ILIAS International meeting

27/01/2022

Inclusive leadership: building educating communities through co-design processes

Elisa Ferrari, Fondazione Reggio Children Project Manager
Laura Landi, PhD fellow in Reggio Childhood Studies



Fondazione
Reggio Children
Centro Loris Malaguzzi



Inclusive Leadership

Today’s presentation

- Brief description of FaCE
- 1-year long co-designing process
- Reggio Emilia Approach as framework
- Tools for an inclusive leadership
- Lesson learned



Fa.C.E. – Becoming Educating Communities

Main objective



The project aims to increase access to educational services for children aged 0/6 years in order to fight educational poverty in four Italian areas characterised by their challenging social contexts.

Partnership network

NATIONAL PARTNERS

EDUCATIONAL
- Gruppo Nazionale Nidi e Infanzia
- Reggio Children Srl

SOCIAL - HEALTH
- Amref Italia

IMPACT EVALUATION
- Fondazione Collegio Carlo Alberto

ADMINISTRATIVE REPORTING
- Fondazione E35

Partners involved: 63

LOCAL PARTNERS

REGGIO EMILIA
- Reggio Emilia Municipality – Istituzione Scuole e Nidi d'infanzia
- Cooperative Comunità Educante

TERAMO
- Teramo Municipality – Education Department
- Zippilli Noè Lucidi primary and middle school
- Teramo Children
- Deposito dei Segni

NAPOLI
- Napoli Municipality – Education Department
- Marino Santa Rosa primary and middle school
- Atelier REMIDA Campania

PALERMO
- Palermo Municipality – Education Department
- Sperone Pertini primary and middle school
- Cuore che Vede
- Nuovamente

The sites involved



REGGIO EMILIA – ***Regina Pacis (roughly 5.000 inhabitants)***
- high number of families with a migrant background
- difficulties in maintaining social cohesion
- hard to involve migrants families

TERAMO – ***city center (roughly 30.000 inhabitants)***
- social dispersion and family disgregation after the 2016 earthquake
- high unemployment rate and marginalization risk
- increasing demand for social services assistance

NAPOLI – ***Ponticelli (roughly 115.000 inhabitants)***
- highly populated area
- widespread forms of illegality
- high female and youth unemployment rate
- school dropouts

PALERMO – ***Sperone/Brancaccio (roughly 75.000 inhabitants)***
- environmental, economic and socio-cultural degradation
- lack of 0-3 educational services

Working methodology

- Mapping challenges and opportunities
- Involving new actors and associations
- Involving all stakeholders
- Listening to needs and desires
- Analyzing reasons for lack of access to quality educational services
- Creating a network of health, social and educational services





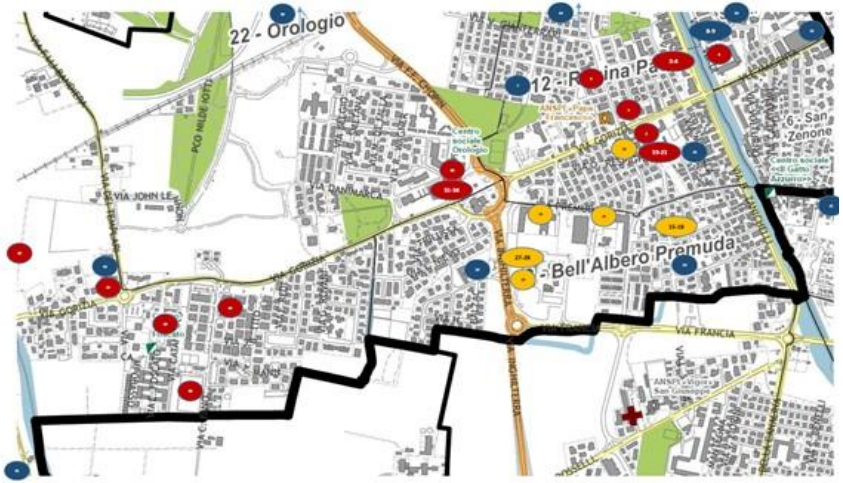
Project base

– Knowledge of the territorial contexts

– Local co-designing paths

– The pilot actions

– Creation of local institutional paths for the redefinition of new policies and services for children at local level





