

Jennifer Sumsion

List of Publications by Year in descending order

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Version: 2024-02-01

89
papers

1,948
citations

236925

25
h-index

315739

38
g-index

91
all docs

91
docs citations

91
times ranked

855
citing authors

#	ARTICLE	IF	CITATIONS
1	Insider Perspectives on Developing Belonging, being & Becoming: The Early Years Learning Framework for Australia. <i>Australasian Journal of Early Childhood</i> , 2009, 34, 4-13.	1.0	106
2	Becoming, being and unbecoming an early childhood educator: a phenomenological case study of teacher attrition. <i>Teaching and Teacher Education</i> , 2002, 18, 869-885.	3.2	79
3	From Whitlam to Economic Rationalism and Beyond: A Conceptual Framework for Political Activism in Children's Services. <i>Australasian Journal of Early Childhood</i> , 2006, 31, 1-9.	1.0	77
4	Interrogating "Belonging" in Belonging, Being and Becoming: The Early Years Learning Framework for Australia. <i>Contemporary Issues in Early Childhood</i> , 2011, 12, 28-45.	1.3	76
5	Early childhood teachers' constructions of their resilience and thriving: A continuing investigation. <i>International Journal of Early Years Education</i> , 2004, 12, 275-290.	0.8	64
6	Negotiating Otherness : A male early childhood educator's gender positioning. <i>International Journal of Early Years Education</i> , 2000, 8, 129-140.	0.8	59
7	Early Childhood Teachers and Regulation: Complicating Power Relations Using a Foucauldian Lens. <i>Contemporary Issues in Early Childhood</i> , 2007, 8, 109-122.	1.3	55
8	Infants as Others: uncertainties, difficulties and (im)possibilities in researching infants' lives. <i>International Journal of Qualitative Studies in Education</i> , 2014, 27, 196-213.	1.2	55
9	The corporatization of Australian childcare. <i>Journal of Early Childhood Research</i> , 2006, 4, 99-120.	1.6	52
10	Promoting Early Childhood Teacher Professionalism in the Australian Context: The Place of Resistance. <i>Contemporary Issues in Early Childhood</i> , 2010, 11, 89-105.	1.3	52
11	Early Childhood Professionals and Interprofessional Work in Integrated Early Childhood Services in Australia. <i>Australasian Journal of Early Childhood</i> , 2012, 37, 81-88.	1.0	49
12	Infants, Family Day Care and the Politics of Belonging. <i>International Journal of Early Childhood</i> , 2014, 46, 171-186.	1.0	49
13	Male teachers in early childhood education: issues and case study. <i>Early Childhood Research Quarterly</i> , 2005, 20, 109-123.	2.7	46
14	Critical Reflections on the Experiences of a Male Early Childhood Worker. <i>Gender and Education</i> , 1999, 11, 455-468.	1.7	42
15	The quality imperative: Tracing the rise of "quality" in Australian early childhood education and care policy. <i>Australasian Journal of Early Childhood</i> , 2012, 37, 4-13.	1.0	42
16	Rethinking early childhood workforce sustainability in the context of Australia's early childhood education and care reforms. <i>International Journal of Child Care and Education Policy</i> , 2015, 9, .	1.8	40
17	Sustaining the Employment of Early Childhood Teachers in Long Day Care: A case for robust hope, critical imagination and critical action. <i>Asia-Pacific Journal of Teacher Education</i> , 2007, 35, 311-327.	1.9	36
18	Regulation and risk: early childhood education and care services as sites where the "laugh of Foucault" resounds. <i>Journal of Education Policy</i> , 2008, 23, 35-48.	2.8	36

