EDUC 5461 Curriculum, Pedagogy, and Learning in Early Childhood II

Section 001: Mondays 8:30-12:30 Room 1100
Section 002: Mondays 12:30-4:30 Room 1100
Section 003: Mondays 10:30-2:30 Room 1118

Instructor:
Section 001 - Meagan Montpetit, ECE, B.A, B.Ed, M.Ed, PhD student email: mmontpe2@uoit.ca
Section 002 – Nazila Eisazadeh, B.A, RECE, M.Ed, PhD candidate. email: nazila.eisazadeh@utoronto.ca
Section 003 – Zuhra Abawi, B.A., B.Ed., M.Ed., OCT, RECE, Ed.D (c). email: zuhra.abawi@mail.utoronto.ca

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

Calendar Copy:
Critical analysis of diverse approaches to early childhood curriculum and of implications for curricular commonplaces in the Ontario context. A complement to core curricular instruction with emphasis on advanced curriculum development, implementation, and assessment to enhance children’s meaning making.

Course Description:
Curriculum, Pedagogy, and Learning in Early Childhood II is designed to deepen understandings of early childhood education curriculum and pedagogical practices by focussing on the role of the teacher in the Ontario early childhood education classroom. The course focuses on new possibilities and new framings of negotiated curriculum, inquiry-based learning and pedagogical documentation, engaging the complex intersections of curriculum theory and pedagogical practice. Studio sessions, pedagogical workshops and seminars are the primary modes of instruction. Underpinning this course is a commitment to challenging Canada’s colonial legacies, and addressing social and environmental justice and diversity in the context of early education. Teacher candidates engage in a series of curriculum inquiries that tie to topics such as Indigeneity, decolonization, and their contributions to environmental challenges.

Learning Outcomes:
Teacher candidates will:
- critically and thoughtfully evaluate the theoretical and pedagogical foundations of the Ontario early childhood education curricula
- effectively use pedagogical documentation as an assessment and learning strategy to make children’s thinking and learning visible
- build a community of collaborative inquiry within the early childhood classroom
- collaborate with colleagues in the early childhood education classroom
- engage in critical curriculum inquiries that challenge Canada’s colonial legacies, and address social and environmental justice and diversity

Course Content:
The course is organized into four related content strands, which are informed by guiding questions. Each week, teacher candidates examine aspects of these strands and articulate the connections between them. By engaging with these strands, students will be able to understand the complexities of early childhood education curriculum.

Strand 1
Critical approaches to early childhood curriculum and pedagogy
Guiding Questions
What are critical approaches to curriculum and pedagogy? How might we implement critical approaches to early childhood curriculum in the classroom? What might it entail to be a critical early childhood teacher? How might critical approaches to pedagogy inform your own pedagogy? How might these approaches to curriculum respond to the Truth and Reconciliation Commission of Canada’s Calls to Action? How might these approaches to curriculum highlight possibilities for both critical and generative interventions into normative and universalizing perspectives on children’s relations with their environment?

Strand 2
Enhancing children’s meaning making and expressive languages through negotiated curriculum and inquiry-based learning Guiding Questions
What is inquiry-based learning? What is a negotiated curriculum approach? What’s the role of the teacher in an inquiry-based curriculum? How do teachers enact a negotiated curriculum through inquiry-based learning? What is the difference between a developmentally appropriate curriculum and a negotiated curriculum? How might a negotiated curriculum focus on unsettling anthropocentric and colonial dualisms in young children’s curriculum making? How might inquiry-based learning allow us to engage with environmental challenges that 21st young children inherit? How might we enact a curriculum informed by Indigenous onto-epistemologies and decolonizing perspectives?

Strand 3
Pedagogical documentation for creative and investigative curriculum development, and assessment Guiding Questions
What is pedagogical documentation? How do teachers enact pedagogical documentation? How might pedagogical documentation be employed to engage in critical early childhood curriculum and pedagogy? What are pedagogical documentation’s possibilities for ethical, decolonial and anti-racist engagements in curriculum making? How might pedagogical documentation provoke us to reimagine curriculum-making as a relational learning process that might help us to decolonize our modes of being and doing?

