

Creating a rich curriculum through intentional teaching

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Locally developed curriculum



“Te Whāriki interprets the notion of curriculum broadly, taking it to include **all the experiences, activities and events, both direct and indirect, that occur within the ECE setting**. It provides a framework of principles, strands, goals and learning outcomes provides a basis for each setting **to weave a local curriculum** that reflects its own distinctive character and values. ”

(Ministry of Education, 2017, p. 7)

What do you value in your setting?



The Early Childhood “Dichotomies”



Play vs. Teaching

Child-Initiated vs. Teacher-Directed

Unstructured vs. Structured

Holistic vs. Domain Specific

Why does it have to be one or the other?

Why not both?

Play is highly valued in ECE

(Play = learning)



- Vygotsky suggested:
 - Play is the leading source of learning and development in the preschool years
 - Play creates the zone(s) of proximal development
- Play can support freedom, choice, control, mastery, agency, imagination, creativity connection, belonging, engagement in social and cultural practices, and exploration of self and others.
- Play can be fun, relaxing, exciting, promote physical and emotional well-being, have a purpose or have no purpose.
- Play is so important it recognized as a right for every child (United Nations).

Teaching is often undervalued in ECE

(Teaching = didactic practice)



In New Zealand ECE, we often hear

- Children lead their own learning
- I consider myself a facilitator
- Children learn through self-directed play
- I would never interfere with a child's learning
- Learning is guided entirely by the children's interests
- It's my job to set up the environment and let children engage on their own terms

There is a reluctance to acknowledge the importance of the teacher and the teaching that occurs.

Teacher Thinking and Reflection within a Community of Practice

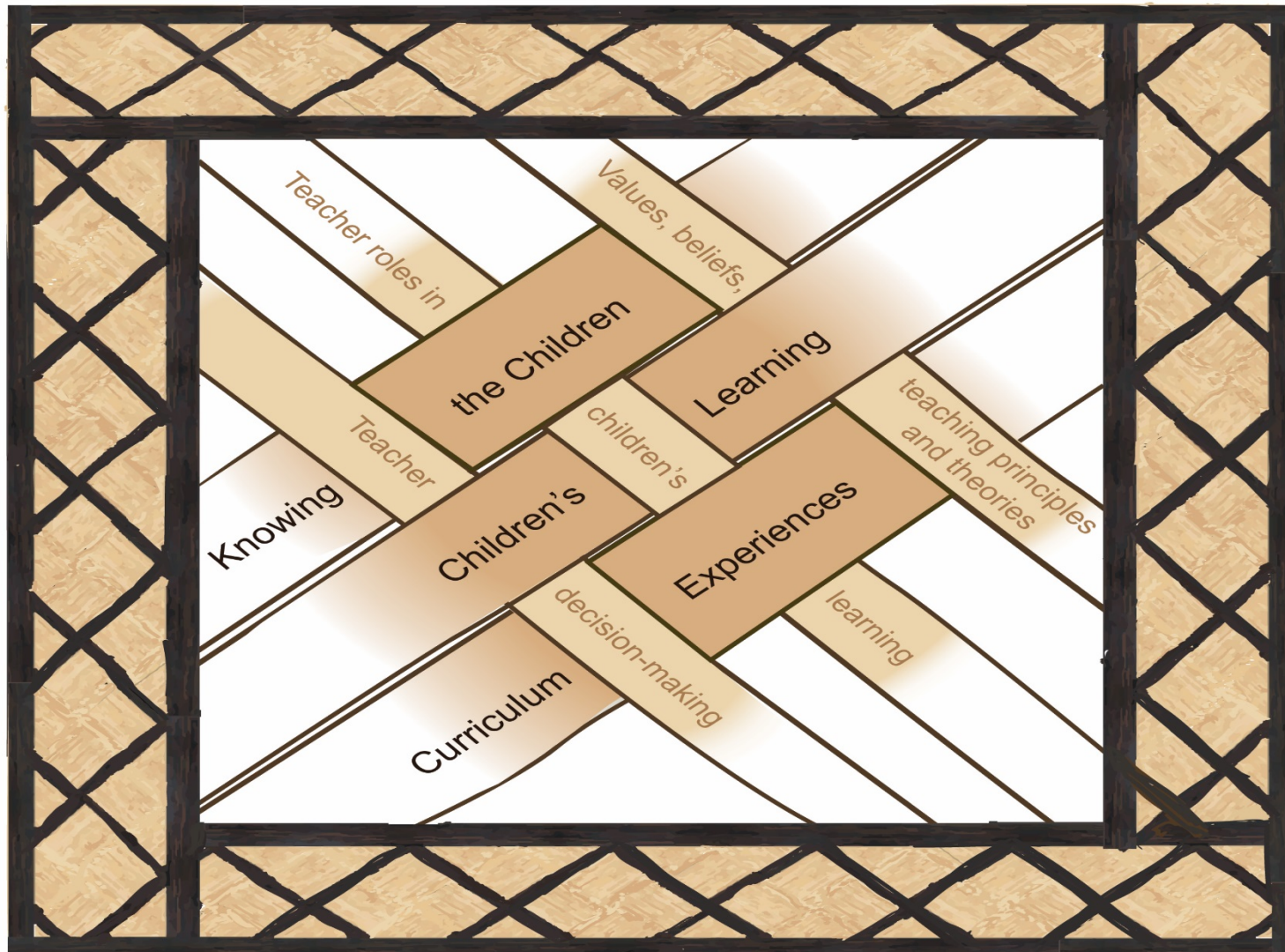


Figure 7.1: A Model of Teacher Thinking and Reflection within a Community of Practice

