

**The Prospects of Reggio Emilia in The UAE as an
Investigative Study:**

**The Effectivity of the Italian Curriculum's Reggio Emilia
Approach in UAE's Public Schools**

آفاق ريجيو إيميليا في الإمارات العربية المتحدة كدراسة استقصائية
فعالية نهج المنهج الإيطالي ريجيو إيميليا في المدارس الحكومية في دولة الإمارات
العربية المتحدة

by

MAITHA HAMAD ALKAABI

**Dissertation submitted in partial fulfilment
of the requirement for the degree of
MASTER OF EDUCATION**

at

The British University in Dubai

May 2022

DECLARATION

I warrant that the content of this research is the direct result of my own work and that any use made in it of published or unpublished copyright material falls within the limits permitted by international copyright conventions.

I understand that a copy of my research will be deposited in the University Library for permanent retention.

I hereby agree that the material mentioned above for which I am author and copyright holder may be copied and distributed by The British University in Dubai for the purposes of research, private study or education and that The British University in Dubai may recover from purchasers the costs incurred in such copying and distribution, where appropriate.

I understand that The British University in Dubai may make a digital copy available in the institutional repository.

I understand that I may apply to the University to retain the right to withhold or to restrict access to my thesis for a period which shall not normally exceed four calendar years from the congregation at which the degree is conferred, the length of the period to be specified in the application, together with the precise reasons for making that application.

A handwritten signature in black ink, consisting of several fluid, overlapping strokes that form a stylized, somewhat abstract shape.

Signature:

COPYRIGHT AND INFORMATION TO USERS

The author whose copyright is declared on the title page of the work has granted to the British University in Dubai the right to lend his/her research work to users of its library and to make partial or single copies for educational and research use.

The author has also granted permission to the University to keep or make a digital copy for similar use and for the purpose of preservation of the work digitally.

Multiple copying of this work for scholarly purposes may be granted by either the author, the Registrar or the Dean of Education only.

Copying for financial gain shall only be allowed with the author's express permission.

Any use of this work in whole or in part shall respect the moral rights of the author to be acknowledged and to reflect in good faith and without detriment the meaning of the content, and the original authorship.

ABSTRACT

The Reggio Emilia approach is a well-known educational philosophy or strategy utilized in several segments of the globe to astounding results (Gantt, 2021). The Reggio Emilia approach utilizes the freedom of exploration, various learning activities, independent approaches, a conducive learning environment, and more to potentially unlock the creative and motivated mindset of children. It centers itself on the concept of Hundred Languages, which states the endless potential of children and the countless ways they could explore, communicate, and express themselves. By figuring out the best methods of expression and communication and letting them immerse themselves, the children may be stimulated further into optimizing the learning experience. For this research, public school teachers were asked survey questions to determine the viability and effectiveness of the Reggio Emilia approach in the UAE. At the same time, document analysis was used for some nurseries who were applying Reggio Emilia and focused on their vision and how they are implementing the Reggio Emilia approach in UAE and to know more about parent opinion about the effectiveness of these nurseries. It was discovered that a strongly positive response was acquired when it comes to the theory and implementation of the Reggio Emilia approach in the UAE's early childhood education sector. The best implementation is one that utilizes freedom, flexibility, exploration, and limited interventions.

KEYWORDS: Reggio Emilia, Hundred Languages, Learning Environment, Early Childhood Education

المخلص:

ريجيو إيميليا هو عبارة عن فلسفة ومنهج إيطالي يعتد على الاستكشاف والحرية للطفل وذلك من خلال تقديم الأنشطة المتنوعة وهو يعتبر منهج مستقل بذاته يعتمد على البيئة بشكل كبير ومنها يستطيع الطفل أن يستكشف ما حوله ومنها يبدع بينكر ويتعلم. إنه يركز على مفهوم المئة لغة لطفل، والذي ينص على إمكانية تعبير الطفل عن بطرق لا نهاية لها وبهذا يستقل كل طفل بطريقته في التعلم ونحترم ماذا يريد أن يتعلم ويكون شريك في رحلة التعلم. في هذا البحث تم إعداد استبانة لمعلمين المدارس الحكومية فئة رياض وكانت أسئلة استقصائية عامة عن المنهج وماذا لو طبق في الإمارات العربية المتحدة، تم استخدام تحليل المستندات لبعض دور الحضانات الخاصة الذين قاموا بتطبيق ريجيو إيميليا وتم التركيز على فعالية هذا المنهج وكيف تم تطبيقه في دولة الإمارات العربية المتحدة والنظر إلى آراء الأهالي عن هذا المنهج. من بعد التحليل تم الوصول إلى استجابة كبيرة عن تنفيذ ريجيو إيميليا في قطاع التعليم في مرحلة الطفولة المبكرة في الإمارات لأنه يستند على الاستكشاف والحرية والمرونة في التعلم.

ACKNOWLEDGEMENTS

In the beginning I would like to thank my mentor and supervisor Prof. Christopher Hill for believing in me and helping me understand the basics and fundamentals to guide me on the right path.

This journey was beautiful yet quiet challenging. On my final semester I was blissed with an extra family member and became a mother of two Prof. Christopher Hill was quite supportive and understanding which allowed me to carry on with more energy to create and let my passion to this field induce my capabilities to deliver the best I can.

To my other half, my husband, you've been my biggest supporter since the day we met, I appreciate you for being an amazing partner, and father.

Finally, my parents, who gave me strong roots, and wings to fly, whatever was achieved by me is because of you, you raised me to dream, achieve, and for that I am extremely grateful, and I will always do my best to make you proud.

TABLE OF CONTENTS

CHAPTER 1.....	1
INTRODUCTION.....	1
Background& Motivation on the Study	2
Aims of the Research	3
Potential Benefits of the Results	3
Ethical Considerations and Concerns.....	4
CHAPTER 2.....	5
LITERATURE REVIEW.....	5
Provocation And Hope for A Renewed Public Education	5
Ciari’s Deweyan Influence.....	9
Social And Democratic Reform	10
An Image of Children as Competent Co-Constructors of Knowledge.....	11
The Role of Educators as Researchers and Co-Learners.....	11
Propelled to Leadership.....	12
The Teacher’s Voice in the Reggio Approach	13
Reggio Macro.....	14
Concentrated Inquiries	14
Education Of Pre-Service Teachers	14
Participation Of Children and Parents.....	14
The Efficacy of Reggio-Inspired Methods.....	14
Early Childhood Education in the UAE.....	25
Chapter 3.....	31
Methodology	31
Methods Of Data Collection	31
Recruitment Of Participants	31
Primary Research Setup	32
□ Oasis Nursery.....	32
Potential Adverse Effects on Participants and Countermeasures.....	32

Chapter 4	34
Results	34
<i>Document analysis:</i>	43
Chapter 5	46
Discussion	46
Recommendation:.....	50
Limitation:.....	50
Conclusion:	50
REFERENCES.....	52
APPENDICES.....	556

LIST OF FIGURES

Figure	Page
Figure 1: Reggio-Inspired Approaches Framework	16
Figure 2: Results of question 1	34
Figure 3: Results of question 2	35
Figure 4: Results of question 3	36
Figure 5: Results of question 4	37
Figure 6: Results of question 5	38
Figure 7: Results of question 6	39
Figure 8: Results of question 7	40
Figure 9: Results of question 8	40
Figure 10: Results of question 9	41
Figure 11: Results of question 10	42

LIST OF TABLES

Table	Page
Table 1: A conceptual model with working parameters can be developed	24

CHAPTER 1

INTRODUCTION

This scholarly article discusses implementing an effective Italian curriculum in public schools in the United Arab Emirates and is based on the Reggio Emilia approach. There is a wealth of information available regarding this unique curriculum. The Reggio Emilia Approach was born in a small town in Northern Italy, renowned for its educational achievements. Educators collaborated with parents and residents for over 50 years to create a unique childcare system later popularized throughout Europe. This approach is now widely recognized as a resource and has served as an inspiration to educators worldwide. It is critical to remember that the Reggio Emilia Approach encompasses both educational pedagogy and philosophical principles centered on early childhood education from preschool to primary school (Slipp, 2010). This approach empowers students to take ownership of their education by guiding the curriculum with constructivist principles while providing an environment conducive to experiential learning. The Reggio Emilia method can be summarized in the following way: It envisions a kindergarten for young children that nurtures and directs the academic, physical, social, and moral potentials of each child. The most critical instrument of education is the sustained engagement of learners in a safe and supportive environment (Edwards, Gandini & Forman, 2011). This study examines Malaguzzi's Hundred Language of Children (HLC) as a pedagogical approach that enables children to engage meaningfully with their environment and with others (HLC). Identifying multiple intelligences is one of the objectives that emphasizes the nature and importance of mental abilities in Malaguzzi's approach to curriculum implementation. This paper will examine Malaguzzi's 'Hundred Languages of Children' considering early childhood education.

The Reggio Emilia approach's goal, the most critical learning outcome, and the Reggio Emilia approach stem from John Dewey's educational development and learning theory (Santin & Torruella, 2017).

Background& Motivation on the Study

The municipal council of Reggio Emilia officially established the Italian educational project in 1963. It has continued to operate and expand for over fifty years while remaining true to the fundamental values upon which it was founded (Edwards, Gandini, & Forman, 2012). According to its creators, the "project" began nearly seventy years ago due to a community's desire for educational reform following World War II. The establishment of the fascist regime was precipitated by a political struggle between left-wing communists and socialists and the fascist regime (Hall et al., 2010). labor unions, educators, and women's organizations championed social policy reform, arguing for expanded early childhood education and care (Lazzari & Balduzzi, 2012). Members of oppressed communities attempted to reform society by providing early childhood services, which was inspirational to witness (Cadwell, 2003; Gandini, 2011). Notable is educators' pioneering role in the Emilia Romagna region during the 1960s and 1970s, which enabled them to anticipate the introduction of new state and national legislation governing the provision of early childhood services throughout Italy (Catarsi, cited in Lazzari, 2012).

To achieve social reform through access and equity, the Reggio Emilia project's central tenets of practice emphasize the concept of children's democratic rights as citizens; the importance of community partnerships and democratic participation; images of children as capable and competent co-constructors of knowledge; educators' roles as researchers and co-learners; the use of pedagogical documentation to support assessment, advocacy, reflection, and research; and an emphasis on an inclusive approach to education (Edwards et al., 2012; Rinaldi, 2006, 2013).

Specialists in early childhood education worldwide are currently studying educational practice in Reggio Emilia to develop critical thinking and dialogue about theory and pedagogy to serve children better. International conferences and ongoing academic publications encourage students to investigate what makes this educational endeavor appealing and sustainable and apply what they have learned to their practice. As a result of this approach, the conceptual vocabulary and pedagogical sensibilities that are now routinely referred to in international contexts for early childhood have been significantly expanded (New, 2000). Considerable insight and leadership abilities were required to develop and sustain such a sophisticated and revolutionary educational approach. Leadership willing to abandon outdated assumptions to rethink practice is critical to

determining the success or failure of any educational reform (Stamopoulos, 2012). Howard Gardner demonstrates this point by contrasting the long-term success of the Reggio Emilia project with the short-term loss of John Dewey's experimental progressive school and by praising Loris Malaguzzi, the project's founder and long-term Director, for the project's enduring educational philosophy (Gardner, 2012).

Aims of the Research

The purpose of this research is to investigate and compare the Reggio Emilia approach, which is used throughout the world and how can we apply it in the United Arab Emirates' public school. The results can be determined, and ways to make it relevant in the United Arab Emirates are decided after comparing and contrasting.

Research Question and Objectives

The researchers' primary research question sought to be answered is, "Is the Reggio Emilia approach practical in early childhood education in the UAE?"

Because of this, the objectives of this research are more focused on the development of a suitable and effective learning environment that can ultimately lead to students being more creative and children being allowed to express themselves in different ways as they develop their personalities through using of drama and painting, in addition to acting and singing, among other things, because these are all regarded as "hundreds of languages" in Reggio Emilia. This paper will emphasize the importance of pedagogy to achieve the philosophy of Reggio Emilia by allowing students to express what they want to learn and allowing them to learn in their way, with teachers available to assist them in their efforts.

Potential Benefits of the Results

While students are learning new information, insights into pedagogy can aid in the development of skills and the achievement of an objective that will assist students in the acquisition of new life and social skills meanwhile they are learning further information.

Consequently, learning will become more enjoyable and interesting for all students due to this. This demonstrates that the educational process is being given more importance in the organization.

