

Project Title: The Reggio Emilia Approach to Early Learning: An Investigation of its Implementation in a Sampling of California Schools

Summary of Activities

As planned, I visited a number of different schools in California to investigate the ways in which they were implementing the Reggio Emilia approach to early education. I visited more schools than originally proposed in my sabbatical application. I observed a total of 14 school programs. As proposed, I visited two year community college programs with early childhood education degree programs and laboratory schools, four year universities with early childhood education degree programs and lab schools and community early childhood programs. Specifically I visited 4 community college programs, 3 university programs and 7 community programs. I will briefly describe each visit and highlight some of the information that I gained from each visit.

School Visits

GeoKids

Geokids is the child development center begun by a group of parents in 1987 who worked for the Stanford Research Institute (SRI) and the United States Geological Services (USGS). It is located on the USGS campus in Menlo Park, California. It is a full day program serving infants and toddlers through preschool ages. The director, Heather Morado, is also the newly appointed executive director of the organization “The Innovative Teacher Project” which was formed in the 1990’s to support teachers and programs using the Reggio Emilia approach in the San Francisco bay area. I interviewed Heather and the assistant director of the program Stacey James. I was given a tour of each of the classrooms and then allowed to observe freely. I was also allowed to take pictures. The program is considered a model Reggio-inspired program, has been visited by groups of international visitors and has a close connection with the Italian representatives from Reggio Emilia and other schools that use the approach in the United States.

Since this was my very first visit on the very first day of spring term I was delighted to start with a school that set the bar so high. The indoor and outdoor environments were very aesthetically pleasing in true Reggio form. The assistant director’s office was right in the middle of the entry so she had close contact with all families and was kept in the loop of all the activity of the center. The entry had a recycle station where families could drop off supplies for the center’s use (for art projects etc.). There were also documentation panels with observations and descriptions of projects that children have been involved in. There were many black and white photos of each of the children in each of the classrooms, posted on the outside glass doors. There was a bulletin board with a picture from one activity for each day of the week, as another effort to keep parents informed about current classroom

activities. Each room had special touches of interesting dividers, lofts, and artistic elements. Children were just coming back from spring break so routines were being reinforced and a particular circle time was kept short. The outside was lovely with many zones of play including a garden area that families had helped create and plant, a chicken coop where children are allowed to enter and take care of the chickens, a large sand area and an art offering.

One of the specific take away ideas that I was told about was the recent decision to create two positions for two teachers to take on additional responsibilities in the school. One was given to a teacher who has a particular interest in outdoor activities and the other involved giving a teacher the freedom to create areas of documentation throughout the school. This is an idea that could be considered at LCC's child development center as a way to provide for professional development for teachers who have worked many years at the program, both to reenergize teachers and provide them more of a mentoring role in their work place.

Bing Nursery School Stanford University

Bing Nursery School is the laboratory school for education and psychology students at Stanford University. It has always had a reputation of excellence in the field and many famous researchers have conducted their studies at this site. It is also where I attended graduate school so it was a fun "coming home" personal experience for me. Bing is known for its incredible outside spaces with a ½ acre devoted to each of the classrooms. Bing has always had a developmental focus and has always been a "play based program." Being on the Stanford campus it has always had a long waiting list for prospective families and serves many international families. I interviewed Karen Robinette, one of the long time head teachers there who also gave me a tour. I also talked with the director, Jennifer Winters and the assistant director Beth Wise. I observed all morning in the classrooms, took pictures, and sat with a snack group. I also was able to observe the student teachers. Bing does not represent itself as a "Reggio" school specifically, but many of the teachers there have been to Reggio Emilia, Italy and have integrated the values and practices of the approach into their classrooms. Specifically I saw documentation of projects with detailed observations posted throughout the classrooms. The children attend half day and are allowed to be inside or outside for the majority of the time. They do gather for snack which is a half hour and a major part of their day. This demonstrates the Bing emphasis on time for socialization. They have a group time at the end of the session when many families come to join their children. Notable is the "non rushed, gradual entry" where no family is considered late and the emphasis on treating "children as honored guests", a concept initiated by the founder of the school Dr. Edith Dowley. The other notable find was Bing's emphasis on what they call the "5 Essential Materials." These are clay, blocks, paint, sand and water. This emphasis mimics Reggio Emilia's focus on "The Hundred Languages," which describes the many materials and ways that children can be allowed and encouraged to express themselves and represent their thinking. Bing's curriculum is organized around the 5 critical materials and children are given the opportunity every day to use the

materials, to learn more deeply about the materials and to make connections from these experiences to the content areas of math, science, literacy etc.

