



Presentation Notes

“Portraits of a Bearded Dragon”

Facilitated by Antonia Folden for REAIE

“Children’s intelligences...require interesting educational contexts: they need places where they can be put to the test, develop and grow”

(Istituzione of the Municipality of Reggio Emilia and Reggio Children, 2017, p.16).

A drawing is not ‘just a drawing...’

When 2-3 year olds engage in graphic languages, it is so much more than simply making marks. The nonlinear combination of dynamic learning, intriguing narrative, problem solving, imagination and creativity makes children’s thinking and wonderings visible. We also realise the significance of relationships, dialogue and learning being dependent on social interaction and the role of the adult in scaffolding children’s understandings through a multidisciplinary approach in learning experiences fuels inquiry, creativity, understanding and imagination.

QUOTES

“Creativity seems to emerge from multiple experiences, coupled with a well-supported development of personal resources, including a sense of freedom to venture beyond the known.”

Loris Malaguzzi, Hundred Languages of Children

“Drawing is not...something separate but... a central part of children’s playful, curiosity-driven explorations of their world...”

(Kolbe, 2007)

“Making representations goes hand in hand with the invention of a ‘graphic language’ with its own rules. As children gain experience, they use this language of lines and simple geometric shapes in various ways. Gradually they develop a repertoire of strategies that they use for a range of representational purposes.”

(Kolbe, 2005)

“My hand is an extension of the thinking process- the creative process.”

(Tadao Ando)

“No Significant learning occurs without significant relationship.”

(James Comer)

“Behind the act of listening there is often a curiosity, a desire, a doubt, an interest, there is always an emotion. Listening is emotion...”

(Rinaldi, C. 2005, p49)



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“Through their marks, they are communicating their ideas, expressing their feelings, developing their imagination and creativity, and testing their hypotheses about the world. These opportunities for making ‘thinking visible’ are fundamental to children’s learning and development.”

(The National Strategies Early Years,2008)

“Thoughts and marks feed each other endlessly, in an interchangeable and unique relationship.”

Malaguzzi, The Pleasure of Drawing

“The visibility of the children’s graphic languages provides a convincing illustration of young children’s ability, not only to express emotions and imaginative representations of their experiences, but also expressing theories, plans, ideas and knowledge.”

(Millikan,J. 2003, p44)

“Listening is such a simple act. It requires us to be present, and that takes practice, but we don’t have to do anything else. We don’t have to advise, or coach, or sound wise. We just have to be willing to sit there and listen.”

Margaret Wheatley 2001

“In any environment, both the degree of inventiveness and creativity, and the possibility of discovery, are directly proportional to the number and kind of variables in it.”

Nicholas, S.1971

“What is unique about human learning is it’s dedication to possibility . the act of learning carries us beyond what we have encountered and propels us into the realm of the possible.”

(Bruner, J. 2011, p10 cited The Wonder of Learning, Reggio Children

An Invitation to Reflect on:

How does exploring graphic languages support the construction of knowledge, deepen understanding and fuel connections in young children?

Does merging the real and imaginary world fuel creativity and knowledge?

How does deeply listening to very young children support educator analysis of children’s thinking behind their graphic languages?



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- Deep awareness of the value and significance of the narrative that accompanies mark making/graphic languages especially with 2-3 year olds
- How dynamic learning and a multidisciplinary approach enhances the construction of knowledge, relationships, research and inquiry
- The emphasis of respecting children’s right to share their subjectivity, voices and thinking in multiple languages, whilst acknowledging the importance of drawing as a tool for making thinking visible
- The importance of documentation as a pedagogical tool for research, reflection, relaunching and professional development.

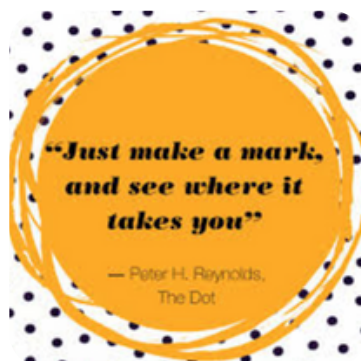
“Children’s graphic languages and dialogue coupled with the interconnectedness of relationships is a remarkable avenue for inquiry and research. Engaging in graphic languages with 2 and 3 years olds is a learning journey of listening, observation, conversation, interpretation, emotion, and wonderings- much more than simply making marks.

As we share time listening alongside children, we have learnt that drawing is an ongoing opportunity to explore varieties of media, to express their thought processes and to apply, practice and consolidate their rapidly developing new skills, whilst sharing stories of their lives in their work, or by bringing their work to life with narrative as they draw!

We are continually impressed by the children’s openness and courage to engage in conversation, new experiences and multiple modes of self-expression. Their thinking and theories and relational connections teach us so much about how they best learn and grow and how our pedagogy, collaboration, reflections, co-research and relaunch can fuel their inquiry and wonder.

Our commitment to the significance of dialogue and the pedagogy of listening alongside graphic languages as a way of adults understanding and interpreting children’s thinking supports relaunch and moving forward in learning, guiding our practice in all experiences.

Thank you for choosing to read this and to join our presentation, “Portraits of a Bearded Dragon”. We were excited to share our experiences with you. If you have any thoughts, questions, or feedback, please feel free to email me on antoniafolden@me.com.





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