

Western Education

Transforming Education. Transforming Lives.

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:

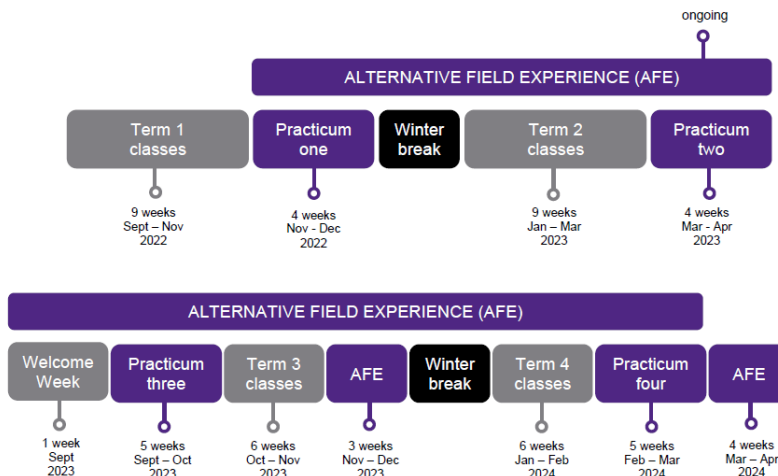
Section 001: Wednesdays, 8:30-10:30am (Room 1100)

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.

Bachelor of Education

Program Overview – Class of 2024



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

Preparatory Resource

Type	Name	Description
Reading	Week 1 Reading	Reading citation/links

Course Syllabus

Discussion & Activities

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

Week 2: Reflecting on the learner Wednesday, September 14

Preparatory Resource

Type	Name	Description
Reading	Week 2 Reading	Reading citation/links

Malaguzzi, L. (1994). Your image of the child: Where teaching begins, Exchange, Retrieved from <https://reggioalliance.org/downloads/malaguzzi:ccie:1994.pdf>

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

Preparatory Resource

Type	Name	Description
Reading	Week 3 Reading	Reading citation/links

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.

Pacini-Ketchabaw, V. & Hennessy, S. (2019). *Childhood* in The SAGE Encyclopedia of Children and Childhood Studies.

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

Preparatory Resource

Type	Name	Description
podcast	Week 4 Reading	Reading citation/links

Pacini-Ketchabaw, V. *Rethinking childhoods* podcast. Episodes 1 (Displacing Child Development) & 2 (Discourses of Childhood). Interdisciplinary Centre for Research as a Social Practice. <https://www.icrc.uwo.ca/research/podcast/index.html>

Discussion & Activities

Constructivism
Confronting dominant discourses in early childhood
Library visit

Week 5: Childhood

Wednesday, October 5

Preparatory Resource

Type	Name	Description
podcast	Week 5 Reading	Reading citation/links

Pacini-Ketchabaw, V. *Rethinking childhoods* podcast. Episodes 3 (Problematizing School Readiness) & Episode 4 (Reconfiguring the Nature of Childhood). Interdisciplinary Centre for Research as a Social Practice. <https://www.icrc.uwo.ca/research/podcast/index.html>

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

Preparatory Resource

Type	Name	Description
podcast	Week 7 Reading	Reading citation/links

Pacini-Ketchabaw, V. *Rethinking childhoods* podcast. Episodes 5 (Decolonizing Place in Early Childhood Education) & Episode 6 (Science Fiction and SF in Education and Childhood Studies). Interdisciplinary Centre for Research as a Social Practice. <https://www.icrc.uwo.ca/research/podcast/index.html>

Discussion & Activities

What does decolonization look like in early childhood?
What can fiction do?

Week 8: Critical Race Theory

Wednesday, October 26

Preparatory Resource

Type	Name	Description
Reading	Week 8 Reading	Reading citation/links
Duchscher, T.M. (2018). Seeking Race: Finding Racism. <i>Journal of the association for curriculum studies</i> . 16(1), 129-142.		

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

Preparatory Resource

Type	Name	Description
Resource	Week 9 Resources	citation/links
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		

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

Preparatory Resource

Type	Name	Description
Reading	Week 10 Resource	
Government of Ontario. (2014). <i>How does learning happen?</i> Sourced online at How does learning happen: Ontario's pedagogy for the early years ontario.ca		

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

Preparatory Resource

Type	Name	Description
Practicum review	Week 11 Resource	
Compilation of observations, research, quotes, images and curricular links for zine preparation		

Discussion & Activities

Instructor and TA zine presentation
How to bring criticality?

