EDUC 5460 Curriculum, Pedagogy, Learning in Early Childhood
Wednesdays 4:30-6:30, Room 1100

Instructor: Rose Walton rwalton4@uwo.ca

Course Coordinator: Dr. Rachel Heydon and Dr. Veronica Pacini-Ketchabaw

Calendar Copy:
Introduction and critical analysis of historical and contemporary theories of children and early childhood curricula (e.g. developmentalism, reconceptualists, social-cultural and economic and political) and current debates and advances in the field (e.g., children’s rights and issues of equity and social justice). Implications for implementing Ontario curricula to foster strong teacher/child, school/family, and inter-professional relationships.

Course Description:
Curriculum, Pedagogy, Learning in Early Childhood I has been designed to provide teacher candidates with an introduction to understanding early childhood education curriculum and pedagogy as it relates to ‘the child.’ Historical approaches will be linked to contemporary perspectives as teacher candidates explore curriculum through the lens of MacNaughton’s conforming, performing and transforming their emerging understandings of curriculum in the Ontario context. Collaborative group work and seminars will be the primary modes of instruction.

Learning Outcomes:
Teacher candidates will:

<table>
<thead>
<tr>
<th>Course Activities</th>
<th>Knowledge Outcomes</th>
<th>Performance Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>during the course, students will:</td>
<td>so that at the end of the course they will:</td>
<td>and be able to:</td>
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<tr>
<td>engage in discussions referring to pertinent theoretical lenses while connecting theory to personal experience and practice</td>
<td>describe and analyze the Four Frames of the official texts Kindergarten Program 2016 through the lens of the image of the child and implications for curriculum and pedagogy</td>
<td>collaborate to convey big ideas of a chosen model of a learner; analysis of the four frame and rights of the child in the Ontario context; your understandings of the child, curriculum connections</td>
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<td><strong>Course Content:</strong></td>
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<td><strong>This course is arranged in four sections:</strong> child as a learner with rights, content and emerging understandings of curriculum, play-based learning environment, evolving education beliefs and situating oneself within the early childhood education and care field that address a topic or question in the exploration of the child vis-a-vis early childhood education curricula. The course is cumulative and each section will build on the readings, videos, discussions, and questions that are considered in each section with a focus on theory and practice.</td>
<td>employing McNaughton’s Models of a Learner: conforming, reforming, transforming and critical reflections</td>
<td>and your role in supporting the child reflect on weekly readings</td>
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<tr>
<td><strong>draw on your practicum experience, describe and analyze videos and texts</strong></td>
<td>demonstrate emerging understanding of the rights of the child in relation to early years’ education and provide evidence of how their practice can forward these rights</td>
<td>collaborate and develop a mind map about your current understandings of self-regulation employing the work of Shanker and Bronfenbrenner’s theories demonstrate your understandings of supporting positive relationships with children reflect on weekly readings</td>
</tr>
<tr>
<td><strong>discuss and analyze texts and videos of current play-based learning pedagogy</strong></td>
<td>demonstrate an evolving understanding of self-regulation and well-being as: an evolving definition, impact of stress, self-awareness and environment to promote a sense of belonging and contributing</td>
<td>collaborate to create a poster to provoke thinking and engagement of a specific audience e.g., young children, families and educators to explore, question, consolidate and extend their understandings of learning through play reflect on weekly readings</td>
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<tr>
<td><strong>explore current readings, Ontario curriculum and discussions why the early years matter while exploring our professional stance as educators in relation to others</strong></td>
<td>demonstrate a critical understanding of children’s learning and meaning making through their relationships with others and materials demonstrate commensurate ability to plan and evaluate early learning curricula, pedagogy, and assessment</td>
<td>critically reflect and develop a power point presentation in collaboration with others using photos and text outlining their beliefs, understandings and assumptions about the image of the child in early childhood education should be clearly stated reflect on weekly readings</td>
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</table>
Topics & Questions

Course Block 1

Week 1: Introduction

The roots of early childhood education and care are grounded in the philosophical foundations of European culture and later influences of diverse disciplines and theories. The introduction to Curriculum, Pedagogy, Learning in Early Childhood will focus on the image of the child with a brief overview of paradigms to begin our journey of understanding the child at the center of the curriculum. Through critical reflection as described by McNaughton (2003) our understandings of the image of the child, diverse theories e.g., social constructivist, feminism, as well as big ideas and issues e.g., equity within the early childhood education field will engage our questions and wonderings about this child, at this time and in this place in the Ontario context.

