LCLL0024: Early Childhood Education



[1]

abstracts, research briefs and research reports from the Effective Pre-School, Primary and Secondary Education project (EPPSE):

http://www.ucl.ac.uk/ioe/research/featured-research/effective-pre-school-primary-secondary-education-project/publications.

[2]

Anning, A. 2009. The Co-construction of an early childhood curriculum. Early childhood education: society and culture. SAGE.

[3]

Balduzzi, L. and Moss, P. 2013. Chapter 1: Contesting Early Childhood. Early childhood and compulsory education: reconceptualising the relationship. Routledge.

[4]

Barton, L. 1986. The Politics of Special Educational Needs. Disability, Handicap & Society. 1, 3 (Jan. 1986), 273–290. DOI:https://doi.org/10.1080/02674648666780291.

[5]

Blaise, M. et al. 2014. The SAGE handbook of play and learning in early childhood. SAGE Publications.

[6]

Bloch, M.N. 1991. Critical Science and the History of Child Development's Influence on Early Education Research. Early Education & Development. 2, 2 (Apr. 1991), 95–108. DOI:https://doi.org/10.1207/s15566935eed0202 2.

[7]

Boyd, B.A. et al. 2010. Infants and Toddlers With Autism Spectrum Disorder: Early Identification and Early Intervention. Journal of Early Intervention. 32, 2 (Mar. 2010), 75–98. DOI:https://doi.org/10.1177/1053815110362690.

[8]

Bradbury, A. 2012. 'I feel absolutely incompetent': professionalism, policy and early childhood teachers. Contemporary Issues in Early Childhood. 13, 3 (2012). DOI:https://doi.org/10.2304/ciec.2012.13.3.175.

[9]

Bradbury, A. 2013. Understanding early years inequality: policy, assessment and young children's identities. Routledge.

[10]

Bradbury, A. and Roberts-Holmes, G. 2018. The datafication of primary and early years education: playing with numbers. Routledge.

[11]

Brenneman, K. and Louro, I.F. 2008. Science Journals in the Preschool Classroom. Early Childhood Education Journal. 36, 2 (Oct. 2008), 113–119. DOI:https://doi.org/10.1007/s10643-008-0258-z.

[12]

Broadhead, P. 2010. Chapter 8: Cooperative Play and Learning from Nursery to Year One. Play and Learning in the Early Years: From Research to Practice. SAGE Publications.

[13]

Broadhead, P. et al. 2010. Play and Learning in the Early Years: From Research to Practice. SAGE Publications.

[14]

Brock, A. and Rankin, C. 2008. Communication, language and literacy from birth to five. SAGE.

[15]

Brooker, L. 2011. Chapter 6: Developing Learning Dispositions in Life. Making sense of theory and practice in early childhood: the power of ideas. Open University Press. 83–98.

[16]

Brown, F. 2014. Perspective 3: Playwork. Perspectives on play: learning for life. Routledge. 30–39.

[17]

Cannella, G. 2005. Reconceptualizing the field (of early care and education). If 'western' child development is a problem, then what do we do? Critical issues in early childhood education. Open UP. 17–39.

[18]

Carr, M. and Lee, W. 2012. Learning stories: constructing learner identities in early education. Sage.

[19]

Claxton *, G. and Carr, M. 2004. A framework for teaching learning: the dynamics of disposition. Early Years. 24, 1 (Mar. 2004), 87–97. DOI:https://doi.org/10.1080/09575140320001790898.

[20]

Dahlberg, G. et al. 2013. Beyond quality in early childhood education and care: languages of evaluation. Routledge.

[21]

Dahlberg, G. et al. 2013. Chapter 3: Constructing early Childhood: What do we think it is. Beyond quality in early childhood education and care: languages of evaluation. Routledge. 43–61.

[22]

Dahlberg, G. et al. 2013. Chapter 4: Constructing the Early Childhood Institution: What do we think they are for? Beyond quality in early childhood education and care: languages of evaluation. Routledge. 62–87.