I was also able to view the newly renovated tower building right next to the nursery school (the oldest building on campus) and now used for the Bing Institute activities. The Institute was begun in 2010 and is coordinated by Beverley Hartman who is also an adjunct instructor at Stanford. The Institute has held two summer programs for early childhood educators from around the U.S. and is a place that I will now recommend for professional development to my fellow LCC colleagues, students and Lane County community child care personnel. I was able to attend an undergraduate class on observation techniques that afternoon in the tower. I teach an observation class at LCC so it was a wonderful opportunity to attend the first session of the term of this class, and to hear and see the ways in which students were being trained in how to observe. Observation has always been a key skill for early childhood educators to learn and the Reggio approach is based on keen and detailed observations of children.

Google Children's Centers

My third visit was to two of the four Google children's centers in Mountain View, California. I met with the Executive Co-Director Gail Solit. I had met Gail and several of the other directors when I went to Italy last spring on a study tour of the Reggio Emilia and Pistoia programs. The Woods is the largest of the 4 programs and this is where I interviewed Gail. I also checked in with the site director Janis Keyser. Google hosted the winter conference for NAREA, the North American Reggio Emilia Alliance, a year ago (which sold out before I was able to register). This conference highlights Reggio programs in the United States and also provides training and resource opportunities for schools here. The Woods is a very large center with 66 teachers serving families who work at Google. This facility is in an old elementary school but has been developed for young children with incredible expertise. Each classroom has two outdoor areas beginning with the infant room. Organic and local food is used in the large kitchen facility. The teachers have been recruited for their high level of skill and are made Google employees with the benefits that come with that status. I was not allowed to take pictures but was given a CD with some images taken at the school. The rooms were all filled with light and the teachers were calmly engaging with the children. I did have a chance to meet and talk with some of the teachers. I was most impressed with the outside spaces that had interesting, beautiful and unique plantings that surrounded each of the areas for the different age groups of children. Gail did discuss with me the intent of Google to provide working conditions for all their employees that allow them to complete their work during working hours and have time outside of work to use for their families, hobbies, free time etc. The centers were created in 2004 with the Reggio Emilia philosophy at the core, however the centers are moving away from specifically using the "Reggio" title in their literature. I got the sense that the Google name is the name that is desired to be represented over and above the Reggio name. I also went to a second center, The Orchard, and interviewed Marilyn Graves, the site director and her operations officer. I took a tour of this center and saw one teacher sitting with her laptop taking down

children's dialog as she was conducting circle. I thought this was a very interesting way to keep documentation. This method also provides a way for teachers to send out observations/documentation to families via email or blogs. Interestingly there is not an outside web site for the Google centers for the general public. They are rather private it seems and I felt very lucky to have been given access through my having met some of the Google directors in Italy.

University of California at Davis

I met with Julia Luckenbill, an instructor/faculty member in the UC Davis child development lab school. This is the lab school that I trained at as an undergraduate and it is another lab program that has a long history of excellence in child development programs and studies. The program also serves infants through preschool age children and trains student teachers. Julia spent the whole morning with me allowing me access to all the classrooms and certified outdoor classrooms, and I was allowed to take photographs. Julia teaches the seminar for the practicum students and she went through her 10 week power point presentations for those classes with me, which was extraordinarily generous. Her particular expertise has to do with the infants and toddlers and the use of photography in her documentation of the learning experiences. I had read a journal article by her in Young Children and this led me to scheduling a visit with her for my sabbatical. Davis has integrated many of the principles of the Reggio approach into their program, such as the documentation piece. I also was able to meet with another instructor/faculty member who has written about curriculum planning using an emergent approach and she shared a number of her written plans with me, which I will share with the LCC faculty, staff and students.

