

Professor Carla Rinaldi at Constructing Modern Knowledge 2018

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Carla Rinaldi: Thank you, Gary because yesterday, where it was only your friend and your deep relationship with an angel that convinced me to be here today. But, I didn't know could it be important for me to be here, today. How meaningful you are for my own experience. First of all, I need to ask your help, to try to understand my Italian-English. To speak another language means to think in another way, it's not simply to move a word to another word. It's really to translate, to move into another word and the selection of the words, believe me, is hard. Quite hard and that's why I really need your support.

Carla Rinaldi: I ask you please, to be interpretive of my words. If I am not clear, stop me. I try to repeat the word better, one of you can repeat what I try to say because not only same here. Second one, thanks to Gary also because of reminding us the issue of pictures. I repeat, not only we are the stronger women with a value of the children but there is a very strict Italian no. More than any other for protection of images, of children and you can understand the why. Especially, I'm sure you're able to respect our families and our children. As I already said, I am from Reggio Emilia. Some of you have visited this small town in the northern part of Italy, in between Bologna and Milan on the familiar road. I think it's a loving place, I'm not so sure but it is a place where I was born. Where I grew up and is a place where I started to work in this amazing experience since 1970. That's why probably I think that Reggio is a loving city, because in there that I have learned to love. Not only my job, but life.

Carla Rinaldi: It's in that city, in that place, in that history. Remember, the geography and history are very close and geography can help you understand why certain history has been developed in that place. As I said before, has been developed in one of the most amazing education I experience. I recommend to the primary, elementary and high school teachers in here to remember that we are not talking all about children 0-6, but we are going to talk about education of human being. One of the most amazing educational experience, I must say unique because of the name of the city. It defines this experience 'Reggio Approach.' Not mapped in approach, to education and to life. Also, is a message for all of us. A way to remind us continually that it's only a community, it's only a city that can really develop an educational project. Because, education is a meaning and is a value of a community, and a society.

Carla Rinaldi: An African motto says we need a village to raise a child, we say we need a tribe to raise a village. As being in a city [inaudible 00:06:06]. The biggest investment of the community is being on education and schools in general, and early childhood school. We talk about education and when we talk about education, we talk about values. Some values that we consider really universal. The first is the uniqueness of each child, of each human being. I recommend you to be a surprise every time you meet a child, but also the time you meet another human being, because there will never be another person like you. Each of you. Never, ever. We are a unique piece of humanity. We are a possibility for humanity and universe. This uniqueness help us in a beautiful way also, to be part of the longer history of humanity. We believe also, in term of recognizing the rights of children. Not only that each child is unique, that each human being is unique. That means each teacher, each helper. Each human being, but also a child is a possessor of rights. Possessor of rights.

Carla Rinaldi: Children are citizens from the birth. This is something that we didn't invent, but you can read in the paper of UNICEF. In 1959, they recognized the children as possessor of rights since the moment of birth and from that moment, they are citizen of our community. This means that in our school, in our community we don't educate only our children. We educate the citizen, not only the citizen of the future but also the citizen of the present. That's why we are educator, not only teacher, because we are going to educate them to values that are not given forever but have to be account for every time through our experiences and our way of being coherent with these rights. This is the reason why we like as a community. As a city, our intention is not only to try to remember that the children are bearer of rights. Wherever they are, whoever they are.

Carla Rinaldi: Reggio has been growing in the last year, a big immigration phenomenon. We move from 120 citizen ... 135 citizen to 175, because of the big issue of immigration. Very familiar to your country, different in country where I live. To talk nowadays about the rights of children means really to face ... Rights of children and human being means to face a lot of big issue. In school, school is the first place where to take a responsibility for this new citizenship. The right of being citizen from birth, the right of being educated and the right of learning since the moment of birth. I'm talking about qualitative learning, learning is biological inscript in each of us. You cannot be a live if you don't learn, but the challenge is the quality of this learning. We will talk about learning after, but it's this quality that is our challenge. Because, if learning is a way we have social constructed this, to create a relationship. Through perception, with the world. Original, unique as each of us is, but also part of the culture. Where we are, if learning is to create relationship. Interdependency with the world.

Carla Rinaldi: The quality of our learning is the quality of our being. When I say this, I feel the strength and the responsibility we have as educators and as teachers. The concept is tell me how I have been learning and with value, which kind of person I am. I'm stressing the concept, but it is because to bring the teacher in

front of the big responsibility. What does it mean? To be a teacher, opposite to be a learner. The qualitative learning, what is? In my opinion, nowadays is to know how to how all the possible answer and is in this definition that we can talk about ... We could discuss about the idea of social justice, to give better opportunity. All teacher, really, because in that moment. In the way in which they learn in the qualitative team they are, this is part of their being. Human and citizen, not only there but especially there this is.

Carla Rinaldi: Someone will talk about social justice, social economy or better. A new perspective for economy, the economy of knowledge. That means that the new treasure for the future is not only oil, but it's [inaudible 00:14:02]. The way in which we learn how to learn. To learn from the future, so we are learner. Able, not only to learn from the future but to construct the future. Where, a very huge responsibility. In terms of rights, what I'm summarizing. They have the right to have a qualitative school. A school where not only tutors meet, as you know better than I, but a school where to construct knowledge. A school where to research, I am very clear in my mind the scientific research but I am offering you a new possibility. To consider the learning processes as research, the student is researcher. The teacher, as researcher.

