

### Reggio Emilia Approach: Key Principles:

- The image of the child-the cornerstone of Reggio Emilia experiences conceptualizes an image of the child as competent, strong, inventive, and full of ideas with rights instead of needs.
- Environment as a third teacher – preparing an environment that acts as third teacher carefully designed to facilitate the social constructions of understanding, and to document the life within the space.
- Relationships – seeing the importance of relationships physically in a way objects are displayed in the classroom; socially and emotionally in the interactions of the people in the environment; and intellectually in the approach to learning that is always seen in context and depends on co-construction of knowledge
- Collaboration – working together at every level through collaboration among teachers, children and teachers, children and children, children and parents, and the larger community
- Documentation – providing a verbal and visual trace of the children’s experiences and work, and opportunities to revisit, reflect and interpret.
- Progettazione – this difficult to translate Italian word means making flexible plans for the further investigation of ideas, and devising the means for carrying them out in collaboration with the children, parents, and at times, the larger community
- Provocation – listening closely to the children and devising a means for provoking further thought and action.
- One hundred languages of children – encouraging children to make symbolic representations of their ideas and providing them with many different kinds of media for representing those ideas.
- Transparency – creating transparency through the light that infuses every space and in the mirrors, light tables, and glass jars that catch and reflect the light around the classroom; and metaphorically in the openness to ideas and theories from other parents of the world, and in the availability of information to parents and visitors.