

EDUC 5461

Curriculum, Pedagogy, and Learning in Early Childhood Part 2

Instructor:

Nikki Rotas

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Office Hours: by appointment

Dr. Rachel Heydon,

Course Coordinator

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Schedule:

Section 001: Monday
2:30PM-5:30PM,
Room: 1100

Program Context:

This is a **Specialty Course** taken by Teacher Candidates during **Year 2, Full Year** of the Bachelor of Education.

BACHELOR OF EDUCATION

Program Overview - Class of 2022



Syllabus Report

Learning in Early Childhood II (EDUC 5461)

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. 3 hours per week, full year, .5 credit.

Curriculum, Pedagogy, and Learning in Early Childhood II is designed to deepen understandings of early childhood education, curriculum, and pedagogical practices by focusing 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.

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.

Students will engage deeply with the Ontario Kindergarten Program, How Does Learning Happen: Ontario's Pedagogy for the Early Years, as well as the Truth and Reconciliation Commission. 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 shifts involve 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 centered on the child, but also how we can create new possibilities for curriculum through the thoughtful interweaving of theory and practice.

Discussions and group work require deep engagement with complex ideas outlined in assigned readings.

I have carefully selected the weekly readings to provoke your thinking. I hope that these articles will contribute to your already wide early childhood education repertoire.

Engagement with these readings is necessary to successfully deepen the inquiry assignments.

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!

Course Texts:

1. Pacini-Ketchabaw, V., Kind, S., & Kocher, L. (2017). Encounters with materials in early childhood education. New York, NY: Routledge.
2. Additional weekly readings (can be found through Western Libraries and/or posted on OWL)
3. Government of Ontario Curricular Documents and supporting material (Available online)

The course textbook can be found through Western Libraries and/or purchased online. Teacher candidates are encouraged to bring a laptop/tablet, and a camera to each class to use in their collaborative inquiry projects.

Number of Credits : 0.5

Number of Weeks: 12

Week 1: Introduction To Course

- Introduction
- Review Syllabus
- Who is the Educator?
- Studio Process: Material Inquiry Begins
- Histories and tensions surrounding the material

Learning Activities		
Type	Name	Description
Assignment	Week 1 Critical Question/Response	A critical question and response relating to weekly reading(s) and beyond. A critical question and response should be a significant contribution to small and large group discussion. Each week you will share an individual question/response in small groups. You will discuss and prepare talking points based on your groups' questions/responses, and present to the whole group.

Learning Activities

Type	Name	Description
Reading	Week 1 Readings	1. Hewes, J., Lirette, T., Makovichuk, L., & McCarron, R. (2019). Animating a Curriculum Framework Through Educator Co-Inquiry: Co- Learning, Co- Researching, and Co-Imagining Possibilities. <i>Journal of Childhood Studies</i> , 44(1), 37-53.
		2. Kummen, K., and Hodgins, D. (2019). Learning Collectives With/In Sites of Practice: Beyond training and professional development. <i>Journal of Childhood Studies</i> , 44(1), 111-122.

Week 2: Being In Question & Putting In Question

- Taking an inquiry stance
- Shifting habits of practice
- How do educators approach their practice with curiosity and political intent?
- What is material inquiry?
- How to use tech-materials/tools?

Learning Activities

Type	Name	Description
Assignment	Week 2 Critical Question/Response	A critical and provocative question relating to weekly reading(s) and beyond.
		A critical question and response should be a significant contribution to small and large group discussion. Each week you will share an individual question/response in small groups. You will discuss and prepare talking points based on your groups' questions/responses, and present to the whole group.

Learning Activities

Type	Name	Description
Reading	Week 2 Readings	1. Ch. 1 – Thinking with Materials (Pacini-Ketchabaw, V., Kind, S., & Kocher, L.L. (2016). Encounters with materials in early childhood education. Taylor & Francis.)
		2. Rotas, N. (2019). Outdoor play and learning (OPAL): Activating ‘loose parts’ in childhood environments. International Journal of Early Childhood Environmental Education, 7(1), 1-13.

