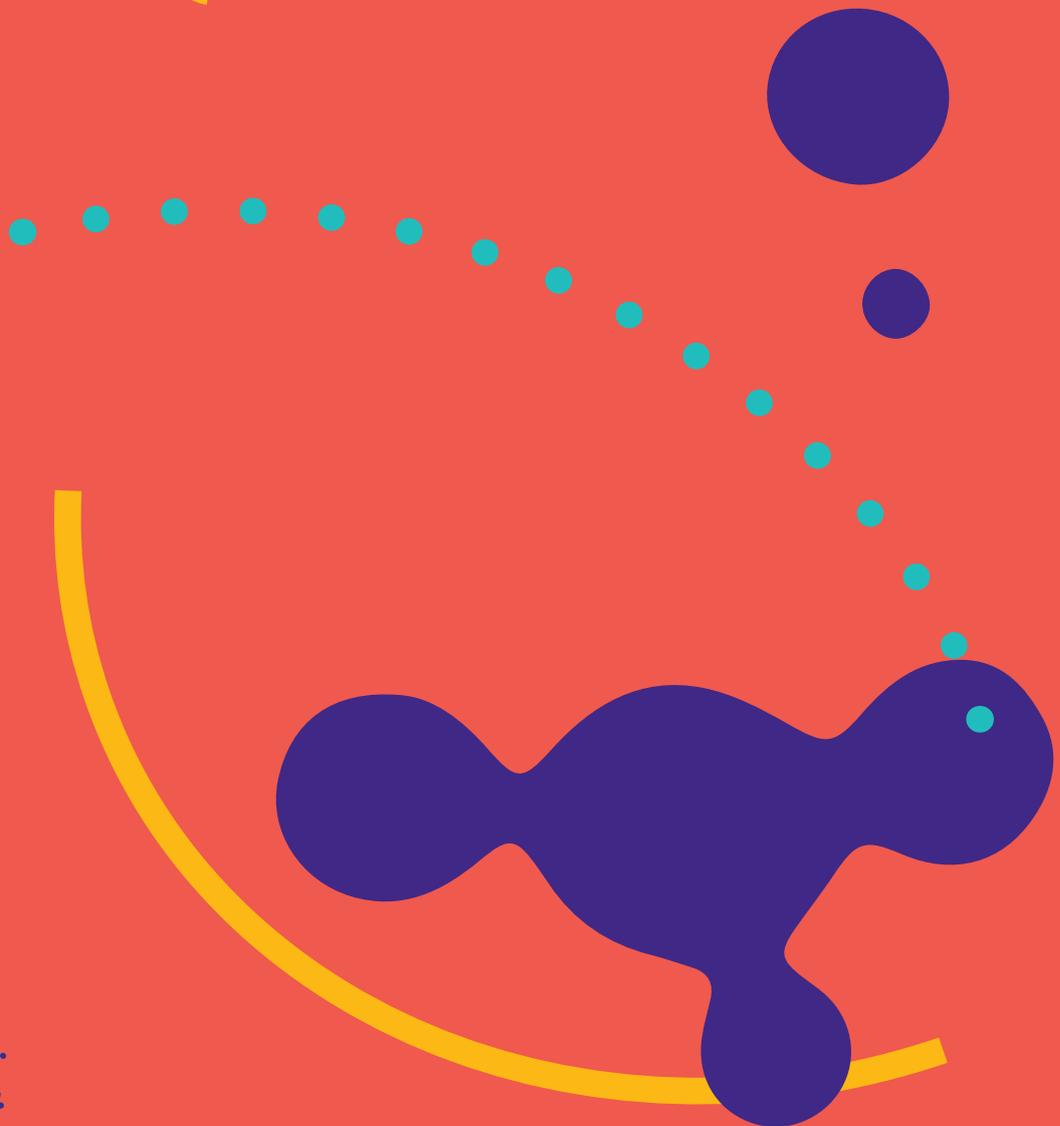


Charter of Values



Fondazione
Reggio Children
Centro Loris Malaguzzi

Structure of the Charter of Values (contents and order of contents)

Fondazione “Reggio Children – Centro Loris Malaguzzi”

The scope of the Foundation is the promotion of the quality in education.

