
Theses

2017

Educators' practices for promoting the spiritual development of children aged 3 to 4 years, in the context of Catholic childcare centres in Western Australia

Christine Robinson

Follow this and additional works at: <https://researchonline.nd.edu.au/theses>



COMMONWEALTH OF AUSTRALIA
Copyright Regulations 1969

WARNING

The material in this communication may be subject to copyright under the Act. Any further copying or communication of this material by you may be the subject of copyright protection under the Act.
Do not remove this notice.

This dissertation/thesis is brought to you by ResearchOnline@ND. It has been accepted for inclusion in Theses by an authorized administrator of ResearchOnline@ND. For more information, please contact researchonline@nd.edu.au.



References

- Adams, B. (2012). *The theory of collective memory and the 1953 Short Creek Raid*. The University of Utah: Dissertations Publishing. Retrieved from <http://search.proquest.com.ipacez.nd.edu.au/docview/928949118/fulltextPDF/72447BDFD68A4639PQ/1?accountid=41561>.
- Adams, K. (2009). The rise of the child's voice: The silencing of the spiritual voice. *Journal of Beliefs & Values*, 30(2), 113-122. doi: 10.1080/13617670903174991.
- Adams, K., Bull, R., & Maynes, M.L. (2016). Early childhood spirituality in education: Towards an understanding of the distinctive features of young children's spirituality, *European Early Childhood Education Research Journal*, 24(5), 760-774. doi: 10.1080/1350293X.2014.996425.
- Ahern, K. (1999). Ten tips for reflexive bracketing. *Qualitative Health Research*, 9(3), 407-411. doi:10.1177/104973239900900309.
- Alexander, H.A., & McLaughlin, T. H. (2003). Education in religion and spirituality. In N. Blake, P. Smeyers, R. Smith, & P. Standish (Eds.), *The Blackwell guide to the philosophy of education* (pp. 356-73). Oxford: Blackwell.
- Anderson, C. (2010). Presenting and evaluating qualitative research. *American Journal of Pharmaceutical Education*, 74(10), Article 141. Retrieved from <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2987281/pdf/ajpe141.pdf>.
- Armstrong, K. (1993). *A history of God. From Abraham to the present: The 4000-year quest for God*. London: Vintage.
- Ashworth, P. (1999). Bracketing in phenomenology: Renouncing assumptions in hearing about student cheating. *Qualitative Studies in Education*, 12(6), 707-721. doi:10.1080/095183999235845.
- Australian Children's Education and Care Quality Authority [ACECQA], (2012). *National quality standard*. Retrieved from <http://www.acecqa.gov.au>.
- Australian Government. (2013). *Education and care services national regulations*. Retrieved from <http://www.legislation.nsw.gov.au/#/view/regulation/2011/653/chap4/part4.4/div5>.
- Australian Labor Party. (2007). *The Australian economy needs an education revolution*. Retrieved from [http://parlinfo.aph.gov.au/parlInfo/search/display/display.w3p;query=\(Id:library/partypol/181m6\);rec=0](http://parlinfo.aph.gov.au/parlInfo/search/display/display.w3p;query=(Id:library/partypol/181m6);rec=0).
- Baillie, L. (2013). Enhancing observational data in qualitative research. *Nurse Researcher* 20(5), 4-5.
- Babbie, E. (2011). *The basics of social research* (5th ed.). Australia: Wadsworth Cengage Learning.
- Baker, F. (2015). Reflections on the Reggio Emilia approach as inspiration for early childhood teacher education in Abu Dhabi, UAE. *Early Child Development and Care*, 185(6), 982-995. doi: 10.1080/03004430.2014.974036.
- Barblett, L., & Maloney, C. (2010). Complexities of assessing social and emotional competence and wellbeing in young children. *Australasian Journal of Early Childhood*, 35(2), 13-18.
- Baskin, C. (2016). Spirituality: The core of healing and social justice from an Indigenous perspective. *New Directions for Adult and Continuing Education*, 2016(152), 51-60. doi:10.1002/ace.20212.
- Baumgartner, J., & Buchanan, T. (2010). Supporting each child's spirit. *Young Children*, 65(2), 90-95.

