

Dull Reggio Emilia

The Reggio Emilia Approach

Loris Malaguzzi



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Nod/ Objective

- Archwiliwch athroniaeth dull Reggio Emilia
- Ystyried y goblygiadau ar gyfer addysg gyfoes ac ymarfer blynyddoedd cynnar
- Trafod strategaethau plentyn-ganolog
- Explore the philosophy of the Reggio Emilia approach
- Consider the implications for contemporary education and Early years practice
- Discuss child-centered strategies

Geirfa

- Addysgeg – dull ac ymarfer, yn enwedig fel pwnc academaidd neu gysyniad damcaniaethol
- Hwylusydd – athro sy'n helpu myfyrwyr i ddysgu'n annibynnol trwy eu harwain trwy'r broses ddysgu
- Ymchwilydd – plenty sy'n cymryd rhan mewn ymchwil fel cyfranogwr neu arweinydd
- Pedagogista – arbenigwyr mewn addysgeg, neu damcaniaeth ac arfer ddysgu
- Atelieristas - arlunydd neu addysgwr celf sy'n gweithio gyda phlant mewn gofal celf i gefnogi eu creadigrwydd a ddysgu
- Atelier – gweithdy neu stiwdio, yn enwedig un a ddefnyddir gan arlunydd neu ddylunydd
- Remida – Canolfan ailgylchu cymunedol

Glossary

- Pedagogy - the method and practice of teaching, especially as an academic subject or theoretical concept
- Facilitator - a teacher who helps students learn independently by guiding them through the learning process
- Pedagogista - a specialist in pedagogy, or the theory and practice of education
- Atelieristas - an artist or art educator who works with children in an art space to support their creativity and learning
- Atelier - a workshop or studio, especially one used by an artist or designer.
- Remida – Community recycle centre

Hanes/History

Loris Malaguzzi

- Ar ôl yr Ail Ryfel Byd
 - Fe'i sefydlwyd gan Loris Malaguzzi
 - Cefnogir ac ailadeiladwyd gan rieni a'r gymuned leol
- (Smidt, 2013)
- (Edwards and Gandini, 2018)

Loris Malaguzzi

- Post World War Two
 - Founded by Loris Malaguzzi
 - Supported and rebuilt by parents and the local community
- (Smidt, 2013)
- (Edwards and Gandini, 2018)

Hanes/ History



Available at: [Reggio Emilia Education](https://www.reggioemiliaeducation.com/)



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Athroniaeth/ Philosophy

- Cyfranogiad cymunedol
 - Parchu potensial plant
- (Fernández Santin a Feliu Torruella, 2017)

- Community involvement
 - Respect for children's potential
- (Fernández Santin and Feliu Torruella, 2017)

Prif Egwyddorion/ Main principles

- Dull plentyn-ganolog
- Yr amgylchedd fel y 'trydydd athro'
- Mae dysgu yn broses gymdeithasol
- Arsylwadau a ddefnyddir fel arf i fyfyrion
- Prosiectau tymor hir

(Kinney, 2022)

- Child-centered
- The environment as the 'third teacher'
- Learning is a social process
- Observations used as a tool for reflection
- Long term projects

(Kinney, 2022)

Rol yr addysgwyr/ The role of Educators

- Hwyluswyr, Nid Hyfforddwyr
 - Cyd-ddysgu gyda phlant yn hytrach na chyfarwyddo'r dysgu
 - Yn gwrando
 - Annog archwilio
- (Birinci, 2018)

- Facilitators, Not Instructors
 - Co-learn with children rather than direct the learning
 - Listening
 - Encourage exploration
- (Birinci, 2018)

Pedagogista/ Pedagogista

- Addysgeg - theori ac ymarfer addysgu
- Padagogista - addysgwr arbenigol
- Pedagogy- theory and practice of teaching
- Padagogista- specialist educator

The Hundred Languages of Children

- Mae Dull Reggio Emilia yn cefnogi plant trwy ddefnyddio pob iaith; boed hynny'n archwilio'r byd trwy fod yn greadigol gyda phaent, dawnio i gerddoriaeth, adeiladu, arbrofi gyda golau. Mae gan blant gannoedd o bosibiliadau o ran mynegiant a ffyrdd o ddysgu, y tu hwnt i iaith lafar ac ysgrifenedig yn unig.
- The Reggio Emilia Approach supports children through use of all languages; be it exploring the world through being creative with paints, dancing to music, construction, experimenting with light. Children have hundreds of possibilities when it comes to expression and ways of learning, beyond just spoken and written language.

