

# PEDAGOGICAL PROJECT

Infant toddler centres and preschools of Correggio

*Pedagogical values  
and guidelines common  
to all educational services*



The pedagogic project that has been developed and realized in these years is based on the principle that services are educational and cultural places open to dialogue and participation, where children with their rights are active players together with adults in their personal and unique process of knowledge, which advances through a complex network of relationships.

## 3. PEDAGOGICAL ORGANIZATION OF SPACES AND EQUIPMENT



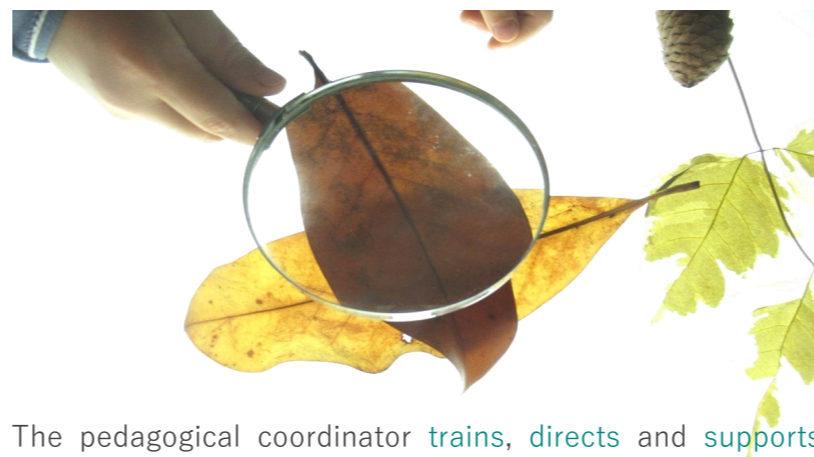
The pedagogical organization of spaces and equipment is aimed to create a **rich and welcoming environment** where children can actively build their own learning process. The layout of space eases exploration, offers experiencing and resources to children in their **researches**, **develops** independence and skills. A space that **can be changed and transformed** in which everyone can find their own traces and sense of belonging. **Informal equipment** is preferred in order to encourage the activation of creative and symbolic processes.

## 1. CHILDREN WILLING TO LEARN



Every child is unique and unrepeatable and disposes of a different way of being, learning and communicating through **many languages and symbolic codes**. Project's paths are rich and structured, and focus their attention on **listening** and on the **enhancement** of every language as well as on building connections among the different proposed educational experiences.

## 4. PEDAGOGICAL COORDINATOR



The pedagogical coordinator **trains**, **directs** and **supports** the issue of the pedagogical planning in every school as well as the development of all educational projects for every single section. The coordinator fosters families' participation and cares for the relationships with several institutions taking care of childhood in the territory. He/She takes also part to the work of the Pedagogical Committee for the District and Province, that is a team of professionals in charge of activities as monitoring, **qualification**, **promotion** and **supervision** throughout the Province.

## 2. EDUCATION AND NATURE

According to our approach **natural environments** are favorite contexts where children **develop their capabilities**, create **significant relationships** among each other and **build complex and inclusive learning processes**.



## 5. TEAMWORK

**Teamwork** represents a value because it allows the exchange among different members and many points of view. The staff (educators, adjunct personnel, atelieristas, pedagogues) steadily **dialogues to discuss and share** every adopted methodology and educational purpose. Every working week must include both hours with children and hours devoted to planning, training, meeting as well as to connection with families and local institutions. Every morning the whole staff (educators and adjunct personnel) **is present at the same time** and this is important to create a high-quality working experience.



## 6. STAFF TRAINING



A strategy aimed to grant a steadily growing quality of our services is to provide our staff with structured and systematic training courses, that are pointed out by the Pedagogical Coordinator and organized on the base of the context's and personnel's needs. They are punctually planned and evaluated by a tangible operative feedback.

## 10. PARTECIPATION

Educational services must organize social participation aimed to fostering, supporting and mentoring parents and a growing educating community. In every educational service a Management Board is present, including representatives for parents, educators/teachers, school operators and Public Administration. This Board must fosters families' participation and support the service's quality.



## 7. "APPROCCIO PROGETTUALE"

"Approccio progettuale" is set up by the development of possible directions of enquiry to be investigated with children that activate a steady process of observation, documentation and evaluation (interpreting) by the workgroup. Documentation acts as narration and memory of the activated educational paths, highlights children's learning processes, standing out as an instrument for reflection and training for all operators.



## 11. EVALUATION

The recursive and punctual reinterpretation and evaluation of educational experiences characterize the constant action of teachers coordinated by the Pedagogue. During the collective or section or structure meetings the operators activate self-evaluation processes about the educational project in its whole size.

## 8. ADJUSTMENT

Adjustment represents a transition and change event for children and parents, during which the whole family is embraced and met. The activated process grows progressively into, according to times and methods that must respect every family's member.



## 9. CONNECTION WITH THE TERRITORY

Educational services build networks with other educational and school services in order to agree and share training paths (continuity projects), as well as with cultural services in order to create cooperation among different educational agencies on the same area, and with social and health services in order to realize inclusive paths.



infant toddler centres  
LA MONGOLFIERA  
PINOCCHIO  
preschools  
ARCOBALENO  
GHIDONI-MANDRIOLO  
GHIDONI-LE MARGHERITE

