LCLL0024: Early Childhood Education

1.

Moss P. Alternative narratives in early childhood: an introduction for students and practitioners [Internet]. Abingdon, Oxon; 2019. Available from: https://www.taylorfrancis.com/books/9781351966597

2.

Moss P. Meetings Across the Paradigmatic Divide. Educational Philosophy and Theory. 2007 Jan;39(3):229–45.

3.

Peter Moss. Power and resistance in early childhood education: From dominant discourse to democratic experimentalism. Journal of Pedagogy [Internet]. 8(1):11–32. Available from: https://content.sciendo.com/view/journals/jped/8/1/article-p11.xml

4.

Dahlberg G, Moss P, Pence A. Chapter 3: Constructing early Childhood: What do we think it is. In: Beyond quality in early childhood education and care: languages of evaluation [Internet]. Classic ed. Milton Park, Abingdon, Oxon: Routledge; 2013. p. 43–61. Available from: https://www.taylorfrancis.com/books/9780203371114

5.

Dahlberg G, Moss P, Pence A. Chapter 4: Constructing the Early Childhood Institution: What do we think they are for? In: Beyond quality in early childhood education and care: languages of evaluation [Internet]. Classic ed. Milton Park, Abingdon, Oxon: Routledge; 2013. p. 62–87. Available from: https://ucl-new-primo.hosted.exlibrisgroup.com/permalink/f/luapog/UCL_LMS_DS51233173

630004761

6.

Balduzzi L, Moss P. Chapter 1: Contesting Early Childhood. In: Early childhood and compulsory education: reconceptualising the relationship [Internet]. London: Routledge; 2013. Available from: https://www.taylorfrancis.com/books/e/9781136169342

7.

Valerie Polakow Suransky. TALES OF REBELLION AND RESISTANCE: THE LANDSCAPE OF EARLY INSTITUTIONAL LIFE. The Journal of Education [Internet]. 1983;165(2):135–57. Available from: https://www.jstor.org/stable/42772830

8.

Valerie Polakow. SOME REFLECTIONS ON THE LANDSCAPE OF CHILDHOOD AND THE POLITICS OF CARE. The Journal of Education [Internet]. 1986;168(3):7–12. Available from: https://www.jstor.org/stable/42741751

9.

Bloch MN. Critical Science and the History of Child Development's Influence on Early Education Research. Early Education & Development. 1991 Apr;2(2):95–108.

10.

Kessler SA. Early Childhood Education as Development: Critique of the Metaphor. Early Education & Development. 1991 Apr;2(2):137–52.

11.

Valerie Polakow. DECONSTRUCTING DEVELOPMENT. The Journal of Education [Internet]. 1989;171(2):75–87. Available from: https://www.jstor.org/stable/42742152

12.

Rinaldi C, Rinaldi C. Introduction: Our Reggio Emilia. In: In dialogue with Reggio Emilia:

listening, researching and learning [Internet]. London: Routledge; 2006. p. 1–17. Available from: https://www.taylorfrancis.com/books/9780203317730

13.

Soler J, Miller L. 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 [Internet]. 2003;11(1):57–67. Available from: http://www.tandfonline.com/doi/abs/10.1080/0966976032000066091

14.

Stephen C. Pedagogy: the silent partner in early years learning. Early Years. 2010 Mar;30(1):15–28.

15.

This is Anji Play — Anji Play [Internet]. Available from: http://www.anjiplay.com/home/#anjiplay

16.

Roberts-Holmes G. 'It's the bread and butter of our practice': experiencing the Early Years Foundation Stage. International Journal of Early Years Education. 2012 Mar;20(1):30–42.

17.

Hoyuelos A. Interpreting the Child as a Participant and Interactive Subject. Malaguzzi's Theories Regarding the Concept of Childhood. In: The Ethics in Loris Malaguzzi's Philosophy and Pedagogical Work. Isalda; 2013. p. 114–33.

18.

