

Our Reggio Emilia inspired school

L'écoline is born out of the search for some mums and friends in Lausanne to create the school that they dream of for their children.

A school based on essential values of peace, joy, cooperation, simplicity...

A bilingual school where children would fulfill their potential, acquire and develop creativity, confidence, self awareness, respect and the love of learning.

A school that would help children develop awareness of the world around them and encourage them to be active citizens.

The Reggio Emilia philosophy appeared the perfect match.

The school of Reggio Emilia – a small town in northern Italy – started after the second world war when the community started the school they wanted for their children based on the values of the future they wanted to see. As these wonderful schools developed, the rest of the world began to take notice. In the 1970s, due to increased visits and interest, the exhibition 'The Hundred Languages' began travelling the world and continues to this day. A worldwide reputation for forward thinking and excellence in Early Years Education is firmly established.



The Reggio belief is that children are born citizens-they don't become them. They are a valued part of the community and society. *The joy, playfulness and wonder of childhood are highly valued and recognised as a common good.* How we choose to educate our children should reflect the community and society we want to be. With Reggio it is a reciprocal process. We believe that we all learn by constructing our theories and knowledge through the relationships we build with others and the environment.



Therefore the role of the educator is to create a rich, stimulating environment/resources, to listen to the child, to observe and document the process and *to give time.* We learn, really learn, when we are given the time to make sense of the world around us. This is done in a hundred different ways and expressed in a hundred different ways. The pace is different for each of us and we each have a unique pathway. That pathway is documented with photographs and evidence of the language the child is using. There is more value given to the process than the finished product.

The child is seen as a strong, competent, resourceful, capable protagonist in his/her own learning and, importantly, a subject of rights.

The right to realise and expand potential. The right to be recognised as unique, to be loved and valued. Competent in reflecting and thinking and making sense of their connection to the world around them and not 'empty vessels to be filled with knowledge'. Independence and responsibility for one's own learning are encouraged. The role of the educator is to support children's research in forming their own questions.

We value children as creative thinkers and support them in making hypotheses and connections to interpret their surroundings. We listen without pre-conception and with all of our sensitivity, we interpret and we value whatever we hear. The curriculum is child originated and teacher framed. A relationship of trust is built on support and encouragement. The educator observes, and decides when to give time, when to challenge or provoke an idea, when to become co-investigator or teacher.

L'écoline is not seen as a preparation for school but rather as a crucial stage in it's own right. However, it is a confident, competent child, ready for school and for a life of discovery, that leaves such an environment.

A Reggio setting is one of curiosity and research.

Each day staff talk about each child and consider the documented evidence. Photographs will be on the screen each week so that parents can start up a dialogue with their child about what has been happening that day.

A 'Learning Journey' will be developed for each child as a record of their learning and will be available for parents to peruse daily.

Staff look at the way each child is learning, their interests, and consider how that child's learning can be enriched, challenged and extended through the environment, resources and questioning.

Skills are taught so that the child has greater means of expression, knowledge is imparted by encouraging questioning and looking for answers.

The expressive arts are highly valued as a means of interpreting everything our senses take in as well as what we think and feel.

Learning is recognised as difficult, but as worthwhile when it starts with our own questions, and joyful when it takes place in an environment built on trust. Mistakes are part of learning and children might return to a project over time and in different contexts or want to stick with something. The educators would each day consider what they think the child is working out and how they can facilitate that learning.

Our Reggio classroom is light and transparent. You wont see lots of plastic manufactured toys and primary colours. Soft-white walls and natural materials allow the children to bring the colour. We use natural and recyclable materials alongside quality resources and artists materials. We explore with all of the senses; textures, sounds, light and shadow, colour and reflection. *It's a vibrant environment where time is given and trust is built.*



The Reggio Emilia philosophy at a glance

The vision of the Child

A citizen with rights

A capable protagonist in his/her own learning journey

Unique. Strong. Competent. Resourceful
"A hundred languages"

The role of the educator

Holding this image of the child

+ this belief of how learning happens

To build a relationship of trust
To recognize each child as unique + capable
To know when to be a learning partner / co-investigator / teacher
To give time, to support, to enable
To listen, observe and document - to reflect

The environment

The 3rd educator

Nature & Light. Varied & evolving. Stimulating the senses. Quality materials.
Spaces to reflect, interact & rest.

"Each child is unique and the protagonist of his/her own growth. Children desire to acquire knowledge, have much capacity for curiosity + amazement + yearn to create relationships with others and communicate",
Loris Malaguzzi

THE LEARNING PROCESS

Knowledge is constructed as children make sense of the world around them in their relationships with others. Learning is recognized as difficult but as worthwhile when it starts with our own questions, and joyful when it takes place in an environment built on trust.

PROBLEM SOLVING / RESEARCH / SMALL GROUPS WORK

THE ARTS

What does the child see ?

What does the artist see ?

How can that vision be expressed ?

The expressive arts enable us to make sense of what we feel and see and to communicate.

For this reason, we like to invite artists and passionate or experts people to join for projects with the children, for more skills and more focus.