Reggio Emilia







Teramo







Palermo



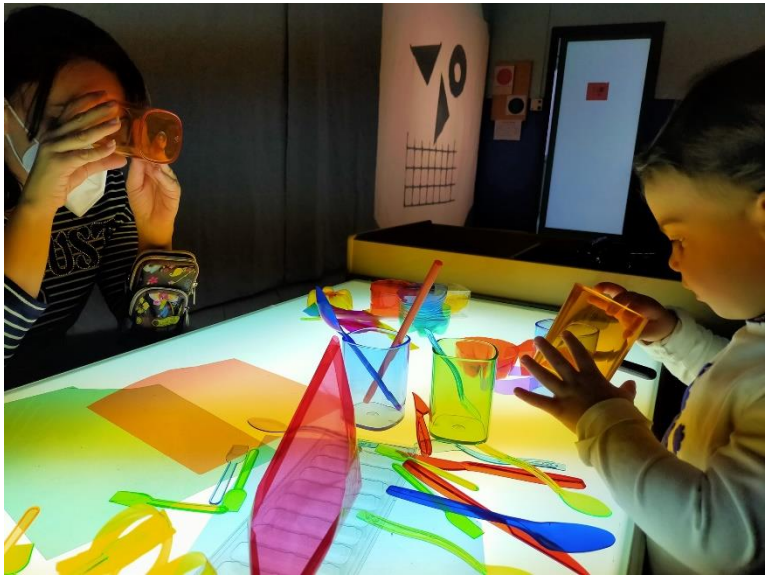




Napoli







Reggio Emilia Approach and the role of Early Childhood Education and Care Services

Early Childhood Institutions paradigma

public forums situated in civil society in which children and adults participate together in projects of social, cultural, political and economic significance



Dahlberg, G., Moss, P., & Pence, A. (2007). *Beyond quality in early childhood education and care: Languages of evaluation*. Routledge.

Civil Society

- Where individuals can come together to engage in activities of common interest

- Social interactions involving state, market, associations and social movements, families and individuals

- Place for diversity and complexity

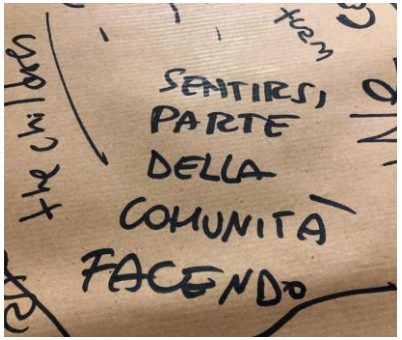
Public Forum

- The places where these interactions can take place
- Based on respect and reciprocity
- Aiming at collective meaning making
- Venues for collective actions and dialogue



Participate together

- Children
- Educators
- Parents
- Associations
- Citizens





community participation that contributes to school success and social cohesion:

- participation in family education,
- participation in decision-making processes and evaluation
- participation in classrooms and learning spaces.

Flecha, R. (2014). *Successful educational actions for inclusion and social cohesion in Europe*. Springer

Tools for an inclusive leadership

- Collective Reflection… and action
- Active Participation
- The role of “wiser” facilitators
- Environment as third educator
- Documentation

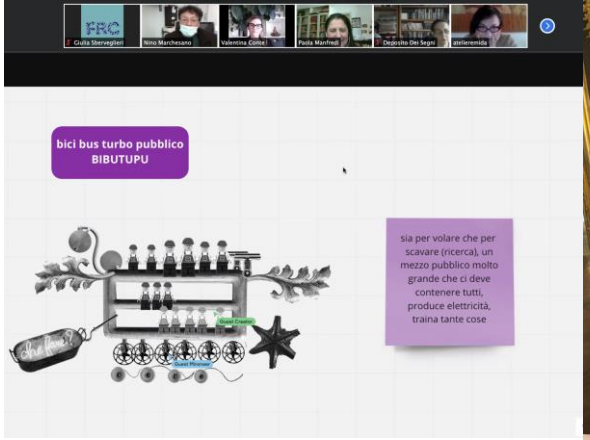
Collective reflections

- Sharing of ideas, projects, hopes and dreams
- Active listening of each and everyone
- Keeping shared values at the core of every discussion
- Respecting and not denying differences
- Finding beauty and richnesses in complexity and diversity

