



Principles of Reggio Emilia

Children are capable of constructing their own learning.

Children are the main initiators of their own learning process and should be treated as active collaborators in their education, as opposed to passive observers.

Children are collaborators and learn through interaction within their communities.

Learning is based on relationships across all spectrums of learning. In Reggio Emilia there is a close interaction between teachers, parents, and children.

Children are natural communicators and should be encouraged to express themselves however they feel they can.

Children learn through words, movement, drawings, paintings, buildings, sculptures, and more.

The classroom environment acts as the third teacher.

Children thrive in welcoming, aesthetically pleasing environments that are suited to their interests and developmental stages. The layout of the classroom promotes relationships, communication, collaboration, and exploration through play.

Teachers are partners, nurturers, and guides who help facilitate the exploration of children's interests.

Teachers guide experiences, discovery, and problem solving. A teacher listens and observes the children, as well as questions and looks for opportunities to encourage further exploration of a child's interests.

Documentation is a critical component of communication.

Teachers document the learning process within the classroom and transcribe the verbal language used by children using photos, videos and a portfolio of artwork.

Parents are partners in education.

Parental participation in their child's education as a critical component of the learning philosophy. Parents should always be invited to play an active role in their child's learning experiences as well as help to ensure the welfare of the children in the community around them.