

Report on Early Childhood Centers of Excellence

Commissioned by Jewish Early Childhood Education Initiative

Dr. Rabbi Meir Muller

Winter, 2010

Report on Early Childhood Centers of Excellence

Research Goal

The purpose of this paper is to compile information regarding early childhood centers that provide professional development for educators outside of their own employees. The goal of this compilation is to understand the models and the mechanics of the professional development offered by these organizations. The paper contains a brief literature review, a description of three models of professional development that are currently in operation, comparison of these models, and appendices containing promotional materials from these organizations.

Literature Review

A thorough search of the databases including UMI, ERIC, ASP, and JSTOR produced no results related to early childhood centers using their school sites to offer professional development for educators outside of their own staff. Such terms as demonstration site, lab school, model school, plus other key related phrases were used without success to research this topic. A less scholarly approach using popular search engines provided a limited number of schools that offer professional development but did not provide any articles discussing this details of the models (most of these sites were PDF documents announcing the professional development opportunity). When broadening the search to include elementary schools, the Professional Development School (PDS) model was often found. Professional Development Schools are partnerships between professional education programs (colleges and universities) and public schools. The PDS model does have lessons that can be applied to early childhood centers looking to offer professional development and will be one of the three models addressed in this paper.

Due to the lack of any research or popular articles on this topic the data presented in this paper is based on email correspondence and phone interviews of school administrators who are instrumental in offering this type of professional development.

Data Collection

Data in this paper was collected from nine organizations. These nine organizations represent many segments of the early childhood field. Two are community non-profit early childhood centers, three are faith-based centers, one is a university early childhood center, one is a public school, and two are non-profit organization.

Five of these organizations agreed to participate in a twenty to thirty minute interview. Four interviews were done over the phone and one in person (Professional Development School representative). The other four organizations emailed information or information was gained from their websites.

Models

The three types of professional development offered by the schools examined in the paper include study tour programs, one-time workshops (in this paper the term workshop and conference is used interchangeably), and those modeling themselves after a teaching hospital type residency program. Reggio inspired schools across the country offer the first two models and Professional Development School (PDS) are using the teaching hospital model.

Four of the nine organizations offer multiple continued education models resulting in a combined total of 15 professional development examples. These experiences can be further grouped in the following categories. Half-day study tours are offered by five organizations, a full day study tour is offered by two organizations, study tours taking place

over a two day time period are offered by three organizations, and stand alone workshops or large conferences not focusing on a school tour are offered by five organizations. See table 1.1 for a snapshot of the school's and their offerings.

Table 1.1: Organization Researched

School	Type of Organization	Model
Acorn School	Community Non-Profit	Half-Day Study Tour, Full Day Study Tour, Workshop and Conference
Boulder Journey School	Community Non-Profit	Full Day Study Tour and Two Day Visit
Cyert Center for Early Education	University Based (Carnegie Mellon)	Half-day Study Tour and Two Day Visit
First Presbyterian Nursery	Faith based	Half-Day Study Tour and Conference
Inspired Practices	Organization	Conference
Professional Development Schools	University Partnership with Public Schools	Two Day Visit
Maplewood Richmond Heights ECE	Public School	Full Day Workshop
St. Anne's Day School	Faith Based	Half-Day Study Tour
St. John's Episcopal Preschool	Faith Based	Half-Day Study Tour and Workshop

In this research, study tours are the most common professional development offered by the schools (6 out of 9). A study tour is traditionally a term used by universities and colleges in describing travel experiences with specific learning goals offered to students. The term seems to have been adopted by Reggio inspired centers to describe tours of their school coupled with educational experiences. The following are examples of the educational experiences that are coupled with tours:

1. The Acorn School offers half-day or full-day study tours during the school day. The educational component consists of a post tour meeting with the school director. The director provides an explanation of preselected children's work samples, explains documentation methods, and answers all questions.
2. The Boulder Journey School offers full day and two-day study tours (two-day tours are referred to as extended tours). They self describe the tour as "Visitors observe the work of children and adults and reflect on this work with members of our faculty, making connections to their own contexts. Conversations can be continued through participation in the Extended Study Tour Program, where Boulder Journey School faculty members visit participants' contexts." The director describes the educational component as including a hands-on workshop in the fundamentals of Reggio, a chance to meet with two teachers, teacher presentations, and a question and answer session. Extended tours are created based on the individual participants needs and can focus on their topic of interest. These extended tours often focus on a particular age group, such as, infants, toddlers, or preschoolers. See Appendix A for promotional material regarding the study tour.
3. The Cyert Center offers both a half-day and full day study tour. The school couples their half-day tour with a breakfast at which participants get to know one another and hear a plan for the half-day. They then spend an hour on a guided tour; have an hour to walk through the school on their

own, and a working lunch hosted by the director, a teacher, and a studio educator. The full day which is referred to as a visitation day includes a reception from 7:00-9:00 in the evening which is attended by all school staff. Participants walk through the school and participate in dialogs with the classroom teachers. The next morning breakfast is served and the whole group reflects on the past evening. They then have 1.5 hours of classroom observation and listen to a presentation about a project and/or hear from a panel of parents and educators. The experience concludes with a lunch hour from 12:00-1:00. See Appendix B for promotional materials regarding the study tour.

4. The First Presbyterian Nursery School of Santa Monica offers half-day study tours. They couple their tours with an introduction to the Reggio Emilia approach followed by reflections from the school director. See Appendix C for promotional materials regarding the study tour.
5. St. Anne's Day School offers a half-day tour and couples the tour with a description of the history of the school, the Reggio approach, question and answer period with the director, refreshments and a chance for participants to provide feedback on their visit. See Appendix D for promotional materials regarding the study tour.
6. St. John's Episcopal Preschool offers a half-day tour of their school and couples this with a presentation on the principals of Reggio and a group discussion on these principals. See Appendix E for promotional materials regarding the study tour.

While the study tour is the most common approach to offering professional development, a one-time workshop or large conference was offered by five of the schools. Three of the schools offered both a study tour and a full day workshop or conference. The following are the descriptions of the workshops and conferences offered by these schools.

1. The Acorn School offers five workshops throughout the school year. Each is offered on a Saturday. Each workshop is focused on a different exploration that occurred at their school. While these workshops do contain a tour component the tour is short and the emphasis is placed on the presentation. Titles of the presentation include “The Transformation of the Tomato: Why Document? How is learning made visible?” “The Study of Artists: Observations and Documentation of Children’s Interpretations of Van Gogh’s Art”, and the “Image of a Child, What do we know about a child”. See appendix F for promotional material regarding this workshop. In the past the Acorn School also offered a conference that ran Friday night and Saturday. The conference attracted over 200 people. Currently the school has decided not to offer the large conference and to focus on the smaller workshops.
2. First Presbyterian Nursery School took advantage of the NAEYC (National Association of the Education of Young Children) Conference being located in their geographic region and offered a conference the day prior to the NAEYC conference. This was done in collaboration with the Reggio Children and NAREA (North American Reggio Emilia Association). The conference was full day and focused on deepening an understanding of the

Reggio Emilia Approach. See appendix G for promotional material regarding this conference.

3. Inspired Practices is a grassroots 501c3 organization based in Atlanta. The mission of this organization is to produce forums of educational exchange among a broad audience of educators, policymakers, and parents in an effort to improve the overall quality of early care and education throughout Georgia and the southeastern United States. As part of their mandate they helped a group of five Reggio based schools form a collaboration called Project Infinity. Together Inspired Practices and the Project Infinity schools offer a full day conference. See appendix H for promotional materials regarding this conference.
4. Maplewood Richmond Heights ECE is the only public school included in this paper. The school offers a full day workshop, which included a history of Reggio, dialog with teachers, discussion about their school, a chance to view their materials, and a reflection period. See appendix I for promotional materials regarding this conference.
5. St. John's Episcopal Preschool offers two workshops one that focuses on children's exploration of anatomy and one on light and shadows. Please see appendix E for promotional materials regarding this conference.