- What are our emerging understandings of the image of the child?
- What are the rights of the child?
- What might be some of the challenges and/or problematics in conceptualizing and implementing children’s rights?

Weeks 2-4: Understanding and Critically Examining Paradigms in Early Childhood Education

- What key historical changes in Western culture have influenced our understandings of the child in relation to families and community?
- What is the contemporary view of diverse disciplines of the child?

Developmentalism (e.g., How might developmental theories e.g., cognitive developmentalism shape our understandings of early years curriculum and influence our practice?), political and economic (e.g., What influence does the UN Conventions on the Rights of the Child have on children in Ontario?), social-cultural (e.g., How are children social actors and meaning makers? How are children’s relationships shaped by social and cultural practices? What are the origins of romantic notions of childhood and what are the implications for the ways in which adults view children? and reconceptualism (e.g., How might gender, race, class, sexuality, and other social and cultural positionings play out in early childhood and with what implications for social justice and equity in early childhood education?)

Weeks 5-7: Play-based Learning

“Children are constantly engaged in making meaning of their world and in sharing their perceptions. Play is an optimal context for enabling children to work out their ideas and theories and use what they already know to deepen their understanding and further their learning. Innately curious, children explore, manipulate, build, create, wonder, and ask questions naturally, moving through the world in what might be called an “inquiry stance.” (OME, 2016, p. 18)

- How might conceptions of play as active learning be connected to the image of the child?
  - What is play?
  - What is the historical-cultural context of play?
  - How are interactions shaped by the concept of play?
  - What is the relationship between children and adults in play?
What are the implications for children’s perceptions of play in relation to interactions with others?

How might play influence the nature of child-adult interactions?

“Children are constantly engaged in making meaning of their world and in sharing their perceptions. Play is an optimal context for enabling children to work out their ideas and theories and use what they already know to deepen their understanding and further their learning. Innately curious, children explore, manipulate, build, create, wonder, and ask questions naturally, moving through the world in what might be called an “inquiry stance.” (OME, 2016, p. 18)

Reflecting on our understandings of self-regulation and well-being, we will begin this section with your observations of ‘play’ during your practicum experience.

- How might play and self-regulation and well-being be connected to the child’s image?
  - What is play?
  - What is the historical-cultural context of play?
  - How are interactions shaped by the concept of play?
  - What is the relationship between children and adults in play?
  - How is the child’s voice represented in the Fundamental Principles of Play-based Learning?
  - How are the rights of the child represented in text and real experiences?
  - How might the Four Frame support the child’s right to play?

**Weeks 8-10: Politics of Knowledge**

“The Kindergarten Program flows from these perspectives, outlining a pedagogy that expands on what we know about child development and invites educators to consider a more complex view of children and the contexts in which they learn and make sense of the world around them. This approach may require, for some, a shift in mindset and habits. It may prompt a rethinking of theories and practices – a change in what we pay attention to; in the conversations that we have with children, families, and colleagues; and in how we plan and prepare. The manner in which we interact with children is influenced by the beliefs we hold. To move into the role of co-learner, educators must acknowledge the reciprocal relationship they are entering: the child has something to teach us, and we are engaged in a learning journey together, taking turns to lead and question and grow as we encounter new and interesting ideas and experiences. The view of the child presented above recognizes the experiences, curiosities, capabilities, competencies, and interests of all learners.” (OME 2016, p. 10)

- How is the child’s voice represented in the Fundamental Principles of Play-based Learning?
  - How are the rights of the child represented in official text, literature and real experiences?

- How might families, children and professionals develop understandings of play
  - How do government and curriculum documents contribute to this understanding?

- How can educators develop and enact a pedagogy of listening?
What does listening entail?

How does listening change the role of the educator?

