

BREAKOUT SESSIONS – Dialogue of Two Cities

WITH THE REGGIO APPROACH AS A REFERENCE, WE EXAMINE EARLY CHILDHOOD EDUCATION FROM MULTIPLE ANGLES IN THE NYC/USA CONTEXT

ALL SESSIONS FROM 10:50 - 12:00 AT 92Y

RAINBOW ROOM

Why Reggio?

Current research on early childhood development supports the importance of meaningful and integrated child-directed exploration (Copple, Bredekamp, Fromberg, Katz, Vygotsky, Piaget, Zeigler, Paley, Bruner, Shonkoff, Gopnick, Gardner). This session will be an interactive exploration examining standards alongside principles of Reggio philosophy. Groups will have the opportunity to work together to design Reggio-inspired experiences for young children that meet the standards.

Susan Hershman M.Ed.

Maris Krasnow, Ed.D.

Rebecca Light, Ph.D.

RED ROOM

Open Minded Materials, Thinking with “Loose Parts”: Blocks, Natural and Recycled Materials

This workshop will look at how everyday materials in our environment have affordances to provoke exploration and stimulate innovation and new creations. We will explore the various meanings and pedagogical implications of “open-ended/open-minded” materials for learners of all ages. Our breakout session will consider the potentials of various materials from the natural world, found objects, recycled pieces, manufactured “loose parts/construction sets”, and technological tools. Through a presentation we will take a brief look at the history of these ideas in examples from art history, early childhood classrooms, and the public sphere. We will share images and techniques from Joseph Alber’s color course at the Bauhaus, Bruno Munari’s tactile workshops, Palle Nielson’s “playground” at Moderna Museet in Stockholm (1968) and Remida in Reggio Emilia among others. We will experiment with the imaginative and associative potentials of everyday materials that are easily accessible, inexpensive and recyclable. Through group discussion we will reflect on models of community participation, education budgets, accessibility of materials and environmental implications.

Karen Hewitt - Toy designer/early childhood educator/USA distributor for Reggio Children publications (Learning Materials Workshop)

Anna Craycroft - Visual Artist and College Professor based in NYC whose museum and gallery exhibitions have explored how the methods of early childhood education are a form of art

WEILL ART GALLERY

Children Are Citizens: Examples of Reggio Inspired Practice from Providence and Boston

Depending on the context, and how they are treated, young children can appear big or small - to adults and to themselves. In classrooms and communities where children are seen as citizens - given the opportunity to explore, play, and generate theories of how the world works, they appear big. This breakout session draws on the Making Learning Visible (MLV) Project, a collaboration among Project Zero researchers, teachers in the U.S., and educators from the Reggio Emilia. We will look at examples of children participating as citizens in the Boston Public Schools and Providence, RI that: 1) made children and their learning visible beyond school walls and 2) expanded children’s perceptions of their city and their roles as citizens. Participants will have the chance to apply the principles and practices shared to New York.

Ben Mardell - Professor, Early Childhood Education, Lesley University

GREEN ROOM

Building Community First: Reggio Emilia Approach on Roosevelt Island

Reggio approach is not only about early childhood education; it is also about creating environments developmentally appropriate for both children and adults – about the power of being together. Roosevelt Island Explorers (RiEx) is a group of educators and parents dedicated to development of an Island-wide early childhood program, combining children’s extraordinary capacities with the Roosevelt Island’s unique social and physical environment. By building community of learners first, committed to fulfillment of children’s true needs, we believe that opening a school will be the natural next step. This is also a challenging task. We will share our experience so far, hoping to enrich the conversation with your insights.

Leila Vujosevic - AIA, Founder, Roosevelt Island Explorers (RiEx)

Anna Ivanova and **Lauren Blankstein** - RiEx Parents, RiEx Team

KAUFMAN CONCERT HALL

Reggio Emilia Inspired Schools and Teachers

“Teachers - like children and everyone else - feel the need to grow in their competences: they want to transform experiences into thoughts, thoughts into reflections, and reflections into new thoughts and new actions. They also feel a need to make predictions, to try things out and interpret them. The act of interpretation is most important. Teachers must learn to document and interpret ongoing processes rather than wait to evaluate results.” (Loris Malaguzzi in *The Hundred Languages of Children* : Advanced reflection p.73, Ablex 1998)

Lella Gandini Ed.D - U.S. Liaison for the Dissemination of the Reggio Emilia Approach

Pockets of Light: Reflections from Reggio Inspired Public School Teachers – NYC

This panel will share the challenges and successes that three different New York City public schools faced as they moved towards an inquiry-based curriculum. The participants will share examples of the impact these changes had on students, families and on their own professional growth. These perceptions will be shared from the point of view of the classroom teacher, an administrator, and a consultant who has worked in all of their schools.

