



Early Childhood Education Workshop

Reggio Emilia with Dr. Angela Eckhoff

Professor of Teaching and Learning, Old Dominion University

Saturday, October 5, 2024

Make learning and teaching visible in early learning spaces.



Funding provided by Indian River County Children's
Services Advisory Committee and PNC



What is Reggio Emilia?

The Reggio Emilia approach began as a parent initiative in the region of Reggio Emilia, Italy, in the aftermath of World War II. Parents from Reggio Emilia sought the help of Loris Malaguzzi to develop an early childhood education program that treated children with respect and recognized children as fundamentally creative and curious.

The Reggio Emilia approach focuses on stimulating children's senses. It encourages young children to explore their surroundings and express themselves through various natural languages or modes of expression. These include words, movement, drawing, painting, building, sculpture, shadow play, collage, dramatic play, and music.

The Reggio Emilia approach holds four basic principles:

- Children must have some control over the direction of their learning.
- Children must be able to learn through experiences of touching, moving, listening, and observing.
- Children have a relationship with other children and with material items in the world that children must be allowed to explore.
- Children must have endless ways and opportunities to express themselves.

For further exploration of Reggio Emilia, here are additional resources:

- The Hundred Languages of Children: The Reggio Emilia Approach to Early Childhood Education by Carolyn Edwards, Lella Gandini, and George Forman
- Children and Place: Reggio Emilia's Environment As Third Teacher by Teresa Strong-Wilson and Julia Ellis
- Teacher Research in Reggio Emilia: Essence of a Dynamic, Evolving Role by Carolyn Edwards and Lella Gandini



DR. ANGELA ECKHOFF

Dr. Angela Eckhoff is an Associate Professor of Teaching and Learning at Old Dominion University in Virginia. She holds a dual PhD from the University of Colorado – Boulder in Educational Psychology and Cognitive Science. She is also the director of the Virginia Early Childhood Policy Center.

Dr. Eckhoff is a coeditor of the Growing in STEM column for *Young Children* and the Full STEM Ahead column for *Teaching Young Children* from the National Association for the Education of Young Children (NAEYC). Her areas of specialization and research include participatory research methods, imagination and creative development during childhood, informal learning environments for children and families, and early childhood policy.

Dr. Eckhoff's publication *Rethink, Reimagine, Reinvent: The Reggio Emilia Approach to Incorporating Reclaimed Materials in Children's Artwork* explores existing pedagogical precedents that support the role of the inclusion of reclaimed materials in visual arts education.

Dr. Eckhoff has received numerous honors for her work, including the Outstanding Faculty Award from the American Educational Research Association.