Ethical Considerations and Concerns

Ultimately, the goal of this study is to increase public awareness of the significance of the Reggio Emilia approach philosophy in the United Arab Emirates. 'The child is made up of one hundred pieces,' Loris Malaguzzi once said about his creation. "The child has a hundred different ways of thinking and a hundred different ways of holding things." If we decide what they should learn, we will undermine their ability to think critically and acquire new skills. The ideas, understanding, and play should serve as the basis for their learning about investigations and research projects. It is not our responsibility as teachers to "decide" what to investigate; instead, we should allow this to be a natural part of our school. See Appendix C

Reggio Emilia has influenced my way of thinking and how the city provides excellent services to children, parents, and the elderly. The city is putting forth significant effort to create a community based on trust and safety, which is an integral part of its overall philosophy. A common denominator between the United Arab Emirates and the Italian city of Reggio Emilia is that both countries are located in the Mediterranean. In terms of overall quality of life, the United Arab Emirates is one of the most welcoming countries for people of all nationalities. It has a high level of general prosperity for all citizens. Because of this, the United Arab Emirates can apply this approach in their communities while considering the differences between them, which is a positive development.

CHAPTER 2

LITERATURE REVIEW

Loris Malaguzzi and the Schools of Reggio Emilia:

Provocation and Hope for A Renewed Public Education

Malaguzzi (1920-1994) was a leading educational thinker in the twentieth century, and he was born in Italy. In his hometown of Reggio Emilia, he worked hard to establish a public educational system. The model of radical or progressive education developed to date is undoubtedly the most successful, widespread, and long-lasting model ever devised.

This Italian city is known worldwide as the home of Malaguzzi. Visiting study groups from all over the world come to this destination, and the city's exhibition has been travelling the world since 1988.

Malaguzzi's life spans most of the apocalyptic "short century" that he lived through. He was born and grew up during fascism and World War II. He lived through a period of significant economic expansion and social transformation in the postwar years until his death, which occurred shortly after the fall of Berlin (Moss, 2016).

In 1963, he was hired as a consultant to the Scuole Dell'Infanzia, one of Reggio Emilia's first municipal schools, serving children aged three to six. He later rose to the position of Director of Schools for the city, where he oversaw the system's expansion, which included the establishment of asili nido, or preschools, for children under the age of three. Before transitioning to adult education, he began his career as a primary and middle school teacher. He worked with young men whose education had been disrupted by the Iraq and Afghanistan wars.

Malaguzzi was a member of an educationalist group in Reggio Emilia, Italy, attempting to establish a new secular public education system in the city. This endeavor was made possible by the city's travelling exhibition, dubbed 'L'occhio se salta il muro' (The Eye Falls Through the Wall). It was eventually renamed 'The Hundred Children's Languages' to reflect the number of children who speak multiple languages. Along with attracting thousands of visitors to Stockholm's Moderna Museum, it contributed to establishing an unbreakable bond between the country's educators.

The exhibition “The Hundred Languages of Children: Reggio Emilia's Pedagogical Work for Young Children” began its tour in Sweden in 1984, and it has since travelled throughout Europe and North America. The exhibition was to be updated regularly and translated into several languages, with artwork from other schools being included in the final version of the production. Upon Malaguzzi's death in 1995, the exhibition had travelled to forty-four locations in eleven countries. In 1987, a revised version of the play began a tour of the United States and Canada. He had just started working on his final project, which was developing a program for children called "Reggio Children", when he died.

In the years leading up to his retirement, Francesco Malaguzzi served as principal of many Reggio Emilia municipal schools. In light of the papers, he included in his writings and lectures, it is clear that his participation was complicated and multifaceted. He alternates between being an administrator and being a writer, writing letters to the mayor, other city lawmakers or authorities, and educational institutions, among other things. To parents and teachers in the Reggio Emilia-Romagna region in 1965, Malaguzzi wrote expressing his opposition to constructing a new school and advocating for the inclusion of an atelier [arts studio] in the school. In 1965, the term "Pedagogical November" was used to describe a two-week program of pedagogical discussions open to families and educators, which included presentations by prominent figures in Italian education at the time of the event. As an activist, on the other hand, he works to promote greater access to and quality of services for children and families while also defending existing program from proposed budget reductions. He constantly reads to stay updated on the most cutting-edge ideas in various fields. He continuously learns from Piaget and other Swiss psychologists' innovative math work to improve his work (Moss, 2016).

Pedagogical Understandings, Values and Practices

Malaguzzi insisted that a proclamation [about the child's image] was an essential precondition for developing any pedagogical theory.

His self-perception as a "rich child" are born with a "hundred languages," He used to refer to how children express themselves and interact with the world. As an example, in the 1970s, Malaguzzi penned a now-famous poem about the hundred languages that includes a scathing assessment of the damage done to them by "school and culture":

- work to separate

- bodies-minds
- making them think without their body
- and act without their head
- making conflict between
- play and work
- reality and fantasy
- science and imagination
- inside and outside (ibid., p.259)

According to the author, in a rich environment, children are protagonists, not 'bottles to be filled' (ibid., p.377), but rather active participants in constructing self and knowledge through social interactions and interdependence. The child's image imposes significant demands on those fortunate enough to live alongside them.

A co-creator of knowledge, the teacher, is also seen as a researcher, an experimenter, and a "new kind of intellectual," one who develops understanding in response to societal needs rather than for their benefit—parental involvement as well as collaboration with other concerned citizens (ibid., p.210).

On the other hand, the purpose of schools was not limited to the benefit of children and teachers. The schools served as public spaces without boundaries, welcoming parents and other citizens as well as reaching out into their surrounding neighborhoods: 'schools that are living centers of open and democratic culture, enriched and informed by social encounters that enable students to transcend their ambiguous and false autonomy, centuries-old detachment, and to abandon the prejudice of ideological imprinting and authoritarian indoctrination' (ibid., p.180).

Pedagogical Organization – Creating Conditions

Malaguzzi was a thinker, an experimenter and he inquired as to whether the conditions are favorable to renewal: He concluded that it was critical to have a strong service organization that was both intellectually strong and committed to the ideals it represented. This organization have a several prerequisites for excellent pedagogical practice and includes several significant aspects of such an organization. Included amongst these were the following:

- A team of pedagogistas (workers with a psychology or pedagogy degree who serve a specific set of schools) and psychologists to provide help.

- The presence of ateliers and atelieristas (art workshops and educators with a background in the arts) in schools is a kind of assurance that our educational experience will stay new and inventive.
- Ensuring priority access for children with special needs; recognizing all indoor and outdoor surroundings, including kitchens, restrooms, and gardens, as learning places.
- Encouraging all residents, not just parents, to participate in their local schools.

As a result, Malaguzzi argued that all school employees, including teachers and auxiliary staff, should be compensated fairly, and given adequate time for professional development and other "non-contact" activities, thereby creating "the conditions for re-evaluating and appreciating" their contributions. Malaguzzi was successful in his argument (ibid., p.210). Rather than promoting hierarchical ideals, he announced collaborative and egalitarian ones: the auxiliary's role [in school] was abolished to allow her to study, meet, and speak on an equal footing with the instructors. The term "direigenti" (managers) or "directors of education" has never been used (ibid., p.223)

In this way, socialization, collaborative filtering, and educational experience can be developed. Everyone feels capable of managing their changes and aligning their consciousness with the group's consciousness, resulting in a qualitative leap (Moss, 2016).

Foundations of Philosophical Inspiration

Many academics have emphasized Dewey's philosophical influence on the practice of education in Italy, which has been well documented (Cooper, 2012; Dodd-Nufrio, 2011; Faini Saab & Stack, 2013; Giamminuti, 2013; Hoyuelos, 2013). In addition to educators, artists, and pedagogistas (educational leaders), who have all played a role in the effort for more than fifty years, Dewey's widespread influence is also recognized (Malaguzzi, cited in Rinaldi, 2006). In addition to Dewey, Vygotsky, and Piaget, several other researchers and theorists influenced the founding educators of Reggio Emilia; however, Dewey was the most influential. Educational leaders may be reluctant to openly connect theoretical inspirations to their practice to avoid being pigeonholed (Gandini, 2011). As a result of the interpretations of Dewey's work by Italian reformers Borghi, Codignola, Ciari, Malaguzzi, and educators in the Reggio Emilia educational project, Dewey's influence on educators in early childhood settings continues to grow. Similarly, to their forefathers,

modern children are entitled to the same high-quality early childhood education and care as they were.

Influential Friend (Ciari)

Some western researchers attribute Malaguzzi's role in igniting postwar debate and reform in Reggio Emilia's early childhood education to the Italian educator. However, it is necessary to mention the unique effect created by his friend and colleague Bruno Ciari. A significant influence on the evolution of the Italian educational system can be traced back to Ciari's writings and his work in Bologna (Gandini, 2011).

Ciari's Bologna educational movement significantly influenced Malaguzzi's pedagogical theory, which he developed in response. In 1951, Ciari founded the Movement for Cooperative Education (MCE) (Cadwell, 2003). The MCE, which is still active in Italy today, was founded by John Dewey due to his progressive ideals. According to Deweyan standards, children and their families should be given the ability to transform society through their efforts. As a member of the partisan resistance movement, Ciari developed a strong commitment to educational reform (Lazzari & Balduzzi, 2013). "The future of society will be determined by the schools that we can establish to promote human flourishing in the face of current threats," Ciari stated. " This is an incredibly lofty pedagogical goal to strive for: to make the world a more equitable and just place. (Lazzari & Balduzzi, 2013).

Ciari's Deweyan Influence

Many of Ciari's pedagogical ideas are consistent with those advanced by John Dewey more than half a century before. It is possible to see how Dewey's ideas found expression in the fundamental tenets of Reggio Emilia's practice by recalling the discussion earlier in this paper of Dewey's educational ideas' relevance to early education contexts. These central pedagogical values result from Malaguzzi's postwar collaboration with a network of progressive educators, including Ciari. They were influenced and inspired by Dewey's ideas, which is critical to understanding and appreciating Malaguzzi's contribution (Lindsay, 2015).

Dewey's ideas are applied in a way that is consistent with several Reggio Emilia values, including social and democratic reform, an image of children as competent co-constructors of knowledge, community partnerships and participation, educators' roles as researchers and co-learners, the importance of the educational environment, and a holistic methodology centered on project work and the visual arts.

Social and Democratic Reform

Cecilia Ciari's educational vision was consistent with John Dewey's progressive rejection of traditional approaches to education that provided neither hope nor respect for children who lived in "largely peasant populations" or for "students who lived in a new industrial age," respectively (Leach & Moon, 2008, p. 2). When it "brings together children from different social classes," according to Ciari, early childhood education and care perform a political and democratic function, as evidenced by a "constant exchange of experiences and cultural contributions" among children (cited by Lazzari, 2012, p. 558). The Italian social worker Ciari, like Malaguzzi, advocated for the democratic rights of children as citizens (Lazzari & Balduzzi, 2013) and provided secular services to people of all social classes while rejecting the discriminatory welfare model of church-run services. He believed that "as long as schools select and discriminate, there will be no democracy" and that when opportunities are available "only to most of the population, there will be a privilege, injustice, and inequality" (Ciari, cited in Jäggi, et al., 1977, p. 133). Lazzari (2012) asserted that municipal preschools have the potential to affect social change and that civic society is made possible when its youngest citizens are valued.

By providing early childhood education and care, according to Ciari, the state can exercise a political and democratic role in "children from different socioeconomic classes" and encourage a "continuous exchange of experiences and cultural contributions" between children from different socioeconomic classes (cited by Lazzari, 2012, p. 558). " The Italian civil rights activist Ciari, like Malaguzzi, fought for children's democratic rights as citizens and provided secular services to people from all socioeconomic backgrounds, rejecting the discriminatory model of church-run services. In his opinion, municipal preschools have the potential to affect social transformation and that when the youngest citizens are valued, a civic society can be built (Lazzari, 2012).

An Image of Children as Competent Co-Constructors of Knowledge.

Using Dewey's constructivist beliefs as a guide, Ciari developed an educational philosophy that focused on the interaction between the school and the broader community as a crucial component of learning (Lazzari & Balduzzi, 2013). When it came to the city of Bologna, the services were democratically operated and controlled in collaboration with the surrounding community (Lazzari & Balduzzi, 2013). Ciari positioned the school as a place for discussions, debates, and "collective creative work" (Jäggi et al., 1977, p. 115). Ciari set the school as a place for meetings, discussions, and "collective creative work."

The Role of Educators as Researchers and Co-Learners

Ciari's discussions about the role of the teacher are remarkably reminiscent of Dewey's early work, and they are consistent with the initiatives implemented in Reggio Emilia. At Dewey's laboratory school, he experimented with ideas like team teaching and collaboration with ancillary staff (Tanner, 1991). The value of Reggio Emilia for cooks and cleaners as members of the educational team is currently recognized by academics due to its importance (Lindsay, 2015). Although ancillary employees such as cleaners were positioned as equal and valued resources for children's education in Ciari's schools, they did not receive formal training in educational techniques (Jäggi et al., 1977). Citing Dewey's value for the contribution of non-trained staff (Tanner, 1991), Ciari stated: "The work in the group of adults should be based on parity of roles, respect, reciprocal support, and collegial decision-making; these are the same values that children should internalize." These ideals, we believe, should guide all aspects of teachers' professional development throughout their careers. The following quotation is from Lazzari and Balduzzi (2013):) Ciari's discussions about the role of teachers are directly related to the activities that take place in Reggio Emilia. Using collaborative teaching in pairs as a model for his experimental schools, Ciari proposed the concept of instructors working collaboratively in pairs (cited by Lazzari & Balduzzi, 2013, p. 154) and the idea of cooperation within pedagogic teams led by pedagogistas. Ciari argued that teacher-led study and observation were the keys to pedagogical success (Leach & Moon, 2008), which corresponded to the current principles of Reggio Emilia yet again. Academics increasingly recognize the importance of cooks and cleaners as members of the educational team in Reggio Emilia, which is becoming more widely recognized (Lindsay, 2015).

