

ICOT 18 PROPOSAL



Sylvia De Armas, M. Ed. / Founder and Director
Claudia Carmona, M. Ed. / Pedagogical Director

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Building a School and Community for a New World

Bottega Child has dedicated their research to identify systems that supports teachers and children's disposition of thinking and understanding across disciplines.

Our school research question falls in line with;

How do we foster dispositions that support thoughtful learning and understanding across disciplines?

Bottega is a school that serves children between the ages of 14 months to five years old. When our school was founded in 2013 we identified a clear research question; what were the implications behind creating a school that fosters the values, culture and systems that support;

- a) A culture of respect for our students.
- b) To see the child as a thinking and capable individual.
- c) To cultivate a faculty that see's themselves as researchers of their praxis.
- d) Create systems that foster a disposition to learn and understand concepts related to fields of knowledge and about the world.

Conceptual framework:

Our school's framework is founded by Social Constructivism and the Reggio Emilia Approach. Our mission is to offer a child a place where their "Rights," are respected and the child is seen as a "Citizen" of today's society. Our vision is to provide children, parents, and community with a school that fosters independent

thinkers, to construct understanding that form a solid foundation to excel in their education and life.

The components of our Systems are framed with:

1. **The child** at Bottega is joyful and autonomous. The child has rights as citizens. For this reason, we are inspired by Carla Renaldi described the “Pedagogy of listening.” She reminds us that we should listen to children with respect and their ideas are valued in our school community. The child’s process of thinking are made visible and share with the whole community in order to transform and evaluate our own understanding of children.
2. **The teacher** are researchers. As researchers their role is to observe, record, analyze and reflect on their praxis. With this information they are able to design the curriculum that is directly connected to the child.
3. **Documentation** is viewed as “visible listening” (Rinaldi, C.). Recording the construction of knowledge through notes, pictures, videos and other formats that disclose children’s learning processes. We will share the different forms of documentation that help our teachers fosters the disposition of learning and understanding.

Reference

<http://gsi.berkeley.edu/gsi-guide-contents/learning-theory-research/social-constructivism/>

Rinaldi, C., The Pedagogy of Listening, INNOVATIONS In early education: *the international Reggio exchange/ September 2001*,
<http://www.knowinggarden.org/2012/09/14/tkg-listen-the-pedagogy-of-listening/>

Pedagogy: Poster Sessions

Simultaneous poster presentations of 45 minutes

Our poster session will include documentation of what are systems are within our school that supports our teachers, and children cultivate a disposition of learning and understanding.

