

EDEC 3700: Pedagogies and Practices of Early Childhood

Fall 2022

University of North Texas

Department of Teacher Education and Administration

Instructor: Molly Doherty

Pronouns: [she/her]

Office hours: Tuesdays & Thursdays 9:00-11:00 a.m.

Email: Molly.Vanhouten@unt.edu

Communication Expectations: With the exception of weekends, please allow 24 hours for a response if you send an email. Include the course number in the subject line to help me know what section you are in.

COURSE STRUCTURE

Our section meets Wednesdays from 1:30 to 4:20 p.m. in Gateway 049.

COURSE PREREQUISITES

Admission to Teacher Education program. Concurrent enrollment in EDEC 3750. Enrollment in Block A.

BRIEF OVERVIEW

This course considers the significant role that environments and aesthetics play in children's experiences, learning, and development and will examine school environments, as well as the children and childhoods produced in and through the policies, practices, and pedagogies of schools. This course serves as the centering course for Block A and requires attendance in seminars. Students will also need to participate in a 20-hour field experience that engages them in thinking critically about anti-racism, anti-bias, and trauma-informed educational practices.

REQUIRED FIELD HOURS

Students will be expected to observe and participate in 20 hours of classroom activities at the UNT-affiliated lab school for young children. After a tour and orientation to the school, students will spend 2 hours a week for 10 weeks (20 hours total). The placements will start around the 3rd or 4th week of class as we begin to discuss classroom and school processes and practices and the ways they come to impact young children. Each week students will be asked to observe and assess multiple processes and practices. These will include 1) caregiving practices (e.g. toileting, feeding, napping); 2) discursive practices (e.g. how adults talk to and about children); 3) material and aesthetic practices (e.g. how children are encouraged to create; how materials are used in the classroom; what materials are made available to children); 4) play practices (e.g. how are children allowed to play and how their play can inform curriculum); and 5) academic practices (e.g. how

children and adults negotiate times like calendar time, morning meeting, read-alouds). Students will be expected to use reflexive journaling to analyze these practices and provide recommendations.

OBJECTIVES

This course is designed to denaturalize typical ways of seeing and understanding early childhood pedagogies and practices. To do this, you will engage with the following course goals:

1. Critically assess how the aesthetics of schools impact the learning experiences and well-being of young children, families, and communities;
2. Identify anti-Black, ableist, patriarchal, imperialist, capitalist, and settler-colonial ideologies that may undergird the design, approaches, and processes of different school practices for children;
3. Contrast and analyze longstanding practices and pedagogies within traditional and progressive Western classroom environments in relation to Afro-centric and Global South ways of knowing, doing, and thinking about learning and school;
4. Evaluate aesthetic and pedagogical choices that communicate anti-oppressive and anti-racist pedagogies in school;
5. Enact critical changes in the classroom environment to assess their impact on children's relationships, well-being, and learning.

TEXTS

All texts will be uploaded to Canvas, corresponding with each week.

ASSIGNMENTS

Further details will be provided about the assignments during the semester.

Assignments: You will have the following assignments during the course. More information will be provided closer to the deadlines, but these assignments include:

Class Attendance and Participation: In class is when we discuss the conceptual frameworks that guide our analysis of classroom and school environments. It's imperative that you participate in our discussions and activities.

School Practices Padlet and Analysis: Many traditional practices and policies we live with in school are considered "normal" and a "natural" part of school. We rarely ever question their purpose, how they are enacted, and how they might be beneficial and/or harmful (or exclusionary). In this analysis assignment, you will be asked to post (once a week for five weeks) in a course Padlet that focuses on anti-oppressive early childhood practices and pedagogies. You will then write a memo discussing any three posts, how they relate to your time thus far at the CYC, and why (or why not) they are anti-oppressive. You'll use course texts, classroom discussions, and field-placement experiences to support your thinking. You

are asked to really uncover things that you did not know about these school practices and policies.

