

Exploring Reggio Emilia Approach & Literacy through Play

By Dr. Nkechy Ezeh

19th - 22nd August 2009, 9:00 a.m. to 5:00 p.m., New Delhi

Chapters International in association with **Italian Embassy Cultural Centre** is organizing a 4-day workshop for Early Educators on 'Exploring Reggio Emilia Approach & Literacy through Play', facilitated by **Dr. Nkechy Ezeh**, a well-known early childhood educationist.

Reggio Emilia Approach

Overview: Newsweek (Hinckle, 1991) hailed the Reggio Emilia Approach as one of the best educational programs in the world. As a result of this, many early childhood educators are trying to implement the approach in their own classrooms. If early childhood educators are to adapt and use this highly regarded educational approach, classroom teachers, and pre-service teachers must be taught to understand and develop strategies for adapting the approach into their setting.

Objectives:

- Understand the philosophy and theories behind the Reggio Emilia Approach.
- Increase their confidence level in adapting the Reggio Emilia Approach in their setting.
- Gain knowledge and practical strategies on how to begin to adapt the Reggio Emilia Approach in their setting.
- Understand the need to continuously reflect on their own philosophy of Early Childhood Education
- Analyze cultural variations and ways to use that as a bridge in adapting the Reggio Emilia Approach in their setting.
- Generate action plans for both continued learning and development of skill for adapting the Reggio Emilia philosophy.

Literacy through Play

Overview: The research is only beginning to show the immense importance that the first 8 years have in determining childrens future success in many areas particularly in literacy.

Literacy through Play is a training program specifically designed for people who work with children, birth through age 8, to improve the literacy environment of and promote literacy learning for children in early childhood settings.

Objective:

- Understand how different types of play affect literacy

- Understand why oral language is a crucial element in literacy development
- Gain insights on how to increase phonological awareness in young children
- Understand how oral language, reading and play are related to writing
- Increase families understanding and support of the emerging literacy process through playful interactions
- Develop powerful strategies to use on a daily basis to increase children's oral language abilities

Target Audience

Educators responsible for early childhood pre-service and in-service teacher education, early elementary (till Grade II) and also others who are seeking to understand children and want to learn about innovative and effective ways to help children reach their academic potential, should enroll themselves for this workshop.

Trainer's Profile

Dr. Nkechyi Ezeh a tenured Associate Professor of Education and Director of Early Childhood Education Program at Aquinas College is an internationally recognized speaker and consultant with over 20 years experience in education. She has taught at various levels of early childhood classrooms and served as Adult and Parent Educator and Early Childhood Education Consultant. Dr. Ezeh has been providing workshops on early childhood education for over 12 years.

Dr. Ezeh has conducted many professional development courses for teachers and parents, and has been called as a guest speaker at school in-services and conferences. She conducts professional development trainings and workshops throughout the United States of America, Asia and Australia.

She completed M.Ed. at Grand Valley State University, and Ed.D in Child and Youth Studies with specialization in Curriculum Development and Systemic Change from Nova Southeastern University. Dr. Ezeh was one of the US delegates to Reggio Emilia, Italy in 2001 and a panelist on the 2004 Oxford University Early Literacy Round Table.

Dr. Ezehs main research interest is integrating the Principle of Reggio Emilia in Early Childhood Program the focus of her doctoral dissertation. She has since integrated the guiding principle of Reggio Emilia into her teacher preparation program at Aquinas College. Her other research interest includes brain development and its implication for educators, curriculum development, teachers professional development, culture & literacy development.

