Study Tour to Sweden
Debi Keyte-Hartland 2010
“In Sweden, there is a conflict and struggle between the traditional idea of day-care and that of pre-school, between the social and the educational realm. The Reggio-Emilia experience helps us to re-consider our spaces for children as a place of education and not care.”

*Harold Gothson (The Reggio Emilia Institute)*
What does it mean ‘to be inspired by Reggio’

(1) A place that is involved in collective reflection on children’s learning that therefore constructs continually its own cultural pedagogy.

(2)* Has an image of the child/human that is rich and competent and born with democratic rights.

(3) Collective participation of children, families and teachers.

(4) Group learning is highly prioritised.

(5) Everyday to seek ways and means of experimenting and hypothesising ideas (elaboration).

* All children are intelligent...IF...
What does it mean ‘to be inspired by Reggio’

(6) Pedagogical documentation that is a tool of pedagogical research

(7) A rich environment of enquiry, as a teacher in itself

(8) 100 languages and the aesthetics of learning (multi-modality)

(9) Investigations in and around the settings own community

(10) A rejection of hierarchal models of organisation and instead a model of co-operation, participation and collaboration
“We have to remember why we do things, so we have to think about which languages are the children talking to us in. Working with very young children we have found the language of the body and its relationship to music, sound and movement are sensibilities we must not ignore.” School Director
Alby - Södermalm

Möte, och utforska med, teckning, bemöde, skisser, måleri.
Construction
After a visit to the elevator, and after discussion of how the children thought the elevator could change its appearance we asked small groups of children, how could we build a better elevator?

As educators we considered what materials to offer to the children to do this. Some materials are better than others for construction of this sort. We wanted to elicit their ideas and thinking not just an arbitrary choice of one material over another as they will just choose the one they know best or is their favourite.
From hedgehog … to birthday cake … to ladder … to Katerina Elevator

Borrowed competencies
• Any language is a two way communication. We get nowhere just talking we have to listen too. So with languages of the children like drawing, painting, music, clay it is not enough just to talk in those languages and do, do, do we have to activate conditions for listening too. Listening to all the variations of musical, visual and movement based languages.

• For ourselves as adults we too have to be knowledgable in all the languages of children and in our language of pedagogy, that is a right of children.

• As an organisation we have to flexible to do the work that the children demand of us - it means the organisation has to often change, even if as adults we don’t want it to.

• At Katarina Pre-School we are working with children’s knowledge, we are talking very little about playing, there are no toys here.
“The responsibility for the pedagogue is to design and arrange spaces that can support children’s processes and relations of exploration - making sure that children can borrow competencies from each other through imitation and contagions.”

“Pedagogical documentation follows children’s co-operative learning processes to understand how they construct meaning-making.”

Gunilla Dahlberg
Organisation of the Day

- 8.00 children begin to arrive
- 8.15 staff briefing
- 9.00 gathering of children in age groups (welcome) and organisation
- 9.15 Activities in smaller groups (in and out) (no free-flow)
- 11.00 Outdoors and getting ready for lunch at 11.45
- 12.30 Sleep and Rest
- Upon waking - free activity inside (often children return to their projects)
- 3.00 Children begin to leave as parents arrive
DAGSSTRUKTUR
7.00 FORSKJELL SNP
7.20 FRUKOST
8.30 BAEN TIL ROP AQ
9.15 MORGENMÅTE
9.30 AKTIVITET/BARNA
11.00 SAMLING
12.00 LUNCH
12.30 VILLA (HUSVÆRNET)
13.00 FRYKST/UBEHØR
18.00 ANLØP
20.00 KOKK/FREVA
21.00 ELSKER LTS

Trull 08-50815-837
Trapp 08-50815-824
Trapp 08-50815-835
"If children only have free choice, well, they might as well just be at home then."

PEDAGOGICAL DOCUMENTATION

“For us it meant we had to change how we observed, not from a normalising point of view that positioned the child within a set of pre-defined norms and standards but one that enabled us to listen closely to the children instead and focus on their methods of learning and constructing meaning. It was a struggle!”
Construction of Projects

**We have to prepare ourselves…**

What materials to offer children?

What are our choices?

How do we introduce them?

How do we teach? When to intervene?

How do we present them?

How shall we observe it - which tools?

**We have to consider …**

What to read to inform our knowledge?

How to work with families?

Who else might be able to help?

What our research question(s) are?
## Construction of a Project

<table>
<thead>
<tr>
<th>Pre-Project</th>
<th>Previous year end and first term</th>
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<tbody>
<tr>
<td>• Selection of theme/concept <em>(of interest to children)</em> and something that the educators need to find out more about</td>
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<tr>
<td>• Involves all children and all staff</td>
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<tr>
<td>• A time of gathering, organising and reflecting back what you see</td>
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<tr>
<td>• Reading and research on theme/concept (informing your knowledge)</td>
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<tr>
<td>• Meeting with families to ascertain what they think and propose, seek out how they can be involved</td>
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<tr>
<td>Re-Focusing</td>
<td>First term onwards</td>
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<tr>
<td>• Framing of adult research questions</td>
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<td>• Eg how do children ... what is the connection between…?</td>
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<tr>
<td>• Preparing and considering small group proposals and provocations to deepen and broaden children's &amp; adults research of the theme/concept</td>
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<tr>
<td>• Organisation of learning groups, aspects of project to work on, of which types of materials should be in the environment</td>
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<tr>
<td>Project</td>
<td>End of year</td>
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<tr>
<td>• Obs, doc and reflection to amend proposals, materials and provocations offered to children</td>
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<tr>
<td>• Further proposals and provocations to elaborate on learning and developing theories</td>
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<tr>
<td>• How does what you see help you to understand your research focus?</td>
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<tr>
<td>• What are the processes of the children’s meaning-making?</td>
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<tr>
<td>Finale</td>
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<tr>
<td>• A product of an idea may be realised</td>
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<tr>
<td>• Summative documentation produced eg powerpoint, book, wall panels, film and shared with children and families</td>
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<tr>
<td>• Celebration and exhibition</td>
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<tr>
<td>• Educators share and present the pedagogical process of the project with others in their learning network</td>
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</tbody>
</table>
And did I tell you it was sooooooooo cold...
Thank you for listening and watching...

And a Happy New Year to all at Hillfields

Best Wishes

Debs x