- Bednall, J. (2006). Epoche and bracketing within the phenomenological paradigm. *Issues in Education Research*, 16(2), 123-138.
- Bellous, J., & Csinos, D. (2009). Spiritual styles: Creating an environment to nurture spiritual wholeness. *International Journal of Children's Spirituality*, 14(3), 213-224. doi: 10.1080/13644360903086471.
- Benson, P., Roehlkepartain, E., & Rude, P. (2003). Spiritual development in childhood and adolescence: Toward a field of inquiry. *Applied Developmental Science*, 7(3), 205-213.
- Benson, P., Scales, P., Syvertsen, A., & Roehlkepartain, E. (2012). Is youth spiritual development a universal developmental process? An international exploration. *The Journal of Positive Psychology*, 7(6), 453-470.
- Bertram, T., & Pascal, C. (2002). *Early years education: An international perspective*. London: Qualifications and Curriculum Authority.
- Bloom, W. (2009). *The complete encyclopaedia of mind, body and spirit*. Retrieved from <http://www.f4hs.org/education/contemporary-spirituality-paper.htm>.
- Blount, B. (2007). Why Montessori works. *Montessori Life*, 19(1) p. 84-91.
- Bone, J. (2005). Breaking bread: Spirituality, food and early childhood education. *International Journal of Children's Spirituality*, 10(3), 307-317.
- Bone, J. (2008). Creating relational spaces: Everyday spirituality in early childhood settings. *European Early Childhood Education Research Journal*, 16(3), 343-356.
- Bonner, E., & Friedman, H. (2011). A conceptual clarification of the experience of awe: An interpretative phenomenological analysis. *The Humanistic Psychologist*, 39(3), 222-235.
- Bowes, J., Grace, R., & Hodge, K. (2012). *Children, families and communities: Contexts and consequences* (4th ed.). Australia: Oxford University Press.
- Bradford, J. (1999). The spiritual needs and potential of the child and young person: A rationale for discussion. *Muslim Education Quarterly*, 16(4), 2-14.
- Brantlinger, E., Jimenez, R., Klingner, J., Pugach, M., & Richardson, V. (2005). Qualitative studies in special education. *Exceptional Children*, 71(2), 195-207.
- Brooker, L. (2002). *Starting school: young children learning cultures*. Buckingham: Open University Press.
- Bronfenbrenner, U. (1979). *Ecology of human development: Experiments by nature and design*. Cambridge, USA: Harvard University Press.
- Bronfenbrenner, U. (1986). Ecology of the family as a context for human development: Research perspectives. *Developmental Psychology*, 22(6), 723-742. doi: [10.1037/0012-1649.22.6.723](https://doi.org/10.1037/0012-1649.22.6.723).
- Bussing, A., Foller-Mancini, A., Gidley, J., & Heusser, P. (2010). Aspects of spirituality in adolescents. *International Journal of Children's Spirituality*, 15(1), 25-44.
- Byrne, M.M. (2001). Evaluating the findings of qualitative research. *Association of Peri-Operative Registered Nurses Journal*, 73(3), 703-706. doi: 10.1016/S0001-2092(06)61966-2.
- Cameron, J. (2009). *Integration of early childhood education and care: Meeting the needs of Western Australia's children, families and communities in the 21st century*. The National Investment for the Early Years (NIFTeY). Retrieved from <http://www.parksleisure.com.au/documents/item/766>.
- Carlson, S. M., Koenig, M. A., & Harms, M. B. (2013). Theory of mind. *Wiley Interdisciplinary Reviews: Cognitive Science*, 4(4), 391-402. doi:10.1002/wcs.1232.

- Carr, M., (2001) *Assessment in early childhood settings. Learning stories*. Paul Chapman Publishing: London, UK.
- Catholic Education Commission of Western Australia [CECWA]. (2008). *Annual report*. Retrieved from <http://internet.ceo.wa.edu.au/Publications/Pages/Annual-Report.aspx>.
- Catholic Education Commission of Western Australia [CECWA]. (2009). *Bishop's mandate*. Retrieved from <http://internet.ceo.wa.edu.au/AboutUs/Documents/Bishops%20Mandate%202009-2015.pdf>.
- Catholic Education Commission of Western Australia [CECWA]. (2010). *Annual report*. Retrieved from <http://internet.ceo.wa.edu.au/Publications/Pages/Annual-Report.aspx>.
- Catholic Education Commission of Western Australia [CECWA]. (2013-2015). *Annual report*. Retrieved from <http://internet.ceo.wa.edu.au/Publications/Pages/Annual-Report.aspx>.
- Catholic Education Commission of Western Australia [CEWA]. (2013a). *Early childhood education and care policy 2-B6*. Retrieved from <http://internet.ceo.wa.edu.au/AboutUs/Governance/Policies/Documents/Education/Policy%20B6%20Early%20Childhood%20Education%20and%20Care.pdf>.
- Catholic Education Commission of Western Australia [CEWA]. (2013b). *Religious education policy 2-B5*. Retrieved from http://cms.ceo.wa.edu.au/policies/policy_statements/education_policies.jsp.
- Catholic Education Office of Rockhampton. (2012). *Spirituality in the early years*. Diocese of Rockhampton. Retrieved from http://rokreligiouseducation.com/wp-content/uploads/2015/10/draft_spirituality_in_the_early_years_2012.pdf.
- Catholic Education Western Australia [CEWA]. (2014). *Let the little children come to me: A resource for raising the religious awareness of children in the early years*. CEWA: Leederville.
- Catholic Education Western Australia [CEWA]. (2016). *Professional development and research*. Retrieved from <http://internet.ceo.wa.edu.au/ProfessionalDevelopmentResearch/Accreditation/Pages/Faith-Story-and-Witness.aspx>.
- Champagne, E. (2001). Listening to...listening for...: A theological reflection on spirituality in early childhood. In J. Erricker, C. Ota, & C. Erricker (Eds.), *Spiritual education: Cultural, religious and social differences, new perspectives for the 21st Century* (pp. 76–87). Brighton: Sussex Academic.
- Champagne, E. (2003). Being a child, a spiritual child. *International Journal of Children's Spirituality*, 8(1), 43-53.
- Champagne, E. (2008). Living and dying: A window on (Christina) children's spirituality. *International Journal of Children's Spirituality*, 13(3), 253-263.
- Chisnell, N., & Maher, M. (2007). Montessori mathematics in early childhood classrooms. *Curriculum Matters* 3, 6-28.
- Cochran, K. (1997). Pedagogical content knowledge: Teachers' integration of subject matter, pedagogy, students, and learning environments. *Research Matters –to the Science Teacher*, 9702. Retrieved from <https://www.narst.org/publications/research/pck.cfm>.
- Cohen, L., Manion, L., & Morrison, K. (2000). *Research methods in education* (5th ed.). London: Routledge Falmer.
- Cohen, L., Manion, L., & Morrison, K. (2011;2013;). *Research methods in education* (7th ed.). New York: Routledge. doi:10.4324/9780203720967.