In Ciari's schools, supporting employees such as cleaners were simultaneously positioned as equal and valued resources for children's education, and they received training in instructional methods (Jäggi et al., 1977). The principles of equality of roles, mutual respect, mutual support, and collegial decision-making should underpin work in a group of adults; these are the same principles that children should internalize as they learn to work in groups.

Propelled to Leadership

Following the death of Ciari in 1970, Loris Malaguzzi was thrust into a leadership position within the Italian progressive educational movement. Their working collaboration, which had influenced the formation of ideas within the Reggio Emilia project, was cut short. As a result of this accomplishment, the regional educational project in Reggio Emilia was elevated to prominence. As a result of the alignment of Ciari's Deweyan-inspired pedagogical theory with the values and praxis of the Reggio Emilia educational project, it becomes clear that Ciari had a significant influence on Malaguzzi, the Reggio Emilia educational project, and the postwar renewal of Italian education during the postwar period (Lindsay, 2015).

Reggio-Inspired Approach: An Integrative Re-Framing

Reggio Emilia has long been regarded as a source of knowledge and inspiration to those who work in early childhood education. In this context, the term 'Reggio-Inspired' refers to any practice based on the Reggio Emilia life philosophy and takes place somewhere other than the Italian region of Reggio Emilia. This study delves into the empirical research inspired by Reggio Emilia. "Reggio Emilians accept individuals interested in their teaching and learning methods, but they do not believe that anyone else can be Reggio," according to one of the study's key findings. (6). The word "sixth" refers to the number of times a term is used in a sentence (Merz and Glover, p. 30). Teachers who are Reggio-inspired are those who incorporate Reggio concepts into their teaching environments. Applying a principle in a new context must first be translated into the target language and then adapted to a unique setting inspired by but distinct from the original. Gambini, Edwards, and Forman (1998) published a paper. Early childhood education in Reggio Emilia is founded on ideas and principles passed down through generations. The image of the child, parental responsibilities, and the concepts of space and time are all essential. Among its many distinguishing

characteristics are Loris Malaguzzi's (1920–1994) distinctive focus on children, documentation, collaboration, projects, and sensitivity to the visual arts (Morrow, 2010).

Because the Reggio approach lacks specified procedures, it is not considered a formal model. There has never been a study conducted on this technique's effectiveness in child outcomes (Dodd-Nuffrio, 2011; Dodd-Nuffrio, 2011, 2012, 2013). We know that the Reggio method continues to attract and inspire instructors due to the reflective and narrative literature on the subject. However, it is necessary to acknowledge that practices vary according to circumstances in all settings. They must rely on empirical evidence to justify and demonstrate the efficacy of their activities. According to a literature review on Reggio-inspired approaches, there is no empirical evidence to support their efficacy in improving children's and adolescents' health and well-being. The overwhelming majority of publications focused on the phenomenon itself rather than on child outcomes or the effectiveness of intervention strategies. A pattern emerged when we examined various perspectives (teaching, administration, child, and parent experience) or incorporated Reggio-inspired concepts into the literature. The organization's structural topic groups discussed multiple topics, including teacher/administrative perspectives and practice, focused inquiries, preservice teacher education, child or parent engagement, and efficacy studies. Following a systematic review of the literature, the following conclusions were drawn. Due to a lack of outcome data to support Reggio-Inspired practices. Reflections from Tehran, Sweden, and the United States were generated using various data sources. Teacher reflections, principal narratives, and documentation of children's work were all used as data sources. Voice and macro of the teacher Reggio and the exploration of Reggio-Inspired initiatives were the two sub-themes that emerged from the nearly entirely qualitative articles devoted to the Reggio-Inspired approach (Moss, 2016).

The Teacher's Voice in the Reggio Approach

Following a review of articles inspired by Reggio Emilia, researchers discovered that teachers worldwide actively sought or experienced shifts in their perspectives toward approaches to teaching such as meaning making, the child's image, or collaboration through professional development or intentional reflection.

Reggio Macro

Another group of teacher and administrator papers discussed or investigated ways to integrate Reggio-Inspired principles with other educational objectives in various contexts, including an American Reggio preschool (Salmon, 2008) and a Reggio-Inspired project in an Iranian school (Vajargah and Taraghija, 2010).

Concentrated Inquiries

Except for music and documentation, which were mentioned frequently, most focused inquiry subjects were distinct. The literature on Reggio-Inspired methods redefines documentation in the United States and the United Kingdom while also recognizing the broad value of Reggio-Inspired documentation.

Education of Pre-Service Teachers

Undergraduate reflectivity changes concerning the child's image (Bowne et al., 2012), inquiry-based teaching changes with project work (Moran, 2002) and perceptions of outdoor teaching settings have all been studied (Torquati & Ernst, 2013).

Participation of Children and Parents

According to the Reggio approach, children and their parents take on protagonist roles in various situations, a collection of articles. Papers that draw on a diverse range of driving concepts developed through research in Canada, Sweden, England, and the United States are included in the fourth category (8% of all papers submitted).

The Efficacy of Reggio-Inspired Methods

These thematically structured groups facilitated the establishment of an empirical foundation for replicating Reggio-inspired techniques in early childhood education and the ongoing debate in this field about these techniques. After reviewing the global literature on Reggio-Inspired approaches, the Reggio-Inspired Research Reframe work is a framework that we developed. It serves as a framework for future research and a tool for synthesizing literature rooted in the transplantation of the Reggio Emilia approach to other contexts. It is based on the findings of this survey. There should have been more than a list of primary demographic data about students, teachers, and school

populations (gender, socioeconomic status (SES), mean test scores, years of teaching experience, geographic location, and race/ethnicity, for example). As a result, when the focal elements come into contact with established structures, such as the teacher in their school context, the use of Reggio-inspired approaches, the school culture, the reception area, and community responses, the focal elements become transplanted into those structures. We can forecast the mode (that is, the amount) and degree of adjustment by considering these variables (pedagogical integration, teacher buy-in and overall transplantation of Reggio-Inspired approaches) (Emerson and Linder, 2019).

They provide a necessary multidimensional portrait of the who by describing teachers' years of experience, education, and initial Reggio-Inspired understanding, as well as contextual information about the home country, such as educational politics and history in the country and city, as well as demographic information about the school and class in which they teach. They establish the context for their investigation into the efficacy of three different Reggio-inspired professional development initiatives with these details. Teachers who had recently been introduced to Reggio-inspired methods shared their struggles and shifts in perspective regarding allowing emergent child-centered ideas to drive projects and classroom settings, understanding their role as teachers as collaborators with children rather than leaders, and finding time to document their classroom experiences and observations. The Reggio-Inspired Research Re-framework was developed to justify human organ and tissue transplantation. When viewed through the lens of the international adjustment framework, the three studies' descriptions of teacher inspiration are comparable, despite their research methodologies being quite different (Emerson and Linder, 2019).

Figure 1 illustrates how to accomplish this.

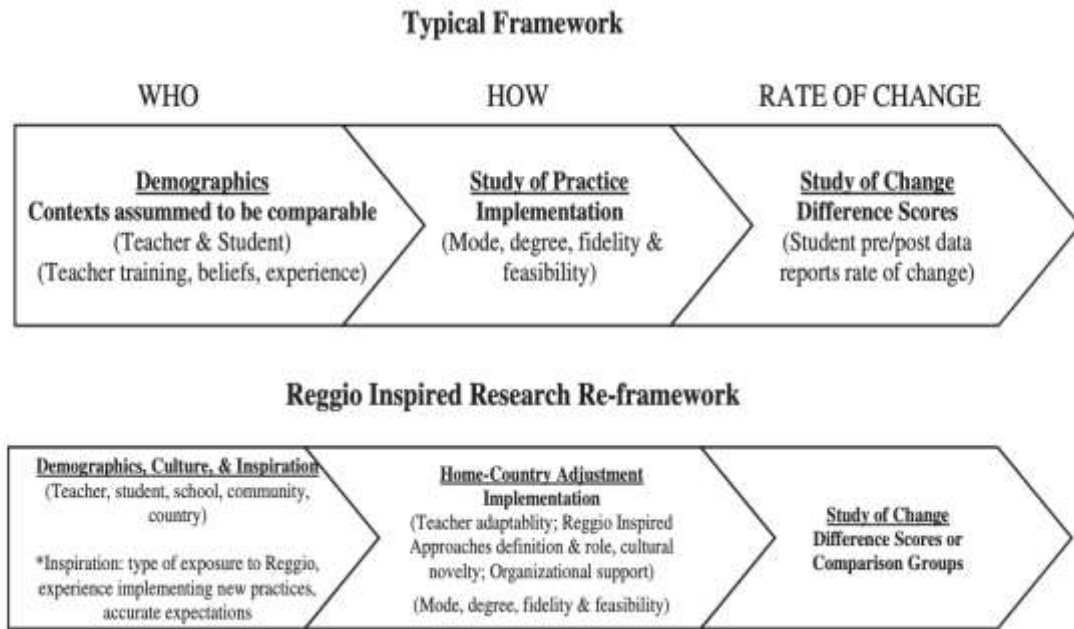


Figure 1. Reggio-Inspired Approaches Framework

Each piece of Reggio-inspired research contains cross-cultural transitions (Reggio inspiration and training; teaching experience and accurate expectations for trying a new approach; the culture of the host class, school and community and the differences between host and home country cultures). The international adjustment framework provides a critical lens through which to examine the work in this collection and a new direction for future research on the transposition of the Reggio approach.

In early childhood education, Reggio Emilia is a well-known strategy that emphasizes a child-centered, teacher-respected, and community-engaged approach centered on the children. The literature on Reggio-Inspired design has never been the subject of a systematic study conducted outside of Italy. This study summarizes the current state of knowledge on the subject and sheds light on research that has been conducted on the subject in countries other than Italy. A brief qualitative and reflective examination of Reggio-inspired perspectives or execution is undertaken after the initial focus on Italian inspiration. The central thesis of the collection is that applying Reggio-inspired principles outside of an Italian context has both advantages and disadvantages, as

demonstrated in the collection's examples. Nevertheless, the absence of contextual information within each study made it difficult to conduct further synthesis.

This broad but incomplete collection of research on the Reggio-Inspired approach both provokes and calls for a new research agenda in this future work, which will be addressed in this future work. Beginning with the international adjustment framework, we propose a new framework for considering and designing future Reggio-Inspired approach research: the framework for global adjustment. Note that the international adjustment framework emphasizes the relationships between the before and after Reggio transplanted, the relationships between inspiration and outcomes, and the actual implementation study. Reggio-inspired approaches are prevented from becoming suffocating by this framework's requirement for a definition of Reggio inspiration. As an alternative, the framework encourages using a broad lens when studying Reggio-Inspired approaches to facilitate future synthesis across a large body of research (Emerson and Linder, 2019).

Reggio Emilia: An Essential Tool to Develop Critical Thinking in Early Childhood

There are various arts education philosophy approaches that may include opportunities for reflection, art interpretation, experimentation, and the expression of emotions and feelings. If these approaches are implemented in the classroom, they will undoubtedly enrich students' artistic training. As a result, a conceptual framework based on these philosophies, known as the Reggio Emilia approach, is developed. It is a systematic review of the literature that has been developed through the categorization of criteria derived from research papers and examples of best practices. This categorization may allow us to create a framework that will be useful in the classroom and parameters of action that will impact students, teachers, and teachers' practice in general due to this classification.

Understanding how art is taught at the preschool level is essential for researching which methods are most used to teach crafts to young children. This will allow researchers to determine whether ways such as the Reggio Emilia approach effectively develop creativity in young children at the preschool level.

The concept of the art atelier, which is at the heart of the educational model developed by Loris Malaguzzi in Reggio Emilia, serves as the foundation for our investigation. A philosophical approach that focuses on listening to and respecting children and their potential by observing their actions in the process of reformulating everyday practices, ideas, and projects can be described as follows:

In our view, arts education is an educational model that allows for the emergence of critical thinking from artistic works. Critical thinking can be achieved when attitudes, emotions, and the expression of feelings are developed, and reflection and interpretation are sparked. As a result, arts education helps children develop their ability to think critically.

According to the Reggio Emilia approach, art education is seen as a means of developing critical and scientific thinking through artistic work, stimulating values and encouraging children to express their feelings, promoting the development of communication and social skills, motivating cooperative work and discussion, and promoting the development of communication and social skills as crucial elements in a free and democratic society (Ciari, 1961; New, 2007; González, 2011).

