



Reggio Emilia Australia
INFORMATION EXCHANGE
re search for a new culture of childhood

CONTEXTUALISING THE INCLUSIVE COMMUNITY

with

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www.reggioaustralia.org.au



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Acknowledgement of Country

REAIE acknowledges the Aboriginal and Torres Strait Islander peoples of this nation and their continuing connection to country and culture.

Our meetings and events take place on ancestral lands and nearby waterways and we recognise that Aboriginal and Torres Strait Islander people have educated children on this land for thousands of years.

We respect that history and pay our respects to the Elders and educators of each nation, past, present and emerging.



The Principles of the Reggio Emilia Educational Project

Children are Active Protagonists of their Growth and Development Processes

The Hundred Languages,

Participation,

Listening

Learning as a Process of Individual and Group Construction

Educational Research

Educational Documentation,

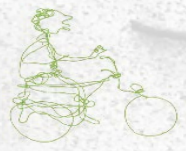
Progettazione/Designing

Organisation

Environment, Spaces, Relations

Professional Development and Assessment

(Infant-toddler Centres and Preschools Istituzione of the Municipality of Reggio Emilia ([ICPIMRE], 2010),



Reggio is *not* a recipe

“Reggio Emilia is not important for providing a transferrable programme or universal blueprint that properly applied can provide a panacea for early childhood education worldwide. Instead, it is best understood as an ‘approach’.

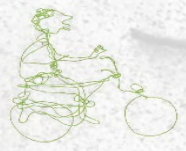
Reggio Emilia co-constructed its educational project in relationship with others. You will find constant references to Dewey, Freinet, Piaget, Vygotsky and Bruner. You will also find references to other disciplines such as psychology, cybernetics or neuroscience”

(Moss, 2019).



Aims of: *The Inclusive Community Package*

Aim of program/support	Measure of success for kindergarten services
To uphold the image of the child as a citizen with rights.	Quality improvement through a reviewed philosophy statement which orients educators' practices to embed an image of the child who is powerful, competent and capable from birth.
To build the capacity of educators to enhance the learning outcomes for all children.	Quality improvement where educators critically reflect on practice and recognise their increased capacity for high expectations of all children as citizens with rights.
To build the capacity of educators to engage with families in sustained shared conversations about the learning and development of their child.	Sustained shared conversations support educators to understand the importance of connecting families with other professionals and relevant organisations. Educators confidently identify and address barriers to inclusion to enable each child to realise their full potential.



Contextualising *The Inclusive Community Package*

High expectations, equity and respect for diversity

Children learn and progress when all partners hold high expectations and promote equity and success for all. Teachers make curriculum decisions that respect and include children's diverse ways of being and knowing, social and cultural experiences, geographic locations, abilities and needs.

Respectful relationships

Respectful and reciprocal relationships provide strong foundations for children's learning and development. Teachers interact positively with children to build relationships that support children to develop confidence and feel respected and valued.

Queensland kindergarten learning guideline Queensland Curriculum & Assessment Authority July 2018 p32

Queensland kindergarten learning guideline

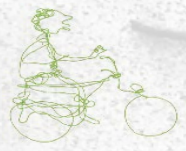
July 2018

This guideline is for implementation in 2019.

The screenshot shows the QCAA website interface. At the top, there is a navigation bar with links for 'Home', 'About us', 'News & data', 'PD & events', 'Kindergarten', 'Prep-Year 10', and 'Senior secondary'. A search bar is located on the right. Below the navigation bar is a large image of a young child smiling and looking through a magnifying glass. Underneath the image, there is a breadcrumb trail: 'Home > Kindergarten > QKLG'. The main heading is 'Queensland kindergarten learning guideline (QKLG)'. The text below the heading states: 'The QKLG provides advice for planning, documenting and assessing children's learning and development, sharing information with parents/carers and, with consent, schools. Use the links below to access the QKLG and resources online. Or download a print version of the QKLG (pdf, 400 kb)'. There are also social media icons for Facebook and Twitter.



For all Queensland schools



What's in the package

The package includes:

- 6 Webinars (available for 12 months)
- A webinar guide for each webinar that explores a series of critical reflection questions that educators can use to strengthen practice.
- An REAIE Notebook to be used as a critical reflection journal.
- A mapping document that aligns the Queensland kindergarten learning guideline (QKLG) with the 12 principles of the Reggio Emilia Educational Project.
- A copy of *Indications*: a book that identifies the identity and aims of the infant toddler centres and preschools in Reggio Emilia.
- Two copies of REAIE's Challenge Journal will be included in the program to support ongoing reflective practice.



CONTEXTUALISING THE EDUCATIONAL PROJECT OF REGGIO EMILIA



We consider metaphor to be "a tool for knowing about the world, thinking about our own and other people's behavior, giving meaning to things and actions"

(Annamaria Cordi, December 2018, Reggio Calabria)

"Loris Malaguzzi, made [another] connection with Deleuzian ideas when he used the metaphor of knowledge as a 'tangle of spaghetti', a culinary image with much in common with the image of the rhizome"

(DeNberg & Moss, 2006, p.117)

The contextualising map

CONTEXTUALISING THE EDUCATIONAL PROJECT OF REGGIO EMILIA WITHIN AUSTRALIA

1 Children are active protagonists of their growth and development

THE EDUCATIONAL PROJECT OF REGGIO EMILIA

"Children possess extraordinary potentials for learning and change, as well as extensive affective, relational, sensory and intellectual resources that manifest in an ongoing exchange with the cultural and social context. Each child is the subject of rights, first and foremost possessing the right to be respected and valued in his or her own identity, uniqueness, difference, and in his or her own rhythms of growth and development. Each child individually and in relation with the group, possesses an ecological sensibility towards others and toward the environment, and constructs experiences to which he or she is capable of giving sense and meaning" (Istituzione of the Municipality of Reggio Emilia, 2010, p. 10).

2 The hundred languages

THE EDUCATIONAL PROJECT OF REGGIO EMILIA

"As human beings, children possess a hundred languages, a hundred ways of thinking, of expressing themselves, of understanding, and of encountering others, with a way of thinking that creates connections between the various dimensions of experience rather than separating them. The hundred languages are a metaphor for the extraordinary potentials of children, their knowledge-building and creative processes, the myriad forms with which life is manifested and knowledge is constructed. The hundred languages are understood as having the potential to be transformed and multiplied in the co-operation and interactions between the languages, among the children, and between children and adults. It is the responsibility of the Infant-Toddler Centre and the preschool to give equal value and dignity to all the verbal and non-verbal languages" (Istituzione of the Municipality of Reggio Emilia, 2010, p. 10).



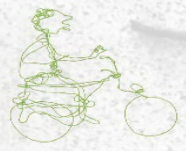
Queensland kindergarten learning guideline

July 2015

This guideline is for implementation in 2019.



For all Queensland schools

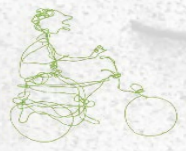


The package webinars

1. Contextualising the Inclusive Community
2. Navigating Human Rights (60 minutes)
3. Navigating Otherness (60 minutes)
4. Navigating Participation (60 minutes)
5. Navigating Democracy (60 minutes)
6. The Inclusive Community: Children with Special Rights (90 Minutes)

This will include a short video that can be shared with families: Your child as a Citizen with Rights





How to use the package

Service leaders and educator teams might consider using the package in the following ways:

- View the webinars individually or as a team and use the reflective questions to discuss the key ideas and decide on actions
- Use the mapping document to plan and reflect on the program for children
- Consider the mapping document when planning for children with special rights
- Share **Webinar 6** with families



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Thank you

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