Week 3: Curriculum Making

- Emergent curriculum
- How to plan inquiry?
- How do educators approach their practice with curiosity and political intent?

Learning Activities

Type	Name	Description
Assignment	Week 3 Critical Question/Response	A critical and provocative question relating to weekly reading(s) and beyond.
		A critical question and response should be a significant contribution to small and large group discussion. Each week you will share an individual question/response in small groups. You will discuss and prepare talking points based on your groups' questions/responses, and present to the whole group.

Learning Activities

Type	Name	Description
Reading	Week 3 Readings	<p>1. Ch 2-Paper: Movement (Pacini-Ketchabaw, V., Kind, S., & Kocher, L. L. (2016). Encounters with materials in early childhood education. Taylor & Francis.)</p> <p>2. Olsson, L. (2013). Taking children's questions seriously: The need for creative thought. <i>Global Studies of Childhood</i>, 3(3), 230-253.</p> <p>3. Nxumalo, F., Vintimilla, C. D., & Nelson, N. (2018). Pedagogical gatherings in early childhood education: Mapping interferences in emergent curriculum. <i>Curriculum Inquiry</i>, 48(4), 433-453.</p>

Week 4: Inclusive Childhood Pedagogies

- Universal design for teaching
- How to make learning accessible?
- Using assistive technology
- Building equitable classrooms

Learning Activities

Type	Name	Description
Assignment	Week 4 Critical Question/Response	<p>A critical and provocative question relating to weekly reading(s) and beyond.</p> <p>A critical question and response should be a significant contribution to small and large group discussion. Each week you will share an individual question/response in small groups. You will discuss and prepare talking points based on your groups' questions/responses, and present to the whole group.</p>
Reading	Week 4 Readings	Readings TBD

Week 5: Pedagogical Documentation

- Curriculum on the move
- How does pedagogical documentation inform curriculum making?
- Pedagogical documentation as a process of critical reflection

Learning Activities		
Type	Name	Description
Assignment	Week 5 Critical Question/Response	A critical and provocative question relating to weekly reading(s) and beyond.
		A critical question and response should be a significant contribution to small and large group discussion. Each week you will share an individual question/response in small groups. You will discuss and prepare talking points based on your groups' questions/responses, and present to the whole group.
Reading	Week 5 Readings	1. Ch 3- Charcoal: Encounter (Pacini-Ketchabaw, V., Kind, S., & Kocher, L. L. (2016). Encounters with materials in early childhood education. Taylor & Francis.)
		2. Dahlberg, G., Moss, P., and Pence, A. (2013). Beyond quality in early childhood education and care. Languages of evaluation. Chapter 7 (Pedagogical documentation: a practice for reflection and democracy)
		3. Wien, C.A. (2013). Making learning visible through pedagogical documentation. Queen's Printer for Ontario.
		4. Wien, C.A., Guyevskey, V., & Berdoussis, N. (2011). Learning to document in Reggio-inspired education. Early Childhood Research & Practice, 13(2), 1-17.

Week 6: Decolonization: Sustaining An Inquiry & Thinking With Concepts

- How does inquiry-based learning align with decolonization practices?
- How might teachers and students think with place?

Learning Activities		
Type	Name	Description
Assignment	Week 6 Critical Question/Response	A critical and provocative question relating to weekly reading(s) and beyond.
		A critical question and response should be a significant contribution to small and large group discussion. Each week you will share an individual question/response in small groups. You will discuss and prepare talking points based on your groups' questions/responses, and present to the whole group.
Reading	Week 6 Readings	1. Ch. 4 – Paint: Assemblage (Pacini-Ketchabaw, V., Kind, S., & Kocher, L.L. (2016). Encounters with materials in early childhood education. Taylor & Francis.)
		2. Ashton, E. (2015). Troubling settlerness in early childhood curriculum development (Ch 4). In V. Pacini-Ketchabaw & A. Taylor (Eds.). Unsettling the colonial places and spaces of early childhood education.

