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

Instructors:
Sarah Hennessy
E: shennes5@uwo.ca
Office Hours: Wednesdays 10:30-11:30 or by appointment

Schedule:
Section 001: Wednesdays, 8:30-10:30am (Room 1100)

Program Context:
This is a Speciality Course taken by Teacher Candidates in Early Childhood Education during Year 1, Full Year of the Bachelor of Education.
**Course Description:** 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.

**Instructor Description:** 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.

This is a full-year, 2-hour, in-person weekly class.

**Course Coordinator:** Dr. Veronica Pacini-Ketchabaw  
**Course Teaching Assistant:** Maureen Cullen

**Number of Weeks:** 18

**Week 1: Welcome**  
**Wednesday, September 7**

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<thead>
<tr>
<th>Preparatory Resource</th>
<th>Name</th>
<th>Description</th>
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<tbody>
<tr>
<td>Reading</td>
<td>Week 1 Reading</td>
<td>Reading citation/links</td>
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<tr>
<td>Course Syllabus</td>
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**Discussion & Activities**

Course welcome  
Class format, syllabus & assignment review  
Land Acknowledgement  
Class norms

**Week 2: Reflecting on the learner**  
**Wednesday, September 14**

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<th>Preparatory Resource</th>
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<tbody>
<tr>
<td>Reading</td>
<td>Week 2 Reading</td>
<td>Reading citation/links</td>
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**Discussion & Activities**

Images of the Child  
Developmentalism and the Child  
Children's literature project review  
**Teacher Candidate Profile assignment due**

**Week 3: Conforming to Nature, Conforming to Culture**  
**Wednesday, September 21**

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<tr>
<th>Preparatory Resource</th>
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<tbody>
<tr>
<td>Reading</td>
<td>Week 3 Reading</td>
<td>Reading citation/links</td>
</tr>
<tr>
<td>MacNaughton, G. (2010). Introduction, Models of the Learner, Reflecting on the learner (pp. 1-13). In</td>
<td></td>
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</tbody>
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Discussion & Activities

Romanticism
Maturationism
Behaviourism
Social Learning Theory
Your image of the child assignment due

### Week 4: Unpacking the dominance of Developmentalism
Wednesday, September 28

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<th>Type</th>
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<tbody>
<tr>
<td>podcast</td>
<td>Week 4 Reading</td>
<td>Reading citation/links</td>
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Discussion & Activities

Constructivism
Confronting dominant discourses in early childhood
Library visit

### Week 5: Childhood
Wednesday, October 5

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<th>Type</th>
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<tbody>
<tr>
<td>podcast</td>
<td>Week 5 Reading</td>
<td>Reading citation/links</td>
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Discussion & Activities

Why childhood as singular is problematic
School Readiness
Zine café collaboration time - observation

### Week 6: Fall Reading Week – no class

### Week 7: Decolonization in Early Childhood
Wednesday, October 19

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<tr>
<th>Type</th>
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<tbody>
<tr>
<td>podcast</td>
<td>Week 7 Reading</td>
<td>Reading citation/links</td>
</tr>
<tr>
<td></td>
<td>Pacini-Ketchabaw, V. Rethinking childhoods podcast. Episodes 5 (Decolonizing Place in Early Childhood Education) &amp; Episode 6 (Science Fiction and SF in Education and Childhood Studies). Interdisciplinary Centre for Research as a Social Practice. <a href="https://www.icrc.uwo.ca/research/podcast/index.html">https://www.icrc.uwo.ca/research/podcast/index.html</a></td>
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Discussion & Activities

What does decolonization look like in early childhood?
What can fiction do?
Importance of imagination
Zine café collaboration time – modalities & multiliteracies

**Week 8: Critical Race Theory**
Wednesday, October 26

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**Discussion & Activities**
- Who, what, where, why and when of racism in early childhood education
- Going beyond diversity
- The intersection of racism and decolonization
- Criticality, research and Grey owl: Anti-racism and practice

**Assignment due:** Part 1 of children’s literature assignment due.

**Week 9: Thinking beyond Developmentalism**
Wednesday, November 2

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**Discussion & Activities**
- Examples from practice – building practice beyond ages and stages
- Reggio Emilia model – 100 languages of children

**Week 10: How does learning happen?**
Wednesday, November 9

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**Discussion & Activities**
- Review of Ministry document
- Review of the role of pedagogy and pedagogical narration
- Zine café - plan for practicum

**Critical Reflection Assignment due**

**Week 11: Practicum review & pedagogical documentation review**
Wednesday, January 4

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<tbody>
<tr>
<td>Practicum review</td>
<td>Week 11</td>
<td></td>
<td>Compilation of observations, research, quotes, images and curricular links for zine preparation</td>
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</table>

**Discussion & Activities**
- Instructor and TA zine presentation
- How to bring criticality?
### Week 12: Ontario Curriculum for early childhood education  
**Wednesday, January 11**

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<tbody>
<tr>
<td>Curriculum Resource</td>
<td>Week 11 Resource</td>
<td>citation/links</td>
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#### Discussion & Activities
- Guest lecturer on The Kindergarten curriculum
- Children’s literature presentations x4