[23]

Dahlberg, G. 2009. Policies in Early Childhood Education and care: Potentialities for Agency, Play and Learning. The Palgrave handbook of childhood studies. Palgrave Macmillan.

[24]

Dahlberg, G. and Moss, P. 2005. Ethics and politics in early childhood education. RoutledgeFalmer.

[25]

Dawson, P. and Guare, R. 2010. Chapter 2: Assessing Executive Skills. Executive Skills in Children and Adolescents, Second Edition: A Practical Guide to Assessment and Intervention. Guilford Publications. 12–29.

[26]

Diamond, A. 2012. Activities and Programs That Improve Children's Executive Functions. Current Directions in Psychological Science. 21, 5 (Oct. 2012), 335–341. DOI:https://doi.org/10.1177/0963721412453722.

[27]

Diamond, A. 2013. Executive Functions. Annual Review of Psychology. 64, 1 (Jan. 2013), 135–168. DOI:https://doi.org/10.1146/annurev-psych-113011-143750.

[28]

Elfer, P. 2012. Emotion in nursery work: Work Discussion as a model of critical professional reflection. Early Years. 32, 2 (Jul. 2012), 129–141. DOI:https://doi.org/10.1080/09575146.2012.697877.

[29]

Eshach, H. and Fried, M.N. 2005. Should Science be Taught in Early Childhood? Journal of Science Education and Technology. 14, 3 (Sep. 2005), 315–336. DOI:https://doi.org/10.1007/s10956-005-7198-9.

[30]

Fleer, M. 2009. Supporting Scientific Conceptual Consciousness or Learning in 'a Roundabout Way' in Play-based Contexts. International Journal of Science Education. 31, 8 (May 2009), 1069–1089. DOI:https://doi.org/10.1080/09500690801953161.

[31]

Flewitt, R. 2008. Chapter 7: Multimodal Literacies. Desirable literacies: approaches to language and literacy in the early years. SAGE. 122–139.

[32]

Freinet, C. et al. 1990. Freinet's Techniques for the Modern School. Cooperative learning and social change: selected writings of Célestin Freinet. Our Schools/Our Selves. 11–16.

[33]

Fung, C.K.H. and Cheng, D.P.W. 2012. Consensus or dissensus? Stakeholders' views on the role of play in learning. Early Years. 32, 1 (Mar. 2012), 17–33. DOI:https://doi.org/10.1080/09575146.2011.599794.

[34]

Garon, N. et al. 2008. Executive function in preschoolers: A review using an integrative framework. Psychological Bulletin. 134, 1 (2008), 31–60. DOI:https://doi.org/10.1037/0033-2909.134.1.31.

[35]

Gatt, S. and Thewma, G. 2012. Inquiry-based Learning in Early years through Story-telling. Journal of Emergent Science. 4, (2012), 19–25.

[36]

Grieshaber, S. and McArdle, F. 2010. The trouble with play. Open University Press.

[37]

Hallet, E. 2008. Chapter 4: Signs and Symbols: children's engagement with environmental print. Desirable literacies: approaches to language and literacy in the early years. SAGE. 60–80.

[38]

Hallet, E. and Marsh, J. 2008. Desirable literacies: approaches to language and literacy in the early years. SAGE.

[39]

Hoyuelos, A. 2013. Interpreting the Child as a Participant and Interactive Subject. Malaguzzi's Theories Regarding the Concept of Childhood. The Ethics in Loris Malaguzzi's Philosophy and Pedagogical Work. Isalda. 114–133.

[40]

Jordan, R. 2008. THE GULLIFORD LECTURE: Autistic spectrum disorders: a challenge and a model for inclusion in education. British Journal of Special Education. 35, 1 (Mar. 2008), 11–15. DOI:https://doi.org/10.1111/j.1467-8578.2008.00364.x.

[41]

Kenner, C. 2000. Recipes, Alphabets and U: A Four-year-old Explores the Visual Potential of Literacy. Early Years. 20, 2 (Mar. 2000), 68–79. DOI:https://doi.org/10.1080/0957514000200208.

