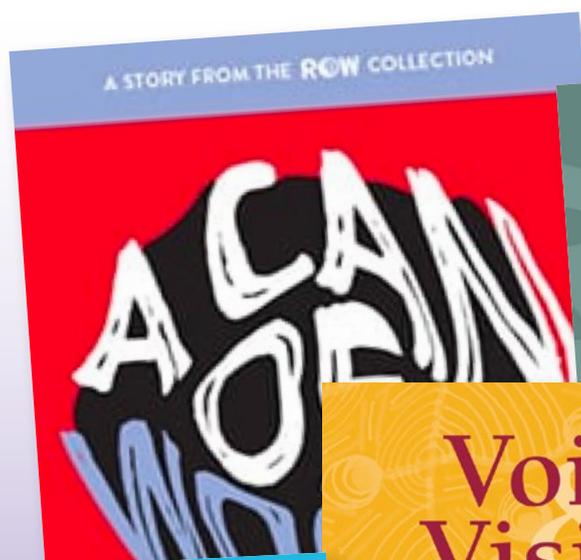
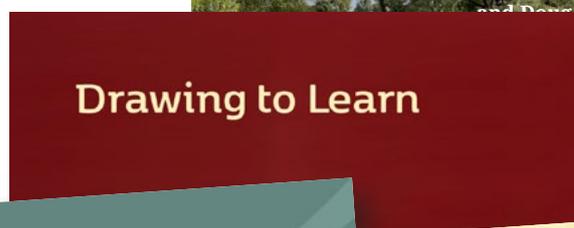
CATALOGUE

Books for children

Books for families

Books for educators

Giving a voice to childhood



The Story of Pademelon Press

The mission of Pademelon Press is to publish and distribute quality Australian early childhood teacher resource books and children's books to assist teachers and carers in their task of educating and caring for children.

Pademelon Press was created in 1990. The aim of Pademelon Press is to build up a library of essential quality and developmentally appropriate resources covering all areas of childhood education and care.

As well as publishing original Australian books we actively seek out the best and most appropriate resources from around Australia and the world, including from the United States and the United Kingdom. As a result we are the Australian and New Zealand distributor for many of the best publishers of early childhood and outside school hours care resource books.

We can also fill your early childhood centre with quality children's books, or update your centre's bookshelves with new books.

Pademelon Press wholesales to bookshops and also sells directly to the public. Please visit our website for a comprehensive list of books available for purchase www.pademelonpress.com.au

If you are an academic, educator or practitioner with many years of experience and you are interested in writing an early childhood teacher resource book or textbook, we would love to hear from you. Simply call us or e-mail enquiry@pademelonpress.com.au and we will be delighted to send you a copy of our proposal guidelines.



www.pademelonpress.com.au



www.facebook.com/PademelonPress



www.instagram.com/pademelonpress/

How to Order

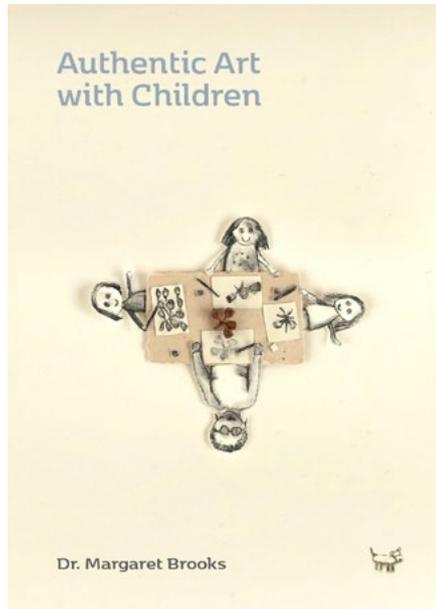
1. The publications presented in this catalogue are available from our website www.pademelonpress.com.au
You can buy on account for your school.
or
2. Send an email to: enquiry@pademelonpress.com.au
or
3. Contact Pademelon Press Pty Ltd
PO Box 41, Jamberoo, NSW, 2533
Dharawal Country
Telephone: +61 2 4236 1881

Please note, prices in \$AU and are subject to change without notice.

Authentic Art with Children

Ebook

[VIEW BOOK ONLINE](#)



Margaret Brooks
eBook · \$54.00
ISBN 9781876138592

 [Print edition coming soon](#)

From the author, Dr Margaret Brooks: For the past years many of my early childhood student teachers have struggled with the visual arts. There is a deeply ingrained belief that they cannot draw and are no good at art. This lack of self-efficacy is compounded by the lack of a strong contemporary theoretical framework for the visual arts in early childhood. The roles and rules for doing art with young children are not congruent with current practice. In confusion and frustration teachers turn to superficial and catchy activities that often have little to do with art. This book tries to address both issues, first by providing practical guides that demonstrate how to use authentic art materials and provide real artistic experiences for children. Then by threading contemporary theory throughout with a strong focus on the role of the teacher. There is even a section that teaches you how to draw.

Drawing to Learn

Ebook

[VIEW BOOK ONLINE](#)



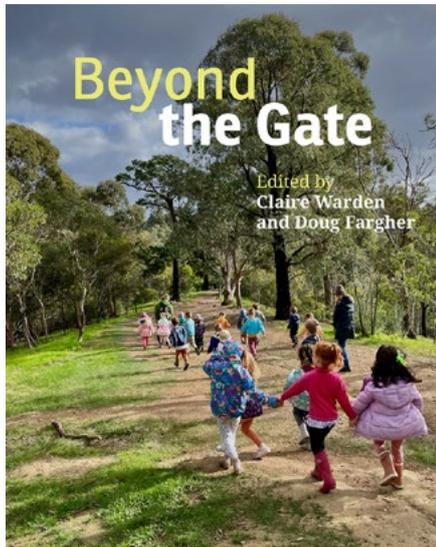
Margaret Brooks
eBook · \$64.00
ISBN 9781876138608

 [Print edition coming soon](#)

From the author, Dr Margaret Brooks: This book is the theoretical companion to my more practical book, 'Authentic Art with Children'. It lays out and discusses a theoretical framework and rationale for teaching the visual arts with young children. I carefully unpack a Vygotskian, social constructionist theory with many examples to clarify some difficult concepts. I believe we need to know why we are teaching the way we do and have the tools to critically evaluate what we do.

Coming soon

Beyond the Gate



Beyond the Gate is a celebration of learning through a natural lens. Embedding nature pedagogy in our theory and practice gives children an opportunity to learn within and become a part of their environment.

This book shares the voices of many perspectives of practitioners who embrace the physical and symbolic shift that takes place when we move out from the confines of educational boundaries. That could be a physical wall or a narrow view of what nature centric education is in practice.

Beyond the Gate is about values and meanings offering educators the opportunity to improve practice wherever they are.

We are honoured to bring these views and thoughts to you as stepping off points to deepen your own practice into the relational values that drive our lives with children.

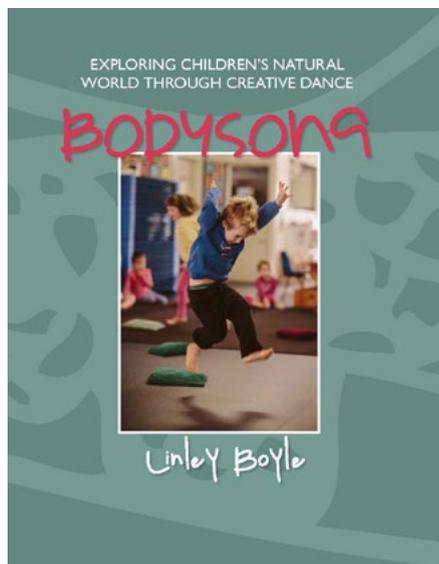
Written with an awareness of the importance of place... each chapter shares the landscape that gave rise to the thinking shared by the authors.

From the city to the country, educators take children beyond the gate.

Bodysong

Exploring Children's Natural World Through Creative Dance

[VIEW BOOK ONLINE](#)



Linley Boyle

\$59.95

ISBN 9781876138530

The **Bodysong Creative Dance** approach highlights ideas and imagination. This book is an inspirational and practical guide for early childhood educators and dance teachers seeking to incorporate creative movement into their programs. Bodysong promotes an appreciation for the natural world by combining movement with art, music and drama, motivating children to explore their own capacity for dance and develop a variety of motor skills. Bodysong comprises 23 lessons inspired by nature, with themes including Beach, Animals, Rainforest and Seasons.

Each lesson includes:

- A complete plan, from warm up exercises to a variety of movement and art activities
- Beautiful photographs of the activities in action
- Music, poems or artwork for each activity
- Instructions for making and using simple props.

This book will thrill you, provoke your thoughts and give you the liberty of freedom of exploration with the children you teach. I want to go from my desk and dance. I want to feel the space, be the space and imagine the delights in what I might find, learn and become a part of ... Linley Boyle puts music, movement, rhythm, rhyme and song together, whilst embracing the endless possibilities of the imagination. Bodysong is for you!

Jane Bourne CEO The Gowrie (QLD) Inc.



Eco Smart

A Sustainable Standard for Early Education

[VIEW BOOK ONLINE](#)



Julie Gaul and Deb Watson

P/B · \$42.95

ISBN 9781876138561

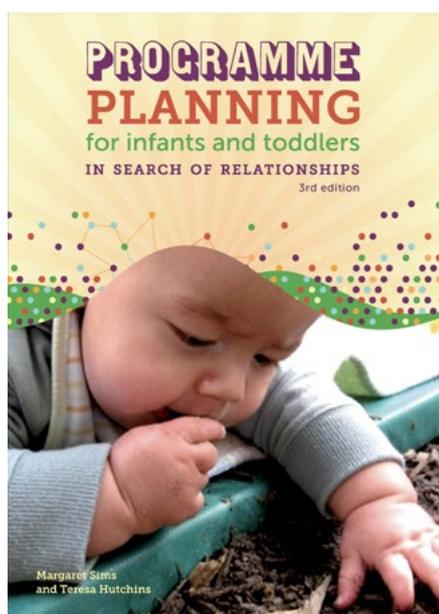
EcoSmart: A sustainable standard for early education will support your team on its journey to a more sustainable community with the introduction of concepts, actions and resources that will inspire the whole team.

ECEEN believes experiences in our early years provide an opportunity for life-long learning and that our habits of future years will be influenced by the actions of those around us now. We believe the relationships fostered in children's services between educators, children and families are the foundations of a caring, sustainable community to nurture ECEEN's DREAM. "Together we must dream of a great place to live, a place that is fair and equitable, that values the Earth and all its life and resources for the present and for future generations."

Programme Planning for Infants and Toddlers 3rd edition

In search of relationships

[VIEW BOOK ONLINE](#)



Margaret Sims and Teresa Hutchins

\$89.95

ISBN 9781876138578

[Also available as an ebook](#)

Program Planning for Infants and Toddlers: In Search of Relationships is designed as a resource for students and caregivers of infants and toddlers in group settings. It supports the curricula of both New Zealand – Te Whāriki, and Australia – Early Years Learning Framework, with particular reference to how these curricula relate to children three years and under. This book is also available as an EBOOK. Click the eBooks tab on the left-hand side of the webpage to access it.

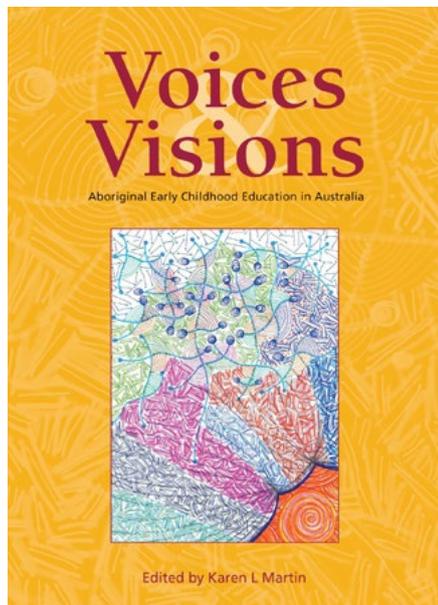
**BEST
SELLER**



Voices & Visions

Aboriginal Early Childhood Education in Australia

[VIEW BOOK ONLINE](#)



Karen Martin

P/B · 245 mm x 175mm · \$59.95

ISBN 9781876138493

[✎ All Aboriginal writers](#)

Just as our visions will be the present of some young Aboriginal children who are not yet born, these will be made real through our voices and actions right now. The question begs to be asked: 'What kind of people do we want those children of the future to remember us as being?'

This book reflects the stories of practitioners in Aboriginal early childhood education in Australia. It is not just their stories, but a text for how Aboriginal worldviews and frameworks are incorporated in what they do. As Aboriginal people we have always had to conform to a Western schooling system, one which does not fully appreciate our knowledges. In what you are about to read there is an implied but silent script in that, 'you listen now and let us tell you'.

*From the Foreword by Jackie Huggins, Inaugural Co-Chair:
Aboriginal Congress*

I really liked all of the stories and all the voices and how the narra-tives wove around key learnings, highlighting the important events from the author's points of view, how these were experienced and other things that the writer wants the reader to know: the successes, the challenges; stories of family, of country and so much more. But they are also all essentially stories about early childhood education and what it means to be a good Aboriginal educator ... I have never met any of the authors personally but feel I know them after reading the stories.

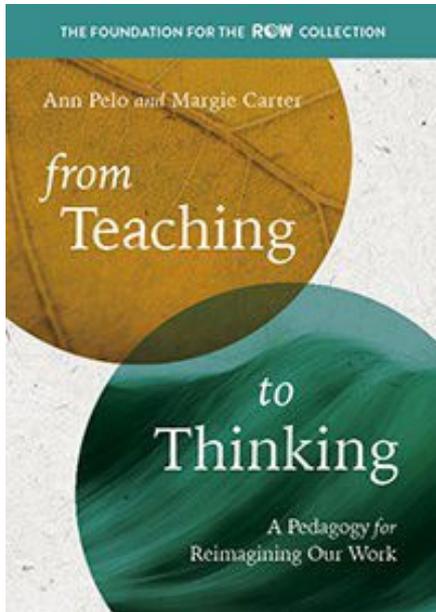
*Professor Maggie Walter, Pro Vice-Chancellor Aboriginal Research and Leadership,
University of Tasmania*



From Teaching to Thinking

A pedagogy for reimagining our work

VIEW BOOK ONLINE



Ann Pelo and Margie Carter

P/B · \$79.95

ISBN 9780942702033

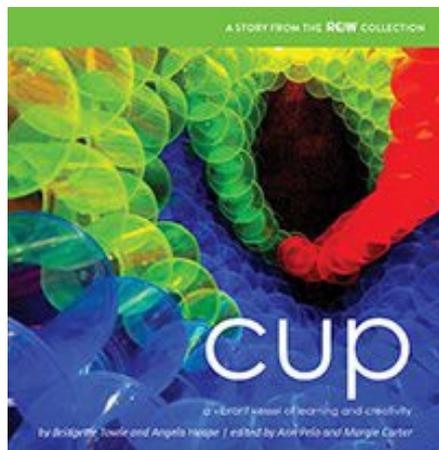
**BEST
SELLER**

From Teaching to Thinking conceptualizes professional learning as on-going and embedded pedagogical practice rather than out of the classroom, one-shot trainings and disparate workshops. Professional learning for educators that strengthens their development as thinkers, researchers, innovators, and constructors of knowledge. Professional learning for educators Contextual thinking about pedagogical practice Theory grounded with a thinking protocol An active reading format that blends theory, story, and practice Includes written reflective responses from Margie Carter Each chapter includes questions for practice for the reader to engage with Includes a special section of Voices from the Front Lines: anecdotal testimonies from educators who have indeed reimagined their own work using this outstanding new resource.

