

With gratitude to those of Reggio Emilia schools who have transformed our thinking, inspired our practice and broadened the outcomes in our classrooms.

Our reflections create a working map, guiding us toward a destination - a rich learning environment that fosters wonder, imagination and innovation.

Mapping Reggio Emilia

About Children

It's all about the children.

Each child is rich, full of competencies, gifts and talents.

By being partners in learning and researching together, children learn how to listen, to collaborate and to make connections.

Our culture does not encourage children to do difficult things, children show us every day that they are capable beyond our expectations.

The more encounters that are available to children, the more they learn about life.

Learning takes time.

Things about children and for children are best learned from children.

To educate means "to draw out" not to fill up. The child is already full.

Quality education is a right of children.

Allow children the joy of spontaneous learning.

Creativity inspires ideas and ideas are life.

Children are always searching for the meaning of life.

The child has a hundred languages (a hundred, hundred, hundred more). Help them find their voice.

Clouds dance across the sky and stones play beneath your feet.

Children are multisensory learners— they construct knowledge in hundreds of ways.

Children use documentation not only to understand their own experiences but also to imagine what else might be possible.

Trust and confidence: children will only give it back when they know you believe in them

Starting from birth a child is a researcher and investigator

The child has three teachers: their parents, the classroom teacher and the environment.

Creativity is uniquely human, it is at the core of who we are.

Education is a process of participation.

Children learn within the context of rich relationships to adults, peers and the school environments.

Children are not the same, they are unique individuals.

If we are the same, then we don't need each other. If we are different, then we learn from each other.

Children ask why... before they can ask.

Children have the right to be surrounded by materials that inspire.

Children have the right to discover and construct their own knowledge.

What children learn does not follow as an automatic result from what is taught. But rather it is in large part due to the children's own doing as a consequence of their activities and our resources.

About Parents

The parent is the child's first teacher.

Each parent is rich, full of competencies, gifts and talents.

The first fundamental verb is "to listen". No one is closer to the child than the parent.

It takes courage to welcome other points of view and perspectives.

Parents have a right to information about our learning environments.

Families are not clients, but co-constructors of the school.

When we engage parents we transform our classrooms, our schools.

Provide meaningful ways for parents to get involved.

Communicate and collaborate.

Magic happens when you ask the children to write notes to their parents, thank you cards and invitations.

Small gestures have great potential.

We must be whole adults working with whole children?

Parents should be taken seriously and believed in.

About Teachers

We are the child's second teacher.

Each teacher is rich, full of competencies, gifts and talents.

Our role as a teacher is more as a facilitator of connections.

Teachers listen with their eyes as well as their ears, showing great respect for the voice of the children.

Our work is not a style of giving information, but rather an exchange of ideas, a conversation.

Treat each child as a subject of love.

Materials have the power to be many different things.

Displays are not decoration, they are, the children's history, they are the heartbeat of the classroom.

How do you teach someone to think? You can't, you don't have the right. You can however, set the stage and guide the experience.

The first fundamental verb is "to listen".

Listening is not a strategy but rather a value.

Nothing without joy!

Documentation requires observation and interpretation.

Observations are deeper than a mere snapshot.

Documentation keeps the experience so that we can revisit it.

Documentation is learning made visible.

We must be willing to be ourselves, to wonder, to imagine.

Great changes in the world were brought about by people with big ideas.

Knowledge is a process of change.

There is no change without a vision.

There is no change without loss and gain.

Education and democracy are similar. They require discussion, sharing and collaboration. They both require freedom of thought.

Be creative, build on the ideas of others.

The voices inside us are legitimate, even those of uncertainty.

Even if you are a little stone, you can start an avalanche.

The purpose of research is not to say what we know, but rather to state what we don't know.

Doubt can be an agent of change and improvement.

Slow down.

Provocation, investigation, reflection, expression.

Quality is not the same thing as luxury.

Find time to reflect, to revisit.

We practice values.

Every step, every day you have to find the meaning.

Not to be certain, but rather to be open to investigation and research.

Teaching is grounded in research.

Teaching begins with curiosity.

It is never finished.

Ordinary moments with extraordinary possibilities.

It is all about relationships. Start there.

About Environments

The environment is the child's third teacher.

Schools have a right to be seen as lovely, welcoming places of life.

Environment is not a backdrop but also a protagonist.

It is important for one to create their own community, put roots in their own soil, to create not emulate.

Create a community of learners.

Organization is key—of thinking, of materials.

The culture is built upon values.

The richness of thinking cannot be bought.

A culture of research.

An amicable school.

School is an opportunity for children and their families to belong to a community.

The school's role is not just transmitting culture, but also supporting teachers and children in their quest for the unknown.

Exceed the standard!

An environment is a changing, living system.

Always be aware of the complexity of the work, the need for change, the layering of relationships.

Always ask, "Why?" Analyze everything.

The potential of children is stunted when the endpoint of their learning is formulated, pre-determined by adults.

Look towards children for motivation.

School is not a preparation for life, learning is life itself.

If it's to be, it is up to me.

