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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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Provides suggestions for educational leaders who are considering using Reggio Emilia principles in their own context. Subtitle Learning and Teaching with Reggio Principles in Urban Settings. Short Title WE ARE ALL EXPLORERS. See details - We Are All Explorers: Learning and Teaching with Reggio Principles in Urban Sett. See all 2 brand new listings. Qty: 1 2 3 4 5. 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). We Are All Explorers is a must-read for teachers and parents who seek to nurture and cultivate the creativity and imagination of children, through an empowering pedagogical vision of early childhood education. Antonia Darder, University of Illinois at Urbana, Champaign, author of Reinventing Paulo Freire: A Pedagogy of Love. Provides wonderful examples of teachers and children working together. Teachers and teacher educators will find this a gem of a resource for understanding how the principles and practices of the Reggio Emilia Approach to early learning can be brought to life in diverse U.S. settings. Brenda Fyfe, Dean, School of Education, Webster University. Finally. I've waited years for someone to write the unique story of Chicago Commons. Today's article will shed some light on the basic principles of teaching grammar in general and provide examples of activities especially useful in lessons with teens. Present grammar in context. Have you ever walked into the class with something like Today we are going to talk about Past Perfect? I have, and it obviously didn't mark the most exciting or useful lessons of mine. Whatever we teach, setting up the context is important. All students tend to remember things better when they are engaged. However, establishing personal interest and connection with the topic is of crucial importance

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