

## Inkluderet studier i forskningsoversigten: Praksis og professionsudvikling

	Reference	Abstract
1	<p>Araújo, S. B. (2015). Professional development within the Effective Early Learning Programme: a contribution to a participatory and context-sensitive approach to ECEC evaluation. <i>Early Years</i>, 35(3), 249-259. <a href="http://dx.doi.org/10.1080/10901027.2018.1536903">http://dx.doi.org/10.1080/10901027.2018.1536903</a></p>	<p>This paper aims to describe and analyse a case study on professional development that was centred on the Effective Early Learning (EEL) Programme. This process was a part of a larger dissemination project of the EEL programme nationwide, designed to train specialised facilitators at a local level who could, in turn, support the professional development of their peers. From a theoretical stance, it focuses on a democratic and participatory approach to the evaluation and development of quality in ECEC contexts. The study involved the participation of 12 pre-school teachers and a specialised trainer. Results show perceived effects of the process of staff development on professional learning at the level of observation skills, reflection-on-action and critical insertion. Also, the participants recognised that experimentation in practice contexts and shared reflection were the most meaningful and facilitative strategies in their learning. [ABSTRACT FROM AUTHOR] Copyright of <i>Early Years: Journal of International Research &amp; Development</i> is the property of Routledge and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use. This abstract may be abridged. No warranty is given about the accuracy of the copy. Users should refer to the original published version of the material for the full abstract. (Copyright applies to all Abstracts.)</p>

2	<p>Arbour, M., Yoshikawa, H., Atwood, S., Duran Mellado, F.R., Ossa, F.G., Villareal, E. T. &amp; Snow, C.E. (2016). Improving Quality and Child Outcomes in Early Childhood Education by Redefining the Role Afforded to Teachers in Professional Development: A Continuous Quality Improvement Learning Collaborative among Public Preschools in Chile. Society for Research on Educational Effectiveness.</p>	<p>Based on evidence derived from studies conducted mostly in the United States, many low- and middle-income countries are investing in early childhood education (ECE), with high expectations that it will improve academic outcomes, increase human capital, promote economic growth and reduce economic inequality. In Chile, there has been a great expansion of ECE provision. Still, children's language skills are below average, and there is a significant gap between socioeconomic groups. "Un Buen Comienzo" ("A Good Start", UBC) was a cluster-randomized experiment of a two-year professional development program conducted in Chile that aimed to improve the quality of public preschool education and the outcomes of participating children. UBC provided 12 monthly workshops and 24 biweekly in-classroom teacher coaching sessions to promote adoption of strategies to improve children's language and literacy, with supporting interventions for children's health, socio-emotional development and family involvement. Findings suggest that Continuous Quality Improvement Learning Collaborative (CQI) works in part through changing the role of teachers in the school, supporting their own leadership and collaboration, and moving away from a culture of strict accountability (i.e. judgment) to one of facilitated and shared growth. Tables are appended.</p>
3	<p>Black, F, V. (2019). Collaborative inquiry as an authentic form of professional development for preschool practitioners. Educational Action Research, 27(2), 227-247.  <a href="http://search.ebscohost.com/login.aspx?direct=true&amp;db=bri&amp;AN=135671901&amp;site=ehost-live">http://search.ebscohost.com/login.aspx?direct=true&amp;db=bri&amp;AN=135671901&amp;site=ehost-live</a></p>	<p>The purpose of this case study was to propose collaborative inquiry (CI) as counterdiscourse in professional development literature by acknowledging the multiple forms of personal and professional knowledge of five preschool practitioners. Data were collected from transcripts of CI group meetings, semi-structured participant interviews, researcher field notes, and observations during classroom visits and meetings with participants. In the findings practitioner goals and research questions, conversation and small talk, informal and shared readings, student documentation and artifacts, and collaboration were identified as important tools and processes as group members engaged in CI alongside participation in a voluntary quality improvement rating system at their preschool. [ABSTRACT FROM AUTHOR] Copyright of Educational Action Research is the property of Routledge and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use. This abstract may be abridged. No warranty is given about the accuracy of</p>

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4	<p>Bleach, J. (2014). Developing professionalism through reflective practice and ongoing professional development. <i>European Early Childhood Education Research Journal</i>, 22(2), 185-197.  <a href="http://search.ebscohost.com/login.aspx?direct=true&amp;db=eri&amp;AN=95610023&amp;site=ehost-live">http://search.ebscohost.com/login.aspx?direct=true&amp;db=eri&amp;AN=95610023&amp;site=ehost-live</a></p>	<p>This article contributes to the debate on early years professionalism. It explores the impact of a continuous professional development (CPD) programme, in particular a module on professional practice, on early childhood care and education (ECCE) practitioners' identity as early years professionals. Action research informed the development of the programme and ensured that everyone had a 'voice'. Support in developing the participants' pedagogical knowledge in the learning and teaching domains was also provided. Analysis of the data collected revealed, how through reflective practice and action planning, ECCE practitioners' perception of themselves changed. Through actively evaluating their own practice and measuring it against the theory and official discourse of early years quality and curriculum frameworks, the participants gained new knowledge about themselves and their teaching. They also acquired the professional language required to discuss children's learning and their practice with others. (English) [ABSTRACT FROM PUBLISHER] Este trabajo contribuye al debate sobre los primeros años de profesionalismo. Se explora el impacto de un desarrollo profesional continuo (DPC) del programa, en particular, un módulo sobre la práctica profesional, (en el cuidado y la identidad de los primeros años de la educación (AEPI) de los practicantes) en el cuidado y la educación de la primera infancia (CEPI) y de (como) los profesionales de los primeros años. La investigación-acción que ha informad(a) del desarrollo del programa (y) aseguró que todo el mundo tenía una 'voz'; (A)así como el apoyo en el desarrollo de conocimientos de los participantes pedagógicos en los dominios de aprendizaje y enseñanza se imparte también. El análisis de los datos recogidos revela cómo, a través de la práctica reflexiva y la planificación de acciones, la percepción de los profesionales de la CEPI ('AEPI') cambia. De forma activa la evaluación de su propia práctica y su medición, en contra de la teoría y el discurso oficial de la calidad de los primeros años y las estructuras curriculares, los participantes adquieren nuevos conocimientos sobre sí mismos y sus enseñanzas. También adquirieron el lenguaje profesional necesario para discutir el aprendizaje y su práctica con los demás. (Spanish) [ABSTRACT FROM PUBLISHER] Cet article concerne le professionnalisme dans le secteur de la petite enfance. Il explore l'impact d'un programme de développement professionnel continu (DPC), notamment un module concernant la pratique professionnelle, sur l'identité des</p>
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praticiens de l'accueil et de l'éducation des jeunes enfants. La recherche-action a informé le développement du programme et s'est assuré que chacun avait une «voix». Un soutien au développement des connaissances pédagogiques des participants a également été fourni dans les domaines des apprentissages et de l'enseignement. L'analyse des données recueillies a révélé combien avait changé, grâce à la pratique réflexive et la planification de l'action, la perception qu'avaient les praticiens d'eux-mêmes. En évaluant de manière active leur propre pratique et en la mesurant au regard de la théorie et du discours officiel de qualité et des cadres curriculaires de la petite enfance, les participants ont acquis de nouvelles connaissances sur eux-mêmes et de leur enseignement. Ils ont également acquis le langage professionnel nécessaire pour discuter des apprentissages des enfants et de leur pratiques avec les autres. (French) [ABSTRACT FROM PUBLISHER] Diese Studie ist ein Beitrag zur Debatte über Professionalität in der Frühpädagogik. Es erforscht die Auswirkungen eines Programms zur kontinuierlichen professionellen Entwicklung (CPD), konkret eines Moduls zur beruflichen Praxis, auf die professionelle Identität von elementarpädagogischen Fachkräften. Die Entwicklung des Programms wurde durch Aktionsforschung begleitet, um die Sichtweisen ('Stimmen'/'voice') aller Beteiligten zu berücksichtigen. Darüber hinaus wurde der Erwerb pädagogischer Kenntnisse in den relevanten Lehr- und Lernbereichen unterstützt. Die Analyse der erhobenen Daten zeigte, wie sich durch reflexive Praxis und handlungsorientierte Planung die Selbstwahrnehmung der Fachkräfte veränderte. Durch aktive Evaluierung ihrer eigenen Praxis und den Abgleich mit Theorie sowie offiziellen Qualitäts- und Rahmenrichtlinien erlangten die Teilnehmenden neue Erkenntnisse über sich selbst und ihre pädagogische Tätigkeit. Darüber hinaus erwarben sie die erforderliche Fachsprache, um kindliche Lernprozesse und pädagogische Praxis mit anderen diskutieren zu können. (German) [ABSTRACT FROM PUBLISHER] Copyright of European Early Childhood Education Research Journal is the property of Routledge and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use. This abstract may be abridged. No warranty is given about the accuracy of the copy. Users should refer

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5	<p>Bove, C., Jensen, B., Wysowska, O., Iannone R. L., Mantovani, S., &amp; Karwowska-Struczyk, M. (2018). How does innovative continuous professional development (CPD) operate in the ECEC sector? Insights from a cross-analysis of cases in Denmark, Italy and Poland. <i>European Journal of Education</i>, 53(1), 34-45. <a href="http://dx.doi.org/10.1111/ejed.12262">http://dx.doi.org/10.1111/ejed.12262</a></p>	<p>This article offers insights into what characterises innovative continuous professional development (CPD) in the field of early childhood education and care (ECEC) by analysing similarities and differences from case studies of exemplary approaches to innovative CPD in Denmark, Italy and Poland. The comparative analysis focuses on four features that are particularly relevant for innovation in CPD in the field of ECEC: the social dimension of innovation as a strengthening component; the benefit of dynamic learning processes aimed at integrating theory and practice; the role of key figures in the quality of CPD; and measurements of CPD impact, outcomes and sustainability. This analysis sheds light on the effects of dynamic factors (e.g., regular team-based reflection sessions based on documentation and observation), the importance of work conditions (e.g., contractual obligations to provide time for reflection), the critical role of pedagogical leaders (coordinators, principals and head teachers, supervisors), the importance of inter-organisational networking at a local level and the facilitating role of collaboration with research institutes.</p>
6	<p>Brock M. E., &amp; Beaman-Diglia, L. E. (2018). Efficacy of Coaching Preschool Teachers to Manage Challenging Behavior. <i>Education &amp; Treatment of Children</i>, 41(1), 31-48. <a href="http://dx.doi.org/10.1353/etc.2018.0001">http://dx.doi.org/10.1353/etc.2018.0001</a></p>	<p>Many early educators cite behavior management as a top professional development need. Evidence-based practices exist to address severe challenging behavior, but promoting implementation of these practices remains a challenge. In this single-case design study, two preschool teachers received coaching focused on implementing three evidence-based strategies—referencing a visual representation of expectations, systematic monitoring and positive reinforcement, and self-management. Coaching that featured modeling and performance feedback enabled the teachers to implement all three strategies for a child with severe challenging behavior. Although student behavior was not incorporated into the experimental design, descriptive data showed marked improvement that coincided with implementation of self-management procedures. These findings extend the coaching literature, and highlight the importance of implementing evidence-based practices to address the challenging behavior of young children.</p>

7	<p>Broström, S., Hansen O. H., &amp; Svinth, L. (2019). Om barnet i centrum. In A. D. Justesen (Ed.), <i>Barnet i centrum 2: mod en 0-3-årspædagogik i vuggestue og dagpleje</i> (pp. 9-15): Akademisk Forlag.</p>	<p>Lærings- og aktionsforskningsprojektet Barnet i Centrum 2 blev gennemført i perioden januar 2016 til juni 2017 med vuggestuepædagoger, dagplejere og pædagogiske konsulenter fra otte kommuner: Gentofte, Helsingør, Odder, Roskilde, Sorø, Viborg, Vejen og Vejle. Projektet tog afsæt i erfaringerne fra og evalueringen af Barnet i Centrum 1 (Jensen, 2015), der dokumenterer deltagerens læringsproces og udbytte og beskriver forskernes videre arbejde med viden og resultater fra laboratorierne samt aktionsforskning som kompetenceudvikling. I alt deltog 130 praktikere i Barnet i Centrum 2 fordelt på tre laboratorier: Samspil og læring ved Lone Svinth, Overgangspædagogik 0-4 år ved Ole Henrik Hansen samt Didaktik ved Anders Skriver Jensen og Stig Broström. I hvert laboratorium blev der afholdt ti deltagertræf.</p>
8	<p>Brown, C. P., &amp; Weber, N. B. (2016). Struggling to Overcome the State's Prescription for Practice: A Study of a Sample of Early Educators' Professional Development and Action Research Projects in a High-Stakes Teaching Context. <i>Journal of Teacher Education</i>, 67(3), 183-202.  <a href="http://dx.doi.org/10.1177/0022487116636452">http://dx.doi.org/10.1177/0022487116636452</a></p>	<p>Issues of standardization, student achievement, and diversity have dramatically altered teaching within early childhood programs across the United States. This has created a situation in which teacher educators need to assist practicing and preservice teachers working in these contexts with formulating instructional responses that address policymakers' high-stakes demands, take into account the best practices of early childhood, and attend to children's linguistic, cultural, socioeconomic, and political worlds. This article addresses this issue by examining findings from a qualitative study of a professional development course within a large urban school district for prekindergarten and kindergarten teachers. In the course, the teachers were asked to engage in action research projects that pursued learning experiences with their students reflecting issues central to their lives in and/or outside their classrooms. Analyzing and interpreting their experiences sheds light on how teacher educators can support practicing and preservice teachers in responding to the governmental, institutional, and local demands on their teaching while attempting to formulate learning experiences that reflect their students' sociocultural worlds.</p>

9	<p>Brown, C. P., Weber Natalie, B. &amp; Yoon, Y. (2016). Struggling to Overcome the State's Prescription for Practice: A Study of a Sample of Early Educators' Professional Development and Action Research Projects in a High-Stakes. <i>Journal of Teacher Education</i>, 67(3), 183-202.  <a href="http://dx.doi.org/10.1177/1463949116647286">http://dx.doi.org/10.1177/1463949116647286</a></p>	<p>This article documents the pedagogical and practical struggles of a sample of early educators in a large urban school district in the USA who engaged in a professional development course which offered them alternative conceptions of teaching that critically questioned the norms and practices of their high-stakes neo-liberal early education system. Examining the evolution of some of these teachers' conceptions and practices illuminates the challenges that exist in attempting to address culturally relevant issues with students in a highly scripted and surveilled teaching context. It also reveals three key issues that early educators, teacher educators, and those who advocate for early childhood education should consider when developing and/or enacting alternative conceptions of teaching in similar neo-liberal early education environments.</p>
10	<p>Cheng, C. C. (2014). Situated Learning And Professional Development: A Case Study Of Applying Cognitive Apprenticeship And Community Of Practices In A Kindergarten. <i>Problems of Education in the 21st Century</i>, 59(1), 15-24.</p>	<p>The purpose of this study is to implement and evaluate a teacher training program based on the framework of situated learning. Adapting from the situated learning approaches, the author implemented two in-service teacher training programs based on cognitive apprenticeship and community of practices respectively. Each training program was adopted in a different campus of a private kindergarten. During the six-month training, researcher conducted a qualitative research to evaluate the effectiveness of the training program. To investigate how teachers improved their professional skills in constructive instruction, the researcher invited four supervisors and 10 kindergarten teachers to participate in the training program. The qualitative data included classroom observation, focus group, interviews, and teachers' reflection notes. The results suggest that both programs may aid learning of engaging in constructivist instruction by providing external supports such as model instruction plans, mentoring, cooperating to solve problems. Nevertheless, the relationship or power hierarchy between mentors and learners is important in cultivating mentees' capabilities. Practices sharing in community of practices approach, rather than supervisors' expertise and diagnosis, will help the mentees to enhance their capabilities of solving problems.</p>

