

B29 Diverse Theoretical Perspectives on Professionalism and Teacher Education in Early Childhood (2PRLU20-28) (4 ECTS)

(Norsk tittel: Teoretiske perspektiver på barnehagelærerprofesjonalitet og barnehagelærerutdanning /Teoretiske perspektiv på barnehagelærerprofesjonalitet og barnehagelærerutdanning)

<i>Type of course</i>	Optional course in <i>B. Courses in Teaching and Teacher Education: Theoretical perspectives.</i>
<i>Responsible for the course</i>	Professor Camilla Eline Andersen
<i>Content of the course</i>	<ul style="list-style-type: none"> - Critical Discourse Analysis - Foucault and Deconstruction - Feminist Ethics of Care - Critical Postmodernist Approaches - Indigenous, Critical Race and Social Justice Approaches - Topic related to own PhD project and the course content - Oral and written presentation of a research topic related to topic of own PhD thesis
<i>Learning outcomes</i>	<p><i>On completion of the course, the PhD candidates will have achieved the following learning outcome (knowledge, skills and general competence):</i></p> <p><i>Knowledge:</i></p> <ul style="list-style-type: none"> - Have advanced knowledge of recent theoretical developments in teacher professionalism - Have knowledge of current international debates about the contested and situated nature of teacher professionalism <p><i>Skills:</i></p> <ul style="list-style-type: none"> - Can evaluate and discuss critically diverse theories of teacher education and professionalism in early childhood contexts - Can develop theorizations within their own doctoral work in light of the course content <p><i>General Competence:</i></p> <ul style="list-style-type: none"> - Can identify and reflect on ethical challenges in teacher education and professionalism in early childhood.
<i>Coursework requirement</i>	<ul style="list-style-type: none"> - An oral presentation at a seminar or research group meeting and the role of discussant of another presentation. Evaluated as either 'approved' or not approved'.
<i>Assessment</i>	<ul style="list-style-type: none"> - Individual essay. Evaluated as either 'pass' or 'fail'. Essay can be written in English, Norwegian, Swedish or Danish. (2500-3000 words)

<i>Organisation</i>	Self-study and four whole day seminars with lectures, open and group discussions.
<i>Credits</i>	4 ECTS