American River College

American River College is a two year community college located in Sacramento, California. I had met two of the faculty, Lorriane Chow and Mary Jane McGuire-Fong also on my study tour the previous spring to Italy. I spent three days with the faculty and staff. I attended three sessions of different early childhood classes that each faculty member teaches. I attended the beginning practicum class that was taught by Marie Jones, the advanced practicum class taught by Lorraine and an Infant and Toddler Development class taught by Mary Jane. Mary Jane has written a textbook that is ready for publication that she uses in the class which is based on the Reggio Emilia approach. I purchased the text and will use it as a resource for the infant and toddler classes that I teach. I was able to see how each faculty member infused the principles of documentation, assessment, emergent curriculum, respect for the child and following the child's interests into each of their classes. I spent a morning with Lorraine, observing one of her advanced practicum students lead a small group project in the lab school. The idea of using small group projects that last over a term is one that I would like to have our LCC program consider and I have the model from this program to use as a template. This lab school was built and designed around Reggio

principles. Mary Jane McGuire-Fong began studying the approach and visiting Italy in the 1990's. The center has an atelier (art studio) and an entry that reveals the various ways in which the center has collaborated with other departments on campus. There is art work, made up mostly of ceramic pieces designed by college art students, that is mounted at child level. There is also an impressive display of stuffed birds from the aviary department, along with a photo of a visit from Jane Goodall. The college also has a dedicated classroom for the ECE students, adjoined to the lab where students and faculty have art media resources to use for projects, along with children's books etc. The faculty were very generous with their time and shared many of their materials with me, that I collected for use and to share at LCC.

Nueva School

Nueva school is a private school in Hillsborough that serves gifted and talented children from preschool to grade 8. They were hosting a Saturday round table while I was in California for the "Innovative Teacher Project", so I was lucky enough to add this to my sabbatical schedule. The round table was attended by approximately 80 people representing Reggio inspired schools in the San Francisco bay area. The topic of the round table was "Parent Involvement". There were many presentations by the faculty/staff from Nueva school and then a tour of the facility. The school is on the famed Crocker mansion grounds with many acres of incredible mature landscaping and plant growth. The kindergarten and preschool are in the lower part of the campus in a wonderful old building that was part of the original Crocker house. The main facilitator for the presentations has been part of the US Reggio community since the early 1990's and is now training the grade school teachers in the method. This collaboration was exciting to hear about. There were also many documentation books and curriculum projects from many of the classrooms out on display that I was able to view.

Skyline College

Skyline College is a two year community college that is part of a system of three community colleges in San Mateo county. Kate Browne, the coordinator of the Early Childhood Education program at Skyline, is a member of numerous state committees and the author of many early childhood education textbooks. She was a fellow graduate student when I was attending Stanford. We have not seen each other in a number of years. I spent three days at Skyline, observing the adult early childhood classes, interviewing Kate, visiting the on site lab school there and interviewing its director, Tina Watts. Skyline has a very active program and a newly located lab program. The Reggio approach is also infused into many aspects of the program. I observed a class preparing child portfolios based on extensive observations that the adult students had done, using the assessment system that has been developed in California called the "Desired Results Developmental Profile" (DRDP). This measure is required for any programs receiving state funding. I also observed adult students presenting their "learning stories" which is a technique for curriculum planning that comes from New Zealand and allows for emergent curriculum development. Kate

shared her instructions for this project with me and I will share with the ECE LCC faculty. I also plan to use this project in my infant and toddler environments class that I teach next spring. I was also given a copy of the newly released California standards for staff development for early childhood education personnel. This gives many ideas for benchmarks and teacher proficiency which will be helpful in preparing students in the field of early childhood at Lane. Skyline draws from many diverse populations of students from the surrounding areas which adds to the number of religions represented and languages spoken by the adult students and their children who attend the lab school. This diversity was evident, respected and included in the many parts of the programs offered here.

