

*Erin Spring***EDUC 460.01 S01: Specialization I (Early
Childhood) Winter 2025****Start of Classes:** January 13, 2025**End of Classes:** March 14, 2025**Term Break:** February 17–22, 2025**Last Day to Add/Drop/Swap:** Due to the non-standard dates associated with this program, please check your Student Centre for the important dates pertaining to your section.**Pre-requisite:** Due to the multiple pathways in the Bachelor of Education, please consult Undergraduate Programs in Education for questions related to pre-requisite courses.**Office Hours:** By appointment only**Email:** Students are required to use a University of Calgary (@ucalgary.ca) email address for all correspondence.**COURSE DESIGN AND DELIVERY:** The course will consist of a combination of in-class large and small group discussions and an ongoing guided group inquiry experience. This course will be delivered face-to-face on campus with possible engagement in a D2L environment. It is expected that students read further in the area of topics identified and discussed in class. It is expected that students arrive to the first class having already read and engaged with the materials proposed for Week 1.**COURSE DESCRIPTION:**

The intent of the Specialization I Seminar is to introduce students to the concepts, theory, and design planning related to teaching within the specializations of Early Childhood Education. Theory as connected to an understanding of practical classroom experiences will particularly inform the course curriculum and will be explored through course readings, analysis of teaching/learning artifacts, and through the design of discipline-based learning and assessment plans. Topics in teaching and learning will include teaching inclusively and addressing the needs of diverse learners, effective integration of technology, and discipline-based inquiry. Assignments will present the opportunity for students to develop an understanding of short-term instructional design and to begin to examine curriculum shifts in the province.

EXTENDED COURSE DESCRIPTION:

This course is interested in the critical study of early childhood pedagogies and their theoretical framings. Together we will examine various theoretical perspectives of early childhood education and their socio-political and historical inheritances. These theories will be brought into conversation with Alberta's key early childhood curricular documents, Canada's [*Truth and Reconciliation Commission Calls to Action*](#), and the [*United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)*](#). We will consider how a teacher's theoretical orientation shapes an image of the child, and how this image informs pedagogical decisions and practices.

Key topics will include historical and contemporary shifts in early childhood curriculum and pedagogy, constructions of childhood and knowledge and their ethical implications, and an introduction to the practice of pedagogical documentation as a reconceptualist method of assessment and inquiry-based curriculum-making in the early years. Students will begin to explore the practice of pedagogical documentation and collectively engage with this practice in a shorter-term group inquiry project that explores the central role of materials in early childhood education.

LEARNER OUTCOMES:

Over the course of the semester, students will:

- 1) Develop a foundational understanding of the nature of discourse in the discipline, as related to teaching and learning, including specialized language, concepts, and terminology.
- 2) Explore and apply introductory theory related to the teaching of the discipline with an emphasis on: designing inquiry-based tasks and assessment processes and creating an adaptive classroom learning environment to better meet the needs of today's diverse learners.
- 3) Successfully design short-term learning and assessment using the cyclical process of pedagogical documentation to deepen understanding of key ideas/concepts within the discipline.
- 4) Critically examine current pedagogical practices in early childhood education within Canada's settler-colonial context, and their ethical and political implications.
- 5) Demonstrate a foundational understanding of living curriculum as socially and materially constructed with others.
- 6) Demonstrate a foundational understanding of the role of materials in inquiry-based learning with young children.

LEARNING TASKS OVERVIEW
ASSIGNMENTS:

ASSIGNMENT	SHORT DESCRIPTION	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
Visual Journal	A visual journal that traces your processes and thinking throughout the term using image and text	Individual	30%	Early submission: January 31 Final Submission: March 14
Working Manifesto	A (draft) public address that declares your key pedagogical commitments and vision for early childhood education	Individual	30%	Feb 7
Short-term Material Inquiry Project	A short-term, emergent inquiry that explores the role of materials in early childhood education, using pedagogical documentation as a mode of assessment	Individual & Group	40%	Part 1: March 2 Parts 2 & 3: March 14

All the required readings are specified in the following course schedule. Please see below: Tentative Schedule of Weekly Topics and Readings.

WEEKLY COURSE SCHEDULE:

Date	Topic	Readings and Tasks	Due Dates
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Week 1: Jan 13 & 17	<p>Encountering education as risk & uncertainty: An invitation to think together</p> <p>Exploring the conditions of our times:</p> <p>Neoliberalism</p> <p><i>In what ways is neoliberalism active in early childhood education?</i></p> <p><i>In what ways does it manifest, and through what discourses or apparent concerns?</i></p> <p><i>How may thinking about these questions expand into the ways we define and imagine the collective life (the life of relationships) in pedagogical contexts?</i></p> <p><i>How has neoliberalism come to shape the way educators relate to the question of what it means to live well with others?</i></p> <p>(Vintimilla, 2014)</p>	<p>To read</p> <p>Moss, P. <i>Transformative Change and Real Utopias in Early Childhood Education: A Story of Democracy, Experimentation and Potentiality</i>. 1st ed., Routledge, 2014, 10.4324/9781315779904. (Chapter 3: The story of neoliberalism) https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/mono/10.4324/9781315779904-3/story-neoliberalism-peter-moss</p> <p>Vintimilla, C. (2014). Neoliberal Fun and Happiness in Early Childhood Education. <i>Journal of Childhood Studies (Prospect Bay)</i>, 39(1), 79–87. https://doi.org/10.18357/jcs.v39i1.15246 https://journals.uvic.ca/index.php/jcs/article/view/15246</p> <p>Vintimilla, C.D. (2020). <i>What is pedagogy?</i> Retrieved from: https://www.earlychildhoodcollaboratory.net/what-is-pedagogy</p>	
Week 2: Jan 20 & 24	<p>Exploring the conditions of our times:</p> <p>Settler colonialism, developmental psychology, and climate crises</p>	<p>To read</p> <p>Taylor, A., & Pacini-Ketchabaw, V. (2015). Introduction: Unsettling the Colonial Places and Spaces of Early Childhood Education in Settler Colonial Societies. In <i>Unsettling the Colonial Places</i></p>	

