HUMBEHV 2LO3
Curriculum Foundations I
Winter 2017

Professor: Erin Cameron
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Office Hours: Thursday, 11:30 am – 4:30 pm (IAHS 326) or by appointment.
Lecture: Thursday, 8:30 – 11:30 am, BSB 104

Note: In this course we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

Course Description: Examine the principles behind philosophy development in early learning environments and the subsequent impact on curriculum. Utilize theories of curriculum to integrate math, science and literacy throughout programs. Critically analyze issues relating to the field of early learning.

Course Learning Outcomes/Elements of Performance: When you have earned credit for this course, you will have demonstrated the ability to:

1.) **Compose a professional philosophy of practice for working in the field of early learning and child care.**
    1.1.) Differentiate between various philosophical and theoretical foundations of responsive early learning and care curricula.
    1.2.) Describe how historical perspectives are evident in current practice.
    1.3.) Compare and contrast personal and professional philosophies of practice.
    1.4.) Reflect on personal values and beliefs of the child, the educator, learning, and curriculum.
    1.5.) Examine the influence of personal experiences, values, and beliefs on one's professional philosophy.
    1.6.) Analyze the influence of a professional philosophy on curriculum development.
2.) **Evaluate the elements of responsive curriculum.**
    2.1.) Explain the influence of the physical, social, and temporal environments on curriculum.
    2.2.) Examine Multiple Intelligences (MI) as a basis for differentiated instruction.
    2.3.) Discuss the role of the intentional educator on curriculum development.
    2.4.) Discuss the impact of aesthetics on children.
    2.5.) Analyze the influence of current Provincial and Federal initiatives on curriculum.
3.) **Design a responsive curriculum that supports children's well-being, engagement, expression, and belonging.**
    3.1.) Compare and contrast child-guided and educator-guided curricular experiences.
    3.2.) Explain inquiry based learning.
    3.3.) Examine how literacy, numeracy, and scientific inquiry are integrated through the curriculum.
    3.4.) Plan for physical, social, and temporal environments.
    3.5.) Plan materials and experiences which include all children and uphold professional and ethical standards of practice.
4.) **Construct a documentation panel that make's children's thinking visible and contributes to the development of responsive curriculum**.
    4.1.) Explain the features of a documentation panel.
    4.2.) Analyze documentation to recognize children's theories.
    4.3.) Record children's encounters with materials and their responses to provocations in the learning environment.

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Relationship to Vocational Learning Outcomes: This course contributes to your program by helping you achieve the following Vocational Learning Outcomes:

Early Childhood Education

VLO 1 Design, implement and evaluate inclusive and play-based early learning curriculum and programs that support children's holistic development and are responsive to individual children's and groups of children's observed abilities, interests and ideas.

VLO 3 Select and use a variety of screening tools, observation and documentation strategies to review, support and promote children's learning across the continuum of early childhood development.

VLO 5 Assess, develop and maintain safe, healthy and quality early learning environments which meet the requirements of current legislation, agency policies and evidence-based practices in early learning.

VLO 6 Prepare and use professional written, verbal, nonverbal and electronic communications when working with children, families, colleagues, employers, and community partners.

VLO 7 Identify, select and apply relevant legislation, regulations, College of Early Childhood Educators Standards of Practice and Code of Ethics, policies and evidence-based practice guidelines, and interpret their impact on a variety of early learning environment.

VLO 8 Apply a developing personal philosophy of early learning in accordance with ethical and professional standards of early childhood education practice.

VLO 9 Advocate for quality early learning environments and collaborate with members of the early learning team, families and community partners to establish and promote such settings.

Required Texts: Available at the university bookstore.

Epstein, A. S. (2015). *The intentional teacher: Choosing the best strategies for young children's learning*. (Rev. ed.). Washington, DC: NAEYC. ISBN: 978-1-938113-06-2

Required Resources: These are available on-line.

