

SightLines Initiative

Registered Charity No 1087854

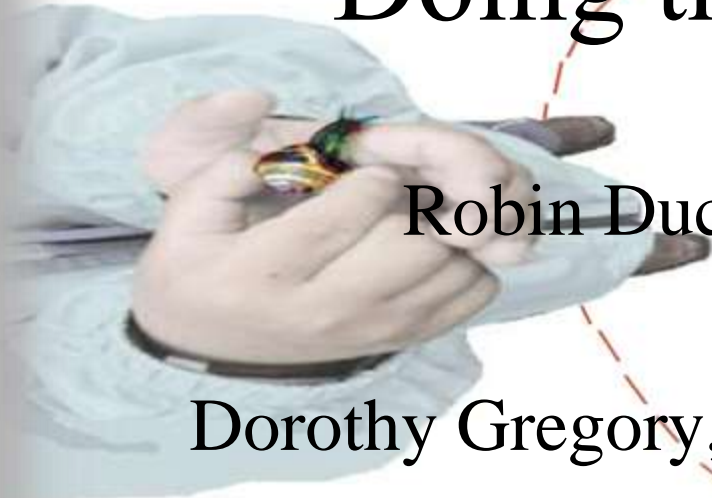


Doing the Right Thing...

Robin Duckett, Sightlines Initiative

And

Dorothy Gregory, Walkergate Early Years Centre



ReFocus Cambridge





Sophie: “The trees look so bare they look as if they could *never* have leaves on. They talk to each other by touching each other’s branches”.

Q: “Why?”

Sophie: “Because they get lonely, because we can sit next to each other, our friends, but trees can’t”.

