Erin Spring

EDUC 535.01: Specialization II: Early Childhood Education
Fall 2024

Term Dates: September 3-October 25, 2024

Class Dates: Wednesday: September 4-October 23, 2024

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.

REQUIRED RESOURCES:
There is no required resource beyond the readings in the Weekly Course Schedule, below. Given the emergent and dialogic nature of the course, readings and tasks are subject to change.

COURSE DESCRIPTION:
The intent of the Specialization Seminar II is to deepen your understanding of the practical aspects of teaching within the specialization and to connect this practice with specific theoretical concepts. While this second specialization course focuses more on practical knowledge, you will also refine your knowledge of discourse and theory within the discipline and develop a deeper understanding of ways to enact this theory in a classroom context. You will additionally become familiar with any relevant Ministry documents associated with the Alberta Curriculum and draw on practical classroom observation from the field experience to participate in meaningful discussion and to connect these observations with a vision for your own teaching. The emphasis of the course is on designing for student learning (subject-specific; assessment to strengthen student learning and improve instruction; and designing for inclusion, differentiation, and inquiry).

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.

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Key topics will include historical and contemporary shifts in early childhood curriculum and pedagogy, conceptualizations of knowledge, learning and diversity, inquiry-based curriculum as an act of co-research with children, and an introduction the practice of pedagogical documentation as a postfoundational method of assessment in the early years. Students will explore the practice of pedagogical documentation and collectively engage with this practice in a longer-term group inquiry project.

LEARNER OUTCOMES:

Over the course of the semester, students will:

1) Further develop a deeper conceptual understanding of the historical, socio-cultural, political contexts of the discipline of Early Childhood Education, and relate this to curriculum planning in the specialization area;

2) Identify and critique the key learning perspectives (as outlined in the front matter of the Programs of Study) and intentions (learning objectives) across the units in a grade from the Alberta Programs of Studies;

3) Successfully apply theoretical knowledge to the design of a longer-term unit and assessment plan;

4) Critically examine current pedagogical practices in early childhood education and their ethical and political implications;

5) Demonstrate an understanding of living curriculum as socially and materially constructed with others;

6) Demonstrate an understanding of the practice of pedagogical documentation in early childhood curriculum.

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%	Sept 25 & Oct 30
Working Manifesto	A (draft) public address that declares your key pedagogical commitments and vision for early childhood education	Individual	30%	Sept 22 & Oct 30
Living Inquiry Project (Unit Design and Assessment Plan)	An emergent and living practice in unit design and assessment for grades K-3	Group	40%	Oct 23

WEEKLY COURSE SCHEDULE:

Date	Topic	Readings and Tasks	Due Dates
Sept 4	**Encountering education as risk & uncertainty: An invitation to think together** Exploring early childhood education and the conditions of our times *What is early childhood education for?* *What is it in response to?* Grounding ourselves pedagogically: Orienting to early childhood education as a political and social justice practice *What is pedagogy?* *What are its aims and desires?* *What are your hopes and dreams for young children?*	***To read*** Moss, P. *Transformative Change and Real Utopias in Early Childhood Education: A Story of Democracy, Experimentation and Potentiality*. 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 Simpson, L. (2014). Land as Pedagogy: Nishnaabeg Intelligence and Rebellious Transformation. *Decolonization*, *3*(3), [1]-25. https://jps.library.utoronto.ca/index.php/des/article/view/22170 Vintimilla, C.D. (2020). *What is pedagogy?* Retrieved from: https://www.earlychildhoodcollaboratory.net/what-is-pedagogy ***To listen*** 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 (*Also available on Spotify*) ***Supplementary*** Battiste, M. (2013). Displacing Cognitive Imperialism. In *Decolonizing Education* (pp. 158–166). University of British Columbia Press. 10.59962/9781895830972-009 https://www-degruyter-com.ezproxy.lib.ucalgary.ca/document/doi/10.59962/9781895830972-009/html Early childhood educators of BC. (2024). Visual Essay [Video]. Available at: ***https://vimeo.com/952425238?fbclid=IwZXh0bgNhZW0CMTAAAR1XDLFE8eBy0AbcJ-ARlE6tEAhC0dxbjdz2u18dubVo-FumEyTHtYzKi_0_aem_GZf0ljW_sAyzbbN74m4NMw***	

| Sept 11 | Settler colonialism, developmental psychology and early childhood education

(Re)constructing an image of the child | **To read**
Taylor, A., & Pacini-Ketchabaw, V. (2015). Introduction: Unsettling the Colonial Places and Spaces of Early Childhood Education in Settler Colonial Societies. In *Unsettling the Colonial Places and Spaces of Early Childhood Education* (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

