

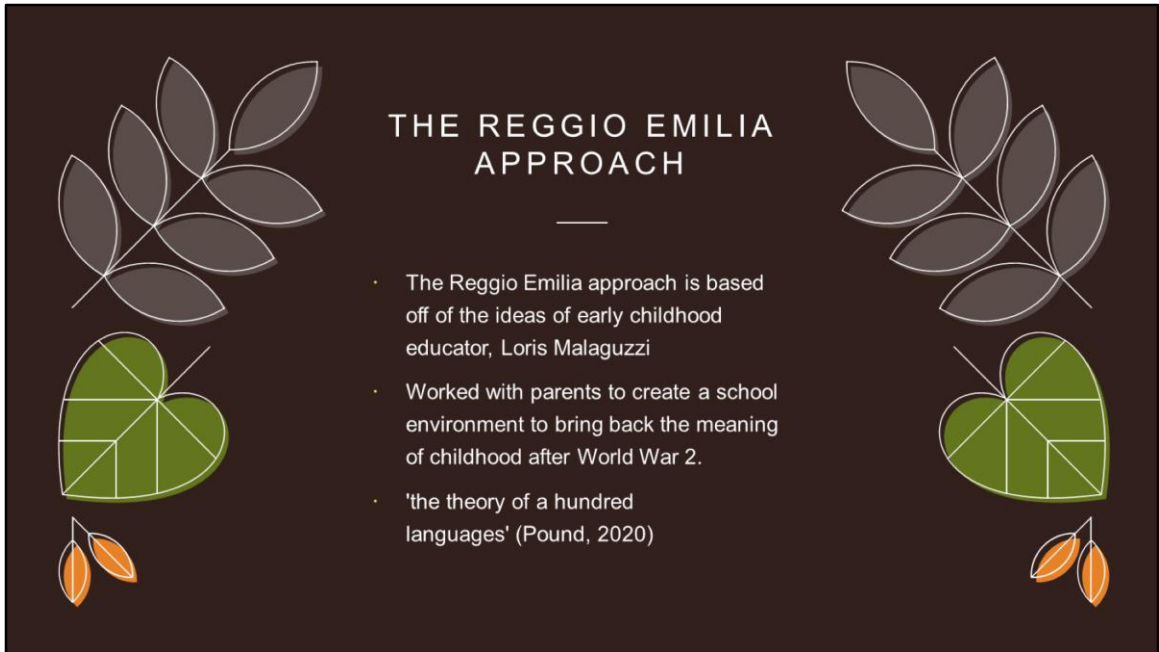
ECES6013- CRITICALLY COMPARE A GLOBAL
CURRICULUM WITH A UK CURRICULUM

Hannah Bowen- 1600276



INTRODUCTION

- My name is Hannah Bowen
- Student Number is 1600276
- I will be comparing a global curriculum (reggio emilia) with the Welsh curriculum
- By stating the advantages and disadvantages of the reggio emilia approach then comparing with Wales's approach



According to Linda Pound, 2020, the Reggio Emilia approach (named after the village it was founded in) is based off of the ideas and concepts of early childhood educator, Loris Malaguzzi. Malaguzzi worked closely with children, and after World War 2, in 1945, he decided to build a school with local parents to provide a real meaning to childhood back into the community.

Malaguzzi's theory of a hundred languages is based off children learning not just orally, with languages itself, but with music and art and drama and all subjects, as Malaguzzi believed that children needed these opportunities to express themselves and to have multiple hands on experiences as they are. This approach and theory has been built into the community and system within Reggio Emilia, and is now a global approach to early years education.

ADVANTAGES OF THE APPROACH



- 1) Children are at the centre of the learning- this approach acknowledges the rights of the children and is focused on children being their own learners and doing investigations and experiments themselves because children are considered 'researchers' (Hewett, 2001).
- Teachers are 'co-learners' to the children. Working alongside them rather than telling them what to do (Hewett, 2001)
- Benefit of this approach is that children will be learning through their own interests and abilities, meaning that what the approach is allowing children to express themselves in their own way (Piptree Early Learning, 2017)

One of the main advantages of this approach is that the children are at the centre of the learning and technically teaching as they are very much involved in what they are learning and how, with the help from their parents sharing the best possible ways that their child learns and what they have interest in. By doing this the approach acknowledges the rights of the children to feel safe and get the best out of their education, and with projects, instead of pre planned work, the children can become more independent and more involved in investigating and experimenting for themselves as they are considered as researches.

Teachers are of course in class with the children, but they are seen as 'co-learners', the way Malaguzzi intended, so they work alongside the children rather than being center stage and telling them what to do. This approach is very similarly based off Vygotsky's ZPD theory (1978) in many ways as the children get guidance and improve their development by working not just alongside teachers but also each other to improve on their development and learning according to Hewett, 2001.

Piptree early learning, 2017 also mentions that the benefit of having this child-centred approach is that the children can learn and will learn much more efficiently

through their own means and understanding. This allows children to express themselves more freely and to learn through their own interest and abilities, which creates this love for learning and knowledge.

