

TRANSFORM, EMPOWER AND DEVELOP



International Network Partners
Reggio Children (ITALY)



MOTTO:

**TO TRANSFORM, EMPOWER
AND DEVELOP EARLY
YEAR'S EDUCATORS AND
PROFESSIONALS**

Create a unique environment

Hone holistic learning skills

Imbibe the Reggio Emilia Philosophy

Lead an inquiry based process of teaching and learning

Develop and celebrate the hundred languages of children

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Welcome

We at the Reggio Emilia (India) Foundation welcome you to experience, understand and learn about the inspirational philosophy of the Reggio Emilia Approach; while understanding developmental milestones in relation to exploration and inquiry.

Each module will slowly expose you to the principles and the essence of the Reggio Emilia Approach.

It will also provide opportunities to

1. Share and learn from each other
2. Develop interpersonal skills
3. Experience group learning
4. Develop the capacity to plan and share goals while working as a team
5. Present and communicate your understanding.



Learning objectives

1. Understand, assimilate and apply established techniques used in early childhood education.
2. Test and evaluate applicability of these techniques in the classroom.
3. Understand, analyse and evaluate the key aspects of Reggio inspired practice and its applicability.
4. Reflect one's own pedagogy and practice in comparison to the Reggio Inspired philosophy.
5. Explore ,experiment and apply methods and techniques you have learned
6. Experience and develop skills & attitudes necessary to apply the Reggio Emilia philosophy
7. Engage with a community of learners, collaborators, practitioners and pedagogists to explore possibilities.



Course Overview

Diploma in Early Childhood Care and Education

1 History and Philosophy of Childhood

- History and philosophy of early years education and intervention
- Great western philosophers of early years education
- Philosophy of early years education in India
- Objectives of early years education

2 The Development Theory - Educational Research

- Child Development & Growth
- Physical, Motor & Cognitive Development
- Piaget on Cognitive Development
- Emotional & Social Development
- Language & Moral Development
- Play way in the development of child
- Learning process: levels, theories and principles
- Intelligence & Creativity
- Motivation: Interests & Attention
- Heredity: environment and child rearing practices, home and peer influences
- Study of Child Development & Behaviour: Action Research

3 Curriculum Planning in an Inquiry Classroom

- Inquiry based learning
- Experiential learning
- Integrated learning

4 Differentiated Teaching and Learning

- Leading a differentiated classroom
- Managing a differentiated classroom

5 Inclusive Education / Safeguarding and Child Protection

- Equality and Social Justice
- Teachers' role in inclusive education
- Teaching children with disabilities in an inclusive setting
- Specific learning difficulties
- Social, emotional and behavioural difficulties

6 Assessment /Documentation for an Inquiry Classroom

- What is assessment? Why is it important
- Types of feedback and their purposes
- How to give effective written/oral feedback
- How to help students use feedback
- Documenting childhood learning and development
- How do I store assessment information and for how long?
- How do I use the information I collect and document it?
- What information should I gather from parents?

7 Principles of the Reggio Emilia Approach

- The Hundred Languages of Children
- The Image of the Child
- The Role of the environment
- The role of the teacher
- The importance of time
- The value of relationships and interaction of children in small groups
- Observations and documentation

8 Approaches to numeracy and literacy acquisition

- Language and Art
- Creative teaching of English in the early years
- The building blocks of reading
- Math art–pattern / measurement / numbers and computation/ fractions
- Activities and research based strategies that build math skills, concepts and vocabulary into classroom routine and learning centres

9 Integrated Teaching

- Transdisciplinary teaching and learning
- Experiential learning
- Concept based teaching and learning

10 Infant Toddler Centre/ Learning Centres

- Identity and aims of the infant toddler centres and preschools
- Essential elements for the operation of the infant toddler centres and preschools
- Using Reggio inspired materials to support brain development

11 Art Education and Appreciation

- Use of open ended materials
- Enhanced aesthetics, creativity and passion
- Investigating quality early childhood education and the arts
- The role of dramatic play in developing confident, creative learners
- From Practice to Performance