Best Start Expert Panel on Early Learning. (2007). *Early learning for every child today: A framework for Ontario's early learning settings.* Retrieved from:
http://www.edu.gov.on.ca/childcare/oelf/continuum/continuum.pdf

Clinton, J., Callaghan, K., Baird, L., Coughlin, A.M., Shanker, S., Wien, C.A., & Underwood, K. (2013). *Think, feel, act: Lessons from research about young children.* Toronto, ON: Queen's Printer for Ontario. Retrieved from: https://www.edu.gov.on.ca/childcare/ResearchBriefs.pdf

College of Early Childhood Educators. (n.d.). *Home*. Retrieved from:
https://www.college-ece.ca/en

Government of Ontario. Ministry of Education. (2014). *How does learning happen? Ontario's pedagogy for the early years*. Toronto, ON: Queen's Printer for Ontario. Retrieved From:
http://www.edu.gov.on.ca/childcare/HowLearningHappens.pdf

Government of Ontario. Ministry of Education. (2016). *The kindergarten program*. Toronto, ON: Queen's Printer for Ontario. Retrieved From: http://www.edu.gov.on.ca/eng/curriculum/elementary/kindergarten.html

Government of Ontario. (2017). Ministry of Education website. Retrieved from: http://www.edu.gov.on.ca/

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Course Evaluation:

<u>Weekly Pedagogical Reflections (15%)</u>

To be completed individually. Due: Weekly (Participation in on-line discussion forums prior to class)

As we develop our understanding of philosophy and how it influences our pedagogy, the class will engage in a series of on-line discussions. Please review each weekly content folder for access to the discussion forum. Ensure that you are reviewing all course materials prior to your response. In some instances, the discussion forum will have release conditions enabled. These will be clearly explained within each weekly content folder on-line.

The participation/contribution grade is based upon the content, depth, and quality of your contributions to the forum discussions using the standards found within the grading rubric posted below. Contributions to 10 weekly discussions represent 20 points, which makes up 10% of your final grade. The week 2 on-line class discussion is worth 5% of your final grade. Participating consistently, with thoughtful answers and responding to, and engaging in discussion with your peers will have positive effects on your overall grade.

Responses will:

- Refer to course resources, individual research, and/or your philosophy statement as indicated each week.
- Align with the four foundations (Belonging, Well-Being, Engagement, & Expression) outlined in *How Does Learning Happen? Ontario's Pedagogy for the Early Years* (2014).
- Reflect the *Early Learning for Every Child Today (ELECT)* (2007) guiding principles (see chart page 14 in *HDLH?*) that nurture learning and development in the early years:
    i. Responsive Relationships
    ii. Learning through Exploration, Play, and Inquiry
    iii. Educators as Co-learners
    iv. Environment as Third Teacher
    v. Pedagogical Documentation
    vi. Reflective Practice and Collaborative Inquiry

Weekly Rubric:

Points	1	0.5	0
Original thought/contribution	Provocative; perspective not previously posted; Response goes beyond simply answering the prompt; attempts to stimulate further through & discussion.	Substantial response provides most of the content required by the prompt, but does not encourage further analysis of the content or discussion.	No response provided to the prompt within the required timeframe.
Responding to others	Responds respectfully to other's postings; attempts to motivate the group discussion; presents a creative approach to the topic.	Responds with minimal effort, "I agree" or short, irrelevant comments which do not further the discussion.	Does not respond to fellow students.

Philosophy Assignment (20%)

To be completed individually. Due: February 2, 2017 @ midnight (Drop Box submission)

1. Professional Philosophy Statement: Students will create a professional philosophy statement that is reflective of their beliefs about early learning, their image of the child, and their role as an Early Childhood Educator.
   - This philosophy statement should be 4-5 sentences in length and will indicate what guides their practice with children in early learning and care settings.
   - This philosophy should reflect values and beliefs that are important to the student and reflect the current knowledge of the field. The philosophy statement is therefore a underline professional philosophy statement.
   - Be creative when writing their philosophy. It is meant to be more than just a reflection. It is intended to be a map of your beliefs and practices. Writing in the first person (use of "I") is acceptable within this assignment.
   - Reflection questions located in *How Does Learning Happen?* may help to guide your thinking.

2. Discussion: Following the philosophy statement described above, students will,
   - Describe educational and personal experiences that influence their philosophy.
   - Support their professional philosophy with evidence-informed research. Reference current research from the field that supports their philosophy. This will confirm that identified beliefs and practices are current, relevant, and support best practices in early learning and care settings. 3 – 5 credible sources, cited using APA format are expected to pass this assignment. Sources may include course resources, readings, and textbooks identified through ECE coursework. You may also use research journal articles, but caution should be exercised when using websites.
   - Citing philosophy statements from other educators or educational programs are not "evidence-informed" and should not be used in this assignment.