	<p>What are the histories of child development theory, in relation to settler-colonialism? How do these histories shape everyday practices in early childhood education today?</p>	<p><i>and Spaces of Early Childhood Education</i> (1st ed., pp. 1–17). Routledge. 10.4324/9781315771342-1 https://www.taylorfrancis.com.ezproxy.lib.ucalgary.ca/chapters/edit/10.4324/9781315771342-1/introduction-affrica-taylor-veronica-pacini-ketchabaw</p> <p>Vintimilla, C.D., Land, N., Kummen, K., & Pacini-Ketchabaw, V. (2020). What would be possible if education subtracts itself from developmentalism? [Blog post] Available at: https://www.earlychildhoodcollaboratory.net/offering-a-question-to-early-childhood-pedagogists</p> <p>To listen <i>Please listen to the following podcasts:</i></p> <p>Pacini-Ketchabaw, V. (2023). <i>Rethinking Childhoods Podcast</i>. Episodes 1-3. Available at: https://www.veronicapacineketchabaw.com/podcast</p> <p>Logan, T. (June 29, 2024). An Indigenous Renaissance – A Conversation with Dr. Marie Battiste [Audio podcast episode]. Future Learning Design Podcast. https://www.futurelearningdesign.com/podcast/episode/36b56c71/an-indigenous-renaissance-a-conversation-with-dr-marie-battiste (<i>Also available on Spotify</i>)</p> <p>Supplementary Common Worlds Research Collective. (2020). Learning to become with the world: Education for future survival. UNESCO: Futures of Education [Background Paper].</p> <p>Simpson, L. (2014). Land as Pedagogy: Nishnaabeg Intelligence and Rebellious Transformation. <i>Decolonization</i>, 3(3), [1]-25. https://jps.library.utoronto.ca/index.php/des/article/view/22170</p>	
Week 3: Jan 27 & 31	Constructions of knowledge and ‘learning’	<p>To read Lenz Taguchi, H. (2010). Learning and becoming in an onto-epistemology. In <i>Going Beyond the Theory/Practice Divide in Early Childhood Education</i> (pp. 64–84). Routledge. 10.4324/9780203872956-8 https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=446938&ppg=65</p>	Visual Journal (Early Submission) Due Jan 31 (10%)

		<p>Olsson, L. M. (2013). Taking Children’s Questions Seriously: The Need for Creative Thought. <i>Global Studies of Childhood</i>, 3(3), 230–253. 10.2304/gsch.2013.3.3.230 https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/abs/10.2304/gsch.2013.3.3.230</p> <p>Gert J.J. Biesta (2006). <i>Beyond Learning: Democratic Education for a Human Future</i>. Routledge - Prologue & Chapter 1: Against learning: Reclaiming a language for education in an age of learning “Preview PDF” contains the complete Prologue: https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/books/mono/10.4324/9781315635811/beyond-learning-gert-biesta Chapter 1 can be found at <i>Nordisk Pedagogik</i>, 25(1), 2005, pp. 54-66 https://core.ac.uk/download/pdf/17044413.pdf</p> <p>To watch</p> <p>Biesta, G. (2017). <i>Interrupting the politics of learning: Reclaiming the beautiful risk of education</i> [Keynote Address]. BERA UK. Available at: https://www.youtube.com/watch?v=EYCLQw7R8Ig</p>	
Week 4: Feb 3 & 7	Constructing an image of the teacher and child	<p>To read</p> <p>Pacini-Ketchabaw, V., Nxumalo, F., Kocher, L., Elliot, E., & Sanchez, A. (2014). <i>Journeys: Reconceptualizing early childhood practices through pedagogical narration</i>. University of Toronto Press. (Chapter 3: Challenging Assumptions) https://books-scholarsportal-info.ezproxy.lib.ucalgary.ca/en/read?id=ebooks/ebooks3/utpress/2014-12-02/1/9781442609440#page=66</p> <p>Meiners, E. R. (2002). Disengaging from the Legacy of Lady Bountiful in Teacher Education Classrooms. <i>Gender and Education</i>, 14(1), 85–94. https://doi.org/10.1080/09540250120098861 https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=5849512&site=ehost-live</p> <p>Lanzi, D. (2011). Image of the child and the idea of learning. <i>Innovations in Early Education</i>. 4(18). https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCA LG_INST/citation/24344901130004336?auth=SAML</p> <p>Supplementary</p> <p><i>To reference the pedagogical narrations discussed by Pacini-Ketchabaw, Nxumalo, Kocher, Elliot & Sanchez:</i></p> <p>Pacini-Ketchabaw, V., Nxumalo, F., Kocher, L., Elliot, E., & Sanchez, A. (2014). <i>Journeys:</i></p>	Working Manifesto Due Feb 7

