

LUXIES NURSERY SCHOOL

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The Reggio Emilia Approach



At LUXIES Nursery School, our programme is deeply inspired by the Reggio Emilia Approach, which views the child as a competent, capable, and curious individual with a hundred languages for expressing their understanding of the world.

We believe this philosophy beautifully aligns with the holistic developmental goals and child-centred principles of the National Curriculum Framework for Children Birth to Four Years (NCF) and the National Early Learning and Development Standards (NELDS).

The core tenets of Reggio Emilia complement the NCF and NELDS. These key areas of synergy are as follows:

Guided by curiosity, children learn, explore, and discover in their own unique way.

CHILD-CENTRED APPROACH:

- Reggio Emilia: Emphasizes the child as an active co-constructor of knowledge, with inherent rights and immense potential. Learning is driven by children's interests and curiosities.
- NCF/NELDS: Advocates for a child-centred approach, focusing on the child's individual needs, interests, and developmental stages. The NCF's principles revolve around the child as a unique individual.
- LUXIES Programme: To combine the aforementioned, we strive to have a child centred approach through emergent curriculum, listening to children's ideas and offering choices to learners within a theme or topic. There's a specific outcome to learning within a theme/concept, but we strive to lead children to this outcome without telling what the outcome is before they achieve it. This fosters a sense of achievement and discovery.









As of April 2026



HOLISTIC DEVELOPMENT:

- Reggio Emilia: Fosters the "hundred languages"– valuing all forms of expression (art, music, movement, dramatic play, etc.) as avenues for cognitive, emotional, social, and physical growth.
- NCF/NELDS: Divided into Early Learning and Development Areas (ELDAs) such as Well-being, Identity and Belonging, Communication, and Knowledge and Skills. These cover all aspects of holistic development.
- LUXIES Programme: All of our activities, inspired by Reggio Emilia's emphasis on diverse forms of expression, naturally address all the ELDAs of the NCF/NELDS. For example, using clay (a descriptive "language") for creative expression (Reggio) develops fine motor skills and problem-solving (Physical Development and Knowledge and Skills ELDAs).









Our dynamic classrooms adapt daily to support creative, independent learning through flexible setups.

THE ENVIRONMENT AS THE THIRD TEACHER:

- Reggio Emilia: The physical space of the classroom, outside area or intended area of learning, is intentionally designed to provoke curiosity, interaction, communication, and exploration. It's considered as important as the child and the teacher in the learning process.
- NCF/NELDS: While not explicitly stating "third teacher," the NCF implies the importance of a stimulating and safe learning environment that supports development and learning. It also encourages the use of age-appropriate resources and materials.
- LUXIES Programme: Our classrooms are ever changing and not stagnant. Our tables and chairs might be bunched up for a group art project one day or packed away the next day for dance and drama. The tables are often set up in stations allowing freedom and choice for learners to move from one table (activity/provocation) to the next. Being given the opportunity to engage with different stimulating activities, each designed to assist the learners in meeting the desired outcome fosters independent and meaningful learning. Learning of this sort can take place indoors, in outdoor spaces with the use of open-ended and natural materials (not overstimulating) that are readily available. We believe this is an ideal classroom concept, aligning with the NCF's call for stimulating environments.

PROJECT-BASED LEARNING AND INQUIRY:

- Reggio Emilia: Learning often unfolds through long-term projects that emerge from children 's interests, fostering deep investigation, problem-solving, and collaborative research.
- NCF/NELDS: Encourages inquiry-based learning and provides examples of activities that involve exploration and discovery, aligning with the idea of children as active researchers.
- LUXIES Programme: We initiate and facilitate projects that allow children to explore concepts in depth, connecting to the NCF's developmental guidelines for knowledge and skills. While the Reggio Emilia approach insists that projects are child initiated and led, we still use themes and topics to guide learning and provide direction for the learners. Should learners show interest in topics inside of a theme, we encourage further research, exploration and investigation.



DOCUMENTATION AS A TOOL FOR LEARNING:

- Reggio Emilia: Meticulous documentation (photos, transcripts of conversations, children's work, observations) is integral for making learning visible, fostering reflection, and informing future planning. It involves children, teachers, and parents.
- NCF/NELDS: Emphasizes observation and assessment of children's progress to inform planning and identify concerns.
- Your Programme: Describe your documentation practices and how they serve multiple purposes: informing your teaching, involving parents, and demonstrating how children are meeting NCF/NELDS outcomes.

THE ROLE OF THE TEACHER AS CO-LEARNER AND FACILITATOR:

- Reggio Emilia: Teachers are seen as researchers, provocateurs, guides, and co-learners with the children, rather than simply instructors.
- NCF/NELDS: The NCF provides guidance on "Suggested adult support" and encourages educators to facilitate learning, respond to children's interests, and create enriching experiences.
- LUXIES Programme: Our teachers embody a combination of provocateurs as well as classroom facilitators, observing, listening, asking open-ended questions, and collaborating with children toextend their learning within the framework of the NCF.

> Our teachers guide and inspire learning by observing, listening, asking thoughtful questions, and working alongside children to help them grow.

