

A top-down view of a wooden floor covered with various sticks and twigs. Some are long and thin, while others are thicker and more gnarled. In the bottom left corner, two hands are visible, one resting on the floor and the other holding a small white object. The text "Reggio Inspired: Key Concepts" is overlaid in the center in a bold, black, sans-serif font.

# Reggio Inspired: Key Concepts

"In Reggio the  
process of  
learning  
involves  
making  
connections  
and  
relationships  
between  
feelings, ideas,  
words, and  
actions."

— *Debbie LeeKeenan &  
John Nimmo*

“ This work of investigation and documentation makes us realize how little we know about the strategies that children use, and our knowledge of children must be constantly expanded, revised, and updated. The crucial starting point of any of our proposals should always come from the children. ”

Hundred Languages of Children

# European Influences on ECE

- Reggio, Montessori and Waldorf developed in Europe following the First and Second World War.
- The ideas within these three schools represent an explicit idealism and turn away from violence, toward peace and reconstruction.
- They are built on coherent visions of how to improve human society by helping children realize their full potential as intelligent, creative, whole persons.

# Reggio Emilia

- The schools of Reggio Emilia were founded by Loris Malaguzzi
- Malaguzzi drew a powerful image of the child, social from birth, full of intelligence, curiosity, and wonder.
- Malaguzzi's thinking about children reflects a social constructivism drawing from Dewey, Piaget, Vygotsky, Bruner, and others.

# Reggio Today

The starting point for teachers/educators working from a Reggio perspective is a powerful image of the child. The child is competent and has rights.

Along with this image is the belief that children construct their understanding and knowledge of the world; known as Constructivism.

Teachers/educators who work from a Reggio perspective speak of their "***evolving experience.***"

Through continued exploration of constructivist theory, best practices in early childhood education, workshops, and collaboration with others including groups of children, teachers/educators form their *evolving experience*.

Teachers/educators continued *evolving experiences* includes exploring in meaningful ways how children construct their own learning.

# Constructivist Theory

- Constructivist theory holds that we are active creators of our own knowledge. To acquire knowledge, we must ask questions, explore, and assess what we know.
- Understanding and knowledge is acquired through experiences along with reflection on those experiences.
- One of the most important tasks becomes **ASKING GOOD QUESTIONS.**

From these questions the teacher/educator prompts investigation of ideas, materials and coach's children as they develop an understanding related to the investigation.

# Reggio Inspired at School: Community of Inquiry

- Extraordinary value put on dialogue
- “The Italians sum it up with one word – interlocutorieta- which can be translated as ‘exchange, discourse, dialogue; with an emphasis on ongoing, deepening inquiry, rather than on any immediate resolution or conclusion.”
- Knowledge is an ongoing social construction of a community of interlocutors.
- Give reason for our ideas and practices and expect others to question our ideas and practices.

# Co-construct Knowledge

- What can we do with a pumpkin?
- Exploring the possibilities
- Sharing our knowledge we have and attempting





# Prior Knowledge and investigation

What is a Pumpkin?

10.5.17



*"I observe you, and while I observe you, I 'capture' you, I interpret you. But at the same time I also modify my own knowledge. So observation is not only an individual action but also a reciprocal relationship. It is an action, a relationship, a process that makes us aware of what is happening around us."*

