

WORKING TOWARDS INCLUSIVENESS AND EQUITY

Canadian Child Care Federation

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Halifax, Nova Scotia

Examining Inclusiveness & Equity in Curriculum Making

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Examining Inclusiveness & Equity in Curriculum Making

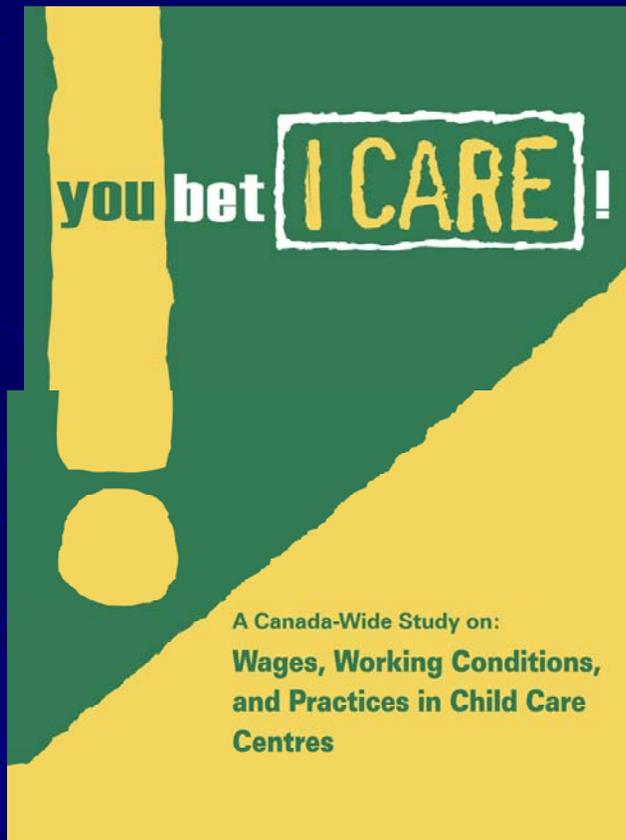
CURRICULUM FRAMEWORK

- Context
- Critical Conversations
- Creating a Curriculum Framework
- Privileging of Print

GOING PUBLIC with DOCUMENTATION

- Image of Child
- Image of Teacher
- What Counts as Learning
- Inclusiveness
Encountering Ethics

“You Bet I Care” Canadian Study



- Gillian Doherty
- Centre for Families,
Work & Well Being
University of Guelph
2000, 1998

New Brunswick Actions



- Quality Improvement Funding Support
- Child & Special Needs subsidies
- PD & Training Support: NBCC; Opening the Door
- Early Child Care & Education N.B.
- Curriculum Frameworks English and French

Theoretical Shiftings

Framework of Conformity

(Goldschmied & Jackson 2004, *People Under Three*)

Inclusiveness and Diversities

(Walkerdine 2004; Dahlberg, Moss and Pence 1999; MacNaughton 2005; Duhn 2006; Beck 2002. Plus many others)

Developmental
Inappropriate
Practices

(DIP)

Developmentally
Appropriate
Practice

(DAP)

Difference
Otherness
Abnormal

Conformity
Sameness
Normal

Deficit Oriented
Children at Risk

Framework of Conformity

Future
Oriented

social-cultural-critical-feminist

Domain based milestones
Delay or not met

Poverty

Domain based milestones

Schoolification
School Readiness

Developmentally
Appropriate Practice
(DAP)

