

Learning Together in A Special Place:
Perspectives on Leadership
Mercatello sul Metauro, Italy

Organized by Angela Ferrario
International Study Tours, LLC

June 2016 Facilitators

June 11 - 16, 2016

Learning and Leading for the Future

Louise Cadwell is an education consultant whose work is informed and animated by thirty years of experience in early childhood through higher education.

Her areas of expertise include:

child development
curriculum and professional development;
integrated arts education
environmental education
organizational learning

As a teacher, researcher, and consultant, Louise works with schools throughout North America, as well as internationally.

From 2002-2008, Louise was the Coordinator of Curriculum and Professional Development at The College School in St. Louis. During this time she worked with the administrative team and faculty to successfully implement shared and focused professional development, curriculum mapping, formative and authentic assessment, faculty research groups, and a school-wide parent partnership.

After a year as a fellow in the acclaimed schools of Reggio Emilia, Italy in 1991-1992, Louise served as the lead consultant for a Danforth Foundation funded program to study and adapt the Reggio approach in St. Louis schools from 1992-1995. She worked as studio teacher at The College School and consultant with The St. Michael School and Clayton Schools' Family Center from 1992-2002. These three schools, recognized internationally as exemplary schools for the interpretation of the Reggio approach, hosted yearly conferences and institutes for national and international visitors starting in 1994.

While working on her Masters degree, Louise lived for a year in Great Britain studying the British Integrated Day. As a third grade teacher and art teacher in Maryland and Vermont, Louise developed dynamic, integrated and experiential curricula.

Louise's recent work focuses on Education for Sustainability as it leads children and teachers to imagine and create a healthy and hopeful future. In the last decade, Systems Thinking and Appreciative Inquiry have transformed her way of working with teachers and children.

Louise earned a M. Ed. in 1976 from Lesley University and received her Ph. D. from Union Institute and University in 1996.

Louise is the author of:

- *Bringing Reggio Emilia Home: An Innovative Approach to Early Childhood Education*
- *Bringing Learning to Life: The Reggio Approach to Early Childhood Education*

Louise is co-editor with Lella Gandini, Lynn Hill and Charles Schwab of:

- *In the Spirit of the Studio: Learning from the Atelier of Reggio Emilia*

Louise Cadwell serves on the Advisory Council for The Center for Children's Learning of the Portland Children's Museum in Portland, Oregon.

Ashley Cadwell is an education consultant whose areas of expertise include:

- integrated, multidisciplinary curriculum development
- faculty collaboration and leadership
- parent and community involvement
- building and school renovation and design

For three decades, Ashley and his colleagues in Vermont and St. Louis have pioneered best practices that lead toward vital new ways of learning and living in schools. Ashley has worked with schools throughout North America as well as internationally. Much of his work derives from his connections with progressive education and the schools of Reggio Emilia, Italy. Innovative school building design that supports curricula, organization and community has been a recurring theme in his work.

Ashley spent the 1991-1992 school year with his family in Reggio Emilia, Italy where he observed the internationally renowned municipal early childhood program. From 1992-2008 Ashley served as Headmaster of The St. Michael School in Clayton, Missouri, a preprimary through eighth grade independent school that has achieved acclaim for their adaptation of the Reggio approach, pioneering its extension into the elementary grades. He is a contributing author to *In the Spirit of the Studio: Learning from the Atelier of Reggio Emilia*.

Ashley earned a Masters in Literature from Middlebury College in 1980 and a Masters in Education Administration from the University of Vermont in 1982. In 1973 he co-founded The Green Mountain Valley School, a college preparatory school for ski racers training for the U.S. Olympic Team, where he served as Humanities teacher, Academic Director and Headmaster. From 1984 through 1986 he was a Capital Gifts Officer for Middlebury College. In 1986 Ashley incorporated Villages of Vermont, where he specialized in village planning and single-family home design and construction.

Lori Ryan worked at Clayton School District's Family Center, a public school early education program in Missouri from 1989-2008 as Curriculum Coordinator and Director of Early Childhood Education and Family Engagement. In that role she led applied research and innovative practice and the development of inclusive, co-constructed curriculum. In collaboration with colleagues in St. Louis, the Family Center hosted *The Hundred Language of Children* and *Wonder of Learning* Exhibits twice and the thousands of educators who visited the St. Louis schools to learn about social constructivist education in U.S. contexts. These opportunities, many study tours to the schools of Reggio Emilia, and an ongoing dialogue with Reggio educators provided Lori and colleagues in St. Louis the highest quality professional development imaginable. Most importantly they were able to create and nurture deep and meaningful learning in their schools. Many stories of these experiences can be found in articles and books, including Lori's co-authored chapter *In the Spirit of the Studio* (Teacher College Press, 2015) "The atelier: A system of physical and conceptual spaces" and an article featured in *Exceeding Expectations: An Anthology of Appreciative Inquiry Stories in Education from Around the World* (Taos Institute, 2013), also with Louise Cadwell.

In 2008 Lori made a most difficult decision to leave the Family Center and accepted a position as coach-consultant for a four-year grant within a community of Denver-Boulder early childhood centers. These years refined Lori's coaching practice. In 2013, she transitioned to her current position of Senior Instructor at the University of Colorado's School of Education and Human Development where she is engaged in many new early childhood and teacher education initiatives. With a focus on curriculum design, educational leadership, diversity and equity and community engagement, Lori's teaching, coaching, consulting and research centers on building the capacity of teachers and leaders. In addition to serving as faculty in the Buell Early Childhood Leadership Program, she works in partnership with schools to nurture the growth of teacher candidates.