12 Practical (Hands on learning in Reggio Inspired Classroom)

- The language of food
- The language of colours
- The language of play
- The language of clay
- Expressing through loose particles
- Connecting with nature
- Classroom visits

13 Collaboration & Reflective Practice

- Unpacking the practice of group learning
- Designing, engaging tasks that benefit from a group perspective
- Choreographing individual, small group and whole class learning

14 Hundred Languages

- Multiple Intelligence in Action
- The role of dramatic play in developing confident, creative learners

- Playing with storytelling
- Playing with literature-A place of wonder
- Playing with music and movement
- Playing with puppetry
- Playing with paint, clay and other media
- Playing, the arts and children with special needs
- Integrating the performing arts

15 Seminar

16 Action Research /Case Study

- Project Zero
- De Bono's Thinking
- Loris Malaguzzi International Centre

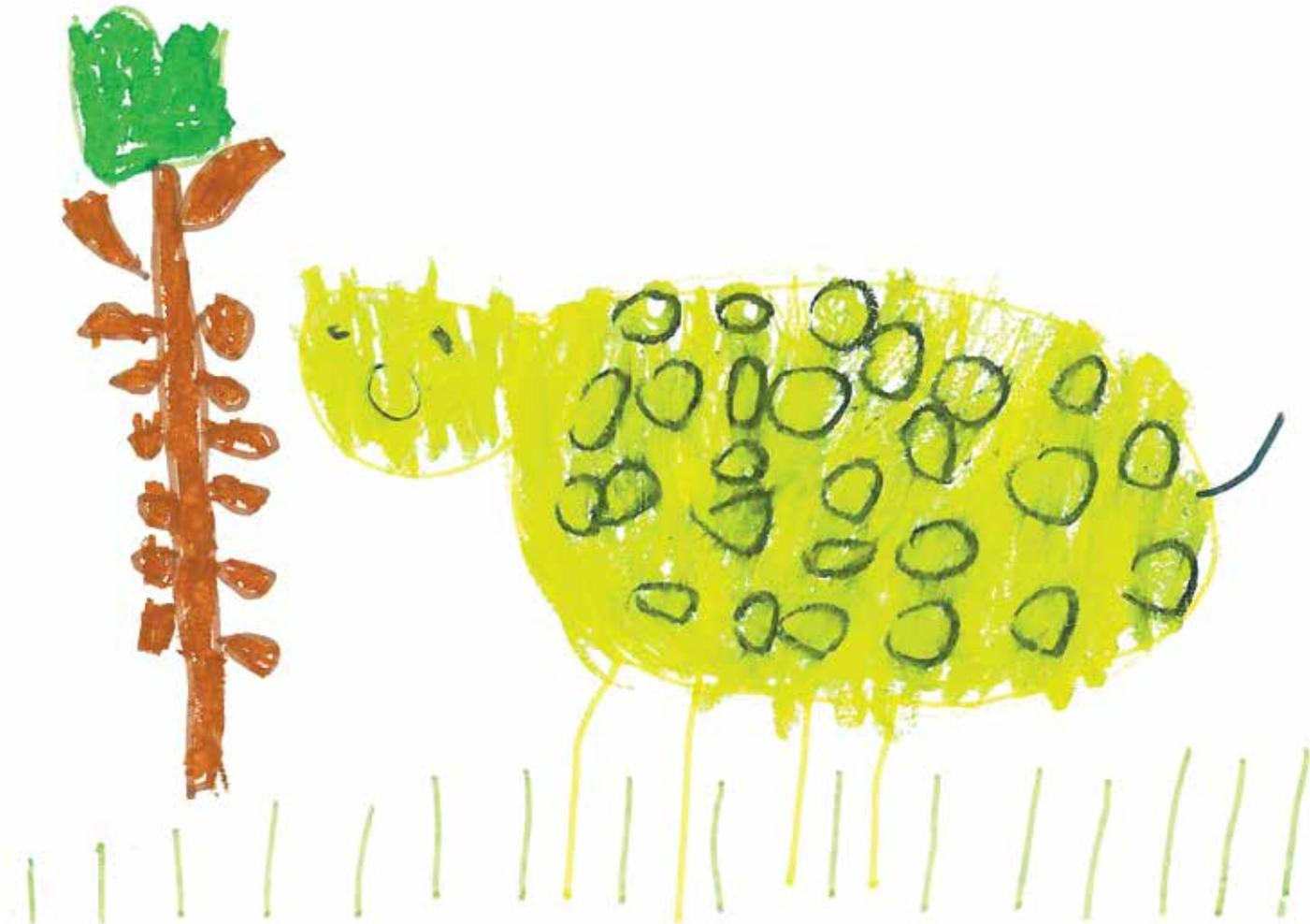
17 Portfolio

- Creating individual portfolios of experiences, reflections, studies, and documentation

18 Lesson Planning

- Hands on activities and teacher demonstrations that reinforce content and process skills

19 Fieldtrips / Community Service



Certificate modules

1 Introduction to the Reggio Emilia philosophy

- What is the Reggio approach?
- The image of the child
- The expressive arts in the preschool: The Hundred Languages
- Projectezone
- Community and parents school relationship
- Environment
- Teachers as learners

2 Image of the child

- What is the image of the child and childhood?
- The relationship between childhood and society
- The child as citizen, the competent child, the child as possessor of rights
- The Hundred Languages of Children
- What does it mean to be an educating community?
- What is the role of the school in society?

3 Documentation in early years

- What are observations and why do we do them?
- Planning and documentation for assessment.

- Observation style
- Running records
- Anecdotal records
- Learning stories
- Photos or audios of learning taking place
- Visual displays of work
- Art work samples with the children's voice
- Daily journals or reflection
- Checklist
- Reflection /Interpretation –What does it mean

4 Environment as the third teacher

- Provocation in inquiry based learning
- Young's children's learning environment
- The importance of an aesthetic environment that serves as a third teacher
- Phase1- the transformation of an environment –setting the stage for learning
- Phase2- training early childhood pre service teachers to be environmental designers