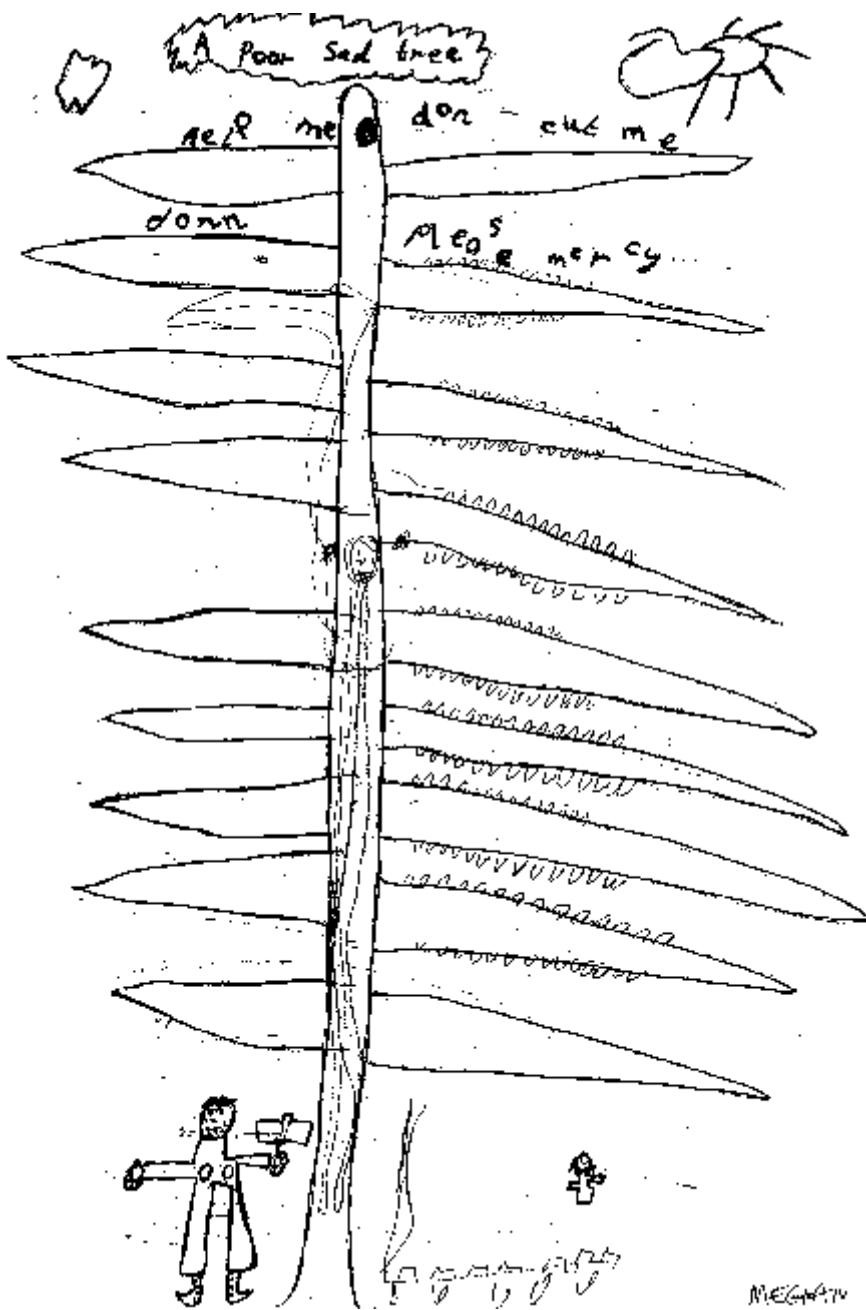


Megan: “This is a sad tree”.

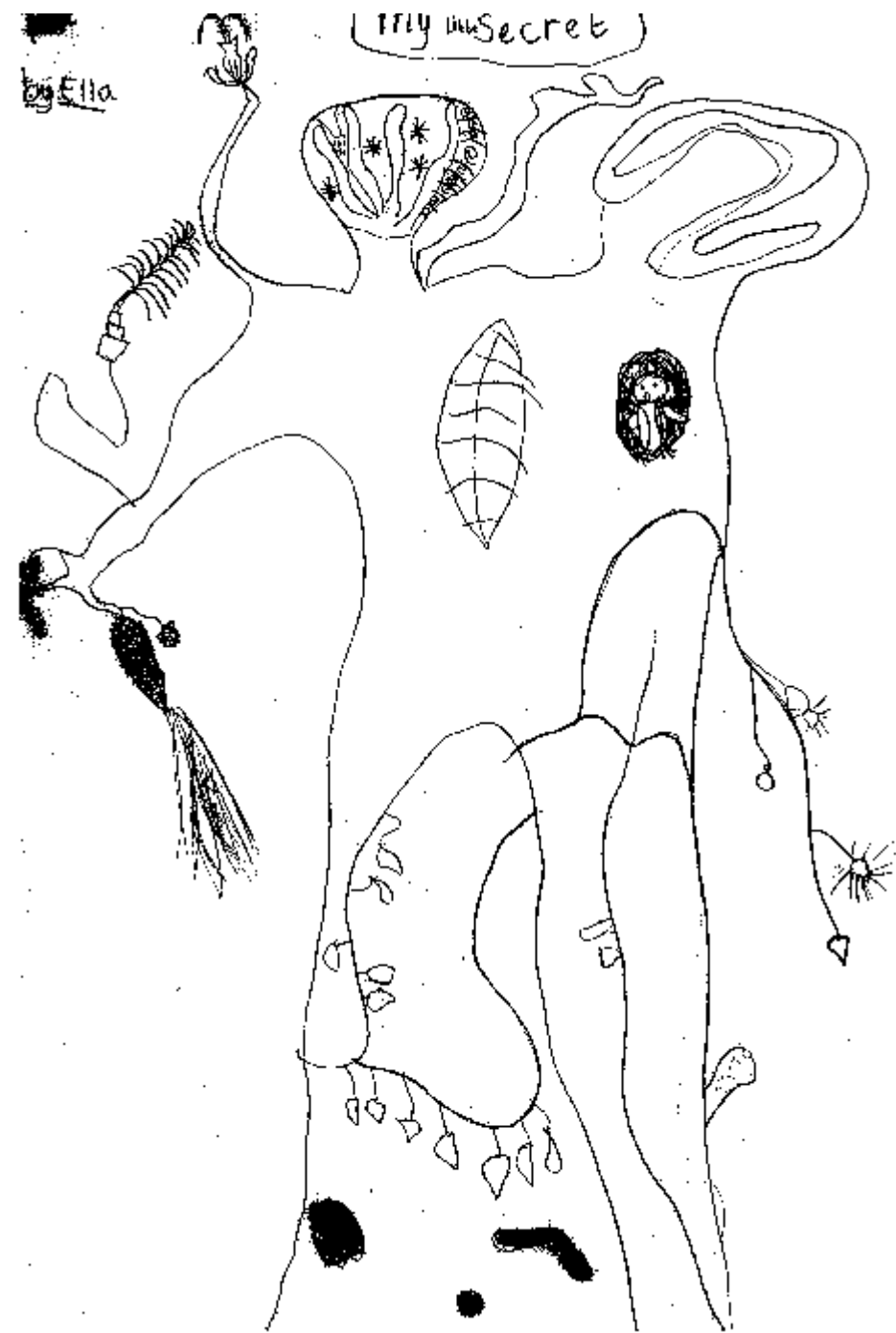


Jamie: “The tree is crying tears because it’s got no leaves”.