Week 7: Animating Curriculum: Role of Educator

- How to animate a curriculum? What does that look like?
- Planning spaces open to possibility
- What questions should you consider when designing a space?

Learning Activities

Type	Name	Description
Assignment	Week 7 Critical Question/Response	A critical and provocative question relating to weekly reading(s) and beyond.
		A critical question and response should be a significant contribution to small and large group discussion. Each week you will share an individual question/response in small groups. You will discuss and prepare talking points based on your groups' questions/responses, and present to the whole group.
Reading	Week 7 Readings	1. Ch 5-Clay: Ecologies (Pacini-Ketchabaw, V., Kind, S., & Kocher, L. L. (2016). Encounters with materials in early childhood education. Taylor & Francis.)
		2. Aoki, T. (1993/2005). Legitimizing lived curriculum: Toward a curricular landscape of multiplicity. In W. F. Pinar and R. L. Irwin (Eds.), Curriculum in a new key: The collected works of Ted T. Aoki (pp. 199–215). New York: Routledge.

Week 8: Curricular Commonplaces

- Understanding the importance of multiple perspectives
- What are curricular commonplaces and approaches?

Learning Activities

Type	Name	Description
Assignment	Week 8 Critical Question/Response	A critical and provocative question relating to weekly reading(s) and beyond.
		A critical question and response should be a significant contribution to small and large group discussion. Each week you will share an individual question/response in small groups. You will discuss and prepare talking points based on your groups' questions/responses, and present to the whole group.
Reading	Week 8 Readings	1. Ch. 5 (Continued)- Clay: Ecologies (Pacini-Ketchabaw, V., Kind, S., & Kocher, L. L. (2016). Encounters with materials in early childhood education. Taylor & Francis.)
		2. Olsson, L. (2012) Eventicizing curriculum: Learning to read and write through becoming a citizen of the world. <i>Journal of Curriculum Theorizing</i> , (28), 1: 89-107.
		3. Peltier, S. (2017). An Anishinaabe perspective on Children's language learning to inform "Seeing the Aboriginal child". <i>Language and Literacy</i> , 19(2), 4-19.

Week 9: Documenter

- How to be in relation with materials?
- Inviting engagement/Choosing elements as provocations in an inquiry

Learning Activities

Type	Name	Description
Assignment	Week 9 Critical Question/Response	A critical and provocative question relating to weekly reading(s) and beyond.
		A critical question and response should be a significant contribution to small and large group discussion. Each week you will share an individual question/response in small groups. You will discuss and prepare talking points based on your groups' questions/responses, and present to the whole group
Reading	Week 9 Readings	1. Ch 6-Blocks: Time (Pacini-Ketchabaw, V., Kind, S., & Kocher, L. L. (2016). Encounters with materials in early childhood education. Taylor & Francis.)
		2. MacDonald, M., & Hill, C. (2018). The intersection of pedagogical documentation and teaching inquiry: A living curriculum. LEARNing Landscapes, 11(2), 271-286.

Week 10: Ethics In Early Childhood Education

- What is ethically at stake in early childhood education?
- What is your pedagogical stance?

Learning Activities

Type	Name	Description
Assignment	Week 10 Critical Question/Response	A critical and provocative question relating to weekly reading(s) and beyond.
		A critical question and response should be a significant contribution to small and large group discussion. Each week you will share an individual question/response in small groups. You will discuss and prepare talking points based on your groups' questions/responses, and present to the whole group.
Reading	Week 10 Readings	1. Langford, R. (2010). Critiquing Child-Centred Pedagogy to Bring Children and Early Childhood Educators into the Centre of a Democratic Pedagogy. <i>Contemporary Issues in Early Childhood</i> , 11(1), 113–127.
		2. Moss, P. (2001). Making space for ethics. <i>Australasian Journal of Early Childhood</i> , 26(4), 1-6.
		3. Taggert, G. (2016). Compassionate pedagogy: The ethics of care in early childhood professionalism. <i>Early Childhood Education Research</i> , 24(2), 173-185.