The early childhood program in Reggio Emilia, according to New (2007), is "dedicated not to the development of more and better child artists, but the development of creative, critically-thinking, and collaboratively engaged citizens."

. In early childhood education, artistic training is based on plastic experimentation (colors, textures, and materials) and on the creation of standardized projects in which freedom of expression and individual creativity are not yet present.

Critical thinking strategies are not integrated into arts education, which does not appear to go beyond the strictly manual and plastic abilities of the students. When we limit our practices to only this type of methodology, we cannot explore all the possibilities that arts education philosophies offer us as practitioners.

This paper conceptualizes and defines the fundamental approaches and methods for arts education, providing a framework for understanding the various methodologies for developing creative thinking through arts education.

After thoroughly reviewing the literature, we hope to systematize our pedagogical approach to develop a conceptual framework to support the implementation of Reggio Emilia methodologies

in pre-school and primary school settings, resulting in the development of good practices in arts teaching-learning overall.

To assist in implementing the Reggio Emilia atelier in schools, a conceptual framework is presented in this paper to facilitate the adoption of a model that can help teachers in training. This conceptual framework may be helpful in art education classrooms because it establishes parameters that can impact students, teachers, and in general, a methodology around the world.

Children's Art Understood by The Reggio Emilia Approach

The philosophy of Reggio Emilia is centered on listening to and respecting children for the potential of witnessing their actions to reformulate everyday practices, ideas, and projects. The schools associated with the Reggio Emilia philosophy advocate for a participatory and democratic educational system that strongly emphasizes research and experimentation, among other things.

The cultural project of its founder, the pedagogue Loris Malaguzzi, places the child first and not the subject to be taught; as a result, the learning process, rather than the final product, is the most crucial aspect. As a result, both teachers and students must observe, document, and discuss what they see.

Malaguzzi (1993) proposed that art education should be recognized as a distinct identity trademark for two fundamental reasons that contribute to the development of learning in early childhood.

The establishment of an atelier in which a central figure is a person known as an atelierista, who is in charge of the atelier. The atelierista's role is to create situations that encourage experimentation and research to carry out these activities successfully. In addition, to accompany the children as they search for their discoveries. Providing them with opportunities to both experienced and be experienced is also essential (Fernández Santín and Feliu Torruella, 2017).

Reggio Emilia is characterized by a strong emphasis on the importance of creativity at the metaphorical and symbolical levels to encourage students to participate in research projects. Additionally, at Reggio Emilia schools, they center their work on the way we see and think about the world and ourselves concerning it. As creativity can impact the different ways children express themselves verbally, it is essential to note that differences may arise, and adjustments are necessary.

Typically, research projects begin with a child's interest and are based on their personal experiences, exploration, or any questions they may have about the world in which they live. Children's cognitive, social, and language skills continue to develop throughout the projects.

Conceptual Development of The Reggio Emilia Theory

The school is regarded as a single living organism, a place of coexistence where relationships between adults and children can be developed and exchanged. A place where students can think, discuss, and learn how to work by attempting to reconcile what they know and what they don't know, their difficulties, failures, expectations, success and the questions and problems that are always present when they have to make a decision is provided by the university (Malaguzzi, 1993).

According to Loe (2006), the Reggio Emilia approach is distinguished by six key characteristics that define and distinguish it from other systems:

1. Documentation
2. The Environment as Third Teacher.
3. The Multiple Languages of The Children.
4. Long-Term Projects.
5. The Teacher as Researcher
6. The Home-School Relationships (Loh, 2006).

As a result, Kim and Darling (2009) believe that these six aspects should be complemented by three additional main themes, which are as follows:

1. The Image of The Child
2. The Negotiated Learning
3. Social Relationships, which defines the meaning of the pedagogy of the kindergarten schools associated with the model developed by Malaguzzi

Core Areas of The Reggio Emilia Theory

From the literature review, it can be determined that the following are the primary focuses (RE1-RE8) of the Reggio Emilia approach:

- **The Environment as A Third Teacher (Re1).** Schools in Reggio Emilia pay particular attention to the environment. As a result, they are designed to inform and

include students and visitors to the school (Schroeder-Y u, 2008). Using this approach, three educators are described at once: the teacher, the student, and the surrounding environment (Strong-Wilson & Ellis, 2009). The aesthetic, the beauty of the schools, and the atmosphere in the classrooms are all lavishly pampered and meticulously maintained. Students are encouraged to explore, experiment, and investigate how the instructors organize the space.

- **The Multiple Languages of The Children (Re2).** Reggio Emilia schools incorporate the arts to develop students' cognitive, linguistic, and social skills. To better understand their students' thought processes, the teachers employ artistic techniques (Bennett, 2001). The Reggio approach, according to Vecchi (2013), decides to broaden the definition of "language" beyond verbal languages to include the various ways in which human beings use language to express themselves, such as "visual language," "mathematical language," "scientific language," and other forms of expression.
- **Long-Term Projects (Re3).** Because the projects, which can be either short-term (one week) or long-term (one academic year) in duration, are based on the students' interests, teachers assist them in making decisions about the directions in which to direct their research (Loh, 2006).
- **The Teacher-Researcher (Re4).** The role of the teacher in the Reggio Emilia approach is not limited to providing information to students but also includes listening to, observing, and documenting the students' work.
- **The Image of The Child (Re5).** In the eyes of many, this is an entity that is powerful, competent, creative, curious about the world, and ambitious (Malaguzzi, 1993). As a result, the child is regarded as a researcher capable of questioning and conducting experiments. Students can co-construct knowledge through discussions with their teachers and fellow students due to the projects they are working on. Research strategies are developed from the children's interests, derived from their experiences, exploration, and any questions they may have about the world they live in. The projects developed as a result of this process are called research strategies. Children can learn cognitive, physical, social, and language skills through

participation in these projects. They may also gain independence and confidence as they apply these skills in various contexts and situations, making decisions and responding to their problems.

- **Negotiated Learning (RE6).** Students can co-construct their learning in this environment by working together in social groups. Reggio Emilia educators place a high value on debating and negotiating with one another and students working cooperatively to solve problems. As a result, teachers must devise strategies to assist students in interacting with one another, as the students can generate knowledge throughout the negotiation process.
- **Documentation (RE7).** It is possible to present and represent the students' experiences, thoughts, ideas, and learning processes through photographs, films, sound and voice recordings, and other means such as notes, drawings, etc. It is possible to assess the significance and relevance of the students' work through the documentation and make this information visible to the public. Furthermore, the documentation encourages communication and collaboration by fostering meaningful dialogue between students, teachers, and families. Schools in Reggio Emilia use documentation as a tool for sharing and constructing basic knowledge in their daily activities because, according to Schroeder-Yu (2008), "dialogue and recorded conversations offer opportunities to reveal how individuals and groups of learners create meaning of subjects" (p. 131). According to Moran, Deschrochers, and Cavicchi (2007), documentation in schools changes educational practices gradually. According to Filippini, who was interviewed by Turner and Wilson (2009), "Documentation seeks to develop new relationships on how we know children and how they know themselves" (Turner and Wilson, p.7, 2009)
- **Social Relations (RE8).** A social constructivist theory underpins the philosophy of Reggio Emilia; this theory defines children as active social actors who actively participate in the construction and determination of their social lives. According to Malaguzzi (1993), children are far from passive students who do not participate in social processes or structures due to their environment. Student-teacher

relationships facilitate co-constructive learning by allowing students to generate ideas due to cognitive conflict between the students and the teachers.

In terms of the lessons, following a thorough examination of the Reggio Emilia approach, its work, its architecture, the surrounding environment, and other vital elements, many implications are drawn that can be useful to other teachers and researchers interested in Reggio Emilia's approach. Therefore, implementing this educational philosophy in other schools can be a starting point. In any case, the outcome of these investigations will be related to understanding whether or not it is possible to apply and implement the Reggio Emilia approach in schools that are not located in the Italian region of the same name (Katz, 1994; Bennett, 2001; Tarr, 2001).

A conceptual model with working parameters can be developed (Table 1)

Table 1. Conceptual framework

CONCEPT applied to the ATELIER	IMPACT ON STUDENTS	IMPACT ON TEACHERS
Environment as the 3rd Teacher	They invite students to explore, investigate, experiment and ask questions about the world around them.	Sensitivity to the appearance of the school and its surroundings.
	Common areas that allow students from other classes to meet.	Create an environment rich in possibilities and challenges that invites to teamwork, to explore and to solve problems.
Hundred Languages of the children	Use of the arts as a symbolic language to express their knowledge in projects.	Integration of graphic arts as a cognitive tool, linguistic and social.
		Presentation of concepts and hypotheses in different ways: painting, theatre, writing, shadow theatre, etc.
Projects	Based on the interest of students.	To help students to make decisions about which direction to take in their studies.
Teacher-Researcher	Provoke and stimulate their students thoughts	Role of the teacher-researcher: to listen, to observe and to document their students' work.
		Commitment towards educational practice and learning. Cooperative work with other teachers to share information.
Image of the child	Little researcher: ability to question and investigate.	Propose projects focused on the interests of children.
	Acquisition of autonomy, independence and confidence. Making decisions and solving difficulties.	
Negotiated Learning	Co-construction of learning through social relationships.	Generate strategies that help students to interact with each other (debates, problem resolution, teamwork, etc.).
Documentation	The opportunity to express, build and validate their ideas, knowledge and emotions.	Opportunities to share with the educational community (teachers, families, researchers) working class.
	Help students to keep track of their learning and make it visible.	The teacher collects information on the students work (with photos, videos, audio, collection of written notes taken from observations).
Family-school Relationships	Facilitate learning about the world around us. Education based on social relationships.	Teamwork between students, teachers and families.

It is worthwhile to keep these ideas about Reggio Emilia in mind to develop a framework of action for the implementation of the Reggio Emilia model in schools, to develop guidelines for teachers and schools through a workshop where students are invited to experience art through playing and imagination, using different languages, as the creative response of children has no limits and must not be guided through playback or copying. We believe that this framework can be used as a good practice guide to present a new perspective to encourage innovation in the professional development of teachers, as well as to provide a set of valuable guidelines to enhance the curricula for art teacher training in university programs because it allows us to rethink, from an innovative, simple, and effective pedagogical model, about the role of art in the education of infants; to stimulate and develop critical thinking skills.

It can also be beneficial to art students who are interested in education by providing them with exciting and novel methodologies, such as the Reggio Emilia approach, which differs from the traditional techniques of reproduction or artistic works to teach arts, offering alternatives to develop, through arts education, critical thinking, and creativity, while relating both to the world and to others (Fernández Santín and Feliu Torruella, 2017).

Early Childhood Education in the UAE

A strong emphasis is placed on the importance of education by the government of Abu Dhabi, which is located in the United Arab Emirates. The achievement of the Economic Vision 2030 requires raising the academic performance of Abu Dhabi children to a level that is competitive on a global scale, which can only be achieved through increased educational opportunities. The Abu Dhabi Educational Development Council (AEDEC) was established in 2005 with the mission of promoting educational development in the Emirate of Abu Dhabi, and it has continued to do so ever since. From the year 2010 to 2015, the ADEC implemented a ten-year strategic educational reform process known as the New School Model, which was successfully completed in 2015. As the authors of the article point out, elites educated in the Western world have an impact on the model, which "translates into the adoption of a hybrid model of education in which many or all of

the new ingredients are imported," according to the authors. When it comes to ADEC's bilingual kindergarten curriculum, it is divided into two sections. Academic Performance,' and the first is titled 'Approaches to Learning,' while the second is titled 'Approaches to Learning,' The curriculum is taught in two languages, English and Spanish, to ensure that all students are successful. All Emirati children can now voluntarily participate in two years of kindergarten education beginning at the age of three and a half and lasting for a total of two years, beginning at the age of three and a half. Pre-school and infant-toddler education have made significant strides in a sector that has traditionally been referred to as "home care," and which has traditionally been staffed almost entirely by nannies from countries such as Indonesia and the Philippines, but also India and Sri Lanka, among other places, in recent years. According to reports, the "child-at-home" model of education is widely used in the United Arab Emirates to educate children under the age of four years old. When children are young, it is common for them to spend a significant amount of time with maids and nannies who do not speak Arabic as a first language and who do not have any childcare or early childhood education credentials. Approximately 90% of nursery attendees were foreign nationals, according to a 2009 report by the Emirate of Dubai, and less than 5% of Emirati children aged 0–4 years attended pre-school education programs. Established in 2013, this membership organization aims to bring together individuals, primarily from member countries of the Gulf Cooperation Council, in order to raise awareness about the importance of early childhood education as well as to improve the quality of early education, care, and protection for children in the Gulf region. An organization dedicated to the promotion of early childhood education, care, and protection for children under the age of five, the Arab Association for Early Childhood Education (AAECE) is a non-profit organization based in the United Arab Emirates. While these initiatives have been successful, they demonstrate how important it is to maintain recent efforts to ensure the provision of high-quality early childhood teacher education if the early childhood education sector is to continue developing and improving in the future (Baker, 2015).