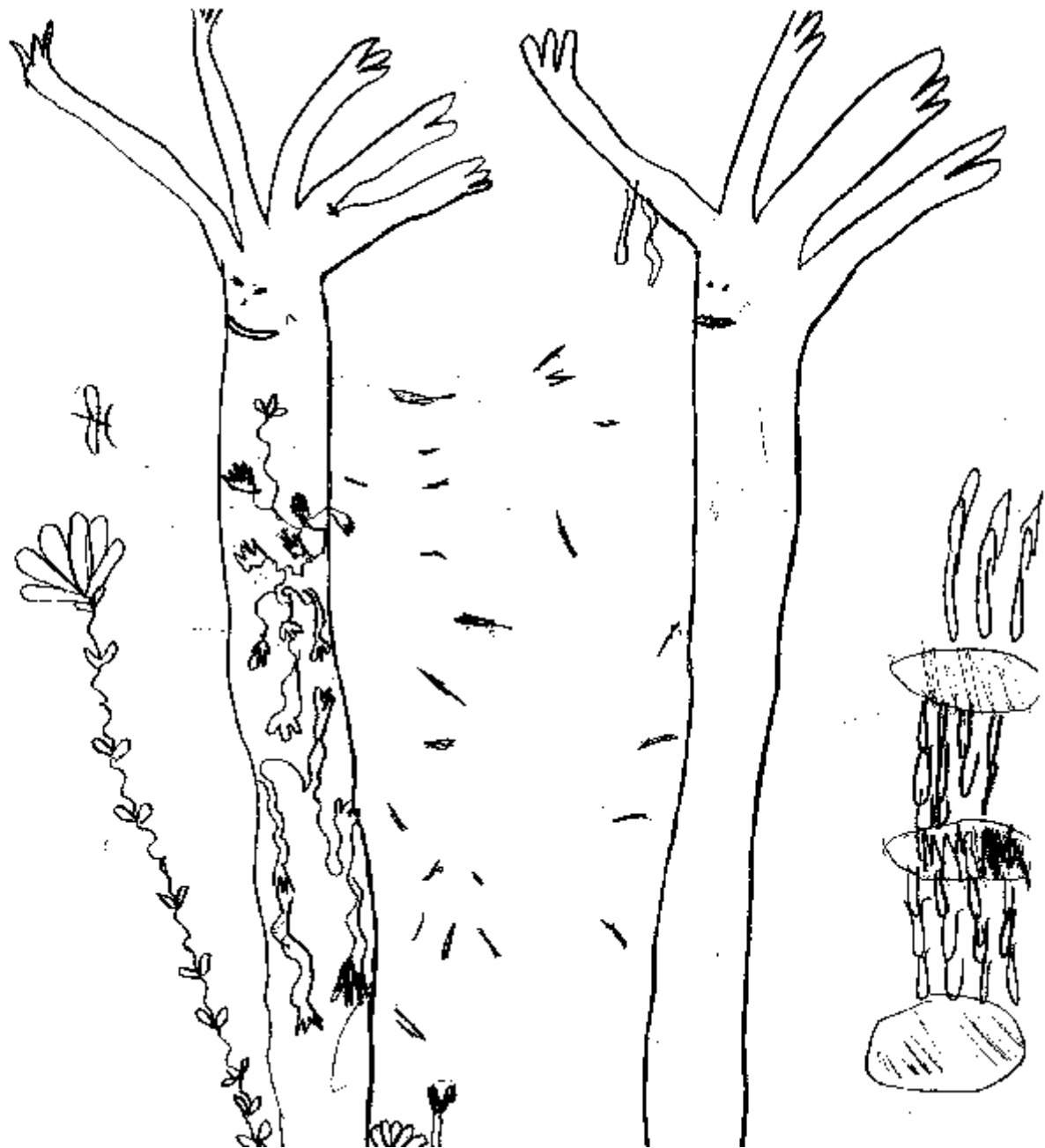
Megan: “This is a sad tree because it is going to be chopped down, but the fairies are comforting it. The tree whispered the words out on the wind.



