SEMINAR
DATE: Thursday 21 February 2019
TIME: 1.00 - 3.00pm
VENUE: MSB 1.05 Waikato Management School, Gate 7, Hillcrest Rd, University of Waikato, Hamilton

Associate Professor Emeritus Gordon Cleveland
University of Toronto Scarborough, Ontario, Canada

Demand side vs. Supply side: Does it make any difference how we fund child care?
In the recent election in Ontario (Canada), all three parties agreed on expanded funding for child care. The centre and the left proposed increased funding on the supply side (direct funding of operators). The right-wing party proposed a tax credit on child care expenses (funding provided to parents), and won the election. This issue is a debate in many countries. Should the direction and rules for funding child care make any difference? Why should we care?

Dr. Gordon Cleveland is Associate Professor Emeritus in Economics at the Department of Management, the University of Toronto Scarborough and is Honorary Senior Fellow at the Graduate School of Education, University of Melbourne. He is a collaborating investigator with a research team of educators and psychologists at the University of Quebec, Montreal and Laval University studying early education and child care services in Quebec.

Professor Jayne White
RMIT University, Melbourne, Australia

Pedagogical shifts and paradoxical thinking concerning age-based pedagogies in ECE curriculum
A persistent curiosity Jayne has brought to her scholarship has been the ways young children are ‘seen’ by teachers and policymakers alike. Her primary route to such investigation has been dialogic methodologies and the creative use of video. These concepts come together in her presentation which will share some insights on a two year TLRI project that utilised polyphonic methods to provide visual surplus to teachers concerning their dialogues with, and about, two year-olds in their ‘preschool’ settings. Through their careful analysis of two year-olds in ‘preschool’ settings, teachers were able to make significant pedagogical shifts to see toddlers with appreciative eyes and adjust their practices accordingly. Their discoveries bring to light some of the oft unspoken but nevertheless extant paradoxical practices in consideration of age-based pedagogies in an ECE curriculum that speaks of the ‘capable and competent’ learner.

Jayne promotes visual modes of knowledge production, advocacy, criticality and philosophy - bringing them to bear on the broadest conceptions possible of pedagogy. As a ‘born and bred’ Pākehā New Zealander and having spent eight years at the University of Waikato before recently taking up her current role of Associate Dean ECE at RMIT university, Jayne’s work is heavily based in Aotearoa New Zealand - empirically and pedagogically. She looks forward to sharing the findings of her New Zealand based work in this presentation.