

## **Project inquiry Work and a Reggio-inspired approach underpins curriculum development at KGP**

Our projects are usually based on these broad ideas that are also intrinsically embedded in the Early Years Learning Framework, The preschool literacy and numeracy indicators and a Reggio Emilia approach-

- Identity
- Children's Voice and creativity
- How the World works
- How we organise and collaborate
- Environment and sustainability

### **Dispositions and skills for the 21<sup>st</sup> Century**

- \* Self-motivated and persistent
- \* Curious and Creative
- \* Responsive and Resilient
- \* Collaborative
- \* Are Independent thinkers
- \* Solve problems and Imagine
- \* Are Adventurous
- \* Become responsible citizens

### **Essential elements of children's learning**

- Explore and play
- Notice, wonder, question
- Problem solve and experiment
- Take action and create
- Reflect on learning

### **Adult's role in children's learning**

- Focus on relationships, listening to children and respecting diversity
- Collaborate with families
- Identify what and how children are thinking and learning
- Assess the effectiveness of the environment and their teaching on children's learning
- Document and extend children's learning
- Continually reflect on their image of the child.
- Build into each project Inquiry the central idea, key concepts, dispositions, project strategies and assessment strategies/reflections on the learning.

## As a Reggio- inspired site what do we value and what do we mean when we say this?

At Kensington Gardens Preschool-

- We strongly commit and take responsibility for reflecting on our pedagogy
- Our image of the child is one who is competent and capable
- We create joyful relationships between people, objects, materials and the wider world
- We co-create a place of deep learning with children, educators and families by listening to children's voice and theories
- We teach children how to think not what to think
- Creativity, imagination and time to play with ideas are valued

### 100 languages of children

Children work collaboratively in long blocks of uninterrupted time. They are encouraged to express their ideas through their actions and through art – modelling, painting, drawing and collage as well as through drama and dance.

#### Some questions you may hear us asking children:

What is your plan?

What do you think will happen next?

What do you think you need?

What could you have done differently?

How do you think that would work?

What will you do next?

How might that person feel?

What do you need?

What if...?

What do you think of your work?

How does it make you feel?

Can you help me understand?

Can you predict...?

What is the connection between....?

Why do you think....?

Can you explain?

Can you describe?

Have I got what I need....?

What do you mean by..?

Where to next....?

What would result if...?

What do you know about that?

What do you like about it?

What are your questions?

What else could you do?

## What does Reggio-inspired *look like in this site?*

The Reggio Emilia Philosophy describes the parent as **the first teacher**, the educator and care worker as **the second teacher** and the environment as **the third teacher**. At this site we believe that the child is the **fourth teacher**.

Our environment is set up carefully so that children can be in charge of their own learning – independent, self-reliant and encouraged to explore and investigate. Equal use is made of the indoor and outdoor environment.

Reggio Emilia is a place in Italy and as such, we cannot recreate an exact environment. **Reggio Emilia philosophy engages the mind of young children through providing an attractive, child focussed, creative, and welcoming environment.**

The Reggio **Emilia philosophy attracts us as it encompasses many beliefs that we have as Early Childhood Educators**. Like many other theories and philosophies, for example, Montessori, we examine the methodology and research the best methods to engage children's learning. At some time this will include aspects of the many philosophies available to ensure that our teaching and learning practices are constantly improving.

The **physical environment** is the most important part of the learning within this site. We examine our own practices and contexts to enable this philosophy to work from the way we welcome families to the way we engage in a one to one conversation with a child.

Educator's model "how to inquire" by being the leader in the first instance and then let children self- direct and learn. Examining the whole learning environment and asking ourselves questions regarding engagement and involvement and how it can be constantly improved is a consistent goal of the staff team. We believe if our environment is not engaging then children will not be engaged in their learning and exploration thus promoting distraction, lack of concentration and self- regulation challenges.

Documentation is seen as an important part of observing children's learning and we carefully reflect on the learning that has happened and the potential for more discovery and exploration opportunities. The documentation is also a record and method of collecting data that tells us "a story" of children's individual learning journeys.