Freinet C, Clandfield D, Sivell J, Our Schools/Our Selves Education Foundation. Freinet's Techniques for the Modern School. In: Cooperative learning and social change: selected writings of Célestin Freinet. Toronto: Our Schools/Our Selves; 1990. p. 11–6.

19.

Anning A. The Co-construction of an early childhood curriculum. In: Early childhood education: society and culture [Internet]. 2nd ed. Los Angeles: SAGE; 2009. Available from: http://ucl.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3302929860004761&institutionId=4761&customerId=4760

20.

Claxton * G, Carr M. A framework for teaching learning: the dynamics of disposition. Early Years. 2004 Mar;24(1):87–97.

21.

Rogers S. Powerful pedagogies and playful resistance: Role play in the early childhood classroom. In: Engaging play [Internet]. Maidenhead: Open University Press; 2010. p. 152–65. Available from: http://www.dawsonera.com.libproxy.ucl.ac.uk/depp/reader/protected/external/AbstractView/S9780335239221

22.

Statutory framework for the early years foundation stage 2017 [Internet]. Available from: https://www.icmec.org/wp-content/uploads/2018/01/EYFS_STATUTORY_FRAMEWORK_2017.pdf

23.

Taggart B. Making a difference: How research can inform policy. In: Early childhood matters: evidence from the Effective Pre-school and Primary Education Project [Internet]. London: Routledge; 2010. Available from: http://ucl.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3303355980004761&institutionId=4761&customerId=4760

24.

Siraj-Blatchford I, Sammons P, Taggart B, Sylva K, Melhuish E. Educational Research and Evidence-based Policy: The Mixed-method Approach of the EPPE Project. Evaluation & Research in Education. 2006 May 15;19(2):63–82.

25.

abstracts, research briefs and research reports from the Effective Pre-School, Primary and Secondary Education project (EPPSE) [Internet]. Available from: http://www.ucl.ac.uk/ioe/research/featured-research/effective-pre-school-primary-secondary-education-project/publications

26.

Siraj-Blatchford I. Early Childhood Education (ECE). In: Maynard T, Powell S, editors. An introduction to early childhood studies [Internet]. Third edition. London: SAGE Publications Ltd; 2014. p. 172–84. Available from: https://contentstore.cla.co.uk/secure/link?id=0b9f1ff1-969c-e711-80cb-005056af4099

27.

Siraj-Blatchford I. Chapter 8: A focus on pedagogy. In: Early childhood matters: evidence from the Effective Pre-school and Primary Education Project [Internet]. London: Routledge; 2010. p. 149–65. Available from: https://contentstore.cla.co.uk/secure/link?id=3f90a2c9-6d1b-e711-80c9-005056af4099

28.

The Effective Provision of Pre-School Education (EPPE) Project: Findings from Pre-school to end of Key Stage1 [Internet]. Available from: http://dera.ioe.ac.uk/8543/7/SSU-SF-2004-01.pdf

29.

Students' educational and developmental outcomes at age 16 Effective Pre-school, Primary and Secondary Education (EPPSE 3-16) Project Research Brief [Internet]. Available from: http://www.ucl.ac.uk/ioe/research/pdf/RB354_-_Students__educational_and_developmental_outcomes_at_age_16_Brief.pdf

30.

Researching Effective Pedagogy in the Early Years [Internet]. Available from: http://webarchive.nationalarchives.gov.uk/20130323020903/https://www.education.gov.uk/publications/eOrderingDownload/RR356.pdf

31.

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 [Internet]. Available from: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/193625/DFE-RB129.pdf

32.

Siraj-Blatchford I. Creativity, Communication and Collaboration: The Identification of Pedagogic Progression in Sustained Shared Thinking [Internet]. Vol. 1, Asia-Pacific Journal of Research in Early Childhood Education. 2007. p. 3–23. Available from: http://www.pecerajournal.com/data/?a=21767

33.

Rogers S. Play and pedagogy: a conflict of interest? In: Rethinking play and pedagogy in early childhood education: concepts, contexts and cultures [Internet]. London: Routledge; 2011. p. 5–19. Available from: https://ucl.primo.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=14693725030004761&institutionId=4761&customerId=4760&VE=true

34.

