Art And Creativity In Reggio Emilia Exploring The Role And

This is the first in-depth look at the important connections between the arts and science specifically for early childhood education (pre-K–3rd grade). Highlighting their many commonalities, such as the processes involved in creative problem solving, the author draws on what we can learn from Leonardo da Vinci as the supreme artist-scientist. Every chapter begins with a vignette of Leonardo and relates his thinking to the development of children’s ideas in the arts and STEM (STEAM). This fresh look at the interdisciplinary connections of the arts and science offers early childhood teachers and administrators a spectrum of tools for connecting the creative arts (art, movement, drama, and music) to the STEM movement, 21st-century skills, and developmentally appropriate practice. “A coherent, well-researched argument for replacing meaningless activities with engaging creative art and STEM experiences.” —From the Foreword by Judy Harris Helm, president, Best Practices, Inc. “Mary Jo understands the many connections between science and art, and her materials and resources foster creativity and science learning with ready-to-use activities.” —Carrie Lynne Draper, founder & executive director, Readiness Learning Associates “Woven throughout the book are historical perspectives, current research, critical concepts, and activity ideas that provide a rich rationale and immediate applicability to the classroom.” —Julie Bullard, University of Montana

"This large exhibition ... recounts the development and innovative energy of Reggio Emilia’s educational work. Five sections present some of the latest projects in Reggio Emilia’s infant-toddler centres and preschools, offering a broad, interdisciplinary kaleidoscope spanning various 'languages' and media." -- back cover.

In an evocative picture book brimming with the scents, tastes, and traditions that define a young girl’s summer with her grandmother, debut author Michelle Sterling and illustrator Aaron Asis come together to celebrate the gentle bonds of familial love that span oceans and generations. For one young girl, summer is the season of no school, of days spent at the pool, and of picking golden limes off the trees. But summer doesn’t start until her lola—her grandmother from the Philippines—comes for her annual visit. Summer is special. For her lola fills the house with the aroma of mango jam, funny stories of baking mishaps, and her quiet sweet singing in Tagalog. And in turn, her granddaughter brings Lola to the beach, to view fireworks at the park, and to catch fish at their lake. When Lola visits, the whole family gathers to cook and eat and share in their happiness of another season spent together. Yet as summer transitions to fall, her lola must return home—but not without a surprise for her granddaughter to preserve their special summer a bit longer.

Based originally on Dewey’s lectures on esthetics, this book is considered the most distinguished work ever written by an American on the formal structures and characteristic effects of all the arts.
Packed with fun, edifying, and joyful art experiences, Play, Make, Create is filled with simple, yet powerful, "art invitations" that are focused on the making and doing, not just the final projects. Founded in a process-based philosophy, this unique book includes over 40 activities set up as invitations—carefully designed prompts or provocations to play or make something. Author Meri Cherry has over 20 years of teaching experience, and her blog www.mericherry.com has set the standard for meaningful and enriching process art experiences that are both manageable for moms, and engaging and fun for kids. Play, Make, Create begins with an in-depth guide for parents, teachers, and facilitators that shares all the details—how to set up materials in an inviting way, how to present the activity and talk to kids about art, and how to stock your cabinets with the right materials for ongoing creativity, plus best-practice tips for clean up, trouble shooting, and more. Within the book, parents will find four types of creative invitations. Invitations to Explore are process-based, open-ended activities that are set up for ongoing play and discovery. Invitations to Create inspire children to make something. By exploring, playing, and discovering what the materials offer, children will create exciting projects such as salt paintings, a mini book, a shadow box, puppets, nature crafts, clay sculptures and more, each with completely individual results. Invitations to Play are sensory-based activities such as making doughs, slime, moving toys, and more. Lastly, there are Invitations to Collaborate. These are fun group projects, perfect for playdates, families, classrooms, and parties. As children explore the activities in Play, Make, Create, they are engaged in active, meaningful, and socially interactive learning. Children are encouraged to wonder, to experiment, and to use critical thinking—and most of all, enjoy the process. By following their own inclinations and making their own choices, children gain self-confidence and hone their problem solving skills. Get Play, Make, Create and give your children the gift of creativity. These activities wake up kids' brains and get them busy doing things. The tactile, colorful, and engaging materials also offer a way to decompress and relax, as well as build fine motor and critical thinking skills. Giving your children these creative play opportunities is a way to say "I love you. I thought about you. You are important to me. Your ideas are important to me."