Ella: "My tree has honey flowers and magical acorns. It has ice coming out of it and bells on".

Jeanne

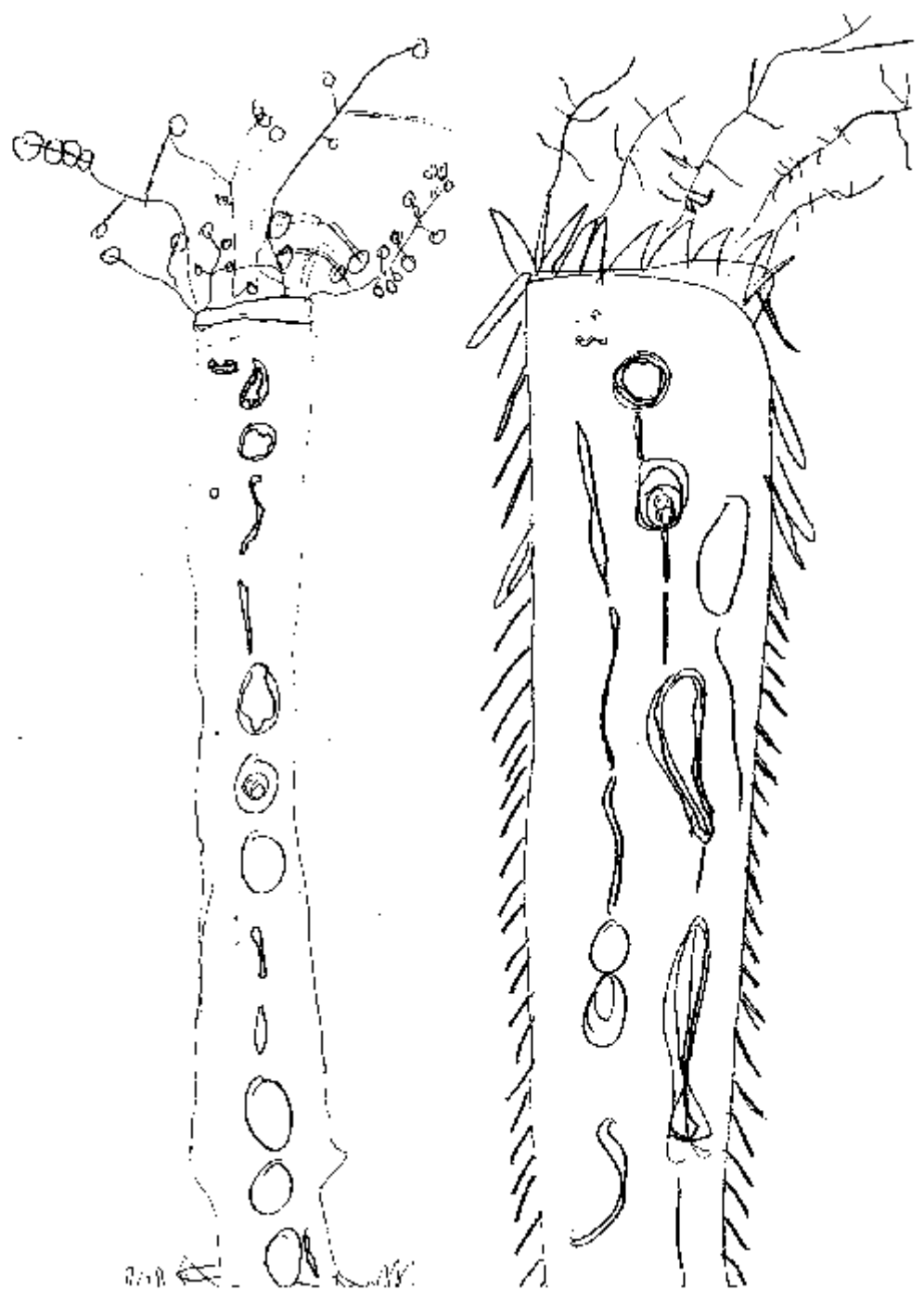
**“It’s a fairy tree and
a ice tree. The fairy
tree is quite happy
because it’s fairies
are dancing on it
and it’s warm. But if
he touches that one
the ice tree will turn
into a fairy tree too,
but he [the ice tree]
can’t make his mind
up because he likes
being icy and he
likes the ice pond”.**





Dyloh

“The horse tree (on left hand side) is happy. It can walk around leaving horse shoe prints in the snow and makes horse noises. The ice tree is sad because it’s icicles are melting.”



