

PAMELA K. HUTCHINS
4647 Diplomat Dr.
Stow, OH 44224
330-289-2523 phutchin@kent.edu

EDUCATIONAL BACKGROUND

Master of Education, December 1992

Kent State University, Kent, OH
Major: Early Childhood Education
Concentration: Pre-kindergarten

Bachelor of Arts, December 1990

Kent State University, Kent, OH
Major: Individual/Family Studies
Concentration: Child Development

PROFESSIONAL EXPERIENCE

School Director – August 2022- Current

Coordinator of the Children’s Program – Admissions - August 1995-July 2022 (NTT from August 2013)

Kent State University Child Development Center, Kent, Ohio

Accountable for the daily administration of a university laboratory program. Responsibilities include: Enrollment of 150 children, coordination of field student placements, daily interaction with families, supervision of over 75 faculty/staff, management of compliance regulations mandated by the Ohio Department of Job & Family Services, and research which informs practice.

Associate Lecturer (NTT) – August 2019-current

Lecturer (NTT) - August 2013-May 2019

Kent State University, Early Childhood Education, Kent, Ohio

*Understanding Young Children: Typical and Atypical Pathways, ECED 20163, 20101
Preschool Teaching & Learning, ECED 20103*

Adjunct Instructor

Kent State University, Early Childhood Education, Kent, Ohio, **August 2001-May 2013**

*Understanding Young Children: Typical and Atypical Pathways, ECED 20163
Preschool Education, ECED 30164
Introduction to Early Childhood Services, ECED 10120*

Preschool Teacher/University Mentor Teacher

Kent State University Child Development Center, Kent, Ohio, **June-August 1995, June-August 1996**

Responsible for a classroom of 18 preschool children, mentored ECED student teachers over the course of the 8 week sessions.

Preschool Teacher

Plymouth Cooperative Nursery School, Shaker Heights, Ohio, **August 1993-May 1995**

Lead a classroom of 12 preschool children in morning and afternoon sessions 3 days/week with the assistance of daily parent helpers. At mid-year a young 3’s class was added two mornings/week.

Administrative Assistant

Kent State University Child Development Center, Kent, Ohio, **June 1993-August 1993**

Coordinated administrative duties at a university laboratory program including enrollment, supply orders, and family mailings.

Student Teacher

TLC Child Development Center, Hudson, Ohio, **August -October 1992**

Kent State University Child Development Center, Kent, Ohio, **October-December 1992**

Demonstrated teaching skills including: preparation, planning, and implementation of developmentally appropriate activities for children ages 2-5 years.

Preschool Teacher

Childtime Children's Center, Stow, Ohio, **November 1990-August 1992**

Responsible for the daily planning and implementation of lessons for a classroom of three year old children enrolled in a full day program.

GRANT WORK

Hutchins, P. (2022). *Child Care Stabilization Grants, Phases 1, 2, & 3 (February, May & July 2022)*. Ohio Department of Job & Family Services/OCCRRA (administrator). \$349,146 (funded)*

*Ohio Department of Job and Family Services (ODJFS) funded stabilization grant payments for child care programs through the American Rescue Plan Act (ARPA) of 2021. The purpose of these funds was to provide financial relief by helping to defray unexpected business costs associated with the pandemic and to help stabilize child care operations.

Hutchins, P. (2020). *Child-care ratio support payment grant (August, September & October 2020)*. Ohio Department of Job & Family Services/OCCRRA (administrator). \$35,809 (funded)*

* Ohio Department of Job and Family Services (ODJFS) funded grant payments for pandemic support through the Federal CARES Act, CFDA # 93.575. The purpose of these funds was to assist with the expenses related to reopening child-care for children and families they serve including support for staff salaries, PPE costs and other related Covid-19 expenses).

Hutchins, P. (2014). *CDC Visitation Day*. University Teaching Council. \$2,000 (funded)

Frazier, B., **Hutchins, P.**, & Miller Marsh, M. (2013). *The Child Development Center Art Studio Improvement Project*. The Hershey Foundation. \$22,474 (\$20,000 funded)

Bersani, C., Frazier, B., & **Hutchins, P.** (2012). *The Child Development Center Art Studio Renovation Project*. The Hershey Foundation. \$28,303 (not funded)

Hutchins, P. (2011), *Yes to Carrots*. Yes to Seed Fund. \$500 (not funded)

Hutchins, P. & Stoll, J. (2011). *Returning to nature: The evolution of an early childhood outdoor area into an outdoor learning lab*. Ohio Environmental Education Fund. \$19,172 (not funded)

Hutchins, P. & Stoll, J. (2005). *The wetlands project: Supporting an early childhood curriculum*. Ohio Environmental Education Fund. \$2,148 (funded)*

*This project was recognized by the Ohio Environmental Education Fund as an "outstanding project". Independent reviewers examined all funded projects for a two-year period. The top 13 grants were awarded "outstanding" status.

