



January 2021

Welcome Back!

Hello and welcome back ICDC families. It is very exciting to once again be providing everyone with a monthly newsletter. We are going to do something new this year with the newsletter. Along with centre news and updates each room will be providing an update on what they are doing in their classrooms. We are starting out 2021 by working on implementing the Alberta curriculum framework: FLIGHT. This curriculum framework follows and compliments our Reggio inspired roots.

What is Reggio?

Reggio Emilia is a town in Italy where the philosophy and approach was born. In this small town the culture allowed for parents, children and educators to come together as a community of learners. This philosophy believes that children are curious about their world and have the potential to learn from their surroundings. The founder of the philosophy, Loris Malaguzzi, stated that children have the ability to express themselves and ideas through the “hundred languages of children”. The “hundred languages” recognize that children use multiple ways to think, play, explore, speak and do. The goal is to teach children to use these “hundred languages” in their day to day lives and learning. The Reggio philosophy values the child as central to their own learning, not an empty vessel for educators to fill with knowledge. Children are able to pursue their own interests, revisit and build upon ideas at their own pace. The Reggio Emilia approach encourages children to use every tool they have to express themselves.

Educators work alongside children as co-learners and co-researchers. The Reggio philosophy guides the decisions of the educators in how they approach education. Educators are encouraged to learn alongside the children, guiding them in their interests and providing resources. It is the belief of the philosophy that children can experiment in their own way, make mistakes, and solve problems/find solutions. The classroom/environment is referred to as the “third teacher”. The classroom is an open and free flowing space, it enables uninterrupted exploration, play and learning. Outdoor spaces are valued just as highly as indoor spaces. It is important to remember that play is

not simply playing but is a child’s work and learning.

One of the core concepts of the Reggio philosophy is an emergent curriculum. This is a concept shared by the Alberta Flight Curriculum Framework. Emergent Curriculum comes about through the observation and discussion with the children on their interests. The environment (classroom) is tailored to the outcome of these observations and discussions. Children’s interests, progress and development are shown through documentation. Documentation can come in a variety of formats depending on what the educators are trying to show. Look for your child’s classroom documentation on HiMama and outside their classrooms.

What children learn does not follow as an automatic result from what is taught, rather, it is in large part due to the children’s own doing, as a consequence of their activities and our resources.

—Loris Malaguzzi, The Hundred Languages of Children & founder of the Reggio Emilia Approach

Sources:

tsc.nsw.edu.au/what-is-the-reggio-emilia-philosophy/

Scholastic.com/teachers/articles/teaching-content/reggio-emilia-approach/

En.wikipedia.org/wiki/Reggio-Emilia-approach

Naeyc.org/resources/pubs/yc/nov2015/emergent-curriculum

Room 1

So far: The children are showing interests in pushing things, balls, vehicles and sensory play.

Based on their interests, we introduced different kinds of balls and cars. They learned how to throw and bounce balls through our playtime. We continually encourage their vocabulary by identifying different vehicles and their sounds.

Plan for the future: We will keep playing with balls and cars. We will introduce more books about different vehicles. We will also prepare some sensory boards and bags to let the children explore. As they love pushing things, we will prepare some different sized boxes so the children can manipulate them and feel the different size and weight as they push.

Room 2

For the children's development our goals are; encouraging the children's independence, self-confidence and self-empowerment each day. Helping them to make friends, play together and share happily. We work with and support on them how to listen and follow instructions, while exploring different learning opportunities. We focus on fine and gross motor skills by performing activities accordingly.



Important Notes:

New Menu begins January 4, 2021

Yoga returns Virtually Jan 7, 2021. stay tuned for class times

Music TBA

Board meeting Jan 28, 2021 online at 8:30PM

Room 3

Considering our children's age, needs and interests; our goal is to plan activities accordingly. We focus on providing guidance to develop emotional skills for example developing empathy towards others and gaining control over their emotional outbursts, while acknowledging their feelings. We plan activities to support their physical growth, like outdoor activities and going for walks. Our goal is to provide activities that will help the children in gaining fine motor skills like ripping, cutting and playdough. We support children in developing independence by encouraging them to make choices and developing their self-help skills.

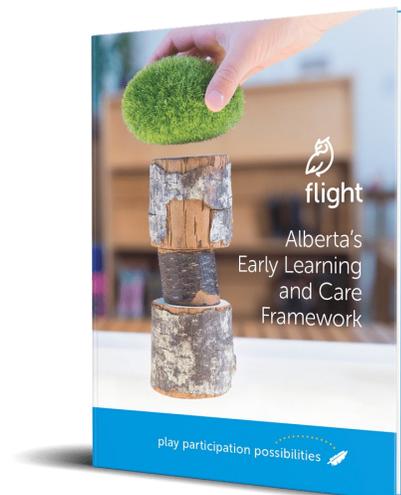
Room 4

We are focusing on individual needs ranging from self-help skills (for example dressing themselves). Increasing attention spans and scissor skills.

As a group we are hoping to see more self motivated art instead of teacher led.

Room 5

We plan based on the children's interests. We usually have an art activity two times a week based on the children's interests as well. We get the topics for discussion and learning from the children's conversations or they tell us what they are interested in making, learning or playing. From there we create experiences in the room for them.



For more information or to view the FLIGHT

Curriculum Framework please visit

flightframework.ca