[42]

Kessler, S.A. 1991. Early Childhood Education as Development: Critique of the Metaphor. Early Education & Development. 2, 2 (Apr. 1991), 137–152. DOI:https://doi.org/10.1207/s15566935eed0202 5.

[43]

Kress, G.R. 1997. Before writing: rethinking the paths to literacy. Routledge.

[44]

Larson, J. and Marsh, J. 2013. The SAGE handbook of early childhood literacy. SAGE.

[45]

Levy, R. 2009. Children's perceptions of reading and the use of reading scheme texts. Cambridge Journal of Education. 39, 3 (Sep. 2009), 361–377. DOI:https://doi.org/10.1080/03057640903103769.

[46]

Lewis, A. et al. 2005. Special teaching for special children?: pedagogies for inclusion. Open University P.s.

[47]

Marsh, J. 2003. One-way Traffic? Connections between Literacy Practices at Home and in the Nursery. British Educational Research Journal. 29, 3 (Jun. 2003), 369–382. DOI:https://doi.org/10.1080/01411920301857.

[48]

Mcguigan, L. and Russell, T. 2012. Identifying emergent science thinking within a holistic approach to early years education. Journal of Emergent Science. 4, (2012), 7–11.

[49]

Miller, L. 2001. Shaping Early Childhood through the Literacy Curriculum. Early Years. 21, 2 (Jun. 2001), 107–116. DOI:https://doi.org/10.1080/09575140125089.

[50]

Molloy, H. and Vasil, L. 2002. The Social Construction of Asperger Syndrome: The pathologising of difference? Disability & Society. 17, 6 (Oct. 2002), 659–669. DOI:https://doi.org/10.1080/0968759022000010434.

[51]

Morris, A.S. et al. 2013. Effortful Control, Behavior Problems, and Peer Relations: What Predicts Academic Adjustment in Kindergartners from Low-Income Families? Early Education & Development. 24, 6 (Aug. 2013), 813–828. DOI:https://doi.org/10.1080/10409289.2013.744682.

[52]

Moss, P. 2019. Alternative narratives in early childhood: an introduction for students and practitioners.

[53]

Moss, P. 2014. Chapter 1: Telling Stories, Transformative Change and Real Utopias. Transformative change and real utopias in early childhood education: a story of democracy, experimentation and potentiality. Routledge. 1–16.

[54]

Moss, P. 2014. Chapter 6: The Crow Project: a local enactment of the story of democracy, experimentation and potentiality. Transformative change and real utopias in early childhood education: a story of democracy, experimentation and potentiality. Routledge. 139–167.

[55]

Moss, P. 2007. Meetings Across the Paradigmatic Divide. Educational Philosophy and Theory. 39, 3 (Jan. 2007), 229–245. DOI:https://doi.org/10.1111/j.1469-5812.2007.00325.x.

[56]

Moyles, J.R. 2015. The excellence of play. Open University Press.

[57]

Nayfeld, I. et al. 2013. Executive functions in early learning: Extending the relationship between executive functions and school readiness to science. Learning and Individual Differences. 26, (Aug. 2013), 81–88. DOI:https://doi.org/10.1016/j.lindif.2013.04.011.

[58]

Nesbitt, K.T. et al. 2013. Executive function mediates socio-economic and racial differences in early academic achievement. Early Childhood Research Quarterly. 28, 4 (Oct. 2013), 774–783. DOI:https://doi.org/10.1016/j.ecresg.2013.07.005.

[59]

Novinger, S. and O'Brien, L. 2003. Beyond 'Boring, Meaningless Shit' in the Academy: Early Childhood Teacher Educators under the Regulatory Gaze. Contemporary Issues in Early Childhood. 4, 1 (Mar. 2003), 3–31. DOI:https://doi.org/10.2304/ciec.2003.4.1.4.

