



Tuesday  
Oct. 30, 2018

2:00 pm – 6:00 pm

The Lodge at Peachtree, the Canyon  
3417 Roswell Road  
Atlanta, GA 30305

SPEAKER  
Harold Göthson

REGISTRATION & COST  
(lunch will be at the responsibility of the registrant)

NAREA Members: \$75  
NAREA Non-Members: \$100

HOST  
Project Infinity



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## Brick by Brick Series 2018-2019 Atlanta, Georgia

### Education as Individual & Group Construction

Thinking well about education for young children means thinking well about the democracy of resources, opportunities, and knowledges. How might communities enlarge the image of early childhood education and its provision for all? Why must a school develop its democratic identity? Why must educators feel a duty not only to individual children, but to groups of children? What are the principles by which social constructivism informs our understanding of knowledge-building processes? What is the relation between school and community?

Harold Göthson is internationally acclaimed for his work in political and social sciences and education. Working with the Swedish national government, he participated in the development of the first official curriculum for Swedish preschools in the 1980s. He was one of the founders of the Reggio Emilia Institutet in Stockholm, which he headed until 2006. Today, he is senior advisor to the Institutet and founding member of the board of directors of the Reggio Children—Loris Malaguzzi Center Foundation in Reggio Emilia.

NAREA collaborates with local early childhood organizations, groups, schools, and higher education institutions to offer low cost, relevant, and meaningful professional development. Brick by Brick initiatives feature topics and presenters that contribute to strengthening understanding of Reggio-inspired values, principles, and experiences. As Rinaldi suggests, “the hundred languages of the children have to become the hundred languages of the teacher” (2006, p. 195).

**“My feelings of wonder, and the sense of the extraordinary, were stronger than my happiness. I was an elementary school teacher. I had been teaching for 5 years, and had done 3 years of university. Maybe it was my profession that hampered me. All of my little models were laughingly overturned: that building a school would ever occur to the people, women, farm laborers, factory workers, farmers, was in itself traumatic. But that these same people, without a penny to their names, with no technical offices, building permits, site directors, inspectors from the Ministry of Education or the Party, could actually build a school with their own strength, brick by brick, was the second paradox” (2000, p.14).**

– LORIS MALAGUZZI

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**NAREA**  
North American Reggio Emilia Alliance

Barazzoni, R. (2000). *Brick by brick: The history of the “XXV Aprile” People’s Nursery School of Villa Cella*. Reggio Emilia, Italy: Reggio Children.

Rinaldi, C. (2006). *In Dialogue with Reggio Emilia: Listening, Researching and Learning*. London: Routledge.