

Andrea C Nolan

List of Publications by Year in Descending Order

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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	Exploring the notion of group in Chinese children's learning: a tri-partite focus. <i>Australian Educational Researcher</i> , 2021 , 48, 321-336	2	
60	Addressing inequality: Educators responding to the contexts of young children's lives?. <i>Children and Society</i> , 2021 , 35, 519-533	1.4	1
59	"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
58	Teacher agency and professional practice. <i>Teachers and Teaching: Theory and Practice</i> , 2020 , 26, 67-87	2	23
57	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
56	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
55	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	
54	Building teacher professional capabilities through transformative learning. <i>Asia-Pacific Journal of Teacher Education</i> , 2020 , 1-16	1.2	1
53	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
52	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
51	Transforming practice through a professional learning program: barriers and enablers. <i>Early Years</i> , 2019 , 1-15	0.6	3
50	Supporting teacher professionalism through tailored professional learning. <i>London Review of Education</i> , 2019 ,	0.8	4
49	Identifying professional functionings of early childhood educators. <i>Professional Development in Education</i> , 2019 , 45, 551-566	1.4	19
48	Cross-sectoral professional relationships and transition to school: an Australian study. <i>Early Years</i> , 2019 , 1-15	0.6	3
47	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
46	Exploring the social justice work of early childhood educators. <i>Policy Futures in Education</i> , 2019 , 17, 618-633	0.9	6
45	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

44	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
43	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
42	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
41	Teacher professional learning in Early Childhood education: insights from a mentoring program. <i>Early Years</i> , 2018 , 38, 258-270	0.6	21
40	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
39	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
38	(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
37	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
36	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
35	Early Childhood Educators' Perceptions of Parent-Child Relationships: A Qualitative Study. <i>Australasian Journal of Early Childhood</i> , 2018 , 43, 4-15	1	9
34	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
33	Teacher professional learning through pedagogy of discomfort. <i>Reflective Practice</i> , 2018 , 19, 721-735	0.9	9
32	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
31	Out of the loop: early childhood educators gaining confidence with unfamiliar policy discourse. <i>Early Years</i> , 2017 , 37, 341-354	0.6	6
30	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
29	Teacher confidence and professional capital. <i>Teaching and Teacher Education</i> , 2017 , 62, 10-18	2.9	48
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	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

26	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
25	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
24	Just Another Meeting?: Investigating Mentoring for Early Childhood Teachers in Victoria. <i>Australasian Journal of Early Childhood</i> , 2015 , 40, 40-48	1	1
23	Young Children's Internet Cognition 2015 , 38-45		3
22	Family strategies to support and develop resilience in early childhood. <i>Early Years</i> , 2014 , 34, 289-300	0.6	3
21	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
20	Looking to the future: producing transdisciplinary professionals for leadership in early childhood settings. <i>Early Years</i> , 2013 , 33, 398-412	0.6	9
19	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
18	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
17	Research in Early Childhood 2013 ,		10
16	Early peer play interactions of resilient children living in disadvantaged communities. <i>International Journal of Play</i> , 2012 , 1, 311-323	1.1	5
15	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
14	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
13	Thinking about Practice in Integrated Children's Services: Considering Transdisciplinarity. <i>Children Australia</i> , 2012 , 37, 94-99	0.3	5
12	Exploring and Evaluating Levels of Reflection in Preservice Early Childhood Teachers. <i>Australasian Journal of Early Childhood</i> , 2011 , 36, 122-130	1	13
11	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
10	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
9	The effect of an area-based intervention on breastfeeding rates in Victoria, Australia. <i>Health Policy</i> , 2009 , 90, 89-93	3.2	10

8	Encouraging the Reflection Process in Undergraduate Teachers using Guided Reflection. <i>Australasian Journal of Early Childhood</i> , 2008 , 33, 31-36	1	20
7	Evaluating a strategic approach to professional development through guided reflection. <i>Reflective Practice</i> , 2005 , 6, 221-229	0.9	8
6	Reading practices experienced by preschool children in areas of disadvantage. <i>Journal of Early Childhood Research</i> , 2005 , 3, 289-298	0.9	1
5	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
4	SCIENCE IN THE NATIONAL EARLY YEARS LEARNING FRAMEWORK6-23		
3	Affirmative discourse intervention: A framework for re-democratising engagement with education policy discourse. <i>Contemporary Issues in Early Childhood</i> ,146394912096610	0.6	0
2	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
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	