

Reggio

Believing that “the potential of children is stunted when the endpoint of their learning is formulated in advance” (Carlina Rinaldi)

The Hundred Languages of Children

- Modes of expression e.g. speech, writing, movement, drawing, painting, sculpture, shadow play, collage and music
- Through these children communicate, test their theories and learn about their world
- Valuing the expressiveness and creativity of each child

The Image of the Child

- Adults see children as competent, confident, curious, creative, full of potential and acting in constructing his or her own knowledge through interactions with others
- Focus on strengths

The Role of the Environment

- Use of space to explore, natural light displays, displays of children's work
- Attention to nature - detail
- the environment serves as another teacher
- Spaces for class, group and individual work
- A right to beauty - welcoming, a place to belong that speaks of them and their learning

The Role of the Teacher

- As researcher, reflector, constructor, facilitator of learning, professionally developed and skilled
- A learner with the children
- An observer and listener with all senses
- Collaborator
- Values the unexpected

The Importance of Time

- Investigations and activities build upon one another over time as experiences, activities and forms of expression
- Time to listen, test theories, try things
- Children hatching ideas need time to come back to them
- Time to be involved
- Time for small group learning
- Time for reflection

The Value of Relationships and Interaction of Children in Small Groups

- Democratic relationships
- Different roles
- Conversations - seeking meaning by talking through the process of their thinking, give advice and reflect back on previous thinking, refining and reconstructing their thinking, time to get lost in it
- Voice of individual child
- Collaboration
- Intellectual conflict

Documentation - Making Learning Visible

- Observation and interpretation document
- Provides teachers with a tool for further research
- Focus on learning process, not how they are learning, not what they are learning
- Can't record everything, interpret what is important, document things that surprise you
- Allows children to revisit their discoveries and provides ideas for future learning
- Shows children how adults value the process
- Provides the opportunity to display for others how powerful children's learning is

The Curriculum

- Not established in advance
- Flexible
- After observing children in action, compare, discuss and interpret together the observations and support them through their explorations - children pursue extensive investigations of their world, guided by teachers who share their sense of adventure and amazement

Investigations

- Provide the background of the children and teachers' learning experiences
- Learning by doing and discussing in small groups and revisiting ideas and experiences is the primary way of gaining better understanding and learning
- Can last several days or 1-2 years
- Investigations can be based on any relevant topic such as shadows, reflections, dinosaurs or rain in the city