

Professor Joce Nuttall

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Work history

Position	Organisation	Years
Professor	Faculty of Education and Arts, Australian Catholic University (ACU)	2017-present
Research Director – Teacher Education	Institute for Learning Sciences & Teacher Education, ACU	2016-present
Associate Professor and Principal Research Fellow	Faculty of Education and Arts, ACU	2011-2016
Associate Dean (Research) (acting)	Faculty of Education, ACU	2013-2014
Associate Dean (Teaching)	Faculty of Education, Monash University	2010
Senior Lecturer	Faculty of Education, Monash University	2004-2010

Education

Qualifications	Organisation	Completed
Doctor of Philosophy in Education	Victoria University of Wellington	2004
Certificate of Equivalence to the Diploma in Teaching (ECE)	New Zealand Qualifications Authority	2001
Master of Education (with Distinction)	University of Canterbury	1992
Bachelor of Education (Primary)	University of Otago	1982

Fields of educational expertise

- Initial and continuing teacher education
- Leadership development in early childhood education
- Early childhood curriculum and policy
- Professional practice in education
- Cultural-historical activity theory
- Qualitative research methodologies

Funded research

Competitive grants

Year	Grants	Funding
2019	Australian Research Theology Foundation Inc. J. Nuttall & J. McEvoy <i>The development of educational practices informed by theology of childhood.</i>	\$4,000
2018-2020	Australian Research Council, Discovery Grant J. Nuttall, L. Henderson (Monash), & E. Wood (Sheffield) <i>Leadership for learning in early childhood education.</i>	\$503,472
2015-2018	Australian Research Council, Discovery Grant S. Edwards, J. Nuttall, E. Wood, & S. Grieshaber <i>New play pedagogies for teaching and learning in the early years.</i>	\$191,900
2015-2016	Victorian Government Technology Innovation Fund S. Edwards, & J. Nuttall <i>An app to support assessment of play and learning in early childhood education.</i>	\$30,565

Publications (last 5 years)

Books

- Gunn, A., & Nuttall, J. (Eds) (2019). *Weaving Te Whāriki: Aotearoa New Zealand's early childhood curriculum framework in theory and practice* (3rd edn.). Wellington, New Zealand: NZCER Press.
- Nuttall, J., Kostogriz, A., Jones, M., & Martin, J. (Eds) (2017). *Teacher education policy and practice: evidence of impact, impact of evidence*. Singapore: Springer Nature.

Book chapters

- Wood, E., Nuttall, J., Edwards, S., & Grieshaber, S. (2020). Young children's digital play in early childhood settings: curriculum, pedagogy and teachers' knowledge. In O. Erstad, R. Flewitt, B. Kümmerling-Meibauer, & I. Pereira (Eds), *The Routledge handbook of digital literacies in early childhood*. (pp. 214-226). London: Routledge.
- Nuttall, J. (2019). *Early childhood curriculum and learning frameworks*. In M. Peters (Ed.), *Springer encyclopedia of teacher education*. (pp. 1-5). Dordrecht, Netherlands: Springer.
- Wood, E., & Nuttall, J. (2019). Early childhood curriculum policy texts in England and Aotearoa New Zealand: a rhetorical analysis. In A. Gunn & J. Nuttall (Eds.), *Weaving Te Whāriki: Aotearoa New Zealand's early childhood curriculum framework in theory and practice* (3rd edn.). (pp. 231-243). Wellington, New Zealand: NZCER Press.
- Edwards, S., Grieshaber, S., Nuttall, J., & Wood, E. (2019). New Play: A pedagogical movement for early childhood education. In D. Whitebread (Ed.), *SAGE handbook of developmental psychology and early childhood education*, (pp. 272-285). London: SAGE Publications
- Wood, E., Nuttall, J., Edwards, S., & Grieshaber, S. (2018). Young children's digital play in early childhood settings: curriculum, pedagogy and teachers' knowledge. In O. Erstad, R. Flewitt, B. Kümmerling-Meibauer, & I. Pereira (Eds), *Handbook of digital literacies in early childhood*. London: Routledge.
- Nuttall, J. (2018). Engaging with ambivalence: The neglect of early childhood teacher education in initial teacher education reform in Australia. In C. Wyatt-Smith, & L. Adie. *Innovation and accountability in teacher education: Setting directions for new cultures in teacher education* (pp. 155-169). Singapore: Springer Nature.
- Nuttall, J., & Grieshaber, S. (2018). Early childhood education research and development in Australia. In M. Fler & B. van Oers (Eds.), *International handbook on early childhood education and development*, (pp. 511-529). Rotterdam, The Netherlands: Springer.
- Nuttall, J., & Grieshaber, S. (2018). The historical emergence of early childhood education research in Australia. In *International handbook of early childhood education* (pp. 511-529). Springer, Dordrecht.
- Nuttall, J. (2016). Leaders as advocates in early childhood education: building capacity for change through development of everyday practice. In C. Dalli & A. Meade (Eds.), *Research, advocacy and policy in the early years: writing inspired by the achievements of Professor Anne Smith*, (pp. 96-95). Wellington, New Zealand: NZCER Press.
- Nuttall, J. (2016). Learning and deploying relational agency in the negotiation of interprofessional hierarchies in a UK hospital. In A. Edwards (Ed.), *Working relationally in and across practices: a cultural-historical approach to collaboration* (pp. 43-57). Buckingham, UK: Cambridge University Press.

