**Approaches in Action**

**Readings**

Author Unknown.  *Promoting group work, collaborative and cooperative learning in the primary school.* Retrieved January 29, 2018, from: Primary Professional Development Service: <http://www.pdst.ie/sites/default/files/Session%203%20-%20PS%20Co%20-%20Op%20%EF%80%A2%20Group%20Work.pdf>

Author unknown. (2007). Activities to encourage children’s questioning. Retrieved 29, 2018, from:

<http://www3.hants.gov.uk/questioningtips.doc>

Archer, A. &. Hughes, C. (2011). *Explicit instruction: Effective and efficient teaching.* New York: Guilford Press.

Breathnach, H. (2017). Children's perspectives of play in an early childhood classroom. *(Doctoral Dissertation)*, Queensland University of Technology.

Briggs, M., & Hansen, A. (2012). *Play-based learning in the primary school.* London, UK: Sage.

Chard, S. (1999). From themes to projects. *Early Childhood Research and Practice 1*(1), 1-10.

Clark, A. (2006). Changing classroom practice to include the project approach. *Early Childhood Research and Practice 8* (2), 1-8.

Claxton, G. (2013). *What's the point of school? Rediscovering the heart of education.* London, UK: Oneworld Publications.

Craft, A. M. (2012). Child-initiated play and professional creativity: Enabling four-year-olds' possibility thinking. *Thinking Skills and Creativity (7)*, 48-61.

Cremin, T. G. (2015). Creative little scientists: exploring pedagogical synergies between inquiry-based and creative approaches in early years science. *International Journal of Primary, Elementary and Early Years Education*, 1-30. Retrieved December 4, 2018 from: http://oro.open.ac.uk/42510/3/Cremin%20et%20al%203-13%20docx.pdf

Dunphy, L. &. (2011). Eliciting young children’s perspectives on indoor play provision in their classroom: Reflections and challenges. In B. P. D. Harcourt, *Researching young children’s perspectives: Debating the ethics and dilemnas of research with young children* (pp. 128-142). Abingdon, Oxon: Routledge.

Einarsdóttir, J. (2011). Icelandic children’s early transition experiences. *Early Education and Development 22(*5)*,*  737-756. Doi:10.1080/10409289.2011.597027.

Engelmann, S., Becker, W., Gersten, R., & Carnine, D. (1988). The direct instruction follow through model: Design and outcomes. *Education and Treatment of Children 11*(4)*,* 303-317. Retrieved from: http://www.jstor.org/stable/42899079?seq=1#page\_scan\_tab\_contents

Fisher, J. (2010). *Moving on to Key Stage 1.* Maidenhead: Open University Press.

Fleer, M. (2015). Pedagogical positioning in play- teachers being inside and outside of children's imaginary play. *Early Childhood Development and Care (185)11-12*, 1801-1814.

Department of Education and Training Queensland (N.D.). *Age-appropriate pedagogies for the early years of schooling: Foundation Paper.* Brisbane: Queensland Government.

Goouch, K. (2008). Understanding playful pedagogies, play narratives and play spaces, *Early Years, 28*(1), 93-102, DOI: 10/1080/09575140701815136

Hannikainen, M., & Rasku-Puttonen, H. (2010). Promoting children's participation: The role of teachers in preschool and primary school learning sessions. *Early Years 30*(2), 147-60, DOI: 10.1080/09575146.2010.485555.

Helm, J. &. (2016). *Young Investigators: The project approach in the early years (3rd edition).* Victoria, Australia: Hawker Brownlow Education.

Howard, J. (2010a). Making the most of play in the early years: The importance of children’s perceptions. In P. Broadhead, J. Howard & E. Wood (Eds.), *Play and learning in the early years: From research to practice* (pp.145-160). London, UK: Sage Ltd.

Howard, J. (2010b). The developmental and therapeutic potential of play: Reestablishing teachers as play professionals. In J. Howard & P. King (Ed.), *The excellence of play (3rd edition)* (pp. 201-0215). Maidenhead, UK: Open University Press.

Hyvonen, P. (2011). Play in the school context? The perspectives of Finnish Teachers, Australian *Journal of Teacher Education, 36*(8), 65-83.

Irvine, S. (2016). Playful pedagogies: Promoting active learning through play and imagination in the early years of school. In D. Bland. (Ed.), *Imagination for Inclusion: Diverse Contexts of Educational Practice.* (pp. 18-30). Abingdon, Oxon: Taylor and Francis.

Jay, J. &. (2018). Embedding play-based learning into junior primary curriculum in WA. *Australian Journal of Teacher Education 43*(1), 112-125.

Jolliffe, W. (2007). *Cooperative learning in the classroom: Putting it into practice.* London: Paul Chapman Publishing.

Ludlow, S. (2010). The place of play in twenty-first century classrooms. *Teach 4*(2), 18-23.

Mardell, B., Wilson, D., Ryan, J, Ertel, K., Krechevsky, M & Baker, M. (2016). *Towards a pedagogy of play.* Retrieved February 7, 2018 from Project Zero: http://pz.harvard.edu/resources/towards-a-pedagogy-of-play

Martlew, J., Stephen., C & Ellis, J. (2011). Play in the primary school classroom? The experience of teachers supporting children’s learning through a new pedagogy. *Early Years,31(3)*, 71-83, DOI: 10.1080/09575146.2010.529425.

McInnes, K., Howard, J., Miles, G., & Crowley, K. (2011). Differences in practitioners’ understanding of play and how this influences pedagogy and children’s perceptions of play. *Early Years 31*(2), 121-133. DOI: 10.1080/09575146.2011.572870.

Milne, I. (2010).A sense of wonder, arising from aesthetic experiences, should be the starting point for inquiry in primary science. *Science Education International*, *21*(2), 102-115.

Mirkhil, M. (2010 ). ‘I want to play when I go to school’: Children’s views on the transition to school from kindergarten. *Australasian Journal of early Childhood, 35*(3)*,* 134-139.

Mitchell, S. F. (2009). The negotiated project approach: Project- based learning without leaving the standards behind. *Early Childhood Education Journal (36)*, 339-346.

Murdoch, K. (2015). *The power of inquiry.* Victoria, Australia: Seastar Education.

Murdoch, K. (2017, September 1). *Inspiring learning-Kath Murdoch in conversation*. Retrieved March 2, 2018 from: YouTube: https://www.youtube.com/watch?v=AoejcTdWOrw

Pearce, G. &. R. Bailey. (2011). Football pitches and barbie dolls. Young children’s perceptions of their playground. *Early Child Development and Care, 181*(10)*,* 1361-1379.

Ritchardt, R. (2015). *Creating cultures of thinking: The 8 forces we must master to truly transform our schools.* CA: Jossey-Bass.

Rosenshine, B. (2012). Principles of instruction: Reseach based strategies that all teachers should know. *American Educator*, Spring 2012, 12-19. Retrieved December 4, 2017 from: https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf

Siraj-Blatchford, I. (2009). Conceptualising progression in the pedagogy of play and sustained shared thinking in early childhood education: A Vygotskian perspective. *Education and Child Psychology, 26*(2), 77-89.

Watkins, C., & Slocum, T. (2004 ). The components of direct instruction. *Journal of Direct Instruction,3*(2), 75–110.

Webster-Stratton, C. &. (2004). Strengthening social and emotional competence in young children-The foundation for early school readiness and success. *Infants and Young Children, 2*, 96-113.

Weisberg, D., Hirsh-Pasek, K., & Golinkoff, R. (2013). Guided Play: Where curriculur goals meet a playful pedagogy. *Mind, Brain and Education 7*(2)*,* 104-112.