

# CHAPTER 1

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## INTRODUCTION

**Setting:** A university tutorial room

**Participants:** An international group of 3rd year BEd (Early Years) students and their lecturer

**Subject:** Curriculum in the early childhood setting

*Lecturer:* We've spent some time talking around the idea of a curriculum and I think we all have some ideas about what a curriculum is. In your reading today, Peter Moss argues that curriculum development is a political act. He says it is constructed – reflecting the values and beliefs of those involved at a particular point in time. He also says it is contested – there is no one agreed idea of curriculum, but rather multiple views of what it should be. What I'd like you to do in your groups is talk about what you think a curriculum is and what you think an early years curriculum should achieve for children. Take about 15 minutes to discuss this and then we will discuss it as a group. Get someone from your group to record your ideas, so that we can share them.

*Students move off into groups of about six people and begin the task set by the lecturer.*

*Anna:* I hate it when she asks these sorts of questions! I never feel like there is a right answer.

*Kelly:* Yes, it is annoying – hard to see what relevance this has to what happens in the reality of the classroom, but I suppose we'd better have a go at answering the question or she's bound to pick on us for an answer.

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- Kiri:** I don't see what all the fuss is about really, as we have two curriculum documents in my country that dictate what we should be doing: *Te Whāriki* and the *New Zealand Curriculum*.
- Hui Lee:** In my context we only have one – *Nurturing Early Learners*. It's the framework for the kindergarten curriculum in Singapore.
- Mandy:** We have just had our first document developed. It is a national early years learning framework for Australia – *Belonging, Being and Becoming*. But each of our states and territories has its own curriculum as well.
- Kiri:** Most countries have some type of written curriculum document. Surely the people who wrote those documents knew what they were on about?
- Gemma:** But aren't those documents just a guide to what we do in the classroom? I don't think that our curriculum – *Te Whāriki* – is very specific about the actual stuff I will do with children every day.
- Kelly:** Isn't the curriculum how you plan the environment, and sort of based on your own national curriculum and the sorts of things it says that children should experience?
- Anna:** But on my last teaching practice, my Associate Teacher told me that the curriculum was in her head and that she didn't take much notice of the curriculum she was using. She said that she just uses the curriculum as a source for ideas and then the real curriculum is designed on the trot as she interacts with children.
- Arohia:** Yes, that's right. If you use the definitions in our curriculum – *Te Whāriki* – the curriculum is the sum total of the child's experiences. So isn't everything that happens to the child what the curriculum is?
- Gwendolyne:** In Malawi, our curriculum is a guide to help the carers know more about children's development and what concepts they should be teaching.
- Kiri:** But what about this idea of it being constructed and contested – how does that work if we have a written curriculum?
- Gemma:** Isn't that when you talk to parents about what they want in the curriculum?
- Anna:** I don't know and I don't understand how it fits with curriculum planning. How can you plan curriculum if you are using the emergent curriculum approach that some teachers use?

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- Kelly:* I guess that's part of the curriculum design stuff, isn't it? That you work out what it is that you want children to be able to do and therefore you plan activities and work out in advance what you think they will achieve, so that you can assess whether it worked or not.
- Arohia:* But how does that fit with all these ideas around co-construction that our practicum lecturer has been talking about? How can I plan in advance, if I am trying to work with children to plan the curriculum?
- Anna:* And how does all this fit with what the Education Review Office, our overarching policy and assessment group, expect to see when they come in to do a review? Aren't there things that I have to do if I am in a licensed centre?
- Sam:* In Canada we have a similar group, and because our curriculum is so prescriptive in terms of content, it is a plus, but also a minus – so much paperwork!!!
- Lecturer:* Can you come back into the whole group now? First, can you tell me how your group defined what a curriculum is?

This brief scenario shows how hard it is for people in the field of early childhood education to work out exactly what a curriculum is:

- Is it a model?
- Is it a document?
- Is it the way the environment is organised?
- Is it the way in which people plan for children's learning?
- Is it the day-to-day decisions that teachers make about children and their learning?
- Is it what is negotiated with parents, community and external agencies?
- Is it what external evaluation agencies want to see?