Brain
Research

Developmental
Child Psych

Culturally biased assessment
Single assessments

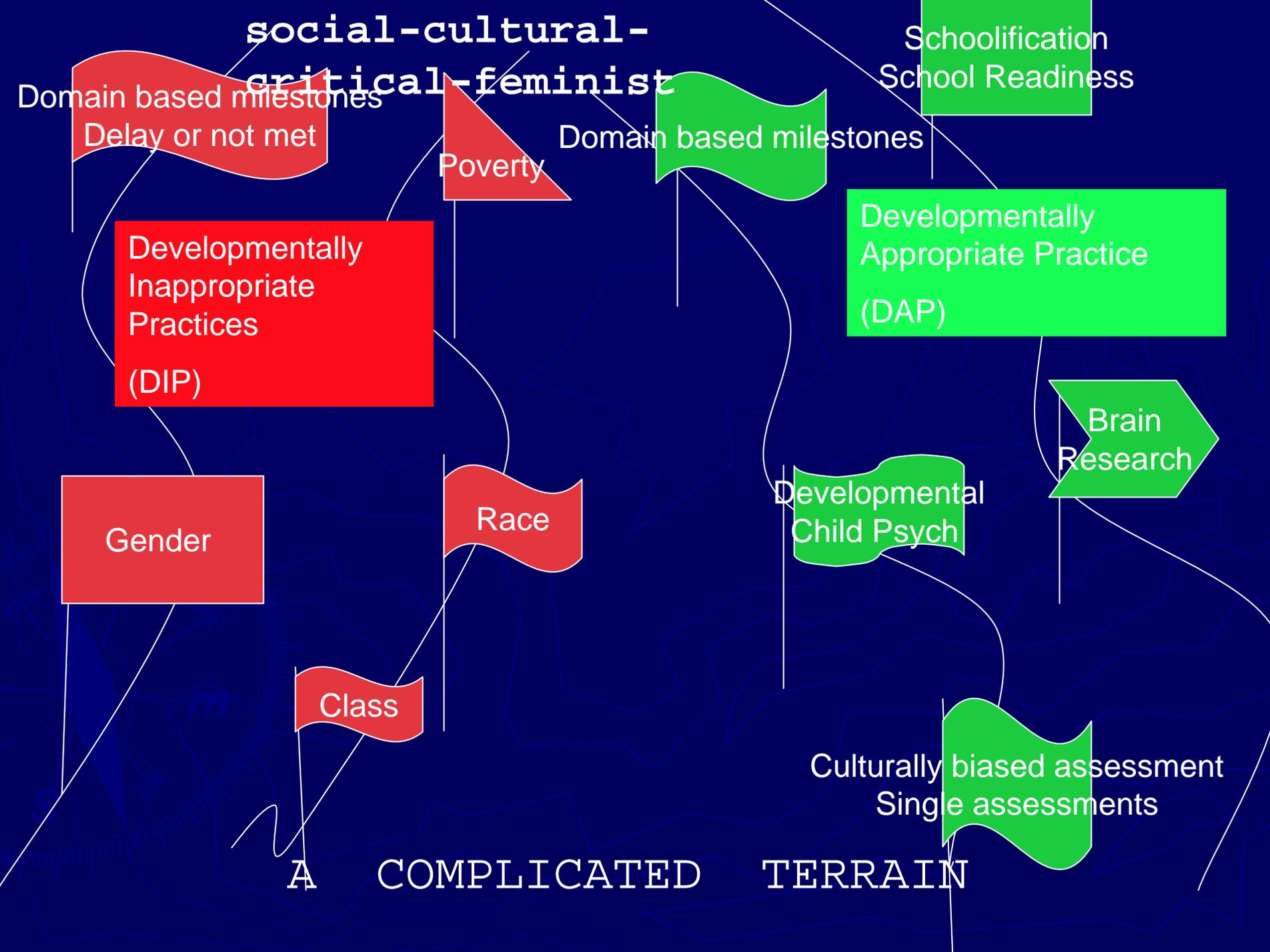
Developmentally
Inappropriate
Practices
(DIP)

Gender

Race

Class

A COMPLICATED TERRAIN



New Brunswick Texts

- Quality Learning Agenda (QLA)
- When Kids Come First
- National Longitudinal Study on Children and Youth
- Dynamic Indicators Basic Early Literacy Skills
- New Brunswick Self Sufficiency Report
- Day Care Health and Safety Standards
- Quality Improvement Assessment
- NB Curriculum Frameworks for Early Learning and Care

Critical Conversations

- New Zealand educator Sue Naughton - about Learning Stories
- Undergraduate and graduate class conversations on exemplary curricula
- An invitation by Department of Family & Community Services to develop an NB Curriculum for Early Learning and Childcare

Conversational Moments

Our mental life with others and with ourselves is conversational in that it is a constant interconnecting of all sorts of representations of our experience as we hear ourselves and others and reflexively interpret ourselves in and through novel conjunctions or conversational moments.

