

LCLL0024: Early Childhood Education

[View Online](#)

1

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

2

P. Moss, *Educational Philosophy and Theory*, 2007, **39**, 229–245.

3

Peter Moss, *Journal of Pedagogy*, **8**, 11–32.

4

G. Dahlberg, P. Moss and A. Pence, in *Beyond quality in early childhood education and care: languages of evaluation*, Routledge, Milton Park, Abingdon, Oxon, Classic ed., 2013, vol. Routledge education classic edition series, pp. 43–61.

5

G. Dahlberg, P. Moss and A. Pence, in *Beyond quality in early childhood education and care: languages of evaluation*, Routledge, Milton Park, Abingdon, Oxon, Classic ed., 2013, vol. Routledge education classic edition series, pp. 62–87.

6

L. Balduzzi and P. Moss, in *Early childhood and compulsory education: reconceptualising the relationship*, Routledge, London, 2013, vol. *Contesting early childhood*.

7

Valerie Polakow Suransky, *The Journal of Education*, 1983, **165**, 135–157.

8

Valerie Polakow, *The Journal of Education*, 1986, **168**, 7–12.

9

M. N. Bloch, *Early Education & Development*, 1991, **2**, 95–108.

10

S. A. Kessler, *Early Education & Development*, 1991, **2**, 137–152.

11

Valerie Polakow, *The Journal of Education*, 1989, **171**, 75–87.

12

C. Rinaldi and C. Rinaldi, in *In dialogue with Reggio Emilia: listening, researching and learning*, Routledge, London, 2006, vol. *Contesting early childhood series*, pp. 1–17.

13

J. Soler and L. Miller, *International Journal of Early Years Education*, 2003, **11**, 57–67.

14

C. Stephen, *Early Years*, 2010, **30**, 15–28.

15

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

16

G. Roberts-Holmes, *International Journal of Early Years Education*, 2012, **20**, 30–42.

17

A. Hoyuelos, in *The Ethics in Loris Malaguzzi's Philosophy and Pedagogical Work*, Isalda, 2013, pp. 114–133.

18

C. Freinet, D. Clandfield, J. Sivell, and Our Schools/Our Selves Education Foundation, in *Cooperative learning and social change: selected writings of Célestin Freinet*, Our Schools/Our Selves, Toronto, 1990, vol. 7, pp. 11–16.

19

A. Anning, in *Early childhood education: society and culture*, SAGE, Los Angeles, 2nd ed., 2009.

20

G. Claxton * and M. Carr, *Early Years*, 2004, **24**, 87–97.

21

S. Rogers, in *Engaging play*, Open University Press, Maidenhead, 2010, pp. 152–165.

22

23

B. Taggart, in *Early childhood matters: evidence from the Effective Pre-school and Primary Education Project*, Routledge, London, 2010.

24

I. Siraj-Blatchford, P. Sammons, B. Taggart, K. Sylva and E. Melhuish, *Evaluation & Research in Education*, 2006, **19**, 63–82.

25

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>.

26

I. Siraj-Blatchford, in *An introduction to early childhood studies*, eds. T. Maynard and S. Powell, SAGE Publications Ltd, London, Third edition., 2014, pp. 172–184.

27

I. Siraj-Blatchford, in *Early childhood matters: evidence from the Effective Pre-school and Primary Education Project*, Routledge, London, 2010, pp. 149–165.

28

29

30

31

32

I. Siraj-Blatchford, *Asia-Pacific Journal of Research in Early Childhood Education*, 2007, 1, 3–23.

33

S. Rogers, in *Rethinking play and pedagogy in early childhood education: concepts, contexts and cultures*, Routledge, London, 2011, pp. 5–19.

34

E. Wood, *Education 3-13*, 2007, **35**, 309–320.

35

C. K. H. Fung and D. P. W. Cheng, *Early Years*, 2012, **32**, 17–33.

36

M. Blaise, L. Brooker and S. Edwards, *The SAGE handbook of play and learning in early childhood*, SAGE Publications, Thousand Oaks, CA, 2014.

