



Course Number: EDUC 3P51

Term/Year/Duration: Fall 2019 Room: WH 324

Course Title: Early childhood education for sustainability (ECEfS)

Instructor Name: Dr. Debra Harwood
Email: धारwood@brocku.ca For personal messages only
Contact: All queries/messages should be posted to Piazza on Sakai
Office Location: WH373 Office Hours: Friday 12-3 pm-please book an appointment
Teaching Assistant:
Liaison Librarian:

Times and Locations:

3-hour Lecture/Seminar/Outdoor Combined

Note: Sections of this class will occur outdoors-proper outdoor attire will be required. Classes at Brock University end ten minutes ahead of the hour or half hour to facilitate transfer time.

Course Calendar Description:

This course explores the principles, theoretical, and foundational concepts of sustainability and the role that ECE plays in sustainability and education for sustainability. The understanding of early childhood education for sustainability is important in promoting transformative change in curriculum and pedagogy and movement toward experiential, constructivist and participatory learning and teaching models.

Additional Description:

Students enrolled in this course already are familiar with many of the theoretical premises of Early Childhood Education (ECE). Moreover, the students already have an understanding of many of the principles of child development and an awareness of empirical work in the area. The present course draws upon that background knowledge, and, through a combination of lectures, dialogue, experiential learning opportunities, and direct teaching/learning experiences the course aims to highlight and develop synergies between sustainability, ECEfS, and outdoor play/learning approaches.

Please note: Some classes will be delivered outdoors. There is a service-learning component of this course that requires you to have a valid and recent Vulnerable Sector Screen. We will be using top hat, Post it, Kahoot, & Piazza in this course, thus there is an expectation for in-class activities that students will have access to a digital device (laptop, iPad/tablet, or cell phone).

Program Outcomes this Course will Address:

- LO1E. Articulate the ability to make connections between teaching and learning, growth and development
- LO2B. Harness passion for engaging in best practices with integrity and confidence
- LO3B. Demonstrate leadership in learning communities when reflecting on practices, policies, and legislation
- LO4B. Select and apply varied ways of communicating across diverse academic and professional contexts
- LO5B. Demonstrate a capacity to create new knowledge
- LO6F. Apply diverse world views into practice

L06G. Demonstrate a positive, caring, and supportive attitude with children, family, and other professionals in the field

Specific Learning Objectives of this Course:

- 1) To encourage students to further explore and critique theories and research related to ECEfS theory and pedagogies.
- 2) To enhance the students' understanding of the dominant discourses and historical pillars of sustainability in the early years.
- 3) To familiarize students with their role as educators in fostering young learners' acquisition of **habits of mind, dispositions for learning, and development of skills** in relation to ECEfS.
- 4) Critically evaluate, create and reflect upon outdoor learning environments, curricula, and pedagogical approaches for ECEfS.

Required Readings:

See schedule for required readings (all required readings are posted to Sakai & required for you to read in order to understand the content of the class).

Recommended texts/readings:

Davis, J., & Elliott, S. (2014). *Research in Early Childhood Education for Sustainability: International perspectives and provocations.* Routledge.

Course Communications:

If the class is cancelled due to weather or other issues, an announcement message will be posted via Sakai as well as through your Brock email account.

All queries/questions/comments should be posted to Piazza so that others may benefit from both the question and response. If you are unsure if information should be public then post as private message in Piazza & after the instructor/TA responds, then that message may be made public. Class piazza can be accessed via Sakai or the link <https://piazza.com/class/jxeyionskxm3iu?cid=4#>

Additional Resources (ECEfS Practices & Ideas):

<https://www.theempowerededucatoronline.com/2015/07/sustainability-how-can-early-years-educators-show-evidence-of-embedded-practice.html/>

<https://serc.carleton.edu/NAGTWorkshops/servicelearning/activities.html>

<http://www.eceresourcebank.org>

<https://schools.wwf.ca/primary/>

<https://sustainability.ceres.org.au/education-resources/curriculum-activities/primary/>

<https://www.pinterest.ca/BrockBECE/sustainability-in-ece/>

Evaluation Components and Due Dates

Evaluation Component	Grade Weight	Due Date
Service learning project planning & design (group)	30%	
Service learning execution (group or individual)	20%	
Service learning final plan & reflection (individual)	20%	
Participation/in-class activities	10%	Randomly Assigned
Forum Blog Posts	20%	As per schedule
Total	100%	

Submission Policy:

There is a firm expectation that all submitted assignments will conform to the accepted reference style of the Faculty of Education (i.e., Publication Manual of the American Psychological Association: Sixth Edition) and be submitted in either typewritten or word-processed format. Students are responsible to insure all assignments have posted successfully to the Sakai site and are in a readable format-late penalty will apply for any assignment not successfully posted - no exceptions. The **penalties for late submission** of assigned coursework (e.g., projects, assignments, etc.) are 2% per day up until 10 days (after which a 0 grade will be assigned), unless accompanied by medical documentation. **Late submissions will not be accepted for the blog posts.** See Medical Exemption Policy and the medical health certificate at <http://www.brocku.ca/health-services/policies/exemption>

Relationship between attendance and grades:

Students are expected to attend all classes and must submit all assignments in order to pass this course.

