TEPS759 NET Te Whariki in Action



Areljung, Sofie, and Janette Kelly-Ware. 2016. 'Navigating the Risky Terrain of Children's Working Theories'. Early Years, July, 1–16. https://doi.org/10.1080/09575146.2016.1191441.

Arthur, L, B Beecher, E Death, S Dockett, and S Farmer. 2012. 'Curriculum Approaches and Pedagogies'. In Programming & Planning in Early Childhood Settings, 5th ed, 207–56. South Melbourne, Vic: Cengage Learning Australia.

Arthur, Leonie, Bronwyn Beecher, Elizabeth Death, Susan Dockett, and Sue Farmer. 2015. Programming and Planning in Early Childhood Settings. 6th edition. South Melbourne, Vic: Cengage Learning.

https://ebookcentral-proquest-com.ezproxy.waikato.ac.nz/lib/waikato/detail.action?docID= 1990997.

Blaiklock, Ken. 2010. 'Te Whāriki, the New Zealand Early Childhood Curriculum: Is It Effective?' International Journal of Early Years Education 18 (3): 201–12. https://doi.org/10.1080/09669760.2010.521296.

Blaiklock, Ken E. n.d. '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;d n=146860374881019;res=IELHSS.

Carr, M. 2008. 'Can Assessment Unlock and Open the Doors to Resourcefulness and Agency?' In UNLOCKING ASSESSMENT., 36–54. LONDON: ROUTLEDGE. http://waikato.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService &package_service_id=8072185170003401&institutionId=3401&customerId=3400.

Carr, Margaret. 2001. Assessment in Early Childhood Settings: Learning Stories. London: Paul Chapman.

Carr, Margaret, and Wendy Lee. 2012. 'Agency and Dialogue'. In Learning Stories: Constructing Learner Identities in Early Education, 41–61. London: SAGE. https://ebookcentral-proquest-com.ezproxy.waikato.ac.nz/lib/waikato/reader.action?docID =880780&ppg=58.

Claxton *, Guy, and Margaret Carr. 2004. 'A Framework for Teaching Learning: The Dynamics of Disposition'. Early Years 24 (1): 87–97. https://doi.org/10.1080/09575140320001790898.

Cowie, B, and M Carr. 2004. 'The Consequences of Socio-Cultural Assessment'. Electronic

resource. In Early Childhood Education: Society and Culture, 95–106. London: SAGE. https://ebookcentral-proquest-com.ezproxy.waikato.ac.nz/lib/waikato/reader.action?docID =254603&ppg=110.

Dreaver, Kate, Margaret Carr, Wendy Lee, Carolyn Jones, New Zealand. Ministry of Education, and New Zealand. Learning Media. 2004. Kei Tua o Te Pae: Assessment for Learning : Early Childhood Exemplars Books 1-20. Wellington, N.Z.: Published for the Ministry of Education by Learning Media.

http://www.education.govt.nz/early-childhood/teaching-and-learning/assessment-for-learning/kei-tua-o-te-pae-2/.

Drummond, Mary- Jane. 2008. 'Assessment and Values: A Close and Necessary Relationship'. Electronic resource. In Unlocking Assessment: Understanding for Reflection and Application, v.1:3–19. Abingdon, Oxon: Routledge.

https://www-taylorfrancis-com.ezproxy.waikato.ac.nz/books/e/9780203930939/chapters/10 .4324/9780203930939-9.

Gunn, Alexandra, and Lia de Vocht van Alphen. 2011. 'Seeking Social Justice and Equity through Narrative Assessment in Early Childhood Education'. International Journal of Equity and Innovation in Early Childhood 9 (1): 31–43.

Hargraves, Victoria. 2013. 'Teaching Practices to Support Children's Construction of Knowledge: Working Theories in Early Childhood Education'. In Ngåa Hurihanga Ako Kohungahunga =: Transformative Teaching Practices in Early Childhood Education, edited by Anne Grey and Beverley Clark, 49–60. Auckland: Pearson.

Hedges, Helen. 2008. "Even When We're Big We'll Still Be Friends". Working Theories in Children's Learning'. Early Childhood Folio 12: 2–6. https://www-nzcer-org-nz.ezproxy.waikato.ac.nz/nzcerpress/early-childhood-folio/articles/e ven-when-we-re-big-we-ll-still-be-friends%E2%80%9D-working-theori.

