

EDUC 460.24 S01: Specialization I (Early Childhood)  
Summer 2025*Erin Spring***Start of Classes:** July 7, 2025**End of Classes:** July 18, 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.

*The University of Calgary, located in the heart of Southern Alberta, both acknowledges and pays tribute to the traditional territories of the peoples of Treaty 7, which include the Blackfoot Confederacy (comprised of the Siksika, the Piikani, and the Kainai First Nations), the Tsuut'ina First Nation, and the Stoney Nakoda (including Chiniki, Bearspaw, and Goodstoney First Nations). The City of Calgary is also home to the Métis Nation of Alberta (Districts 5 and 6).*

**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 Day 1. **It is strongly recommended that students begin reading early and ahead of this condensed class.**

**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 learning and their ethical implications, and an introduction to the practice of pedagogical documentation as a 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.

### **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.

### **EXTENDED OUTCOMES:**

- 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 early childhood curriculum as socially and materially constructed with others.
- 6) Demonstrate a foundational understanding of children's multiple languages in an inquiry-based curriculum.

### **ASSIGNMENTS OVERVIEW:**

ASSIGNMENT	SHORT DESCRIPTION	GROUP / INDIVIDUAL	WEIG HT	DUE DATE
Visual Journal	A visual journal that traces your processes and thinking throughout the course using image and text	Individual	40%	Early submission: July 11 Final Submission: July 20
Working Manifesto	A (draft) public address that declares your key pedagogical commitments and vision for early childhood education	Individual	20%	July 11
Short-term Inquiry Project	A short-term, emergent inquiry using pedagogical documentation as a mode of assessment	Group	40%	July 20

All the required readings are specified in the following tentative course schedule.

**WEEKLY COURSE SCHEDULE:**

Date	Topic	Readings and Tasks	Due Dates
Day 1: July 7	<p><b>Encountering education as risk &amp; uncertainty: An invitation to think together</b></p> <p>Exploring the conditions of our times:</p> <p><b>Neoliberalism</b></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><b>To read</b></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)</p> <p><a href="https://www.taylorfrancis.com.ezproxy.lib.ucalgary.ca/chapters/mono/10.4324/9781315779904-3/story-neoliberalism-peter-moss">https://www.taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/mono/10.4324/9781315779904-3/story-neoliberalism-peter-moss</a></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. <a href="https://doi.org/10.18357/jcs.v39i1.15246">https://doi.org/10.18357/jcs.v39i1.15246</a></p> <p><a href="https://journals.uvic.ca/index.php/jcs/article/view/15246">https://journals.uvic.ca/index.php/jcs/article/view/15246</a></p> <p>Vintimilla, C.D. (2020). <i>What is pedagogy?</i> Retrieved from: <a href="https://www.earlychildhoodcollaboratory.net/what-is-pedagogy">https://www.earlychildhoodcollaboratory.net/what-is-pedagogy</a></p>	

