

Bruno, H.E. 2008. *Leading on Purpose: Emotionally Intelligent Early Childhood Administration*. New York: McGraw-Hill. 287 pp. ISBN 9780073378428. \$67.00.

Drawing from her years of experience teaching the Wheelock College early childhood administrative course, the author discusses traditional administrative topics such as financial management, marketing and development, and supervision and staff development. In an unusual approach, she helps readers see how successful early childhood leadership depends on using emotional intelligence in everyday relationships and decision making. Bruno translates new research on the adult brain and shows how the principles and practices of emotional intelligence can help address common professional issues, from handling staff gossip and preventing legal concerns to designing facilities that meet health and safety codes and the needs of diverse families. Her strategies, based on the idea of leading from the inside out, help directors understand their feelings and motivation, embrace their strengths, and address their own blind spots before learning what inspires and motivates staff.

This book offers a wealth of information for both early childhood administrators and teacher educators. While discussing subjects like theories of group dynamics, Stephen Covey's work on effective people, and new research on decision making, Bruno shows how the information has been applied effectively in child care settings across the country. The book includes practical tools such as forms for supervision, training, health and safety assessment, and budget formulation; reflection questions and collaborative assignments for students; and useful resources (both books and Web sites). Perhaps best of all, Bruno takes an often dry topic and makes it interesting.

California Department of Education and WestEd Center for Child and Family Studies. 2009. *California Infant/Toddler Learning and Development Foundations*. Sacramento: California Department of Education. 110 pp. ISBN 9780801116933. \$17.95. Online www.cde.ca.gov/sp/cd/re/documents/itfoundations2009.pdf

Good infant/toddler caregiving requires teachers to have an understanding of and an appreciation for children's developing abilities and the unique ways in which children become active participants in their own learning. This guide provides insight into the key competencies that infants and toddlers typically attain in the first three years of life. It is the most recent training tool developed by the California Department of Education and WestEd Center for Child and Family Studies as part of a statewide effort to strengthen early learning and development through high-quality infant/toddler programs.

Drawing from current research and evidence from practice, the authors describe how 28 competencies, such as emotional regulation and cause-and-effect thinking, are learned and develop over the first three years. The narrative accounts are followed by charts with concise definitions of each competency, illustrated by diverse examples of infant/toddler behaviors at 8, 18, and 36 months. Sample infant/toddler behaviors typical of

the months leading up to these three pivotal development stages capture children's ongoing changes and transitions.

The short readable explanations, inviting format, and engaging photos help make this a valuable professional development tool for directors and teacher educators. An excellent three-disc DVD, also available from the publisher, illustrates the 28 competencies in action at infant/toddler centers.

A high-quality companion book, *Infant/Toddler Learning and Development Program Guidelines*, offers recommendations for program policies and day-to-day practices. Both books and video are available from the California Department of Education: 800-995-4099 or www.cde.ca.gov/sp/cd/re/documents/itguidelines.pdf.

Petty, K. 2009. *Deployment: Strategies for Working with Kids in Military Families*. St. Paul, MN: Redleaf. 186 pp. ISBN 9781933653747. \$24.95.

This book identifies the unique needs and stressors of children and their military families as they face separation or loss, changes in family structure, or a sudden move to a new school and community. Petty offers strategies that teachers in school settings and caregivers at home can use to provide emotionally supportive environments for the infants, toddlers, preschoolers, and school-age children in their care. While play is monumentally important for children in turmoil, they often find themselves unable to participate in play and may need special support from the teacher to become engaged and experience play's healing effect.

The author suggests ways teachers can address children's needs during homecomings and reunions and prior to deployment. For example, before the parent leaves, teachers can schedule a special play day at the center when parents and children can be photographed engaging in activities. Copies of the photos can be kept at home or center and taken with the deployed parent. The text includes a sample letter with suggestions for families to comfort their children during this transition.

Adults outside the military (teachers, social workers, family relatives, directors, teacher educators) can use this book to understand the circumstances faced by children and adults living in military communities. But the value of this book goes beyond military situations. Anyone who wants to help young children cope with trauma in their lives can implement the strategies for creating peaceful environments, teaching tolerance, and fostering emotional intelligence and resiliency.

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

This column is available online at

www.naeyc.org/yc/columns.

Clements, D.H., & J. Sarama. 2009. *Learning and Teaching Early Math: The Learning Trajectories Approach*. New York: Routledge/Taylor & Francis. 327 pp. ISBN 9780415995924. \$49.95.

This book highlights the vital importance of providing quality math education in the early years and explains how to do it. After many years reviewing the research and studying children's math understandings in early childhood classrooms, two early math experts found that young children love to think mathematically and, from birth, have certain mathematics-like competencies in number, spatial sense, and patterns. The authors summarize the natural progression of children's thinking and understanding of math concepts and show teachers how to use that knowledge to engage children in meaningful math experiences. At the core of this promising approach are learning trajectories, a three-part process consisting of a specific mathematical goal or topic, a typical path children follow in

developing understanding and skill about that topic, and a set of sequenced activities matched to each path's level of thinking that help children develop ever-higher levels of thinking. In separate chapters, the math curriculum addresses 11 math topics, including number, spatial thinking, ordering, and estimating. Each chapter includes a brief description of how children learn about that topic, a detailed learning trajectory from age 1 or 2 through age 8, and activities for each age level. This state-of-the-art book makes an invaluable contribution to our understanding of this vital component of early childhood practice and to the children who will benefit from its publication.

A companion book, *Early Childhood Mathematics Education Research: Learning Trajectories for Young Children*, reviews the research on early math learning.

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- *Children, Language & Literacy; Extending the Dance in Infant and Toddler Caregiving*
- *Anti-Bias Education for Young Children and Ourselves*
- *Reaching Standards and Beyond in Kindergarten*

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