

Appendix 5 – Snowball search potential literature to be included

Reference	Snowball search = potential literature to be included	Key = included based on Role (1) Care (2) Transition (3)
<p>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</p>	<ul style="list-style-type: none"> - Gerhardt S (2004) <i>Why Love Matters</i>. New York: Brunner-Routledge - Goldstein LS (1998) More than gentle smiles and warm hugs: Applying the ethic of care to early childhood education. <i>Journal of Research in Childhood Education</i> 12(2): 244–261. - Noddings N (1984) <i>Caring</i>. Berkeley, CA: University of California Press. - UNICEF (2008) The child care transition. Innocenti Report Card 8. UNICEF Innocenti Research Centre, Florence 	<p>All rejected due to year of publication being out with inclusion criteria</p>
<p>Aslanian, T. K. (2020) 'Every rose has its thorns: Domesticity and care beyond the dyad in ECEC' <i>Global Studies of Childhood</i></p>	<ul style="list-style-type: none"> - Aslanian TK (2017) Ready or not, here they come! Care as a material and organizational practice in ECEC for children under two. <i>Global Studies of Childhood</i> 7(4): 323–334. - Aslanian TK (2018) Remove 'care' and stir: Modernizing early childhood teacher education in Norway. <i>Journal of Education Policy</i>. Epub ahead of print. DOI: 10.1080/02680939.2018.1555648. - Goouch K and Powell S (2017) Babyroom workers: Care in practice. In: White EJ and Dalli C (eds.) <i>UnderThree Year Olds in Policy and Practice</i>. Singapore: Springer - Harwood D, Klopper A, Osanyin A, <i>et al.</i> (2013) 'It's more than care': Early childhood educators' concepts of professionalism. <i>Early Years: An International Research</i> 	

<p>10(4) pp.327-338</p>	<p>Journal 33(1): 4–17. (1) (2)</p> <ul style="list-style-type: none"> - UNICEF (2008) The childcare transition. A league table of early childhood education and care in economically advanced countries. Available at: https://www.unicef-irc.org/publications/pdf/rc8_eng.pdf (accessed 25 October 2020). (Rejected – out with year)
<p>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</p>	<ul style="list-style-type: none"> - Brooker, L. (2008a) Changing the landscape of early childhood. In J. Moyles (Ed.) <i>Early Years Foundations</i> (Maidenhead, McGraw Hill). - Brooker, L. (2008b) <i>Supporting Transitions in the Early Years</i> (Maidenhead, McGraw Hill). - Dunlop, A.-W. and Fabian, H. (Eds) (2006) <i>Informing Transitions in the Early Years: Research, Policy and Practice</i> (Maidenhead, McGraw Hill) - Hohmann, U. (2007) Rights, expertise and negotiation in care and education, <i>Early Years</i>, 27(1), pp.33-46 - Noddings, N. (1992) <i>The Challenge to Care in Schools - an Alternative Approach to Education</i> (New York, <p>All rejected – out with year inclusion criteria</p>
<p>Cook, K., Corr, L. and Breitzkreuz, R. (2016) 'The</p>	<ul style="list-style-type: none"> - ACECQA (2011) <i>Guide to the National Quality Standard</i>. Sydney: Australian Children's Education and Care Quality Authority <p>(1)</p>