Cañada College

Cañada is also a two year community college, a sister college to Skyline College. Cañada has had a long history of early childhood degree programs, however they do not have a lab school on campus. I met with Val Goines who is the director of the program and a faculty member. I attended one of her classes on curriculum after interviewing her. I observed students giving presentations on blocks and art. The Reggio approach is infused in classes along with the "Creative Curriculum". Students can attend classes at Cañada and do their practicum at Skyline since they are close in distance. Cañada College is where the author of the textbook that I use for two of my classes at LCC taught for many years and was a founding "mother" for the program there.

Opal School

Knowing that I was going to be back in Oregon for 10 days between visits to California schools, I took the opportunity to participate in a conference held by Opal School in Portland. Opal is a school that bases its program on the philosophy of Reggio Emilia. It has hosted several conferences for educators in the past on aspects of the Reggio methods/principles. This particular day provided for a small group of early childhood professionals (25) to observe in the Opal classrooms for the entire morning and then to spend the afternoon listening to presentations by the classroom teachers. I have never been able to attend this conference because of my LCC teaching schedule so I was delighted to participate. I have been to Opal but have never been in the classrooms when children were present. I was able to observe preschool age children through grade 5. I observed teachers moving carefully around the rooms engaging children in conversation and questions, moving them to higher levels of thinking each step of the way. I observed children in group gatherings and individual pursuits. In the afternoon session I was able to hear how teachers began their Reggio "journeys" and the small initial steps that they took to begin this process. These steps were very helpful to hear as we at LCC continue to move in this direction. Opal also offered an on line set of modules that I worked through and will use with my classes.

Mills College

Mills College is a private four year college in Oakland, California. Many of the educators that I met while visiting Reggio inspired schools had attended or were attending undergraduate and graduate programs in early childhood education at Mills. Mills was also one of the places that the original display from Reggio Emilia ("The Hundred Languages" exhibit) was hosted in the 1990's. Mills has had a long tradition of training excellence in early childhood and has a lab school that was begun in the 1930's. Unfortunately the faculty member that I was scheduled to meet with was ill the day that I visited, but I did spend the morning observing in two classrooms and I was able to speak to one of the preschool teachers. Mills uses the "project based" approach which is an extension of the Reggio approach. I was first able to observe in a toddler classroom to begin. The atmosphere was very calm and children were allowed to be inside and outside for the major part of the morning. I witnessed a new child, who was having difficulty transitioning into the program, gently being guided into the routine and rhythm of the space. I read bound copies of graduate students' project work in the preschool classroom. I was able to observe the student teachers who were just about ready to finish their term in the lab school working with children. I was able to communicate via email with the professor who was absent and she did send me copies of her extensive syllabi (33 pages!) for the two practicum classes that she teaches. These provided very helpful guidelines for the projects that students are asked to conduct, based on their observations of groups of children, and the way in which they plan emergent curriculum.

Crescent Park School

This community program was one that I added to my itinerary after it was recommended by Beverley Hartman from Stanford and after I had read a journal article in ChildCare Exchange written by several of the teachers from the school. As I drove into the parking lot I saw only what looked to be a religious community center. I saw no very clear indication that there was a school, let alone a Reggio school, anywhere nearby. I was delightfully surprised when entering the building that was set apart from the parking lot. The entry space was clearly Reggio inspired with its attention to detail in a small space, furnished with welcoming and calming furniture, documentation books with many photos of projects alongside, and a digital frame mounted with pictures of children and their activities rotating through for all to view. I was greeted by Julia Hill-Wright, the Associate Director. After waiting a bit I was then escorted in by Julia and given a bit of history about the program and shown some of the areas. It was a magical place of light-filled classrooms opening to the gorgeous outdoor space that was filled with beautiful vegetable gardens, fruit trees and interesting play spaces. The rhythm of the children and teachers was a clear indication that the Reggio-inspired philosophy lived here. Children were free to move between the inside and outside spaces as they desired. One whole room was devoted to blocks and another entitled the "Doo Dad room" was the atelier (art studio). Children were

