

Vancouver Reggio Consortium

Presents a Professional Development Opportunity



THURSDAY, OCT. 23, 2014. 7-9 PM \$25
FRIDAY, OCT. 24, 2014. 9 AM-3 PM \$119*
*EARLY BIRD RATE UNTIL OCTOBER 3
REGISTER FOR ONE OR BOTH EVENTS
NORMAN ROTHSTEIN THEATRE
VANCOUVER JEWISH COMMUNITY CENTRE
950 W. 41ST, VANCOUVER

Pedagogical Documentation as a Professional Development Tool

Guest Speakers: Karin and Per Alnervik

Documentation is about meaning as a give-and-take process, creating meanings using documentation of children's and teachers' actions, interactions and/or activities, environments, and materials. Work with documentation is always normative, since the aim is to use it as a form of assessment. (Karin Alnervik, 2013)

Karin Alnervik and Per Alnervik are pedagogistas and directors of Hallonett consortium of preschools in Jönköping, Sweden, and are members of the Stockholm Reggio Institute. They have particular interest in pedagogical documentation as a tool for professional development, and will bring projects and documentation to share. The day will be full of inspiration and practical strategies.

They will be joined by Alejandra Sanchez and Claudia Ruitenbergh, who will share their perspectives on interpretations of education for Canadian early years contexts.



To register, go to:
vancouverreggioconsortium.ca
click on professional development



Thursday (evening)

“Swedish Early Years Education: Our Education is Visible in our Pedagogical Practices”

Karin and Per Alnervik

This presentation will address Swedish early years education, teacher’s networks, and HallonEtt’s history and pedagogy.

Registration required. \$25.

Coffee and dessert provided. Certificates for participation available.

THE BALL IS A CIRCLE FROM ALL ITS SIDES AND
THE HOOP IS A CIRCLE FOR JUST ONE SIDE.
(HAZAEL, AGE 4)

Friday

“Pedagogical Documentation and Project Work in HallonEtt’s Schools”

Karin and Per Alnervik

The value of pedagogical documentation will be explained theoretically and demonstrated through reference to a HallonEtt project.

“Broadening Interpretations of Children - And Learning Something About Ourselves in the Process”

Alejandra Sanchez and Claudia Ruitenber

Early childhood educators interpret what children say and do. This presentation will offer new perspectives on the interpretative process, and what it teaches us about our assumptions as educators. It will also demonstrate a practical strategy, the Collaborative Critical Reflective Dialogue.

Registration required. \$119 (early bird rate).

Lunch included.

Certificates for participation available.

Register for one or both days.

DR. KARIN ALNERVIK



KARIN RECENTLY COMPLETED DOCTORAL WORK FOCUSING ON PEDAGOGICAL DOCUMENTATION AS A TOOL FOR TRANSFORMATION IN EARLY YEARS EDUCATION. SHE WORKS AS A PEDAGOGISTA IN A VARIETY OF CONTEXTS IN SWEDEN. KARINE ALSO TEACHES EARLY CHILDHOOD EDUCATION IN THE SCHOOL OF EDUCATION AND COMMUNICATION AT JONKOPING UNIVERSITY IN THE SOUTH OF SWEDEN.

PER ALNERVIK



PER HAS BEEN THE DIRECTOR OF HALLONETT PRESCHOOLS SINCE 2003. HALLONETT IS COMPRISED OF 3 SCHOOLS WITH 38 TEACHERS AND 170 CHILDREN, AND 2 ATELIERISTAS. PER IS ALSO ACTIVELY ENGAGED IN OFFERING PROFESSIONAL DEVELOPMENT TO PEDAGOGISTAS ALL OVER SWEDEN.

ALEJANDRA SANCHEZ



ALEJANDRA IS AN EARLY CHILDHOOD EDUCATION INSTRUCTOR AT DOUGLAS COLLEGE AND A DOCTORAL STUDENT AT UBC. HER RESEARCH IS ABOUT INTERPRETATIONS OF CHILDREN’S INTELLIGENCE IN EARLY CHILDHOOD EDUCATION. SHE HAS STUDIED SWEDISH EDUCATIONAL PRACTICES AND HAS FACILITATED THE PLACEMENT OF 22 STUDENTS IN SWEDISH SCHOOLS.

DR. CLAUDIA RUITENBERG



CLAUDIA IS AN ASSOCIATE PROFESSOR IN THE DEPARTMENT OF EDUCATIONAL STUDIES AT UBC. SHE ASKS PHILOSOPHICAL QUESTIONS ABOUT CONCRETE EDUCATIONAL SITUATIONS AND PHENOMENA, SUCH AS “WHAT IS THE DIFFERENCE BETWEEN STUDYING SOMETHING AND LEARNING IT?” AND “WHAT ASSUMPTIONS DO WE BRING TO OUR ENCOUNTERS WITH EACH OTHER?”