11	<p>Cherrington, S., &amp; Thornton, K. (2015). The Nature of Professional Learning Communities in New Zealand Early Childhood Education: An Exploratory Study. <i>Professional Development in Education</i>, 41(2), 310-328. <a href="http://dx.doi.org/10.1080/19415257.2014.986817">http://dx.doi.org/10.1080/19415257.2014.986817</a></p>	<p>Professional learning communities are receiving increasing attention within the schooling sector but empirical research into their development and use within early childhood education contexts is rare. This paper reports initial findings of an exploratory study into the development of professional learning communities in New Zealand's early childhood sector. The study found that the characteristics of effective school-based professional learning communities are also applicable to early childhood settings, and that development of supportive structural and relational conditions is required if the promise of professional learning communities evident in the schooling sector is to be achieved in early childhood education.</p>
12	<p>Crawford, A., Zucker, T., Van, H. B., &amp; Landry, S. (2017). Integrating Professional Development Content and Formative Assessment with the Coaching Process: The Texas School Ready Model. <i>Theory Into Practice</i>, 56(1), 56-65. <a href="http://dx.doi.org/10.1080/00405841.2016.1241945">http://dx.doi.org/10.1080/00405841.2016.1241945</a></p>	<p>Instructional coaching is becoming common in early childhood programs to provide individualized, job-embedded professional development. Yet relatively few studies have tried to "unpack" the coaching process and delineate the specific features of coaching that contribute to teacher change. In this article, we describe an evidence-based preschool-quality improvement program, Texas School Ready (TSR), attending to the integration of program content and coaching process made possible through a defined competency framework and technology-driven tools that aid coaches in providing high-quality mentoring.</p>
13	<p>Damjanovic, V., &amp; Blank, J. (2018). Building a Professional Learning Community: Teachers' Documentation of and Reflections on Preschoolers' Work. <i>Early Childhood Education Journal</i>, 46(5), 567-575. <a href="http://dx.doi.org/10.1007/s10643-017-0888-0">http://dx.doi.org/10.1007/s10643-017-0888-0</a></p>	<p>This study describes teachers' experiences in a preschool professional learning community (PLC) in order to gain understanding of the role of documentation in group learning. A central underlying assumption of PLCs is that teacher learning involves talking with colleagues about teaching and grappling with the issues embodied in everyday classroom life. We utilized a qualitative case study design in order to emphasize the situated and contextual nature of teachers' professional learning in context. Data sources included the following: observations of PLC sessions, interviews with participating teachers, and the classroom documentation teachers shared during the sessions. We found that the incorporation of documentation in the PLC made implicit assumptions about children visible in order to be scrutinized. In addition, the teachers' reflections on the documentation highlighted conflicting notions about teaching as either technical practice or inquiry. In contrast to traditional delivery approaches to teacher learning, we argue that PLCs focused on documentation encourage</p>

		<p>teachers to problematize practice rather than simplify it. The process of reflecting on children’s work made shifts in thinking about the nature of teaching possible.</p>
14	<p>Donegan-Ritter, M., &amp; Van Meeteren, B. (2018). Using Practice-Based Coaching to Increase Use of Language Facilitation Strategies in Early Head Start and Community Partners. <i>Infants and Young Children</i>, 31(3), 215-230.  <a href="http://dx.doi.org/10.1097/IYC.0000000000000122">http://dx.doi.org/10.1097/IYC.0000000000000122</a></p>	<p>This article describes how practice-based coaching was used with Early Head Start infant and toddler teachers to support their use of evidence-based language facilitation strategies. Video-based self-reflection and focused feedback allowed teachers to recognize what they were already doing well and increased the fidelity of evidence-based practices. Observational data show changes that took place over the course of the 3 monthly coaching cycles and 6-month follow-up. Teachers increased their use of encouraging back-and-forth exchanges and parallel talk to varying extents. Goal setting was associated with infant-toddler teachers increasing their use of specific strategies. Coach use of nonjudgmental "I notice" statements contributed to a safe and supportive experience. In this pilot study, infant-toddler teachers benefitted from video-based self-reflection and coaching to transfer the use of language facilitation strategies. Focusing on teacher strengths and creating opportunities for skill development through goal setting, individualized support and performance-based feedback facilitated the use of language facilitation strategies in infant-toddler care settings.</p>

15	<p>Dunst, C. J. (2015). Improving the Design and Implementation of In-Service Professional Development in Early Childhood Intervention. <i>Infants and Young Children</i>, 28(3), 210-219. <a href="http://dx.doi.org/10.1097/IYC.0000000000000042">http://dx.doi.org/10.1097/IYC.0000000000000042</a></p>	<p>A model for designing and implementing evidence-based in-service professional development in early childhood intervention as well as the key features of the model are described. The key features include professional development specialist (PDS) description and demonstration of an intervention practice, active and authentic job-embedded practitioner opportunities to learn to use the practice, opportunities for practitioner reflection on the understanding and mastery of the practice, PDS coaching, mentoring, or performance feedback during in-service sessions, PDS follow-up supports to reinforce initial practitioner in-service learning, in-service training and follow-up of sufficient dosage to produce sustainable change, and the inclusion of as many key features as possible as part of the provision of in-service training afforded early childhood practitioners. The need for systematic reviews and meta-analysis of early childhood in-service professional development studies is noted to identify which key features in which combinations under which conditions are most effective.</p>
16	<p>Durand, J., Hopf, M. &amp; Nunnenmacher, S. (2016). Potentials and Challenges of Video-Based Self-Reflection for the Professionalisation of Early Childhood Education and Care Professionals. <i>Early Child Development and Care</i>, 186(1), 23-41. <a href="http://dx.doi.org/10.1080/03004430.2015.1031124">http://dx.doi.org/10.1080/03004430.2015.1031124</a></p>	<p>In debate on professionalisation of early childhood education and care professionals (ECEC professionals), the focus is increasingly turning to the ability of ECEC professionals to reflect on and evaluate their own pedagogical practice. Self-reflection is considered a core competence of professional pedagogical practice. So far, little research has been done on the potentials and challenges of self-reflection [Fukkink, R. G., &amp; Tavecchio, L. W. C. (2010). "Effects of Video Interaction Guidance on early childhood teachers." <i>Teaching and Teacher Education</i>," 26(8), 1652-1659; Girolametto, L., Weitzman, E., &amp; Greenberg, J. (2004). "The effects of verbal support strategies on small-group peer interactions." <i>Language, Speech, and Hearing Services in Schools</i>," 35, 254-268]. The goal of this study is to gain insight into the self-reflection processes of ECEC professionals during video-stimulated recalls. The recalls show ECEC professionals viewing a picture book together with a child. These videotaped situations function as the stimulus and the object of the self-reflection process. The documentary method is used to reconstruct how subjects described their interactive behaviour, focussing on the strategies that ECEC professionals employed to support children's language development. The study also analyses how the subjects mastered the task of self-reflection. The ECEC professionals' self-evaluations of their own behaviour were complement to external observations made with the</p>

		<p>help of a standardised instrument (referred to as DO-RESI; [Fried, L., &amp; Briedigkeit, E. (2008). "Sprachförderkompetenz. Selbst- und Teamqualifizierung für Erzieherinnen, Fachberatungen und Ausbilder." Berlin/Düsseldorf/Mannheim: Cornelsen]). The findings indicate how self-reflective conversations need to be conducted in order to enhance the professional development of ECEC professionals.</p>
17	<p>Elm, A., &amp; Nordqvist, I. (2019). The research circle - a tool for preschool teachers' professional learning and preschool development: ATEE Journal. European Journal of Teacher Education, 42(5), 621-633.  <a href="http://dx.doi.org/10.1080/02619768.2019.1652899">http://dx.doi.org/10.1080/02619768.2019.1652899</a></p>	<p>The article explores a professional learning programme, a research circle, in which preschool teachers and researchers collaborate on content relating to sustainable development, science and technology. It investigates how collaborations between preschool teachers and researchers can contribute to professional learning and preschool development. The research focuses on experiences of participation in research circles and makes use of Participatory Action Research (PAR). The data consists of twelve preschool teachers' written documentation as preparation for seminars in the research circle and semi-structured interviews with eight preschool teachers. The analysis explores three bodies of social and educational change: individuals, teams and organisations. The overall conclusion is that participation in a research circle support preschool teachers to become more aware of their own practices, address issues and challenges and make improvements in a collaborative and reflective way, it is a useful tool for preschool teachers' professional learning and preschool development.</p>

18	<p>Feriver, S., Teksöz, G., Olgan, R., &amp; Reid, A. (2016). Training Early Childhood Teachers for Sustainability: Towards a "Learning Experience of a Different Kind". <i>Environmental Education Research</i>, 22(5), 717-746.  <a href="http://dx.doi.org/10.1080/13504622.2015.1027883">http://dx.doi.org/10.1080/13504622.2015.1027883</a></p>	<p>In this study, we discuss findings from a small-scale project evaluating an in-service teacher training programme focused on "perspective transformation" in early childhood education and education for sustainability (EfS). A bespoke professional development programme was developed for Turkish early childhood teachers, based on a variety of Mezirowian-inspired adult education activities. Data were gathered using a mixed method research design, from 24 early childhood educators, through learning diaries, a Learning Activities Survey and follow-up interviews. Initial findings illustrate the range of transformations possible in the teachers' perspectives during and after the training workshops. Influential factors in facilitating perspective transformation are shown to be the content, structure and sequencing of the training, and peer support. We conclude that transformative learning techniques offer a viable framework for engaging practicing early childhood teachers with EfS and also discuss implications for teacher preparation in both areas.</p>
19	<p>Fettig, A., &amp; Artman-Meeker, K. (2016). Group Coaching on Pre-School Teachers' Implementation of Pyramid Model Strategies: A Program Description. <i>Topics in Early Childhood Special Education</i>, 36(3), 147-158.  <a href="http://dx.doi.org/10.1177/0271121416650049">http://dx.doi.org/10.1177/0271121416650049</a></p>	<p>The purpose of this article was to describe a group coaching model and present preliminary evidence of its impact on teachers' implementation of Pyramid Model practices. In particular, we described coaching strategies used to support teachers in reflecting and problem solving on the implementation of the evidence-based strategies. Preliminary results of six pre-school teachers in an early childhood education program who participated in the group coaching were presented. The exploratory data provided findings of impact of the group coaching model and demonstrated that teachers' implementation of the Pyramid Model practices increased after receiving group coaching. Implications for practice and future research were discussed.</p>

20	<p>Furu, A., Heslop, K., Kaarby, K.M.E., Lindboe, I.M., Mpofu-Currie, L., &amp; Atkins, L. (2018). What is the impact of university work-based learning for early year's practitioners in Norway and England? Examples of processes, outcomes and impact from the undertaking of work-based projects. <i>Widening Participation &amp; Lifelong Learning</i>, 20(2), 28-50.</p> <p><a href="http://search.ebscohost.com/login.aspx?direct=true&amp;db=bri&amp;AN=129193241&amp;site=ehost-live">http://search.ebscohost.com/login.aspx?direct=true&amp;db=bri&amp;AN=129193241&amp;site=ehost-live</a></p>	<p>This paper is focused on partnership work between academics in Norway and England involved in the teaching of university and work-based learning programmes. Initiated four years ago, the collaboration has developed into a community of practice involving a range of shared activities. These activities include academic and student exchanges, nursery visits, seminars and workshops, which culminate in a joint conference presentation. This paper explores the cultural and curricula differences between the two programmes, and considers how these impact on the individual practitioners undertaking them and on the settings in which they work. The data draws on four students' experiences to exemplify learning in a work-based context. Ethical issues were addressed in a manner consistent with the British Education Research Association (BERA) (2011) guidelines for educational research, and the study utilised theoretical frameworks that drew on concepts of work-based learning (e.g. Colley et al., 2003). Findings suggest that, despite the significant differences in culture and curricula approach, both programmes appear to enhance the practice of practitioners in early years. Key impacts of the programme included evidence of personal change and professional development (Mpofu-Currie, 2015), which were reflective of democratic rather than instrumental notions of professionalism (Atkins and Tummons, 2017). There was also evidence of significant gains in knowledge, manifested through improved pedagogy and more meaningful engagement with the children in each setting. This work demonstrates the benefits of knowledge exchange and dialogue to promote cross-cultural learning experiences. The authors hope that it will inform the development of innovative work-based learning programmes and wider policy in relation to work-based learning, as well as knowledge transfer between Norway and England. [ABSTRACT FROM AUTHOR]</p> <p>Copyright of Widening Participation &amp; Lifelong Learning is the property of Open University, Centre for Widening Participation and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use. This abstract may be abridged. No warranty is given about the accuracy of the copy. Users should refer to the original published version of the material for the full abstract. (Copyright applies to all Abstracts.)</p>
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21	<p>Gettinger, M., &amp; Stoiber K. C. (2016). Coaching and Demonstration of Evidence-Based Book-Reading Practices: Effects on Head Start Teachers' Literacy-Related Behaviors and Classroom Environment. <i>Journal of Early Childhood Teacher Education</i>, 37(2), 117-141.  <a href="http://dx.doi.org/10.1080/10901027.2016.1168329">http://dx.doi.org/10.1080/10901027.2016.1168329</a></p>	<p>This study examined the effects of coaching with versus without demonstrations of evidence-based book-reading practices on teachers' use of strategies during independent book-reading periods. A total of 22 Head Start teachers were randomly assigned to one of two cohorts. One cohort (n = 12) participated in biweekly coaching sessions that included having coaches demonstrate how to incorporate a focus on key literacy skills while reading books aloud to students (C + D); the other cohort (n = 10) participated in coaching sessions that did not include explicit demonstration and modeling of evidence-based book-reading practices (C-only). Postintervention observations revealed that teachers in the C + D cohort engaged in behaviors and interactions during their book reading that focused on phonological awareness, alphabet and word knowledge, and print and book awareness to a greater extent than did teachers in the C-only cohort. Cohort differences were also found during an observed small-group activity and on the language and literacy items of a general measure of the classroom literacy environment. Results lend support for the importance of demonstration and observational learning as dimensions of coaching to bring about significant change in teachers' literacy-enhancing practices.</p>
22	<p>Guerra, P., &amp; Figueroa, I. (2018). Action-Research and Early Childhood Teachers in Chile: Analysis of a Teacher Professional Development Experience. <i>Early Years</i>, 38(4), 396-410.  <a href="http://dx.doi.org/10.1080/09575146.2017.1288088">http://dx.doi.org/10.1080/09575146.2017.1288088</a></p>	<p>In early childhood education, teacher professional development is crucial due to the impact of teachers on children's learning. This study presents the experience of action-research included in a teacher professional development program focused on improving pedagogical interaction from a sociocultural perspective. From 2012 to 2015, three cohorts of early childhood teachers from nursery schools located in vulnerable contexts participated in this program. These teachers developed intervention plans according to the action-research framework. In this report, these plans are analysed through a qualitative content analysis. Reports made by the participants and interviews with three tutors are also analysed. The results of the intervention plans show that most of them are focused on teacher professional development using video supported reflection to enhance the quality of interaction with children. In the reports, teachers identified important improvements in their skills, knowledge, beliefs and practices, and developed critical reflection on the process. Tutors found some problems during the program, which took them into a reflection process that led to transformations in their practice. These results are discussed in the context of a</p>

		<p>neoliberal society that might interfere with the development of alternative programs.</p>
23	<p>Ha, Y. L. (2014). Who's the Teacher? Who's the Learner? Professional Growth and Development of a Novice Teacher in Hong Kong. <i>Childhood Education</i>, 90(1), 43-53.  <a href="http://dx.doi.org/10.1080/00094056.2014.872514">http://dx.doi.org/10.1080/00094056.2014.872514</a></p>	<p>This study highlights the importance of mentorship focused on reflective practice during preservice teacher education and early years of teaching. Thoughtful reflection about teaching practices during early years of teaching is critical in preparing teachers for a child-centered curriculum. To successfully distinguish between teacher-directed and child-centered learning experiences, novice teachers require adequate understanding of child development and observations that inform planning and classroom teaching practices. This article discusses an early childhood teacher education program in Hong Kong in light of the need to broaden the scope of inquiry-based, reflective practice in ongoing teacher professional development. The author provides recommendations for successful mentorship programs and collaborations between educator preparation programs and schools.</p>