What do the eyes of the adult see – who can the adult see?

What do you want for your children?

What kind of educator do you want to be?

Whose learning is it anyway?

Who is in charge?

Do we learn alone or together? Are both necessary?

Do we make good use of all of our senses?

In ‘school’ do we learn ‘things’ or ‘learn to learn?’

Influences and practice

Reggio Emilia

British Early Childhood Education

Projects 1999 - 2006



No way. The hundred is there. The child is made of one hundred.

The child has a hundred languages:

a hundred hands, a hundred thoughts, a hundred ways of thinking, of playing, of speaking.

A hundred always a hundred ways of listening, of marvelling, of loving;
a hundred joys for singing and understanding; a hundred worlds to discover, a
hundred worlds to invent; a hundred worlds to dream.

The child has a hundred languages (and a hundred hundred hundred more), but
they steal ninety-nine.

The school and the culture separate the head from the body. They tell the child:
to think without hands, to do without head, to listen and not to speak, to understand
without joy, to love and to marvel only at Easter and at Christmas.

They tell the child to discover the world already there, and of the hundred they steal
ninety-nine.

They tell the child that work and play, reality and fantasy, science and imagination,
sky and earth, reason and dream, are things that do not belong together. And thus
they tell the child that the hundred is not there.

The child says: No way. The hundred is there.

- A pedagogy of listening
- Relationships and dialogue; sociability
- The hundred languages

From the beginning, the educational institutions of Reggio Emilia have been characterised by progressive theoretical reflections and a firmly rooted commitment to research and experimentation....

Other distinctive features of the system include: **the organisation of work based on collegiality and interrelations**; the importance given to the environment; the presence of the atelier; the essential co-participation of the families and community members; and the synergistic relationships with the outside community.

All these aspects sustain a comprehensive educational project for children from birth to six based on the image of a child who has enormous potential and who is the subject of rights. The aim is... to promote children's education through the development of all their languages: expressive, communicative, symbolic, cognitive, ethical, metaphorical, logical, imaginative, and relational.

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Image of the child

Folk Pedagogies (Bruner)

“Assumptions about the mind of the learner underlie attempts at teaching...”

- Wilful and needing correction
- Needing skills that can be developed only through practice
- Innocent and needing protection from a vulgar society
- Empty vessels to be filled with knowledge only adults can provide
- Egocentric and in need of socialisation

Some ideas (images) of children

- The empty vessel to be filled
- The knowledge reproducer
- The child as innocent
- The lump of clay to be moulded
- The child of nature
- The child at risk – the child in need, the poor child

The cornerstone of our experience, based on practice, theory, and research, is the image of the children as rich, strong, and powerful.

The emphasis is placed on seeing the children as unique subjects with rights rather than simply needs.

Loris Malaguzzi and others, Reggio Emilia



The atelierista is a studio worker, an artisan, a lender of tools, a partner in a quest or journey.

