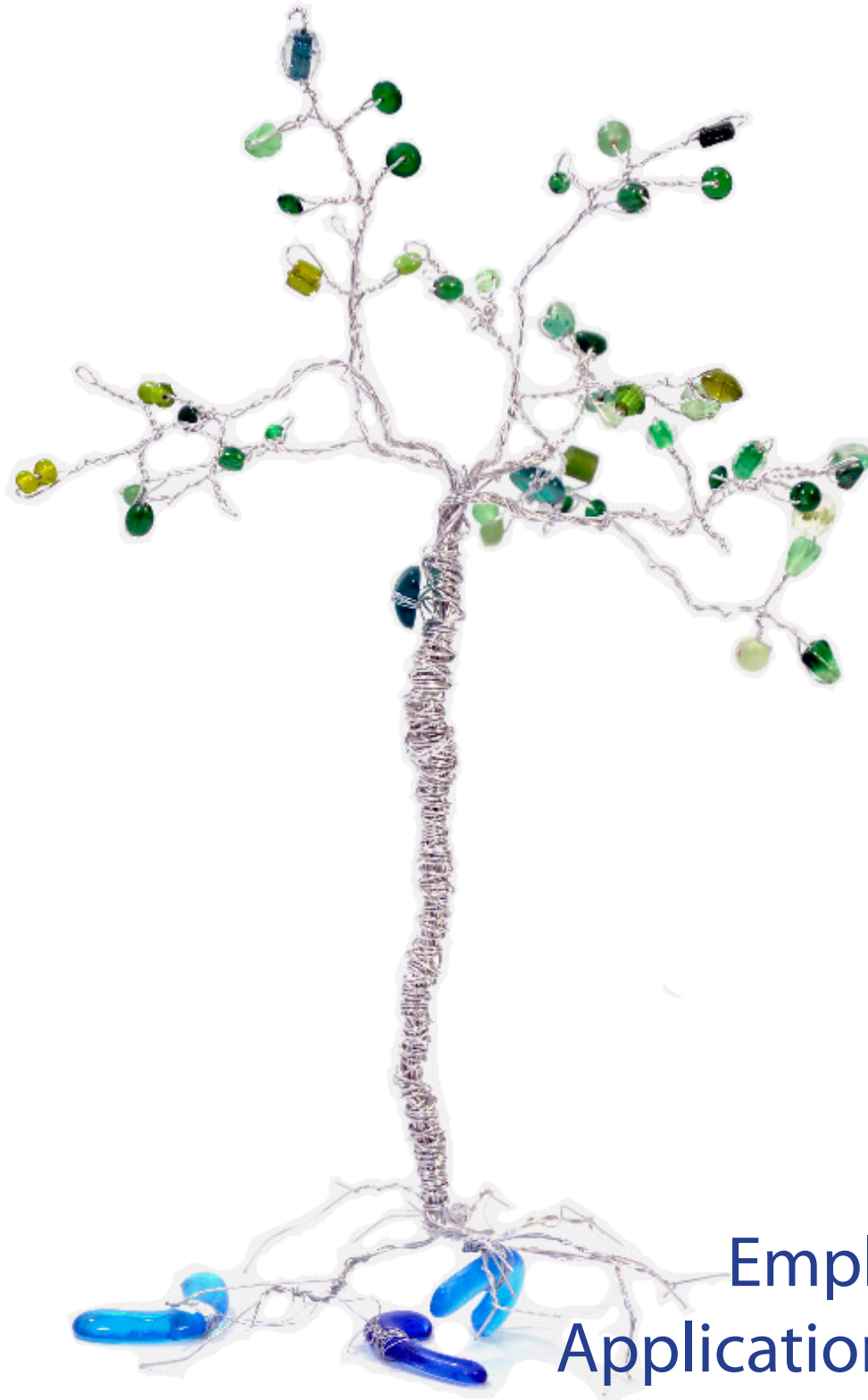


# IPS/Butler University Laboratory School

For Reggio Inspired/Project-Based Learning

William A. Bell School 60



Employment  
Application Packet

Studio Teacher

# IPS/Butler University Laboratory School

## For Reggio Inspired/Project-Based Learning

### William A. Bell School 60

Dear Applicant,

Thank you for your interest in applying to work at the IPS/Butler University Laboratory School. We are delighted that you wish to join our learning community. It was our joy to create a Reggio inspired school to serve IPS students and families in 2011.

We are now in our second year and our learning community grows stronger every day. The school does not use traditional grade level structures. Next year we anticipate the school will include two forms of multi-age classrooms including K-1 and 2-3 configurations. Instead of the traditional art, music and physical education classes, the school has studio teaching positions. The role of studio teachers is to collaborate with groups of children and teachers to infuse the arts into the project work and content area learning in which the children participate. Collaboration between staff and between staff and parents is a key feature of the school. Instead of a PTA or PTO organization, a new kind of parent and teacher organization has been created offering parents opportunities for involvement in curriculum and planning in the tradition of democratic participation observed in Reggio Emilia.