Pacini-Ketchabaw, V., Nxumalo, F., Kocher, L., Elliot, E., & Sanchez, A. (2014). *Journeys: Reconceptualizing early childhood practices through pedagogical narration*. 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

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

To listen
Pacini-Ketchabaw, V. (2023). *Rethinking Childhoods Podcast.* Episodes 1-3. Available at: https://www.icrc.uwo.ca/research/podcast/index.html

Early Childhood Pedagogies Network (ECPN). Conversation I: In Dialogue with Cristina Delgado Vintimilla (PART 1). Available at: https://ecpn.ca/event/ecpn-conversations-i/
(*Consider Vintimilla's propositions and what they suggest to you as you consider your own experiences in education as either a student or student-teacher*)

Supplementary
For more on deconstructing developmental psychology
   Burman, Erica. *Developments: Child, Image, Nation*. Routledge, 2020, 10.4324/9780429288241. (Chapter 1)
   https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/mono/10.4324/9780429288241-3/dis-placing-development-erica-burman | |

		To reference the pedagogical narrations discussed by Pacini-Ketchabaw, Nxumalo, Kocher, Elliot & Sanchez Pacini-Ketchabaw, V., Nxumalo, F., Kocher, L., Elliot, E., & Sanchez, A. (2014). *Journeys: Reconceptualizing early childhood practices through pedagogical narration*. 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 *For more on the image of the child* Lanzi, D. (2011). Image of the child and the idea of learning. *Innovations in Early Education.* 4(18). https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/citation/23128805180004336?auth=SAML	
Sept 18	Constructions of knowledge and learning The role of the teacher in an emergent curriculum	**To read** *Conceptualizing 'learning'* Lenz Taguchi, H. (2010). Learning and becoming in an onto-epistemology. In *Going Beyond the Theory/Practice Divide in Early Childhood Education*(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 *The role of the teacher* Todd, S. (2001). "Bringing more than I contain": Ethics, curriculum and the pedagogical demand for altered egos. Journal of Curriculum Studies, 33(4), 431–450. https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/0022027 01300200911 Rinaldi, C. (2003). The teacher as a researcher. *Innovations in early childhood education: International reggio exchange.* 10(20). *Print copy will be provided in class* Nxumalo, F., Vintimilla, C. D., & Nelson, N. (2018). Pedagogical gatherings in early childhood education: Mapping interferences in emergent curriculum. *Curriculum Inquiry, 48*(4), 433–453.	Working Manifesto First Version Due Sept 22

		10.1080/03626784.2018.1522930 https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/03626784.2018.1522930 *To watch* Biesta, G. (2017). *Interrupting the politics of learning: Reclaiming the beautiful risk of education* [Keynote Address]. BERA UK. Available at: https://www.youtube.com/watch?v=EYCLQw7R8Ig *Supplemental* Meyer. K. (N.D). *Teaching practices of living inquiry* [Noteworthy Educators Group Presentation]. https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/citation/23128990960004336?auth=SAML	
Sept 25	Pedagogy of listening: paying attention Crafting questions worth *whiling* over Orienting to your 'Living Inquiry Project'	*To read* Ingold, T. (2018). For attention. In *Anthropology and/as Education* (1st ed., pp. 20–36). Routledge. 10.4324/9781315227191-2 https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/mono/10.4324/9781315227191-2/attention-tim-ingold Jardine, D. W. (2008). On the While of Things. In *Back to the Basics of Teaching and Learning*. Taylor & Francis Group. https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/edit/10.4324/9781315096681-21/things-david-jardine Olsson, L. M. (2013). Taking Children's Questions Seriously: The Need for Creative Thought. *Global Studies of Childhood*, *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 Rinaldi, Carlina. "The pedagogy of listening: The listening perspective in Reggio Emilia." In Edwards, Carolyn et al (eds). *The hundred languages of children : the Reggio Emilia experience in transformation*. Bloomsbury, 2011. pages 233 - 246 https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=820317&ppg=260 *Supplemental* Abram, D. (1997). *The spell of the sensuous: perception and language in a more-than-human world* (1st Vintage Books ed.). Vintage Books.	Visual Journal Early Submission Due Sept 25 (at the beginning of class) Group Living Inquiry Project: Situation #1 Due Sept 29