- Coholic, D. (2010). *Arts activities for children and young people in need: Helping children to develop mindfulness, spiritual awareness and self-esteem*. London, Philadelphia: Jessica Kingsley Publishers.
- Coles, R. (1990). *The spiritual life of children*. London: Harper Collins.
- Colliver, Y., & Fleeer, M. (2016). I already know what I learned: Young children's perspectives on learning through play. *Early Child Development and Care*, 186(10), 1559-1570.
- Commonwealth Government of Australia. (2012a). *Education and care services national law (WA) act 2012*. Retrieved from http://www.austlii.edu.au/au/legis/wa/num_act/eacsnl201211o2012414/.
- Commonwealth Government of Australia. (2012b). *School education amendment bill 2012*. Retrieved from [http://www.parliament.wa.gov.au/Parliament/bills.nsf/9C3F5760B9E6EF2148257A850006E580/\\$File/Bill315-1.pdf](http://www.parliament.wa.gov.au/Parliament/bills.nsf/9C3F5760B9E6EF2148257A850006E580/$File/Bill315-1.pdf).
- Congregation for Catholic Education. (1977). *The Catholic school*. Homebush, N.S.W: Society of Saint Paul.
- Congregation for Catholic Education. (1988). *The religious dimension of education in a Catholic school*. Homebush, N.S.W: Society of Saint Paul.
- Congregation for the Clergy. (1997). *General directory for catechesis*. Washington: United States Catholic Conference.
- Congregation for Catholic Education. (1997). *The Catholic school on the threshold of the third millennium*. Homebush, N.S.W: Society of Saint Paul.
- Council of Australian Governments [COAG]. (2009a). *National partnership agreement on the national quality agenda for early childhood education and care*. Retrieved from http://www.federalfinancialrelations.gov.au/content/npa/education/early_childhood/quality_agenda/national_partnership.pdf.
- Council of Australian Government. (2009b). *National quality standard*. Retrieved from <http://www.acecqa.gov.au/national-quality-framework/the-national-quality-standard>.
- Craine, W. (2005). *Theories of development: Concepts and applications* (5th ed). New Jersey: Pearson.
- Creswell, J.W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed.). California: SAGE.
- Creswell, J.W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). California: SAGE.
- Crompton, M. (1998). *Children, spirituality, religion and social work*. Aldershot: Ashgate Publishing.
- Dahlberg, G., Moss, P., & Pence, A. (1999). *Beyond quality in early childhood education and care: Postmodern perspectives*. London: Falmer Press.
- Daleo, M. S. (1996). *Curriculum of love: Cultivating the spiritual nature of children*. Charlottesville, VA: Grace Publishing and Communications.
- Daly, M.C. (2004). *Developing the whole child: The importance of the emotional, social, moral, and spiritual in early years' education and care*. New York: Edwin Melon Press.
- Darling-Hammond, L., Wei, R. C., Andree, A., Richardson, N., & Orphanos, S. (2009). Professional learning in the learning profession: A status report on teacher development in the United States and abroad. National Staff Development Council and the School Redesign Network at Stanford University. Retrieved from <http://www.learningforward.org/docs/pdf/nsdcstudy2009.pdf>

- Davies, O. (2007). Message in a bottle: The spirituality of the Welsh. *Journal for the Study of Religion, Nature and Culture*, 2(1), 9-22
doi:10.1558/ecotheology.v2i1.9.
- Denzin, N.K., & Lincoln, Y.S. (2005). *The SAGE handbook of qualitative research* (3rd ed.). California: SAGE.
- Department of Education, Employment and Workplace Relations [DEEWR]. (2009). *Belonging, being and becoming: Early years learning framework*: Retrieved from <http://deewr.gov.au/early-years-learning-framework>.
- Department of Education and Early Childhood Development, State Government of Victoria. (2008). *A research paper to inform the development of an early years learning framework for Australia*. Retrieved from https://docs.education.gov.au/system/files/doc/other/a_research_paper_to_inform_the_development_of_an_early_years_learning_framework_for_australia.pdf.
- Drew, P., Raymond, G., & Weinberg, D. (2006). *Talk and interaction in social research methods*. London: SAGE.
- De Souza, M. (2012). Connectedness and connectedness: The dark side of spirituality-implications for education. *International Journal of Children's Spirituality*, 17(4), 291-303.
- De Souza, M. (2016). *Spirituality in education in a global, pluralised world*. New York: Routledge Research in Education.
- Duff, P.A. (2012). Identity, agency and second language acquisition. In S. Gass, & A. Mackey (Eds.), *Handbook of second language acquisition* (pp. 410-426). London: Routledge.
- Dylan, A., & Smallboy, B. (2016). Land-based spirituality among the Cree of the Mushkegowuk territory. *Journal of Religion & Spirituality in Social Work: Social Thought*, 35(1-2), 108-119. doi:10.1080/15426432.2015.1067589.
- Earl, M. (2001). Shadow and spirituality. *International Journal of Children's Spirituality*, 6(3), 277-288.
- Eatough, V., Smith, J., & Shaw, R. (2008). Women, anger and aggression: An interpretative phenomenological analysis. *Journal of Interpersonal Violence*, 23(12), 1767-1799.
- Eaude, T. (2009). Happiness, emotional well-being and mental health: What has children's spirituality to offer? *International Journal of Children's Spirituality*, 14(3), 185-196.
- Eaude, T. (2016). *New perspectives on young children's moral education: Developing character through a virtue ethics approach*. London: Bloomsbury.
- Ebbeck, M., & Waniganayake, M. (2010). *Perspectives on play in a changing world*. In M. Ebbeck & M. Waniganayake (Eds.), *Play in early childhood education: Learning in diverse contexts* (pp. 5-25). Victoria: Oxford University Press.
- Eliot, T. S. (1940). *Four quartets: No. 2 East Coker*. Retrieved from <http://www.davidgorman.com/4Quartets/2-coker.htm>.
- Elo, S., & Kyngas, H. (2008). The qualitative content analysis process. *Journal of Advanced Nursing*, 62(1), 107-115. doi: 10.1111/j.1365-2648.2007.04569.x.
- English, L., Fenwick T., & Parsons, J. (2003). *Spirituality of adult education and training*. Melbourne, FL: Krieger.
- Farrelly-Hansen, M. (2001). *Spirituality and art therapy: Living the connection*. London;Philadelphia,: J. Kingsley Publishers.
- Feeney, S., Moravcik, E., Nolte, S., & Christensen, D. (2010). *Who am I in the lives of children? An introduction to early childhood education* (8th ed.). Upper Saddle River, NJ: Pearson Education.

