

PROFESSOR JOCE NUTTALL

Contact information

A: Institute for Learning Sciences & Teacher Education, Melbourne Campus
Level 1, 232 Victoria Parade, East Melbourne VIC 3000. Locked Bag 4115, Fitzroy MDC, Fitzroy
VIC 3065.

T: +61 (0)3 9953 3532

E: joce.nuttall@acu.edu.au

Work history

<i>Position</i>	<i>Organisation</i>	<i>Years</i>
Professor	Faculty of Education and Arts, Australian Catholic University (ACU)	2017- present
Associate Professor and Principal Research Fellow	Faculty of Education and Arts, ACU	2011- 2016
Research Concentration Director	Learning Sciences Institute Australia, ACU	2014- present
Associate Dean (Research) (acting)	Faculty of Education, ACU	2013/14
Senior Lecturer	Faculty of Education, Monash University	2004- 2010
Associate Dean (Teaching)	Faculty of Education, Monash University	2010
Associate Dean (Staff and Environment)	Faculty of Education, Monash University (Peninsula Campus)	2009
Course Director (Early Childhood)	Faculty of Education, Monash University	2006- 2008
Course Advisor (BECS)	Faculty of Education, Monash University	2004- 2005
Senior Lecturer (Part- time)	Christchurch College of Education	2002- 2003
Doctoral student, School of Education	Victoria University of Wellington	2002- 2003
Full-time parent		2001
Visiting Lecturer	Master of Teaching Learning Centre, Christchurch College of Education	1999- 2000
Full-time parent		1998- 1999
Director	Te Ao Tamariki Childcare Centre, Christchurch College of Education	1997- 1998
Full-time parent		1995- 1997
Regional Coordinator, ECE Professional Development	Christchurch College of Education	1992- 1995
Senior Lecturer and Professional Studies Tutor	Christchurch College of Education	1990- 1992
Director	Christchurch Polytechnic Childcare Centre	1988- 1990
Primary School Teacher	New Zealand and England	1983- 1988

Education, fields of expertise and research supervision

Education

Qualifications	Organisation	Year
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
Diploma of Teaching (Primary)	Southland Education Board	1983
Bachelor of Education	University of Otago	1982
Diploma of Dunedin Teachers' College	Dunedin Teachers' College	1981

Fields of educational expertise

- Initial and continuing teacher education
- Leadership development in early childhood education
- Early childhood curriculum and policy
- Professional practice in education
- Inter-professional work in education
- Cultural-historical activity theory and allied 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
2012-2014	New Zealand Teachers Council: NZCER, J. Nuttall, & A. Nolan. <i>Evaluation of the Guidelines to Support Induction and Mentoring.</i>	NZ500,000 (22,440 to ACU)
2011-2012	Australian Association for Research in Education: J. Nuttall, & A. Nolan. <i>Special Interest Group Major Grant.</i>	3,000
2005-2006	Monash University Faculty of Education Staff Grant: J. Mitchell, & J. Nuttall. <i>Teacher Education Literature Review.</i>	5,988
2005-2006	Monash University Faculty of Education Staff Grant: J. Nuttall. <i>Preschool Teachers' Professional Learning.</i>	5,197
2005	Monash University Small Grants Scheme: J. Nuttall, J. Mitchell, & B. Doecke. <i>Fieldwork Learning Spaces.</i>	11,851
2005	Monash University, Unit Innovations Grant: J. Nuttall. <i>Virtual Supervision of the Early Childhood Practicum.</i>	1,000

Research consultancies

Year	Grants	Funding
------	--------	---------

2013-2014	Independent Schools Victoria: L. Henderson & J. Nuttall. <i>Early Years Transitions Professional Learning Research and Development project</i>	21,672
2011-2014	Gowrie Queensland: L. Thomas & J. Nuttall. <i>The effective implementation of NQF teacher qualification requirements in the prior to school sector.</i>	16,875
2013	Brisbane Grammar School: J. Nuttall & L. Henderson. <i>Student achievement and well-being in single-sex versus co-educational schooling in Grades K-4: A review of the research literature.</i>	16,625
2013	Gowrie Australia: J. Nuttall. <i>Political Position Paper on Early Childhood Education and Care.</i>	9,800
2011-2013	City of Knox: J. Nuttall. <i>Pedagogical Leadership Development Project.</i>	18,647
2010	New Zealand Council for Education Research: J. Nuttall. <i>Review of NZ Teaching and Learning Research Initiative Early Years Projects.</i>	7,200
2010	Frankston City Council: J. Nuttall. <i>Leadership in Early Childhood Services: An Evaluation.</i>	2,041
2008	Department of Education and Early Childhood Development, Victoria: S. Edwards, M. Flear, & J. Nuttall. <i>A Research Paper to Inform the Development of an Early Years Learning and Development Framework.</i>	74,800
2005-2008	Gowrie Melbourne: J. Nuttall. <i>The Lady Gowrie Project.</i>	87,594
2006-2007	Victorian Office of Training and Tertiary Education: J. Nuttall, & M. Hammer. <i>Fieldwork Barriers and Opportunities in ECE Teacher Education.</i>	39,950
2006	City of Melbourne: J. Nuttall, M. Flear, & A. Cutter-Mackenzie. <i>Children's Recreational Needs</i>	20,000

