



From Majority to Everyone

Erasmus+ project 2018-1-SE01-KA229-039176

Report of the Learning Teaching Training event in Bassa Reggiana
21-25/10 2019

Monday 21th October

During the morning the **program of the Learning Teaching Training week** was introduced and the Italian and German partners presented their pedagogical approaches and organisations.

After lunch each partner shared their experiences and reflections about the **first focus** of the week “**Pedagogical documentation as a tool for listening and contrasting stereotypes**”, bringing examples from the early childcare services that generated an interesting discussion.

In the afternoon **Tiziana Filippini**, long-term pedagogista of the municipal preschools of Reggio Emilia, held her keynote speech “**Making learning visible**”, speaking about the potentialities of pedagogical documentation. The lecture was held in the public building “Palazzo Ducale” in order to involve teachers and citizens from the territory, spreading the project “From Majority to Everyone” beyond its participants.



Tuesday 22th October

In the morning the partners from Spain, Sweden and Germany spread in different **municipal infant-toddler centers and preschools** of the territory for **jobshadowing and observations**: *Arcohaleno and Iride in Guastalla, Arcohaleno and Birillo in Novellara, Soliani Scutellari in Brescello.*

In the afternoon we met up for a **workshop on pedagogical documentation** to put ideas into practice.

Starting from some conversations between children in a preschool we created a simulated situation where we imagined to continue the project divided in five small groups we explored the biodiversity of a small green area. In each group one participant had the role to document (taking notes, making photos or shooting videos) while the others where exploring.

In the end the different groups gathered in plenum to share their experiences, discussing about the value of pedagogical documentation and the importance of project-planning. It was interesting to see how many different point of views and how many possible interpretations emerged from the different groups.



Wednesday 23th October

The colleagues from the different countries rotated in order to follow and observe the activities in other **infant-toddler centers and preschools of the territory.**

In the afternoon we met to share reflections about the **second focus of the week: “Inclusion, gender and diversity in spaces and materials.”** Each partner shared presentations and videos, showing examples of their educational contexts, highlighting the importance of how we choose materials and design spaces in order to contrast discrimination in early childhood.



Thursday 24th October

During the morning the international partners continued the observations in the **infant-toddler centers and preschools** and in the afternoon the we met all together to **share reflections about the observations made in the preschools during the three mornings.** A precious moment for the italian partner that could see its early childcare services from another perspective receiving new ideas on how to implement it's educational spaces and experiences and an interesting moment of reflection between all the partners that gathered inspiring ideas for the preschools.





Friday 25th October

The last day of the LTT week we met in Spazio Goccia, an atelier in the public aqueduct where children and citizens can explore the circle of water, intertwining artistic and scientific approaches.

To go into depth in the topic “**Inclusion, gender and diversity in spaces and materials**”, each partner printed three photos from their observations in the preschool highlighting the aspects that they found **most challenging in the design of spaces and the choice of materials**.

At the end of the day the partners from Malaga and Stockholm exposed **the topics and the tasks for the next LTT meeting in March 2020**.



FOCUS 1 Inquiry based learning as an equal opportunity to knowledge.

Inquiry based learning creates the same opportunities for any child and breaks stereotypes about knowledge and “diversity”. It is relevant that we are aware of the importance that all children must have equal access, in a variety of ways, to knowledge.

1.0 INQUIRY: Look into your every day learning situation through your “inquiry magnify lens” to find your own inquiry process and make it visible.

1.1 CIRCLE OF INQUIRY: Reflect on your previous observation to summarize the common steps you had follow, creating your own cicle of inquiry.

FOCUS 2

In Sweden there are structures that shows that people from different social categories are limited in different ways and our strive is to provide equal education to everyone. At the same time there are children with different needs, interests and experiences which creates challenges in adapting the education to each child.

Therefore we have arranged two questions to see how you work with these questions.

TASK1: What methods do you use to discover different and unequal terms and access to learning?

TASK2: What adjustments and methods can you use to reduce these unequal conditions?

