

# TEPS759 NET Te Whariki in Action

[View Online](#)

---

1.

Carr M. Assessment in Early Childhood Settings: Learning Stories. Paul Chapman; 2001.

2.

Dreaver K, Carr M, Lee W, Jones C, New Zealand. Ministry of Education, New Zealand. Learning Media. Kei Tua o Te Pae: Assessment for Learning : Early Childhood Exemplars Books 1-20. Published for the Ministry of Education by Learning Media; 2004.  
<http://www.education.govt.nz/early-childhood/teaching-and-learning/assessment-for-learning/kei-tua-o-te-pae-2/>

3.

Arthur L, Beecher B, Death E, Dockett S, Farmer S. Programming and Planning in Early Childhood Settings. 6th edition. Cengage Learning; 2015.  
<https://ebookcentral-proquest-com.ezproxy.waikato.ac.nz/lib/waikato/detail.action?docID=1990997>

4.

Soler J, Miller L. The Struggle for Early Childhood Curricula: A comparison of the English Foundation Stage Curriculum, Te Whāriki and Reggio Emilia. International Journal of Early Years Education. 2003;11(1):57-68. doi:10.1080/0966976032000066091

5.

Te One S. Te Whāriki: Historical accounts and contemporary influences 1990-2012. In: Weaving Te Whāriki: Aotearoa New Zealand's Early Childhood Curriculum Framework in Theory and Practice. 2nd ed. NZCER Press; 2013:7-34.

6.

Sumsion, Jennifer; Cheeseman, Sandra; Kennedy, Anne; Barnes, Sally; Harrison, Linda; Stonehouse, Anne. Insider perspectives on developing Belonging, Being and Becoming. *Australasian Journal of Early Childhood*. 34(4):4-13.  
<http://ezproxy.waikato.ac.nz/login?url=http://search.informit.com.au/documentSummary;dn=181039;res=AEIPT>

7.

Samuelsson IP, Sheridan S, Williams P. Five preschool curricula —comparative perspective. *International Journal of Early Childhood*. 2006;38(1):11-30. doi:10.1007/BF03165975

8.

McLachlan C, Fleer M, Edwards S. Development and learning- how views of development shape how curriculum is framed. In: *Early Childhood Curriculum: Planning, Assessment and Implementation*. Cambridge University Press; 2010:34-50.

9.

Hargraves V. Teaching practices to support children's construction of knowledge: working theories in early childhood education. In: Grey A, Clark B, eds. *Ngāa Hurihanga Ako Kohungahunga = Transformative Teaching Practices in Early Childhood Education*. Pearson; 2013:49-60.

10.

Hedges H. Connecting 'snippets of knowledge': teachers' understandings of the concept of working theories. *Early Years*. 2011;31(3):271-284. doi:10.1080/09575146.2011.606206

11.

Hedges H, Jones S. Children's working theories: the neglected sibling of Te Whāriki's learning outcomes. *Early Childhood Folio*. 2012;16(1).  
<https://www-nzcer-org-nz.ezproxy.waikato.ac.nz/nzcerpress/early-childhood-folio/articles/childrens-working-theories-neglected-sibling-te-wh-rikis>

12.

Hedges H. 'Even when we're big we'll still be friends'. Working theories in children's learning. Early Childhood Folio. 2008;12:2-6.  
<https://www-nzcer-org-nz.ezproxy.waikato.ac.nz/nzcerpress/early-childhood-folio/articles/even-when-we-re-big-we-ll-still-be-friends%E2%80%9D-working-theori>

13.

Peters S, Davis K. Fostering children's working theories: pedagogic issues and dilemmas in New Zealand. Early Years. 2011;31(1):5-17. doi:10.1080/09575146.2010.549107

14.

Areljung S, Kelly-Ware J. Navigating the risky terrain of children's working theories. Early Years. Published online 4 July 2016:1-16. doi:10.1080/09575146.2016.1191441

15.

