

Appendix 4 – Final literature to be included in the review

Reference	Databas e and key term search	Early years role/purpos e (Subq1)	Early years care (Subq2)	Early years transition (subq3)	Other/comment s:
1. Aslanian, T. K. (2015) 'Getting behind discourses of love, care and maternalism in early childhood education' <i>Contemporar y Issues in Early Childhood</i> 16(2) pp.153-165	Scopus – KS3		Yes, inc. Noddings		Discursive Norway Been analysed
2. Aslanian, T. K. (2020) 'Every rose has its thorns: Domesticity and care beyond the dyad in ECEC'	Scopus – KS2		Yes, inc. Noddings		Empirical – portraiture methodology Norway Very subjective as identified by author

<i>Global Studies of Childhood</i> 10(4) pp.327-338					Been analysed
3. Brooker, L. (2010) 'Constructing the triangle of care: Power and professionalism in practitioner/parent relationships' <i>British Journal of Educational Studies</i> 58(2) pp.181-196	Scopus – KS2	Yes	Yes, inc. Noddings	Yes	Empirical – change number to represent - Draws on 2 previous studies UK Been analysed
4. Cook, K., Corr, L. and Breitzkreuz, R. (2016) 'The framing of Australian childcare policy problems and their	Google Scholar – KS1		Yes, from policy perspective		Discursive – policy analysis Australia

solutions' <i>Critical Social Policy</i> 37(1) pp42-63					
5. De Gioia, K. (2013) 'Cultural negotiation: moving beyond a cycle of misunderstanding in early childhood settings' <i>Journal of Early Childhood Research</i> 11(2) pp. 108-122	Scopus – KS7	Briefly but more in the context of EAL			Empirical Australia
6. Douglas, A. and Gittell, J. H. (2012) 'Transforming professionalism: relational bureaucracy and parent-teacher	Scopus – KS1	Discusses changing role	Discusses care in the context of changing role		Discursive Very useful for scoping rev also US

<p>partnerships in child care settings'</p> <p><i>Journal of Early Childhood Research</i></p> <p>10(3) pp.267-281</p>					
<p>7. Duffy, M., Armenia, A. and Stacey, C. L. (2015) <i>Caring on the clock: The complexities and contradictions of paid care work</i> New Jersey: Rutgers University</p>	Scopus - KS5		Discusses care in the context of employment		Book usa
<p>8. Jovanovic, J., Brebner, C., Lawless, A. and Young, J. (2016) 'Childcare educators' understanding</p>	Scopus - KS7	Role and care discussed	Role and care discussed		Empirical 3 focus groups (8 children 19 educators) Australia

g of early communication and attachment' <i>Australasian Journal of Early Childhood</i> 41(4) pp. 95-105					
9. Jovanovic, J. (2011) 'Saying goodbye: An investigation into parent-infant separation behaviours on arrival in childcare' <i>Childcare in Practice</i> 17(3) pp. 247-269	Scopus – KS7			Transition in EY context discussed	Empirical – 30 parent-infant pairs, observation Australia
10. Lofgren, H. (2016) 'A noisy silence about care: Swedish preschool teachers' talk	Scopus – KS2	Includes related discussion on role	Discusses care		Empirical – interviews 17 preschool settings in 7 settings Sweden

about documentati on' <i>Early Years</i> 36(1) pp.4-16					
11. McShane, I. (2016) "Educare' in Australia: Analysing policy mobility and transformatio n' <i>Educational Research</i> 58(2) pp. 179-194	Scopus – KS7	Role discussed in policy context			Discursive Australia
12. Nolan, G. K. (2020) 'Early childhood education and CARE: won't somebody think of the children?' <i>Policy Futures in Education</i> 18(6) PP.772- 786	Scopus – KS1	Touches on the role	Discusses care		Discursive UK

<p>13. Press, F., Wong, S. and Gibson, M. (2015) 'Understanding who cares: Creating the evidence to address the long-standing policy problem of staff shortages in early childhood education and care' <i>Journal of Family Studies</i> 21(1) pp.87-1000</p>	<p>Scopus – KS7</p>	<p>Discusses role in depth</p>	<p>Discusses care</p>		<p>Discursive – policy context – really useful points for critical analysis</p> <p>UK</p>
<p>14. Puccioni, J., Froiland, J. M. and Moeyaert, M. (2020) 'Preschool teachers' transition practices and</p>	<p>ASSIA – KS8</p>			<p>Transition practices discussed but slightly out with the context</p>	<p>Focuses on transition to 'formal' education</p> <p>Empirical USA</p>

<p>parents' perceptions as predictors of involvement and children's school readiness' <i>Children and Youth Services Review</i> 109 pp.1</p>					
<p>15. Rogers, M. (2020) 'Contextulised, not neoliberalised professionalism in early childhood education and care: effects of prescribed notions of quality on educator confidence in</p>	<p>Scopus- KS7</p>	<p>Discusses role of neoliberalism in defining role of ELC</p>			<p>Empirical Australia</p>

<p>Australia’ <i>International Electronic Journal of Elementary Education</i> 13(4) pp. 549-564</p>					
<p>16. Turunen, T. A. (2012) ‘Individual plans for children in transition to pre-school: a case study in one Finnish day-care centre’ <i>Early Child Development and Care</i> 182(4) pp.315-328</p>	<p>ASSIA – KS11</p>			<p>Transition practices discussed but slightly out with the context</p>	<p>Focuses on transition to ‘formal’ education Empirical Finland</p>
<p>17. Van Laere, K. and Vanderbroek, M. (2018) ‘The (in)convenience of care in</p>	<p>Scopus – KS1</p>	<p>Discusses role</p>	<p>Discusses care</p>		<p>Empirical Belgium</p>

<p>preschool education: examining staff views on educare’</p> <p><i>Early Years</i></p> <p>38(1) pp.4-18</p>					
<p>18. Van Laere, K., Van Houtte, M. and Vandebroec k, M. (2018) ‘Would it really matter? The demographic and caring deficit in ‘parental involvement’’</p> <p><i>European Early Childhood Education Research Journal</i> 26(2) pp.187-200</p>	<p>Scopus – KS2</p>	<p>Discusses role and lack of parental voice in deciding or influencing goals</p>	<p>Discusses care or lack of of</p>		<p>Empirical Belgium</p>
<p>19. Warren, J., Vialle, W. and Dixon, R. (2016)</p>	<p>Scopus – KS7</p>			<p>Discusses transition from educator</p>	<p>Empirical Australia</p>

<p>'Transition of children with disabilities into early childhood education and care centres'</p> <p><i>Australasian Journal of Early Childhood</i></p> <p>41(2) pp. 18-26</p>				<p>perspective</p>	
<p>20. Winther-Lindqvist, D. A. (2020)</p> <p>'Caring well for children in ECEC from a wholeness approach- the role of moral imagination'</p> <p><i>Learning, Culture and Social Interaction</i></p> <p>1(1)</p> <p>pp.100452</p>	<p>Scopus – KS1</p>		<p>Discusses care</p>		<p>Discursive Denmark</p>