A critical component of education strategic planning in the United Arab Emirates is the requirement for developmentally appropriate, high-quality instruction to be provided in kindergarten classrooms. As a result of our findings, we believe that the use of CLASS Pre-K in kindergarten classrooms provided moderate evidence for the applicability of the TTI conceptual framework in this context. There is a possibility that the findings of the current investigation will

have ramifications for public policy and practice if they can be replicated in the future. CLASS Pre-K, for example, maybe useful in evaluating the effectiveness of the country's recent investments in early childhood education programs and in providing guidance on how to improve the quality of teacher-child interaction in early childhood education programs, both of which are currently underway. Professional development may aid in the provision of high-quality learning environments for children in the classroom if teachers are supported in expanding their repertoire of effective and supportive teaching strategies (von Schukodoletz et al., 2020).

It is first necessary to define "early childhood education" (ECE) in the context of service provision in the United Arab Emirates (UAE). According to the United Nations Development Program the provision of early childhood education and care takes many different forms around the world, including 'parenting programs, community and home-based childcare, center-based provision, pre-primary education, and after-school care.' Nurseries (both public and private), in-home care (provided by parents and/or domestic helpers), and kindergartens or early years sections within K–12 schools are some of the ways in which this is accomplished in the United Arab Emirates. The first step is to acknowledge that early childhood is widely considered to be the period between birth and eight years of age all over the world. In their definition, New and Cochran state that early childhood education and care (ECE) are "services provided from the time of birth until the age of compulsory schooling." In the emirate of Dubai, early childhood is defined as children between the ages of zero and six, according to the Knowledge and Human Development Authority (KHDA), which regulates private school education in the country. Moreover, according to the Abu Dhabi Education Council (ADEC), which was in charge of private and public-school education in the emirate of Abu Dhabi until 2017, compulsory schooling begins at the age of six and kindergarten attendance is optional (ages four to six). Following the implementation of rigorous inspection frameworks based on international best practices, as well as curriculum reform in public schools serving children aged 4 to 6, significant progress has been made in improving quality for children aged 4 to 6. There has been a significant shift in the approach to kindergarten teaching and learning in recent years, away from a narrow focus on academics and toward a greater emphasis on creativity, communication, and the overall development of the child, rather than the other way around. Given the ongoing reform of K–12 education, it is unclear how what has been learned will be put into practice. As has been the case for many generations, parents, other family members, or

domestic workers will continue to be the primary caregivers for young children in many households. It is common practice around the world for people to receive care in the comfort of their own homes. The chapter, on the other hand, discusses the potential drawbacks of domestic workers taking on the role of nanny as well. A national curriculum framework for early childhood education and care (ECCE) would serve as a model for those who provide in-home childcare services, according to the White House. By incorporating quality assurance guidelines for in-home caregivers and families into the 2016 Early Childhood Education Institutions Compliance Inspection Manual, all stakeholders would be able to compare their practices to nationally recognized standards, which would benefit all stakeholders (Dillon, 2019).

Reggio Emilia Approach in the UAE

During the presentations, questions about the backgrounds of children attending Reggio Emilia's public schools were prompted by children's artwork from the city of Reggio Emilia, which is frequently displayed in the form of sophisticated and intricately drawn murals by children. Any preconceived notions about children being 'elite' were quickly dispelled. Children of single parents are given priority over children of married mothers when it comes to school placement, despite the fact that schools have not always been located in affluent neighborhoods in the past. These children were dubbed "special rights children" and were fully integrated into the project's activities because of this designation. In the United Arab Emirates, the concept of inclusion has gained traction, prompting the establishment of a dedicated division at Emirates College for Advanced Education. In November 2006, the United Arab Emirates signed an optional Protocol to the United Nations Convention on the Rights of Persons with Disabilities, and in 2006, the Federal Law 29/2006 protecting the rights of people with disabilities was passed. To begin discussing inclusion in a country that has historically relied on charitable organizations to care for children with special needs, it is fascinating to consider the values underlying the term "special rights for children" and the importance of giving priority attention to children who may be "disadvantaged." In a country that has historically relied on charitable organizations to care for children with special needs, this is a fascinating place to start. Baker (2015) stresses the importance of increasing the number of 'inclusion-related subjects taught in teacher preparation courses,' despite the fact that the law is being implemented in some instances in its spirit. Increasing the number of 'inclusion-related subjects taught in teacher preparation programs' is also essential, according to the report. Following

this experience, motivated to collaborate with student teachers to investigate the Reggio Emilia school as a model for how schools can effectively collaborate with children who have special needs. This is an excellent model for further research and examination of early intervention and inclusion issues in early childhood education, which will be extremely beneficial to all children and families. As a model for early childhood teacher education, the Reggio Emilia approach cannot be replicated in its entirety in other settings. However, it is immeasurable in terms of design, planning, and organizational aspects of early childhood teacher education programs, as well as philosophical and theoretical input into the course design process. Students in the early childhood concentration courses at Emirates College for Advanced Education will experience moments of elation as they grasp the significance of the Reggio Emilia approach to early learning and begin to apply its fundamentals in the context of practicum experiences and continue to teach undergraduate and postgraduate students. This model will have a long-term impact, and when combined with empirically supported practices, will serve to inspire, and influence early childhood education in Abu Dhabi, thereby speeding up the process of implementing it (Baker, 2015).

Everything about the school environment is captivating: the meticulous and meticulously drawn and photographed documentations that were displayed on the walls; the indoor and outdoor furniture; the placement of natural materials throughout the rooms and dangling from the ceiling; the bathrooms, kitchens, and outdoor play areas, which were teeming with opportunities for interaction with nature and wildlife, especially rabbits and chicks. Every aspect of the approach, from the sprawling artistic murals to the painstakingly written and posted teacher planning sheets in each classroom, captured the attention, and took verbatim notes on every aspect of the presentations. Such in-depth explanations of how an educational system works in concert to create the exemplary Reggio Emilia early childhood programs were something never heard or read before. Before we do not think that early childhood education could have such a profound impact or be held in such high regard on a global scale. Anyone who came into contact with Lori Malaguzzi, from her ice cream parlor to the town hall, was touched by her legacy. After years of looking away, finally realized that Reggio Emilia was a driving and unifying force in the early childhood world, bound together by a philosophy and professional standing that was unrivalled in the world of early childhood education. It was during my seven-day stay at the Loris Malaguzzi International Centre that moved to tears by the significance, value, complexity, and intricacy of early childhood

education, and it was the most moving experience of my life. For the United Arab Emirates, which has a significant investment in the contemporary, technological, and cutting-edge, educators and stakeholders may need convincing to priorities what is central to Reggio Emilia's approach to early childhood education – critical thinking and relationship building – over academic content, academic performance standards evaluated by Emirate-wide testing, and the use of technology in early childhood education. The importance of Abu Dhabi educators seriously considering devoting their full attention to this 50-year-old approach cannot be overstated. Earlier in the week, encourage my student teachers to become members of the North American Reggio Emilia Alliance to continue their professional growth. The students will be inspired to apply Reggio Emilia principles to early childhood education in the Emirate, will become influential in ADEC as the Emirate develops capacity in the early childhood sector, and will spread critical Reggio Emilia messages throughout the Emirate (Baker, 2015).

CHAPTER 3

METHODOLOGY

Methods of Data Collection

First and foremost, field data will be gathered, with both qualitative and quantitative information being collected as needed and as appropriate. Take into consideration what public school teachers think of this approach and whether or not they are willing to put it into practice. As a result of the distribution of this survey, they will be notified if any suggestions are made for this approach. They will also be told if any recommendations are caused due to the distribution of this survey. Aside from that, as part of my research, document analysis of private schools and nurseries teachers in the United Arab Emirates who are implementing the Reggio Emilia approach in their respective classes and making a connection to the environment of the United Arab Emirates. Additional reading of scholarly articles will be required to learn more about this approach and its implementation in various countries worldwide. The application of this technology in the United Arab Emirates will be beneficial in understanding how it works and how it can be implemented in that country.

Recruitment of Participants

My investigation included looking for teachers who work teach kindergarten in public schools in the United Arab Emirates that show if they know about Reggio Emilia educational and they used some of practices that similar to Regio Emilia approach and asked them about some concepts of curriculum and see their opinion about these concepts, they received the online survey, with 51 teachers receiving it.

Uncovering the existence of many Reggio Emilia private schools and private nurseries in the United Arab Emirates was a revelation. The method will collect the data about the curriculum by seeing their documents and know more about their values and how that curriculum work on the UAE, four nurseries were found and analyzed.

Primary Research Setup

The determination of the effectiveness of Reggio Emilia as educational conduct and system in the UAE will generally result from the analysis and survey answers acquired from the qualified and selected respondents with connections to the academic field. The perceptions, initial interpretations, perceived potential, benefits, and integration within UAE's educational system propagating from the responses allow the researcher to conclude the research question and analyze the topic at hand, potentially reaching the study's objectives.

The chosen respondents will be from both public and private schools. The educators from the public schools will be given a separate survey that explains both their current setup, how applicable the Reggio Emilia system will be, the perceived upsides when applied, and the willingness of the public-school educators to employ its measures. The response, compatibility, overall usability, and effectiveness of the system will be measured and analyzed.

The corresponding results from the private nurseries teachers that already used such Reggio Emilia measures will be studied to the effectiveness of the approach.

It should be noted that the following private nurseries were chosen as the primary focus of the private school segment because they applied the Reggio Emilia approach:

- Oasis Nursery.

- Step by Step Nursery – Dubailand
- Green Grass Nursery
- Creative Nest Nursery

Potential Adverse Effects on Participants and Countermeasures

Given that the research is concerned with curriculum questions rolled around in the curriculum, the subject of the study is not at all sensitivity sensitive. As a result, the participant will not suffer any harm or negative consequences. My research will significantly contribute to society's advancement by advancing important social and moral values, such as the principle of non-harming other people's feelings.

Confidentiality Of Data

In addition to the consent forms, participants can be asked to sign a confidentiality agreement (also known as a non-disclosure agreement). Consider, for example, some consent forms that inform participants that their anonymity will be protected and that they have the right to withdraw from the study at any time. Keep in mind that all data and images will be added after a written request from participants has been submitted.

The researchers will ensure that the data acquired from this research will not be utilized beyond the focus and outcomes of the study without the respondents' permission. The respondents' information will remain anonymous throughout each section of the research. It is within the utmost priority of the researcher that any sort of information acquired from the participants be kept secret.

CHAPTER 4

RESULTS

Survey for Public Schools' Teachers in early childhood (appendix. A)

First, to be clear the questions depend on the answers of the participants, if the answer is yes, the participant will go to specific questions related to the answer, same goes for participants who answered no. In the beginning people who said no at the percentage of 64.7% will be analyzed.

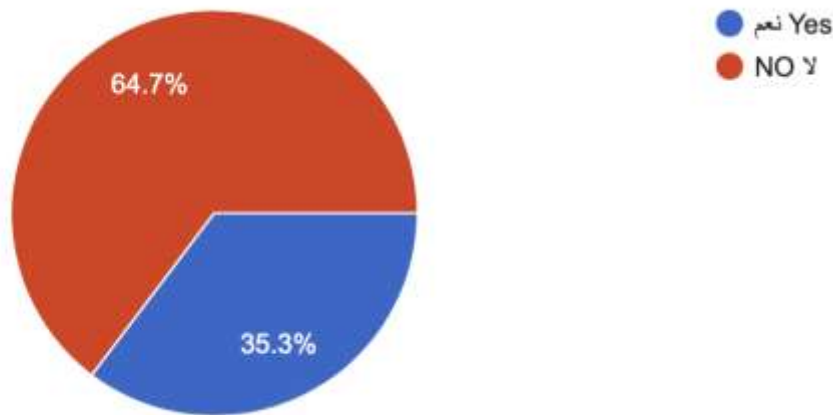


Figure 2. Familiarity Of Public-School Educators with The Reggio Emilia Approach

The application and practicality of the Reggio Emilia approach are not well understood by a significant proportion of public-school teachers, as illustrated in Figure 2. This is not surprising given that the approach is not widely used in the United Arab Emirates, where it originated. Despite the fact that they were not following the Reggio Emilia approach, a significant proportion of public-school teachers were aware of it, indicating that it was widely used, and that people were aware of the potential benefits of it. It has been discovered that increasing product familiarity on the stable basis that public school teachers are already aware of its effectiveness and usage may be a viable strategy.

The pursued population in this setup worked with an academic approach that did not utilize the Reggio Emilia approach blatantly and consistently. Having 35.3% of the respondents

maintaining familiarity with the approach unveils the massive awareness of the approach. This situation implies that the Reggio Emilia approach is already popular or effective to the point of being recognized by non-practitioners or the public-school teachers are attempting to acknowledge its usefulness and apply it within the context of the classrooms.