Publications

Books

- Gunn, A., & Nuttall, J. (in preparation). *Weaving Te Whāriki: Aotearoa New Zealand's early childhood curriculum framework in theory and practice* (3rd edn.). Wellington, New Zealand: NZCER Press.
- Nuttall, J. (in preparation). *Work and learning in early childhood education*. Rotterdam, Netherlands: Springer.
- Nuttall, J., Kostogriz, A., Jones, M., & Martin, J. (Eds.) (2017). *Teacher education policy and practice: evidence of impact, impact of evidence*. Singapore: Springer Nature.
- Nuttall, J. (2013). *Weaving Te Whāriki: Aotearoa New Zealand's early childhood curriculum framework in theory and practice* (2nd edn.). Wellington, New Zealand: NZCER Press.
- Blaise, M., & Nuttall, J. (2010). *Learning to teach in the early years classroom*. Melbourne, Australia: Oxford University Press.
- Edwards, S., & Nuttall, J. (Eds.) (2009). *Professional learning in early childhood settings*. Rotterdam, Netherlands: Sense Publishers.
- Nuttall, J. (2003). *Weaving Te Whāriki: Aotearoa New Zealand's early childhood curriculum document in theory and practice*. Wellington, New Zealand: NZCER Press

Book chapters

- Nuttall, J. (accepted 1 May 2019). *Early childhood curriculum and learning frameworks*. In M. Peters (Ed.), *Springer encyclopedia of teacher education*. Dordrecht, Netherlands: Springer.
- Wood, E., & Nuttall, J. (accepted 18 April 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.). Wellington, New Zealand: NZCER Press.
- Edwards, S., Grieshaber, S., Nuttall, J., & Wood, E. (accepted 25 May 2018). New Play: A pedagogical movement for early childhood education. In D. Whitebread (Ed.), *SAGE handbook of developmental psychology and early childhood*. London: SAGE Publications
- Wood, E., Nuttall, J., Edwards, S., & Grieshaber, S. (accepted 2 April 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. Fleer & B. van Oers (Eds.), *International handbook on early childhood education and development*, (pp. 511-529). Rotterdam, The Netherlands: Springer.
- 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.
- Nuttall, J. (2013). Curriculum concepts as cultural tools: Implementing *Te Whāriki*. In J. Nuttall (Ed.), *Weaving Te Whāriki: Aotearoa New Zealand's early childhood curriculum framework in theory and practice* (2nd Ed.) (pp. 177-195). Wellington, New Zealand: NZCER Press.
- Nuttall, J., & Edwards, S. (2013). Diverse theories for diverse learners? The Australian Early Years Learning Framework. In J. Georgeson, & J. Payler (Eds.), *International perspectives on early childhood education and care* (pp. 204-215). Buckingham, UK: Open University Press.
- Nuttall, J., Seddon, T., & Phan, H. T. T. (2011). Continuing professional learning in the Asia-Pacific region: Tensions and opportunities in teacher knowledge and the governance of education In C. Day (Ed.), *The Routledge international handbook of teacher and school development* (pp. 293-311). London: Routledge.
- Nuttall, J., & Edwards, S. (2009). Future directions in researching professional learning in early childhood settings. In S. Edwards, & J. Nuttall (Eds.), *Professional learning in early childhood settings* (pp. 131-137). Rotterdam: Sense Publishers.
- Nuttall, J., Coxon, L., & Read, S. (2009). Structure, agency, and artefacts: Mediating professional learning in early childhood education. In S. Edwards, & J. Nuttall (Eds.), *Professional learning in early childhood settings*. Rotterdam, Netherlands: Sense Publishers.
- Hedges, H., & Nuttall, J. (2008). Macropolitical forces and micropolitical realities: implementing *Te Whāriki*. In V. Carpenter, C. J. Jesson, P. Roberts, & M. Stephenson (Eds.), *Ngā kaupapa here: Connections and contradictions in education* (pp. 77-87). Melbourne, Australia: Cengage.
- Nuttall, J., Doecke, B., Berry, A., Illesca, B., & Mitchell, J. (2007). Fieldwork supervision: A space for professional learning. In A. Clemens, A. Berry, & A. Kostagriz (Eds.), *Changing perspectives on professional learning: Professionalism, identities and practice* (pp. 321-334). Rotterdam, Netherlands: Sense Publishers.
- Nuttall, J., & Edwards, S. (2007). Theory, policy, and practice: Three contexts for the development of Australasia's early childhood curriculum documents. In L. Keesing-Styles, & H. Hedges (Eds.), *Theorising practice: Emerging dialogues* (pp. 77-87). Sydney, Australia: Pademelon Press.
- Mitchell, J., Murray, S., & Nuttall, J. (2006). Teacher education: What are its prospects? In B. Doecke, M. Howie, & W. Sawyer. (Eds.), *'Only connect...'* *English teaching, schooling and community* (pp. 321-334). Kent Town, Australia: Wakefield Press.
- Nuttall, J. (2006). Curriculum construction in early childhood settings: For children, in culture, with communities. In J. White & S. J. Rosewarne (Eds.), *Proceedings of the 2005 Organisation Mondiale de l'Education Prescolaire Asia-Pacific conference* (pp. CD-ROM). Wellington: Organisation Mondiale de l' Education Prescolaire.
- Nuttall, J. (2003). Exploring the role of the teacher within *Te Whāriki*: Some possibilities and constraints. In J. Nuttall (Ed.), *Weaving Te Whāriki: Aotearoa New Zealand's early childhood curriculum document in theory and practice* (pp. 161-186). Wellington, New Zealand: New Zealand Council for Educational Research.