Be inspired and delighted by Collage Workshop for Kids, a colorful art instruction book on collage techniques for children—made in cooperation with The Eric Carle Museum of Picture Book Art. Collage Workshop for Kids pairs essays by educators from The Eric Carle Museum of Picture Book Art with instructions on collage technique. Chapters explore favorite art themes for kids and demonstrate how to work with colored tissue paper, newspaper, fabric and buttons, painted paper, torn paper, and more. In each chapter, Reggio-inspired author and teacher Shannon Merenstein explores each technique with original ideas. Members of the museum's education staff offer expert advice on creating art with children. Everything you need to know about collage is in this book, making it a great reference for teachers, librarians, and parents.
CREATIVITY AND THE ARTS WITH YOUNG CHILDREN, Third Edition, is written for early childhood educators as well as those who work with children from birth through age eight. The text focuses on helping educators make the vital connection to the arts—including music, movement, drama, and the visual arts—throughout all areas of the classroom and curriculum, and on developing creative teachers who will be able to foster an artistic environment. Observations and photos of teachers and children demonstrate practical ways the arts can be used to help children reach their potential. Educators will find many ideas for open-ended activities that are important for the development of young children, and which will encourage them to think in new ways. Discussion of professional standards and recommendations allows teachers to be cognizant of goals that are important in the early years. Thorough in its coverage, the text speaks to children with special needs and cultural diversity, leaving readers with a complete information resource regarding arts in the young child’s classroom. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

Reflects the growing interest and deepening reflection upon the Reggio approach, as well as increasing sophistication in adaptation to the American context

550+ color photographs showing how loose parts are used in early childhood settings and how they help children learn

This book challenges received wisdom and the tendency to reduce philosophical issues of value to purely technical issues of measurement and management.

The early childhood programme of Reggio Emilia in Italy is acclaimed as one of the best education systems in the world and this book offers the unique insight of Carlina Rinaldi, the former director of the municipal early childhood centres in Reggio Emilia and successor to Loris Malaguzzi, one of the twentieth century’s leading pedagogical thinkers. Rinaldi has an enviable international reputation for her contribution to the Reggio approach and has given talks on the topic around the world. A collection of Rinaldi’s most important works, this book is organized thematically with a full introduction contextualising each piece. It closes with an interview by series editors Peter Moss and Gunilla Dahlberg, looking at Rinaldi’s current work and reflections on Reggio’s past, present and future. Much of this material is previously unpublished and focuses on a number of questions: What were the ideas and legacy of Loris Malaguzzi? What is unique about Reggio Emilia? What are the issues in education today and what does it mean to be a teacher? How can educators most effectively make use of creativity?

Examines how real teachers in real schools are working to grasp the principles of the Reggio Emilia approach and apply them in their everyday classroom settings.