A Variety of Reasons

Historical/political reasons:

- Education and care viewed as care (baby-sitting)
- An extension of the mother's role or "women's work" – historically devalued and underpaid
- Expectations for professional qualifications for ECE teachers shifting in the political winds

Establish a contrast between
school & ECE

Nature of Te Whāriki &
Implementation Issues

Establish a contrast between

“school-age teaching”

- viewed as more didactic and focused on discrete content areas



“early childhood teaching”

- should be relational, play-based or routines-based and rich in a variety of integrated experiences in natural and authentic contexts for young children



Nature of Te Whāriki & Implementation Issues

- The broad nature of the framework of principles and strands and how this accommodates a wide range of practice, including poor quality practice
- No clear standards of practice for implementation of Te Whāriki
- The historical focus on learning and silence about teaching within the document

Use of the word ...	1996	2016 Draft	2017
Pedagogy	1	3	15
Teaching	1	4	9
Learning	More than 150 times		

Find the Balance



**“teaching should be considered a legitimate aspect
of early childhood professional practice”
(Siraj-Blatchford, 2009, p.155).**

The time has come ...



“Kaiako are the key resource in any ECE service. Their primary responsibility is to facilitate children’s learning and development through thoughtful and intentional pedagogy.”

(Ministry of Education, 2017, p. 59)

Kaiako responsibilities:

- 15 areas of practice that include both *pedagogical interactions* and *pedagogical framing* (Siraj-Blatchford et al, 2002)



With kaiako as the key resource...



“Kaiako are the key resource in any ECE service. Their primary responsibility is to facilitate children’s learning and development through thoughtful and intentional pedagogy.”

(Ministry of Education, 2017, p. 59)

What does intentional teaching mean to you and your team?

Intentional Teaching

Broadly defined...



“to always be thinking about what we are doing and how it will foster children’s development and produce real and lasting learning”

(Epstein, 2007, p.10)

Research has shown that outstanding teachers are intentional, they do things on purpose. (Slavin, 2000)

Intentional Teaching

The teacher considers...



16

- | | | |
|-------------------|--|---|
| ■ What to Teach | ■ Clearly defined learning objectives | ■ Content |
| ■ When to Teach | ■ Play-, routine-, or activity-based | ■ Context |
| ■ How to Teach | ■ Pedagogical approaches & strategies | ■ Technique
(method, course of action) |
| ■ How to Evaluate | ■ Continually assess progress and adjust | ■ Assessment |

Child-Guided Experience

+

Adult-Guided Experience

+

Peer-Mediated Experience

=

Optimal Learning

Each child's equation is different...

Child-Initiated

Adult-Guided

Peer-Mediated

Child-Initiated

Adult

Peer-Mediated

Child-Initiated

Adult-Guided

Peer

Optimal Learning

Getting Clarity on Teaching, Learning & Play

- Play and everyday activities, transitions, and routines can be the medium for teaching and learning
- Children interests and play are the starting point for teaching and leaning (not the end point)
- Children learn best when supported by a knowledgeable other in context of meaningful activities
- Intentional teaching might involve:
 - Doing nothing
 - Doing something
 - Creating environments and opportunities
 - Following a child's lead
 - Directing a child's lead
 - Supporting a child through "instruction"
 - Doing different things for different children

**The key is being
intentional!**

Thoughtful, planful, purposeful

Intentional Teaching in Play

Figure 1: Integrated teaching and learning approaches (VEYDLF, p 12)



Locally developed RICH curriculum



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(Ministry of Education, 2017, p. 7)

Revised outcomes within strands

Breadth & depth of curriculum



Well-Being	Belonging	Contribution	Communication	Exploration
Keeping themselves healthy and caring for themselves	Making connections between people, places and things	Treating others fairly and including them in play	Using gesture and movement to express themselves	Playing, imagining, inventing and experimenting
Managing themselves and expressing their feelings and needs	Taking part in caring for this place	Recognising and appreciating their own ability to learn	Understanding oral language and using it for a range of purposes	Moving confidently and challenging themselves physically
Keeping themselves and others safe from harm	Understanding how things work here and adapting to change	Using a range of strategies and skills to play and learn with others	Recognising [and using] mathematical symbols and concepts	Using a range of strategies for reasoning and problem solving
	Showing respect for kaupapa, rules and the rights of others		Expressing their feelings and ideas using a wide range of materials and modes	Making sense of their worlds by generating and refining working theories
			Enjoying hearing stories and retelling and creating them	
			Recognising [and using] print symbols and concepts	

Intentionally broadening and deepening curriculum:



- Choose a child from your centre/service who you are unsure of the extent to which s/he is experiencing a broad, deep curriculum in your centre/service.
- Think about this child
 - What you know and don't know about this child
 - What information do you need and how might you gather this?
 - Think across the curriculum – are there strands, goals or learning outcomes that are harder for you to think about in relation to that child?
 - How can you intentionally build upon what you know about this child to broaden / deepen his/her curriculum experiences?
 - What to teach?
 - When to teach?
 - How to teach?

