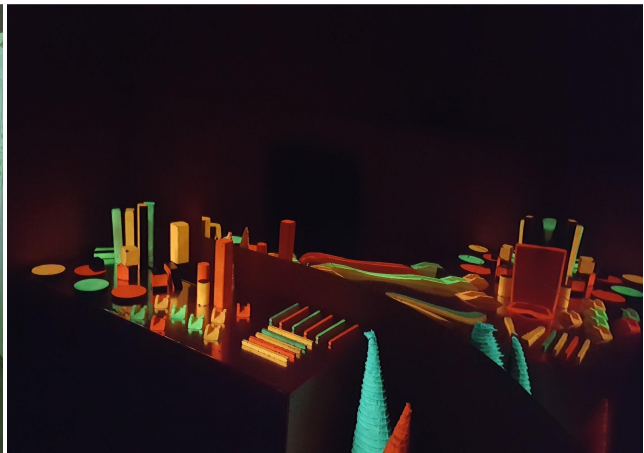


Reggio Emilia and Forest School

- How does a Reggio Emilia inspired approach apply to Forest School Practice?



What is the Reggio Emilia approach?





Forest School offers learners the opportunity to take supported risks appropriate to the environment and to themselves.

Image of the child



Forest School uses a range of learner - centred processes to create a community for development and learning

Learning in a Social Context

100 languages of children

Forest School promotes holistic development for all those involved.



THE ONE HUNDRED LANGUAGES OF CHILDREN

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.

A hundred always a hundred ways of listening of marvelling of loving a hundred joys for singing and understanding a hundred worlds to discover a hundred worlds to invent a hundred worlds to dream.

The child has a hundred languages (and a hundred hundred more) but they steal ninety-nine.

The schools and the culture separate the head from the body.

They tell the child: to think without hands to do without head to listen and not to speak to understand without joy to love and to marvel only at Easter and Christmas.

They tell the child: to discover the world already there and of the hundred they steal ninety-nine.

They tell the child: that work and play reality and fantasy science and imagination sky and earth reason and dream are things that do not belong together.

And thus they tell the child that the hundred is not there.

The child says: No way. The hundred is there.

Loris Malaguzzi



Environment as a third teacher

Forest School takes place in a woodland or natural wooded environment.



Documentation



Forest School is a long term process of frequent and regular sessions, rather than a one off visit. Planning, adaptation, observations and reviewing are integral elements of Forest School.

- involves observing, recording, interpreting and reporting
- takes time and intention
- is accessible
- provides multiple perspectives
- is interpreted and analysed

Teacher as Researcher

- How do children know and gain knowledge?
- How do they process and organise knowledge?
- How do children carry out research?
- How do teachers increase their knowledge together with children?

(Reggio study group Nov. 2016)

Forest School is run by qualified Forest School practitioners who continuously maintain and develop their professional practice



Principles of Forest School

Principle 1: Forest School is a long term process of frequent and regular sessions in a woodland or natural environment, rather than a one off visit. Planning, adaptation, observations and reviewing are integral elements of Forest School. (Documentation)

Principle 2: Forest School takes place in a woodland or natural wooded environment to support the development of a relationship between the learner and the natural world. (environment as third teacher)

Principle 3: Forest School aims to promote the holistic development of all those involved, fostering resilient, confident, independent and creative learners (100 languages of children)

Principle 4: Forest School offers learners the opportunity to take supported risks appropriate to the environment and to themselves (image of the child)

Principle 5: Forest School is run by qualified Forest School practitioners who continuously maintain and develop their professional practice (teacher as researcher)

Principle 6: Forest School uses a range of learner - centred processes to create a community for development and learning (learning in a social context)