“Evidence from diverse fields of study tells us that children grow in programs where adults are caring and responsive. Children succeed in programs that focus on active learning through exploration, play, and inquiry. Children thrive in programs where they and their families are valued as active participants and contributors. From How Does Learning Happen?" (OME, 2014, p. 4)

Course Block II

Week 11: In-class Study Notebook work session

Weeks 12: Emerging Understandings of Curriculum

How do we conceptualize our emerging curriculum understandings?

MacNaughton’s Models of the Learner’s Conceptual Framework:

Models of the Learner: Conforming to Nature or Culture – What are the frames?

Conforming to nature model:

“[O]bserve the child to determine the stage of ‘becoming adult’ they have reached;
Listen to nature’s prompts about what the child needs at each stage
Trust and support nature to lead the child towards adulthood;
Don’t intervene - offer nature a helping hand only when necessary;
Take your cues from the child;
Adjust the learning environment to the child, not the child to the learning environment.” (MacNaughton, 2004, p. 18).

- How do children follow rules, ideas or patterns of behaviour such as biological, behavioural or cultural ‘norms’?
  Conforming to behaviour and culture models:
  - How are children with special needs/rights represented in this framework?
- How Does Learning Happen and Kindergarten 2016, address diversity e.g., race, religion, gender and special needs/rights?
  - How are these statements reflective of an inclusive and equitable learning environment?
- How might gender, race, class, sexuality, and other social and cultural positioning play out in early childhood and with what implications for social justice and equity in early childhood education?
  - How are children social actors and meaning makers? How are children’s relationships shaped by social and cultural practices?

Read pages: 1-39


Week 13: Emerging Understandings of Curriculum

How do we conceptualize our emerging curriculum understandings?
Models of the Learner: Reforming through Interaction Between Nature and Culture – How do I interpret the frames?

Piaget suggests, “internal cognitive structures or ways of organizing information enable us to act and make sense of the world in different ways.” (MacNaughton, 2004, p. 42). How might constructivism (Piaget and Vygotsky) support the concept of ‘hands on’ experiences in the Kindergarten curriculum?

- How are ‘hands on’ experiences represented in How Does Learning Happen? And Kindergarten 2016 curriculum?
  - How are ‘hands on’ experiences negotiated, planned and interpreted in the curriculum?
  - How does the child demonstrate her knowledge, skills and attitudes of the curriculum?
  - How might Bruner’s problem solving (trial and error) be represented in the Kindergarten 2016 document as a learning opportunity e.g., mathematics and language?
  - Reflecting on the Kindergarten 2016 document, what strategies, materials and experiences according to Bruner might we employ to co-construct knowledge and new knowledge to extend the learning?

- How might the social and physical environment support the child’s learning?

Read pages: 40-69


Week 14-15: Emerging Understandings of Curriculum

How do we conceptualize our emerging curriculum understandings?

Models of the Learner: Transforming Culture and Nature (transforming through collaboration)

What am I going to do with these frames?

“The social constructivist view of the learner rests upon postmodern views of knowledge as non-universal, complex, contradictory and changing (Dahlberg et al. 1999). It therefore requires the educator to be open to more than one way to see, be and know something. There is no longer a right or correct way to teach the child; instead there are many possible answers. The educator’s job is to discover these answers with the child, to have his or her own knowledge transformed through the child and vice versa. The educator is not the expert but collaborates with the child to produce knowledge of the world.” (McNaughton, 2003, p. 76)

- How might gender, race, class, sexuality, and other social and cultural positioning play out in early childhood and with what implications for social justice and equity in early childhood education?

- How might children and teachers be co-researchers?
  - How might children and families be curricular informants?
  - How do children construct their own meanings of their social worlds (McNaughton, 2003, p. 71)?
  - How do children contribute to their social worlds?

- Describe tensions between modernist and post-modernist theories of the child and childhood.
  - How might developmental theories privilege adults?

Read pages: 70-120
Weeks 16-19: Pedagogical Documentation

“The objective of documentation is to describe how we learn how to learn” Daniella Lanzi, 2014.

“I believe that documentation is a substantial part of the goal that has always characterized our experience: the search for meaning – to find the meaning of school, or rather, to construct the meaning of school, as a place that plays an active role in the children’s search for meaning and our own search (and shared meanings)” Carlina Rinaldi 2006.

