



What is Reggio Emilia?

The philosophy that inspires Peregrine School

Reggio-Emilia is a preschool system founded in Italy during the aftermath of World War II. Loris Malaguzzi, an educator and researcher, began working with local women to build a school for a better future. In recent years, schools all over the world have been inspired by Reggio's experience, which is not a set curriculum, like Montessori or Waldorf, but is a philosophy or approach which has basic premises, as listed below.

The child is the protagonist in their own learning.

- o Children are active agents in making sense of their world, rather than receivers of information.
- o Children are capable of independent thought and action.
- o Children learn from making choices for themselves, within developmental guidelines.
- o Children's developmental levels are an important guide, but not a rigid limit. They can do more than we think.

Teachers are expert listeners and coaches

- o Teachers pose provocations to children which stimulate creative problem solving.
- o Teachers listen to children's interests and build curricula from them.
- o Teachers listen to children's ideas and stimulate conversation which helps extend them.
- o Teachers ask questions that they themselves do not know the answer to.

There are 100 languages of childhood

- o Young children learn through all their senses and should be encouraged to do so.
- o This is why science and the arts are so important: they stimulate the development of all senses/intelligences.
- o Explorations are as creative, open ended, and far ranging as teachers can possibly manage.
- o Learning is social, is often done in groups, and is based on communication. (Vygotsky).

The environment is an important teacher

- o Reggio classroom environments should be highly intentional-tended like a garden.
- o Natural environments inspire complex thinking and aesthetic appreciation, as well as love of nature.
- o Complex and changing materials are presented; deep themes are developed over long periods of time.

Children's and teachers' work together should be documented

- o Children have important things to say; their work should be archived, analyzed, shared.
- o Teachers learn what to teach next from chronicling and studying what children do and say.
- o The work which children and teachers do together is important and should be documented as research.
- o Through explorations, children, teachers, and parents are creating the future. Nothing could matter more.

"Nothing without joy!" — Loris Malaguzzi.

Reggio is about celebrating childhood: for itself, for now, for the future world.