This critically acclaimed, lavishly illustrated book will help educators create the highest quality learning opportunities for a new generation of children. The Second Edition features substantial and important changes, including the addition of new chapters by pioneers of the work that happens in the atelier who draw on several decades of experience. The atelier of studio is a key element
of the renowned preschools and infant-toddler centres of Reggio Emilia, Italy. This beautiful, full-colour resource explores how
the experiences of children interacting with rich materials in the atelier affect an entire school's approach to the construction and
expression of thought and learning. The authors provide examples of projects and address practical aspects of the atelier,
including organizing the environment and using materials. No other book presents a more thorough examination of the philosophy,
practice, and essential influence of the Reggio-inspired studio.
Art Workshop for Children is not just another book of straightforward art projects. The book's unique child-led approach provides a
framework for cultivating creative thinking and encourages the wonder that comes when children are allowed to freely explore the
creative process and their materials. As children work through these open-ended workshops, adults are guided on how to be
facilitators who provide questions, encourage deep thinking, and help spark an excitement for discovery. Children explore basic
materials and workshops that use minimal supplies, and then gradually add new materials to fill the art cabinets as well as new
skills and more complex workshops. Most workshops are suitable to preschool-aged children, and each contains ideas for
explorations and new twists to engage older or more experienced artists. Interspersed throughout are sidebar essays that
introduce perspectives on mess-making, imperfection, the role of adult, collaborative art, and thoughts on the Reggio Emilia
method, a self-guided teaching philosophy. These pieces underscore the value of art-making with children, and support the
parent/teacher/care-giver on how to successfully lead, question, and navigate their children through the workshops to result in the
fullest experiences.
A guide to eleven children's art workshops by one of the world's most innovative facilitators and best-selling bookmakers.
Workshops are designed to spark children's imaginations, champion group bonding, and give visually pleasing results - with no
artistic ability required. Illustrated and written by author of Press Here (over 1 million copies sold worldwide and a The New York
Times bestseller for 3 years running). Each workshop includes: a list of materials needed, a step-by-step guide to facilitation,
practical tips, illustrated examples, and photos of workshops in progress. Tried and tested around the world by children of all ages.
Perfect for organizing group events at home, in schools, at parties, at museums - anywhere!
This is a rich, well-documented, and thoughtful description and analysis of how an early child development program serving low-
income, inner-city children and families in Chicago has been exploring and implementing the principles of early childhood
education developed in Reggio Emilia, Italy.
Encounters with Materials in Early Childhood Education rearticulates understandings of materials—blocks of clay, sheets of paper,
brushes and paints—to formulate what happens when we think with materials and apply them to early childhood development and
classrooms. The book develops ways of thinking about materials that are more sustainable and insightful than what most children
in the Western world experience today through capitalist narratives. Through a series of ethnographic events and engagement
with existing ideas of relationality in the visual arts, feminist ethics, science studies, philosophy, and anthropology, Encounters with
Materials in Early Childhood Education highlights how materials can be conceptualized as active participants in early childhood
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education and generators of human insight. A variety of examples show how educators, young children, and researchers have engaged in thinking with materials in early years classrooms and explore what materials are capable of in their encounters with other materials and with children. Please visit the companion website at www.encounterswithmaterials.com for additional features, including interviews with the authors and the teachers featured in the book, videos and photographs of the classroom narratives described in these pages, and an ongoing blog of the authors’ ethnographic notes.

This book explores the contribution of art and creativity to early education, and examines the role of the atelier (an arts workshop in a school) and atelierista (an educator with an arts background) in the pioneering pre-schools of Reggio Emilia. It does so through the unique experience of Vea Vecchi, one of the first atelieristas to be appointed in Reggio Emilia in 1970. Part memoir, part conversation and part reflection, the book provides a unique insider perspective on the pedagogical work of this extraordinary local project, which continues to be a source of inspiration to early childhood practitioners and policy makers worldwide. Vea’s writing, full of beautiful examples, draws the reader in as she explains the history of the atelier and the evolving role of the atelierista. Key themes of the book include: • processes of learning and knowledge construction • the theory of the hundred languages of childhood and the role of poetic languages • the importance of organisation, ways of working and tools, in particular pedagogical documentation • the vital contribution of the physical environment • the relationship between the atelier, the atelierista, the school and its teachers This enlightening book is essential reading for students, practitioners, policy makers and researchers in early childhood education, and also for all those in other fields of education interested in the relationship between the arts and learning.