The quality we refer to is a “local” socially constructed concept, implemented through a research attitude characterising the construction of the knowledge and hence the relations with the others and the environment.

The Foundation has its primary reference in the experience and in the history of the municipal infant toddler centres and preschools of Reggio Emilia.

The quality we are looking for is based on:

- An idea of a child/human being holder of rights and potentials that goes beyond the idea of need and lack, which has characterised and often still characterises the pedagogical and social praxis
- The 100 languages of children and of human beings as endowment and richness of the person but also as interdisciplinary approach to knowledge
- The idea of education as a public action implying the co-responsibility of institutions, civil society and single people in a dimension of open debate, confrontation, and social management. Quality services can have an important social, cultural and political role to strengthen the social cohesion and political mediation between individual and society.
- The participation as value and strategy that substantiates being part of the educational project of adults and children. It's a right of the human beings to be socially represented, be recognised, at any age, as builders of culture, active elements in the dynamics of the social construction of the culture.
- The essential role of the research in its different forms: as attitude going through the daily activities of children and educators, as project strategy to build up learning paths with children, as activity aiming at the innovation of the system.
- The essential role of the professional development primarily intended as daily recognition of the experience, reflection and self-reflection in the collegial group and more generally speaking in the educating community.

This requires the commitment first of all of the Municipalities to directly manage an important network of educational services, to offer a concrete reference of quality of the services, to grant the research and innovation concerning the education and the interaction modes among children and between children and adults in the construction of the knowledge with virtuous repercussions on the 0/6 system, in the relation/support to the professional development offer with the primary and secondary school, concerning the city culture, different learning and production fields.

The research of the quality binds towards the “excellences”, that is to say towards “productive” situations generating new knowledge and innovation elements, as privileged strategy and more effective to generate real solidarities for hard contexts or with economic, social, cultural, political difficulties. It’s necessary to think according to generations so as to be really able to take care of the social and environmental ecology of the planet.

Loris Malaguzzi affirmed: «We still think that Municipalities have the task to produce original and creative experiences – the space of freedom is a privileged one, as we said, around the schools of children and they have to reject, as far as possible, every intervention which goes under these ambitions».

This Charter of Values expresses the fundamental values as references for the choices and the activities of the Foundation.

These values are connatural to the reason of the existence of the Foundation itself, based on research and quality through actions of transparency and fairness towards the Foundation organs.

ATTACHMENT 1 – Distinctive features of the quality

Participation, research and professional development in the educational contexts need consistent human, organisational, economic resources:

- strict relation among pedagogical, organisational, administrative-managing, socio-cultural levels
- conditions for the construction of educational contexts consistent with the technical premises, the social expectations, the economic investment (co- presence of regular teachers, collegiality and multiple professionalism of the working group, recognised times for the professional development...)
- syntony (empathy) between educational contexts and learning modes of the child and of the human being:

Spaces where children can act, choose, encounter people, ideas, curiosities or being alone,

Lovely, welcoming, including environments which at the same time reassure and challenge the intelligence and the curiosity,

People available to share with children and with the collegially working team researches, discoveries, questions that can challenge the knowledge acquired so as to bring them to a different level; able to take the children out of the invisibility, to give them the right to express and to be listened to, to legitimate their culture with a concrete visibility and readability that can be shared with the others.

Times allowing all the children to enter into situations with their own particularities by developing desires, motivations, interests but also keeping distances and making choices.

Materials the thinking can be based on, you can give shape to ideas with, because the mind works at the same time with hands, eyes, body abstract ideas, mental images, theoretical visions.