5 Group learning

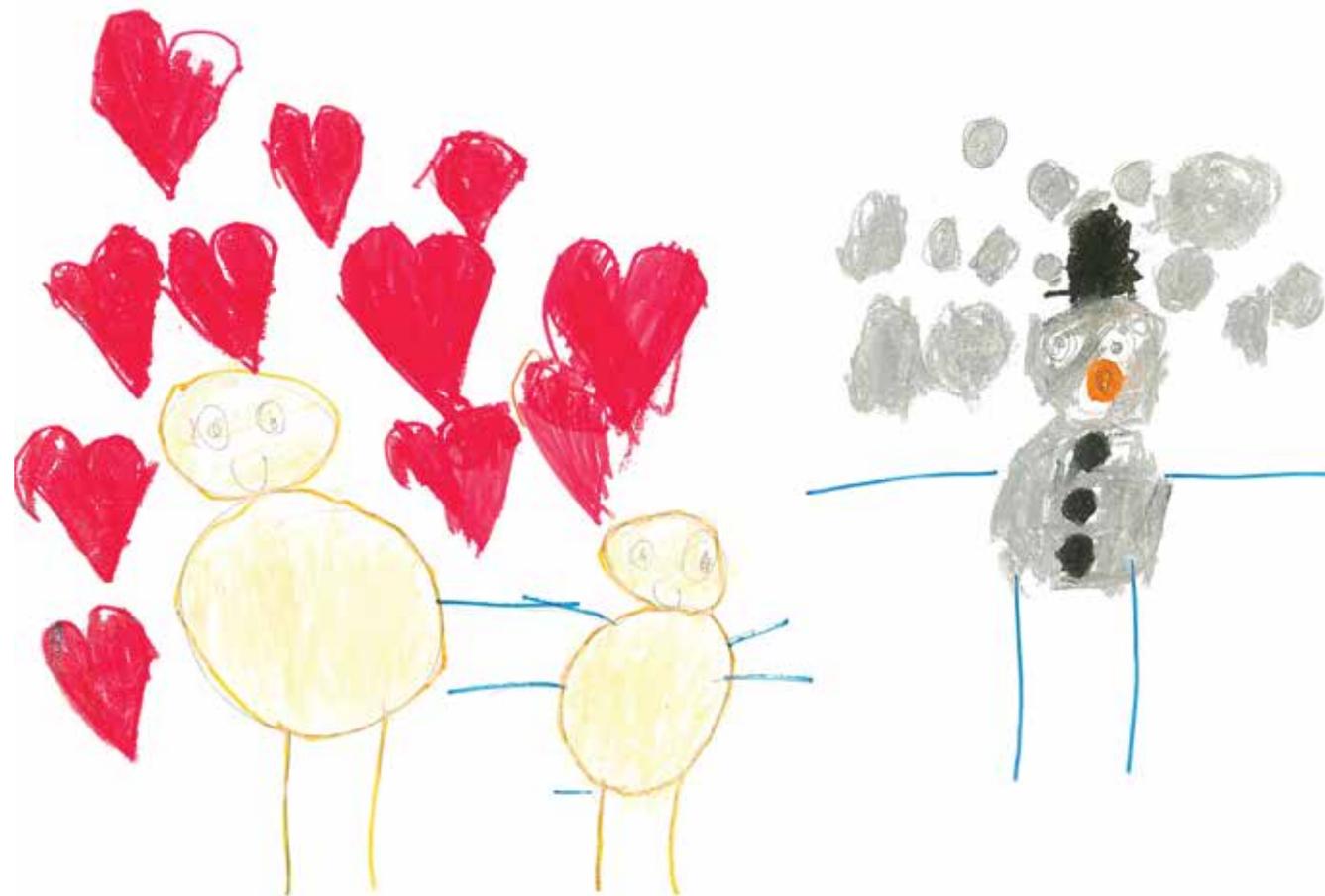
- Unpacking the practice of group learning
- Strategies and Practices
- Nurturing children's capacities to learn together
- Designing engaging tasks that benefit from a group perspective
- Facilitating conversations that deepen learning
- Choreographing individual, small group and whole class learning

6 Role of the teacher in a Reggio inspired classroom

- Creating an environment that facilitates learning
- Differentiating for different learning styles
- Helping students make connection from prior knowledge
- Teaching for long term memory
- Fostering collaborative learning
- Encouraging in-depth understanding with real world application

7 The importance of the Atelier

- Play, imagination and learning
- Imaginative play in the lives of young children
- The role of dramatic play
- Playing with story telling
- Art appreciation in early years
- Playing with literature, a place of wonder
- Playing with paint, clay and other media
- Playing with puppetry
- Playing, the arts and children with special needs



Assessment

The assessment will consist of ongoing formative assessments and summative assessments at the end of a module or topic. The credits or grades will be recorded on a continuum; this may consist of self-assessment, peer assessment or teacher assessment and may be in the form of

- Essays
- Case studies/ practical planning
- Poster presentation
- Group/individual presentations (face to face and DVD)
- Independent research
- Portfolio
- Reflective log
- Written test
- Assessed professional debate
- Classroom observations

All assessment criteria will be shared in advance to make the exercise learning oriented and transparent.

Feedback /Reporting

All assessment will be shared periodically within 10 days of the assessment. The recorded feedback will be marked on the report card and presented at end of the module/ course.

