

D) Increasing Teacher Participation: Using Documentation as a Tool for Collaboration. — Team teaching and planning is usually an expectation in early childhood classrooms. While working together with others has important benefits, there are also tensions inherent to the process. Issues of power, truth and belonging often stifle good collaboration and participation. We will practice using a protocol for analyzing documentation of classroom activities and discuss how documentation can be used to increase the participation of every team member while helping to overcome some of the barriers to effective group work.

Presenters: Moe Desrosiers, Emily Hansen and Susan Twombly

Agenda

Sat. March 6, 2010

8:45-9:00 Light Breakfast

9:00—9:30 Informal tours of ITC

9:30—10:00 Welcome and Opening Remarks

10:00-12:00 Workshops

Registration

Name _____

School _____

Address _____

Phone _____ e-mail _____

Choose one Workshop

1st choice _____ 2nd choice _____

Cost: \$40.00 per person or \$35 per person for 4 or more from the same center.

To Register: Mail this form by **Feb.26** and make checks payable to:

The Infant Toddler Children’s Ctr., 149 Central St., Acton, MA 01720

978-263-2064, www.itcacton.org

You are registered unless you hear from us!

Please photocopy

Who We Are

The Infant Toddler Children’s Center (ITC) was founded in 1981 as one of the first programs in the area designed specifically for infant and toddler child care. Since then, this non-profit organization has expanded to include programs for preschool and school-age children. At ITC, we honor childhood by responding to children’s interests and by supporting children’s need to explore and wonder.

The experiences that children have in their first few years of life lay the foundation for attitudes and beliefs about the world.

Program Offerings

A) Art for Everyone: Finding Art Everywhere — How do our perceptions and definitions of art impact our ability to support preschool children in their artistic endeavors? How can we deepen our concept of art and celebrate the artist in every child? In this workshop we will discuss art-related language and materials as well as how teachers and children may move beyond standard art experiences. We will examine ways to respond to explorations. Art in literature and as therapy will be included, as well as the role that documentation plays in children’s art investigations. We will work to inspire each other to continue and expand our repertoire of art experiences we offer children. So join us for a colorful morning of idea sharing and search for creative expression.

Presenters: Janet Winer and Amalia Zagorski

B) Going Deep: Exploring BIG Ideas with Infants and Toddlers — Infant Toddler Curriculum can be a mystery for some (and a challenge for all of us!). What can a baby *do*? How can we *plan* for something that might be a passing moment? By the time we’ve taken care of feeding, changing and sleep routines the day is nearly over. When do we find *time* for curriculum?! Toddlers, too, offer us challenges unique to their age and stage if we try to plan for them as we might for our preschoolers. They love the brio trains...does that mean we plan a “train “unit”? This workshop will explore a few ways infant and toddler teachers can address these challenges. We will review some “Big” projects and how the teachers got there. Along the way we will talk about 1) organizing our thinking to define what infant toddler curriculum really means to us; b) organizing our spaces to make room for curriculum to unfold; c) organizing our routines to make time for the “Big” things to happen and d) documenting the process for parents, children and ourselves so that we all better understand and appreciate what really happens in the intellectual life of an infant or toddler in a group care setting.

Presenters: Cindy Heaney and Heidi Reed with Seetha Gopalsamy and Teresa Hanes

C) Do you See What I See? The Power of Alternative Assessment in Educational Planning. — Are you comfortable watching, recording and reviewing children at play and work? Are you working on collecting details and making good guesses? Are you able to “see” evidence of learning? Can you analyze what you have seen/heard? Are you a risk taker? Do you know what it means to be a *reflective practitioner*? If you wonder about these questions too, come meet with us. We’ll be looking closely at the power of observation as a tool to assess learning and to inform practice. We’ll share some of our ideas/tools on assessments. Bring your own experiences and ideas to share. We’ll do some brainstorming and have fun along the way.

Presenters: Kathy Linnane and Lauren Perry