Cup

A Vibrant Vessel of Learning and Creativity

VIEW BOOK ONLINE



P/B • \$45.00
ISBN 9780942702149

EDITED by Ann Pelo and Margie Carter

Construct. Transform. Collaborate. Imagine. Who would have thought exchanges between four-year-olds and simple plastic cups would result in such intricate, creative building designs? Who would have thought that cups could be the catalyst of inquiry and theory making, naturally entangling the discrete disciplines of math, science, literacy, and digital technology? Who would have thought that cups could break down social barriers and act as agents for inclusion and relationship building? Cup is a beautiful demonstration of creative representation, and is the first of many books

coming soon in the Reimagining Our Work (ROW) collection. Use the ROW collection to discover how early childhood educators in the field are reimagining their work and thinking alongside children in this innovative collection of stories. Bridgette and Angela, two masterful teacher researchers, tell the story of an unexpected co-created project of investigation. Children pursue ideas of meaning and substance with educators' companionship and mentorship. And educators strive to understand and strengthen children's thinking about their pursuits. It is the story of co-constructed learning at its best—inspiring you to look for, and engage in, transformations of your own.

“The story of the children, the educators, the families, and the cups embodies the conviction that education both requires and nurtures imagination, determination, vision, humility, experimentation, relationship, and listening. Bridgette, Angela, the children, and their families demonstrate the generosity, playfulness, and intellectual vitality of a community anchored by these qualities — a community alive with small acts of magic.” – *Ann Pelo and Margie Carter*



Treasures in the Thicket

VIEW BOOK ONLINE



Bethica Quinn with Rosalina Rodriguez,
edited by Ann Pelo and Margie Carter
P/B • \$60.00
ISBN 9780942702996

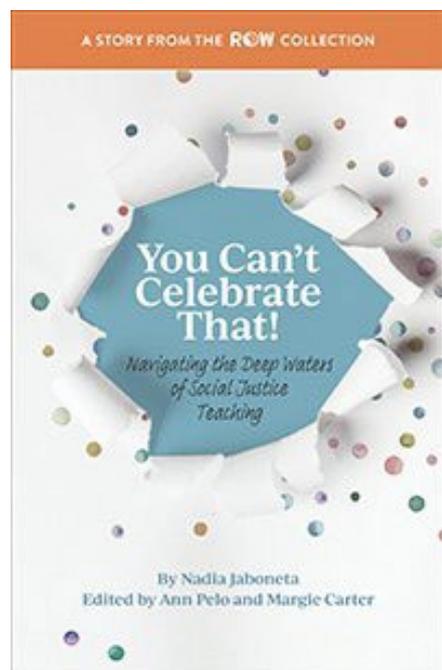
Explore children's creative process and the treasures revealed through their educator's insights as they develop their representational expression of values and culture. Written by an educator in a Spanish immersion preschool, this tender, visually engaging book includes Spanish and English text. This book is an excellent resource for your professional development. Make the most of your reading investment by revisiting sections of the book with study companions to help you reflect on the story of Treasures

in the Thicket. Commit yourself to transforming your reading from a passive experience of listening to a good story to an active engagement with thinking and questioning. 148 pages. Treasures in the Thicket is part of the Reimagining Our Work (ROW) collection. Use the ROW collection to discover how early childhood educators in the field are reimagining their work and thinking alongside children. Authors, Bethica and Rosalina, offer potent questions that reverberate beyond the pages of this book: "How would my way of working change if I made a commitment to seeing children, and listening to them, more deeply?" "How would it change if I decided to trust them more fully as partners in the process of learning?" Carry these questions into the days and weeks ahead, use them as touchstones and signposts, as you embark on your own acts of collaboration with children. — Ann Pelo and Margie Carter Editors of the Reimagining Our Work (ROW) Collection Authors of From Teaching to Thinking: A Pedagogy for Reimagining Our Work "Through the narrative of Quinn and Rodriguez, we are invited into both the children's and the teachers' thinking, wondering, concerns, emotions and dreams during the unfolding of their learning journey. Read Treasures in the Thicket in either English or Spanish, for you are sure to be enchanted and inspired." - Louise Boyd Cadwell, Co-founder of Cadwell Collaborative and author of Bringing Reggio Emilia Home

You Can't Celebrate That!

Navigating the Deep Waters of Social Justice Teaching

VIEW BOOK ONLINE



Nadia Jaboneta

P/B · \$45.00

ISBN 9780942702989

Find inspiration in this compelling story of an educator's social justice journey as she partners with families to explore racial identity, religious celebrations, and racism in response to a biased comment by one child to another in her diverse preschool class.

100 pages.

You Can't Celebrate That! is part of the Reimagining Our Work (ROW) collection. Use the ROW collection to discover how early childhood educators in the field are reimagining their work and thinking alongside children.

You Can't Celebrate That! goes beyond anti-bias activities and reveals the critical thinking and process that goes into social justice education. Jaboneta models the self-work we all need to do as anti-bias educators—she is curious, reflective and takes risks as she engages the families and her colleagues into the dilemma. – *Debbie LeeKeenan and John Nimmo, co-authors of Leading Anti-bias Early Childhood Programs: A Guide for Change.*

A beautifully written teacher's story about what it takes to provide children with the tools to act with empathy, respect, and fairness in the face of diversity. – *Louise Derman Sparks and Julie Olsen Edwards, co-authors, Anti-bias Education for Young Children and Ourselves.*

You Can't Celebrate That! is an intriguing and gentle love story from a teacher to her community. – *Shoshana A. Brown, LMSW, Educator, Organizer, and Healer.*

This book is just what early childhood educators need right now to understand our own racial and cultural biases, and to move forward to transformative teaching and learning. – *Daniel Meier, Professor of Elementary Education, San Francisco State University.*

Nadia approaches her teaching with a set of values as her steady friend and guidepost and is a model to all of us, showing how true humility, honesty and openness can build bridges with families and co-workers and provide fertile soil for anti-bias education to blossom. – *Julie Bisson, Early Childhood Director and author of Celebrate! An Anti-Bias Guide to Including Holidays in Early Childhood Programs.*

This book makes a compelling case for how the Aotearoa (New Zealand) approach to Learning Stories can help early childhood educators in the United States amplify the voices of children and provide a compassionate and practical way to connect family and community to the life of the classroom. – *Barbara Henderson, Professor of Education, San Francisco State University.*

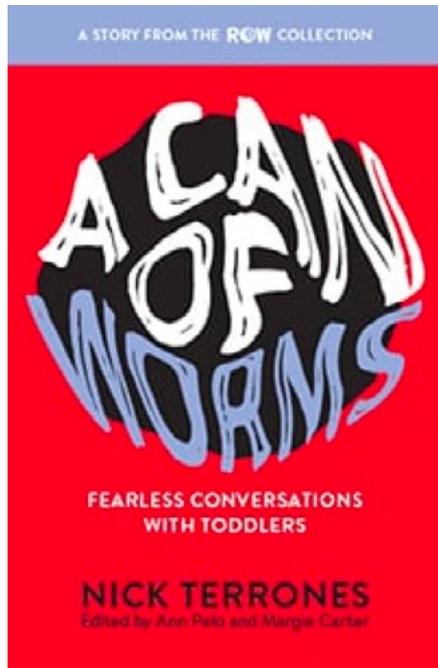
You Can't Celebrate That! reinforces how important it is that we begin talking with children about race and racism at a young age. If it is our mission to prepare our students to live and succeed in our diverse and globalized world, our work begins here with intentional teaching about inclusion, equity, and identity. – *Gab Sussman, Seeking Educational Equity and Diversity (SEED) Facilitator and Elementary School Teacher.*



A Can of Worms

Fearless conversations with toddlers

[VIEW BOOK ONLINE](#)



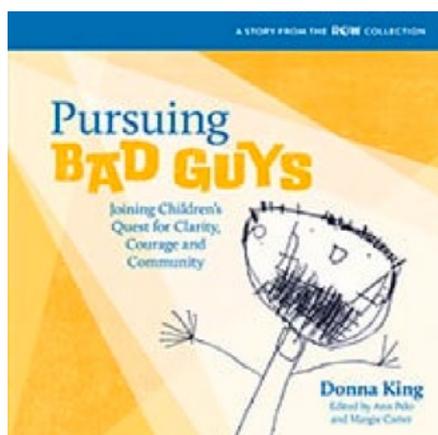
Nick Terrones
P/B · \$45.00
ISBN 9780942702705

A new title in the ROW collection edited by Ann Pelo and Margie Carter. Toddlers ask big, bold questions every day. Teachers and caregivers give shape to the world as they respond to those questions. The conversation unfolds in an electric moment - an awkward, exciting, bewildering moment. We may be surprised or taken aback, but the disequilibrium is a gift. With courage and care, we can connect with children at the level of curiosity and meaning. Written with trust in the wisdom and capacity of young children and the adults who care for them, and with belief in what is possible when children and adults come together in these electric moments, A Can of Worms is a guide and support for celebrating these most important conversations. Have no fear! Take a deep breath, and respond.

Pursuing Bad Guys

Joining Children's Quest for Clarity, Courage and Community

[VIEW BOOK ONLINE](#)



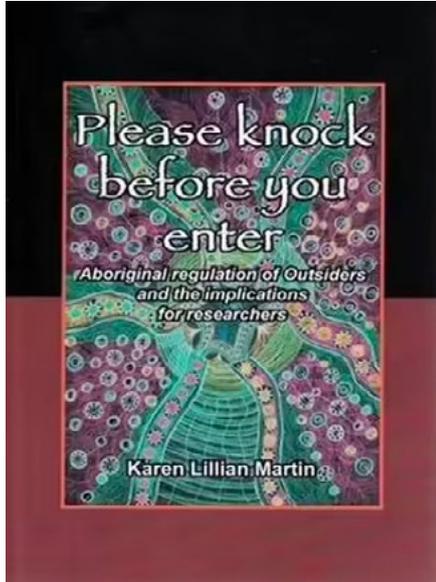
Donna King
P/B · \$60.00
ISBN 9780942702743

How do you handle "bad guys?" Join a yearlong, co-constructed investigation of goodness and badness, real and pretend, safety and courage. Expand your practice as you learn alongside a passionate and creative teacher, who takes risks and shares the outcomes as this energizing story unfolds. Pursuing Bad Guys is part of the Reimagining Our Work (ROW) collection. Use the ROW collection to discover how early childhood educators in the field are reimagining their work and thinking alongside children.

Please knock before you enter

Aboriginal regulation of Outsiders and the implications for researchers

[VIEW BOOK ONLINE](#)



Karen Martin
P/B · \$55.00
ISBN 9781921214370

In this dual award-winning book Dr Karen L Martin examines the genealogy of Aboriginal research in Australia as a colonising discourse. She explores the impacts for Aboriginal people and the influences on researcher decisions and behaviours. Then, in taking on the challenges to decolonise research, Karen started not with methodology, but with decolonising research paradigms from which they are derived. Key reasons why it has been used in research programs in higher education.

This work is the first of its kind in Australia to articulate an Aboriginal research paradigm with an Indigenist research methodology. The biggest contributions being the concept of 'Relatedness' and the theoretical framework she named, 'Ways of Knowing, Ways of Being and Ways of Doing'. This Aboriginal research paradigm and Indigenous methodology

was consolidated as part a research project with the Burungu, Kuku Yalanji (Far North Queensland) to understand how they regulated Outsiders over time, including those like herself (another Aboriginal person, who in this case is also a researcher). However, it is incumbent on the researcher to have the requisite level of knowledge, experience and understandings of that role and research as a colonising discourse to then, 'knock before you enter'.

Professor Norman Denzin described Karen's work as: "a brilliant and stunning dissertation, original in conception and bold in execution...Relatedness theory is a major contribution to this literature." Other major contributions this book makes to challenging and changing dominant Aboriginal research discourses include: Decolonising research: starting with the paradigm and continuing to the research topic and researcher roles and responsibilities Re-framing research ethics so that it is the participants who benefit and not the researcher

For Aboriginal researchers and participants, reframing research so that it becomes re-search – the search again, the reclamation of our Stories and stories (i.e. 'getting our Stories back' Implications for western research and researchers – research is not neutral, researchers are not neutral, writing research is not neutral. If you are starting your journey as a researcher or have found you've hit some glass walls and don't know how to move beyond them, this book will be invaluable for changing how you think about research and yourself as a researcher. It will challenge current beliefs about Aboriginal people and Country and research beneficence. For Aboriginal researchers, it will transform research to re-search (the search again).

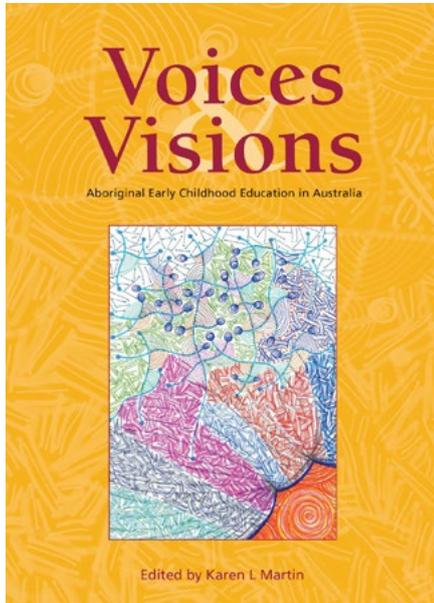
Dr Karen L Martin is a Noonuggal, Gwandamooopa and Pitjara woman. As teacher, Karen taught in Aboriginal and Torres Strait Islander community-controlled education services from early childhood to adult education and has worked for over 20 years in higher education in Queensland and New South Wales. Karen's work is award-winning and of national and international renown. She is sought as speaker because of her particular style of decolonising and transforming colonial discourses in education and research – two dominating institutions. Karen has published widely in these areas and has led small, medium and large research projects in Aboriginal education and Aboriginal research. She has been Deputy Chair of the Longitudinal Study of Indigenous Children since 2012.



Voices & Visions

Aboriginal Early Childhood Education in Australia

VIEW BOOK ONLINE



Karen Martin

P/B · 245 mm x 175mm · \$59.95

ISBN 9781876138493

Just as our visions will be the present of some young Aboriginal children who are not yet born, these will be made real through our voices and actions right now. The question begs to be asked: 'What kind of people do we want those children of the future to remember us as being?'

This book reflects the stories of practitioners in Aboriginal early childhood education in Australia. It is not just their stories, but a text for how Aboriginal worldviews and frameworks are incorporated in what they do. As Aboriginal people we have always had to conform to a Western schooling system, one which does not fully appreciate our knowledges. In what you are about to read there is an implied but silent script in that, 'you listen now and let us tell you'.

From the Foreword by Jackie Huggins, Inaugural Co-Chair:
Aboriginal Congress

I really liked all of the stories and all the voices and how the narra-tives wove around key learnings, highlighting the important events from the author's points of view, how these were experienced and other things that the writer wants the reader to know: the successes, the challenges; stories of family, of country and so much more. But they are also all essentially stories about early childhood education and what it means to be a good Aboriginal educator ... I have never met any of the authors personally but feel I know them after reading the stories.