The assignment submitted will be a minimum of 3 pages; maximum of 5 pages, double spaced. A cover page and a reference page will also be attached. Please submit the assignment in one file, to the drop box on the assigned due date. Turnitin will be used to verify the authenticity of each assignment. Students should submit their assignments early to review their individual Turnitin report prior to the due date.

> ****Print a copy of your philosophy statement to keep in your course binder for use in class throughout the semester. This philosophy statement will also be included in your professional Portfolio. ****

Pedagogy: Curriculum & Documentation (25% = group 15% + individual 10%)

To be completed in small groups (2-3 students per group) with an individual reflection

Due: Thursday, March 30th (Group portion - In class & Drop Box submission)

Friday, March 31ˢᵗ @ midnight (Individual reflection Drop Box submission)

Group portion: Using *The Intentional Teacher* (2014) and the *Kindergarten Curriculum* (2016), students will create and implement an adult-guided small group literacy or math experience. Observations of the learners' experiences will be captured during the implementation of the adult-guided experience. Following the experiences, students will create pedagogical documentation with the goal of making learning visible.

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By the end of the class, groups will submit:

i.   A completed Planning Chart (including the reflection on the experience).
ii.   An electronic pedagogical documentation panel.
iii.   A short paragraph about how your philosophy statements are reflected in your planning and the captured documentation. Explain what image of the child and image of the educator is reflected.

By midnight the following day, individual students will submit responses to the following:
i.   Discuss what you learned in your role as "teacher as researcher" and how you made children's learning visible through the pedagogical documentation captured.
ii.   Include an example of how could this documentation could be shared with families.
iii.   Explain why the process of pedagogical documentation is valuable to your work with other educators? Include specific examples from this experience.
iv.   Describe future curriculum planning by reflecting on the implemented experience and the documentation collected.

==A copy of the documentation panel should be kept and included within the student's professional portfolio. ==

Midterm Test (20%)

Due: February 16, 2017. The midterm test will be completed online during Week 7.

Final Test (20%)

The final test will be competed online during Exam week. Specific dates and time will follow.

Written Work and Late Submissions:
All written work will be marked on grammar, clarity of writing, and organization, as well as content and analysis. More details about the marking scheme are posted on the course website. All assignments must be properly referenced, using APA style for referencing; examples can be found at McMaster University Library-Guides. Students are encouraged to visit the Centre for Student Development to improve their essay skills. For information about the Writing Clinic and the Centre's other services, visit the Centre's website: http://csd.mcmaster.ca

All written work must be submitted on the due date in the method indicated above. Do not submit assignments by email. Late assignments will be penalized 5% a day (weekends will count as one day). Late penalties will not be waived unless your Faculty/Program Office advises the instructor that you have submitted to that office the appropriate documentation to support your inability to submit the work by the due date.

In this course we will be using a web-based service (Turnitin.com) to reveal plagiarism. Students will be expected to submit their work electronically to Turnitin.com and in hard copy so that it can be checked for academic dishonesty. Students who do not wish to submit their work to Turnitin.com must still submit a copy to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, etc.). To see the Turnitin.com Policy, please go to www.mcmaster.ca/academicintegrity

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Grading Policy:
The instructors reserve the right to adjust final marks up <u>or down</u>, on an individual basis, in the light of special circumstances and/or the individual's total performance in the course. Students will be assigned a grade from the McMaster University Grading Scale between 0 and 12 based on an overall assessment by the professor on the work submitted. It is expected that to pass the course, the student will achieve a passing grade on both the Final Exam <u>and</u> the Term Project.   All written work will be evaluated on grammar/spelling, clarity of writing, presentation, and organization.

Academic Integrity:
Attention is drawn to <u>Statement on Academic Ethics and the Senate Resolutions on Academic Dishonesty</u> as found in the Senate Policy Statements distributed at registration and available in the Senate Office. Any student who infringes one of these resolutions will be treated according to the published policy. Any instance of Plagiarism will be dealt with in the most severe terms allowable by the Senate Policy on such matters. For example, there may be some of you that choose accidently, or on purpose, to do very similar topics (e.g., visual contributions to speech, haptic influences on flavour, olfactory effects on mate selection). I will be reading every written presentation and any indication that identical work (images, words, figures, etc.) has been submitted by more than one student will be investigated. It is required that you reference all primary sources using APA format. It is also acceptable to acknowledge contributions from other class members in terms of feedback provided, ideas discussed, or even for moral support. You can do this through an acknowledgments section in your article, or through the reference section using the (personal communication) citation. It is perfectly acceptable and <u>encouraged</u> to discuss your project with other students, just <u>be sure that what you are submitting is your own work.</u>

