

EDUC 5460

Curriculum, Pedagogy & Learning in Early Childhood Part 1

Instructor:

Sarah Hennessy, RECE

E: shennes5@uwo.ca

Office Hours: Monday 11:30-12:30 or by appointment

Course Coordinator: Dr. Rachel Heydon

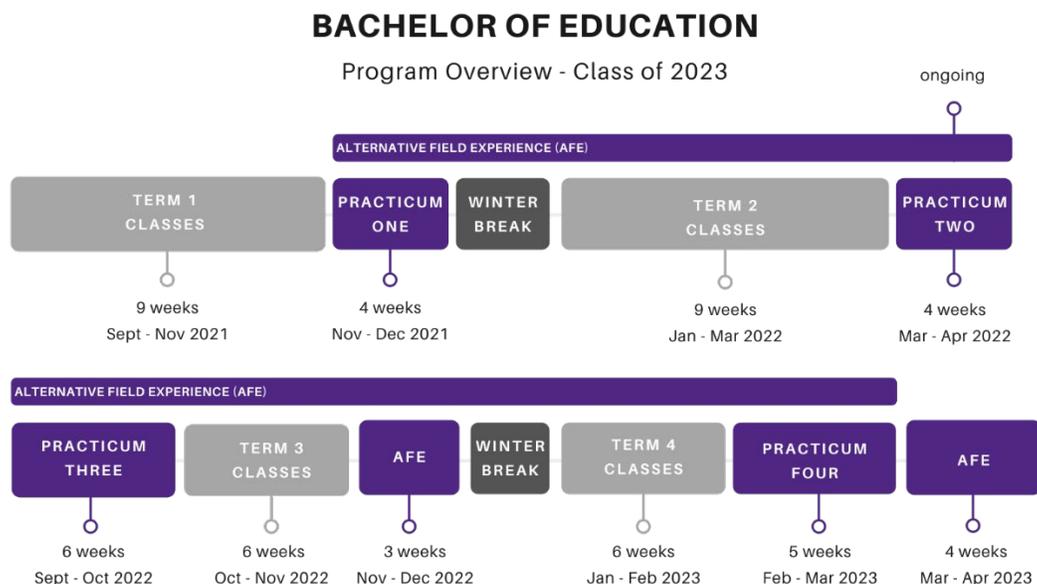
Teaching Assistant: Leah Knight

Schedule:

Section 001: Mon 12:30PM-2:30PM,
Room: 1100

Program Context:

This is a **Specialty Course** taken by Teacher Candidates during **Year 1, Full Year** of the Bachelor of Education.



Curriculum, Pedagogy & Learning in Early Childhood Part 1 (EDUC 5460)

Introduction and critical analysis of historical and contemporary theories of children and early childhood curricula (e.g., developmental and reconceptualist) 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 interprofessional relationships. 2 hours per week, full year, .5 credit.

Curriculum, Pedagogy, Learning in Early Childhood I has been designed to offer teacher candidates an introduction to understanding early childhood education curriculum and pedagogy as it relates to 'the child.' Using a variety of sources, historical approaches will be linked to contemporary perspectives as teacher candidates explore curriculum and pedagogy through the lens of their emerging understandings. The primary mode of instruction is in-person classes. Classes will combine conversational lectures, guest lecturers, small group work and in-class activities that support learning growth and assignments. Assignments entail the creation of multifaceted individual portfolios on understanding the child.

Number of Credits : 1

Number of Weeks: 18

Week 1: Mon Sep 6 - Labour Day

- No class

Week 2: Mon Sep 13 - Welcome

- Welcome to course
- Syllabus review and questions

- Review of course format & assignments
- co-creation of classroom norms

Learning Activities

Type	Name	Description
Class Meeting	Profile assignment due	
Reading	Week 2 Materials & Readings	Course syllabus

Week 3: Mon Sep 20 - Reflecting on the learner

- Images of the child
- Developmentalism and the child
- What is critical reflection?
- Discussion contributions
- Working group formation