37

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

38

E. Wood, *Play, learning and the early childhood curriculum*, SAGE, Los Angeles, 3rd ed., 2013.

39

P. Broadhead, J. Howard and E. A. Wood, *Play and Learning in the Early Years: From Research to Practice*, SAGE Publications, London, 2010.

40

G. Dahlberg, in *The Palgrave handbook of childhood studies*, Palgrave Macmillan,

Basingstoke, 2009.

41

E. Wood, in *Play, learning and the early childhood curriculum*, SAGE, Los Angeles, 3rd ed., 2013, pp. 118–157.

42

L. Brooker, in *Making sense of theory and practice in early childhood: the power of ideas*, Open University Press, Maidenhead, 2011, pp. 83–98.

43

J. R. Moyles, *The excellence of play*, Open University Press, Maidenhead, 4th ed., 2015.

44

L. S. Vygotskiĭ, in *Mind in society: the development of higher psychological processes*, Harvard University Press, Cambridge, Mass, 1978.

45

Pat, in *The excellence of play*, Open University Press, ©2015, 4th ed., 2015.

46

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

47

E. A. Wood, in *Play and learning in the early years: from research to practice*, SAGE, Los Angeles, [Calif.], 2010, pp. 9–26.

48

F. Brown, in *Perspectives on play: learning for life*, Routledge, London, 2nd ed., 2014, pp. 30–39.

49

A. Diamond, *Current Directions in Psychological Science*, 2012, **21**, 335–341.

50

D. S. Weisberg, K. Hirsh-Pasek and R. M. Golinkoff, *Mind, Brain, and Education*, 2013, **7**, 104–112.

51

A. Diamond, *Annual Review of Psychology*, 2013, **64**, 135–168.

52

P. Dawson and R. Guare, in *Executive Skills in Children and Adolescents, Second Edition: A Practical Guide to Assessment and Intervention*, Guilford Publications, New York, 2010, vol. *Guilford Practical Intervention in School*, pp. 12–29.

53

N. Garon, S. E. Bryson and I. M. Smith, *Psychological Bulletin*, 2008, **134**, 31–60.

54

A. S. Morris, A. John, A. L. Halliburton, M. D. S. Morris, L. R. Robinson, S. S. Myers, K. J. Aucoin, A. W. Keyes and A. Terranova, *Early Education & Development*, 2013, **24**, 813–828.

55

K. T. Nesbitt, L. Baker-Ward and M. T. Willoughby, *Early Childhood Research Quarterly*, 2013, **28**, 774–783.

56

I. Nayfeld, J. Fuccillo and D. B. Greenfield, *Learning and Individual Differences*, 2013, **26**, 81–88.

57

L. Smolleck and V. Hershberger, *Current Issues in Education*.

58

D. F. Treagust and R. Duit, *Cultural Studies of Science Education*, 2008, **3**, 297–328.

59

E. Wood, in *Play, learning and the early childhood curriculum*, SAGE, Los Angeles, 3rd ed., 2013, pp. 118–157.

60

P. D. Zelazo and G. Argitis, Blackwell, Boston, Mass., Oxford, 2003, vol. *Monographs of the Society for Research in Child Development*.

61

L. Barton, *Disability, Handicap & Society*, 1986, **1**, 273–290.

62

B. A. Boyd, S. L. Odom, B. P. Humphreys and A. M. Sam, *Journal of Early Intervention*, 2010, **32**, 75–98.

63

A. Lewis, O. Miller and B. Norwich, *Special teaching for special children?: pedagogies for inclusion*, Open University P.s, Maidenhead, 2005.

