

What does it mean to be Reggio-Inspired in a Canadian elementary school context? How does this approach reflect principles of the redesigned curriculum?

The Reggio Emilia approach to the education of young children has been growing in interest, yet is sometimes misinterpreted as something you "do" instead of a "way of being" with children. It is grounded in foundational values and principles with a strong image of children as "citizens of the present" who "create" culture versus "consume" it. This approach recognizes children as full participants and contributors, both shaping and being shaped by their experiences and exchanges with others.

The aesthetic appeal to the environments in the preschools of Reggio Emilia, have captured the imagination of many teachers who have been inspired to reflect on their spaces in a more intentional and responsive way. This principle has been an entry point for many educators who, once they have transformed their space, have experienced a reinvigoration of their practice that has spiralled into additional reflection and curiosity.

This cycle of inquiry has led many to explore additional principles of the Reggio Approach including an inquiry-based, responsive curriculum; pedagogical documentation; the role of creativity; collaborative teaching and parent engagement and participation - all of which are rooted in social constructivism and reflected in the theories of Dewey, Vygotsky, Piaget, Gardner, Hawkins, Bruner, and Malaguzzi, to name a few...and also reflected in the re-designed curriculum.

Participants for this 3-part after school series will be exposed to key principles of the Reggio Emilia approach through the eyes of practicing Burnaby educators who will share their stories of exploration and reflection. The intent is to promote an interpretive and contextual understanding with a focus on professional inquiry, documentation and the impact of the physical and temporal environment.

A professional book will be provided.