(Tijnagel-Schoenaker, 2018)

(Tijnagel-Schoenaker, 2018)

The Hundred Languages of Children

NO WAY. THE HUNDRED IS THERE

The child
is made of one hundred.
The child has
a hundred languages
a hundred hands
a hundred thoughts
a hundred ways of thinking
of playing, of speaking.

Full version available: [Reggio Children - 100 languages](#)



The Hundred Languages of Children



Available at: [Hundred Languages by Loris Malaguzzi](#)



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Yr Amgylchedd fel y Trydydd Athro

The Environment as the Third Teacher

- Mannau agored
 - Golau naturiol
 - Deunyddiau hygyrch
 - Arddangosfeydd o waith plant i ysbrydoli myfyrio
 - Annog ymdeimlad o berthyn
- (Strong-Wilson a Ellis, 2007)

- Open spaces
 - Natural light
 - Accessible materials
 - Displays of children's work to inspire reflection
 - Encourage a sense of belonging
- (Strong-Wilson and Ellis, 2007)

Dogfenni gwybodaeth yn Reggio Emilia

Documentation in Reggio Emilia

- Gwneud dysgu yn weladwy trwy ffotograffau, fideos, gwaith plant, sgyrsiau/trawsgrifiadau
- Mae addysgwyr yn arsylwi, yn cofnodi ac yn dadansoddi
- Casglu tystiolaeth o feddwl a dysgu plant

(Kinney a Wharton, 2008)

- Make learning visible through photographs, videos, children's work, conversations/transcripts
- Educators observe, record and analyze
- Collecting evidence of children's thinking and learning

(Kinney and Wharton, 2008)

Fel mae dogfenni yn cael ei defnyddio/ How documentation is used

- Adolygu patrymau
 - Mae plant yn ailymweld â'u gwaith
 - Mae'r ddogfennaeth hon yn llywio gweithgareddau yn y dyfodol
 - Canolbwyntiwch ar ddysgu a thwf parhaus, yn hytrach na llwyddo/methu
- (Azefedo *et al.* 2022)
- Review patterns
 - Children revisit their work
 - This documentation guides future activities
 - Focus on continuous learning and growth, rather than pass/fail
- (Azefedo *et al.* 2022)

Vygotsky/ Vygotsky

- Cydweithrediad cyfoedion
- Mae iaith yn siapio meddwl
- Person mwy gwybodus (MKO)

(Bodrova, 1997)

- Peer collaboration
- Language shapes thinking
- More Knowledgeable other (MKO)

(Bodrova, 1997)

Dewey/ Dewey

- Dysgu ymarferol
- Gweithredol ac yn seiliedig ar ymholiad
- Yr angen am amgylcheddau cyfoethog ac ysgogol
- Dylai plant gael llais yn eu dysgu

(Williams, 2017)

- Hands on learning
- Active and enquiry based
- The need for rich and stimulating environments
- Children should have a voice in their learning

(Williams, 2017)

Vygotsky a Dewey/ Vygotsky and Dewey

- Mae'r damcaniaethau hyn yn atgyfnerthu pwysigrwydd

Cydweithio

Archwilio ymarferol

Amgylchedd dysgu cyfoethog

Yn gosod sylfaen ar gyfer Dull Reggio Emilia.