Documentation Panel: You will collect four artifacts from your classroom visits. Then, using these artifacts, you'll create a digital documentation panel to tell the story of a child's (or children's) inquiries. You will share this in class and then write a short reflection, answering the following questions about the provocation your panel was based on: 1) How does this provocation support and/or impede children's inquiries? 2) Who is included and/or excluded in this provocation?

Reimagining School Practices: In the final project, you will look critically at the way you see one of the major topics of the course being made visible at the CYC. First, choose one of the broad topics: Cultural Diversity, Racialized Identities, Gender Diversity, Economic Class, Differing Abilities, Who Makes Up a Family. Then, in a 1000-word narrative, analyze how the topic is being made visible through the different practices you have observed at the CYC. Your conclusion should offer suggestions for the CYC so that they can reimagine their practices in this particular area. The narrative should include your interpretations of the CYC practices through the lens of one of the broader course topics and must reference course texts.

COURSE EVALUATION

Assignment	Points
Attendance & Participation	200 points
School Practices Padlet & Analysis	200 points
Documentation Panel	200 points
Reimagining School Practices	200 points
CYC Placement (20 Hours Total)	200 points

COURSE GRADING SCALE

A = 895-1000 points (90%-100%)

B = 795-894 points (80%-89%)

C = 745-794 points (75%-79%)

D = 695-744 points (70%-74%)

F = <695 points (<70%)

ON GRADES

In this course, I want you to stay focused on the formulation of critical ideas and pushing your thinking around children and schooling. To do well in this course, you need to:

1. Complete and turn in assignments;
2. Unlearn any previously held ideas that learning is solely lecture-oriented or teacher-directed. I am asking you to think about learning as happening within our experiences in the world;
3. Rethink your role of being a teacher as being a facilitator of environments and as learning alongside children.

All of this is to say a few things:

1. It is your responsibility to keep track of your grades. Grades on Canvas may be inaccurate so to figure out your grade, total up your points and divide it by the total possible number of points.
2. If you want to dispute your grade on an assignment, wait 24 hours and then send me an email with a rationale as to why you believe your grade should be higher.
3. If you have severe anxiety around grades, do let me know early on so that we can find a grading procedure that works best for you.

Note on late assignments: If you turn assignments in late, I reserve the right to only provide a grade and minimal comments. Late assignments may be subject to grade reduction.

Looking at assignments ahead of time and redoing assignments: With a large class, I cannot look at your work ahead of time to make sure you are "on track" or allow assignments to be redone for a higher grade. I will provide you with rubrics for all of the assignments so be sure to use them as guides for your own. If you use them and edit your work for clarity, you should be okay.

IMPORTANT DATES

08/29 – First day of class

09/12 – Last day to drop a course & receive a full refund

11/18 – Last day to drop with a W

11/24 - 11/26 – National Day of Mourning (Thanksgiving Break)

11/19 – First day to request incomplete (eligible if you are passing at the time of the request)

12/08 – Last class meeting day

12/16 – Last day of the semester

12/21 – Grades posted

CALENDAR

**The readings and assignments on this calendar are subject to revision.*

Week	Topic	Readings	Assignments
1 08/31	Progressive Early Childhood Approaches to Education & Care	Allen, et al. (2021)	Background Checks (In Class)
2 09/07	Reggio-Emilia and classroom environments as a Third Teacher	Wurm (2005) Ch. 2 Tarr (2014)	
3 09/14	Teachers as Researchers	Baker (2019) Anti-Bias Curriculum (1990)	CYC Placements Begin
4 09/21	Discursive Practices	Edwards & Derman-Sparks (2020) King (2021)	Post in Padlet by Tuesday, 09/27 at 11:59 p.m.
5 09/28	Caregiving Practices	Leavitt & Power (1997)	Post in Padlet by Tuesday, 10/04 at 11:59 p.m.
6 10/05	Material and Aesthetic Practices	Schaefer (2016) Sullivan (2020)	Post in Padlet by Tuesday, 10/11 at 11:59 p.m.
7 10/12	Play Practices	Provoking Minds Podcast - Kylie Smith Solomon (2016)	Post in Padlet by Tuesday, 10/18 at 11:59 p.m.