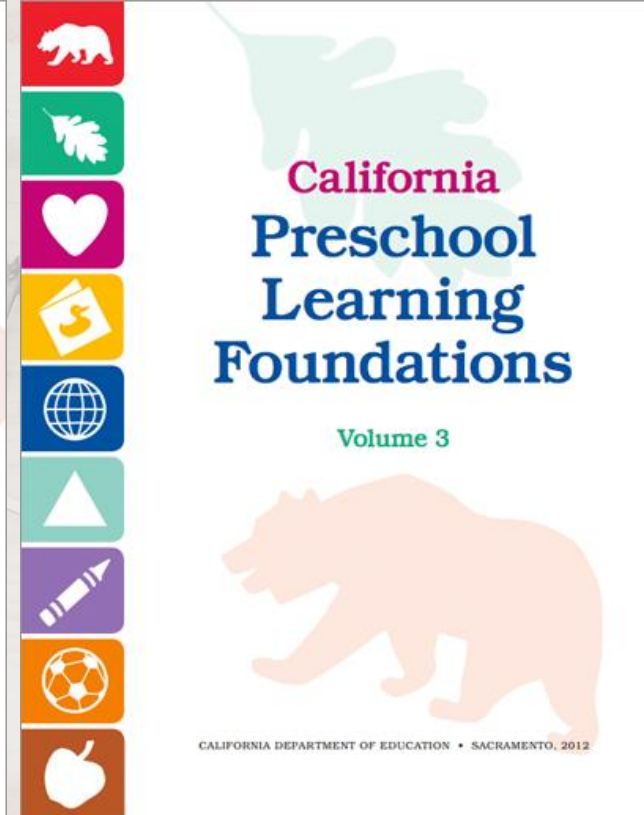
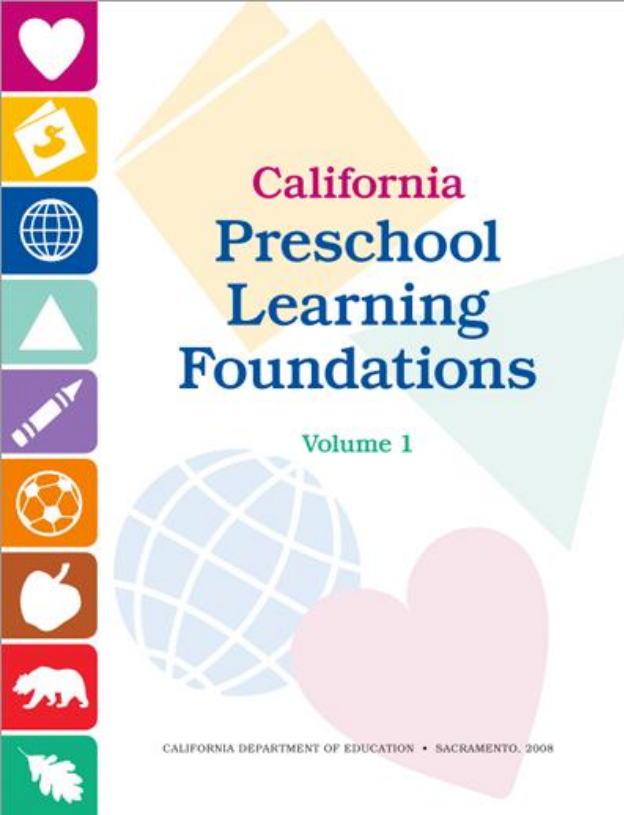
-Carolina Rinaldi

Preschool Learning Foundations: Language and Literacy, Mathematics, Visual and Performing Arts, Physical Development, Healthy, Science.

"Art is learned outside art: I mean, you do not learn how to draw by drawing only. Of course, you do need to learn techniques, but you learn how to draw as well by doing other things ... and conversely you learn math also by planning and building. Art wears everyday clothes, not Sunday's best."

- Loris Malaguzzi

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Visual and Performing Arts  
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Science

# What is a Pumpkin?

10.S.17



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## 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



# Loose Parts



# LOOSE PARTS

INSPIRING PLAY in YOUNG CHILDREN



LISA DALY MIRIAM BELOGLOVSKY  
PHOTOGRAPHY by JENNA DALY

# Reggio at home

A top-down view of a wooden floor covered with various sticks and sticks. Some are long and thin, while others are shorter and thicker. A person's hand is visible at the bottom left, holding one of the sticks. The background is a light-colored wooden floor with a visible grain pattern.

- Open ended tools
  - Inspire creativity
  - Inspire problem solving
  - Opportunities for STEM (Science, Technology, Engineering, Mathematics)

# Reggio at home: What does it look like?





# Reggio at home: What does it look like?



# Reggio at home: What does it look like?

Children are capable and competent

