

# Introduction to the exhibition

## THE WONDER OF LEARNING

the hundred languages of children

*The theses represented in this exhibition have been guiding principles in a coherent and transformational history of experience which, already at the time of the first showing of The Hundred Languages of Children exhibition in 1981, characterised experience in Reggio infant-toddler centres and preschools.*

*These theses are mindful of the many events causing vast transformations in culture and society, in economics and politics, in Reggio Emilia, in Italy, in the world.*

*These theses are sensitive to guidelines in national curriculum. Above all else however, they are capable of guiding our choices for humanity, for liberty, for democracy.*

The exhibition is proposed as a democratic square or piazza. A place for dialogue and to:

- affirm the right to education and learning
- highlight an idea of schools that choose an “ecological” approach; interdependency, co-existence and co-participation in building culture
- recognise the hundred languages as an extraordinary potential in children and human beings, which transforms and multiplies during journeys of knowledge and relations

- declare an idea of participation in education oriented in the direction of creating an intercultural dynamic and all these reach towards the construction of a new idea and new experience of citizenship.

Awareness of and responsibility towards the shared destinies of the planet and humanity require attitudes of “solidarity” and participation, the capacity for putting oneself in the other’s viewpoint (other person or other thing) which has its roots in emotion and the ability to mirror ourselves in others.

Dialogue of this nature needs to be capable of accepting provisional, and non-finished elements, of accepting transformation.

This exhibition bears witness to the importance of learning contexts, of feeding a desire for research, for viewing things with solidarity, for relating to things with intensity and empathy and for aesthetic experience.

In the same way, the value of learning in groups is of primary importance. In fact negotiating meaning is a constituent part of processes constructing knowledge. Learning in groups which provide space for argumentation, for sharing interpretations, emotions and reflection, creates favourable conditions for subjective (person-specific) learning; acquisition of content, awareness of ways of learning, the capacity for understanding that “point of view” has a pluralist

nature.

Learning in groups gives rise to social forms of knowing and knowledge which are essential to an idea of citizenship for the world today and the world tomorrow.

Ways of learning, and the time it takes to learn, have their roots in biology and in culture.

In this exhibition we wish to reconstitute and bear witness to the respect and attention given to forms and times of learning in children and adults, individually and in groups. We would like to propose possible dialogues between children, children and adults, children and environments, children and objects of their knowledge.

Pedagogical documentation is a cultural and interpretative base, a theoretical and practical tool for projects in education and schooling.

Pedagogical documentation makes it possible to evaluate and self-assess quality of experience and strategies by children and adults through the visibility and value it gives to how both learning and teaching proceed.

Through its complex narrative, documentation brings together and re-composites values in education and the culture, recognition of competencies, formative processes; woven together in the rich fabric of knowledge and culture in children and adults.