



Howard Gardner's account on Reggio Schools

Source: Craft, A. et al (eds) (2001) *Creativity in Education*, London, Continuum, p.182

Reggio schools are unique, in part by virtue of the type and quality of the activities that the children carry out on a regular basis.... In each of the classes groups of children spend several months exploring a theme of interest. The themes are ones that offer rich sensory stimulation and raise intriguing puzzles. For example sunlight, rainbows, shadows, the city, a city for ants, the two lions that preside over the central piazza of Reggio, poppy fields, an amusement park for birds built by the youngsters, and the operation of the fax machine. ... The Reggio children are encouraged to approach these objects, themes, and environments from many angles, ponder questions and phenomena that arise in the course of their explorations; create artful objects that capture their interests and their learning: drawings, paintings, cartoons, charts, photographic series, toy models, replicas – indeed, representatives of an ever-expanding, unpredictable series of genres. [...]

In my view, the central endeavor consists of the daily interaction among teachers, students, and sometimes parents and other adults from the community; the equally regular give-and-take among the classroom teachers and their specialized colleagues, the pedagoga and atelierista... (Gardner, 1999 p. 88).