Proposed Schedule for Diploma programme (Yearlong)

Semester 1

1st Half	2nd Half
History & Philosophy of Childhood	Integrated Teaching
The Developmental Theory	Art /craft -Hundred Languages
Curriculum Planning	Practical- Digital Resources
Educational Research	Hands on learning- Recyclable Resources
Principles of the Reggio Emilia Approach	Practical-Designing for Provocation-Atelier

Semester 2

1st Half	2nd Half
Lesson Planning	Speech & Drama / Music (Hundred Languages)
Approaches to numeracy	Infant toddler centre/ learning centres
Approaches to literacy	Field Trips / Social Service
Collaboration and reflective practice	Assessment / Documentation
Inclusive Education / Differentiated Teaching	Case study/ Exhibition / Portfolio

Proposed weekly schedule for certificate module (6 hours per week)

	1st Half	2nd Half
Day 1	Classroom learning	Debate/ presentations /AV
Day 2	Classroom learning	Group work/ assessment
Day 3	Classroom learning	Feedback/ practical experience

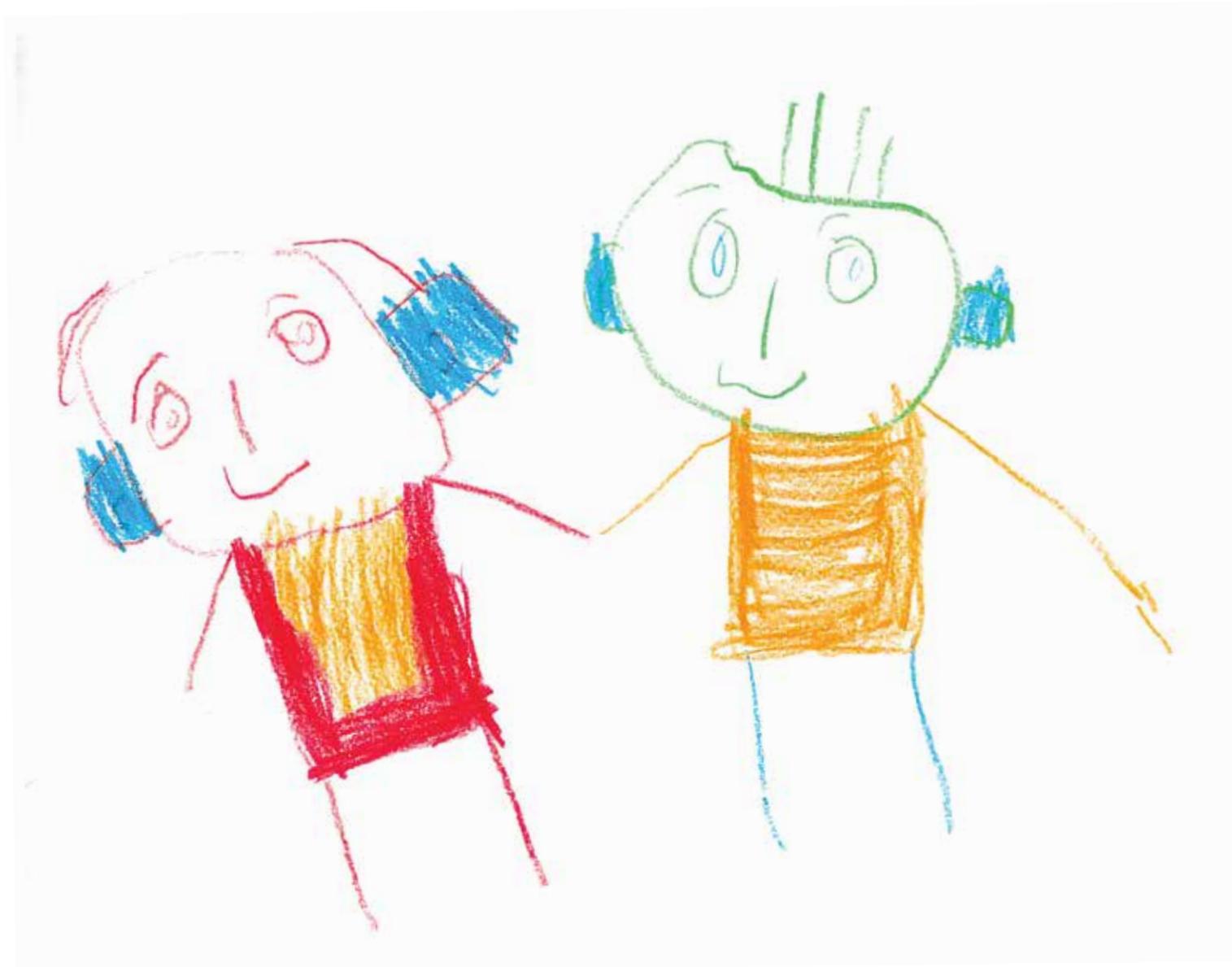


Policy

- All assessment to be submitted on or before the date indicated.
- Failure to do so is likely to lead to failure of the module or course
- In case of extraordinary circumstances the discretion is with the management.
- 75% attendance is the basic requirement for certification.
- All handouts, articles and study materials are the property of REIF and cannot be reproduced or reused without permission.
- Absence or leave must be notified in advance and permission sought in writing.

Student communication

- Students to communicate with leaders, tutors and module leaders throughout the duration of the course.
- Course messages will be posted on the bulletin board and notifications sent through the student e-mail.
- Students must check their e-mail frequently to stay updated



FAQ's

1 Who can apply?

If you:

- have just finished your 12th grade and want to become an early years teacher
- wish to change tracks, leave your current career and become an early years educator
- are a house wife or a new mother and wish to pursue a career with children
- want to know of the latest trends in early years education

2 How is the course different from other ECC Ed courses?

- It offers hands on experience in teaching while using the inquiry approach
- Offers an insight into the Reggio Emilia approach through interactions with practitioners and inspired individuals steeped in the method
- Uses field visits and real life experiences in the teaching and learning process
- Offers opportunities of participation in workshops ,conferences and interactions organised by REIF
- Offers opportunity to engage with REIF partners
- Offers opportunity to visit Reggio Inspired institutions