Typical art resources for teachers offer discrete art activities, but these don’t carry children or teachers into the practice of using the languages of art. This resource offers guidance for teachers to create space, time, and intentional processes for children’s exploration and learning to use art for asking questions, offering insights, exploring hypotheses, and examining experiences from unfamiliar perspectives. Inspired by an approach to teaching and learning born in Reggio Emilia, Italy, The Language of Art, Second Edition, includes: A new art exploration for teachers to gain experience before implementing the practice with childrenAdvice on setting up a studio space for art and inquirySuggestions on documenting children’s developing fluency with art media and its use in inquiryInspiring photographs and ideas to show you how inquiry-based practices can work in any early childhood setting Ann Pelo is a teacher educator, program consultant, and author whose primary work focuses on reflective pedagogical practice, social justice and ecological teaching and learning and the art of mentoring. Currently, Pelo consults early childhood educators and administrators in North America, Australia, and New Zealand on inquiry-based teaching and learning, pedagogical leadership, and the necessary place of ecological identity in children’s—and adults’—lives. She is the author of several books including the first edition of The Language of Art and co-author of Rethinking Early Childhood Education.

Examines the meaning of curriculum, discusses curriculum integration, describes how to plan, create, and evaluate a curriculum, and examines how modern literacy, mathematics, social studies, science, and expressive arts curricula evolved into their present
forms. Methods of assessing children's progress through the curriculum are integrated throughout. The city-run early childhood program of Reggio Emilia, Italy, has become recognized and acclaimed as one of the best systems of education in the world. Over the past 30 years, educators there have evolved an innovative approach that fosters children's intellectual development through a systematic focus on symbolic representation. Young children are encouraged to explore their environment and express themselves through many "languages", or modes of expression, including words, movement, drawing, painting, sculpture, shadow play, collage and music.... This book brings together the reflections of the Italian educators who founded and developed the system, as well as North Americans who have observed and/or studied there. It is a comprehensive introduction covering history and philosophy, curriculum and methods of teaching, school and system organization, the use of space and physical environments, and adult professional roles. -Back cover.

This catalogue is designed to offer a "guided tour" of the exhibit entitled "The Expressive Languages of Children, the Artistic Languages of Alberto Burri". As a tribute to the possible encounters between children and the poetic languages, the exhibit comprises various projects carried out in infant-toddler centers, preschools, and elementary schools following the retrospective exhibit of works by Italian artist Alberto Burri, which has held in Reggio Emilia from November 2001 through January 2002. In Wonder Art Workshop, educator and educational development expert Sally Haughey shares her approach to hands-on, play-based learning with parents, teachers, and other facilitators, offering 25 activities that let your child take the lead in developing their own sense of intrinsic motivation to imagine, experiment, and discover. The author's wonder-based approach reflects and synthesizes several child-centered educational movements, including Reggio Emilia, Waldorf, and Montessori. Become a catalyst for cultivating your child's curious mind through these steps and activities, which start with art and apply to other subjects, including science and literacy: Take stock for your wonder journey with helpful guidance on collecting materials, preparing a space, and nurturing the process while allowing children to make independent choices. Harness curiosity through a collection of sensory-based activities that use a variety of loose parts and other creative materials for open-ended play. Encourage experimentation by unleashing your child's inner alchemist with "potion trays" they can use to mix color, create fizzing concoctions, make play dough, and more. Unlock literacy play with activities that inspire children to imagine and create their own characters, structures, and landscapes. Give your children the precious gifts of wonder and curiosity and help them become the best they can be with Wonder Art Workshop.