- Reflecting on notes, sketches, observations, photos and artefacts that contribute to your learning, how do you see yourself in the curriculum?

- Why do the early years matter?
  - How might children in relation to adults in their world negotiate the curriculum as a meaningful process?
  - What might the possibilities and opportunities be for transformation?


Read pages 60-72


Course Materials Required:

Shaping Early Childhood: Learners, Curriculum and Contexts, (McNaughton 2003) is a required text that may be purchased at the Western Bookstore. Limited copies are available at the Education library. Many of the readings will require the use of a computer. The readings have links for you to connect using a search engine. You may wish to copy and paste the address into a search engine such as Google Chrome. A few books will be used and will be scanned as pages or a single chapter in accordance and compliance with the copyright laws and posted on Sakai. Please bring a computer or device to class weekly.
Assignments and Other Course Requirements:

Play Studios (20%)
Dates: October 4, 11, 18

Working in groups, teacher candidates will spend three weeks facilitating and engaging in play studios. Two groups will facilitate a play studio each week with a different focus:

October 3 – Play
Reading 1:
Reading 2:

October 10 – Space, Place, Environment
Reading 1:
Reading 2:

October 17 - Materials
Reading 1:
Reading 2:

The one-hour play studios require application of theory to practice by setting up play studios for the class. The groups will explain their set-up by connecting their ideas to course content. Each group will choose one of the two weekly readings on which to focus the discussion. The group will then lead a discussion with the class based on the weekly reading.

Grading Criteria:
/10 Set-up and explanation of play studio demonstrates comprehension of course material, open-ended play-based learning
/10 Class discussion critically engages with the assigned reading in a thought-provoking and reflective approach

Reflection Paper (25%)
Due date: November 8, 2017 at 8:30am

Teacher candidates will submit a 5-page reflection that summarizes themes/issues/learning that have been most salient to them thus far in the course. This assignment requires a critical engagement with course readings, demonstration of ability to connect course to beliefs, values and perspectives. The reflection paper should be presented professionally: incorporates professional language used in the course, edited for correct spelling and grammar, organized format, follows APA guidelines, and submitted punctually by the due date.

Guiding questions to consider:

- How does the course content and particular readings for this course connect to your understanding of the field of Early Childhood Education?
- What learning had taken place for you?
- What has contributed to that learning?
- How do your personal beliefs, values and perspectives connect to the course content and readings?
- What exploratory learning questions remain at this point in the course?

Grading Criteria:
/8 Critical engagement with course readings
/8 Demonstrates ability to connect course to beliefs, values and perspectives
/4 Incorporates professional language used in the course and demonstrates comprehension of terms
/2 Edited for correct spelling and grammar, organized format, overall professional presentation
/2 Follows APA guidelines

Study Notebook (30%)
Due date: January 17, 2018

During practicum, teacher candidates will record observations of children’s play. Upon returning from practicum, teacher candidates will work with their observations to create a study notebook. The study notebook will combine observations, photographs, videos, artefacts to pedagogical connections, course content/readings and personal reflections on education.

Grading Criteria:
/10 Observations incorporate course concepts and perspectives: demonstrate a respectful image of the child and a pedagogy of listening
/10 Critical engagement with and application of course concepts
/10 Connection to personal reflection demonstrates thoughtfulness, depth, and critical thinking

Pedagogical Documentation Presentation (25%)
Due Date: February 28, 2018 and March 7, 2018

Using artefacts from the Study Notebook and experiences during their practicum, teacher candidates will create a documentation panel on a folding presentation board e.g., relevant quotes, photos/images. Each candidate will make a 5 minute in-class presentation during the documentation carousel. This assignment requires critical engagement with course readings and discussions. The presentation should incorporate professional language used in the course.

