

Reggio Emilia Influences

Teachers Role

Teachers play different roles in the Reggio Emilia classrooms and the same responsibilities apply in our school. Their primary role is to learn **alongside** children, becoming involved in group learning experiences as a guide and resource. We believe practitioners should always carefully observe and track the growth and development of children and the classroom community. Reggio teachers will also take time to reflect on what they have learned about themselves and their teaching style which we also value greatly.



Environment

A Reggio-inspired environment, often referred to as 'the third teacher', is one that is open and free-flowing. It enables uninterrupted exploration, play and learning. Outdoor spaces are valued just as highly as formal classrooms, and the design of the space allows for the children to move freely between the two. In addition, it is important that children have free access to stimulating resources which encourage curiosity and wonder. The environment is laced with natural and open-ended provocations and invitations to learn.

Documentation

Documentation of the growth of both children and teachers is another important component of the Reggio Emilia approach. Photos of children at work and play, along with dictations of their experiences, help teachers and parents learn more about what does and does not work for a child. Teachers can then adjust the dynamics of their classrooms accordingly. The documentation values the voice of the child and should show their personalities. These qualities have inspired our hook books, floor books and learning journeys.



Role of Parents

Parents are an essential component of the school. They are an active part of their children's learning experiences and the school is often the heart of the community, as is ours. Parents are invited in to share learning experiences; this is at the centre of our learning express days.