engaged, involved and there was an air of peacefulness and joy that could be felt. The director, Stephanie Hill, joined us and I spent an extended period of time hearing her story. The young woman who had greeted me and introduced me to the space initially was the director's daughter and had been a Bing graduate. The director started as a single mom running a family day care program out of her home. A number of years ago she moved into her current space which had been part of the Jewish synagogue. The line of windows along each classroom opening out to a mature, large outdoor space sold her on beginning the program here. The school had just completed a training that they offered to professionals the week before. I was so glad to learn of these trainings for the possibilities they could provide for professional development for our LCC staff, faculty and students. This program embodied so much of what I had learned from being in Reggio myself, with a California flair. The commitment, dedication and purposefulness with which it was being implemented was so impressive.

College of San Mateo Community College

This visit was arranged after being given the contact information from my visits to Skyline College and Cañada College. All three community college programs are partners in serving students in the surrounding cities. Louise Piper has been the director of this program for over 30 years. I met with her and spent the morning hearing about the history of this lab school and her advocacy work there. One of the most critical points that I took away from this interview was the way in which Louise continually found ways to collaborate with the many other programs at the college. For example, the program had been involved recently in a reading program for children led by student athletes, along with a nutrition program directed by culinary students. The director met regularly with the college board and many administrative and funding parties in order for the lab school's program to be highlighted and brought to the attention of others. I also observed in the classrooms and spent time interviewing one of the long time faculty/head teachers, Karen Wiggins-Dowler. She talked about the origin of the developmental profile that I had seen at Skyline College that was used in the Observation classes and that she had developed. She also showed me an area outside that had been transformed by the children during a long term curriculum project. An area that had once been off limits was turned into an exploration space. This project followed the children's interest and need to take risks and explore more of the physical elements of their outdoor space. I saw many indications of parent involvement in the center and activities around the arts. This was a full day program for 2-5 year old children similar to the program at LCC.

Aquatic Park School

This program, in the heart of an industrial park in Berkeley, is also named "All People's School". It was the most urban of all the settings that I visited and was such an interesting space that differed from the others. Right next to the sign for the school was a sign for a restaurant and theater. The program's co-director, Anne Bauer, spent the morning with me while attending to one of her many duties, taking a turn supervising children and

teachers on the play yard. The program has been a Reggio program for many years and the depth of their involvement in the philosophy was evident. The program serves infants through kindergarten age, and has school age children after school. They have just acquired a new building, adjacent to the school, which is being developed into an art studio. In that building hung a gigantic, floor to ceiling model of Abiyoyo, a character from a folk tale and book that the children had worked to create the year before. This director emphasized how important it is to give teaching staff time to meet, work and plan together. She told of their meeting schedule, which was extensive. She provided me with an evaluation tool that has been developed by the school for teachers and the program. It is very comprehensive and provides a useful template for goal setting for our LCC program. I observed teachers and children in their classrooms and outside as they moved as a class from one space to another. Due to its urban setting the feel of the school was very different from the previous visit to Crescent Park, where the outdoor and indoor spaces were seamless. At Aquatic Park the children must move from one building to another as a group due to the distance between buildings, but they have the opportunity to observe and participate in “city” life as it surrounds the school. The program is very well developed with strong leadership provided by both co-directors.

