



ZeroSei Project
from Asia to Reggio Emilia

journeys inspired by the

**Province
of Reggio**



Introduction

Zero Sei Project Journey

The training proposals contained in this catalogue have been developed within the theoretical framework of the Reggio Emilia Approach, which has characterised the educational field over the last century.

This design approach and pathways of work we refer to are in which the adult is working closely with the children as they are searching, exploring and listening to curiosity, questions, skills and potential.

It is a rigorous yet flexible approach, which allows educators to confidently look out for the unpredictability brought on by children. By outlining an observational focus, the adult knows what to see and collects documentary traces of the child's work to follow their journey, developed through their curiosity.

The processes of knowledge creation begins by observing possible paths and indications of learning. From this perspective, the contexts designed and set up by the adult, for and with children, are contexts that allow group and individual learning, through experimentation, languages, materials and tools that connect and hold knowledge together, always from an interdisciplinary perspective.

The work methodology, as well as the educational experiences that are designed for children, will propose an active involvement of the

participants through different languages and experiences, including theoretical insights, case studies and workshops.

Each training course includes:

1. discussion of design thinking, characterised by observational-documentary practices
2. interpretation of processes and materials
3. redesign.

The cost of the packages presented include all documentary educational material.

It is also possible to request the logistic organisation of the trip including:

1. Hospitality in quality affiliated facilities
2. Lunches / dinners and food and wine tours
3. Regional cultural proposals in the OFF-learning periods

Training Course 1

Environments

1. ENVIRONMENTS

The idea of space in educational contexts, exhibitions and organisations supporting children's relationships and learning.

OBJECTIVES

- Know and reflect on the idea of space and its role in children's learning processes.
- Develop awareness of the care and aesthetics of the environments. - Deepen experiences of setting up learning environments and provocations.

The training proposal addresses the role of space, between constraints and possibilities, organisations and installations, which promote explorations, traffic flow and discoveries of children in the construction of significant learning.

CONTENTS

- The environment is recognised as the third educator in that it communicates through its volumes, lights and colours, sounds and smells, materials by promoting relationships and thereby learning.
- The care of the environment, the arrangement of furnishings and materials, the documentation on the walls, the different languages give the opportunity to experiment and do research: they therefore contribute to the creation of a learning space.
- Considered spaces promote an aesthetic of knowledge, fundamental to learning processes. Space is flexible and relationships, ideas, knowledge and skills flow through it, giving meaning to the overall educational experience.

2 DAY COURSE: COST PER PARTICIPANT: USD \$600

8 hrs of classroom + 4 hrs of practical training + 4 hrs of visits to Accento facilities.

Presentation of the educational project (4 hrs)

Workshop (4 hrs)

Shadowing in structure (4 hrs)

Conclusions and questions of the course (4 hrs)

Training Staff: 1 Pedagogista

4 DAY COURSE COST PER PARTICIPANT: USD \$800

16 hrs of classroom + 8 hrs of practical training + 8 hrs of visits to Accento facilities.

Presentation of the educational project (4 hrs)

Workshop (8 hrs)

Shadowing in structure (8 hrs)

Conclusions and questions of the course (8 hrs)

Training Staff: 1 Senior Pedagogista + 1 Atelierista

Training Course 2

Spaces & Materials

2. SPACES AND MATERIALS

Contexts and installations, different materials that allow new explorations and conceptuality.

OBJECTIVES

- Learn about the materials on different materials and their layout
- Deepen experiences of material preparation
- Develop awareness of the care and aesthetics of the environments

This module addresses the theme of the qualities of materials with respect to textures, shapes and colours, manipulative and constructive possibilities and how these can be juxtaposed, hybridised, removed from the indistinct

and thus mediate significant relationships and learning in children.

The materials, through their qualities, the researches they stimulate and the underlying concepts, become mediators of relationships and learning.

CONTENTS

- In setting up the contexts it is essential to pay attention to the choice of artificial and natural, formal and informal materials and to the possibilities of experimentation, research and conceptuality that these qualities bring to educational contexts.
- Materials must therefore be intelligent, rich, arouse curiosity, questions and wonder. They must allow the development of an empathic dialogue that puts aesthetic processes into action, involving children in multi-sensory research in the construction of their learning.

