

## Publication List (Jan 2025)

### Journal Publications

Robinson, C. & Williams, H. (2024). Interpretative Phenomenological Analysis: Learnings from Employing IPA as a Qualitative Methodology in Educational Research. *The Qualitative Report*, 29(4), 939-952. <https://doi.org/10.46743/2160-3715/2024.6487> **Q1**

Robinson, C. (2023). But First, Spirituality: Spirituality and Religious Education in Western Australian Catholic Early Learning Contexts. *Religions* 14(2), 269. <https://doi.org/10.3390/rel14020269> **Q1**

Nailer, J., Robinson, C. & O'Connor, D. (2023). The school culture of reading for pleasure: Perspectives of educators and students in Years 3-6. *Issues in Educational Research* 33 (4). **Q2**

Robinson, C., Cranley, L., O'Connell, D. (2023). The Journey to G.R.A.C.E: Creating an International Community of Practice. *Religions* 14(1), 43. <https://doi.org/10.3390/rel14010043>. **Q1**

Robinson, C. (2022). *Religions Special Issue* (Dec 2022). Guest Editor (invited) International Perspectives and Practices for Religious Education in Early Childhood. **Q1**

Cranley, L., Robinson, C., Hine, G. & O'Connor, D. (2022) The Desks Have Changed; it must be NAPLAN Time. An Investigation into how NAPLAN affects the teaching and learning of Mathematics. *Australian Journal of Teacher Education* **Q2**

Robinson, C. (2022). The potential of 'wonder' to engage children's spirituality: it's so much more than pondering, *International Journal of Children's Spirituality*, DOI: 10.1080/1364436X.2022.2080646 **Q1**

Robinson, C. & Fic, J. (2021). The T.I.T.U.S project: Implications of a spiritual and faith formation program on the teaching of classroom religious education. *Journal of Beliefs and Values*, DOI: 10.1080/13617672.2021.2012345. **Q1**

Robinson, C. (2020). To be 'formed' and 'informed': Early years' educators perspectives of spirituality and its affordance in faith-based early learning centres. *International Journal of Children's Spirituality* 25(3), 254-271. **Q1**

Fic, J. & Robinson, C. (2020). Early childhood teachers' spiritual and faith formation experiences: initial findings from the T.I.T.U.S Project. *Journal of Religious Education* 68, 91-106.

Robinson, C. (2019). Young Children's Spirituality: A Focus on Engaging with Nature. *Australasian Journal of Early Childhood* 44(4), 339-350. **Q2**

Law-Davis, S., Robinson, C., Fic, J., & Mola, R. (2019). Godly play: Pre-service teachers' perspectives on teaching scripture in primary Religious Education. *E-Journal of Catholic Education in Australasia*, 3(1), 1-22. Retrieved from <https://researchonline.nd.edu.au/ecea/vol3/iss1/11>.

O'Connor, D., Robinson, C., Cranley, L., Johnson, G., & Robinson-Cook, A. (2019). Love in education: West Australian early childhood pre-service teachers' perspectives on children's right to be loved and its actualisation within their future practice. *Early Child Development and Care* 190 (15), 2402-2413. <https://doi.org/10.1080/03004430.2019.1574778>- **Q3**

Robinson, C., O'Connor, D., Wildy, H., & Neylon, G. (2018). Contemporary perspectives of the child in action: An investigation into children's connectedness with, and contribution to, the world around them. *Education 3-13*, 1-11. doi:10.1080/03004279.2018.1457704  
**Q2**

Cranley, L., Johnson, G., Robinson, C., & O'Connor, D. (2018). Belonging, being and becoming active citizens. *Asia Pacific Journal of Advanced Business and Social Studies*, 4(1), 176-182.

Robinson, C. (2017). Constructing quality childcare: Perspectives of quality and their connection to belonging, being and becoming. *International Journal of Whole Schooling*, 13(1), 50-64.

O'Connor, D., McGunnigle, C., Treasure, T., & Davie, S. (2015) Educator identities. Emerging issues within personal and professional identities; changes experienced by Australian pre-service teachers following professional exposure to educational practice within childcare settings. *Early Child Development and Care*, 185(1), 1331-1342. doi 10.1080/03004430.2014.993626. **Q2**

McGunnigle, C. & Hackett, C. (2015). Spiritual and Religious Capabilities in Catholic Schools. *E-Journal of Catholic Education in Australasia* 2(1), 1-36.