24	<p>Habeeb, K. (2018). Effects of interactive whiteboard training programs on teacher efficacy and student outcomes in kindergartens. <i>Education and Information Technologies</i>, 23(5), 2201-2212. <a href="http://dx.doi.org/10.1007/s10639-018-9712-8">http://dx.doi.org/10.1007/s10639-018-9712-8</a></p>	<p>This study examines the information and communications technology (ICT) resource known as interactive whiteboards (IWB) and seeks to determine whether their effective use in Kuwaiti kindergartens generates better student outcomes. A review of the literature suggests that it is quite possible for IWB and ICT in general to further improve upon effective pedagogy. But the literature also indicates that this effectiveness is not a natural result, but is instead derived from effective training in how to utilize new resources. The study compares the ICT knowledge and skills of 30 kindergarten teachers before and after receiving relevant training. Comparing these to a control group, the study finds that the ability to implement IWBs in the classroom is greatly improved through training and that students who are instructed with these resources achieve a better grasp of scientific concepts. The study concludes with recommendations for future teacher training in other contexts.</p>
25	<p>Hadley, F., Waniganayake, M., &amp; Shepherd, W. (2015). Contemporary Practice in Professional Learning and Development of Early Childhood Educators in Australia: Reflections on What Works and Why. <i>Professional Development in Education</i>, 41(2), 187-202. <a href="http://dx.doi.org/10.1080/19415257.2014.986818">http://dx.doi.org/10.1080/19415257.2014.986818</a></p>	<p>Continuous professional learning and development (PLD) is an essential component of effective practice in any profession. PLD as a professional responsibility and workplace requirement in early childhood (EC) settings is now embedded in Australian national policy. What PLD looks like and how it happens in EC settings is a hot topic both locally and internationally. Much of this discussion is associated with major reforms in the EC policy landscape. Increasingly, approaches to PLD are being documented as research inquiry in EC journals. Traditional forms of professional development delivered collectively to educators from diverse backgrounds are being questioned in terms of influencing changes in practice. This article will unpack current thinking on PLD of EC educators using research conducted in EC settings in Sydney. The article will outline what strategies were successful, and how and why these strategies enhanced practice. Adopting Hujala's contextual theory of leadership, examples illustrate how the organisational context and the integration of individual capabilities of educators align in promoting sustained professional growth. Findings highlight the importance of adopting a strategic approach to both organisational improvement and professional advancement of educators at different stages of their careers.</p>

26	<p>Haneda, M., Teemant, A., &amp; Sherman, B. (2017). Instructional Coaching through Dialogic Interaction: Helping a Teacher to Become Agentive in Her Practice. <i>Language and Education</i>, 31(1), 46-64.  <a href="http://dx.doi.org/10.1080/09500782.2016.1230127">http://dx.doi.org/10.1080/09500782.2016.1230127</a></p>	<p>We investigate the instructional coaching interactions between a kindergarten teacher and an experienced coach using the analytic lens of dialogic teaching. The data were collected in the context of a US professional development project that supports urban elementary school teachers in enacting critical sociocultural teaching practices. We illustrate how the coach assisted one teacher in developing an understanding of "Critical Stance" as a pedagogical principle in her kindergarten class that included many English Learners. Analysis of the coaching sessions shows that, to this end, the coach predominantly used "dialogue as inquiry," establishing a non-hierarchical relationship within which she and the teacher were able to co-construct a practical understanding of Critical Stance as a teaching practice. We argue that it is through the strategic use of dialogue as inquiry that the coach cultivated a dialogic space in which the teacher was invited to challenge, explore, appropriate, and eventually enact Critical Stance in her teaching. The analysis further indicates that the experience of dialogic interaction in the coaching sessions led the teacher to appropriate a "dialogic stance" and space in her classroom with her kindergartners.</p>
27	<p>Irvine, S., &amp; Price, J. (2014). Professional Conversations: A Collaborative Approach to Support Policy Implementation, Professional Learning and Practice Change in ECEC. <i>Australasian Journal of Early Childhood</i>, 39(3), 85-93.</p>	<p>In 2012, Australia introduced a new "National Quality Framework" (NQF), comprising enhanced quality expectations for early childhood education and care services, two national learning frameworks and a new assessment and rating system spanning childcare centres, kindergartens and preschools, family day care and outside school hours care. This is the linchpin in a series of education reforms designed to support increased access to higher quality early childhood education and care (ECEC) and successful transition to school. As with any policy change, success in real terms relies upon building shared understanding and the capacity of educators to apply new knowledge and to support change and improved practice within their service. With this in mind, a collaborative research project investigated the efficacy of a new approach to professional learning in ECEC: the professional conversation. This paper reports on the trial and evaluation of a series of professional conversations to support implementation of one element of the NQF, the "Early Years Learning Framework" (DEEWR, 2009), and their capacity to promote collaborative reflective practice, shared understanding, and improved practice in ECEC. Set against the backdrop of the NQF, this paper details the professional conversation approach, key challenges and critical success factors,</p>

		<p>and the learning outcomes for conversation participants. Findings support the efficacy of this approach to professional learning in ECEC, and its capacity to support policy reform and practice change in ECEC.</p>
28	<p>Jamil F. M., &amp; Hamre B. K. (2018). Teacher Reflection in the Context of an Online Professional Development Course: Applying Principles of Cognitive Science to Promote Teacher Learning. <i>Action in Teacher Education</i>, 40(2), 220-236. <a href="http://dx.doi.org/10.1080/01626620.2018.1424051">http://dx.doi.org/10.1080/01626620.2018.1424051</a></p>	<p>Teacher reflection has been at the core of teacher development efforts for almost 100 years, yet inconsistency in the literature results from a lack of clarity on how reflection is conceptualized--from its purpose to processes, and how they relate to refining teacher practice. This article draws from research in cognitive science to explain how engaging in an ongoing reflection approach, focused on observations of real classrooms, can help teachers refine their responses to classroom situations over time. The authors also provide examples of this reflective approach from an online course for early childhood teachers focused on improving teacher--child interactions in the classroom.</p>

29	<p>Jensen, B., &amp; Brandi, U. (2018). Enabling professionals to change practices aimed at tackling social inequality through professional development: Results from a case study. <i>European Early Childhood Education Research Journal</i>, 26(1), 50-65.  <a href="http://search.ebscohost.com/login.aspx?direct=true&amp;db=bri&amp;AN=127676567&amp;site=ehost-live">http://search.ebscohost.com/login.aspx?direct=true&amp;db=bri&amp;AN=127676567&amp;site=ehost-live</a></p>	<p>Research has shown the potential for early childhood education and care (ECEC) in making a difference for all children. However, research also highlights how hard overcoming the 'gaps' between children from differing social backgrounds still is. The overall aim of this article is to examine the impact of a professional development programme on changing practices that can address social inequality in ECEC. The article explores how a professional development programme, VIDA, can contribute to enabling professionals in enhancing the change potentials in ECEC, with a view to enhancing the learning conditions and well-being of all children, and socially disadvantaged children in particular. The overall argument is that co-construction as well as openness and reflection in the ECEC field is needed when professionals are to change their pedagogical practices towards tackling the issues of social inequality. The study emphasises that practices are enhanced through professional development that makes sense for participants, is organised in communities of practices (CoP) and communities of innovation (CoI), and is facilitated and integrated in entire ECEC systems. [ABSTRACT FROM AUTHOR] Copyright of <i>European Early Childhood Education Research Journal</i> is the property of Routledge and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use. This abstract may be abridged. No warranty is given about the accuracy of the copy. Users should refer to the original published version of the material for the full abstract. (Copyright applies to all Abstracts.)</p>
30	<p>Jensen, B., &amp; Brandi, U. (2018). Professionel kompetenceudvikling og social ulighed i dagtilbud: Resultater og diskussion baseret på et casestudie af en vidensbaseret indsats. <i>Pædagogisk Psykologisk Tidsskrift</i>, 55(3).</p>	

31	<p>Jensen, B. &amp; Iannone, R. L. (2018). Innovative approaches to continuous professional development (CPD) in early childhood education and care (ECEC) in Europe: Findings from a comparative review. <i>European Journal of Education</i>, 53(1), 23-33.</p> <p><a href="http://search.ebscohost.com/login.aspx?direct=true&amp;db=bri&amp;AN=127876091&amp;site=ehost-live">http://search.ebscohost.com/login.aspx?direct=true&amp;db=bri&amp;AN=127876091&amp;site=ehost-live</a></p>	<p>Abstract: This article explores innovation as an aspect of in-service continuous professional development (CPD) in ECEC. Based on a literature review and a cross-country analysis conducted in ten European countries, we found that innovation in CPD was understood as a way to improving quality in ECEC. CPD no longer solely deals with practitioners' knowledge and skills. Rather, it encompasses processes such as critical thinking, reflexivity and co-creation within and across ECEC systems. Two overall approaches to innovation in CPD emerged: one can be characterised as developing in systems that lack a national definition for innovation, where there is nevertheless a growing awareness of the need to finding new solutions for ECEC; and one as highly innovative in systems that have a history, culture and societal tradition of innovation. Also, three additional insights were identified as crucial aspects of CPD in terms of innovation: (a) critical reflection; (b) communities of practice; and (c) a growing focus on politics that address social inequality through ECEC. This analysis contributes to filling the gaps in research on innovative CPD in ECEC at three levels: system (macro), inter-organisational (meso) and individual, organisational (micro). Further research is needed to explore more in-depth the identified approaches to innovation related to CPD and their impact on quality development in European ECEC. [ABSTRACT FROM AUTHOR] Copyright of <i>European Journal of Education</i> is the property of Wiley-Blackwell and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use. This abstract may be abridged. No warranty is given about the accuracy of the copy. Users should refer to the original published version of the material for the full abstract. (Copyright applies to all Abstracts.)</p>
32	<p>Jensen, B., Jager, J., Hulpia, H., Marques, A., &amp; Cardona M. J. (2019). Supporting the collaboration between ECEC core and assisting practitioners: Baseline study of the VALUE pilot schools in four countries, BE, DK, PT, SL. DPU, Aarhus Universitet.</p>	
33	<p>Jensen, b., &amp; Brandi, U. (2018). Professionel kompetenceudvikling og social ulighed i dagtilbud: et case studie af en videns- og praksisbaseret innovativ indsats i</p>	

	dagtilbud. Pædagogisk psykologisk tidsskrift, 55(3), 104-116,119.	
34	<p>Jensen, P., &amp; Rasmussen A. W. (2019). Professional Development and Its Impact on Children in Early Childhood Education and Care: A Meta-Analysis Based on European Studies. <i>Scandinavian Journal of Educational Research</i>, 63(6), 935-950.</p> <p><a href="http://search.ebscohost.com/login.aspx?direct=true&amp;db=bri&amp;AN=137944490&amp;site=ehost-live">http://search.ebscohost.com/login.aspx?direct=true&amp;db=bri&amp;AN=137944490&amp;site=ehost-live</a></p>	<p>This study reviews the European evidence on the impact of professional development (PD) of pre-school educators on child outcomes. A meta-analysis investigates how PD of pre-school educators in formal pre-school centers in Europe affects child outcomes. The European studies are quite recent and limited in numbers, and our results show a significant positive effect of PD on child outcomes with an overall effect size of 0.35 (with a 95% confidence interval from 0.20 to 0.51). The magnitude is slightly smaller than corresponding results based on US studies, but indicates a general positive effect of PD on child outcomes. [ABSTRACT FROM AUTHOR] Copyright of Scandinavian Journal of Educational Research is the property of Routledge and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use. This abstract may be abridged. No warranty is given about the accuracy of the copy. Users should refer to the original published version of the material for the full abstract. (Copyright applies to all Abstracts.)</p>
35	<p>Johnson S. R., Finlon K. J., Kobak, R., &amp; Izard C. E. (2017). Promoting Student-Teacher Interactions: Exploring a Peer Coaching Model for Teachers in a Preschool Setting. <i>Early Childhood Education Journal</i>, 45(4), 461-470.</p> <p><a href="http://dx.doi.org/10.1007/s10643-016-0790-1">http://dx.doi.org/10.1007/s10643-016-0790-1</a></p>	<p>Peer coaching provides an attractive alternative to traditional professional development for promoting classroom quality in a sustainable, cost-effective manner by creating a collaborative teaching community. This exploratory study describes the development and evaluation of the Colleague Observation And Coaching (COACH) program, a peer coaching program designed to increase teachers' effectiveness in enhancing classroom quality in a preschool Head Start setting. The COACH program consists of a training workshop on coaching skills and student-teacher interactions, six peer coaching sessions, and three center meetings. Pre-post observations of emotional support, classroom organization, and instructional support using the Classroom Assessment Scoring System of twelve classrooms assigned to peer coaching were compared to twelve control classrooms at baseline and following the intervention. Findings provide preliminary support that the peer coaching program is perceived as acceptable and feasible by the participating preschool teachers and that it may strengthen student-teacher interactions. Further program refinement and evaluation with</p>

		<p>larger samples is needed to enhance student-teacher interactions and, ultimately, children's adaptive development.</p>
36	<p>Kangas, J., Venninen, T., &amp; Ojala, M. (2016). Distributed leadership as administrative practice in Finnish early childhood education and care. <i>Educational Management Administration &amp; Leadership</i>, 44(4), 617-631.  <a href="http://search.ebscohost.com/login.aspx?direct=true&amp;db=bri&amp;AN=116181456&amp;site=ehost-live">http://search.ebscohost.com/login.aspx?direct=true&amp;db=bri&amp;AN=116181456&amp;site=ehost-live</a></p>	<p>In this article, we describe the professional development towards distributed leadership among different organizational levels in Finnish day care centres within the Helsinki metropolitan area. The aim of the study was to monitor the progress of professional development between educational administration and practitioners. The data was based on descriptions of reflective practices used in the development projects of each research day care centre. Participants were asked to describe developing practices and reflect on their own contributions to the process as both individuals and together as working teams during the two years of the development project. The researchers collected these reflections, analysed them to produce results and then delivered this evidence to participants for utilization in reflection and further processing of working practices with the support of the mentor. Directors and mentors viewed distributed leadership as a good way to encourage development practices and brought out the role of staff as important agents in the development process. The distribution of leadership seems to be best realized among the participants at the lowest and middle hierarchical levels. [ABSTRACT FROM AUTHOR] Copyright of Educational Management Administration &amp; Leadership is the property of Sage Publications Inc. and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use. This abstract may be</p>