Professor Maggie Walter, Pro Vice-Chancellor Aboriginal Research and Leadership,
University of Tasmania

YALAYNHA YULUWIRRI 'FOLLOWING THE RAINBOW' - CD

CD by Nyimirr (Fleur Magick Dennis)
and Millmullian (Laurance Magick Dennis)

[VIEW BOOK ONLINE](#)



\$33.00

This is a collection of 16 children's songs in Aboriginal languages. The songs are sung in Wiradjuri, Gamilaraay and Wayilwan languages. The songs are sung by Nyimirr (Fleur Magick Dennis) and Millmullian (Laurance Magick Dennis). There are some favourites such as Twinkle Little Star translated into Aboriginal language, along with many original children's songs to delight young and old.

123 Card Sets from The I Am, Movement

Numbers with Aboriginal designs by Aboriginal artists

[VIEW BOOK ONLINE](#)



\$39.95

"The I Am, Movement" arose from the recent diagnosis of my two-year-old son, Slade, with Autism Spectrum Disorder (ASD). As we attended therapy appointments and doctors' visits, we were given piles of information and resources but found there to be a lack of culturally appropriate support, resources and connection for Aboriginal families. To address this lack of resources, we offer beautiful Aboriginal-designed flash cards appropriate for use at home, in education settings and in child therapy teams. These flashcards are a tool of healing and connecting to culture on our journey. One

set of flashcards teaches numbers 1 – 10 and the other set teaches the alphabet alongside images of native animals. In addition to offering culturally-safe learning resources, "The I Am, Movement" aims de-stigmatise conditions by instead focusing on what you want to be; "I am, unique", "I am, strong", "I am, deadly".

ABC Card Sets from The I Am Movement

VIEW BOOK ONLINE

Alphabet with Aboriginal designs by Aboriginal artists



\$49.95

“The I Am, Movement” arose from the recent diagnosis of my two-year-old son, Slade, with Autism Spectrum Disorder (ASD). As we attended therapy appointments and doctors’ visits, we were given piles of information and resources but found there to be a lack of culturally appropriate support, resources and connection for Aboriginal families. To address this lack of resources, we offer beautiful Aboriginal-designed flash cards appropriate for use at home, in education settings and in child therapy teams. These flashcards are a tool of healing and connecting to culture on our journey. One

set of flashcards teaches numbers 1 – 10 and the other set teaches the alphabet alongside images of native animals. In addition to offering culturally-safe learning resources, “The I Am, Movement” aims de-stigmatise conditions by instead focusing on what you want to be; “I am, unique”, “I am, strong”, “I am, deadly”. This set of Flash cards have been designed by Richard Campbell a Dunghutti / Gumbaynggirr Elder who resides in Kempsey NSW. He is passionate about this set as it is going to the future generation and the generations to come. Artwork Story: is a connection to particularly the rivers and lakes around the NSW Mid-North Coast.

Emotions Card Sets from The I Am, Movement

VIEW BOOK ONLINE

Emotions with Aboriginal designs by Aboriginal artists



\$33.00

“The I Am, Movement” arose from the recent diagnosis of my two-year-old son, Slade, with Autism Spectrum Disorder (ASD). As we attended therapy appointments and doctors’ visits, we were given piles of information and resources but found there to be a lack of culturally appropriate support, resources and connection for Aboriginal families.

To address this lack of resources, we offer beautiful Aboriginal-designed flash cards appropriate for use at home, in education settings and in child therapy teams.

These flashcards are a tool of healing and connecting to culture on our journey. One set of flashcards teaches numbers 1 – 10 and the other set teaches the alphabet alongside images of native animals.

In addition to offering culturally-safe learning resources, “The I Am, Movement” aims de-stigmatise conditions by instead focusing on what you want to be; “I am, unique”, “I am, strong”, “I am, deadly”.

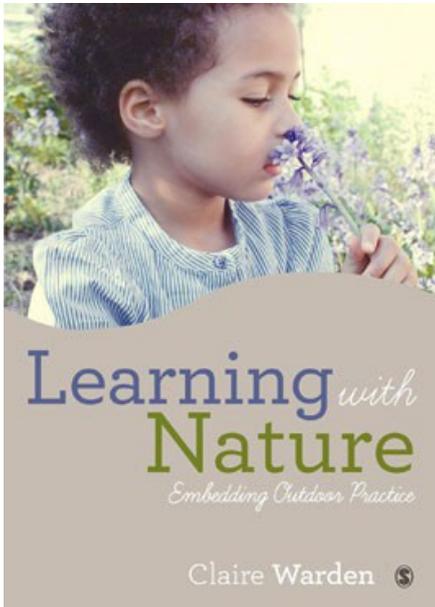


Claire Warden

Learning with Nature

Embedding Outdoor Practice

[VIEW BOOK ONLINE](#)



Claire Warden

P/B · \$64.00

ISBN 9781446287460

Learning outside the classroom is a key part of early years and primary practice and is on the rise in settings across the world. This book centres on outstanding outdoor practice and how children can learn and develop in natural environments. Focussing on children aged from 2-11 this book contains:

- A self-evaluation toolkit for educators to reflect on what they're doing now and where to develop to be more effective.
- Examples of practice from around the world and in various environments, including urban settings.
- An entire chapter on assessment and planning to help ensure and demonstrate quality of provision.

Looking at all the possibilities and approaches, there are models for practice to suit every setting so that everyone can make outdoor learning part of the core teaching and learning objectives.



Claire Warden

Nature Kindergartens and Forest Schools

[VIEW BOOK ONLINE](#)



Claire Warden

P/B · 210mm x 300mm · \$69.95

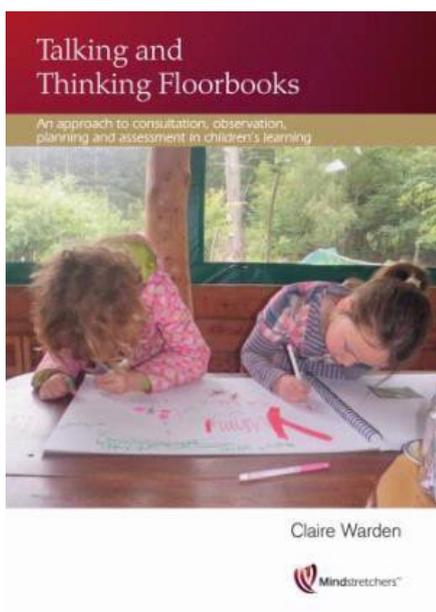
ISBN 9781906116095

This new title provides a balance of academic research and case studies of children's voices to explore all the facets of setting up and co-ordinating a Nature Kindergarten. Claire Warden's Philosophy of the Nature Kindergartens is an awe inspiring blend of a naturalistic space indoors, a landscape designed by children and a wild space where children can be outside for up to 90 percent of their day all year round. Full colour photography throughout brings the books to life through the children's learning stories.

Talking and Thinking Floorbooks - Third Revised Edition

[VIEW BOOK ONLINE](#)

An approach to consultation, observation, planning and assessment in children's learning



Claire Warden

P/B · \$55.00

ISBN 9781906116460

This book will tell you how to plan with children. It has been comprehensively revised to provide greater insight into child centred planning in the now well established Floorbooks approach. The strategies that are set out in this revised edition are supported by diagrams and case studies which enable them to plan effective child centred experiences.

Step by step instructions on how to use Talking and Thinking Floorbooks™ and Talking Tubs which can be used to clearly evidence and document the learning process.

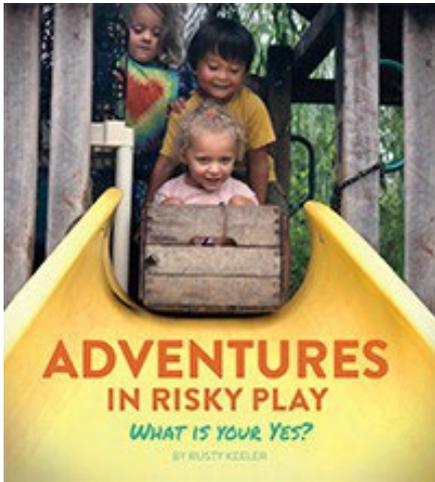
This revised edition contains a FREE pull out wall poster on "The Planning Cycle and Floorbooks" (Warden 2006) which will assist any adult working with children as partners in learning.



Adventures in Risky Play

What is your YES?

[VIEW BOOK ONLINE](#)



Rusty Keeler

P/B · \$79.00

ISBN 9780942702545

Adventures in Risky Play: What is Your Yes? goes to the heart of risk-taking and children. As educators working with young children, we all have boundaries and feelings around what risky play is allowed. Rusty Keeler invites us to examine the cage of boundaries that we have created for ourselves and our children. He challenges us to rattle our cage and discover where the lines are movable. In our role as educators and caretakers, when we allow children to play and confront risk on their own terms, we see them develop, hold their locus of control and make choices on how to navigate the bumpy terrain of a situation. What better teaching tool for life is there?

Testimonials

I love that Rusty is taking us on a journey to turn “no” into a “yes.” I have a backpack that is with me on my travels of books that are crucial to my soul. This book will be added, you might want to add it also.”

– Daniel Hodgins, author of *Boys: Changing the Classroom, Not the Child* and *Get Over It! Relearning Guidance Practices*

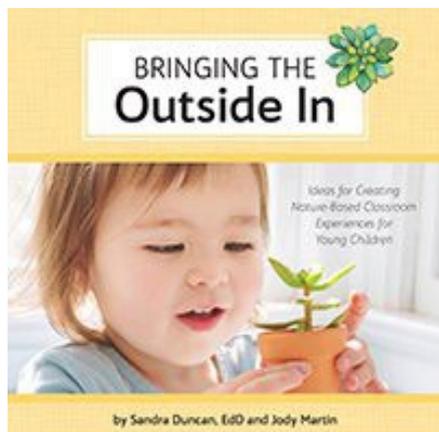
“This is a book that encourages you to completely change the way you think about how children could and should play. As Rusty points out, the greatest barrier to children playing is often we adults and our hang-ups and concerns yet overcoming those is not only possible but essential if our children are to get the most from their play experiences. Prepare to be challenged.”

– Marc Armitage, Playworker, Independent Children's Play Advocate & Consultant.

Bringing the Outside In

Ideas for creating nature-based classroom experiences for young children

[VIEW BOOK ONLINE](#)



Sandra Duncan and Jody Martin

P/B · \$78.95

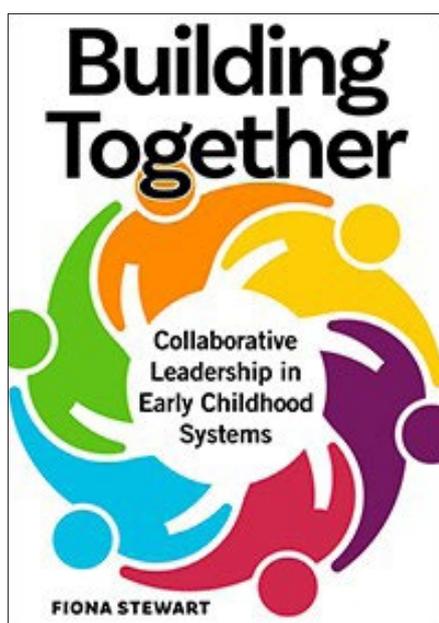
ISBN 9780942702026

Bringing the Outside In: Ideas for Creating Nature-Based Classroom Experiences for Young Children offers extraordinary nature-based experiences to encourage educators and young children to bring the natural world into the early childhood classroom. Each hands-on, open-ended, and sensory oriented experience is designed to spark discovery and imagination; encourage conversations and collaborations; allow young children to develop a sense of wonder and get to know the natural world inch-by-inch and bit-by-bit; and preserve the joys of childhood. Bringing the wonders of nature to children is truly a worthwhile journey. The Nature-based experiences in

this book are arranged in 4 chapters: Exploring: Develop a deepening care and connection with the natural world as children interact, question, investigate, test, define, and refine their ideas. Creating: Help children begin to understand the beauty of nature and become familiar with its textures, patterns, and colors. Thinking: Create exhilarating thinking and understanding experiences for young children to learn. Sprouting: Learn about ways to bring the wondrous outside world of seeds, plants, and gardens into your classroom.

Building Together: Collaborative Leadership in Early Childhood Systems

[VIEW BOOK ONLINE](#)



Fiona Stewart

P/B · \$99.95

ISBN 9781605545943

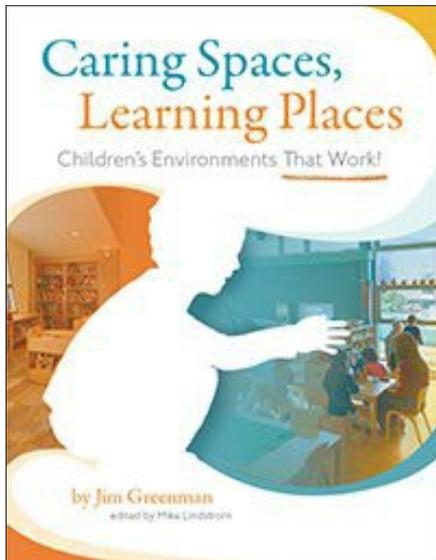
Building Together is a journey focused on the leadership necessary for today's early childhood education system building. This book provides a road map to what effective leaders do, how they do it, and the leadership necessary to work towards collaborative systems level change. Building Together includes a wealth of information on the leadership skills, styles and competencies necessary to address today's challenges and opportunities in the field of early childhood education. It also includes how to put leadership skills and knowledge into action to work towards sustainable system planning, implementation, and continuous improvement. Author Fiona Stewart includes success stories throughout the book from professionals in the field as well as examples from her own leadership work. Today's systems-level work requires sophisticated leadership skills. Building Together provides all the leadership information needed for both emerging and experienced leaders.



Caring Spaces, Learning Places

3rd edition

VIEW BOOK ONLINE



Jim Greenman
P/B · \$112.95
ISBN 9780942702002

Children deserve to spend their days in well-designed environments that support their needs and stimulate their learning. Adults who spend their days teaching and caring for young children deserve environments that maximize their skills. The newest revision of *Caring Spaces, Learning Places* is a book of ideas, observations, problems, solutions, examples, resources, photographs, and poetry. Here you will find current thinking about children's environments - 380 pages to challenge you, stimulate you, inspire you.

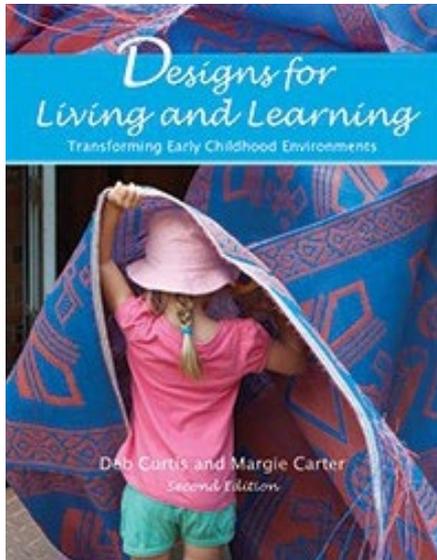
EDITOR'S NOTE: Jim Greenman was a designer, philosopher, and provocateur, but he was first and foremost a teacher. His teachings and insights live on through his writing, and while I was stunned at how up-to-date and pertinent *Caring Spaces* remains, I shouldn't have been. After all, I use things that Jim

taught me every day. To say that the editing team had a light touch with this 3rd edition of *Caring Spaces* would be an understatement. Jim's words stand the test of time incredibly well, and this new edition leaves his sometimes quirky and always insightful prose intact. We have worked hard to include updated references, a new appendices section, and to refine the layout and graphics in ways that make the book more readable, but the ideas, anecdotes, strategies, and innate "rightness" of the book we left alone. My hope is that *Caring Spaces* inspires a new generation of educators and designers to realize Jim's vision of spaces for children where wonder, beauty, sensory richness, and functionality are the norm and not the exception.

