

**PROFESSIONAL DEVELOPMENT RESOURCES**

**100 TRAINING GAMES**

Kroehnert, G.

658.3124 KRO

An invaluable source of lively, stimulating role-plays, simulations, and exercises suitable for almost every conceivable kind of training program. There are games for improving communication skills, creating teamwork, learning perception skills, plus many others.

**ACTIVE ANSWERS: PRACTICAL IDEAS FOR INTEGRATING THE CURRICULUM**

Agius, R.

372.130282 AGI

This book presents a successfully trialed model with strategies for:

Creating a stimulating classroom environment.

Planning work programs;

Recording effective student evaluation.

It includes nine individual unit plans based on popular topics such as food, school and time travel.

**THE ADULT LEARNER : STRATEGIES FOR SUCCESS**

Steinbach, Bob

374 STE

To successfully meet the demands of the workplace today one must be a lifelong learner. This book examines some of the basic components of effective learning. Explore how new information gets to the brain and how to maximise that process. Learn how to listen better, ask the right questions and commit information to memory when necessary. Apply new and effective methods for old fashioned skills such as taking notes and organising information.

**ALL AUSTRALIAN THEMES**

Hope, K.

994.007 HOP

A collection of information, resource material and teaching ideas covering broad ranging aspects of Australian history and contemporary life.

**ALL CHILDREN ARE SPECIAL**

Lang, Greg

371.9 LAN

Creating an inclusive classroom. Provides practical information and strategies for creating inclusive classrooms that welcome, value and nurture all learners.

**AMONG FRIENDS**

Dalton, Joan

370.1523 DAL

Classrooms Where Caring and Learning Prevail. Classrooms that feel like communities, such as the ones you will visit here, have been found to have the following advantages for children.

**AN AUTONOMOUS LEARNER GUIDE**

Williams Katha

371.956 WIL

Educating Today's Learners for Tomorrow's World.

Discovering Who's Who in Our Community

Community Search

Images of Greatness

Primary Activities

371.953 GAR

Research Skills for Beginners

371.302812 GAR

Create a Character

155.20176 CAR

The Centre for Autonomous Learning

371.956 GOE

**THE ART OF COMMUNICATING**

Decker, B.

302.2 DEC

A self study book introducing the reader to concepts of interpersonal communication using the highly acclaimed Decker Method. The simple, yet sound, techniques presented can enable one to make a dramatic change in the ability to achieve excellence while interacting with others.

**THE ART OF EFFECTIVE NEGOTIATION**

Hawkins, L. 658.45 HAW  
An easy to read, step-by-step manual by two of Australia's foremost experts on effective negotiation.

**ASSEMBLY ITEM FILE**

Chatfield, J. 790.2 CHA  
Produced by Bunbury Districts Education Office, a collection of ideas for poems, songs, plays etc. to perform at assemblies.

**BEAT BULLYING**

Wilson, B. 371.58 WIL  
An action guide for parents of children who are being bullied or who are bullying other children. This booklet defines bullying, alerts parents to signs of bullying and gives tips for preventing and dealing with bullying. It also provides a useful list of helpful resources – books, web sites and support services.

**BECOMING A LANGUAGE TEACHER IN THE PRIMARY SCHOOL**

Breen, M. 407 BRE  
Report of a study of 21 generalist primary teachers who completed a program to become LOTE teachers in the primary school. The report examines the teachers' perceptions of the effectiveness of the training program; effective models for primary language programs and the support needed for them; the teachers' experience of change in becoming a language teacher; and the professional development and support needs of primary language teachers.

**BEGINNING TEACHING**

Barry, Kevin & King, Len 1993 371.102 BAR  
Text for all student-teachers and beginning teachers who want to become competent and effective classroom teachers, as well as for teachers wishing to renew or revitalise their teaching.

1. How might student-teachers prepare for teaching practice?
2. How might student-teachers, beginning teachers or experienced teachers become more effective?
3. How might teachers engage in action research as a further dimension of teacher self-improvement?

**BOYS LEARNING IN WESTERN AUSTRALIA**

Lillico, I. 155.41314 LIL  
The author states that the last fifteen years in Western Australia have seen a steady decline in boys' academic achievement, appropriate behaviour, self esteem and emotional growth resulting in the increased alienation of boys in the schooling system, particularly in years 7 to 10. As a result of research, discussions, observations and study visits to the Eastern States and New Zealand he presents this paper which discusses what factors may have brought about this situation and the actions necessary to turn things around.

**BUILDING A CARING, COOPERATIVE CLASSROOM: A SOCIAL SKILLS PRIMER**

Bellanca, James 303.32407 BEL  
Thirty easy-to-follow lessons to help primary students to learn critical social skills required to work cooperatively in the classroom and beyond. Topics covered include: Friendship; Responsibility; Working Together; Problem Solving; and Conflict Resolution.

**THE BUILDING BLOCKS OF BUSINESS WRITING**

Swenson, J. 428.2 SWE  
A practical manual with a self-paced format. Improve your grammar usage, spelling skills and writing style and become a better letter and memo writing.

**BUILDING CLASSROOM COMMUNITY**

Stone, Jeannette G 2001 370.115 STO  
 Fostering positive values and a sense of community in young children is the heart of the early childhood teacher's roll. Based on many years of experience in a variety of early childhood settings, esteemed author Jeanette stone writes simply and powerfully of how to instill respect, responsibility, and compassion in today's young children.

**BUILDING CLASSROOM DISCIPLINE**

Charles, C.M. 1989 371.5 CHA  
 To help readers develop a personalised system of classroom discipline keyed to the realities of their own personality and teaching situation.

**BULLYING**

Elliott, M. 371.58 ELL  
 A practical guide to what can be done about bullying, using statements from children with appropriate advice from the author. The book covers many different bullying situations and suggests strategies for both victims and bullies. Assertiveness, making friends, practical exercises to boost self esteem and role playing dealing with bullying are also included. Middle/upper primary.

**CLASSROOM CONNECTIONS : STRATEGIES FOR INTEGRATED LEARNING**

Murdoch, K. 372.19 MUR  
 Practical learner-centred strategies for implementing an integrated curriculum fostering authentic links between different learning areas. The strategies are generic in nature and are easily modified for different age levels and topics. Sample units are also provided to demonstrate the way in which strategies from each stage work together to enhance planning. Strategy proformas encourage the recording of new ways of working.

**CLASSROOM MANAGEMENT**

"Bright Ideas" series. Resource for busy teachers. Practical activities for children aged 5 - 11. Draws on ideas published over the years by Scholastic Magazines. 371.102 MON

**THE COLLABORATIVE CLASSROOM: A GUIDE TO CO-OPERATIVE LEARNING**

Hill, S. 372.1395 HIL  
 A creative and practical guide on implementing, and gaining maximum benefit for students from, co-operative learning. It includes sample lessons describing support material for the how to use co-operative learning principles across the curriculum, a wealth of sample support material for the activities and feedback and advice from experienced teachers.

**COMPETENCY FRAMEWORK FOR EXPERIENCED TEACHERS**

Jasman, A 371.144 JAS  
 This report to the WA Cross-sectoral Steering Committee outlines a competency framework intended to be used to facilitate the review process and highlight areas for potential growth and development of experienced teachers, (defined as teachers who are eligible to apply for Advanced skills teacher status, Senior and/or Key teacher status). The framework is presented as a series of statements embodying the knowledge, skills and attitudes identified by experienced teachers as characteristic of their work.

**COMPREHENSIVE PROGRAMMING**

371.2 COM  
 A guide for developing comprehensive programming for all students, with a focus on those who have the ability to excel. Part 1 describes the concept of comprehensive programming and presents an implementation model. In part II, current provisions for able learners are examined, and in part III a comprehensive program is developed.

