TCHG216
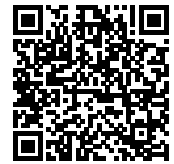
Facilitating curriculum to support children's learning

Alison Stephenson. 'Unravelling Children's "Freedom of Choice"'. Early Childhood Folio, n.d. http://go.galegroup.com/ps/i.do?&id=GALE|A265104282&v=2.1&u=vuw&it=r&p=AONE&sw=w.

Arthur, L., B. Beecher, E. Death, S. Docket, and S. Farmer. 'Learning Environments. In Programming and Planning in Early Childhood Settings'. In Programming and Planning in Early Childhood Settings, 6th ed., 354–98. South Melbourne, Vic: Cengage Learning, 2014.

Arthur, L., B. Beecher, E. Death, S. Dockett, and S. Farmer. '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., 257–73. Southbank, Vic: Thomson, 2005.

Australian Early Childhood Research Association and University of Canberra. Centre for Research in Professional Education. '"The Child's Questions": Narrative Explorations of Infants' Experiences of Te Whaariki.' Journal of Australian Research in Early Childhood Education, 1994.

Carol Anne Wien and Susan Kirby-Smith. 'Untiming the Curriculum: A Case Study of Removing Clocks from the Program'. Young Children 53, no. 5 (1998): 8–13. https://www.jstor.org/stable/42727539.

Carr, M., and W. Lee. '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, 111–28. London: SAGE, 2012.

Carr, Margaret. 'Kei Tua o Te Pae: Assessing Learning That Reaches beyond the Self and beyond the Horizon', 2009. http://www.nzcer.org.nz/system/files/journals/assessment-matters/downloads/AM2009_1_020.pdf.

———. 'Some Thoughts about Effective Assessment'. Early Education
            Auckland University of Technology 21 (1999): 11–21. http://search.informit.com.au/browseJournalTitle;res=IELHSS;issn=1172-9112.

———. 'Young Children Reflecting on Their Learning: Teachers' Conversation Strategies'. Early Years 31, no. 3 (October 2011): 257–70. https://doi.org/10.1080/09575146.2011.613805.

Chandler, T., and M. Whalley. '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., 66–85. London: Paul Chapman, 2007.

Cheeseman, S., and J. Robertson. 'Unsure - Private Conversations Publicly Recorded. In Insights: Behind Early Childhood Pedagogical Documentation'. In Insights: Behind Early Childhood Pedagogical Documentation, 191–204. Baulkham Hills, N.S.W.: Pademelon Press, 2006.

Claxton *, Guy, and Margaret Carr. 'A Framework for Teaching Learning: The Dynamics of Disposition'. Early Years 24, no. 1 (March 2004): 87–97. https://doi.org/10.1080/09575140320001790898.

Cooper, Maria. 'Reframing Assessment: Reconceptualising Relationships and Acknowledging Emotional Labour'. Contemporary Issues in Early Childhood 18, no. 4 (December 2017): 375–86. https://doi.org/10.1177/1463949117742784.

Davis, Evelyn, Robyn Reid, and Sue Stover. 'Play Is Choice: The Playful Teacher'. In Ngā
Hurihanga Ako Kohungahunga =: Transformative Teaching Practices in Early Childhood Education, edited by Anne Grey and Beverley Clark, 61–71. Auckland: Pearson, 2013.

Drummond, M.J. 'Assessment and Values; A Close and Necessary Relationship. In Unlocking Assessment: Understanding for Reflection and Application'. In Unlocking Assessment: Understanding for Reflection and Application, The unlocking series:3–19. London: Routledge, 2008.
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, Andrew. 'The Politics of Processes and Products in Education: An Early Childhood Metanarrative Crisis?' Educational Philosophy and Theory 39, no. 3 (January 2007): 300–311. https://doi.org/10.1111/j.1469-5812.2007.00323.x.

Grey, Anne, and Beverley Clark, eds.
Ngā
Hurihanga Ako Kohungahunga =: Transformative Teaching Practices in Early Childhood Education. Auckland: Pearson, 2013.

Hargraves, V. 'Children's Theorising about Their World: Exploring the Practitioner's Role.' Australasian Journal of Early Childhood 39, no. 1 (2014): 30–37.
http://search.ebscohost.com/login.aspx?direct=true&db=anh&AN=95525104&site=ehost-live.

Hedges, Helen. ''Even When We're Big We'll Still Be Friends: Working Theories in Children's Learning.', no. 12 (n.d.): 2–6.
http://www.nzcer.org.nz/system/files/journals/early-childhood-folio/downloads/ECFolio_12_2008_002.pdf.

Hedges, Helen, Joy Cullen, and Barbara Jordan. 'Early Years Curriculum: Funds of Knowledge as a Conceptual Framework for Children's Interests'. Journal of Curriculum Studies 43, no. 2 (April 2011): 185–205. https://doi.org/10.1080/00220272.2010.511275.