- Offers opportunity to connect with and learn from early years professional and practitioners
- Access to a library with Reggio literature

3 Why the Reggio Inspired approach?

- It is a successful, tried and tested method that is celebrated world wide
- Gives exposure and opportunity in international schools

- Equips you to teach using an inquiry based and a child centred approach
- Provides skills to tap the hundred languages of children and rely upon an emergent curriculum
- Opportunity for professional development
- Provides know- how for start -ups in the early years sector
- Keeps you updated on current practices in international education

4 When do I apply and what is the duration of the course?

- Apply right now
- Selection after group discussion and written test
- Followed by an interview
- Course/ semester details in brochure

5 What do I need to do to apply?

- Completed application along with proof of education /work experience to be posted or hand delivered at... **Singapore International School, On National Highway 8, Near Dahisar Toll Post, Dahisar (East) Mumbai 401104**
- Selected candidates will be called for a written test, group discussion and personal interview for the final selection.
- Date & Time for the interaction will be indicated by email /telephone.
- On selection, full course fee to be paid in advance by cheque/draft to Reggio Emilia India Foundation in order to confirm your seat.
- For further details please contact Mrs Meera Bhalla at m.bhalla@reif.co.in or call 9867723085, 9619109169

Note:

On successful completion of the 7 modules and clocking minimum of 234 hours, candidates will be awarded the Diploma in Early Childhood Care and Education.
The first module must be completed before taking up any other module.

6 Where is the course available?

Singapore International School, On National Highway 8, near Dahisar Toll Post, Dahisar East, Mumbai 401104

Singapore International Preparatory School, N.K.M. International House, 178 Backbay reclamation, Bhulabhai M. Chainai Marg, Marine Drive, Mumbai 400020

Timing -

Diploma ECCED –10 am to 3 pm (Monday to Friday)

Course module -2 pm to 4 pm

(Monday, Wednesday, Friday)

Schedules are subject to change at the discretion of the management

7 How do I benefit from the course?

You are trained to ...

- Become an early years educator/ facilitator in an inquiry classroom
- Set up or develop an educational facility for early years education/mother toddler programmes/ day care centres
- Plan an inquiry based preschool curriculum
- Share your learning and collaborate with other early years educators worldwide
- Become part of a Reggio Inspired network



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www.reif.co.in | info@reif.co.in | 022 22810307/08