Elisabeth Young-Bruehel (216)

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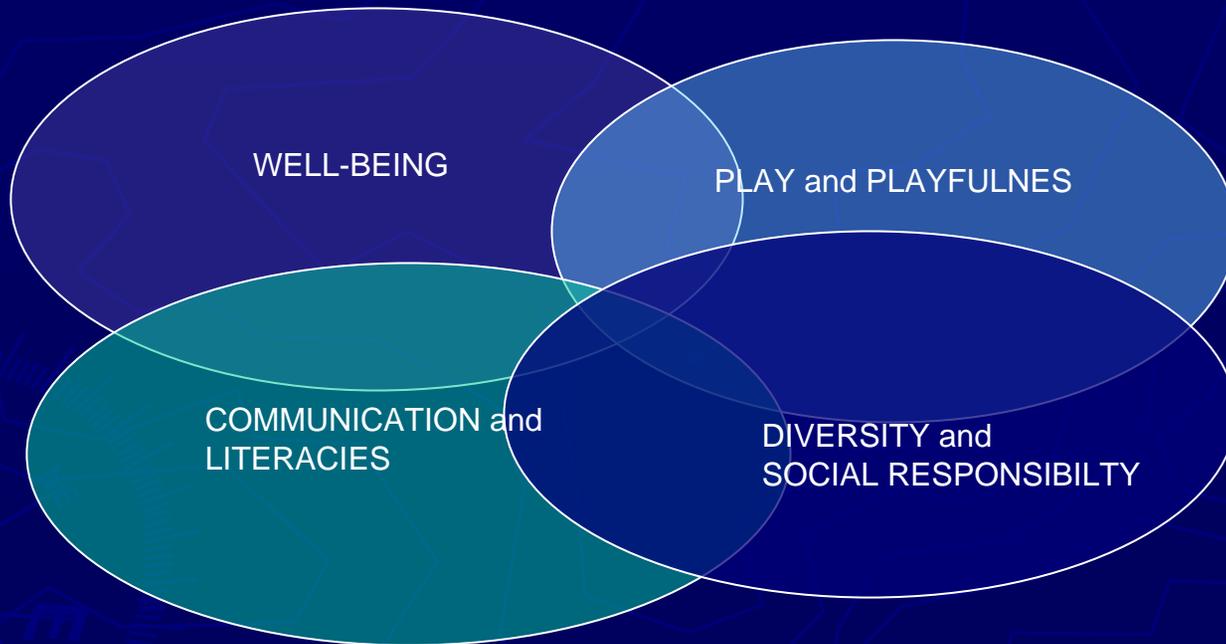
Curricular Conversations



Minority world, democratic worldview

NB Curriculum Framework

Broad Goals



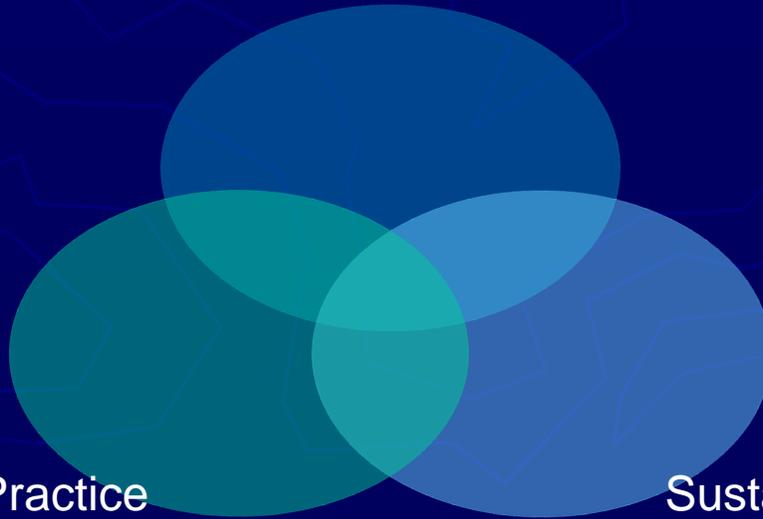
Goal Four

Diversity & Social Responsibility

Inclusiveness & Diversity

Democratic Practice

Sustainable Futures



NB Curriculum Framework

The best interests of the child shall be a primary consideration in all that we do.

