

The Center for Children's Learning Presents:

O9 SummerSymposium: Supporting a Culture of Playful Inquiry

JUNE 18: THURSDAY

Supporting a culture of playful inquiry Susan MacKay and Judy Graves

What is the role of play in creating learning environments for children of all ages?
Why are play and learning often viewed as distinct and different kinds of experiences?
What is the role of playful inquiry in developing the minds and hearts of human beings?
What kinds of relationships and environments support playful inquiry?
This presentation explores the intersections between free play, playful inquiry, and learning.

**Playful inquiry with letter symbols, written language, mathematical thinking,
& the language of music** Opal School teachers

What can happen when playful inquiry is an everyday experience with children, teachers and parents? Opal teachers share their experiences with supporting playful inquiry within a variety of contexts.

Afternoon Breakout Sessions

Studio work with young children Jennifer Azzariti

What is studio work? What are considerations in selecting materials for studio work? How does the studio become integral to the life of the classroom and the school? How might the studio provide a platform for collaboration between and among children and adults? This session offers a hands-on experience in the spirit of playful inquiry.

Exploring the fundamentals of the Reggio Approach Lucy Chaille

What are some of the big ideas that are central to the work of the Reggio educators? The presenter shares her interpretation of these ideas and how they have influenced the work of the Creative Children's Center.

The geography of Story Workshop Opal School teachers

How do the arts support and strengthen the child's understanding of the narrative form? What are the roles of the arts in supporting children as authors of their own ideas? How does the structure of story workshop make visible the literacy development of children? Opal teachers share their ongoing experiences with the literacy structure called "story workshop."

JUNE 19: FRIDAY

Supporting the social and emotional intelligences of children Opal School teachers

What can happen when schools support the social and emotional intelligences of children and families? What are the connections between social and emotional growth and learning? How do environments, materials and the languages of the arts play vital roles? Opal School teachers share their experiences and invite inquiry into these questions.

The role of intention in supporting inquiry Jennifer Azzariti

What is "intention" and how does it support the inquiry of children and adults? What is the role of intelligent proposals? What is the value of revisiting the synthesis and analysis of observations in order to re-launch a project? The presenter shares the intentions and experiences of three school sites engaged in long-term inquiries into light and shadow, the human body, and movement.

Afternoon Breakout Sessions

The roles of classroom environments in supporting inquiry Opal School classrooms and teachers

What are the relationships between environments and playful inquiry? Why do environments matter so much? Why bother? How does the organization and presentation of materials influence their use? What is the role of inspiration in supporting children's learning? Participants spend time in the Opal classroom environments and have a conversation with Opal teachers about possible ways to respond to the questions.

Environments to support playful inquiry—birth to three years Gillian Brune and Dawn Kenney

How can observation influence the continual transformation of environments? How does collaboration between adults, children and families influence the quality of environments? How do young children interpret spaces? How can adults make meaning of their interpretations to create spaces that support playful inquiry? How do environments support interdependency and relationships? The presenters invite participants to explore these questions with them as they share their journey and responses in the context of the infant-toddler program of Mentor Graphics Child Development Center.

State standards from the perspective of teacher researchers Judy Graves & Susan MacKay

Do state standards impose limitations or open possibilities for learning in the elementary school? Are the state standards a help or a hindrance to planning curriculum full of depth and meaning? The presenters share Opal School experiences and responses to these questions.

JUNE 20: SATURDAY

The possibilities of intelligent materials—a playful, hands-on experience.

What kinds of materials are engaging and inspiring to minds of all ages? How does the organization and presentation of materials invite exploration and inquiry? How can adults feel comfortable using art mediums with children that they themselves may have never used before? Participants enjoy hands-on experiences with a variety of materials and art mediums that provide opportunities for playful inquiry with high levels of challenge with low levels of anxiety.

Cycles and patterns of nature: A presentation of public art by Opal students

What are the patterns and cycles of nature? How can we use words and images to present our understanding of nature's influence on life around us? Opal Charter School fifth grade students tackled these questions and unveil their thinking in the form of public art.