64

P. Elfer, *Early Years*, 2012, **32**, 129–141.

65

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

66

R. Jordan, *British Journal of Special Education*, 2008, **35**, 11–15.

67

H. Molloy and L. Vasil, *Disability & Society*, 2002, **17**, 659–669.

68

D. Wyse and K. Cowan, *The good writing guide for education students*, SAGE Publications Ltd, London, 4th edition., 2017.

69

C. Kenner, *Early Years*, 2000, **20**, 68–79.

70

R. Levy, *Cambridge Journal of Education*, 2009, **39**, 361–377.

71

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

72

R. Flewitt, in *Desirable literacies: approaches to language and literacy in the early years*, SAGE, London, 2nd ed., 2008, pp. 122–139.

73

E. Hallet, in *Desirable literacies: approaches to language and literacy in the early years*, SAGE, London, 2nd ed., 2008, pp. 60–80.

74

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

75

J. Larson and J. Marsh, *The SAGE handbook of early childhood literacy*, SAGE, Los Angeles, 2nd ed., 2013.

76

J. Marsh, *British Educational Research Journal*, 2003, **29**, 369–382.

77

E. Hallet and J. Marsh, *Desirable literacies: approaches to language and literacy in the early years*, SAGE, London, 2nd ed., 2008.

78

L. Miller, *Early Years*, 2001, **21**, 107–116.

79

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

80

K. Roskos and J. Christie, *Journal of Early Childhood Literacy*, 2001, **1**, 59–89.

81

M. R. Whitehead, *Developing language and literacy with young children*, Paul Chapman, London, 3rd ed., 2007, vol. 0-8 series.

82

H. Eshach and M. N. Fried, *Journal of Science Education and Technology*, 2005, **14**, 315–336.

83

M. Fler, *International Journal of Science Education*, 2009, **31**, 1069–1089.

84

K. Brenneman and I. F. Louro, *Early Childhood Education Journal*, 2008, **36**, 113–119.

85

S. Gatt and G. Thewma, *Journal of Emergent Science*, 2012, **4**, 19–25.

86

P. Katz, *Journal of Emergent Science*, 2012, **3**, 22–27.

87

L. McGuigan and T. Russell, *Journal of Emergent Science*, 2012, **4**, 7–11.

88

M. Saçkes, K. C. Trundle, R. L. Bell and A. A. O'Connell, *Journal of Research in Science Teaching*, 2011, **48**, 217–235.

89

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

90

G. Cannella, in *Critical issues in early childhood education*, Open UP, Maidenhead, 2005, pp. 17–39.

91

P. Moss, in *Transformative change and real utopias in early childhood education: a story of democracy, experimentation and potentiality*, Routledge, New York, N.Y., 2014, vol. *Contesting early childhood series*, pp. 139–167.

92

G. Roberts-Holmes, *Journal of Education Policy*, 2015, **30**, 302–315.

93

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

94

E. Wood and H. Hedges, *The Curriculum Journal*, 2016, **27**, 387–405.

95

M. Tesar, *Contemporary Issues in Early Childhood*, 2014, **15**, 360–367.

96

A. Bradbury, *Contemporary Issues in Early Childhood*, , DOI:10.2304/ciec.2012.13.3.175.

97

S. Novinger and L. O'Brien, *Contemporary Issues in Early Childhood*, 2003, **4**, 3–31.

98

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

99

P. Moss, in *Transformative change and real utopias in early childhood education: a story of democracy, experimentation and potentiality*, Routledge, New York, N.Y., 2014, vol. *Contesting early childhood series*, pp. 1–16.

100

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

101

G. Dahlberg, P. Moss and A. R. Pence, *Beyond quality in early childhood education and care: languages of evaluation*, Routledge, Milton Park, Abingdon, Oxon, Classic ed., 2013, vol. *Routledge education classic edition series*.

102

G. Dahlberg and P. Moss, *Ethics and politics in early childhood education*, RoutledgeFalmer, London, 2005, vol. *Contesting early childhood*.