Strand 4
Connections to curricular commonplaces in the Ontario context
Guiding Questions
What are the conceptual frameworks embedded in Ontario early childhood curricula? What is the role of the teacher outlined in Ontario early childhood curricula? How might teachers implement Ontario Kindergarten Program’s frames? How are inquiry-based learning and pedagogical documentation addressed in Ontario early childhood curricula?
Course Materials:


Teacher candidates are encouraged to bring a laptop/tablet, and a camera to each class to use in their collaborative inquiry projects.

Teacher candidates might be required to purchase art materials for use in their inquiry.

Assignments and Other Course Requirements:

**Early Childhood Education Pedagogies Blog (weekly postings)**

- First submission (25%) due November 24
- Second submission (25%) due February 9, 2018

**Inquiry Documentation (weekly documentation)**

- Engaging with Materials Inquiry submission (25%) due November 24
- Engaging with Land Inquiry submission (25%) February 9, 2018

**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](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 online at [http://www.edu.uwo.ca/teacher-education/docs/Attendance%20Policy%202016.pdf](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.

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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. Lap tops 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/uwocm/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

About the Course:

The Ontario Ministry of Education has recently released The Kindergarten Program (2016) which, together with How does Learning Happen? Ontario Pedagogy for the Early Years (2014), shifts “from a traditional pedagogy to one centred on the child”. Such shift involves rethinking learning as a process that takes place through relationships, teaching as a mode of encountering questions and engaging in complicated conversations, and assessment as a process to make children’s thinking and learning visible. The course is designed to provide you with a complex and critical understanding of these ideas. Drawing on post-foundational perspectives, we will consider the social, political, cultural, and environmental implications of early childhood curricula for young children, teachers, educators, and communities. By creatively engaging in curricula inquiries, we will not only learn how to enact a pedagogy centred on the child, but also how we can create new possibilities for curriculum through the thoughtful interweaving of theory and practice.

The course includes studio sessions and pedagogical workshops. Yet, it requires deep engagement with complex ideas outlined in assigned readings. I have carefully selected the weekly readings to provoke your thinking in a particular direction. I hope that these articles will contribute to your already wide early childhood education repertoire. I have also included reading suggestions for your inquiries on materials and land.

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Although I haven’t assigned a particular number of readings for each inquiry, my expectation is that teacher candidates read weekly to successfully deepen the inquiry.

How much to read? Read to be prepared to engage in ‘informed’ discussions. Read as much as you think you need to in order to write interesting and informed documentation. Read to extend your inquiry, especially when you feel your inquiry is ‘stuck’. Read as much as you need to in order to respectfully challenge and extend your colleagues’ thinking during inquiry discussions. Read to be able to link theory and practice. Please take the time that we are all dedicating to this class seriously. More importantly, have fun. Experiment. Be curious. Think outside the box.

About the Instructor:

The best way to get in touch with me is via email. I will do my best to respond to you within 48 hours. If you would like to meet in person, please send me an email and we will schedule a meeting.
Teaching Outline:

**Week 1 - October 16**

On being a teacher: Pedagogical relationships in the contemporary early education imaginary

**Readings**


*Encounters With Materials – Chapter 1 – Thinking With Materials*

We will make connections to *How does Learning Happen?* and *The Kindergarten Program* every class – please review these documents on an ongoing basis.