Guiding Questions to Consider:

- Belonging and Contributing/Belonging – How are the values of interdependence (mutually reliant on one another), relationships (connection between people) and reciprocity (mutual exchange) positioned in the Ontario Kindergarten 2016 document?
  - How are the Western values of independence and autonomy positioned in the Ontario Kindergarten 2016 document?
- Self-regulation and Well-being/Well-being - Within the Ontario context, the 'needs' discourse creates tension within emergent curricula e.g., Reggio and TeWhariki:
  - How have Western values shaped the discourse of ‘needs’ to protect the child and provide safety? Employing MacNaughton's conceptual framework, how do we come to a better understanding of the Ontario Kindergarten 2016 document and evolving current practices?
  - How is ‘participation’ in decision making of care and well-being guaranteed by the UN Rights of the Child honoured and reflected in the Kindergarten 2016 document and within emergent curriculum?
- Problem Solving and Innovating/Engagement – How does the child as an autonomous meaning maker challenge Piagetian cognitive development?
- Demonstrating Literacy and Mathematical Behaviours/Expression - As an evolving Western culture, how is the child as a social actor positioned in the Ontario Kindergarten curriculum e.g., co-
constructor of knowledge, problem solver, reciprocal relationship as a co-learner with educators and families?

Grading Criteria:
/10 Critical engagement with and application of course concepts
/10 Connection to personal reflection demonstrates thoughtfulness, depth, and critical thinking
/2 Edited for correct spelling and grammar, organized format, overall professional presentation
/2 Follows APA guidelines

Policy Statements:
Accessibility: The University of Western Ontario is committed to recognizing the dignity and independence of all students and seeks to ensure that persons with disabilities have genuine, open and unhindered access to academic services. Please contact the course instructor if you require course materials in an alternative format or if any other arrangements can make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 661-2111 x 82147 for information about requesting academic accommodation, or go to the following website: http://www.edu.uwo.ca/teacher-education/docs/policies/Accessibility_Western.pdf

The B.Ed. program is an intense and demanding programs of professional preparation. You are expected to demonstrate high levels of both academic and professional integrity. Such integrity is demonstrated in part by your commitment to and attendance at all classes, workshops, tutorials, and practicum activities. Read more about the Faculty’s attendance policy on-line at http://www.edu.uwo.ca/teacher-education/docs/Attendance%20Policy%202016.pdf.

EXCUSED ABSENCES: If you are ill, require compassionate leave, or must miss classes for religious observance, your absence is excused; you will not be penalized but you are responsible for work missed.

UNEXCUSED ABSENCES: Any absence that is not a result of illness, bereavement, or religious observance is an unexcused absence. Three unexcused absences will result in you being referred to the Associate Dean and placed on academic probation. Any further unexcused absence will result in failure of the course and withdrawal from the program.

Language Proficiency: In accordance with regulations established by the Senate of the University, all teacher candidates must demonstrate the ability to write clearly and correctly. Work which shows a lack of proficiency in the language of instruction is unacceptable for academic credit, and will either be failed or, at the discretion of the instructor, returned to the teacher candidate for revision to a literate level.

Late Penalties: Normally, the only acceptable reasons for late or missed assignments are illness (for which a doctor’s statement may be required) or extreme compassionate circumstances. Unexcused late assignments will be penalized at a rate of 5% per day, and will not be accepted more than 5 days after the due date unless prior arrangements have been made with the instructor.

Academic Offences: Scholastic offences are taken particularly seriously in this professional Faculty. Teacher Candidates should read about what constitutes a Scholastic Offence at the following Web site: http://www.edu.uwo.ca/teacher-education/docs/policies/WEB_ScholasticDiscipline.pdf

Plagiarism: Plagiarism means presenting someone else’s words or ideas as one’s own. The concept applies to all assignments, including lesson and unit plans, laboratory reports, diagrams, and computer projects. For further information, teacher candidates may consult their instructors, the Associate Dean’s Office, and current style manuals. Advice about plagiarism and how to avoid it can also be found on the Preservice website: http://www.edu.uwo.ca/preservice/downloads/Plagiarism%20Policy.pdf
Plagiarism-Checking:
a. All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (http://www.turnitin.com)
b. Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Use of Laptops & Notebooks in Class: As a courtesy to members of the class, please put your cell phone on ‘vibrate’ or turn it off during class. Laptops and other electronic devices may be used in a professional manner to facilitate your activities in the course, but out of courtesy to colleagues and the instructor, please engage in personal networking and non-course communication only outside class time – before or after class, or at the break.