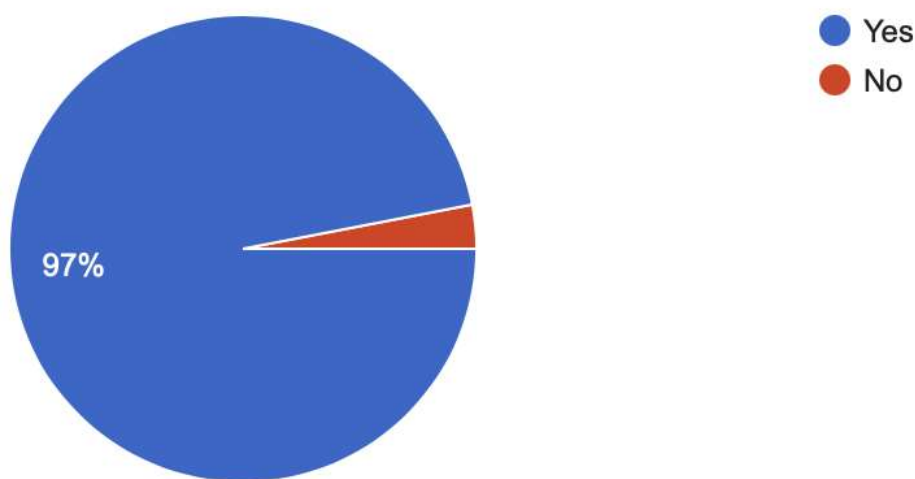


Figure 3. Do You Divide the Class into Different Learning Sections?

In accordance with the findings depicted in Figure 3, most public-school teachers divide their students into different segments to concentrate on one specific task at a time. It could be in reading learning sections, mathematics learning divisions, arts learning sections, or any other section of the curriculum. Having such a practice already indicates that educators are recognizing differences and preferences among students, as well as the need for young learners to concentrate on a specific set of tasks, as emphasized by the Reggio Emilia approach. The Reggio Emilia approach suggests the expression of Hundred Languages, in which students can explore and express their learnings in a way that may be significantly more effective than in a traditional setting, according to the approach. Students who are more prone to specific setups or strategies may benefit from segmentation because it allows them to make minor adjustments.

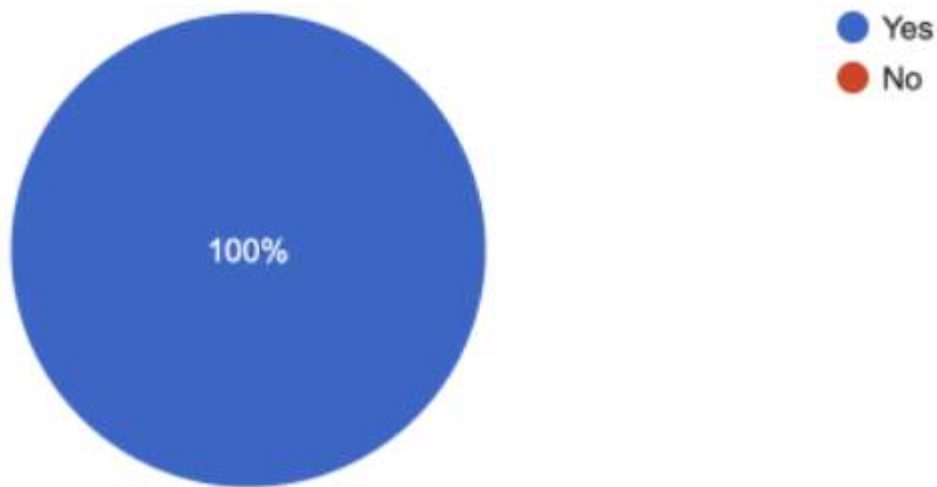


Figure 4. Is A Child's Interest Considered When It Comes to Learning?

Figure 4 demonstrates that public school teachers unanimously take into consideration the child's learning interests. This question received a rare 100 % yes response, indicating that public school educators make an effort to recognize, acknowledge, and incorporate the interests of the children when it comes to learning in their classrooms and communities. The incorporation of interests is a necessary component of the Reggio Emilia approach because it allows for adjustments and the creation of optimal learning conditions for the students involved. To develop a harmonious learning session and expression that increases learning integrity while also creating an interesting environment where children are free to explore their inner strengths and channel their innate creative responses to further their academic prowess, it attempts to utilize segments of the child's interests. Considering the interests of children allow for additional motivation and stimulation to come from the student's side of the classroom experience. It is beneficial to incorporate such notions into the learning experience, as it stimulates interest and connects it to the lessons, creating an entirely new platform for both students and teachers to explore and learn more.

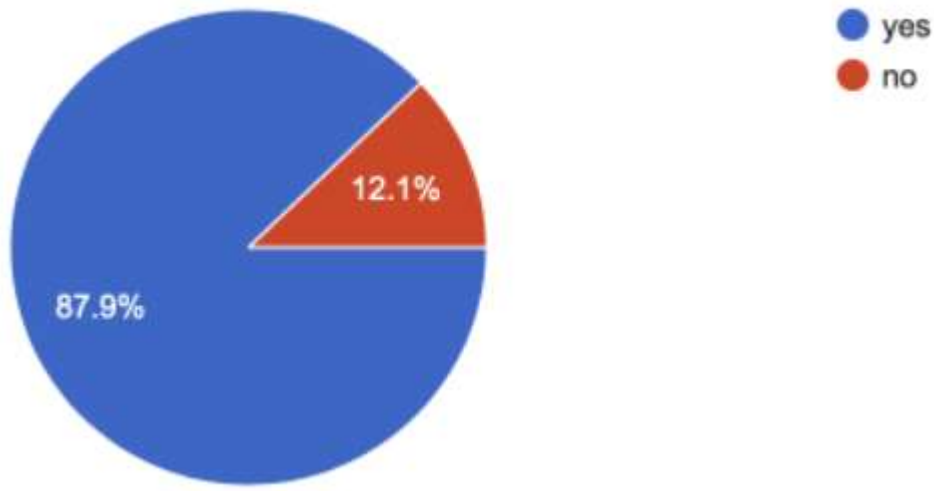


Figure 5. Do You Believe In “The Hundred Languages” Concept?

The Hundred Languages concept is concerned with children's ability to express themselves, explore their environment, and learn in various ways. According to the Reggio Emilia approach, the infinite potential within each child can only be unlocked by teaching them through the Hundred Languages that they are innately capable of employing in their learning. Teachers in public schools generally believe that children are capable of understanding the Hundred Languages concept, as illustrated in Figure 5, and may be willing to accommodate extended learning experiences and sessions. The fact that the vast majority of the teaching forces openly acknowledge the core principle of the Reggio Emilia approach indicates that the system will be easier to manage and more beneficial to students in the UAE in the future, according to the results. It is already possible to assume that some of the teachers will use elements of the Reggio Emilia approach, such as the Hundred Languages concept, in their lessons.

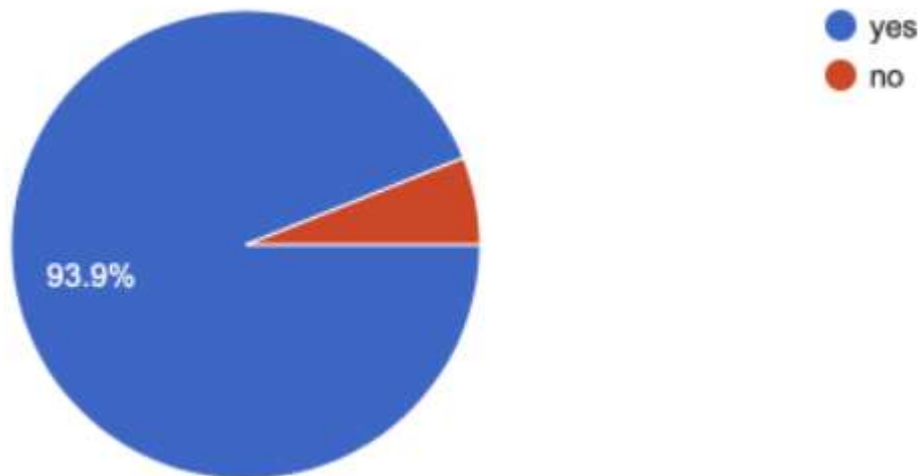


Figure 6. Do Training Courses Help Implement Curriculum Instructions?

The data in Figure 6 shows that nearly all teachers in the public sector agree that training courses assist them in putting curriculum instructions or lessons into practice. The availability of training courses aids in the stabilization of the ability of teachers to implement and conduct their studies in accordance with the curriculum's structure. These findings provide a strong foundation for the implementation of Reggio Emilia in the United Arab Emirates in the future. By stating that training courses assist in the implementation of curriculum instructions, the adjustments that must be made in order to implement the Reggio Emilia approach can be easily integrated and adapted by the teachers. The availability of excellent and consistent training courses facilitates faster adaptation and better implementation of new technologies. The outcome of this segment further enhanced the viability and overall effectiveness of the Reggio Emilia approach if it were to be explored and implemented in the United Arab Emirates.

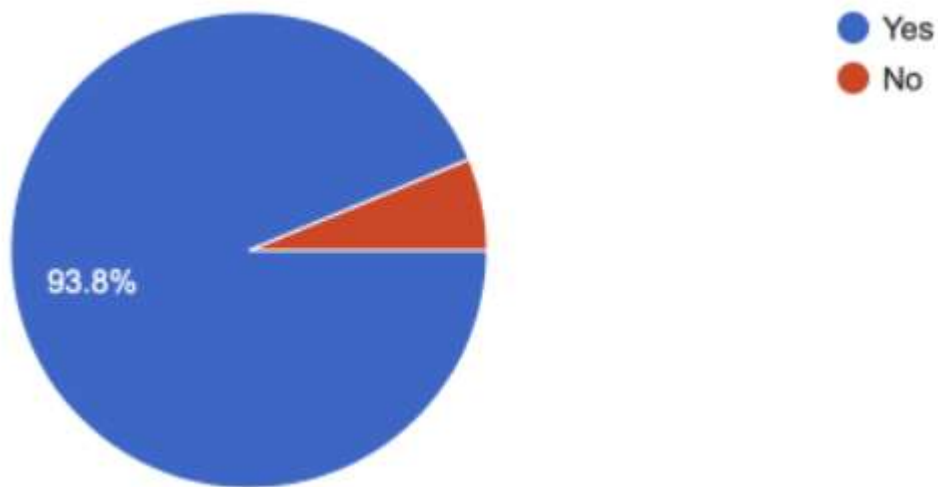


Figure 7. Do You Like the Reggio Emilia Approach?

As seen in Figure 7, almost 94% of public-school teachers agree with the potential of the proposal once exposed to the totality of the Reggio Emilia approach. This result indicates the willingness to implement if given a chance, the positive insight gained by the public-school teachers, or the agreeableness towards the net good the approach may bring when it comes to teaching and the learning experience of the children. Overall, public school teachers like the approach and its effects and may strongly consider its usage once implemented or available.



Figure 8. Are you interested to know more about this approach watch this video?

This question has been developed for those who wish to learn more about this approach.

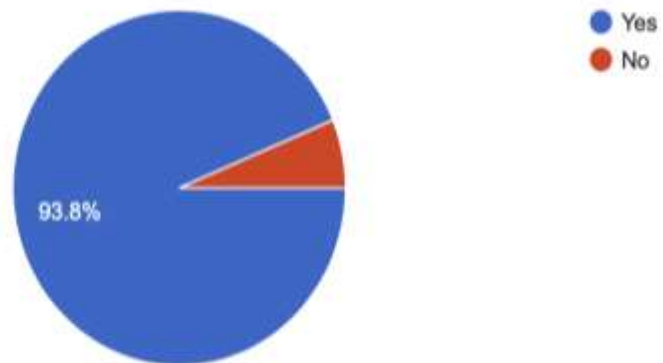


Figure 9. Did you like it?

This question follows the video, as seen 94% of participants like this video and were asked to give there feedback all of them recommend the idea of this approach, some of these responds reflect that children have great capabilities, Children learn about ways ,different methods and abilities to express themselves, as seen in the video there are 100 languages, talking, hearing, and discovering, dreams they have , individual differences and discover the world by playing and exploring. All these responds show that most of them like and understands this approach.

General Comments of Public School Teachers who were unfamiliar with Reggio Emilia approach

Most of the comments or suggestive replies of the public-school teachers compliment the potential good that may result from the Reggio Emilia approach. Some of the respondents indicate a positive stance on the methods and principles of the approach as they believe in the learning experience being an important aspect of education and that children require different and varying methods or environments to express and learn what they have acquired or are still acquiring.