Important dates: (check the section on sessional or important dates in the relevant online University calendar at <http://brocku.ca/webcal/>)

November 4th, 2019 is the date for withdrawal from the course without academic penalty.

October 15-18th, 2019 is the scheduled reading week.

December 4th & 5th is set-aside for makeup day due to snow/holidays.

ACADEMIC POLICIES

Academic Integrity:

Academic misconduct is a serious offence. The principle of academic integrity, particularly of doing one's own work, documenting properly (including use of quotation marks, appropriate paraphrasing and referencing/citation), collaborating appropriately, and avoiding misrepresentation, is a core principle in university study. Students should consult Section VII, "Academic Misconduct", in the "Academic Regulations and University Polices" entry in the Undergraduate Calendar. Information on academic integrity can be found at <https://brocku.ca/academic-integrity/>

Academic Accommodation:

As part of Brock University's commitment to a respectful work and learning environment, the University will make every reasonable effort to accommodate all members of the university community with disabilities. If you require academic accommodations related to a documented disability to participate in this course, you are encouraged to contact Services for Students with Disabilities in the Student Development Centre (4th floor Schmon Tower, ex. 3240). You are also encouraged to discuss any accommodations with the instructor well in advance of due dates and scheduled assessments.

Academic Accommodation due to Religious Obligations:

Brock University acknowledges the pluralistic nature of the undergraduate and graduate communities such that accommodations will be made for students who, by reason of religious obligation, must miss an examination, test, assignment deadline, laboratory or other compulsory academic event. Students requesting academic accommodation on the basis of religious obligation should make a formal, written request to their instructor(s) for alternative dates and/or means of satisfying requirements.

Medical Exemption Policy:

The University requires that a student be medically examined in Health Services, or by an off-campus physician prior to an absence due to medical reasons from an exam, lab, test, quiz, seminar, presentation, assignment, etc. The Medical Certificate can be found at:

<http://www.brocku.ca/health-services/policies/exemption>

Recording Policy:

Without expressed consent from course instructors, students are not permitted to tape record, video record, broadcast, or otherwise record course lectures, seminars or laboratories. Students, who are requesting permission to record materials due to accommodation-related reasons, are asked to provide a recommendation from the Services for Students with Disabilities office outlining the need for this accommodation. In instances where consent/accommodation has been granted, the information contained in the lecture recordings is solely for the personal use of the student receiving consent/accommodation. Lectures recorded for this purpose may not be shared with other people without the expressed written consent of the instructor. Recorded lectures may not be used in any way against a faculty member, other lecturers, teaching assistants, or students whose classroom comments are recorded during the normal course of the lecture. Students are cautioned that lectures, demonstrations, and any other course material produced by an instructor are the intellectual property of the instructor. Information contained in the recordings may not be published, broadcasted, or quoted without the expressed written consent of the instructor. Misuse of these recordings will be considered academic misconduct.

Tentative Schedule – Green indicates the weeks we will be going outdoors for the whole or part class.

Week	Focus	Readings—all readings are located on course readings tab in Sakai & all are considered required readings for class—the readings will be considered content for all assignments. Please use APA when referring to readings (yes even within Forum posts).	Due
WK 1 Sep. 6th	Course overview <ul style="list-style-type: none"> Defining ECEfS Exploring one’s footprint Review of assignments & expectations 	Read syllabus prior to coming to class Read Education for Sustainability blog by Dr. Sue Elliot: http://thespoke.earlychildhoodaustralia.org.au/education-for-sustainability/	We are going to complete your ecological footprint in class but feel free to complete beforehand http://myfootprint.org/en/
WK 2 Sep. 13 th	Theories underpinning ECEfS <ul style="list-style-type: none"> Historical Pillars & Dominant Discourses 	Somerville, M., & Williams, C. (2015). Sustainability education in early childhood: An updated review or research in the field. <i>Contemporary Issues in Early Childhood</i> , 16(2): 102-117	
WK 3 Sep. 20 th	Critiques of ECEfS <ul style="list-style-type: none"> Getting uncomfortable outdoors Nature by default Place/Land-based learning *whole class will be outdoors	Listen to: https://soundcloud.com/onbeing/robin-wall-kimmerer-the-intelligence-in-all-kinds-of-life Dr. Robin Wall-Kimmerer on Indigenous knowledge and sustainability (please review before class)	Forum 1: How does Indigenous knowledge systems help disrupt the historical & dominant discourses that shape ECEfS?
WK 4 Sep. 27 th	Children & the Anthropocene <ul style="list-style-type: none"> The child as citizen The child in a global context 	Barable, A. (2019). The case for nature connectedness as a distinct goal of early childhood education. <i>The International Journal of Early Childhood Environmental Education</i> , 6(2), 59-70	Forum 2: How might the concept of nature connectedness promote or limit sustainability learning?
WK 5 Oct. 4 th	Educator Identities & ECEfS *Service-learning project-in class work Outdoor Risk & Educator Perceptions	Ärlemalm-Hangsér, A. (2017). Student teachers’ workplace-based learning in Sweden on early childhood education for sustainability: Experiences in practice settings. <i>IJEC</i> , 49, 411-427.	