- Fetherston, T. (2006). *Becoming an effective teacher*. Victoria: Thomson Nelson.
- Ferguson, D.L. (1993). Something a little out of the ordinary: Reflections on becoming an interpretivist researcher in special education. *Remedial and Special Education, 14*(4), 35-43. doi:10.1177/074193259301400408.
- Flavell, J. (1996). Piaget's legacy. *Psychological Science 7*(4), 200-203.
- Fleer, M. (2010). *Early learning and development: Cultural-historic concepts in play*. Victoria: Cambridge University Press.
- Fleury, S., & Garrison, J. (2014). Toward a new philosophical anthropology of education: Fuller considerations of social constructivism. *Interchange, 45*(1), 19-41. doi:10.1007/s10780-014-9216-4.
- Flick, U. (2014). Reflexivity and the practice of qualitative research. In U. Flick (Ed.). *The SAGE handbook of qualitative data analysis* (pp. 109-122). London: SAGE. doi: 10.4135/9781446282243.n8.
- Fowler, J. (1981). *Stages of faith: The psychology of human development and the quest for meaning*. Blackburn: Dove Communications.
- Fowler, J., & Dell, M. (2006). Stages of faith from infancy through adolescence: Reflections on three decades of faith development theory. In E. Roehlkepartain, P. King, L. Wagenor, & P. Benson (Eds.), *The handbook of spiritual development for children and adolescence* (pp. 34-45). CA: SAGE.
- Fraenkel, J. R., & Wallen, N. E. (2003). *How to design and evaluate research in education* (5th ed.). Boston: McGraw-Hill Higher Education.
- French, G. (2007). *Children's early learning and development: A background paper*. Ireland: National Council for Curriculum and Assessment.
- Frith, C., & Frith, U. (2005). Theory of mind. *Current Biology, 15*(17), 644-645. doi:10.1016/j.cub.2005.08.041.
- Fuller, R. C. (2006). *Wonder*. Charlotte, NC: University of North Carolina Press.
- Garbarino, J., & Bedard, C. (1996). Spiritual challenges to children facing violent trauma. *Childhood, 3*(4), 467-478.
- Gathman, A., & Nessian, C. (1997). Fowler's stages of faith development in an honor's science and religion seminar. *Zygon, 32*(3), 407-414.
- Gearing, R. (2004). Bracketing in research: A typology. *Qualitative Health Research, 14*(10), 1429-1452. doi:10.1177/1049732304270394.
- Gelman, R. & Baillargeon, R. (1983). A review of some Piagetian concepts. In P. Mussen (Ed.). *Handbook of child psychology* (Vol 3). New York: Wiley.
- General Accounting Office [GAO]. (1996). *Content analysis: A methodology for structuring and analysing written material: PEMD-10.3.1*. USA: United States General Accounting Office.
- Gibbons, T., & Sanderson, G. (2002). Contemporary themes in the research enterprise [Special Issue]. *International Education Journal, 3*(4), 1-21.
- Gibson, A. (2014). Principals' and teachers' views of spirituality in principal leadership in three primary schools. *Educational Management Administration & Leadership, 42*(4), 520-535. doi:10.1177/1741143213502195.
- Giesenberg, A. (2000). Spiritual development and young children. *European Early Childhood Education Research Journal, 8*(2), 25-37.
- Giesenberg, A. (2007). *The phenomenon of preschool children's spirituality* (Doctoral Dissertation). Retrieved from https://eprints.qut.edu.au/16519/1/Anna_Giesenberg_Thesis.pdf.
- Glesne, C. (2010). *Becoming qualitative researchers: An introduction* (4th ed.). Boston, MA: Pearson.

- Goodliff, G. (2013). Spirituality expressed in creative learning: Young children's imagining play as space for mediating spirituality. *Early Childhood Development and Care*, 183(8), 1054-1071.
- Golafshani, N. (2003). Understanding reliability and validity in qualitative research. *The Qualitative Report*, 8(4), 597-607.
- Government of Western Australia (1999). *School education act 1999*. Retrieved from https://www.slp.wa.gov.au/legislation/statutes.nsf/main_mrtitle_878_homepage.html.
- Grajczonek, J. in collaboration with Queensland Catholic Education Commission Pre-Prep Taskforce. (2010). *Framework for early years' spiritual development in the Catholic tradition*. Retrieved from <http://www.qcec.catholic.edu.au/upload/publicsite/Education/EarlyChildhood/Framework%20for%20Early%20Years%20Spiritual%20Development%20in%20the%20Catholic%20Tradition.pdf>.
- Grajczonek, J. (2012a). Interrogating the spiritual as constructed in belonging, being and becoming: The early years learning framework for Australia. *Australasian Journal of Early Childhood*, 37(1), 152-160.
- Grajczonek, J. (2012b). Acknowledging religious diversity and empowering young children's agency and voice in the religion classroom. In S. Parker, R. Freathy, & J. Francis (Eds.), *Religious education and freedom of religion and belief* (pp. 235-249). Oxford: Peter Lang.
- Grajczonek, J. (2013). The early years religion program: Placing the emphasis on HOW young children learn. *Religious Education Journal of Australia*, 29(2), 3-8.
- Halpenny, A. & Pettersen, J. (2013). *Introducing Piaget: A guide for practitioners and students in early years education*. New York: Routledge.
- Harris, K. (2007). Reconceptualizing spirituality in the light of educating young children. *International Journal of Children's Spirituality*, 12(3), 263-275.
- Harris, K. (2013). Teacher, I had a dream: A glimpse of the spiritual domain of children using project-based learning. *International Journal of Children's Spirituality*, 18(3), 281-293.
- Harris, K. (2016). Let's play at the park! Family pathways promoting spiritual resources to inspire nature, pretend play, storytelling, intergenerational play and celebrations. *International Journal of Children's Spirituality*, 21(2), 90-103.
- Hart, T. (2003). *The secret spiritual world of children*. California: New World Library.
- Hattie, J. (2012). *Visible learning for teachers: Maximising impact on learning*. Oxon: Routledge.
- Hay, D., with Nye, R. (1998). *The spirit of the child*. London: Harper Collins.
- Hay, D., with Nye, R. (2006). *The spirit of the child* (Revised Edition.). London, GBR: Jessica Kingsley.
- Hay, D., Nye, R., & Murphy. (1996). Thinking about childhood spirituality: Review of research and current directions. In L. Francis, W. Kay & W. Campbell (Eds.), *Research in religious education*. US: Smyth and Helwys Publishing.
- Heidegger, M. (1978). *Basic writings*. [D.F. Krell, Trans.]. London: Routledge.
- Helfrich, S. (2011). *Montessori learning in the 21st century*. [ProQuest Ebook Central]. Retrieved from <http://ebookcentral.proquest.com.ipacez.nd.edu.au/lib/unda/detail.action?docID=868806>.
- Hodder, J. (2007). Young people and spirituality: The need for a spiritual foundation for Australian schooling. *International Journal of Children's Spirituality*, 12(2), 179-190.