The final model researched is the Professional Development School (PDS), which bases their professional development model on a teaching hospital. In America teaching hospitals are the key clinical training site for medical students. The hospital offers students' exposure to many medical situations, various types of patients, and instruction by trained

physicians. The PDS model believes that schools can offer the same benefits to pre-service teachers. These pre-service teachers can see a full range of educational opportunities (working with various grade levels and subject matter), observe many types of students, and gain instruction from trained teachers. Similar to a two-day study tour the PDS model opens their school for two day visits. The difference in the PDS model is that each teacher prepares model lesson plans, visitors are taken on “rounds” where they visit many classrooms during the two days, they then revisit the classes of most interest, and then have a chance to debrief with the teachers of their choice. The PDS model does not look to necessarily promote the entire school that is being visited but focuses on the class that is of most interest to the visitor.

The above overview presented nine organizations offering a variation of three types of professional development, study tours, workshops, and the PDS teaching hospital model. Each one of these has proved an effective method of offering professional development. In the next section of this paper the mechanics of each model is provided.

Mechanics

The mechanics of these models are presented in table 1.2 and the narrative that follows. Included for each professional development model are details about fees, expenses, times offered and other pertinent details. Any blank boxes indicate that the organization declined an interview, did not respond to the interview request or chose not to provide that information. In the narrative section the details from table 1.2 will be summarized. Additional advice and comments offered by the directors of these schools will be provided.

Table 1.2: Mechanics of the Models

Center	Time	# Per year	Fee	Expense*	Administrator	Literature guiding Model	Publish
Acorn School Half-Day Study Tour	9:00-12:00	10	\$45.00	Handouts	Director	No	In process
Acorn School Full-Day Study Tour	9:00-3:30	10	\$85.00	Handouts and lunch	Director	No	In process
Acorn School Workshop	9:30-3:30	5	\$45.00	Two teachers paid to present	Director	No	In process
Acorn Conference	Discontinued						
Boulder Journey Full-Day Study Tour	9:00-4:00	16	\$150.00	Handouts, materials, lunch, teacher time and/or substitute	Director	No – based on experiences at other schools	Not about study tour
Boulder Journey Two-Day Study Tour	9:00-4:00	12	\$300.00	Handouts, materials, lunch, teacher time and/or substitute	Director	No – based on experiences at other schools	Not about study tour
Cyert Center Half-Day Study Tour	9:00-1:00	12	\$50.00	Parking, participant package, lunch, and required in teacher contracts.	Director and administrative assistant	No – experiences and NAREA web site	Not Yet
Cyert Center Two-Day Study Tour	7:00-9:00pm 9:30-1:30	1	\$100.00	Refreshments in evening, breakfast, boxed lunch, parking, participant package, part of teacher contracts, floaters, and parent volunteers.	Director and administrative assistant	No – experiences and NAREA web site	Not Yet
First Presbyterian Half-Day Study Tour	9:30-12:00	5	\$30.00				
First Presbyterian Conference	8:30-3:30	1	\$150.00				

Center	Time	# Per year	Fee	Expense*	Administrator	Literature guide practice	Publish
Inspired Practices Conference	9:30-2:30		\$125.00				
PDS Two Day Visit	8:00-3:00	2	No Charge	Materials	University and school personal	Yes	Yes
Maplewood Workshop	8:30-3:00	1	\$75.00				
St. Anne's Half-Day Study Tour	9:00-12:00 or 2:00-5:00	2	\$35.00 or \$40.00	Materials, lunch and teachers are "comped" time.	Director, assistant director, and office manager	No	No
St. Johns Half-Day Study Tour	8:30-12:30	2	\$75.00				
St. Johns Workshop	8:30-12:30	1	\$75.00				

* Director's time should be calculated into each model as an expense.