- These theories reinforce the importance of

Collaboration

Hands-on exploration

A rich learning environment

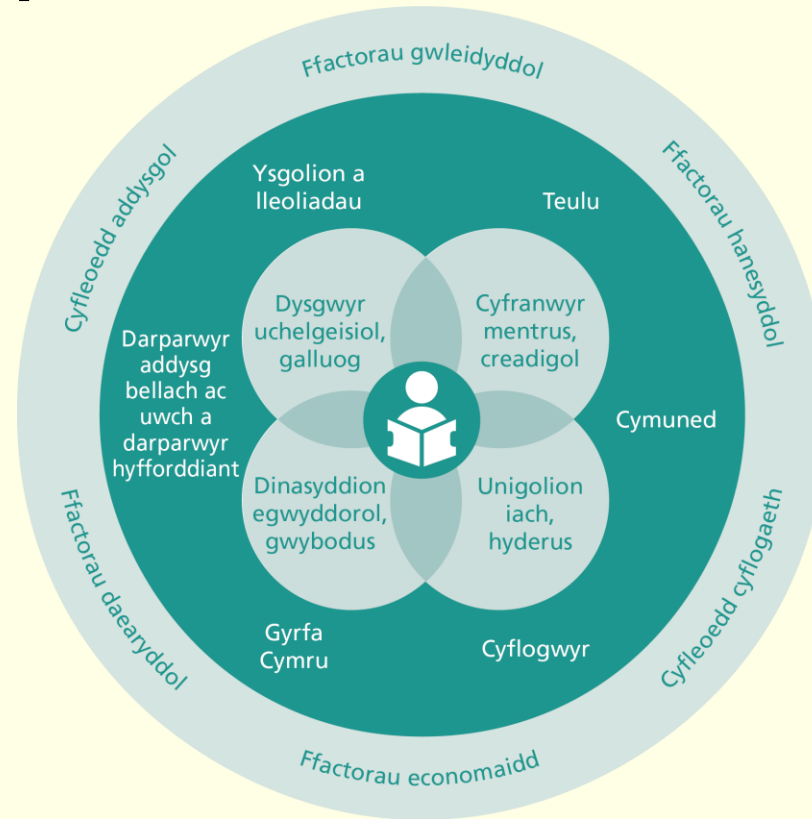
Laying a foundation for the Reggio Emilia Approach.

Cwricwlwm I Gymru/ Curriculum for Wales

- Plentyn-ganolog
 - Amgylcheddau dysgu cyfoethog
 - Yn seiliedig ar chwarae
 - Dysgu trwy brofiad
 - Dull cyfannol
 - Pedwar diben
 - Chwech maes dysgu a datblygiad
- (Llywodraeth Cymru, 2024)

- Child-centered
 - Enriched learning environments
 - Play-based
 - Experiential learning
 - Holistic approach
 - Four purposes
 - Six areas of learning and development
- (Welsh Government, 2024)

Cwricwlwm I Gymru- A oes cysylltiadau I Dull Reggio Emilia?