		<p><i>Reconceptualizing early childhood practices through pedagogical narration.</i> University of Toronto Press. (Pedagogical Narrations in the making: From our work with educators. Princesses and Pirates pp. 76-83) https://books-scholarsportal-info.ezproxy.lib.ucalgary.ca/en/read?id=/ebooks/ebooks3/utpress/2014-12-02/1/9781442609440#page=96</p>	
<p>Week 5: Feb 10 & 14</p>	<p>Pedagogical Documentation: Assessment as giving value</p> <p>Working with pedagogical documentation in a living curriculum</p>	<p>To read</p> <p>Moss, P. (2014). <i>Transformative change and real utopias in early childhood education.</i> New York: Routledge (Chapter 5: Democracy, experimentation, and democratic experimentalism - pay particular attention to the sections ‘Evaluation’ as a democratic practice (beginning on p. 126) and ‘Experimentation’ (beginning on p. 131) https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/books/mono/10.4324/9781315779904/transformative-change-real-utopias-early-childhood-education-peter-moss</p> <p>Rinaldi, C. (2006). Documentation and assessment: What is the relationship? (1995–8). In <i>In Dialogue with Reggio Emilia</i> (pp. 55–65). Routledge. 10.4324/9780203317730-11 https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/mono/10.4324/9780367854539-4/documentation-assessment-carlina-rinaldi</p> <p>In addition, please also read one of the following articles as an example of an inquiry-based approach to curriculum</p> <p>Moss, P. (2014). Transformative change and real utopias in early childhood education. New York: Routledge (Chapter 6: The crow project) https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/mono/10.4324/9781315779904-6/crow-project-peter-moss</p> <p>Cadwell, L. B. (1997). <i>Bringing Reggio Emilia home: an innovative approach to early childhood education.</i> Teachers College Press. (Chapter 3, The children and trees) https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/citation/24344901390004336?auth=SAML</p> <p>To watch</p> <p>Reggio Children. (2020). <i>Imagine a forest.</i> Available at: https://vimeo.com/395417061 (English subtitles available on Vimeo)</p>	
<p>Feb 17-21</p>		<p>READING BREAK</p>	

<p>Week 6: Feb. 24 & 28</p>	<p>Materials + making</p> <p><i>This week we will begin you inquiry projects together in class</i></p>	<p>To read</p> <p>Bunn, S. (1999). The Importance of Materials. <i>Journal of Museum Ethnography</i>, 11, 15–28. https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/40793620</p> <p>Pacini-Ketchabaw, V. (2024). <i>Encounters with Materials in Early Childhood Education</i>. Routledge. (Chapter 2: Paper) https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/mono/10.4324/9781003322559-3/charcoal-veronica-pacini-ketchabaw-sylvia-kind-laurie-kocher</p> <p>Material Encounters. (2014) Exhibition catalogue, March 1-March 19, Capilano University Studio Art Gallery. https://www.encounterswithmaterials.com/exhibit</p>	<p>Material Inquiry Project Part 1: Micro-Essay Due March 2</p>
<p>Week 7: March 3 & 7</p>	<p>Resisting conceptual violence and fragmentation in early childhood curriculum</p> <p>Issues in curriculum integration</p>	<p>To read</p> <p>Jardine, D. W., LaGrange, A., & Everest, B. (1998). “In These Shoes Is the Silent Call of the Earth”: Meditations on Curriculum Integration, Conceptual Violence, and the Ecologies of Community and Place. <i>Canadian Journal of Education</i>, 23(2), 121–130. 10.2307/1585975 https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/1585975</p> <p>Pacini-Ketchabaw, V. (2024). <i>Encounters with Materials in Early Childhood Education</i>. Routledge. (Chapter 5: Clay) https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/mono/10.4324/9781003322559-3/charcoal-veronica-pacini-ketchabaw-sylvia-kind-laurie-kocher</p> <p>Learn Alberta – New Alberta Curriculum K-6 https://curriculum.learnalberta.ca/curriculum/en</p> <p>To watch</p> <p>Early Childhood Pedagogies Network. (2023). <i>X is for Elsa and O is for Anna: Letters that tell stories</i>. Available at: https://ecpn.ca/event/conversation-vii/</p>	
<p>Week 8: March 10 & 14</p>	<p>Gathering threads, revisiting + revisioning documentation</p>	<p>To read</p> <p>Clifford, P., & Friesen, S. (2002). A Curious Plan: Managing on the Twelfth. In <i>Back to the Basics of Teaching and Learning</i> (1st ed., pp. 11–30). Routledge. 10.4324/9781315096681-2 https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/edit/10.4324/9781315096681-2/curious-plan-patricia-clifford-sharon-friesen</p>	<p>Group Material Living Inquiry Project Due March 14</p>

		Vintimilla, C. D., & Pacini-Ketchabaw, V. (2020). Weaving pedagogy in early childhood education: on openings and their foreclosure. <i>European Early Childhood Education Research Journal</i> , 28(5), 628–641. 10.1080/1350293X.2020.1817235 https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/1350293X.2020.1817235	Final Visual Journal Due March 14
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CHANGES TO COURSE SCHEDULE:

Please note that changes to the schedule and required readings may occur to meet the emerging needs and dynamics of the participants in the course.

Other readings and resources we will be drawing on throughout the course:

Key Alberta Education documents for early childhood

Learn Alberta – New Alberta Curriculum K-6
<https://curriculum.learnalberta.ca/curriculum/en>

Alberta Education (2008) *Kindergarten Program Statement*
<https://education.alberta.ca/media/563583/kindprogstate2008.pdf>

Alberta Education (2024). *Guiding framework*
<https://open.alberta.ca/publications/guiding-framework-design-development-k-12-curriculum>

Inclusive Education Alberta <https://www.alberta.ca/inclusive-education.aspx>

Alberta Education (2007) *Primary Programs Framework for Teaching and Learning*
<https://education.alberta.ca/primary-grades-k-3/primary-grades-k-3/everyone/program-resources/>

Guiding Framework for Curriculum Development – Alberta Education
<https://education.alberta.ca/media/3575996/curriculum-development-guiding-framework.pdf>

Additional resources that story curriculum projects with children and processes of pedagogical documentation:

Reggio Children. (1999) *Everything has a shadow except ants*. Reggio Emilia, Italy: Reggio Children

Reggio Children. (2002) *Theatre Curtain: The ring of transformations*. Reggio Emilia, Italy: Reggio Children

Reggio Children. (2000) *Reggio Tutta: A guide to the city by the children*. Reggio Emilia, Italy: Reggio Children

Reggio Children. (2004). *Children, art, artists: The expressive languages of children, the artistic languages of Alberto Buri*. Reggio Emilia, Italy: Reggio Children

Reggio Children. (2001). *Making learning visible: Children as individual and group learners*. Reggio Emilia, Italy: Reggio Children

Reggio Children (2010). *The Wonder of Learning: The hundred languages of children*. Reggio Emilia, Italy: Reggio Children.

