



Our Reggio-Inspired Approach

After the end of the Second World War, the families of Reggio Emilia were driven by an intense desire to create a better world. Mothers in particular sought to begin this transformation by providing their children with an enriched and enriching experience in their early years. The power of this optimism and the fire of this determination infused the creation of the first infant toddler centres and preschools.



Under the inspired direction of Loris Malaguzzi, a brilliant young teacher and pedagogue, work emerged over the next 40 years and with the participation of families, teachers and children provoked the emergence of a philosophy of possibilities. The expression of this philosophy, built upon the fundamental principles of relationality, reciprocity, and transparency gave birth to what is

now known as the 'Reggio approach'. At the centre of this approach is an image of the child that is focused on rich competencies and complexities, honouring the child as a citizen with full rights of participation in their society.

This image of the child is reflected in the work of the children, teachers and families of the infant toddler centres and preschools of Reggio Emilia. Generously shared by the educators themselves through exhibits (Hundred Languages of Children 1988-2007, Wonder of Learning 2008-2013), publications, conferences and lectures we have all been given opportunities to enter into our own dialogue with these experiences. The Reggio approach is reinterpreted all over the globe in other settings and contexts, each one a unique expression of the principles.

Upon discovering this approach in the early 2000's, the BSS Junior School faculty was intrigued and began exploring the work and publications of the infant toddler centre and preschools that had been built around it. In 2003, the first of many groups of BSS teachers participated in a one week study tour in Reggio Emilia, seeing these extraordinary schools first hand and attending lectures by the teachers and pedagogistas in the city. This inspired our transformation, which began with a reorganization of the Junior School curriculum leadership structure. The role of Strategic Program Leader was created, identifying two individuals to lead a study of the concepts of 'integration' and 'inquiry'. Led by these leaders and the Principal and Vice Principal, the faculty began to meet weekly to share the reflections and results of our literature review and classroom experiences.

By 2004, our understanding of the concepts of 'inquiry', 'integration' and 'enriched' had evolved significantly and were embodied in the fundamental principles of the 'Reggio Approach'. We saw potential to expand this approach to inspire inquiry work within our community all the way through to Grade. Something quite extraordinary was taking shape and it was clear that the School, the students, teachers and families would never be the same.