		<p>abridged. No warranty is given about the accuracy of the copy. Users should refer to the original published version of the material for the full abstract. (Copyright applies to all Abstracts.)</p>
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37	<p>Karlsson, R. (2016). Teachers' views of democratic learning processes and interaction between young children in a Swedish preschool. Canterbury 5-7 May OMEP EUROPEAN CONFERENCE 2016: The place of the child in the 21st century.</p>	<p>This presentation is based on a small scale study which explores preschool teachers' everyday effort to improve their pedagogical work in a Swedish preschool. The research was not only on education but also in some sense was for education and to try to bridge the gap between research and practice (Biesta &amp; Tedder, 2007; Moon, 1999). The background for this study can be found in my previous research and it focused on how preschool teachers can improve their practice with the support of the method and results I have developed. The teachers generated data during a range of situations and the research methods was documentation based on an open research protocol and supplemented with audio-recordings of children's communication with each other and with the teachers (Karlsson, 2009; 2014). Research questions for this paper are: 1. How can teachers make use of observations of children's interactions to make visible democratic learning processes? 2. Which aspects of practical influence on the context do the teachers discern in the children's interactions? Preschool teachers' everyday practice consists of a chaotic complexity where they have to try to understand children's point of view (Sommer, Pramling Samuelsson &amp; Hundeide, 2013). This paper focuses on how preschool teachers can improve their practice by reflecting on their documented observations. The research project took an exploratory approach into the teachers' progress using group seminars, semi structured interviews, e-mail communication and documents. The seminar dialogues are based on a model of reflection (Gibbs, 1988); the group of teachers reflected on children's participation, children's perspectives and their own actions. The first seminar was on how the teachers could use observation technique to improve their profession; the second seminar was on how to focus during observations; the third on analyzing their observations; and the fourth seminar concerned the teachers' conclusion and how they used their observations. During the seminars the teachers analyzed their own interaction related to children's interaction and could discern approaches they never had thought of. The key findings concern many aspects of how power relations are communicated by teachers. This also gave rise to discussion on the consequences of supporting children's point of view and the usefulness of observation logs. References; Biesta, G., and M. Tedder. 2007. Agency and learning in the lifecourse: Towards an ecological perspective. In <i>Studies in the Education of</i></p>
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	<p>Adults: 39, no. 2: 132-149. Gibbs, G. (1988) Learning by doing: a guide to teaching and learning methods. Oxford: Further Education Unit. Karlsson, R. (2014). Demokrati i förskolan – med fokus på barns samspel. [Democracy in Preschool – focus on children's interaction] Stockholm: Liber. Karlsson, R. (2009). Demokratiska värden i förskolebarns vardag. [Democratic Values in the Everyday Life of the Preschool Child]. Göteborgs universitet: Acta Universitatis Gothoburgensis. (Göteborg Studies in Educational Sciences 279). Moon, J.A. (1999). Reflection in learning &amp; professional development: theory and practice. London: Kogan Page. Sommer D., Pramling Samuelsson I and Hundeide K. (2013) Early childhood care and education: a child perspective paradigm. European Early Childhood Education Research Journal, 21 (4): 459-478.</p>
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38	<p>Kaufman, S. (2014). Learning Together. <i>Schools: Studies in Education</i>, 11(2), 263-305. <a href="http://dx.doi.org/10.1086/678219">http://dx.doi.org/10.1086/678219</a></p>	<p>In spring 2012, Sherry Kaufman, a consultant at Francis W. Parker School in Chicago, was asked to support kindergarten teachers in deepening their practice of constructivism and exploring the Reggio Emilia approach to early childhood education. Central to such an approach is the belief that all learning is socially constructed through interaction with one's environment and relationships with people in it and that making learning visible to families and community is key to building relationships that support a child's lifetime love of learning. This article describes the collaborative work intended to make visible how young children learn by developing complex, always changing, relationships with teachers, peers, families, and materials in their world. To do this, parents engaged with their child in small group studio experiences that made visible the process of learning being socially constructed, and later they dialogued about the learning observed. Documentation (photos and observations) of the learning was gathered in real time and, to encourage reflection, was shared electronically (via digital album and blog) with families soon after each session. Kaufman concludes that what began as a relationship designed to further professional development grew into a much wider system of relationships influencing the ways teachers related to students and families engaged with their child's life at school. [An Afterword was provided by Ashleigh Cross.]</p>
39	<p>Kucharczyk, S., Sreckovic M. A., &amp; Schultz T. R. (2019). Practical Strategies to Promote Reflective Practice When Working with Young Children with and At-Risk for Disabilities. <i>Early Childhood Education Journal</i>, 47(3), 343-352. <a href="http://dx.doi.org/10.1007/s10643-019-00932-w">http://dx.doi.org/10.1007/s10643-019-00932-w</a></p>	<p>The complex and collaborative work of early childhood practitioners (e.g., educators, speech and language pathologists, occupational therapists, social workers) and families requires effective implementation of evidence-based practices. Effective implementation of early childhood practices can be hindered by deeply held assumptions practitioners relate to their own capacity, the capacity and culture of families, and the needs and capacity of the child at the core of their collective work. Transformative learning theory offers a helpful lens to support practitioners in recognizing and shifting assumptions or perspectives hindering their work through reflective discourse strategies. This article explores potential practitioner assumptions and provides guidance on how reflective discourse may facilitate a transformation in practitioners' assumptions to more successfully implement evidence-based practices, such as those outlined by the Council for Exceptional Children's Division on Early Childhood.</p>

40	<p>Loizou, E., &amp; Recchia S. L. (2018). In-Service Infant Teachers Re-Envision Their Practice through a Professional Development Program. <i>Early Education and Development</i>, 29(1), 91-103. <a href="http://dx.doi.org/10.1080/10409289.2017.1343561">http://dx.doi.org/10.1080/10409289.2017.1343561</a></p>	<p>Research Findings: Most infant teachers have been prepared to be early childhood educators with minimal theoretical or practical exposure to infancy. This study highlights the outcomes of a professional development program (PDP) designed to support a group of infant teachers who lacked specific infancy preparation to re-envision their roles. Data sources included videotapes, focus groups, conversational interviews, reflective journaling, and artifacts. A PDP, tailored to the needs of the teachers, was developed in process in response to the outcomes of each step of the study. Findings highlight how teachers' existing beliefs inform current practice, teachers gain insight through new PDP strategies, and teachers' reflections on routines contribute to effective practice. Practice or Policy: Our PDP provided opportunities for reflection and pedagogical challenges as a means of creating space for educators to build a more grounded infant teacher identity. Implications of these findings are discussed in relation to infant teacher preparation and in-service training.</p>
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41	<p>Lyndon, H., Bertram, T., Brown, Z., &amp; Pascal, C. (2019). Pedagogically mediated listening practices; the development of pedagogy through the development of trust. <i>European Early Childhood Education Research Journal</i>, 27(3), 360-370.  <a href="http://search.ebscohost.com/login.aspx?direct=true&amp;db=bri&amp;AN=136150424&amp;site=ehost-live">http://search.ebscohost.com/login.aspx?direct=true&amp;db=bri&amp;AN=136150424&amp;site=ehost-live</a></p>	<p>This paper reports on a segment of Ph.D. research which was undertaken to develop participatory pedagogy working specifically within a praxeological paradigm [Oliveira-Formosinho, J., and J. Formosinho. 2012a. "Praxeological Research in Early Childhood: a Contribution to a Social Science of the Social." <i>European Early Childhood Education Research Journal</i> 20 (4): 471–476; Pascal, C., and T. Bertram. 2012. "Praxis, Ethics and Power: Developing Praxeology as a Participatory Paradigm for Early Childhood Research." <i>European Early Childhood Education Research Journal</i> 20 (4): 477–492]. It focuses on the development of listening practices through a process of pedagogic mediation [Oliveira-Formosinho, J., and J. Formosinho. 2012b. <i>Pedagogy-in Participation: Childhood Association Educational Perspective</i>. Porto: Childhood association and Porto Editoria]. The research was carried over two academic years in a private day care setting in England and aimed to enhance pedagogic practice with three and four-year olds. This qualitative methodology encompassed ethnographic techniques to develop a case study [Stake, R. 1995. <i>The Art of Case Study Research</i>. London: Sage]. It researched the development of participatory practice through pedagogic mediation, as developed by the Childhood Association, Portugal (Oliveira-Formosinho and Formosinho 2012b). This paper reports on two listening methods which were developed between researcher, practitioner and the children in the setting. These methods demonstrate the co-constructed participatory pedagogy and the isomorphic nature of learning [Formosinho, J., and J. Formosinho. 2016. "The Search for a Holistic Approach." In <i>Assessment and Evaluation for Transformation in Early Childhood</i>, edited by J. Formosinho, and C. Pascal, 93–106. London: Routledge]. [ABSTRACT FROM AUTHOR] Copyright of <i>European Early Childhood Education Research Journal</i> is the property of Routledge and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use. This abstract may be abridged. No warranty is given about the accuracy of the copy. Users should refer to the original published version of the material for the full abstract. (Copyright applies to all Abstracts.)</p>
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42	<p>Løkken I. M., &amp; Gradovski, M. (2014). Barnehagen som lærende organisasjon: bruk av nære læringsformer som veiledning og simulatortrening i forhold til kompetanseutviklingen for assistentene. Akademika forlag.</p>	<p>Framtidens barnehage (Meld. St. 24) peker på at det må satses mer systematisk på kompetanseutvikling for å sikre et minimum av barnehagefaglig kompetanse hos ansatte uten relevant utdanning og erfaring. Kompetansestrategien (KD 2013) omfatter satsning på barnehagen som lærende organisasjon, og har som sitt mål å sikre langsiktig planlegging og økt deltakelse i kompetanseutviklingstiltak. En barnehage som en lærende organisasjon, kjennetegnes ved at man tar i bruk nære og fjerne læringsformer. De nære læringsformene som vi undersøker i prosjektet, er simulatortrening og veiledning. I denne deskriptive statistiske undersøkelsen var målet å finne ut hvilken type kunnskap assistentene syntes de har behov for, og hvordan simulatortrening og veiledning brukes i barnehagene. Danning utpeker seg som det området assistentene har minst kunnskap om. Videre er det 39 % som ikke har opplevd at barnehagen tar i bruk simulatortrening som læringsform. Systematisk gruppeveiledning viste seg til å være en populær læringsform i barnehagene i Telemark (41 %). I Buskerud brukes denne formen av veiledningen i 32% av barnehagene. Over halvparten av barnehager i Buskerud (54,5 %) og 35 % av barnehager i Telemark bruker både spontan og systematisk veiledning. Spontan veiledning er den formen for veiledningen som blir minst brukt.</p>
43	<p>McLeod, N. (2015). Reflecting on Reflection: Improving Teachers' Readiness to Facilitate Participatory Learning with Young Children. <i>Professional Development in Education</i>, 41(2), 254-272. <a href="http://dx.doi.org/10.1080/19415257.2013.805306">http://dx.doi.org/10.1080/19415257.2013.805306</a></p>	<p>This paper explores whether teachers' habits and assumptions about their practice can be enhanced by continued professional development through nurturing self-awareness of lived experiences. Within the paper a practical understanding of critical reflection as a process is explored and particular attention is given to Moon's assertion that one person cannot make another person reflect. Reflection as a process is re-evaluated through the application of Theory U and the axiom that reflection needs to start with the self. The paper's central argument is that at the heart of critical reflection is the need for embodied readiness. Without such openness as the first step, critical reflection is misinterpreted. The main outcome of the study was the development of "9 R's of Reflection", a practical framework that enabled critical reflection to become part of teachers' day-to-day practice, enabling them to focus positively on the challenges they faced within the applied educational setting. The findings of the study demonstrate that the "9 R's" broke down sites of conflict between the desire to follow children's interests and the pressure to conform to the technical</p>

		<p>demands that dominate modern education so that the teachers changed their habits and became better at participatory teaching.</p>
44	<p>McLeod, N., Häikiö, T. K., &amp; Mårtensson, P. (2019). Hope for the Future: New Possibilities for Sustaining a Reflexive Approach. In N. McLeod &amp; P. Giardiello (Red), <i>Empowering early childhood educators: international pedagogies as provocation</i> (p. 222-244). Oxon England, New York USA : Routledge.</p>	<p>As a stimulation for questioning output driven views of ECE, throughout this book we have presented different international pedagogies as provocation with the intent of empowering early childhood educators through challenging and deconstructing ideas and understandings around the purpose of education, so a more participatory and respectful approach to learning can be reconstructed and embedded. At the heart of empowering educators in their pedagogical understanding we have established the need for reflexivity, through internal questioning and wisdom (phronesis), an awareness of power (politics) and a focus on ‘what is right?’ (ethics). Each chapter has explored the democratic, ethical and socially just nature of early childhood education and the educator’s engagement in this entangled, rhizomatic process, as developed by Deleuze (2004), so children’s learning and development can be promoted from a rights-based perspective as framed by the UN Convention on the Rights of the Child (1989). Within this shifting paradigm of humanising education, our final chapter offers a methodological sustainable framework for professionalism, grounded on and in ethically responsible educational practice involving open communication with equal rights for all participants and a commitment to self-awareness and consciousness (Vandenbroeck, Urban and Peeters, 2016). This involves a shared power balance that is respectful of both educator professionals and children and takes a ‘bottom up’ approach (Katz, 2012) as a way of empowering educators in</p>

		<p>their knowledge base of early childhood. Rather than relying on training for generating changes in practice and enhancing the quality of practice, Pascal and Bertram (2018, 2012) turn this idea upside down noting the need to start directly with practice so the complexity of the real world is revealed (Robson, 2011) and training is viewed rather as inquiry as part of everyday practice.</p>
45	<p>McLeod R. H., Hardy J. K., &amp; Grifenhagen, J. F. (2019). Coaching Quality in Pre-Kindergarten Classrooms: Perspectives from a Statewide Study. <i>Early Childhood Education Journal</i>, 47(2), 175-186. <a href="http://dx.doi.org/10.1007/s10643-018-0899-5">http://dx.doi.org/10.1007/s10643-018-0899-5</a></p>	<p>Forty-nine coaches, 947 teachers, and 189 administrators in a state-wide prekindergarten program responded to survey questions about coaching dosage and activities. The survey responses were aligned with the Coaching Quality Framework, an organization of characteristics of quality coaching proposed by the authors, and analyzed to identify similarities and differences in stakeholders' perspectives of coaching. The vast majority of coaches, teachers, and administrators surveyed agreed that coaching was an effective professional development strategy for supporting teachers' use of evidence-based practices. Coaches and teachers responded similarly to questions of dosage and many of the coaching quality indicators. Coaches and teachers disagreed on some aspects of the coaching activities, particularly planning for coaching, that may affect the perceptions and effectiveness of coaching. Qualitative analyses of coach and teacher responses reveal programmatic planning components that support or</p>

		<p>impede coaching. These results have implications for how coaches, teachers, and administrators prepare for large-scale coaching.</p>
46	<p>Melasalmi, A., &amp; Husu, J. (2018). A Narrative Examination of Early Childhood Teachers' Shared Identities in Teamwork. <i>Journal of Early Childhood Teacher Education</i>, 39(2), 90-113. <a href="http://dx.doi.org/10.1080/10901027.2017.1389786">http://dx.doi.org/10.1080/10901027.2017.1389786</a></p>	<p>This study examines the two kindergarten teachers' shared professional identities in teamwork in an effort to clarify what constitutes their shared identities and how these identities affect the teachers' professional practices and beliefs. The relational nature of identity maintains that individuals are not the only constructors of their identity, and the literature on teacher education emphasizes the importance of identity in teacher development. The in-depth analysis of the two kindergarten teachers' narrative interviews revealed how the educators constructed their professional identities by intertwining the features of their context, feedback, and teaching. The findings indicate that the shared professional identities of the two early childhood teachers are developed and negotiated through four shared features: commitment, feedback, educational tasks, and professional agency. Together these four shared features shape the teachers' professional roles and pedagogical practices--either by giving support to professional growth and empowerment or by having a decreasing effect on the teachers' professional identity and agency in early childhood contexts.</p>

47	<p>Migliorini, L., Rania, N., &amp; Tassara, T. (2016). An Ecological Perspective on Early Years Workforce Competences in Italian ECEC Settings. <i>Early Years</i>, 36(2), 165-178.  <a href="http://dx.doi.org/10.1080/09575146.2015.1115389">http://dx.doi.org/10.1080/09575146.2015.1115389</a></p>	<p>Based on an ecological perspective on competence, this study analyzed the attitudes, skills, and knowledge of practitioners in educational services for 0-6-years-old children in Italy, examining competence profiles in the Early Childhood Education and Care (ECEC) workforce. Our study considered three areas of competence, which previously have received less attention: relationships with children, relationships with families, and relationships within working groups or teams. Participants were 136 practitioners working in Italian ECEC services. Practitioners reported a greater need to acquire social skills for their relationships with children and families, especially in cases of psychosocial distress. They also reported the difficulty of development planning within their professional role. The article concludes with a discussion of the attitudes, skills, and knowledge required for professional development planning.</p>
48	<p>Mischo, C. (2015). Early childhood teachers' perceived competence during transition from teacher education to work: results from a longitudinal study. <i>Professional Development in Education</i>, 41(1), 75-95.  <a href="http://search.ebscohost.com/login.aspx?direct=true&amp;db=bri&amp;AN=99838555&amp;site=ehost-live">http://search.ebscohost.com/login.aspx?direct=true&amp;db=bri&amp;AN=99838555&amp;site=ehost-live</a></p>	<p>The transition from education to work is a challenge for early childhood teachers. In this study, competence self-ratings of 348 German early childhood teachers were investigated one year before, at the end of and four months after early childhood teacher education at universities and vocational schools. Perceived competence was assessed by means of a questionnaire. Invariant from time of measurement, confirmatory factor analysis yielded one factor with child-related competences and one factor with environment-related competences. Latent difference scores analyses yielded a significant increase in both competence factors towards the end of teacher education and a decrease in child-related competences when teachers started to work in a kindergarten after graduation. The decrease in perceived child-related competences could be predicted by the teachers' ratings of the teacher education's practice orientation. The level of teacher education (university vs. vocational school) had no effect. However, the decrease in child-related competences also occurred regarding teachers who did not start to work in a kindergarten, indicating that there is no evidence for a severe 'practice shock' after graduation. Results are discussed regarding professional development of early childhood teachers. [ABSTRACT FROM PUBLISHER] Copyright of Professional Development in Education is the property of Taylor &amp; Francis Ltd and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual</p>