- Holohan, G. (1999). *Australian religious education – Facing the challenges*. Australia: National Catholic Education Commission.
- Howell, A. J., Passmore, H. A., & Buro, K. (2013). Meaning in nature: Meaning in life as a mediator of the relationship between nature connectedness and well-being. *Journal of Happiness Studies*, 14(6), 1681-1696. doi: 10.1007/s10902-012-9403-x.
- Husserl, E. (1931). *Ideas: General introduction to pure phenomenology* (R. Gibson, Trans.). New York: Macmillan. Retrieved from <http://ophen.org/pub-108350>.
- Husserl, E. (1970). *The crisis of European sciences and transcendental phenomenology: An introduction to phenomenological philosophy*. Evanston: Northwestern University Press.
- Husserl, E., & Hill, C. O. (2008). *Introduction to logic and theory of knowledge: Lectures 1906/07*. New York: Springer.
- Hyde, B. (2008). *Children and spirituality: Searching for meaning and connectedness*. London: Jessica Kingsley Publishers.
- Hyde, B. (2010). Godly play nourishing children's spirituality: A case study. *Religious Education*, 105(5), 504-518. doi: 10.1080/00344087.2010.516215.
- Hyde, B. (2013). Children's play, spirituality and children's "school work": A response to Rossiter's position on the place of play in primary school religious education. *Religious Education Journal Australia*, 29(1), 3-8.
- Hyde, B. (2016). Brexit spirituality: The complex (and not so complex) withdrawal of spirituality from the curriculum. *International Journal of Children's Spirituality*, 21(3-4), 161-162.
- Ingersoll, H. (2014). Making room: A place for children's spirituality in the Christian church. *International Journal of Children's Spirituality*, 19(3-4), 164-178.
- Jirásek, I., Veselský, P. & Poslt, J. (2017). Winter outdoor trekking: spiritual aspects of environmental education. *Environmental Education Research*, 23(1), 1-22, doi: 10.1080/13504622.2016.1149553.
- Joseph, D. (2014). Spirituality, music, and wellbeing: sharing insights from an Australian setting. *International Journal of Health, Wellness and Society* 4(2), 1-14.
- Jung, C. (1938). *Psychology and religion. Collected works volume 11: Psychology and religion: West and east*. London: Routledge.
- Jung, C. (1953). *Collected works volume 12: Psychology and alchemy*. London: Routledge.
- Kessler, R. (2000). *The soul of education: Helping students find connection, compassion, and character at school*. Alexandria: ASCD.
- Kervin, L., Vialle, W., Herrington, J., & Okely, T., (2006). *Research for educators*. Victoria, Australia: Thomson Social Science Press.
- Kiesling, C., Sorell, G., Montgomery, M., & Colwell, R. (2006). Identity and spirituality: A psychosocial exploration of the sense of spiritual self. *Development Psychology* 42(6), 1269-1277.
- Kiessling, M. (2010). Spirituality as a component of holistic student development: Perspectives and practices of student affairs professionals. *Journal of College and Character*, 11(3), 1-10. doi: 10.2202/1940-1639.1721.
- King, U. (2013). The spiritual potential of childhood: Awakening to the fullness of life. *International Journal of Children's Spirituality*, 18(1), 4-17.
- Kim, S., & Esquivel, G. (2011). Adolescent spirituality and resilience: Theory, research and educational practices. *Psychology in the Schools*, 47(7), 755-765.

