

MINUTES
School of Education Meeting
September 29, 2010

Meeting commenced at 2:00 PM

In attendance: Professor Joyce Rollins, Professor Elysha O'Brien, Professor Mary Robertson, Professor Elaine Schaeffer, Dr. Regina Miller, Dr. William Dwyer, and Dr. Christy Duda

Absent: Dr. Erin Harrel (out of town) and Dr. Martin Tawil (ill)

I. Successes/Challenges

- a. Professor Rollins stated that her karma has straightened out. She also stated that students are figuring out the alignment.
- b. Professor Robertson stated that she is getting more familiar with her new position. She also asked if it would be possible for the English Department to teach the APA style.
- c. Dr. Dwyer stated that there is a new technology committee at the college and he is going to be on it.
- d. Professor O'Brien stated that she had completed her fingerprinting..
- e. Dr. Duda asked about ESOL training and Clinical Ed. training.
- f. Dr. Duda stated that one of our graduates recently passed the Subject Area Exam and has a job. She also stated that the textbook for Educational Assessment is being reviewed by her and Dr. Dwyer.

II. Reggio Emilia Presentation

- a. Professor Schaeffer gave a presentation on the Reggio Emilia Philosophy (see attached key points).

The meeting concluded at 3:05 PM.

Minutes submitted by Barbara Miley

Key Points of the Reggio Emilia Philosophy

Children

- ★ Seen as innately strong, competent, learners capable of constructing their learning through a multitude of experiences, relationships, and methods of expression,
- ★ Operate in the “scientific method” (hypothesizing, experimenting and shifting perspectives)
- ★ Children with disabling conditions do not have “special needs”, they have “special rights”
- ★ Drive the curriculum with their observations, insights, and questions

Teachers

- ★ Are seen as researchers, working in non-hierarchical pairs
- ★ Spend much time observing and documenting children’s work both in words and photos.
- ★ Are collaborators with their colleagues, the children, and the children’s families in the learning process
- ★ Remain with a group of children for a three year cycle (birth to 3, or 3 to 5)
- ★ Are educated with “on the job” training

Families

- ★ Are true partners in the life of the center
- ★ Are expected to participate in decision making
- ★ Are reflected in the documentation throughout the center

Program/Curriculum

- ★ **The Reggio approach is a philosophy, not a curriculum.**
- ★ Centers have an artist on staff who works in concert with the children and teachers
- ★ One administrator with an education background oversees one or more schools
- ★ There is a regular routine to the day, but the schedule for activities is not fixed.
- ★ Children are encouraged to take multiple perspectives. They look at things from different aspects and angles.
- ★ All of the arts (visual, dance, music, etc.) are integrated into the daily life of the center, giving the children multiple ways to represent their experiences.
- ★ Children represent and re-represent their impressions through different media (drawing, writing, sculpting, etc.), building on their knowledge through in depth projects over time.

Environment

- ★ Thoughtfully prepared to function as the “third teacher,” designed to promote wonder and communication
- ★ Along with art areas in each classroom, there is an art studio in the building.
- ★ Classrooms are linked with windows and doors so that children see the center as a whole, not as a series of independent, isolated rooms.
- ★ The outdoor area is as important as the inside as a learning environment.
- ★ Natural light and plants abound.
- ★ Documentation of the children’s work is displayed throughout (and left up for a long time).
- ★ Lots of mirrors and places to climb up and under (to allow children to see things in a different perspective)
- ★ Attention paid to use of light and shadow
- ★ There is a welcoming area for parents and children to transition from home to school, setting the tone for slowing down, conversing, and building relationships.