8 10/19	Schooling Practices	Pre-K Teach and Play Podcast - Calendar Time Woke Read Aloud - Wings or Woke Read Aloud - Mr. Tiger Goes Wild (Student Choice)	Post in Padlet by Tuesday, 10/25 at 11:59 p.m.
9 10/26	Provocations & Children's Artifacts	Biermeier (2015) Excerpt from Quinn & Rodriguez (2019)	School Practices Padlet & Analysis Due by Wednesday, 10/26 at 11:59 p.m. Collect 2 artifacts in the classroom this week
10 11/02	Pedagogical Documentation	Wurm (2005) Ch. 5 Schroeder-Yu (2008)	Collect 2 artifacts in the classroom this week
11 11/09	Pedagogical Documentation	It's About Documenting: Documentation Panels Escamilla (2021)	Pedagogical Documentation Due by Tuesday, 11/15 at 11:59 p.m.
12 11/16	Environments as Spaces for Families and Communities	Cole & Verwayne (2018) Nimmo, et al. (2019)	

13 11/23	Environments as Ecological Spaces	Learning Through A Forest School Approach Campbell & Thompson (2013)	
14 11/30	Anti-Oppressive and Anti-Racist Spaces for Young Children	Reflecting on Anti-Bias Education in Action - The Early Years Templeton & Cheruvu (2020)	
15 12/07	Anti-Oppressive and Anti-Racist Spaces for Young Children	Creating Anti-Racist Early Childhood Spaces McKamey (2020)	Reimagining School Practices Due by Friday, 12/09 at 11:59 p.m.
16	Final Exam Week		

NOTEWORTHY

University Mental Health Services. This is undoubtedly an incredibly difficult time for everyone, and for some students, current and ongoing events may be challenging your fortitude. Please know that UNT has resources to support students who may find it difficult to find joy at this time: <https://studentaffairs.unt.edu/student-health-and-wellness-center/>. You can also contact the center at 940-565-2333 or askSHWC@unt.edu. For mental health resources, please refer to the following website: <https://speakout.unt.edu/content/mentalhealth-resources>.

Food/Housing Insecurity. The UNT Food Pantry is open for curbside deliveries. Please visit the website for more details: <https://deanofstudents.unt.edu/resources/food-pantry>. A student with difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, is urged to contact the Dean of Students, Suite 409 at the University Union.

Title IX Services. The federal Title IX law makes it clear that violence and harassment based on sex and gender are civil rights violations. UNT's Dean of Students' website offers a range of resources to help support survivors, based on their needs: <http://deanofstudents.unt.edu/resources>. Renee

McNamara is UNT's Student Advocate and she can be reached via email at SurvivorAdvocate@unt.edu or by calling the Dean of Students' office at 940-565-2648.

POLICIES

Attendance. This course is designed and organized to be highly collaborative and interactive. Our sessions will involve small and whole group activities and discussions. Therefore, your attendance and participation are essential to the learning of everyone in our course. It is very difficult to be enriched by discussions and collaborations if you are not physically present or prepared for class. [University policy 06.039](#) will be followed for attendance problems. If necessary, students may miss one class with a valid excuse (see [university policy for excused absences](#)) and not face penalties related to their grade (yet students are encouraged to save this absence for illness or emergencies that may arise). Students must let the instructor know as soon as possible if they will be missing class. It is the students' responsibility to obtain all notes and handouts missed during their absence. All assignments are due on dates indicated on the syllabus regardless of student absences. A second absence will result in a loss of points from the total grade. In the event that a student misses **four or more classes**, they will receive a failing grade. Students who miss more than one hour of class will be considered absent from that class meeting. Chronic tardiness or early departure will result in the lowering of a final grade at the instructor's discretion (arriving more than 15 minutes late or leaving more than 15 minutes early). Please note: it is the student's responsibility to drop this course, if necessary.

