

### Appendix 3- Full review literature for study

Reference	Database and key term search	Early years role/purpose (Subq1)	Early years care (Subq2)	Early years transition (subq3)	Other/comments:
Aslanian, T. K. (2015) 'Getting behind discourses of love, care and maternalism in early childhood education' <i>Contemporary Issues in Early Childhood</i> 16(2) pp.153-165	Scopus – KS3		Yes, inc. Noddings		Discursive
Aslanian, T. K. (2020) 'Every rose has its thorns: Domesticity and care beyond the dyad in ECEC' <i>Global Studies of Childhood</i> 10(4) pp.327-338	Scopus – KS2		Yes, inc. Noddings		Empirical – portraiture methodology
Barblett, L., Barratt-Pugh, C., Kilgallon, P. and Maloney, C. (2011)	Scopus – KS7				Discusses transition in a pre-school setting

<p>'Transition from long day care to kindergarten: Continuity or not?' <i>Australasian Journal of Early Childhood</i> 36(2) pp. 42-50</p>				<p>however, discusses in the context of the move between one long day care centre to kindergarten rather than the initial experience of long day care Mentions care briefly - in no great depth.</p>
<p>Blackburn, C. and Harvey, M. (2020) "A different kind of normal': parents' experiences of early care and education for young children born prematurely' <i>Early Child Development and Care</i> 190(3) pp.296-309</p>	<p>ASSIA – ks11</p>			<p>Very contextually specific to young children born prematurely.</p>
<p>Brooker, L. (2010) 'Constructing the triangle of care:</p>	<p>Scopus – KS2</p>		<p>Yes, inc. Noddings</p>	<p>Discursive? - Draws on 2</p>

Power and professionalism in practitioner/parent relationships' <i>British Journal of Educational Studies</i> 58(2) pp.181-196					previous studies
Cook, K., Corr, L. and Breitzkreuz, R. (2016) 'The framing of Australian childcare policy problems and their solutions' <i>Critical Social Policy</i> 37(1) pp42-63	Google Scholar – KS1		Yes, from policy perspective		Discursive – policy analysis
Datler, W., Ereky-Stevens, K., Hover-Reisner, N. and Malmberg, L. E. (2012) 'Toddlers' transition to out-of-home day care: Settling into a new care environment' <i>Infant behaviour and Development</i> 35(3) pp.439-451	Scopus – KS7				Empirical – but focussed on children's responses to starting day care rather than role of practitioner or how this was supported Good for justifying importance of transition in early stages

					though
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
Douglas, A. and Gittell, J. H. (2012) 'Transforming professionalism: relational bureaucracy and parent-teacher partnerships in child care settings' <i>Journal of Early Childhood Research</i> 10(3) pp.267-281	Scopus – KS1	Discusses changing role	Discusses care in the context of changing role		Discursive  Very useful for scoping rev also
Duffy, M., Armenia, A. and Stacey, C. L. (2015) <i>Caring on the clock: The complexities and contradictions of paid care work</i>	Scopus -KS5		Discusses care in the context of employment		Book

New Jersey: Rutgers University					
Farrell, A. (2018) 'Children's rights to healthy development and learning in quality early childhood education and care in Australia' in Sibnath, D. (ed) <i>Positive Schooling and Child Development International Practices</i> Singapore: Springer pp.383-398	Scopus – KS9				Book – not directly relevant to any sub q.
Fuchs-Rechlin, K. and Bergmann, C. (2014) 'The reduction of educational disadvantages through day care for children under 3 – Between dream and reality' <i>Zeitschrift fur Erziehungswissenc haft</i> 17 pp.95-118	Scopus – KS8				Not available in English

<p>Garvis, S. and Manning, M. (2017) <i>An Interdisciplinary Approach to Early Childhood Education and Care: Perspectives from Australia</i> London: Routledge</p>	<p>Scopus – KS7</p>				<p>Full text not available</p>
<p>Gialamas, A., Mittinty, M, N., Sawyer, M. G., Zubrick, S. R. and Lynch, J. (2014) 'Child care quality and children's cognitive and socio-emotional development: An Australian longitudinal study' <i>Early Child Development and Care</i> 184(7) pp.977-997</p>	<p>Scopus – KS7</p>				<p>Unsure – revisit</p>
<p>Grace, R., Bowes, J. and Elcombe, E. (2014) 'Child participation and family engagement with early</p>	<p>Scopus – KS8</p>	<p>Incidentally covers role of elc in family engagement 'hard to</p>			<p>Empirical</p>

