

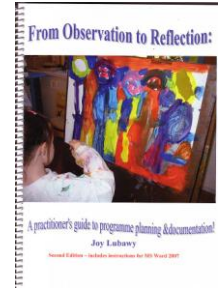


**A special offer - When you buy the set of 3 books at the same time - \$99.95 or \$39.95 each**

In the last four years we have written and self-published three spiral bound books. They are very practical, from the practitioner's viewpoint and they bridge the gap between the theories, frameworks etc. and the children and educators in the playroom. They answer many frequently asked questions.

In the first book, *From Observation to Reflection*, it helps answer these questions. .

- How can I use the digital camera to document learning stories?
- I am having trouble working out how to use the computer to write the stories from the day, can you help me?
- I have a private life you know, but I seem to be working so hard and getting nowhere.
- How can I work more efficiently and still get it all done?
- Are we still writing observations?
- What is a provision?



In *Pancakes and Red Buckets*, the second book, the questions were:

- What is the difference between a daybook and a learning journal?
- How do we create an emergent curriculum?
- Possible lines of development – how to stay with the children's changing interest?
- How does it work with the younger children?
- How can we documenting this learning journey?



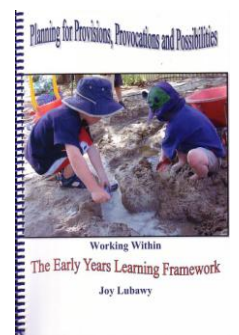
There is no overlap with the previous book; instead, this one takes off from where the other one left off, a true companion. There are many different ways to make children's learning visible; to tell the story; to extract the developmental profiles and show the structure of the curriculum. The first half looks at the threads of learning that emerge from one central idea - in this case making pancakes. The second half is dedicated to the younger child, exploring the themes of childhood and wondering what are the questions they are asking.

Then more questions were asked! With a great deal of delight I wrote –

**Planning for Provisions, Provocations and Possibilities: Working Within The Early Years Learning Framework.**

A baby learning to dance, a toddler watering the pot plants, a three year old playing music with improvised instruments and some four year olds on a long learning journey about a shark egg case, are opportunities that practitioners can use to plan for provisions, provocations and possibilities within EYLF. Some of the next questions asked were:

- What do you mean by planning?
- Is this the programme?
- How then, can we communicate our planning to parents? How can they contribute?
- What is a provocation?
- What do we mean, when we say the environment is the 3rd teacher?
- Is the Australian Emergent Curriculum different to what they do in Reggio Emilia?
- What if parents want us to do more formal 'school readiness' type work?
- What is a provision?
- What is a possibility?
- Does an Emergent Curriculum work with babies and toddlers?



It's thoughtful, encouraging, practical and reflective and once again delights in the wonders of the young child. This book is designed for practitioners at all experience levels and will support them in their understanding of The Early Years Learning Framework for Australia.

**As usual with Joy and Pete Consulting - any books purchased over \$100.00 are postage free in Australia. Contact:- [jlubawy@iprimus.com.au](mailto:jlubawy@iprimus.com.au) Web:, [www.jnpconsulting.com.au](http://www.jnpconsulting.com.au)**