Reggio Amelia

The hype about the new approach called “Reggio Amelia” has recently taken over board meetings all over the country. This unique method has increasingly been the topic of many conferences, articles, and presentations. It also comes as no surprise that this technique is uncommonly popular with parents around the country. Its popularity may be contributed to its basis. It originated from parents in Italy, where education is funded for every child from age three to six, after the Second World War. Even though this success of this method has been dually noted, the educators in Reggio Emilia would like this approach not to be simply copied but to be readjusted according to new research and development. Even though Reggio Emilia sounds like a new idea, the framers have relied on many of the same theorists as the United States, such as Piaget, Vygotsky, and other European Scientists.

After a brief history of Reggio Emilia, this article also discusses the key aspects of this approach. Discussing these aspects help educators realize the concrete differences between a Reggio Emilia facility and regular child care. These core foundations are the basis on how a Reggio Emilia facility is structured. These principals include: children’s relationships and interactions, the three subjects of education, the role of parents, an amiable school, the time not set by the clock, teachers and partners, cooperation as the foundation of the system, The interdependence of operation and organization, the emergent curriculum, projects, atelierisa and atelier, and the power of documentation.
As a teacher, I will take away a lot of information from this article. The most important aspect that I will take to my classroom is derived from the following quote; “Teachers ask questions; discover the children’s ideas, hypotheses, and theories; and provide occasions for discovery and learning. In fact, teachers consider themselves partners in learning and enjoy discovering with children (6).” I feel strongly about allowing my students to evaluate situations with only guidance, not instruction, from the teacher. I believe the partnership theory is the basis for amplified learning among students. Another key aspect that I would like to include in my classroom is having a layout that encourages not only educational development, but also physical, emotional, and communication development. I also would like to work in a school that requires all levels of cooperation from the staff, teachers, and administrators. I believe this will also improve the learning environment, and provide stability for the children.

On the other hand, there are some things included with the Reggio Emilia technique that I do not wish to implement in my classroom. For example, the Reggio Emilia approach relies upon an emergent curriculum. I prefer to have a curriculum prepared, but I can also be flexible with that course of action. I also believe that even though it is highly unlikely that I will have an “Aterlisersta” or an “Atelier” assistant, I would like to implements some of their expertise into my classroom activities.

In conclusion, even though most of the principles that this approach implements are great for all classrooms, there are a few fundamentals that aren’t realistic. Overall, this article was success in explaining the history and important aspects of the Reggio Emilia approach.