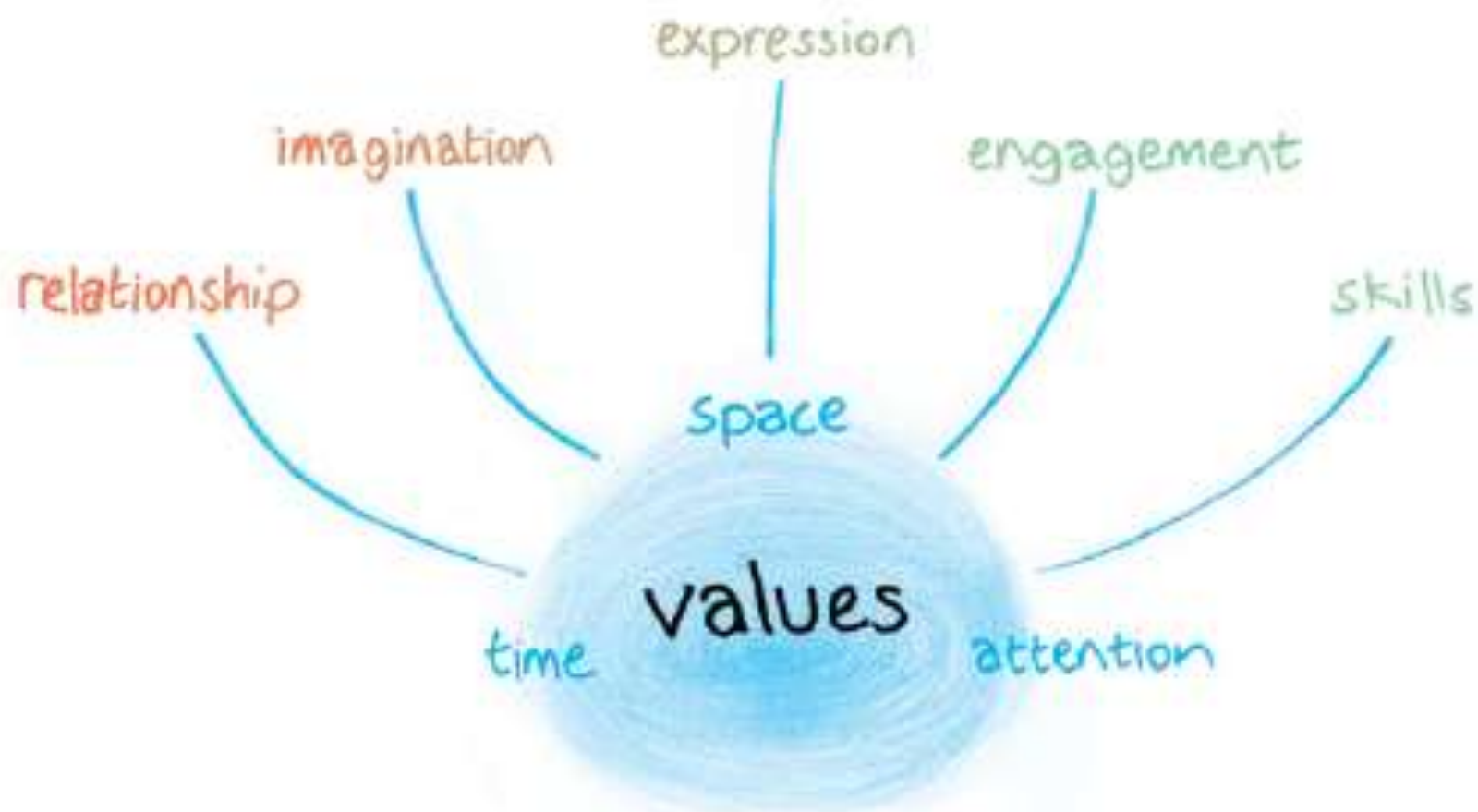
In this way you are a maker, but maybe more richly you are an enabler, someone who will attend to others in their creation, their development and their communication of knowledge.