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19	Transformative Pathways: Field-based teacher educators' perceptions. <i>Journal of Education for Teaching</i> , 2000, 26, 245-257.	2.0	35
20	The Regulatory Environment in Long Day Care: A "double-edged sword"™ for early childhood professional practice. <i>Australasian Journal of Early Childhood</i> , 2006, 31, 49-58.	1.0	34
21	Implicit theories and naïve beliefs: Using the theory of practice architectures to deconstruct the practices of early childhood educators. <i>Journal of Early Childhood Research</i> , 2016, 14, 431-443.	1.6	32
22	Rereading metaphors as cultural texts: A case study of early childhood teacher attrition. <i>Australian Educational Researcher</i> , 2003, 30, 67-87.	2.3	28
23	The "Work"™ of Community in Belonging, Being and Becoming: The Early Years Learning Framework for Australia. <i>Contemporary Issues in Early Childhood</i> , 2011, 12, 71-85.	1.3	28
24	The Child Care Act 1972: A Critical Juncture in Australian ECEC and the Emergence of "Quality"™. <i>Australasian Journal of Early Childhood</i> , 2013, 38, 84-91.	1.0	28
25	Rewards, Risks and Tensions: Perceptions of males enrolled in an early childhood teacher education programme. <i>Asia-Pacific Journal of Teacher Education</i> , 2000, 28, 87-100.	1.9	27
26	promoting high quality early childhood education and care services. <i>Journal of Early Childhood Research</i> , 2007, 5, 263-283.	1.6	26
27	Baby Events: Assembling Descriptions of Infants in Family Day Care. <i>Contemporary Issues in Early Childhood</i> , 2012, 13, 141-153.	1.3	26
28	'Bad Days don't Kill You; They Just Make you Stronger': A case study of an early childhood educator's resilience. <i>International Journal of Early Years Education</i> , 2003, 11, 141-154.	0.8	25
29	Pursuing Better Childhoods and Futures through Curriculum: Utopian Visions in the Development of Australia's Early Years Learning Framework. <i>Global Studies of Childhood</i> , 2012, 2, 230-244.	0.6	25
30	"Looking and listening-in": a methodological approach to generating insights into infants' experiences of early childhood education and care settings. <i>European Early Childhood Education Research Journal</i> , 2012, 20, 313-327.	1.9	24
31	The Construction of a Taxonomy of Early Childhood Educators' Work. <i>Australasian Journal of Early Childhood</i> , 2015, 40, 79-88.	1.0	24
32	Within the Borderlands: Beginning Early Childhood Teachers in Primary Schools. <i>Contemporary Issues in Early Childhood</i> , 2003, 4, 115-136.	1.3	22
33	Voices from the other Side of the Fence: Early Childhood Teachers' Experiences with Mandatory Regulatory Requirements. <i>Contemporary Issues in Early Childhood</i> , 2007, 8, 30-49.	1.3	21
34	Dark matter: the "gravitational pull"™ of maternalist discourses on politicians's™ decision making for early childhood policy in Australia. <i>Gender and Education</i> , 2011, 23, 263-280.	1.7	21
35	Integrated early years services: a thematic literature review. <i>Early Years</i> , 2013, 33, 341-353.	1.0	20
36	Influences on Politicians' Decision Making for Early Childhood Education and Care Policy: What Do We Know? What Don't We Know?. <i>Contemporary Issues in Early Childhood</i> , 2009, 10, 194-217.	1.3	18