**COMMONSENSE METHODS FOR CHILDREN WITH SPECIAL NEEDS**

Westerwood, Peter 1987 371.9 WES

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This text is designed as a practical guide for both student teachers and practising teachers who are dealing with handicapped children in normal schools. The author sets out to demystify special education and to show that handicapped children can be helped by the application of sound basic teaching strategies rather than exotic techniques. The jargon free style makes the material readily accessible to a wide audience.

### **CONNECTING WITH OTHERS: LESSONS FOR TEACHING SOCIAL AND EMOTIONAL COMPETENCE**

Richardson, R.

158.207 RIC

A program designed to foster good citizenship and acceptance and respect for one another. It presents a broad variety of strategies to promote skills in self advocacy, communication, interpersonal behaviours and problem solving; skills which are crucial in developing concerned, sensitive and responsible adults. It provides alternatives to coercive modes of discipline and when used proactively can help prevent antisocial behaviour and promote a child-centred school climate. K-2.

### **CONTRACTS FOR INDEPENDENT LEARNING – Engaging students in the middle years.**

Wilson, Jeni. Cutting, Lynda

372.13 WIL

Contracts for Independent Learning assists in creating partnerships between teachers and students in the middle years of schooling. The extensive range of topics for literature and integrated studies will fit seamlessly into any classroom program.

### **COOPERATIVE LEARNING**

Bennett, B.

371.148 BEN

A comprehensive resource book on cooperative learning. Organised into three main sections, Part 1 considers cooperative learning as a valuable strategy within a framework of other effective classroom practices. Part II deals with student interaction patterns and how to facilitate cooperative groups. Part III presents practical ideas for getting started, sample lessons and activities for continued professional growth with cooperative learning.

### **CREATIVE 3 R'S**

Gontal, N.

372.1 GON

Provides an extensive range of practical experience and resource ideas for teaching children approximately 3-9 years old.

### **CRITICAL LITERACY: A PROFESSIONAL DEVELOPMENT RESOURCE**

Lohrey, Andrew. 1998

302.224 LOH

This resource has been produced as a support to the delivery of professional development workshops on critical literacy. As a support document, it is meant to act as a guide for teachers when developing and refining their own critical questions and close reading practices. This resource is aimed at developing some essential strategies and skills in students. These are critical literacy strategies, which place the control of learning into the hands of the students.

### **THE CRUCIAL DIMENSION**

155.4 CRU

An examination of the factors seen as important in establishing a positive classroom environment and the enhancement of every child's self esteem.

### **DESIGNING & MAKING**

607.36 STE

A full colour book brimming with ideas for projects focused on practical tasks, children's own evaluation of projects, step by step guidance for teachers, ideas for extension activities and colourful diagrams that demonstrate methods.

### **DEVELOPING TEACHERS**

371.1 COM

### **INDEPENDENT LEARNERS**

371.102 IND

Comber, B.

## PROFESSIONAL DEVELOPMENT

These two books focus on what teachers at all levels, K-12, are doing to encourage independent learning.

### **DIFFERENTIATED PROGRAMS FOR PRIMARY SCHOOL**

Braggett Eddie

371.95 BRA

Units of work for Gifted and Talented Students

### **DIRTY TRICKS : CLASSROOM GAMES FOR TEACHING SOCIAL SKILLS**

McGrath, H.

302.07 MCG

Part one of this book outlines basic strategies including the importance of social skills, part two presents the 'dos' and 'don'ts' of specific social skills and part three gives clear instructions on how to play the twelve games included in the book. The games are designed to be used to practise social skills that have been directly taught in the classroom. For details of how to directly teach each skill refer to the book, *Friendly Kids, Friendly Classrooms*, (also available from the Centre). Primary/secondary.

### **EARLY LITERACY: PRACTICES & POSSIBILITIES**

Dept. for Education & Children's Services

428.007 EAR

This set of five books has been developed to help educators address the issue of educational disadvantage of students from low socioeconomic backgrounds. Research has shown that these students are least represented proportionately among those achieving academic success. The authors draw on a range of literacy approaches in practice in South Australia and offer practical ways of identifying and addressing the needs of students in speaking, listening, reading, viewing and writing across all areas of study. The book titles in the kits are: Understanding and Planning for Literacy; Selecting and Adapting Teaching Strategies; Literacy assessment and Achievement; Working Together, Examples of Whole School Practice; and Training and Development.

### **EDUCATIVE ASSESSMENT**

Wiggins, Grant.

371.26 WIG

Outlines design standards for performance-based assessments that promise students, no matter what their ability is, clear and worthy performance targets, useful feedback, coaching and the opportunity to progress towards excellence. The text is furnished with the information needed to design performance-based assessments fairly, craft performance tasks that meet rigorous educational standards, score assessments fairly and structure and judge student portfolios. Includes numerous design templates and flowcharts, strategies for design and troubleshooting, and myriad examples of assessment tasks.

### **ELEVATOR TO SUCCESS**

Larkin Paul

372.19 LAR

Book 1. 8-9 years.

Book 2. 9-10 years

Book 3. 10-11 years

Book 4. 11 years +

Graduated quizzes in key learning areas to lift students' classroom performances

### **ENJOY YOUR JOB**

Bernard, M.

371.102 BER

This set of 4 audiotapes presents a systematic program for increasing job satisfaction and reducing job stress. In a sometimes humorous and informative manner, Dr Bernard illustrates and describes the attitudes, coping skills and life style which has empowered countless teachers to increase their job satisfaction and enjoyment of their work. Learn skills for managing difficult people at work, unruly classes and finding more time in one's day.

### **ESL ESSENTIALS : JUNIOR PRIMARY AND A BEGINNERS STAGES**

Dept of Education, Victoria

371.97 SAK

This book gives teachers an insight into the early development of English with junior primary students, outlining what that development will look and sound like and suggesting teaching

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strategies and methods to assist development. It also provides a practical and easy-to-use format for planning units of work.

### **EVERY KID CAN LEARN: BOOK A, BOOK B**

Leitch, R.

371.39 LEI

The author postulates that some children fail at school not because of lack of ability, but because their preferred learning style has not been identified. Different kids learn differently. These two books provide practical, down to earth exploration of what working with a variety of learning styles in the classroom actually means. Book A discusses how children learn and how a child's learning style can be identified, the issue of change, school policy and questions parents might ask. Book B examines the practical aspects of the functioning of a classroom which acknowledges a variety of learning styles.

### **THE FIFTY-MINUTE SUPERVISOR**

Chapman, E.

658.407 CHA

Designed to be given to a newly promoted supervisor, this easy-to-read book has a self-paced format that encourages the reader to become personally involved. Its objective is to help the reader to recognise the traits that lead to successful supervision and then make any required behavioural changes that apply concepts presented in the book.

### **FOCUSED PORTFOLIOS – A COMPLETE ASSESSMENT FOR THE YOUNG CHILD**

Gronlund, Gaye & Engle, Bev 2001

371.26 GRO

Offers an innovative method of accurately document children's growth and development and plan curriculum accordingly. This easy to use system asks teachers to observe children in the natural context of teaching or care giving.

### **FOUNDATION AREAS OF LEARNING: CURRICULUM FRAMEWORK FOR EARLY CHILDHOOD SETTINGS**

372.19 FOU

Dept for Education & Children's Services, South Australia

A curriculum framework to support early childhood educators in the planning of programs that promote interactive learning, foster the individual child's construction of knowledge and develop children's positive feelings of self-worth. It provides information to parents, carers and the community regarding the nature of learning in the early years and the type of curriculum that should be planned and implemented in early childhood settings. This framework uses an integrated approach to content, skills and attitudes and emphasises first hand experiences and the central role of play and quality interactions in young children's learning.

### **FRIENDLY KIDS FRIENDLY CLASSROOMS**

McGrath, H.

