

Andrea C Nolan

List of Publications by Citations

Source: <https://exaly.com/author-pdf/8865724/andrea-c-nolan-publications-by-citations.pdf>
Version: 2024-04-09

This document has been generated based on the publications and citations recorded by exaly.com. For the latest version of this publication list, visit the link given above.
The third column is the impact factor (IF) of the journal, and the fourth column is the number of citations of the article.

61 papers	552 citations	13 h-index	19 g-index
70 ext. papers	762 ext. citations	1.5 avg, IF	4.68 L-index

#	Paper	IF	Citations
61	Teacher confidence and professional capital. <i>Teaching and Teacher Education</i> , 2017 , 62, 10-18	2.9	48
60	Social and Emotional Learning Associated With Universal Curriculum-Based Interventions in Early Childhood Education and Care Centers: A Systematic Review and Meta-analysis. <i>JAMA Network Open</i> , 2018 , 1, e185727	10.4	44
59	Young children's everyday concepts of the internet: A platform for cyber-safety education in the early years. <i>British Journal of Educational Technology</i> , 2018 , 49, 45-55	4.3	30
58	Supporting resilience in early years classrooms: the role of the teacher. <i>Teachers and Teaching: Theory and Practice</i> , 2014 , 20, 595-608	2	24
57	Teacher agency and professional practice. <i>Teachers and Teaching: Theory and Practice</i> , 2020 , 26, 67-87	2	23
56	Teacher professional learning in Early Childhood education: insights from a mentoring program. <i>Early Years</i> , 2018 , 38, 258-270	0.6	21
55	Encouraging the Reflection Process in Undergraduate Teachers using Guided Reflection. <i>Australasian Journal of Early Childhood</i> , 2008 , 33, 31-36	1	20
54	Identifying professional functionings of early childhood educators. <i>Professional Development in Education</i> , 2019 , 45, 551-566	1.4	19
53	The influence of practicum supervisors' facilitation styles on student teachers' reflective thinking during collective reflection. <i>Reflective Practice</i> , 2018 , 19, 225-242	0.9	18
52	Using Intervention Mapping for child development and wellbeing programs in early childhood education and care settings. <i>Evaluation and Program Planning</i> , 2018 , 68, 57-63	1.7	15
51	Multiple Ways of Knowing and Seeing: Reflections on the Renewed Vigour in Early Childhood Research. <i>Australasian Journal of Early Childhood</i> , 2004 , 29, 24-28	1	15
50	(Re)affirming identities: implementing a play-based approach to learning in the early years of schooling. <i>International Journal of Early Years Education</i> , 2018 , 26, 42-55	0.7	14
49	Teacher professional learning as a social practice: an Australian case. <i>International Studies in Sociology of Education</i> , 2018 , 27, 352-374	0.8	13
48	Exploring and Evaluating Levels of Reflection in Preservice Early Childhood Teachers. <i>Australasian Journal of Early Childhood</i> , 2011 , 36, 122-130	1	13
47	Young learners: teachers' conceptualisation and practice of literacy in Australian preschool contexts. <i>International Journal of Early Years Education</i> , 2012 , 20, 379-391	0.7	11
46	Do Curriculum-Based Social and Emotional Learning Programs in Early Childhood Education and Care Strengthen Teacher Outcomes? A Systematic Literature Review. <i>International Journal of Environmental Research and Public Health</i> , 2020 , 17,	4.6	10
45	The effect of an area-based intervention on breastfeeding rates in Victoria, Australia. <i>Health Policy</i> , 2009 , 90, 89-93	3.2	10

44	Where to From Here? Career Choices of Pre-service Teachers Undertaking a Dual Early Childhood / Primary Qualification. <i>Australian Journal of Teacher Education</i> , 2013 , 38,	1.4	10
43	Research in Early Childhood 2013 ,		10
42	Looking to the future: producing transdisciplinary professionals for leadership in early childhood settings. <i>Early Years</i> , 2013 , 33, 398-412	0.6	9
41	Early Childhood Educators' Perceptions of Parent-Child Relationships: A Qualitative Study. <i>Australasian Journal of Early Childhood</i> , 2018 , 43, 4-15	1	9
40	Teacher professional learning through pedagogy of discomfort. <i>Reflective Practice</i> , 2018 , 19, 721-735	0.9	9
39	Integrating Health and Educational Perspectives to Promote Preschoolers' Social and Emotional Learning: Development of a Multi-Faceted Program Using an Intervention Mapping Approach. <i>International Journal of Environmental Research and Public Health</i> , 2020 , 17,	4.6	8
38	Evaluating a strategic approach to professional development through guided reflection. <i>Reflective Practice</i> , 2005 , 6, 221-229	0.9	8
37	Teacher Practices For Building Young Children's Concepts of the Internet Through Play-Based Learning. <i>Educational Practice and Theory</i> , 2018 , 40, 29-50	0.6	8
36	Strengthening the quality of educator-child interactions in early childhood education and care settings: a conceptual model to improve mental health outcomes for preschoolers. <i>Early Child Development and Care</i> , 2020 , 190, 991-1004	0.9	8
35	Individual and Collective Reflection: Deepening Early Childhood Pre-service Teachers' Reflective Thinking during Practicum. <i>Australasian Journal of Early Childhood</i> , 2018 , 43, 43-51	1	8
34	Young learners: mapping the beliefs and practices of preschool teachers in relation to early literacy development. <i>Australian Educational Researcher</i> , 2012 , 39, 313-331	2	7
33	Expectations of mentoring in a time of change: views of new and professionally isolated early childhood teachers in Victoria, Australia. <i>Early Years</i> , 2013 , 33, 161-171	0.6	7
32	Out of the loop—early childhood educators gaining confidence with unfamiliar policy discourse. <i>Early Years</i> , 2017 , 37, 341-354	0.6	6
31	Early childhood education and care educators supporting parent-child relationships: a systematic literature review. <i>Early Years</i> , 2017 , 37, 400-422	0.6	6
30	Developing a measure to understand young children's Internet cognition and cyber-safety awareness: a pilot test. <i>Early Years</i> , 2016 , 36, 322-335	0.6	6
29	Exploring the social justice work of early childhood educators. <i>Policy Futures in Education</i> , 2019 , 17, 618-633	0.3	6
28	Effective mentoring for the next generation of early childhood teachers in Victoria, Australia. <i>Mentoring and Tutoring: Partnership in Learning</i> , 2017 , 25, 272-290	0.6	5
27	The problem of inequality in Australia's early childhood education and care sector: A policy frame analysis. <i>Australian Journal of Education</i> , 2019 , 63, 322-339	2.1	5