Learning Activities

Type	Name	Description
Class Meeting	Image of the child assignment due	
Reading	Week 3 Materials & Readings	Malaguzzi, L. (1994). Your image of the child: Where teaching begins, Exchange, Retrieved from https://reggioalliance.org/downloads/malaguzzi.ccie:1994.pdf

Week 4: Mon Sep 27 - Conforming to Nature, Conforming to Culture

- Romanticism
- Maturationism
- Behaviourism
- Social Learning Theory

Learning Activities

Type	Name	Description
Class Meeting	Small group work - reflection entry due in class	
Reading	Week 4 Materials & Readings	MacNaughton, G. (2010). Introduction, Models of the Learner, Reflecting on the learner (pp. 1-13). In Shaping early childhood: Learners, curriculum and contexts. Berkshire, England: Open University Press. The SAGE Encyclopedia of Children and Childhood Studies, Chapter "Childhood" by Pacini-Ketchabaw & Hennessy

Week 5: Mon Oct 5 - Constructions of truth in early childhood education

- Constructivism
- The dominance of developmentalism

Learning Activities

Type	Name	Description
Class Meeting	Small group work - reflection entry due in class	
Reading	Week 5 Materials & Readings	Constructions of Truth in Early Childhood Education: A History of the Present Abuse of Neurosciences in Vandebroek, M. (2017). Constructions of neuroscience in early childhood education / edited by Michel Vandebroek. Routledge. https://doi.org/10.4324/9781315445120 Kilderry, A. (2015). Repositioning developmentalism. Critical companion to early childhood, 116-126.

Week 6: Mon Oct 18 - Social constructivism and feminism in early childhood education

- Social constructionism and postmodernism
- Poststructural feminism

Learning Activities

Type	Name	Description
Reading	Week 6 Materials & Readings	MacNaughton, G. (2010). Models of the learner: Transforming culture and nature (pp. 70-92). In <i>Shaping early childhood: Learners, curriculum and contexts</i> . Berkshire, England: Open University Press.

Week 7: Mon Oct 25 - Critical Race Theory and practice

- Identity, race, and racism
- Going beyond diversity
- Anti-racism and practice

Learning Activities

Type	Name	Description
Class Meeting	Photo reflection assignment due	
Reading	Week 7 Materials & Readings	Duchscher, T. M. (2018). Seeking race: Finding racism. <i>Journal of the Canadian Association for Curriculum Studies</i> , 16(1), 127-142.

Week 8: Mon Nov 1 - Developmentalism and beyond in early childhood education

- Thinking and practicing with criticality
- Thinking beyond developmentalism in early childhood education

Learning Activities

Type	Name	Description
Class Meeting	Small group work - reflection entry due in class	
Reading	Week 8 Materials & Readings	Offering a Question to Early Childhood Pedagogists: What Would Be Possible if Education Subtracts Itself from Developmentalism? https://www.ecpn.ca/blog/reflection/what-would-be-possible-if-education-subtracts-itself-developmentalism

Week 9: Mon Nov 8 - Pedagogical documentation with How Does Learning Happen

- Understanding How Does Learning Happen?
- The important role of pedagogical documentation

Learning Activities

Type	Name	Description
Class Meeting	Critical reflection assignment due	
Reading	Week 9 Materials & Readings	How Does Learning Happen?

Week 10: Mon Jan 3 - Pedagogical Documentation

- Review of various examples of pedagogical documentation from the field

Learning Activities

Type	Name	Description
Class Meeting	Small group work - reflection entry due in class	
Reading	Week 10 Materials & Readings	Reading to be determined in advance with input from students

Week 11: Mon Jan 10 - Reflecting on early childhood curriculum

- Reflecting on early childhood curriculum
- Shaping curriculum through philosophy, observation, and assesment
- Learning outcomes and assesment

Learning Activities

Type	Name	Description
Class Meeting	Pedagogical Documentation assignment due	

Week 12: Mon Jan 17 - Ontario Curriculum for the early childhood education

- Guest Speaker TBD: Kindergarten curriculum
- Beyond assessment

Learning Activities

Type	Name	Description
Class Meeting	Small group work - reflection entry due in class	
Reading	Week 12 Materials & Readings	Ontario Ministry of Education Kindergarten curriculum

