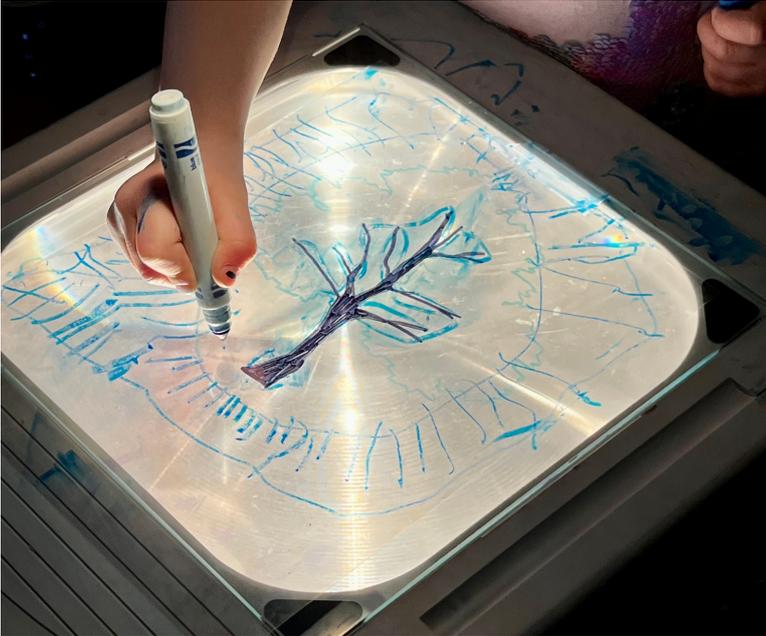


LET'S TALK ABOUT THE REGGIO APPROACH!



PRINCIPLES OF THE REGGIO EMILIA APPROACH:

EMERGENT CURRICULUM:

Each classroom's curriculum stems from the particular interests of those children. Curriculum topics come from things that are known to be interesting to children (bugs, rainbows, dinosaurs, and so on). Teachers review notes and observations, deciding which projects would be best suited for the children in their class, and adapt lessons to be developmentally appropriate.

The teacher is a partner in the learning experiences and leads the children as a resource and guide. Strategies used by the Reggio approach can foster a positive attitude and aptitude to life long learning which in turn can increase the mastery of kindergarten-readiness skills.

PROJECT WORK:

Projects are studies of concepts and ideas based on the observations gathered around children's interests. Projects can last anywhere from a week or two to the entire school year.

The Reggio Emilia approach to early childhood education views young children as individuals who are curious about their world and are capable of learning from everything that surrounds them. In its most basic form, this approach is a way of observing what children know, what the children are curious about and what challenges them.

Teachers who are inspired by the Reggio Emilia approach use strategies such as introducing children to a wide variety of opportunities that encourage self-expression, communication, logical thinking, and problem-solving.





WHAT IS A PROVOCATION:

A provocation is an open ended activity that doesn't have a prescribed outcome. It is designed to stimulate ideas, initiative and imagination for individuals and groups of children. A provocation can look like a still life painting, photos of buildings set up with blocks, twigs and plastic animals, a sensory bin full of dirt and trucks etc. The options are endless, simple, and most of all intentional. Provocations are set up ahead of time for the children and should look inviting.



THE HUNDRED LANGUAGES OF CHILDREN:

The Reggio Emilia approach uses Howard Gardner's concept of multiple intelligences to present new ideas and interests in many different forms. We call this "The Hundred Languages". In the classroom you will see this living through painting, drama, music, clay, puppetry, print and so on. Varied languages ensure that all children have the chance to understand and connect with the subjects being explored.

COLLABORATION:

The idea of children working together is an important part of cognitive development and growth. Groups both large and small are encouraged to work together, to problem-solve using dialogue, comparisons, negotiations, and other important interpersonal skills. Each child's voice is heard in order to promote a balance between a sense of belonging to the group and a strong sense of self.

OBSERVATION AND DOCUMENTATION:

By displaying children's work, efforts, ideas and learning in a beautiful way we show that we believe the work in the classroom is valuable. Documentation is important information that makes it possible for others to become aware of the experiences happening in the class as well as encourages parent participation in classroom experiences. Documentation should be done naturally while observing and should not distract from the work with your children.



WHAT IS THE ROLE OF THE PEDAGOGISTA:

Pedagogista is an Italian word that doesn't have a perfect definition in English, but can be compared to a curriculum specialist and mentor teacher.

On a daily basis you can expect to see the Pedagogista collaborating with the teachers and children making the learning visible through documentation in our halls and on our social media platform. Understanding that all of our teachers are on a unique educational journey, together we will create, enhance, and evolve developmentally appropriate plans in a nurturing environment. The focus of the Pedagogista is on the development of the whole child to assure we stay true to the vision of the Temple Chai Early Childhood Center.

This role also includes:

- Supporting staff with weekly planning sessions
- Cooperating with educators to dive deeper into the interest of the children
- Create provocations for small and large group exploration
- Onboarding new teachers
- Building positive relationships with families
- Enhancing professional development for our school as we create a culture of thinking and learning together



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