### **ERA Reportable Book Chapters**

Robinson, C. (2024). Reframing Play through the Spiritual Lens. In E. Rouse, B. Hyde and T. Eaude (Eds), *Nurturing Young Children as Spiritual Beings in a Globalised World*. Bloomsbury Press. <https://www.bloomsbury.com/uk/nurturing-young-children-as-spiritual-beings-in-a-globalized-world-9781350411722/>

Robinson, C. & Hackett, C. (2022). Spiritual and Religious Capabilities: A possibility for addressing the needs of Early Childhood Catholic Religious Educators. In A. Kuusisto (Eds.) *The Routledge International Handbook of the Place of Religion in Early Childhood Education*. Routledge Publications.

Robinson, C., & Hackett, C. (2019). Engagement in religious education: Focussing on spiritual and religious capabilities. In M. T. Buchanan & A. M. Gellert (Eds.), *Global perspectives on Catholic religious education volume II: Learning and leading in a pluralist world* (pp. 429-444). Victoria: Springer

Robinson, C., & Grajczonek, J. (2019). The dilemma of Catholic early years' educators: Teaching religious education while remaining faithful to young children's innate spiritualities. In M. T. Buchanan & A. M. Gellert (Eds.), *Global perspectives on Catholic religious education volume II: Learning and leading in a pluralist world* (pp. 271-283). Victoria: Springer

Robinson, C., & Hackett, C. (2019). Spiritual and Religious Capabilities for Deeper Learning in Religious Education. In R. Rymarz and Sharkey, P, (Eds) *Moving from Theory to Practice: Religious Educators in the Classroom*. Garratt Publishing: VIC.

### **Books**

Coll, R & Robinson, C. (eds.) (2025 scheduled). *Teaching Congregations in Catholic Education: Impacts and challenges*. Springer.

Robinson, C., Treasure, T., O'Connor, D., Neylon, G., Harrison, C., & Wynne, S. (2018). *Learning through play: Creating a play-based approach within early childhood contexts*. Australia: Oxford University Press.

### **Conference Papers**

Robinson, C. (2024). Spirituality as a starting point: promoting a spiritual capabilities framework. *Faith in Education Conference* at St Mary's Twickenham.

O'Connor, D., Robinson, C., Treasure, T., Cranley, L., & Wynne, S. (2019). Play-based learning in Western Australian schools: Contributing to the process from policy to practice. 12th *International Conference of Education, Research and Innovation*.

O'Connor, D., Robinson, C., McCormack, M., & O'Rourke, V. (2018, July 2-4). Playing outdoors: Implications for creative development. A contextualised discussion of the findings from the Irish neighbourhood play study. Paper presented at *EDULEARN18*, Palma, Spain. doi:10.21125/edulearn.2018.2123.

O'Connor, D., Treasure, T., Robinson, C., McCormack, M., & O'Rourke, V. (2017, Nov 16-18). Is play disappearing? Instances of no-play in children's neighbourhoods: Implications for learning, development and curriculum. Paper presented at *ICERI2017*, Seville, Spain. doi: 10.21125/iceri.2017.1323.

O'Connor, D., Treasure, T., Robinson, C., McCormack, M., & O'Rourke, V. (2017, Nov 16-18). Child's play: The developmental benefits of the play choices of modern children: implications for school curricula. Paper presented at *ICERI2017*, Seville, Spain. doi: 10.21125/iceri.2017.1328

O'Connor, D., Robinson, C., McCormack, M., & O'Rourke, V. (2017, July 3-5). The age of imagination: Imagining play and invention: Implications for creative development. Paper presented at *EDULEARN17*, Barcelona, Spain. doi: 10.21125/edulearn.2017.2042

O'Connor, D., Robinson, C., McCormack, M., & O'Rourke, V. (2017, July 3-5). Boys and girls come out to play: Gender differences in children's play patterns. Paper presented at *EDULEARN17*, Barcelona, Spain. doi: 10.21125/edulearn.2017.2042.

O'Connor, D., Robinson, C., McCormack, M. & O'Rourke, V. (2017). The influences of opportunity. Differences in children's play choices across diverse communities in Ireland. Paper presented at *INTED17*, Barcelona, Spain, pp. 6335-6341. doi: 10.21125/inted.2017.1469.