<p>framing of Australian childcare policy problems and their solutions’</p> <p><i>Critical Social Policy</i></p> <p>37(1) pp42-63</p>	<ul style="list-style-type: none"> - Taggart G (2011) Don’t we care? The ethics and emotional labour of early years professionalism. <i>Early Years</i> 31(1): 85–95. <p>(2)</p> <ul style="list-style-type: none"> - Wong S (2007) Looking back and moving forward: Historicising the social construction of early childhood education and care as national work. <i>Contemporary Issues in Early Childhood</i> 8(2): 144–156. (Rejected – out with year)
<p>De Gioia, K. (2013) ‘Cultural negotiation: moving beyond a cycle of misunderstanding in early childhood settings’</p> <p><i>Journal of Early Childhood Research</i></p> <p>11(2) pp. 108-122</p>	<ul style="list-style-type: none"> - Organisation for Economic Co-operation and Development. (2006). Starting strong II: Early childhood education and care. (http://www.oecd.org/edu/preschoolandschool/startingstrongiiearlychildhoodeducationandcare.htm). - Wise S (2003) Cultural transition in early childhood: the developmental consequences of discontinuity between home and childcare. In: Eighth Australian Institute of Family Studies conference, 12–14 February, Southbank, Melbourne, NSW, Australia <p>Both rejected – out with year</p>
<p>Douglas, A.</p>	<ul style="list-style-type: none"> - Bromer J and Henly JR (2004) Child care as family support:

<p>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</p>	<p>Caregiving practices across child care providers. <i>Children and Youth Services Review</i> 26: 941–964.</p> <p>- Elfer P (2007) What are nurseries for? <i>Journal of Early Childhood Research</i> 5(2): 169–188.</p> <p>Out with year</p>
<p>Duffy, M., Armenia, A. and Stacey, C. L. (2015) <i>Caring on the clock: The complexities and</i></p>	

<p><i>contradictions of paid care work</i></p> <p>New Jersey: Rutgers University</p>	
<p>Grace, R., Bowes, J. and Elcombe, E. (2014) 'Child participation and family engagement with early childhood education and care services in disadvantaged Australian communities' <i>International Journal of Early</i></p>	<p>- Hand, K. (2005). Mothers' views on using formal child care. <i>Family Matters</i>, 70, 10–17</p> <p>Out with year</p>

<p><i>Childhood</i> 46(2) pp.271-298</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>	<ul style="list-style-type: none"> - Australian Children's Education and Care Quality Authority (ACECQA) (2014) National quality framework. Sydney: Australian Children's Education and Care Quality Authority. Retrieved from: http://www.acecqa.gov.au/national-quality-framework (January 2016) - Out with year
<p>Jovanovic, J. (2011) 'Saying goodbye: An investigation into</p>	<ul style="list-style-type: none"> - Gray, H. (2004). You go away and you come back*Supporting separations and reunions in an infant-toddler classroom. <i>Young Children</i>, 59(5), 100107. - Miller, K. (1995). Caring for the little ones: The parent who lingers. <i>Child Care Information Exchange</i>, 105, 3132 - Shpancer, N. (2002). The homedaycare link: Mapping children's new world order. <i>Early Childhood Research</i>

<p>parent-infant separation behaviours on arrival in childcare' <i>Childcare in Practice</i> 17(3) pp. 247-269</p>	<p>Quarterly, 17(3), 374392.</p> <p>Out with year</p>
<p>Lofgren, H. (2016) 'A noisy silence about care: Swedish preschool teachers' talk about documentation' <i>Early Years</i> 36(1) pp.4-16</p>	
<p>McShane, I. (2016) "Educare' in Australia: Analysing policy</p>	<p>- Crossley, M., and K. Watson. 2009. 'Comparative and International Education: Policy Transfer, Context Sensitivity and Professional Development.' <i>Oxford Review of Education</i> 35 (5): 633–649</p> <p>Out with year</p>