Dana Roth - Early Childhood Teacher, P.S. 10, Brooklyn
Katie Rust - Early Childhood Teacher, UFT Charter School, Brooklyn
MaryEllen Musacchia - Early Childhood Teacher, UFT Charter School, Brooklyn
Andrew Mastin - Early Childhood teacher - UFT Charter School, Brooklyn
Rhonda Levy - Principal, P.S. 142, Manhattan
Renee Dinnerstein - Early Childhood Literacy Consultant

Pockets of Light: Quarles School and the Legacy of Reggio Inspired Practices in the Englewood (NJ) Public School District

This workshop will present the story of Reggio-Inspired practice in the Englewood, New Jersey public early childhood programs, which from 2001 to 2009 were housed at Bergen Family Center, a social service agency. In September of 2009 the pre-kindergarten program was transferred to the Quarles school site, to be integrated with the existing kindergarten program. This story is about how the Reggio-inspired practices developed at the Bergen Family Center, nurtured a culture of collaborative inquiry at the more traditional Quarles School. The Reggio-inspired habit of projecting possible learning paths, led the Quarles teachers to envision an outdoor environmental learning lab for young children. This presentation will trace the development of the Quarles Nature Classroom project.

Marsha Howard - Principal, D. A. Quarles Early Childhood Center, Englewood, NJ
Barbara Berger Brill - Visions for Education, LLC , Reggio-Inspired consultant, former Principal Englewood Pre-K, Bergen Family Center
Rosanne Regan Hansel - Education Program Development Specialist, Division of Early Childhood Education, Trenton, New Jersey
Arlene Burgis - Kindergarten Special Education Inclusion Teacher, D. A. Quarles Early Childhood Center, Englewood NJ
Marianne Cane - Pre-K Teacher, D. A. Quarles Early Childhood Center, Englewood NJ
Tara Nukk - Pre-K Special Education Inclusion Teacher, D. A. Quarles Early Childhood Center, Englewood NJ
Yolanda Salazar - Pre-K Self-Contained Special Education Teacher, D. A. Quarles Early Childhood Center, Englewood NJ

Case of a Reggio-Inspired School in NYC: JCC Manhattan

Hear from teachers in a Reggio-inspired school about what aspects of their school have been inspired by the Reggio Emilio approach to early childhood education. Highlights will include: daily reflections, journey binders, documentation books, use of materials, special needs, and relationships with parents.

Joyce Eisman - Early Childhood Teacher, JCC Manhattan
Catherine Garrison - Early Childhood Teacher, JCC Manhattan
Anna Goodkind - Early Childhood Teacher, JCC Manhattan
Jane Tuv - Early Childhood Teacher, JCC Manhattan

Supporting In-Service Teachers to be Life-Long Learners: Professional Development and Coaching that Works

As written in "Seeing Young Children With New Eyes: What We've Learned from Reggio Emilia about children and ourselves": "The teacher is no longer the star performer in the classroom, but instead a facilitator of caring and mindful relationships not only between people, but also between things, between thoughts, and with the environment" (Clemens & Gleim, (pg 37). This session will examine research and strategies that help teachers grow into thoughtful reflective practitioners. Participants will leave empowered with concrete strategies for working with adults towards continuous quality improvement.

Sarah E. Dennis, Ph.D. - Learning Cultures Program Manager at the Urban Assembly

Reggio-Inspired Schools in NYC: Parents' Experience

Engage in discussion with a panel of parents at a range of Reggio-inspired school across Manhattan. You will hear parents' perspectives on why they chose a Reggio-inspired school, how their teachers helped them learn about Reggio, any challenges they encountered, and how their children transitioned to ongoing schools.

Jill Lebwohl and **Ariel Divine** - JCC Manhattan
Aimee Sabo and **David Nanasi** - Stephen Wise Early Childhood Center
Catherine Thomas and **Jennifer Higgins** - Beginnings Nursery School