Wk 6 Oct. 11 th	Designing Curriculum for ECEfS <i>SLP check in</i>	<p>MacDonald, M. (2015). ECEfs - A living curriculum. <i>Childhood Education</i>, 332-341.</p> <p>The info on the design of UCC-the centre referenced in the article can be found: https://hcma.ca/project/university-childcare-centre/</p> <p>Guest Speaker- Susanne Robitaille Bio: RECE- has been working as an educator/nature educator at Rosalind Blauer Centre for Child Care since the spring of 2006. Contributing author of 2017 article "Good-bye Mr. Raccoon, we'll miss you!" Supporting children's explorations of life and death in a forest, <i>ECELinks</i>, 1, 35-46.</p>	<p>Prior to class please post 2-3 questions you would like to ask our guest speaker to Top Hat (1 participation mark).</p> <p>Forum 3: Reflecting on week 5's reading, how are your thoughts/experiences similar or dissimilar to the Swedish context.</p>
<i>Oct 15-18th</i>	<i>Spring Break-no classes</i>		
Wk 7 Oct. 25 th	ECEfS Pedagogies & Curriculum <i>SLP in-class time & check in</i>	<p>Boyd, W. (2016). Playing cool: The sustainable cool cubby. <i>Australian Journal of Early Childhood</i>, 3, 29-37.</p> <p>http://www.eceresourcebank.org/index.php?hCode=SCAL_E_03_01 scales can be used to think about and measure curricular content</p>	<p>Forum 4: Use the scale to measure a classroom/centre you are familiar with-reflect on that centre's strengths/need to address social & cultural sustainability, economic sustainability, & environmental sustainability.</p>
Wk 8 Nov. 1 st	Art & ECEfS	<p>O'Gorman, L. (2017). Sustainability, the arts and big numbers: The challenge of researching children's responses to Chris Jordan's images. <i>IJEC</i>, 49, 321-332.</p> <p><i>**Please bring to class any recycled materials (cleaned) you would like to use for an art installation project. We will be sharing & using the materials we've collected throughout the term.</i></p>	<p>Forum 5: What are some of the ethical implications of responding to issues of sustainability through the arts? Also discuss also how the arts might be advantageous for ECEfS teaching.</p>
Wk 9 Nov. 8 th	Climate Change	<p>Rooney, T. (2018) Weather worlding: Learning with the elements in early childhood. <i>Environmental Education Research</i>, 24:1, 1-12.</p>	<p>OR Forum 5: What are some of the ethical implications & challenges</p>

			of climate change teaching/learning with young children? Service-Learning Plan & Design (Group)
WK 10 Nov. 15 th	Service-Learning Project	Aim to execute your service-learning project during &/or <u>no later</u> than this week	
WK 11 Nov. 22 nd	Policies & International Perspectives	Barratt, R. Barratt-Hacking, E., & Black, P. (2014). Chapter 14 Innovative approaches to ECEfs in England: Case studies from the field. In Davis, J., & Elliott, S. (Eds). <i>Research in Early Childhood Education for Sustainability: International Perspectives and Provocations</i> . Hoboken: Routledge. Retrieved from http://search.ebscohost.com.proxy.library.brocku.ca/login.aspx?direct=true&db=nlebk&AN=800660&site=ehost-live&scope=site	Service-Learning Plan Execution-Post Proof
WK 12 Nov 29 th	Wrap up Fire pit <i>*Whole class will be outdoors</i>		+Service-Learning Plan & Design Reflection (Individual)

Forum 5 may be completed in week 8 or 9 depending on your interest in the topic of art & ECEfs OR climate change.

+Service-Learning Plan & Design Reflection may be submitted Nov 29th OR December 4th