**The Reggio Approach in a Nutshell…**

\*Within the Reggio Emilia schools, the educators are very concerned about what their school environments teach children. Hence, a great attention is given to the look and feel of the classroom. It is often referring to the environment as the "third teacher"

\*Teachers organize environments rich in possibilities and provocations that invite the children to undertake extended exploration and problem solving, often in small groups, where cooperation and disputation mingle pleasurably.

\*Documentation of children's work, plants, and collections that children have made from former outings are displayed both at the children's and adult eye level.

\*Supporting and enriching children's learning through in-depth, short-term (one week) and long-term (throughout the school year) project work, in which responding, recording, playing, exploring, hypothesis building and testing, and provoking occurs.

\*Projects are child-centered, following their interest, returning again and again to add new insights.

\*Throughout a project, teachers help children make decisions about the direction of study, the ways in which the group will research the topic, the representational medium that will demonstrate and showcase the topic.

\*Children, teachers, parents and community are interactive and work together. Building a community of inquiry between adults and children.

\*Similar to the portfolio approach, documentation of children's work in progress is viewed as an important tool in the learning process for children, teachers, and parents.

\*Pictures of children engaged in experiences, their words as they discuss what they are doing, feeling and thinking, and the children's interpretation of experience through the visual media are displayed as a graphic presentation of the dynamics of learning.