ASSIGNMENT DESCRIPTIONS¹:

Over the course of the term, it is expected that you will develop understandings of how projects and inquiry-based investigations can be started, supported and sustained, and how curriculum takes shape as living inquiry. Course experiences and assignments are designed to support you in this, so that you become increasingly attentive to the world around you, develop dispositions to support your attention to children's meanings and processes and what it might mean to work *with* children, others, and materials, and begin to think of yourself as a teacher-researcher.

Assignment 1: Visual Journal

This assignment is inspired by Dr. Sylvia Kind, atelierista, Capilano University

Ongoing

Early submission: Due Jan. 31, 10%

Final submission: Due March 14, 20%

Your visual journal will be handed in twice. You will hand it in on Jan. 31, for initial feedback, and you will hand it in again on March 14 for final evaluation. Both submissions will be graded. Please submit your journal as a single PDF file, with clear images of each hand-made page.

Throughout the course you will be creating a visual journal. A visual journal is a place for recording your processes of thinking through ideas using images and text. The visual journal is intended to be a resource for you during your field experience and demonstrate sound engagement with course theories, concepts, ideas, perspectives, discussions, processes, and experiences and evidence an inquiry-based approach. It should be a visual and written record of your engagement with the course. As this assignment is ongoing and developed over the course of the term it is expected that you will stay current and add to your journal regularly both during class time and on your own time. It is expected that you keep your journal up to date and bring it to every class.

Your journal should include detailed notes from each class; photos/images and **detailed documentation** of all class processes and experiences; personal curiosities, experiments, drawings, and wonderings; notes and responses from each of the required course readings; and responses to the visual journal prompts posted on

¹ Elements of these assignments and the invitation to think through *acts of making* have been inspired by the work of Dr. Sylvia Kind (atelierista) and Dr. Cristina Delgado Vintimilla (pedagogista), and their teaching and research on 'curriculum-making' in collaboration with Capilano University's Children's Centre.

D2L. It should be presented in a thoughtful, aesthetic, artful, and professional manner and be a project that you would be proud to share with a colleague or sponsor teacher.

Ideally, your journal should include enough detail that someone not familiar with the course can read and look through it and get a clear and strong sense of the ideas, processes, and concepts we have explored throughout the term. Since it is expected that your journal will accompany you on your field experience, it should offer a comprehensive view of the course and the processes of living inquiry.

You will need to purchase a quality, **unlined sketchbook** for this assignment. As your journal will be your companion throughout the course, it is important to choose a sketchbook that feels comfortable in your hands, is not too large (not larger than 9x12) and not too small (not smaller than 6x6 or 5x7), is sturdy, able to withstand frequent use (i.e. quality paper, pages don't tear or rip out easily), and easy to carry around. Photo albums, binders, duo tangs, folders, construction paper, or scrap books are not acceptable for this assignment. I recommend the Opus paperback sketchbook (or a similar product) details for purchase in the course supplies section, below.

Your visual journal should include:

1. Introductory page

As we begin the course, leave the first page of your journal blank. At the end of the course, you will include a short introductory statement (less than 200 words) that orients others into key concepts and processes of the journal.

2. Responses to course content and each class:

- Notes and responses to readings: include central ideas, sketches, diagrams, phrases and quotes that speak to you. Your notes should show your engagement with the central ideas and concepts in the readings
- Notes and responses to class lectures and discussions: Include key concepts, provoking ideas, and illustrative examples
- Detailed pedagogical documentation of all in-class and group inquiry experiences, explorations, and experiences
- Engagement with the weekly guided prompt posted on D2L
- Evidence of constructing, revisiting and revisioning elements of your Working Manifesto (see Assignment 2)
- Personal research and engagements with readings, materials, and events suggested to you by the instructor

- Personal responses and wonderings, evidence of an inquiry-based approach where you pursue particular curiosities and experiment with ideas on your own time and/or engage with some of the supplementary material

3. Closing pages (1-2pages)

- Conclude your journal by discussing a few (1-3) key ideas that emerged from the course that you hope will guide you in your future field experience, and as you envision your role as a teacher

The Visual Journal should include APA citations. Any rough notes included in the journal that draw on ideas or quotes from readings/materials, class discussions, or lectures should be correctly cited. Guidelines for handing in (and collecting) your journal will be discussed in class.

Please see the guidelines for arts-based assignments below.

Visual Journal inspiration and ideas

Sketch notes:

http://www.core77.com/blog/sketchnotes/sketchnotes_101_visual_thinking_19518.asp

<http://www.austinkleon.com/category/visual-note-taking/>

<http://www.austinkleon.com/visual-note-taking/>

<http://blog.ted.com/2011/07/14/visual-note-taking-with-tom-wujec-at-tedglobal-2011/>

Visual journals:

<http://www.flickr.com/groups/visualjournal/>

<https://www.pinterest.ca/gracemndz/visual-journals-and-art-journals/?lp=true>

Assignment 2: Working Manifesto

Due Feb 7 by midnight, 30%

A manifesto is a public declaration that often addresses one's aims, motives, and intentions. Within the social sciences and humanities, manifestos have become a written practice for declaring one's commitments, and a provocation for envisioning what these commitments might activate in practice. With feminist scholar Sara Ahmed (2017), a manifesto articulates what one's practice is *for*. As Ahmed (2017) explains, a manifesto "allows us to articulate a *for*, a for that carries with it an experience of what we come up against. A *for* can be how we turn something about. A manifesto is about what it aims *to bring about*" (p. 256, italics in original). A manifesto, then, is not only declarative. A manifesto manifests (Vintimilla, Pacini-Ketchabaw, & Land, 2022); it is public address that seeks to exercise certain values and commitments on the ground. This assignment is

inspired by early childhood education scholars who propose the manifesto as “a call to think other ways of going forward ... to invent new pedagogical orientations and curricular compositions that allow early childhood education to compose with other possible ways of being, acting, and thinking” (Vintimilla, Pacini-Ketchabaw, & Land, 2022 p. 7).

