

PANTA REI

Panta Rei is a social cooperative founded in 1999 that manages educational services for children 0-6 years old based on the values underlying the educational philosophy of the municipal ECECs and preschools in Reggio Emilia. The experience gained over the years by Panta Rei started thanks to a four-year incubation period with Reggio Children, a relationship that is still ongoing.

COLLABORATIONS AND CONSULTANCY

Panta Rei collaborates with: Reggio Children Fondazione Loris Malaguzzi, Istituzione Nidi e Scuole dell’Infanzia Comunali di Reggio Emilia, Gruppo Benetton, Gd Gruppo Coesia, Università Bicocca Milano, Università degli Studi di Modena e Reggio, Fondazione Nazionale della Danza Aterballetto, Bishop Strachan School Toronto, Lapis architetture Dittongo architetti, Collettivo fx, Yeticlan videomaker.

CENTRO INFANZIA PONZANO CHILDREN GRUPPO BENETTON

Ponzano Veneto (Treviso)

This nidoscuola is designed and managed by the Benetton group for employee and local families. Panta Rei and Reggio Children have collaborated in the growth of this educational reality from the design phase.

MAST NIDOSCUOLA GRUPPO COESIA

Bologna
This nidoscuola is located at MAST Manifattura di Arti, Sperimentazione e Tecnologia. Panta Rei has collaborated with Reggio Children in the growth of this educational reality through careful pedagogical supervision.

FOQUS- FONDAZIONE QUARTIERI SPAGNOLI

Napoli
Since 2012, the Panta Rei cooperative has been a support partner for this project for training work groups at educational institutions run by the company “Impresa Dalla Parte dei Bambini”.

FA.C.E. - Farsi Comunità Educanti (2018)

Reggio Emilia, Napoli, Palermo e Teramo
The three-year project aims to enhance access to educational and care services for children aged 0-6 through the promotion of the participation with families, starting from those in marginal socio-economic conditions, fostering the establishment of educational communities that redefine educational policies in the territories involved.

NIDOSCUOLA CHOREIA

...since 1999
Reggio Emilia

School for children aged 0-6 years that deepens research around the language of the body thanks to training courses on the body and dance.



NIDOSCUOLA OTELLO SARZI

...since 2001
Reggio Emilia

School for children aged 0-6 that deepens research around light which permeates space in dialogue with the body. Managed together with the Ambra Cooperative.



NIDOSCUOLA FABER

...since 2003
Reggio Emilia

School for children aged 0-6 years that deepens research around digital languages thanks to training courses and collaborations in dialogue with the city.



NIDO GIULIA MARAMOTTI

...since 2008
Reggio Emilia

School for children aged 0-3 years which explores the theme of the environment and space in a close dialogue between pedagogy, architecture and nature. A percentage of the places are reserved for children of Max Mara Group employees.



NIDOSCUOLA ENI-06

...since 2010
San Donato Milanese

School for children aged 0-6 that deepens the languages of children through innovative research paths in the various ateliers: music, books, nature and science, new technologies, English, atelier del gusto.



NIDO STELLA TETRA PAK

...since 2017
Modena

A multicultural school for children aged 0-3 open to the world, based on an eco-sustainable project.



NIDO SCUOLA LEONARDO DA VINCI

...since 2017
Cusago

School for children aged 0-6 years that deepens research around bilingualism, digital languages, the environment and food.



EDUCATIONAL

VALUES OF REFERENCE

ATELIER

workshop for meetings and experiments that stimulate the different expressive and symbolic languages of children.

IDEA OF THE CHILD

as an active subject eager to know, a researcher and a builder of knowledge in relation to others.

100 LANGUAGES

a child competent in relating to the world, who knows it and him/herself within this relationship. S/He communicates with the 100 languages and their multiple interconnections.

PARTECIPATION

of families is an integral part of the educational project in order to actively dialogue about the education of children.

ROLE OF THE ADULT

The adult has to recognize the 100 languages of children, listen to them, value them and create situations that can favor their development.

DOCUMENTATION

listening becomes visible, traces bear witness to the children’s experiences and learning processes.

ENVIRONMENT

listening becomes visible, traces bear witness to the children’s experiences and learning processes.

CONTINUITY

from ages 0-6, within the local school culture.

INNOVATION

Areas of knowledge and research involving the ECECs and the preschools.

DIGITAL LANGUAGES

research on the roles and meanings that digital languages have in the lives of children and adults, creating a constructive dialogue between the real and the virtual.

LANGUAGE OF PHOTOGRAPHY

research through photography as a means to express meanings, variations, intensity and secrets.

LANGUAGE OF ENVIRONMENT

research on the narrative dimension of space as a place of life, meetings, relationships and learning.

LANGUAGE OF MATERIALS

research on light as an extremely powerful wave that moves and gives shape to the everyday thoughts and our gestures by encountering matter.

LANGUAGE OF FOOD

research on taste and pleasure of eating, the kitchen becomes an open workshop able to accommodate special projects about doing and thinking with all the senses.

ENGLISH LANGUAGE

the learning of a second language as an opportunity and to foster the formation of a flexible mind, naturally part of the educational project

FOLLOW US ON



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