

“What holds a collective intelligence together is not the possession of knowledge – which is relatively static, but the social process of acquiring knowledge – reaffirming the group's social ties.”

Henry Jenkins

Tiziana Filippini opened this intensive workshop with three essential inquiries that have guided the group throughout the period. What aspects of our job do we want to improve? What do we love most about the Reggio Emilia Approach? What is the role of the pedagogista?

Since the beginning of this experience it was clear we were interconnected by the same desire to relaunch ourselves, to create opportunities to empower the image of the child where each member of the team is a fundamental part of the process.

As David Lynch reminds us: “Desire for an idea is like a bait. When you are fishing, you have to have patience. You bait your hook, and then you wait. The desire is the bait that pulls those fish in-those ideas. The beautiful thing is that when you catch one fish that you love, even if it is a little fish-a fragment of an idea-that fish will draw in other fish, and they will hook onto it. Then you are on your way. Soon there are more and more and more fragments, and the whole thing emerges. But it starts with desire.”

A learning community of people synergically connected with the innate desire to follow the same vision, the same desire of creation, the same direction.

A learning community that follows a constant process of creativity; creativity intended as a permanent process of evolution, creation and research, interconnection that is directed to the co-construction of the future society.

The creation of a strong learning community characterised by a constant research and a strong dialogue between all the figures involved in the evolutionary process. A process of permanent collective designing and building.

What drove Malaguzzi to make his first choices and decisions, starting his revolutionary journey?

The desire of rebirth, the aspiration and the determination to break away from traditional education. A desire for constant research always distinguished

Malaguzzi and which is still now the biggest search engine for Reggio Emilia Philosophy.

The desire to create a school that is a living organism, where the child can be a researcher and a co-constructor of knowledge, using 100 Languages.

A stupefying school of beauty and care where the child can go back every single day with joy, wonder and enthusiasm; a place of constant research, rich of languages and that interconnects all the elements of the educational process. A school that shares dialogues and interacts with the city, where the child is a citizen conscious of today and tomorrow. A place of synergetic and sympathetic dialogue. A place of active and democratic participation. A place that seeks beauty in an ethical and optimistic sense. A place with the courageous disposition and a visionary ability that have led Reggio Emilia until now and links us to them.

Why? Because as Bruner mentions: "education is the way in which we express our hopes for the future".

What is the role of the pedagoga in this scenario? It is a complex role of coordinating interconnections and circular exchange between the shareholders who are part of the learning journey and the organisation of the school. Through an ecological dialogue, the pedagoga, with teachers, atelieristas and other people involved in the learning process, develops efficient strategies and builds authentic possibilities that are leading the school towards the same direction and vision.

In this scenario the figure of pedagoga builds meaningful relationships with the territory, supports the progettazione, the realisation of projects, the documentation and the professional development of teachers and atelieristas. The pedagoga guides teachers and atelieristas to create documentation able to provide observational, evaluative and thoughtful possibilities, that respects the child, families and offers a chance for the team to grow and reflect.

As Tiziana said: "We speak about pedagogical documentation not only as a follow-up aimed at reconstructing a finished process, but documentation during the learning process as well documenting is the trying to give voice to children and their thoughts, it is the trying to show a learning process at the same time

as it is happening, through an understanding that springs from putting oneself in a relation with the other". The figure of pedagogista reminds us the importance of interconnected practice, theory and research.

And what about teachers? They should never forget the courageous responsibility they have.

Neuroscience affirms that the architecture of our brain develops during the first years of life. Therefore, the social context and the interactions we create, they make the difference in the development of neurons and synapses.

A child needs to have the professional support to explore and expand their potential as a human being, rising the common desire of discovery day by day. Tiziana constantly declared that the starting point is always the image of the child and all their infinite potential. I believe that we should end with Rinaldi to emphasise the essence of our revolutionary and evolutionary vision of education, as well as our dreams and hopes about the future of our society and our planet: "When a child ask: where is the moon? You and the child can look for the answers, sharing the wonder, curiosity, pain- everything. It is not the answers that are important, it is the process- that you and the child search together."

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