## TCHG216

Facilitating curriculum to support children's learning



Alison Stephenson. (n.d.). Unravelling children's 'freedom of choice'. Early Childhood Folio. http://go.galegroup.com/ps/i.do?&id=GALE|A265104282&v=2.1&u=vuw&it=r&p=AONE&sw=w

Arthur, L., Beecher, B., Death, E., Docket, S., & Farmer, S. (2014). Learning environments. In Programming and planning in early childhood settings. In Programming and planning in early childhood settings (6th ed., pp. 354–398). Cengage Learning.

Arthur, L., Beecher, B., Death, E., Dockett, S., & Farmer, S. (2005). Relationships and interactions in children's learning. In Programming and planning in early childhood settings. In Programming and planning in early childhood settings (3rd ed, pp. 257–273). Thomson.

Australian Early Childhood Research Association & University of Canberra. Centre for Research in Professional Education. (1994). 'The child's questions': Narrative explorations of infants' experiences of Te Whaariki. Journal of Australian Research in Early Childhood Education.

Carol Anne Wien and Susan Kirby-Smith. (1998). Untiming the Curriculum: A Case Study of Removing Clocks from the Program. Young Children, 53(5), 8–13. https://www.jstor.org/stable/42727539

Carr, M. (1999). Some thoughts about effective assessment. Early Education Auckland University of Technology, 21, 11–21. http://search.informit.com.au/browsejournalTitle;res=IELHSS;issn=1172-9112

Carr, M. (2009). Kei tua o te Pae: Assessing learning that reaches beyond the self and beyond the horizon.

http://www.nzcer.org.nz/system/files/journals/assessment-matters/downloads/AM2009\_1\_0 20.pdf

Carr, M. (2011). Young children reflecting on their learning: teachers' conversation strategies. Early Years, 31(3), 257–270. https://doi.org/10.1080/09575146.2011.613805

Carr, M., & Lee, W. (2012). Appropriating knowledges and learning dispositions in a range of increasingly complex ways. In Learning stories: Constructing learner identities in early education. In Learning stories: constructing learner identities in early education (pp. 111–128). SAGE.

Chandler, T., & Whalley, M. (2007). Parents and staff as co-educators-Parents means fathers too. In Involving parents in their children's learning. In Involving parents in their

children's learning (2nd ed., pp. 66-85). Paul Chapman.

Cheeseman, S., & Robertson, J. (2006). Unsure - Private conversations publicly recorded. In Insights: behind early childhood pedagogical documentation. In Insights: behind early childhood pedagogical documentation (pp. 191–204). Pademelon Press.

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

Cooper, M. (2017). Reframing assessment: Reconceptualising relationships and acknowledging emotional labour. Contemporary Issues in Early Childhood, 18(4), 375–386. https://doi.org/10.1177/1463949117742784

Davis, E., Reid, R., & Stover, S. (2013). Play is choice: The playful teacher. In A. Grey & B. Clark (Eds.),

Ngā

Hurihanga Ako Kohungahunga =: Transformative teaching practices in early childhood education (pp. 61–71). Pearson.

Drummond, M. J. (2008). Assessment and values; A close and necessary relationship. In Unlocking assessment: understanding for reflection and application. In Unlocking assessment: understanding for reflection and application: Vol. The unlocking series (pp. 3–19). Routledge. https://ebookcentral.proquest.com/lib/vuw/detail.action?docID=332077

Early childhood education centres' lax regulation must change, experts say - The Listener. (n.d.).

https://www.noted.co.nz/currently/education/early-childhood-education-centres-lax-regulation-must-change-experts-say/

Gibbons, A. (2007). The Politics of Processes and Products in Education: An early childhood metanarrative crisis? Educational Philosophy and Theory, 39(3), 300–311. https://doi.org/10.1111/j.1469-5812.2007.00323.x

Grey, A., & Clark, B. (Eds.). (2013).

Ngā

Hurihanga Ako Kohungahunga =: Transformative teaching practices in early childhood education (pp. 86–95). Pearson.

Hargraves, V. (2014). Children's theorising about their world: Exploring the practitioner's role. Australasian Journal of Early Childhood, 39(1), 30–37.

http://search.ebscohost.com/login.aspx?direct=true&db=anh&AN=95525104&site=ehost-live

Hedges, H. (n.d.). 'Even when we're big we'll still be friends: Working theories in children's learning. 12, 2–6.

http://www.nzcer.org.nz/system/files/journals/early-childhood-folio/downloads/ECFolio\_12\_2 008 002.pdf

Hedges, H., Cullen, J., & Jordan, B. (2011). Early years curriculum: funds of knowledge as a conceptual framework for children's interests. Journal of Curriculum Studies, 43(2), 185–205. https://doi.org/10.1080/00220272.2010.511275

Jenny Ritchie. (n.d.). Being "sociocultural" in early childhood education practice in Aotearoa. Early Childhood Folio Vol 14 no.2 (2010).

http://www.nzcer.org.nz/nzcerpress/early-childhood-folio/articles/being-sociocultural%E2% 80%9D-early-childhood-education-practice-ao