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37	Creating Space for Infants to Influence ECEC Practice: The encounter, Å©cart, reversibility and ethical reflection. <i>Educational Philosophy and Theory</i> , 2014, 46, 873-885.	1.8	18
38	Infants of the Productivity Agenda: Learning from Birth or Waiting to Learn?. <i>Australasian Journal of Early Childhood</i> , 2015, 40, 38-45.	1.0	18
39	The regulatory environment: a source of job (dis)satisfaction for early childhood professionals?. <i>Early Child Development and Care</i> , 2008, 178, 1-14.	1.3	17
40	Early Childhood Teachers' Understandings of and Provision for Quality. <i>Australasian Journal of Early Childhood</i> , 2010, 35, 42-50.	1.0	17
41	Why nursing? Applying a socioâ€œecological framework to study career choices of double degree nursing students and graduates. <i>Journal of Advanced Nursing</i> , 2013, 69, 1714-1724.	3.3	17
42	Researching with Children: Lessons in Humility, Reciprocity, and Community. <i>Australasian Journal of Early Childhood</i> , 2003, 28, 18-23.	1.0	15
43	Staff Shortages in Children's Services: Challenging taken-for-granted discourses. <i>Australasian Journal of Early Childhood</i> , 2005, 30, 40-48.	1.0	15
44	Parent Users of High-Quality Long Day Care: Informed Consumers of Child Care?. <i>Australasian Journal of Early Childhood</i> , 2011, 36, 95-103.	1.0	15
45	Reading between the Lines: An Interpretative Meta-Analysis of Ways Early Childhood Educators Negotiate Discourses and Subjectivities Informing Practice. <i>Contemporary Issues in Early Childhood</i> , 2013, 14, 223-240.	1.3	15
46	The â€œState of Playâ€™ in Australia: Early Childhood Educators and Play-Based Learning. <i>Australasian Journal of Early Childhood</i> , 2014, 39, 4-13.	1.0	14
47	Evaluative decision-making for high-quality professional development: cultivating an evaluative stance. <i>Professional Development in Education</i> , 2015, 41, 419-432.	2.8	14
48	Narratives of infantsâ€™ encounters with curriculum: The benediction as invitation to participate. <i>Contemporary Issues in Early Childhood</i> , 2016, 17, 275-288.	1.3	13
49	Opening up possibilities through team research: an investigation of infantsâ€™ lives in early childhood education settings. <i>Qualitative Research</i> , 2014, 14, 149-165.	3.5	12
50	ABC Learning and Australian early education and care: a retrospective ethical audit of a radical experiment. , 2012, , 209-226.		12
51	Using a Socioecological Framework to Understand the Career Choices of Single- and Double-Degree Nursing Students and Double-Degree Graduates. <i>ISRN Nursing</i> , 2012, 2012, 1-10.	1.2	12
52	Stories from Discontinuing Student Teachers. <i>Teachers and Teaching: Theory and Practice</i> , 1998, 4, 245-258.	1.9	11
53	Australian research in early childhood education: Contexts, tensions, challenges and future directions. <i>Australian Educational Researcher</i> , 2004, 31, 3-18.	2.3	11
54	Infants of the knowledge economy: the ambition of the Australian Governmentâ€™s Early Years Learning Framework. <i>Pedagogy, Culture and Society</i> , 2014, 22, 405-424.	2.6	11

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55	Gender, The Labour Market, The Workplace and Policy in Children's Services: Parent, staff and student attitudes. <i>Australasian Journal of Early Childhood</i> , 2005, 30, 6-13.	1.0	10
56	Uncovering hidden dimensions of Australian early childhood policy history: insights from interviews with policy "elites". <i>European Early Childhood Education Research Journal</i> , 2014, 22, 711-722.	1.9	10
57	Infants draw on "emotional capital" in early childhood education contexts: A new paradigm. <i>Contemporary Issues in Early Childhood</i> , 2017, 18, 362-374.	1.3	10
58	Putting Postmodern Theories into Practice in Early Childhood Teacher Education. <i>Advances in Early Education and Day Care</i> , 0, , 193-216.	0.2	9
59	An encounter with "sayings" of curriculum: Levinas and the formalisation of infants' learning. <i>Educational Philosophy and Theory</i> , 2015, 47, 822-832.	1.8	9
60	The Shaping of Australian Early Childhood Education and Care: What can we learn from a Critical Juncture?. <i>Australasian Journal of Early Childhood</i> , 2016, 41, 64-71.	1.0	9
61	Generating visionary policy for early childhood education and care: Politicians' and early childhood sector advocate/activists' perspectives. <i>Contemporary Issues in Early Childhood</i> , 2016, 17, 192-209.	1.3	9
62	Flourishing on the margins: a study of babies and belonging in an Australian Aboriginal community childcare centre. <i>European Early Childhood Education Research Journal</i> , 2017, 25, 189-205.	1.9	9
63	Revisiting the Challenge of Staff Recruitment and Retention in Children's Services. <i>Australasian Journal of Early Childhood</i> , 2002, 27, 8-13.	1.0	8
64	Building a knowledge base about the impact of early learning frameworks for infants and toddlers. <i>Early Child Development and Care</i> , 2018, 188, 651-664.	1.3	8
65	"Baby Cam" and Participatory Research with Infants: A Case Study of Critical Reflexivity. , 2014, , 169-191.		8
66	Child-Centred, Family-Centred, Decentred: Positioning Children as Rights-Holders in Early Childhood Program Collaborations. <i>Global Studies of Childhood</i> , 2012, 2, 26-37.	0.6	7
67	Moving beyond utilitarian perspectives of infant participation in participatory research: film-mediated research encounters. <i>International Journal of Early Years Education</i> , 2013, 21, 336-347.	0.8	7
68	Infants in Family Day Care: Stories of Smooth and Striated Space. <i>Global Studies of Childhood</i> , 2013, 3, 265-275.	0.6	7
69	"Belonging" in Australian early childhood education and care curriculum and quality assurance: Opportunities and risks. <i>Contemporary Issues in Early Childhood</i> , 2018, 19, 340-355.	1.3	7
70	Early childhood practice and refrains of complexity. <i>Early Years</i> , 2015, 35, 80-95.	1.0	6
71	Using metaphor to illuminate quality in early childhood education. <i>Australasian Journal of Early Childhood</i> , 2020, 45, 197-210.	1.0	6
72	Spatial perspectives on babies' ways of belonging in infant early childhood education and care. <i>Journal of Pedagogy</i> , 2018, 9, 109-131.	0.3	6