You will create a ‘working’ manifesto that outlines your key pedagogical commitments in early childhood education. Your manifesto should draw on key ideas from selected course readings and class discussions. Your manifesto will include an introduction, and 5 concise declarative statements that express:

- your image of the child, teacher and the pedagogical relationship,
- your understanding of curriculum, pedagogy,
- the role of materials (see supportive readings in Assignment 3)
- and your key intentions and commitments in early childhood education

The tone of the manifesto should not be reflective, but activating – it will articulate a pedagogical vision and set this vision into motion. It will be humble, non-heroic, and speculative – offering ethical and pedagogical propositions, rather than grand solutions (see Vintimilla, Pacini-Ketchabaw, & Land, 2022 p. 7). This is not an essay, but a declaration that announces your values and pedagogical commitments in the field.

Throughout the course, it is expected that you make visible how you are constructing, revisiting and reworking your manifesto. Traces of your conceptual ‘editing’ should be physically present throughout your Visual Journal. How you make visible this editing in the journal is up to you. For instance, you could print out your Working Manifesto (and its iterations) - cut up the manifesto, stitch it with other readings, and continue to layer it with your own hand-written annotations, alterations, additions, and connections to course readings/discussions. Unpack your own language, and layer words with emerging insights.

Manifesto Structure:

- A brief introduction that articulates the manifesto’s orientations and aims (no more than 150 words, drawing on course materials)
- 5/6 short declarations (3-4 sentences each **max**)
- At least one clear connection to readings or class discussions for each declaration
- APA guidelines are followed

Please refer to the following articles to support your understanding of a manifesto, what it does and its possible forms:

Vintimilla, C.D., Pacini-Ketchabaw, V., & Land, N. (2021). Manifesting living knowledges: A pedagogists’ working manifesto. *Journal of Curriculum and Pedagogy*, 20(1), 4–13.
<https://doi.org/10.1080/15505170.2021.1955051>

Potter, E., Miller, F., Lovbrand, E., Houston, D., Mclean, J., O’Gorman, E., Evers, C., Ziervogel, G. (2020). *A Manifesto for Shadow Places: Re-Imagining and Co-Producing Connections for Justice in an Era of Climate Change*. Retrieved from: <https://www.shadowplaces.net/manifesto>

Berry, A. (2019). *Santana's Manifesto for Early Childhood Pedagogies*. Retrieved from:
<https://riverplasticities.climateactionchildhood.net/index.php/manifesto/>

Gagliardi, L.M, & Khattar, R. (2019). *Fooding Pedagogies: Research Manifesto*. Retrieved from:
<https://food.climateactionchildhood.net/index.php/research-manifesto-2/>

Nxumalo, F., Villanueva, M., & Montes, P. (2020). *Texas Water Stories Manifesto: Presencing, Testifying-Witnessing*. Retrieved from: <https://waterstories.climateactionchildhood.net/index.php/manifesto/>

Vintimilla, C.D., & Pacini-Ketchabaw, V. (2020). *Itinerant School for Viral Times: Pedagogical Orientations*. Retrieved from: <https://viraltimes.climateactionchildhood.net>

Biesta, G., & Säfström, C. A. (2011). A manifesto for education. *Policy Futures in Education*, 9(5), 540–547.
<https://doi-org.ezproxy.lib.ucalgary.ca/10.2304/pfie.2011.9.5.540>

Assignment 3: Short-term Material Inquiry Project

An emergent approach to lesson planning and assessment (pedagogical documentation) with a focus on materials in early childhood curriculum

Ongoing project, 40%

Part 1: Individual Micro-Essay (10%), Due March 2

Parts 2 & 3: Group Documentation Board (10%) & Pedagogical Narration (20%), Due March 14

Throughout this course, we will begin to consider curriculum formation and the qualities of sustained inquiry and co-research with children. In response to current literature in the field of early childhood education and [*Canada's Truth and Reconciliation Commission Calls to Action*](#), we will consider early childhood curriculum as a space of invention, possibility, and ethical accountability. Your living inquiry project will be guided by the pedagogical commitments discussed in your Working Manifesto.

This Short-Term Material Inquiry Project invites you to consider how *producing different knowledge* in early childhood education, requires *producing knowledge differently* (Lather, 2013). Thus, will orient to curriculum not as a set of pre-determined lessons or skills-based activities, but rather as an emergent and ongoing act of co-research with others that is **socially** and **materially** constructed. This assignment engages with a critical, reconceptualist orientation to unit planning and assessment. This means that we will not only attend to *what* knowledge is included (and excluded) in early childhood curriculum but also, importantly, *how* knowledge is produced.

Together we will consider:

Curriculum as situated: Curriculum emerges from a concern that is specific to a particular place, time, and group of children.

Curriculum as eventful: Curriculum is not universal, pre-determined or a source of content that is delivered to children. Rather, curriculum is lived, living and responsive to the unique processes of a group of children, materials, place/space, etc.

Curriculum as co-constructed: Curriculum is collectively produced and negotiated by a group of children, a teacher, and a community. This means that curriculum is neither teacher-direction nor child-led, rather curriculum is mutually co-composed. Importantly, curriculum is not something that is only created *for* children, but *with* them.