302.1407 MCG

A program for teaching social skills to children. The authors identify 21 skills that are important to children's confidence and self-esteem and in creating a friendly, positive school environment. The book includes a range of diagnostic tests; suggestions for creating your own program; strategies for finding solutions to social problems; plus games, strategies and activities to develop and practise specific skills.

### **FROM IGLOOS TO YURTS : YEARS 4-7**

### **PART OF A PATTERN : YEARS 2-3**

### **OODLES OF NOODLES: EARLY YEARS**

372.19

These books are designed to support teachers implementing Student Outcome Statements through units of work that integrate outcomes from various Learning Areas. They provide practical ideas and activities that can be readily applied by teachers of primary level students. Each unit framework is similar, with an introduction containing a summary, main processes, guide to duration, the focus learning areas and a unit outline. Focus learning areas and student outcomes are detailed, along with sequenced teaching and learning activities. Although based on national profiles which do not always match WA Student Outcome Statements this does not detract from the suggested approach to teaching and learning.

**GAMES THAT WORK**

Hill, Susan 371.3 HIL  
Cooperative games and activities for the Primary School Classroom

**GAMESTERS' HANDBOOK**

790.15 BRA

**GAMESTERS' HANDBOOK TWO**

793 BRA

**GAMESTERS' HANDBOOK 3**

793 BRA

Brandes, D.

Three volumes of games for developing self-awareness, confidence, assertiveness, decision making skills, trust and just for fun. Each book is packed with purposeful, constructive games that can be used both in and out of classroom situations and adapted to many areas of the curriculum. Volume one is arranged according to type of game, eg. basic strategies, social development, personal development, concentrative development, etc., while volume three has been expanded to offer an explanation of the intention and purpose behind the games, and advice as to the most beneficial ways to use them.

**GENDER DIMENSIONS**

Allard A. 370.19 ALL

Constructing interpersonal skills in the Classroom. A constructive learning environment where boys and girls work together with mutual understanding and respect.

**GENDER UP FRONT**

Nayler, J. 379.26 GEN

Strategies for a gender focus across the key learning areas. Some of the outcomes of the Association of Women Educators' project, Developing Gender-Inclusive Curriculum. The goal of the project was to highlight the many different opportunities that exist in the national curriculum for preparing both boys and girls for balanced and fulfilling futures.

**GETTING STARTED**

372.1896 GET

This book is written for teachers who want ideas for getting started in the new school year. It contains work programs for the first 4 weeks for all levels from K-6.

**GETTING STARTED WITH THEMES:**

SHAPE 372.19 SHA TRANSPORT 388.07 TRA

CLOTHING 372.19 GET COLOUR 372.189 COL

A series designed to help teachers develop an integrated approach to learning. Each book develops a particular theme at three broad primary school levels - lower, middle and upper.

**GIRLS AND BOYS COME OUT TO PLAY**

Dally, S. 305.307 DAL

Teaching and learning materials for the early years of schooling. The fourteen lesson plans and student's picture book are designed to help students to learn about the social processes involved in constructing gender and to provide a way of encouraging students to question some of the accepted beliefs about gender.

**THE GLOBAL CLASSROOM**

Townsend T. & Otero G. 370 TOW

The purpose of the book is to provide people in schools – teachers, parents and students, with an alternative strategy for improving the quality of education than the one that currently seems to be in vogue - that of the parent choice and the market. The alternative that is purposed is a cooperative approach to education base on the recent research into school improvement, known as the 'Third Millennium School'.

**GIFTED STUDENTS IN PRIMARY SCHOOLS – DIFFERENTIATING THE CURRICULUM**

Gross, M. Macleod, B. Drummond, D. Merrick, C. 2001. 371.953

GIF

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A comprehensive, teacher-friendly publication offering direct and practical assistance in: differentiating the primary school syllabus to extend and challenge students talented in specific subject areas; developing your own curriculum units for gifted students; understanding the characteristics and needs of gifted and talented students. Hundreds of curriculum ideas. Use them as they are or adapt them to your own needs. Includes a special chapter on developing curriculum enrichment activities based on Harry Potter novels.

### **GIFTEDNESS IN EARLY CHILDHOOD**

Harrison, Cathie 1999

371.95 HAR

A Comprehensive research based publication offering practical assistance for:

- Parents of young gifted children
- University students in undergraduate early childhood or gifted education courses.
- Academics studying and researching giftedness in early childhood
- Early childhood educators

Information is included on:

- Identification.
- Planning and programming.
- Early entrance to school.

### **GRANDMA WHY ARE BATS SO UGLY? : SUPPORTING KEY LEARNING AREAS AND KEY COMPETENCIES IN EARLY CHILDHOOD SETTINGS**

Fleer, M.

372.19 FLE

This book documents good early childhood practise in Australian settings using case studies to demonstrate how programs and teaching practise support the development of key competencies. The case studies include teachers' comments, children's work and photographs and the different emphasis of each key competency is indicated with a picture graph. Multiple ways of planning and programming are featured throughout. Cross cultural teaching and learning are inter-woven throughout the stories and Aboriginal and Torres Straight Islander perspectives are included. See also the companion title STRETCHING YOUR BRAINS.

### **A GUIDE TO STUDENT-CENTRED LEARNING**

Brandes, D.

371.3 BRA

A new approach to teaching styles and student progress – a method where the emphasis is on activity based learning rather than teaching, on teacher-student collaboration rather than instruction. The book shows how students can take responsibility for their own learning in an environment of positive regard, as teachers become facilitators rather than instructors. The first section of the book discusses the theory and principles of student-centred learning, the second presents the personal experiences and reactions of teachers and students who have been involved in student-centred learning and the last section offers over 100 activities, games and assessment exercises.

### **GUIDELINES: PRE-PRIMARY, PRESCHOOL ADMINISTRATION**

Min. of Ed.

372.2109941 GUI

Information on the organisation and management of pre-primary centres and pre-schools for principals, teachers and parent committees.

### **HANDBOOK OF CHILDHOOD INTELLECTUAL, PHYSICAL AND BEHAVIOURAL DISORDERS.**

Powell, Lesley J. West, John D

618.92 HAN

Introducing a guide to distinct and separate physical or learning disabilities, behavioural disorders, and genetic conditions.

### **HANDS ON CONCEPTS**

### **HANDS ON FARM FRIENDS & FAIRY TALES COLLECTION**

428.007 JAR

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### **THE CAMP OVEN MAN KIT AUSTRALIANA PACK**

428.007 JAR  
428.007 JAR

Jarred, A.

A series of kits which include interactive overlays to help young children to explore language and early maths concepts. Each overlay is supported by a wealth of curriculum ideas to assist teachers to provide an integrated learning environment. The kits are designed to promote interaction between children and to foster an understanding of the connection between oral and written language. Teachers can use Hands-On concepts to establish a cooperative learning environment where the computer is used effectively as a tool to aid children's progress.

### **I TEACH – A GUIDE TO INSPIRING CLASSROOM LEADERSHIP**

Dalton, Joan & Boyd, Julie

371.395 DAL

I Teach provides specific insights into the 'what' and 'how' of quality learning, teaching and empowering leadership by focusing in very practical ways on five interrelated areas;

- walking the leader's walk
- building relationships
- creating a community of learners
- empowering growth in others
- working on self-growth

### **IMAGINE: A RESOURCE FOR TEACHERS**

028.55 IMA

Activity pack and teacher's notes addressing the theme "Imagine if you will" through most areas of the curriculum.

### **INDIVIDUALIZED TEACHING OF GIFTED CHILDREN IN REGULAR CLASSROOMS**

Feldhusen Hazel

371.956 FEL

Helpful for primary school teachers to learn how to (1) individualise instruction, and (2) provide instruction appropriate for meeting the needs of a cluster of gifted children.

### **IN FACT: TEACHER RESOURCE BOOK 2**

Martin, R.