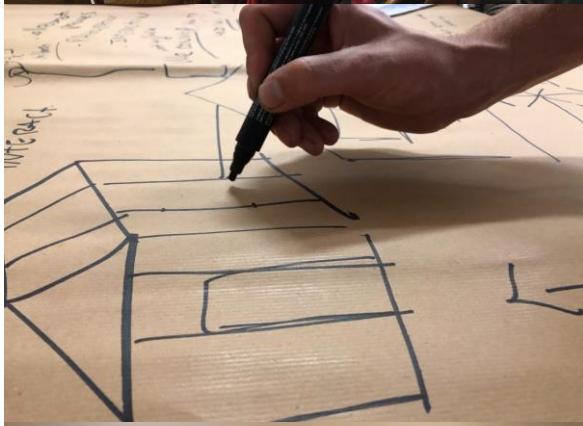




… and actions









The child has a hundred languages, a hundred hands, a hundred thoughts, a hundred ways of thinking of playing, of speaking.

…….

The child has a hundred languages (and a hundred hundred hundred more) but they steal ninety-nine.

The school and the culture separate the head from the body.

They tell the child:

to think without hands, to do without head, to listen and not to speak, to understand without joy, to love and to marvel, only at Easter and Christmas.

…

They tell the child:

that work and play, reality and fantasy, science and imagination, sky and earth, reason and dream, are things that do not belong together.

….

Loris Malaguzzi (translated by Lella Gandini)

https://www.reggiochildren.it/en/reggio-emilia-approach/100-linguaggi-en/

Active participation

- Ground for reflective culture
- Engagement and involvement of all participants
- Key support of an inclusive leadership
- Opportunity to foster ‘intense horizontal interaction’ (Putnam, 1993) that increase ‘social capital’ by fostering reciprocity and trust, cooperation and solidarity





The “Wiser” Facilitators

- Sustain the meaning making process
- Facilitate reflection around documentation
- Foster an ecological approach
- Work for the inclusion of all stakeholders



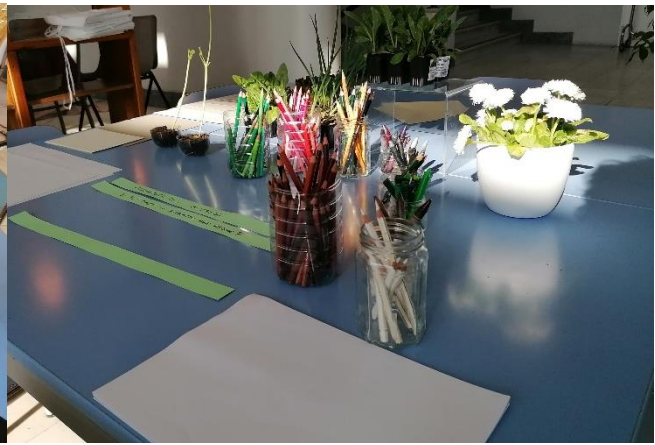
Environment as educator











Documentation

Examples of documentation in Fa.C.E.



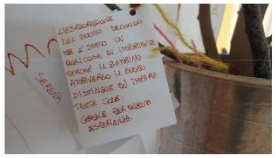
Riflessioni e domande dei genitori e dei bambini

Serena, la bimba più grande del gruppo, frequenta la scuola dell'infanzia presso l'I.C. Marino –Santarosa. La mamma ci riferisce che è venuta a conoscenza del progetto FACE tramite la maestra della piccola.

Le piccole Ludovica e Giulia invece non frequentano il nido; entrambe le mamme sono venute a conoscenza del progetto attraverso alcune amiche che hanno partecipato al primo ciclo. La mamma di Ludovica ci dice: "*io lavoro e purtroppo durante la settimana sono pochi i momenti che riesco a trascorrere con la mia piccolina in tranquillità, ma questo progetto mi ha dato la possibilità di riservarci un spazio per noi*».

La mamma di Giulia invece ci dice che lei e la piccola, viceversa, trascorrono praticamente tutto il giorno insieme, ma la piccola non frequentando il nido non ha modo di socializzare con altri bambini e proprio per questo ha apprezzato ancor di più questo progetto, che ha dato loro la possibilità di fare delle attività insieme ad altri bambini.

Tutte le tre mamme sono state molto contente e soddisfatte di questa esperienza fatta con le loro bambine, hanno trovato i laboratori stimolanti e creativi.