Wood E. New directions in play: consensus or collision? Education 3-13. 2007 Nov;35(4):309–20.

35.

Fung CKH, Cheng DPW. Consensus or dissensus? Stakeholders' views on the role of play in learning. Early Years. 2012 Mar;32(1):17–33.

36.

Blaise M, Brooker L, Edwards S. The SAGE handbook of play and learning in early childhood [Internet]. Thousand Oaks, CA: SAGE Publications; 2014. Available from: http://ucl.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3238921830004761&institutionId=4761&customerId=4760

37.

Grieshaber S, McArdle F. The trouble with play. Maidenhead: Open University Press; 2010.

38.

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

39.

Broadhead P, Howard J, Wood EA. Play and Learning in the Early Years: From Research to Practice [Internet]. London: SAGE Publications; 2010. Available from: http://UCL.eblib.com/patron/FullRecord.aspx?p=537746

40.

Dahlberg G. Policies in Early Childhood Education and care: Potentialities for Agency, Play and Learning. In: The Palgrave handbook of childhood studies [Internet]. Basingstoke: Palgrave Macmillan; 2009. Available from: http://ucl.eblib.com/patron/FullRecord.aspx?p=485290

41.

Wood E. Chapter 5: Developing Play in the Curriculum. In: Play, learning and the early childhood curriculum. 3rd ed. Los Angeles: SAGE; 2013. p. 118–57.

42.

Brooker L. Chapter 6: Developing Learning Dispositions in Life. In: Making sense of theory and practice in early childhood: the power of ideas [Internet]. Maidenhead: Open University Press; 2011. p. 83–98. Available from: https://ucl.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma99002087404020476 1&context=L&vid=44UCL_INST:UCL_VU2&lang=en&search_scope=My Inst_and_CI&adaptor=Local%20Search%20Engine&isFrbr=true&tab=Everyt hing&query=any,contains,Making%20sense%20of%20theory%20and%20practice%20 in%20early%20childhood:%20the%20power%20of%20ideas&sortby=date_d&fa cet=frbrgroupid,include,9004263706293645807&offset=0

43.

Moyles JR. The excellence of play [Internet]. 4th ed. Maidenhead: Open University Press; 2015. Available from: http://ucl.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3242446730004761&institutionId=4761&customerId=4760

44.

Vygotskiĭ LS. The role of play in development. In: Mind in society: the development of higher psychological processes [Internet]. Cambridge, Mass: Harvard University Press; 1978. Available from: http://ucl.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3303266530004761&institutionId=4761&customerId=4760

45.

Pat. Building Friendship through Playful Learning in the Early Years. In: The excellence of play [Internet]. 4th ed. ©2015: Open University Press; 2015. Available from: http://web.a.ebscohost.com/ehost/detail/detail?vid=0&sid=f3978f5e-04e4-4722-80a5-6d555b7b5434%40sdc-v-sessmgr04&bdata=JkF1dGhUeXBlPWlwLHNoaWImc2l0ZT1l aG9zdC1saXZlJnNjb3BlPXNpdGU%3d#AN=1099349&db=nlebk

46.

Broadhead P. Chapter 8: Cooperative Play and Learning from Nursery to Year One. In: Play and Learning in the Early Years: From Research to Practice [Internet]. London: SAGE Publications; 2010. Available from: http://UCL.eblib.com/patron/FullRecord.aspx?p=537746

47.

Wood EA. Chapter 6: Developing integrated pedagogical approaches to play and learning. In: Play and learning in the early years: from research to practice [Internet]. Los Angeles, [Calif.]: SAGE; 2010. p. 9–26. Available from: http://UCL.eblib.com/patron/FullRecord.aspx?p=537746

48.

Brown F. Perspective 3: Playwork. In: Perspectives on play: learning for life [Internet]. 2nd ed. London: Routledge; 2014. p. 30–9. Available from:
http://ucl.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3303311930004761&institutionId=4761&customerId=4760

49.