[60]

P. Katz 2012. Using Pothooks to encourage young children' science identities. Journal of Emergent Science. 3, (2012), 22–27.

[61]

Pahl, K. and Rowsell, J. 2005. Literacy and Education: Understanding the New Literacy Studies in the Classroom. SAGE Publications.

[62]

Pat 2015. Building Friendship through Playful Learning in the Early Years. The excellence of play. Open University Press.

[63]

Peter Moss Power and resistance in early childhood education: From dominant discourse to democratic experimentalism. Journal of Pedagogy. 8, 1, 11–32. DOI:https://doi.org/https://doi.org/10.1515/jped-2017-0001.

[64]

Rinaldi, C. and Rinaldi, C. 2006. Introduction: Our Reggio Emilia. In dialogue with Reggio Emilia: listening, researching and learning. Routledge. 1–17.

[65]

Roberts-Holmes, G. 2012. 'It's the bread and butter of our practice': experiencing the Early Years Foundation Stage. International Journal of Early Years Education. 20, 1 (Mar. 2012), 30–42. DOI:https://doi.org/10.1080/09669760.2012.664473.

[66]

Roberts-Holmes, G. 2015. The 'datafication' of early years pedagogy: 'if the teaching is good, the data should be good and if there's bad teaching, there is bad data'. Journal of Education Policy. 30, 3 (May 2015), 302–315. DOI:https://doi.org/10.1080/02680939.2014.924561.

[67]

Rogers, S. 2011. Play and pedagogy: a conflict of interest? Rethinking play and pedagogy in early childhood education: concepts, contexts and cultures. Routledge. 5–19.

[68]

Rogers, S. 2010. Powerful pedagogies and playful resistance: Role play in the early childhood classroom. Engaging play. Open University Press. 152–165.

[69]

Roskos, K. and Christie, J. 2001. Examining the Play-Literacy Interface: A Critical Review and Future Directions. Journal of Early Childhood Literacy. 1, 1 (Apr. 2001), 59–89. DOI:https://doi.org/10.1177/14687984010011004.

[70]

Saçkes, M. et al. 2011. The influence of early science experience in kindergarten on children's immediate and later science achievement: Evidence from the early childhood longitudinal study. Journal of Research in Science Teaching. 48, 2 (Feb. 2011), 217–235. DOI:https://doi.org/10.1002/tea.20395.

[71]

SEND pathfinder programme: final report - GOV.UK: https://www.gov.uk/government/publications/send-pathfinder-programme-final-report.

[72]

Siraj-Blatchford, I. 2010. Chapter 8: A focus on pedagogy. Early childhood matters: evidence from the Effective Pre-school and Primary Education Project. Routledge. 149–165.

[73]

Siraj-Blatchford, I. 2007. Creativity, Communication and Collaboration: The Identification of Pedagogic Progression in Sustained Shared Thinking. Asia-Pacific Journal of Research in Early Childhood Education.

[74]

Siraj-Blatchford, I. 2014. Early Childhood Education (ECE). An introduction to early childhood studies. T. Maynard and S. Powell, eds. SAGE Publications Ltd. 172–184.

[75]

Siraj-Blatchford, I. et al. 2006. Educational Research and Evidence-based Policy: The

Mixed-method Approach of the EPPE Project. Evaluation & Research in Education. 19, 2 (May 2006), 63–82. DOI:https://doi.org/10.2167/eri419.0.

[76]

Smolleck, L. and Hershberger, V. 2011. Playing With Science: An Investigation of Young Children's Science Conceptions and Misconceptions. Current Issues in Education. 14, 1 (2011).

[77]

Soler, J. and Miller, L. 2003. The Struggle for Early Childhood Curricula: A Comparison of the English Foundation Stage Curriculum, 'Te Whariki' and Reggio Emilia. International Journal of Early Years Education. 11, 1 (2003), 57–67.

[78]

Stephen, C. 2010. Pedagogy: the silent partner in early years learning. Early Years. 30, 1 (Mar. 2010), 15–28. DOI:https://doi.org/10.1080/09575140903402881.