2 DAY COURSE: COST PER PARTICIPANT: USD \$600

8 hrs of classroom + 4 hrs of practical training + 4 hrs of visits to Accento facilities.

Presentation of the educational project (4 hrs)

Workshop (4 hrs)

Shadowing in structure (4 hrs)

Conclusions and questions of the course (4 hrs)

Training Staff: 1 Pedagogista

4 DAY COURSE COST PER PARTICIPANT: USD \$800

16 hrs of classroom + 8 hrs of practical training + 8 hrs of visits to Accento facilities.

Presentation of the educational project (4 hrs)

Workshop (8 hrs)

Shadowing in structure (8 hrs)

Conclusions and questions of the course (8 hrs)

Training Staff: 1 Senior Pedagogista + 1 Atelierista

Training Course 3

Languages

3. LANGUAGES

Experiments and research around the different types of language expression.

CONTENTS

- Deepen the creative processes that underlie each language, such as the synthesis, the analogy, the metaphor, the tension towards research, experimentation, traffic, connections and hybridisations between languages and their tools.
- Enhance educational experiences that become so interdisciplinary and hold together thinking and doing.
- Shaping the knowledge process and promoting inclusive experiences of different children's intelligences and different learning styles
- Offer the possibility of a knowledge of the interdisciplinary world, allowing significant learning.

- Promote experimentation of different languages such as photography, digital, graphics, material, body and movement, written and oral language, languages to experiment and "think with your hands".

OBJECTIVES

- Deepen the concepts of languages and interdisciplinary.
- Diversifying access to knowledge.
- Experimenting with language and tools that promote possible learning.
- Expressive languages offer multiple accesses to knowledge, thus becoming strategies that value children's different intelligences.

The inside is to promote children's learning experiences through the languages of knowledge that is always interdisciplinary and whose interdisciplinary is respectful of the many intelligences of children.

2 DAY COURSE: COST PER PARTICIPANT: USD \$600

8 hrs of classroom + 4 hrs of practical training + 4 hrs of visits to Accento facilities.

Presentation of the educational project (4 hrs)

Workshop (4 hrs)

Shadowing in structure (4 hrs)

Conclusions and questions of the course (4 hrs)

Training Staff: 1 Pedagogista

4 DAY COURSE COST PER PARTICIPANT: USD \$800

16 hrs of classroom + 8 hrs of practical training + 8 hrs of visits to Accento facilities.

Presentation of the educational project (4 hrs)

Workshop (8 hrs)

Shadowing in structure (8 hrs)

Conclusions and questions of the course (8 hrs)

Training Staff: 1 Senior Pedagogista + 1 Atelierista

Training Course 4

Integration

4. INTEGRATION

Languages, materials and tools used to support inclusive processes of all linguistic, cultural, psycho-physical diversity.

CONTENTS

- The integration of diversity, whether cultural, linguistic, psycho-physical, passes both through the preparation of flexible, inclusive contexts and the offer of different expressive languages. Preparations that can therefore include the different strategies of children as well as offer multiple accesses to knowledge.
- Environments must be flexible to respond to the idea of identity in change, memory of the past and possibilities for the future, supporting the processes of autonomy and growth of the children who live there, accepting differences and rights to learning, well-being and participation.

- Starting from the reading of rights, potentialities and needs, adults promote, activate and facilitate the planning of welcoming contexts capable of enhancing everyone's skills and transforming them into resources recognised by all, to realise inclusive designs.

OBJECTIVES

- Reflect on the idea of a child.
- Sharing inclusive strategies in setting up the context and proposing languages
- Deepening experiences of scholastic and extra-scholastic integration

Environments and strategies that are inclusive because they allow all subjectivities to be protagonists and to put together different knowledge, in an enriching exchange.

2 DAY COURSE: COST PER PARTICIPANT: USD \$600

8 hrs of classroom + 4 hrs of practical training + 4 hrs of visits to Accento facilities.

Presentation of the educational project (4 hrs)

Workshop (4 hrs)

Shadowing in structure (4 hrs)

Conclusions and questions of the course (4 hrs)

Training Staff: 1 Pedagogista

4 DAY COURSE COST PER PARTICIPANT: USD \$800

16 hrs of classroom + 8 hrs of practical training + 8 hrs of visits to Accento facilities.