VALUES

*Distinctiveness of childhood
Children's rights
Inclusiveness and equity
Compassion and caring
Living democratically
Individuality and independence
Social responsibility
Communication
Spirituality
Imagination, creativity and play
Aesthetics
Zest for living and learning*

LEARNING PRINCIPLES

Children thrive when they are nurtured in close, caring, consistent relationships. Children are unique individuals who learn and develop at different rates and in different ways. All aspects of children's development and learning are interrelated and interdependent. Children are agents in their own learning, actively building their knowledge, skills, disposition and feeling through first hand experience and reciprocal relationships with the people and things in their environment. Children belong to multiple learning communities and their learning is profoundly influenced by their relationships within and between these communities. Learning and development are nested within particular social and cultural contexts. Language plays a central role in mediating thought and learning.

GOALS

<i>Well-being</i>	<i>Play & Playfulness</i>	<i>Communication & Literacies</i>	<i>Diversity & Social Responsibility</i>
<i>Children experience safe and caring environments where their health, well-being and sense of belonging are protected and nurtured.</i>	<i>Children experience open and flexible environment where exploration and play are encouraged and purposefully planned.</i>	<i>Children experience intellectually, socially, and culturally engaging environments where languages and literacies are valued and practiced.</i>	<i>Children experience socially inclusive and culturally sensitive environments in which consideration for others and social responsibility is enacted.</i>
<i>Emotional health & positive self-identities</i>	<i>Imagination & creativity</i>	<i>Communicative Practices/Languages</i>	<i>Inclusiveness & equity</i>
<i>Belonging</i>	<i>Playful exploration, & problem solving</i>	<i>Literacies</i>	<i>Democratic practices</i>
<i>Physical health</i>	<i>Dizzy Play</i>	<i>Literacies, identities & communities</i>	<i>Sustainable futures</i>

Privileging Print

How we write has consequences for ourselves, our disciplines, and the public we serve. How we are expected to write affects what we can write about; the form in which we write shapes the content.

Richardson (2002,

414)

