

Western Education

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

Instructors:

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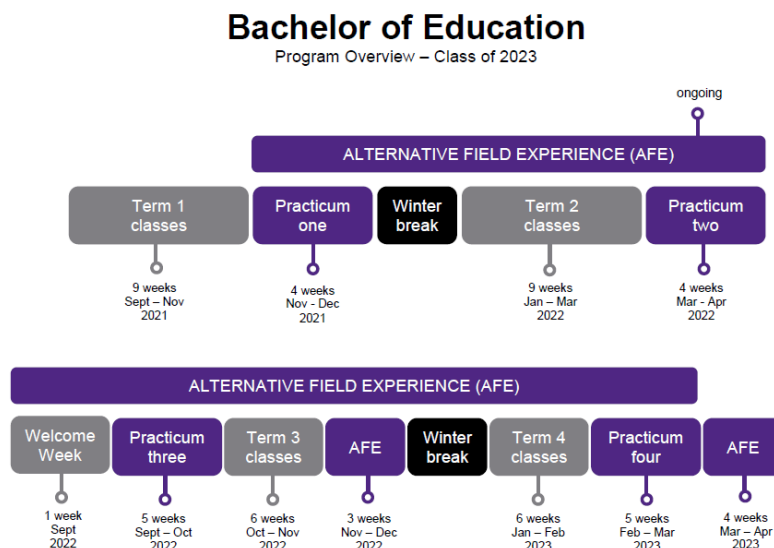
Schedule:

Monday (3:00PM-6:00PM)

Room: 1100

Program Context:

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



Learning in Early Childhood II (EDUC 5461)

Course Description:

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 inquiries that tie to topics such as Indigeneity, culturally relevant and responsive pedagogies, equity and inclusion.

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 co-inquiries, we will work toward creating 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? Please be prepared to engage in 'informed' discussions. Read as much as you think you need to in order to write interesting and informed questions and reflections. 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. Weekly readings (can be found through Western Libraries and/or posted on OWL)
2. Government of Ontario Curricular Documents and supporting material (Available online)

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

Course Credits: 0.5

Number of Weeks: 12

Week 1: Introduction To Course

Introduction

Review Syllabus

Who is the Educator?

Studio Process: Co-Inquiry Begins

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.
		One question and reflection relating to weekly reading(s) and beyond.
Assignment	Week 1 Question/Reflection	The question and reflection should be a significant contribution to small and large group discussion. Each week you will share an individual question in small groups. You will discuss and prepare talking points based on your groups' questions, and present to the whole group.

Week 2: Play-based Learning

Understanding play-based learning in early childhood contexts

Shifting habits of practice

How do educators approach their practice with curiosity and political intent?

What is co-inquiry?

Learning Activities

Type	Name	Description
Reading	Week 2 Readings	1. Rotas, N. (2019). Outdoor play and learning (OPAL): Activating 'loose parts' in childhood environments. <i>International Journal of Early Childhood Environmental Education</i> , 7(1), 1-13.

Learning Activities

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

Week 3: Curriculum Making

What is emergent curriculum?

Understanding Ontario's Kindergarten Curriculum

How do educators approach curriculum-making?

Learning Activities

Type	Name	Description
Reading	Week 3 Readings	1. 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.
		One question and reflection relating to weekly reading(s) and beyond.
Assignment	Week 3 Question/Reflection	The question and reflection should be a significant contribution to small and large group discussion. Each week you will share an individual question in small groups. You will discuss and prepare talking points based on your groups' questions, and present to the whole group.

Week 4: Culturally Relevant and Responsive Pedagogies (CRRP)

What is CRRP?

How to implement CRRP in the classroom

Building equitable classrooms

Learning Activities

Type	Name	Description
Reading	Week 4 Readings	1.Ladson-Billings, G. (2014). Culturally relevant pedagogy 2.0: a.k.a the remix. <i>Harvard Education Review</i> , 84(1), 74-84.
		One question and reflection relating to weekly reading(s) and beyond.
Assignment	Week 4 Question/Reflection	The question and reflection should be a significant contribution to small and large group discussion. Each week you will share an individual question in small groups. You will discuss and prepare talking points based on your groups' questions, and present to the whole group.

Week 5: Inclusive Childhood Pedagogies

Understanding Universal Design for Learning (UDL)

Using assistive technology in the classroom

Building equitable classrooms

Learning Activities

Type	Name	Description
Reading	Week 5 Readings	Readings TBD

Learning Activities

Type	Name	Description
Assignment	Week 5 Question/Reflection	One question and reflection relating to weekly reading(s) and beyond. The question and reflection should be a significant contribution to small and large group discussion. Each week you will share an individual question in small groups. You will discuss and prepare talking points based on your groups' questions, and present to the whole group.

Week 6: Pedagogical Documentation Part I

What is pedagogical documentation? What does it look like in the classroom?
Understanding pedagogical documentation as a process of critical reflection

Learning Activities

Type	Name	Description
Reading	Week 6 Readings	1. MacDonald, M., & Hill, C. (2018). The intersection of pedagogical documentation and teaching inquiry: A living curriculum. <i>LEARNing Landscapes</i> , 11(2), 271-286.
Assignment	Week 6 Question/Reflection	One question and reflection relating to weekly reading(s) and beyond. The question and reflection should be a significant contribution to small and large group discussion. Each week you will share an individual question in small groups. You will discuss and prepare talking points based on your groups' questions, and present to the whole group.