<p>mobility and transforma tion’ <i>Educational Research</i> 58(2) pp. 179-194</p>	
<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) PP.772-786</p>	<ul style="list-style-type: none"> - Bennett J (2003) Starting strong: The persistent division between care and education. <i>Early Childhood Research</i> 1(1): 21–48. - Campbell-Barr V and Garnham A (2010) What parents want– Parents and childcare: A literature review. Commissioned by the Equality and Human Rights Commission. Available at: https://www.equalityhumanrights.com/sites/default/files/research-report-66-childcare-review-of-whatparents-want.pdf (accessed 29 April 2020 (1)) - Organisation for Economic Co-operation and Development (OECD) (2012) Starting strong III: A quality toolbox for early childhood education and care. Paris: Organisation for Economic Cooperation and Development - Organisation for Economic Co-operation and Development (OECD) (2015) Starting strong IV: Monitoring quality in early childhood education and care. Paris: Organisation for Economic Cooperation and Development. <p>(1)</p> <ul style="list-style-type: none"> - Organisation for Economic Co-operation and Development (OECD) (2017a) (1) Starting strong V: Transitions from early childhood education and care to primary education. Paris: Organisation for

	<p>Economic Co-operation and Development (1)</p>
<p>Press, F., Wong, S. and Gibson, M. (2015) 'Understan ding who cares: Creating the evidence to address the long- standing policy problem of staff shortages</p>	<p>- Economist Intelligence Unit. (2012). Starting well: Benchmarking early education across the world. Retrieved September 14, 2014, from http://www.lienfoundation.org/pdf/publications/sw_report.pdf (1)</p>

<p>in early childhood education and care' <i>Journal of Family Studies</i> 21(1) pp.87-1000</p>	
<p>Puccioni, J., Froiland, J. M. and Moeyaert, M. (2020) 'Preschool teachers' transition practices and parents' perception s as predictors of involveme nt and children's school readiness' <i>Children and Youth</i></p>	<ul style="list-style-type: none"> - Early, D., Pianta, R., Taylor, L., & Cox, M. (2001). Transition practices: Findings from anational survey of kindergarten teachers.Early Childhood Education Journal, 28(3),199–206.https://doi.org/10.1023/A:1026503520593 - Ferretti, L. K., & Bub, K. L. (2017). Family routines and school readiness during thetransition to kindergarten.Early Education and Development, 28(1), 59–77.https://doi.org/10.1080/10409289.2016.1195671 - Little, M. H., Cohen-Vogel, L., & Curran, F. C. (2016). Facilitating the transition to kin-dergarten: What ECLS-K data tell us about school practices then and now.2332858416655766AERA Open, 2(3),https://doi.org/10.1177/2332858416655766 (3) - LoCasale-Crouch, J., Mashburn, A. J., Downer, J. T., & Pianta, R. C. (2008). Pre-kinder-gartenteachers' useoftransitionpracticesandchildren'sadjustmenttokindergarten.Early Childhood Research Quarterly, 23(1), 124–139.https://doi.org/10.1016/j.ecresq.2007.06.001 - McIntyre, L., Eckert, T., Fiese, B., DiGennaro, F., & Wildenger, L. (2007). Transition tokindergarten: Family experiences and involvement.Early Childhood EducationJournal, 35(1), 83–88.https://doi.org/10.1007/s10643-007-0175-6

<p><i>Services Review</i> 109 pp.1</p>	<p>- - Rimm-Kaufman, S., & Pianta, R. C. (2000). An ecological perspective on the transition to kindergarten. A theoretical framework to guide empirical research. <i>Journal of Applied Developmental Psychology</i>, 21, 491–511. https://doi.org/10.1016/S0193-3973(00)00051-4</p> <p>-</p>
<p>Rogers, M. (2020) 'Contextualised, not neoliberalised profession- alism in early childhood education and care: effects of prescribed notions of quality on educator confidence in Australia' <i>International Electronic Journal of</i></p>	<p>- Grant, S., Danby, S., Thorpe, K., & Theobald, M. (2016). Early childhood teachers' work in a time of change. <i>Australasian Journal of Early Childhood</i>, 41(3), 38 – 45 (1)</p> <p>-</p>