PROFESSIONAL PRESENTATIONS

Cardy, T. & **Hutchins, P.** *Transforming teaching and learning: Inspirations from the Reggio approach in an early learning setting* (one hour presentation based on training developed given to early childhood teacher candidates – 5 courses). Miami University, Oxford, OH. November 2018 & April 2019.

Miller Marsh, M., **Hutchins, P.**, & Stoll, J. *Working Toward a Distributed Leadership Model in a PYP/Early Years School*. International Baccalaureate Educators' Certificate Conference, Kent State University, OH. May 2016

Hostler, R. & **Hutchins, P.** *The evolution of an outdoor learning lab: The integration of child, parent, and teacher perspectives.* 22nd Annual International Reconceptualizing Early Childhood Education Conference, Kent, OH, November 2014.

Hutchins, P. *The great outdoors: Planning nature-based experiences with young children.* University Teaching Council Celebration of Scholarship, Kent State University, Kent, OH, October 2014.

Hostler, R. & **Hutchins, P.** *The evolution of the outdoor learning laboratory.* CDC Visitation Day, Kent, OH, April 2014.

Hostler, R. & **Hutchins, P.** *The integration of child, parent, and teacher perspectives into an outdoor learning laboratory.* University Teaching Council Celebration of Scholarship, Kent State University, Kent, OH, October 2013.

Bersani, C. & **Hutchins, P.** *The Diary of Laura – our experience.* Ohio Voices for Learning Statewide Conference, Newark, OH, February 2011.

Hutchins, P., Monaco, J. & Stoll, J. *Fostering reciprocal relationships in an early childhood center: Working collaboratively with teachers and families.* National Association for the Education of Young Children. Washington, D. C., November 2009.

Galizio, C., **Hutchins, P.** & Stoll, J. *Beyond the playground: The value of outdoor experiences for young children.* National Association for the Education of Young Children, Atlanta, GA, November 2007.

Freeman, R. & **Hutchins, P.** *Lessons learned from the study of the Reggio approach.* Education of Homeless Children and Youth Spring Conference. Cambridge, OH, Spring 2000.

Galizio, C., Jarjoura, D., **Hutchins, P.**, & Monaco, J. *Building a sense of community with parents.* Kent State University Early Childhood Conference, Kent, OH, October 1998.

Bersani, C. & **Hutchins, P.** *Constructing collaborative relationships in campus child care.* National Coalition for Campus Children's Centers Annual Conference. Washington D.C., April 1997.

PROFESSIONAL PUBLICATIONS

Miller Marsh, M., Lash, M., **Hutchins, P.**, Hostler, R. (2019). Keeping relevant in changing times: The evolution of a university laboratory school. In *Contemporary Perspectives on Research on Laboratory Schools in Early Childhood Education*. Charlotte, NC: Information Age Publishing.

Cutler, K., Bersani, C., **Hutchins, P.**, Bowne, M., Lash, M., Kroeger, J., Brokmeier, S., Venhuizen, L. & Black, F., (2012). *Laboratory schools as places of inquiry: A collaborative journey for two laboratory schools.* Early Education and Development. 23(2), 1-17.

Hutchins, P. (2010). Selected to participate on the writing team for the Ohio Professional Development Network's *Ohio's Core Knowledge and Competencies for Early Care and Education Administrators in Ohio: A resource for programs providing child care and learning opportunities to children birth through school-age.* Assisted with writing the "Human Resource, Leadership, and Development" competency area.

Galizio, C., **Hutchins, P.**, & Stoll, J. (2009). "We need to get to the other side!": Exploring the possibilities for learning in natural spaces. *Young Children*, July 2009.

Bersani, C. & **Hutchins, P.** (2003). Reconceptualizing the child development laboratory school. In B. A. McBride & N. E. Barbour (Eds.), *Bridging the gap between theory, research, & practice: The role of child development laboratory programs in early childhood education.* (pp. 113-139). JAI (Elsevier).

PROFESSIONAL EARLY CHILDHOOD TRAININGS DEVELOPED AND PROVIDED TO AREA EDUCATORS

Hutchins, P., Cardy, T. & Porto, A. (2022). *The children's classroom...nothing without INTENTION.*

This Community of Learners Project includes a review of current literature available with regard to the intentionality of teacher's planned experiences for children. This notion of intention or intentionality is an important one in that, decisions that are made throughout our daily practice should be mindful of goals, objectives, and purpose. The readings throughout this COL will support our work in offering children meaningful and authentic experiences and support our work within the International Baccalaureate.