Incompletes. All assignments need to have been completed for a grade to be issued.

Assignments. Submit assignments via Canvas. If you turn an assignment in late, you will receive zero to little feedback. I reserve the right to simply give a grade in the case of a late assignment.

Integrity. Students who submit work either not their own or without clear attribution to the original source, fabricate data or other information, engage in cheating, or misrepresentation of academic records will be subject to charges. **Any infraction of this nature, whether it be a phrase or more, can result in a grade of a 0 (zero) for the assignment.** Please also see the UNT policies below for more on this.

UNT'S STANDARD SYLLABUS STATEMENTS

Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

ADA Accommodation Statement. UNT makes reasonable academic accommodations for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a

student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website at <https://studentaffairs.unt.edu/office-disability-access>. (UNT Policy 16.001)

Emergency Notification & Procedures. UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course.

Student Evaluation Administration Dates. Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14, and 15 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey, they will receive a confirmation email that the survey has been submitted. For additional information, please visit the SPOT website at www.spot.unt.edu or email spot@unt.edu.

Sexual Assault Prevention. UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking and/or sexual assault, there are campus resources available to provide support and assistance. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565- 2648.

Acceptable Student Behavior. Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at deanofstudents.unt.edu/conduct.

Foliotek ePortfolio. Foliotek is a software data management system (DMS) used in the assessment of your knowledge, skills, and dispositions relevant to program standards and objectives. You will be required to use your Foliotek account for the duration of your enrollment in the College of Education in order to upload required applications, course assignments, and other electronic evidences/evaluations as required. This course may require assignment(s) to be uploaded and graded in Foliotek. The College of Education will track your progress in your program through this

data to verify that you have successfully met the competencies required in your program of study. All students must register in the program portfolio that aligns with their degree plan. Registration codes and tutorials can be found on this site: <https://coe.unt.edu/educator-preparation-office/foliotek>

Educator Standards Addressed in this Course

The UNT Educator Preparation Program curriculum includes alignment to standards identified by the Texas State Board of Educator Certification (SBEC) for beginning educators. These standards are addressed throughout your preparation and assessed through the TExES Certification exams required for your teaching certificate. Additionally, the Commissioner of TEA has adopted these rules pertaining to Texas teaching standards:

Texas Teaching Standards

Standards required for all Texas beginning teachers fall into the following 6 broad categories:

Standard 1--Instructional Planning and Delivery. Standard 1Ai,ii,iv; 1Bi,ii (Lesson design)

Standard 2--Knowledge of Students and Student Learning

Standard 3--Content Knowledge and Expertise

Standard 4--Learning Environment

Standard 5--Data-Driven Practice

Standard 6--Professional Practices and Responsibilities

EC-12 Professional Pedagogy and Responsibilities (PPR) Standards

The beginning EC-12 teacher knows and understands:

- **Competency 003:** procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives
- **Competency 004:** learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments
- **Competency 005:** how to establish a classroom climate that fosters learning, equity and excellence and USES this knowledge to create a physical and emotional environment that is safe and productive
- **Competency 006:** strategies for creating an organized and productive learning environment and for managing student behavior
- **Competency 007:** principles and strategies for communicating effectively in varied teaching and learning contexts
- **Competency 008:** appropriate instruction that actively engages students in the learning process

Department of Teacher Education and Administration

The Department of Teacher Education and Administration seeks to improve educational practice through the generation of knowledge and to prepare education professionals who serve all students in an effective, inclusive and equitable manner. Its focus is on the preparation of highly

competent educators, researchers and administrators who employ current theory and research as they fill these important roles.

Mission. The Department of Teacher Education and Administration integrates theory, research, and practice to generate knowledge and to develop educational leaders who advance the potential of all learners.

Vision. We aspire to be internationally recognized for developing visionary educators who provide leadership, promote social justice, and effectively educate all learners.