Jennifer Sumsion

List of Publications by Year
in descending order

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	Intentional teaching in early childhood education: A scoping review. Review of Education, 2021, 9, e3309.	2.1	5
2	Using metaphor to illuminate quality in early childhood education. Australasian Journal of Early Childhood, 2020, 45, 197-210.	1.0	6
3	Play meets early childhood teacher education. Australian Educational Researcher, 2019, 46, 155-175.	2.3	5
4	The Australian Early Years Learning Framework: Becoming and Children in Their First 1000ÂDays. Policy and Pedagogy With Under-three Year Olds, 2019, , 73-92.	0.1	1
5	Building a knowledge base about the impact of early learning frameworks for infants and toddlers. Early Child Development and Care, 2018, 188, 651-664.	1.3	8
6	Is infant belonging observable? A path through the maze. Contemporary Issues in Early Childhood, 2018, 19, 404-416.	1.3	5
7	â€˜Belongingâ€™ in Australian early childhood education and care curriculum and quality assurance: Opportunities and risks. Contemporary Issues in Early Childhood, 2018, 19, 340-355.	1.3	7
8	Spatial perspectives on babiesâ€™ ways of belonging in infant early childhood education and care. Journal of Pedagogy, 2018, 9, 109-131.	0.3	6
9	Flourishing on the margins: a study of babies and belonging in an Australian Aboriginal community childcare centre. European Early Childhood Education Research Journal, 2017, 25, 189-205.	1.9	9
10	Infants draw on â€˜emotional capitalâ€™ in early childhood education contexts: A new paradigm. Contemporary Issues in Early Childhood, 2017, 18, 362-374.	1.3	10
11	Provision for â€˜Under 3sâ€™ in Australian Early Childhood Education and Care Policy Commitments: A Metaphorical Canary in the Coal Mine?. Policy and Pedagogy With Under-three Year Olds, 2017, , 205-216.	0.1	4
12	The Shaping of Australian Early Childhood Education and Care: What can we learn from a Critical Juncture?. Australasian Journal of Early Childhood, 2016, 41, 64-71.	1.0	9
13	Generating visionary policy for early childhood education and care: Politiciansâ€™ and early childhood sector advocate/activistsâ€™ perspectives. Contemporary Issues in Early Childhood, 2016, 17, 192-209.	1.3	9
14	Narratives of infantsâ€™ encounters with curriculum: The benediction as invitation to participate. Contemporary Issues in Early Childhood, 2016, 17, 275-288.	1.3	13
15	Implicit theories and naÃ¯ve beliefs: Using the theory of practice architectures to deconstruct the practices of early childhood educators. Journal of Early Childhood Research, 2016, 14, 431-443.	1.6	32
16	Team Players. , 2016, , 35-54.		0
17	An encounter with â€˜sayingsâ€™ of curriculum: Levinas and the formalisation of infantsâ€™ learning. Educational Philosophy and Theory, 2015, 47, 822-832.	1.8	9
18	The Council of Australian Government Reforms [2007â€“2013]: a critical juncture in Australian early childhood education and care (ECEC) policy?. International Journal of Child Care and Education Policy, 2015, 9, .	1.8	4

#	ARTICLE	IF	CITATIONS
19	Infants of the Productivity Agenda: Learning from Birth or Waiting to Learn?. Australasian Journal of Early Childhood, 2015, 40, 38-45.	1.0	18
20	The Construction of a Taxonomy of Early Childhood Educators' Work. Australasian Journal of Early Childhood, 2015, 40, 79-88.	1.0	24
21	Taking an evaluative stance to decision-making about professional development options in early childhood education and care. Early Years, 2015, 35, 411-426.	1.0	2
22	Early childhood practice and refrains of complexity. Early Years, 2015, 35, 80-95.	1.0	6
23	Evaluative decision-making for high-quality professional development: cultivating an evaluative stance. Professional Development in Education, 2015, 41, 419-432.	2.8	14
24	Rethinking early childhood workforce sustainability in the context of Australia's early childhood education and care reforms. International Journal of Child Care and Education Policy, 2015, 9, .	1.8	40
25	The â€˜State of Playâ€™ in Australia: Early Childhood Educators and Play-Based Learning. Australasian Journal of Early Childhood, 2014, 39, 4-13.	1.0	14
26	A Politics of Imperceptibilities, Possibilities and Early Childhood Practice. Contemporary Issues in Early Childhood, 2014, 15, 368-377.	1.3	3
27	Infants of the knowledge economy: the ambition of the Australian Governmentâ€™s Early Years Learning Framework. Pedagogy, Culture and Society, 2014, 22, 405-424.	2.6	11
28	Opening up possibilities through team research: an investigation of infantsâ€™ lives in early childhood education settings. Qualitative Research, 2014, 14, 149-165.	3.5	12
29	Creating Space for Infants to Influence ECEC Practice: The encounter, Ã©cart, reversibility and ethical reflection. Educational Philosophy and Theory, 2014, 46, 873-885.	1.8	18
30	Infants as Others: uncertainties, difficulties and (im)possibilities in researching infantsâ€™ lives. International Journal of Qualitative Studies in Education, 2014, 27, 196-213.	1.2	55
31	Infants, Family Day Care and the Politics of Belonging. International Journal of Early Childhood, 2014, 46, 171-186.	1.0	49
32	Uncovering hidden dimensions of Australian early childhood policy history: insights from interviews with policy â€˜elitesâ€™. European Early Childhood Education Research Journal, 2014, 22, 711-722.	1.9	10
33	â€˜Baby Camâ€™ and Participatory Research with Infants: A Case Study of Critical Reflexivity. , 2014, , 169-191.		8
34	Introduction: Exploring Lived Spaces of Infant-Toddler Education and Care. International Perspectives on Early Childhood Education and Development, 2014, , 1-16.	0.3	4
35	Babies in Space. International Perspectives on Early Childhood Education and Development, 2014, , 43-58.	0.3	5
36	Moving beyond utilitarian perspectives of infant participation in participatory research: film-mediated research encounters. International Journal of Early Years Education, 2013, 21, 336-347.	0.8	7