This will be an emergent and living inquiry project that **focuses on materials** in early childhood education, formed through the collective practice of pedagogical documentation. It is expected that students engage closely with the literature and resources provided in class to support your thinking, understanding of emergent curriculum, and pedagogical decision-making. The intention of this project is:

- 1) to introduce you to the practice of **pedagogical documentation** in emergent curriculum formation and postfoundational assessment
- 2) to support you in making pedagogical decisions that align with pedagogical intentions/commitments as you **'organize for emergence'** in a shorter-term inquiry with children
- 3) to begin understanding the central **role of materials** in early childhood curriculum formation

What you will do

You will work in small groups to collectively research a material/medium (clay, charcoal, paint, yarn, etc.). Your material and guiding research questions will be discussed in class with the instructor. You and your group members will act as co-researchers in a dialogical and processual inquiry into this material. Together, you will intentionally create pedagogical situations (Vintimilla & Kind, 2021) and experiences that will enable you to inhabit and actively live out your research question. The intention in this inquiry is to learn *with* rather than about the material. The situations you create will be carefully designed to provoke ideas and processes that are socially and materially co-constructed with others, and that authentically emerge from and respond to a particular material.

Your group will work through cycles of pedagogical documentation (see [BC Early Learning Framework](#), 2019, pp. 51-59) to: 1) gather 'traces' of your experiences in a situation, 2) collectively reflect upon the pedagogical significance of the traces, and 3) make decisions about how your group will respond based on this process of rendering something significant (Rinaldi, 2004). This cycle of gathering pedagogical documentation, reflecting, and acting/responding will be discussed further in class.

This assignment will be started and developed in class and will require meeting with your group outside of class time. We will be regularly sharing and collectively working through ideas together in this inquiry, and so groups will be required to come to class with rough, 'sketchy' documentation and in-process work to discuss

and (re)assemble (see Documentation Board component below). It is expected that you come to each class with printed documentation to be shared and worked with.

Your Material Living Inquiry Project will consist of three (3) interrelated components:

- 1) Micro-Essay on Materials (10%) (Individual)
- 2) Documentation Board (10%) (Group)
- 3) Pedagogical Narration (20%) (Group)

Part 1: Micro-Essay - Materials in Early Childhood Education (Individual)

A short-written discussion of the authors ideas

Due, March 2

*“If we ignore the central role of materials in making, the ‘idea’ of making becomes a technique, or a technology, where something is done to something, the materials, in order to make something, an object. In other words, it is perceived as a goal-oriented process with an end product being the main objective. This ignores the action of making, which is a working **with** rather than a **doing to**.”*

(Bunn, 2011, p. 21, emphasis added)

Take time with the above quote and the required readings (below). As you read, consider the maker’s relationship or dialogue with their materials and how an artist and/or child works *with* rather than does something to a material. Consider what it means to work with, join with, move with, and correspond with materials. Then write a micro-essay that synthesizes the ideas and discusses how these authors describe this ‘dialogue’ with materials and what it means to work with materials. To do this you should select and draw out relevant aspects from the readings, and synthesize the authors’ ideas into a concise, well-developed discussion. This should be well written, proofread for writing style, language and grammar. Keep in mind that this is a discussion of the authors ideas and not a personal opinion essay.

The micro-essay should demonstrate your understanding of what it might mean to work *with* or be in *dialogue* with a material. It should be double spaced, 350-400 words, and use APA referencing. Please limit direct quotations to very occasional short phrases. The supplementary readings will enhance your engagement and understandings in both the written and experiential aspects of the Material Living Inquiry Project. The micro-essay will provide the foundational orientation for your inquiry project. Parts 2 and 3 of the Material Living Inquiry Project (below) should demonstrate your understanding of the authors’ ideas and the processes of working with and being in dialogue with a material from the Micro-Essay.

Required readings:

Bunn, S. (2011). Materials in the making. In T. Ingold (Ed) *Redrawing anthropology: Materials, movements, lines* (pp. 21-32). Farnham, Surrey, UK: Ashgate. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=793207&ppg=35> *(Ebook license permits only one online user at a time; please print ahead of schedule to avoid access issues)*

Burton, J. (2001). Lowenfeld: an(other) look. *Art Education* 54(6), 33-42 (pay particular attention to pages 36-38). <https://www.tandfonline.com/doi/abs/10.1080/00043125.2001.11653474>

Pacini-Ketchabaw, V., Kind, S. & Kocher, L. (2024). *Encounters with materials in early education*. New York: Routledge (Chapter 2) <https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/mono/10.4324/9781003322559-2/paper-veronica-pacini-ketchabaw-sylvia-kind-laurie-kocher>

Supplementary readings:

Reggio Children (2010). *The Wonder of Learning: The Hundred Languages of Children* (Dialogues with materials chapter). Reggio Emilia, Italy: Reggio Children.
https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/citation/24346718950004336?auth=SAML

Material Encounters. (2014) Exhibition catalogue, March 1-March 19, Capilano University Studio Art Gallery.
<https://www.encounterswithmaterials.com/exhibit>

Ingold, T. (2013). *Making: anthropology, archeology, art, and architecture*. New York: Routledge. Chapter 2
<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=1170339&ppg=30>

Pacini-Ketchabaw, V., Kind, S. & Kocher, L. (2024). *Encounters with materials in early education*. New York: Routledge <https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/books/mono/10.4324/9781003322559/encounters-materials-early-childhood-education-veronica-pacini-ketchabaw-sylvia-kind-laurie-kocher>

Part 2: Documentation Board (10%) (Group)

Ongoing, Due March 14

Your group will be provided with a large ‘Documentation Board’ to use in class as a contact zone for your collective pedagogical documentation and dialogues. You will engage with the Documentation Board each class, during the group inquiry time.

The Documentation Board will enable you to gather ‘traces’ of your group’s emerging inquiry (including photos, notations, drawings, artifacts, etc.), and dialogue about group and individual processes. Documentation may include traces of video, photos, ephemeral works, drawings, material constructions, or other experiential elements. As you set out in this inquiry project, **richly document** your processes of selecting the material and working with it.