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<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>	<ul style="list-style-type: none"> - Ackerman, D. J. (2008). Continuity of care, professional community, and the policy context: Potential benefits for infant and toddler teachers' professional development. <i>Early Education & Development</i>, 19(5), 753–772. Retrieved 8 August 2012, www.tandfonline.com/doi/abs/10.1080/10409280801960505 - Bowlby, R. (2007). Babies and toddlers in non-parental daycare can avoid stress and anxiety if they develop a lasting secondary attachment bond with one carer who is consistently available to them. <i>Attachment & Human Development</i>, 9(4), 307–319. - Elliott, R. (2003). Sharing care and education: Parents perspectives. <i>Australian Journal of Early Childhood</i>, 28(3), 14–21. - Lally, J. R. (2007). Teaching and caring: Responding to both the vulnerability and competence of infants and toddlers. <i>Childcare and Children's Health</i>, 10(3), 1–5. - Theilheimer, R. (2006). Molding to the children: Primary care giving and continuity of care. <i>Zero to Three</i>, 26(3), 50–54. Retrieved 8 August 2012 from www.zerotothree.org/early-care-education/child-care/primary-caregiving-continuity.html.
<p>Turunen, T. A. (2012) 'Individual plans for children in</p>	<ul style="list-style-type: none"> - Fabian, H. and Dunlop, A.-W. 2002. 'Introduction'. In <i>Transitions in the early years. Debating continuity and progression for children in early education</i>, Edited by: Fabian, H. and Dunlop, A.-W. 1–7. London: RoutledgeFalmer.

<p>transition to pre-school: a case study in one Finnish day-care centre'</p> <p><i>Early Child Development and Care</i></p> <p>182(4)</p> <p>pp.315-328</p>	<ul style="list-style-type: none"> - Shpancer, N. 2002. The home-daycare link: Mapping children's new world order. <i>Early Childhood Research Quarterly</i>, 17(3): 374–392
<p>Van Laere, K. and Vanderbroek, M. (2018) 'The (in)convenience of care in preschool education: examining staff views on educare'</p> <p><i>Early Years</i></p> <p>38(1) pp.4-18</p>	<ul style="list-style-type: none"> - European Commission. 2011. <i>Early Childhood Education and Care: Providing All Our Children with the Best Start for the World of Tomorrow</i>. Brussels: European Commission (1) - Kaga, Y., J. Bennett, and P. Moss. 2010. <i>Caring and Learning Together. A Cross-national Study on the Integration on Early Childhood Care and Education within Education</i>. Paris: UNESCO (2) - Löfdahl, A., and M. Folke-Fichtelius. 2015. 'Preschool's New Suit: Care in Terms of Learning and Knowledge.' <i>Early Years</i> 35 (3): 260–272.10.1080/09575146.2014.995600 (2) - Noddings, N. 2005. 'What Does It Mean to Educate the Whole Child?' <i>Educational Leadership</i> 63 (1): 8–13 - Taggart, G. 2014. 'Compassionate Pedagogy: The Ethics of Care in Early Childhood Professionalism.' <i>European Early Childhood Education Research Journal</i> 24 (2): 1–13 (2) - Van Laere, K., J. Peeters, and M. Vandebroek. 2012. 'The Education and Care Divide: The Role of the Early Childhood

	<p>Workforce in 15 European Countries.' <i>European Journal of Education</i> 47 (4): 527–541.10.1111/ejed.2012.47.issue-4 (2)</p>
<p>Van Laere, K., Van Houtte, M. and Vandembroeck, 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>Warren, J., Vialle, W.</p>	

<p>and Dixon, R. (2016) 'Transition of children with disabilities into early childhood education and care centres' <i>Australasia n Journal of Early Childhood</i> 41(2) pp. 18-26</p>	
<p>Winther- Lindqvist, D. A. (2020) 'Caring well for children in ECEC from a wholeness approach- the role of moral imaginatio</p>	<ul style="list-style-type: none"> - Brostrom, S. (2006) 'Care and education: Towards a new paradiagm in early childhood education' <i>Child and youth Care Forum</i> 35 pp.391-409

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