(BB)

Information and practical ideas based on ten Magic Bean In-Fact big book titles.

### **INFLUENCING OTHERS**

Nothstine, W.

303.342 NOT

Basic communication strategies to improve the ability to influence others. How to become a successful persuader.

### **THE INFORMAZING RESOURCE BOOK: READING AND WRITING NON FICTION**

Clyne M.

(BB)

Information and activities for use with Informazing big book sets.

### **INTEGRATING SOCIETY**

Hamston J.

300.71 HAM

A book about classroom practice. It is a comprehensive guide to developing integrated units of work for social education with a focus on language.

### **AN INSERVICE MODULE FOR TEACHERS OF ABORIGINAL STUDENTS**

Commonwealth Department of Education and Training

371.979915 IN

An induction model to provide teachers of Aboriginal students with practical ideas and strategies which have worked successfully for a number of teachers in Western Australia.

### **INTELLECTUAL CHALLENGES**

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Beals Graeme 808.042076  
Contains a collection of activities from the 1991 and 1992 'Challenge Scout' magazine. It provides a series of open ended and divergent educational challenges for able learners.

### **AN INTRODUCTION TO THE CURRICULUM FRAMEWORK: A GUIDE FOR SCHOOL-BASED CURRICULUM PLANNING**

Curriculum Council 375.000941 INT

This document is intended to assist schools and teachers to develop a common understanding about the Curriculum Framework as a whole, to understand the implications of a shift of focus on outcomes, and to plan for implementation. It is centred around four case studies describing processes that can be used by schools as models for reflecting on their own curriculum practices. Each of the case studies is used throughout the document to illustrate the reflective cycle. The case studies illustrate what outcomes-focused education may look like in terms of whole school planning. They show how a focus on outcomes provides opportunities for more flexible approaches to planning and delivery of curriculum and supports the development of student centred teaching and learning practice.

### **AN INTRODUCTORY GUIDE TO CREATING VIOLENCE FREE SCHOOLS**

Health Dept of WA 371.58 MEN

A Health Department publication designed to assist schools to:

- Recognise the more subtle forms of violence that exist in schools, eg. bullying, racism.
- Formulate an action plan to address the issue.
- Provide a list of resource materials that could support implementation of the plan.

### **I'VE GOT A PROJECT ON.**

Ward, G. 371.36 WAR

How and why projects should be used. It shows how to ensure that children - and their parents - understand what they are doing, and in the process develop skills of lasting value.

### **JOB GUIDE**

331.702 JOB

Department of Employment Education and Training

### **KEY COMPETENCIES : FOR WORK, EDUCATION AND LIFE**

DEET 374.0130994 KEY

A video information kit. The kit gives the background to the identification of Key Competencies and answers many of the questions teachers are likely to have concerning the implementation of Key Competencies in schools.

### **LITERACY ACTIVITIES FOR SMALL CHILDREN**

Simon, Liz 428.0071 HIL

An invaluable resource for teachers who want to manage a differentiated literacy program.

### **LEARNING IN EARLY CHILDHOOD: WHAT DOES IT MEAN IN PRACTICE?**

Ed. Dept. of SA 372.99423 LEA

This book defines the purposes and goals of early childhood education and provides a practical guide to program content and practice to achieve those goals. An invaluable resource for early childhood educators.

### **LEARNING THROUGH PLAY: CURRICULUM AND LEARNING OUTCOMES**

Corrie, L. 372.241 COR

The aim of this book and video, Curriculum and Learning Outcomes, is to encourage teachers and other early childhood practitioners to develop a shared language early childhood curriculum and play that can be used when talking to principals, staff and parents. The book draws on the WA Curriculum Framework and Outcomes and Standards Framework to analyse the learning and development that emerge in children's play. The principles and learning outlined have much wider

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application and are used here to show how curriculum documents and learning outcomes can be used a framework for designing a well-structured program.

### **LEARNING TO THINK.**

Pohl Michael

153.407 POH

Models and strategies to develop a classroom culture of thinking.

### **LISTENING TO GIRLS : WHERE DO I GO FROM HERE?**

Australian Education Council

370.19345 LIS

An analysis of girls' subject choices. The report of the consultancy undertaken to review the National Policy for the Education of Girls in Australia.

### **A LITERATURE BASED APPROACH TO BULLYING : FOR UPPER PRIMARY AND LOWER SECONDARY STUDENTS**

Linning, L.

371.58 LIN

This publication explores the topic of bullying, examining how characters act and react. This is used as a springboard for problem-solving and role playing in preparation for real life situations. A complete synopsis and lesson breakdown is given for each text if needed. The book is clearly set out, easy to follow and contains an annotated bibliography of additional reading.

### **LIVELY LINES VOLUME 1: FOR YEARS 1-8**

### **LIVELY LINES VOLUME 2: FOR YEARS 7-10**

Dept. of Education, Community and Cultural Development

820.71 LIV

Two practical books, for teachers of English and The Arts, demonstrating interesting and powerful ways of integrating the two learning areas while retaining the special knowledge, skills and ways of doing things that are unique to each of them. The six units in volume one, and eight in volume two, model exemplary practice in English and The Arts and show how significant learning outcomes can be achieved.

### **LOOKING IN CLASSROOMS**

Good, Thomas L & Brophy, Jere E 1991

371.102 GOO

Here future teachers will learn how to analyse their own effectiveness, motivate students, and apply sound, practical methods to the problems and challenges of today's classrooms.

Covering the very latest in educational theory and research, along with such topics as classroom management, open education modelling, and mastery learning.

### **MAKE THEIR HEADS SPIN – IMPROVING LEARNING IN THE MIDDLE YEARS**

Kiddy, Pat. Robson, Greg.

373.236 KID

Highlights key issues and raises the awareness of teachers, school leaders, professional development consultants and researchers about the impact of teaching, learning and assessment.

### **MAKING A DISCIPLINE PLAN**

Rogers, W.

371.1024 ROG

This book demonstrates specific strategies that enable teachers to develop positive, skilled and practical approaches to discipline problems as they arise.

### **MAKING HUMOR WORK: TAKE YOUR JOB SERIOUSLY AND YOURSELF LIGHTLY**

Paulson, T.

158.26 PAU

How to use humour to disarm anger, unlock the receptivity of others and enhance communication.

### **MAKING READER FRIENDLY PUBLICATIONS**

Robinson, L.

070.5 ROB

How to produce newsletters, leaflets etc. that people will want to read.

### **MAKING THEMES WORK**

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Davies, A. 375.001 DAV  
How to organise curriculum and effectively integrate learning experiences using themes. It includes many valuable examples and strategies, including innovative ways to start a theme, effective ways for students to show what they know, powerful evaluation strategies and much more.

### **MANAGING FOR COMMITMENT: BUILDING LOYALTY WITHIN ORGANIZATIONS**

Gorman, C. 658.314 GOM  
Step-by-step advice and activities to enhance commitment in the workplace.

### **MANAGING IN A TIME OF GREAT CHANGE**

Drucker, P. 658.406 DRU  
The management of change is a subject which has been, undoubtedly, the principal preoccupation of management thinkers in the 1990's. Peter Drucker, the guru's guru, brings together a group of his own original essays and interviews on this vitally important topic.

### **MANAGING SMALL-GROUP LEARNING**

Reid, Jo-anne 372.1395 REI  
This book puts the case of small-group organisation in the light of contemporary educational theory. In doing so, it guides the teacher taking the first steps towards small-group practices while serving as a refreshing challenge to the teacher who already 'does' small group learning. Includes clearly structured and filled with examples.

### **MAY I SEE YOUR PROGRAM PLEASE?**

Nicoll, V. 372.19 MAY  
A compilation of the planning and programming practices of 52 teachers from all over Australia. This book offers many new practical ideas as well as affirming familiar practices. Each chapter has a distinct focus and provides different examples of proformas, timetables, daybook entries, etc. A useful book for both beginning and experienced teachers.