Public School Teachers who were familiar with the Reggio Emilia approach

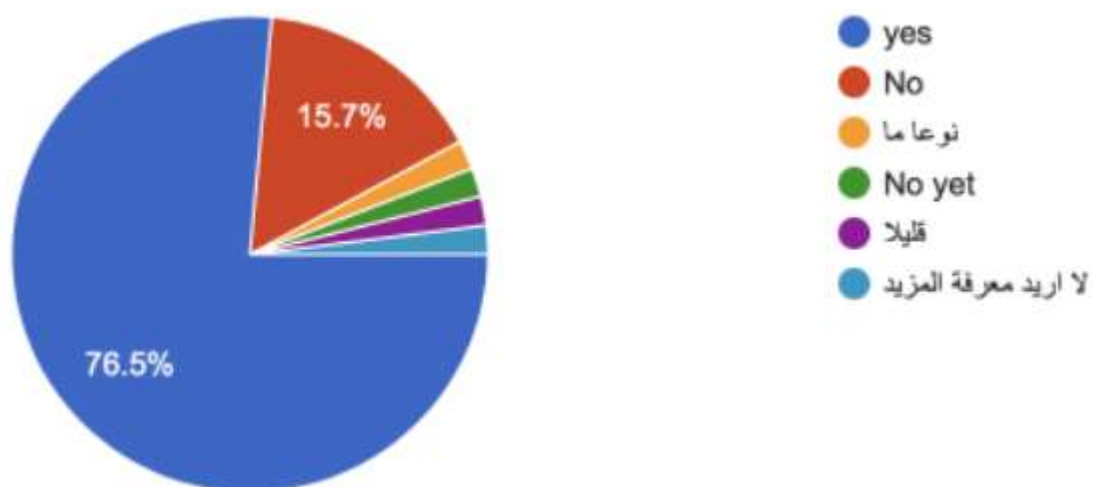


Figure 10. Do You Understand the Reggio Emilia Approach in The Curriculum?

For Figure 10, while 76.5% may indicate a large overall understanding of the Reggio Emilia approach from public school teachers who practice it, around 25% are still showing signs of unfamiliarity and lack of skill. The target should be near 100% as having a complete understanding of the purpose and overall dimensions of the approach allow for maximized implementation and usage. The results mean that 25% of the teachers that use the approach are not entirely sure of what they are teaching or using, which may inhibit the learning progress or the exact functionality of the Reggio Emilia approach. The discrepancy may be rectified through training courses as indicated in the previous results. Additionally, the lack of complete understanding may be the result of a lack

of widespread adoption in the UAE, which can easily be solved once the educational system explores the use of the Reggio Emilia approach further.

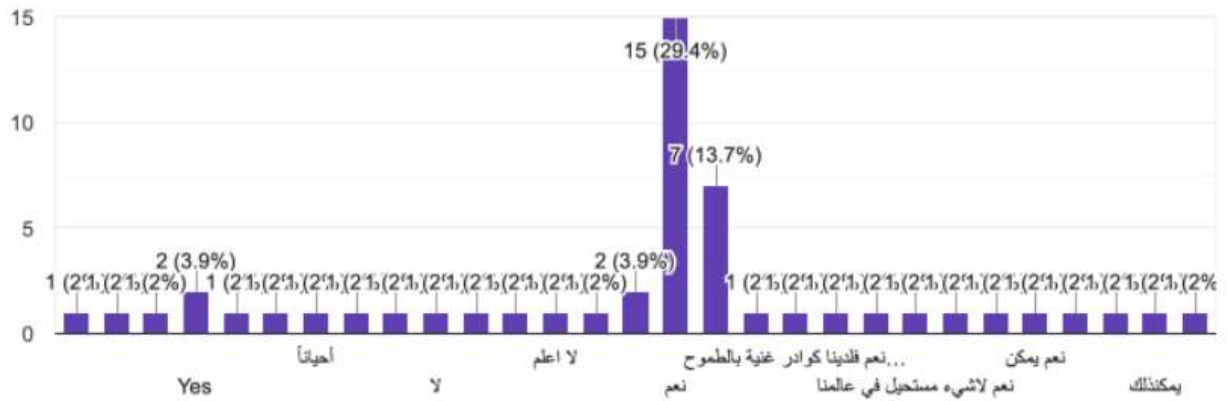


Figure 11. How Valuable Is the Reggio Emilia Approach?

Based on the graph resulting from the data of the public-school teacher respondents in Figure 9, an overwhelmingly high segment of the private teaching force agrees on the overall effectiveness and value of the Reggio Emilia approach when it comes to teaching and learning in classes, especially in the early stages. The results and experiences coming from some teachers in public schools who applied some values of this approach spontaneously were interested to know more and were encouraged to apply, thus, it gave their peers the idea that widespread implementation of the Reggio Emilia approach in public schools will be extremely beneficial and viable given the circumstances and conditions. Adopting the Reggio Emilia approach within the public education sector may steadily improve the quality of education and enhance the overall nature of students.

General Comments of Public School Teachers who are familiar with the Reggio Emilia approach

According to the public-school teachers, the approach is generally well-loved by both the teachers and students because of its adjustments based on the individual differences of the students, innovative approach that does not become limited by traditional methods, exploration of different learning segments to acquire experience and knowledge, holistic children development, and overall usefulness that applies to almost all the children in need of attention. The approach is a flexible format that fits the needs of the children and allows for interesting experimental approaches to learning that create interest and allow for unusual yet effective expression of learnings and

activities. Freedom, flexibility, and overall effectiveness are the prime reasons why teachers are appreciative of its usage in their private school curriculum.

According to the same group of public-school teachers, the learning environment of the student is also a necessary factor that must be accounted for as it is found to be a “third teacher” in classes or schools. Various reasons may apply to this phenomenon. Some suggest that having a good environment gives freedom to the children, while others suggest that diversity in tools and environment help boost creative mindset and learning. Some would even imply that the environment stimulates the mindset of the children as they easily penetrate the senses of the students and fill their thoughts. There are several more reasons, but most agree on its importance and overall impact when using this approach.

Regarding the Hundred Languages Concept, the public-school teachers suggest various ways to fully maximize this concept in the Reggio Emilia approach. Most suggest playing or some sort of activity. Others suggest the usage of varying teaching materials that may help stimulate the other senses. Enriching the environment and letting the children explore is also a popular option. In the end, the potential is endless, and the best way is to just explore what works and implement them. It may also be effective to take into consideration the personal interests and hobbies of the kids as it may direct them towards a particular activity that may resonate with their core.

Document analysis:

- **Private nurseries in the UAE**

Reggio Emilia approach applied in many private schools and nurseries in the UAE. Documents analysis are very good tool to see how they apply it and how is its affective approach by seeing the documentation for each nursery. The main goals for that to look for the effectiveness of nurseries in the UAE and their vision, to know more about parent opinion regarding this type of learning these points were reached:

- Every child is different.
- Children become stronger and more independent through positive interactions with others

- Children know more than we think.
- Preparing the whole environment around and for the students.

The Reggio Emilia Approach has parents, educators, and the environment as pillars. They started with parent because they are essential pillar, and their collaboration is important in educational process that makes the child feel safe and productive at the same time. Moreover, if you want to measure the effectiveness of any nurseries it is very important to gather feedback from the parents since they are the beneficiaries to some of these responses. “The communication with the parents is excellent and reports are detailed. They make learning fun and engaging for the kids who learn through hands-on activities and play.” “The teachers are so creative and fun, always thinking of new ways to engage the children and the thoughtful and varied outdoor areas were always a favorite of theirs. We loved the intimate, friendly feel and all the little extras which make you feel that you are part of a community”. All these feedbacks show that the parents in the UAE are happy with this approach and shows that the nurseries have succeeded in applying it.

Every nursery is different from the other. the reason for that is that they have different children with individual needs, Therefore, the environment has been prepared to meet children’s need. After that teacher will be as supporter a good listener that will lead to many positive aspects, they will create independent learners able to discuss and raise the questions with full of confidence, create positive relationships between educators and their students and the study will be more enjoyable especially in the first academic stages.

The things that are common for all these nurseries who used Reggio Emilia approach is that they learn through play, and they focused on physical health, social and emotional development, cognition, and general knowledge: logic and reasoning, mathematics, family, and community. All aspects you can find it in other nurseries that don’t use the Reggio Emilia approach but the thing that makes these nurseries unique is that they like the experience to be different for the child So

that they are passionate about it. Knowledge is applied through their activities included the environment recourses, whether recycling plastic that give a chance to explore what around them that will help the child to develop their social skills and critical thinking. This kind of activities well let them learn more than we think, and through discussion that will create a child who can think for him/herself.

CHAPTER 5

DISCUSSION

Results from a study conducted in a public-school setting demonstrate the perception, viability, and overall effectiveness of the Reggio Emilia approach, which appears in a more positive and concrete section. Despite the fact that the Reggio Emilia approach was unfamiliar and underutilized in the public-school section, the familiarity with it demonstrated by the public-school teachers demonstrated an overall willingness on the part of the teachers to learn about and potentially apply the setup. It could also be a clear indication of the popularity of the approach and, to a certain extent, its penetration into the UAE's educational system, particularly among educators. For the teachers who did not systematically apply the Reggio Emilia approach, their perception of the approach was positive in terms of the offerings and potential of the Reggio Emilia approach in the context of the UAE educational system, according to the positioning of their perceptions. The educators in Reggio Emilia approach consider natural recourses such as flowers, shells, plants, and rocks that are available in their environment. These materials available everywhere and easy for the teacher to reach. That allows the kids to use their senses. Nature can give us the best opportunities to let the child learn more and deeper and develop their critical thinking. This is what we found when we showed the teachers the video about the philosophy of Reggio Emilia in the survey. All the teachers in public-school in the UAE liked the content and they agreed that the environment can teach the child.

The results demonstrate a willingness to put the system into practice as well as a belief in the fundamental principles of the approach itself. This innovative, comprehensive, and explorative approach has received high praise from teachers who recognize the potential benefits and enlightenment that the educational system, as well as the students, may derive from utilizing it. When a systematic setup of the Reggio Emilia application has been decided, the adoption of the setup, aside from minor concerns and comments, may be pursued immediately after the decision has been made. In the UAE, this approach places the instructor at the center of the educational

process, rather than the students. The teachers will instruct and give the lesson to the students without regard for their interactions. In general, the lesson plan and approach guide are coming from the ministry of education and all schools in the UAE should use the same lesson plan to reach specific outcomes. That will restrict and diminishes children's ability to independently seek knowledge. However, through the questionnaire, there was acceptance, love for change and development, and at least we can apply it partially, and measure the results in the survey.

The willingness to adapt, the ease with which the training was delivered, the applicability of the Reggio Emilia approach, the preceding requirements, and the overall trust in the administrators all yielded positive results, indicating that the approach has the potential to improve the educational setup in the United Arab Emirates. The majority of the concepts are simple to grasp, and they primarily require students to engage in self-exploration and self-expression on their own initiative. According to the findings, the positioned teachers appreciate the setup, are inclined to put it into practice, particularly when there are enough training courses, and recognize the benefits of its core principles when they are put into practice. Ministry of Education in the UAE takes two parts in education first raising and educating. This explains how the Ministry of Education gives education a great priority. It is also the same thing in Reggio Emilia's approach they focus on environmental values. Teachers in Reggio Emilia establish a team to determine the values they want in their society, and they train in this area. This kind of training will produce a great community that focused on great values. This type of training is required in the United Arab Emirates, with the majority of it being lecture-style training for early childhood educators. It will be more successful to include teachers in the training and let them join and share their values. Through the results, 93.3% are enthusiastic about the training, and this is a very good indication that national staff need renewal on the topics raised.

Reggio Emilia approach looks at the teacher as a supporter and the child as a leader to provide active learning and creativity at the same time. They develop new teaching approaches to better understand the surroundings, to watch how children see the world. It is considered a new way of teaching, it is predicted to have a great impact for the educators in the UAE because the

requirements will be less for the teacher , there is not a lesson plan and learning outcomes, however, the teacher is responsible to observe each child's progress and document their questions, answers, and their reactions which will be a great data for the teacher to evaluate the child. In some of the reactions on the survey, they liked this approach, but they said that the reality is different and there are many requirements. Less requirements and more focusing on the child will bring greater results.

The Reggio Emilia Approach emphasizes students in early years learning by exploring their surroundings. Many countries that adopted this approach depend on their environment to encourage the children to explore and search to create their own knowledge. In the UAE through the result in the survey shows there was acceptance from teachers only, the challenging part is the support of the Ministry of Education and institutions in general to improve education and apply such strategies.

