



REGGIO EMILIA

CAPTURING LEARNING AND DOCUMENTATION IN SPACE PLACE

History of Reggio Emilia Approach

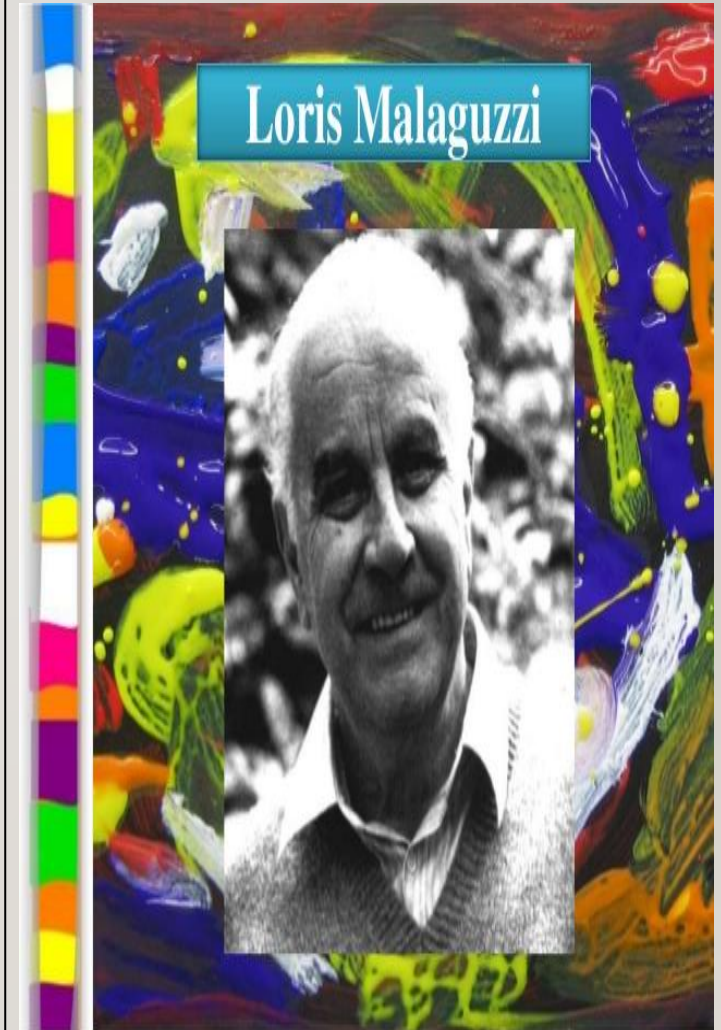
After the destruction of the city during World War II, the community sought out a new approach to bring up children in a changing world. Many families were uprooted from Southern Italy to find work and suitable living conditions up North. Parents and community members worked together to build schools and devise a curriculum that would instill collaboration and activism in their growing children.

Loris Malaguzzi offered a new idea of learning and expressing through creativity. They conceived a curriculum intended to promote critical thinking, collaboration with the community/parents, and challenge the traditional thought of child development.





Loris Malaguzzi (1920-1994) was the pedagogical leader of the Reggio Emilia early years philosophy. He believed passionately that all children are competent and capable thinkers and learners as well as creative communicators and conversationalists. Malaguzzi wrote 'The One Hundred Languages of Children' in recognition of the multitude of ways in which they can express their ideas, thoughts, feelings or frustrations.



The Hundred Languages

The child is made of one **hundred**.

The child has
a **hundred** languages
a **hundred** hands
a **hundred** thoughts
a **hundred** ways of thinking
of playing, of speaking.

A **hundred**.

Always a **hundred**
ways of listening
of marveling, of loving
a **hundred** joys
for singing and understanding
a **hundred** worlds
to discover
a **hundred** worlds
to invent
a **hundred** worlds
to dream.

The child has
a **hundred** languages
(and a **hundred hundred hundred** more)
but they steal ninety-nine.

The school and the culture
separate the head from the body.

They tell the child:

to think without hands
to do without head
to listen and not to speak
to understand without joy
to love and to marvel
only at Easter and at Christmas.

They tell the child:
to discover the world already there
and of the **hundred**
they steal ninety-nine.

They tell the child:
that work and play
reality and fantasy
science and imagination
sky and earth
reason and dream
are things

that do not belong together.
And thus they tell the child
that the **hundred** is not there.

The child says:
No way. The **hundred** is there.