Boxed in with/by Print

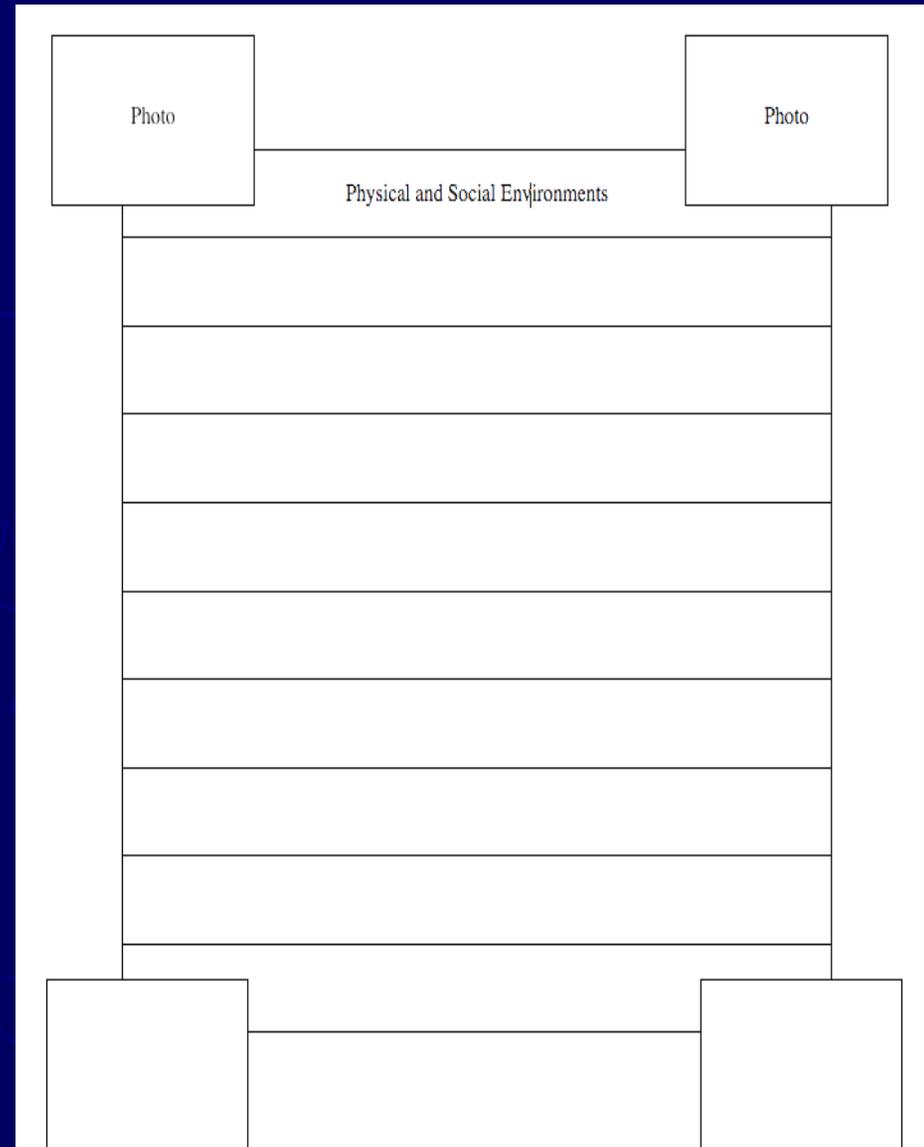
Literacy Practices

Children explore a variety of sign systems. Educators provide a range of materials for children to engage simultaneously with the sign systems of language, music, math, art and/or drama.

What's involved in Learning	Little Narrative	Provisions and Practices
Becoming familiar with the sign systems of language, music, math, art, and drama. (see above)	Samantha (4 years) collects scissors, masking tape, ribbons, buttons, and paper from the shelves in the studio space of her centre. "I am going to make a magic ground." Later in the day she plays princess with her friends in the house corner wearing her magical crown.	Ensure access to a rich range of materials, for example: paint, markers, blocks, instruments, dramatic play centres, dress up clothes, puppets, clay, sand, water, and collections of found objects. Understand that children integrate the use of symbols from the different sign systems. Talk with children about their processes as they build, construct, sculpt, play, sing, dance, draw, act or make music. Help parents appreciate their children's multi-modal symbol use.
Learning which forms best fit particular thoughts, feelings, events, and experiences	<p>Ein's sink overflowed at home. In the block corner, she represents this incident. When she finishes the structure, she gathers up markers and paper, adding details from the incident that she could not represent with blocks — such as her mom standing with hands on hip, and water flowing over the edge of the overflowing kitchen sink.</p> <p>When Jack finished building his Droid with straws and connectors, he drew the plan of how to build the Droid and used the plan to teach his friend how to build a Droid.</p>	<p>Ensure that children have access to a range of tools and media in all learning areas, indoors and out.</p> <p>Encourage increasing complexity of children's mixed forms of representation.</p> <p>Recognize that conversations with children about their work in process makes their thinking visible.</p> <p>Listen for the connections and comparisons that children make and build upon these.</p>
Transforming knowledge from one mode to another	After hearing "The Three Billy Goats," Ann builds a bridge in the block corner and reenacts the tale.	Tell and re-tell stories; provide multiple versions of the same tales. Have children share their thinking about their creations and production in various media such as blocks, paint, and socio-dramatic play.

There are times in life when the question of knowing if one can think differently than one thinks, and perceive differently than one sees, is absolutely necessary if one is to go on looking and reflecting at all.

Foucault (1985, 8)



Being Playful

Does “the overall design remain firmly text-led: is it the logic of the written text which drives the reader’s progress” ? (79)

Do the illustrations fill the space where the written text might have been” ? (80)

Do “the illustrations follow the text of vice versa” ? (80)

Gemma Moss (2003)

Multiple Voices

Multiple Points of Entry



Children explore a variety of sign systems

What's involved in learning?

- Becoming familiar with the sign systems of language, music, math, art, and drama.
- Learning the possibilities and limitations of materials
- Transforming knowledge and experience across sign systems

Materials Matter!