In summary the half-day study tours are offered by five organizations. The average time for this type of professional development is 3.5 hours, the average charge is \$47.00 (with the low being \$35.00 and the high being \$75.00), average number of times offered is about 6 times per year (with the high monthly and the low twice in a year), and in almost every case the director of the school oversees the program and in some cases an administrative assistant will help with the financial aspects. As full day study tours are offered by only two centers (acorn and Boulder) the information can be gained from table 1.2 and a summary is not needed.

In summary the conference or workshop models are offered by five organizations. The average time for this type of professional development is 5.7 hours (with the shortest being 4 hours and the longest being 7 hours), the average charge is \$94.00 (with the low being \$75.00 and the high being \$150.00), most are offered once a year but Acorn School offers five workshops a year, and in almost every case the director of the school oversees

the workshops. Information about the PDS model can be found in table 1.2 and in the narrative about the PDS model.

Advice Provided by School Directors

Each director interviewed was asked about the success and challenges of providing professional development for educators outside of their own employees. Each director was also asked for any insights that were not covered by the interview questions.

Almost every director noted three areas of success, one for the individual teachers and two for the entire school. Directors described the preparation for a study tour or workshop to be their staff's own professional development. One director stated, "the benefit to our staff is huge, by preparing for the study tours teachers articulate their work and create shared language for our practices." Another director commented, "This (preparation) leads our staff into scholarly reflection." The director commented that it is not unusual for her staff to begin thinking about an April workshop in October. The staff gathers materials all year to be ready for study tours and workshops. A third director commented, "this (preparation) keeps us on our toes and allows us an opportunity to share the great work we are doing". Directors shared that the preparation causes growth in the teacher's knowledge base, teacher's self esteem, classroom documentation, and even effects how they share information with school families.

Another area of success is the recognition that the school gains from offering professional development. One director stated that the school's reputation has greatly increased due to the study tours and that in her community the school is referred to as an "expert center" and a "lab school" (although they are not affiliated with a university). The

directors also shared that the teachers and school are praised for “giving back” to the educational community.

A final area of success was the income that the school’s generated from offering these professional development programs. None of the directors commented on exact amount of income that was being received but each felt it benefitted the school. Some schools used the income for general budget needs while others used the income for professional development for their own staff. One director stated that teachers are able to travel to out of state conferences, stay in hotels, and fund other related expenses due to the revenue from study tours.

Directors recognized that offering professional development does create challenges. Teacher “push back” was noted as the number one challenge. Some teachers expressed that the study tours during the school day created a “disruption” or a “hectic” feeling. In centers that did not have large rooms space was noted as an issue (guests on the study tour made rooms feel cramped). While each director reported similar types of comments, directors expressed that 80% of their staff was excited about study days and the complaints came from 20% of the staff that needed to be “remotivated” (each director felt that these concerns were predictable and manageable).

Directors were also asked to provide insights that were not covered in the interview questions. Interestingly each director mentioned that participants must be told ahead of time that no photos of the children, building, materials or work samples are allowed. It was reported that the participants do not favor this request and even get upset on the study tour. Due to this two schools have added this rule to the study tour application forms. One director wondered if photos of the building and materials should be allowed but not of

children and work samples. In another area of mutual agreement each director, in his or her own words, reported that prior to starting a study tour program a school should “start small, be intentional, and always ask for participant feedback”. Other comments included that prior to the visit the school should explain that the goal of the tour cannot be a “make and take” or a “how to do Reggio”, but a chance to see how one school interprets Reggio. Directors also addressed the need to allow teachers to tell study tour participants that certain areas are off limits. One director mentioned that she could spend one to three hours a week on study tours and workshops and that this time needed to be recognized. Two directors also mentioned the value of joining NAREA (North American Reggio Emilia Alliance).