Articles

- Nuttall, J., Henderson, L., Wood, E., & Trippstad, T. (in review). Policy rhetorics and responsabilization in the formation of early childhood Educational Leaders in Australia. Submitted to *Journal of Education Policy*.
- Edwards, S., Mantilla, A., Grieshaber, S., Wood, E., & Nuttall, J. (in review). Converged play in early childhood education. Submitted to *Oxford Review of Education*.
- 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*.
- Nuttall, J., Edwards, S., Grieshaber, S., Wood, E., Mantilla, A., Katiba, T., & Bartlett, J. (2018). 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*, doi.org/10.1080/19415257.2018.1511456.
- 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-tenure 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.
- Nuttall, J., Wood, E., & Thomas, L. (2014). Travelling policy reforms re-configuring the work of early childhood educators in Australia. *Globalisation, Societies and Education*, 12(3), 358-372.
- Tonyan, H. A., & Nuttall, J. (2014). Connecting cultural models of home-based care and childminders' aspirations: an eco-cultural analysis. *International Journal of Early Years Education*, 22(1), 117-138.
- Formen, A., & Nuttall, J. (2014). Tensions between discourses of development, religion, and human capital in early childhood education policy: the case of Indonesia. *International Journal of Early Childhood*, 46(1), 15-31.
- Thomas, L., & Nuttall, J. (2014). Negotiating policy-driven and state-mandated expectations of leadership: The discourses accessed by early childhood educators in Australia. *New Zealand Research in Early Childhood Education*, 17, 101-114.
- Nuttall, J., Brennan, M., Zipin, L., Tuinamua, K., & Cameron, L. (2013). Lost in production: The erasure of the teacher educator in Australian university job advertisements. *JET: Journal of Education for Teaching*, 39(3), 329-343.
- Nuttall, J. (2013). The potential of Developmental Work Research as a professional learning methodology in early childhood education. *Contemporary Issues in Early Childhood*, 2013(3), 201-211.
- Nuttall, J., Edwards, S., Lee, S., Mantilla, A., & Wood, E. (2013). The implications of young children's digital-consumerist play for changing the kindergarten curriculum. *Cultural-Historical Psychology*, 13(2), 54-62.
- Nuttall, J. (2013). Inter-professional work with young children in hospital: the role of 'relational agency'. *Early Years*, 33(4), 413-425.
- Nuttall, J. (2012). Challenges, opportunities, and capacity building in early childhood teacher education research in Australia and New Zealand. *New Zealand Journal of Educational Studies*, 47(1), 65-78.
- Nuttall, J. & Ortlipp, M. (2012). Practicum assessment of culturally and linguistically diverse early childhood pre-service teachers. *European Early Childhood Education Research Journal*, 20(1), 47-60.
- Ortlipp, M. & Nuttall, J. (2011). Supervision and assessment of the early childhood practicum: Experiences of pre-service teachers who speak English as a second language and their supervising teachers. *Australasian Journal of Early Childhood*, 36(2), 87-94.
- Murray, S., Nuttall, J., & Mitchell, J. (2008). Research into initial teacher education in Australia: A survey of the literature 1995-2004. *Teaching and Teacher Education*, 24(1), 225-239.
- White, J., & Nuttall, J. (2007). Expanding intersubjectivity: The potential of Bakhtinian dialogism to inform narrative assessment in early childhood education. *The First Years: Journal of Infant and Toddler Education*, 9(1), 21-25.
- Mitchell, J., Clarke, A., & Nuttall, J. (2006). Co-operating teachers' perspectives under scrutiny: A comparative analysis of Australia and Canada. *Asia Pacific Journal of Teacher Education*, 35(1), 5-25.
- Nuttall, J., Mitchell, J., & Seddon, T. (2006). Changing research contexts in teacher education in Australia: charting new directions. *Asia-Pacific Journal of Teacher Education*, 34(3), 321-332.
- Nuttall, J. (2006). Listening to Ngaire: Teacher negotiation of the personal and the institutional in childcare. *Teachers and Teaching: Theory and Practice (Special Issue: Teachers' Lives)*, 12(2), 139-150.