Elia, mamma di Serena



Tonia, mamma di Giulia



Marianna, mamma di Ludovica

KEY WORDS

genitori

Contaminazioni positive

Sono presenti all'incontro quattro mamme ed un papà, il uale partecipa per poco tempo dedicandosi contemporaneamente al piccolo figlio che si approccia per la prima volta ad un contesto educativo. I bambini contaminano spesso l'ambiente dei genitori e spesso vengono piacevolmente coinvolti nelle discussioni affrontate sia dai professionisti presenti che dai genitori! Il pediatra ad esempio chiede il supporto del piccolo grande Giorgio (strafelice e orgoglioso di intervenire) per rispondere alla domanda di una mamma che le chiede come e quando lavare i denti al proprio bambino.

Ascolto attivo
Propositività

Le madri risultano essere attente, propositive, piene di dubbi e domande riguardo ai diversi aspetti inerenti la cura e la relazione dei loro figli. Si dimostrano interessate agli interventi delle altre partecipanti e all'apporto dei professionisti presenti.

Disponibilità al dialogo
Comunicatività

La comunicazione non verbale dei partecipanti è stata coerente con la loro espressione verbale: non si sono registrati atteggiamenti di chiusura, evidenti sono stati i feedback non verbali che dimostravano interesse per le discussioni che si sono sviluppate.

Territorio: Teramo
Fa.C.E. – Farsi Comunità Educanti
Azione A8

Data: 03.05.2021
Luoghi: Giardino asilo nido Anna Ferrante
Nuclei presenti: 5

Associazione Teramo Children








Osservazione e Documentazione - Le ministorie (Le foto con bordo grigio sono video, cliccare 2due volte per vederlo)





Interazione genitore-bambini-materiali:
Rocco appena entrato, guardando dalla vetrata, ha espresso subito il desiderio di uscire fuori in giardino, ma appena il papà ed il fratellino Pasquale hanno iniziato a ricercare i materiali, si è unito a loro e curiosando tra i vari oggetti ed hanno iniziato ad esplorare e sperimentare le sonorità tutti insieme.





L'interesse dei bambini si è poi spostato su alcuni contenitori di plastica che per Rocco ricordavano l'aspirapolvere. Il papà ha così coinvolto i propri figli nella costruzione di un castello.

Osservazione e Documentazione - Le ministorie

Mattia 1 anno

Il piccolo Mattia, nonostante cercasse continuamente mamma e papà, si è divertito a giocare con i legnetti.

Ha mostrato anche attenzione e interesse nell'osservare gli oggetti al tavolo luminoso.




Lesson learned for an inclusive leadership

- Long co-designing processes (in this case 3-year-long) paced by milestone to verify actions progress.
- Active listening and dialogue.
- Educational services cannot be separated by their context, the environment around them.

In the words of the participants

We built a real educating community. We have brought mutual understanding between parents and children and turned the concept of educational poverty into educational richness, in a community that grows and learns together.
Nino Marchesano, principal IC Marino Santa Rosa

I connect some strong words: taking «care» of new ideas, of new experience, of the educating community. We have become conscious of the educating community, after 3 years I start to see it better and to better understand how to develop it. We have seen it through the protagonism of parents and the dialogues among partners, through training, key component of the project.
Anna Amato, Teramo Children

Bibliography

- Cagliari, P., Castagnetti, M., Giudici, C., Rinaldi, C., Vecchi, V., & Moss, P. (Eds.). (2016). *Loris Malaguzzi and the schools of Reggio Emilia: A selection of his writings and speeches, 1945-1993*. Routledge.
- Dahlberg, G., Moss, P., & Pence, A. (2007). *Beyond quality in early childhood education and care: Languages of evaluation*. Routledge.
- Flecha, R. (2014). *Successful educational actions for inclusion and social cohesion in Europe*. Springer.
- FaCE: 2018 project, preliminary results, interviews with stakeholders
- Project Zero & Reggio Children (2001). *Making learning visible: children as individual and group learners*. Reggio Emilia: Reggio Children srl.

Fondazione Reggio Children
Centro Loris Malaguzzi
Viale Ramazzini 72/A
42124 Reggio nell'Emilia

www.frchildren.org

@frchildren
@frchildren
@FondazioneReggioChildren
@fondazione_reggiochildren