DISADVANTAGES OF THE APPROACH



- Reggio Emilia schools do not go by 'curriculums' as Malaguzzi did not believe in following instructions and structure to teach young children because it indicated that children were not part of the process. However that is not the case because a curriculum is still mainly based on the child and can be seen as more of a child-centred approach (Hočevár, Šebart and Štefanc, 2013).
- Because of this unstructured approach, it is very difficult for parents to see how their child is developing in school as there is no work sheets or national tests that the children do to know how well they are developing and learning (Spielgaben, 2016).

There aren't many disadvantages to the Reggio Emilia approach, however according to Hoshevar, Shebart and Shtefanz, 2013, Reggio Emilia schools do not use the term 'curriculum' within their education as Malaguzzi did not believe in what it stood for. He did not like the idea of teaching following instructions and guides told by teachers that the children needed to follow, instead, as mentioned before, it was the children who had a say in what to learn, and he believed a curriculum was not a child-centred approach.

However that is not the case as a curriculum is still mainly based on what the child/children need and their interests, meaning it may seem like a better form of child-centering as it notes exactly was it to be expected by teachers in order for children to have a good education. This may get lost in an unstructured approach such as the Reggio Emilia.

According to the web page spielgaben, 2016, because of this unstructured approach, there are no pre-planned lessons therefore no set tasks for children to do at home for example such as work sheets, so parents do not really know how their child are learning and what they are learning. Also there are no national standardised tests meaning it is difficult to see how Reggio Emilia children are comparing to the rest of

the world in education.



COMPARING REGGIO EMILIA WITH THE WELSH CURRICULUM

- Much more structured approach and pre planned learning, with teachers being the leaders of knowledge instead of child led activities, however it does encompass child-centred approaches within the planning.
- Children seen as their ages, unlike the reggio emilia approach where children are seen as more independent at all ages (Maynard and Chicken, 2010)



According to Maynard and Chicken 2010, the Welsh curriculum for Foundation Phase has much more structure in the way children learn, with teachers being the leader at most instead of child led activities like Reggio Emilia schools, however it is still child-centred and focused on learning through play which is very similar to a Reggio Emilia approach. Children within welsh curriculum schools are also seen as their ages unlike Reggio Emilia schools where they have more independency in doing things and are more equal to others. Children are also seen as individuals within a Reggio Emilia school, and within a curriculum structured school children are seen as part of the system, where they need to meet aims and goals by the end of the year.



CONCLUSION



- Reggio Emilia schools are much more flexible and free in their approach to teach than the Welsh curriculum, and children have the ability to be more independent when learning
- Although the Welsh curriculum offers all the necessary needs that a child needs to a good education, the Reggio Emilia approach is a better way of including children in the planning, making it an enjoyable experience.

In conclusion, the Reggio Emilia schools have a much more flexible and freeing take on their education approach which allows the children to be much more independent with their learning, unlike Welsh curriculum schools. Although the Welsh curriculum offers all the necessary needs that a child needs for a good education, the structure of teaching can become quite un-fun for children, and with aims and goals needing to be met, it can seem as a chore instead of a fun time in learning new things. The Reggio Emilia approach seems like a much more relaxed and enjoyable experience for children, therefore having a better impact on the learning.

THANK YOU FOR LISTENING!



REFERENCE LIST

- Pound, L., 2020. *Early Years Pioneers - Loris Malaguzzi*. [online] Nursery World. Available at: < <https://www.nurseryworld.co.uk/features/article/early-years-pioneers-loris-malaguzzi> > [Accessed 14 October 2020].
- Hewett, V., 2001. Examining the Reggio Emilia Approach to Early Childhood Education. *Early Childhood Education Journal*, 29(2), pp.96-97 > [Accessed 15 October 2020].
- *Piptree early learning*, 2017. The Benefits Of Child-Centred Education. Available at: < <https://www.piptree.com.au/benefits-child-centred-education/#:~:text=Child%2Dcentred%20education%20inspires%20students,are%20all%20taken%20into%20account> > [Accessed 15 October 2020].

- Hočevar, A., Šebart, M. and Štefanc, D., 2013. Curriculum planning and the concept of participation in the Reggio Emilia pedagogical approach. *European Early Childhood Education Research Journal*, 21(4). Available at: <https://www.tandfonline.com/doi/full/10.1080/1350293X.2013.845437> [Accessed 16 October 2020].
- Spielgaben. 2016. *Which Educational Philosophy Would Suit Your Child The Most?*. [online] Available at: <https://spielgaben.com/educational-philosophy-suit-child-montessori-waldorf-reggio-emilia/#:~:text=The%20Cons%20of%20Reggio%20Emilia,their%20letters%20of%20the%20alphabet.> [Accessed 16 October 2020].
- Maynard, T. and Chicken, S. ed., 2010. *Early Years: Journal Of International Research & Development*. 30th ed. Routledge, pp.30-31. [Accessed 17 October 2020]