### **MEDIA LAB: a media studies program for junior and lower primary teachers**

Sayers, Mary 302.23-SAY  
A curriculum resource for junior and lower primary teachers, based on the *Media Lab R-7*, a user friendly, upgraded version designed to provide teachers with the methodologies, content, resources and information required to develop a media studies program and use the frameworks of key learning areas.

### **MENTORSHIP : THE ESSENTIAL GUIDE FOR SCHOOLS AND BUSINESS**

Reilly J.  
A great resource for looking at successful mentorship programs. Describes a highly successful mentorship program in "how to" terms that are easily applied and adaptable to a variety of situations. Step to step guide.

### **MOTIVATING RELUCTANT LEARNERS**

Taylor, F. 428.42 MOT  
A manual for successful learning - Learning Centre ideas.

### **MOVING FORWARD**

Milojevic Ivana 379.2609943 MOV  
Students and teachers against racism tells a series of stories from eleven very different government and non government schools.

### **MULTI-AGE AND MORE**

Politano, C. 371.254 POL  
Multi-age and More is for all teachers of single age and multi age classes who are looking for ways to meet the challenges of learners and their diverse learning needs. It provides teachers with

criteria, organisers and practical strategies for managing and teaching any multi-age, multi-ability and multi-interested class. Contains over 85 ideas.

**MULTIPLE INTELLIGENCES IN THE CLASSROOM**

Armstrong, Thomas. 2000.

370.1523

ARM

This new edition includes information on the eighth intelligence (the naturalist), a chapter on a possible ninth intelligence (the existentialist), and updated information and resources throughout the text to help educators at all levels apply MI theory to curriculum development, lesson planning, assessment, special education, cognitive skills, educational technology, career development, educational policy, and more. This book includes dozens of practical tips, strategies, and examples from real schools and districts.

**NATIONAL ACTION PLAN FOR THE EDUCATION OF GIRLS 1993-97**

Curriculum Corporation/Australian Education Council

370.19345 NAT

What needs to be done and how to do it. Eight priorities for action are identified and defined and supported by a range of suggested strategies and progress indicators.

**PRACTICAL LITERACY PROGRAMMING**

Primary English Teaching Association. 2002

428.007 PRA

Primary-School teachers know that classroom experiences do not just happen. They reflect a teaching and learning program that synthesises a host of complementary, and sometimes competing concerns. There are students' differing starting points. There are the requirements mandated by systems and schools. There are short- and long-term learning goals- some quite specific, others more generic. There are ever evolving technologies. There are new ideas about curriculum and pedagogy. There are constraints of resources and time. To be coherent, therefore a program is something of an art form. This book elaborates some programming approaches developed by expert practitioners around Australia, shedding light on the most critical function of the teacher out of class time.

**PROMOTING CHILDREN'S LEARNING FROM BIRTH TO FIVE**

Anning, Angela & Edwards, Anne 2000

372.210941

The emphasis throughout is upon enhancing the quality of children's learning and providing support for the practitioners who work with them. Besides advice on the most helpful ways to develop learning in areas such as maths and literacy, there are suggestions and comments about further reading.

**THE NEW MEANING OF EDUCATIONAL CHANGE**

Fullan, M.

370 MAI

One of the fundamental problems in education today is that people do not have a clear, coherent sense of meaning about what educational change is for, what it is and how it proceeds. The central issue of this book is not how many new policies have been approved or how many restructuring efforts are being undertaken, but rather what has actually changed in practice – if anything – as a result of the efforts. It attempts to provide a more coherent picture that people who are involved in or affected by change can use to make sense of what they and others are doing.

**THE NEW POLITICAL WORLD OF EDUCATIONAL ADMINISTRATION**

Crowther, F.

371.2 NEW

The twenty-four contributors to this volume discuss the practice of educational administration in the 1990's. Global forces that impose new ideologies on education are identified, the structural reform movement is revealed as requiring new skills and attitudes for administrators who wish to place educational quality ahead of party politics, and administration is presented as a vital link between quality of life, political decision making and pedagogical practices.

**THE NEW USEFUL BOOK**

Clark, H.

649.51 CLA

## PROFESSIONAL DEVELOPMENT

An invaluable compilation of songs and stories, craft ideas and child safety hints from ABC Playschool.

### **NO ENGLISH : DON'T PANIC**

#### **NO ENGLISH 2 : QUESTIONS AND ANSWERS**

Dept. of Education, Victoria

371.97

Handbooks for teachers of non-English-speaking primary age students in their first few weeks at school. The first book provides practical advice on enrolment and placement, settling in and classroom organisation, language needs, and strategies to assist in reading, writing, maths etc. The second raises and answers concerns expressed by teachers about how best to cope in the mainstream classroom with a recent arrival who has minimal English.

### **OBSERVATION – A TOOL FOR LEARNING**

Hamer, Caryl 1999

372.21 OBS

This book is a practical and comprehensive guide to using observation in early childhood education. The contents include useful ideas for recording observations simply and clearly. A range of different observation techniques are given together with examples of when and how each can be applied.

### **ORGANIZATIONAL COMMUNICATION**

Wilson, G.

658.45 WIL

A behavioural approach to understanding, managing and training for organisational communication.

### **PARENTS AS PARTNERS:**

306.432 PAR

Strengthening home-school connections. Includes Audio tape.

### **PARENT HELPER TAPES**

Kemp, J.

649.68 KEM

A set of three audiotapes developed to assist parents and teachers to work together as educational partners. The topics covered include reading, mathematics and behaviour management.

### **PARENTS AS LIFELONG TEACHERS OF THE GIFTED**

Knight, Bruce

371.95 PAR

The range of articles includes those on identification issues, multiple intelligences, developing social competence, activities for talented children in rural environments and using computers to develop giftedness.

### **PEOPLE IN THE PARK**

333.78 PEO

A set of study prints with relevance to many areas of the primary syllabus.

### **PERSONAL TIME MANAGEMENT**

Haynes, M.

658.4 HAY

A practical approach to organising time more proficiently and productively.

### **P(ICT)URES OF ENGLISH**

428.007 PIC

Durrant, Cal & Beavis, Catherine

This excellent text addresses Australian and international teachers within the robust and expansive versions of English in Australia. It draws on a wide range of classroom and real world experiences to theorise the challenges Information and Communication Technologies (ICTs) pose to the subject English.

## **PLANNING CURRICULUM CONNECTIONS: WHOLE SCHOOL PLANNING FOR RESOURCE CATALOGUE**

**INTEGRATED CURRICULUM**

Murdoch, K. 372.19 MUR  
 How teachers can develop efficient planning structures that support and facilitate their work – shifting the focus on planning from the short term to the long term. It provides advice on choosing topics, managing time, planning effective units of work, timetabling, record-keeping, the role of specialist teachers, developing skills and strategies, and assessment and evaluation.

**PLAYING TO LEARN**

Seefeldt, Carol 2001 372.13 SEE  
 Good teachers need a wide repertoire of activities, experiences, stories, and songs to help children learn. This book provides such a treasure for new teachers and also expands the range for experienced teachers. Includes activities, games, and experiences that connect different areas of the curriculum.

**THE PORTFOLIO BOOK : A STEP-BY-STEP GUIDE FOR TEACHERS**

Shores, C. 371.26 GRA  
 Portfolio assessment theory; practical, easy to use applications; and a complete, useable set of handy forms designed to streamline the process of portfolio assessment. The authors use a simple ten-step process that can be implemented one step at a time, allowing the teacher to proceed at his/her own pace, to implement portfolios gradually over a period of time and to incorporate portfolios into the everyday life of the classroom.