Jenny Ritchie. 'Being "sociocultural" in Early Childhood Education Practice in Aotearoa', no. Early Childhood Folio Vol 14 no.2 (2010) (n.d.). http://www.nzcer.org.nz/nzcerpress/early-childhood-folio/articles/being-sociocultural%E2%80%9D-early-childhood-education-practice-ao.

Karlsdóttir, Kristín, and Bryndis Garðarsdóttir. 'Exploring Children's Learning Stories as an Assessment Method for Research and Practice'. Early Years 30, no. 3 (October 2010): 255–66. https://doi.org/10.1080/09575146.2010.506431.

Lesley Rameka. 'He Huarahi Aromatawai— Assessment Journeys', no. Early Childhood Folio vol. 18 no. 1 (2014) (n.d.). http://www.nzcer.org.nz/nzcerpress/early-childhood-folio/articles/he-huarahi-aromatawai-assessment-journeys.

Mead, Sidney M. 'Te Tau o Te Tangata: The Tapu of the Person. In Tikanga Māori: Living by Māori Values'. In Tikanga Māori: Living by Māori Values, 35–63. Wellington, N.Z.: Huia, 2003. https://ebookcentral.proquest.com/lib/vuw/reader.action?docID=4783665&ppg=36.

Meade, A. 'Centre-Parent Communication about Children's Learning', no. 2 (2012): 38–43. http://www.nzcer.org.nz/system/files/ECFolio_16_2_2012_038.pdf.

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

———. 'An Introduction to Books 17-20: Kei Tua o Te Pae: Assessment for Learning: Early Childhood Exemplars: Book 16', 2009. http://www.education.govt.nz/assets/Documents/Early-Childhood/Kei-Tua-o-te-Pae/ECEBk16Full.pdf.

———. 'An Introduction to Kei Tua o Te Pae: Assessment for Learning: Early Childhood Exemplars: Book 1', n.d. http://www.education.govt.nz/assets/Documents/Early-Childhood/Kei-Tua-o-te-Pae/ECEBooklet1Full.pdf.

———. 'Sociocultural Assessment He Aromatawai Ahurea Pāpori. Kei Tua o Te Pae

Assessment for Learning: Early Childhood Exemplars: Book 2', 2004.
http://www.education.govt.nz/assets/Documents/Early-Childhood/Kei-Tua-o-te-Pae/ECEBoo
klet2Full.pdf.

———. 'Te Whatu Pōkeka: Kaupapa Māori Assessment for Learning: Early Childhood
Exemplars', 2009.
http://www.education.govt.nz/assets/Documents/Early-Childhood/TeWhatuPokeka.pdf.

Nuttall, Joce. '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 (2005): 63–71.
http://search.informit.com.au/browseJournalTitle;res=IELHSS;issn=1172-9112.

———. 'Negotiating the Meaning of Curriculum: Can We Awaken the Sleeping Beauty?'
Early Education   Auckland University of Technology
28 (2002): 5–9.
http://search.informit.com.au/browseJournalTitle;res=IELHSS;issn=1172-9112.

Nuttall, Jocelyn. '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, no. 1 (March 2003): 23–31.
https://doi.org/10.1080/09669760032000066064.

Patricia Tarr. 'Consider the Walls'. YC Young Children 59, no. 3 (2004): 88–92.
https://www.jstor.org/stable/42729109.

Peters, Sally, and Keryn Davis. 'Fostering Children's Working Theories: Pedagogic Issues
and Dilemmas in New Zealand'. Early Years 31, no. 1 (March 2011): 5–17.
https://doi.org/10.1080/09575146.2010.549107.

Rameka, Lesley Kay. 'Being Māori: Culturally Relevant Assessment in Early Childhood
Education'. Early Years 31, no. 3 (October 2011): 245–56.
https://doi.org/10.1080/09575146.2011.614222.

Remsperger-Kehm, Regina. 'Sensitive Responsiveness: An Approach to the Analysis and
Improvement of Teacher-Child Interactions in Early Childhood Settings'. In Interactions in
Early Childhood Education, edited by Alexandra C. Gunn and Claudia A. Hruska, 19–36.
Singapore: Springer Singapore, 2017. https://doi.org/10.1007/978-981-10-4879-1_3.

Rogoff, Barbara. 'Development as Transformation of Particpation in Cultural Activities. In
Cultural Nature of Human Development'. In Cultural Nature of Human Development.
Oxford University Press (US), 2003.
http://site.ebrary.com/lib/vuw/reader.action?docID=10084747&ppg=52.

Rogoff, Barbara. 'Learning by Observing and Pitching In to Family and Community
Endeavors: An Orientation'. Human Development 57, no. 2 (n.d.): 69–81.
http://search.proquest.com/docview/1544396181?OpenUrlRefId=info:xri/sid:primo&ac
countid=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.