PARENT AND COMMUNITY INVOLVEMENT:

- Reggio Emilia: Strong emphasis on the partnership between home, school, and community, recognising parents as the child's first teachers.
- NCF/NELDS: Stresses the pivotal role of families and encourages ECD providers to partner with parents and carers.
- LUXIES Programme: Our strategy for fostering active parent and community involvement is built on the belief that children thrive when there is a strong, collaborative partnership between home, school, and the wider community. Inspired by the Reggio Emilia approach's emphasis on parents as co-constructors of learning and the NCF's call for family partnerships, we aim to create multiple pathways for engagement, ensuring every parent feels valued, informed, and empowered to contribute to their child's educational journey. We believe strong partnerships between home, school, and community are vital for children's development, aligning with both the Reggio Emilia Approach and the NCF.

Our strategy focuses on three main areas:

1. INVITING PARTICIPATION IN LEARNING & PROJECTS

We actively involve parents in our children's learning journey:

- Parent-as-Expert Sessions: Parents share their unique skills, hobbies, or cultural traditions (e.g., a musician playing an instrument, a baker showing how to bake). This celebrates diverse knowledge and aligns with Reggio's "hundred languages" and the NCF's focus on identity and belonging.
- Project Co-Creation: Parents contribute to child-led projects by sharing resources, expertise, or by participating in brainstorming sessions where possible. This fosters deep inquiry and aligns with both Reggio's project based learning and the NCF's knowledge and skills development.
- Volunteer Opportunities: Parents can volunteer in the classroom or atelier or playground to assist with specific activities, enhancing the learning environment and supporting NCF outcomes.
- "Play & Learn" Workshops: We intend on hosting workshops where parents join their children in hands-on activities (e.g., "Loose Parts Exploration"), helping them understand our play-based learning philosophy and NCF principles.

Parents can volunteer in the classroom or atelier or playground to assist with specific activities, enhancing the learning environment











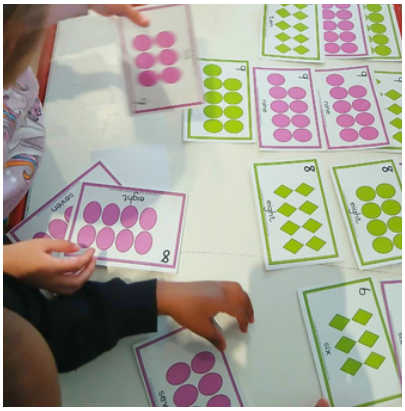


2. SHARING DOCUMENTATION & MAKING LEARNING VISIBLE

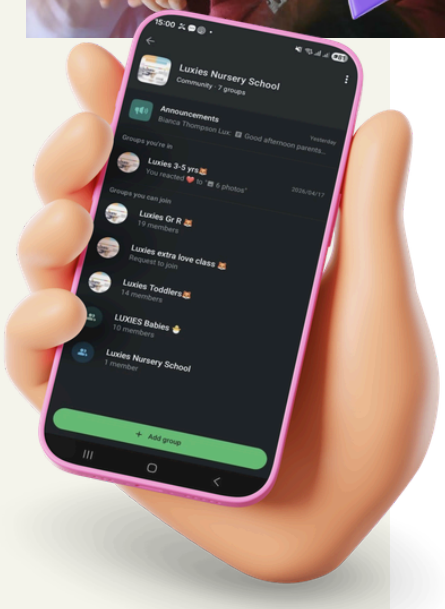
We make children's learning visible and accessible to parents:

- Visible Learning Displays: We create engaging physical and digital displays (e.g., photos, children's work, observations) to showcase ongoing projects and learning processes. This is central to Reggio and helps parents track NCF progress.
- Learning Stories/Portfolios: We provide narrative accounts of children's developmental journeys, including photos and reflections, to offer a richer understanding of their progress than traditional reports.
- Regular Updates: Regular newsletters or digital messages highlight current projects and themes, suggesting ways parents can extend learning at home.
- Informal Dialogue Sessions: We often speak to parents at drop-off time or collection time as parents. This helps to foster good relationships with our families.









3. FOSTERING OPEN COMMUNICATION & PARTNERSHIP

We ensure clear and supportive communication with families:

- Dedicated Communication Channels: We make use of Whatsapp groups inside of a community group to ensure easy and quick communication daily.
- Parent Orientation Sessions: We host sessions to explain our Reggio-inspired philosophy and its alignment with the NCF, helping parents better support their child's education.



A NOTE ON OUR LEARNERS WITH SPECIAL NEEDS

At LUXIES Nursery School, we are deeply committed to providing an inclusive, nurturing environment where every child can flourish. Our dedicated special needs classroom supports learners who require additional love and attention to overcome various barriers, including children with Autism Spectrum Disorder, Down syndrome, and Cerebral Palsy.

We recognise that many of these young learners struggle with self-regulation and benefit from individualised care. With an Occupational Therapist based on site, we are better equipped to implement therapeutic strategies and interventions that lay a strong foundation for development before learners transition to their next educational setting.

Our staff have engaged in professional development sessions, attending training facilitated by Speech Therapists and Occupational Therapists to broaden their understanding of ASD, ADHD, and other neurodevelopmental conditions. This knowledge empowers our team to respond meaningfully and confidently to each child's unique needs on a day-to-day basis.

While we do not serve as a permanent placement for these learners, LUXIES take pride in fostering a truly inclusive culture where diverse needs are embraced, understood, and supported with compassion and professionalism.









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If you have any questions or would like to book a visit to LUXIES, please feel free to speak to Principal Bianca. Email: luxies@luxcollege.org
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