Day 2: July 8	<p>Exploring the conditions of our times: <b>Settler colonialism + developmental psychology</b></p> <p><i>What are the histories of child development theory in relation to settler-colonialism?</i></p> <p><i>How do these histories shape everyday practices in early childhood education today?</i></p>	<p><b>To read</b></p> <p>Taylor, A., &amp; 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 and Spaces of Early Childhood Education</i> (1st ed., pp. 1–17). Routledge. 10.4324/9781315771342-1  <a href="https://www.taylorfrancis.com.ezproxy.lib.ucalgary.ca/chapters/edit/10.4324/9781315771342-1/introduction-affrica-taylor-veronica-pacini-ketchabaw">https://www.taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/edit/10.4324/9781315771342-1/introduction-affrica-taylor-veronica-pacini-ketchabaw</a></p> <p>Vintimilla, C.D., Land, N., Kummen, K., &amp; Pacini-Ketchabaw, V. (2020). What would be possible if education subtracts itself from developmentalism? [Blog post] Available at: <a href="https://www.earlychildhoodcollaboratory.net/offering-a-question-to-early-childhood-pedagogists">https://www.earlychildhoodcollaboratory.net/offering-a-question-to-early-childhood-pedagogists</a></p> <p><b>To listen</b></p> <p>Logan, T. (June 29, 2024). An Indigenous Renaissance – A Conversation with Dr. Marie Battiste [Audio podcast episode]. Future Learning Design Podcast. <a href="https://www.goodimpactlabs.com/podcast/blog-post-title-four-2nbjs-e6f9a">https://www.goodimpactlabs.com/podcast/blog-post-title-four-2nbjs-e6f9a</a> (Also available on Spotify)</p> <p>Pacini-Ketchabaw, V. (2023). <i>Rethinking Childhoods Podcast</i>. Episode 1. Available at: <a href="https://www.veronicapaciniketchabaw.com/podcast">https://www.veronicapaciniketchabaw.com/podcast</a></p> <p><b>Supplementary</b></p> <p>Simpson, L. (2014). Land as Pedagogy: Nishnaabeg Intelligence and Rebellious Transformation. <i>Decolonization</i>, 3(3), [1]-25. <a href="https://jps.library.utoronto.ca/index.php/des/article/view/22170">https://jps.library.utoronto.ca/index.php/des/article/view/22170</a></p>	
Day 3: July 9	<p>Exploring the conditions of our times: <b>Climate crises, refiguring nature pedagogies</b></p>	<p><b>To read</b></p> <p>Common Worlds Research Collective. (2020). <a href="#">Learning to become with the world: Education for future survival</a>. UNESCO: Futures of Education [Background Paper].</p> <p>Taylor, A. (2017). Beyond stewardship: Common world pedagogies for the Anthropocene. <i>Environmental Education Research</i>, 23(10), 1448–</p>	

		<p>1461. <a href="https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/13504622.2017.1325452">https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/13504622.2017.1325452</a></p> <p><b>To listen</b> Pacini-Ketchabaw, V. (2023). <i>Rethinking Childhoods Podcast</i>. Episode 4. Available at: <a href="https://www.veronicapaciniketchabaw.com/podcast">https://www.veronicapaciniketchabaw.com/podcast</a></p>	
Day 4: July 10	<p><b>Constructions of 'learning'</b></p> <p><i>How do I understand 'learning'?</i></p> <p><i>What are some dominant discourses around 'learning'?</i></p> <p><i>What ideas/values about children and education underpin dominant constructions of learning?</i></p>	<p><b>To read</b> 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 <a href="https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=446938">https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=446938</a></p> <p>Gert J.J. Biesta (2006). <i>Beyond Learning: Democratic Education for a Human Future</i>. Routledge - Chapter 1: Against learning: Reclaiming a language for education in an age of learning <b>“Preview PDF” contains the complete Prologue:</b> <a href="https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/books/mono/10.4324/9781315635811/beyond-learning-gert-biesta">https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/books/mono/10.4324/9781315635811/beyond-learning-gert-biesta</a> <b>Chapter 1 can be found at <i>Nordisk Pedagogik</i>, 25(1), 2005, pp. 54-66</b> <a href="https://core.ac.uk/download/pdf/17044413.pdf">https://core.ac.uk/download/pdf/17044413.pdf</a></p> <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 <a href="https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/abs/10.2304/gsch.2013.3.3.230">https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/abs/10.2304/gsch.2013.3.3.230</a></p> <p><b>To watch</b> Biesta, G. (2017). <i>Interrupting the politics of learning: Reclaiming the beautiful risk of education</i> [Keynote Address]. BERA UK. Available at: <a href="https://www.youtube.com/watch?v=EYCLQw7R8Ig">https://www.youtube.com/watch?v=EYCLQw7R8Ig</a></p>	
Day 5: July 11	<p><b>Constructing an image of the teacher and child</b></p>	<p><b>To read</b> Lanzi, D. (2011). Image of the child and the idea of learning. <i>Innovations in Early Education</i>. 4(18). <a href="https://ucalgary.alma.exlibrisgroup.com/leganto/pu">https://ucalgary.alma.exlibrisgroup.com/leganto/pu</a></p>	Visual Journal (First Submission)