Cow Hollow School

This was my last school visit and at this point in my sabbatical I didn't think I would see anything more special than the many other programs that I had already visited. However I was wrong! This lovely gem of a program is located in the heart of the San Francisco Presidio, so the setting alone is spectacular. It was foggy on the day I visited, which made the mystique of the huge forest that was planted on the borders of the old army base so many years ago, even more intriguing. From the outside, however, I was not sure what to expect. The school is located in a historic building that was part of the original army housing, so it shows its age from the outside. But upon entering, a warm, rich, cozy home is divided up into beautifully appointed classrooms with incredible character. The director Darcy Campbell, is also an adjunct faculty member at San Francisco State in their Early Childhood department. She has been training teachers and students for a number of years in the Reggio approach and is purposefully helping teachers to become “teacher – researchers” in the Reggio tradition. She has published a number of articles with her students and is in the process of also collecting video from her program to use as training materials. This kind of video footage is so needed. She also offers a professional development series to teachers and community personnel that I now will be able to refer LCC students and staff to. Again I was so impressed by the leadership and clear intent that was evident in this program. This is a private community program that serves 2-5 year old children, many of whose parents have chosen the program for its access to the outdoors since they live in the city of San Francisco proper. I spent time in a two year old room interacting a bit with the teacher and children (stepping out of my “observer role”.) The teachers are highly trained, many working on their master degrees. The documentation that was present in each of the rooms was extensive, with many on-going projects displayed with observational notes about the process, photos and direct dialog from the

children. The children have “special places” that they often visit on the Presidio grounds, such as the forest and Crissy field. They visit sometimes once or twice a week, have their snack there and discuss the attributes of “their place”, the changes witnessed, make up stories surrounding the space etc. The connection to space in particular was very strong in this program, reminiscent of the Reggio emphasis and connection to spaces in their town.

National Education for the Education of Young Children (NAEYC) Professional Institute

During the very last week of my sabbatical I attended the NAEYC Professional Institute’s three day conference that was held this year in San Francisco. I have never attended the Institute before, although I have attended many of the annual national and state conferences offered by this organization. NAEYC is the largest professional organization of Early Childhood Educators. I chose conference sessions that had implications for the Reggio approach. Several of the sessions directly related to Reggio work. One such presentation was done by some faculty members of the Illinois Project Approach, which has a great web site describing many specifics of projects done with emergent curriculum in preschools across the country. The team presented research they had done on the effectiveness of authentic assessment of project based curriculum, which is an aspect that I look at in my classes at LCC. I also attended a session on a project done at Kean University in New Jersey, at their lab school with toddlers, around a fountain that is on campus. The documentation shared by the faculty was clear and specific to a college lab program, all of which gave me more information to share with our teachers and faculty at Lane. I attended other sessions specific to community college two year degree programs in Early Childhood Education.

Literature Review and Bibliography

In addition to my numerous school visits during my sabbatical time, I read many important works on the Reggio philosophy and approach. I have prepared a bibliography of these readings/works along with the many web sites that I investigated, for use in my work at Lane and in the Eugene community. I began with reading works done by many of the authors from the United States who first visited Reggio Emilia in the 1990’s. I then read works by the Italian authors themselves. These included articles written by Loris Malaguzzi, the founder of the Reggio approach, and his students, who now, are the liaisons for the Reggio program worldwide and who continue to mentor and teach. These included the works by Lella Gandini, Carlina Rinaldi, and Amelia Gambetti. I have had the pleasure to hear all of these women speak in person, in the United States and in Italy. I also discovered three works by an exceptionally clear writer, Ann Lewin-Benham. Lewin-Benham’s most recent work, Twelve Best Practices in Early Childhood Education, describes how programs in the U.S. can implement the Reggio approach today, supporting the approach with research and current methods. After reading this book, I recommended it as a “mentor” text to our LCC faculty and staff. A copy was ordered for each classroom

and has been used in many discussions since. I then purchased this author's other two works. The first, Infants and Toddlers at Work. Using Reggio Inspired Materials to Support Brain Development describes her work with infants and toddlers in Reggio-inspired programs. This was particularly helpful to me since I teach two classes about infants and toddlers at Lane. The third work of hers, the oldest, describes her experience being the director of the first Reggio program in the 1990's in Washington D.C. This program was attended by a low income, urban population. The book is entitled Possible Schools. The Reggio Approach to Urban Education. This is a fascinating look, from the ground up, into the beginning of a school which faced many obstacles and criticism at the start. All of her works have helped give me very specific pieces of information about how to begin a program, how to maintain a program based on Reggio, and how to keep the momentum going. All of these are steps that apply to our work in establishing a Reggio-inspired lab program at Lane.

