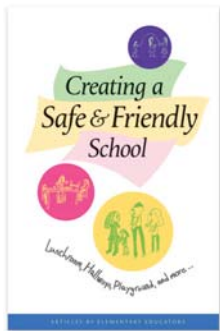


New books



Elementary educators. 2006. *Creating a Safe and Friendly School*. Turners Falls, MA: Northeast Foundation for Children. 115 pp. ISBN 978-1-892989-16-1. \$16.00.

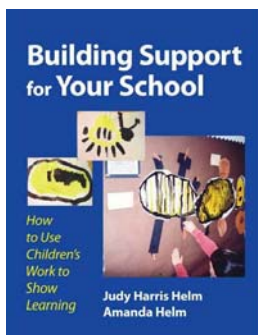
Seventeen articles by educators focus on strategies used at their schools to promote a schoolwide climate of trust, caring, respect, and security in all the spaces of the school. Principals and teachers share examples of how they alleviate problems on the bus, playgrounds, and in school bathrooms, and help children use calm and friendly behavior in school hallways, during lunchtime, and in special classes. Suggested resources include books, videos, Web sites, and tools like a parent-student handbook on building self-control.



Fleet, A., C. Patterson, & J. Robertson. 2006. *Insights: Behind Early Childhood Pedagogical Documentation*. Castle Hill, NSW, Australia: Pademelon. 370 pp. ISBN 1-876138-20-3. \$89.95.

Teachers, teacher educators, and early childhood students from Australia, New Zealand, and North America demonstrate how pedagogical documentation gives visibility to the complex ways children and teachers construct meaning in the classroom. The authors explore the ways this process enables teachers to reflect on their decision making and engage with colleagues, children, and families to examine and enhance the relationships and the understandings and assumptions about teaching and learning occurring in their classrooms. A theme highlighted throughout is the centrality of social justice issues in Reggio-inspired teaching and learning and how pedagogical documentation can support antibias work.

The authors explore key questions in the early childhood field, like how can teachers create a voice for children in the curriculum or reconcile investigations and documentation with school system curriculum requirements? The text addresses some practical issues, like deciding what is worthy of documentation or the implications of children's conversations and actions in each child's learning.

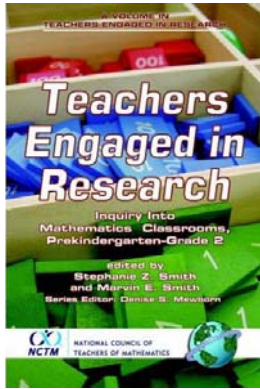


Helm, J.H., & A. Helm. 2006. *Building Support for Your School: How to Use Children's Work to Show Learning*. New York: Teachers College Press. 128 pp. ISBN 0-8077-4714-9. \$19.95.

In the current environment, where test scores dominate as the evidence of children's learning and low performances in math and literacy fuel public anxiety, early childhood schools must be proactive and more effective in communicating the quality education that is occurring in their programs. The authors combine their expertise in marketing, public relations, and documentation to help early childhood programs make their communications more professional and use documentation of children's work to capture children's learning and provide insights into the educational processes.

Early childhood programs communicate with many stakeholders: families, geographic neighbors, corporate governing boards and sponsors, volunteers, accrediting and regulatory agencies, legislators, and taxpayers. The authors present the principles of professional communication and illustrate how to incorporate ideas from graphic design, museum display, and media techniques into their communications. Practical strategies and samples of effective communications will help administrators and teachers analyze their audience needs, plan convincing messages, and incorporate documentation into brochures, Web sites, community displays, and newsletters. The authors offer techniques for organizing exhibits for events, such as open houses, science fairs, or community celebrations, and preparing press releases and participating in interviews. This book fills a critical need in the early childhood field.

Titles are selected from the many new books received by NAEYC. Educator **Gail Perry** writes the annotations. The books are available from the publishers listed, your local bookstore, or online retailers.



Smith, S.Z., & M.E. Smith, eds. 2006. *Teachers Engaged in Research: Inquiry into Mathematics Classrooms, Grades Pre-K-2*. Greenwich, CT: Information Age. 235 pp. ISBN 1-59311-495-8. \$39.95.

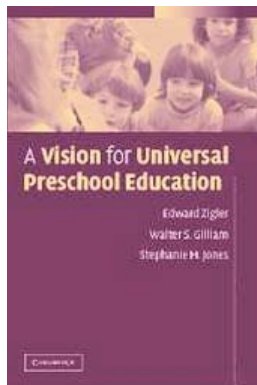
These teachers' accounts provide a look inside the teaching and learning of math for young children and highlight the power of using an inquiry approach to help teachers deepen their knowledge of math content and their understanding of children's learning processes. This book originated from efforts by the National Council of Teachers of Mathematics to expand traditional conceptions of research in mathematics by including practitioner inquiry.

The chapters address issues that matter to teachers and detail ways to research those issues. The authors focus on a challenging aspect of teaching math—how to gain insight into children's thinking and understanding and then use this insight to promote further understanding. They use excerpts of classroom discussions and samples of children's work to illustrate children's reasoning and sense-making about topics like odd and even numbers, the properties of addition and subtraction, linear measurement, and shape and dimension. Teachers and teacher educators describe the kinds of collaborative work with other teachers and the professional development experiences that help them consider and reconsider strategies and materials needed to support day-to-day decisions.

Zigler, E., W.S. Gilliam, & S.M. Jones. *A Vision for Universal Preschool Education*. New York: Cambridge University Press. 279 pp. ISBN 0-521-61299-3. \$29.99.

The authors argue that now is an opportune time to create a national preschool program for all children from birth through the transition to kindergarten. They make recommendations for designing, implementing, funding, and evaluating an optimal preschool program and provide a rationale and model for people who can make universal preschool a reality—leaders in early education, economists, philanthropists, business leaders, and policy makers.

Chapters address the economic returns and lasting benefits for investment in high-quality preschool education and include familiar early childhood components, such as the necessity to meet the needs of the whole child, school readiness, comprehensive services, parental involvement, well-trained and -compensated teachers. Believing that universal preschool should be the province of states, the authors propose a combined funding adequate to support high-quality programs, periodic monitoring, and quality enhancement efforts.



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