Playful inquiry with the natural world Patricia Hunter-McGrath

Why connect children to the natural world? What does inquiry with the natural world look and sound like? How might urban children inquire playfully with the natural world? The presenter shares her passion with the wonder of the natural world and its influence on the young child.

Closing reflections and celebrations

Symposium sessions presented by:

Opal School teacher researchers who work with children, ages 3 to 11 years.

Guest presenters;

Jennifer Azzariti: Consultant to schools on Reggio-inspired practices. Former studio teacher at MELC. Founder of the DC Area Studio Teacher's Exchange

Gillian Brune: Engaged with children's research for over 20 years. Currently directs the Mentor Graphics CDC. Children's honesty, stories, questions and sheer excitement about the world around them makes the job an on-going journey.

Lucy Chaille: Founder of the Creative Children's Center—a cooperative preschool and kindergarten. Lucy has participated in study tours to Reggio Emilia, Italy. She serves as a NAREA representative for Oregon and is a coordinator for the Reggio Inspiration network.

Patricia Hunter-McGrath: Director of Blueberry Atelier, Santa Monica, CA. Former atelierista with Evergreen Community School, Santa Monica, CA and Bold Park Community School, Perth, Australia

Dawn Kenney: Teacher at Mentor Graphics CDC for ten years. The primary focus of her work has been the desire to build relationships with families and engage in the co-construction of knowledge with children in the birth to three program.

09 SUMMER SYMPOSIUM REGISTRATION FORM

BASIC INFORMATION

Name	Home Phone	Cell Phone		
Current address	City	State	ZIP	
Email	Area of Interest <i>(Circle All That Apply)</i> Infants Toddlers PreK KG Early Elem Upper Elem Middle School High School			

EMPLOYER INFORMATION

Current employer	Position	Business Phone	Business Email	
Business Address	City	State	ZIP	

09 Summer Symposium

	Dates of Attendance	Fees Paid Before May 1	Fees Paid After May 1
<input type="checkbox"/>	Day 1 – Thursday, June 18	\$135	\$145
<input type="checkbox"/>	Day 2 – Friday, June 19	\$135	\$145
<input type="checkbox"/>	Day 3 – Saturday, June 20	\$135	\$145
<input type="checkbox"/>	-or- ALL 3 DAYS: June 18, 19 & 20	\$400	\$425
<input type="checkbox"/>	<i>I am a member of NAREA. (10% discount)</i>	-10%	- 10%
<i>Breakfast, snack & beverages provided. Lunch not included.</i>		Total: \$ _____	Total: \$ _____

PORTLAND STATE UNIVERSITY (PSU) 2-HR CREDIT FOR SYMPOSIUM

Two credits available for an additional \$110. You must participate in all 3 days to receive credits.
 If taking Symposium for PSU credit mark below, then bring a check for \$110 (payable to Portland State University) on June 18th.

I wish to take Symposium for 2 PSU Credits. Choose one.... Undergraduate Credit Graduate Credit

METHOD OF PAYMENT

Check/Money Order *Make payments to Portland Children's Museum & note "Center Workshops" in memo line.*

Purchase Order # _____ (attach copy)

Credit Card *Visa MasterCard American Express Discover*

Card # _____ Exp ____ / ____

Name on Card _____ Amt to Charge: \$ _____

I, the undersigned, give the Portland Children's Museum permission to charge this credit card for the amount listed above.

 Authorized Signature

 Date

ADDITIONAL INFORMATION

Cancellation Policy: Your payment is 100% refundable if notice of cancellation is received on or before May 31. No refunds will be given after May 31.

Mail registration form, deposit and cancellation notices to: Portland Children's Museum: Attn: Symposium Registrar, 4015 SW Canyon Rd, Portland, OR 97221. You may also fax this form to 503-223-6600.

Questions? Call 503-471-9917 to leave a message or send an email to csheerwin@portlandcm.org.