Designs for Living and Learning, Second Edition

Transforming Early Childhood Environments

[VIEW BOOK ONLINE](#)



Deb Curtis and Margie Carter

P/B · \$99.95

ISBN 9781605543727

The updated and expanded edition of an early childhood favourite!

You likely have dreams for your early childhood environment that are greater than rating scales, regulations, and room arrangements. *Designs for Living and Learning* has been a favorite resource among educators and caregivers for more than a decade, and this new edition is packed with even more ideas that can be used as you create captivating environments that nurture children, families, and staff while supporting children's learning. With hundreds of all-new colorful photographs of real early learning settings and a multitude of simple and practical concepts for creative indoor and outdoor spaces and learning materials, this book truly is a source of inspiration as you learn how to shape welcoming spaces where children can learn and grow.

Expanded chapters include new information reflecting current trends and concerns in early childhood, such as the use of repurposed and nontraditional materials, children in the outdoors, alternative ways to think about providing for learning outcomes, facing and overcoming barriers and negotiating change, and the impact of environmental rating scales in Quality Rating and Improvement Systems (QRIS). Two new chapters are included, one highlighting the transformations of environments with before and after photos and outlines of the process, and the other with examples of soliciting children's ideas about the environment.

Age focus: 3-5. Softbound, 360 pgs.

Deb Curtis and Margie Carter are internationally acclaimed experts in early childhood and coauthors of many books.



Everyone Needs Attention: Helping Young Children Thrive

[VIEW BOOK ONLINE](#)



Tamar Jacobson

P/B · \$65.95

ISBN 9781605545875

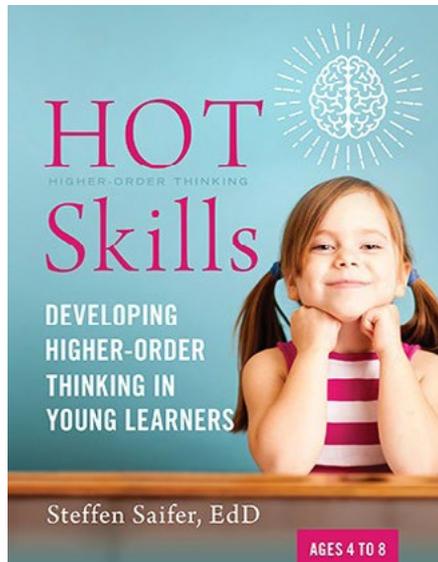
Attention seeking is seen as misbehavior in young children, and giving them the attention they need is often times interpreted as reinforcement of bad behavior. *Everyone Needs Attention* focuses on how we, as adults, manage our emotions when children seek our attention, including a how-to chapter to help the reader reflect about how they sought out attention as children. This book includes conversations with teachers as well as some concrete steps to assist in self-explorations. Tamar Jacobson, PhD, includes her own life story, as well as anecdotes of her work with teachers, families, and children over the past forty years as a preschool teacher, professor, mother, and early childhood consultant.



Hot Skills

Developing Higher-Order Thinking in Young Learners

VIEW BOOK ONLINE



Tamar Jacobson
P/B · \$79.95
ISBN 9781605545561

Higher-order thinking makes teaching and learning more engaging and intentional, adds intellectual rigor to any curriculum, and aids the development of some important life skills in young learners. Higher order thinking skills are key for success in school and life. Dr. Saifer provides numerous strategies for promoting higher-order thinking effectively across all content areas throughout the day. Higher order thinking (HOT) entails the mental manipulation of information, whereas lower order thinking (LOT) entails the straightforward use or direct application of information. For example: counting to 10 is a LOT skill; determining that there are 10 more days of school until summer vacation is a HOT skill decoding letter sounds and memorizing site words are LOT skills; understanding what one hears or reads are HOT skills when teachers ask questions such as “What’s the name

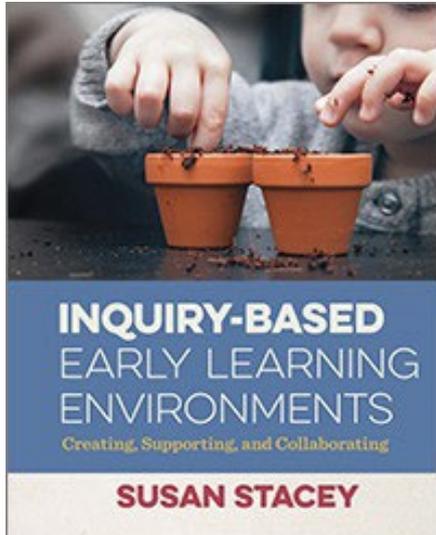
of this shape?” (while holding up a triangular piece of paper), they are eliciting lower order thinking. But, asking students to cut a rectangular piece of paper to make as many triangles as they can, elicits higher order thinking. Just about every teaching and learning activity can be developed or modified to promote one or more types of higher-order thinking skills. Dr. Saifer’s strategies can be easily modified to be responsive to a variety of cultures and to meet a range of learning abilities, styles, and intelligences. Just as establishing good nutrition habits early sets the foundation for a healthier life, developing basic-level HOT skills sets the foundation for a more productive and purposeful life.



Inquiry-Based Early Learning Environments

Creating, Supporting and Collaborating

[VIEW BOOK ONLINE](#)



Susan Stacey

P/B · \$89.95

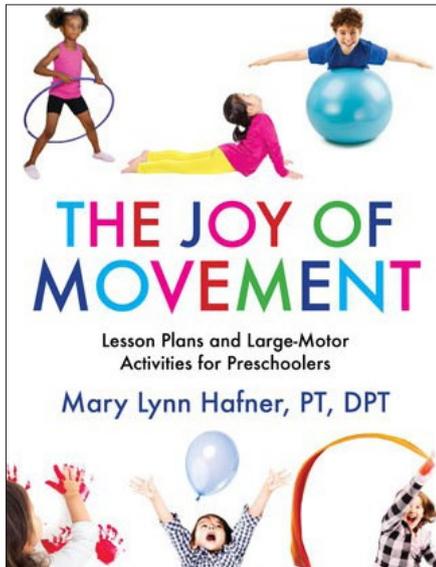
ISBN 9781605545813

What does it mean to inquire? Grownups would say it means to question, to search for information, or to finding out about a topic of interest. For children in an early childhood classroom, the definition is no different. From the time of their birth, children want to know how the world works and actively seek out information. How educators respond to their questions is what this book is all about. Inquiry-Based Early Learning Environments takes an in-depth look at children's inquiry. What does inquiry look like in early childhood settings? How does the environment affect children's inquiries and teachers' thought processes? Inquiry-Based Early Learning Environments examines inquiry in all its facets, including environments that support relationships, that create a culture of risk-taking in our thinking, that support teachers as well as children, that include families, that use documentation as a way

of thinking about our work, and of course, the physical environment and all the objects and spaces within it. Throughout, stories about environments and approaches to inquiry from around the world

Joy of Movement: Lesson Plans and Large-Motor Activities for Preschool and Kindergarten

[VIEW BOOK ONLINE](#)



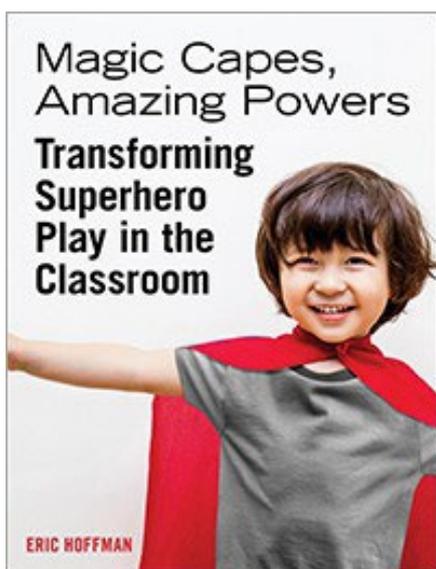
Mary Lynn Hafner
P/B · \$59.95
ISBN 9781605546421

The Joy of Movement is a preschool movement activity book with a therapeutic perspective. The combination of old and new games creates a purpose driven physical motor curriculum. Each activity has been kid tested. This well-organized and easy-to-use book includes fun, developmentally appropriate activities that foster physical development and build self-esteem. The activities are built around developmental motor milestones and are flexible enough to encourage skill development for a variety of learners. The Joy of Movement is for anyone with young children ages three to six in their lives: preschool teachers, parents, families and child care providers.

Magic Capes, Amazing Powers

Transforming Superhero Play in the Classroom

[VIEW BOOK ONLINE](#)



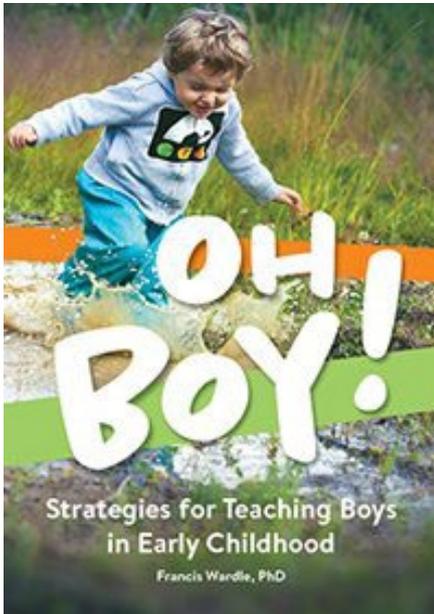
Eric Hoffman
P/B · 215mm x 280mm · \$74.95
ISBN 9781929610471

This book explores how the use of redirection, storytelling, dramatic play materials, anti-bias curriculum, and clear limit setting can guide superhero play in a positive direction. This unique resource addresses adult's concerns and allows children to do what they do best - play! For as long as there have been heroes and villains in our books, on our TVs, and in our everyday lives, children have been imitating them. Superhero play remains a wonderful, developmentally appropriate way for children to explore power, experience adventure, and investigate big questions about the world. At the same time, many adults are understandably troubled by the effect of media storylines, stereotypes, and violence on children's superhero play. Magic Capes, Amazing Powers takes an in-depth look at why children are so strongly attracted to superhero and weapons play, examines the concerns of parents and teachers, and suggests practical solutions that take into account the needs of children and adults.



Oh Boy! Strategies for Teaching Boys in Early Childhood

VIEW BOOK ONLINE



Francis Wardle

\$75.00

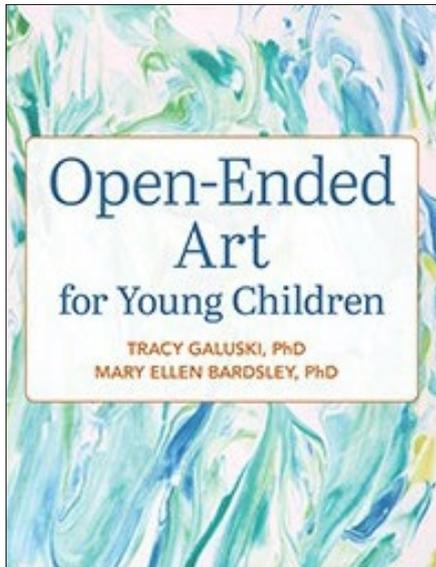
ISBN 9780942702286

Oh Boy! suggests that many of the struggles young boys have in our early childhood programs and schools are not simply a result of bad behavior. Rather, boys struggle because of a much more fundamental problem: a mismatch between how most young boys develop, grow, and learn, and the kinds of expectations, outcomes, activities, and discipline approaches used in programs during the early years. "I think a radical change is needed in order to fully meet the needs of young boys. A place to start is recognizing that typical boy behaviors like lack of attention, risk taking, poor emotional regulation, full body movement, and messy exploration of the physical world, are the norm, and not the exception. This book hopes to aid programs as they begin to acknowledge and celebrate this norm." – Francis Wardle "This is not just a book, it's a story...a story of hope for young boys attending childcare in any type of setting. It's a story that sends a message to our industry that we need a paradigm shift—to our thinking, our training, and our hiring—to

recognize the gender imbalance that is putting young boys at great risk of failure. It's a story that urges us as a field to better understand the specific complexities of caring for young boys so that we may fulfill our ultimate promise to provide the highest quality of care possible to all children." – Jerry

Open-Ended Art for Young Children

[VIEW BOOK ONLINE](#)



Tracy Galuski and Mary Ellen Bardsley

P/B · \$75.95

ISBN 9781605545981

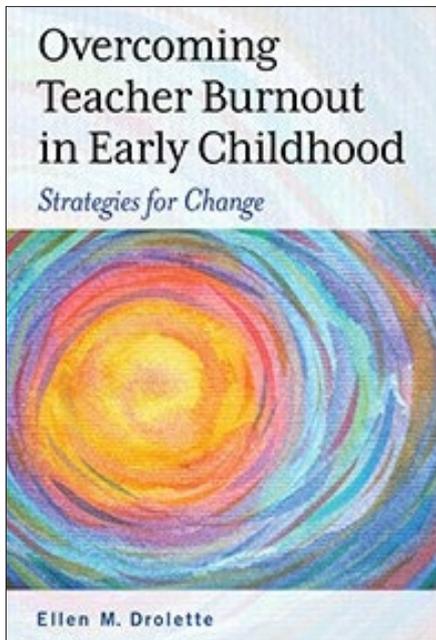
Open-ended art is defined as art activity where children are free to use their imagination as they explore a variety of materials without a planned outcome. When teachers embrace open-ended art, they emphasize the process of creating and observe the developmental growth being experienced by the children. Open-ended art provides children an important opportunity to think about, feel, and express ideas. It helps teachers slow down the pace of the day and appreciate the beauty that comes from simple experimentation with art materials. There are many books available to educators that include art ideas and projects, but *Open-Ended Art for Young Children* goes beyond the basics to highlight why the field of early childhood education advocates for open-ended art and explains how to adapt to new ways of thinking about art. Authors Dr. Tracy Galuski and Dr. Mary Ellen Bardsley present, chapter by

chapter, the challenges teachers encounter when faced with best practices and expectations related art process and product, such as such as getting families on board, how to stretch your budget, sensory activities and children with special needs, and do we really need to give messy toddlers free access to materials? Each chapter begins with a classroom vignette that describes the challenge, followed by a plethora of solutions grounded in research and illustrated through practical examples. Each chapter includes full color pictures and photos, and ends with an activity or investigation for



Overcoming Teacher Burnout in Early Childhood: Strategies for Change

[VIEW BOOK ONLINE](#)

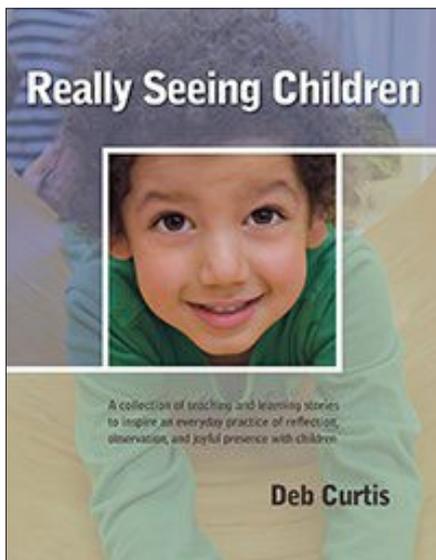


Ellen M. Drolette
P/B · \$65.95
ISBN 9781605546094

Caregiver fatigue and low morale is a problem in many early care settings. **Overcoming Teacher Burnout in Early Childhood** focuses on the many reasons why early childhood professionals can suffer from low staff morale that causes such a high industry turnover rate. Included are ways to motivate and inspire yourself and others to view their work in a way that is healthy, intentional, and creates a high-quality early childhood environment. Personal stories from the field highlight how educators have themselves stayed motivated. The conversational style offers opportunities for self-reflection and group work. Practical steps help caregivers find ways to refuel and bump up morale, providing the energy needed to tackle long-term strategies.