Implications and Future Research

This paper synthesizes information regarding early childhood centers that provide professional development for educators outside of their own employees. The paper also describes these models and the mechanics of the professional development offered by these organizations. To this end research was preformed on nine organizations, offering three models of professional development, providing fifteen total examples of the models. The report offers qualitative data, two tables and nine appendices to provide the reader with a full understanding of the professional development currently being offered.

While the above information was the stated goal and focus of this report the author submits the following ideas for using this report.

JECEI can use the information in this report in a host of ways. Three suggestions include publication of the research on a national level to be used by all accrediting bodies, undertake further research on a site specific level with the goal of publishing a guide for

JECEI accredited centers desiring to offer study tours and workshops and finally to form a collaboration with the Professional School Development organization with the goals of publication or sharing knowledge.

As stated in the literature review section there were no articles identified that are written about using one's own school as a site for professional development for educators outside of the school's own employment. This lack of data provides a ripe opportunity for a national organization such as JECEI to publish research on this topic. Accrediting agencies such as NAEYC, NCPSA, NAIS, the American Montessori Society, North American Reggio Emilia Alliance, and others might value this type of research.

Another area in which this research can be used is to publish a guide for JECEI accredited centers desiring to offer study tours and workshops. While this paper in its current form can serve the purpose of informing JECEI accredited centers, additional research and writing can create an actual step-by-step guide in creating study tours or workshops. One way to create such a guide is to use the material in this report along with specific data gathered from one of the research sites. A representative from JECEI could visit Cyert, Acorn, or another site to gain first hand knowledge to inform the writing of such a guide. The Appendices in this paper contain the dates of upcoming study tours and workshops.

A final suggestion is to form collaboration with the Professional School Development organization. Dr. Bruce Field who heads the Professional Development School's Conference was interviewed for this paper. Dr. Field mentioned that the national conference is scheduled from March 10 in New Orleans. Dr. Field stated that he would be happy to meet with a member of JECEI's staff or even organize a group of PDS members to

meet with a JECEI representative at the conference. The question of whether JECEI's goals match those of PDS school would need to be further answered but a collaboration might inform best practices in creating JECEI accredited school sites that offer professional development.

JECEI is an organization that has created an accreditation process that to date has resulted in shaping and accrediting five centers of excellence. The national organization and the accredited sites can use the information in this report can to create a professional development model that can be used to share their best practices with other Jewish early childhood centers and the entire field of early childhood education.

Appendix A - Boulder Journey School

STUDY TOUR PROGRAM

The Study Tour Program provides a context for educators to study the unique learning process within the Boulder Journey School community and to create a forum for reflection with our faculty.

HIGHLIGHTS OF THE PROGRAM:

- Participants are able to propose the dates and length of their tour.
- A customized itinerary is developed based upon participants' professional and personal goals and previous experience with the Reggio Emilia Approach to Early Childhood Education.
- Mornings focus on observations of Infant, Toddler, Preschool, and Pre-Kindergarten classrooms. Afternoons focus on reflections and provide opportunities to meet with faculty to address comments and questions, to view, interpret and analyze documentation, and to engage in discussions based on the experiences observed during the morning.
- At the conclusion of the study tour, participants are encouraged to continue their dialogue with Boulder Journey School faculty to support the development of their own short- and long-term goals.

The Organization Of The Day:

9:00-9:30 – Arrive at Boulder Journey School / Review the information in your folder / Formulate questions to ask on the tour

9:30-10:30 – Tour Boulder Journey School with one of the directors. During this time you will visit the classrooms and all the commons spaces of the school while one of the directors shares information about our school's history, philosophy, and context.

10:30-12:30 – Observe in classrooms. At this time you are free to visit and observe in the classrooms or any other areas of the school that are of interest to you.

12:30-1:30 – Have lunch with a Boulder Journey School faculty member

1:30-3:30 – View presentations and engage in discussions with Boulder Journey School faculty members. During the afternoon, faculty members will share their work including

struggles, evolution and understanding with you. The content of the afternoon sessions is based on your own questions as well as your own personal and professional goals.