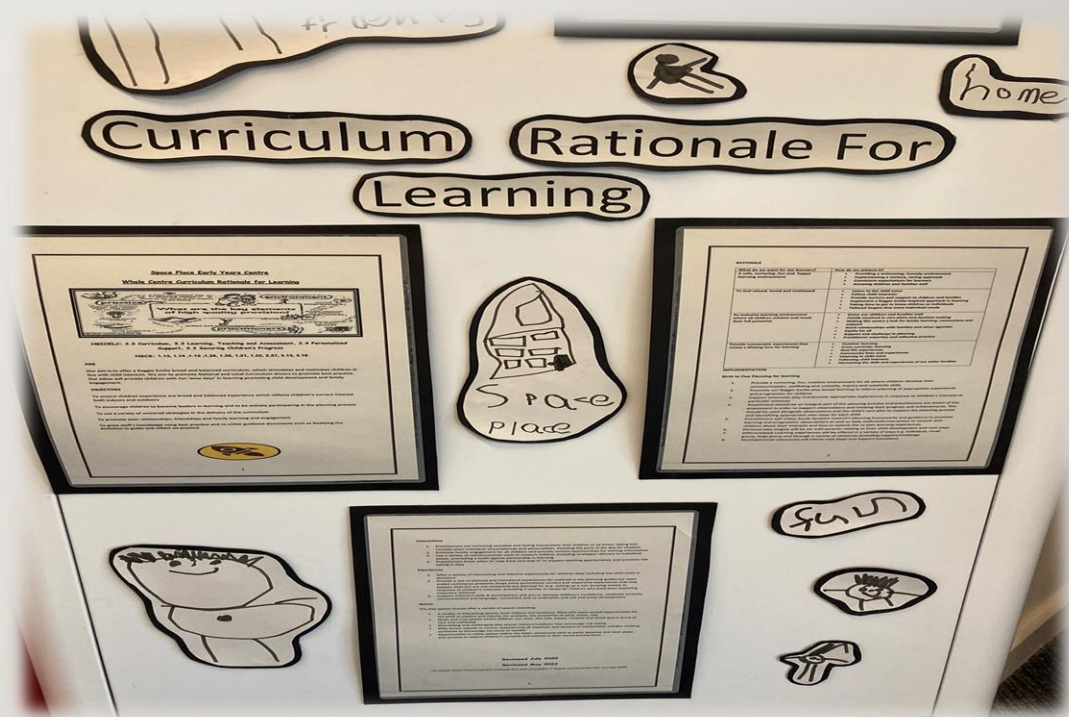
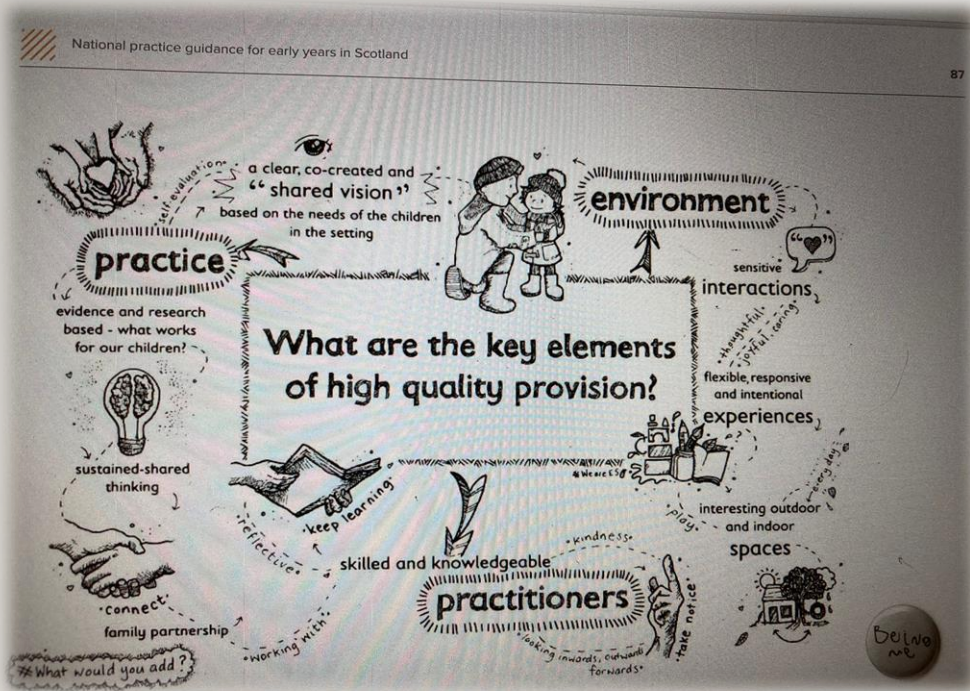
-Loris Malaguzzi
Founder of the Reggio Emilia Approach



REGGIO EMILIA LEARNING

- FOUNDED IN THE 1970'S BY LORIS MALAGUZZI
 - BASIC MODEL :
 - CHILDREN ARE VIEWED AS ACTIVE LEARNERS
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- INTEGRATED CURRICULUM / PROJECT WORK
 - EDUCATOR-TEACHER/CHILD RELATIONSHIPS
 - DOCUMENTATION OF CHILD LEARNING

LINKS TO #RTA & CFE RATIONALE





Space Place
The Learning Environment
‘high quality experiences’