O'Connor, D., Robinson, C., McCormack, M. & O'Rourke, V. (2017). Is it time for the risky classroom? Dealing with risk and uncertainty is a natural part of adult life. Yet modern children are shielded from risk at every opportunity. A pedagogical shift is required. Paper presented at *INTED17*, Barcelona, Spain, 6471-6477. doi: 10.21125/inted.2017.1490.

Wildy, H., Neylon, G., O'Connor, D., & McGunnigle, C. (2016). Juggling philosophy, policy and Practice: Tensions in Early Childhood Education and Care. *European Educational Research Association*, Conference paper Dublin. Retrieved from <https://eera-ecer.de/ecerprogrammes/conference/21/contribution/37451/>

O'Connor, D., Robinson, C., McCormack, M. & O'Rourke, V. (2016) Let's get real: are today's children playing with nature? Do the educational aspirations of the nature play movement emerge within children's neighbourhood play? Paper presented at *EDULEARN16*, Barcelona, Spain, 3123-3129. doi: 10.21125/edulearn.2016.1680.

O'Connor, D., Robinson, C., McCormack, M. & O'Rourke, V. (2016) Children's choices: the technology choices that children make within their free time. Influences and implications, *EDULEARN16* Proceedings, pp. 3037-3042. ISBN: 978-84-608-8860-4. ISSN: 2340-1117. doi: 10.21125/edulearn.2016.1662

O'Connor, D., McGunnigle, C., Davie, S., Waggoner, J., Treasure, T. & Cranley, L. (2015). Who am I in the eyes of the World? A comparative study of pre-service teachers' perceptions of early childhood educators' professional status in their community. Australian and American perspectives. Paper presented at *ICERI* Seville Spain, doi: 10.21125/inted.2016.0659.

Wildy, H., Neylon, G., O'Connor, D. & McGunnigle, C. (2015). A Rights-based Pedagogy in Early Childhood Education and Care in Australia: Applying a Standards Framework. *ECER*: Budapest.

McGunnigle, C., O'Connor, D., Waggoner, J., Treasure, T., Cranley, L. & Davie, S. (2015). It's okay, I'm a...teacher. Is professional status important to teachers? Paper presented at *EDULEARN15*, Barcelona, Spain, 15.

O'Connor, D., McGunnigle, C., Wildy, H. & Neylon, G. (2015). Looking within to build strong foundations of personhood: The importance of early years' teacher's reflective practice in the formation of a positive sense of identity in the children they work with. Paper presented at *EDULEARN15*, Barcelona, Spain.

O'Connor, D., McGunnigle, C., Treasure, T. & Davie, S. (2014). We are all educators...or are we? Changes in perceptions of the Childcare sector by Australian Pre-Service teachers following professional exposure to educational practice within Childcare settings. Paper presented at *EDULEARN14*, Barcelona, Spain.

O'Connor, D., McGunnigle, C., Treasure, T. & Davie, S. (2014). Shall we play us and them or all together now? Leadership opportunities for cohesiveness and unity within a fractured Western Australian Early Childhood Education Sector. Paper presented at *IATED*, Valencia, Spain. ISBN 978-84-616-0763-4.

O'Connor, D., McGunnigle, C., Treasure, T. & Davie, S. (2014). Teachers who care and carers who educate. Professional status issues and differences in pay and conditions are resulting in a tale of division within our Early Childhood Community. Paper presented at *IATED*, Valencia, Spain.

### **Book Chapters**

Harrison, C. & Robinson, C. (2017). Looking deeper: Play and the spiritual dimension. In S. Lynch, D. Pyke & C. a beckett (Eds.), *Multidisciplinary perspectives on play from birth and beyond* (pp 61-78). Australia: Springer.

McGunnigle, C. (2015). Lesson planning resources In R. Killen (Ed.), *Effective teaching strategies: Lessons from Research and Practice* (7th ed.). Cengage: Victoria.

McGunnigle, C. (2013). *Teaching and learning strategies in the early years*. In J. Grajczonek & M. Ryan (Eds.), *Growing in wisdom: Religious education in Catholic primary schools and early childhood*. QLD: Luminos Press.

McGunnigle, C. (2012). Lesson planning resources In R. Killen (Ed.), *Effective teaching strategies: Lessons from research and practice* (6th ed.). Cengage: Victoria.