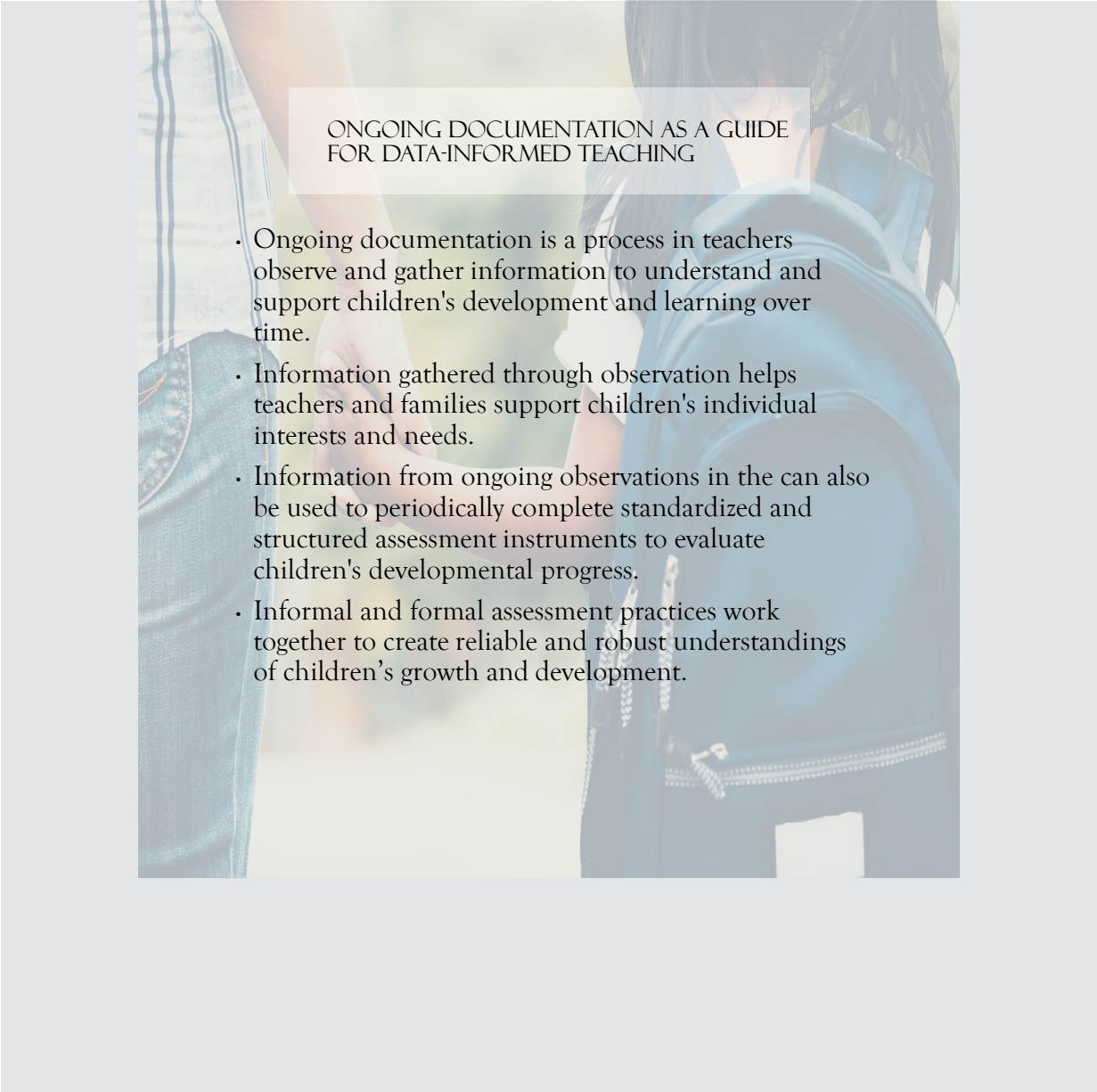
Data-Informed Teaching

Notes



Making Learning and Teaching Visible in Early Learning Spaces

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ONGOING DOCUMENTATION AS A GUIDE FOR DATA-INFORMED TEACHING

- Ongoing documentation is a process in which teachers observe and gather information to understand and support children's development and learning over time.
- Information gathered through observation helps teachers and families support children's individual interests and needs.
- Information from ongoing observations can also be used to periodically complete standardized and structured assessment instruments to evaluate children's developmental progress.
- Informal and formal assessment practices work together to create reliable and robust understandings of children's growth and development.

Pedagogical Documentation

Notes



PEDAGOGICAL DOCUMENTATION

- In early childhood classrooms pedagogical documentation often refers to the many ways of making children's thinking and learning visible as well as the processes of teaching as seen through traces of children's work.
- We document in order to share, to understand, and to be understood.
- The emphasis is on sharing thinking in action – a process orientation





DOCUMENTATION - "VISIBLE LISTENING" (RINALDI, 2001, 2006)



- Documenting students' work
 - *Highlights the process of learning*
 - *Offers opportunities for students and teachers to reflect*
 - *Helps make students more aware of their thinking – focus on what was learned and what remains to be learned*
 - *Promotes understandings of student work that honors individuality and the words and work of children*

"Documentation is not about what we do, but what we are searching for."
- Carla Rinaldi

Documentation Process

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THE HOW: PROCESS OF DOCUMENTATION FOR TEACHING AND LEARNING (TARKA, 2018)

- **TOPIC & QUESTION** What are your students exploring? What should you focus on? What central questions are you exploring as they are learning? It is impossible to document everything and if you try to take a too big piece, it soon starts to feel overwhelming! Discuss with your colleagues and decide which areas you want to focus on now.
- **OBSERVE & DOCUMENT** What kinds of children's work will help to get answers to the questions you have? Go to different situations during the day, observe with open mind and use various documentation methods, for example photos, videos, audio, drawings and discussions.
- **SHARE & REFLECT** Documents have pedagogical emphasis once they are being looked at and discussed. Share and reflect the documentation you have collected with the families, with children and with your colleagues. *What do these documents tell about this child/group/classroom? What type of answers did we get? What kind of views do we have?*
- **DEVELOP & PLAN** The process of pedagogical documentation is meaningful only, if you take advantage of the possibilities and challenges it offers. What themes, methods or goals should you choose next? What is your next step?



GETTING STARTED WITH RICH DOCUMENTATION

- Decide what you want to document & why (can be in collaboration with children)
- Who will the audience be (children, teachers, parents, community)?
- How will you document?
- What form is best suited to this focus? What about design? layout, pathway for viewer, and voice of the child?

Hints...

- Must be clearly understood by the intended audience.
- Brief explanations to get to the big idea.
- Share enough information (text, images, artifacts) to make learning visible.
- Describe why this event or series of events is important. What does it mean? Include your interpretation and your questions!

Documentation Check List

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Getting Started: Documentation Practice Checklist

Elements of Learning & Documentation	My Pedagogical and Curricular Practices	
I understand why making learning visible is important to children.	What I do currently:	What I need to include in my practice:
I have explored the connections between my curriculum and possibilities for support children's understandings of their learning.	What I do currently:	What I need to include in my practice:
I have surveyed my student's families to learn about their expectations for children's learning.	What I do currently:	What I need to include in my practice:
I have explored multiple forms of formative assessment and documentation (checklists, running records, portfolios, etc.)	What I do currently:	What I need to add to my practice:
I consider my students' development, skills, and abilities in my lesson planning.	What I do currently:	What I need to include in my practice:

Coaching for Early Educators



Collaborate with an experienced educator

Build

Build on your strengths as a teacher or director

Work

Work towards your classroom or school goals

Strengthen

Strengthen relationships with staff and parents

Implement

Implement ideas from professional development workshops

Contact A Coach To Get Started!