Really Seeing Children

[VIEW BOOK ONLINE](#)



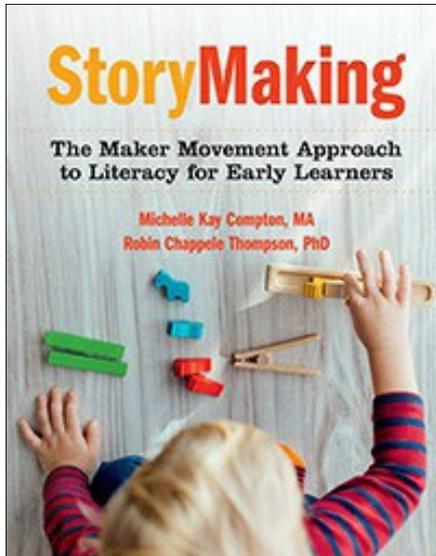
Deb Curtis
P/B · \$84.95
ISBN 9780942702644

Slow down, observe, delight, and practice really seeing children every day, for being with children in this way is not just a way of working, but a way of life. Deb Curtis, in her more than 40 years as an early childhood educator, has cultivated a reflective teaching practice devoted to really seeing children. Through her collection of stories and photographs, learn to suspend your adult agenda to really see children's perspectives and the amazing ways they experience the world. Taking up this practice will bring joy and deeper understanding to your work and life and allow you to engage with children in a more meaningful teaching and learning process. "What I've come to understand is that the most important work I do to see a child in positive ways is within me. I must continually work to transform my own view of children's behaviors, see their points of view, and strive to uncover how

what I am seeing reveals the children's deep desire, eagerness, and capacity for relationships. There is no more important or rewarding work than this." - Deb Curtis

StoryMaking: The Maker Movement Approach to Literacy for Early Learners

VIEW BOOK ONLINE



P/B • \$89.95

ISBN 9781605546032

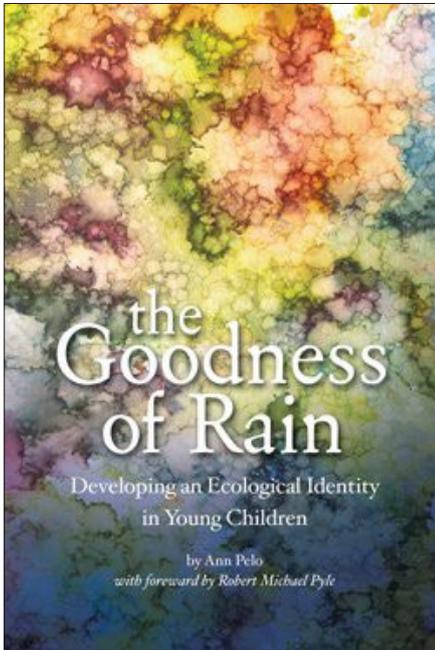
StoryMaking is a first-to-market book celebrating the multimodal literacies and learning that are demonstrated by young children as they imagine, play, make, and share their stories. It encourages inquiry-based play to develop literacy, and combines: Story-retelling and story creation the Maker Movement—a creative and technological revolution in education that is underway around the globe the importance of play in the early learning curriculum Reggio theory It's the practice of communicating a variety of ways (e.g. language, gesture, images) over various systems (e.g. visual, audible, physical), and moving children forward in their literacy learning. This book shares the processes, first steps, materials, practical suggestions, student samples, documentation forms, and over 100 full-color photos so teachers can implement their own version of StoryMaking in their classrooms.



The Goodness of Rain

Developing an Ecological Identity in Young Children

VIEW BOOK ONLINE



Ann Pelo
P/B · \$59.95
ISBN 9780942702552



We must discover our place in the natural world. Together.

To nurture ecological identity in young children, we invite them into relationship with the world beyond walls and with the creatures that live there. We invite them into ethical thinking anchored by the compassion that comes from caring and engaged relationships. We invite them to come home to the Earth, and to live honorably in that home.

Join author Ann Pelo on her year-long journey as she nurtures the ecological identity of a toddler and discovers for herself what it means to live in relationship with the natural world...

...delighting in discovery and adventure

...developing dispositions and skills for being in the out-of-doors

...learning when to speak and when to be still

...knowing joy, grief, reverence, astonishment, and gladness

...embracing the comradeship of fellow explorers.

When we turn towards the Earth with curiosity and sympathy, with humility and wonder, our lives fall into place — we fall into place. This is what it means to grow an ecological identity.

Each page reminds us that when we learn to live in a reverent relationship with nature, we will not allow it to be destroyed, but rather, bear joyful witness to the miracle of this planet and ally ourselves with it, to help life live.

- Margie Carter

"I do not know and cannot imagine a better or lovelier argument for taking our children OUT — and letting them take us too — from a very early age."

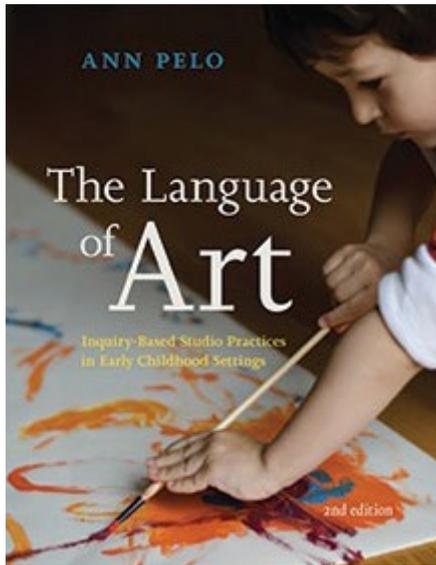
- Robert Michael Pyle

"The story Ann tells so beautifully in *The Goodness of Rain* will touch your heart, your mind, and your soul. You'll feel something shifting within you as you read this book, and you'll begin to see rain and the rest of the natural world in a whole new way. The impact of the book is profound and something that will stay with you long after you read the last page."

- Ruth Wilson

The Language of Art 2nd edition

[VIEW BOOK ONLINE](#)



Ann Pelo
P/B · \$89.95
ISBN 9781605544571

Reggio-inspired inquiry-based studio practices

This updated edition includes:

- New art exploration for teachers to use prior to implementing the practice with children
- Suggestions on documentation Inspiring photographs and ideas to show how you can use inquiry-based practices in your own early childhood setting
- Discover how to create space, time, and intentional processes for children's exploration and learning to use art for asking questions, exploring hypotheses, and examining experiences from unfamiliar perspectives.

Age focus: 3–6.

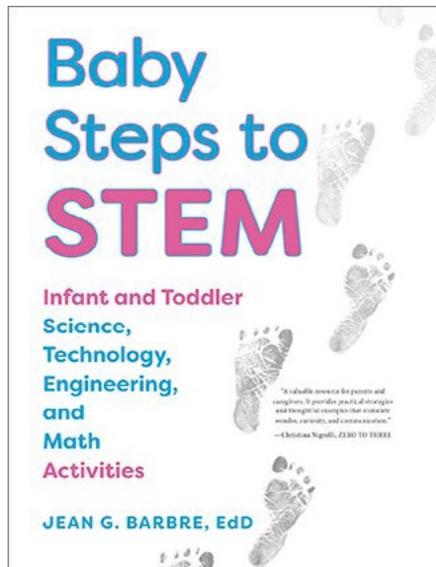
Softbound, 288 pgs.



Baby Steps to STEM

Infant and Toddler Science, Technology, Engineering and Math Activities

[VIEW BOOK ONLINE](#)

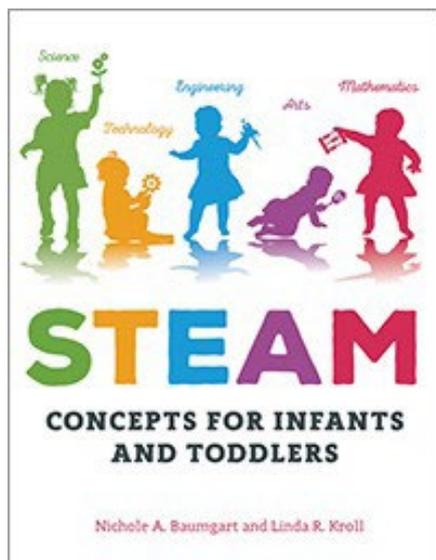


\$74.95
ISBN 9781605545080

Innately curious, infants and toddlers love to explore, investigate, and discover—making the earliest years a perfect time to begin teaching the foundations of STEM. This book explores what science, technology, engineering, and math education looks like for this age group, and why it is so vital for all children to develop STEM knowledge. Expand your understanding of STEM to lay the foundation for children to develop skills in critical thinking, communication, collaboration, and creativity. This book supplies 60 play-based, developmentally appropriate activities for introducing STEM. All activities include extensions, inquiry questions, and tips on how to help parents strengthen children's learning at home.

STEAM Concepts for Infants and Toddlers

[VIEW BOOK ONLINE](#)



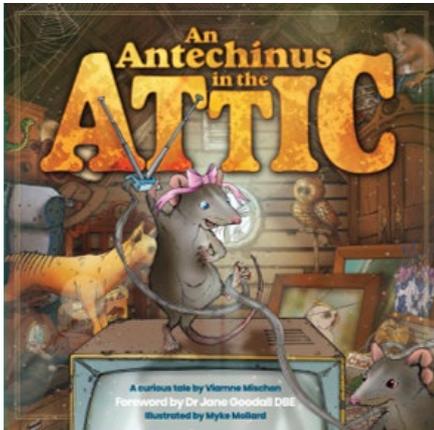
\$87.95
ISBN 9781605545547

STEAM's goal is to support the native creativity and innovation that all children possess. Infants and toddlers have a naturally curious mindset. Yet, there is little literature for educators to sufficiently learn more about how to use STEAM concepts in their practice with infants and toddlers. This book uses illustrated vignettes to narrate stories of infant and toddler STEAM concept explorations and bring out new possibilities for caregivers to uncover within their own environments. STEAM Concepts for Infants and Toddlers presents an inquiry stance for caregivers to consider their role and values that they hold in connection to STEAM concepts. People have different views around how young children should be exposed to STEAM concepts and why. This book gives a space for you to reflect upon their own experiences and views before engaging with young children's learning around STEAM concepts, allowing you to identify areas that are more or less familiar with. This self-reflection will help you take a risk and try something new.

An Antechinus in the Attic

By Viarnne Mischon and with a Foreword by Dr Jane Goodall

[VIEW BOOK ONLINE](#)



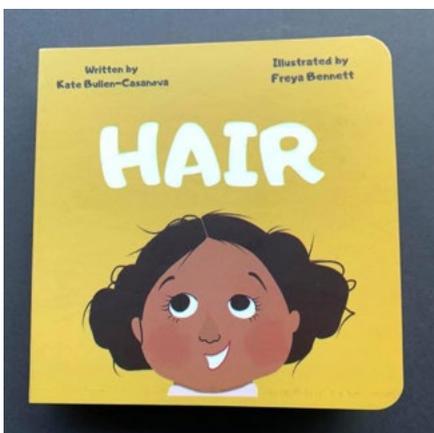
P/B · \$25.95

An Antechinus in the Attic is an exuberant tale about four young cousins who visit their Auntie Agnes and Uncle Zac, only to discover the house is overflowing from basement to rafters with an A to Z of Australian wildlife! Filled with entertaining and vocabulary-building alliteration, from the pen of Viarnne Mischon, and humorous, yet species correct illustrations by Myke Mollard of over 70 endangered, rare and iconic Australian species, An Antechinus in the Attic is as informative and educational as it is witty and fun. With the bonus of a 'call to action' foreword by Dr Jane Goodall DBE, and a comprehensive glossary containing information on every species, An Antechinus in the Attic is designed to both fascinate and inform young readers about all the amazing wildlife in the story that come from a broad

range of habitats - from desert to seashore and rain forest to snowfields, across all states of Australia - even Lord Howe Island and Christmas Island!

Hair

[VIEW BOOK ONLINE](#)

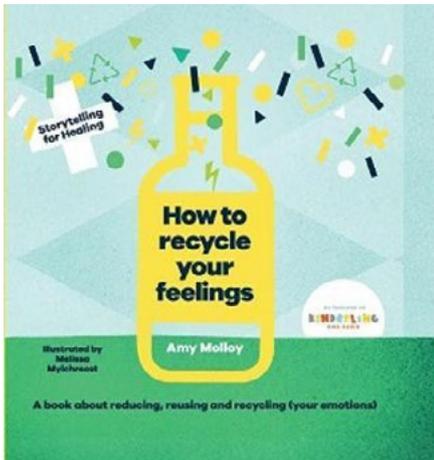


\$19.00

HAIR is a celebration of hair diversity; long, short, straight, curly, body hair, covered hair, facial hair and hair on people of all genders. Written and illustrated by two Melbourne mums, Kate Bullen-Casanova and Freya Bennett, HAIR is a 32 page picture book that can be enjoyed by the whole family. Its colourful characters will leap off the page and into your heart. There's Charlie whose chosen to chop off her locks... ..and Rupert who thinks his long hair really rocks!

How To Recycle Your Feelings

[VIEW BOOK ONLINE](#)



Amy Molloy

Hardcover · \$24.99

ISBN 9780646808697

Sometimes, we all end up with too many emotions, Or emotions we don't have a use for anymore... But that doesn't mean you have to throw them away. Because no emotion is ever really a waste. The first title in the series, How to Recycle Your Feelings is a children's book with grown-ups in mind too. The fictional story – which shows that 'no emotion is ever really a waste' – draws on therapeutic techniques such as reframing, reflection and detachment packaged in a way that is understandable (and enjoyable!) to readers of all ages. Perfect for parents, grandparents, carers and educators alike, it shows the power of imagination and positive intention to cope with the overflow emotions that can clutter our emotional worlds! The series is

written in line with NSW primary school curriculum for personal development and the national Early Years Learning Framework for Australia (aged 0-5): Belonging, Being and Becoming which is 'correlated with resilience, providing children with the capacity to cope with day-to day stress and challenges.'

My Shadow is Pink

[VIEW BOOK ONLINE](#)



Scott Stuart

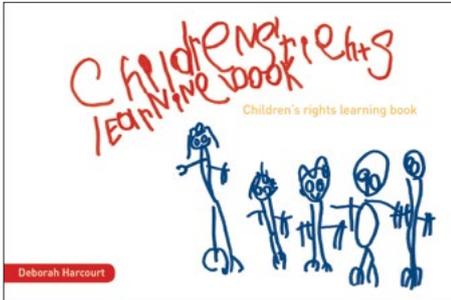
Hardcover · \$24.95

ISBN 9780648728757

My Shadow is Pink is a beautifully written rhyming story that touches on the subjects of gender identity, self acceptance, equality and diversity. Inspired by the author's own little boy, 'Shadow's' main character likes princesses, fairies and things 'not for boys'... he soon learns (through the support of his dad) that everyone has a shadow that they sometimes feel they need to hide. This is an important book for a new generation of children (and adults alike) which exemplifies the concepts of unconditional love, respect and positive parenting. Creates opportunity for open discussion and learning. Highlights current themes of gender identity.