Investment

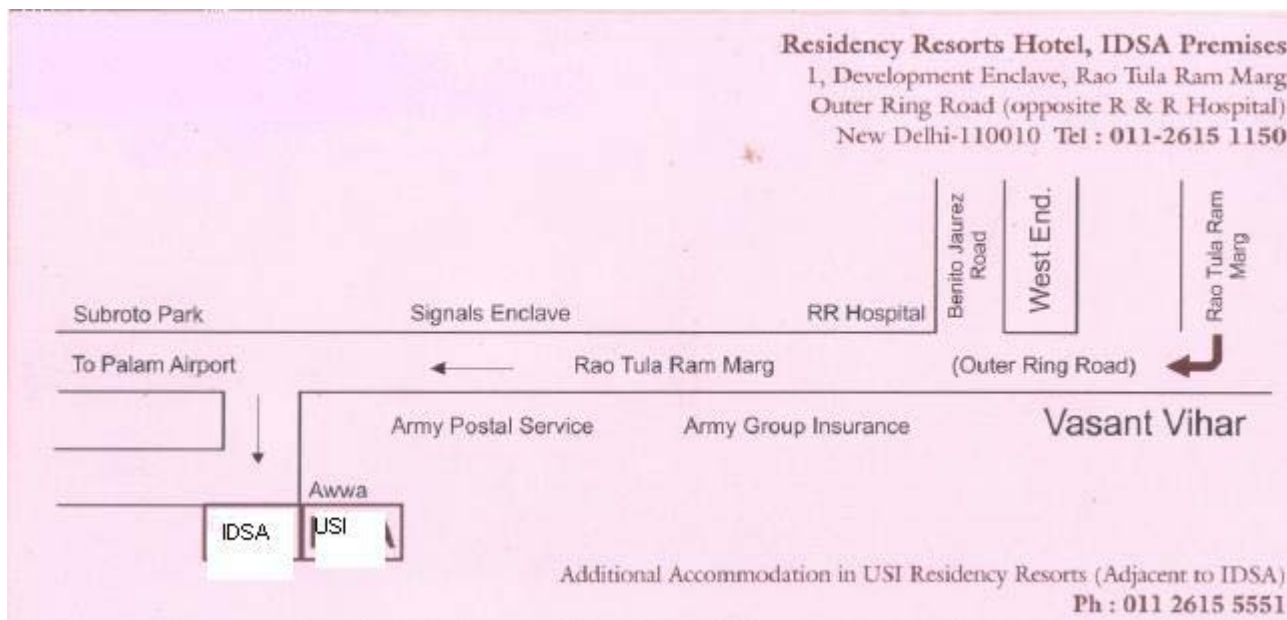
Rs. 12000/- per participant, includes reading material, lunch and refreshments.

Early Bird Offer: 15% off till 30th June 2009

Other Details

Duration: 4 days, 28 hours.

Venue: Residency Resorts Hotels, IDSA Premises, Rao Tula Ram Marg, Outer Ring Road, New Delhi.



Closing date: 1st August, 2009

WORKSHOP SCHEDULE

Days: August 19, 2009 – August 22, 2009

Time: 9:00 a.m. to 4:30 p.m.

Facilitators: Dr. Nkechye Exeh

Days	Topics Covered
	<u>Reggio Emilia Approach</u>
Day 1	1. What is the Reggio Emilia Approach? 2. Theoretical and Historical perspective. 3. Deconstructing of the central operating principles of the Reggio Emilia Approach: Image of the child, Teachers as partners, Role of Parents, Role of the Environment, Documentation, Emergent Learning Process, Symbolic Representation, The three subjects of Education, Time, Education based on collaboration and Interaction.
Day 2	1. The four key factors to the Reggio Emilia Approach to Early Childhood Education. 2. What does a Reggio inspired classroom look like? 3. A look at participants classrooms – Bring several pictures of different areas of your classroom. 4. How can we begin to adapt the Reggio Emilia approach – Where do you start? 5. Challenges/Road block in light of theoretical perspective. 6. Strategies to overcome road blocks and challenges. 7. Reflections and development individual action plan for implementation.
	<u>Literacy through Play</u>

Day 3

1. An overview of how play can support literacy development.
 - What is play?
 - What is literacy?
 - How is play and literacy related?
 - Who to ask for guidance and best practices in play and literacy?
 2. Constructing Literacy Playground.
 - A balanced approach to literacy.
 - Learning/instruction cycle for literacy.
 - Scaffolding and what does it mean for our work with children.
 - Role adult play in children's literacy development?
 3. Supporting Children's Play
 - The difference between playful and play filled learning and what it means for the role of the adult.
 - Emotional support for play and literacy.
 - Environment and its affects on play and literacy.
 - Play a necessary link to literacy development.
 - Adult's role during play to supports literacy development.
 4. Increasing children's oral language I
 - Oral language development.
 - Oral language a crucial element in literacy.
- Assessing Oral Language development

Day 4

1. Increasing oral language II
 - Things in the environment that we can directly influence to increase children's oral language abilities.
 - Powerful strategies we can use on a daily basis to increase children's oral language abilities.
 - Best practices to support overall oral language development in young children.
2. Increasing phonological Awareness;
 - Phonological awareness.
 - Phonological awareness related to oral language.
 - Importance of phonological awareness.
 - Developing phonological awareness.
 - Assessing phonological awareness.
 - How to increase phonological awareness.
3. Increasing children's print awareness;
 - Print awareness.
 - Why print awareness is important.
 - Key points in supporting the development of print awareness.
 - Concepts about print on which to focus.
 - Children go through in learning how print works in books.
4. Supporting children's writing development:
 - What is writing?
 - How oral language, reading and play are related to writing.
 - Key contributors which influence writing development.
 - Developmental factors we must attend to when scaffolding children's writing development.
 - Teacher's role to model, mediate and provide real opportunities for children's daily lives.
5. Reflections and development of Action Plan.