

RETHINKING THE IMPACT OF REGGIO EMILIA TO JAPAN AND TO ME: DIALOGUE WITH PROFESSOR PETER MOSS



December 3, 2019

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1990: I visited an exhibition of "The Hundred of Languages of Children" at Boston City Hall, USA. And I introduced it to Japan.
" To Make A Portrait of Lion "

2000: I visited Reggio Emilia with Professor Kiyomi Akita and made a video documentation for NHK broadcasting. (Now, DVD)

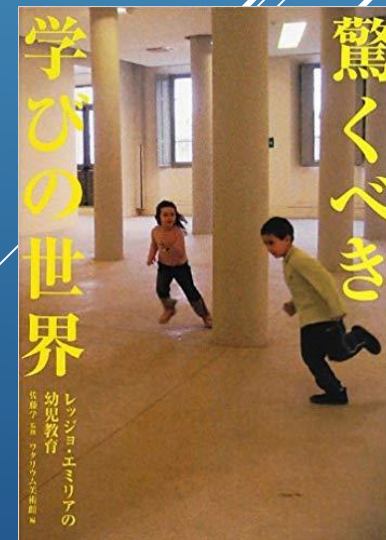
2001: April- June: The Hundred of Languages of Children: Exhibition at Watarium Museum, Tokyo. A "boom" of "Reggio Approach."
I edited and translated two books of " The Hundred Languages of Children".

2011 April- July: The Wonder of Learning: Exhibition at Watarium Museum, Tokyo. " I edited and translated " Wonder of Learning".

Now: "Reggio Approach" is regarded as a powerful "model" for future early child education and care in Japan



BRIEF HISTORY: DISSEMINATION OF REGGIO EMILIA IN JAPAN



MY FIRST IMPRESSION: SIMILARITY TO THE
“**PLAY SCHOOL**” (THE CITY AND COUNTRY
SCHOOL) WHICH WAS FOUNDED BY
CAROLINE PRATT, A SOCIALIST AVANT-
GARDE EDUCATOR IN 1912-,NY.



- ▶ First impact: A model of educational practice of “Creativity”.
- ▶ Second impact: Theory and thought of Loris Malaguzzi, in referent to **Gianni Rodari, Lev Vygotsky, John Dewey, David Hawkins, Howard Gardner, Jerome Bruner , Gregory Bateson and Uri Bronfenbrenner**.
- ▶ Third impact: **Politics** of Reggio Emilia: Political thought of Loris Malaguzzi: The conceptions of **“child”, “community”, “listening pedagogy”, “municipality” and “democracy”**.

THE IMPACTS OF REGGIO EMILIA TO
ME: THE REASONS WHY IT MOVED.

Gianni Rodari: “Grammar of Fantasy: An Introduction to The Art of Inventing Stories” 1973.

Child is a creator and a producer of culture, values, critical thought and poetry.

We adults can much more learn “greatness” from children.



CONTRIBUTION BY GIANNI RODARI



The difference of creativity is not a result from the difference between excellence and inferiority, but the difference of social and cultural backgrounds. (Cited by Rodari, Lev Vygotsky)

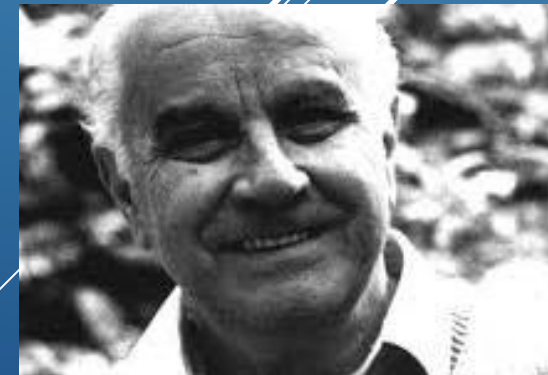
Play of children is not a memory of experienced impression, but a creative modification of it. Therefore, We must prepare an inspiring and moving environment which enhances imagination of children. (Cited by Rodari, Lev Vygotsky)

“Creativity” is an “alternative thinking” which is always embedded in play activities. (Rodari)

“Creativity” is not for specially talented children, but is “potentiality” for all the children. (Malaguzzi)

“Creativity” is “making a school by military tank”. (Malaguzzi)

CREATIVITY

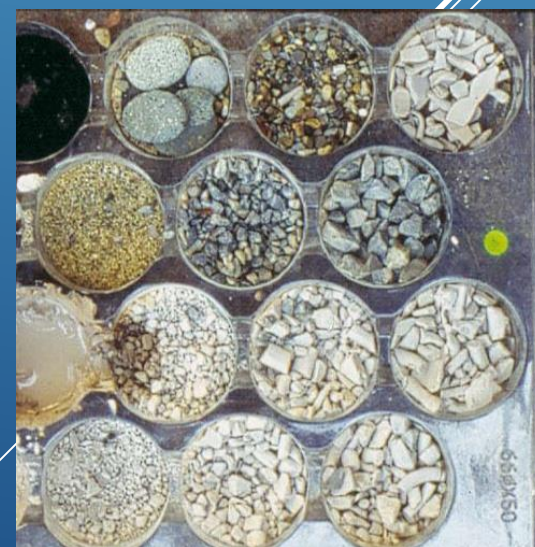




ATELIER AND ATELIERISTAS



PALETTE OF MATERIALS



PROGETTAZIONE

It is not a “program” but a “project” of thematic collaborative learning



DOCUMENTATION

It is not only a record to study and represent child development, but for a catalyst to construct a community among children, parents and teachers.



COMMUNITY



A LEARNING
COMMUNITY BY
REGGIO
APPROACH
IN NAHA CITY,
OKINAWA



IT WAS A PRE-
SCHOOL
ATTACHED TO
THE
KANAGUSUKU
ELEMENTARY
SCHOOL



- ▶ A model of educating “creativity”.
- ▶ A model of “art education” for early childhood.
- ▶ A model of “high quality “early child education
- ▶ A model of “ideal type (or utopia) of early childhood education”

These are easily accepted by Japanese teachers in terms of cultural heritage regarding “Child” and tradition of “Progressive Education” in Japan

REFLECTION ON DISSEMINATION OF
“REGGIO APPROACH” IN JAPAN: FOUR
“MODELS”

- ▶ **Political discourse** of Reggio Emilia Approach and Loris Malaguzzi.

Most discourses such as “community”, “democracy” “municipality” and so on are missed or depoliticized.

- ▶ **Public philosophy** of Reggio Emilia. It is an irony that “Reggio Approach” has been diffused under drastic neo-liberal policies of early childhood education and care in Japan. Most of kindergarten and nurseries have been privatized, and changed the places not of education for child development, but of “child care” for parents.
- ▶ **Institutional vision** of early childhood education and care: Early childhood education in Reggio Emilia is implemented at “school (pre-school)”. But, in Japan, it is executed at “kindergarten”, “nursery” and “child care center. The difference has not taken into consideration.
- ▶ **Cultural practice**: A hidden and even deep “pedagogy” of Japanese kindergarten or nursery teachers is “children grow up by nature, not by culture”. However “Reggio Approach” is a political, social and cultural practice. This is an implicit contradiction.

MISSING DISCOURSES IN JAPAN

Conclusion

Reggio approach is a political, social and cultural practice to establish the dignity of children and to respect them.

THANKS A LOT FOR YOUR ATTENTION

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