		<p>use. This abstract may be abridged. No warranty is given about the accuracy of the copy. Users should refer to the original published version of the material for the full abstract. (Copyright applies to all Abstracts.)</p>
49	<p>Molla, T., &amp; Nolan, A. (2019). Identifying professional functionings of early childhood educators. <i>Professional Development in Education</i>, 45(4), 551-566.  <a href="http://search.ebscohost.com/login.aspx?direct=true&amp;db=bri&amp;AN=137248605&amp;site=ehost-live">http://search.ebscohost.com/login.aspx?direct=true&amp;db=bri&amp;AN=137248605&amp;site=ehost-live</a></p>	<p>What does being a professional early childhood educator entail? This paper aims to address this question. Starting from the early 2000s, there has been increased attention to workforce professionalization in the early childhood education and care sector across OECD nations. Against the backdrop of recent early childhood workforce professionalization initiatives in Australia, and drawing on the Capability Approach to human development as an analytical framework, in this paper, we identify five evaluative spaces for assessing professional functionings: expertise, deliberation, recognition, responsiveness and integrity. We also argue that understanding what educators are actually able to be and do in their professional practices vis-à-vis policy expectations is instrumental in (a) identifying areas of professional learning needs, and (b) devising transformative learning experiences. [ABSTRACT FROM AUTHOR] Copyright of <i>Professional Development in Education</i> is the property of Taylor &amp; Francis Ltd and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print,</p>

		<p>download, or email articles for individual use. This abstract may be abridged. No warranty is given about the accuracy of the copy. Users should refer to the original published version of the material for the full abstract. (Copyright applies to all Abstracts.)</p>
50	<p>Monk, H., &amp; Phillipson, S. (2017). Early Childhood Educators' Experiences and Perceptions of Professionalism and Professionalisation in the Asian Context. <i>Asia-Pacific Journal of Teacher Education</i>, 45(1), 3-22.  <a href="http://dx.doi.org/10.1080/1359866X.2016.1147527">http://dx.doi.org/10.1080/1359866X.2016.1147527</a></p>	<p>Increasingly early childhood educators are referred to as "professionals," but how do they view themselves in terms of professionalism? What does it mean to be an early childhood professional? This study explored the views of 78 Asian early childhood educators who were upgrading their qualifications to degree level. In groups of five to eight, participants visually created and explained metaphors of professionalism as a class activity. The visual metaphors were analysed using Gleeson's polytextual thematic analysis with Rogoff's personal, interpersonal and institutional planes as the theoretical framework. Findings revealed that the educators' perspectives of professionalism and professionalisation related to their work-life roles, their cultural understandings and relationships, and how they believed they were viewed by others in relation to the status of early childhood education. This study provides an insight into perceptions and challenges related to the developing professionalism and professionalisation of early childhood educators in Asian contexts.</p>

51	<p>Moran M. J., Bove, C., Brookshire, R., Braga, P. &amp; Mantovani, S. (2017). Learning from each other: The design and implementation of a cross-cultural research and professional development model in Italian and U.S. toddler classrooms. <i>Teaching &amp; Teacher Education</i>, 63(1), 1-11.  <a href="http://search.ebscohost.com/login.aspx?direct=true&amp;db=bri&amp;AN=121556703&amp;site=ehost-live">http://search.ebscohost.com/login.aspx?direct=true&amp;db=bri&amp;AN=121556703&amp;site=ehost-live</a></p>	<p>A cross-cultural PD model for early childhood teachers in Italy and the U.S. included a cross-national exchange amongst two teacher communities within which teachers viewed practice in another context and engaged in dialogue about their own and others' practices. Teachers utilized multiple modes of encountering a "day in the life" video via video cues, micro-analyses, and recursive observations. Qualitative methods informed by sociocultural and expansive learning theories countered ethnocentric tendencies, ensured equivalency, and trustworthiness of data. Exchanges across sites revealed ways the process prompted critical inquiry and reflexive discourse and challenged teachers' taken-for-granted assumptions about teacher-child proximity, children's competencies, and autonomy. [ABSTRACT FROM AUTHOR] Copyright of <i>Teaching &amp; Teacher Education</i> is the property of Pergamon Press - An Imprint of Elsevier Science and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use. This abstract may be abridged. No warranty is given about the accuracy of the copy. Users should refer to the original published version of the material for the full abstract. (Copyright applies to all Abstracts.)</p>
52	<p>Moreno A. J., Green, S. &amp; Koehn, J. (2015). The Effectiveness of Coursework and Onsite Coaching at Improving the Quality of Care in Infant-Toddler Settings. <i>Early Education and Development</i>, 26(1), 66-88.  <a href="http://dx.doi.org/10.1080/10409289.2014.941260">http://dx.doi.org/10.1080/10409289.2014.941260</a></p>	<p>Research Findings: This study evaluated the effectiveness of 2 professional development interventions aimed at improving the quality of care provided by caregivers in ordinary infant-toddler child care settings, both center- and home-based. In all, 183 participants in a community college course on infant-toddler theory and practice, an in-service community model of a 48-hr course plus various levels of 1-on-1 coaching (participants were randomly assigned to 0, 5, or 15 hr), or a no-intervention comparison group were compared on their changes across 3 time points in their job-related self-efficacy, their knowledge of best practices, and the quality of their interactions with children as assessed by objective observers. Results indicated that the group with the most intensive intervention (course plus 15 hr of coaching) displayed the most consistent pattern of improvements, which met multiple analytical criteria for substantiveness. Furthermore, these findings were most apparent in the quality of interactions outcomes, and these were further still concentrated in the area of support for language and learning, the domain that showed the greatest need for</p>

		<p>improvement in infant-toddler caregivers in this sample as well as in previous research. Practice or Policy: Implications of the study results for systemic improvements to infant-toddler care are discussed, such as the importance of individual-level professional development, minimum dosage of coaching, and in-service supports to prevent declines in the quality of teacher-child interactions.</p>
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53	<p>Moreno A. J., Green, S., Koehn, J., &amp; Sadd, S. (2019). Behind the curtain of early childhood coaching: a multi-method analysis of 5,000 feedback statements. <i>Journal of Early Childhood Teacher Education</i>, 40(4), 382-408. <a href="http://dx.doi.org/10.1080/10901027.2019.1604454">http://dx.doi.org/10.1080/10901027.2019.1604454</a></p>	<p>In a previously published report, our researcher-practitioner partnership demonstrated the effectiveness of a coursework plus higher-dosage coaching professional development intervention (Expanding Quality, EQ) at improving the quality of teacher interactions with children birth-to-3 in center- and home-based child care settings. The current study examined the 4,796 written feedback statements from 515 coaching sessions, provided to the two groups that received coaching (n = 68) to attempt to shed light on how variation in feedback may have contributed to the coaching's effectiveness. In the first study of its kind, detailed content of coach-to-coachee feedback was analyzed in relation to changes in the quality of teacher-child interactions. Twelve types of feedback were qualitatively coded, and consolidated into three, nonexclusive categories: Positively influential (e.g., suggesting specific changes, explaining why teacher actions are good for children); noninfluential (e.g., related to professional development outside of teacher-child interactions, vague comments); and CLASS-related (i.e., referring to support of children's language and learning, or emotional-behavioral development). Results indicated that coaching feedback was strongly aligned with the strengths-based, behaviorally-anchored model put forth by EQ as well as the measures of interaction quality. Nevertheless, there were variations in coaching feedback, primarily due to coach, and which impacted the two coaching dosages (5 vs. 15 hours) differently. For three of the four interactional outcomes, the impact of the shorter coaching dosage on interaction quality was more vulnerable to different amounts and types of feedback, whereas the longer dosage's effectiveness was not impacted by feedback differences. For the fourth outcome-support of language and learning at 4 months postcoaching-positive impacts were seen only when the dosage was longer, and when more influential feedback was intensified.</p>
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54	<p>Mowrey S. C., &amp; King E. K. (2019). Sharing Experiences Together: Within- and Across-Sector Collaboration among Public Preschool Educators. <i>Early Education and Development</i>, 30(8), 1045-1062.  <a href="http://dx.doi.org/10.1080/10409289.2019.1656986">http://dx.doi.org/10.1080/10409289.2019.1656986</a></p>	<p>Research Findings: The current study explored the patterns of collaboration among early childhood educators in order to understand the extent to which collaborations exist for practitioners, either formally or informally, within and across public preschool, Head Start, and child care sectors in a community and the extent to which work environment factors support or hinder such collaborations. Work environment factors, including paid professional development time, agency in decision-making and educator salaries were examined as contributors to collaboration for lead and assistant teachers. This study used reports from 68 lead teachers, assistant teachers, and other early childhood educators working in public preschool programs. The current study found that collaboration occurs frequently and informally within sites and sectors; however, across-sector collaboration occurs less frequently and more formally. Teachers' agency in decision-making and ability to cover basic living expenses were related to across-sector collaboration among teachers. Practice or Policy: This study has implications for educator professional development, with a specific focus on administrative strategies and policies facilitative of collaboration within sites and sectors as well as across sectors.</p>
55	<p>Nasiopoulou, P., Williams, P., Sheridan, S., &amp; Hansen, K. Y. (2019). Exploring preschool teachers' professional profiles in Swedish preschool: a latent class analysis. <i>Early Child Development &amp; Care</i>, 189(8), 1306-1324.  <a href="http://search.ebscohost.com/login.aspx?direct=true&amp;db=bri&amp;AN=136689981&amp;site=ehost-live">http://search.ebscohost.com/login.aspx?direct=true&amp;db=bri&amp;AN=136689981&amp;site=ehost-live</a></p>	<p>This article explores preschool teachers' professional profiles in Sweden. Considering various educational policy reforms in Sweden the last decades, this study is grounded in interactionist perspectives and Bronfenbrenner's bio-ecological model. A set of multiple professional indicators related to preschool teachers' educational background, personal characteristics and their working context were analysed applying latent class analysis as a person-oriented approach. The sample consists of 698 preschool teachers across different preschools in 46 municipalities in Sweden. The analysis revealed two subgroups of preschool teachers' professional profiles: (a) late educated (after the introduction of preschool curriculum in 1998) and (b) early educated (before the introduction of preschool curriculum in 1998). The pattern of graduation year, experience, continuous professional development and specified assignment in preschool was the most distinctive pattern across these profiles. Findings add to the ongoing debate on preschool teachers' professionalization suggesting an alternative analytic approach examining multiple indicators characterizing preschool teachers' professional profiles. [ABSTRACT FROM AUTHOR] Copyright of Early</p>

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56	<p>Nasser, I., Kidd J. K., Burns, M. S., &amp; Campbell, T. (2015). Head Start Classroom Teachers' and Assistant Teachers' Perceptions of Professional Development Using a Learn Framework. <i>Professional Development in Education</i>, 41(2), 344-365.  <a href="http://dx.doi.org/10.1080/19415257.2013.833538">http://dx.doi.org/10.1080/19415257.2013.833538</a></p>	<p>This study investigates early childhood education teachers' and assistant teachers' views about a year-long professional development model that focuses on developing intentional teaching. The study shares the results of interviews conducted with the teachers at the end of the implementation of a one-year experimental professional model in Head Start settings in a large metropolitan area. The purpose was to gather feedback on the model, which included large-group, on-site and one-on-one interactions. Teachers and assistant teachers were asked about the various components of the model and the influence the professional development opportunities had on their practice and classroom interactions. The results of this study support the importance of providing networking opportunities across sites and sharing usable knowledge and strategies that can be applied directly to their work with young children.</p>

57	<p>Nolan, A., &amp; Molla, T. (2018). Teacher professional learning through pedagogy of discomfort. <i>Reflective Practice</i>, 19(6), 721-735.</p> <p><a href="http://search.ebscohost.com/login.aspx?direct=true&amp;db=eri&amp;AN=133897351&amp;site=ehost-live">http://search.ebscohost.com/login.aspx?direct=true&amp;db=eri&amp;AN=133897351&amp;site=ehost-live</a></p>	<p>The established link between quality early childhood programs and positive child trajectories has led to the professionalization of the early childhood workforce in Australia. Attention has concentrated on the upgrading of qualifications and opportunities for professional learning. This paper focuses on exploring teacher professional learning, positioning it as a reflective practice. It considers teacher dispositions, moments of disjuncture and how these influence teacher learning. Theoretically, the paper is informed by Bourdieu's concepts of habitus and reflexivity; Mezirow's theory of transformative learning; and Boler and Zembylas's notion of pedagogy of discomfort. The data are drawn from a statewide mentoring project for newly graduated early childhood teachers in Victoria, Australia. The findings suggest that for teacher professional learning to be transformative, the process must be informed by a pedagogy of discomfort thereby considering the interplay of teachers' professional dispositions, experiences of disjuncture, and acts of deliberation. [ABSTRACT FROM AUTHOR]</p> <p>Copyright of <i>Reflective Practice</i> is the property of Routledge and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use. This abstract may be abridged. No warranty is given about the accuracy of the copy. Users should refer to the original published version of the material for the full abstract. (Copyright applies to all Abstracts.)</p>
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58	<p>Nolan, A., &amp; Molla, T. (2018). Teacher professional learning as a social practice: an Australian case. <i>International Studies in Sociology of Education</i>, 27(4), 352-374. <a href="http://search.ebscohost.com/login.aspx?direct=true&amp;db=bri&amp;AN=134346389&amp;site=ehost-live">http://search.ebscohost.com/login.aspx?direct=true&amp;db=bri&amp;AN=134346389&amp;site=ehost-live</a></p>	<p>Framing professional learning as a social practice underscores the interplay between subjective meaning systems and objective conditions of the social space where learning occurs. Drawing on Pierre Bourdieu's theory of social practice, and methodologically guided by critical realism, the paper identifies what constitutes effective teacher professional learning through mentoring. The empirical focus of the paper is an Early Childhood teacher mentoring programme in the state of Victoria, Australia. The findings show that: (a) relevant circumstances that make teacher professional learning a necessity are associated with individual aspirations and systemic requirements; (b) collegial relationships and critical deliberation constitute meaningful learning experiences; and (c) teacher learning takes place in the domains of professional dispositions, pedagogical knowledge and social capital. The implication is that in designing professional development programmes such as mentoring, it is important to take teachers' contexts of practice into account; conceptualise learning as a socially situated practice; and recognise the value of teachers' lived experiences as a locus of deliberation and learning. [ABSTRACT FROM AUTHOR] Copyright of <i>International Studies in Sociology of Education</i> is the property of Routledge and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use. This abstract may be abridged. No warranty is given about the accuracy of the copy. Users should refer to the original published version of the material for the full abstract. (Copyright applies to all Abstracts.)</p>
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59	<p>Næsby, T. (2014). Kvalitet i dagtilbud: Om pædagogisk kvalitet og udvikling af pædagogens professionelle kompetencer. Aalborg Universitetsforlag. 10.5278/vbn.phd.socsci.00019</p>	<p>I denne ph.d. -afhandling undersøges hvad kvalitet i dagtilbud er. Der udvikles en kvalitetsmodel og med inklusion som kvalitetsparameter undersøges det, om kompetence- og udviklingsaktiviteterne i LP-modellen fører til højere kvalitet. I projektet arbejdes med de LP-data, der er produceret i kortlægningen af arbejdet med LP-modellen i 130 dagtilbud over hele Danmark i 2011, og der arbejdes med interviews og med en survey. Data og dataproduktionen hviler på et mixed-methods design og bidrager med kvantitativ forskning på et område – det pædagogiske – der er domineret af kvalitativ forskning, og det bidrager med mere viden om, hvordan den professionelle pædagog kan arbejde informeret af forskning og der igennem udvikle sine professionelle kompetencer. Resultaterne af projektet viser bl.a., at det er vanskeligt at transformere den viden, som er udviklet i arbejdet med LP-modellen, til konkrete forandringer i praksis, ligesom det er vanskeligt, at finde, vælge og anvende nye informationer, der kan kvalificere et udviklingstiltag. Baseret på surveyen vises, at der for 1/3 af deltagerne i arbejdet med LP-modellen i dagtilbud ikke skabes en forbindelse mellem den forskningsinformerede viden, der udvikles i LP-modellen, indhentning af information og et systematisk planlagt udviklingstiltag. En konsekvens heraf kan være, at der ikke udvikles professionsviden og ny praksis.</p>
60	<p>Peeters, J., &amp; Sharmahd, N. (2014). Professional development for ECEC practitioners with responsibilities for children at risk: which competences and in-service training are needed?. European Early Childhood Education Research Journal, 22(3), 412.</p>	<p>There is growing evidence among researchers and international organisations that quality of Early Childhood Education and Care (ECEC), and ultimately the outcomes for children and families -- especially disadvantaged ones -- is dependent on well-educated and competent staff, and that a lack of higher pre-service training can be partly compensated by in-service training of a sufficient intensity and length. In this article an overview is given of three qualitative studies of the competences needed to work in ECEC with children and families at risk. These three studies focus on ECEC practitioners who have played an active role in a change process aimed at developing a new pedagogical approach to working with children and parents with disadvantaged backgrounds. The three studies also strengthen the view that pedagogical support, sustained over long periods of time and developed by specialised staff (such as pedagogical coaches), is seen as a successful way to develop reflective thinking on practice and to construct new knowledge and practices when working with families and children. To conclude,</p>