3:30-4:00 – Wrap up the day/ Discuss and additional questions / Develop short and long-term goals / Discuss possibilities for future collaboration

If a participant is visiting for more than one day, the entire morning is spent in observation and each afternoon there is a different topic discussed with BJS faculty members.

Appendix B - Cyert

Center

Since 1997, The Program for Collaborative Learning has offered a series of professional development opportunities to support early childhood educator's understanding of the philosophy and principles of the Reggio Emilia approach.

The mission of the PCL is to enhance quality and promote life long learning for early childhood educators, administrators, art educators, architects, designers and those who are interested in the early childhood profession.



Opportunities for small groups to visit our school for a half-day tour and observation are available. Tours are offered monthly on a first come first served basis and can be arranged by completing the following request or contacting Lauren Sealy, Program Assistant at 412-268-1512.

Request for Tour / Observation

There is a \$50 fee per person. Call for student rates.

Visits can be scheduled November through March on a first come—first served basis. Fee includes parking, lunch, and participant packet. We will contact you to confirm your visit and the number of those attending.

NAME: _____

ADDRESS: _____

PHONE: _____

ORGANIZATION: _____

EMAIL: _____

REQUEST DATE _____ NUMBER ATTENDING _____

Have you been to the Cyert Center before?

Yes No

Are you a:

Educator Administrator Student Parent

Are you an educator of:

NINFANTS TODDLERS PRESCHOOL

KINDERGARTEN School Age Children

Are you a NAREA member?

Yes No

Your knowledge of the Reggio Emilia Philosophy comes from:

Books Seminars Reggio Study Tour

Visits to Reggio Inspired Schools N/A

Please send to:

Judy Abrams
Cyert Center for Early Education
1060 Morewood Ave
Pittsburgh, Pennsylvania 15213

Carnegie Mellon



**Cyert Center for Early Education &
Program for Collaborative Learning**
1060 Morewood Avenue
Pittsburgh, Pennsylvania 15213
412.268.2149
Fax: 412.268.8538
www.cmu.edu/cyert-center

10th Annual Visitation Day April 22—23, 2010

Thursday Evening 7:00 pm - 9:00 pm
Reception and tour of the Cyert Center environment
Friday 9:30 am - 1:30 pm
Welcome presentation by Cyert Center Educators,
observation within the Cyert Center, lunch and dialogue

NAME: _____
ADDRESS: _____
PHONE: _____ FAX: _____
ORGANIZATION: _____
EMAIL: _____

Are you a:
Educator Administrator Student Parent

Are you an educator of:
INFANTS TODDLERS PRESCHOOL KINDERGARTEN School Age Children

Your knowledge of the Reggio Emilia Philosophy comes from:

Books Seminars Reggio Study Tour Visits to Reggio Inspired Schools

Are you a NAREA member? Yes No

Will you be attending the Thursday evening tour and reception? Yes No

Will you be staying at the Holiday Inn University Center or Marriot Courtyard Shadyside? Yes
No

Do you require parking? Yes No

Would you prefer a vegetarian lunch option? Yes No

FEE: \$100 (includes light refreshments on Thursday evening, continental breakfast and boxed lunch on Friday and participant packet)

Registration is limited to 50 participants.

10% discount for NAREA members

Call for Student Rate

Please send this form and a check made payable to Cyert Center for Early Education to:

Judy Abrams
Cyert Center for Early Education
1060 Morewood Avenue
Pittsburgh, PA 15213

Appendix C – First Presbyterian

EDUCATOR MORNING TOURS

at First Presbyterian Nursery School of Santa Monica

January 14
March 11
April 1
May 15
June 3

An introduction to the Reggio Emilia Approach and an opportunity to visit our school's environment followed by reflections and dialogue with our director, Mary Hartzell

9:30am-noon
\$50.00 per person

Mail your registration form and check to:
First Presbyterian Nursery School
Attn: Chloë Jones
1248 Second Street
Santa Monica CA 90401
for more information, please email: chloe@first-pres.net