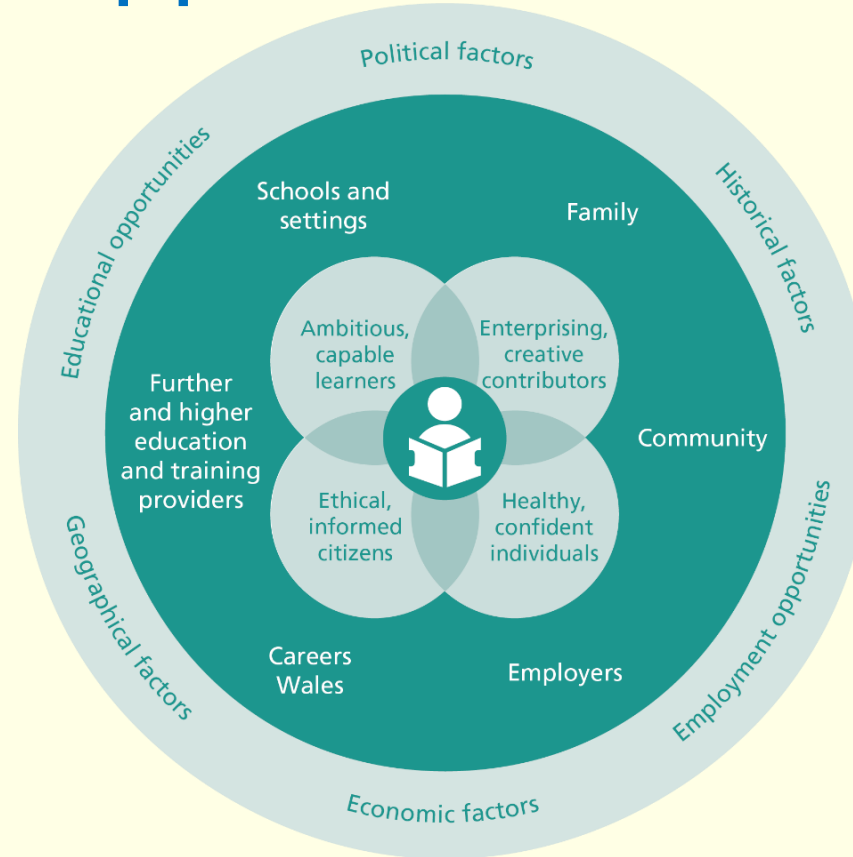


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Curriculum for Wales- Are there links to the Reggio Emilia Approach?



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Atelier- Gweithdy/ Atelier- Workshop

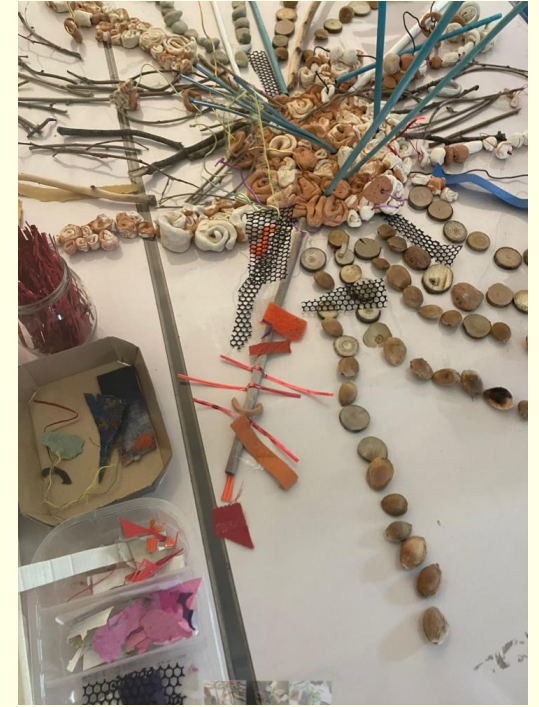
- Mae atelier yn ardal eang sy'n cynnwys amrywiaeth o adnoddau penagored gan gynnwys clai, paent, deunyddiau wedi'u hailgylchu ac ati.
- Mae'r amgylchedd wedi'i gynllunio'n ofalus i ysbrydoli chwilfrydedd, creadigrwydd a datrys problemau.

(Fernández Santin a Feliu Torruella, 2017)

- An atelier is a spacious area of which is equipped with a range of open-ended resources including clay, paint, recycled materials etc.
- The environment is carefully designed to inspire curiosity, creativity and problem solving.

(Fernández Santin and Feliu Torruella, 2017)