		<p>the article tries to define how in-service training can be organised in a comprehensive way.</p>
61	<p>Peeters, J., Sharmahd, N., &amp; Budginaite, I. (2018). Early childhood education and care (ECEC) assistants in Europe: Pathways towards continuous professional development (CPD) and qualification. <i>European Journal of Education</i>, 53(1), 46-57. <a href="http://dx.doi.org/10.1111/ejed.12254">http://dx.doi.org/10.1111/ejed.12254</a></p>	<p>There is broad consensus amongst researchers and international organisations that the quality of early childhood education and care (ECEC), which means the wellbeing of children and families, depends on well-educated and competent staff. This remains a challenge in Europe, since part of the workforce is also represented by low-qualified ECEC assistants in many EU countries. In the CoRe study (2011), assistants are defined as 'invisible workers', meaning that their presence is usually not taken into account in policy documents and that they have far fewer possibilities of qualification and professional development than core practitioners. Building on the findings of the CoRe study, a recent NESET II report reviewed the profiles of ECEC assistants in 15 European countries and their professionalisation opportunities. This article describes the report's findings, with a focus on the roles of assistants and on how to create coherent pathways towards their qualification and continuous professional development (CPD) opportunities. The latter is shown through the examples of three case studies carried out in Denmark, France and Slovenia. Recommendations for policy makers are included in the conclusions. The framework of the article is the 'competent system': as pointed out in the CoRe study, individual competences alone are not sufficient to create quality. A 'competent system' is needed which includes collaboration between individuals, teams and institutions and has competent governance at policy level. This means working within a holistic 'educare'</p>

		<p>approach that is able to value the educative role of caring and the caring role of education.</p>
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62	<p>Peleman, B., Lazzari, A., Budginaitė, I., Siarova, H., Hauari, H., Peeters, J. &amp; Cameron, C. (2018). Continuous professional development and ECEC quality: Findings from a European systematic literature review. <i>European Journal of Education</i>, 53(1), 9-22.</p> <p><a href="http://search.ebscohost.com/login.aspx?direct=true&amp;db=bri&amp;AN=127876095&amp;site=ehost-live">http://search.ebscohost.com/login.aspx?direct=true&amp;db=bri&amp;AN=127876095&amp;site=ehost-live</a></p>	<p>Abstract: This article presents the findings of an analysis of the effects of CPD initiatives on the quality of the pedagogical practices of ECEC practitioners. It is part of a larger study commissioned by Eurofound and jointly conducted by VBJK, IOE and PPMI (Eurofound, 2015). In order to draw policy-relevant information that might support decision makers in designing effective ECEC policies in their countries, the study reviewed existing research evidence published on this topic not only in English, but also in all the languages currently in use in EU Member States. Therefore, it involved country experts from EU-28 Member States. The research question was framed by the political priorities identified by the <i>Council Conclusions on Early Childhood Education and Care</i> (EU Council, 2011). The systematic literature review methodology elaborated by the EPPI-Centre for informing evidence-based policies in the field of education and social sciences was adopted to review the evidence drawn from primary research studies cross-nationally. The study revealed that long-term CPD interventions integrated into practice, such as pedagogical guidance and coaching in reflection groups, proved to be effective not only in countries with a well-established system of ECEC provision and a high level of qualification requirements for the practitioners, but also in countries with poorly subsidised ECEC systems and low qualification requirements. CPD initiatives based on the active engagement of practitioners and on peer exchanges within a shared scientific framework, proved to be the most effective. [ABSTRACT FROM AUTHOR] Copyright of <i>European Journal of Education</i> is the property of Wiley-Blackwell and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use. This abstract may be abridged. No warranty is given about the accuracy of the copy. Users should refer to the original published version of the material for the full abstract. (Copyright applies to all Abstracts.)</p>
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63	<p>Peterson, T., Veisson, M., Hujala, E., Härkönen, U., Sandberg, A., Johansson, I., &amp; Bakosi Eva, K. (2016). Professionalism of Preschool Teachers in Estonia, Finland, Sweden and Hungary. <i>European Early Childhood Education Research Journal</i>, 24(1), 136-156.</p> <p><a href="http://dx.doi.org/10.1080/1350293X.2015.1120529">http://dx.doi.org/10.1080/1350293X.2015.1120529</a></p>	<p>The current study investigated the ratings of Estonian, Finnish, Swedish and Hungarian preschool teachers and principals regarding the professionalism of preschool teachers within a cross-cultural context. According to reports commissioned by the European Commission and OECD, the professionalism of preschool teachers is a key factor in ensuring the quality of early childhood education. The study is based on the contextual approach in the bio-ecological theory and critical ecology theory of early childhood professionalism. The research question was: what are ratings of principals and teachers regarding the professionalism of preschool teachers in interaction and family involvement, the planning of education and the evaluation of children's development, using teaching strategies and support for professional development, creating a growth environment and the development of values. Structured questionnaires were conducted, the sample consisted of teachers and principals in Estonian (174/118), Finnish (82/84), Swedish (117/96) and Hungarian (111/99) preschools. In the comparison of the results from the four countries, there were similarities between the views of Finnish and Swedish teachers and principals and between Estonian and Hungarian teachers and principals. Differences between the countries were significant and depended on the context of the individual countries. Highest mean ratings were given by Estonian and Hungarian principals and Estonian teachers to creating growth environment. Development of values was evaluated highest by Finnish principals and teachers. Swedish teachers evaluated teaching strategies highly. The statements that got the lowest evaluation rate by all interest groups were family involvement and professional development.</p>
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64	<p>Ribers, B. (2018). The plight to dissent: professional integrity and ethical perception in the institutional care work of early childhood educators. <i>European Early Childhood Education Research Journal</i>, 26(6), 893-908.  <a href="http://dx.doi.org/10.1080/1350293X.2018.1533707">http://dx.doi.org/10.1080/1350293X.2018.1533707</a></p>	<p>A Code of Ethics for Early Childhood Educators has been established in Denmark, accentuating the development of a professional ethos. However, the divergence between professional ethical ideals and the complex realities of professional practice can result in the phenomenon defined as moral distress. This article is a case study that discloses how moral distress can be processed through ethics education, based on results from an empirical study of early childhood educators' experiences with moral dilemmas and ethical intervention in institutional care work. The author discusses professionals' 'plight to dissent' when confronting unethical practice. The article concludes that educational programmes based on a supervision method, conceptualised as Ethical Circles (EC), can support early childhood educators to develop ethical perception and professional integrity. Professionals learn to reflect upon the complexities of early childhood education and care, and develop the competency to intervene in unethical practice, when needed, with the aim of putting children first.</p>
65	<p>Sandberg, A. (2014). Utveckling i förskolan genom deltagande i forskningscirkel. In P. Lahdenperä (Ed.), <i>Forskningscirkeln - en möteplats för samproduktion</i> (pp. 109-118). Educational Sciences and Mathematics, School of Education, Culture and Communication, Mälardalen Uni: Mälardalen University.  <a href="http://urn.kb.se/resolve?urn=urn:nbn:se:mdh:diva-26504">http://urn.kb.se/resolve?urn=urn:nbn:se:mdh:diva-26504</a></p>	

66	<p>Sandilos L. E., Goble, P., Rimm-Kaufman, S. E., &amp; Pianta, R. C. (2018). Does Professional Development Reduce the Influence of Teacher Stress on Teacher-Child Interactions in Pre-Kindergarten Classrooms?. <i>Early Childhood Research Quarterly</i>, 42, 280-290.</p>	<p>The present study examines the extent to which participation in a 14-week professional development course designed to improve teacher-child interactions in the classroom moderated the relation between teacher-reported job stress and gains in observed teacher-child interaction quality from the beginning to the end of the intervention. Participants were preschool teachers (N = 427; M age = 42) with an average of 11 years of experience teaching. Teachers reported how intensely they experienced different sources of stress at pre-test only (i.e., prior to being randomized into the treatment condition [course or control]). Teacher-child interactions were measured through classroom observations at pre and post intervention. Results demonstrated that control teachers reporting higher professional investment stress showed fewer gains in observed emotional support relative to control teachers experiencing less professional investment stress. These findings were not evident for teachers in the course condition. Interestingly, teachers with higher professional investment stress showed fewer gains in instructional support in the control condition and greater gains in the course condition, relative to teachers in their respective treatment groups who reported lower levels of professional investment stress. Findings suggest that participation in the professional development intervention had a buffering effect on the negative association between professional investment stress and emotional support. With regard to instructional support, it is possible that teachers' heightened awareness and anxiety over their need to develop professionally may have made them more responsive to an intervention designed to improve practice.</p>
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67	<p>Schachter, R. E. (2015). An Analytic Study of the Professional Development Research in Early Childhood Education. <i>Early Education and Development</i>, 26(8), 1057-1085. <a href="http://dx.doi.org/10.1080/10409289.2015.1009335">http://dx.doi.org/10.1080/10409289.2015.1009335</a></p>	<p>Research Findings: The goal of this study was to examine empirical research on the design, delivery, and measurement of the effects of professional development (PD) for early childhood educators in order to provide insight into what the field has accomplished as well as suggest directions for future PD programs and research. Through the use of rigorous inclusion criteria outlined by S. M. Wilson, R. E. Floden, and J. Ferrini-Mundy (2001), 73 studies were included and analyzed. On average, 25% (M = 12.68, SD = 9.99) of references in each study were specifically about PD. The majority of studies (n = 39) targeted some form of language and literacy instruction, whereas only 5 studies targeted math and 1 study targeted science. A total of 35 different delivery mechanisms were used to provide PD, with 40 studies including some form of coaching and 45 including training workshops. The studies used a wide range of methods to measure PD-related outcomes: 51% (n = 37) of studies examined changes in teacher practice, 18% (n = 13) measured changes in teachers' knowledge, 40% (n = 29) measured changes in children's learning, and 11% (n = 8) measured changes in children's behavior. Practice or Policy: Based on the results of this study, there are 4 major ways in which PD for early childhood educators can be developed. Researchers and providers of PD should (a) continue to draw from multiple resources to inform PD implementation designs, (b) include more diversity in the content of instruction targeted by PD, (c) experiment with innovative formats for delivering PD, and (d) create better means of evaluating PD.</p>
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68	<p>Shannon, D., Snyder, P., &amp; McLaughlin, T. (2015). Preschool Teachers' Insights about Web-Based Self-Coaching versus On-Site Expert Coaching. <i>Professional development in education</i>, 41(2), 290-309.</p> <p><a href="https://search.proquest.com/docview/2034279138?accountid=14468">https://search.proquest.com/docview/2034279138?accountid=14468</a></p>	<p>Implementation science defines training and coaching as two important competency components to support fidelity of implementation of evidence-based practices. The present study explores the perspectives of 21 preschool teachers, located in the United States, about the professional development (PD) they received, which included training and coaching. The PD was designed to support their planning, implementation and evaluation of embedded instruction practices for young children with disabilities. The PD involved: 16.5 hours of workshops distributed across four to six weeks; the provision of job-aids; and 16 weeks of on-site coaching or 16 weeks of prompts to engage in self-coaching using a project-developed website. An interpretivist theoretical perspective of symbolic interactionism using grounded theory methods was adopted to guide the analysis of focus group data obtained from teachers following their participation in the PD. We describe the components of the PD that teachers characterized as effectively transcending the web-based and on-site coaching, the challenges they experienced with embedded instruction implementation and their recommendations for enhancing coaching. Implications are offered for considering individual and environmental factors that influence knowledge acquisition and practice implementation in the classroom and sustaining teacher learning through follow-up implementation support. [This paper was published in "Professional Development in Education" (EJ1054505).]</p>
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69	<p>Sharmahd, N., Peeters, J., &amp; Bushati, M. (2018). Towards continuous professional development: Experiencing group reflection to analyse practice. <i>European Journal of Education</i>, 53(1), 58-65.</p> <p><a href="http://search.ebscohost.com/login.aspx?direct=true&amp;db=bri&amp;AN=127876099&amp;site=ehost-live">http://search.ebscohost.com/login.aspx?direct=true&amp;db=bri&amp;AN=127876099&amp;site=ehost-live</a></p>	<p>Abstract: Researchers and international organisations recognise that the quality of ECEC services is related to a professional and competent workforce. The latter should be part of a 'competent system' that is capable of linking staff's initial good education to the possibility of constantly reflecting on ideas and practices. Continuous professional development initiatives (CPD) are crucial in this discourse. This article explores possibilities for CPD paths, with a focus on group-reflection methods in which the team/group reflects on its own practice. More specifically, it presents the Wanda method which was developed by VBJK and Artevelde University College in Belgium (Fl.) through a European Social Fund (ESF) project and then adapted to the contexts of four European countries (Czech Republic, Hungary, Croatia, Slovenia) within the ISSA (International Step by Step Association) network. In 2016, VBJK was appointed by Unicef to offer a Training of the Trainers (TOT) on CPD in Albania with the possibility of re-adapting the Wanda method to the Albanian preschool context. The article ends by presenting this Albanian experience in greater detail. [ABSTRACT FROM AUTHOR] Copyright of <i>European Journal of Education</i> is the property of Wiley-Blackwell and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use. This abstract may be abridged. No warranty is given about the accuracy of the copy. Users should refer to the original published version of the material for the full abstract. (Copyright applies to all Abstracts.)</p>
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70	<p>Simpson, J. E., Bardsley, J., Haider, S., Bayley, K., Brown, G., Harrington-Vail, A., &amp; Dale-Emberton, A. (2017). Taking advantage of dissonance: a CPD framework. <i>Journal of Children's Services</i>, 12(1), 1-15.  <a href="http://dx.doi.org/10.1108/JCS-11-2016-0020">http://dx.doi.org/10.1108/JCS-11-2016-0020</a></p>	<p><b>Purpose</b>The purpose of this paper is to communicate the findings of an empirical research project based on a real world problem that involved the development of a continuous professional development (CPD) framework for a children's integrated service workforce. In addition, to give attention to the notion that children's integrated services have not necessarily been viewed from the perspective of conflict management and that this has meant ensuing conflicts that characterise such organisations are more often than not ignored.</p> <p><b>Design/methodology/approach</b>A case study approach involving a mixed methodology consisting of semi-structured interviews for senior managers and service leads; a quantitative survey for frontline practitioners and focus groups for service users, carers and children.</p> <p><b>Findings</b>Rather than the service being fully integrated, services were aligned, and this was reflected in the conflict between professional cultures, reinforcing an "us and them" culture. This culture had seemingly permeated all aspects of the organisation including the senior management team. It was also noted that certain systems and processes, as well as bureaucracy, within the service were seen as hindering integrated working and was in effect a catalyst for conflict.</p> <p><b>Research limitations/implications</b>What has become evident during the course of this empirical study is the need to further explore the functioning of children's integrated services using conflict management theories, tools and techniques so as to understand how best to manage conflict to an optimum where an environment of creativity and productiveness is created.</p> <p><b>Practical implications</b>Therefore, when devising a CPD framework it can be argued that there is a need to address some of the types of conflict at the micro-frontline practitioner level of the organisation, as it is this level where there is opportunity through a variety of mechanisms, for example formal and non-formal learning, ring-fenced time, attendance at conferences, team away days and shadowing opportunities can be used to achieve a greater understanding of professional roles, improve working relationships and engage in the division of tasks in a fashion that will promote collaborative working.</p> <p><b>Social implications</b>The extent to which a children's integrated service can be the harbinger of a range of multi-faceted conflicts that include the jarring of professional cultures, task conflict, inter-personal incompatibilities and competing value bases cannot be underestimated. Therefore, when devising a CPD</p>
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	<p>framework it can be argued that there is a need to address some of the types of conflict at the micro-frontline practitioner level of the organisation.Originality/valueThrough the application of conflict management theory it will be illustrated how conflict could be used to effectively steer children integrated services towards creativity and productivity through an organisational wide framework that not only embraces dissonance, but also promotes a learning environment that takes advantage of such dissonance to incorporate a hybrid of professional practice and expertise.</p>
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71	Skattebol, J., & Arthur, L. M. (2014). Collaborative Practitioner Research: Opening a Third Space for Local Knowledge Production. <i>Asia Pacific Journal of Education</i> , 34(3), 351-365. <a href="http://dx.doi.org/10.1080/02188791.2013.871690">http://dx.doi.org/10.1080/02188791.2013.871690</a>	<p>Early childhood education and care is currently experiencing unprecedented policy interest and expansion. This policy and practice landscape requires new forms of adaptive leadership, new spaces for production of the knowledge necessary for this changing context, and tools that can support the development of leadership qualities. This paper examines the potential of practitioner research to produce contextually relevant knowledge and to develop leadership capacity. Our findings show that collaborative practitioner research groups provide a relatively safe environment for the sharing of dilemmas and critical reflections. The practitioners who participated in this research wanted access to narratives of change in typically resourced early childhood contexts as well as in the more highly resourced settings that are more often reflected in academic research and literature. This suggests there is a need for much more of this work to be publicly available. These groups can generate the courage required to open practice based research to public critique. This, we argue is an important element of activist leadership. Collaborative practitioner research opens up the possibility for practitioners to position themselves as knowledge producers and to revitalize the knowledge base that informs teacher education in the academy. In supporting this move, academics need to position themselves as resource gathers and co-learners thus opening a third space for knowledge production. The challenges for the profession are how to fund and effectively disseminate collaborative practitioner research and how to draw it into dialogue with other forms of research.</p>
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72	<p>Smith, D. (2015). Exploring interprofessional collaboration and ethical practice: a story of emancipatory professional learning. <i>Reflective Practice</i>, 16(5), 652-676.  <a href="http://search.ebscohost.com/login.aspx?direct=true&amp;db=bri&amp;AN=110360771&amp;site=ehost-live">http://search.ebscohost.com/login.aspx?direct=true&amp;db=bri&amp;AN=110360771&amp;site=ehost-live</a></p>	<p>'Exploring interprofessional collaboration and ethical practice: a story of emancipatory professional learning' reveals the transformational power inherent within emancipatory professional learning processes that invite educators to collectively and critically explore their professional practices, assumptions, and beliefs working as members of interprofessional teams within the context of early learning. Kindergarten teachers and early childhood educators collaboratively investigated their professional practices working as members of interprofessional classroom teams through a variety of inquiry processes. The emancipatory professional learning processes employed in a two-day summer institute invited these educators to critically inquire into the key dimensions associated with interprofessional collaboration and ethical practices. The development of individual commitment to action plans for refining and transforming their professional practices were an outcome these joint investigations. [ABSTRACT FROM PUBLISHER] Copyright of <i>Reflective Practice</i> is the property of Routledge and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use. This abstract may be abridged. No warranty is given about the accuracy of the copy. Users should refer to the original published version of the material for the full abstract. (Copyright applies to all Abstracts.)</p>
73	<p>Snyder, P. A., Hemmeter, M. L., &amp; Fox, L. (2015). Supporting Implementation of Evidence-Based Practices through Practice-Based Coaching. <i>Topics in Early Childhood Special Education</i>, 35(3), 133-143.  <a href="http://dx.doi.org/10.1177/0271121415594925">http://dx.doi.org/10.1177/0271121415594925</a></p>	<p>In active implementation science frameworks, coaching has been described as an important competency "driver" to ensure evidence-based practices are implemented as intended. Empirical evidence also has identified coaching as a promising job-embedded professional development strategy to support implementation of quality teaching practices. The purpose of the present article is to describe a coaching framework designed to support early childhood practitioners to implement evidence-based teaching practices with fidelity. We explicate the key components of the coaching framework, provide theoretical and empirical rationales for each component, and describe how it was operationalized for use as a coaching protocol in several studies. The studies focused on supporting preschool teachers of young children with or at risk for disabilities to implement social-emotional, behavioral, and instructional teaching practices with fidelity. For this special issue, we offer recommendations for future research and</p>