ChildcareResourcesIR.org/coach · 772-567-3202 ext. 114



Amanda Gooch is an Educator with 14 years of teaching experience. In addition to a Bachelor's degree in Child Psychology and a Master's degree in Teaching from the University of South Florida, she holds her Florida Childcare Professional Credential Certificate and her Educator Certificate from the State of Florida Department of Education. Amanda has completed her Infant, Toddler, Pre-K, CLASS Observer certification through Teachstone and holds her University of Florida Lastinger Center for Early Learning Coaching Certificate. She believes that all children and educators are capable of success, no exceptions!



Todd W. Morrow received a Master of Science in Elementary Education and an Education Specialist degree in Leadership and Supervision both from Florida International University. Todd served as a teacher, assistant principal, and elementary school principal for 24 years in the Miami-Dade County School District. After relocating his family, he joined the Martin County School District where he served as a principal for six years. During his tenure he built strong community support and a lasting record of school-wide academic achievement. Todd Morrow has been recognized as a Principal of the Year by Citizen's Crime Watch of Miami-Dade County and as Principal of the Year by City Year. Todd is a certified CLASS Pre-K Observer and is working with Childcare Resources as an Early Childhood Education Coach assisting childcare providers throughout Indian River County. In addition to providing coaching to teachers and directors, Todd is pleased to offer Community of Practice for early childhood educators.

COACHING



Childcare Resources · 2300 Fifth Ave, Ste 149 · Vero Beach, FL 32960



Funding provided by Indian River County Children's Services Advisory Committee.

Early Educators:

Need help taking your next step?

Childcare Resources

Higher Education Program

Stay on track with our mentorship program!

- Get one-on-one support with registration and financial aid.
- Meet with other local early educators in a supportive cohort.
- Participate in weekly study halls to help you succeed.
- Attend special program-exclusive events.

New to teaching? Have years of experience?

Take the next step in your career by earning:

- Florida Child Care Professional Credential (FCCPC)
- Director's Credential
- A.S. in Early Childhood Education
- B.S. in Early Childhood Education
- M.Ed. in Curriculum and Instruction, *Concentration: Early Childhood Education Leadership*

Partner Schools Include:



INDIAN RIVER
STATE COLLEGE



FLORIDA GATEWAY
COLLEGE



STATE COLLEGE OF FLORIDA
MANATEE - SARASOTA



UNF
UNIVERSITY of
NORTH FLORIDA

Unsure about the financial cost of higher education?

The Higher Education Program can also help you navigate Florida's Teacher Education and Compensation Helps (T.E.A.C.H.) program, helping to pay for your credential or degree, reducing or eliminating your cost.

Want to know more?

Visit **ChildcareResourcesIR.org/advance**

Email Stephanie Harmody: Stephanie@ChildcareResourcesIR.org

Email Elizabeth Swann: ESwann@ChildcareResourcesIR.org



Funding provided by
Indian River County Children's
Services Advisory Committee.



Do you know a family struggling to pay the cost of childcare?

Childcare Resources delivers high-quality early childhood education and wellness and early intervention services, while offering tuition assistance to qualifying families. Tuition typically ranges from **\$45 to \$75 weekly per child**. Eligibility requires parent/guardian full-time work or school attendance (at least 30 hours per week), residency in Indian River County, and meeting income requirements below.



High-Quality Early Education

- Classrooms for students 6 weeks through 5 years
- All program sites are accredited by the National Association for the Education of Young Children (NAEYC)
- Full-day program with breakfast, lunch, and a snack included



Family Wellness Resources

- All students are assessed twice each year to ensure they're reaching developmental milestones
- Physical, Occupational, and Speech therapies are available at all sites
- On-site early childhood mental health services



Family Support

- Parent education meetings on early childhood education and development
- Case management resources and referrals

Household Income Eligibility for Tuition Assistance

Number in Household	Household Income		
2	\$30,660	-	\$42,924
3	\$38,730	-	\$54,222
4	\$46,800	-	\$65,520
5	\$54,870	-	\$76,818
6	\$62,940	-	\$88,116



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Apply Today!

Funding provided by:



Indian River County
Children's Services
Advisory Committee



For more information, please call 772-567-3202 ext. 115 or visit ChildcareResourcesIR.org

Save the Date

2024-2025 PROFESSIONAL DEVELOPMENT WORKSHOP SERIES

Saturday, November 16, 2024

9am to 3pm

The Power of Mistakes: Creating a Positive

CLASSroom Climate

Dr. Maleka Donaldson

Saturday, February 8, 2025

9am to 3pm

Sensory Swaps and More: Reusing and Repurposing

Materials for Play with

Nadia Jaboneta and Brian Silveira

Participants who attend all four workshops have a chance
to win the grand workshop raffle!





Thank you for attending!

✿ **Childcare Resource Mission:** ✿

To evaluate and promote the highest quality early childhood development and education in Indian River County, focusing on economically challenged children and families