[79]

Taggart, B. 2010. Making a difference: How research can inform policy. Early childhood matters: evidence from the Effective Pre-school and Primary Education Project. Routledge.

[80]

Tesar, M. 2014. Reconceptualising the Child: Power and Resistance within Early Childhood Settings. Contemporary Issues in Early Childhood. 15, 4 (Dec. 2014), 360–367. DOI:https://doi.org/10.2304/ciec.2014.15.4.360.

[81]

This is Anji Play — Anji Play: http://www.anjiplay.com/home/#anjiplay.

[82]

Treagust, D.F. and Duit, R. 2008. Conceptual change: a discussion of theoretical, methodological and practical challenges for science education. Cultural Studies of Science Education. 3, 2 (Jul. 2008), 297–328. DOI:https://doi.org/10.1007/s11422-008-9090-4.

[83]

Tunnicliffe, S.D. 2013. Talking and doing science in the early years: a practical guide for ages 2-7. Routledge.

[84]

Valerie Polakow 1989. DECONSTRUCTING DEVELOPMENT. The Journal of Education. 171, 2 (1989), 75-87.

[85]

Valerie Polakow 1986. SOME REFLECTIONS ON THE LANDSCAPE OF CHILDHOOD AND THE POLITICS OF CARE. The Journal of Education. 168, 3 (1986), 7–12.

[86]

Valerie Polakow Suransky 1983. TALES OF REBELLION AND RESISTANCE: THE LANDSCAPE OF EARLY INSTITUTIONAL LIFE. The Journal of Education. 165, 2 (1983), 135–157.

[87]

Vygotskiĭ, L.S. 1978. The role of play in development. Mind in society: the development of higher psychological processes. Harvard University Press.

[88]

Weisberg, D.S. et al. 2013. Guided Play: Where Curricular Goals Meet a Playful Pedagogy. Mind, Brain, and Education. 7, 2 (Jun. 2013), 104–112. DOI:https://doi.org/10.1111/mbe.12015.

[89]

Whitehead, M.R. 2007. Developing language and literacy with young children. Paul

Chapman.

[90]

Wood, E. 2013. Chapter 5: Developing Play in the Curriculum. Play, learning and the early childhood curriculum. SAGE. 118–157.

[91]

Wood, E. 2013. Chapter 5: Developing Play in the Curriculum. Play, learning and the early childhood curriculum. SAGE. 118–157.

[92]

Wood, E. 2007. New directions in play: consensus or collision? Education 3-13. 35, 4 (Nov. 2007), 309–320. DOI:https://doi.org/10.1080/03004270701602426.

[93]

Wood, E. 2013. Play, learning and the early childhood curriculum. SAGE.

[94]

Wood, E. and Hedges, H. 2016. Curriculum in early childhood education: critical questions about content, coherence, and control. The Curriculum Journal. 27, 3 (Jul. 2016), 387–405. DOI:https://doi.org/10.1080/09585176.2015.1129981.

[95]

Wood, E.A. 2010. Chapter 6: Developing integrated pedagogical approaches to play and learning. Play and learning in the early years: from research to practice. SAGE. 9–26.

[96]

Wyse, D. and Cowan, K. 2017. The good writing guide for education students. SAGE Publications Ltd.

[97]

Zelazo, P.D. and Argitis, G. 2003. The development of executive function in early childhood. Blackwell.

[98]

Effective Primary Pedagogical Strategies in English and Mathematics in Key Stage 2: A study of Year 5 classroom practice drawn from the EPPSE 3-16 longitudinal study.

[99]

Researching Effective Pedagogy in the Early Years.

[100]

Statutory framework for the early years foundation stage 2017.

[101]

Students' educational and developmental outcomes at age 16 Effective Pre-school, Primary and Secondary Education (EPPSE 3-16) Project Research Brief.

[102]

The Effective Provision of Pre-School Education (EPPE) Project: Findings from Pre-school to end of Key Stage1.