		<p>considerations for wider scale application and situate each article in the context of coaching and the coaching framework described in this article. [This article was published in "Topics in Early Childhood Special Education" (EJ1076861).]</p>
74	<p>Soni, A. (2019). Opportunities for development: the practice of supervision in early years' provision in England. <i>International Journal of Early Years Education</i>, 27(1), 52-67.  <a href="http://dx.doi.org/10.1080/09669760.2018.1444586">http://dx.doi.org/10.1080/09669760.2018.1444586</a></p>	<p>This article examines how the practice of supervision has developed within a range of early childhood education and care (ECEC) provision in a county in Central England in the United Kingdom. Supervision has been recently introduced as a mandatory requirement for ECEC in England in 2012, and there is limited research looking at the impact of this. The research aimed to examine how supervision is being implemented by ECEC providers. It employed a mixed methods research design including a questionnaire (n = 38) and three subsequent telephone interviews, and draws out key themes on who is accessing supervision, the level of frequency, the purposes, challenges and enablers of supervision. It highlights the tendency of the managerial function of supervision including safeguarding of children to dominate, and the potential for supervision as a reflective space and as support for staff including managers and leaders to be overlooked.</p>

75	<p>Spies, T. G., Lyons, C., Huerta, M., Garza, T. &amp; Reding, C. (2017). Beyond Professional Development: Factors Influencing Early Childhood Educators' Beliefs and Practices Working with Dual Language Learners. <i>CATESOL Journal</i>, 29(1), 23-50.</p>	<p>The National Association for the Education of Young Children and Head Start have clearly articulated their position on the provision of high-quality instruction for the 4 million dual language learners (DLLs) enrolled in early childhood (EC) programs nationwide. Professional development (PD) provides a way for educators to increase their knowledge and skills; however, teacher practices in the classroom are strongly influenced by implicit beliefs about how children learn. This study examined the influence of 6 PD sessions related to high-quality instruction for DLLs and examined other influential factors related to beliefs and practices. Participants were 98 early childhood educators serving 3- and 4-year-old DLLs in an urban area in the Southwest US. Quantitative findings indicate educators' beliefs and practices shifted after PD. Qualitative findings suggest that educators' empathy, expectations, and external factors also influenced their beliefs and practices. Implications for PD and program design are discussed.</p>
76	<p>Stone-MacDonald, A., &amp; Douglass, A. (2015). Introducing Online Training in an Early Childhood Professional Development System: Lessons Learned in One State. <i>Early Childhood Education Journal</i>, 43(3), 241-248.  <a href="http://dx.doi.org/10.1007/s10643-014-0649-2">http://dx.doi.org/10.1007/s10643-014-0649-2</a></p>	<p>Online educational opportunities provide improved access to high quality professional development for the early education and care workforce. Online and technology mediated learning can create sustainable education and development opportunities for states when face-to-face training is financially prohibitive. This study examined one state's efforts to design and deliver a set of online professional development courses. Through survey research methods, the study examined the experiences of both the trainers and the early educators in these online and technology-mediated professional development courses. In this study, findings indicated that early educators used technology for personal use, but they may be less familiar with learning technologies. Our findings indicate that some early educators do have the technology skills and comfort with technology needed to use the online modules for professional development and to benefit from this format, but most early educators still preferred using both technology and feedback from an instructor or supervisor when engaging in professional development. More research is needed on how to make technology literacy and technology access available to all early childhood educators.</p>

77	<p>Sumsion, J., Brownie, J. M L., Ryan, S., Walsh, K., Farrell, A., Irvine, S., Mulhearn, G., &amp; Berthelsen, D. (2015). Evaluative Decision-Making for High-Quality Professional Development: Cultivating an Evaluative Stance. <i>Professional Development in Education</i>, 41(2), 419-432.  <a href="http://dx.doi.org/10.1080/19415257.2014.989257">http://dx.doi.org/10.1080/19415257.2014.989257</a></p>	<p>Unprecedented policy attention to early childhood education internationally has highlighted the crucial need for a skilled early years workforce. Consequently, professional development of early years educators has become a global policy imperative. At the same time, many maintain that professional development research has reached an impasse. In this paper, we offer a new approach to addressing this impasse. In contrast to calls for a redesign of comparative studies of professional development programmes, or for the refinement of researcher-constructed professional development evaluation frameworks, we argue the need to cultivate what we refer to as an "evaluative stance" amongst all involved in making decisions about professional development in the early years--from senior bureaucrats with responsibilities for funding professional development programmes to individual educators with choices about which professional development opportunities to take up. Drawing on three bodies of literature--evaluation capacity-building, personal epistemology and co-production--that, for the most part, have been overlooked with respect to early years professional learning, this paper proposes a conceptual framework to explain why cultivating an evaluative stance in professional development decision-making has rich possibilities for systemic, sustainable and transformative change in early years education.</p>
78	<p>Syslová, Z. (2019). The relation between reflection and the quality of a preschool teacher's education performance. <i>International Journal of Child Care and Education Policy</i>, 13(1), 1-21. <a href="http://dx.doi.org/10.1186/s40723-019-0060-y">http://dx.doi.org/10.1186/s40723-019-0060-y</a></p>	<p>Many developed countries have been concentrating lately on the quality of preschool education. Generally, what is considered one of the most important aspects of quality preschool education is quality teaching performance, which has been focused on in many research studies. Research also investigates the level of reflection in preschool teachers, especially in relation to their professional development. However, none of the research studies have, so far, focused on observing the relationship between the two phenomena. We carried out a multiple case study to investigate the relationship between the quality of reflection and the quality of teachers' performance. Eight pre-primary teachers were video-recorded in their work, and subsequently, in-depth interviews were conducted. During the interviews, we used stimulated recall over selected video sequences, focusing specifically on selected aims of education. The findings indicate that teachers with a higher quality of reflection reached higher quality in the selected areas of teachers' performance. The results also showed that the</p>

		<p>teachers with a university degree reached higher quality performance. The findings can contribute to the discussion on the professional development support of preschool teachers and can initiate a discussion on the need to examine the university preparation programmes for these teachers.</p>
79	<p>Taggart, G. (2015). Sustaining Care: Cultivating Mindful Practice in Early Years Professional Development. <i>Early Years</i>, 35(4), 381-393. <a href="http://dx.doi.org/10.1080/09575146.2015.1105200">http://dx.doi.org/10.1080/09575146.2015.1105200</a></p>	<p>The practitioner's own self is a resource in early childhood education and care (ECEC). It is proposed that an experiential training focusing on the "professional self" helps to raise awareness of how psychological dispositions may impair or enhance quality of provision. A key concept in such training is emotional labour, explored with students through examples of "relational pedagogy" and "attunement" to the needs of children. The argument of this paper, underlying the training, is that the expectation of attunement encapsulates both the best and worst aspects of such labour. The research focuses on the introduction of mindfulness exercises into the training in order to sustain this attunement. It seeks the students' responses to them and to the experience of the training overall. The paper concludes by recommending that such practices be incorporated into professional development whilst acknowledging that such interventions can only succeed where working conditions reflect a compassionate culture.</p>

80	<p>Torgerson, C., Nielsen, C. P., Gascoine, L., Filges, T., Moore, I. J., Nielsen, B. C. V. (2018). A systematic review of the effective continuing professional development training of welfare professionals. VIVE - Det Nationale Forsknings- og Analysecenter for Velfærd.</p>	<p>Løbende kompetenceudvikling af lærere og pædagoger skal give bedre undervisning og pædagogisk praksis til gavn for børnene. Om det er tilfældet kan man ikke vurdere på baggrund af de eksisterende evalueringer af området. Der er nemlig få evalueringer og kvaliteten af dem er for lav, viser VIVEs litteraturstudie. VIVE anbefaler derfor, at man gennemfører nye effektstudier af området i Danmark. Baggrund: Lærere og pædagoger uddanner, udfordrer og udvikler hver dag vores børn. Gode og støttende relationer til børnene er ét blandt flere vigtige aspekter af dette arbejde. Kvaliteten af de fagprofessionelles arbejde med børn og unges læring og udvikling antages at kunne øges gennem de kompetenceudviklingsmuligheder, de tilbydes på arbejdspladsen. Formålet med denne rapport er derfor at beskrive karakteren og effekten af forskellige tilgange til kompetenceudvikling, som tilbydes lærere og pædagoger. Det sker i form af en systematisk oversigt over den internationale forskningslitteratur på området, hvor målet er at identificere, kvalitetsvurdere og foretage en kvantitativ syntese af resultaterne fra de fundne effektstudier. Derved gives et overblik over, i hvilket omfang der er grundlag for at træffe forskningsbaserede beslutninger om, hvad der kendetegner effektiv kompetenceudvikling af pædagoger og lærere. Vi undersøger, hvad der ud fra den eksisterende forskningslitteratur kan konkluderes om effekterne af kompetenceudvikling af fagprofessionelle, der arbejder med børn og unge. Vores fokus er rettet mod effekter på børn og unges læring samt på deres sociale og emotionelle udvikling. Vi ser også på effekten af kompetenceudviklingsindsatserne på de fagprofessionelles praksis – fx deres evne til at skabe positive og støttende læringsmiljøer samt gode lærer/elev-relationer. Blandt de studier, som er udvalgt til mere dybdegående undersøgelse, har vi vurderet deres relevans for danske forhold og, om og i hvilken grad de kan overføres til den danske kontekst. Denne vurdering beror bl.a. på, hvordan kompetenceudviklingsindsatserne konkret gennemføres i praksis – hvad der er i fokus, de institutionelle forhold omkring indsatsen samt kulturelle aspekter som fx graden af lærernes autonomi. Resultater: De 33 studier, som indgår i kortlægningen, vedrører alle kompetenceudvikling for personale i, hvad der i Danmark svarer til førskole- og skolesektoren. De fleste af disse studier omhandler kompetenceudvikling af betydning for børn og unges sproglige og sociale kompetencer. Langt de fleste kompetenceudviklingsindsatser er</p>
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gennemført i USA og målrettet pædagoger og lærere. I studierne er det oftest de yngste børn og/eller gruppen af udsatte børn og unge, som kompetenceudviklingsindsatsen i sidste ende skal gøre gavn for. Den anvendte metode til at vurdere udviklingen blandt børnene og de unge har været at anvende standardiserede tests af sproglige kompetencer samt at vurdere deres socio-emotionelle kompetencer og adfærd. Udviklingen blandt de fagprofessionelle er vurderet ud fra deres kendskab til og forståelse af børns læse- og skriveudvikling, kvaliteten af klasserumsledelsen, lærer/elev-relationerne, emotionel støtte til børnene, adfærdshåndtering og tydeliggørelse af forventninger. Der er gennemført en mere dybdegående kortlægning af de ti studier, som falder inden for kategorien social udvikling. Det dækker over undertemaerne social og emotionel udvikling, faglig og social udvikling, klasserumsledelse og lærer/elev-interaktioner. Syv af disse kompetenceudviklingsindsatser har fundet sted i USA, de øvrige i New Zealand, Nederlandene og Danmark. De fleste af studierne vedrører indsatser målrettet de yngste børn. Kompetenceudviklingen i de fleste af forsøgene er gennemført i form af workshop-baseret træning med tilførte ressourcer, personlig coaching eller konsultationer med udgangspunkt i feedback på observationer eller videooptagelser af klasserumspraksis, feedback og refleksion. Kontrolgruppen har typisk været den sædvanlige tilbudte kompetenceudvikling ('business-as-usual'). Alle 10 studier i den dybdegående kortlægning er randomiserede kontrollerede forsøg (RCT-studier), men ingen af enkeltstudierne kan klassificeres som meget robuste forsøg gennemført efter højeste kvalitetsstandarder. Vi har dog gennemført forskellige meta-analyser ved hjælp af ni af de ti studier for at udregne overordnede effektstørrelser af de evaluerede indsatser. Den meta-analyse, som undersøger betydningen af kompetenceudviklingsindsatser for elevers faglige resultater, viser, at de evaluerede interventioner har en positiv, om end meget lille, effekt. Fordi meta-analysen baserer sig på få studier, bør man imidlertid være varsom med at konkludere, at der er en entydig effekt af kompetenceudvikling af det pædagogiske personale på elevers faglige udvikling. Konklusionen på den dybdegående kortlægning er, at der på nuværende tidspunkt er utilstrækkelig evidens for, hvorvidt kompetenceudvikling af fagprofessionelle har en effekt på børns og unges læring og sociale udvikling. Det

