

Inside Roosevelt's Little Eagles Preschool Program Roosevelt Primary School

*"... a hundred worlds to discover, a hundred worlds to invent, a hundred worlds to dream."
Loris Malaguzzi, pioneer of the preschools in Reggio Emilia, Italy*

Philosophy

Our new preschool program at Roosevelt is inspired by the preschool programs in Reggio Emilia, Italy. Known as an exemplary model of early childhood education, the Reggio Emilia approach is committed to the creation of conditions for learning that will enhance and facilitate children's construction of 'his or her own powers of thinking through the synthesis of all the expressive, communicative and cognitive languages' (Edwards & Forman, 1993). Reggio Emilia approach is viewed as a resource and inspiration to help educators and families for the benefit of their children.

Environment

Great detail has gone into the design and creation of a beautiful, natural environment that welcomes our youngest children and motivates them to explore, create and feel a sense of belonging. The classroom space itself will help build relationships with each other, and encourage emotional and cognitive situations. The environment is considered the "third teacher" from the moment you walk into a Reggio-inspired preschool. Our staff has and will continue to carefully organize the space for small and large group projects, provide small intimate spaces for one, two or three children. You will always find documentation of your child's work, plants, and collections that children have made. The teacher's role is to organize the classroom and materials to be aesthetically pleasing.

Emergent Curriculum

Our emergent curriculum is built upon children's interest. The educators within the program will capture information from the talk and expression of children, through community and family events, as well as children's natural interests (i.e. – shadows, puddles, animals, sensory materials). Emergent curriculum is designed to foster young children's development in a way that is coherent, calm and considerate of the needs of each child.



Project Work

Projects are a natural part of emergent curriculum. In-depth studies of concepts, ideas, and interest which arise from the group of children will last anywhere from one week or could possibly continue for months. Allowing children to be natural observers of information, materials and the environment promotes curiosity, exploration, creativity and problem-solving. Through the project approach children express interests & ideas, research for further information, reflect on the experience and form their own conclusions. As children learn through play, reflection and communication they develop confidence, independence and trust.

Teacher as Researcher

As a teacher of young children his/her role will be to be a learner alongside the children. She will be a researcher, resource and guide as she leads children with her expertise (Edwards, 1993). What does that mean? It means the teacher will be an active listener, and observer to guide documentation of children's work and the growth of their class family. She will provoke, co-construct, and stimulate thinking and children's collaboration with peers. Reflection is a critical skill for a Reggio-inspired educator.

Documentation

Documentation of the children's work is viewed as a critical tool in the learning process for children, families and teacher. As a parent you will view photographs of children engaged in active learning, their words shared as they discuss what they are feeling, doing, thinking and learning. The children's interpretation of the learning and experience will be displayed as graphic representations of the dynamic learning process.

Social-Emotional Development

Young children are learning their relationship with the world and the many 'rules' that are associated with it. Children model the behavior they see, view and understand. Many behaviors with young children are developmentally appropriate, however, as the adults in the child's life it is important for us to understand the reasons behind certain behaviors such as throwing, biting, and/or hitting so that we can accurately respond to the situation. It is always a skill set that is not yet developed, matured or learned. As the adults we must provide a consequence that will allow a teachable moment to learn a new skill set.



Roosevelt's Little Eagles Program Values & Beliefs

Children are strong, confident, and born ready to learn

*Children are full of ideas, creativity and knowledge;
Our curriculum emerges from the children*

*Children learn by searching & exploring answers;
Our preschool staff will help our children ask good questions, guide them
towards answers, rather than answering their questions for them*

*Children learn through exploring;
Our environment is specially designed to form relationships, encourage
exploration and nurture children's growth in all developmental area*

*Education is and always will be based on
Relationships, Exchange, & Communication;
Providing an environment where children can engage in interesting projects
allows them to work collaboratively and respectfully in a child-like manner*

*We want young children to continue to be young children and enjoy their right
to be a child.*

*We value the partnership of teacher and family to support the children's
learning.*



Please contact Dina Rocheleau, Roosevelt Primary Principal for further information.
drocheleau@ferndaleschools.org, 248-586-8801

Roosevelt Primary School
National & State School of Character Award Winner, 2010