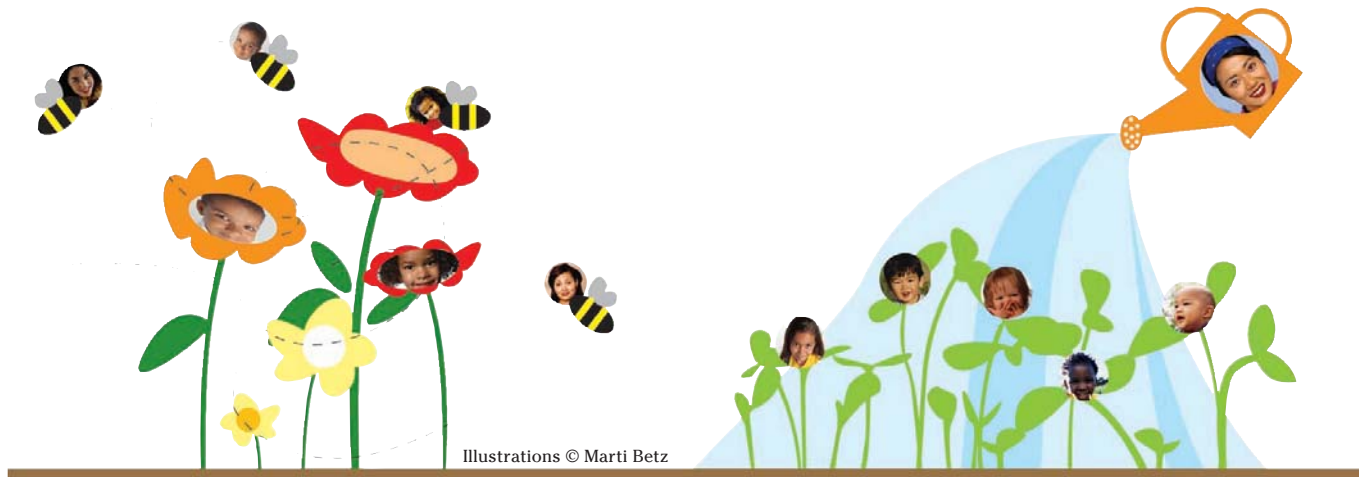


Resources for Innovative Practice in Early Childhood Education

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Web sites

American Montessori Society advocates for quality Montessori education and provides articles, resources, historical and conference information. www.amshq.org

The Innovative Teacher Project is designed for early childhood educators who are interested in developing a deeper understanding of the Reggio Emilia approach and issues related to this approach in the United States. www.geocities.com/msmabry/itp

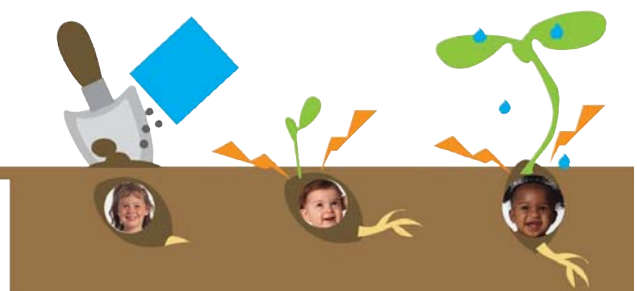
Jumpstart is an innovative program that pairs college students with preschoolers in mentor relationships. Jumpstart sessions include one-on-one reading, small-group activities, and circle times. www.jstart.org

North American Reggio Emilia Alliance is a network of educators, parents, and advocates, many of whom have visited the schools of Reggio Emilia. The alliance hosts the traveling exhibit from Reggio, organizes conferences and courses, opens up members' schools for study and dialogue, and publishes articles and books. www.reggioalliance.org

Project Zero focuses on the mission to understand and enhance learning, thinking, and creativity in the arts, as well as humanistic and scientific disciplines, at individual and institutional levels. <http://pzweb.harvard.edu>

Videatives are text documents about education and children's learning (presented in electronic format) that link directly to video clips. Videatives literally bring the text to life. www.videatives.com

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Reusable Resources

Tools for Invention and Self-Discovery

DISCARDS from our local business and industry communities—REUSABLE RESOURCES—are an innovative tool for creative teaching and learning.

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Their unique shapes, textures, color, variety, and abundance challenge and engage both children and adults to play, imagine, and construct.

These photographs were taken during workshops at NAEYC's 2005 Annual Conference in Washington, D.C. Using a hands-on, constructivist format, the presenters encouraged participants to use the resources to play individually and in groups.

As people explored, invented, played, and worked together, they developed new relationships, teaching strategies, and insights into the role of documentation in assessment and planning.

By connecting their play experience to their professional



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practice and to the developmental needs of children, workshop participants considered how reusable resources can be used to help children build self-esteem and self-confidence, gain literacy and language skills, and explore science and mathematics concepts.



For more information, contact **Reusable Resources Association**, P.O. Box 511001, Melbourne Beach, Florida 32951; phone: 321-984-1018; e-mail **Walter F. Drew** at Dr-Drew@earthlink.net; online: www.reusableresources.org; and read "Learning to Play Again: A Constructivist Workshop for Adults," by Ingrid Chalufour, Walter F. Drew, and Sandi Waite-Stupiansky, in **Beyond the Journal**, May 2003 (online at www.journal.naeyc.org/btj/200305/ConstructWorkshops_Chalufour.pdf).