TEPS114 HAM TGA Exploration, Play and Pedagogy

Arthur, Leonie, et al. Programming and Planning in Early Childhood Settings. 6th edition, Cengage Learning, 2015.

Brown, Fraser, and Michael Patte. 'From the Streets of Wellington to the Ivy League: Reflecting on a Lifetime of Play'. International Journal of Play, vol. 1, no. 1, 2012, pp. 6–15, https://doi.org/10.1080/21594937.2012.658166.

---. Rethinking Children's Play. Bloomsbury Academic, 2013, https://waikato-primo.hosted.exlibrisgroup.com/permalink/f/1de2m3o/64WAIKATO_ALMA51 71910630003401.

Carr, Margaret, et al. 'Learning and Teaching Stories: Action Research on Evaluation in Early Childhood in Aotearoa-New Zealand'. European Early Childhood Education Research Journal, vol. 10, no. 2, Jan. 2002, pp. 115–25, https://doi.org/10.1080/13502930285208991.

Carr, Margaret, and Wendy Lee. 'Appropriating Knowledges and Learning Dispositions in a Range of Increasingly Complex Ways'. Learning Stories: Constructing Learner Identities in Early Education, SAGE, 2012, pp. 111–28.

Cooper, Patricia M. The Classrooms All Young Children Need: Lessons in Teaching from Vivian Paley. electronic resource, University of Chicago Press, 2009.

Dender, Alma M., and Karen Stagnitti. 'Children's Play in the Australian Indigenous Context: The Need for a Contemporary View'. International Journal of Play, vol. 4, no. 1, 2015, pp. 3–16, https://doi.org/10.1080/21594937.2014.977036.

Dickenson, Patricia. 'Flipping the Classroom in a Teacher Education Course'. Promoting Active Learning through the Flipped Classroom Model, vol. Advances in educational technologies and instructional design, Information Science Reference, 2014, pp. 145–62, https://doi.org/10.4018/978-1-4666-4987-3.ch008.

Dockett, Sue, and Marilyn Fleer. Play and Pedagogy in Early Childhood: Bending the Rules. Cengage Learning, 2008.

Eckhoff, Angela, and Jennifer Urbach. 'Understanding Imaginative Thinking During Childhood: Sociocultural Conceptions of Creativity and Imaginative Thought'. Early Childhood Education Journal, vol. 36, no. 2, 2008, pp. 179–85, https://doi.org/10.1007/s10643-008-0261-4.

Ferholt, Beth, and Monica Nilsson. 'Play: Aesthetics and Ambiguity of Play in Early

Childhood Education'. Encyclopedia of Educational Philosophy and Theory, edited by Michael A. Peters, electronic resource, Springer Singapore, 2020, pp. 1–5, https://doi.org/10.1007/978-981-287-532-7_53-1.

Fleer, Marilyn. Early Learning and Development: Cultural-Historical Concepts in Play. Cambridge University Press, 2010, http://ezproxy.waikato.ac.nz/login?url=http://site.ebrary.com/lib/waikato/reader.action?docID=10773472&ppg=57.

Hatherly, A. 'Planning Stories'. Early Education, vol. 36, no. Spring, 2004, pp. 7–14.

Hatherly, A., and L. Sands. 'So What Is Different about Learning Stories?' The First Years: New Zealand Journal of Infant and Toddler Education: Ngā Tau Tuatahi, vol. 4, no. 1, 2002, pp. 207–11.

Joseph. The Original The Preschool in Three Cultures. 2011, https://waikato.kanopy.com/node/155992.

Madman Entertainment. Babies. 2010, https://waikato.kanopystreaming.com/video/babies.

Maguire-Fong, Mary Jane, et al. Teaching and Learning with Infants and Toddlers: Where Meaning-Making Begins. electronic resource, Teachers College Press, 2014, http://waikato.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=8068908250003401&institutionId=3401&customerId=3400.

Marjanovic-Shane, Ana, and E. Jayne White. 'When the Footlights Are off: A Bakhtinian Interrogation of Play as Postupok'. International Journal of Play, vol. 3, no. 2, 2014, pp. 119–35, https://doi.org/10.1080/21594937.2014.931686.