**Week 2 - October 23**

An Inquiry Stance: Being-in Question & Putting-in Question

**Readings**


*Encounters with Materials – Chapter 2 – Paper: Movement & Chapter 3 – Charcoal: Encounter*

**Week 3 - October 30**

Documenting Pedagogies: Beyond Representing Ideas

**Readings**


*Encounters With Materials – Chapter 4 – Paint: Assemblage & Chapter 5 – Clay: Ecologies*

**Week 4 - November 6**

Aesthetics: Thinking with/through the Arts

**Readings**


*Encounters With Materials – Chapter 6 – Blocks: Time and Afterword: Noticing*

**Week 5 - November 13**

**Readings**

Week 6 - January 8
Indigenous Epistemologies in the Classroom  Land Inquiry begins

Readings

Week 7 - January 15
Designing Spaces for problem solving and innovating

Readings


Week 8 - January 22
What is ethically at stake in early childhood education? Being responsible and responsive

Readings

January 29


Assignment Guidelines:

All assignments are mandatory and must be typed, doubled spaced, written in Times New Roman 12 point with 1-inch margins, and adhere to the guidelines stated by the American Psychological Association (APA 6th edition). Late assignments will not be accepted if you have not contacted me at least 48 hours prior to the due date. Remember to contact me as soon as you feel that you are falling behind with the work in this class.

Through the course, I will be reading your blogs and paying attention to your contributions to class discussion and draft inquiry documentations. I will take the responsibility of writing to you if I believe that you need to challenge yourself further with the readings.

I am always prepared to provide feedback on drafts of your assignments. If you would like my feedback, please consider the following:

- I need at least one entire week to read and provide feedback on each draft
  - Drafts will not be graded
- I will not review new drafts or final assignments that have not considered my previous feedback (this does not mean that you have to agree with my suggestions, but at the very least write a substantiated summary explaining why you haven’t incorporated my comments in your revised assignment).
Early Childhood Education Pedagogies Blog First submission (25%) due November 24 Second submission (25%) due February 9.

You will create a blog for early childhood teachers and educators. You don't have to use your name. You may invent one. The purpose of the assignment is to create a forum for thinking through the ideas that we are addressing in the course in relation to practice.

Each post should be approximately 450-500 words, including references. You are also welcome to include visuals in your blog – make sure that the images are linked to the ideas addressed in the post. Your blog will engage with the concepts addressed in the readings. I will post provocations/questions/wonderings each week in my blog. You might want to engage with these in your posts.

Blog Posts – I will grade four blog posts. The first submission, due November 24th, will include your selection of two blog posts from weeks 1 to 5. The second submission, due February 9th, will include your selection of two blog posts from weeks 6 to 9.

Dates for Postings: Your postings should be online by no later than Fridays. Prior to Monday’s class, students are expected to read at least one other person’s blog posts and come prepared for group discussion at the beginning of Monday’s class.

Your First Task: Please send Meagan the link to your blog by October 19.

You might find some of these websites interesting:

Social Media Learning  http://socmedlearn.blogspot.ca/  Digital Youth project:  
http://digitalyouth.ischool.berkeley.edu

MIT Media Lab:  http://media.mit.edu/  Particularly, Lifelong Kindergarten:  https://llk.media.mit.edu/

Hybrid Pedagogies:  http://www.hybridpedagogy.com/

What to include in the blog

By the end of the course, you should have at least one, and not more than three, of the following entries. Each entry should be between 450 and 500 words.

- Comments and questions related to one assigned reading. This is not a summary of everything the article/chapter discusses. The goal is to engage with one or two ideas addressed in the reading.
- Comments, responses, and questions that connect key ideas from three different readings. Note that this should be one blog entry.
- Comments and reflections that address: ‘being an early childhood teacher in the 21st century’.
- Questions, reflections, and ideas that address the relationships between early childhood education theory and pedagogical practice
- Questions and reflections about pedagogical documentation that are informed by assigned readings and your group’s collaborative inquiries
- Questions and reflections on a concept that you are exploring in your group’s collaborative inquiry
- Reflections and questions that engage with the content of The Kindergarten Program (2016)
- Reflections and questions that address the connections between The Kindergarten Program (2016) and How does Learning Happen? Ontario Pedagogy for the Early Years (2014)
Writing the Blog

• Postings should engage with the four course strands and guiding questions, and incorporate ideas from readings and reach beyond them. All entries should be informed by course readings and class discussions. When referring to course readings (or any other reading material), you should discuss the authors’ ideas and perspectives using your own words without the use of direct quotes (the occasional short 1-3 words or short phrases are acceptable). In other words, you should draw out relevant ideas from the readings rather than provide a summary of everything the author discusses.