Diamond A. Activities and Programs That Improve Children's Executive Functions. Current Directions in Psychological Science. 2012 Oct;21(5):335–41.

50.

Weisberg DS, Hirsh-Pasek K, Golinkoff RM. Guided Play: Where Curricular Goals Meet a Playful Pedagogy. Mind, Brain, and Education. 2013 Jun;7(2):104–12.

51.

Diamond A. Executive Functions. Annual Review of Psychology. 2013 Jan 3;64(1):135–68.

52.

Dawson P, Guare R. Chapter 2: Assessing Executive Skills. In: Executive Skills in Children and Adolescents, Second Edition: A Practical Guide to Assessment and Intervention [Internet]. New York: Guilford Publications; 2010. p. 12–29. Available from: http://UCL.eblib.com/patron/FullRecord.aspx?p=479599

53.

Garon N, Bryson SE, Smith IM. Executive function in preschoolers: A review using an integrative framework. Psychological Bulletin. 2008;134(1):31–60.

54.

Morris AS, John A, Halliburton AL, Morris MDS, Robinson LR, Myers SS, et al. Effortful Control, Behavior Problems, and Peer Relations: What Predicts Academic Adjustment in Kindergartners from Low-Income Families? Early Education & Development. 2013 Aug;24(6):813–28.

55.

Nesbitt KT, Baker-Ward L, Willoughby MT. Executive function mediates socio-economic and racial differences in early academic achievement. Early Childhood Research Quarterly. 2013 Oct;28(4):774–83.

56.

Nayfeld I, Fuccillo J, Greenfield DB. Executive functions in early learning: Extending the relationship between executive functions and school readiness to science. Learning and Individual Differences. 2013 Aug;26:81–8.

57.

Smolleck L, Hershberger V. Playing With Science: An Investigation of Young Children's Science Conceptions and Misconceptions. Current Issues in Education [Internet]. 2011;14(1). Available from: https://cie.asu.edu/ojs/index.php/cieatasu/article/view/324

58.

Treagust DF, Duit R. Conceptual change: a discussion of theoretical, methodological and practical challenges for science education. Cultural Studies of Science Education. 2008 Jul;3(2):297–328.

59.

Wood E. Chapter 5: Developing Play in the Curriculum. In: Play, learning and the early childhood curriculum [Internet]. 3rd ed. Los Angeles: SAGE; 2013. p. 118–57. Available from: http://sk.sagepub.com/books/play-learning-and-the-early-childhood-curriculum

60.

Zelazo PD, Argitis G. The development of executive function in early childhood. In Boston, Mass., Oxford: Blackwell; 2003. Available from: https://www.jstor.org/stable/1166202?seq=1#metadata_info_tab_contents

61.

Barton L. The Politics of Special Educational Needs. Disability, Handicap & Society. 1986 Jan;1(3):273–90.

62.

Boyd BA, Odom SL, Humphreys BP, Sam AM. Infants and Toddlers With Autism Spectrum Disorder: Early Identification and Early Intervention. Journal of Early Intervention. 2010 Mar;32(2):75–98.

63.

Lewis A, Miller O, Norwich B. Special teaching for special children?: pedagogies for inclusion [Internet]. Maidenhead: Open University P.s; 2005. Available from: http://www.dawsonera.com.libproxy.ucl.ac.uk/depp/reader/protected/external/AbstractVie w/S9780335226238

64.

Elfer P. Emotion in nursery work: Work Discussion as a model of critical professional reflection. Early Years. 2012 Jul;32(2):129–41.

65.

SEND pathfinder programme: final report - GOV.UK [Internet]. Available from: https://www.gov.uk/government/publications/send-pathfinder-programme-final-report

66.

Jordan R. THE GULLIFORD LECTURE: Autistic spectrum disorders: a challenge and a model for inclusion in education. British Journal of Special Education. 2008 Mar 3;35(1):11–5.

67.

Molloy H, Vasil L. The Social Construction of Asperger Syndrome: The pathologising of difference? Disability & Society. 2002 Oct;17(6):659–69.

68.