-----. 2011. 'Connecting "Snippets of Knowledge": Teachers' Understandings of the Concept of Working Theories'. Early Years 31 (3): 271–84. https://doi.org/10.1080/09575146.2011.606206.

Hedges, Helen, and Sarah Jones. 2012. 'Children's Working Theories: The Neglected Sibling of Te Whāriki's Learning Outcomes'. Early Childhood Folio 16 (1). https://www-nzcer-org-nz.ezproxy.waikato.ac.nz/nzcerpress/early-childhood-folio/articles/c hildrens-working-theories-neglected-sibling-te-wh-rikis.

Lee, Wendy, Margaret Carr, Brenda Soutar, and Linda Mitchell. 2013. 'The Development of Te Whāriki'. Electronic resource. In Understanding the Te Whariki Approach: Early Years Education in Practice, 15–28. Hoboken: Taylor and Francis.

https://ebookcentral-proquest-com.ezproxy.waikato.ac.nz/lib/waikato/reader.action?docID =1114645&ppg=28.

Lesley Rameka. 2012. 'Whakapapa: Culturally Valid Assessment in Early Childhood' 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.

McLachlan, C, M Fleer, and S Edwards. 2010. 'Development and Learning- How Views of

Development Shape How Curriculum Is Framed'. In Early Childhood Curriculum: Planning, Assessment and Implementation, 34–50. Cambridge ; Port Melbourne: Cambridge University Press.

Moss, P., G. Dahlberg, S. Grieshaber, S. Mantovani, H. May, A. Pence, S. Rayna, B. B. Swadener, and M. Vandenbroeck. 2016. 'The Organisation for Economic Co-Operation and Developments International Early Learning Study: Opening for Debate and Contestation'. Contemporary Issues in Early Childhood 17 (3): 343–51. https://doi.org/10.1177/1463949116661126.

Peters, Sally, and Keryn Davis. 2011. 'Fostering Children's Working Theories: Pedagogic Issues and Dilemmas in New Zealand'. Early Years 31 (1): 5–17. https://doi.org/10.1080/09575146.2010.549107.

Rameka, Lesley Kay. 2011. 'Being Māori: Culturally Relevant Assessment in Early Childhood Education'. Early Years 31 (3): 245–56. https://doi.org/10.1080/09575146.2011.614222.

Samuelsson, Ingrid Pramling, Sonja Sheridan, and Pia Williams. 2006. 'Five Preschool Curricula —Comparative Perspective'. International Journal of Early Childhood 38 (1): 11–30. https://doi.org/10.1007/BF03165975.

Soler, Janet, and Linda Miller. 2003. 'The Struggle for Early Childhood Curricula: A Comparison of the English Foundation Stage Curriculum, Te Wha¨riki and Reggio Emilia'. International Journal of Early Years Education 11 (1): 57–68. https://doi.org/10.1080/0966976032000066091.

Sumsion, Jennifer; Cheeseman, Sandra; Kennedy, Anne; Barnes, Sally; Harrison, Linda; Stonehouse, Anne. n.d. '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;d n=181039;res=AEIPT.

Te One, Sarah. 2013. 'Te Whāriki: Historical Accounts and Contemporary Influences 1990-2012'. In Weaving Te Whåariki: Aotearoa New Zealand's Early Childhood Curriculum Framework in Theory and Practice, 2nd ed, 7–34. Wellington [N.Z.]: NZCER Press.

'Te Whatu Pokeka. Kaupapa Māori Assessment for Learning'. n.d. https://www.education.govt.nz/early-childhood/teaching-and-learning/assessment-for-learn ing/te-whatu-pokeka-english/.

Walker, Rita. 2008. 'The Philosophy of Te Whatu Pokeka'. The First Years: New Zealand Journal of Infant and Toddler Education=Nga Tau Tuatahi 10 (2): 5–10.

Wiliam, D. 2011. 'The Case for Formative Assessment'. In Embedded Formative Assessment, 27–50. Bloomington, IN: Solution Tree Press.