Presentation of the educational project (4 hrs)

Workshop (8 hrs)

Shadowing in structure (8 hrs)

Conclusions and questions of the course (8 hrs)

Training Staff: 1 Senior Pedagogista + 1 Atelierista

Training Course 5

Outdoor

5. OUTDOOR

Explorations, research, discoveries and learning in natural contexts.

CONTENTS

- The space outside the classroom, nature, as a place for research, discovery and learning. The outdoor green space, the school gardens, naturally lend themselves to welcoming children and their curiosities.
- The space is used to run, jump, organise games and activities independently through the motor language of the body, through large gestures.
- Space can also be a context where, through small gestures, children, equipped with materials and tools amplify their possibilities of participation and discover, observe, collect, make hypotheses about the nature around them, create connections.

- The outer space thus becomes a decentralised classroom / learning context, a place of discoveries, research, relationships and learning. Place to observe the relationship between plants, animals and human action, where hypotheses of ecosystem theories are outlined.

OBJECTIVES

- Reflect on the possibilities given by nature from the point of view of research and learning
- Experiment and deepen languages and tools that can support research and experimentation in the context of Outdoor education.

This training proposal aims to address the issue of education in nature to explore and reflect on the strategies, possibilities

2 DAY COURSE: COST PER PARTICIPANT: USD \$600

8 hrs of classroom + 4 hrs of practical training + 4 hrs of visits to Accento facilities.

Presentation of the educational project (4 hrs)

Workshop (4 hrs)

Shadowing in structure (4 hrs)

Conclusions and questions of the course (4 hrs)

Training Staff: 1 Pedagogista

Training Course 7

Power / Wellness

POWER / WELLNESS

The values around the themes of nutrition and food and the concepts that allow us to explore

OBJECTIVES

- Reflect on the theme of nutrition and well-being in educational contexts
- Experiment with insights into food languages
- Deepen experiences of exploration and research around the themes of nutrition
- Through anthropological, scientific and ethical concepts we will explore the theme of nutrition, well-being and care in educational contexts.

CONTENTS

- The theme of nutrition encompasses multiple meanings in relation to the theme of well-being of the person, well-being that is innately connected not only to the satisfaction of a primary need, but of the pleasure of food and everything that revolves around it. The food and the table, the different equipment.
- The discovery and knowledge of food through colours, textures, care and well-being at lunch time, the value of food itself.
- During the snacks, the meal, and in their preparation we find the pleasure of the senses and of discovery, the pleasure of the manipulation of raw materials, of the company, of sharing at the table. All educational experiences in which we find the values of welcome, well-being and care.

2 DAY COURSE: COST PER PARTICIPANT: USD \$600

8 hrs of classroom + 4 hrs of practical training + 4 hrs of visits to Accento facilities.

Presentation of the educational project (4 hrs)

Workshop (4 hrs)

Shadowing in structure (4 hrs)

Conclusions and questions of the course (4 hrs)

Training Staff: 1 Pedagogista



Training Course 8

Training onsite objectives

TRAINING ON SITE OBJECTIVES

Intervene directly on the client's structures and organisations Re-qualification of learning environments and contexts.

- The training system is structured according to the requests of the client.
- Provision is made on site for the presence of a trainer who will organise modules including: theoretical insights, practical exercises, group work and analysis of photographic / video documentation.

COST:

SENIOR TRAINER USD \$ 1500

JUNIOR TRAINER USD \$ 1110

The cost refers to a working day of 8 hours.

Includes: All teaching materials.

Excludes: Travel, board and lodging expenses.



Meet the Team

Reggio Emilia Staff

ANGNESE FERRARI

SENIOR TRAINER

A graduate in Education from the University of Bologna, Angnese worked as an intercultural educator specialising in the integration of people with disabilities in schools. She has been involved in the coordination of extracurricular intercultural services and integration since 2007, exploring topics such as planning, education for inclusion, conflict management and intercultural pedagogy. She currently supervises the pedagogical and organisational coordination of the Accento cooperative in a Director of Educational Services role.