Week 7: Pedagogical Documentation Part II

What is pedagogical documentation? What does it look like in the classroom?

Understanding pedagogical documentation as a form of assessment

Learning Activities

Type	Name	Description
		1. 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)
Reading	Week 7 Readings	2. Wien, C.A. (2013). Making learning visible through pedagogical documentation. Queen's Printer for Ontario.
		One question and reflection relating to weekly reading(s) and beyond.
Assignment	Week 7 Question/Reflection	The question and reflection should be a significant contribution to small and large group discussion. Each week you will share an individual question in small groups. You will discuss and prepare talking points based on your groups' questions, and present to the whole group.

Week 8: Truth and Reconciliation in Early Childhood Education

Understanding the TRC Calls to Action for Education

How does inquiry-based learning align with Indigenous knowledges and practices?

Learning Activities

Type	Name	Description
Reading	Week 8 Readings	<p>1. Taylor, B. (2017). Toward reconciliation: What do the Calls to Action mean for Early Childhood Education? <i>Journal of Childhood Studies</i>, 42 (1).</p> <p>2. 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.</p>
		One question and reflection relating to weekly reading(s) and beyond.
Assignment	Week 8 Question/Reflection	The question and reflection should be a significant contribution to small and large group discussion. Each week you will share an individual question in small groups. You will discuss and prepare talking points based on your groups' questions, and present to the whole group.

Week 9: STEM/STEAM in ECE

What does STEM/STEAM look like in early childhood contexts?

How to integrate STEM/STEAM practices in the classroom

Learning Activities

Type	Name	Description
Reading	Week 9 Readings	1. Readings TBD

Learning Activities

Type	Name	Description
Assignment	Week 9 Question/Reflection	One question and reflection relating to weekly reading(s) and beyond. The question and reflection should be a significant contribution to small and large group discussion. Each week you will share an individual question in small groups. You will discuss and prepare talking points based on your groups' questions, and present to the whole group.

Week 10: Children's Relationships with the More-Than-Human

Examining post-developmental perspectives

How might educators look beyond developmentalism and child-centered practices?

Learning Activities

Type	Name	Description
Reading	Week 11 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.

Learning Activities

Type	Name	Description
		One question and reflection relating to weekly reading(s) and beyond.
Assignment	Week 11 Question/Reflection	The question and reflection should be a significant contribution to small and large group discussion. Each week you will share an individual question in small groups. You will discuss and prepare talking points based on your groups' questions, and present to the whole group.

Week 11: Ethics In Early Childhood Education

Examining what is ethically at stake in early childhood education

What is your pedagogical stance?

Learning Activities

Type	Name	Description
Reading	Week 10 Readings	1.Pacini-Ketchabaw, V. & Nxumalo, F. (2016). Unruly racoons and troubled educators: Nature/Culture divides in a childcare centre. <i>Environmental Humanities</i> , 7(1), 151-168.
		One question and reflection relating to weekly reading(s) and beyond.
Assignment	Week 10 Question/Reflection	The question and reflection should be a significant contribution to small and large group discussion. Each week you will share an individual question in small groups. You will discuss and prepare talking points based on your groups' questions, and present to the whole group.

Week 12: Beyond Quality: The Role of the Educator

Opening to possibilities/extending the conversation

What is your pedagogical stance?

Group co-inquiry presentations

Learning Activities

Type	Name	Description
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.
		2. Jones et al., (2016). Reimagining quality in early childhood. <i>Contemporary Issues in Early Childhood</i> 17(1), 3-7.
		. One question and reflection relating to weekly reading(s) and beyond.
Assignment	Week 12 Question/Reflection	The question and reflection should be a significant contribution to small and large group discussion. Each week you will share an individual question in small groups. You will discuss and prepare talking points based on your groups' questions, and present to the whole group.

Assessment Activities

Type	Name	Description
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Assessment Activities

Type	Name	Description
Summative Assessment	Due Wk 12: Co-Inquiry Assignment (Written Portfolio)	This is a cumulative group project/portfolio documenting the ongoing process of co- inquiry that addresses an issue/theme in early childhood education.
		Throughout the course small groups will engage with questions and provocations provided by the instructor. By the end of the course each group will create a portfolio documenting their process. .
Summative Assessment	Due Wk 12: Co-Inquiry Assignment (Group Presentation)	Groups will present their inquiry process to the class. This group presentation is in conjunction with the final summative written portfolio assessment. .
Summative Assessment	Due Weekly: Question/Reflection	One question and reflection 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).
		The question and reflection should be a significant contribution to small and large group discussions. Each week you will share an individual question in small groups. You will discuss and prepare talking points based on your groups' questions, and present to the whole group. *Individual questions/reflections are due weekly (please submit question and reflection to OWL at the end of the week prior to class).

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