

The Hundred Languages of Children

The Reggio Emilia Approach



What is Reggio Emilia

What do you know?



- Trained to be a psychologist
- Began a parent cooperative movement
- Able to influence city government to support people's schools
- 1963 - municipality began to establish a network of preschools
- 1970 - opened first infant-toddler center
- Commitment to parent involvement in their child's education



New Philosophy

Loris Malaguzzi

"They [children] are autonomously capable of making meaning from their daily life experiences through mental acts involving planning, coordination of ideas, and abstraction.... The central act of adults, therefore, is to activate, especially indirectly, the meaning-making competencies of children as a basis of all learning. They must try to capture the right moments, and then find the right approaches, for bringing together, into a fruitful dialogue, their meanings and interpretations with those children."

(Loris Malaguzzi (1920-1994), Italian early childhood education specialist. Quoted in *The Hundred Languages of Children*, ch. 3, by Carolyn Edwards (1993).
<http://www.proemhunter.com/quotations/famous.asp?people=Loris%20Malaguzzi>)

3. The Role of Parents

- A competent and active part of their children's learning experience.
- Not consumers but co-responsible partners
- Right to participation is expected and supported



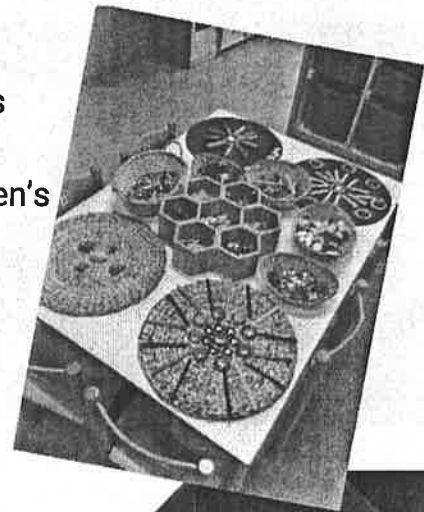
4. The Role of Space: Amiable Schools



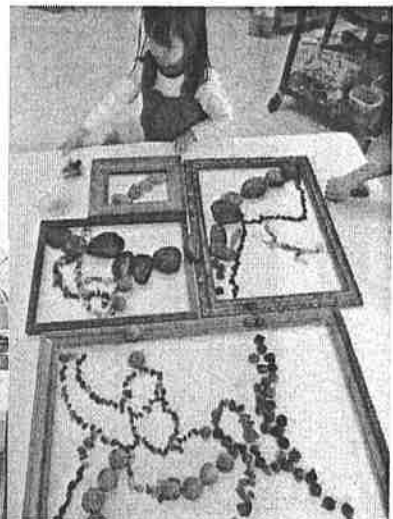
- Adults have thought about quality and the instructive power of space.

6. Not a Pre-set Curriculum but a Process of Inviting and Sustaining Learning

- An environment rich in materials and possibilities
- Observe and listen to children
- Teachers ask questions and thus discover children's ideas, hypotheses, and theories
- Learning is a spiral progression
- Teachers are partners in the process of learning



Classroom Environments to engage children in learning.



7. The Power of Documentation

- Transcripts of children's remarks and discussions
- Photographs of their activity
- Representations of their thinking and learning
- Help parents become aware of their children's experience and maintain their involvement
- Make children aware of their effort



Examples of Documentation



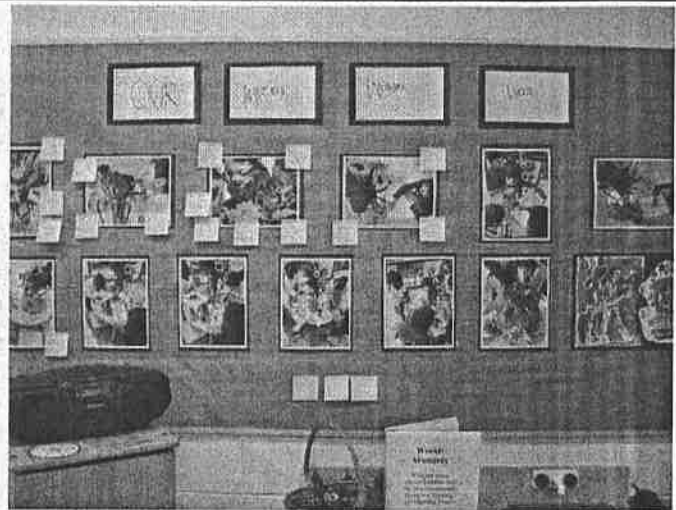
Ateliers



Atelier



Project Work



Assessment

- Why - of course they have learned and mastered - we have given them the place to learn!
- Documentation of the child's learning, thinking and questioning
- Not measured against standards

the 100 Languages

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 marveling, 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.
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.

*Loris Malaguzzi, Founder
of the Reggio Emilia
Approach*



the 100 Languages

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 marveling, 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.
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.

*Loris Malaguzzi, Founder
of the Reggio Emilia
Approach*