The board is intended as a space to hold attention to emerging processes of inquiry, material engagements, and ‘nascent’ ideas (Nxumalo, Vintimilla, & Nelson, 2019). Your pedagogical documentation will act as a trace of your lived experience in the group inquiry. The Documentation Board will generate an occasion for you to make these traces of your inquiry public and visible to others.

In creating pedagogical documentation, pay attention to interactions, exchanges, responsive improvisations, and how ideas and processes take shape in interaction with others and materials. In your notes and images, give attention to processes of co-construction between group members and materials. *What are the qualities of the material? How is the material/process shaping the experience? How are ideas and processes travelling across the group?* Your use of the Documentation Board should reflect a living and democratic approach to inquiry; its content will be changing, conversational, and processual, as ideas and curiosities develop throughout the project.

'Curriculum Integration' in the Material Living Inquiry Project

This short-term Material Inquiry Project asks that you engage with a key question: How might you co-compose an authentic, living and emergent inquiry, while also negotiating with learner outcomes and/or competencies as outlined by Alberta Education's curricular documents? This assignment invites you to invent with this tension.

You are expected to closely read and become familiar with Alberta's K-3 Curricular learning outcomes.

Learn Alberta – New Alberta Curriculum K-6

<https://curriculum.learnalberta.ca/curriculum/en>

Together with your group, you will consider how you might ethically and creatively engage with The Guiding Framework for the Design and Development of Kindergarten to Grade 12 Provincial Curriculum (Programs of Study) and Alberta Education's Primary Programs Framework.

How might you do this in ways that are guided by the pedagogical values and commitments envisioned in your Working Manifesto? How is your pedagogical approach responsive to Canada's TRC Calls to Action and UNDRIP? These are not questions that you expected to directly answer, but rather you will collectively grapple with them throughout the course. With these questions in mind, toward the end of your inquiry, your group's Documentation Board will be put into dialogue with Alberta Education's early childhood curricular outcomes/competencies. Together with your group, you will add brief annotations to pieces of the documentation where interdisciplinary learner outcomes/competencies might be carefully/ethically woven and integrated.

Please include a clear photo of your Documentation Board as the first slide in your Pedagogical Narration.

Part 3: Pedagogical Narration (20%) (Group)

Due March 14

In this component of your Living Inquiry Project, you will synthesize and conceptualize the emergent ideas and processes from your documentation board, and create a finished and interpretive Pedagogical Narration. Your final version should be an interpretive document that introduces, illustrates, narrates, conceptualizes your inquiry and draws out key themes/concepts/processes from your pedagogical documentation. This document should include carefully chosen images of the evolving processes and concise, rich written descriptions of the processual unfoldings.

The pedagogical narration should give attention to the unique life, qualities, and characteristics of the material, and attend to the processual exchange and dialogue that takes place between material and maker.

It should be submitted as a well-designed, carefully crafted, and aesthetic PowerPoint (about 12-20 slides).

Your PowerPoint should include:

- A clear, high-resolution photo of your group's Documentation Board
- Introduction: Here you will give a conceptual view into the material processes of your inquiry, guiding research question(s), and what it means to be in dialogue with materials and to think through a medium.
- Pedagogical Narrations: a selection of well-developed and interpretive pedagogical documentation, organized by 2/3 themes/concepts/ideas/processes

Note: Your selection of documentation does not need to be linear/chronological. In revisiting the documentation you've gathered throughout the term, you will select two or three instances to 'narrate' in this Final Pedagogical Narration. Richly describe, using video/photos/writing, what is happening in the experience, and gesture to the qualities and characteristics of the material. How does the material shape the experience, and what/how 'thinking' happens? How is knowledge being constructed, through this medium? This process of gathering themes and interpreting your documentation, as well as examples from practice, will be discussed in class.

- Conclusion: draw out and discuss the emergent qualities and characteristics of the inquiry, gesture to ideas/processes that are lingering, or that you might be interested in revisiting/going deeper with.

Your PowerPoint should be intentionally designed using a basic format. Please do not use any generic design 'theme' in your work. Any photos included in your assignments should be original (no stock or Google images). Please see the guidelines for arts-based assignments below.

EXPECTATIONS FOR ARTS-BASED ASSIGNMENTS:

Written by Dr. Sylvia Kind

In scholarly arts-based work such as visual or process journals, inquiry projects, portfolios, manifestos, or photo essays, aesthetics, design, and content matters. As Elliot Eisner (2002) brings to our attention, in the arts small differences have large effects.

In arts-based work, form and content should work together. All work should be well designed and use quality materials while demonstrating meaningful engagement with course readings, ideas, and concepts. This means that in any composition, the aesthetics of the work matters but it needs to be supported by rich content.

In arts-based work, *time matters*. Make sure you allow enough time to write, rewrite, edit, revise, design, and redesign your work.

In arts-based work, *image matters*. Make sure images are expressive and intentional. Images should dialogue with the written text, with other images, and with the page/surrounding space.

In arts-based work, *metaphor and suggestion matters*. Think about how you can evoke an experience using images and text, rather than literally re-presenting it.

In arts-based work, *scale matters*. In this course no work should be submitted in a format larger than 9"x12" unless a reasonable rationale has been provided and prior arrangements have been made.

For creative work you will need to find ways to work with/in the limits of the page. All arts-based work must follow APA guidelines for referencing sources. Additional criteria for individual assignments are included in the assignment descriptions and rubrics.

COURSE SUPPLIES:

You will need a camera and a journal for this class, and will need to be able to print photos to include in your journal. Colour printing will enhance your journal but is not necessary - printing in black/white is fine as is printing on regular computer paper rather than photo paper.