**PRE- REFERRAL INTERVENTION MANUAL**

McCarney, S. 371.92MCC  
 The Pre-Referral Manual was designed to provide school systems with a means to call early attention to student learning and behaviour problems, conduct on site judgements in the regular classroom and monitor student progress. The book lists the most common learning and behaviour problems encountered in the educational environment then identifies strategies, goals and objectives for successful intervention.

**PRESENTING THE CURRICULUM**

Clara, A. 372.13 CLA  
 Interesting, flexible and practical suggestions for teaching specific concepts in the eight Learning Areas. The outcome-based lessons are aligned to the Australian Curriculum Statements and Profiles. Each chapter focuses on learning in two curriculum areas simultaneously (The Arts plus another). The activities are supported by a range of presentation options for showing the learning process to other students, parents or the wider community.

**PROBABILITY, STATISTICS & GRAPHING**

K - 4 &amp; 4 - 8

Szmadzinski Tina 519.2076 SZM  
 These books build upon students' understanding of patterns and of 'more' and 'less' by showing systematic ways of displaying and organising data, as well as making predictions and observations based on this data.

**PROMOTING YOUR SCHOOL: WORKING WITH YOUR COMMUNITY**

Education Department of WA 659.29371 PRO  
 A comprehensive kit to help schools to take advantage of opportunities for promoting their school's achievements and special projects and developing good communication within their school community. It includes tried and proven examples of ideas used by schools and provides an excellent basis for public relations planning and implementation.

**PROSTAR USER'S MANUAL**

Education Department of WA 428.007 FIR  
 A manual to accompany the Prostar software package for maintenance of student profiles, student tracking, analysis and reporting utilising First Steps developmental continua.

**THE QUICK AND EASY WAY TO EFFECTIVE SPEAKING**

Carnegie, D. 808.51 CAR  
 How to express yourself logically, persuasively and convincingly.

**RATE YOUR SKILLS AS A MANAGER**

Crisp Publications Ltd 658 RAT  
 How to construct and interpret a self-assessment profile based around twelve recognised management competencies or techniques.

**RESPONSIVE EVALUATION**

Cambourne Brian 371.27 RES  
 Making valid judgements about student literacy.

**REFLECTING CHILDREN'S LIVES**

Curtis, D. & Carter, M. 375.001 CUR  
 This handbook presents practical ideas that make the complex task of planning a child-centred curriculum easier. Learn how to make theme plans, establish times for observation and play, set up schedules, materials, space, and more. Each chapter contains an insightful and touching story by teachers as well as charts, assessment tools, resource lists, and practice sheets. You'll discover activities for both you and the children, and at the same time, map your own thinking as you consider new possibilities for your curriculum planning.

**THE RUBRICS WAY - USING MI TO ASSESS UNDERSTANDING**

David Lazear 153.7 LAZ  
 Step beyond the linguistic-mathematical fallacy of traditional assessment. At last there's a practical model for implementing new forms of intelligence-fair assessments. Your students will be eager to demonstrate their learning if they are able to use the language, tools and media of their strongest intelligences. Bring authentic assessment into your classroom with this multimodal approach-  
 Developmental: beyond intelligence as a fixed, static entity.  
 Cognitive: beyond the basic "3rs"  
 Contextual: beyond knowledge as facts, figures and the 'right answers'.

**SAFE START, SAFE FUTURE...: BASED ON THE PROTECTIVE BEHAVIOURS PROGRAM**

362.88 SAF  
 This practical, 'user friendly ' manual for pre-primary and lower primary teachers is designed to assist staff implementing the Protective Behaviours Program. Section One provides information about the preparation necessary for both staff and parents prior to the introduction of a protective behaviours program. Section Two outlines a developmental framework which can used as a starting point for planning activities which are appropriate for children's developmental stages. Section Three includes preparatory work in a number of areas. Section Four covers the themes, concepts and strategies of the Protective Behaviours Program. Section Five provides a guide to appropriate resources for children, staff and parents.

**SELF-ASSESSMENT FOR STUDENTS : PROFORMAS AND GUIDELINES**

Wilson, J. 371.26 WIL  
 This book provides teachers with appropriate and adaptable material that addresses the Overarching Learning Outcomes as outlined in the Curriculum Framework. It includes a comprehensive range of work-sheets and ideas designed to help teachers involve students in focused self-assessment. Students are helped to self-assess the way they plan, think , behave and progress. Section three of the book links students self-assessment with the Key Learning Areas.

**SELF-ESTEEM: A CLASSROOM AFFAIR :  
 SELF ESTEEM: A CLASSROOM AFFAIR VOLUME 2**

Borba, M. 158.1 BOR

## PROFESSIONAL DEVELOPMENT

101 ways to help children to like themselves. Two books packed with ideas for classroom activities designed to bolster children's self esteem.

### **SELF-ESTEEM PICTURE PACK**

Dagleish, T. 158.1071 DAL  
Stimulus photographs to promote students' self esteem. The 22 cards cover a good range of topics. Each contains an interesting, visually attractive photograph with notes and key ideas on the reverse.

### **SELF-MANAGING TEAMS**

Hicks, R. 658.402 HIC  
Creating and maintaining self-managed workgroups. Proven ideas provide an action plan for success.

### **SHOW ME HOW TO LEARN – PRACTICAL GUIDELINES FOR REATING A LEARNING COMMUNITY.**

English, Robyn. Dean, Sue. 370.1523 ENG  
This book is divided into two sections: Establishing a Culture for Lifelong Learning includes practical information about learning communities, curriculum planning and assessment, goal setting and reflection, student self-evaluation and managing learning centres. Putting the Principle into practice outlines specific strategies that can be used for teaching English within the model of rotational group learning centres addressed in section one.

### **SMALL GROUP LEARNING IN THE CLASSROOM**

371.395 REI  
Designed to provide practical assistance for teachers who are anxious to help create a more effective learning environment in their classroom.

### **SO EACH MAY LEARN- INTEGRATING LEARNING STYLES AND MULTIPLE INTELLIGENCES.**

Silver, H. Strong, R. Perini, M. 2000 370.1523 SIL  

- Rationales and research-based principles of learning that support integrated learning.
- Many classroom examples, activities, and organisers to help educators process ideas and analyse their current practices.
- Instruments for readers to identify their own style and intelligence profiles.
- Planning templates for designing integrated lessons, assessments and curriculum.

### **START SMART – BUILDING BRAIN POWER IN THE EARLY YEARS**

Schiller Pam 649.5 SCH  
Start Smart offers simple, straightforward ways to boos brain power with active exploration, repetition, sensory exploration, laughter, and more. All the chapters describe how and why the brain develops and explains how you can use the activities to give your children the best foundation for the future.

### **SPRINGBOARDS - IDEAS FOR USING COMPUTERS IN THE CLASSROOM**

Bell/Scott 371.334 BEL  
Provides a sound and practical approach for primary school teachers who are new to computers and their application in the classroom.

### **SPRINGBOARDS - IDEAS FOR EXCURSIONS**

Hope, C. 371.38 HOP  
A workbook for teachers and a springboard for ideas for learning from excursions.

### **STIRRING THE WATERS : THE INFLUENCE OF MARIE CLAY**

Gaffney, J. 428.007 STI  
A tribute to Marie Clay whose research has influenced international educationalists in the fields of early literacy; assessment; teacher education; professional development; developmental,

## PROFESSIONAL DEVELOPMENT

cognitive, and school psychology; and research design. The book represents the depth and breadth of her contribution to wide ranging disciplines. Each of the distinguished writers of this collection of papers has been influenced in their ideas by the work of Marie Clay.

### **STRATEGIES FOR DEALING WITH BULLIES**

22 mins Yrs 9-12 2000

371.58 STR

An excellent video, which presents new strategies to help teachers, parents and students in all schools, to combat the issue of bullying. Explaining what bullying is, who bullies are, what cause some students to become bullies and what can be done about this situation. An example is also included of how a Melbourne school in the eastern suburbs, developed its own response to bullying.