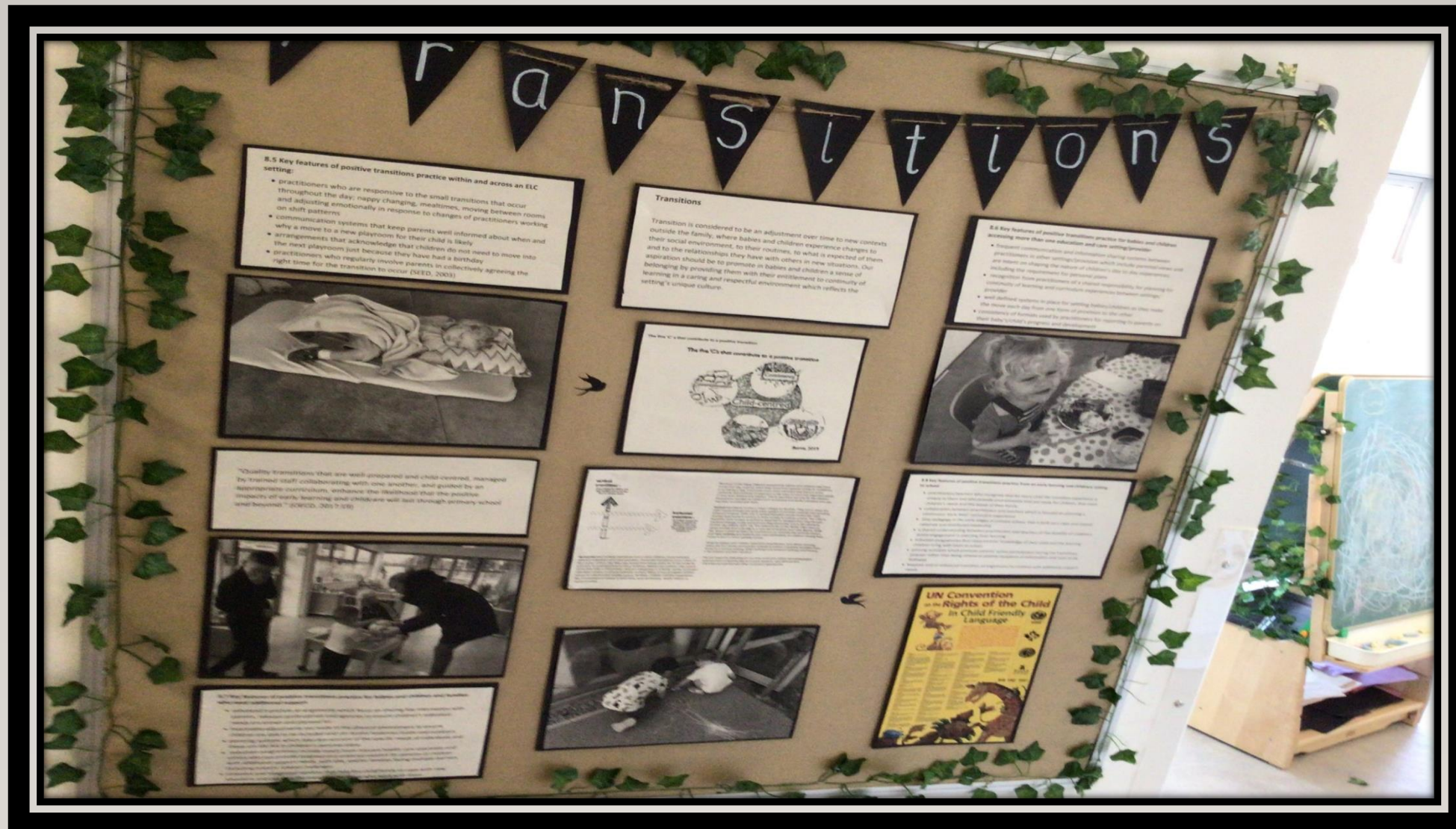
**Rich, inviting, natural environments
Promoting a sense of belonging**

SPACE PLACE EXPLORATION AND DISCOVERY



The term '**provocation**' has arisen from the Reggio-Emilia approach to learning and **child-led education** and is an important aspect of all Reggio-Emilia inspired settings (although you certainly don't have to be a Reggio setting to use the idea). Reggio-Emilia educators believe in allowing children the freedom and autonomy to explore their ideas and lead the direction of their learning.





The Documentation Approach— capturing learning



"DOCUMENTATION is not pretty pictures of engaged children. Rather, it CAPTURES the THINKING PROCESS: What MOTIVATED [students] to begin, continue, change direction? What were the BREAKTHROUGHS, the PIVOTAL REMARKS or ACTIONS? How did they SOLVE the PROBLEM? The goal is to ENABLE whoever reads a panel to UNDERSTAND what the child ATTEMPTED and how they went about it, to see STIMULUS, PROCESS, and OUTCOME."
-A. Lewin-Benham

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Documentation is not pretty photos ,rather it Captures the thinking process...



As Educators we can observe and record in
Powerful ways that display learning ...



Interactions and relationships



**The power of art and resources is a
Fundamental and integral part of life at the
early years centre**

Basic Principles of the Reggio Approach

- The Image of the child
- Teachers as Partners
- The Three Subjects of Education:
Children, Parents, and Teachers
- The Emergent—or Negotiated—
Curriculum

Our process for effective learning ...