
Global Certificate in Reggio Emilia Approach in Childcare

The Role of the Environment as the Third Teacher

Aesthetic Education refers to the process of cultivating children's sensitivity to and appreciation of the arts and the environment around them. This concept is closely related to the Reggio Emilia Approach, which emphasizes the importance of aesthetics in creating a learning environment that is pleasing to the eye and conducive to learning. In the context of the Global Certificate in Reggio Emilia Approach in Childcare, aesthetic education plays a crucial role in shaping children's perceptions and understanding of the world. For instance, a learning space that incorporates natural materials, soft lighting, and soothing colors can create a sense of calm and wonder, encouraging children to explore and learn.

Atelier is a term used in the Reggio Emilia Approach to describe a dedicated space for artistic expression and exploration. The atelier is typically equipped with a variety of materials and tools, such as paints, clay, and fabrics, that allow children to express their creativity and imagination. The atelier is not just a space for art-making, but also a place where children can experiment, investigate, and learn about different materials and techniques. In the context of the Global Certificate in Reggio Emilia Approach in Childcare, the atelier is seen as a critical component of the learning environment, where children can develop their fine motor skills, hand-eye coordination, and self-expression.

Authentic Learning refers to the process of learning that is grounded in real-world experiences and applications. In the Reggio Emilia Approach, authentic learning is seen as essential to children's cognitive, social, and emotional development. This approach emphasizes the importance of providing children with opportunities to engage in meaningful and relevant learning experiences that are connected to their everyday lives. For example, a learning project that focuses on local environmental issues, such as recycling or conservation, can help children develop a sense of responsibility and stewardship for their community.

Co-Construction refers to the process of collaborative learning and meaning-making between children, teachers, and the environment. In the Reggio Emilia Approach, co-construction is seen as a critical aspect of the learning process, where children are encouraged to take an active role in shaping their own learning experiences. This approach emphasizes the importance of mutual respect, trust, and communication between all parties involved in the learning process. For instance, a teacher may work alongside children to design and implement a learning project, providing guidance and support while also allowing children to take the lead and make decisions.

Documentation is the process of recording and reflecting on children's learning experiences. In the Reggio Emilia Approach, documentation is seen as a critical component of the learning process, as it allows teachers to track children's progress, identify areas of interest, and plan future learning experiences. Documentation can take many forms, including written notes, photographs, and videos. For example, a teacher may use a learning journal to record children's thoughts, ideas, and observations during a learning

project, providing a valuable record of their learning journey.

Emergent Curriculum refers to a flexible and adaptive approach to curriculum design, where learning experiences are shaped by children's interests, needs, and passions. In the Reggio Emilia Approach, emergent curriculum is seen as a critical aspect of the learning process, as it allows teachers to respond to children's unique learning styles and abilities. This approach emphasizes the importance of spontaneity and flexibility in the learning process, where teachers are willing to adjust their plans and adapt to changing circumstances.

Environment as the Third Teacher refers to the idea that the learning environment plays a critical role in shaping children's learning experiences. In the Reggio Emilia Approach, the environment is seen as a dynamic and interactive space that provides opportunities for children to explore, discover, and learn. The environment is designed to be flexible and adaptable, allowing children to move freely and engage with a variety of materials and activities. For example, a learning space that incorporates natural light, textured materials, and comfortable seating can create a sense of warmth and invitation, encouraging children to explore and learn.

Hundred Languages refers to the idea that children have multiple ways of expressing themselves and communicating their thoughts and ideas. In the Reggio Emilia Approach, the hundred languages are seen as a critical aspect of children's cognitive, social, and emotional development. This approach emphasizes the importance of providing children with opportunities to express themselves through a variety of artistic mediums, such as painting, drawing, and sculpture. For instance, a child may use music to express their emotions, while another child may use movement to convey their thoughts and ideas.

Inquiry-Based Learning refers to a child-centered approach to learning, where children are encouraged to explore, investigate, and learn through open-ended questions and activities. In the Reggio Emilia Approach, inquiry-based learning is seen as a critical aspect of the learning process, as it allows children to develop their critical thinking skills, problem-solving abilities, and curiosity. For example, a learning project that focuses on natural phenomena, such as the water cycle or the seasons, can encourage children to ask questions, make observations, and develop theories.