Edwards, S., Nuttall, J., Mantilla, A., Wood, E., & Grieshaber, S. (2015). Digital play: What do early childhood teachers see? In S. Bulfin, N. F. Johnston, & C. Bigum (Eds.), *Critical perspectives on technology and education* (pp. 69-84). New York: Palgrave Macmillan.

Articles

- Nuttall, J. (accepted 3 June 2020). Formative interventions and the ethics of double stimulation for transformative agency in professional practice. *Pedagogy, Culture and Society*.
- Martin, J, Nuttall, J, Henderson L. & Wood, E. (2020). Educational Leaders and the project of professionalisation in early childhood education in Australia. *International Journal of Educational Research*, 101, 101559, 1-15.
- Nuttall, J., Henderson, L., Wood, E., & Trippestad, T. (2020). Policy rhetorics and responsabilization in the formation of early childhood Educational Leaders in Australia. *Journal of Education Policy*. doi.org/10.1080/02680939.2020.1739340
- Edwards, S., Mantilla, A., Grieshaber, S., Wood, E., & Nuttall, J. (2020). Converged play in early childhood education. *Oxford Review of Education*. doi.org/10.1080/03054985.2020.1750358
- Nuttall, J. & McEvoy, J. (2019). Theological-relational pedagogy: Winnicott, Rahner, and the development of a theological perspective on relational pedagogy. *Journal of Curriculum Studies*. [doi: 10.1080/00220272.2019.1686180](https://doi.org/10.1080/00220272.2019.1686180)
- Kay, L., Wood, E., Nuttall, J., & Henderson, L. (revised 15 March 2019). Problematising policies for workforce reform in early childhood education: A rhetorical analysis of England's Early Years Teacher Status. *Journal of Education Policy*. [doi: 10.1080/02680939.2019.1637546](https://doi.org/10.1080/02680939.2019.1637546)
- Nuttall, J., Edwards, S., Grieshaber, S., Wood, E., Mantilla, A., Katiba, T., & Bartlett, J. (2019). The role of cultural tools and motive objects in early childhood teachers' curriculum decision-making about digital and popular culture play. *Professional Development in Education*, 45(5), 790-800.
- Nuttall, J., Thomas, L., & Henderson, L. (2018). Formative interventions in leadership development in early childhood education: The potential of double stimulation. *Journal of Early Childhood Research*, 16(1), 80-91.
- Tonyan, H., Nuttall, J., Torres, J., & Bridgewater, J. (2017). Engaging with quality improvement initiatives: a descriptive study of learning in the complex and dynamic context of everyday life for family child care providers. *Early Education and Development*, 28(6), 684-704.
- Ord, K., & Nuttall, J. (2016). Bodies of knowledge: the concept of embodiment as an alternative to theory/practice debates in the preparation of teachers. *Teaching and Teacher Education*, 60, 355-362.
- Nuttall, J., Thomas, L., & Henderson, L. (2016). Formative interventions in leadership development in early childhood education: the potential of double stimulation. *Journal of Early Childhood Research*, 16(1), 80-91.
- Nuttall, J., & Brennan, M. (2016). Teacher education as academic work: the affordances of a materialist analysis. *Asia-Pacific Journal of Teacher Education* 44(4), 1-14
- Zipin, L., & Nuttall, J. (2016). Embodying pre-tense conditions for research among teacher educators in the Australian university sector: a Bourdieusian analysis of ethico-emotive suffering. *Asia-Pacific Journal of Teacher Education*, 44(4), 348-363.
- Henderson, L., Nuttall, J., Kriegler, L-A., & Schiele, H. (2016). A spatial re-consideration of the early childhood-school relationship. *Teachers and teaching: theory and practice*, 22(6), 716-728.
- Nuttall, J., Edwards, S., Mantilla, A., Grieshaber, S., & Wood, E. A. (2015). The role of motive objects in early childhood teacher development concerning children's digital play and play-based learning in early childhood curricula. *Professional Development in Education*, 41(2), 222-235.
- Nuttall, J., & Thomas, L. (2015). Time and temporality in early childhood educators' work. *European Early Childhood Education Research Journal*, 23(4), 512-523.

Reports

Nuttall, J. (Chair). (2015). *Report of the Advisory Group on Early Learning* [Review of the implementation of New Zealand's early childhood curriculum framework, *Te Whāriki*]. Wellington, New Zealand: New Zealand Ministry of Education.

Scholarly contributions

Editorial roles

- Series Editor, Bloomsbury Academic series *Reinventing Teacher Education*, with M. Brennan, M. Maguire, P. Smagorinsky, & V. Ellis, 2018 – current
- Co-Editor, *Asia-Pacific Journal of Teacher Education*, 2013 – 2016

Editorial board memberships

- Curriculum Matters
- The First Years: Journal of Infant and Toddler Research
- Early Childhood Folio
- New Zealand Journal of Education Studies

Awards and distinctions

- ACU Vice-Chancellor's Medal for Research Excellence (2018)
- Board Member, Australian Children's Education and Care Quality Authority (2016-2019)
- Member, Minister's Expert Panel on Early Childhood Development, Victorian Department of Families and Children (current)
- Selection Panel member, Victorian Premier's Early Years Awards, 2014-2018

Professional memberships

- President, Australian Teacher Education Association (2016-2018)
- Co-convenor, AARE Early Childhood Education Special Interest Group (2012 – 2015)
- Member, Australian Association for Research in Education (current)
- Member, American Educational Research Association (current)
- Member, Australian Teacher Education Association (current)
- Member, National Tertiary Education Union (current)