All of these questions are approached at some level in this book; we hope it will help you identify your own understanding of what a curriculum for early childhood is or can be.

## REFLECTION 1.1

Before we start to talk about early childhood curriculum in earnest, take a moment and think about what you understand by the term 'curriculum'.

## FINDING ANSWERS TO THESE QUESTIONS

Educational acts are social acts. As social acts, they are reflexive, historically located and embedded in particular intellectual and social contexts. So knowledge about education must change according to historical circumstances, local contexts and different participants' understandings of what is happening in the educational encounter. And it is clear that the knowledge will to a very great extent be rooted in local historical and social contexts (Carr & Kemmis 1983, p. 47).

This statement by Carr and Kemmis about teacher knowledge, made some years ago, has been validated in an enormous body of research on the influence and importance of social, cultural and historical context on children's learning and development. Early childhood teaching therefore involves wrestling with some of the following issues:

- How can early childhood educators effectively plan curriculum for all children?
- How will the changing needs and interests of infants, toddlers and young children be met?
- How can children's domain knowledge be supported within a holistic curriculum?
- How can teachers effectively observe and assess children's learning if all children bring different social and cultural knowledge to their learning?
- How can teachers plan to support the learning of children who come from many different countries and cultures, speak different languages and are used to learning in different ways?

The answers to these sorts of questions are the purpose of this book. The subject of this book is current approaches to curriculum for children in the early years, and its overall purpose is to provide a comprehensive introduction to the curriculum issues that student teachers and emerging practitioners will face in the decisions they need to make to promote children's learning, and to explore current approaches to curriculum for children in the early years. We seek to work through the confusion that was shown in the vignette at the beginning of this chapter, as that conversation was typical of what can be heard across many countries, countries in which 'curriculum' is still a highly confused and confusing term.

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In most countries, some form of curriculum has been designed by a government agency or the private sector. So why is it that the concept is so confusing and why is what is contained in the various curricula around the globe so different and highly contested? As Kiri said in the vignette, ‘Surely the people who wrote those curriculum documents know what they are about?’ Designing a curriculum document is a complex task and involves the use of a robust curriculum model which has been built upon a particular theoretical perspective. When you read through Chapter 2 you will be introduced to a range of curriculum theories and curriculum models. That chapter will help you as you think about and solve the issue of what is a curriculum document – at the macro level. In that chapter you will notice that there are indeed very different views on the theories that guide curriculum writers, and you will see that each writer selects a curriculum model – like a skeleton – that they use to frame how the content is introduced to the user.

In this book, we briefly introduce you to a broad range of theories and curriculum models. However, the focus of the book is on the use of cultural-historical theory for guiding curriculum design, implementation, assessment and evaluation. As such, more space has been devoted to this theory, as it is a relatively new and contemporary theory for guiding curriculum development in early childhood education. In Chapter 5 we specifically introduce you to how to interpret a curriculum, and Chapter 6 shows you a cultural-historical curriculum in action. These chapters will help you understand what a curriculum is and what a curriculum looks like when it is being implemented through teachers’ programs.

Chapters 9 to 11 give working examples of curriculum in relation to the following content areas: maths and science; technology and environmental education; language, literacy and information and communication technologies; the arts, health, wellbeing and physical activity. By the time you read through these chapters, we hope you will feel you have answered Kiri’s query about curriculum writers knowing what they are on about!