Interest-Based Learning refers to a child-led approach to learning, where children's interests and passions are used to shape the learning experience. In the Reggio Emilia Approach, interest-based learning is seen as a critical aspect of the learning process, as it allows children to develop a sense of ownership and agency over their learning. This approach emphasizes the importance of providing children with opportunities to pursue their interests and passions, whether through projects, activities, or play. For instance, a child who is interested in dinosaurs may be encouraged to research, write, and create art projects about their favorite topic.

Learning Environment refers to the physical and social space in which children learn. In the Reggio Emilia Approach, the learning environment is seen as a critical component of the learning process, as it provides

opportunities for children to explore, discover, and learn. The learning environment is designed to be flexible and adaptable, allowing children to move freely and engage with a variety of materials and activities. For example, a learning space that incorporates natural materials, comfortable seating, and soft lighting can create a sense of warmth and invitation, encouraging children to explore and learn.

Long-Term Projects refer to in-depth and sustained learning experiences that allow children to explore and investigate a topic or theme over an extended period. In the Reggio Emilia Approach, long-term projects are seen as a critical aspect of the learning process, as they allow children to develop their critical thinking skills, problem-solving abilities, and curiosity. For example, a learning project that focuses on community development, such as designing and building a model city, can encourage children to work together, share ideas, and develop a sense of responsibility.

Mixed-Age Grouping refers to the practice of grouping children of different ages and abilities together in a learning environment. In the Reggio Emilia Approach, mixed-age grouping is seen as a critical aspect of the learning process, as it allows children to learn from and with each other, regardless of their age or ability. This approach emphasizes the importance of peer-to-peer learning, where children can share ideas, ask questions, and learn from each other's strengths and weaknesses. For instance, a mixed-age group of children working on a project together can create a sense of community and cooperation, encouraging children to support and learn from each other.

Narrative refers to the process of storytelling and meaning-making that occurs in the learning environment. In the Reggio Emilia Approach, narrative is seen as a critical aspect of the learning process, as it allows children to make sense of their experiences and develop a sense of identity and belonging. This approach emphasizes the importance of listening to children's stories and honoring their experiences, as a way of validating their thoughts and feelings. For example, a teacher may use storytelling to help children reflect on their learning experiences, making connections between their thoughts, feelings, and actions.

Observation refers to the process of watching and noting children's behavior, actions, and interactions in the learning environment. In the Reggio Emilia Approach, observation is seen as a critical component of the learning process, as it allows teachers to track children's progress, identify areas of interest, and plan future learning experiences. Observation can take many forms, including written notes, photographs, and videos. For instance, a teacher may use a learning journal to record children's thoughts, ideas, and observations during a learning project, providing a valuable record of their learning journey.

Pedagogy refers to the theory and practice of teaching and learning. In the Reggio Emilia Approach, pedagogy is seen as a critical aspect of the learning process, as it provides a framework for understanding how children learn and develop. This approach emphasizes the importance of child-centered teaching, where children are encouraged to take an active role in shaping their own learning experiences. For example, a teacher may use a facilitative approach to teaching, providing guidance and support while also allowing children to take the lead and make decisions.

Project Approach refers to a child-led and inquiry-based approach to learning, where children are encouraged to explore and investigate a topic or theme in-depth. In the Reggio Emilia Approach, the project approach is seen as a critical aspect of the learning process, as it allows children to develop their critical thinking skills, problem-solving abilities, and curiosity. For instance, a learning project that focuses on environmental issues, such as conservation or sustainability, can encourage children to ask questions, make observations, and develop theories.

Provocation refers to the process of challenging and stimulating children's thinking and learning. In the Reggio Emilia Approach, provocation is seen as a critical aspect of the learning process, as it allows children to develop their critical thinking skills, problem-solving abilities, and curiosity. This approach emphasizes the importance of providing children with opportunities to engage with complex and open-ended questions, activities, and projects that encourage them to think deeply and critically. For example, a teacher may use a thought-provoking question, such as "What if...?" or "Why do you think...?", to stimulate children's thinking and encourage them to explore and investigate a topic or theme.