		(Chapter 2: Philosophy on the way to ecology, read pages 49-72, and particularly pay attention to the event of perception, the silent conversation with things, experience as inherently synaesthetic and a reciprocal encounter, and take note of phrases/selections that draw you and engage your curiosity)	
Oct 2	Rethinking languages of assessment Working with pedagogical documentation in a living curriculum	***To read*** Moss, P. (2014). *Transformative change and real utopias in early childhood education*. 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 Rinaldi, C. (2006). Documentation and assessment: What is the relationship? (1995–8). In *In Dialogue with Reggio Emilia* (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 Please spend time with the 'Itinerant school for Viral Times' website. Read the homepage 'Pedagogical Orientations' and visit the 'Gardens' page. Select one of the garden's documentation to closely read and engage with. Available at: https://viraltimes.climateactionchildhood.net/ ***In addition, please also read one of the following articles as an example of an inquiry-based approach to curriculum*** 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 Cadwell, L. B. (1997). *Bringing Reggio Emilia home: an innovative approach to early childhood education*. Teachers College Press. (Chapter 3, The children and trees) https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/citation/23129346690004336?auth=SAML	

		To watch Reggio Children. (2020). *Imagine a forest.* Available at: https://vimeo.com/395417061 (*English subtitles available on Vimeo*) ***Supplementary*** Kind, S. & Argent, A. (2017). Using video in pedagogical documentation: Interpretive and poetic possibilities. In A. Fleet, C. Patterson, & J. Robertson (Eds) *Pedagogical documentation in early years practice*. Thousand Oaks, CA: Sage https://sk-sagepub-com.ezproxy.lib.ucalgary.ca/books/pedagogical-documentation-in-early-years-practice/i513.xml	
Oct 9	Creating conditions for emergence / Preparing a situation and staging an occasion for encounter Making decisions: *What does it mean to be guided by a pedagogical intention?*	***To read*** Pacini-Ketchabaw, V. (2024). *Encounters with Materials in Early Childhood Education*. Routledge. (Chapter 3: Charcoal) https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/mono/10.4324/9781003332559-3/charcoal-veronica-pacini-ketchabaw-sylvia-kind-laurie-kocher Vintimilla, C. D., & Kind, S. (2021). Choreographies of Practice: Mutualities and sympoetic becomings in early childhood teacher education. In *Visual Arts with Young Children* (1st ed., Vol. 1, pp. 33–46). Routledge. 10.4324/9781003020776-4 https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/edit/10.4324/9781003020776-4/choreographies-practice-cristina-vintimilla-sylvia-kind ***To watch*** Early Childhood Pedagogies Network. (2023). *We need these ideas: Co-creating spaces for collective thinking and learning.* Available at: https://ecpn.ca/event/conversation-vii-part-ii-we-need-these-ideas-co-creating-spaces-for-collective-thinking-and-learning/ ==***Further reading/materials may be assigned in relation with your emerging inquiry projects***==	
Oct 16	Resisting conceptual violence and fragmentation in early childhood curriculum Issues in curriculum integration	***To read*** Aoki, T. T. (1993). Legitimating Lived Curriculum: Towards a Curricular Landscape of Multiplicity. *Journal of Curriculum and Supervision*, *8*(3), 255-. https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=9511050991&site=ehost-live	

		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. *Canadian Journal of Education*, *23*(2), 121–130. 10.2307/1585975 https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/1585975 ***To watch*** Early Childhood Pedagogies Network. (2023). *X is for Elsa and O is for Anna: Letters that tell stories.* Available at: https://ecpn.ca/event/conversation-vii/ ==***Further reading/materials may be assigned in relation with your emerging inquiry projects***==	
Oct 23	Gathering threads, returning to pedagogical commitments	***To read*** Clifford, P., & Friesen, S. (2002). A Curious Plan: Managing on the Twelfth. In *Back to the Basics of Teaching and Learning* (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 Vintimilla, C. D., & Pacini-Ketchabaw, V. (2020). Weaving pedagogy in early childhood education: on openings and their foreclosure. European Early Childhood Education Research Journal, 28(5), 628–641. 10.1080/1350293X.2020.1817235 https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/1350293X.2020.1817235 ==***Further reading/materials may be assigned in relation with your emerging inquiry projects***==	Group Living Inquiry Project Due Oct 23 (by midnight) Final Visual Journal & Working Manifesto Due Oct 30

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://www.alberta.ca/education-guide-learnalberta-ca.aspx

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

Alberta Education (2020). *Guiding framework*
https://open.alberta.ca/dataset/f3fb3059-fdec-4c62-89b7-a34eb9d33c3c/resource/0a51ffa3-76bf-4f8b-a31c-7481eb2fba5c/download/edc-guiding-framework-curriculum-development-2020.pdf

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 DESCRIPTIONS[1]:

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[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.

Assignment 1: Visual Journal

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

Ongoing

Early submission: Due Sept. 25 at the beginning of class, 10%

Final submission: Due Oct. 30 by midnight, 20%

Your visual journal will be handed in twice. You will hand it in on Sept. 25, for initial feedback, and you will hand it in again on Oct. 30th for final evaluation. Both submissions will be graded.

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 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 / your 'Working Manifesto' (see Assignment 2)

>   As we begin the course, leave the first page of your journal blank. At the end of the course, you will include the final version of your 'Working Manifesto' here.

