Grounding the curriculum

Sean Dolan
New Zealand Tertiary College
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Who we are

- NZTC approx 1300 students
- Specialist providers EC teacher education
- Certificate to Masters
- 90% distance learners
- Previous mode correspondence
- Strong practice/implementation component
- Support via telephone from lecturer
Who our students are

- Majority over 25 yrs and female
- Many working full time
- Primary care provider
- Returning to study after significant time
- Significant numbers NESB
- Diverse range of cultural backgrounds
- Low technology users
- All in EC centres 16 hrs min per week
EC curriculum

- Te Whaariki: EC curriculum non prescriptive highly open to interpretation
- Sociocultural approach
- Diverse range of EC providers
- Learner centred, play as a framework for learning
- Observing child’s everyday working concepts introducing scientific concepts
- Relationships at the core of the curriculum
Shift to online

- Shift from correspondence to online learning significant
- Revision of curriculum materials
- Introduction of new technological demands
- Low levels of student technology overcome with introduction course
- Relationships at the core of learning
All courses have forums
Promoting student−student interaction
Curriculum remains static, interpretation dynamic
Academic forum non−threatening, accessible, open topic to encourage discussion
Elicit prior knowledge from students
Participation voluntary
Lecturer’s role

- Draw out the learner’s working theories
- Scaffold their understanding
- Teach to the learning outcomes
- Co-construct with learner
- Encourage student to share their work experiences
- Find common ground
As a parent what do you look for when choosing an ECE centre?

What games did you play as a child?

What does a multicultural classroom look like?
Relating to the learner

- Knowing your learners
- Conceptual intersubjectivity (Hedegaard, 1998)
- Empathy and understanding for the learner’s world view
- Mapping the learner’s culture (Hofsteede, 1986)
- Teachers tend to teach the way they were taught
Contextual intersubjectivity
Able to plug into the student’s context, understand demands of environment
Ecology of the learner from immediate to larger contextual cultural considerations
Double move
(Hedegaard, 1998)
Forums become powerful pedagogical tools
Students share at level they are comfortable at
Students reflect on practice, so range of views and anecdotes
Lecturers role to encourage critical reflection
Link to literature
- Collaborative zone of proximal development
- Students scaffolded
- Lecturers encourage application of theory
- Students reflect from more objective, scientific basis
Curriculum becomes grounded in student experience
Students encouraged to test, apply, critique theories
Move towards learner centred curriculum
Alignment with principles of EC curriculum
References