Children's Rights Learning Book

VIEW BOOK ONLINE



Deborah Harcourt
64 Pages • P/B • \$18.95
ISBN 9781876138394

Children's Rights Learning Book is the first book written by young children for young children and teachers about rights.

This project investigated whether the mandated rights under the United Nations Convention on the Rights of the Child are put into action by educators in children's everyday lives. As the project progressed, it became more apparent that the children, who were four and five years old, were constructing a set of rights that were more closely connected to their lived experience of childhood than the rhetorical rights as outlined in the Convention.

A book for teachers and the children they care for, it will provoke deep thought in the reader.

'... the need to take a more active stance on children's participatory rights is particularly important when there are significant changes in early childhood education and care, including the implementation of the Early Years Learning Framework which seeks to embody these rights in educators' daily practice.'

Children's Rights Learning Book is an inspirational document that highlights children's sense of fairness and concern for others.'

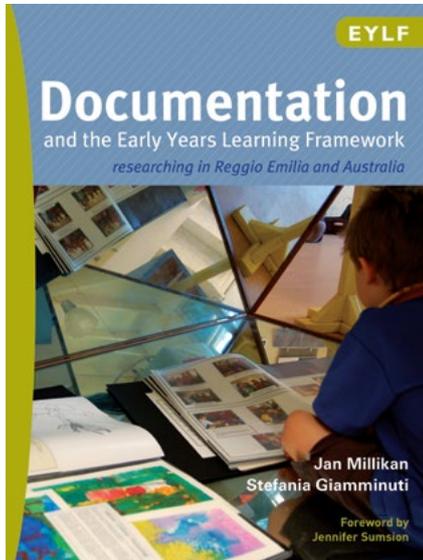
Dr Valerie Aloa,
Chair, Lillian deLissa
and Jean Denton
Scholarships Committee,
University of South Australia



Documentation and the Early Years Learning Framework

Researching in Reggio Emilia and Australia

VIEW BOOK ONLINE



Jan Milikan and Stefania Giamminuti
104 Pages • P/B • \$39.95
ISBN 9781876138370

Rich in enticing images and learning experiences from early years settings in Reggio Emilia (Italy) and Australia, **Documentation and the Early Years Learning Framework** offers students, researchers and professionals in early childhood education and care deep provocations for considering the many possibilities and intents of Documentation. Jan Millikan and Stefania Giamminuti bring to this publication their unique experiences, constructed over decades of research and engagement with the educational project of Reggio Emilia (Italy).

This book embodies the hopes for the Early Years Learning Framework that the national consortium and the Council of Australian Government's Working Party brought to its development. Jan and Stefania provide a wonderful example of what it means to engage deeply with the EYLF and to

bring it into conversation with other ideas and traditions in ways that invigorate and stretch our collective imaginations, and pedagogical ambitions and practices. It is work such as this that breathes life into the EYLF and makes it a learning framework that we can all 'own' and feel proud of as we continue to explore its possibilities.

[From the Foreword] Jennifer Sumsion, Foundation Professor of Early Childhood Education, Charles Sturt University (NSW, Australia)

This book clearly links the Early Years Learning Framework and pedagogical documentation.

However it goes beyond simplistic understandings of both, creating an understanding that neither are mundane, instead rich and flexible driving thinking, curriculum and philosophy. It embraces the notion that the EYLF is not a set of rules, and neither is pedagogical documentation simply a present for families at the end of the year. A great eye-opener for early childhood professionals.

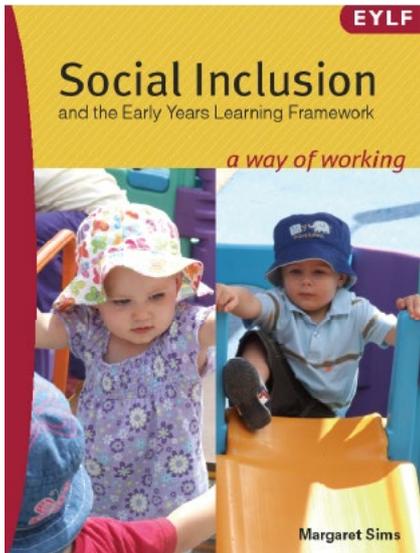
Janet Roberston, Outdoor Teacher, Mia Mia Child and Family Study Centre, Macquarie University (Sydney, Australia)



Social Inclusion and The Early Years Learning Framework (EYLF)

A Way of Working

VIEW BOOK ONLINE



Margaret Sims
80 Pages · P/B · \$39.95
ISBN 9781876138332

The Early Years Learning Framework (EYLF) is the first national framework for Australian early years professionals. The framework emphasises being, belonging and becoming. It argues that belonging – having relationships and a place in people’s lives – is essential for wellbeing. Children need to be, to explore and make their own meanings of the world as they learn and grow, participate in society and become who they are to be.

In **Social Inclusion**, the author states that ‘The Early Years Learning Framework requires us to think about our work with children and the learning opportunities we offer. Our work needs to be grounded in secure, loving and respectful relationships (between us and the children), and true partnerships with parents. We hold high expectations for each child and understand that equity means we offer whatever support is necessary to enable each child to succeed (and recognise that the support we offer will be different for each child). In this way we demonstrate not only a respect for diversity, but a valuing of diversity. In reality all children are different and we work with children in ways that value their uniqueness.’

This book aims to walk you through a way of working that honours the principles of the EYLF and it doesn’t matter if you are working with a child who is identified as having additional needs or a child who is not identified in that way.

Contents

Introduction

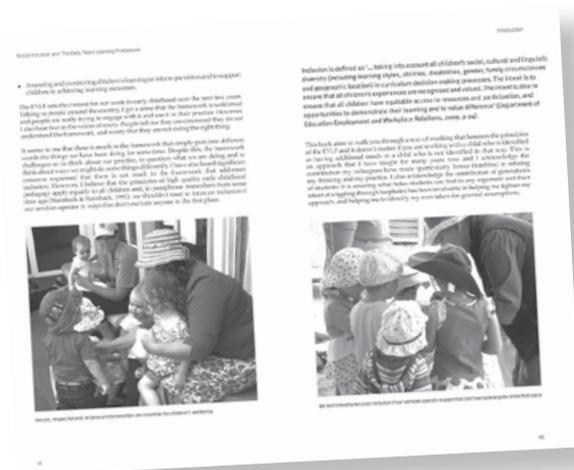
Chapter One It all starts with values
Children’s development is fairly standard
Exclusion
Fixing
Ignoring
Valuing
Link to the EYLF

Chapter Two Beginning the planning
The importance of relationships
Beginning with strengths
A rights perspective in assessment
Link to the EYLF

Chapter Three Implementing our plans
Link to the EYLF

Chapter Four Planning in the home
Link to the EYLF

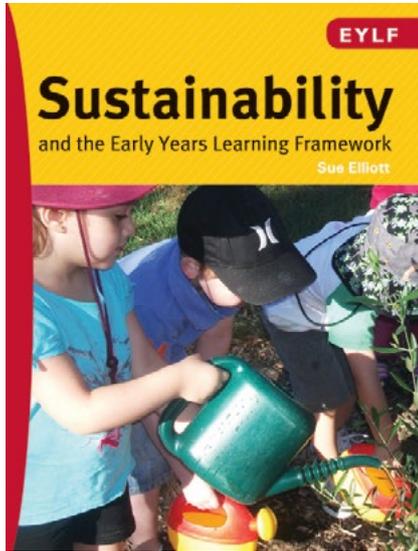
The final word
Reference List



Sustainability and The Early Years Learning Framework (EYLF)

VIEW BOOK ONLINE

BEST SELLER



Sue Elliott
80 Pages · P/B · \$39.95
ISBN 9781876138417

As momentum around early childhood education for sustainability has built over the last decade, it is evident that starting sustainably in early childhood is not only possible, but also necessary. For children, families and educators to collaboratively construct sustainable early child communities is the goal and this can be facilitated by implementing the EYLF through a lens of sustainability.

In this publication Chapter 1 offers a compelling rationale for engaging in education for sustainability as a stimulus for reflection about underpinning values and ethics. Such reflection is a critical aspect of beginning a sustainability journey and may occur individually and/or collectively over time in early child communities. There is potential for further deepening this reflection by reviewing the three B's (Belonging Being Becoming) and how they might be reinterpreted from a sustainability perspective. The key message is that the Earth as a natural physical context as well as the human socio-cultural contexts inform and impact on the belongings, beings and becomings of young children. In Chapter 3, the focus is on the key principles of education for sustainability and how these might map to the EYLF pedagogical principles, practices and outcomes. There are many alignments to be highlighted suggesting a pedagogical advantage for early childhood educators keen to embrace education for sustainability. Practice is frequently a focus of discussion in sustainability and in Chapter 4 links are evident between illustrative practice scenarios and the principles and outcomes of the EYLF.

The final chapters offer early childhood educators the possibility of creating journeys of change towards sustainability. Viewing the EYLF through a lens of sustainability may inspire beginnings or reinvigorate ongoing thinking, acting and relating for sustainability (Kemmis, 2009) and two journeys of change are documented in Chapter 5. Such journeys require resourcing and there are a number of initiatives and resources documented in Chapter 6 that offer information and support.

Contents

Introduction

Chapter One
Why sustainability matters?

Chapter Two
Reinterpreting the three B's

Chapter Three
Key principles of education for sustainability

Chapter Four
Education for sustainability in practice: Five stories from the field

Chapter Five
Creating journeys of change

Chapter Six
Overview of current initiatives and resources

Conclusion
Reference List



Conversations

Behind Early Childhood Pedagogical Documentation

VIEW BOOK ONLINE



Alma Fleet, Catherine Patterson and Janet Robertson

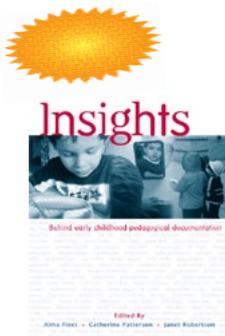
344 Pages • P/B • \$89.95

ISBN 9781876138387

This is the new book edited by Alma Fleet, Catherine Patterson and Janet Robertson, **Conversations: Behind early childhood pedagogical documentation**. Following on from the very popular *Insights: Behind early childhood pedagogical documentation*, this book continues the conversations.

'Conversations is original in that the complexities of contemporary theory and critical pedagogy are presented with a "practical" confidence that immediately engages the reader. The grouping of chapters into sections from "opening the conversations" to "disrupting the conversations" accompanied by thoughtful and provocative responses, provides a range of entry points. Throughout, the authors write about and around the concept of pedagogical documentation, each from a new perspective and each offering varying levels of engagement which should appeal to a wide audience.'

Diti Hill, Senior Lecturer, Faculty of Education, University of Auckland, New Zealand



'The ideas and concepts surrounding pedagogical documentation have been, for many, vague, slippery and hard to pin-down ... This book teaches us to listen, speak, interpret, think, reflect as well as record the interactions between us, materials, representations and environments and space.'

Always, the aim is to enhance learning in a respectful way which honours and values what all the participants bring to the situation ... By drilling-down into particular episodes of teaching and learning through each chapter, we see how the adults learn and teach and how the children teach and learn. This simultaneous meaning-making is laid bare through in-depth analyses of children's actions, words and deliberations; seeing children and adults as active citizens in their shared learning spaces.'

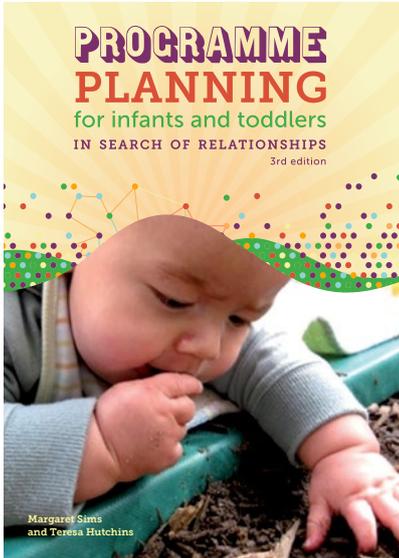
Taken from the foreword of this book by Iram Siraj-Blatchford, Professor of Education, Institute of Education, University of London



Program Planning for Infants and Toddlers

In Search of Relationships

VIEW BOOK ONLINE



Margaret Sims and Teresa Hutchins
P/B · \$89.95
ISBN 9781876138578

☐ Also available as an ebook

Program Planning for Infants and Toddlers: In Search of Relationships is designed as a resource for students and caregivers of infants and toddlers in group settings. It supports the curricula of both New Zealand – Te Whāriki, and Australia – Early Years Learning Framework, with particular reference to how these curricula relate to children three years and under. This book is also available as an EBOOK. Click the eBooks tab on the left-hand side of the webpage to access it.

Contents

Chapter One examines the broad context of infant and toddler development. How beliefs about the value, needs and rights of women and very young children have influenced the development of professional caregiving and its evolution throughout history.

Chapter Two looks at the latest neurological research that has been so influential in the bringing of infant and toddler care to the attention of politicians, in particular attachment. Research now shows the significant impact attachment has on children's biology and validates the importance of relationships.

THIRD REVISED EDITION includes EYLF, NQS and Te Whāriki

Chapter Three examines the importance of building partnerships with parents and the role of the child care service in building supportive communities.

Chapter Four describes a process for planning programs for infants and toddlers centred on strengths, interests and rights of the individual child and families.

Chapter Five examines in detail the influence of the physical and human environment within the child care setting on infant and toddler development. In addition it highlights the importance of high-quality human environments that are characterised by responsive, respectful and reciprocal caregiving.

Chapter Six examines the importance of attachment as the foundation for social and emotional development, specifically detailing the way in which caregivers can use the caregiving, attachment and play framework to foster the development of meaningful and trusting relationships between children and caregivers.

Chapter Seven examines the way in which the child care program responds to and fosters children's physical development whilst taking into consideration the diverse sleep and nutritional needs of infants and toddlers.

Chapter Eight examines approaches to cognitive and language development and how the infant and toddler program can integrate these different approaches to provide a stimulating and challenging environment for infants and toddlers.

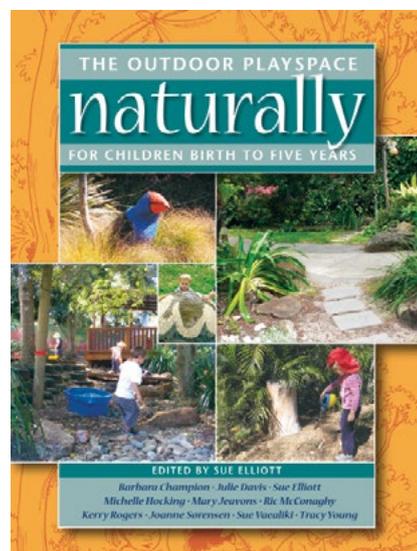
Chapter Nine discusses factors that may lead infants and toddlers to have additional needs and how caregivers can work towards the goal of inclusion and best respond to these needs.



The Outdoor Playspace Naturally

For Children Birth to Five Years

VIEW BOOK ONLINE



Sue Elliott

Full Colour • 224 Pages • P/B • \$89.95

ISBN 9781876138271

The Outdoor Playspace Naturally arose from concerns shared by the editor and contributing authors about children's playspaces in early childhood services in Australia. It reveals their concerns and offers guidance and information to early childhood educators, centre co-ordinators, management committees, designers and all those involved in the provision of early childhood services.

We can do better for children than quick fix, generic and synthetic playspaces and this publication provides the foundation for creating natural, dynamic and engaging playspaces. At its heart, the creation of a natural playspace is a collaborative venture between children, parents and staff that is locally vital and evolves over time. The inspiring photographs and case studies well illustrate the potential.