Educator Morning Tours at First Presbyterian Nursery School Registration Form

please check your date preference: January 14 March 11 April 1 May 15 June 3

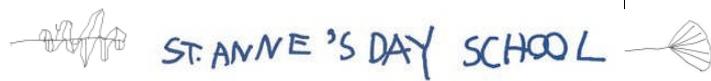
Name _____ Title _____

Organization/School _____

Address _____ City, State, Zip _____

Telephone _____ E-mail _____

Appendix D – St. Anne’s Day School



Educator Exchange Days

Monday, November 1st, 2010, 9:00 a.m.-12:00 noon
and

Thursday, March 17th, 2011, 2:00 p.m.-5:00 p.m.

**Cost: Individual rate = \$40/person Group rate (≥5 people)=
\$35/person**

Space is limited!

Payment must be received to reserve your space!

To register, mail the following form along with a check made out to St. Anne's Day School to:

Barbara Stevenson
3098 St. Anne's Lane
Atlanta, GA 30327



School/Organization _____

Rate: Individual \$40/person
 Group (≥5)\$35/person

Share This: 



St. John's Episcopal Preschool Early Childhood Educator Series (ECES)

St. John's Episcopal Preschool is inspired by the philosophy of teaching young children that originated in Reggio Emilia, Italy. We believe children possess a natural capacity for joy, a sense of wonder about the world, and the motivation to make sense of their world. Every young child is intelligent and capable of constructing knowledge through interactions with parents, peers, and educators.

We view educators as researchers and seek to form a bridge to the wider educational community by developing programs to support colleagues in their individual and professional development.

We offer tours, workshops, and presentations with the aim of collaborating with and learning from each other.

October 28th - The Fundamental Principles of the Reggio Approach; in partnership with NAREA

8:30 a.m. - 12:30 p.m.

An introduction to the school with a tour and time to observe in each classroom, followed by a presentation on the principles of the Reggio Emilia Approach and a group discussion to reflect on the underpinnings of the Reggio Emilia philosophy.

This workshop is being presented in partnership with the North American Reggio Emilia Alliance (NAREA).



November 16th - "The Brain Tells the Heart So Many Things": Listening to a Moment of Silence

8:30 a.m. - 12:30 p.m.

This story follows children as they investigate meaning in a Moment of Silence, from their initial observations, ideas, and desires to explore silence to explorations of anatomy and pathways within the body. We would like to reflect with you about the children's ideas, how we thought about them as teachers, and how they affected the decisions that we made in relaunching provocations with them.



Appendix F – Acorn School

Acorn School Reggio Inspired Study Tours for Educators, Administrators, Students, and Parents

Acorn School offers a unique and informative study tour in understanding and adapting the Reggio Emilia approach to Early Learning.
Study tours are scheduled for the following dates:

November 20, 2010

January 15, 2011

February 12, 2011

April 16, 2011

May 14, 2011

Updates on Workshops seminars will be announced on the school's website for further information please refer to www.acornschool.ca or contact the school office at 905.918.2628.

Appendix G – First Presbyterian

First Presbyterian Nursery School of Santa Monica in collaboration with Reggio Children and NAREA presents a one day learning study group:

Experiences in Dialogue

CONTINUING TO DEEPEN OUR UNDERSTANDING OF THE REGGIO EMILIA APPROACH

Tuesday, November 2, 2010
8:30am to 3:30pm



featuring

- **Amelia Gambetti**, Educator, Reggio Children/International Centre Loris Malaguzzi, Reggio Emilia, Italy: Responsible for project promotion and development, Co-chair International Network Coordination, International Liaison for Consultancy to Schools.
- **Lella Gandini**, Reggio Children Liaison in the United States for Dissemination of the Reggio Emilia Approach
- **Director Mary Hartzell and First Pres Teachers**

Plus an opportunity to visit First Pres Nursery School, which has been consulting with Amelia Gambetti since 1997

Where: First Presbyterian Church of Santa Monica, 1220 Second Street, Santa Monica CA 90401

Fee: \$150.00 (10% NAREA discount) includes continental breakfast & lunch.
Bus transportation from Anaheim Convention Center is available on a first come first served basis.
Please register early if you are interested in a seat on the bus.

