

تقارير

Reggio Emilia Study Tour
April, 2015

(جولة دراسية في ريجيو إيميليا)

By

Jawaher Alghofail

Introduction

Reggio Emilia derives its name from Reggio Emilia, a city in Northern Italy.

The Reggio Emilia Approach is an educational philosophy focused on infant-toddler, preschool and primary education.

After World War II this school was developed by Loris Malaguzzi who himself was a teacher. He worked with the villagers together to build a pre-school out of the ruins from the bombed buildings. Other schools, all built and run by parents, continued to open throughout (Malaguzzi, 1998a).



During 1950, Dewey sparked a new idea about the early childhood education in Italy. He encouraged educators to develop relationship with families and community and provide two teachers in each class and work collaboratively and smoothly (Edwards et al., 1998).



In 1995, Dr Jerome Bruner visited the schools and was so deeply impressed by the experience that he established a relationship with the schools based on promoting and improving educational systems globally (Rinaldi, 2006).



"We believe in children's strengths and capabilities. Our goal is to empower children to explore the world, create meaning, and challenge their own thinking" (Reggio, 2015). The image of the child in Reggio Emilia is as a human who has the right for education. The children have the ability to explore the world

(Malaguzzi, 1993).

The role of the teacher

The teacher should listen to the children and talk, building a feeling of trust and social interaction. Teacher should support the children in a group and individually (New, 1998).



Atelier

Atelier is French referring to work space an artist used. In the early 19th century, this term was used by Malaguzzi (Gandini et al., 2005; Malaguzzi, 1998a). In Atelier is a peaceful place where the hundred languages can be explored and understood.



Atelierista: The person with a visual art who works closely with teachers and children (Vecchi, 1998).



Hundred languages

The hundred languages is a term used by Malaguzzi in 1993 which means the children have a hundred hands, a hundred thoughts, a hundred ways of thinking, of playing, of speaking (Edwards, Gandini, Forman, 1998).



Documentation

Documentation is the observation and record-keeping of the children work such as photos, teacher's remarks, parent's comments (Rinaldi, 2006). Documentation helps the teacher to make the learner visible (Giudici, Krechevsky, & Rinaldi, 2001). It keeps a track of the learning process and preserves the work of the children. It helps the teacher to assess the strengths of the children. Documentation supports the teacher to be a good observer and interpret the children's thinking (Edwards & Carolyn 2002).



Environment as a third teacher

Some people misunderstands the depth of the approach, they think that in the classroom there is only the mirrors, the light tables and the three-dimensional pyramids but the reality is a little unique (Dennis & O'Connor, 2013). There are many significant tools used in the classroom and there are many purposes behind these tools (Inan, Trundle, and Kantor, 2010).



The environment makes it easy to create flexible forms of organization and to work in small teams. There is a balance between space and children to maintain a comfortable surrounding when they sit, walk and play



In one side of the wall is covered with the documents or art work, stories etc. done by the children (Papandreou, 2014).



The classroom has very comfortable furniture to make the children feel like home. The schools organizes annual exhibition where they display the art and creative work of the children, their documentation in the atelier where the parents are proud and appreciate their child. There is a particular place in the classroom for the children can take a nap.



One half of the classroom is covered with shelves, which facilitates the children with rich materials such as marbles, stationery, colors, microscope, magnifying glass, geometrical tools, plants, decorative items, paints, dry flowers and fruits, abacus and free space for children to keep their own items so that the children can find their stuff easily.



The classroom is well organized which helps the child to find their materials by oneself. Mirrors are used in various ways.



Sometimes the mirrors are over the bed or as an apparatus in the form of the pyramid because they believe children gain an understanding of themselves in relation to their surroundings, a belief that is central to the philosophy.



In each classroom there are lights table and overhead projector with objects which helps them create light and shadow. In the schools are multi-sensory environment which helps the children to learn about smell, touch, taste, different texture, hearing by using the sound of different objects.



There are mini ateliers and central atelier, the mini atelier is for each class.



In Reggio schools there are movable walls and the window lets the children see the outside environment.



The indoor environment is designed to help the children socially interact with other children and teachers addition to that there is play area to become as a learning center. In some classes, there is a facility for tents and inside the tents there are table light, where the children have a playful environment at the same time they feel



save and enjoy the spirit of camping tenting and having fun with their friends and teachers.

In the classroom there are many technological devices such a digital cameras, iPods and computers.



The role of the Parent

Parents play an indispensable role in the life of a child. In Reggio schools there is a positively strong relation between the teachers and the parents. Parents are involved in Reggio Emilia schools in many different ways such as: Orientation day, Open night meetings, daily observation. In the classroom, furniture is designed in a way that the parents feel welcomed when they arrive in the school each morning. Usually in the morning when the parents arrive to drop their children they stop by to talk with the teacher and discuss about the documentation. Also the parents are involved in many co-curricular activities.



Professional development of a teacher

During the discussion and inquiry the teacher themselves develops professional skills. In the end of the year, the teacher share with other teacher and exhibit their own work with the teachers. The teacher use long term projects and shows it to parents and other teachers and to understand their own learning and teaching. The teacher collaborates to plan the project together and exchange ideas.