Wyse D, Cowan K. The good writing guide for education students [Internet]. 4th edition. London: SAGE Publications Ltd; 2017. Available from: https://ucl-new-primo.hosted.exlibrisgroup.com/permalink/f/luapog/UCL_LMS_DS51322155

970004761

69.

Kenner C. Recipes, Alphabets and U: A Four-year-old Explores the Visual Potential of Literacy. Early Years [Internet]. 2000 Mar;20(2):68–79. Available from: http://www.tandfonline.com/doi/abs/10.1080/0957514000200208

70.

Levy R. Children's perceptions of reading and the use of reading scheme texts. Cambridge Journal of Education. 2009 Sep;39(3):361–77.

71.

Brock A, Rankin C. Communication, language and literacy from birth to five [Internet]. Los Angeles: SAGE; 2008. Available from: http://ucl.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3242500930004761&institutionId=4761&customerId=4760

72.

Flewitt R. Chapter 7: Multimodal Literacies. In: Desirable literacies: approaches to language and literacy in the early years [Internet]. 2nd ed. London: SAGE; 2008. p. 122–39. Available from: https://ucl.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma9931045658904761&context=L&vid=44UCL_INST:UCL_VU2&lang=en&search_scope=MyInst_and_CI&adaptor=Local%20Search%20Engine&isFrbr=true&tab=Everything&query=any,contains,Desirable%20literacies:%20approaches%20to%20language%20and%20literacy%20in%20the%20early%20years&sortby=date_d&facet=frbrgroupid,include,9084738975264164065&offset=0

73.

Hallet E. Chapter 4: Signs and Symbols: children's engagement with environmental print. In: Desirable literacies: approaches to language and literacy in the early years [Internet]. 2nd ed. London: SAGE; 2008. p. 60–80. Available from: https://ucl.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma9931045658904761&context=L&vid=44UCL_INST:UCL_VU2&lang=en&search_scope=MyInst_and_CI&adaptor=Local%20Search%20Engine&isFrbr=true&tab=Everything&query=any,contains,Desirable%20literacies:%20approaches%20to%20language%20and%20literacy%20in%20the%20early%20years&sortby=date_d&facet=frb

rgroupid,include,9084738975264164065&offset=0

74.

Kress GR. Before writing: rethinking the paths to literacy [Internet]. London: Routledge; 1997. Available from: https://www.taylorfrancis.com/books/9780203992692

75.

Larson J, Marsh J. The SAGE handbook of early childhood literacy [Internet]. 2nd ed. Los Angeles: SAGE; 2013. Available from: http://ucl.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3242806450004761&institutionId=4761&customerId=4760

76.

Marsh J. One-way Traffic? Connections between Literacy Practices at Home and in the Nursery. British Educational Research Journal. 2003 Jun;29(3):369–82.

77.

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

78.

Miller L. Shaping Early Childhood through the Literacy Curriculum. Early Years. 2001 Jun;21(2):107–16.

79.

Pahl K, Rowsell J. Literacy and Education: Understanding the New Literacy Studies in the Classroom [Internet]. London: SAGE Publications; 2005. Available from: http://ucl.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3242805810004761&institutionId=4761&customerId=4760

80.

Roskos K, Christie J. Examining the Play-Literacy Interface: A Critical Review and Future Directions. Journal of Early Childhood Literacy. 2001 Apr 1;1(1):59–89.

81.

Whitehead MR. Developing language and literacy with young children [Internet]. 3rd ed. Vols 0-8 series. London: Paul Chapman; 2007. Available from: http://sk.sagepub.com/books/developing-language-and-literacy-with-young-children-3e

82.

Eshach H, Fried MN. Should Science be Taught in Early Childhood? Journal of Science Education and Technology. 2005 Sep;14(3):315–36.

83.

Fleer M. Supporting Scientific Conceptual Consciousness or Learning in 'a Roundabout Way' in Play-based Contexts. International Journal of Science Education. 2009 May;31(8):1069–89.

84.

Brenneman K, Louro IF. Science Journals in the Preschool Classroom. Early Childhood Education Journal. 2008 Oct;36(2):113–9.

