

# CROSSROADS

For Learning

## Registry Survey

\* Note: This is a survey of information completed by Farhana (Ana) Majid.  
Crossroads for Learning is not responsible for the information.

For the applicable principles and practices below, note whether you or your program/school is at a *Beginning stage*, *Developing Stage* or is *Secure and Established*.

Principle	Stage	Comments (60-word limit)
Indoor Environment: classroom and common building space:	Beginning	We are a new school working to establish a space that reflects the work of the children and the teachers.
Outdoor Environment: Activity Areas and Materials	Beginning	We are working with the park district to create a Nature Play Space that would be accessible not only to children at our facility but to all the children in the neighborhood. This is in process and will depend on the acceptance of a grant proposal.
Materials and Languages (introduction & exposure to a variety of expressive, constructive, & sensory materials)	Emergent	We have a space dedicated entirely to the exploration of art & materials. Within this space and the classrooms children are invited to use materials and movement, music and sound to explore their world.
Documentation (is visible and used for understanding, planning, reflection, & advocacy)	Beginning	We are a new school working to develop and establish a staff that understands the process and its value.
Parent-Teacher Partnerships that support children and adults as participants & ongoing learners	Beginning	We are working on it!
Emergent Curriculum (an American term not a Reggio term - depth of studies/projects where observation, documentation, interpretation and projection of possibilities are pursued)	Emerging	We are working on our first project now (see response to question 1 below). We continue to discuss possibilities for continued engagement and exploration of the topic both within our school and the larger community.
Image of the Child: pursuit of children's strengths, abilities, unique characteristics and learning strategies while trusting child's ability to know what to learn	Emerging	

Collaboration which is pursued at multiple levels (among children, teachers, administration, parents & community)	Emerging	
Administration supports and leads ongoing professional development, regular time to view & interpret children's work, work on documentation while providing adequate resource	Emerging	
Assessment (negotiating Reggio elements with authentic documentation and core standards/requirements)	Beginning	

\*The questions below have a 60-word limit

1. Please describe what Reggio Emilia inspired initiatives you have been working on:

We have been working on a grant proposal to create a Nature Play Space in collaboration with Eckhart Park, the local Chicago Park District. It is a collaborative effort that includes the director working with advocates within the wider park district including the naturalists at North Park Village Nature Center, getting parent volunteers to collect signatures for the petition, and working with Magpie staff to begin the design process. We will include parents in the design process once we reach a point that indicates we will have the go-ahead from the Chicago Park District to move forward with the project.

If this goes through, we hope to create a bird habitat to not only support our local bird species but to support the bird study our children have undertaken in the older toddler classroom. There have been extensive conversations about our local birds, the exploration of a variety of materials including clay, beans, feathers, and the creation of an interactive video installation in which our young students were able to experience quite literally the bird's eye view/perspective of birds in flight looking down on the city and landscapes below. They used their bodies flapping their arms and racing around our lab which we converted to a screen room for the video installation.

2. Please list all other curricula or philosophies, used in collaboration with the Reggio Emilia philosophy at your school or program.

In collaboration with the Reggio Emilia Approach we also implement some aspects of Montessori in our infant and toddler programs. Our Pre-K program (ages 3-6) once it opens will more heavily emphasize the Montessori curricula.

3. Does your program support the use of languages other than English? Which ones? We support and encourage the use of Spanish in our program.

4. Please indicate the ages of children you specifically teach or are educated in your program or school (you may choose more than one)	Our youngest is currently 8 weeks old and our oldest just turned three years old.
5. Is your program: Private with revenue based on fees Private with government grants and requirements or Public School	It is private with revenue based on fees
6. Please list the following information about your program	
Name of educator/school/center:	Montessori Magpie
Address:	835 N Ashland Ave Chicago, IL 60622
Phone Number:	312-465-2196
Person completing form:	Farhana (Ana) Majid
Email Address:	ana@montessorimagpie.com

We ask that you give a donation of \$35. This one time donation will help with the cost of developing and maintaining the Registry with important information about you or your program as well as others. Please note that when funding allows Crossroads for Learning may offer benefits (such as scholarships or discounts for Professional Development) only to those enrolled in the Registry.

The check can be made payable to Crossroads for Learning

AND sent to

Crossroads for Learning  
137 S. Garfield Ave.  
Hinsdale, IL 60521

If you have any questions you may contact Jennifer Keldahl ([JKeldahl@uchinsdale.org](mailto:JKeldahl@uchinsdale.org)) or Karen Haigh ([karenmariehaigh@gmail.com](mailto:karenmariehaigh@gmail.com)).