• Postings should be written having practitioners in mind; yet, they maintain the complexity of the ideas presented in the readings and written in a scholarly manner

• Postings should invite readers to be curious, open, imaginative

• Postings should draw the readers into deeper understandings of and future possibilities for early childhood education

• Postings should be respectful to ideas that the writer might disagree with, and use respectful language

• Postings should be thoughtful and well crafted (for instance: paragraphs only communicate one idea at a time; there is no repetition; ideas follow from each other; the writer uses transitions to connect paragraphs; the posting includes an introduction, a body, and a conclusion)

• Blog entries should be well written and carefully proofread for writing style, grammar, spelling and language use, and use APA style of referencing.

• Postings should be submitted in a timely manner
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<th>Evaluation Criteria</th>
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<td><strong>A range:</strong> Exceeds expectations in addition to meeting all of the requirements of B. Demonstrates sensitive and insightful understanding of related course readings and concepts. An excellent discussion and analysis of the authors’ ideas. Shows depth and breadth.</td>
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<tr>
<td><strong>B range:</strong> Fully meets all expectations. Demonstrates good understanding of related course readings and concepts. Detailed discussions and reasonable interpretations. A good analysis of the authors’ ideas. Writing meets university level standard. While there may be minor errors, the paper follows normal conventions of spelling and grammar and has been carefully proofread. Good organization. Sentence structure and word choice helps with clear communication of ideas. Sequencing of ideas within paragraphs and transitions between paragraphs is smooth. Writing flows well. APA referencing is complete and accurate. Participation far exceeds the requirements of B. The students consistently demonstrates an ability to foster and lead class discussion critically.</td>
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<tr>
<td><strong>C range:</strong> Meets most expectations. Demonstrates rudimentary understanding of related course readings and concepts. Discussions and interpretations include frequent broad generalizations and undeveloped ideas. Surface synthesis of the authors’ ideas. Posting begins to go beyond the readings and engages in analysis. Writing minimally meets university standard. Frequent errors in spelling, grammar, sentence structure. Sentence structure and/or word choice interferes with clarity. Organization needs development. Improvement needed in sequencing and development of ideas within paragraphs, and in transitions between paragraphs. Some editing is needed to reduce repetition. Writing may be difficult to follow. APA referencing is incomplete and includes several errors. Participation meets university level standard. Student demonstrates critical engagement with classmates’ blogs according to university standard.</td>
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<td><strong>D/F: Does not/minimally meets expectations</strong>. Demonstrates understanding of related course readings and concepts. Discussion and interpretations are inadequate and/or missing. Inaccurate understandings of concepts and ideas. Does not demonstrate adequate engagement with the topic. Writing does not meet university standard. Writing includes numerous distracting errors in spelling, grammar and/or sentence structure. Style and/or format is inappropriate for the assignment. Fails to demonstrate competence in documentation of sources. Participation minimally meets university standard. Student demonstrates limited critical engagement with classmates’ blogs. Participation does not meet university standard. Student does not demonstrate critical engagement with classmates’ blogs.</td>
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Inquiry Documentation Engaging with Materials Inquiry submission (25%) due November 24
Engaging with Land Inquiry submission (25%) due February 9.

You will engage in two collective inquiries. The first inquiry is focussed on a material and addresses environmental issues, the second on land and addresses the Truth and Reconciliation Commission of Canada’s Calls to Action. During each class, you are to:

- engage in studio processes and inquiries
- document the processes and inquiries through photography, narratives, videography, drawings, and other creative medium
- review the images, videos, and other documentation to generate discussions and articulate connections to assigned readings
- generate focussed concepts and ideas from these discussions
- investigate the concepts further through studio processes and inquiries

You will work in groups to design and implement these two inquiries. Your task is to think, play, talk, ask questions, read, learn, and invent together. Visit http://www.artistsatthecentre.ca/project.html to learn more about inquiries in early childhood education.