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 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

Ongoing

First version: Submitted to D2L as an <u>editable</u> Word Doc. / Due Sunday Sept. 22 by midnight, 10%

Final version: Printed/hand-written and submitted within your Visual Journal / Due Oct. 30 by midnight, 10%

This manifesto is a working document (an ongoing draft) that you will revisit and revision throughout the course. You will submit the Working Manifesto on Sept. 22nd for initial feedback, and again on Oct. 30th as part of your Visual Journal.

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).

We will begin the term by creating 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, 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).

Throughout the course, it is expected that you make visible how you are 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 original

Working Manifesto (and its subsequent iterations) - cut up the manifesto, and continue to layer it with your own hand-written annotations, alterations, additions, and connections to course readings/discussions. At the end of the course, your 'final' version of the manifesto will be placed on the first page of your Visual Journal and submitted.

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)
- 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**

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Assignment 3: Living Inquiry Project

An emergent approach to unit design and assessment

Ongoing

Final project: Due Oct. 23 by midnight, 40%

Throughout this course, we will be considering curriculum formation and the qualities of long-term investigations 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 Living 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, postfoundational 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 <u>not</u> 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 composed. Importantly, curriculum is not something that is only created *for* children, but *with* them.

This will be an emergent and living inquiry project, 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 engage with the practice of pedagogical documentation in emergent curriculum formation and postfoundational assessment and 2) to support you in making pedagogical decisions that align with pedagogical intentions/commitments as you 'organize for emergence' in a longer-term inquiry with children.

What you will do

You will work in small groups to collectively research a topic of inquiry, as a 'unit' of possible study with children in grades K-3. Your topic of inquiry and guiding research questions will be discussed in class with the instructor. Rather than preparing to 'teach about' the topic, you and your group members will act as co-researchers in a dialogical and processual inquiry. 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 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 place/context/concern.

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).

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

1) Documentation Board (10%)
2) Situations for Emergence x 2 (5 marks each, total of 10%)
3) Final Pedagogical Narration (20%)

Part 1: Documentation Board (10%)

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. 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. In your notes and images, give attention to processes of co-construction between group members and materials. How is a 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.

This 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. 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 Final Pedagogical Narration.

Part 2: Two Situations for Emergence (5 marks each, total of 10%)

Situation #1 (at the beginning of your project) will propose an experience that will initiate your inquiry project. Together with your group members, you will submit a short proposal (no more than 1 page, double spaced) that will describe how you plan to initiate your inquiry project. Guided by your research question, your proposal will consider the place, intentional selection of materials, and an arrangement of the physical space/objects in ways that provoke gathering, co-compositional processes, and that enable your group members to collectively inhabit your guiding research question. The proposal for Situation #1 is intended to support you in intentionally curating a context for you to begin your inquiry. **Situation #1 will be submitted to the instructor as a Word Doc. for approval prior to beginning your inquiry project.**

Situation #2 (at the 'end' of your project) will propose a hypothetical experience that you would create to go deeper into a key theme/process/idea that has emerged from your inquiry project. This will be an opportunity to envision how you might sustain the inquiry if you were to continue. How might you further complexify an idea/process that has emerged in the inquiry? What ideas/processes might be worth revisiting? What situation would you create in/out of the classroom to enliven this further? Situation #2 will be carefully curated in response to your group's documentation during the inquiry, as well as literature and resources provided in class. **Your description of Situation #2 will be included as an appendix to your final pedagogical narration.**

A detailed outline of these situations and key elements to consider in their creation will be discussed in class.

The following article will support your understanding of what it means to 'create a situation' in early childhood curriculum-making:

Vintimilla, C. D., & Kind, S. (2021). Choreographies of Practice: Mutualities and sympoetic becomings in early childhood teacher education. In *Visual Arts with Young Children* (1st ed., Vol. 1, pp. 33–46). Routledge. https://doi.org/10.4324/9781003020776-4

Part 3: Final Pedagogical Narration (20%)

In this final component of your Living Inquiry Project, you will synthesize and conceptualize the emergent ideas and processes 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 from your pedagogical documentation. 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: give a conceptual view into the topic/concern of your inquiry, guiding research question(s), and how your group understands 'living inquiry' and knowledge as socially and materially co-constructed with others
- 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 an emerging conceptual proposition. 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.
- Appendix: Situation #2 (see Part 2 above)

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. We expect that you will not be absent from class with the exception of documented instances of personal or family illness or for religious requirements.

- 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 prior to the end of the course with accompanying written evidence.

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. In class, we will discuss 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

Students in the B.Ed. program must have an overall GPA of 2.5 in the semester to continue in the program without repeating courses.

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. 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.