I was very lucky that the third edition of The Hundred Languages of Children by Carolyn Edwards, Lella Gandini and George Forman was released this year. It was a daunting work to think about attempting since it is considered the "bible" of the Reggio approach, originally written in 1998. I found it to be well worth the time and intensity that it took to digest. I found the chapter on "Children with Special Rights" to be one of the most informative chapters. I help prepare student teachers to work with children with special needs by teaching a course on the topic at Lane and it is always a subject that students and teachers inquire about. It was written by the current head of the division that integrates services in Reggio Emilia, Italy for children with special needs, Ivana Soncini. She addresses the Reggio model and its accessibility to children with special needs and the particular care and attention that these children receive when being placed in a typical classroom. It is a model worth replicating and deserving of the respect that is evident in the way it is carried out.

Two other works I read and want to mention are Next Steps Toward Teaching the Reggio Way, Accepting the Challenge to Change edited by Joanne Hendrick, and Teaching and Learning. Collaborative Exploration of the Reggio Emilia Approach, by Victoria Fu, Andrew Stremmel and Lynn Hill. These books also gave me a better historical picture of how Reggio programs were first introduced into the United States, along with the challenges presented and the possible solutions to the issues that came along with starting up programs. This again is particularly meaningful to me and my work at LCC since as a department we have been working on the transition from a "theme-based" program to a "Reggio-inspired" program over the last several years. In combination with my site visits to programs that are successfully running Reggio-inspired programs in California, I have been able to understand more thoroughly possible ways to move our LCC program forward.

Conclusion

The opportunity to visit and observe in a sampling of different schools in California, all of which were implementing the Reggio Emilia Italian approach to early learning, was beyond

compare. I felt so welcomed by all of the programs and felt a deep and real sense of collegiality with other professionals seeking to provide the best quality education to young children. I was uplifted by the commitment that I witnessed in these schools to children, families and their communities. I came back with 1,000 photos to document the environments that I saw, which will help me communicate visually what I witnessed to the students that I teach at Lane, the teaching staff in our lab program and the faculty that I collaborate with. In addition, these visual representations will allow me to share with other programs in our area. I have collected many written materials from each of the programs that I visited which also can be shared with all of the groups of early childhood educators that I work with. I now have a library full of books listed on my bibliography to also loan out and share with others. I have been given a chance to feel incredibly refreshed and enthused in bringing back so much new information to my classes and my work. I simply can't get enough of this approach and have felt such a renewed sense of purpose to my job and my profession. I have found my investigation into the Reggio approach so intellectually stimulating and yet so practical in its implication and implementation.

Addendum.

When doing research for my sabbatical application, I came across a study tour to Reggio Emilia with the Program for Infant and Toddler Caregivers (PITC), based in California. I was fortunate to be able to go on this study tour in the spring of 2012 for two weeks. Many of the contacts that I made on that trip allowed me to more easily contact schools in California for my sabbatical. This all came together perfectly, but at the time of my sabbatical application I did not know that I would be traveling to Italy. I have already given 11 presentations based on my study trip to Reggio Emilia. These presentations included child development programs at the University of Oregon, LCC classes, and community groups. I will continue to share my studies of the Reggio-Inspired schools that I visited in California with these and other organizations.

Bibliography and School Visitation Schedule with Websites attached

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Journal Articles

Edwards, Carolyn Pope. "Three Approaches from Europe: Waldorf, Montessori and Reggio Emilia." University of Nebraska at Lincoln, Volume 4 Number 1. 2002

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Malaguzzi, Loris. "Your Image of the Child: Where Teaching Begins." Beginnings Workshop, Child Care Information Exchange, 1994

Online Websites/Communities

Catherine Shafer - Community College instructor's web page. Includes a powerpoint, a view and description of Reggio Emilia. Photos and video.

http://catherineshafer.com/.search?results_page=&p=Reggio+Emilia&name=Search

Design Share – Articles and Case Studies. Designing classrooms using Reggio principles. Reggio Emilia site. <http://www.designshare.com>

Education.com – innovative teaching projects, articles by topic, activities, Reggio
<http://www.education.com/>

Educational Resource Information Center. <http://www.eric.ed.gov/>

285 articles listed with Reggio Emilia references.