Anna raised an issue that faces many professionals in the field: the assessment and evaluation of a centre or classroom. She asked, ‘How does all this fit with what the Education Review Office expects to see when they come to do their review?’ Different countries have different expectations, of course, and different processes for reviewing how things are going in a centre or classroom. Basic requirements focus on whether or not the teacher or the school uses the curriculum documents for organising their teaching and learning, through to a comprehensive review that leads to a licence (or accreditation) to operate

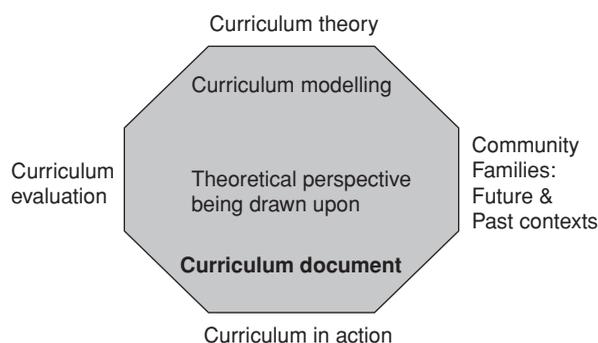
the early childhood education service. In Chapters 7 and 8 you will be introduced to the nuances between assessing children and assessing the outcomes of a curriculum through an evaluation of what is happening in a school or in a centre. In Chapter 8 you will read about how one curriculum leader evaluates the school's implementation of its curriculum. There you will see specific references to the issue identified by Anna about the relationship between what a teacher does and what a system expects in relation to the implementation and evaluation of a curriculum.

Finally, the confusion expressed by Kelly, Arohia, Gemma and Anna – is a curriculum the environment, is a curriculum what is in the teacher's head, or how they plan, or is a curriculum something that emerges in relation to children's interests – is addressed specifically in Chapters 2 and 4. Together, these chapters show that although there is a robust theoretical and modelling process used in curriculum design, what content is located within curriculum, and how decisions are made about 'what goes in' and 'what goes out' is highly contested. This is also evident in Chapter 3, where the concept of curriculum is discussed in relation to various theories of development. There it is argued that progression in curriculum is closely tied to what people believe about child development.

Through reading this book, you should come to understand what a curriculum is. You will then be able to resolve the issues raised by the student teachers in relation to curriculum.

We will return to these questions in the final chapter, where you will compare the reflective comments (Reflection 1.1) made here with what you have come to understand as a result of reading this book.

Whilst the chapters have been separated out, you should think about them as related to each other. The model below may help your thinking about how



**Figure 1.1** Curriculum development pathway

Cambridge University Press

978-0-521-75911-3 - Early Childhood Curriculum: Planning, Assessment and Implementation

Claire McLachlan, Marilyn Flear and Susan Edwards

Excerpt

[More information](#)

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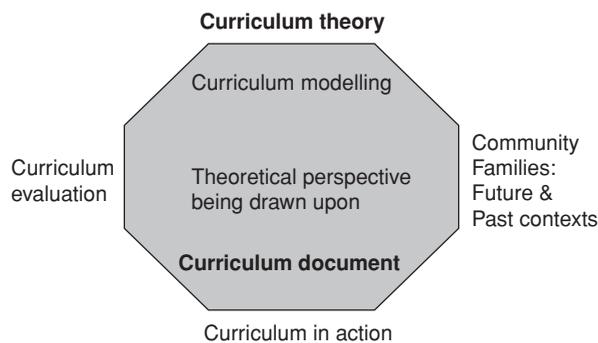
to engage with the chapters, separately and collectively. In each chapter, this icon will be used to show what the focus of attention is. However, the content of all the chapters should be considered as a whole, even though you can of course only read one chapter at a time.

## REFERENCE

Carr, W. & Kemmis, S. (1983). *Becoming critical: Knowing through action research*. Melbourne: Deakin Press.

## CHAPTER 2

# THEORY, RESEARCH AND THE EARLY CHILDHOOD CURRICULUM



**Figure 2.1** Curriculum development pathway – theories and models

In the first chapter it was noted that early childhood teachers are often confused by the term ‘curriculum’ because of the different ways this term is used, as noted by Kiri, Kelly, Gemma and Anna:

*Kiri:* Most countries have some type of written curriculum document. Surely the people who wrote those documents knew what they were on about?

*Gemma:* But aren’t those documents just a guide to what we do in the classroom? I don’t think that our curriculum – *Te Whāriki* – is very specific about the actual stuff I will do with children every day.

*Kelly:* Isn’t the curriculum how you plan the environment, and sort of based on your own national curriculum and the sorts of things it says that children should experience?