### **STRATEGY OF THE DOLPHIN**

Lynch, D.

650.1 LYN

This book teaches new exciting ways to reach your goals. How to see the big picture and the vital details, to change ahead of the times, to find ingenious new solutions, to achieve more with less.

### **STRETCHING YOUR BRAINS : DEVELOPING CHILDREN'S THINKING IN EARLY CHILDHOOD SETTINGS THROUGH THE KEY COMPETENCIES**

Fleer, M

372.210994 FLE

A companion to GRANDMA, WHY ARE BATS SO UGLY, this book details how multiple perspectives and thinking frameworks can be presented to children in early childhood settings. It also demonstrates what the key competencies look like in practice with children aged 4-8 years. It provides a range of practical ideas and includes transcripts of classroom dialogue, photographs, examples of children's work and teachers' comments.

### **STUDENTS EXPERIENCING DIFFICULTIES WITH LEARNING: TEACHER RESOURCE**

371.9 STU

Prepared as part of the implementation of the Shean Report, this book is based on recommendations about whole-school planning for students having difficulties with learning. It provides detailed information and practical suggestions linked to the integrated approach of First Steps, Stepping Out and the Early Literacy Project.

### **SUCCESS FOR ALL – SELECTING APPROPRIATE LEARNING STRATEGIES.**

Kiddey, Pat. Waring, Felicity.

302.2244071 KID

Reference to:

- A range of strategies that facilitate learning.
- The purpose of each strategy
- Methods for implementing each strategy
- Literacy strategies incorporated within subject-specific content
- Behaviours to look for when monitoring students' processes and products
- Pro formas to assist teachers in collecting data on individual students.

Understand the aims and benefits of different strategies will equip teachers to apply them in different contexts for different purposes. This will improve students' learning outcomes.

### **SUPPORTING OUR SONS IN SCHOOLS : AN ACTION GUIDE FOR PARENTS**

Reilly, T.

371.823 REI

This booklet is part of the Motivating Boys program developed by West Ed. It aims to help parents to support and encourage positive attitudes and behavioural choices in their preschool, primary and secondary aged sons. It explains why boys behave as they do and provides tips for parents to help their sons to lead successful and satisfying lives.

### **SURVIVAL KIT FOR TEACHERS AND PARENTS**

Collins, P.

371.1024 COL

A comprehensive listing and treatment of behaviours.

## PROFESSIONAL DEVELOPMENT

### **TALES OF THINKING: multiple intelligences in the classroom**

Carreiro, Paul

370.152-CAR

### **TALKING EARLY CHILDHOOD:**

371.979915 TAL

An excellent resource book for parents, teachers and students working with Aboriginal children in areas of early childhood education. It provides practical information for Aboriginal people on starting and running programs in their own community. It explains the different types of programs that can be run for children, gives examples of activities and experiences that help children to grow and develop and includes lists of contacts and resources that can support and/or provide practical help.

### **TEACHING AND LEARNING**

Fu, Victoria R. Stremmel, Andrew J, Hill, Lynn T 2002

372.210945 FU

Collaborative Exploration of the Reggio Emilia Approach. Includes

- The Story and Foundations of the Reggio Emilia Approach
- The challenge to reinvent the approach
- Approach and accountability assessment
- Inquiry teaching and possibilities for change

### **TEACHING IN CONTEXT**

370.71 TEA

Dinham, Steve

Incorporating up-to-date research and bringing together perspectives from 15 educational professionals, this resources charts the recent shifts in Australian education, focusing specifically on their implications for teachers. Providing an insight into the contemporary issues facing educators, including an increased push for professional development; pressures faced by new teachers and how their induction can be made easier; the notion of 'students at risk'; the role of gender in academic success; and the paradoxical loss of teacher status alongside growing expectations of their role.

### **TEACHING SOCIAL SKILLS IN EARLY CHILDHOOD**

303.3207 TEA

This book presents early childhood educators with information, research, resources and strategies to establish an environment which promotes positive social interactions and activities for children's skill development. It complements the curriculum framework, *Foundation Areas of Learning: Curriculum Framework for Early Childhood Settings* (also available).

### **TEACHING THINKING SKILLS IN THE PRIMARY YEARS**

Pohl Michael

153.407 POH

A whole school approach.

### **TEACHING FOR OUTCOMES**

Hannan, B. & Ashenden, D.

375.001

HAN

Shows how an outcomes-based approach can improve curriculum, student assessment and reporting to parents. The writers advocate a whole-school approach to planning and suggest ways in which outcomes frameworks can be used and adapted by individual schools and teachers. Teaching for Outcomes has been written as an aid for group discussion in schools.

### **TEAM BUILDING**

Maddux, R.

658.402077

MAD

The principles and methods needed to develop successful problem-solving teams.

### **TEAM TEACHING IN ABORIGINAL SCHOOLS**

Northern Territory

371.987715

## PROFESSIONAL DEVELOPMENT

This book primarily for non-aboriginal teachers who may be involved in team-teaching in Aboriginal schools. It aims at helping both newcomers to the system understand what is meant by the term, team-teaching.

### **TECHNICAL PRESENTATION SKILLS**

Mandel, S.

808.51 MAN

This book presents proven techniques that will give the reader the necessary skills to give more confident, enthusiastic and persuasive presentations. It covers such topics as: how to use body language effectively; how to organise thoughts and data for maximum impact; how to develop and use visual aids, as well as how to deliver what you have prepared.

### **TEXTS : THE HEART OF THE ENGLISH CURRICULUM (SERIES 1)**

Adams, Peter

428.007 TEX

Fifteen practical broadsheets to support R-10 teachers in selecting and using a broad and balanced range of texts in their English programs.

### **THINKING FOR THEMSELVES**

Wilson, J.

370.152

WIL

By encouraging children to think about their learning and to become aware of and control their thinking processes, teachers can help children to become active responsible learners – learners who can make their own decisions, choose strategies, assess their own work and set their own goals. This book emphasises the value of the reflective process and explores strategies to raise awareness of thinking processes. It provides practical examples of how thinking strategies can be developed.

### **THINKING IN THEMES: AN APPROACH THROUGH THE LEARNING CENTRE**

Clements, D.

372.130208 CLE

Tried and tested open ended learning challenges which encourage learners to think in a variety of ways are presented together with practical guidelines for the successful introduction and use of learning centre cards.

### **THINKING STORIES 2: PHILOSOPHICAL INQUIRY FOR CHILDREN**

Cam, Philip.

F THI

A series of stories for ages 8 to 12 years old, which encourages students to raise questions about topics such as nature of truth, goodness and beauty, friendship and many more. The stories also invite students to question, see the consequences and assumptions and to explore different points of view. For every story is designed to stimulate philosophical inquiry amongst the student.

### **THINKING STORIES 1: TEACHER RESOURCE / ACTIVITY BOOK**

Cam, Philip.

107.6 CAM

A black line masters, with 74 activities to promote philosophical inquiry in children. Provides suggestions on what a teacher should be doing in guiding a philosophical discussion in the classroom, along with activities. Encourages students to read for meaning, give reasons, explore viewpoints, ask questions and many more thinking and philosophical skills.

Ages 8 – 12.

### **THINKING STORIES 2: PHILOSOPHICAL INQUIRY FOR CHILDREN**

Cam, Philip.

F THI

A series of stories for ages 8 to 12 years old, which raise topics about appearance and reality; magic and make-believe; mind and body and many more. Invites students to question and discuss, make connections and to explore different points of view. Used to promote philosophical inquiry in a classroom.

### **THINKING STORIES 2: TEACHER RESOURCE / ACTIVITY BOOK**

Cam, Philip.