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73	Is infant belonging observable? A path through the maze. <i>Contemporary Issues in Early Childhood</i> , 2018, 19, 404-416.	1.3	5
74	Play meets early childhood teacher education. <i>Australian Educational Researcher</i> , 2019, 46, 155-175.	2.3	5
75	Babies in Space. <i>International Perspectives on Early Childhood Education and Development</i> , 2014, , 43-58.	0.3	5
76	Intentional teaching in early childhood education: A scoping review. <i>Review of Education</i> , 2021, 9, e3309.	2.1	5
77	Oppositional Discourses: Deconstructing Responses to Investigations of Male Early Childhood Educators. <i>Contemporary Issues in Early Childhood</i> , 2000, 1, 259-275.	1.3	4
78	Capacity Building in Early Childhood Education Research in a Regional Australian University. <i>British Journal of Educational Studies</i> , 2011, 59, 265-284.	1.3	4
79	The Council of Australian Government Reforms [2007â€“2013]: a critical juncture in Australian early childhood education and care (ECEC) policy?. <i>International Journal of Child Care and Education Policy</i> , 2015, 9, .	1.8	4
80	Introduction: Exploring Lived Spaces of Infant-Toddler Education and Care. <i>International Perspectives on Early Childhood Education and Development</i> , 2014, , 1-16.	0.3	4
81	Provision for â€˜Under 3sâ€™™ in Australian Early Childhood Education and Care Policy Commitments: A Metaphorical Canary in the Coal Mine?. <i>Policy and Pedagogy With Under-three Year Olds</i> , 2017, , 205-216.	0.1	4
82	Workplace Violence in Early Childhood Settings: A Counter-Narrative. <i>Contemporary Issues in Early Childhood</i> , 2001, 2, 195-208.	1.3	3
83	A Politics of Imperceptibilities, Possibilities and Early Childhood Practice. <i>Contemporary Issues in Early Childhood</i> , 2014, 15, 368-377.	1.3	3
84	â€˜A Feeling of Not Being Welcomeâ€™™: Subtle Discrimination in Early Childhood Education. <i>Australasian Journal of Early Childhood</i> , 1999, 24, 42-46.	1.0	2
85	Taking an evaluative stance to decision-making about professional development options in early childhood education and care. <i>Early Years</i> , 2015, 35, 411-426.	1.0	2
86	Empowering Beginning Student Teachers: challenges for teacher educators. <i>Asia-Pacific Journal of Teacher Education</i> , 1996, 24, 33-46.	1.9	1
87	Theorizing Integrated Service Provision in Australia: Policies, Philosophies, Practices. , 2012, , 33-55.		1
88	The Australian Early Years Learning Framework: Becoming and Children in Their First 1000ÂˆDays. <i>Policy and Pedagogy With Under-three Year Olds</i> , 2019, , 73-92.	0.1	1
89	Team Players. , 2016, , 35-54.		0