<p>childhood education and care services in disadvantaged Australian communities’ <i>International Journal of Early Childhood</i> 46(2) pp.271-298</p>		<p>reach’ families etc</p>			
<p>Jovanovic, J., Brebner, C., Lawless, A. and Young, J. (2016) ‘Childcare educators’ understanding of early communication and attachment’ <i>Australasian Journal of Early Childhood</i> 41(4) pp. 95-105</p>	<p>Scopus – KS7</p>	<p>Role and care discussed</p>	<p>Role and care discussed</p>		<p>Empirical 3 focus groups (8 children 19 educators) Australia</p>
<p>Jovanovic, J. (2011) ‘Saying goodbye: An investigation into parent-infant separation behaviours on arrival in childcare’</p>	<p>Scopus – KS7</p>			<p>Transition in EY context discussed</p>	<p>Empirical – 30 parent-infant pairs, observation Australia</p>

<i>Childcare in Practice</i> 17(3) pp. 247-269					
Kovacs, B. (2018) <i>Family Policy and the Organisation of Childcare: Hierarchies of Care Ideals</i> London: Palgrave Macmillan	Scopus – KS2				Full text not available
Lofgren, H. (2016) 'A noisy silence about care: Swedish preschool teachers' talk about documentation' <i>Early Years</i> 36(1) pp.4-16	Scopus – KS2	Includes related discussion on role	Discusses care		Empirical – interviews 17 preschool settings in 7 settings Sweden
McShane, I. (2016) 'Educare' in Australia: Analysing policy mobility and transformation' <i>Educational Research</i> 58(2) pp. 179-194	Scopus – KS7	Role discussed in policy context			Discursive
Mergler, A. and Walker, S. (2017) 'This is possible THE hardest	Scopus – KS9				Discusses the transition to school – not relevant to sub



<p>decision a parent has to make’ Deciding when your child is ready to start prep’ <i>Australasian Journal of Early Childhood</i> 42(2) pp.97-104</p>					qs
<p>Narea, M., Arriagada, V., Allel, K. (2020) ‘Centre-based care in toddlerhood and child cognitive outcomes in Chile: The moderating role of family socioeconomic status’ <i>Early Education and Development</i> 31(2) pp.218-233</p>	Scopus – KS7				Not central to any of the SQs. Context not transferable (as highlighted by authors)
<p>Nolan, G. K. (2020) ‘Early childhood education and CARE: won’t somebody think of the children?’ <i>Policy Futures in Education</i> 18(6)</p>	Scopus – KS1	Touches on the role	Discusses care		Discursive

PP.772-786					
<p>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>	Scopus – KS7	Discusses role in depth	Discusses care		Discursive – policy context – really useful points for critical analysis
<p>Puccioni, J., Froiland, J. M. and Moeyaert, M. (2020) 'Preschool teachers' transition practices and parents' perceptions as predictors of involvement and children's school readiness' <i>Children and Youth Services Review</i> 109 pp.1</p>	ASSIA – KS8			Transition practices discussed but slightly out with the context	Focuses on transition to 'formal' education
Rogers, M. (2020)	Scopus-	Discusses			Empirical