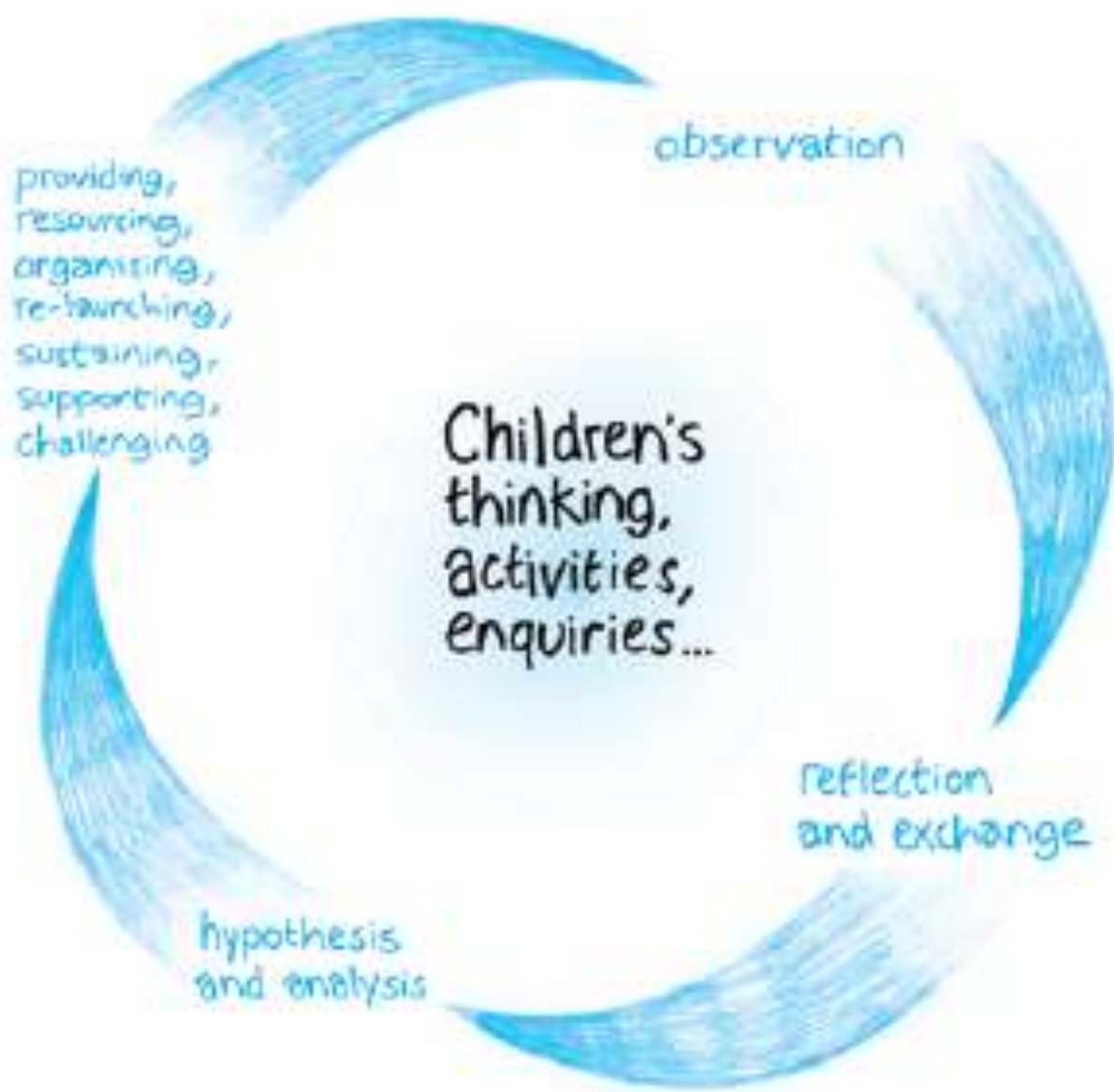
Vea Vecchi in *The Hundred Languages of Children*

The most favourable situation for creativity seems to be interpersonal exchange, with negotiation of conflicts and comparison of ideas and actions being the decisive elements



Adventuring





Compasses and Tools

*Values, Images and Characteristics in
developing Environments of Enquiry
(and of the ReFocus Network)*

Values & principles

- Education is the creative process of exchange, relationship and understanding of oneself, others and the world.
- Things, people and experiences ... The educative environment looks for skills to be in relationship and explore relationship. Dialogue is of absolute importance in its everyday practice.
- The awareness of constant possibility is a quality not a limitation. Knowledge is always open to change.
- ‘Listening and exchange’ is the dominant idea in pedagogical practice, and in the learners’ experience. The practice of listening, with evaluation and synthesis, enables educators to interpret children’s competencies and questions, and to construct with them suitable learning experiences.

Images & understandings

- Children are rich in curiosity and competence and potential. They are innately sociable and seek exchanges.
- The desire and predisposition to be curious, to enquire, to make hypotheses, to interpret and make sense of our experiences, to be in relationship, are basic human characteristics.
- .. our learning spaces need to be imbued with the characteristics of curiosity and sociability.

Qualities & tools

- Time - space - attention: the three basic tools, creating the foundation of the educative experience. They are the responsibility of educators in collaboration with children and their families.
- Dialogue is a tool as well as a value. Regular and detailed reflection processes are vital in the co-construction of sociable learning journeys.
- Pedagogical Documentation is a vital tool in making learning visible. ..for educators, children and families.
- The schoolspace needs to be a studio for exploration, examination and exchange. It can be a place where we bring the tools of all our senses to the business of learning ... across all the perceptual modes and expressive languages.



Companionship

Relationship

Expression

Encounter

Exchange

Enquiry

Wonder