Intentional teaching: *all* children experiencing a rich curriculum



- To what extent is every child in your centre/service experiencing a curriculum that will support the aspiration of *Te Whāriki* for children to grow up as:

“competent and confident learners and communicators, healthy in mind, body, and spirit, secure in their sense of belonging and in the knowledge that they make a valued contribution to society” (2017, p.5)?

- What strategies might you use within your team to ensure that every child experiences a curriculum that is rich enough to support this aspiration?

Learning in the Early Years Matters!



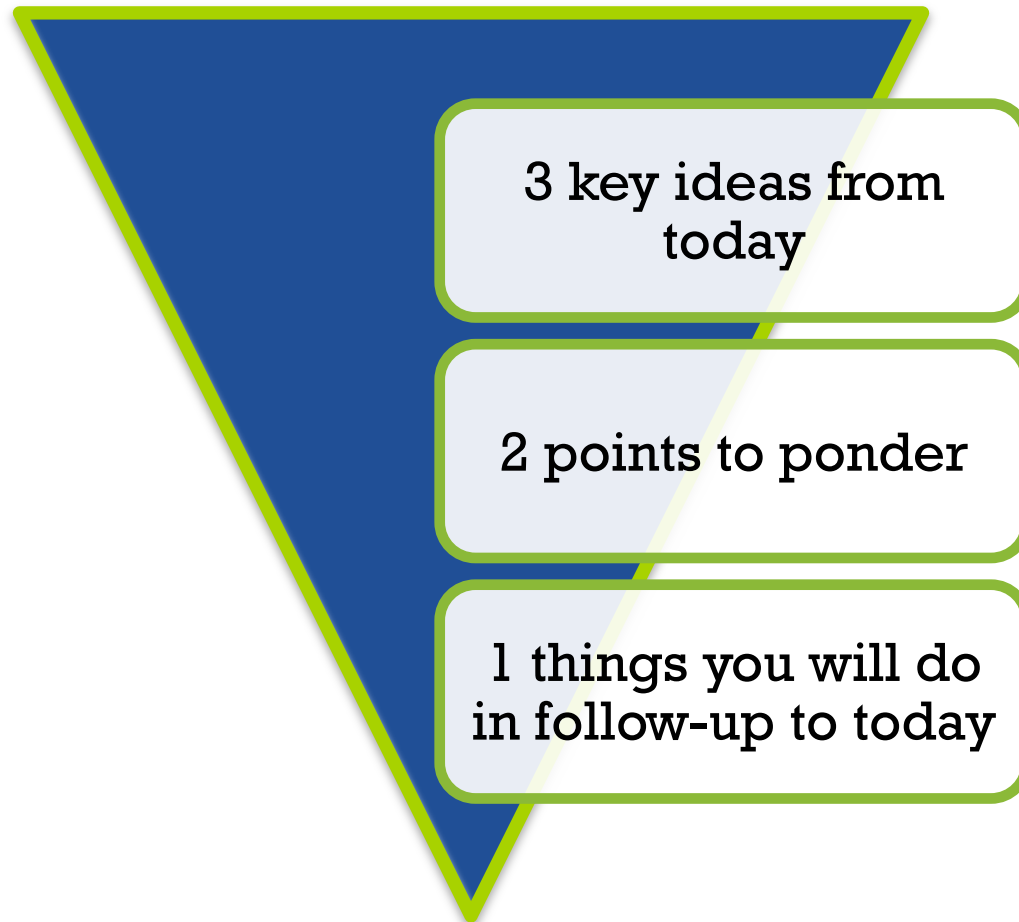
High-quality ECE lays the foundation for all future learning, behavior, & health.

Selected Education Review Office Early Childhood Reports (2007-2014).



Year	Report	Focus	Level of Practice within ECE Sector			
			High Quality	Good Quality	Concerns for Quality	Poor Quality
2011	Positive Foundations	Effective use of social & emotional support practices	45%	37%	15%	3%
2013 _b	Priorities for Learning	Implementation of curriculum reflective of priorities for children's learning	17%	54%	24%	5%
2015	Infants & Toddlers:	Curriculum responsiveness to promote positive outcomes for infants & toddlers	12%	44%	31%	13%
			Good Quality		Variable Quality	Poor Quality
2013 _a	Working with Te Whāriki	Effective use of Te Whāriki framework of principles and strands	10%		80%	10%

Wrap up: 3-2-1



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Useful Resources/References



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