The authors of this publication are committed to change - change that will improve children's outdoor play opportunities, health, well being, connections with nature and promote education for sustainability.

Contents

Chapter One Designing natural playspaces: principles by Ric McConaghy

Chapter Two Designing natural playspaces: processes by Ric McConaghy

Chapter Three Creating specific features to foster nature connections by Tracy Young

Chapter Four How do natural playspaces meet developmental needs and interests? by Kerry Rogers

Chapter Five Standards and stones by Barbara Champion

Chapter Six Making natural playspaces more accessible to children with disabilities by Mary Jeavons

Chapter Seven Planning for children in natural playspaces by Michelle Hocking

Chapter Eight Early childhood centre case studies from Australia by Sue Elliott

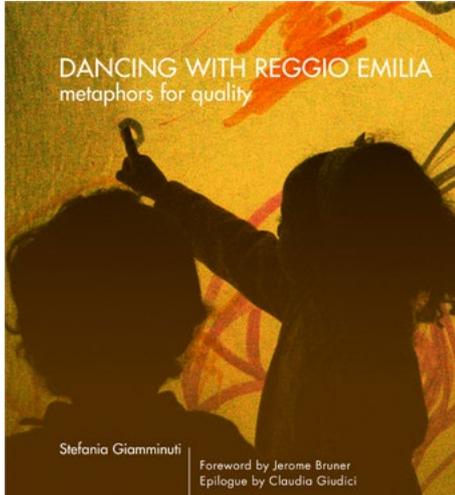
Chapter Nine International perspectives on natural playspaces by Joanne Sorensen, Sue Vaealiki, Tracy Young



Dancing With Reggio Emilia

Metaphors for Quality

VIEW BOOK ONLINE



Stefania Giamminuti.

Foreword by Jerome Bruner. Epilogue by Claudia Giudici

ISBN 9781876138387 · P/B · \$114.95

Stefania Giamminuti spent six months researching in the municipal infant-toddler centres and schools of Reggio Emilia, Italy. Her unique experiences are vividly recounted in this rich book, with its seductive images and lyrical storytelling drawing the reader into daily events in these world-renowned places for young children. The voices and contexts of children, teachers, atelieriste, pedagogiste, and families in Reggio Emilia come alive in this important and impressive book — an invitation to encounter the beauty and complexity of this exceptional social and cultural project of early education. Stefania proposes a new key for interpreting the educational project of Reggio Emilia in international contexts by exploring the 'local values' that emerged through her observation of life in Nido Arcobaleno and Scuola Pablo Neruda and relating these to 'connective values' to inform the philosophy, policy and practice of early childhood education and care internationally. Stefania engages with the construct of 'quality' in early childhood education and care, proposing new approaches to theorising quality as a metaphor and complex cultural and value-laden construct.

This is a book about the philosophical basis of a mode of early, preschool education. But that philosophical basis is not only set forth abstractly but explicated concretely by well observed examples of the daily life of those preschools. I happen to be a cittadino onorario of Reggio Emilia. And I confess that I am further honoured by the appearance of this book. For it brings that city and its pedagogical efforts into a universal context that honours us all.

[from the Foreword] Jerome Bruner,
University Professor, New York
University, NYC (USA)

Your book stands out in that it gives a genuine feeling for the schools and the community while also speaking to the already published literature.

Howard Gardner, Hobbs Professor of Cognition and Education,
Harvard Graduate School of Education (USA).

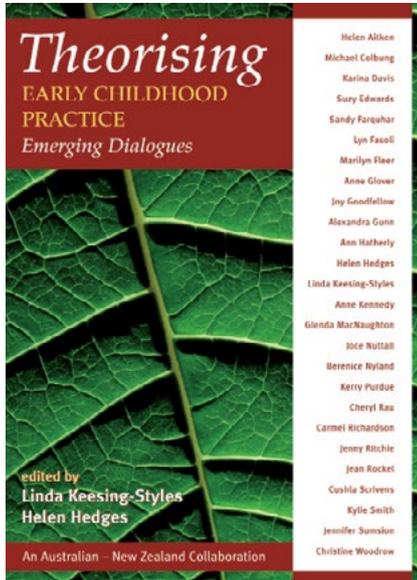
As I read this book, the story emerged of a special educational project, seen and narrated through the eyes of a researcher who has positioned herself as a listener and observer of daily events in the municipal infant-toddler centres and 'schools of childhood' of Reggio Emilia. Stefania has narrated the possible which this experience attempts to bear witness to, proposing education as a primary and inalienable right of all children throughout the world.

[from the Epilogue] Claudia Giudici, President, Preschools and Infant-toddler Centres —
Istituzione of the Municipality of Reggio Emilia



Theorising Early Childhood Practice

Emerging Dialogues



Edited by Linda Keesing-Styles and Helen Hedges
 289 Pages • P/B • \$69.95
 ISBN 9781876138264

Early childhood education is a collaborative undertaking. Mutual interests and concerns and joint efforts are hallmarks of the field. This volume represents a new form of collective venture: writers from Australia and Aotearoa/New Zealand teaming up and joining forces to write about current issues critical to the sector.

Each chapter represents a trans-Tasman dialogue between the authors. In the process, it has become very evident that, despite the cultural and policy differences between the two countries, we share many common approaches and philosophies and are working towards some mutually relevant initiatives. The dialogues that emerge provide challenges to the broader international context of early childhood practice, professionalism theory, policy, curriculum and pedagogy. Therefore, equally, we anticipate that the challenges and provocations included in this volume will offer food for thought to ensure that dialogue on these issues continues both beyond the reading of this book and beyond the geographical boundaries of its authors.

The overall themes that we as editors identified for the book to provide some threads of continuity were:

- images of children
- children's rights and advocacy for children
- policy decisions, political winds and effects on early childhood provision
- ethical issues
- partnerships with parents; and unique early childhood perspectives

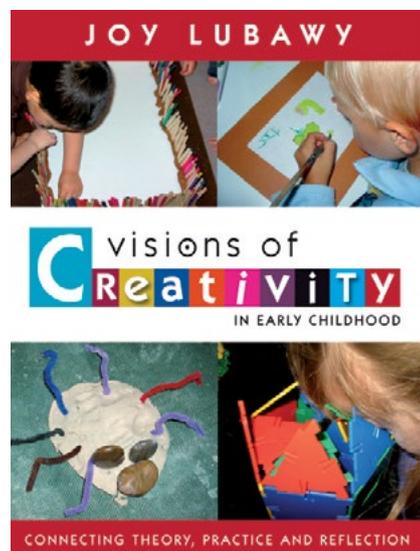
In addition, three more themes emerged from the shared concerns of the chapter authors:

- changing theoretical perspectives, from developmental to
- sociocultural from modern to post modern and post-structural
- issues related to roles, responsibilities and identities that arise from growing professionalism in the sector and
- the role of early childhood education in promoting socially just practices



Visions of Creativity in Early Childhood

Connecting Theory, Practice and Reflection



Joy Lubawy

Full Colour • 264 Pages • P/B • \$79.95

ISBN 9781876138295

First printed in 2009 and reprinted in the same year, this book has been an outstanding success. It is both informative and easy to read as the author uses real-life stories so that the reader may share with her reflections on the ways we can encourage children's creativity. Using Howard Gardner's Theory of Multiple Intelligence as the framework and blending her thoughts with the ideas from Reggio Emilia and the Emergent Curriculum school of thought, this book connects philosophy, theories and practice.

Joy Lubawy is a storyteller. In *Visions of Creativity* she uses the real-life stories from her 30 years as Teacher/ Director in Australian early childhood centres so that the reader may share with her reflections on the ways we can encourage children's creativity. Joy has used Howard Gardner's Theory of Multiple Intelligence as the framework of the book so that creativity is now seen not only as being for the artists and performers, but for every child. She has blended her thoughts and stories with responses to ideas from Reggio Emilia as well as other writers from the Emergent Curriculum school of thought.

Contents

This book has a very expansive Table of Contents which has been reduced here to chapter headings only. Each chapter contains a definition of the chapter title, stories and examples from the classroom and implications.

Chapter One

Exploring visual and aesthetic dimensions

Chapter Two

Exploring musical and rhythmic dimensions

Chapter Three

Exploring kinaesthetic dimensions

Chapter Four

Exploring mathematical and logical dimensions

Chapter Five

Exploring naturalist dimensions

Chapter Six

Exploring linguistic dimensions

Chapter Seven

Exploring interpersonal dimensions

Chapter Eight

Exploring intrapersonal dimensions

Chapter Nine

Programming, planning, evaluation and documentation



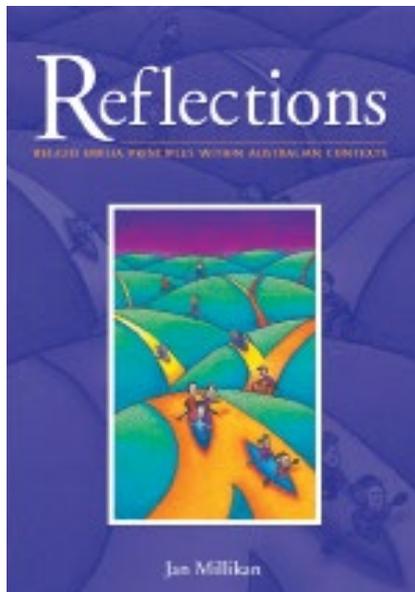
www.pademelonpress.com.au



Reflections

Reggio Emilia Principles Within Australian Contexts

[VIEW BOOK ONLINE](#)



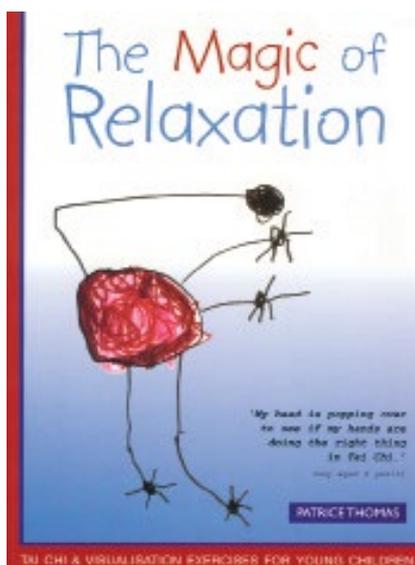
Jan Millikan
160 Pages • P/B • \$49.95
ISBN 9781876138149

The first Australian book on Reggio Emilia principles and the impact they have upon Australian Early Childhood Services. An excellent introduction for early childhood practitioners and students to the teaching principles of Reggio Emilia and the implications for care and education of young children in Australia. Central to the book's success is a synthesis of a number of discussions involving educators across Australia. Stories contributed by early childhood practitioners share individual responses to implementing Reggio Emilia principles within a variety of settings and across age groups.

The Magic of Relaxation

Tai Chi & Visualisation Exercises for Young Children

[VIEW BOOK ONLINE](#)



Patrice Thomas
96 Pages • P/B • \$34.95
ISBN 9781876138122

This book combines gentle exercises, progressive relaxation and visualisation techniques suitable for all children. Gentle exercises promote strength, flexibility, suppleness, coordination and good posture. Relaxation techniques teach children the value of stillness and how to enjoy being calm, quiet and inwardly reflective. Most importantly, relaxation and Tai Chi are non-competitive, nurturing techniques that children of all ages can enjoy.

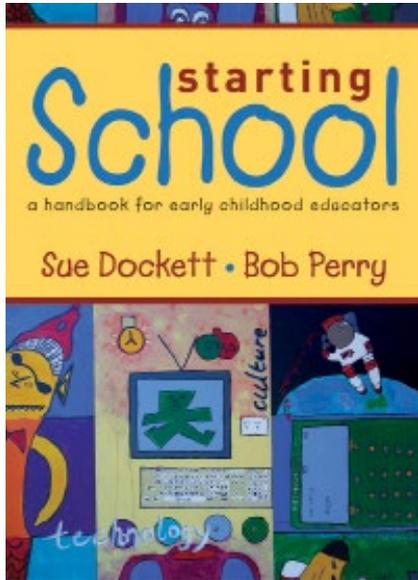
Contents

Foreword
Introduction
Chapter 1 Transforming stress in young children
Chapter 2 Getting started
Chapter 3 Gentle tai chi exercises
Chapter 4 Relaxation and visualisation
Chapter 5 Creative expression

Endorsed by
Early Childhood Australia

Starting School

A Handbook for Early Childhood Educators



Sue Dockett and Bob Perry
224 Pages · P/B · \$49.95
ISBN 9781876138246

Starting School, and the companion volume for families, **Our Family is Starting School**, emphasises the importance of relationships and of people working together. The authors believe that families, educators and communities working together for the benefit of children is a particularly positive way to encourage children to feel special, as if they belong within a community, and develop an eagerness to engage with school and education.

This book is organised into five sections. The first section highlights the importance of a positive start to school and introduces the Guidelines for Effective Transition to School Programs developed with the aid of research from the Starting School Research Project, which is based at the University of Western Sydney, Australia. This section also introduces two of the contentious issues related to starting school: readiness and age. It asks who or what it is that needs to be ready and suggests that some of the focus on starting school age could be more productively redirected to ensuring that schools are the best possible learning environments for all children who are eligible.

The next three sections of the book are about planning transition programs. In each section there are some specific examples of practice that support the development, implementation and evaluation of effective transition programs.

The final section of the book is brief but significant. It is titled 'Beyond Transition' and signifies that while the transition to school is important, so too is what happens at school. Educators, families, children, other professionals and community members are encouraged to continually engage in discussions about teaching and learning, about pedagogy and practice within early education settings-be they prior-to-school or school settings.

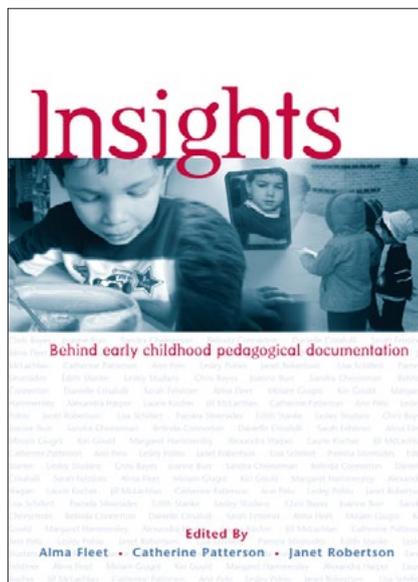
Contents

- Chapter 1 Starting school
- Chapter 2 The importance of a positive start to school transition programs
- Chapter 3 An ecological model
- Chapter 4 Thinking about readiness
- Chapter 5 Relationships
- Chapter 6 Planning transitions: people
- Chapter 7 Planning transitions: processes
- Chapter 8 Establish collaborative teams
- Chapter 9 Identify a transition coordinator
- Chapter 10 Facilitate regular meetings and assess current practices in transition
- Chapter 11 Setting goals
- Chapter 12 Generate ideas for transition activities
- Chapter 13 Create a transition timeline
- Chapter 14 Identify issues or concerns
- Chapter 15 Revise ideas and timelines
- Chapter 16 Implement transition practices
- Chapter 17 Assess, evaluate and revise
- Chapter 18 Planning transitions: structures
- Chapter 19 Beyond transition

Insights — eBook

Behind Early Childhood Pedagogical Documentation

VIEW BOOK ONLINE



Edited by Alma Fleet, Catherine Patterson and Janet Robertson
eBook • 396 Pages • \$69.95
ISBN 9781876138356

With an eclectic mix of well known authors and equally well known respondents, this is an essential resource for those wanting to articulate ideas and thinking about pedagogical documentation.

