

Examples of Emergent Curriculum in Classrooms

- “Big Jump, Little Jump” (Alison Camire) - <http://k1ac.weebly.com/blog/big-jump-little-jump-an-emergent-math-inquiry>
- “How tall is the school?” (Alison Camire) - <http://k1ac.weebly.com/blog/how-tall-is-the-school-an-extended-inquiry>
- “Long term exploration of bridges” (Cynthia Evans) <http://www.teacherasaresearcher.com/blog/january-02nd-2015>
- “The Sky is the Limit!” - The Beginning of a Sky Inquiry (Joanne Babilis) - <http://myclassroomtransformation.blogspot.ca/2012/03/sky-is-limit.html>
- “Spinners and Movement Inquiry” (Joanne Babilis) - <http://myclassroomtransformation.blogspot.ca/2012/10/spinners-and-movement-inquiry.html>
- “An Inquiry on Towers: Building on Children’s Interests” (Anamaria Ralph) - <http://wondersinkindergarten.blogspot.sg/2015/02/an-inquiry-on-towers-building-on.html>

KEEP IN TOUCH!

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Developing Emergent Inquiries in the Early Childhood Classroom

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Singapore/Malaysia PYP Network Event
ISS International School (Singapore)
April 18, 2015



“Curriculum emerges from the play of children and the play of teachers. It is co-constructed by the children and the adults and the environment itself. To develop curriculum in depth, adults must notice children’s questions and invent ways to extend them, document what happens, and invent more questions.”

– Elizabeth Jones in ‘The Emergence of Emergent Curriculum’, NAEYC Young Children, March 2012, p. 67

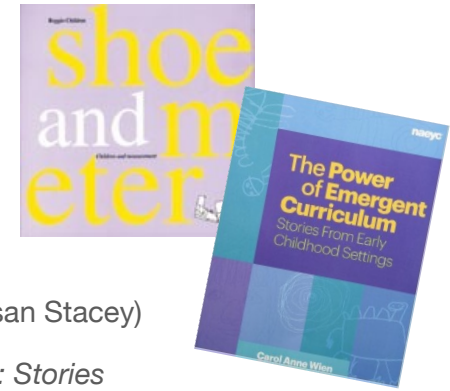
Key Points in Emergent Curriculum

- 1. Emergent Curriculum begins with your approach as a teacher.**
What is your image of the child? What is the culture of learning in your classroom? Do you actively listen for and to the ideas, theories, questions and answers of children? Do you view yourself as a fellow learner and researcher?
- 2. Find the “spark” and then invent ways to extend the learning.**
Talk with the children, listen to them and observe. Brainstorm possible curriculum connections. Discuss possibilities with the children, families and fellow teachers.
- 3. Document what happens and use the documentation to extend the learning.** Write down what is happening and what the children are saying, take photographs and videos, collect samples of children’s work, audio record and transcribe conversations. Review and interpret alone and with others.
- 4. Co-construct the learning and experience.** Emergent curriculum is a social endeavour. The process and ‘next steps’ are defined by the discussions and sharing of individual theories which are then modified, developed, and advanced by individuals and the group.
- 5. Design an environment that supports the process.** Make materials related to the research and discussions available in order to provoke further thinking and investigation. Open-ended materials and loose parts encourage physical representation of ideas. Documentation should be visible as a point for reflection.

Recommended Reading

BOOKS

- *Shoe and Meter* (Reggio Children)
- *Emergent Curriculum in Early Childhood Settings: From Theory to Practice* (Susan Stacey)
- *The Unscripted Classroom: Emergent Curriculum in Action* (Susan Stacey)
- *The Power of Emergent Curriculum: Stories from Early Childhood Settings* (Carol Anne Wien)
- *Young Investigators: The Project Approach in the Early Years* (Silvia Chard & Lillian Katz)



ARTICLES

- The Emergence of Emergent Curriculum (NAEYC, Elizabeth Jones) - http://www.naeyc.org/yc/files/yc/file/201203/Heritage_v67n2_0312.pdf
- “The Wind Goes Inside of Me”: Kindergarten Children’s Theories About Running Fast (Debbie Halls & Carol Anne Wien, Canadian Children Vol. 38 No. 1, Spring 2013)
- The Plan: Building on Children’s Interests (NAEYC, Hilary Jo Sietz) - <http://www.naeyc.org/files/yc/file/200603/SeitzBTJ.pdf>

BLOG POSTS & WEB LINKS

- Planning an Emergent Curriculum (Alison Camire) - <http://alisoneducates.weebly.com/blog/planning-an-emergent-curriculum>
- Planning (Cynthia - Teacher as Researcher) - <http://www.teacherasaresearcher.com/blog/planning>
- Emergent Curriculum, Reggio and Inquiry: Coming to Terms with Terms (Diane Kashin) - <https://tecribresearch.wordpress.com/2015/03/28/emergent-curriculum-reggio-and-inquiry-coming-to-terms-with-terms/>