	<p><i>What is meant by an 'image' of the child, of the teacher?</i></p> <p><i>What are some common images of the child and teacher in early childhood education?</i></p> <p><i>What are the socio-cultural assumptions/values that shape these images?</i></p> <p><i>How do these images show up in early childhood classrooms?</i></p>	<p><a href="https://books-scholarsportal-info.ezproxy.lib.ucalgary.ca/en/read?id=/ebooks/ebooks3/utpress/2014-12-02/1/9781442609440#page=66">blic/01UCALG_INST/citation/25682510730004336?auth=SAML</a></p> <p>Pacini-Ketchabaw, V., Nxumalo, F., Kocher, L., Elliot, E., &amp; Sanchez, A. (2014). <i>Journeys: Reconceptualizing early childhood practices through pedagogical narration</i>. University of Toronto Press. (Chapter 3: Challenging Assumptions) <a href="https://books-scholarsportal-info.ezproxy.lib.ucalgary.ca/en/read?id=/ebooks/ebooks3/utpress/2014-12-02/1/9781442609440#page=66">https://books-scholarsportal-info.ezproxy.lib.ucalgary.ca/en/read?id=/ebooks/ebooks3/utpress/2014-12-02/1/9781442609440#page=66</a></p> <p><b>To listen</b></p> <p>Pacini-Ketchabaw, V. (2023). <i>Rethinking Childhoods Podcast</i>. Episodes 2 &amp; 3. Available at: <a href="https://www.veronicapaciniketchabaw.com/podcast">https://www.veronicapaciniketchabaw.com/podcast</a></p> <p><b>Supplementary</b></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. <a href="https://doi.org/10.1080/09540250120098861">https://doi.org/10.1080/09540250120098861</a> <a href="https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&amp;db=ehh&amp;AN=5849512&amp;site=ehost-live">https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&amp;db=ehh&amp;AN=5849512&amp;site=ehost-live</a></p> <p><i>To reference the pedagogical narrations discussed by Pacini-Ketchabaw, Nxumalo, Kocher, Elliot &amp; Sanchez:</i></p> <p>Pacini-Ketchabaw, V., Nxumalo, F., Kocher, L., Elliot, E., &amp; Sanchez, A. (2014). <i>Journeys: 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) <a href="https://books-scholarsportal-info.ezproxy.lib.ucalgary.ca/en/read?id=/ebooks/ebooks3/utpress/2014-12-02/1/9781442609440#page=96">https://books-scholarsportal-info.ezproxy.lib.ucalgary.ca/en/read?id=/ebooks/ebooks3/utpress/2014-12-02/1/9781442609440#page=96</a></p>	<p>Due by midnight (10%)</p> <p>Working Manifesto</p> <p>Due by midnight (20%)</p>
Day 6: July 14	<b>Pedagogical Documentation: Assessment as giving value</b>	<p><b>To read</b></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</p>	



	<p><i>What is the purpose of pedagogical documentation?</i></p> <p><i>How might documentation be used to co-construct ideas with children?</i></p> <p><i>Today we will begin our guided inquiry projects in class with a focus on photography as a way of listening and paying attention</i></p>	<p>‘Experimentation’ (beginning on p. 131)  <a href="https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/books/mono/10.4324/9781315779904/transformative-change-real-utopias-early-childhood-education-peter-moss">https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/books/mono/10.4324/9781315779904/transformative-change-real-utopias-early-childhood-education-peter-moss</a></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 <a href="https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/mono/10.4324/9780367854539-4/documentation-assessment-carlina-rinaldi">https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/mono/10.4324/9780367854539-4/documentation-assessment-carlina-rinaldi</a></p> <p>Jardine, D. (2002). <i>On the nature of inquiry: choosing a topic</i> [Short Blog]. Retrieved from: <a href="https://galileo.org/articles/choosing-a-topic/">https://galileo.org/articles/choosing-a-topic/</a></p> <p><b>Select one of the following articles to read as an example of an inquiry-based approach to curriculum</b></p> <p>Moss, P. (2014). Transformative change and real utopias in early childhood education. New York: Routledge (Chapter 6: The crow project)  <a href="https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/mono/10.4324/9781315779904-6/crow-project-peter-moss">https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/mono/10.4324/9781315779904-6/crow-project-peter-moss</a></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)  <a href="https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/citation/25682510820004336?auth=SAML">https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/citation/25682510820004336?auth=SAML</a></p>	
Day 7: July 15	<p><b>Materials + making</b></p> <p><i>What is the role of materials in early childhood curriculum?</i></p> <p><i>What does it mean to think through a medium?</i></p>	<p><b>To read</b></p> <p>Bunn, S. (1999). The Importance of Materials. <i>Journal of Museum Ethnography</i>, 11, 15–28.  <a href="https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/40793620">https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/40793620</a></p> <p>Material Encounters. (2014) Exhibition catalogue, March 1-March 19, Capilano University Studio Art Gallery.  <a href="https://www.encounterswithmaterials.com/exhibit">https://www.encounterswithmaterials.com/exhibit</a></p>	

