



REGGIO EMILIA- THE EDUCATIONAL APPROACH FOR PRE-SCHOOL

LANGUAGE: Languages used for the training: English, but many languages for 6+ groups. The language of the course can be arranged according to the characteristics of the groups in English, German, Italian, Spanish and Turkish.

LOCATION AND DURATION: 18-22 NOVEMBER 2019 ROME, ITALY
20 -24 JANUARY 2020 BERLIN, DEUTSCHLAND
6 – 10 APRIL 2020 ISTANBUL, TURKEY

COURSE SPECIFICATIONS:

Number of Training Days: 5 Days

Lessons per week: 30 English Language

Lesson Duration: 09:00-15:00 for a day

Length and fees: <http://bluecore-edu.com/index.php/courses-and/>

Class Size: Maximum 20

Language level: A1/A2

Suitable for: School administrators, school staff, teachers and Everyone

COURSE BACKGROUND AND COURSE OVERVIEW:

This is a school education system started with the attempt of founding a school where parents and children can study in a town that named Reggio Emilia with 150.000 citizens in the North of Italia, after the World War II. Loris Malaguzzi is the creator and the leader of this approach. With the thoughts of "Education is the right of every child" and "there are many things that will be learned from children", it is based that the families and the schools should work together in order to children' getting a more qualified education.

According to this approach, children look for the answers about the meaning of life. It has been needed to not to hurry up to give the answers to them, and to encourage them to find answers to the questions on their own. One thing that is needed to do in early childhood is to create a supportive and encouraging their improvement and to give an opportunity for the improvement of their ideas. Children have much more creative, intellectual and communicative potentials, and every one of them should be respected. Children are the individuals who create theories, produce knowledge, observe, gain active experiences, and have different features in pointing of emotion and mind.

In the Reggio Emilia approach, the concrete lives are offered to the children and it is helped them to gain new experiences in this direction. Children are the individuals who search,

produce and test things they produce. They can utilize from many of the symbolic devices while they are explaining themselves. For example, these devices can be a picture, a statue, music, shadow plays, and dramatic plays. In the Reggio approach, it is called that "The face language of the child." It is believed that children have many languages that they use in order to make visible their emotions and thoughts. By means of these languages, children's thinking symbolic, creativeness and communication skills are improved.

The class ambit can be thought of as "teacher's himself." However, not only the physical features of this ambiance but also the interactions that are actualized in the ambiance are the parts that cannot be differed. Therefore, there is a big place in order to simplify the communication between the children and adults that all children and teachers can be involved together. Classes are founded around this big open area. Children and adults use this place throughout the day. In the Reggio schools; in the sense of 'Nobody has the chance of seeing himself as others see.' there is put mirrors on the walls as angular and near to each other and it is provided that children see themselves as others see.

The class ambiance is relaxing, inspiring and aesthetic. All of the classrooms are opened to a courtyard named "piazza". In each of the courtyards, there is a drama place (that is included with the motorcycle helmets, various costumes, glasses, and bags) and there is an atelier with glazing. In this atelier, there are residual materials in order to children's making different types of art activities with Reggio Emilia methods and techniques.

In the classes, it is prioritized that simplicity and clearness of these classrooms. There are wide windows and a class area, and the ambiance is lighted-well. There is not much more furniture in the classrooms, instead of this, various visual materials like children's works, pictures, the photographs of the projects that are completed, the products that are emerged, the photographs of children's together with their parents are shown. The education ambiance is used as a device in order to strengthen the relationship between the teachers and the parents. In this approach, a communication network that doesn't end is assured by informing parents often.

In the Reggio Emilia schools, a learning that is based on the projects is a principle. The knowledge that is wanted to gain to children is not given as didactic, instead of this; child's gaining the knowledge by means of the activities and projects is aimed. Thanks to this, children have the possibility of learning by living. Projects, by being planned according to children's interests, performed as a small number of groups. These start with mathematics, stories, pictures, statues, music and social interests of them, it can be short or long term. The documents, photographs of the project and the works of children are shown at the walls of the school.

Projects allow children to learn specific subjects in depth. In addition to this, these projects are the working methods that children have knowledge about an issue that they are interested and they are willing to learn by using their own experiences.

By this method, children's confidence increase, and they enjoy the ability to search for the knowledge, finding from their early ages, and they experience having knowledge in depth about an issue.

We encounter a generation that often spends their 0-5 ages in the walls with televisions, mobile phones and tablets, and grows up with the rote-based learning curriculum in their 6+ ages. However, our children need not look away to the life, stones, animals, nature; they need to the friendship of them. They become productive with the unlimited energy and imagination in their inner.

At this point, the Reggio Emilio method existed with the motto of "Another world is possible" is used as medicine for all the negativities.

