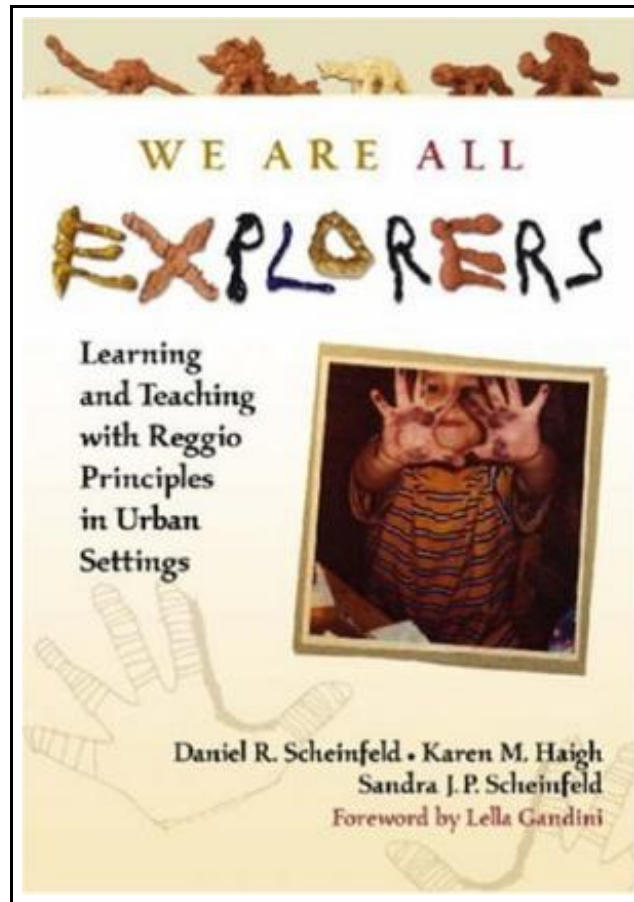


We Are All Explorers: Learning and Teaching with Reggio Principles in Urban Settings



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Reviews


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(Ernie Lebsack)

WE ARE ALL EXPLORERS: LEARNING AND TEACHING WITH REGGIO PRINCIPLES IN URBAN SETTINGS



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. Bravo to the authors for showing us how to maneuver around the demands of traditional bureaucracies while maintaining focus on the humanity and brilliance of urban children, parents, and teachers! Lisa Delpit, Executive Director, Center for Urban Education and Innovation, Florida International University Here is an approach to teaching that embraces children as the sparks of meaning-making energy that they really are. These pages invite teachers to pay closer attention, be regularly astonished, and re-think the basics of how we organize school at every level. William Ayers, University of Illinois at Chicago, author of To Teach: The Journey of a...

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