In contemporary educational contexts young children and learning are tamed, predicted, supervised, controlled and evaluated according to predetermined standards. Contesting such intense governing of the learning child, this book argues that the challenge to practice and research is to find ways of regaining movement and experimentation in subjectivity and learning. Vivid examples from Swedish preschools – involving children, teachers, teacher students and educators and researchers - are woven together with the theories of French philosophers Gilles Deleuze and Félix Guattari, bringing important new concepts and practices to the early childhood field. This ground-breaking book investigates three key areas: the need to focus on 'process' rather than
‘position’, as positioning of any kind, such as learning goals or developmental stages, hampers movement. Working with methods that recognise science’s inventiveness and productivity, demonstrating how the events in which children take part can remain open ended and in movement. Re-considering the dichotomy between the individual and society as a ‘cause and effect’ relationship, which immobilizes subjectivity and learning and hinders experimentation. Challenging dominant ways of thinking, Movement and Experimentation in Young Children's Learning offers new possibilities for change and provokes a re-evaluation of the educational system’s current emphasis on predetermined outcomes and fixed positions. This book provides researcher and students with a sound theoretical framework for re-conceptualising significant aspects of movement and experimentation in early childhood. Its many practical illustrations make this a compelling and provocative read for and student taking course in Early Childhood Studies.

ART AND CREATIVE DEVELOPMENT FOR YOUNG CHILDREN, 7th Edition, is a comprehensive, must-have resource for establishing and implementing a developmentally appropriate art program. Written for pre-service and in-service early childhood professionals in child care, preschool, or kindergarten through third grade settings, the text takes a child-centered approach to art education. The book blends theory and research with practical applications as it discusses important topics and issues related to creative experience, including art and the developing child, special needs and diversity, and children's artistic development. Also discussed are planning, developing, implementing, and evaluating art along with strategies for integrating art across the curriculum. The updated Seventh Edition gives greater emphasis to communication with families, and includes such new topics as digital camerawork and the use of recycled materials in art. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

Learning becomes fun with this book about the ecosystem and animals of the jungle! In Over in the Jungle: A rainforest baby animal counting book, amazing artwork will inspire children in classrooms and at home to appreciate ecology, environment, and world around us! The perfect jungle animal book, Over in the Jungle: A rainforest baby animal counting book introduces habitats for kids, and doubles as a fun, interactive, counting book for kids. Young readers will sing, clap, and count their way among monkeys that hoot, ocelots that pounce, parrots that squawk, and boas that squeeze! It won't take much to have your child joyfully hooting and squawking too. And the illustrations are painstakingly all done in polymer clay and then photographed, giving a 3-D effect. They are truly remarkable, vividly conveying the abundant energy of a rainforest, and will inspire many an art project. Plus there are several pages of extension ideas for curriculum and art projects as well as resources on the web and elsewhere. Parents, teachers, gift givers, and many others will find: captivating illustrations of sculptures fashioned from polymer clay. backmatter that includes further information about the jungle and the animals of that live in the rainforest Music and song lyrics to "Over in the Jungle" sung to the tune "Over in the Meadow"! a book for young readers learning to count!