*Anna:* But on my last teaching practice, my Associate Teacher told me that the curriculum was in her head and that she didn’t take much notice of the curriculum she was using. She said that she just uses the curriculum as a source for ideas and then the real curriculum is designed on the trot as she interacts with children.

In this chapter we seek to unpack some of the ideas put forward by Kiri, Gemma, Kelly and Anna through introducing you to conceptual knowledge about curriculum, as well as through examining fundamental principles of curriculum design. The term ‘curriculum’ is defined and the major philosophical

## Chapter 2 Theory, research and the early childhood curriculum

and theoretical positions that underpin modern conceptions of early childhood curriculum are examined. Because knowledge is not static, we ask you to consider the importance of research as a driver for change and continued professional development. This chapter will also include an analysis of how the efficacy of a curriculum can be evaluated. This is a long and quite theoretical chapter, but there are working examples of all the concepts either in this chapter or in the others in this book.

### WHAT IS A CURRICULUM?

According to Scott (2008), a curriculum can be defined in the following way:

A curriculum may refer to a system, as in a national curriculum; an institution, as in a school curriculum; or even to an individual school, as in the school geography curriculum (p. 19–20).

This definition begins to make it clear why the word ‘curriculum’ can be so confusing to people.

#### REFLECTION 2.1

When you think about the curriculum you are using, or that you see professionals use in your local community, how would it be classified: As a national document? As an institution? As a school-developed curriculum? As a regional child care centre document? Or...?

Emma suggested that the curriculum she uses is ‘not very specific about the actual stuff she does with children every day’. When you examine curricula from around the world, there is indeed great diversity in what is presented – some are specific, some quite general. According to Scott (2008), a curriculum can be organised specifically to include four dimensions:

aims or objectives, contents or subject matter, methods or procedures, and evaluation and assessment. The first dimension refers to the reasons for including specific items in the curriculum and excluding others. The second dimension is content or subject matter and this refers to knowledge, skills or dispositions which are implicit in the choice of items, and the way that they are arranged. Objectives may be understood as broad general justifications for including particular items and particular pedagogical processes in the curriculum; or as clearly defined and closely delineated outcomes or behaviours; or as a set of appropriate procedures or experiences. The third dimension is methods or procedures and this

refers to pedagogy and is determined by choices made about the first two dimensions. The fourth dimension is assessment or evaluation and this refers to the means for determining whether the curriculum has been successfully implemented (pp. 19–20).

So the four crucial elements which apply to curriculum in any teaching and learning setting from early childhood through to tertiary education are:

1. **Aims, goals, objectives or outcome statements** – what do we want this curriculum to achieve, what would we expect to be the outcomes as a result of participating in the implementation of this curriculum?
2. **Content, domains, or subject matter** – what will we include or exclude from our curriculum?
3. **Methods or procedures** – what teaching methods or approaches will we use to achieve these goals or outcomes?
4. **Evaluation and assessment** – how will we know when we have achieved them?

Emma's concern about her curriculum not being specific enough clearly relates to her wishing the document to prescribe learning activities. Scott's assessment of what is a curriculum shows that a curriculum must be broadly conceived. It gives guidance about general concepts, but it gives information only in general terms on how the learning will be specifically organised.

What a community expects its education system to achieve is a strong force in determining curriculum content within particular countries. In South Korea, for instance, curriculum writers have stated that children will achieve the following:

**Table 2.1** Ministry of Gender and Community Services (2003). *Parents' and Caregivers' Guide for Household and Communities: Child development practices*. Republic of Malawi (Flear 2010)

Country	Learning to perform	Learning to make meaning	Learning to participate	Learning to be	Other concepts
Korea (kindergarten)	Sensory skill and physical cognition; fundamental movement competence; health; safety.	Listening, speaking; becoming interested in reading and writing; scientific inquiry; logical-mathematical inquiry; creative inquiry.	Basic living habits; personal life; family life; group life; social phenomena and environment; exploration; expression; appreciation.	Appreciation; creative inquiry.	