Illinois Projects in Practice. A project website for teachers of young children.
<http://illinoispip.org>

Making Learning Visible <http://www.mlvpz.org/index.html> Project Zero Harvard School of Education

National Association for the Education of Young Children web site. <http://www.naeyc.org/>

North American Reggio Emilia Alliance Homepage. Conferences, Exhibit Projects, Schools and Organizations, Video resources, Reggio Emilia Italy, Children Infant/Toddler Centers, Preschools.
<http://www.reggioalliance.org/index.php>

Reggio Children site (based in Italy) <http://zerosei.comune.re.it/inter/reggiochildren.htm>

Reggio School in Miami <http://latelier.org/>

Association of Reggio Schools in the San Francisco Bay Area.
<http://www.innovativeteacherproject.org/contact/thanks.php>

DVD's/Video

An Amusement Park for Birds. Edited by George Forman and Lella Gandini Performanetics
2006 DVD 1632 in Lane Community College library.

Bambini. Early Care and Education in Pistoia, Italy. A Child Friendly City. (VHS) Carolyn Pope Edwards, Lella Gandini, Luis Peon-Casanova and Jim Danielson. Teachers College Press. 2003. 30 minutes.

Everyday Utopias. A day in an infant/toddler center (14 minutes), A day in preschool. (20 min.) Reggio Children. 2011

Not Just Any Place -Reggio Emilia-an educational experience as told by the protagonists
Michael Fasano, Reggio Children. 2002 72 minutes DVD 1633 in LCC library

Sabbatical travel in California - Reggio Inspired School Visitations

Bev Hickey, Instructor, Lane Community College

4/1/2013 GeoKids Menlo Park, CA. <http://www.geokids.org/>

4/2/2013 Google Children's Centers Mountain View, CA.

4/3/2013 Bing Nursery School Stanford University, Palo Alto, CA.
<http://www.stanford.edu/dept/bingschool/index.html>

4/8/2013 University of California at Davis Children's Centers, Davis, CA.
<http://ccfs.ucdavis.edu/index.html>

4/9/2013 – 4/11/13 American River Community College, Sacramento, CA.
http://www.arc.losrios.edu/Programs_of_Study/Health_and_Education/Early_Childhood/Program.htm

4/13/2013 Nueva School – Innovative Teacher Project Round Table, Hillsborough, CA.
<http://www.nuevaschool.org/>

4/16/2013 Skyline Community College, San Bruno, CA.
<http://skylinecollege.edu/earlychildhoodeducation/>

4/16/2013 Canada Community College, Redwood City, CA.
<http://www.canadacollege.edu/earlychildhoodeducation/>

4/17/2013 Skyline College, San Bruno, CA.
<http://skylinecollege.edu/earlychildhoodeducation/>

4/18/2013 Skyline College, San Bruno, CA.

4/24/2013 Opal School, Portland, OR. (from 1963 Kimberly Drive, Eugene, OR.)
<http://www.portlandcm.org/educators-2/opal-school-main/opal-museum-school/>

5/6/2013 Mills College Oakland, CA. (from 3046 College, Berkeley, CA.)
http://www.mills.edu/campus_life/childrens_school/about.php

5/7/2013 Crescent Park School, Palo Alto, CA. (from 1222 Sharon Park Drive, CA.)
<http://crescentparkpreschool.org/>

5/8/2013 College of San Mateo Community College San Mateo, CA.
<http://collegeofsanmateo.edu/childcenter/>

5/9/2013 Aquatic Park School, Berkeley, CA. <http://www.aquaticparkschool.com/>

5/10/2013 Cow Hollow School, in the Presidio San Francisco, CA.
<http://cowhollowschool.org/>