- Kleickmann, T., Richter, D., Kunter, M., Elsner, J., Besser, M., Krauss, S., & Baumert, J. (2013). Teachers' content knowledge and pedagogical content knowledge: The role of structural differences in teacher education. *Journal of Teacher Education*, 64(1), 90-106. doi:10.1177/0022487112460398.
- Krogh, S., & Slentz, K. (2001). *Early childhood education: Yesterday, today and tomorrow*. New Jersey: Lawrence Erlbaum Associates.
- Langdrige, D. (2007). *Phenomenological psychology: Theory, research and method*. London: Pearson.
- Larkin, M., Eatough, V., & Osborn, M. (2011). Interpretative phenomenological analysis and embodied, active, situated cognition. *Theory Psychology*, 21(3), 318-337.
- Larkin, M., Watts, S., & Clifton, E. (2008). Giving voice and making sense in interpretative phenomenological analysis. *Qualitative Research in Psychology*, 3(2), 102-120.
- Laverty, S. M. (2003). Hermeneutic phenomenology and phenomenology: A comparison of historical and methodological considerations. *International Journal of Qualitative Methods*, 2(3), 21-35.
- Letts, L., Wilkins, S., Law, M., Stewart, D., Bosch, J., & Westmorland, M. (2007). Guidelines for critical review form. *Qualitative Review Guidelines Form*. Retrieved from <http://srs-mcmaster.ca/wp-content/uploads/2015/05/Guidelines-for-Critical-Review-Form-Qualitative-Studies.pdf>.
- Loffdahl, A. & Hagglund, S. (2006). Power and participation: Social representations among children in preschool. *Social Psychology of Education* 9(1), 179-194.
- Long, J. (2000). Spirituality and the idea of transcendence. *International Journal of Children's Spirituality*, 5(2), 147-161. doi: 10.1080/713670913.
- Lopez, K.A., & Willis, D. G. (2004). Descriptive versus interpretative phenomenology: Their contributions to nursing knowledge. *Qualitative Health Research*, 14(5), 726-735.
- Lourenco, O. & Machado, A. (1996). In defense of Piaget's theory: A reply to 10 common criticisms. *American Psychological Review* 103(1), 143-164.
- Louv, R. (2012). *The nature principle: Reconnecting with life in a virtual age*. Chapel Hill, NC: Algonquin Books.
- Love, P.G., & Talbot, D. (1999). Defining spiritual development: A missing consideration for student affairs. *NASPA Journal*, 37(1), 361-376.
- MacDonald, D. (2009). Identity and spirituality: Conventional and transpersonal perspectives. *International Journal of Transpersonal Studies*, 28(1), 86-106.
- MacLauchlan, C., Fler, M. & Edwards, S. (2013). *Early childhood curriculum: Planning, assessment and implementation*. Melbourne: Cambridge University Press.
- Mata, J. (2006). *Spirituality in early childhood classrooms*. Retrieved from <https://www.inter-disciplinary.net/wp-content/uploads/2011/02/jmataspaper.pdf>.
- Mata, J. (2014). Sharing my journey and opening spaces: Spirituality in the classroom. *International Journal of Children's Spirituality*, 19(2), 112-122.
- Mayer, F., & Frantz, C. (2004). The connectedness to nature scale: A measure of individual's feeling in community with nature. *Journal of Environmental Psychology*, 24(4), 504-515.
- Miller, J.P. (2000). *Education and the soul: Toward a spiritual curriculum*. Albany, NY: University of New York Press.

- Milligan, K., Astington, J.W., Dack, L.A. (2007). Language and theory of mind: meta-analysis of the relation between language ability and false-belief understanding. *Child Development* 78, 622–646. doi:10.1111/j146786242007.01018.x.
- Montessori, M. (1966). *The secret of childhood*. New York: Ballantine Books.
- Montessori Australia. (2016). *Schools and centres*. Retrieved from <https://montessori.org.au/schools-and-centres>.
- Montessori, M. (2011). *The absorbent mind*. UK: Benediction Classics.
- Moore, K., Gomez-Garibello, C., Bosacki, S., & Talwar, V. (2016). Children's spiritual lives: The development of a children's spirituality measure. *Religions*, 7(8), 95. doi:10.3390/rel7080095.
- Mueller, C. (2010). Spirituality in children: Understanding and developing interventions. *Pediatric Nursing*, 36(4), 197-208.
- Myers, B. (1997). *Young children and spirituality*. New York: Routledge.
- National Catholic Education Commission [NCEC]. (2008). *Religious education in dialogue: Curriculum around Australia*. Retrieved from <http://www.ncec.catholic.edu.au/resources/publications/3-religious-education-in-dialogue-curriculum-around-australia/file>.
- National Catholic Education Commission [NCEC]. (2016). *Catholic schools in Australia*. Retrieved from <http://www.ncec.catholic.edu.au/resources/publications/401-catholic-schools-in-australia-2016/file>.
- Neuman, L.W. (2011). *Social research methods: Qualitative and quantitative approaches* (7th ed.). Boston: Pearson.
- Nicol, J., & Taplin, J. (2012). *Understanding the Steiner Waldorf approach*. London: Routledge.
- Ng, Y. (2012). Spiritual development in the classroom: Pupils' and educators learning reflections. *International Journal of Children's Spirituality*, 17(2), 167-185.
- Nortjé, E. & van der Merwe, L. (2016). Young children and spirituality: Understanding children's connectedness in a group music class. *International Journal of Children's Spirituality*, 21(1), 3-18. doi: 10.1080/1364436X.2016.1138932.
- Nye, R. (2009). *Children's spirituality: What it is and why it matters*. London: Church House Publishing.
- O'Connor, P. (1985). *Understanding Jung*. Port Melbourne: Mandarin.
- Office for Standards in Education [OFSTED]. (2004). *Promoting and evaluating pupils' spiritual, moral, social and cultural development*. UK. Retrieved from <http://www.gloucester.anglican.org/content/pages/documents/1354799219.pdf>.
- Ojose, B. (2008). Applying Piaget's theory of cognitive development to mathematics instruction. *The Mathematics Educator*, 18(1), p. 26-30.
- Oliver, C. (2012). The relationship between symbolic interactionism and interpretive description. *Qualitative Health Research*, 22(3), 409-415. doi: 10.1177/1049732311421177.
- Oppenheimer, S. (2007). *What is a Waldorf kindergarten?* Massachusetts: SteinerBooks.
- Organisation for Economic Cooperation and Development [OECD]. (2006). *Starting strong II: Early childhood education and care*. Retrieved from <http://www.oecd.org/edu/school/startingstrongiiearlychildhoodeducationandcare.htm>.
- Osgood, J., Sakr, M., & de Rijke, V. (2017). Dark play in digital playscapes. *Contemporary Issues in Early Childhood*, 18(2), 109-113. doi:10.1177/1463949117714074