	<p><b><i>Guided inquiry project work: A focus on clay</i></b></p>	<p><b><i>Read about the ‘clay alphabet’ and ‘oven stories’</i></b> Itinerant School for Viral Times: Cabogana Garden Inquiry <a href="https://viraltimes.climateactionchildhood.net/index.php/gardens/cabogana-garden/">https://viraltimes.climateactionchildhood.net/index.php/gardens/cabogana-garden/</a></p> <p><b><i>Supplementary</i></b> Pacini-Ketchabaw, V. (2024). <i>Encounters with Materials in Early Childhood Education</i>. Routledge. (Chapter 5: Clay) <a href="https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/mono/10.4324/9781003322559-3/charcoal-veronica-pacini-ketchabaw-sylvia-kind-laurie-kocher">https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/mono/10.4324/9781003322559-3/charcoal-veronica-pacini-ketchabaw-sylvia-kind-laurie-kocher</a></p>	
Day 8: July 16	<p><b>Children’s multiple languages</b></p> <p><i>What does it mean to consider children’s multiple ‘fonts’ of knowledge?</i></p> <p><b><i>Guided inquiry project work: A focus on sketching</i></b></p>	<p><b><i>To read</i></b> Vecchi, V. (n.d). The multiple fonts of knowledge. <i>Children in Europe</i>. <a href="https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/citation/25682960020004336?auth=SAML">https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/citation/25682960020004336?auth=SAML</a></p> <p>Pelo, A. (2016). <i>The language of art: Inquiry-based studio practices in early childhood settings</i>. Chapter 8: To see takes a long time. Redleaf Press. <a href="https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4674378">https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4674378</a></p> <p>Zakharova-Goodman, T. (2021). <i>Sketching as a method of pedagogical documentation</i>. [Blog post]. Retrieved from: <a href="https://play.climateactionchildhood.net/sketching-as-a-pedagogical-method/">https://play.climateactionchildhood.net/sketching-as-a-pedagogical-method/</a></p> <p><b><i>Read about the multiple languages and mediums of inquiry with the Tomebamba river</i></b> Itinerant School for Viral Times: Puertas del Sol Garden Inquiry: <a href="https://viraltimes.climateactionchildhood.net/index.php/gardens/puertas-del-sol-sun-gates/">https://viraltimes.climateactionchildhood.net/index.php/gardens/puertas-del-sol-sun-gates/</a></p> <p><i>How does each distinct medium shape a way of listening, and constructing an idea with the children? What are the qualities of each medium, and what kind of attention do they bring to the questions the children are engaging with?</i></p>	



