## **BIBLIOGRAPHY**

Bailey, D. B. (2002). Are critical periods critical for early childhood education? The role of timing in early childhood pedagogy. *Early Childhood Research Quarterly*, 17, 281-294.

Brooker, L., & Woodhead, M. (Eds.). (2008). Developing positive identities. Milton Keynes: The Open University. Fleer, M., & Raban, B. (2005). Literacy and numeracy that counts from birth to five years: A review of the literature. Canberra: Department of Education, Science and Training.

Carr, M. (2001). Assessment in early childhood settings: learning stories. London: Paul Chapman.

Department of Education and Children's Services (2008). Assessing for Learning and Development in the Early Years using Observation Scales: Reflect Respect Relate, Adelaide: DECS Publishing.

Department of Education Training and Employment (2001). South Australian Curriculum, Standards and Accountability Framework, Adelaide: DETE Publishing.

Gammage, P. (2008). The social agenda and early childhood care and education: Can we really help create a better world? Online Outreach Paper 4. The Hague: Bernard van Leer Foundation.

Grieshaber, S. (2008). Interrupting stereotypes: Teaching and the education of young children. *Early Education and Development*, 19(3), 505-518.

Hertzman, C. (2004). *Making early child development a priority:* Lessons from Vancouver. Ottawa: Canadian Centre for Policy Alternatives.

Laevers, F. (1994). Defining and assessing quality in Early Childhood education. *Studia Paedagogica*. Leuven: Leuven University Press.

Lally, R. (2005). The human rights of infants and toddlers: A comparison of childcare philosophies in Europe, Australia, New Zealand and the Unites States. *Zero to Three* 43-46.

Mac Naughton, G. (2003). *Shaping early childhood: Learners, curriculum and contexts*. Maidenhead: Open University Press.

Martin, K. (2005). Childhood, lifehood and relatedness: Aboriginal ways of being, knowing and doing. In J. Phillips & J. Lampert (Eds.), Introductory indigenous studies in education: The importance of knowing (pp. 27-40). Frenches Forest, Sydney: Pearson Education Australia.

Ministry of Education, (1996). Te Whãriki: He Whãriki Mãtauranga mõ ngã Mokopuna o Aotearoa/Early Childhood Curriculum. Wellington: Learning Media.

Moss, P. (2006). Early childhood institutions as loci of ethical and political practice. *International Journal of Educational Policy, Research and Practice:* Reconceptualizing Childhood Studies, 7, 127-136.

OECD. (2006). Starting Strong II: Early Childhood Education and Care: OECD.

Petrie, P., Boddy, J., Cameron, C., Heptinstall, E., McQuail, S., Simon, A., et al. (2008). Pedagogy - A holistic, personal approach to work with children and young people, across services. London: Thomas, Coram Research Unit, Institute of Education, University of London.

Queensland Department of Education, Training and the Arts, 2008, Foundations for Success - Guidelines for Learning Program in Aboriginal and Torres Strait Communities, Queensland Governement.

Queensland Studies Authority. (2006). Queensland early years curriculum guidelines. Brisbane: The State of Queensland.

Rogoff, B. (2003). *The cultural nature of human development*. Oxford: Oxford University Press.

Shonkoff, J., & Phillips, D. K. (2000). From neurons to neighbourhoods: The science of early childhood development. Washington, DC: National Academies Press.

Siegel DJ, 1999:88, Developing Mind, Guilford Press, New York.

Siraj-Blatchford, I., & Sylva, K. (2004). Researching pedagogy in English pre-schools *British Educational Research Journal*, 30(5), 712-730.

Sylva, K., Melhuish, E., Sammons, P., Siraj-Blatchford, I., & Taggart, B. (2004). *The Effective Provision of Pre-school Education: The final report.* London: DfES Sure Start Publications & The Institute of Education.

Uprichard, E. (2007). Children as 'being and becomings': Children, childhood and temporality. *Children & Society*, 22, 303-313.

Wood, E. (2007). New directions in play: Consensus or collision. *Education 3-13*, 35(4), 309-320.

Woodhead, M., & Brooker, L. (2008). A sense of belonging. *Early Childhood Matters* (111), 3-6.