The [Opus Paperback Sketchbook \(8.5"x11"\)](#) from Opus Art Supply (Based in BC) is a good sketchbook for this assignment. You can purchase one from Opus online, or use this as a reference when searching for and purchasing your unlined sketchbook from a local art supplies store. See requirements for the sketchbook in the Visual Journal assignment description above.

Other recommended course supplies:

- Drawing pencils and/or Graphite
- Fine black ballpoint pen or fine-line black marker
- Coloured fine-line markers
- Scissors
- Glue stick
- Colour Pencils
- Chalk pastels
- Watercolour pencils or paints and a few small paint brushes
- White computer paper or other paper for drawing

Please do not use construction paper, stickers, glitter, cartoons, feathers, precut shapes, popsicle sticks, beads, crayons, or other “typical” ECE materials in any of your work.

THE EXPECTATION OF EXCELLENCE IN PROFESSIONAL WORK

Please review the Academic Calendar carefully. It describes the program and provides detailed schedules and important dates. It contains information on expectations for student work and professional conduct. In addition, procedures are described regarding concern about student performance in the program. Please pay especially careful attention to details and descriptions in the following topic areas:

- The Importance of Attendance and Participation in Every Class

As this is a professional program, experiences are designed with the expectation that all members will be fully involved in all classes and in all coursework experiences. As you are a member of a learning community your contribution is vital and highly valued, just as it will be when you take on the professional responsibilities of being a teacher. **It is expected that you will not be absent from class, with the exception of documented instances of personal or family illness or for religious requirements. If you miss more than one class, you will be required to provide documentation such as a doctor’s note.**

- Engagement in Class Discussion and Inquiry

Another reason for the importance of attendance and participation in every class is that the course involves working with fellow students to share ideas and thinking. For example, each class you will work with a small group to engage fellow students in discussions on work being considered in class. You will also help other

groups by providing ideas for scholarly inquiry in assignments. If you find that you are experiencing difficulties as a group collaborating, please inform the instructor.

EXPECTATIONS FOR WRITING

All written assignments (including, to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented. If you need help with your writing, you may use the writing support services in the Learning Commons. For further information, please refer to the official online University of Calgary Calendar, Academic Regulations, E. Course Information, E.2: Writing Across the Curriculum: <http://www.ucalgary.ca/pubs/calendar/current/e-2.html>

LATE SUBMISSIONS

All late submissions of assignments must be discussed with the instructor prior to the due date. Students may be required to provide written documentation of extenuating circumstances (e.g. statutory declaration, doctor’s note, note from the University of Calgary Wellness Centre, obituary notice). A deferral of up to 30 days may be granted at the discretion of the Associate Dean of Undergraduate Programs with accompanying written evidence.

ISSUES WITH GROUP TASKS

With respect to group work, if your group is having difficulty collaborating effectively, please contact the instructor immediately.

GENERATIVE AI POLICY

Please note that all assignments are expected to be the original work of the student. Your decision to use generative AI (for example, ChatGPT) in any of your work, note-taking and assignments must be previously discussed with the instructor, clearly cited, and accompanied by a short paragraph discussing your intention, understanding of the ethical implications, and reasoning. You are responsible for investigating the ethical and political context of generative AI, including the environmental impacts, origins and ‘washing’ of datasets, and how to make decisions around AI for accessibility reasons (see [Gray, 2024](#)).

Recording class lectures and dialogues is not permitted. If you require the support of generative AI technologies for accessibility reasons, please discuss this with the instructor.

RESPECTFUL DIALOGUE AND PROFESSIONALISM

It is expected that students arrive to class embodying the ethic and professionalism they will bring to the field of teaching. Cultivating the ethical commitments you will carry as a teacher begins now.

This class has a strong focus on dialogue, and seeks to create the conditions where students can explore alternative perspectives. This requires a sense of vulnerability and openness to the unknown. It is expected that students approach class conversations with respect, humility, and generosity toward their peers and the instructor. As Michèle Pearson Clark says, *“I’m not here to be who I already am.”*

GRADING

Grade	GPA Value	%	Description per U of C Calendar
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A+	4.0	95-100	Outstanding
A	4.0	90-94	Excellent – Superior performance showing comprehensive understanding of the subject matter
A-	3.7	85-89	
B+	3.3	80-84	
B	3.0	75-79	Good - clearly above average performance with knowledge of subject matter generally complete
B-	2.7	70-74	
C+	2.3	65-69	
C	2.0	60-64	Satisfactory - basic understanding of the subject matter
C-	1.7	55-59	
D+	1.3	52-54	Minimal pass - Marginal performance
D	1.0	50-51	
F	0.0	49 and lower	Fail - Unsatisfactory performance

Academic Accommodation

It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The student accommodation policy can be found at: <https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Accommodation-Policy.pdf>. Students needing an accommodation because of a disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities: [ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf](https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf). Students needing an accommodation in relation to their coursework based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their Instructor.

Academic Misconduct

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

Attendance/ Prolonged Absence

Students may be asked to provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, third party letter of support or a statutory declaration etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student.

Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

<https://www.ucalgary.ca/pubs/calendar/current/n-1.html>

The Freedom of Information Protection of Privacy Act prevents instructors from placing assignments or examinations in a public place for pickup and prevents students from access to exams or assignments

other than their own. Therefore, students and instructors may use one of the following options: return/collect assignments during class time or during instructors' office hours, students provide instructors with a self-addressed stamped envelope, or submit/return assignments as electronic files attached to private e-mail messages.

For additional resources including, but not limited to, those aimed at wellness and mental health, student success or to connect with the Student Ombuds Office, please visit
<https://www.ucalgary.ca/registrar/registration/course-outlines>

Education Students Association (ESA) President for the academic year is Claire Gillis,
esa@ucalgary.ca.

Werklund SU Representative is Elsa Stokes, educrep@su.ucalgary.ca.