Reflective Practice refers to the process of reflecting on and evaluating one's own teaching practices and learning experiences. In the Reggio Emilia Approach, reflective practice is seen as a critical aspect of the learning process, as it allows teachers to develop their professional practice, refine their teaching strategies, and improve student learning outcomes. This approach emphasizes the importance of self-reflection and peer feedback, where teachers can share their thoughts, ideas, and experiences with colleagues and receive support and guidance. For instance, a teacher may use a reflective journal to record their thoughts, ideas, and observations during a learning project, providing a valuable record of their teaching practice and learning experiences.

Reggio Emilia Approach refers to a child-centered and inquiry-based approach to teaching and learning, developed by Loris Malaguzzi in Reggio Emilia, Italy. This approach emphasizes the importance of child-led learning, emergent curriculum, and co-construction of knowledge between children, teachers, and the environment. The Reggio Emilia Approach is known for its emphasis on aesthetic education, project-based learning, and community involvement, providing children with opportunities to develop their critical thinking skills, problem-solving abilities, and curiosity. For example, a Reggio Emilia-inspired learning environment may incorporate natural materials, comfortable seating, and soft lighting, creating a sense of warmth and invitation that encourages children to explore and learn.

Self-Directed Learning refers to the process of independent and self-motivated learning, where children take an active role in shaping their own learning experiences. In the Reggio Emilia Approach, self-directed learning is seen as a critical aspect of the learning process, as it allows children to develop their autonomy, agency, and self-regulation skills. This approach emphasizes the importance of providing children with opportunities to pursue their interests and passions, whether through projects, activities, or play. For instance, a child who is interested in science may be encouraged to design and conduct their own experiments, using materials and equipment provided by the teacher.

Space refers to the physical and social environment in which children learn. In the Reggio Emilia Approach, space is seen as a critical component of the learning process, as it provides opportunities for children to explore, discover, and learn. The space is designed to be flexible and adaptable, allowing children to move freely and engage with a variety of materials and activities. For example, a learning space that incorporates natural materials, comfortable seating, and soft lighting can create a sense of warmth and invitation, encouraging children to explore and learn.

Teacher as Researcher refers to the role of the teacher as a co-learner and researcher in the learning environment. In the Reggio Emilia Approach, the teacher is seen as a critical component of the learning process, as they work alongside children to design and implement learning experiences. This approach emphasizes the importance of collaboration and co-construction of knowledge between children, teachers, and the environment. For instance, a teacher may work alongside children to design and conduct a research project, using methods and tools such as observation, interviews, and surveys to gather data and draw conclusions.

Third Teacher refers to the idea that the learning environment plays a critical role in shaping children's learning experiences. In the Reggio Emilia Approach, the third teacher is seen as a dynamic and interactive space that provides opportunities for children to explore, discover, and learn. The third teacher is designed to be flexible and adaptable, allowing children to move freely and engage with a variety of materials and activities. For example, a learning space that incorporates natural materials, comfortable seating, and soft lighting can create a sense of warmth and invitation, encouraging children to explore and learn.

Transdisciplinary refers to the idea that learning is interconnected and integrated across different disciplines and subjects. In the Reggio Emilia Approach, transdisciplinary learning is seen as a critical aspect of the learning process, as it allows children to develop a holistic understanding of the world and make connections between different ideas and concepts. This approach emphasizes the importance of integration and synthesis of knowledge, where children can apply what they have learned in one area to another. For instance, a learning project that focuses on environmental issues, such as conservation or sustainability, can encourage children to make connections between science, math, and social studies, developing a deeper understanding of the complex relationships between different disciplines.

Visibility refers to the process of making visible and transparent the learning process and the roles of children, teachers, and the environment. In the Reggio Emilia Approach, visibility is seen as a critical aspect of the learning process, as it allows children to develop a sense of agency and ownership over their learning. This approach emphasizes the importance of documentation and communication, where children's learning experiences are shared and celebrated with others. For example, a teacher may use a learning journal to record children's thoughts, ideas, and observations during a learning project, providing a valuable record of their learning journey and making visible the learning process.