Day 9: July 17	<p>Resisting conceptual violence and fragmentation: Issues in curriculum integration</p> <p>Situating literacy within a living inquiry</p> <p>Lesson plan design (with pedagogical commitments)</p> <p><b>Guided inquiry project work: Your group will decide the focus (yarn, wire, measurement, paint, dance, sound, music, etc.)</b></p>	<p><b>To read</b> Jardine, D. W., LaGrange, A., &amp; 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 <a href="https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/1585975">https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/1585975</a></p> <p>Learn Alberta – New Alberta Curriculum K-6 <a href="https://curriculum.learnalberta.ca/curriculum/en">https://curriculum.learnalberta.ca/curriculum/en</a></p> <p><b>To revisit</b> 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 <a href="https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/abs/10.2304/gsch.2013.3.3.230">https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/abs/10.2304/gsch.2013.3.3.230</a></p> <p><b>To watch</b> Early Childhood Pedagogies Network. (2023). <i>X is for Elsa and O is for Anna: Letters that tell stories</i>. Available at: <a href="https://ecpn.ca/event/conversation-vii/">https://ecpn.ca/event/conversation-vii/</a></p>	
Day 10: July 18	<p>Gathering threads, revisiting + revisioning documentation from your inquiry projects</p> <p><b>Guided inquiry project work: Your group will decide the focus (yarn, wire, measurement, paint, dance, sound, music, etc.)</b></p>	<p><b>To read</b> Clifford, P., &amp; 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 <a href="https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/edit/10.4324/9781315096681-2/curious-plan-patricia-clifford-sharon-friesen">https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/edit/10.4324/9781315096681-2/curious-plan-patricia-clifford-sharon-friesen</a></p> <p>Jardine, D. W. (2008). On the While of Things. In <i>Back to the Basics of Teaching and Learning</i>. Taylor &amp; Francis Group. <a href="https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/edit/10.4324/9781315096681-21/things-david-jardine">https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/edit/10.4324/9781315096681-21/things-david-jardine</a></p>	<p>Group Inquiry Project Due Sunday July 20 (40%)</p> <p>Final Visual Journal Due Sunday July 20 (30%)</p>

**CHANGES TO COURSE SCHEDULE:**

Please note that given the emergent and dialogic nature of this course, readings and materials are subject to change.

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.

**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.**

### 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.”*

### 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. Late assignments will receive a 5% deduction per day. 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.

### **GRADING**

Grade	GPA Value	%	Description per U of C Calendar
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 Misconduct**

Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For information on the Student Academic Misconduct Policy and Procedure please visit:

<https://www.ucalgary.ca/legal-services/university-policies-procedures/student-academic-misconduct-policy>

<https://www.ucalgary.ca/legal-services/university-policies-procedures/student-non-academic-misconduct-policy>

Additional information is available on the Academic Integrity Website at: <https://ucalgary.ca/student-services/student-success/learning/academic-integrity>

### **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://ucalgary.ca/student-services/access/prospective-students/academic-accommodations>.

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: <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 or to fulfill requirements for a graduate degree based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the designated contact person in their faculty. The course outline should clearly list the appropriate Faculty contact person(s) and their contact details. For further information see E.1 C. Course Policies and Procedures

<https://calendar.ucalgary.ca/pages/a89ecfbf758841b5983c4b67746e7846>

### **Research Ethics**

Students are advised that any research with human participants – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the Conjoint Faculties Research Ethics Board (<https://research.ucalgary.ca/conduct-research/ethics->

compliance/human-research-ethics/conjoint-faculties-research-ethics-board-cfrieb) or the Conjoint Health Research Ethics Board <https://research.ucalgary.ca/conduct-research/ethics-compliance/human-research-ethics/conjoint-health-research-ethics-board-chrieb>)

In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required. Some courses will include assignments that involve conducting research with human participants; in these cases, the instructor will have applied for and received ethics approval for the course assignment. The instructor will discuss the ethical requirements for the assignment with the students.

For further information see E.5 Ethics of Human Studies  
<https://calendar.ucalgary.ca/pages/627ed88eb4b041b7a2e8155effac350>

### **Instructor Intellectual Property**

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

### **Freedom of Information and Protection of Privacy**

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary. For more information, please see: <https://www.ucalgary.ca/hr/work-compensation/working-ucalgary/freedom-information-and-privacy-act>

### **Copyright Legislation**

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-non-academic-misconduct-policy>.

### **Sexual and Gender-Based Violence Policy**

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/legal-services/university-policies-procedures/sexual-and-gender-based-violence-policy>

### **Other Important Information**



Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- Wellness and Mental Health Resources
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk

**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 Tracy Dinh,  
[esa@ucalgary.ca](mailto:esa@ucalgary.ca).

**Werklund SU Representative** is Siena Lee, [educrep@su.ucalgary.ca](mailto:educrep@su.ucalgary.ca).