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37	Reading between the Lines: An Interpretative Meta-Analysis of Ways Early Childhood Educators Negotiate Discourses and Subjectivities Informing Practice. Contemporary Issues in Early Childhood, 2013, 14, 223-240.	1.3	15
38	Infants in Family Day Care: Stories of Smooth and Striated Space. Global Studies of Childhood, 2013, 3, 265-275.	0.6	7
39	Why nursing? Applying a socioâ€eecological framework to study career choices of double degree nursing students and graduates. Journal of Advanced Nursing, 2013, 69, 1714-1724.	3.3	17
40	Integrated early years services: a thematic literature review. Early Years, 2013, 33, 341-353.	1.0	20
41	The <i>Child Care Act 1972</i>: A Critical Juncture in Australian ECEC and the Emergence of â€˜Qualityâ€™. Australasian Journal of Early Childhood, 2013, 38, 84-91.	1.0	28
42	Pursuing Better Childhoods and Futures through Curriculum: Utopian Visions in the Development of Australia's Early Years Learning Framework. Global Studies of Childhood, 2012, 2, 230-244.	0.6	25
43	Child-Centred, Family-Centred, Decentred: Positioning Children as Rights-Holders in Early Childhood Program Collaborations. Global Studies of Childhood, 2012, 2, 26-37.	0.6	7
44	Baby Events: Assembling Descriptions of Infants in Family Day Care. Contemporary Issues in Early Childhood, 2012, 13, 141-153.	1.3	26
45	â€˜Looking and listening-inâ€™: a methodological approach to generating insights into infants' experiences of early childhood education and care settings. European Early Childhood Education Research Journal, 2012, 20, 313-327.	1.9	24
46	The quality imperative: Tracing the rise of â€˜qualityâ€™ in Australian early childhood education and care policy. Australasian Journal of Early Childhood, 2012, 37, 4-13.	1.0	42
47	Early Childhood Professionals and Interprofessional Work in Integrated Early Childhood Services in Australia. Australasian Journal of Early Childhood, 2012, 37, 81-88.	1.0	49
48	Theorizing Integrated Service Provision in Australia: Policies, Philosophies, Practices. , 2012, , 33-55.		1
49	ABC Learning and Australian early education and care: a retrospective ethical audit of a radical experiment. , 2012, , 209-226.		12
50	Using a Socioecological Framework to Understand the Career Choices of Single- and Double-Degree Nursing Students and Double-Degree Graduates. ISRN Nursing, 2012, 2012, 1-10.	1.2	12
51	Parent Users of High-Quality Long Day Care: Informed Consumers of Child Care?. Australasian Journal of Early Childhood, 2011, 36, 95-103.	1.0	15
52	Interrogating â€˜Belongingâ€™ in Belonging, Being and Becoming: The Early Years Learning Framework for Australia. Contemporary Issues in Early Childhood, 2011, 12, 28-45.	1.3	76
53	The â€˜Workâ€™ of Community in Belonging, Being and Becoming: The Early Years Learning Framework for Australia. Contemporary Issues in Early Childhood, 2011, 12, 71-85.	1.3	28
54	Capacity Building in Early Childhood Education Research in a Regional Australian University. British Journal of Educational Studies, 2011, 59, 265-284.	1.3	4