85.

Gatt S, Thewma G. Inquiry-based Learning in Early years through Story-telling. Journal of Emergent Science [Internet]. 2012;4:19–25. Available from: https://www.researchgate.net/publication/259533561_Inquiry-based_Learning_in_Early_years_through_Story-telling

86.

P. Katz. Using Pothooks to encourage young children' science identities. Journal of Emergent Science. 2012;3:22–7.

87.

Mcguigan L, Russell T. Identifying emergent science thinking within a holistic approach to early years education. Journal of Emergent Science [Internet]. 2012;4:7–11. Available from: https://www.researchgate.net/publication/256082590_Identifying_emergent_science_thinking_within_a_holistic_approach_to_early_years_education

88.

Saçkes M, Trundle KC, Bell RL, O'Connell AA. 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. 2011 Feb;48(2):217–35.

89.

Tunnicliffe SD. Talking and doing science in the early years: a practical guide for ages 2-7 [Internet]. Abingdon: Routledge; 2013. Available from: http://ucl.eblib.com/patron/FullRecord.aspx?p=1207509

90.

Cannella G. Reconceptualizing the field (of early care and education). If 'western' child development is a problem, then what do we do? In: Critical issues in early childhood education [Internet]. Maidenhead: Open UP; 2005. p. 17–39. Available from: https://www.vlebooks.com/Product/Index/154878?page=0

91.

Moss P. Chapter 6: The Crow Project: a local enactment of the story of democracy, experimentation and potentiality. In: Transformative change and real utopias in early childhood education: a story of democracy, experimentation and potentiality [Internet]. New York, N.Y.: Routledge; 2014. p. 139–67. Available from: https://contentstore.cla.co.uk/secure/link?id=a643c83d-6e1b-e711-80c9-005056af4099

92.

Roberts-Holmes G. 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. 2015 May 4;30(3):302–15.

93.

Bradbury A, Roberts-Holmes G. The datafication of primary and early years education: playing with numbers [Internet]. Milton Park, Abingdon, Oxon: Routledge; 2018. Available from: https://www.taylorfrancis.com/books/9781315279053

94.

Wood E, Hedges H. Curriculum in early childhood education: critical questions about content, coherence, and control. The Curriculum Journal. 2016 Jul 2;27(3):387–405.

95.

Tesar M. Reconceptualising the Child : Power and Resistance within Early Childhood Settings. Contemporary Issues in Early Childhood. 2014 Dec;15(4):360–7.

96.

Bradbury A. 'I feel absolutely incompetent': professionalism, policy and early childhood teachers. Contemporary Issues in Early Childhood. 2012;13(3).

97.

Novinger S, O'Brien L. Beyond 'Boring, Meaningless Shit' in the Academy: Early Childhood Teacher Educators under the Regulatory Gaze. Contemporary Issues in Early Childhood. 2003 Mar;4(1):3–31.

98.

Bradbury A. Understanding early years inequality: policy, assessment and young children's identities [Internet]. Abingdon: Routledge; 2013. Available from: http://ucl.eblib.com/patron/FullRecord.aspx?p=1630070

99.

Moss P. Chapter 1: Telling Stories, Transformative Change and Real Utopias. In: Transformative change and real utopias in early childhood education: a story of democracy, experimentation and potentiality [Internet]. New York, N.Y.: Routledge; 2014. p. 1–16. Available from: https://www.taylorfrancis.com/books/9781315779904

100.

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

101.

Dahlberg G, Moss P, Pence AR. Beyond quality in early childhood education and care: languages of evaluation [Internet]. Classic ed. Vol. Routledge education classic edition series. Milton Park, Abingdon, Oxon: Routledge; 2013. Available from: https://www.taylorfrancis.com/books/9781135626488

102.

Dahlberg G, Moss P. Ethics and politics in early childhood education [Internet]. Vol. Contesting early childhood. London: RoutledgeFalmer; 2005. Available from: https://www.taylorfrancis.com/books/9780203463529