SUPPORT SERVICES

A variety of support services are available at Western.
If you need advice or assistance, do not hesitate to get in touch with any of these services.

FINANCIAL ASSISTANCE: Registrarial Services (http://www.registrar.uwo.ca)
WRITING SUPPORT: Student Development Centre (http://www.sdc.uwo.ca/)
LEARNING SKILLS SUPPORT: Student Development Centre (http://www.sdc.uwo.ca/)
INTERNATIONAL STUDENTS: Student Development Centre (http://www.sdc.uwo.ca/)
ABORIGINAL STUDENTS: Student Development Centre (http://www.sdc.uwo.ca/)
STUDENTS with DISABILITIES: Student Development Centre (http://www.sdc.uwo.ca/)
SOCIAL & CULTURAL ISSUES: University Students’ Council (http://westernusc.ca/service/the-peer-support-network/).

EMOTIONAL or MENTAL DISTRESS: Students who are in emotional or mental distress should refer to Mental Health @ Western http://www.uwo.ca/uwocom/mentalhealth/ for a complete list of options about how to obtain help.

B.Ed. PROGRAM ISSUES: zuber@uwo.ca, Teacher Education Office, room 1131

NEED HELP but not sure what to do: zuber@uwo.ca, Teacher Education Office, room 1131
## Topical Outline:

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topics and Questions</th>
<th>Supporting Resources</th>
<th>Readings</th>
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</table>
| **Session 1**<br>Sept 6 | Introduction  
What historical approaches represent childhood?  
| **Session 2**<br>Sept. 13 | Understanding Paradigms  
**Developmentalism**  
How might developmental theories e.g., cognitive developmentalism shape our understandings of early years curriculum and influence our interactions with children?  
**Social-Cultural**  
How are children social actors and meaning makers?  
| **Session 3**<br>Sept. 20 | Understanding Paradigms  
**Social Constructivism**  
Pacini-Ketchabaw , V. and Pence, A. Contextualizing the |
Critically Examining the Paradigms in Early Childhood Education

Session 4
Sept. 27


Realizing the Promise of Diversity


Diaz Soto, L. and Blue Swadener, B. (2002). Toward liberatory early childhood theory, research and praxis: decolonizing a field, Contemporary Issues in Early Childhood, 3(1), 38-65 Retrieved from:
http://cie.sagepub.com/content/3/1/38.full.pdf

Session 5
Oct. 4

Play

Studio Discussions

What is play?

What is the value play-

How Does Learning Happen?
https://www.edu.gov.on.ca/childcare/HowLearningHappens.pdf

Think, Feel, Act

Choose one:
https://journals-scholarsportal.info.proxy1.lib.uwo.ca/pdf/1350293s/v21i0002/172_papbfoecg.xml
<table>
<thead>
<tr>
<th>Session 6</th>
<th>Space, Place, Environment</th>
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<tbody>
<tr>
<td>Oct. 18</td>
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<tr>
<td>What is place? How is place different from space?</td>
<td>Think, Feel, Act <a href="https://www.edu.gov.on.ca/childcare/ResarchBriefs.pdf">https://www.edu.gov.on.ca/childcare/ResarchBriefs.pdf</a></td>
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<tr>
<td>Session 7</td>
<td>Materials, materiality and new materialism</td>
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<td>Oct. 25</td>
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<td>How is free choice and free play enacted in early childhood education?</td>
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<td>Session 8</td>
<td>Nov. 1</td>
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<td>During your upcoming practicum, what might you notice, think and wonder about planning, assessment practices and reporting?</td>
<td>Rights article</td>
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**UN Declaration of the Rights of the Child**