Week 13: Mon Jan 24 - Early childhood education beyond Canada

- Guest Lecturer: Adrienne Bacelar de Castro
- Beyond the Canadian Context: Brazil, Finland, Italy, New Zealand

Learning Activities

Type	Name	Description
Class Meeting	Small group work - reflection entry due in class	
Reading	Week 13 Materials & Readings	Guest lecturer will provide reading in advance of class

Week 14: Mon Jan 31 - Critical Literacy & Multiliteracies

- Guest lecturer: Carla Ruthes Coelho
- What is critical literacy/why is it important?
- What is multiliteracies? Why is it important?

Learning Activities

Type	Name	Description
Class Meeting	Small group work - reflection entry due in class	
Reading	Week 14 Materials & Readings	Wink,J. (2018)Pokemon Pedagogy sourced online at https://www.joanwink.com/pokemon-pedagogy/

Week 15: Mon Feb 7 - Indigenous Early Learning

- Guest lecturer: Cody Groat on Residential Schools and reconciliation

Learning Activities

Type	Name	Description
Class Meeting	Interview assignment due	
		Contemporary Studies in Environmental and Indigenous Pedagogies pp 77-88 https://link.springer.com/book/10.1007/978-94-6209-293-8
Reading	Week 15 Materials & Readings	Watch Dr. Suzanne Stewart TEDx video at https://www.youtube.com/watch?v=o1Ed9OdrpWw (18 minutes) Watch The language of Reconciliation: Elders' Circle https://vimeo.com/208585660 (4 minutes)

Week 16: Mon Feb 14 - Childhood and Technology in the 21st Century

- complexity and roles of technology in early childhood education

Learning Activities

Type	Name	Description
Class Meeting	Small group work - reflection entry due in class	
Reading	Week 16 Materials & Readings	Guest lecturer will provide reading in advance of class

Week 17: Mon Feb 28 - Revisiting ideas of early learners

- revisiting understandings of early childhood education

Learning Activities

Type	Name	Description
Class Meeting	In class, collaborative writing reflection on small group process	
Reading	Week 17 Materials & Readings	second reading of Malaguzzi, L. (1994). Your image of the child: Where teaching begins, Exchange, Retrieved from https://reggioalliance.org/downloads/malaguzzi:ccie:1994.pdf

Week 18: Mon Mar 7 - Moving Forward as Professionals

- Next steps, learnings, debrief

Learning Activities

Type	Name	Description
Class Meeting	Image of the child (part II) assignment due.	The assignment will be completed in-class.
Reading	Week 18 Materials & Readings	second reading: Students will reread their first assignment and reflect on their movement in understanding early childhood.

Assessment Activities

Type	Name	Description
Assignment	Due Wk 03 & 17: Image of Child	Using the Malaguzzi (1994) article students will write 500-800 words on their image of the child. A specific question for the assignment will be provided to students during the first class. The reflection and reading will be revisited at the end of the course. .
Assignment	Due Wk 07: Photo Reflection	In considering the world around us, students will capture an image that conveys developmentalism with childhood. Students will provide 3-5 sentences with the image that explains how the image relates to developmentalism and childhood. Further details will be provided in-class. .
Assignment	Due Wk 09: Critical Reflection	Students will submit a 500-800 word critical reflection of how children are positioned in relation to current global events and how children and schools might experience such events. Teacher candidates will be provided with three different topics (children and Black Lives Matter, children and the pandemic, and children and climate change) to reflect upon. Course participants will read two articles provided by the instructor, related to their subject of choice. Detailed instructions will be provided in-class. .
Assignment	Due Wk 12: Pedagogical Documentation	During practicum, teacher candidates will observe children's interests and plan to bring in materials to further provoke their learning. On the day you offer the materials to the children, pay attention to the moments of each learning encounter. As you pay attention and dialogue with children, take meaningful photos and written notes to document children's learning through play. Our classes on pedagogical documentation will support this assignment. Format: Consolidate your photos and written notes into a pedagogical documentation. The overall format of pedagogical documentation will vary based on the content, topic, personal preferences and style. Formatting ideas will be discussed in class. In general, the format should be professional, aesthetically pleasing, demonstrate flow, cohesiveness and be easy to read. The title should be relevant to the topic and speak to the content within the documentation. .