<p>‘Contextualised, not neoliberalised professionalism in early childhood education and care: effects of prescribed notions of quality on educator confidence in Australia’ <i>International Electronic Journal of Elementary Education</i> 13(4) pp. 549-564</p>	<p>KS7</p>	<p>role of neoliberalism in defining role of ELC</p>			
<p>Rutherford, L. and Whittington, V. (2013) ‘A comparison of segregated and integrated infant and toddler programmes in one childcare centre’ <i>Australian Journal of Early Childhood</i> 38(2) pp.41-49</p>	<p>Scopus – KS9</p>			<p>Discusses transition practices inadvertently</p>	<p>Empirical</p>
<p>Sihto, T. (2020) ‘Dividing responsibility for</p>	<p>Scopus – KS11</p>				<p>Care discussed in terms of aging</p>

care: tracing the ethics of care in local care strategies' <i>Social Policy and Society</i> 1(1) pp. 1-16					population not EY
Sinclair, D., Staton, S., Smiths, S. S., Marriott, A. and Thorpe. K. (2016) 'What parents want: Parent preference regarding sleep for their preschool child when attending early care and education' <i>Sleep Health</i> 2(1) pp.12-18	Scopus – KS8				Not central to RQs
Smidt, W. (2018) 'Early childhood education and care in Austria: challenges and education policies' <i>Early Childhood Development and Care</i> 188(5) pp.624-633	Scopus – KS8				Not central to RQs
Smith, H. C.,	Scopus				Contextually

<p>Batten, R., McDonald, H. and Taylor, M. F. (2018) 'Caregivers and service providers' perspectives on a Western Australian aboriginal community's 0-3 years. Early learning programme' <i>Early Child Development and Care</i> 188(10) pp.1431-1441</p>	<p>– KS8</p>				<p>specific – not ELC generally</p>
<p>Staton, S. L., Smith, S. S., Hurst, C., Pattinson, C. L. and Thorpe, K. J. (2017) 'Mandatory nap times and group napping patterns in child care: an observational study' <i>Behavioural Sleep Medicine</i> 15(2) pp.129-143</p>	<p>Scopus – KS8</p>				<p>Not relevant to RQs</p>
<p>Stratford, E., Stewart, S., te Riele, K. and Watson, P. (2021)</p>	<p>Scopus – KS1</p>				<p>Not central to RQs</p>

<p>'Making sense of school learning environments as infrastructures of care and spatial typologies' <i>Australian Geographer</i> 52(1) pp.43-63</p>					
<p>Thorpe, K., Sullivan, V., Jansen, E., McDonald, P., Sumsion, J. and Inrvin, S. (2018) 'A man in the centre: inclusion and contribution of male educators in early childhood education and care teams' <i>Early Child Development and Care</i> 6(190) pp. 921-934</p>	<p>Google Scholar – KS1</p>				<p>Not central to RQs</p>
<p>Turunen, T. A. (2012) 'Individual plans for children in transition to pre-school: a case study in one Finnish day-care</p>	<p>ASSIA – KS11</p>			<p>Transition practices discussed but slightly out with the context</p>	<p>Focuses on transition to 'formal' education</p>

<p>centre' <i>Early Child Development and Care</i> 182(4) pp.315-328</p>					
<p>Van Laere, K. and Vanderbroek, M. (2018) 'The (in)convenience of care in preschool education: examining staff views on educare' <i>Early Years</i> 38(1) pp.4-18</p>	<p>Scopus – KS1</p>	<p>Discusses role</p>	<p>Discusses care</p>		<p>Empirical</p>
<p>Van Laere, K., Van Houtte, M. and Vandebroek, M. (2018) 'Would it really matter? The demographic and caring deficit in 'parental involvement'' <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</p>		<p>Empirical</p>
<p>Wals, A. E. J. (2017) 'Sustainability by default: Cocreating</p>					<p>Not central to RQs</p>

<p>care and relationality through early childhood education’</p> <p><i>International Journal of Early Childhood</i> 49(2) pp.155-164</p>					
<p>Warren, J., Vialle, W. and Dixon, R. (2016) ‘Transition of children with disabilities into early childhood education and care centres’</p> <p><i>Australasian Journal of Early Childhood</i> 41(2) pp. 18-26</p>	<p>Scopus – KS7</p>			<p>Discusses transition from educator perspective</p>	<p>Empirical</p>
<p>Winther-Lindqvist, D. A. (2020) ‘Caring well for children in ECEC from a wholeness approach- the role of moral imagination’</p> <p><i>Learning, Culture and Social</i></p>	<p>Scopus – KS1</p>		<p>Discusses care</p>		<p>Discursive</p>



<i>Interaction 1(1)</i> pp.100452					