- Approved for 10 hours of "Ohio Approved" professional development training hours through the Ohio Child Care Resource & Referral Association (OCCRRA)
- Leadership provided to CDC faculty as a Community of Learners Project during the 2021/22 academic year

Hutchins, P. (2020). *Our inquiry journey: Disseminating a book study for relevance.*

Building on last year's study of Pelo & Carter's (2018) *From Teaching to Thinking: A Pedagogy for Reimagining our Work*, we will read and reflect on 2 books offering examples of long-term inquiry-based work:

Cup: A vibrant vessel of learning and creativity (2018) by Bridgette Towle and Angela Heape
Treasures in the Thicket (2019) by Bethica Quinn

Participants understand that our teaching reflects our values and understandings as they relate to young children and their families. As we read, discuss and reflect on *Cup* and *Treasures in the Thicket*, we will study examples from our own classrooms at the Child Development Center eventually breaking up into several smaller adult "critical inquiry" groups. This will allow us to disseminate our thoughts, ideas, and theories as educators in this context and, in some way, offer it to the larger early childhood community (i.e. publications, presentations...). Just as Curtis and Carter (2017) state in *Learning together with young children: A curriculum framework for reflective teachers*, we understand the importance of teaching from a "consciously defined belief system, not a set of regulation, a series of activity books, or a bag of tricks" (p. 5).

- Approved for 10 hours of "Ohio Approved" professional development training hours through the Ohio Child Care Resource & Referral Association (OCCRRA)
- Leadership provided to CDC faculty as a Community of Learners Project during the 2020/21 academic year

Hutchins, P. (2019). *From teaching to thinking: Re-imagining our work.*

This study is based on the book *From teaching to thinking: A pedagogy for reimagining our work* (2018) by Ann Pelo and Margie Carter. This book challenges the current narrative in Early Childhood that focuses on quick, easy, and prescribed pedagogical practices with young children. The CDC strives to consider methods that promote deep, contextual thinking about our practice. As Pelo & Carter (2018) say, we wish to "help reimagine a new story of early childhood education".

- Approved for 10 hours of "Ohio Approved" professional development training hours through the Ohio Child Care Resource & Referral Association (OCCRRA)
- Leadership provided to CDC faculty as a Community of Learners Project during the 2019/20 academic year

Hutchins, P. (2018). *Understanding how the brain works to plan for teaching and learning.*

Participants consider current research in brain development as it relates to teaching and learning with young children. A review of brain development during the prenatal years will be followed by information as it pertains to work in the classroom. Brain basics, such as the importance of adequate sleep, down time and movement throughout the day will be connected to curriculum and classroom management. Understanding these basic concepts through group activities and presentation lead to greater understanding of all areas of a child's development as a whole.

- Satisfies 3 hours towards the ODJFS licensing professional development requirement
- Training provided to Stow United Methodist Church preschool teachers August 2018

Hutchins, P. & Cardy, T. (2018). *Transforming teaching and learning: Inspirations from the Reggio approach in an early learning setting.*

This training offers opportunities to reflect on the image we hold of children, the rights and responsibilities of children, and the importance of relationships within the school and community and how this influences our work in

the early years. Integral to all of these is the notion of the environment as the third teacher. Small group discussions focus on readings, observation, practical experiences and sharing of one's own classroom experiences.

- Approved for 10 hours of “Ohio Approved” professional development training hours through the Ohio Child Care Resource & Referral Association (OCCRRA)
- Training provided to participants from a variety of area preschools May/June 2018

Hutchins, P. (2017). *Building trust and respect in early childhood relationships*.

Participants focus on the importance of trusting, respectful relationships among teachers in an early childhood setting. Using a combination of group and team building exercises, teachers come to understand the complexities of relationships and how this influences practice at all levels (among teachers, between teachers and parents, and between teachers and children). Content covered includes: Communities of Practice and the essential elements within that concept, supporting healthy, strong relationships and the components of building trust within an early childhood organization.

- Satisfies 3 hours towards the ODJFS licensing professional development requirement
- Training provided to Stow United Methodist Church preschool teachers August 2017

Hutchins, P. (2017). *Transforming language used with children*

Opportunities for further learning related to the teacher's use of language and how it relates to the guidance of and interactions with young children is the focus of this training. In her book, *Use your words: How teacher talk helps children learn*, Mooney (2005) states “we all care about children but fall short of using language that helps them learn the rules of behavior and expectations of culture and classroom that they need to survive in an increasingly complex world. When we don’t adequately explain a word, idea, or concept, we put children at a disadvantage.” p.

1

- Approved for 5 hours of “Ohio Approved” professional development training hours through the Ohio Child Care Resource & Referral Association (OCCRRA)
- Training provided to CDC Associate Teachers January-May 2017

OTHER RELATED PROFESSIONAL WORK

Official session proposal reviewer, Ohio Association for the Education of Young Children Annual Conference (2018 & 2019).

Akron Summit Community Action, Inc. Head Start/Early Head Start Annual Self-Assessment Review team member (2017, 2018 & 2019).

Committee member, Master’s Project – Jessica Kolat, Major: Human Development & Family Studies (Oral defense 3/12/15).

Creating a classroom community that nurtures and respects diversity: Giving international families a voice in the preschool classroom.

Faculty mentor, Undergraduate Symposium on Research, Scholarship and Creative Activity – Erika Mrozinski (Spring 2014)

Exploring the physics of dam building with preschoolers: How an outdoor learning laboratory allows for inquiry-based play.