



## Our Reggio-Inspired Approach

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We believe children are the protagonist in their own learning; they actively participate in play, ask questions, and purposefully explore. Each child arrives with emotional, cognitive, social, and cultural ways of being in the world; we support each child to discover themselves. We respect each child and honor her/ his brilliance, learning approach and developmental stage. We know children are fierce explorers and experimenters, they use their senses, rapidly developing cognitive and motor skills to engage in the world. Child-led learning allows children to play as a strategy to help them develop and grow into themselves. Teachers support child led or child-initiated play in a variety of ways, reflective practice is one way.

Children at play are testing theories, exploring options, building relationships, and discovering ways of being in community. We provide children with time and space to explore, imagine, build, experiment, discover, and engage with others. We want children to be empowered to initiate, to create, to practice, to persist and to choose. While the children play, learn social skills, share experiences, discover, practice roles, and develop creative ways of expression, the teachers are documenting their investigations, interests, and interactions. We use children's ideas to pursue deeper investigations. Teachers observe the children, listen carefully, and pay attention then they plan for the children's continued play and exploration.

Teachers use their notes and documentation to thoughtfully and carefully design and stage spaces and materials to offer invitations to children. The children may then ask different questions, follow their sense of wonder, research different angles or connections to continue their ideas and investigations.



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Our approach focusses on the children's strengths and interests. Teachers make the children's learning visible and reflect the documentation back to the children; this process will help children will grow and deepen their understanding. Teachers nurture relationships and friendships they offer ways to complicate the play, scaffold learning, and support children thinking. Our anti-bias goals have a central role in our work with children; we want children to feel confident in their identity, comfortable with differences, recognize unfairness and take action.