

Christchurch

Margo Hobba and Chris Celada 1.9.15

1. What does it mean 'to know'? Ideas shared during group discussion

Things for different people.

Very personal.

Based on our own interpretation.

Open-ended – have an understanding at specific point in time.

Exposure helps with your knowledge.

Comes from environment / everything to do.

Instinctual knowing when born.

Ability to articulate.

To be aware, to understand.

How to be.

To know makes you feel more confident.

2. We need to think about WHY is it important to ask this question.

3. We will be working in both small groups and large groups. This is a deliberate choice.

It is a system that allows teachers to observe and work with a small group in depth, in a way that supports both the teachers' research into how children are learning while at the same time enabling the co-construction of learning by the whole group. As the small group shares with the whole group, the ideas and challenges are picked up by other children in a kind of contamination.

4. Noticing.

Sort of like seeing something for the first time, noticing generates and is generated by *wonder, curiosity, questioning, empathy and surprise*.

Wittgenstein (1889 – 1951) suggests that we don't (or can't) notice things that are 'ordinary'.

To notice is to experience.

Malaguzzi urged us to observe / to notice without having to explain – to notice in order to reveal what is hidden.

5. Ways of knowing.

All know the playdough differently...And when different ways of knowing come together, everyone knows the handbag in greater depth and greater complexity...

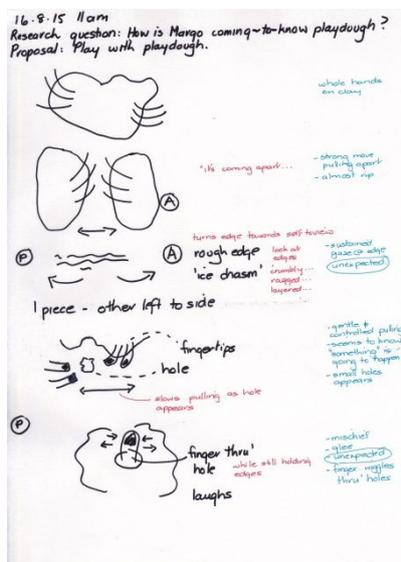
We can identify some of the different ways you were *coming-to-know* the playdough:

- Rationality - reason logic intellect analysis comprehension synthesis information facts evaluation....
- Imagination - mental images inventiveness vision awareness originality intuition visualisation Illusion fantasy...
- Emotion - passion feeling affection responsiveness sensibility joy anger empathy sorrow frustration pleasure love....
- Aesthetic- Creative Inventive Sensitive Harmonious Sublime Aware Intuitive Empathetic Sensitivity to subtle connections

“For us educators in Reggio, each discipline – or rather language – is made up of rationality, imagination, emotion and aesthetics.” “Rationality without feeling and empathy, like imagination without cognition and rationality, build up partial, incomplete human knowledge.”

Veia Vecchi (2010) Art and Creativity in Reggio Emilia. Routledge

6. Documentation as a tool for coming-to-know.



7. How is your partner coming-to-know this material?

What did you notice about your partner's processes of coming-to-know the dough through your documentation?

What did you notice about the other person through your documentation?

8. 'The child'

Is made of one hundred

The child has

A hundred languages

A hundred hands

A hundred thoughts

A hundred ways of thinking

Of playing, of speaking....'

Loris Malaguzzi

9. The small parts that make up a 'language'... an 'alphabet'... of a material.....

A SHORT INTRODUCTION TO THE EDUCATIONAL PROJECT IN REGGIO EMILIA.

Reggio Emilia is a Northern Italian city with a population of approximately 170,000. It is both an ancient city and a modern, innovative one.

The system of municipal services for young children has its origins in the movement for change that began at the end of WWII. It was driven by the women's movement, a strong history of socialism in the region, a courageous municipal government and by the Director, Loris Malaguzzi, (1920 – 1994)

CHOICES

An education founded in democratic values:

- Belonging, inclusion, participation, responsibility, contribution.
- Children are citizens with rights from birth.
- Children must be listened to.

To seek the intelligent, capable child:

- A child who is capable of learning through relationships with people and the material world.
- Who is capable of expressing understanding, theories and feelings through many languages.

An attitude of research:

- Welcoming doubt and uncertainty.
- Errors are learning resources.
- Many points of view.
- Deliberate noticing.
- Searching for questions.
- Searching for complexity.

Relationships:

Creating places of encounter where relationships of increasing complexity can be formed with materials, the environment, ideas and people.

AN ATTITUDE OF RESEARCH.

- What is knowledge?
- How do children acquire knowledge?
- How do children process and organise knowledge?
- How do children carry out research?
- How do teachers and children construct knowledge together?

MANY WAYS OF KNOWING:

- Rationality
- Imagination
- Aesthetics
- Emotionaliy
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“Rationality without feeling and empathy, like imagination without cognition and rationality build up partial, incomplete human knowledge.”

Vea Vecchi (2010) Art and Creativity in Reggio Emilia. Routledge.

EDUCATIONAL DOCUMENTATION.

A tool for research and assessment, an act of deliberate noticing.

“..we strive to find the real child to whom nobody had paid attention until then ... we knew so little beyond, that is, the growth charts, the teething schedules and developmental milestones.”

Edwards, C., Rinaldi, C. (Ed) (2009: 62). The diary of Laura: perspectives on a Reggio Emilia diary. Redleaf Press.

HOW ARE CHILDREN *coming~to~know?*

HOW ARE TEACHERS *coming~to~know* HOW CHILDREN ARE *coming~to~know?*