The Children's Music Studio provides music teachers, parents and early childhood educators a wealth of materials and a clear roadmap for applying Reggio Emilia principles and practices to preschool and early childhood music education. Drawing on Professor Hanna's extensive experience researching and teaching in Reggio-inspired music classrooms, this pioneering book provides a comprehensive and in-depth manual for designing music ateliers-hands-on studios that capture the imagination and creativity of children. Informed by the cutting edge research on music learning, this practical guide includes detailed studio plans, examples of Reggio-inspired music studio explorations and documentation of children's work in music studios. In this book you will: - Discover how children can naturally learn music through the studio
approach - See detailed examples and documentation of project-based studio learning - Understand how music learning increases overall artistic and academic literacy across the curriculum - Learn how to develop customized projects for your classroom that will teach children to think and communicate fluently through music and sound Early childhood and elementary music teachers will find this book especially useful as it provides innovative ideas for Reggio-inspired music teaching and learning techniques that can be integrated into the existing curriculum. The follow-up to the successful Loose Parts and your guide to inspiring infants and toddlers to safely explore objects through play. 'Linda Thornton and Pat Brunton have been immersed in the field for many years and write authoritatively, with understanding and clarity. The book is thoroughly up to date and offers a useful reference source. This book is very welcome, it is accessible, readable and sound.' (Review of the first edition in ReFocus, Journal of the UK Reggio Network, Summer 2005) Understanding the Reggio Approach is a much needed source of information for those wishing to extend and consolidate their understanding of the Reggio Approach. Analysing the essential elements of the Reggio Approach to early childhood and its relationship to quality early years practice, this new edition is fully updated with the latest developments, including references to the Early Years Foundation Stage and a brand new chapter focusing on creativity. This book: Describes the key features of the Reggio Approach to early childhood and provides examples from infant-toddler centres and preschools in Reggio Emilia Provides students and practitioners with the relevant information about a key pedagogical influence on high quality early years practice in the EYFS Highlights the key ideas that practitioners should consider when reviewing and reflecting on their own practice Can be used as the basis for continuing professional development and action research Written to support the work of all those in the field of early education and childcare, this is a vital text for students, early years and childcare practitioners, teachers, Early Years Professionals, Children's Centre professionals, lecturers, advisory teachers and setting managers. A new practical guide to understanding and planning creative activities that promote a child's learning, development and well-being, with specific regard to age and stage of development. Introduces and examines the role and benefits of creative media - such as movement and dance, visual arts, drama and music - as a form of communication, therapy and education. Applies the themes and principles of Aistear and Siolta to all activities. Demonstrates examples of child-led indoor and outdoor activities based on the creative arts curriculum, with emphasis on process-based play. Provides clear step-by-step instructions for planning, implementing and assessing activities, taking possible financial and time restrictions into consideration. Emphasises the role of the adult in facilitating the child's engagement within the creative arts curriculum. Presents recent changes in legislation and pre-school regulations in Ireland, and current views and findings on creativity in early childhood. Follows the ethos of the HighScope model, while referring to the work of other philosophies such as Reggio Emilia. Written For: Creative Arts for Early Childhood Level 5 module [5N1769] and Early Childhood Arts and Culture Level 6 module [6N1936], as part of the Early Childhood Care and Education QQI awards Any childcare modules where creative activities form an integral part of assessment 'An excellent resource for all those working with young children... jam-packed with exciting, inspirational activities that encourage young children to nurture their creativity and imagination while helping practitioners to facilitate what children do naturally... It is a book that celebrates and encourages original thought and action to support learning through exploration and investigation, recognising that creativity is about representing one's own image and not reproducing someone else's' - Early Years Educator 'IInspirational... This book is easy to read, refreshing and exciting, and I would recommend it to all those working with young children. It is also useful for students, clearly articulating the reasons for providing well-organised child-initiated creative opportunities rather than adult-directed activities' - Nursery World It is an interesting and informative manual aimed at those who work with children in the 3-5 years age range, and is therefore most suited to anyone
in a Pre-School or Day Nursery setting, and could also be valuable to a Reception Teacher...over all, I found this to be a very useful book'. - National Childminding Association Packed full of exciting ideas and powerful visual aids, this book will help those working with young children to encourage and nurture their creativity and imagination. The book takes examples of what has worked in an early years setting, and transfers these inspirational activities onto the page. The book includes: " practical activities in Art, Dance and Music and ideas on how to link them together; " advice on how to make the most of music, lighting, space and nursery resources; " showing how the work supports the Foundation Stage Curriculum; " ideas for cross-curricular work; " suggestions for recording children's progress; " advice on how to choose materials, and a list of specialist suppliers. Everyone involved in working with young children should read this book. Nursery practitioners, early years teachers, Sure Start workers, play workers and Children's Centre staff will find it an invaluable resource. It is also useful for specialist staff in hospitals and other areas of health. For resources, useful hints and tips, and sample materials, visit the companion website here!