Reggio projects

Reggio Emilia projects are based on children's interest and seasons. They start the project with storm mind and remembering and measuring the zone of each child. From the interest the teacher and children choose the topic of the project. The project goes on for months weeks

or maybe years. For example the fruit project (Bauer & Hong, 2001).

My tour in Solar infant- toddler center

The fruit one of Solar's infant –toddler center project .When the beautiful season of starts to begin, the children choose to discuss about their stories related to the particular season. Beautiful memories of the past are being discussed and experiences are shared where the children talk about the different type of fruits and flowers. They talk about wearing their favorite spring attire and walk down the memory lane. In the center the teacher provides many kinds of photographs and tells stories about the flowers and the fruits. They discuss about their likes regarding the different fruits and what type juices they make out of it. The teachers encourage the children to eat healthy fruits and drink tasty juices out of it. They make orange juice by their hand and enjoy the natural juice. They help the chief in the kitchen to make fruit salad and add the juice they extracted on their own.

The Fruit project

- The teacher provides many kinds of photographs and tells stories about the flowers and the fruits. They discuss about their likes regarding the different fruits and what type juices they make out of it.



The Fruit project

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The Fruit project

The activities are also done outdoor, where the children are accompanied with their parents to grown plants. Stefan: I know how to seed like my grandfather. Martina: Even my grandfather waters the plants.



The Fruit project

The children take the responsibility to take good care and water their plant. They also discuss the type of soil it grows in and the time it takes to grow. They let the children plant their own favorite fruit in the outdoor gardens and also give responsibility to take good care of their plants. During this process they explore the different kinds of worms found in the soil using the magnifying glass. They let the children draw the worms. Also they let the children



The Fruit project

In the outdoor activity, the teacher talks about certain flowers which grow in certain climates and season. They also discuss the type of soil it grows in and the time it takes to grow. They let the children plant their own favorite fruit in the outdoor gardens and also give responsibility to take good care of their plants. In the outdoor activity, the teacher talks about certain flowers which grow in certain climates and season



The Fruit project

- The children view different types leaves on the light table. With the help of the teacher and using the technology, the children explore about the different planets.



The Fruit project

The children help the teacher and the chief to clean and cut the fruits and vegetables



The Fruit project

They enjoy the meal together by eating the fruit salad and drink the fresh juices.



The Fruit project



The Fruit project



The Fruit project

In the atelier they explore the leaves by drawing and convey their own story. during these regulate activities the teachers should make documents by taking pictures, videos or audio recording . The children start to draw the pictures of the fruit they like the most and the teacher asks them, "Why do you like this fruit?" "What are the nutritional benefits behind the fruit?" etc and the teacher pay all her attention and listens to the children's words.



The Fruit project



Diana preschool

During my tour in to Diana preschool I was surprised to see the rich scientific environment in the school



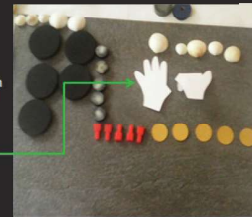
Con-Reggio Classroom

- I attend the room in front of the garden, where there was a shield on the right side which had many creative materials such as dry fruits in jars , many colorful marbles in different shapes . there were many perfumes created by the children



Reggio Classroom

- in the middle of the class there was a comfortable table with six charring facing the garden and the teacher facilitate them with mathematics question and ask them questions like . the teacher made a model of hand with five fingers and she plays with the children by folding few fingers and how many are left.



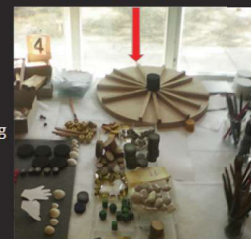
number puzzle

- On the same table the children were engaged in the activity called the number puzzle where one child draw with colors and then she / he hides the number and mix it behind the drawing and the other children are suppose to guess the correct number.



10 sticks

There is a wooden circle which has 10 sticks on in which moves in the clock wise direction and the children can play with numbers by adding 2 out the 10 and counting how many are left. One more interesting thing I noticed was the way children were building a tower out of the wooden circle where they can learn the bigger number.



Number Project

- In 2010, study show that these experiments allowed teachers to create a science-rich context and an inquiry based education consistent with the Reggio Emilia approach of the preschool (Inan, Trundle & Kantor, 2010).
- Other project, they use games and play in small groups. The idea of the games is to let the children identify color and each group has different color, one group say the number by throwing the dice and the other group try to arrange the number. The one who play correctly, they win.

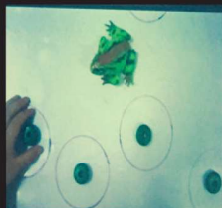
Number Project

play in small groups



Number Project

- Each child has their own toy to place with.
- They learn big number from these games and also solve problem and socially interact.



Number Project

They learn from one another



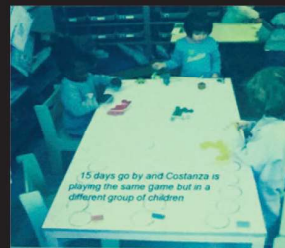
Number Project

The role of the teacher here is just to observe and document and keep the environment safe.



Number Project

These children play these with games with other different groups to share their own experience.



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