Lots of paper for mark-making
 Lots of spaces for moving
 Lots of books for reading & viewing
 Lots of play props for acting and role playing
 Lots of music and instruments for creating, performing and singing.
 Lots of math games for counting and turn-taking games

Number Narratives

How many people live at your house?
 How many blocks in your building?
 How many crackers do we need for snack if each person has two?
 How many cubes wide is the door?
 How many windows are there in our building?
 Where do you see numbers at your house and on the way here?
 sat
 What number stories can we create together?

What is a sign system, anyway?????

The alphabet speaks for the language of spoken and written speech

Numbers counts, in language of math

Musical notation, beat, rhythm and pitch compose the languages of music

Lines, shapes, space and form illuminate the language of art!

Speech and gesture perform on behalf of the language of the dramatics

Tools

Fingers, garlic presses, rolling pins, cookie cutter with playdough, plasticine clay!
 Paintbrushes -different sizes and different paints!
Watercolour, tempera, finger, acrylic, high quality, low quality
 Pencils, crayons chalk and markers – thin and thick- on different surfaces.
 Scissors, tape, glue, hole punchers, staplers for cutting, fastening, attaching, pasting!
 (2D, 3D) sculptures



Colouring books -worksheets

Going public with documentation: From contained classroom stories to public stories

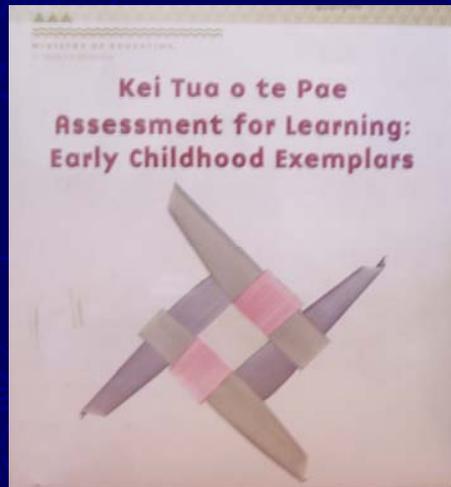


Stories from New Zealand

Te Whariki



- Learning stories - a practice of documentation using story telling, photos, videos, conversations, children's work and the voices of children, families, educators and communities



- 'The Learning story' as a narrative form of assessment and documentation
- Deliberate shift from a deficit image of the child to "credit" image of the child

Public re-readings



Image of the child- honouring children publicly

- as capable and competent learners
- as social beings with multiple identities
- as experts of their own life
- as holistic learners
- as they transition to school





“I never felt he was judged, graded or compared,
just described.” (Parent)

Image of the Child



“I am amazed at how different he is in class. My personal favourites are about his interactions with others, whether in play or in “instruction”. This ‘maturer’ side of him is not quite evident at home maybe because he considers himself the youngest of 2 siblings. I am learning through these stories to better nurture what I think he considers to be his self-image, which is extremely positive. “ (Parent)

“I appreciate how they also reveal things about one’s own child that is not necessarily apparent at home. I get to see who his friends are, what he likes to do, what he’s interested in, how he interacts with others. “(Parent)

Image of the Child

“I would never send this letter to school because it makes my daughter appear too independent and she will never get the teacher’s attention.” (Parent)



What counts as Learning



“These stories show how much learning comes out of play.”
(Parent)

“Reveals a child’s learning over time.” (Parent)

“Diverse experiences in the classroom are contributing to enthusiasm and excitement to come – it’s one grand adventure!”
(Parent)

“It shows how engaged the school has been in the learning and living of the children.” (Parent)

Image of the Teacher

“Testifies to how much thought, time and effort the teacher is giving to each child.” (Parent)

“Encouraging focus and concentration and intent in each and every child.” (Parent)

“Shows how the teacher enhances and enriches learning.”
(Parent)



Inclusiveness



“Being a working mom, it gave me insight into the daily activities of the school and into my child’s learning experiences.” (Parent)

“They provide such a precious insight into the children’s days at school, something every parent wants.” (Parent)

Inclusiveness

- Building a playground shed together
- Including family food practices
- Parents host a pot luck off the regulated site
- Disrupting bullying discourses to ensure every child's participation
- Negotiating between two service providers- Do we need to give tokens to promote social relations?

What counts as educative experiences...

Emerging tensions between curricula & standards



Enacting Values
Exposing Contradictions



Children Cooking



Bringing the outside in!