An inquiry requires active participation from all group members. I define ‘active participation’ by regular class attendance and informed contributions to group discussions and activities. Your group should discuss expectations for individual contributions and collaboration amongst members.

The inquiry documentation assignment involves the creation of an individual documentation that documents and explores inquiries’ processes, perspectives, concepts and ideas. To create your documentation, you should take detailed and descriptive notes of processes, photograph class activities and processes, record materials used, and include samples of drawings, sketches, paintings, and other artistic and inquiry processes. View Materials Encounter’s website for examples. Your inquiry documentation should be thoughtfully designed; show your collective and individual learnings, curiosities, questions, and engagement; and highlight key concepts and inquiry processes. You should have at least one entry for each week.

Your documentation should demonstrate (a) your engagement with assigned readings on materials and land, and (b) record of the explorations and processes your group followed through the inquiry.

You should use your documentation as a way of telling interesting and informed “inquiry stories” and practicing pedagogical documentation. It should be a documentation that you would be proud to share with a sponsor teacher or colleague.

The following ought to be included in the documentation:

Sketches, plans, drawings, paintings and photos that provide a visual record of studio work, notes about materials, techniques and processes, as well as, reflections about the learning that took place (making connections to The Kindergarten Program’s frames). Your inquiry documentation must contain at least 1000 words, connecting class readings to each visual aspect.
### Evaluation Criteria

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<td>Excellent work: exceeds expectations</td>
<td>Very good work: fully meets all expectations</td>
<td>Satisfactory work: meets most expectations</td>
<td>Unsatisfactory work: does not meet expectations</td>
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#### Design and use of images

In addition to meeting all of the expectations of B, the documentation demonstrates a creative and innovative approach. Is beautifully designed with a strong aesthetic sense.

- Well designed, text is clear and readable, good use of images. Images are clear, carefully cut out and purposeful.
- Difficult to read, minimal attention to aesthetics and design. Indiscriminate use of images. Images are poor quality.
- Work appears careless and/or quickly put together. Lacks attention to aesthetics, and/or design.

#### Content and engagement

In addition to meeting all of the expectations of B, descriptions are insightful, expressive and detailed. Includes both depth and breadth of thinking and questions that emerged.

- Complete with all necessary elements. Includes materials used, samples, descriptive notes, responses and images from every class. Shows personal and complex engagement with course ideas and processes. Written descriptions are clear, specific, and highlight key concepts, ideas, and processes. Includes thoughtful notes/responses to the course readings.
- Complete with all necessary elements, although not as strong or detailed as B. Surface engagement with course ideas and processes. Written descriptions are minimal. Needs editing for clarity and/or language use. Includes surface and general notes/responses to the course readings.
- Some entries are missing or very undeveloped. Very minimal engagement with course ideas and processes. Written descriptions are missing and/or very superficial. Notes and responses to the course readings are very minimal or missing.

### Required Readings:


**Resources for Inquiries**

**On Materials**


**On Land**


**Policy Resources**

You should have access to these documents during class:

**Kindergarten Program**


[https://kto2connections.wordpress.com/](https://kto2connections.wordpress.com/)
http://www.edugains.ca/newsite/earlyPrimary/index.html

Child Care Program
https://vimeopro.com/endlessfilms/elmfinal

On Collaborative Inquiry

On Pedagogical Documentation

References: Suggested Readings for Inquiries

On Materials
See list http://commonworlds.net/childrens-relations-with-materials-publication/

On Land
See lists http://commonworlds.net/childrens-relations-with-place-publications/
http://commonworlds.net/childrens-relations-with-other-species-publication/