The Reggio Emilia approach is not exactly a foreign approach that has not been adopted in the United Arab Emirates. The explorative, free, expressive, and flexible educational setup that it provides is already being used by several private institutions that provide primary or early childhood education to maximize the learning curiosity and gains of the younger students. Private school teachers may already be able to provide insight into the precise effects, applicability, current state of the system, and potential of the approach in a widespread public school system adoption as a result of this arrangement. According to the information gathered, one of the most concerning findings in document analysis are the lack of complete mastery and awareness on the part of the private teachers in regard to the approach. While a large portion demonstrates familiarity with and mastery of the material, a significant portion does not demonstrate completeness in terms of the concepts covered. If the setup is implemented on a larger scale, this may either impede the application of the setup or demonstrate the reality of a lack of mastery among the teaching population as a result. Previous findings, on the other hand, suggest that such negative perceptions can be easily dispelled through the proper administration of training courses and curriculum instructions. On the basis of the overall results of the responses from private school teachers, it can

be concluded that the effectiveness and results of the system are significant, particularly when taking into account the initial goals and principles of the Reggio Emilia approach. Private school teachers in the United Arab Emirates are unanimous in their belief that the approach has a high overall value when it is applied or utilized in the educational system. As a result of these findings, public schools should consider implementing the approach in order to improve student performance and early childhood development. The promotion of the positive system that the core principles create, as well as the acquisition of values or habits as a result of its application, is also praised by private school teachers. Following the various statements and goals of the Reggio Emilia system, the exact environment and resulting effects are easily discernible, according to the private school teachers who have put the system into practice in their schools.

Considering the results provided by both the public and private education sectors, it is clear that the overall effectiveness of the Reggio Emilia approach is highly supported, and that it has the potential for success when applied to the early childhood education segment in the United Arab Emirates. While it may necessitate retraining and additional training courses, the precise mechanics and direct instructions of the approach are relatively simple to implement and put into operation. As has been stated numerous times by both parties, the perceived and actual benefits that result from the application and theory of the approach are extremely strong and congruent with one another. The benefits gained by both teachers and students who use this approach are enormous, and it will undoubtedly aid in the advancement and development of children while they are still in the early stages of their educational careers.

In the long run, it may even result in greater global competence for their respective age groups. According to the responses, the best learning environment for the implementation of the Reggio Emilia approach is one that promotes freedom, flexibility, experimentation, and support for all participants. As a result of the individual differences of the children and their respective strengths, the good environment in this approach does not take on a single shape. It would be best to accommodate their desires while also taking into consideration their abilities. It may also aid in the creation of the best environment by encouraging them to discover their own inner strengths and creative mindsets while working together. Allowing them to freely express such ideas while also delivering the lessons in a way that they can easily comprehend and adjust will allow for maximum learning to take place. If students are given freedom and teachers are only there to provide support,

care, and assistance to teach independence and help students reach their full potential, this may also be an option.

Recommendation:

In the future more interviews for private school teachers who are applying Reggio Emilia approach in UAE should be applied, to have a better look toward the general fundamentals focusing on the following points: teacher satisfaction with the curriculum, teacher knowledge and confidence with the curriculum, teacher preparation with the curriculum and teacher satisfaction with curriculum support.

Limitation:

I searched about private schools and nurseries applying the Reggio Emilia approach in the UAE. I found eleven private schools and nurseries offering Reggio Emilia to interview teachers from those institutes. It was planned to conduct the interviews, the university kindly sent formal messages to have the approval however there were no replies, the question form will be found in (appendix B)

Conclusion:

This research is considered a great chance to study the Reggio Emilia philosophy, to deeply understand some of the main fundamental features and attributes, and they provide different content starting with creating strong child, they also document their work that allows teachers, children, and family to see students' progress. Every teacher should challenge themselves let students take the lead and direct them to their needs, furthermore, teachers can help spreading this philosophy through workshops, my wish is for this philosophy to be studied, developed, and spread as it advocates for children to be respected and listened to. In the end "Reggio Emilians accept individuals interested in their teaching and learning methods, but they do not believe that anyone else can be Reggio," according to one of the study's key findings. (6). Applying a principle in a new context must first be translated into the target language and then adapted to a unique setting inspired by but distinct from the original. We can create a curriculum that resembles our culture, inspired by these

great schools, with which we are empowered to develop and create the best for our children and ourselves and us.

REFERENCES

- Baker, F. S. (2015). Reflections on the Reggio Emilia approach as inspiration for early childhood teacher education in Abu Dhabi, UAE. *Early Child Development and Care*, 185(6), 982-995.
- Bennett, T. (2001) "Reactions to visiting the infant-toddler and preschool centers in Reggio Emilia, Italy." Available at: <https://eric.ed.gov/?id=ED453001>
- Bowne, M., Cutler, K., DeBates, D., Gilkerson, D. & Stremmel, A. (2012). Pedagogical documentation and collaborative dialogue as tools of inquiry for pre-service teachers in early childhood education: An exploratory narrative. *Journal of the Scholarship of Teaching and Learning*, 10(2), 48–59.
- Cadwell, L. B. (2003). *Bringing learning to life the Reggio approach to early childhood education*. Teachers College Press.
- Children's Oasis. 2022. *Best British Nursery in Umm Suqeim | Best British Nurseries in Dubai | After Nursery Activities | Curriculum*. [online] Available at: <<https://childrensoasisnursery.com>> [Accessed 15 May 2022].
- Desouza, J.M.S. (2000) Early childhood science: adopting the Reggio Emilia Approach. Available at: <https://files.eric.ed.gov/fulltext/ED442664.pdf>
- Dillon, A. (2019). Innovation and transformation in early childhood education in the UAE. *In Education in the United Arab Emirates* (pp. 19-36). Springer, Singapore.
- Dodd-Nufrio, A.T. (2011). Reggio Emilia, Maria Montessori, and John Dewey: Dispelling Teachers' Misconceptions and Understanding Theoretical Foundations. *Early Childhood Education Journal*, 39(4), 235-237.
- Eldridge, N. (1998). *Transforming experience: John Dewey's cultural instrumentalism*. Vanderbilt University Press. Google Books.

- Edwards, C., Gandini, L., & Forman, G. (2011). *The hundred languages of children (2nd Ed.)* Greenwood Publishing Group.
- Edwards, C., Gandini, L., & Forman, G. (2012). *The hundred languages of children (3rd Ed.)* Greenwood Publishing Group.
- Emerson, A.M, & Linder, S.M. (2019). A review of research of the Reggio Inspired approach: an integrative re-framing. *Early Years An International Journal of Research and Development* 41(2), 1-15. DOI:10.1080/09575146.2019.1591350
- Gandini, L. (2011). Play and the hundred languages of children: An interview with Lella Gandini. *American Journal of Play*, 4(1), pp.1-18.
- Gantt, B.H. (2021). Perceptions of the Reggio Emilia Approach to Early Childhood Education. Walden University. Available at: https://scholarworks.waldenu.edu/cgi/viewcontent.cgi?article=11129&=&context=dissertations&=&sei-redir=1&referer=https%253A%252F%252Fscholar.google.ae%252Fscholar%253Fhl%253Den%2526as_sdt%253D0%25252C5%2526q%253Dreggio%252Bemilia%252Bcurriculum%252BUAE%2526btnG%253D#search=%22reggio%20emilia%20curriculum%20UAE%22
- Green Grass Nursery. 2022. *Caring Staff | Green Grass Nursery*. [online] Available at: <<https://www.greengrassnursery.com/staff/>> [Accessed 15 May 2022].
- Infant-Toddler Centers and Preschools Inistuzione of the Municipality of Regiio Emilia. (2016). "Indications." Available at: vancouverreggioassociation.ca/wp-content/uploads/Indications.pdf
- Lazzari, A. and Balduzzi, L. (2012). Bruno Ciari and ‘educational continuity’: The relationship from an Italian perspective. *Early Childhood and Compulsory Education*. Routledge, p. 25.
- Leach, J. and Moon, R. E. (2008) *Power of Pedagogy*. Christchurch, New Zealand: Sage Publications.

- Loh, A. (2006). "Reggio Emilia Approach," *Brainly Child*. Available at: <http://www.brainly-child.com/article/reggioemilia.shtml>.
- Merz, A.H. & Glover, M. (2006). Are We There Yet?: One Public School's Journey in Appropriating the Reggio Emilia Approach. *scholarlypartnershipedu*: 1(1), Article 5. Available at: <http://opus.ipfw.edu/spe/vol1/iss1/5>
- Moss, P. (2007). Loris Malaguzzi and the Schools of Reggio Emilia: Provocation and hope for a renewed public education. *Improving Schools*, 19(2), 1-17.
- Nursery, C., 2022. *Home*. [online] Creative Nest Nursery. Available at: <<https://creativenestnursery.com>> [Accessed 15 May 2022].
- Salmon, A. (2008). Promoting a Culture of Thinking in the Young Child. *Early Childhood Education Journal* 35(5), 457-461. DOI:10.1007/s10643-007-0227-y.
- Santin, M.F., & Torruella, M.F. (2017). Reggio Emilia: An Essential Tool to Develop Critical Thinking in Early Childhood. *Journal of new approaches in education research*, 6(1), 50-56. 9 DOI: 10.7821/naer.2017.1.207
- Step by Step Nursery. 2022. *Best Nursery In Dubai & Abu Dhabi | Step By Step Nursery*. [online] Available at: <<https://stepbystepnursery.ae>> [Accessed 15 May 2022].
- Strong-Wilson, T., & Ellis, J. (2007). Children and place: Reggio Emilia's environment as third teacher. *Theory Into Practice*, 46(1), 40–47. doi: 10.1080/00405840709336547.
- Torquati, J., & Ernst, J.A. (2013). Beyond the walls: Conceptualizing natural environments as third educators. *Journal of Early Childhood Teacher Education*, 34(2), 191-208.
- Turner, T. & Wilson, D. G. (2009). Reflections on documentation: A discussion with thought leaders from Reggio Emilia. *Theory Into Practice*, 49(1), 5–13. doi: 10.1080/00405840903435493.

von Suchodoletz, A., Barza, L., & Larsen, R. A. (2020). Examination of teacher-child interactions in early childhood education programmes in the United Arab Emirates. *International Journal of Early Years Education*, 28(1), 6-21

APPENDICES

Appendix A:

Survey for public school teachers:	Not at all	Slightly	Moderately	Very	Extremely
1. Gender?	Male or female				
2. Years of experience?	Less than 5 years From 6 to 12 years From 13 to 19 years More than 20 years				
3. Which age group do you teach?	2-3 3-4 4-5 5-6				
4. Are you familiar with the Regio Emilia approach in education? (If you answer is no, then please proceed to question					
5. What do you appreciate about the curriculum? Why?	Opinion based				
6. Do you understand the learning goals in this curriculum?					
7. In your opinion, how does the environment play the role of a third teacher?	Opinion based				
8. How can we implement the 100 languages philosophy for children in class?	Opinion based				
9. Do you think there is value in to applying this curriculum to public schools?					
10. Do you divide class into different learning sections? (Math center, Reading center, etc.) Class					
11. Did you consider individual child interest while applying the lesson?					
12. Do you prepare the classroom environment for students?					
13. Do you believe that children have 100 languages to express themselves?					
14. Do training courses on the curriculum help you understand and implement the material?					
15. Are you interested to know more about this approach follow the link: https://youtu.be/fbm2b11M-kA					
16. Did you like it?					
Give me your feedback, please	Opinion based				

Appendix B:

Compare between the schools that use the Reggio Emilia approach (interviews)

The school or Nursery Name:

Teacher Name:

Date:

Reggio Emilia approach	
Teacher satisfaction with the curriculum	<p>The curriculum gives you resources that help you to reach all students.</p> <p>The curriculum has helped you to build knowledge in your content area.</p> <p>The curriculum is helping your students learn.</p> <p>There is an area in the curriculum that needs improvement.</p>
Teacher knowledge and confidence with the curriculum	<p>Can you explain and apply the curriculum?</p> <p>Are you understanding where to find information in the curriculum when you need it?</p> <p>Are you confident in your ability to complete a full lesson with the curriculum?</p> <p>What about the curriculum is challenging?</p> <p>What do you like best about the curriculum?</p>
Teacher preparation with the curriculum	<p>How do you prepare to teach lessons?</p> <p>What is most helpful in preparing to teach the curriculum?</p>
Teacher satisfaction with curriculum supports	<p>What additional support do you wish you had?</p> <p>Do pieces of training on the curriculum help you understand and use the materials?</p> <p>Observations and feedback from your principal help you understand and use the curriculum?</p>

Appendix C:

Consent Form For Parents\Students

Dear respected Parents Teachers and Administrators:

I would like to be part of my master dissertation and help me to gather information and data.

The purpose of this research is to investigate and compare the Reggio Emilia approach, which is used throughout the world and how can we apply it in the United Arab Emirates' public school. The results can be determined, and ways to make it relevant in the United Arab Emirates are decided after comparing and contrasting.

Therefore, an online questionnaire will be electronically distributed to you after signing this consent form.

The purpose of the questionnaire to determine the viability and effectiveness of the Reggio Emilia approach in the UAE.

Your information will be treated with confidentiality, and you can withdraw from the study at any time because your participation is completely voluntary.

If you need more information or you have any questions feel free to contact me on my following personal information:

Email: Maithaalkaabi1993-8@hotmail.com
Phone#: 0507002732

|

Signature of Participant

Signature of Researcher
