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

<table>
<thead>
<tr>
<th>Early Childhood Education</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>VLO 1</strong> 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.</td>
</tr>
<tr>
<td><strong>VLO 3</strong> 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.</td>
</tr>
<tr>
<td><strong>VLO 5</strong> 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.</td>
</tr>
<tr>
<td><strong>VLO 6</strong> Prepare and use professional written, verbal, nonverbal and electronic communications when working with children, families, colleagues, employers, and community partners.</td>
</tr>
<tr>
<td><strong>VLO 7</strong> 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.</td>
</tr>
<tr>
<td><strong>VLO 8</strong> Apply a developing personal philosophy of early learning in accordance with ethical and professional standards of early childhood education practice.</td>
</tr>
<tr>
<td><strong>VLO 9</strong> 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.</td>
</tr>
</tbody>
</table>

**Required Resources:** These are available on-line.


**Other Recommended Texts:**
Course Evaluation:

**Weekly Pedagogical Reflections (15%)**

*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 5 weekly discussions represent 10 points, which makes up 10% of your final grade. The week 2 on-line class discussion is worth 5% of your final grade. Participating in at least five of the ten posted discussions, 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:**

<table>
<thead>
<tr>
<th>Points</th>
<th>1</th>
<th>0.5</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Original thought/contribution</td>
<td>Provocative; perspective not previously posted; Response goes beyond simply answering the prompt; attempts to stimulate further through &amp; discussion.</td>
<td>Substantial response provides most of the content required by the prompt, but does not encourage further analysis of the content or discussion.</td>
<td>No response provided to the prompt within the required timeframe.</td>
</tr>
<tr>
<td>Responding to others</td>
<td>Responds respectfully to other’s postings; attempts to motivate the group discussion; presents a</td>
<td>Responds with minimal effort, “I agree” or short, irrelevant comments which do not further the discussion.</td>
<td>Does not respond to fellow students.</td>
</tr>
</tbody>
</table>
HUMBEHV 2LO3
Curriculum Foundations I
Winter 2020

Philosophy Assignment (20%)

To be completed individually. Due: February 1, 2018 @ 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 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. Or have it available for classes electronically. 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 (2-4 students per group) with an individual reflection

Due: Thursday, March 29th, 2018 (Group portion - In class & Drop Box submission)

Friday, March 30th (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.

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 15, 2018.* 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](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

Grading Policy:
The instructors reserve the right to adjust final marks up or down, 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 and the Term Project. All written work will be evaluated on grammar/spelling, clarity of writing, presentation, and organization.

McMaster University Statement on Inclusivity and Academic Integrity:
The University values integrity, inclusiveness and teamwork, and strives to support the personal and collective growth of the McMaster student community.

These values are foundational to ensuring campus environments – both in-person and virtual – are conducive to personal wellbeing and academic success.

Inclusivity and a Culture of Respect
As a McMaster student, you have the right to experience and the responsibility to demonstrate respectful and dignified interactions within all of our living, learning and working communities. Expectations are described in Code of Student Rights & Responsibilities

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms.

Additional information about the Code and netiquette can be found here
**Academic Integrity and Honesty**

As a McMaster student, you are expected to exhibit honesty and ethical behaviour in all aspects of the learning process. The academic credentials that you earn are rooted in the 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 which reads: “Grade of F assigned for academic dishonesty”) and/or suspension of 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.

Some helpful information can be found here

**Mcmaster University Grading Scale**

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

**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.
<table>
<thead>
<tr>
<th>Week</th>
<th>Activity Details</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td>Images: Our Values &amp; Beliefs</td>
<td>1. <em>ELECT</em> (2007; pp. 4 - 6)</td>
</tr>
<tr>
<td></td>
<td>• Personal or professional?</td>
<td>3. Moss/UNESCO. (2010). <em>What is your image of the child?</em></td>
</tr>
<tr>
<td><strong>Week 2</strong></td>
<td><strong>On-line class</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Philosophy: Curriculum &amp; pedagogy</td>
<td>1. Epstein text (2014; Ch. 1)</td>
</tr>
<tr>
<td></td>
<td>• <strong>Historical</strong> Influence on educational philosophies</td>
<td>2. <em>How does learning happen?</em> (2014; pp. 4 – 13)</td>
</tr>
<tr>
<td></td>
<td>• <strong>Current</strong> policies</td>
<td>3. <em>Kindergarten Program</em> (2016; pp. 4 - 17)</td>
</tr>
<tr>
<td><strong>Week 3</strong></td>
<td>Social construction and policymaking</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Identifying the value of early education. The influence of government policies.</td>
<td>1. Epstein text (2014; Ch. 3)</td>
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<tr>
<td><strong>Week 4</strong></td>
<td>Elements of Curriculum:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• The Physical <em>learning environment</em></td>
<td>1. Epstein text, (2014; Ch. 2)</td>
</tr>
<tr>
<td></td>
<td>• <em>Scheduling</em> the program day</td>
<td>2. <em>Kindergarten Program</em> (2016; pp. 29 – 35; pp. 95 - 107)</td>
</tr>
<tr>
<td><strong>Week 5</strong></td>
<td>Elements of Curriculum:</td>
<td></td>
</tr>
</tbody>
</table>

*Pedagogical Reflection/Discussion 5% (1 of 10 opportunities - must complete 5)*
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading Material</th>
<th>Notes</th>
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</thead>
</table>
| 6    | Elements of Curriculum:  
| 7    | Multiple Intelligence and Differentiated instruction | 1. Epstein text, (2014; Ch. 6)  
  Mid-term Recess (No Classes) |
| 8    | Language and Literacy | 1. Epstein text, (2014; Ch. 7)  
  2. *Kindergarten Program* (2016; pp. 75 - 86) | Pedagogical Reflection/Discussion 2% (1 of 10 opportunities - must complete 5) |
| 9    | Mathematics | 1. Epstein text, (2014; Ch. 4)  
| 10   | Social and Emotional Learning | 1. Epstein text, (2014; Ch. 5)  
| 11   | Health and Physical Development | 1. Epstein text, (2014; Ch. 10)  
  Pedagogical Reflection/Discussion 2% (1 of 10 opportunities - must complete 5) |
| 12   | Creative Arts | 1. Epstein text, Ch. 8;  
  2. *Kindergarten Program* (2016; pp. 87 - 93) | Pedagogical Reflection/Discussion 2% (1 of 10 opportunities - must complete 5) |
<table>
<thead>
<tr>
<th>Pedagogical Reflection/Discussion 2% (1 of 10 opportunities - must complete 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam</td>
</tr>
<tr>
<td>Week</td>
</tr>
</tbody>
</table>