Mail: Registration form & check to:
First Presbyterian Nursery School, Attn: Chloe Jones, 1248 2nd Street, Santa Monica CA 90401

For more information: please email chloe@first-pres.net



Registration Form for November 2, 2010

Name _____ Title _____

Organization/School _____

Address _____ City, State, Zip _____

Telephone _____ E-mail _____

Do you require bus transportation leaving Anaheim Convention Center at 7:15am and returning at 5:00pm? please circle YES or NO

Inspired Practices in Early Education, Inc. in collaboration with the schools of Project Infinity presents a one day professional development opportunity



featuring

- *Amelia Gambetti, Educator. Reggio Children/International Centre Loris Malaguzzi, Reggio Emilia, Italy: Responsible for project promotion and development, Co-chair International Network Coordination, International Liaison for Consultancy to Schools.*
- *Margie Cooper, Educator. President, Inspired Practices in Early Education, Inc. Co-chair, North American Reggio Emilia Alliance (NAREA).*
- *Educators from Grant Park Cooperative Preschool, Atlanta, GA – Saint Anne’s Day School, Atlanta, GA – First Baptist Church Kindergarten, Greenville, SC – First Baptist Church Infant/Toddler Program, Greenville, SC – Peachtree Presbyterian Preschool, Atlanta GA*

Where: Kellett Chapel at Peachtree Presbyterian Church, 3434 Roswell Road, Atlanta GA, 30305

Fee: \$125.00 (10% NAREA discount) includes light lunch

Mail: Registration form & check to: Inspired Practices in Early Education,, Inc.,
Attn: Cheryl Rapaport, 1131 Canton Street, Roswell, GA 30075

For more information please email Kristi Cameron at akcameron@bellsouth.net

Registration Form for November 20, 2010

Name: _____ Title: _____

Organization/School: _____

Address: _____ City, State,

Zip: _____

Telephone: _____ E-

mail: _____

Please return registration and fee to Inspired Practices in Early Education, Inc., Attn: Cheryl Rapaport, 1131 Canton Street, Roswell, GA 30075

Appendix I -
MRH

MRH-ECC

Meaningful Learning at the MRH Early Childhood Center

The process of observing, questioning, experiencing and reflecting are all integral pieces of meaningful learning at MRH-ECC. The content areas of early literacy, math, science, the arts, sociomoral development and motor development support this learning. The curriculum develops as children, families and educators bring their interests for exploration, study and research to this community.

The renowned early childhood programs of Reggio Emilia, Italy, named as one of the best educational systems in the world, inspires the work in early childhood education at the Early Childhood Center. Missouri's Early Childhood Standards also provide a strong framework for appropriate living and learning experiences in our preschool.



Fundamentals Workshop Schedule

- 8:30-9 Continental Breakfast
- 9-10 Introductions:
History of Reggio approach at MRH-ECC
- 10-11 Classroom tours:
Dialogue with teachers
- 11-12 Project Presentation:
"What does it mean to be a child in Maplewood Richmond Heights"
- 12-1 Lunch (Provided)
- 1-1:45 Using Materials to Support Expressive Language
- 1:45-2:30 Materials Exploration
- 2:30-3 Reflections



Registration

Please return this registration form with payment. Checks can be made payable to:

MRH Early Childhood Center
2801 Oakland Ave.
Maplewood, MO 63143
Phone # (314) 644-4405

Cost of the workshop is: \$75

Name _____

Address _____

Phone _____

Email _____
Used for confirmation

Organization _____

* 10% Discount to NAREA Members
(N. American Reggio Emilia Alliance)

** Please let us know if you are interested in
1 hour credit option from Webster University.
Contact Cheryl Breig-Allen
allenbc@webster.edu (314) 246-7652