- Ostow, M. (2006). *Spirit, mind and brain: A psychoanalytic examination of spirituality and religion*. New York: Columbia University Press.
- Palmer, P. (2000). *Let your life speak. Listening for the voice of vocation*. San Francisco, California: Jossey-Bass.
- Parker, S. (2010). Research in Fowler's faith development theory: A review article. *Review of Religious Research*, 51(3), 222-252.
- Piaget, J. (1955). *The construction of reality in the child*. London: Routledge & Kegan Paul.
- Piaget, J. (1963). *The origins of intelligence in children*. New York: Norton.
- Pickering, J. S. (1992). Successful applications of Montessori methods with children at risk for learning disabilities. *Annals of Dyslexia*, 42(1), 90-109. doi: 10.1007/BF02654940.
- Pisarik, C. T., Rowell, P. C., & Currie, L. K. (2012). Work-related daydreams: A qualitative content analysis. *Journal of Career Development*, 40(2), 87-106.
- Plekhaniv, A. (1992). The pedagogical theory and practice of Maria Montessori. *Russian Social Science Review*, 34(3), p. 66-70.
- Pope John Paul II. (1979). *Catechesi tradendae*. Retrieved from http://w2.vatican.va/content/john-paul-ii/en/apost_exhortations/documents/hf_jp-ii_exh_16101979_catechesi-tradendae.html.
- Pope Paul VI. (1965). *Gravissimum educationis*. Retrieved from http://www.vatican.va/archive/hist_councils/ii_vatican_council/documents/vat-ii_decl_19651028_gravissimum-educationis_en.html.
- Powell, K. (2009). Is the era of age segregation over? An interview with Kara Powell. *Leadership*, 30(3), 43-48.
- Priestly, J. (2002). The spiritual dimension of the curriculum. Can it be assessed? A Paper Presented at the 3rd International Conference on Children's Spirituality. King Alfred's College, Winchester, UK.
- Ratcliff, D. (2007). The spirit of children past: A century of children's spirituality research. *Christian Education Journal*, 4(2), 218-237.
- Ratcliff, D., & May, S. (2004). Identifying children's spirituality. In D. Ratcliff (Ed.). *Children's spirituality: Christian perspectives, research, and applications* (pp. 7-21). Eugene: Cascade.
- Reid, D. (2011). Making space for religious education in the national curriculum. *Religious Education Journal of Australia*, 27(2), 10-15.
- Revell, L. (2008). Spiritual development in public and religious schools: A case study. *Religious Education*, 103(1), 102-118. doi:10.1080/00344080701807544.
- Rinaldi, C. (1998). Projected curriculum and documentation. In C. Edwards, L. Gandini & G. Forman (Eds.), *The hundred languages of children: The Reggio Emilia approach – advanced reflections* (pp. 113-125). Norwich, CT: Ablex Publishing.
- Rinaldi, C. (2004). *In dialogue with Reggio Emilia*. [ProQuest Ebook Central]. Retrieved from <http://ebookcentral.proquest.com.ipacez.nd.edu.au/lib/unda/detail.action?docID=199505>.
- Robinson, E. (1983). *The original vision: A study of the religious experience of childhood*. New York: Seabury Press.
- Rossiter, G. (2011). Reorienting the religion curriculum in Catholic schools to address the needs of contemporary youth spirituality. *International Studies in Catholic Education*, 3(1), 57-72.

- Ruddock, B., & Cameron, R. J. (2010). Spirituality in children and young people: A suitable topic for educational and child psychologists? *Educational Psychology in Practice*, 26(1), 25-34. doi: 10.1080/02667360903522751.
- Sagberg, S. (2008). Children's spirituality with particular reference to a Norwegian context: Some hermeneutical reflections. *International Journal of Children's Spirituality*, 13(4), 355-370. doi: 10.1080/13644360802439516.
- Schein, D. (2013). Research and reflections on the spiritual development of young Jewish children. *Journal of Jewish Education*, 79(4), 360-385.
- Scheindlin, L. (1999). Preparing children for spirituality. *Religious Education*, 94(2), 190-200. Retrieved from <http://search.proquest.com/docview/199360010?accountid=41561>.
- Schreier, M. (2012). *Qualitative content analysis in action*. London: SAGE.
- Scott, D. G. (2003). Spirituality in child and youth care: Considering spiritual development and "relational consciousness". *Child and Youth Care Forum*, 32(2), 117-131. doi: 10.1023/A:1022593103824.
- Selvam, S. (2013). Towards religious-spirituality: A multidimensional matrix of religion and spirituality. *Journal of the Study of Religions and Ideologies*, 12(36), 129-152.
- Shaw, J. (2005). A pathway to spirituality. *Psychiatry*, 68(4), 350-362.
- Shaw, R. (2010). Embedding reflexivity within experiential qualitative psychology. *Qualitative Research in Psychology*, 7(3), 233-243.
- Sheldrake, P. (2016). Constructing spirituality: The 'politics' of definition and historical interpretations. *Religion and Theology*, 23(1-2), 15-34.
- Shulman, L. S. (1987). Knowledge and teaching: Foundations of the new reform. *Harvard Educational Review*, 57, 1-22.
- Sifers, S., Warren, J., & Jackson, Y. (2012). Measuring spirituality in children. *Journal of Psychology and Christianity*, 31(3), 205-214.
- Siraj-Blatchford, I., & Sylva, K. (2004). Researching pedagogy in English pre-schools. *British Educational Research Journal*, 30(5), 713-730. doi: 10.2307/1502101.
- Skamp, K. (1991). Spirituality and environmental education. *Australian Journal of Environmental Education*, 7, 79-86.
- Smith, J. (1996). Beyond the divide between cognition and discourse: Using interpretative phenomenological analysis in health psychology. *Psychology and Health*, 11(2), 261-271.
- Smith, J. (2004). Reflecting on the development of interpretative phenomenological analysis and its contribution to qualitative research in psychology. *Qualitative Research in Psychology*, 1(1), 39-54.
- Smith, J. (2008). *Qualitative psychology: A practical guide to research methods* (2nd ed.). London: SAGE.
- Smith, J., Flowers, P., & Larkin, M. (2009). *Interpretative phenomenological analysis: Theory, method and research*. London: SAGE.
- Smith, J., & Osborn, M. (2008). Interpretative phenomenological analysis. In J. A. Smith (Ed.), *Qualitative psychology: A practical guide to research methods* (2nd ed.) (pp. 53-80). London: SAGE.
- Steiner, R. (1920). *The renewal of education*. (R. Everett, Trans.). United Kingdom: Kolisko Archive Publications.
- Steiner, R. (1923). *A modern art of education: Foundations of Waldorf education*. (J. Darrell, Trans.). Great Barrington, MA: Anthroposophic Press.
- Steiner Education Australia (2014). Retrieved from <http://steinereducation.edu.au/steiner-education/>.