Week 11: Decentering Human In Early Childhood Education

- Opening to possibilities/extending the conversation
- Introducing the post-humanist perspective
- How might we begin to look beyond developmentalism and child-centered practices?
- Material Inquiry Group presentations

Learning Activities

Type	Name	Description
Assignment	Week 11 Critical Question/Response	A critical and provocative question relating to weekly reading(s) and beyond.
		A critical question and response should be a significant contribution to small and large group discussion. Each week you will share an individual question/response in small groups. You will discuss and prepare talking points based on your groups' questions/responses, and present to the whole group.
Reading	Week 11 Readings	1. Moss, P. (2017). Power and resistance in early childhood education: From dominant discourse to democratic experimentalism. <i>Journal of Pedagogy</i> , 8(1), 11-32.
		2. Taylor, A, Pacini-Ketchabaw, V. & Blaise, M. (2012). Children's relations with the more-than-human world. <i>Contemporary Issues in Early Childhood</i> , (13), 2: 81-85.

Week 12: Decentering the human in Early Childhood Education

- Opening to possibilities/extending the conversation
- Introducing the post-humanist perspective
- How might we begin to look beyond developmentalism and child-centered practices?
- Material Inquiry Group presentations

Learning Activities

Type	Name	Description
Assignment	Week 12 Critical Question/Response	A critical and provocative question relating to weekly reading(s) and beyond.
		A critical question and response should be a significant contribution to small and large group discussion. Each week you will share an individual question/response in small groups. You will discuss and prepare talking points based on your groups' questions/responses, and present to the whole group.
Reading	Week 12 Readings	1. Pacini-Ketchabaw, V., & Moss, P. (2020). Early Childhood Pedagogy: Veronica Pacini-Ketchabaw Interviews Peter Moss. <i>Journal of Childhood Studies</i> , 98-111.

Assessment Activities

Type	Name	Description
Summative Assessment	Due Weekly: Critical Question/Response	A critical question and response relating to weekly reading(s) and beyond (i.e., curriculum documents, Truth and Reconciliation document, Early Years & Child Care Framework and/or any additional reading).
		A critical question and response should be a significant contribution to small and large group discussions. Each week you will share an individual question/response in small groups. You will discuss and prepare talking points based on your groups' questions/responses, and present to the whole group. *Individual questions are due weekly (please submit question to OWL at the end of the week prior to class).

Assessment Activities

Type	Name	Description
Summative Assessment	Due Wk 10: Material Inquiry Assignment (Written)	This is a cumulative group project documenting the ongoing process of a material inquiry that addresses an environmental or social justice issue.
		Throughout the course small groups will engage with a material alongside questions and provocations provided by the instructor By the end of the course each group will create a portfolio documenting the process.
Summative Assessment	Due Wk 11-12: Material Inquiry Assignment (Group Presentation)	Groups will present their documentation process in a large group setting. This presentation is in conjunction with the final summative written assessment.

This course meets the following Course Outcomes:

ECE Strands: This course as a whole, including its topics, readings, classroom pedagogies and conversations intra-relates with the other components of the Bachelor of Education program (e.g., depth and breadth of education coursework and practica) to promote the competencies checked below within teacher candidates' process of becoming a teacher. The Assessment Strategies of the course are also designed to capture teacher candidates' acquisition of these competencies as they develop over the time of the course and at its closure. Assessments are also designed to allow for ongoing feedback to candidates on their acquisition of the competencies and to provide a rationale for evaluation for accountability purposes.

The course is organized to encompass 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 in both the

discussion and studio portions. 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

Strand 2: Enhancing children's meaning making and expressive languages through negotiated curriculum and inquiry-based learning

Strand 3: Pedagogical documentation for creative and investigative curriculum development, and assessment

Strand 4: Connections to curricular commonplaces in the Ontario context

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/BEEd/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