ALESSANDRA BRAGLIA

SENIOR TRAINER

A graduate in Pedagogical Sciences with majors in Educational Planning and Consultancy, Alessandra wrote her thesis on the agency of girls and boys in atelier contexts of the extracurricular activities within Reggio Emilia. Since 2011 she has worked for Accento and is currently the pedagogical coordinator of scholastic integration for pupils with special needs in primary and secondary schools of Reggio Emilia. She has experience as an educator and coordinator of extracurricular afternoon activities for the 6-14 age group, of educational courses in primary and secondary schools of first degree in intercultural contexts and as a trainer on the topics of planning and documentation, design tools and setting up environments for learning.

SARA COMASTRI

SENIOR TRAINER

Sara graduated with a degree in Education from the University of Bologna. She worked as an educator in early childhood services from 2002 to 2013 in Reggio Emilia. Since 2014 he has been working as a Pedagogical Coordinator for Accento in the territories of Reggio Emilia, Campegine and Ilario in nurseries and kindergartens. With continuous training and interest in educational research, Sara's career path has led her to investigate issues relating to educational current affairs such as the outdoor spaces and the encounter with digital languages. She is currently participating in the innovation and redevelopment project of the Accento Kindergarten schools, with particular attention to installations and spaces and materials in relation to children's learning processes.



Meet the Team

Reggio Emilia Staff

MICHELE CAMPANINI

SENIOR TRAINER

With a degree in Education and a thesis on Documentation and educational planning, Michele has worked for Accento since 2010. He is currently the Head of Research Development and Training of Accento, and Project leader and supervisor in the tender and commercial office of the company. He coordinates group projects and researches, builds and supervises training plans for internal personnel and consults on external clients. His experience is extensive as an educator and coordinator of extracurricular services from 6 to 14 years, as a trainer on the various elements of educational planning, learning contexts, documentation design, communication in addition to the Reggio Emilia approach within the 6-14 age group

LORENZO VASCOTTO

SENIOR TRAINER

A graduated in Pedagogy from the University of Bologna, Lorenzo has worked as a pedagogical coordinator in early childhood services since 2006 - exploring topics such as planning, outdoor education, risk pedagogy and educational continuity. Since 2009 he has been more actively involved in training and consulting courses, collaborating with the University of Parma, the magazine "Bambini", the municipalities of the ceramics district of the province of Modena and other local cooperatives. He currently supervises the pedagogical and organisational coordination of the Accento cooperative as Director of Educational Services.

ELENA TRAMONTANI

JUNIOR ATELIERISTA

Elena graduated with a degree in Communication Design from the Polytechnic University of Milan. She can be classified as an expert in the expressive languages of children, having collaborated on and off with the Loris Malaguzzi International Centre since 2016. Here she trained as an atelierista on the Reggio approach and took her knowledge aboard to work the 2017/2018 school year at the Aurora International Preschool of Arts in Viet Nam. Elena currently works in the Accento Infancy schools in Balena Blu, Tatonius and Anselperga where she participates in innovative projects of spaces and contexts. In addition, she provides support to both children and educators through design proposals of documentation and research ateliers, as well as aesthetic research on languages and skills and meanings behind them.



Meet the Team

Reggio Emilia Staff

ANDREA FAMIANI

SENIOR TRAINER

As a graduate of Cognitive Psychology from the University of Milan-Bicocca, Andrea began his career in 2002 at the Milan Children's Museum (MUBA) as a socio-educational operator, training in the area of non-formal education. He continued to grow through the years completing courses at ABM (Bruno Munari Association) and the Remida centre in Reggio Emilia. Andrea is a supplement Professor for the Department of Human Sciences for Formation at the University of Milan-Bicocca. Currently he is in charge of communication for the Accento Cooperative as well as training on topics related to communication, the use of social media, digital tools, spaces and materials.

PAOLA DI MARCO

SENIOR DIETITIAN

Paola graduated as a dietitian and has over twenty-years of experience in the 0 to 6 age group. She currently works for Accento in the cities of Reggio Emilia, Parma, Vercelli and Bologna and has continued to develop her passion for the Reggio approach over the years. In particular, Paola deals with the in-depth issues within the educational environment such as designing spaces for dining rooms and kitchens within a learning context. In addition, she looks at issues relating to early childhood nutrition education, food model and nutritional information for families; environment hygiene, knowledge, tools and cleaning procedures for auxiliary staff.



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CONNECT

We aim to connect the Reggio Inspired Approach from Reggio Emilia with culturally rich education centres across Asia Pacific and Oceanic regions.