- Nuttall, J. (2005). Looking back, looking forward: Three decades of early childhood curriculum development in Aotearoa New Zealand. *Curriculum Matters*, 1, 12-28.
- Nuttall, J. (2005). Educators and Children Learning Together: Reflections on the Early Childhood Assessment Exemplars. *Early Education*, 38, 63-71.
- Edwards, S., & Nuttall, J. (2005). Getting beyond the 'what' and the 'how': Problematising pedagogy in early childhood education. *Early Childhood Folio*, 9, 14-18.
- Nuttall, J. (2004). Negotiating reality in early childhood curriculum: The social psychology of teaching as a group. *New Zealand Journal of Educational Studies*, 39(1), 39-53.
- Nuttall, J., & Edwards, S. (2004). Theory, context, and practice: Exploring the curriculum decision-making of early childhood teachers. *Early Childhood Folio*, 8, 14-18.
- Nuttall, J. (2004). Letter from Melbourne. *Early Education*, 35, 7-8.
- Nuttall, J. (2003). Influences on the co-construction of teacher role in early childhood curriculum: Some examples from a New Zealand childcare centre. *International Journal of Early Years Education*, 11(1), 23-31
- Nuttall, J. (2002). Negotiating the meaning of curriculum – can we awaken the 'sleeping beauty'? *Early Education*, 28.
- Nuttall, J. (2002). Early childhood curriculum in theory, ideology and practice: Using Te Whāriki. *Delta*, 54(1&2) 91-104.

Conferences

- Nuttall, J. (2019, April). *Learning-rich leadership for quality improvement in early childhood education*. Keynote presentation to the 2019 Kidsfirst Professional Development Hui, Christchurch, New Zealand.
- Nuttall, J. (2019, February). *Where to from here?* Keynote presentation to the 2019 AJEC Research Symposium *Multiplicity: Exploring multiple perspectives, agendas and methodologies in early childhood research*, Australian Catholic University, Melbourne, Australia.
- Nuttall, J. (2015, October). *The induction and mentoring of early childhood teachers in Aotearoa New Zealand: A continuing challenge*. Keynote presentation, Early Childhood Education Research Seminar Series, University of Auckland, New Zealand.
- Nuttall, J. (2015, October). *Reviewing curriculum implementation in early childhood education*. Keynote presentation to the annual meeting of Organisation Mondiale Pour Le Education Prescolaire (OMEP), Canterbury Branch, Christchurch, New Zealand.
- Nuttall, J. (2014, November). *Public policies in early childhood education and care in Australia*. Keynote presentation at 3rd World Congress on Public Policies for Early Childhood, Puebla, Mexico.
- Nuttall, J. (2015, September). *Up on the balcony or down on the dance floor? Fostering system-level change through new forms of leadership in early childhood education and care*. Keynote presentation to Leadership at the Edge conference, Sydney, Melbourne, Auckland and Wellington.
- Nuttall, J. (2013, June). *Developing pedagogical leadership in early childhood education: The role of formative interventions*. Keynote presentation to the annual Victoria University of Wellington Early Childhood Research Seminar, Wellington, New Zealand.
- Nuttall, J. (2013, January). *Reclaiming the future of early childhood education: What is the role of professional development?* Keynote presentation to the First International Pasifika ECE Conference, Auckland, New Zealand.
- Nuttall, J. (2012, October). *Fostering dialogue about early childhood curriculum: Who is the audience for Weaving Te Whāriki?* Keynote presentation to the annual conference of the Canterbury Chapter of Organisation Mondiale Pour Le Education Prescolaire (OMEP), Christchurch, New Zealand.
- Nuttall, J. (2011, September). *What's your project? Developing an intellectual pathway in education research*. Keynote presentation, Hong Kong Institute of Education, Hong Kong.
- Nuttall, J. (2011, July). *Teachers and learners, teachers as learners: What do we know about effective professional development in early childhood education?* Keynote presentation to the annual conference of Te Tari Puna Ora o Aotearoa: New Zealand Childcare Association, Rotorua, New Zealand.
- Nuttall, J. (2011, July). *Where to from here? Re-thinking Te Whāriki for changing times*. Keynote presentation to the annual conference of the Wellington Regional Free Kindergarten Association, Wellington, New Zealand.
- Nuttall, J. (2011, July). *Working together, learning together: Understanding effective practice in integrated early childhood settings*. Keynote presentation to the annual conference of SDN, Sydney, Australia.
- Nuttall, J. & Hallowell, L. (2010, March). *Studying the work of hospital play specialists in Australia and the United Kingdom: Adapting practice, adapting research*. Keynote presentation to the 5th International Pacific Rim Conference of the Hospital Play Specialists Association of Aotearoa New Zealand, Auckland, New Zealand.