Atelier bach/ Mini atelier- Workshop



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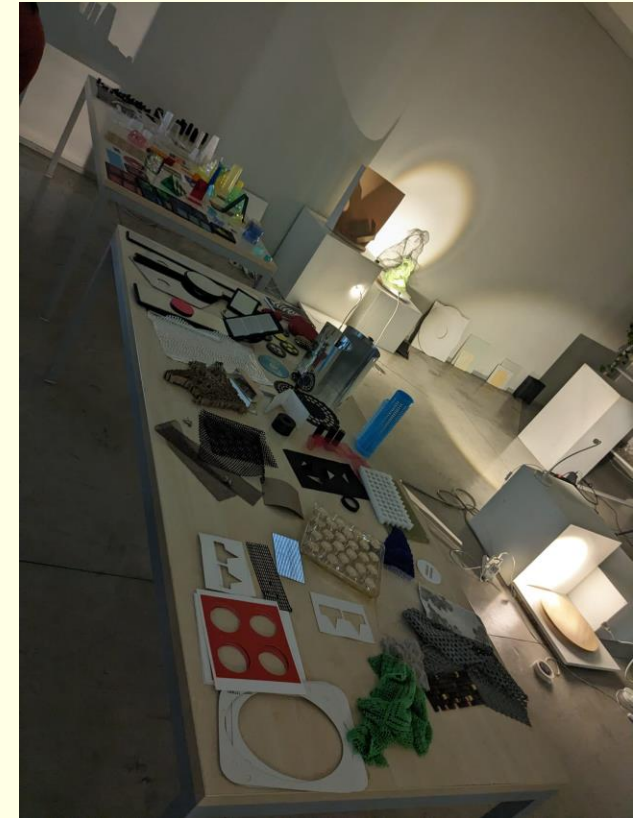
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Atelierista/ Atelierista

- Hwyluso archwilio creadigol
- Cefnogi dysgu
- Yn annog mynegiant trwy '100 languages'
- Gweithio ochr yn ochr â Pedagogistas (athrawon)
- Facilitating creative exploration
- Supporting learning
- Encourages expression through '100 languages'
- Work alongside Pedagogistas (teachers)

Remida/ Remida (Recycle centre)

- Rhoddir ystyr/nodwedd newydd i ddeunyddiau
- Wedi'i ddefnyddio l'w goleio, Chwarae, Argraffu, Adeiladu ac ati
- Gellir defnyddio'r deunyddiau hyn fel iaith hefyd
- Materials are given a new meaning/characteristic
- Used in lights, Play, Print, Building etc
- These materials can also be used as a language



Rhowch cynnig arni! Give it a go!



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Cyfyngiadau o fewn ymarfer/ Limitations within practice

- Yn drwm o ran adnoddau
- Angen hyfforddiant ac ymrwymiad
- Angen cyllid sylweddol
- Addasrwydd diwylliannol
- Diffyg safoni mewn asesu
- Resource intensive
- Requires training and commitment
- Requires significant funding
- Cultural adaptability
- Lack of standardization in assessment

Goblygiadau/ Implications

- Ystyriwch y cyfyngiadau hyn a'r effaith y gall ei chael ar ymarfer
- Heriau dod a Reggio Emilia mewn i'r cwriwclwm yng Nghymru
- Consider these limitations and the effect it can have on practice
- Challenges of bringing Reggio Emilia into the Curriculum in Wales

Mabwysiadu'r ymagwedd/ Adopting the approach

- Sut y gellir addasu egwyddorion Reggio Emilia i'ch cyd-destun diwylliannol neu sefydliadol?
- Cyfleoedd i ddod a Reggio Emilia mewn i'r cwriwclwm yng Nghymru
- How can the Reggio Emilia principles be adapted to your cultural or institutional context?
- Opportunities to bringing Reggio Emilia into the Curriculum in Wales

Strategaethau ar gyfer ymarfer/ Strategies for practice

- Defnyddio ddeunyddiau naturiol ac wedi'u hailgylchu
 - Amgylcheddau dysgu hyblyg
 - Cydbwyso dysgu a arweinir gan blant â gofynion y Cwricwlwm
 - Addasu asesiad i gwrdd â Safonau Addysgol Cymru
 - Annog cyfranogiad rhieni (platfform digidol i hysbysu rhieni)
- (Wien, 2008)
- Use natural and recycled materials
 - Flexible learning environments
 - Balance child-led learning with Curriculum requirements
 - Adapting assessment to meet Welsh Educational Standards
 - Encouraging parental involvement (digital platforms to keep parents informed)
- (Wien, 2008)

"The wider the range of possibilities we offer children, the more intense will be their motivations and the richer their experiences." - Loris Malaguzzi.

(The Curiosity Approach, 2024)



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