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55	Dark matter: the â€˜gravitational pullâ€™ of maternalist discourses on politiciansâ€™ decision making for early childhood policy in Australia. Gender and Education, 2011, 23, 263-280.	1.7	21
56	Early Childhood Teachers' Understandings of and Provision for Quality. Australasian Journal of Early Childhood, 2010, 35, 42-50.	1.0	17
57	Promoting Early Childhood Teacher Professionalism in the Australian Context: The Place of Resistance. Contemporary Issues in Early Childhood, 2010, 11, 89-105.	1.3	52
58	Insider Perspectives on Developing Belonging, being & Becoming: The Early Years Learning Framework for Australia. Australasian Journal of Early Childhood, 2009, 34, 4-13.	1.0	106
59	Influences on Politicians' Decision Making for Early Childhood Education and Care Policy: What Do We Know? What Don't We Know?. Contemporary Issues in Early Childhood, 2009, 10, 194-217.	1.3	18
60	The regulatory environment: a source of job (dis)satisfaction for early childhood professionals?. Early Child Development and Care, 2008, 178, 1-14.	1.3	17
61	Regulation and risk: early childhood education and care services as sites where the â€˜laugh of Foucaultâ€™ resounds. Journal of Education Policy, 2008, 23, 35-48.	2.8	36
62	Voices from the other Side of the Fence: Early Childhood Teachers' Experiences with Mandatory Regulatory Requirements. Contemporary Issues in Early Childhood, 2007, 8, 30-49.	1.3	21
63	Early Childhood Teachers and Regulation: Complicating Power Relations Using a Foucauldian Lens. Contemporary Issues in Early Childhood, 2007, 8, 109-122.	1.3	55
64	promoting high quality early childhood education and care services. Journal of Early Childhood Research, 2007, 5, 263-283.	1.6	26
65	Sustaining the Employment of Early Childhood Teachers in Long Day Care: A case for robust hope, critical imagination and critical action. Asia-Pacific Journal of Teacher Education, 2007, 35, 311-327.	1.9	36
66	The Regulatory Environment in Long Day Care: A â€˜double-edged swordâ€™ for early childhood professional practice. Australasian Journal of Early Childhood, 2006, 31, 49-58.	1.0	34
67	From Whitlam to Economic Rationalism and Beyond: A Conceptual Framework for Political Activism in Children's Services. Australasian Journal of Early Childhood, 2006, 31, 1-9.	1.0	77
68	The corporatization of Australian childcare. Journal of Early Childhood Research, 2006, 4, 99-120.	1.6	52
69	Staff Shortages in Children's Services: Challenging taken-for-granted discourses. Australasian Journal of Early Childhood, 2005, 30, 40-48.	1.0	15
70	Gender, The Labour Market, The Workplace and Policy in Children's Services: Parent, staff and student attitudes. Australasian Journal of Early Childhood, 2005, 30, 6-13.	1.0	10
71	Male teachers in early childhood education: issues and case study. Early Childhood Research Quarterly, 2005, 20, 109-123.	2.7	46
72	Early childhood teachers' constructions of their resilience and thriving: A continuing investigation. International Journal of Early Years Education, 2004, 12, 275-290.	0.8	64

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73	Australian research in early childhood education: Contexts, tensions, challenges and future directions. Australian Educational Researcher, 2004, 31, 3-18.	2.3	11
74	Rereading metaphors as cultural texts: A case study of early childhood teacher attrition. Australian Educational Researcher, 2003, 30, 67-87.	2.3	28
75	'Bad Days don't Kill You; They Just Make you Stronger': A case study of an early childhood educator's resilience. International Journal of Early Years Education, 2003, 11, 141-154.	0.8	25
76	Within the Borderlands: Beginning Early Childhood Teachers in Primary Schools. Contemporary Issues in Early Childhood, 2003, 4, 115-136.	1.3	22
77	Researching with Children: Lessons in Humility, Reciprocity, and Community. Australasian Journal of Early Childhood, 2003, 28, 18-23.	1.0	15
78	Becoming, being and unbecoming an early childhood educator: a phenomenological case study of teacher attrition. Teaching and Teacher Education, 2002, 18, 869-885.	3.2	79
79	Revisiting the Challenge of Staff Recruitment and Retention in Children's Services. Australasian Journal of Early Childhood, 2002, 27, 8-13.	1.0	8
80	Workplace Violence in Early Childhood Settings: A Counter-Narrative. Contemporary Issues in Early Childhood, 2001, 2, 195-208.	1.3	3
81	Oppositional Discourses: Deconstructing Responses to Investigations of Male Early Childhood Educators. Contemporary Issues in Early Childhood, 2000, 1, 259-275.	1.3	4
82	Rewards, Risks and Tensions: Perceptions of males enrolled in an early childhood teacher education programme. Asia-Pacific Journal of Teacher Education, 2000, 28, 87-100.	1.9	27
83	Negotiating Otherness : A male early childhood educator's gender positioning. International Journal of Early Years Education, 2000, 8, 129-140.	0.8	59
84	Transformative Pathways: Field-based teacher educators' perceptions. Journal of Education for Teaching, 2000, 26, 245-257.	2.0	35
85	â€˜A Feeling of Not Being Welcomeâ€™: Subtle Discrimination in Early Childhood Education. Australasian Journal of Early Childhood, 1999, 24, 42-46.	1.0	2
86	Critical Reflections on the Experiences of a Male Early Childhood Worker. Gender and Education, 1999, 11, 455-468.	1.7	42
87	Stories from Discontinuing Student Teachers. Teachers and Teaching: Theory and Practice, 1998, 4, 245-258.	1.9	11
88	Empowering Beginning Student Teachers: challenges for teacher educators. Asia-Pacific Journal of Teacher Education, 1996, 24, 33-46.	1.9	1
89	Putting Postmodern Theories into Practice in Early Childhood Teacher Education. Advances in Early Education and Day Care, 0, , 193-216.	0.2	9