- Nuttall, J. (2007, November). *Messages from the boundary zone: The potential of hospital play specialists to speak back to early childhood education*. 2007 Dr Hugh Jolly Memorial Lecture, UK Hospital Play Specialists Association, Great Ormond Street Hospital for Sick Children, London, United Kingdom.
- Nuttall, J. (2006, September). *From triangle world to circle time: Fostering the development of early childhood educators' pedagogical concepts*. Keynote presentation to the 6th annual 'Politics of Early Childhood' Symposium, Wellington, New Zealand.
- Nuttall, J. (2006, March). *Professional identities in early childhood settings: Play specialists on the borders*. Keynote presentation to the biennial conference of the Australia New Zealand Hospital Play Specialists Association, Auckland, New Zealand.
- Nuttall, J. (2005, December). *Curriculum construction in early childhood settings: For children, in culture, with communities*. Keynote presentation to the Asia-Pacific Conference of the Organisation Mondiale Pour Education Prescolaire (OMEP), Wellington, New Zealand.
- Nuttall, J. (2004, September). *What's my line? Exploring personal and political identities in early childhood education through the stories we tell*. Keynote presentation to the 4th annual Early Childhood Professional Development Symposium, 'The Politics of Early Childhood Education', University of Auckland, Auckland, New Zealand.

Theses

- Nuttall, J. (2004). *Why don't you ask someone who cares? Teacher identity, intersubjectivity, and curriculum negotiation in a New Zealand childcare centre*. Unpublished PhD thesis, Victoria University of Wellington, Wellington, New Zealand
- Nuttall, J. (1993). *Women, capitalism, and feminization: Workers' experiences in private and non-profit childcare centre*. Unpublished MEd thesis, University of Canterbury, Christchurch, New Zealand.

Other

Commissioned 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.
- Nuttall, J. (2010). *The contribution of the Teaching and Learning Research Initiative to building knowledge about teaching and learning: A review of early years projects, 2004 – 2010*. Wellington, New Zealand: New Zealand Council for Educational Research.
- Edwards, S., Fler, M., & Nuttall, J. (2008). *A research paper to inform the development of an Early Years Learning Framework for Australia*. Canberra, ACT: Department of Education, Employment and Workplace Relations.
- McMenamin, T., Millar, R., Morton, M., Mutch, C., Nuttall, J. & Tyler-Merrick, G. (2004). *Final report to the Ministry of Education on curriculum policy and special education*. Christchurch, New Zealand: Christchurch College of Education.

Scholarly contributions and service

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

Membership of Editorial Boards

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

Awards and memberships

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
- William Evans Visiting Fellow, University of Otago, 8 September to 12 October 2012
- Nominee, Vice-Chancellor's Award for Excellence in Postgraduate Supervision, Monash University, 2010
- Australian Teacher Education Association award for best paper in *Asia-Pacific Journal of Teacher Education*, 2008
- Governor General's appointee to the Board of the New Zealand Council for Educational Research, 2000 – 2003
- Claude McCarthy Fellowship, New Zealand Vice-Chancellors' Committee, 2003
- Victoria University of Wellington PhD Scholarship, 2002 – 2004

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)