The IPS/Butler University Laboratory School is a teaching/learning community not just for children, but also for pre-service teachers and staff. Teachers are expected to welcome pre-service teachers into their classroom and assist them with their professional growth. This includes both short-term field experiences and the hosting of student teachers. The Laboratory School is a school for research, reflection and dialogue where opportunities for teachers to write about their work will exist.

On the following pages you will see a list of requirements for application to teach at the IPS/Butler University Laboratory School. The initial phase of the application process will involve your submitting documents typical of any application process as well as a response to a passage of text titled, *Blue flowers, bitter leaves* by Veve Vecchi. You may respond to the passage in a way that feels most appropriate to you. You may choose to respond in text, or you may choose to respond in graphic form or through video. We will leave that decision up to you.

We anticipate that many teachers will be interested in working at the IPS/Butler University Laboratory School. We wish that we could interview everyone who shows interest, but that may not be possible. We will be looking not just for great teachers, but for a team of teachers that we believe will form a strong collaborative spirit with one another and with the existing staff. Thanks again for your interest in joining our learning community.

Ron Smith  
Head of School  
IPS/Butler University Laboratory School

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## Application Requirements:

Complete online application by March 20th at:

<http://www.applitrack.com/IPS/onlineapp/default.aspx?Category=Elementary+Teachers&AppliTrackJobId=610&AppliTrackLayoutMode=detail&AppliTrackViewPosting=1>

Complete all requirements associated with the IPS application process by 20th. These requirements include filling out an online application, uploading transcripts and sending a reference request to three supervisors/supervising teachers/professors.

Provide a letter of interest and resume to Ron Smith at [rsmith@butler.edu](mailto:rsmith@butler.edu) by March 20th.

Send response to Blue flowers, bitter leaves to Ron Smith at [rsmith@butler.edu](mailto:rsmith@butler.edu) by March 20th.

**Should you have any questions, you can reach Ron Smith at 226-4260.**



## Blue flowers, bitter leaves

By Veà Vecchi

Chapter 12

Art and Creativity in Reggio Emilia:

Exploring the role and potential of ateliers in early childhood education

In summer in many parts of Italy, in fields and the least welcoming of places, along the sides of roads and in small pockets of arid land, there blooms a wild flower of the most startling azure blue, challenging our perceptions of the surrounding colours. This is wild radicchio, common chicory; a plant with slightly bitter leaves, which women collect in late spring in the fields and which is prepared together with other salad leaves and hard-boiled eggs. This blue summer flower is a mutation of the cultivated form and has very strong, tenacious stalks with small flowers of an intense blue colour, made even more striking by the fact that the plant spreads in a myriad of clusters to form drifts of a special blue, surrounded by an even more brilliant green; a most appropriate metaphor for summer.



If these flowers are gathered and put in water, they lose their intense colour and do not last very long. Like poppies they are not flowers for picking, they are better left where they are, and their presence transforms any place into something special. Like poppies, chicory flowers seem fragile, but the seed is strong and the plant is really a weed, and has the strength to invade and grow.

The presence of ateliers in Reggio schools is of this nature; an intense and visible presence, but which becomes less strong and visible when the atelier is taken out of a pedagogical context to a place that cannot embrace it or use it in an instrumental way. It is not art, and does not look for infant art, but possesses a way of seeing that marvels and feels emotion on observing things. It knows how to be a robust herb but then ineluctably it becomes a blue flower, unexpected and poetic.

The philosophy and experience, which have been put together over these years, represent the resilience of the atelier. Transplanted into other contexts, the more it finds terrain and environments possessing some of the elements that made its birth possible in Reggio Emilia, the more it will break new ground and be capable of carrying out its role participating in innovative education. Elements such as pedagogy that are sensitive to listening and the poetic languages; organization that is creative on a daily basis; quality in education entrusted with cultural, social and political role.

You have applied to become a studio teacher at the IPS/Butler University Laboratory School. Reflection will be a frequent and important activity of the staff members at our school. Please reflect upon Veà Vecchi's metaphor for the atelier. Feel free to expand your thoughts beyond the questions below as you respond to us, in your own way, regarding Veà's ideas and what they mean to you.

If hired, how will your work and our studio invade and grow within the pedagogy of our school and within the hearts and minds of our students, our parents and our staff?

We are, in a sense, transplanting the concept of a studio and a studio teacher into a new and different context. If hired, how will your work and our studio be culturally and contextually relevant to the lives of our children and their families.

What do you see as essential elements that our context will require in order to break new ground and carry out our role participating in innovative education?