Syllabus	<p>400 pages from the following or the equivalent:</p> <p>Andersen, C. E. (2016). Ungrounding earth: An ontological take on professionalism and race in early childhood education and care. In A. B. Reinertsen (Ed.), <i>Becoming Earth: A post human turn in educational discourse collapsing nature/culture divides</i> (pp. 123-136). Sense Publishers.</p> <p>Archer, N. (2021). 'I have this subversive curriculum underneath': Narratives of micro resistance in early childhood education. <i>Journal of Early Childhood Research</i>, https://doi.org/10.1177/1476718X211059907</p> <p>Arndt, S., Smith, K., Urban, M., Ellegaard, T., Swadener, B. B., & Murray, C. (2021). Reconceptualising and (re) forming early childhood professional identities: Ongoing transnational policy discussions. <i>Policy Futures in Education</i>, 19(4), 406–423. https://doi.org/10.1177/1478210320976015</p> <p>Davies, K. (2009). (Un)masking cultural identities: Challenges for white early childhood educators. In G. MacNaughton & K. Davies (Ed.), <i>"Race" and Early Childhood Education. An international Approach to Identity, Politics, and Pedagogy</i> (pp. 113-125). Palgrave Macmillian.</p> <p>Fenech, M., & Sumsion, J. (2007). Early childhood teachers and regulation: Complication power relations using a Foucauldian lens. <i>Contemporary Issues in Early Childhood Education</i>, 8(2), 109-122.</p> <p>Havnes, A. (2018). ECEC Professionalization – challenges of developing professional standards. <i>European Early Childhood Education Research Journal</i>, 26(5), 657–673. https://doi.org/10.1080/1350293X.2018.1522734</p> <p>Holloway, J., & Brass, J. (2018). Making accountable teachers: The terrors and pleasures of performativity. <i>Journal of Education Policy</i>, 33(3), 361–382. https://doi.org/10.1080/02680939.2017.1372636</p> <p>Kinzel, C. (2020). Indigenous knowledge in early childhood Education: Building a nest for reconciliation. <i>Journal of Childhood Studies</i>, 45(1), 19–32. https://doi.org/10.18357/jcs00019397</p> <p>Langford, R. (2020). Navigating reconceptualist and feminist ethics of care scholarship to find a conceptual space for rethinking children's needs in early childhood education. <i>Journal of Childhood Studies</i>, 45(4), 20–34. https://doi.org/10.18357/jcs00019308</p> <p>Mitchell, L. M. (2017). Discourses of economic investment and child vulnerability in early childhood education. <i>Waikato Journal of Education</i>, 22(1). https://doi.org/10.15663/wje.v22i1.552</p> <p>Moxnes, A. R. & Osgood, J. (2018). Sticky stories from the classroom: From reflection to diffraction in early childhood teacher education. <i>Contemporary Issues in Early Childhood</i>, 19(3), 297-309. https://doi.org/10.1177/1463949118766662</p> <p>Novinger, S., & O'Brien, L. (2003). Beyond 'boring, meaningless shit' in the academy: Early childhood teacher educators under the regulatory gaze. <i>Contemporary Issues in Early Childhood</i>, 4(1), 3–31. https://doi.org/10.2304/ciec.2003.4.1.4</p> <p>Osgood, J. (2006) Deconstructing professionalism in early childhood education: Resisting the regulatory gaze. <i>Contemporary Issues in Early Childhood</i>, 7(1), 5-14. https://doi.org/10.2304/ciec.2006.7.1.5</p> <p>Osgood, J. (2011). <i>Narratives from the Nursery: Negotiating professional identities in early childhood</i>. Routledge.</p> <p>Osgood, J. (2015). Postmodernist theorizing in ECEC: Making the familiar strange in pursuit of social justice. In T. David, K. Goouch & S. Powell (Ed.) <i>The Routledge International Handbook of Philosophies and Theories of Early Childhood Education and Care</i> (pp. 157-164) Routledge.</p>
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- Osgood, J. (2021). In pursuit of worldly justice in early childhood education: Bringing critique and creation into productive partnership for the public good. In A. Ross (Red.), *Educational Research for Social Justice: Evidence and Practice from the UK* (s. 171–188). Springer International Publishing. <https://doi.org/10.1007/978-3-030-62572-6>
- Otterstad, A. M., & Braathe, H. J. (2016). Travelling inscriptions of neo-liberalism in Nordic early childhood: Repositioning professionals for teaching and learnability. *Global Studies of Childhood*, 6(1), 80–97. <https://doi.org/10.1177/2043610615627927>
- Paananen, M., Repo, K., Eerola, P., & Alasuutari, M. (2019). Unravelling conceptualizations of (in)equality in early childhood education and care system. *Nordic Journal of Studies in Educational Policy*, 5(1), 54–64. <https://doi.org/10.1080/20020317.2018.1485423>
- Sanchez Caro, C. M., & Garnier, P. (2020). Indigenous caregivers and indigeneity in Bogota: Between two worlds. *Early Years*, 40(4–5), 499–513. <https://doi.org/10.1080/09575146.2020.1818060>
- Souto-Manning, M. (2021). A call for a moratorium on damage-centered early childhood teacher education: Envisioning just futures for our profession. *Journal of Early Childhood Teacher Education*. <https://www.tandfonline.com/doi/full/10.1080/10901027.2020.1856240>
- Ulla, B. (2014). Auget som arrangement - om blikk, makt og skjønn i profesjonsutøvinga til barnehagelæraren. *Nordisk Barnehageforskning*, 8(5), 1-16
- Vandenbroeck, M., Urban, M., & Peeters, J. (Ed.). (2016). *Pathways to Professionalism in Early Childhood Education and Care*. Routledge. <https://doi.org/10.4324/9781315688190>

Some relevant journals

Contemporary Issues in Early Childhood
European Early Childhood Education Research Journal
Forskning i pedagogers profession og utdanning
Global Studies of Childhood
Journal of Early Childhood Teacher Education
Journal of Education Policy
Nordisk Barnehageforskning