Nutbrown, Cathy, and Jools Page. Working with Babies and Children: From Birth to Three. SAGE, 2008.

Nuttall, J. G. 'Contested Concepts in Educational Play: A Comparative Analysis of Early Childhood Policy Frameworks in New Zealand and England'. Weaving Te Whāriki: Aotearoa New Zealand's Early Childhood Curriculum Framework in Theory and Practice, 2nd ed, NZCER Press, 2013, pp. 259–75.

Podmore, Valerie N. Observation: Origins and Approaches to Early Childhood Research and Practice. NZCER Press, 2006.

Rameka, Lesley Kay. Te Whatu Kåakahu: Assessment in Kaupapa Måaori Early Childhood Practice. electronic resource, 2012, http://hdl.handle.net/10289/6597.

Rosen, Rachel. 'Children's Violently Themed Play and Adult Imaginaries of Childhood: A Bakhtinian Analysis'. International Journal of Early Childhood, vol. 47, no. 2, Aug. 2015, pp. 235–50, https://doi.org/10.1007/s13158-015-0135-z.

---. 'Early Childhood Subjectivities, Inequities, and Imaginative Play'. GEOGRAPHIES OF IDENTITIES AND SUBJECTIVITIES; ED. BY CLAIRE DWYER., vol. SPRINGER REFERENCE., SPRINGER, 2017, pp. 141–62, https://doi.org/10.1007/978-981-287-023-0_23.

Samuelsson, Ingrid Pramling, and Marilyn Fleer. Play and Learning in Early Childhood Settings: International Perspectives. Springer, 2009, http://ezproxy.waikato.ac.nz/login?url=http://link.springer.com/book/10.1007%2F978-1-4020-8498-0.

Sinner, Anita. 'Teaching Teachers within the Folds of the Passing-Present'. International Journal of Play, vol. 4, no. 1, 2015, pp. 45–48, https://doi.org/10.1080/21594937.2015.1017306.

Smidt, Sandra. Introducing Vygotsky: A Guide for Practitioners and Students in Early Years Education. Routledge, 2009, https://ebookcentral-proquest-com.ezproxy.waikato.ac.nz/lib/waikato/detail.action?docID=1581848.

Stetsenko, Anna, and Pi-Chun Grace Ho. 'The Serious Joy and the Joyful Work of Play: Children Becoming Agentive Actors in Co-Authoring Themselves and Their World Through Play'. International Journal of Early Childhood, vol. 47, no. 2, Aug. 2015, pp. 221–34, https://doi.org/10.1007/s13158-015-0141-1.

Stover, S., et al. 'Hunting the Snark: The Elusive Nature of Play'. The First Years: New Zealand Journal of Infant and Toddler Education: Ngā Tau Tuatahi, vol. 12, no. 2, 2010, pp. 10–14.

Sutton-Smith, Brian. The Ambiguity of Play. electronic resource, Harvard University Press, 1997.

Tallant, Laura. 'Framing Young Children's Humour and Practitioner Responses to It Using a Bakhtinian Carnivalesque Lens'. International Journal of Early Childhood, vol. 47, no. 2, 2015, pp. 251–66, https://doi.org/10.1007/s13158-015-0134-0.

Tardos, A. '"Let the Infant Play by Himself as Well"'. The First Years: New Zealand Journal of Infant and Toddler Education = Ngā Tau Tuatahi, vol. 14, no. 1, 2012, pp. 4–13.

White, E. J., et al. 'To "Be" or Not to "Be": Is That the Question in Infant Play?' The First Years: New Zealand Journal of Infant and Toddler Education = Ngā Tau Tuatahi, vol. 15, no. 2, 2013, pp. 16–20.

White, E. Jayne. Introducing Dialogic Pedagogy: Provocations for the Early Years. Taylor and Francis, 2015, https://ebookcentral-proquest-com.ezproxy.waikato.ac.nz/lib/waikato/reader.action?ppg=160&docID=3569687&tm=1487497715933.

White, Jayne. 'Aesthetics of the Beautiful'. Bakhtinian Pedagogy: Opportunities and Challenges for Research, Policy and Practice in Education across the Globe, vol. Global studies in education, Peter Lang, 2011, pp. 47–68.