Children's literature presentations x4
Zine café – outlining your zine

Week 12: Ontario Curriculum for early childhood education

Wednesday, January 11

Preparatory Resource

Type	Name	Description
Curriculum Resource	Week 11 Resource	citation/links
Government of Ontario (2019). <i>Ontario Kindergarten curriculum</i> . Sourced online at The Kindergarten Program (gov.on.ca)		

Discussion & Activities

Type	Name	Description
Guest lecturer on The Kindergarten curriculum Children's literature presentations x4		

Week 13: Critical Literacies & Multiliteracies

Wednesday, January 18

Preparatory Resource

Type	Name	Description
Resource	Week 12 Reading	citation/links
Wink, J. (2018). Pokémon pedagogy sourced online at https://www.joanwink.com/pokemon-pedagogy/		

Discussion & Activities

Type	Name	Description
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

Preparatory Resource

Type	Name	Description
video	Week 14 Videos	
Stewart, S. (December 8, 2015). <i>Indigenous Knowledges</i> . TEDx video at https://www.youtube.com/watch?v=o1Ed9OdrpWw (18 minutes)		

Reconciliation Canada (November 2012). *The language of Reconciliation: Elders' Circle*. Sourced online at <https://vimeo.com/208585660> (4 minutes)

Discussion & Activities

Type	Name	Description
Guest lecturer: Cody Groat on Residential Schools and Reconciliation Video and reading resource, Learning Ojibway with numbers and animals. Ineese-Nash & Miigizi Johnston, (2019) Children's literature presentations x4		

Week 15: Children's Rights & Social Justice

Wednesday, February 1

Preparatory Resource

Type	Name	Description
reading	Week 12 Reading	citation/links
Smidt. (2019). The child as citizen. In <i>Early Childhood Education and Care for a Shared Sustainable World</i> (pp. 31–41). Routledge. https://doi.org/10.4324/9781351068963-11		

Discussion & Activities

Type	Name	Description
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Guest Lecturer: TBA

Understanding children's rights and social justice in early childhood education

Children's literature presentations x4

Week 16: Zine Café

Wednesday, February 8

Preparatory Resource

Type	Name	Description
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There are no preparatory resources for this week. Time is allocated for zine work.

Discussion & Activities

Type	Name	Description
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Zine Café – collaborative editing

Children's literature presentations x5

Week 17: Revisiting ideas of early learners

Wednesday, February 15

Preparatory Resource

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

Discussion & Activities

Type	Name	Description
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Children's literature presentations x5

Zine assignment is due.

Week 18 – T2P Conference week – no class

Week 19: Complexities of the Child

Wednesday, March 1

Preparatory Resource

Type	Name	Description
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Resource	Week 12 Reading	
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TBA

Discussion & Activities

Type	Name	Description
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Discussion of a collaborative understanding of childhoods

Children's literature presentations x5

Week 20: Revising your image

Wednesday, March 8

Preparatory Resource

Type	Name	Description
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Resource	Week 12 Reading	citation/links
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Malaguzzi, L. (1994). Your image of the child: Where teaching begins, Exchange, Retrieved from

<https://reggioalliance.org/downloads/malaguzzi.ccie:1994.pdf>

Individual review of Image of the child assignment from September.

Discussion & Activities

Type	Name	Description
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Children's literature presentations x5

In-class assignment: revised image of the child

Assessment activities

Assignment Title	Due Date	Description
Candidate profile	September 14	Candidates will upload a personal profile to OWL. An outline of the profile will be provided during 1 st class.
Image of the Child	September 21	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.
Children's Literature	A: October 26 B: 2 nd 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

Malaguzzi, L. (1994). Your image of the child: Where teaching begins, Exchange, Retrieved from <https://reggioalliance.org/downloads/malaguzzi:ccie:1994.pdf>

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.

Pacini-Ketchabaw, V. & Hennessy, S. (2019). *Childhood* in The SAGE Encyclopedia of Children and Childhood Studies.

Pacini-Ketchabaw, V. *Rethinking childhoods* podcast. Episodes 1 (Displacing Child Development) & 2 (Discourses of Childhood). Interdisciplinary Centre for Research as a Social Practice. <https://www.icrc.uwo.ca/research/podcast/index.html>

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

Episode 4 (Reconfiguring the Nature of Childhood). Interdisciplinary Centre for Research as a Social Practice. <https://www.icrc.uwo.ca/research/podcast/index.html>

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Duchscher, T.M. (2018). Seeking Race: Finding Racism. *Journal of the association for curriculum studies*. 16(1), 129-142.

Government of Ontario. (2014). *How does learning happen?* Sourced online at [How does learning happen: Ontario's pedagogy for the early years | ontario.ca](#)

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](#)

Government of Ontario (2019). *Ontario Kindergarten curriculum*. Sourced online at [The Kindergarten Program \(gov.on.ca\)](#)

Wink, J. (2018) Pokémon pedagogy sourced online at <https://www.joanwink.com/pokemon-pedagogy/>

Stewart, S. (December 8, 2015). *Indigenous Knowledges*. TEDx video at <https://www.youtube.com/watch?v=o1Ed9OdrpWw> (18 minutes)

Reconciliation Canada (November 2012). *The language of Reconciliation: Elders' Circle*. Sourced online at <https://vimeo.com/208585660> (4 minutes)

Smidt, S. (2019). The child as citizen. In *Early Childhood Education and Care for a Shared Sustainable World* (pp. 31–41). Routledge. <https://doi.org/10.4324/9781351068963-11>

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.

MacNaughton, G. (2003). *Shaping early childhood: learners, curriculum and contexts*. Open University Press.

Competencies

This course meets the following Competencies:

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 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/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