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<tr>
<th>Session 10</th>
<th>Nov 8</th>
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<tbody>
<tr>
<td>What does it mean to listen to children’s voices?</td>
<td>Rinaldi, C. (2001). The pedagogy of listening: The listening perspectives from Reggio Emilia, Innovations 8(4), 1-4 Retrieved from: <a href="https://static1.squarespace.com/static/526fe9ae4b0c53fa3c845e0/t/540fce31e4b00c94d884e002/1410321969279/Pedagogy+of+Listening+Rinaldi+-+Fall+2001.pdf">https://static1.squarespace.com/static/526fe9ae4b0c53fa3c845e0/t/540fce31e4b00c94d884e002/1410321969279/Pedagogy+of+Listening+Rinaldi+-+Fall+2001.pdf</a></td>
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<td>How does documentation facilitate a pedagogy of listening?</td>
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<td>From objective anecdotal observations to telling stories of learning</td>
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<td>Going out into the field: Practicum Preparation Reflection Paper Due</td>
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**Practicum Block 1**  
**November 13 – December 9, 2017**

**Winter Holidays**  
**December 11 – January 5, 2017**

*Happy New Year!*
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<tr>
<th></th>
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<th><strong>Study Notebook Assignment Due</strong></th>
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<th>Ecological Systems Theory: Urie Bronfenbrenner, (2014), YouTube, Retrieved from <a href="https://www.youtube.com/watch?v=01BnvOrEoPM">https://www.youtube.com/watch?v=01BnvOrEoPM</a></th>
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<td>How do children construct their own meanings of their social worlds (McNaughton, 2003, p. 71)?</td>
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<td>How might gender, race, class, sexuality, and other social and cultural positioning play out in early childhood and with what implications for social justice and equity in early childhood</td>
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<td>Session 16</td>
<td>Pedagogical Documentation</td>
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<tr>
<td>Feb. 14</td>
<td>What is the pedagogy of listening?</td>
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<th>Session 17</th>
<th>Pedagogical Documentation</th>
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<tr>
<td>Feb. 21</td>
<td>How might children in relation to adults in their world negotiate the curriculum as a meaningful process? What might the possibilities and opportunities be for transformation?</td>
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<thead>
<tr>
<th>Session 18</th>
<th>Pedagogical Documentation Presentations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb 28</td>
<td>In-class presentations</td>
</tr>
</tbody>
</table>


About the Course:

This course is a wonderful opportunity for you to explore the theories related to early childhood education and care. At Western, we are fortunate to be able to explore and discuss many topics with respect to early childhood education that encompasses the world of the child from birth to eight years of age. You have a wonderful opportunity to critically analyse information and relate this content to your own practice.

About the Instructor:

You are welcome to contact me through email. I check email on a regular basis throughout the day. Having said this, I am also a full time Early Learning Coordinator with Thames Valley District School Board and am transitioning into the role of a vice principal with additional duties and responsibilities to children, staff and families and therefore may be in meetings and learning opportunities throughout the day. I may not see your email until later in the day. However, I do make an attempt to read emails regularly. I do travel with my role and therefore, please be patient with the weather and my arrival. I have not missed a class yet.

Teaching Outline:

The course outline has been included in the additional information section. All the articles have links and may be easily copied and pasted into your search engine. Some readings will be scanned and posted on Sakai for your reading pleasure. Take some time to read the required readings (approximately one to two hours per week) and pose questions for us to discuss in class. You will only need to purchase one text, MacNaughton, G. (2004). Shaping early childhood: Learners, curriculum and contexts, Glasgow, United Kingdom: McGraw Hill and a duo-tang with paper for the first class.

Assignment Guidelines:

Rubrics are enclosed in this syllabus and discussed in class prior to the assignments due date.

Readings:

WEEKLY READINGS ARE NOTED IN THE WEEKLY ADDITIONAL INFORMATION SECTION
References:


http://search.proquest.com.proxy1.lib.uwo.ca/docview/751805885?accountid=15115


- Flow of the Day
- Inquiry
- Observation and Documentation
- Play Based Learning
- Self Regulation
- The Learning Environment
- Literacy Through the Day
- Numeracy Through the Day


Ministry of Education, Capacity Building Series. Primary Assessment, Lesson Learning from Kindergarten/Grade 1 Collaborative Inquiry.  
http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS_primaryassessment.pdf


McCain, Margaret Norrie and J. Fraser Mustard. (1999) Early Years Study, Reversing the Real Brain Drain  
http://www.pcfk.on.ca/PDFs/Research_Ken/ReversingBrainDrain.pdf

McCain, Margaret Norrie and J. Fraser Mustard. (2002) Early Years Study, Three Years Later  