Open-ended
play props

“Yuck Factor”



Children's passions
Expose adult fears



Rereading our Learning Stories uncovers areas for future practice & learning...

- Spirituality
- Languages
- Outdoor documentation
- Children's theory building
- Collective problem solving
- Children as photographers



Slide 1

Working Towards Inclusiveness and Equity
Canadian Child Care Federation
June 15, 2007 Halifax, Nova Scotia

A joint presentation with Professor Margaret Carr, University of Waikato and Wendy Lee Educational Leadership Project, New Zealand.

Slide 2

Examining Inclusiveness and Equity in Curriculum Making
Presented by Dr. Pam Whitty and Sherry Rose
Early Childhood Research and Development Team
University of New Brunswick, Fredericton.

Slide 3

Outline of the presentation: Pam Whitty speaks to the items under Curriculum Framework. This presentation refers to the ongoing research and development of the New Brunswick Curriculum Framework for Early Learning and Childcare (Anglophone). This project is funded through the New Brunswick Department of Family and Community Services, initiated in April 2005. Dr. Pam Whitty is a co-director of the project and Director of the Early Childhood Centre.

Sherry Rose speaks to Going Public with Documentation. She is an experienced classroom teacher and a PhD candidate. Sherry has worked with narrative assessment for the past twenty years. Her work at the Early Childhood Centre includes working with three teachers in a four year old program. In this capacity she lead the implementation of learning story documentation developed by Margaret Carr. She explores the impact of Margaret Carr and Wendy Lee's learning story work on her practice in this early childhood setting.

Slide 4

The *You Bet I Care Study* was taken seriously by New Brunswick Government as NB did not fare well. (www.uoquelfh.ca/cfww/resources/attachments/ybic_report_1.pdf; www.uoquelfh.ca/cfww/resources/attachments/ybic_report_2.pdf)

Slide 5

These are some of the actions taken by the NB Government in response to the You Bet I Care Study. (www.gnb.ca/0017/ELCC/index-e.asp; New Brunswick Curriculum Framework for Early Learning and Care Curriculum - www.unbf.ca/education/ecc/childcareCurriculum/Framework.pdf)

Slide 6

The terrain of Early Childhood theory and practices is shifting. One of the key shifts is moving from what Goldschmied and Jackson (2004) name a 'framework of conformity', one chiefly informed by developmental approaches to inclusive and equitable

pedagogical approaches that recognize individual, cultural, political and historical differences as well as the constraints of developmental milestones and systemic institutional barriers. (Walkerdine 2004; Dahlberg, Moss and Pence, Routledge;1999; Glenda MacNaughton, 2005; Iris Duhn, 2006; U. Beck 2002)

Slide 7

One example of the pervasive power of the developmental discourse is taking up of and reproduction of developmentally appropriate practices. As educators, when we use developmental milestones and developmental check lists– to the exclusion of a more social-cultural approach – there is tendency to believe “the myth of normalacy” that all children will reach the same milestones at the same time. In this way we inadvertently and actively create deficit discourses where diversity – difference becomes constructed as as abnormal.

In this way we can end up viewing through a particular frame of conformity (represented by the eyeglasses) which closes us to possibilities.

Slide 8

This slide represents the newly emerging complicated terrain of (last decade) with theorizing that recognizes and affirms how complicated and sophisticated children’s learning and teaching is. This further demonstrates the shift from a dominant developmental approach to one that weaves together the work from social, cultural, critical and feminist educators, researchers and theorists. (For example: Gaile Cannella 1997, 2004; Gunilla Dahlberg, Peter Moss, Alan Pence, 1999; Glenda MacNaughton, 2005; Carla Rinaldi, 2005; Patrick Hughes)

Slide 9

These are the provincial texts that have shaped the discussions of care and education for infants, toddlers and young children in New Brunswick. At a glance, there are three types of texts: 1) testing and assessment; 2) documents detailing policy directions; and 3) standards. The most recent document to appear is the one we are creating - the New Brunswick Curriculum Framework for Early Learning and Care. We are part of the ongoing construction of governing discourses while taking up at the same time we are taking up counter discourses.

