

	CAPILANO UNIVERSITY COURSE OUTLINE		
	Course Title	Pedagogista Studies: Role of the Pedagogista	
Course Number	EDUC 379	Credits	3.0
Section Number		Instructor	
Term	Fall 2017	Office	
Phone		Local	

COURSE FORMAT

Three hours of class time, plus an additional hour delivered through on-line or other activities for a 15-week semester, which includes two weeks for final exams. This course may also be offered in an on-line format.

COURSE PREREQUISITE:

45 credits of 100 level or higher coursework; and ENGL 100 as a pre or co-requisite

EARLY CHILDHOOD CARE & EDUCATION VISION STATEMENT:

The ECCE diploma / degree program fosters intellectual curiosity and critical thinking relevant to advocacy and leadership in early childhood education careers, advanced study, and lifelong learning.

LEARNING OUTCOMES:

General:

This course will give students a theoretical framework and strategies for organizing and understanding the work of the Pedagogista in ECCE organizations. On completion of the course, students will have the ability to define the role of Pedagogista in our communities and be able to critically examine the ethics and politics in ECCE organizations. Students will also learn how to investigate the role of progettazione: concept and practice, and how to build listening and dialogue in communities of learning.

INSTRUCTIONAL OUTCOMES:

Students who successfully complete this course should be able to:

1. Reflect on their theoretical commitments, theoretical frameworks and strategies for thinking the work of a Pedagogista in early childhood organizations;
2. Develop a pedagogy of listening in their particular early childhood organization;
3. Critically examine the ethics and politics in relation to pedagogical thought in ECCE; and

4. Develop understanding of the relation between pedagogy, curriculum and documentation.

REQUIRED TEXT

Q'um Q'um Xiiem, (2008). *Indigenous storywork: educating the heart, mind, body, and spirit*. Vancouver: UBC University Press.

Biesta, G. (2006). *Beyond Learning: Democratic education for a human future*. Boulder, Colorado: Paradigm Publishers.

Calvino, I. (1985). *Mr. Palomar*. Toronto: Lester & Orpen Dennys.

RECOMMENDED READINGS

Burman, E. (1994). *Deconstructing developmental psychology*. New York: Routledge.

Cannella, G. S. (1997). *Deconstructing early childhood education: Social justice and revolution*. New York: Peter Lang Publishing Inc.

Dahlberg, G., Moss, P., & Pence, A. (1999). *Beyond quality in early childhood education and care*. London: RoutledgeFalmer Press.

Edwards, C., Gandini, L., & Foreman, G. (Eds.). (1993). *The hundred languages of children: The Reggio Emilia approach to early childhood education*. New Jersey: Ablex Publishing Company.

Greene, M. (2000). *Releasing the imagination: Essays on education, the arts and social change*. San Francisco, CA: Jossey-Bass Inc., Publishers.

READING LIST: A reading list and Schedule for the readings is provided on the Moodle site.

COURSE CONTENT

Pedagogy	Pedagogy and the role of the Pedagogista: bringing it into context.
	Education, and Pedagogy: relations, purposes.
	Different pedagogies, different epistemologies
	The role of the Pedagogista and the Reggio Emilia approach
	Situated west coast pedagogies: Learning to inherit and innovative practices.
	Learning: some considerations.
The role of the Pedagogista and Pedagogy as living inquiry	Pedagogical relationships with what surrounds us: <i>being-of-the-world/in-and-for-the-world</i> .
	<i>Whiling-situated worlds</i> : Listening and Pedagogies of place: attending to place, attending with place.
	Creating common projects: <i>Living experience</i> and <i>being with</i> children, teachers and parents
Teacher and worldliness	Pedagogical reflections on teaching: <ul style="list-style-type: none"> • The teaching subject and discourses. • A worldly teacher • The Arts and the intellectual horizon of the teacher. (Pedagogical sensitivities)
	Teaching and community: <ul style="list-style-type: none"> • Troubling community. • Promoting creative and democratic spaces with children and families

Note: We will read chapters from the books requested for this course, and we will follow the order of the reading list. A detailed week-by-week reading list will be provided on the course's Moodle site. However, due to the emergent approach that guides the teaching of this course, the order of this reading list might change or some readings might be substituted with others.