### Week 13: Critical Literacies & Multiliteracies  
**Wednesday, January 18**

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<th>Type</th>
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<tbody>
<tr>
<td>Resource</td>
<td>Week 12 Reading</td>
<td>citation/links</td>
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</table>

#### Discussion & Activities
- Guest Lecturer: TBA
- What is critical literacy? Why is it important?
- What are multiliteracies? Why are they important?
- Children’s literature presentations x4

### Week 14: Indigenous Early Learning  
**Wednesday, January 25**

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<tr>
<th>Type</th>
<th>Name</th>
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<tbody>
<tr>
<td>video</td>
<td>Week 14 Videos</td>
<td></td>
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<tr>
<td></td>
<td>Stewart, S. (December 8, 2015). <em>Indigenous Knowledges</em>, TEDx video at <a href="https://www.youtube.com/watch?v=o1Ed9OdrpWw">https://www.youtube.com/watch?v=o1Ed9OdrpWw</a> (18 minutes)</td>
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#### Discussion & Activities
- Guest lecturer: Cody Groat on Residential Schools and Reconciliation
- Children’s literature presentations x4

### Week 15: Children’s Rights & Social Justice  
**Wednesday, February 1**

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<tr>
<th>Type</th>
<th>Name</th>
<th>Description</th>
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<tbody>
<tr>
<td>reading</td>
<td>Week 12 Reading</td>
<td>citation/links</td>
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</tbody>
</table>
**Week 16: Zine Café**
Wednesday, February 8

**Preparatory Resource**
- **Type**: Preparatory Resource
- **Name**: Week 12 Reading
- **Description**: There is no preparatory resource for this week. Time is allocated for zine work.

**Discussion & Activities**
- **Type**: Discussion & Activities
- **Name**: Zine Café – collaborative editing
- **Description**: Children's literature presentations x5

**Week 17: Revisiting ideas of early learners**
Wednesday, February 15

**Preparatory Resource**
- **Type**: Preparatory Resource
- **Name**: Week 12 Reading
- **Description**: There is no preparatory resource for this week.

**Discussion & Activities**
- **Type**: Discussion & Activities
- **Name**: Children's literature presentations x5
- **Description**: Zine assignment is due.

**Week 18 – T2P Conference week – no class**

**Week 19: Complexities of the Child**
Wednesday, March 1

**Preparatory Resource**
- **Type**: Preparatory Resource
- **Name**: Week 12 Reading
- **Description**: TBA

**Discussion & Activities**
- **Type**: Discussion & Activities
- **Name**: Discussion of a collaborative understanding of childhoods
- **Description**: Children's literature presentations x5

**Week 20: Revising your image**
Wednesday, March 8

**Preparatory Resource**
- **Type**: Preparatory Resource
- **Name**: Week 12 Reading

**Discussion & Activities**
- **Type**: Discussion & Activities
- **Name**: Children's literature presentations x5
- **Description**: In-class assignment: revised image of the child
### Assessment activities

<table>
<thead>
<tr>
<th>Assignment Title</th>
<th>Due Date</th>
<th>Description</th>
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<tbody>
<tr>
<td>Candidate profile</td>
<td>September 14</td>
<td>Candidates will upload a personal profile to OWL. An outline of the profile will be provided during 1st class.</td>
</tr>
<tr>
<td>Image of the Child</td>
<td>September 21</td>
<td>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.</td>
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</tbody>
</table>
| Children’s Literature    | A: October 26  B: 2nd semester | A: Candidates will research and choose 2 topic-related children’s books. An outline will be submitted to justify a theme, goals for book choices and strategies for selection.  
B: During the second semester candidates will present (15 minutes) their two books and a corresponding teacher guide connecting these books to curriculum. The collection will be compiled in a google doc for candidates to keep. |
| Critical Reflection      | November 9 | 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. |
| Zine documentation       | February 15 | Using a variety of examples, students will document children’s learning using a zine format. The purpose of this assignment is pedagogical documentation as a critical practice. Collaborative café time will be provided throughout the course for candidates to share ideas, strategies, and observations. The topic/idea for the zine, and corresponding quotes and photos will be gathered during practicum. |
| Revised Image of the Child | March 8  Completed  In-class | Candidates will reread the Malaguzzi (1994) article and their original assignment. Candidates will reflect and add an updated version as a result of their first year’s experiences and learnings. |

### Course Materials


Pacini-Ketchabaw, V. *Rethinking childhoods* podcast. Episodes 3 (Problematizing School Readiness) &


Vintimilla, C. et al. (May 5, 2020) “Offering a question to Early Childhood Pedagogists: What would be possible if education subtracts itself from Developmentalism?” What Would Be Possible if Education Subtracts Itself from Developmentalism? | ECPN


Stewart, S. (December 8, 2015). *Indigenous Knowledges*. TEDx video at https://www.youtube.com/watch?v=o1Ed90drpWw (18 minutes)


Resource

The following is recommended as a supplemental resource for the course. This book is available online and on 2-hour loan at the Education Library.


Competencies

This course meets the following Competencies:

1. Models of Learner: Conforming, reforming and transforming nature and culture; child as a learner with rights.


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 polices 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 on-site) 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.

**Ontario Curriculum & Supplementary Resources:**

Curriculum & Resources
dcp.edu.gov.on.ca/en

**Campus 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/ssa
- Writing Support
  writing.uwo.ca

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