Lori received her Ph.D. in Early Childhood Education, Research and Evaluation from the Departments of Education and Psychology at the University of Buffalo and holds two coaching certifications—one from the Center for Cognitive Coaching and one from the International Coach Federation affiliated Coach Training Alliance. Since 2000, Lori has coached directors and teachers, as well as their parent communities, within public and private early childhood centers and independent schools locally and nationally..

June 18 - 23, 2016

Leadership for Change:

Identity, Social Justice and the Right to be Visible

Debbie LeeKeenan is a visiting professor of Early Childhood Education at Lesley University in Cambridge, Massachusetts. She was director of the Eliot-Pearson Children's School at Tufts University from 1996 to 2013. In addition to teaching in the Eliot-Pearson Department of Child Study and Human Development at Tufts University in Medford, Massachusetts, she has been a member of the early childhood faculty at the University

of Massachusetts in Amherst. She consults widely and is a published coauthor of numerous articles and book chapters.

She holds a master's degree in education from the University of New Mexico. Her areas of expertise include anti-bias education, early childhood education, teacher preparation, inclusive special education, curriculum development, home-school partnerships and the development of professional learning communities and public school partnerships. She is a former preschool and elementary school teacher. Past professional experience includes over 40 years of teaching in diverse university, public schools, and early childhood settings in Massachusetts, New York City, New Mexico, Philadelphia and Taiwan. Debbie was awarded the Tufts University Arts and Sciences Multicultural Service Award in May 2003 and the Building Bridges Tufts Distinction Award in June 2009 for her work with diversity.

In 2015 Debbie was awarded the Abigail Eliot Award. This award honors outstanding commitment to young children and the early childhood profession not only through work done on behalf of Boston Association of the Education of Young Children, but also through a record of distinguished professional achievement.

John Nimmo is an early childhood consultant and currently adjunct professor at Wheelock College and the University of New Hampshire. From 2003 to 2013 he was Executive Director of the Child Study and Development Center and Associate Professor of Human Development and Family Studies at the University of New Hampshire.

John was a recipient of the Social Justice Award and the Excellence through Diversity Award at UNH. In addition to presenting nationally and internationally for almost 30 years, he has been a visiting scholar at universities in Ghana and Australia. Formerly he was core faculty in teacher education and human development at Pacific Oaks College Northwest in Seattle.

His publications include *Loris Malaguzzi and the Teachers* (with Carolyn Edwards & Lella Gandini), *Leading Anti-Bias Early Childhood Programs* (with Louise-Derman-Sparks & Debbie LeeKeenan), *Emergent Curriculum* (with Elizabeth Jones), chapters in *The Hundred Languages of Children*, as well as many articles. John's research includes a study of collaboration and community in Reggio Emilia, Italy, and more recently, research into young children's participation in their community and an international video documentary project on children's rights through the World Forum Foundation. He holds a doctorate from the University of Massachusetts at Amherst and was previously an early childhood and elementary teacher in his first home of Australia and in the United States.

June 25 - 30, 2016

Creating Strength-Based Learning Communities

Susan MacDonald is the founder of *Inspiring New Perspectives*, a consultancy focused on empowering educational leaders to create programs that deeply respect and nurture the possibilities that lie within each child, parent and teacher. Susan has been developing and delivering inspirational courses and workshops for over 25 years. Her background includes director of a Reggio inspired preschool program, adjunct faculty at Lesley University and Wheelock College and Commonwealth of Massachusetts licensing supervisor.

Susan holds a Master's degree in Instructional Design, professional coach certifications through the [Institute for Professional Excellence in Coaching](#), the Center for School Transformation, Evocative Coaching program and [the Minds at Work](#), Immunity to Change program Susan is the current president of Boston Area Reggio Inspired Network and past vice president of the Massachusetts Association for the Education of Young Children. In 2016, Susan will be publishing a book with Gryphon House, Inc., focused on strategies for igniting passion and engagement in early childhood programs

Lucinda Burk is a committed educator and mentor, currently teaching in the Beginners program at Buckingham, Browne and Nichols, a private school in Cambridge, MA. Lucinda holds a Bachelors degree in Human Development and Family Studies, and a Masters degree in Education. She is inspired by the work of David and Frances Hawkins, Eleanor Duckworth, Loris Malaguzzi, among many others. As a member of Hawkins' Centers of Learning, Lucinda collaborates with colleagues to provide professional development gatherings which bring educators together to practice inquiry and strengthen the adults' understanding of their own learning, in order to better understand the learning experience of their students.

Lucinda has been an educator for over 30 years working as adjunct faculty at Lesley University, as well as with children from birth to grade 6 in a variety of settings including: full day child care facilities, parent cooperatives, family childcare, public elementary and private/independent schools. She creates programs that support the learning of children, teachers and parents. Her work focuses on creating a healthy image of the child, supporting a child's social/emotional development as well as their cognitive growth. She believes it is the role of the educator to listen and observe children carefully in order to nurture trust and develop authentic relationships. In this way we are then positioned to create environments and experiences that truly support learning.