Karlsdóttir, K., & Garðarsdóttir, B. (2010). Exploring children's learning stories as an assessment method for research and practice. Early Years, 30(3), 255–266. https://doi.org/10.1080/09575146.2010.506431

Lesley Rameka. (n.d.). He Huarahi Aromatawai— Assessment Journeys. Early Childhood Folio vol. 18 no. 1 (2014).

http://www.nzcer.org.nz/nzcerpress/early-childhood-folio/articles/he-huarahi-aromatawai-assessment-journeys

```
Mead, S. M. (2003). Te tau o te tangata: The tapu of the person. In Tikanga
Ma
ori: living by
Ma
ori values. In Tikanga
Ma
ori: living by
Ma
-
```

ori values (pp. 35-63). Huia.

https://ebookcentral.proguest.com/lib/vuw/reader.action?docID=4783665&ppg=36

Meade, A. (2012). Centre-parent communication about children's learning. 2, 38-43. http://www.nzcer.org.nz/system/files/ECFolio 16 2 2012 038.pdf

Ministry of Education. (n.d.). An introduction to Kei tua o te pae: Assessment for learning: Early childhood exemplars: Book 1.

http://www.education.govt.nz/assets/Documents/Early-Childhood/Kei-Tua-o-te-Pae/ECEBooklet1Full.pdf

Ministry of Education. (2004). Sociocultural assessment He aromatawai ahurea pāpori. Kei tua o te pae Assessment for learning: Early childhood exemplars: Book 2. http://www.education.govt.nz/assets/Documents/Early-Childhood/Kei-Tua-o-te-Pae/ECEBoo klet2Full.pdf

Ministry of Education. (2007). An Introduction to Books 11-15: Kei Tua o te Pae: Assessment for Learning: Early Childhood Exemplars: Book 10. http://www.education.govt.nz/assets/Documents/Early-Childhood/Kei-Tua-o-te-Pae/ECEBooklet10Full.pdf

Ministry of Education. (2009a). An Introduction to Books 17-20: Kei Tua o te Pae: Assessment for Learning: Early Childhood Exemplars: Book 16. http://www.education.govt.nz/assets/Documents/Early-Childhood/Kei-Tua-o-te-Pae/ECEBk1 6Full.pdf

Ministry of Education. (2009b). Te whatu pōkeka: Kaupapa Māori assessment for learning: Early childhood exemplars.

http://www.education.govt.nz/assets/Documents/Early-Childhood/TeWhatuPokeka.pdf

Nuttall, J. (2002). Negotiating the meaning of curriculum: Can we awaken the sleeping beauty? Early Education

Auckland University of Technology, 28, 5–9.

http://search.informit.com.au/browselournalTitle;res=IELHSS;issn=1172-9112

Nuttall, J. (2003). Influences on the Co-construction of the Teacher Role in Early Childhood Curriculum: Some examples from a New Zealand childcare centre. International Journal of Early Years Education, 11(1), 23–31. https://doi.org/10.1080/0966976032000066064

Nuttall, J. (2005). Educators and children learning together: Reflections on the early childhood assessment exemplars. Early Education Auckland University of Technology. Early Education Auckland University of Technology, 38, 63–71. http://search.informit.com.au/browseJournalTitle;res=IELHSS;issn=1172-9112

Patricia Tarr. (2004). Consider the Walls. YC Young Children, 59(3), 88–92. https://www.jstor.org/stable/42729109

Peters, S., & Davis, K. (2011). Fostering children's working theories: pedagogic issues and dilemmas in New Zealand. Early Years, 31(1), 5–17. https://doi.org/10.1080/09575146.2010.549107

Rameka, L. K. (2011). Being Māori: culturally relevant assessment in early childhood education. Early Years, 31(3), 245–256. https://doi.org/10.1080/09575146.2011.614222

Remsperger-Kehm, R. (2017). Sensitive Responsiveness: An Approach to the Analysis and Improvement of Teacher-Child Interactions in Early Childhood Settings. In A. C. Gunn & C. A. Hruska (Eds.), Interactions in Early Childhood Education (pp. 19–36). Springer Singapore. https://doi.org/10.1007/978-981-10-4879-1\_3

Rogoff, B. (2003). Development as transformation of participation in cultural activities. In Cultural Nature of Human Development. In Cultural Nature of Human Development. Oxford University Press (US).

http://site.ebrary.com/lib/vuw/reader.action?docID=10084747&ppg=52

Rogoff, Barbara. (n.d.). Learning by Observing and Pitching In to Family and Community Endeavors: An Orientation. Human Development, 57(2), 69–81.

http://search.proquest.com/docview/1544396181?OpenUrlRefId=info:xri/sid:primo&accountid=14782

Te Whāriki:He whāriki mātauranga mō ngā mokopuna o Aotearoa: Early childhood curriculum. (n.d.).

https://education.govt.nz/assets/Documents/Early-Childhood/Te-Whariki-Early-Childhood-Curriculum.pdf