Assessment Activities

Type	Name	Description
Assignment	Due Wk 15: Interview on the Child	The focus of this assignment is to build a more complex understanding of how children are understood and depicted in society. Teacher candidates will conduct an interview with a member of the community on the topic of understanding children. A set of questions will be provided and students are encouraged to add to these questions for the interview. Students will submit a 1000-word reflection on the interview.

This course meets the following Course Outcomes:

1. Models of Learner: Conforming, reforming and transforming nature and culture; child as a learner with rights.
2. Curriculum Positions: Emerging understandings of curriculum; play-based learning environments; pedagogical documentation as a critical practice.
3. Curriculum Contexts: Evolving education beliefs and situating oneself within the early childhood education and care field.

How to Protect Your Professional Integrity:

The Bachelor of Education is an intense and demanding program of professional preparation. Teacher Candidates are expected to demonstrate high levels of academic commitment and professional integrity that align with both Western University's Academic Rights and Responsibilities and the Professional Standards and Ethical Standards set by the Ontario College of Teachers. These expectations govern your time in class, in your Practicum, in your Alternative Field Experiences, and include the appropriate use of technology and social media.

The Teacher Education Office will only recommend teacher candidates for Ontario College of Teachers certification when candidates have demonstrated the knowledge of, and adherence to, the faculty policies throughout the two-year program.

To review the policies and practices that govern the Teacher Education program, including attendance, plagiarism, progression requirements, safe campus and more, visit: edu.uwo.ca/CSW/my-program/BEd/policies.html

Faculty of Education Pass/Fail Policy:

All courses and assignments in the Bachelor of Education are assessed as Pass/Fail.

Instructors will make the Success Criteria of the assignments clear, and refinements of the criteria may take place in class as a means of co-constructing details of the assignments in the first two weeks of a course. This will allow for differentiation of process, product and timeline depending upon student needs.

Success Criteria will

- Articulate what needs to occur to demonstrate learning outcomes for a course/assignment;
- Inform the instructional process so that teaching can be adapted to ensure students continue to remain on track to meet the criteria as needed and appropriate.
- Align with the assignments created to provide opportunities for students to demonstrate the knowledge, skills and abilities they are working toward;
- Establish clear descriptive language that allows Teacher Candidates to identify, clarify and apply the criteria to their work and to their engagement in peer feedback;
- Focus the feedback on progress toward meeting the overall and specific tasks/assignment goals for the course.

Participation:

Participation is essential to success in the Teacher Education program. As a professional school, you need to treat coming to class as showing up for work in the profession. If you are not in class, you cannot participate. Actively participating in discussions, peer reviews/feedback, group work and activities is integral to the development of your own learning and to the learning within your classroom community.

Given the varied experiences of Teacher Candidates in the program, you may engage with ideas/concepts or skills that are familiar or unfamiliar to you.

A Professional Teacher Candidate is one who:

- Arrives in class (virtual or online) on time, and prepared. This includes completing any readings, viewing assignments or tasks in advance of class as requested.
- Listens to others and contributes thoughtfully to discussions;
- Models respectful dialogue and openness to learn, monitors, self-assesses and reformulates one's prior beliefs and understandings in light of new information;
- Monitors and addresses their wellness, practices self-care, and seeks appropriate support when necessary.

Support Services & Resources:



Health and Wellness
uwo.ca/health



Peer Support
westernusc.ca



Learning Skills
uwo.ca/sdc/learning



Indigenous Services
Indigenous.uwo.ca



Student Accessibility Services
sdc/uwo.ca/ssd



Writing Support
writing.uwo.ca



Financial Assistance
registrar.uwo.ca



Not sure who to ask?
Contact the Teacher Education Office at eduwo@uwo.ca