107.6 CAM

## PROFESSIONAL DEVELOPMENT

A black line masters, with 89 activities to promote philosophical inquiry in children. Provides suggestions on what a teacher should be doing in guiding a philosophical discussion in the classroom, along with activities. All ideas and activities are based on each of the 11 stories Ages 8 – 12.

### **THINKING STORIES 3: PHILOSOPHICAL INQUIRY FOR CHILDREN**

Cam, Philip.

F THI

A series of stories to get students thinking about moral and social issues. Told by students growing up in an Australian city neighbourhood, which raise questions and problems with a philosophical twist. Teacher's Resource and Activity Book also available.

### **THINKING STORIES 3: TEACHER RESOURCE / ACTIVITY BOOK**

Cam, Philip.

107.6 CAM

A black line masters, with 79 activities to promote philosophical inquiry in children. Provides suggestions on what a teacher should be doing in guiding a philosophical discussion in the classroom, along with activities. Ages 9 – 14.

### **THINKING TOGETHER: A PHILOSOPHICAL INQUIRY FOR THE CLASSROOM**

Cam, Philip.

107.6 CAM

Illustrates how story-based material can be used to help children raise philosophical puzzles and problems that will set them thinking. Demonstrates how to build a community of inquiry in the classroom, and how to use questioning techniques, group discussions and other activities to develop thinking skills and concepts that can be applied across curriculum.

### **TIME MANAGEMENT FOR PERSONAL EFFECTIVENESS**

University of New South Wales

658.4 LEN

Five audiotapes plus notes provide a useful self-study package.

### **THE TINDER-BOX ASSEMBLY BOOK**

Barratt, S.

372.13 TIN

Starting points, stories, poems and classroom activities for lively assemblies.

### **THEY DON'T FEEL THE TRUTH ABOUT THE WIND.**

#### **K – 3 SCIENCE PROGRAM**

Curriculum Corporation, 1995.

507.1 THE

This is an exciting resource for teachers of K-3 who are developing or extending their science curriculum. The units may be used individually or as the core of a science program in the early years of primary schooling and are full of practical suggestions and hands on approaches for the classroom. Features of the book include:

- The use of stories
- A wide variety of units
- A range of strategies for teaching, learning and classroom management
- Examples of student work

### **TODAY'S PRIMARY SCHOOL: A HANDBOOK FOR PARENTS**

Dwyer, B.

372.994 DWY

An up-to-date introduction to the work of primary schools, emphasising the distinctive contribution they make to a child's education. It also offers parents a wide choice of ideas they can take up to support their children's learning at home and to participate in the life of their school.

### **TOGETHER IS BETTER**

Davies, Anne

372.127 TOG

Shows teachers, students and parents can evaluate learning together, and how students can take ownership of that learning.

**TRAINING MANAGERS TO TRAIN**

Zaccarelli, H. 658.407 ZAC  
 Effective training strategies and techniques. A simple, practical approach to improving employee performance.

**TRAINING METHODS THAT WORK**

Hart, L. 658.3124 HAR  
 Proven innovative training methods and strategies. A practical handbook for professionals who want to become effective trainers and facilitators.

**UNDERACHIEVEMENT SYNDROME**

Rimm, S. 371.956 RIM  
 A useful "how to" text, looking at both parents and teachers might feel about themselves ,the kids and each other. An effect book in promoting a cooperative effort between parents and teachers to help all students. An excellent book, which every teacher and parent should read.

**UNDERSTANDING BY DESIGN**

Wiggins, Grant. McTighe, Jay 1998 375.WIG  
 What is understanding and how does it differ from knowing? What do we want students to understand and be able to do? What enduring knowledge is work understanding? How will we know that students truly understand and can apply knowledge in a meaningful way? How can we design our courses and units to emphasise understanding and "uncoverage" rather than "coverage"? Understanding and Design explores these questions and provides practical solutions for the teacher-designer.

**UNDERSTANDING YOUR MANAGEMENT STYLE : BEYOND THE MYERS-BRIGGS TYPE INDICATOR**

Benfari, R. 658.409 BEN  
 The MBTI is a good beginning but it doesn't go far enough, according to the author. He presents a model that considers combinations of factors, providing a systematic and practical way for managers to examine their own style, make desired changes and assess the style of others in their organisation.

**WANGKAMI**

NT Dept. of Education 371.979915 GRA  
 This handbook is intended to provide the basis for the continuing inservice of Aboriginal and non Aboriginal teachers working in Aboriginal Early Childhood Education.

**WAYS OF PUTTING IT ALL TOGETHER**

372.241 WAY

**WAYS OF BEING SOCIAL**

370.1934 WAY

**WAYS OF COMMUNICATING**

428.007 WAY

**WAYS OF CREATING**

700.7 WAY

**WAYS OF MOVING PHYSICAL**

613.707 WAY

**WAYS OF WORKING WITH PARENTS**

370.1931 WAY

Education Dept. of WA

FIRST STEPS modules for early childhood educators.

**WHAT WILL WE PLAY TODAY? Volume 2**

Larkin, V. 793.01922 LAR

100 arts games based on drama, movement and music, or any combination of these. The games are suitable for children up to five years of age. Clear, concise instructions are given with age level, group size and resources needed listed. Variations for enrichment, for students with a disability and gender and culture groups are included.

**WHATS WORTH FIGHTING FOR : IN THE PRINCIPALSHIP?**

Fullan, M. 371.2012 FUL

## PROFESSIONAL DEVELOPMENT

The author believes that the potential for principals to exercise leadership of a kind which will have a powerful impact on the quality of education is limited to the extent that they and their colleagues are captive to an agenda set by others. Escalating expectations have resulted in overload and overload fosters dependency. He argues that principals must take charge of their own destiny and offers strategies for accomplishing this.

### **WHAT'S WORTH FIGHTING FOR? : WORKING TOGETHER FOR YOUR SCHOOL**

Fullan, M.

371.1 FUL

How can we make schools more interesting and fulfilling places to be? Teachers, claim the authors, are the key to change; their individual and collective efforts as supporters and initiators of improvement are vital. Principals have a key role in advocating and promoting interactive professionalism. The book concludes by elaborating upon twelve action guidelines for teachers, eight key strategies for principals and several important messages for school systems.

### **WHAT'S WRONG WITH BOTTOMS?**

Hessell, J.

F HES

This delightfully illustrated picture book uses simple language to tackle child sexual abuse in a very sensitive way, covering communication with others, trust, and acceptable and non-acceptable behaviour. An excellent resource for promoting useful discussion. Lower/middle primary.

### **WRITE A WINNING JOB APPLICATION**

White, Lloyd 2002

650.142 WHI

A handbook for job applicants that gives you practical assistance in –

- Responding to selection criteria.
- Preparing an interesting resume.
- Writing a letter of application.
- Presenting yourself confidently at an interview.

### **WRITING IN THE CURRICULUM-FRAMES TO SUPPORT LEARNING**

Lewis, Maureen. Wray, David. 1998

808.042

LEW

Highly appropriate to Australian teaching and learning contexts, the frames are the result of trailing throughout the primary school and across the whole range of abilities. The scaffolds are designed to guide students when planning and producing writing. Students can use the frames to brainstorm, clarify and assemble their ideas, refine their expression, broaden their selection of connectives and to structure their writing effectively and purposefully. These frames will support the development of non-fiction or information texts in a range of curriculum areas, including maths, science and technology as well as various kinds of narratives.

### **YOU CAN STOP BULLYING**

Severn Dimensions

362.88 YOU

A CD ROM for interpersonal skills and self esteem. A multimedia adventure giving children insight into being bullied and being a bully. Join Jubula the Ostrich and other animated heroes and bullies, and learn how you can stop bullying.

### **YOUNG GIFTED CHILDREN**

Mares Louise

371.95 MAR

This book has been written for parent, teacher or facilitator responsible for a very young gifted child. It offers a simple guide for survival at home, at a preschool and during the first years of school.