

Appendix 7 - snowball search literature to be included following full review

Reference	Role	Care	Transiti on	Other
1. Aslanian TK (2017) Ready or not, here they come! Care as a material and organizational practice in ECEC for children under two. <i>Global Studies of Childhood</i> 7(4): 323–334.		Discusse s care in EY context		Norway Empiric al
2. Aslanian TK (2018) Remove ‘care’ and stir: Modernizing early childhood teacher education in Norway. <i>Journal of Education Policy</i> .35(4) pp.485-502		Discusse s care in EY context		Norway Empiric al
3. Goouch K and Powell S (2017) Babyroom workers: Care in practice. In: White EJ and Dalli C (eds.) <i>UnderThree Year Olds in Policy and Practice</i> . Singapore: Springer		Discusse s care in Ey context		New Zealan d Discursi ve
4. Harwood D, Klopper A, Osanyin A, <i>et al.</i> . (2013) ‘It’s more than care’: Early childhood educators’ concepts of professionalism. <i>Early Years: An International Research Journal</i> 33(1): 4–17.	Discusse s role	Discusse s care		Canada , Nigeria and South Africa Empiric al
5. ACECQA (2011) <i>Guide to the National Quality Standard</i> . Sydney: Australian Children’s Education and Care Quality Authority	Gives policy context around			Australi a – grey literatu

	role			re
6. Taggart G (2011) Don't we care? The ethics and emotional labour of early years professionalism. Early Years 31(1): 85–95.		Discusses care in EY context		England Discursive
7. Campbell-Barr V and Garnham A (2010) What parents want—Parents and childcare: A literature review. Commissioned by the Equality and Human Rights Commission. Available at: https://www.equalityhumanrights.com/sites/default/files/research-report-66-childcare-review-of-whatparents-want.pdf (accessed 29 April 2020)	Discusses role from parents perspective			England empirical
8. Economist Intelligence Unit. (2012). Starting well: Benchmarking early education across the world. Retrieved September 14, 2014, from http://www.lienfoundation.org/pdf/publications/sw_report.pdf	Discusses role from policy context			45 countries Empirical
9. Ferretti, L. K., & Bub, K. L. (2017). Family routines and school readiness during the transition to kindergarten. Early Education and Development, 28(1), 59–77. https://doi.org/10.1080/10409289.2016.1195671			Discusses EY transition	US Empirical
10. Little, M. H., Cohen-Vogel, L., & Curran, F. C. (2016). Facilitating the transition to kin-			Discusses EY	US Empirical

<p>dergarten: What ECLS-K data tell us about school practices then and now.2332858416655766AERA Open, 2(3),https://doi.org/10.1177/2332858416655766</p>			transiti on	al
<p>11. European Commission. 2011. <i>Early Childhood Education and Care: Providing All Our Children with the Best Start for the World of Tomorrow</i>. Brussels: European Commission</p>	Discusse s role in Europea n context			Multipl e countri es Grey lit
<p>12. Löfdahl, A., and M. Folke Fichtelius. 2015. 'Preschool's New Suit: Care in Terms of Learning and Knowledge.' <i>Early Years</i> 35 (3): 260–272.10.1080/09575146.2014.995600</p>		Discusse s relations hip between care and learning		Swede n – empiric al
<p>13. Taggart, G. 2014. 'Compassionate Pedagogy: The Ethics of Care in Early Childhood Professionalism.' <i>European Early Childhood Education Research Journal</i> 24 (2): 1–13</p>		Ethics of care in EY context		Englan d – discursi ve
<p>14. Van Laere, K., J. Peeters, and M. Vandenbroeck. 2012. 'The Education and Care Divide: The Role of the Early Childhood Workforce in 15 European Countries.' <i>European Journal of Education</i> 47 (4): 527–</p>		Discusse s educare divide		Multipl e EU countri es Empiric al

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