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We Are All Explorers: Learning and Teaching with Reggio Principles in Urban Settings

By Daniel R. Scheinfeld

Teachers College Press. Paperback. Book Condition: New. Paperback. 224 pages. Dimensions: 9.7in. x 7.0in. x 0.5in. This is the first book to systematically examine a program-wide, multisite implementation of the Reggio Approach in the United States. The authors provide a thoughtful, well-documented description and analysis of an entire early child development program serving low-income Latino and African American children and their families in the Chicago Commons Schools. While focusing on the application, meaning, and value of Reggio Emilia principles in preschool classrooms, the authors describe how those same principles and processes pervade relationships with parents, teacher professional development, and the overall organization of the program. Offering a powerful combination of theory and practice, this comprehensive model: includes classroom examples, dialogues, and questions that can be adapted to both pre- and in-service teacher education, considers standards-based curriculum by describing literacy, math, and other school-readiness components of the program, provides suggestions for educational leaders who are considering using Reggio Emilia principles in their own context, and offers many rich examples of teachers documentation and childrens work from the 10-year Chicago Commons Study. This well-crafted book offers detailed how-to s on re-creating one of the worlds best preschool programs in a low-income urban setting....



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In Reggio Emilia settings the school works very closely with parents in sharing and developing the children's learning in order to ensure a consistent approach between school and home. Schools encourage parents to be involved as much as possible in the life of the setting by volunteering to participate in events and shadow or lead activities. Often parent workshops on various aspects of curriculums and parent classes on child development are held to improve communication further.

5. The Environment is the Third Teacher. We are all explorers: Learning and teaching with Reggio principles in urban settings. New York: Teachers College Press. <http://reggioalliance.org/resources/faqs/#preschool>. Eberly Center Teaching & Learning Principles Teaching Principles. Teaching Principles. Teaching is a complex, multifaceted activity, often requiring us as instructors to juggle multiple tasks and goals simultaneously and flexibly. Although we cannot adequately measure all of these characteristics, gathering the most relevant information as early as possible in course planning and continuing to do so during the semester can (a) inform course design (e.g., decisions about objectives, pacing, examples, format), (b) help explain student difficulties (e.g., identification of common misconceptions), and (c) guide instructional adaptations. (e.g., recognition of the need for additional practice). Teaching is more effective and student learning is enhanced when (a) we, as instructors

Rent We Are All Explorers 1st edition (978-0807749081) today, or search our site for other textbooks by Daniel R Scheinfeld. Every textbook comes with a 21-day "Any Reason" guarantee. Published by Teachers College Press. Publisher Description. This is the first book to systematically examine a large, program-wide implementation of the Reggio Approach in the United States. Provides suggestions for educational leaders who are considering using Reggio Emilia principles in their own context. Offers many rich examples of teachers' documentation and children's work from the 12-year Chicago Commons Study. Popular Textbooks. We Are All Explorers: Learning and teaching with Reggio principles in urban settings. New York, NY: Teachers College Press. Shoptaugh, S., Frasier, B., Miller, S., Bardwell, A. and Bersani, C. (2006) The importance of. Champaign, IL: ERIC Clearinghouse on Elementary and Early Childhood Education. ED 447 971. We Are All Explorers: Learning and teaching with Reggio principles in urban settings. Jan 2008. D Scheinfeld. We are all at various stages of interpreting, contextualizing, and internalizing the philosophical underpinnings of the Reggio approach. We need to create a community of inquiry that can support divergent perspectives while helping to coalesce ideas and interpretations into a shared vision so that we can collaboratively engage in purposeful critical discourse and reflection to construct personal meaning and confirm mutual understanding (Garrison, Cleveland-Innes, Vaughan, & Akyol, 2011, para 1). We are explorers: Learning and teaching with Reggio principles in urban settings (p. 189). New York, NY: Teachers College Press. Whitty, P. (2009).