

**Resilience  
Research  
Renewal**

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# Reinventing your role as teacher

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**Ten South African presentations  
during the breakaway session on day 2**

**A choice of one out of five venues  
with two presentation in each**



**Africa  
Reggio  
Emilia**  
ALLIANCE



**Amy Kay:**

**Little Saints, St Mary's School, Waverley, Johannesburg**

**Little Saints' Reggio inspired journey**

Since 2008 there have been many Reggio inspired changes at Little Saints. The Reggio philosophy gives us much to think about in the way the school looks, the activities we present to children, and how our documentation of the children's learning has shifted and matured over the years. The Reggio philosophy allows us to capture the essence of children and their incredible creativity and unique gifts, and documenting this assists the parents and others to see the potential in the children.



**Anna Lindiwe Prest Talbot:**

**Rhodes University, Grahamstown**

**Reggio beyond preschool: Journeying with children as co-constructors of a child-friendly and just society in the Grahamstown Scout group**

This presentation will explore the successes and challenges of a Reggio-inspired Scout group in Grahamstown. The successes of our programme are due to the various shifts, particularly how the adults' image of the child and consequently attitudes and co-operation with children have changed. Ultimately my presentation serves to share an example that encourages and inspires others to use Reggio beyond early childhood. As citizens and duty bearers for children we have a responsibility to share and contribute to a meaningful, quality experience of education for ALL.



**Joanne Peers:**

**Pinelands North Primary School, Pinelands, Cape Town**

**A nested encounter for reinvention and renewal: re-searching relationships through pedagogical documentation using the CAPS curriculum in a public school in Cape Town.**

How can pedagogical documentation reposition children as co-constructors, co-researchers and co-teachers of knowledge. An encounter with a nest – the beginning of a project. What does it mean that the teachers and children respond to the nest? How does this nest bring hopeful potentialities of new knowledges through relationships? This research has shaped my practice in early years' education, influenced my role as Head of Inclusive Support at the school Pinelands North Primary school in Cape Town and created opportunities to share the Reggio Emilia approach with the community, parents and teachers.



**Malie Ntshangase:**

**Capella House, Fish Hoek, Cape Town**

**How do you hold the image of a child without holding the image of yourself as a child?**

A storytelling approach, sharing my reflections from my own childhood and how this influenced me as pre-school teacher, my experiences growing up on a farm outside Caledon and encouraged. I consider my own journey what it is that makes Reggio, Reggio. For me it is about holding the Heart of the child. The Reggio Emilia approach's Image of the Child truly resonates with our purpose to hold the space for the Heart in Education.



**Nonkululeko Hlomendlini, Judith Browne, Heather Barclay, Nomaswazi Bovu: Mimosa School, Auckland Park, Johannesburg**

**Transforming Mimosa: A journey of becoming who we truly are**

At Mimosa we've been grappling with what it means to move from Montessori to the Reggio philosophy of education. This past year has been a time of deep reflection: Who are we, and where do we come from? How do we change ourselves and our school without losing ourselves and what's most important to us in the process? This presentation is not just about our successes, and what we've done right – but about our incredible challenges, our hiccoughs, our failures. It's about falling down and learning to get up again. And how this process of learning to take risks, to make mistakes, to fail – and to learn from it – is core to our Reggio process too. This is our research process and learning journey.



**Petra Scherf Queiros & Annarita Gualtieri:**

**Petra's Eduplay, Senderwood**

**HEY! You can do it!**

Our Reggio Journey. How our image of child has changed, how we, as teachers have changed our way of preparation and teaching, how our environment has changed, and how our provision of equipment and teaching aids have changed. We did it and we can tell you how this happened, sharing the inspiration we have drawn from Reggio in a practical and relevant manner. One step at a time without major drastic changes or expenses. We are happy to share.



**Rudayba Sambo: Dutoitspan Primary School, Kimberley**

**My Reggio Emilia Journey**

I was immediately interested in the Reggio approach because I remembered the style of education I had received growing up. As I heard about interaction and 100 languages of learning, I considered my own education growing up and I knew I would have learned more had this approach to education been introduced when I was a student. I committed myself to reading more about the Reggio approach. I wanted the learners to be the best versions of themselves in creating their own learning process through constructivist and experiential learning, focusing on the Construction and Socio-construction of knowledge as an introduction.



**Sara Bronstein, Leah Lipskar, Marissa Koffler, Tamar Bloch: Torah Academy Pre-Primary, Highlands North, Johannesburg**

**Wine and worms! What's Reggio got to do with it?**

Our presentation will explore how Reggio has extended and enriched our learning in a Jewish school. Our aim is to show the connection and the parallels between the Torah, our traditional views and that of the Reggio principles and values. How Reggio enhances our teaching of the Jewish Festivals. We explore how Reggio enriches the experiences around learning themes that lie at the heart of our Jewish faith and the social-construction each theme involves and inspires.



**Sue Jacobson: Sacred Heart Pre-Primary,  
Observatory, Johannesburg**

**Small steps, Great strides**

In my presentation I would like to document how my journey has changed since starting teaching 15 or so years ago. I was lucky enough to travel to Reggio in 2012, after my first introduction to the Reggio Emilia approach at St Marys. Reggio practice in Italy is a Utopia for many in our own schools. We can only dream of such educational practice and such deep respect for childhood. When I came back from Reggio, the only way I could translate this feeling of a country's community was to try and first work on building this within my own school. Huge mind shifts had to happen. An attitude of enquiry, questioning, and philosophical thought has helped us get down to the roots of the wonder that we explore.



**Tessa Hallows Stobie:**

**Small World School, Roosevelt Park, Johannesburg**

**Building a Reggio-inspired atelier**

My presentation gives insight into how I developed my atelier with Reggio Inspiration. A focused atelier that transcribes easily into the classroom environment and indeed at Small World diffuses into sandpit, classroom, park, kitchen and community. An atelier which holds a strong image of child, where children show ownership and take responsibility, where they are able to make choices, and where there is a rich offering of beautifully displayed materials at children's level.

**Reddam House Waterfall: Breakaway sessions**

**Venue A**

Sue Jacobson, Sacred Heart Pre-Primary  
Rudayba Sambo, Dutoitspan Primary School

**Venue B**

Nomaswazi Bovu and Judith Browne, Mimosa School  
Anna Lindiwe Prest Talbot, Rhodes University,

**Venue C**

Joanne Peers, Pinelands Primary School  
Amy Kay, Little Saints, St Mary's School

**Venue D**

Petra Scherf Queiros and Annarita Gualtieri, Petra's Eduplay  
Torah Academy Pre-Primary

**Venue E**

Tessa Hallows Stobie, Small World School  
Malie Ntshangase, Capella House