

Kamini Kamdar

kamini.kamdar@gmail.com

EDUCATION

Ph.D. – Doctorate of Philosophy (Education) September 2019 – present
York University, Toronto, Ontario

Courses Completed: Doctoral Seminar, Multilingual Education, Learning From Traumatic Histories: Curation and Controversies

Master of Professional Studies in Education July 2015 – May 2017
University of Auckland, Auckland, New Zealand

Graduated with Second Class Honours, First Class Division

Research Focus: Early Childhood Education & Curriculum Studies

Dissertation: *Weaving a Cross-Cultural Tapestry: Examining Ontario's Full Day Early Learning Kindergarten Curriculum Through Te Whāriki and the Reggio Emilia Philosophical Frameworks*

Supervisors: Dr. Marek Tesar & Dr. Angel Chan

Mathematics Primary & Junior Specialist April 2015

York University, Toronto, ON

Completion of Mathematics, Primary & Junior Specialist Certificate/Additional Qualification

Intermediate Division Native Studies July 2014

York University, Toronto, ON

Completion of Intermediate Division Additional Qualification

Reading Specialist April 2011

York University, Toronto, ON

Completion of Reading Specialist Certificate/Additional Qualification

Visual Arts Part 1 July 2010

University of Toronto, Toronto, ON

Completion of Visual Arts, Part 1 Additional Qualification

Graduate Diploma of Primary Teaching and Learning February 2006 - April 2007

University of Canterbury, Christchurch, New Zealand

Bachelor of Arts September 2000 – December 2005

York University

Areas of Focus: Visual Arts & Psychology

PUBLICATIONS

Kamdar, K. (September, 2017). Weaving a Cross Cultural Tapestry: The International Influence of Te Whāriki. *Education Gazette*, NZ. Retrieved from <https://gazette.education.govt.nz/>

Kamdar, K. (2016). Funds of Knowledge: Connecting Culture, Play and Learning in the Early Years. *The Quest for Increased Student Achievement and Well-Being: A Journal of Educational Inquiry and Practice*, 10. Retrieved from <http://www.yrdsb.ca>

PRESENTATIONS

Kamdar, K (June 2018) *Taking a Closer Look at Learning Stories*. Workshop presented at the 15th Annual Summer Institute on Early Childhood Development. OISE, University of Toronto

Kamdar, K (May 2018) *What Can We Learn From Te Whāriki? A Closer Look at New Zealand's Early Childhood Education Curriculum*. Seminar presented at the Manitoba Child Care Association Annual Conference. Winnipeg, Manitoba

Kamdar, K. (May, 2017) *Impact of Curriculum Approaches on Equity in Early Childhood Settings*. Workshop presented at the 14th Annual Summer Institute on Early Childhood Development: Addressing Inequity in Canada through Early Childhood Education. OISE, University of Toronto.

PROFESSIONAL EXPERIENCE

Kindergarten Teacher September 2009 - present

YORK REGION DISTRICT SCHOOL BOARD

Engage students in play-based learning experiences through the implementation of the Full Day Early Learning Kindergarten curriculum.

Foster community and family partnerships to encourage their involvement in our early learning program.

Implement new report cards using the four frames outlined in the Revised Full Day Early Learning Kindergarten Curriculum.

Curriculum Lead Teacher (Modern Learning) September 2017 – present

YORK REGION DISTRICT SCHOOL BOARD

Work closely with principals, board consultants, and teachers to support and facilitate professional development opportunities relating to Modern Learning.

Provide literacy and numeracy support to the Early Years Team for assessment practices such as running records, reading groups, and math assessments as needed.

Kindergarten Division Lead September 2014 – June 2015

YORK REGION DISTRICT SCHOOL BOARD

Supported Kindergarten team educators in informal professional development related to early

years learning through the formats of article and book studies.