EVALUATION PROFILE:

Reading notes	30%
Whiling moments	35%
TOTAL	100%

GRADING PROFILE:

A+ = 90 – 100	B+ = 77 – 79	C+ = 67 – 69	D = 50 – 59
A = 85 – 89	B = 73 – 76	C = 63 – 66	F = 49 and below
A- = 80 – 84	B- = 70 – 72	C- = 60 – 62	

OPERATIONAL DETAILS

Capilano University has policies on Academic Appeals (including appeal of final grade), Student Conduct, Cheating and Plagiarism, Academic Probation and other educational issues. These and other policies are available on the University website

Attendance

Attendance is essential for the successful completion of this course and to meet the Licensing requirements of the BC Early Childhood Educator Registry. In the event of an absence from class, the student will inform the course instructor.

A student who misses 10% of classes may not receive credit for this course. A faculty review will occur in the event the maximum percentage of absences has been exceeded

*Please note that this pertains to all students who are taking this course, regardless of whether individual students are not seeking licensure.

Punctuality

Punctuality is essential given the professional nature of this program. Lateness will be assessed in the same way as attendance. Being late for more than 10% of classes will result in a faculty review.

*Please note that this pertains to all students who are taking this course, regardless of whether individual students are not seeking licensure.

Academic Responsibility

Each student is responsible for the material covered in class and for any work required for the following class. If a student misses a class, they have the

responsibility to contact a peer and obtain the notes, handouts and work for future classes.

The quality of work should provide both adequate depth and breadth so as to demonstrate a commitment to your professional development and that the competencies required of the course have been successfully met

Professionalism

All students are expected to maintain professional behaviour, as laid out in the ECEBC's Code of Ethics, while participating in this course. This pertains to all students, registered for this course.

Missed presentations, exams, quizzes

Students will be allowed to make up in-class assignments, presentations, projects, exams, and quizzes under the following conditions:

If a doctor's certificate of illness is provided; or, in the case of the death of a close family member, a death certificate may be requested.

Late Assignments

All assignments are due at the beginning of the class on the due date. Late assignments will receive a 5% deduction in grade for each day they are overdue.

Incomplete Grades

"I" Grades will be given only when prior arrangement has been made in writing between the instructor and the student specifying the exact nature of the work to be done and the date it is to be received.

English Usage and Writing Style

All assignments are marked for correct English usage, proofreading, and formatting. At the instructor's discretion, any assignment not reaching these standards may be returned for revision and resubmission. Maximum grade assigned for a revised assignment is a "C".

All assignments will adhere to APA stylistic guide for avoiding bias in language use and will be written in a manner that reflects the spirit and values inherent in the ECEBC Code of Ethics and the BC Early Learning Framework. At the instructor's discretion, any assignment not reaching these standards may be returned for revision and resubmission. Maximum grade assigned for a revised assignment is a "C".

Cheating & Plagiarism

Cheating is an act of deceit, fraud, distortion of the truth, or improper use of another person's effort to obtain an academic advantage.

Plagiarism is the presentation of another person's or source's words and/or ideas as if they were one's own. It ranges from an entire assignment which is not the student's own work to specific passages within an assignment taken from a source without appropriate acknowledgement.

Students are responsible for ensuring that they understand and follow the principles of proper documentation and scholarship. If in doubt about these matters, students should consult their instructor, the Writing Centre, or the Library. Students are responsible for ensuring that they understand what constitutes cheating and plagiarism and that these violations of proper academic practice have serious consequences

The instructor has the right to assign a grade of "0" on the examination or assignment, or, at the instructor's discretion, a letter grade "F" / No Credit on the course.

Second incidents of cheating or plagiarism, or first incidents deemed by a department/instructor to be particularly serious, will be dealt with according to the University policy available on the University website.

Emergency Procedures

Please read the emergency procedures posted on the wall of the classroom.