begrænsede antal studier gør det heller ikke muligt at analysere effekten af specifikke indsatser på tværs af lande, kulturer, mv. Anbefalinger: I lyset af den utilstrækkelige evidens på området og vigtigheden af at vide, om kompetenceudvikling af lærere og pædagoger har en positiv effekt på de børn og unge, de i sidste instans skal gavne, og hvilke typer af kompetenceudvikling, der er tale om, er vores overordnede anbefaling, at der iværksættes et eller flere randomiserede kontrollerede forsøg (RCT) i Danmark for at få mere viden. Forsøgene skal i givet fald være tilpas store og langvarige til, at man vil kunne eftervise, om der er en statistisk signifikant effekt på det pædagogiske personales praksis og på børnenes læring og sociale udvikling. Inspirationen til, hvilken slags intervention man kunne afprøve, kan eksempelvis hentes fra et af de tre studier, som vi i denne undersøgelse har vurderet som værende mest relevant for den danske kontekst. Det ene studie (Allen m.fl., 2011) dokumenterer en indsats, hvis formål det er at styrke lærernes evne til at motivere og engagere eleverne i deres skolearbejde gennem høj kvalitet i de daglige lærer-/elevinteraktioner i og omkring undervisningen. Der er fokus på elever mellem 11-18 år, da elevens motivation i skolen begynder at dale allerede ved 11-årsalderen. Formatet for kompetenceudviklingsindsatsen består af workshopbaserede træningssessioner, videooptagelser af lærernes undervisning samt et års opfølgende individuel coaching-samtaler. Det andet studie (Domitrovich m.fl., 2009) fokuserer på udvikling af de fagprofessionelles sprogbrug, emotionelle støtte samt brug af positive adfærdsreguleringsstrategier rettet mod børn i førskolealderen. Indsatsen, der er undersøgt her, foregår i institutioner beliggende i områder med mange ressourcensvage familier. I forbindelse med indsatsen følger de fagprofessionelle et bestemt curriculum, der har fokus på børnenes tidlige sprogudvikling samt deres socioemotionelle kompetencer. Formatet for denne kompetenceudviklingsindsats består af en række heldagsworkshops, ugentlige mentorstøttesessioner med en lokal læringskonsulent samt observationer af praksis. Det tredje studie (Murray m. fl. 2014) evaluerer det såkaldte Incredible Years Teacher (IYT) klasserumsledelsesprogram for lærere, som underviser elever i 0.-2. klasse. IYT er velkendt i Danmark og består af en række interventioner, som har til hensigt at forebygge og imødegå aggressiv adfærd blandt børn i alderen 3-8 år. Formatet består af bl.a. video-modellering, øvelse gennem rollespil,

		<p>fastsættelse af mål og selv-monitorering for læreren. Ved afprøvning af en kompetenceudviklingsindsats i Danmark bør udfaldsmålene indbefatte relevante aspekter af personalets praksis, og der bør anvendes standardiserede mål for børnenes læring og sociale udvikling. Det anbefales, at forsøget designes, udføres og afrapporteres med afsæt i de strengeste krav til metodisk stringens for at inimere risikoen for skævhed samt for at sikre tilstrækkelig datamæssig volumen og styrke til den efterfølgende effektevaluering. Endelig bør det være resultatmål for de involverede børn og unge, som identificeres som de primære mål for indsatsen. Resultatmål for det pædagogiske personale kan indgå som sekundære mål. Metode: Konklusionerne i undersøgelsen baserer sig på en systematisk kortlægning af den internationale litteratur, hvor de anvendte metoder for hvert stadie var nedfældet i en protokol, inden søgningen gik i gang. Kun studier, der anvender et eksperimentelt design, indgår, dvs. randomiserede kontrollerede forsøg (RCT) og kvasi-eksperimentelle design (QED). Alle de studier, som indgår i kortlægningen, opfylder et mindstekrav, hvad angår et robust design, som gør, at der er tale om et decideret effektstudie. Ikke desto mindre er der behov for at være opmærksom på, at kvaliteten blandt de inkluderede studier varierer. Selvom det var en del af den oprindelige målsætning, har vi ikke fundet effektstudier om kompetenceudvikling af personale, der arbejder med børn og unge, som falder inden for socialektoren eller kriminalforsorgssektoren og samtidig opfylder undersøgelsens inklusionskriterier.</p>
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81	<p>Urban, M. (2014). Not solving problems, managing messes: Competent systems in early childhood education and care. <i>Management in Education</i> (Sage Publications, Ltd.), 28(4), 125-129.</p> <p><a href="http://search.ebscohost.com/login.aspx?direct=true&amp;db=bri&amp;AN=99083111&amp;site=ehost-live">http://search.ebscohost.com/login.aspx?direct=true&amp;db=bri&amp;AN=99083111&amp;site=ehost-live</a></p>	<p>EU 2020, the current strategic framework of the European Union (European Commission, 2010) sets ambitious policy goals based on a rather bleak analysis of a complex crisis scenario the Union finds itself in. A key role is given to early childhood education and care to achieve these goals, and 'highest benefits' are predicted for children and society provided that ECEC services are of 'high quality' (Council of the European Union, 2010). Recent European and international research emphasizes the importance of systemic, trans-sectoral and trans-disciplinary approaches to developing and improving early childhood experiences for all children, families and communities (Urban et al., 2011a, 2012). Drawing on findings of the study, the article outlines the concept of 'competent systems' in early childhood and discusses implications for governance. It questions the persistent use of a 'language of technology and normalisation' (Dahlberg et al., 2007) in policy documents and argues for alternatives that recognize and embrace the relational, political and uncertain characteristics of early childhood professional practice. [ABSTRACT FROM AUTHOR] Copyright of <i>Management in Education</i> (Sage Publications, Ltd.) is the property of Sage Publications, Ltd. and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use. This abstract may be abridged. No warranty is given about the accuracy of the copy. Users should refer to the original published version of the material for the full abstract. (Copyright applies to all Abstracts.)</p>
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82	<p>Viskovic, I., &amp; Višnjic Jetvic, A. (2018). Professional Development of Kindergarten Teachers in Croatia--A Personal Choice or an Obligation. <i>Early Years</i>, 38(3), 286-297.  <a href="http://dx.doi.org/10.1080/09575146.2017.1278747">http://dx.doi.org/10.1080/09575146.2017.1278747</a></p>	<p>The quality of educational processes with children of preschool age and long-term educational outcomes are largely related to the work quality of teachers. Lifelong learning and professional development, as predictors of quality, need to be regarded as an ongoing task for kindergarten teachers. Findings of an empirical study of Croatian kindergarten teachers' views (N = 388) on professional development point to a link between teachers' intrinsic motivation and their professional development. Motivation explains 46.87% of the variance "Personal commitment to professional development". A slight positive correlation was found between the level of formal education and the frequency of professional development (<math>r = 0.216, p &lt; 0.01</math>). Although the level of education of kindergarten teachers is not a good independent predictor, it affects readiness to self-fund professional development (<math>p &lt; 0.01</math>). As for the significance of conferences as a form of professional development, participants of the study identified them as an effective opportunity (M = 4.68, SD = 0.52), promoting both quality practices (M = 4.69, SD = 0.54) and exchange of experiences (M = 4.68, SD = 0.56). The length of participants' professional work experience affects their assessment of the significance of practitioners' networking as a way of improving the quality of everyday practices (<math>F = 1.43, p &lt; 0.05</math>).</p>
83	<p>von Suchodoletz, A. Jamil, F. M., Larsen, R. A., &amp; Hamre, B. K. (2018). Personal and contextual factors associated with growth in preschool teachers' self-efficacy beliefs during a longitudinal professional development study. <i>Teaching &amp; Teacher Education</i>, 75, 278-289.  <a href="http://search.ebscohost.com/login.aspx?direct=true&amp;db=bri&amp;AN=131354296&amp;site=ehost-live">http://search.ebscohost.com/login.aspx?direct=true&amp;db=bri&amp;AN=131354296&amp;site=ehost-live</a></p>	<p>There has been limited research on the development of in-service teachers' self-efficacy beliefs across multiple school years. The current longitudinal study investigated (a) how teachers' self-efficacy beliefs change over time and (b) how teacher and classroom characteristics relate to these changes in a sample of 341 US American preschool teachers involved in a professional development intervention. Latent growth curve models indicated that teachers' self-efficacy beliefs increased, particularly for those receiving a coaching intervention. Teacher ratings of children's behavior problems had a negative effect on self-efficacy beliefs. Together, findings highlight the need for support of changing self-efficacy beliefs among in-service teachers. [ABSTRACT FROM AUTHOR] Copyright of Teaching &amp; Teacher Education is the property of Pergamon Press – An Imprint of Elsevier Science and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use. This abstract may be abridged. No warranty is given about the accuracy of the copy.</p>

		<p>Users should refer to the original published version of the material for the full abstract. (Copyright applies to all Abstracts.)</p>
84	<p>Vujcic, L., &amp; Camber Tambolas, A. (2017). Professional Development of Preschool Teachers and Changing the Culture of the Institution of Early Education. <i>Early Child Development and Care</i>, 187(10), 1583-1595.  <a href="http://dx.doi.org/10.1080/03004430.2017.1317763">http://dx.doi.org/10.1080/03004430.2017.1317763</a></p>	<p>The culture of institutions of early education is a strong network of customs, rules, norms and behaviours that affect the daily life and work of all its individuals. Consequently, the professional development of preschool teachers is not only an individual process of professional advancement, but also a process that changes the culture of the institution of early education and includes all participants of the educational process. In this paper, we examine the perception of the preschool teacher profession and the connection between the preschool teachers' attitudes about their profession and their focus on continuous learning and exploring personal practice. The research was conducted on a random sample of N = 238 preschool teachers in Croatia. For data collection, we used the "Questionnaire for the assessment of the culture of the educational institution" designed for the needs of the scientific research project "Culture of the educational institution as a factor of co-constructing knowledge".</p>
85	<p>Waters, J., &amp; Payler, J. (2015). The professional development of early years educators – achieving systematic, sustainable and transformative change. <i>Professional Development in Education</i>, 41(2), 161-168.  <a href="http://search.ebscohost.com/login.aspx?direct=true&amp;db=bri&amp;AN=101514976&amp;site=ehost-live">http://search.ebscohost.com/login.aspx?direct=true&amp;db=bri&amp;AN=101514976&amp;site=ehost-live</a></p>	<p>An introduction is presented to a special issue on the theme of professional learning and development (PLD) for early childhood education and care (ECEC), noting issue articles on ECEC in the U.S. and Australia, as well as the use of educational technology in ECEC.</p>

86	<p>Whalen, S. P., Horsley, H. L., Parkinson, K. K., &amp; Pacchiano, D. (2016). A Development Evaluation Study of a Professional Development Initiative to Strengthen Organizational Conditions in Early Education Settings. <i>Journal of Applied Research on Children</i>, 7(2), 1-43.</p>	<p>High quality instruction is essential to producing developmental gains for young children and can mitigate risk factors such as family poverty and low parental education. Even in programs with highly qualified teachers, teacher-child interactions often do not provide the level of instructional support that children need to be well-prepared for success in kindergarten. In order to improve instructional quality, an emerging focus on early childhood professional development involves supporting leaders in creating a web of supports for teacher learning and child growth. The purpose of the 3-year evaluation study was to assess the effectiveness of an Early Childhood Education Professional Development Initiative (ECE PDI) in advancing the knowledge, skills, and dispositions of community-based early childhood leaders and teachers in relation to creating the conditions for superior developmental outcomes for low-income students served by these community-based centers. Findings from the implementation and impact studies are reported.</p>
87	<p>Williford, A. P., Carter, L. M., Maier, M. F., Hamre, B. K., Cash, A., Pianta, R. C., &amp; Downer, J. T. (2017). Teacher Engagement in Core Components of an Effective, Early Childhood Professional Development Course: Links to Changes in Teacher-Child Interactions. <i>Journal of Early Childhood Teacher Education</i>, 38(1), 102-118.  <a href="http://dx.doi.org/10.1080/10901027.2016.1269028">http://dx.doi.org/10.1080/10901027.2016.1269028</a></p>	<p>This study built on prior research regarding the effectiveness of the National Center for Research in Early Childhood Education (NCRECE) course by exploring the individual course components. Core aspects of course engagement and performance were described and examined in relation to improvements in the observed quality of teacher-child interactions. Teacher characteristics were also examined as predictors of course engagement and performance. A sample of 150 preschool teachers participated in a semester-long, credit-bearing, college course designed to improve the quality of their emotional, organizational, and instructional interactions with children. Teachers' participation and performance in the course were high on average. Teachers' skill level in accurately and specifically explaining other teachers' instances of effective teacher-child interactions was related to improvements in their own observed teacher-child interactions. Finally, teachers with an early childhood major and those endorsing child-centered beliefs displayed better skills in detecting other teachers' high-quality interactions with children. Results are discussed in relation to designing more effective early childhood professional development programs.</p>

88	<p>Zhang, C., &amp; Cook, J. C. (2019). A reflective professional development intervention model of early writing instruction. <i>Journal of Early Childhood Teacher Education</i>, 40(2), 177-196. <a href="http://dx.doi.org/10.1080/10901027.2018.1536903">http://dx.doi.org/10.1080/10901027.2018.1536903</a></p>	<p>This study presents a professional development (PD) model for promoting preschool teachers' writing instruction utilizing teachers' reflective practices. Thirteen prekindergarten teachers were followed for the entire pre-K year. Teachers were assigned to intervention and comparison conditions. A reflective PD workshop was developed based on classroom observations and teachers' reflections during the Fall semester. Intervention group teachers completed a reflective PD workshop, and a reflective teacher-researcher meeting in the Spring semester. By the end of the pre-K year, classroom observations suggested that the intervention group teachers provided a significantly higher quality of literacy and writing instruction than comparison group teachers. Intervention group teachers also implemented new teaching practices with high fidelity. Findings demonstrate the merit and necessity of utilizing reflective practices during in-service teachers' training. The description of the reflective PD model and teachers' initial teaching practices are also discussed in this article.</p>
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