Drummond MJ. Assessment and values: a close and necessary relationship. In: Unlocking Assessment: Understanding for Reflection and Application. Vol v.1. Routledge; 2008:3-19.  
<https://www-taylorfrancis-com.ezproxy.waikato.ac.nz/books/e/9780203930939/chapters/10.4324/9780203930939-9>

16.

William D. The case for formative assessment. In: Embedded Formative Assessment. Solution Tree Press; 2011:27-50.

17.

Carr M. Can assessment unlock and open the doors to resourcefulness and agency? In: UNLOCKING ASSESSMENT. ROUTLEDGE; 2008:36-54.  
[http://waikato.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package\\_service\\_id=8072185170003401&institutionId=3401&customerId=3400](http://waikato.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=8072185170003401&institutionId=3401&customerId=3400)

18.

Cowie B, Carr M. The consequences of socio-cultural assessment. In: Early Childhood Education: Society and Culture. SAGE; 2004:95-106.  
<https://ebookcentral-proquest-com.ezproxy.waikato.ac.nz/lib/waikato/reader.action?docID=254603&ppg=110>

19.

Blaiklock K. Te Whāriki, the New Zealand early childhood curriculum: is it effective? *International Journal of Early Years Education*. 2010;18(3):201-212.  
doi:10.1080/09669760.2010.521296

20.

Blaiklock, Ken E. Assessment in New Zealand Early Childhood Settings: A Proposal to Change from Learning Stories to Learning Notes. *Early Education*. 48:5-10.  
<http://ezproxy.waikato.ac.nz/login?url=http://search.informit.com.au/documentSummary;dn=146860374881019;res=IELHSS>

21.

Arthur L, Beecher B, Death E, Dockett S, Farmer S. Curriculum approaches and pedagogies. In: *Programming & Planning in Early Childhood Settings*. 5th ed. Cengage Learning Australia; 2012:207-256.

22.

Gunn A, de Vocht van Alphen L. Seeking social justice and equity through narrative assessment in early childhood education. *International Journal of Equity and Innovation in Early Childhood*. 2011;9(1):31-43.

23.

Lee W, Carr M, Soutar B, Mitchell L. The development of Te Whāriki. In: *Understanding the Te Whariki Approach: Early Years Education in Practice*. Taylor and Francis; 2013:15-28.  
<https://ebookcentral-proquest-com.ezproxy.waikato.ac.nz/lib/waikato/reader.action?docID=1114645&ppg=28>

24.

Claxton \* G, Carr M. A framework for teaching learning: the dynamics of disposition. *Early Years*. 2004;24(1):87-97. doi:10.1080/09575140320001790898

25.

Carr M, Lee W. Agency and dialogue. In: Learning Stories: Constructing Learner Identities in Early Education. SAGE; 2012:41-61.  
<https://ebookcentral-proquest-com.ezproxy.waikato.ac.nz/lib/waikato/reader.action?docID=880780&pg=58>

26.

Moss P, Dahlberg G, Grieshaber S, et al. The Organisation for Economic Co-operation and Developments International Early Learning Study: Opening for debate and contestation. Contemporary Issues in Early Childhood. 2016;17(3):343-351.  
doi:10.1177/1463949116661126

27.

Te Whatu Pokeka. Kaupapa Māori Assessment for learning.  
<https://www.education.govt.nz/early-childhood/teaching-and-learning/assessment-for-learning/te-whatu-pokeka-english/>

28.

Rameka LK. Being Māori: culturally relevant assessment in early childhood education. Early Years. 2011;31(3):245-256. doi:10.1080/09575146.2011.614222

29.

Lesley Rameka. Whakapapa: Culturally valid assessment in early childhood. 2012;16(No. 2).  
<http://ezproxy.waikato.ac.nz/login?url=http://www.nzcer.org.nz/nzcerpress/early-childhood-folio/articles/whakapapa-culturally-valid-assessment-early-childhood>

30.

Walker R. The philosophy of Te Whatu Pokeka. The First Years: New Zealand Journal of Infant and Toddler Education=Nga Tau Tuatahi. 2008;10(2):5-10.