

## **Introduction**

Early childhood educators are constantly reviewing and improving their curricula to maintain a state of the art program that meets the growing needs of the children and their family. A great deal of information is available about various new, as well as time-tested, early childhood techniques and methodologies. Teachers at H B preschool recently learned about the principles of the Reggio Emilia approach after several professional development trainings sessions on its principles and methods: “From Provocation to Project in 2007” at Meeting Street, sponsored by Learning Brook and the most current conference was “Learning, Connections and Threads of Research” presented by Lella Gandini, Karen Haigh, & Kristin Brizzora and sponsored by Rhode Island College. Just like many early childhood educators in the United States, H B preschool teachers are beginning to adapt to the Reggio Emilia principles in their classrooms.

## **Revisiting Some of the Reggio Emilia Principles**

The Reggio Emilia approach to teaching and learning is immensely respectful of children, their rights, and their desire to learn. In this process they gain the foundation for life. They internalize the pleasures and skills of constructing meaning together, taking into account many perspectives. They become self-motivated learners, experiencing and developing their own initiative through pursuing their learning interests and responding to challenges. They explore, experiment, and communicate in ways that strengthen their cognitive, linguistic, social and emotional development (Scheinfeld et.al, 2008). To understand the Reggio Emilia approach, this literature review examines some principles it offers (a) child as a learner (b) environment-as-teacher (c) Documentation.