26	Video-based methodologies: the affordances of different viewpoints in understanding teachers' tacit knowledge of practice that supports young children's oral language. <i>International Journal of Research and Method in Education</i> , 2018 , 41, 536-547	1.6	5
25	Early peer play interactions of resilient children living in disadvantaged communities. <i>International Journal of Play</i> , 2012 , 1, 311-323	1.1	5
24	The effects of an area-based intervention on the uptake of maternal and child health assessments in Australia: a community trial. <i>BMC Health Services Research</i> , 2009 , 9, 53	2.9	5
23	Thinking about Practice in Integrated Children's Services: Considering Transdisciplinarity. <i>Children Australia</i> , 2012 , 37, 94-99	0.3	5
22	Supporting teacher professionalism through tailored professional learning. <i>London Review of Education</i> , 2019 ,	0.8	4
21	A Cooperative Pedagogical Program Linking Preschool and Foundation Teachers: A Pilot Study. <i>Australasian Journal of Early Childhood</i> , 2016 , 41, 66-75	1	4
20	A systematic review of targeted social and emotional learning interventions in early childhood education and care settings. <i>Early Child Development and Care</i> , 2019 , 1-29	0.9	4
19	The Universal Access to early childhood education agenda in Australia: rationales and instruments. <i>Educational Research for Policy and Practice</i> , 2019 , 18, 1-16	0.8	4
18	Transforming practice through a professional learning program: barriers and enablers. <i>Early Years</i> , 2019 , 1-15	0.6	3
17	Integrated practice in the early years in Australia: The assumptions, omissions and contradictions of policy reform. <i>Journal of Early Childhood Research</i> , 2016 , 14, 247-260	0.9	3
16	Cross-sectoral professional relationships and transition to school: an Australian study. <i>Early Years</i> , 2019 , 1-15	0.6	3
15	Family strategies to support and develop resilience in early childhood. <i>Early Years</i> , 2014 , 34, 289-300	0.6	3
14	Preparing the Australian Early Childhood Workforce for Rural and Remote Settings: A Review of the Literature. <i>Australian Journal of Teacher Education</i> , 2011 , 36,	1.4	3
13	Young Children's Internet Cognition 2015 , 38-45		3
12	Applying Intervention Mapping to develop an early childhood educators' intervention promoting parent-child relationships. <i>Early Child Development and Care</i> , 2019 , 189, 1033-1050	0.9	3
11	"It's Embedded in What We Do for Every Child": A Qualitative Exploration of Early Childhood Educators' Perspectives on Supporting Children's Social and Emotional Learning. <i>International Journal of Environmental Research and Public Health</i> , 2021 , 18,	4.6	3
10	Just Another Meeting?: Investigating Mentoring for Early Childhood Teachers in Victoria. <i>Australasian Journal of Early Childhood</i> , 2015 , 40, 40-48	1	1
9	Reading practices experienced by preschool children in areas of disadvantage. <i>Journal of Early Childhood Research</i> , 2005 , 3, 289-298	0.9	1

8	Identifying play skills that predict children's language in the beginning of the first year of school. <i>Early Years</i> , 1-15	0.6	1
7	Building teacher professional capabilities through transformative learning. <i>Asia-Pacific Journal of Teacher Education</i> , 2020 , 1-16	1.2	1
6	Addressing inequality: Educators responding to the contexts of young children's lives?. <i>Children and Society</i> , 2021 , 35, 519-533	1.4	1
5	Affirmative discourse intervention: A framework for re-democratising engagement with education policy discourse. <i>Contemporary Issues in Early Childhood</i> , 146394912096610	0.6	0
4	SCIENCE IN THE NATIONAL EARLY YEARS LEARNING FRAMEWORK 6-23		
3	Researching professional recognition in a pre-school setting: a critical realist approach. <i>International Journal of Research and Method in Education</i> , 2020 , 43, 271-282	1.6	
2	Exploring the notion of 'group' in Chinese children's learning: a tri-partite focus. <i>Australian Educational Researcher</i> , 2021 , 48, 321-336	2	
1	Supporting practice change in early years classrooms: Australia and Turkey as case studies. <i>International Journal of Early Years Education</i> , 1-15	0.7	