Insights is available as the **WHOLE E-BOOK** or **INDIVIDUAL E-CHAPTERS**.

It is PDF format so you can read it on any computer (does not require a specific e-reader).

Buy the whole book for \$69.95 (19 Chapters and Responses) or buy chapters of your choice.

You can buy a bundle of chapters:

Buy 1 eChapter for \$8.00

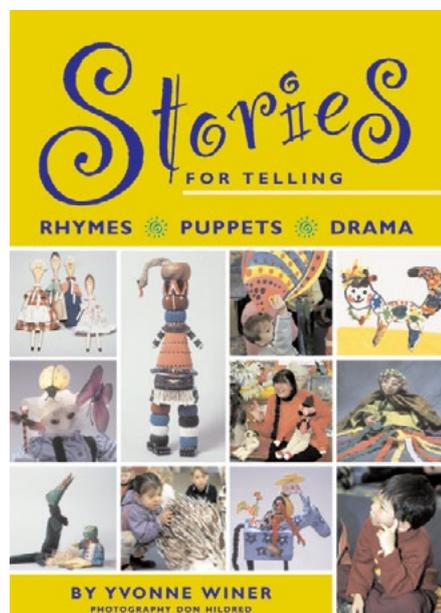
Buy 3 eChapters for \$17.00

Buy 7 eChapters for \$35.00



Stories for Telling

Rhymes, Puppets, Drama



Yvonne Winer

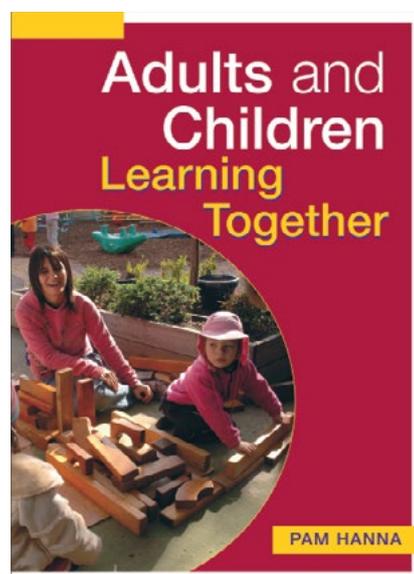
Full Colour • 176 Pages • P/B • \$69.95

ISBN 9781876138196

'Stories for Telling is a wonderful resource for all early childhood professionals. Yvonne Winer provides the reader with a wealth of stories, ideas and wisdom that will inspire your imagination and encourage you to step into the magical world of storytelling. The stories are set out in such a way that they are easy to follow with the ideas, actions and colour photographs supporting the overall theme of the book, enthralling and magical.'

Lyn Bower, Department of Early Childhood,
University of Southern Queensland

Adults And Children Learning Together



Pam Hanna

112 Pages • P/B • \$39.95

ISBN 9781876138211

Through the use of many colourful and interesting stories and examples, this book makes a very persuasive case for looking carefully and listening sensitively to children as a basis for planning. Relevant to both centre-based and family day care settings, in both Australia and New Zealand, it gives new meaning to the idea of 'starting with the child'.

Written for educators who are focused on, and proactive about extending young children's learning.



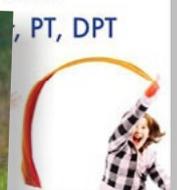
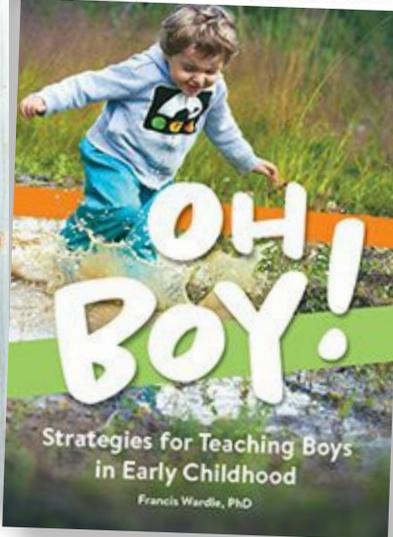
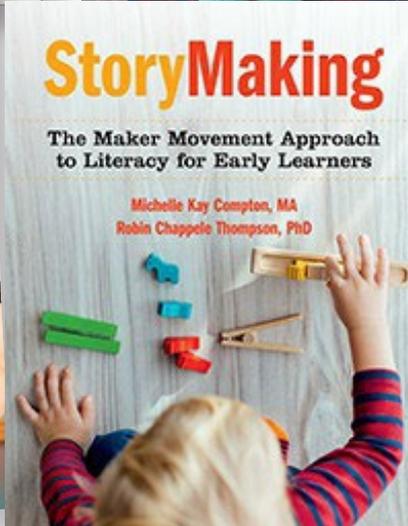
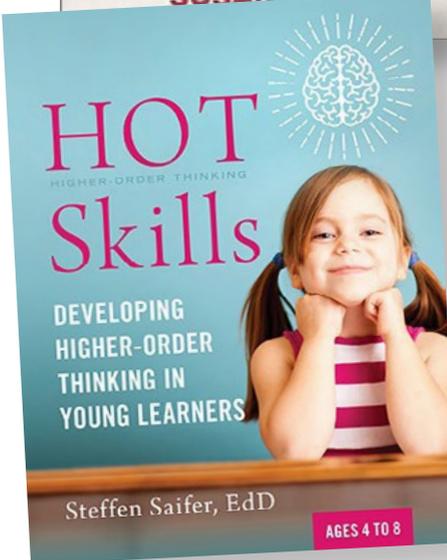
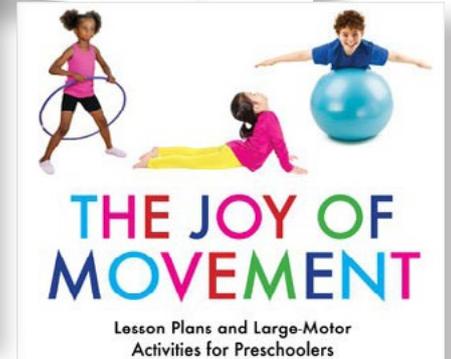
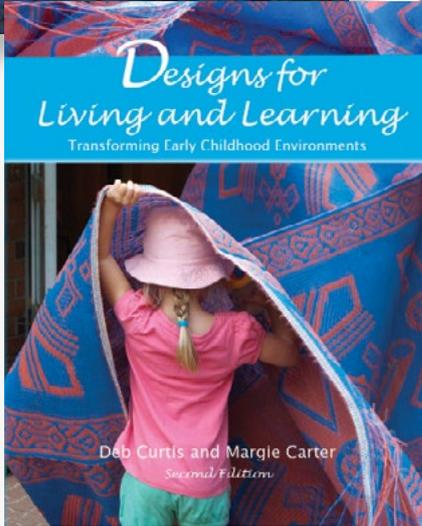
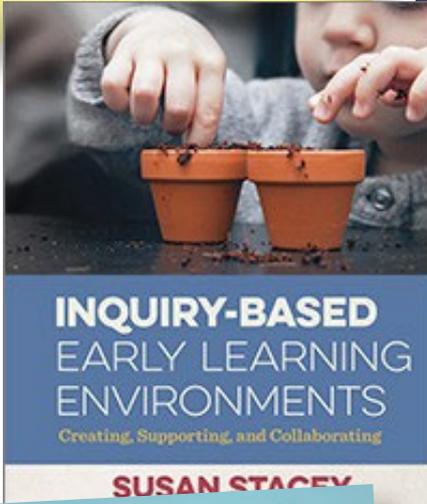
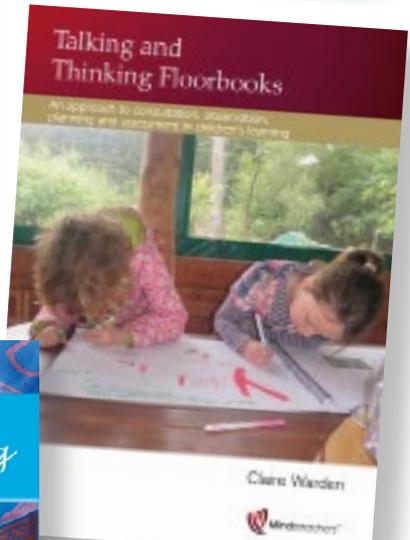
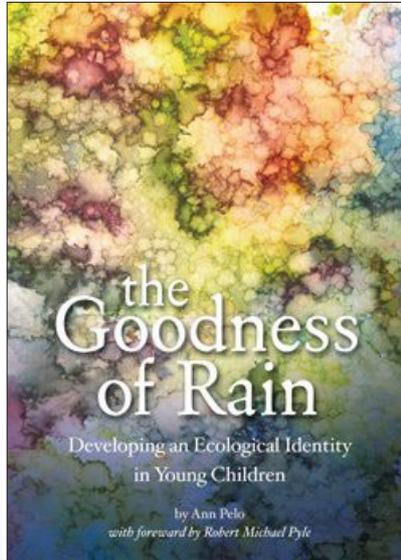
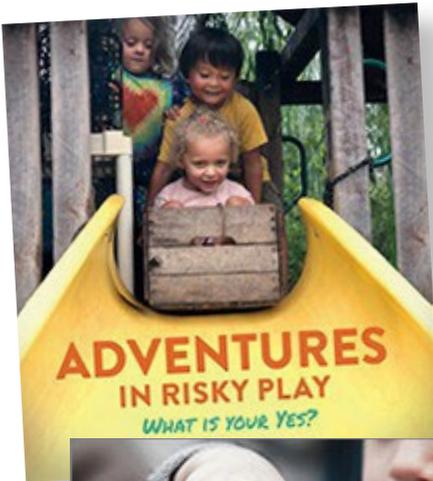
Pademelon Press represents quality US and UK Publishers.

We have the best selling and most appropriate titles listed for sale on our website, and we are always updating it with new titles as they become available.

If you want to find out information about their other publications please call or email us using the Contact Us page, or check their website.

Dimensions Educational - US
 Exchange - US
 Gryphon House Inc - US
 Harvest Resources - US
 Mindstretchers - UK
 Redleaf Press - US
 Teachers College Press - US

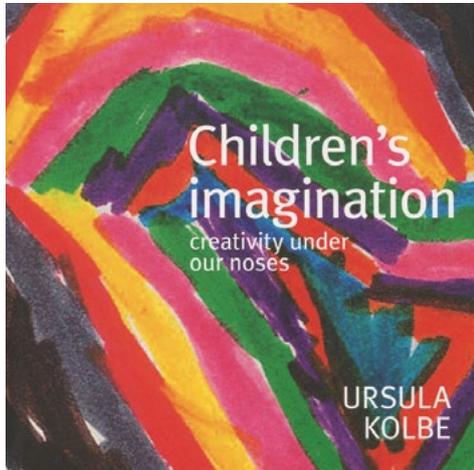
**BEST SELLING TITLES
 DISTRIBUTED BY
 PADEMELON PRESS**



Children's Imagination

Creativity Under Our Noses

VIEW BOOK ONLINE



Ursula Kolbe
110 Pages • P/B • \$29.95
ISBN 9780975772232

Is today's pressure on parents and teachers sidelining children's play? Artist and educator Ursula Kolbe opens our eyes and ears to what's happening 'under our noses' when children play—with anything from seedpods to felt-tip pens or even an iPad. Kolbe's stories reveal that unstructured and unhurried play—as neuroscientists, psychologists and educators have long said—encourages children to become imaginative and inventive thinkers.

By looking at children's responses to the unexpected in play, *Children's Imagination: Creativity Under Our Noses* uncovers valuable clues to what sparks creativity in us all.

'Inspiring and a joy to read. Ursula Kolbe reveals the importance of paying attention to the myriad possibilities that children find in everyday materials and provides insights into their thinking. She encourages the adult to be present—not in control or with outcomes in mind—but rather to participate as needed and to appreciate the wonder that children find in their play.'

Contents

Introduction

Part One:

What Sparks Children's Imagination

Found Surprises

Enticing Spaces

Together in the Moment

Graphic Exploration: A Universal Form of Play

'Nothing is Born of Nothing'

Part Two: Nourishing and Supporting Creative Thinking

Learning From Children

Reflections to Build On

Time, Space and Materials

Final Words

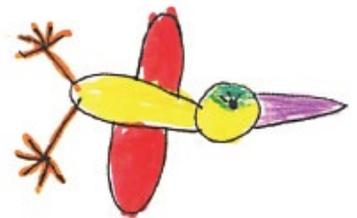
Practical Matters

Notes

Further Reading

Index

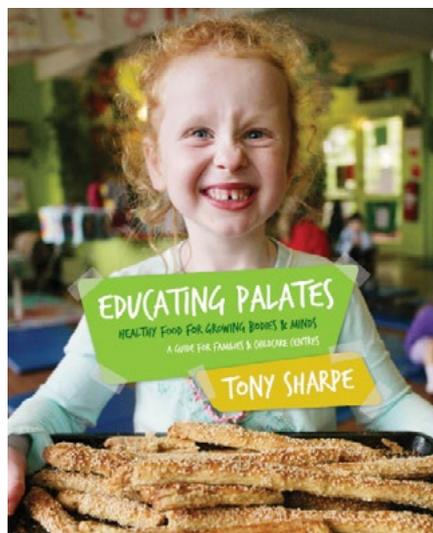
Wendy Shepherd, Director,
Mia-Mia Child and Family Study Centre,
Macquarie University, Sydney



Educating Palates

Healthy Food for Growing Bodies and Minds
– A Guide for Families & Childcare Centres

VIEW BOOK ONLINE



Tony Sharpe
286 Pages • P/B • \$35.00
ISBN 9780646576381

A cook book for growing bodies and minds.

All children need to be guided at some stage and taught how to eat healthily. Educating a child's palate is a rewarding process.

Long before celebrity chefs stormed our televisions demanding school canteens revolutionise and forego processed foods for healthier options, there was a small childcare centre in the Blue Mountains called Lizzards where the children had a daily changing menu of seasonal produce lovingly homecooked by a qualified chef – Tony Sharpe.

"MY child won't eat THAT!" parents would say on their first visit to Lizzards, yet within weeks they were eating more than their words and begging Tony for his recipes. "NOW they'll only eat YOUR food. What's your secret?"...and so this book was written.

Tony's aim in writing **Educating Palates** was to give day care centres and parents a simple tool to positively enhance the mental and physical development of their children. Not just a cookbook, Tony also gives tips for fussy eaters, lists healthier substitutes for common ingredients, shows which additives to avoid and suggests ways to positively engage children in healthier choices. Each recipe is written for both a family of four and a group of 30 children.

"Developing a child's palate will not only create healthier and happier children, but it will also help bring families together at meal times, lower preparation times and reduce ingredient costs."

Tony has a deep concern for the poor diets that some families and long day care centres are feeding our children. Obesity is on the increase and the use of preservatives and processed food is widespread. **Educating Palates** emphasises the use of whole foods which are high in fibre and low GI. These are easy and cheap to prepare recipes developed from Tony's experience working with children over the last 20 years.

Contents

Why birth to three?
Why literacies birth to three?
What principles of teaching and learning underpin this book?
How can we monitor the literacy learning of children birth to three?
How is this book organised?

Chapter One

Interacting with others

Chapter Two

Engaging with texts

Chapter Three

Languages of self-expression

Chapter Four

Symbols, patterns and mark-making

Chapter Five

Information communication technologies (ICT) and early literacy learning