Slide 10

Early influences (Pam) prior to my involvement with the development the NB Curriculum Framework included conversations about New Zealand Learning Stories, OECD choices of exemplary curricula and initial conversations about curricular directions with the NB Dept of Family and Community Services.

Slide 11

This quote from Elisabeth Young Bruehel highlights the often under rated significance of conversational moments and the place of conversational moments as we engage in the practice of reflexivity.

Slide 12

Table of contents of Five Curriculum outlines of exemplary curricula as selected by the Early Education and Care Office of the OECD.

Slide 13

Some examples of the local, national and global interconnectedness of curriculum making are presented here.

Slide 14

The slide represents the four broad goals of the NB Early Learning and Care Curriculum. Inspired by the thinking and publications of Margaret Carr and Helen May and the extensive publications including OECD work, we did extensive local, national and international consultations before producing this draft. Other influential sources included www.childcarecanada.org and www.reach.uvic.ca

Slide 15

Shows the three facets of goal four and conveys the interrelatedness of these facets.

Slide 16

The idea of a one pager came from the work of Margaret Carr and Helen May. This one page draft has been extremely helpful as we have engaged in provincial consultations. It was developed with practitioners from a range of early childhood sites in NB. Ironically, the one pager appears to represent the goals, facets, principles and values visible and concise, inadvertently glossing over the interrelated connections and complexities of the goals and the facets. So, even though we profess to be sitting inside a social cultural framework, the one pager runs the risk of reducing complexity to simplicity through check lists.

Slide 17

As Sherry, Emily Ashton (another team member) and myself confronted the privileging of print in the literacy practices: we are asking ourselves - how as curriculum-makers and educators do we maintain complexity and an openness to possibilities, continuing conversations and future curriculum shifts? How do we avoid simplistic reductions?

Slide 18

A sample of Goal Three: Facet Two demonstrates the ongoing privileging of print.

Slide 19

Once we (Sherry, Emily and I) began to critique our own privileging of print, Emily brought Foucault into our conversation and we could see that this particular support document template was itself still quite restrictive.

Slide 20

Sherry then introduced Emily and I to Gemma Moss. Moss's three questions provided us with guidance inspiring our conversations as we entered a playful period of creating

different forms in our efforts to deconstruct the power of linear text and the subsequent privileging of print.

Slide 21

This slide is an example of the opening up of print based curriculum with images and non-linear formats.

Slide 22 – Sherry Rose

Reflecting on narrative assessment I participated in prior to learning stories, I consider how my educators' stories, like many educators were confined to the classroom spaces, research spaces or shared in the conversational moments of pick up and drop off or teacher parent conferences. This photo of a child's block building is a metaphor for the contained, often invisible work/stories of children, educators and parents. The cracks at the corners represent stories that leak out in the daily conversations with parents and other educators. Learning stories open up these cracks and make teaching and learning public. As a form of documentation that is read and re-read, learning stories expose how we construct children, educators, learning and inclusive practices. Out of contradictory readings and interpretations that arise – we ask - How do we value differences, hear each other and continue to work in respectful relationships with one another in support of children and their families.

Slide 23

Pam introduced us to Te Whariki and the learning story approach to documentation and assessment. Most exciting for us was the shift from a deficit model of assessment.

Slide 24

In the context of the four year old classroom where I work closely educators, families and children, these are the semi private textual stories that we produced in our efforts to communicate with families, document children's learning and plan learning events, as well as communicate across programs.

During our first year of implementation we wrote our stories and sent them home. This "schooled" practice reinforced individualization, limited the communal influence of these literacy artifacts and limited parent participation as well as teacher rereading. Wendy Lee advised up to put the portfolios in an accessible area of the classroom for reading and rereading.

Slide 25

This slide lists significant themes that occurred for us as we reread our learning stories over the past 6 months.

Slide 26-31

Are parent quotes that we pulled from our collected parent feedback both verbal and written.

Slide 32

This slide speaks five storied ethical encounters Sherry experienced in her efforts as an educators to cross barriers of difference.

Slide 33- 36

These slides illustrate tensions that arose between curriculum and standards as our educative practices became more and more public.

Slide 37

Upon review of our learning stories, current readings and reflection of our developing NB curriculum these are gaps in our current work that we aim to learn and act upon.

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