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university. It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at: www.mcmaster.ca/academicintegrity

The following illustrates only three forms of academic dishonesty:
1. Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

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Grade	Points	Equivalent Percentages
A+	12	90 – 100
A	11	85 – 89
A-	10	80 – 84
B+	9	77 – 79
B	8	73 – 76
B-	7	70 – 72
C+	6	67 – 69
C	5	63 – 66
C-	4	60 – 62
D+	3	57 – 59
D	2	53 – 56
D-	1	50 – 52
F	0	0-49

Academic Accommodation of Students with Disabilities:
Students who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail sas@mcmaster.ca For further information, consult McMaster University's Policy for Academic Accommodation of Students with Disabilities.

Week	Activity Details	Resources (Read before class)
Week 1 Jan 5	Images: Our Values & Beliefs • Image of the child • Personal or professional?	1. *ELECT* (2007; pp. 4 - 6) 2. Malaguzzi, L. (1993). *100 languages of children.* 3. Moss/UNESCO. (2010). *What is your image of the child?*
Week 2 Jan 12	**On-line class** Philosophy: Curriculum & pedagogy • **Historical** Influence on educational philosophies • **Current** policies	1. Epstein text (2014; Ch. 1) 2. *How does learning happen?* (2014; pp. 4 – 13) 3. *Kindergarten Program* (2016; pp. 4 - 17) 4. https://vimeopro.com/endlessfilms/elmfinal/video/158693788
Week 3 Jan 19	Social construction and policymaking • Identifying the value of early education. The influence of government policies. • Philosophy vs. Program Statements	1. Epstein text (2014; Ch. 3) 2. *How does learning happen?* (2014; pp. 17 - 23)
Week 4 Jan 26	Elements of Curriculum**:** • The Physical ***learning environment*** • ***Scheduling*** the program day	1. Epstein text, (2014; Ch. 2) 2. *Kindergarten Program* (2016; pp. 29 – 35; pp. 95 - 107) 3. *How does Learning Happen?* (2014; pp. 35 - 40) 4. Gallick & Lee. (2010). *Eliminating transitions.*
Week 5 Feb 2	Elements of Curriculum**:** • ***Interacting*** with children • Relationships with ***Families*** **Professional Philosophy Due (20%)**	1. *How does Learning Happen?* (2014; pp. 25 - 28) 2. https://vimeopro.com/endlessfilms/elmfinal/video/157718786
Week 6 Feb 9	Elements of Curriculum**:** • **Documenting & Assessing** children's development	1. Wien. (2013). *Making learning visible.* 2. Ministry of Education. (2015). *Pedagogical documentation revisited.*

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Week 7 Feb 16	Multiple Intelligence and Differentiated instruction **Mid-term test (20%) on-line**	
Feb 23	**Mid-term Recess (No Classes)**	
Week 8 Mar 2	Language and Literacy	1. Epstein text, (2014; Ch. 6) 2. *How does learning happen?* (2014; pp. 41 – 45) 3. *Kindergarten Program*: (2016; pp. 64 - 74)
Week 9 Mar 9	Mathematics	1. Epstein text, (2014; Ch. 7) 2. *Kindergarten Program (2016; pp. 75 - 86)*
Week 10 Mar 16	Social and Emotional Learning	1. Epstein text, (2014; Ch. 4) 2. *How does learning happen?* (2014; pp. 24 – 28) 3. *Kindergarten Program (2016; pp. 27 - 58)*
Week 11 Mar 23	Health and Physical Development	1. Epstein text, (2014; Ch. 5) 2. *How does learning happen?* (2014; pp. 29 – 34) 3. Kindergarten program, (2016; pp. 59 - 63).
Week 12 Mar 30	Creative Arts **Curriculum & documentation (25%) due**	1. Epstein text, (2014; Ch. 10) 2. *Kindergarten Program, (2016; pp. 51 - 53)* 3. *How does learning happen?* (2014; pp. 41 - 45)
Week 13 Apr 6	Science and Technology	1. Epstein text, Ch. 8; 2. *Kindergarten Program (2016; pp. 87 - 93)*
Exam Week	**Final Exam (20%)** On-line through Avenue to Learn – Date and Time TBD	