Children, who are congenitally talented, who have self-management, productive, know powerful themselves get an education that is based on a project and natural in a classroom ambiance

that is set up as in an appropriate way and with the belief of "the third teacher is the environment." The teacher is at a position that is always learning and researching. In the Reggio Emilia approach that is like a compass, the parent, instead of slighting at a point that he doesn't know anything about, says "I don't know anything about this but I will help you after searching." and takes into account a child contributes the child with the searches made himself by giving the answers that child want to his learning by living.

Reggio Emilia, contributes to child's setting up a safe connection between the child and his friends and his environment, while it tries to child's being independent, making cakes with them, playing with the water and foams, and makes what the child's want with great love. As a result, Reggio Emilia is an ideal education method for the parents who want to not ending the joy of children, disappearing of their dreams, and fading away from the colors of them.

COURSE OBJECTIVES:

- To remove the walls that protects the development of children
- Let their curiosity raise and not to strict them
- Developing methods for children's growing up properly
- Supporting children's learning their environment and cultures with their own consciousness,
- Providing children's knowing the natural sources instead of going on their life with the technological tools.
- To create education environments and ambiances that is modified to the Reggio Emilia approach, and disseminate this approach among the pre-school education.
- Making teachers sources for the children to answer their questions at that ages.

CONTENT AND METHODOLOGY:

Methods: Lectures, exercises, discussions, teamwork, role-playing, study visits

Course Topics: Children education, self-learning

PROGRAM (Training activities):

- PPT slides
- discussions
- evaluating
- sharing thoughts and ideas with the group
- sightseeing and the school visits

PREPARATION: After confirming registration, participants will be informed about the details of the course (arrival, daily program). Participants will be able to introduce themselves and bring a few examples of routines and practices that they apply to their teaching.

MODULES:

- Module 1: Children's learning on their own
- Module 2: Learning by living
- Module 3: Discovering environment
- Module 4: The basic elements of Reggio Emilia schools

FOLLOW UP:

- . They can specify the basic problems and concerns that are related to the Early Childhood Education that is defined in 2020 ET.
- . They can differentiate the similarities and differences of Reggio Emilia in classical

education.

- . They will debate the advantages and disadvantages of Reggio Emilia.
- . They will describe the roles of the teacher in pre-school education with Reggio Emilia.
- . They will find the ways of including the parents in the school system.
- . They encourage the children to be more independent and to be prone to the learning on their own.
- . They will find an opportunity to see the roles of the materials that are used in the approach and are effective in the improvement of the children (tree branches, sand, clay, soil, mirror...etc.) like playing rhythms, stories, and pictures; and the games.
- . They will understand various assessment methods that are used in the Reggio Emilia schools.
- . They will give importance to the children's creativeness and improve it in the pre-school age.
- . They will have an idea about how the pre-school ambiance will be prepared with the Reggio Emilia philosophy by uncovering of the children's individual features.

DAILY TIMETABLE:

1ST DAY

Welcome

(09:00-15:00)

Introduction to the course:

-Explaining of the Early childhood age and the caring targets that are defined in the 2020 ET.

- Giving information about the programs that are used in pre-school education fields in Europe.

Coffee Break

-Focusing on the Reggio Emilio Philosophy

- Why the Reggio Emilio Philosophy should be used in the pre-school education institutions?

-Discussion

2ND DAY

(09:00-15:00)

- The introducing of Reggio Emilio and it explaining conceptually.

- Explaining and debating the strong and weak aspects of Reggio Emilio

Coffee Break

-What are the features and purposes of the Reggio Emilio?

-Giving information about the example schools that use Reggio Emilio Philosophy

-Discussion

3RD DAY

(09:00-15:00)

-Giving information about the materials that are used in the Reggio Emilio Philosophy like pictures, statues, music, shadow plays, dramatic plays and toys, and various tools.

-Preparing the classroom ambiance that reflects the Reggio Emilio Philosophy "piazza".

Coffee Break

-An activity that will provide for students' ideas to turn into a project, and they will learn the process of the class administration and guidance

-Discussion

4TH DAY

(09:00-15:00)

-The role of the teacher in the Reggio Emilio

-What are the needed things in order to be a Reggio Emilio teacher?

-Explaining what the slogan "The face of the child" means.

Coffee Break

-The role of the educators on the improvement of self-governance mechanisms of the children in the Reggio Emilio schools.

5TH DAY

(09:00-15:00)

-What are the utilities of the Reggio Emilio on students?

-Studies on the evaluating ways of the Reggio Emilio Philosophy and specifying the important points.

Making a general look for the course program

-Evaluating the course program and filling the feedback forms.

- Giving the participation certificates.

CERTIFICATIONS: At the end of the course; Participants will take "Certificate of Participant", "Europass Mobility Certificate", "Staff Mobility Agreement" and BlueCore International Company Invoice certificates.