Loris Malaguzzi was one of the most important figures in 20th century early childhood education, achieving world-wide recognition for his educational ideas and his role in the creation of municipal schools for young children in the Italian city of Reggio Emilia, the most successful example ever of progressive, democratic and public education. Despite Malaguzzi's reputation, very little of what he wrote or said about early childhood education has been available in English. This book helps fill the gap, presenting for the first time in English, writings and speeches spanning 1945 to 1993, selected by a group of his colleagues from an archive established in Reggio Emilia. They range from short poems, letters and newspaper articles to extended pieces about Malaguzzi's early life, the origins of the municipal schools and his ideas about children, pedagogy and schools. This material is organised into five chronological chapters, starting at the end of World War Two and ending just before his death, with introductions to each chapter providing background, including the historical context, the main events in Malaguzzi's life and the rationale for the selection of documents. The book provides a unique insight into the background, thinking and work of Malaguzzi, revealing, in his own words, how his thinking developed, how he moved between theory and practice, how he border-crossed many disciplines and subjects, and how he combined many roles ranging from administrator and campaigner to researcher and pedagogue. Academics, students and practitioners alike will find this landmark publication provides rich insights into his life and work.

A perfect square is transformed in this adventure story that will transport you far beyond the four equal sides of this square book. Written for pre-service and in-service early childhood professionals in child care, preschool, or kindergarten through third grade settings, ART & CREATIVE DEVELOPMENT FOR YOUNG CHILDREN, 8th Edition, takes a child-centered approach to art education. Updated throughout, the book includes an in-depth discussion of technology to aid teachers in understanding the role that technology can play in children's visual art appreciation and production. Guidelines for establishing an inclusive art program in classrooms for young children are included for early childhood professionals. Activities and recipes make the text a valuable resource for in-service teachers. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

Art and Creativity in Reggio EmiliaExploring The Role And Potential of Ateliers in Early Childhood EducationRoutledge

The second in the "Fragments" series of digital publishing dedicated to Loris Malaguzzi, and making available to a wider public his writings and talks during professional development, conferences, and conventions. This volume collects some contributions from Loris Malaguzzi on the theme of war, dating from the beginning of 1991 (in conjunction with the Gulf War). Despite being formulated more than thirty years ago and despite radical changes in the media, the words of Malaguzzi are still capable to "resonate" with educators, teachers, and parents,
inviting to reflect on how living authentically with the different ways of feeling, children and adults together, in search of the meanings of
events that the media bring daily into our homes – and in the children's eyes – in real time.

Going Beyond the Theory/Practice Divide in Early Childhood Education focuses on the use of pedagogical documentation as a tool for
learning and transformation. Based on innovative research, the author presents new approaches to learning in early childhood education,
shifting attention to the force and impact which material objects and artefacts can have in learning. Drawing upon the theories of feminist
Karen Barad and philosophers Gille Deleuze and Félix Guattari, Hillevi Lenz Taguchi discusses examples of how pens, paper, clay and
construction materials can be understood as active and performative agents, challenging binary divides such as theory/practice,
discourse/matter and mind/body in teaching and learning. Numerous examples from practice are explored to introduce an intra-active
pedagogy. 'Methodological' strategies for learning with children in preschools, and in teacher education, are brought to the fore. For example:
the neighbourhood around the preschool and children's homes is explored, using drawing and construction-work on the floor; mathematics is
investigated in teacher education, using the body, dance and music to investigate mathematical relationships and problems; taken-for-
granted forms of academic writing are challenged by different forms of praxis- and experience-based writings that transgress the
theory/practice divide; children, students and teacher educators use pedagogical documentation to understand their own learning, and to
critique dominant habits of thinking and doing. Challenging the dominant understanding of 'inclusion' in educational contexts, and making
'difference' actively visible and positive, this book is rooted in the experiences, practices and words of teachers, teacher educators and
student teachers. It will appeal to all those involved in early childhood education and also to those interested in challenging educational
thinking and practices.
The aim of this project is to enable a 'meeting of minds' between the avant-garde pedagogical philosophy of the Reggio Emilia preschools
and innovative experiences within the culture of design and architecture.

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