- Sterian, M., & Mocanu, M. (2016). Family, education and social constructivism. *Euromentor Journal*, 7(3), 99-104.
- Stremmel, A. (2012). A situated framework: The Reggio experience. In J. Mueller, N. File, & D. B. Wisneski (Eds.), *Curriculum in early childhood education* [ProQuest Ebook Central]. Retrieved from <http://ebookcentral.proquest.com.ipacez.nd.edu.au/lib/unda/detail.action?docID=957332>.
- Stronge, J. H. (2007). *Qualities of effective teachers*. [ProQuest Ebook Central]. Alexandria: ASCD. Retrieved from <http://ebookcentral.proquest.com/lib/unda/detail.action?docID=289653>.
- Sevón, E. M. (2015). Who's got the power? Young children's power and agency in the child-parent relationship. *International Journal of Child, Youth & Family Studies*, 6(4-1), 622.
- Sylva, K., Tagart, B., Siraj-Blatchford, I., Totsika, V., Ereky-Stevens, K., Gilden, R., & Bell, D. (2007). Curriculum quality and day-to-day learning activities in preschool. *International Journal of Early Years Education*, 15(1), 49-65.
- Tacey, D. (2004). *The spirituality revolution: The emergence of contemporary spirituality*. Retrieved from <http://www.netlibrary.com/reader/>.
- Teddle, C., & Tashakkori, A. (2009). *Foundations of mixed methods research: Integrating quantitative and qualitative approaches in the social and behavioural sciences*. California: SAGE.
- ter Avest, I., & McDougall, R. (2014). The little prince – an introduction to spirituality: A moving experience in religious education for primary school children in a secularised world. *Journal of Beliefs and Values*, 35(2), 214-217.
- Thornton, L. & Brunton, P. T. L. (2014). *Bringing the Reggio approach to your early years practice* (3rd ed.). Taylor and Francis. Retrieved from <http://www.ebrary.com.ipacez.nd.edu.au>.
- Uhrmacher, B. (1995). Uncommon schooling: A historical look at Rudolf Steiner, anthroposophy and Waldorf education. *Curriculum Inquiry*, 25(4), 381-406.
- United Nations, (1989). *United nations convention on the rights of the child*. Retrieved from <https://www.unicef.org.uk/what-we-do/un-convention-child-rights/>.
- Van der Zee, T., & Tirri, K. (2009). Research on religious and spiritual education: Guest editorial. *Journal of Empirical Theology*, 22(1), 1-6.
- Van Manen, M. (2016). *Phenomenology of practice: Meaning-giving methods in phenomenological research and writing*. Walnut Creek, CA: Left Coast Press.
- Vialle, W., Lysaght, P., & Verenikina, I. (2012). *Educational foundations*. South Melbourne: Cengage.
- Vygotsky, L. (1997). *The collected works of L.S Vygotsky. Vol 1-6: Cognition and Language*. In R.W Reiber (Eds.). New York: Plenum Press.
- Vygotsky, L. (1978). *Mind in society: the development of higher psychological processes*. Cambridge: Harvard University Press.
- Walton, C. (2015) Childhood awaits every person, *International Journal of Children's Spirituality*, 20(1), 4-14, doi: 10.1080/1364436X.2014.999228.
- Watson, J. (2000). Whose model of spirituality should be used in the spiritual development of school children? *International Journal of Children's Spirituality*, 5(1), 91-101. doi: 10.1080/713670894.
- Webster, R. S. (2004). An existential framework of spirituality. *International Journal of Children's Spirituality*, 9(1), 7-19.

- Wellman, H.M., & Gelman, S.A. (1998). Knowledge acquisition in foundational domains. In D. Kuhn & R.S. Siegler (Eds.), *Handbook of child psychology: Vol. 2. Cognition, perception and language* (5th ed., pp. 523-573). New York: John Wiley.
- Wellman, H.M. (2002). Understanding the psychological world: developing a theory of mind. In: Goswami U, ed. *Blackwell Handbook of Childhood Cognitive Development*. Oxford: Blackwell.
- Wittmer, D., Petersen, S., & Puckett, M. (2013). *The young child: Development from pre-birth through age eight* (6th ed.). Boston: Pearson.
- Wolf, A. D. (1996). *Nurturing the spirit in non-sectarian classrooms*. Santa Rosa, CA: Parent Child Press.
- Woolfolk, A. (2011). *Educational psychology active learning edition* (11th ed.). Boston: Pearson.
- Yoon, H. S. (2015). Assessing children in kindergarten: The narrowing of language, culture and identity in the testing era. *Journal of Early Childhood Literacy*, 15(3), 364-393. doi:10.1177/1468798414548778.
- Yust, K. (2003). Toddler spiritual formation and the faith community. *International Journal of Children's Spirituality*, 8(2), 133-149.
- Zhang, K. (2012). Spirituality and early childhood special education: Exploring a 'forgotten' dimension. *International Journal of Children's Spirituality*, 17(1), 39-49. doi: 10.1080/1364436X.2012.660475.