Carla Rinaldi: We came today or tomorrow to discuss about this, I don't want to convince you. I like this opportunity to share with you because you are teacher from zero to ever. This thought, because what I am trying to offer you is a vision that came from our experience in our job of school, of learners. Where, teachers and children are permanent learners. That means researchers. Children and teachers, interns and community. Community of learners. Able to guarantee to the children the right of having a school. Where they have in place a school of learning, a school for learning. Learning places, but also where they have a place to guarantee to the community how to have a school and how to have a child. What we are risk to forget is we know the right of the children or better, we should know. But, we forget and also, the community needs children, needs school.

Carla Rinaldi: What we risk to lose is childhood. You know that childhood does not exist? There are children, your children. A childhood is a political and cultural statement. Our law, our [inaudible 00:17:42], our visibility. Our responsibility, childhood needs school as a place where to be recognized. Not only as individual, but as a community because society needs childhood. That's was a sort of sentence that tend to summarize what I've been trying to share with you, that come from our experience in Reggio. School can be a place of education, where ideas and values are constructed, and shared. Especially, school and society needs teacher that have the coverage to face the real new revolution. The third revolution I like to say, after the French Revolution, the Russian Revolution.

Carla Rinaldi: We have to face the knowledge revolution and it's not because of the digital. The digital is a tool for the teaching revolution. Teaching revolution. A teaching based on learning processes of the children. Not a vote map process ... Sorry, a top down process but a vote map process. A sort of spiral, where learning and teaching are tighter. Where we continue to have the responsibility of children learning and our learning. We don't lose power, we lose the previous power. We come for the power of joy, fun. Discovering, creating reciprocity with our students. With our children. I will remind you it's the third revolution, the teaching revolution. That's why it is so hard because each of us is asked to move in this direction and to find the divinity of being the new researcher of the future with our children, and parent, and community. The sort of revolution base or reciprocity and interdependence that are also the key for our relationship with the universe. I said before, but what is learning in our definition? That is, as I said, social construct because as you know, a theory is not neutral. Pedagogy is not neutral, it's partial.

Carla Rinaldi: It's part for a certain vision and a certain idea of word in society. Learning is to construct relationship through the hundred way the hundred languages with all our sentences is learning is a piece of art. Unique, each of us learn in his own way. Means to construct relationship, meaning to construct beauty. To construct fun, hard fun someone said. To learn is beautiful, because it means to construct a piece of life. This is why I invite you all to look at the picture that I am going to share. Not as an example ... A little child, cute, but of the strongest learner that you can meet in the world. A child, a baby. They are the best learner, they know how to know because they don't survive if they don't learn. They are the knowhow of learning, even we are able to take away. I cannot do because I don't see, our glasses and we are the courage.

Carla Rinaldi: The passion of meeting our kids, our children. Our children in the society in our school, with new eyes to change completely our point of view. To do our own personal revolution, this is what we call the merge of knowledge where aesthetic can find our part. Especially, want to share with you. Many of you have seen her as we will have many other picture, the picture of Laura. A very good friend of mine, because thanks her I am stood what I am sharing with you now. Not only myself, but remember that the picture. All the picture that I am going to share with you are made my by our teachers, that were and are researcher. We will talk about documentation, not or narrating what is going on but researcher of the traces, of the learning processes of the children and they own learning processes.

Carla Rinaldi: I like to be able to meet Laura here. I met Laura more than 30 years ago, 10 months old child. I was invited by the teacher that wanted to share with me what we will define better later, that our documentation means pictures. Black and white picture, at that time there were not these technologies, the camera. That they were able to take while it was going and they were surprised. They understood there was something precious there, but they needed to share.

Documentation is only true for sharing, understanding together. It's not something from the final panel, it's a special tool for teacher to try to be focus on the beauty of the learning process. To be a researcher, 10 months. Additional definition, she does not talk. She does not walk, but she has 99 languages.

Carla Rinaldi: She does not speak, but look at her. Morning in everyday life, they were watching the catalog in a place that is classroom of the babies in our Infant Center. It's not important, it's a 10 month old human being. Look at her face, the mimic. The language of the mimic, she has a great expertise because the children are confident in what they're learning. In creating a relationship, look at the face. Look at the hand, at the finger. Look at the relationship, special in space between the child and teacher. Do you see what happened? First second when you are with a child, you have to be very, very sensitive. Look at the face, look at the left hand. Look carefully, also the teacher understood then, the intention of communication and she has been moving in direction of the child. The message is how to construct trust between you and your student that allow them to come to you and to ask. Look at the face, she does not speak but you can understand that she is asking.

Carla Rinaldi: The beauty of the face, the insights of the eyes and the precious finger that will save the humanity so she is able to do what? To construct a question, a problem. Scientists, the future is not of those who are able to solve problem but to construct new problem. This is a natural attitude of human being, also if you are a student. They can be banal if we offer banal content. It's clear, banal? Okay, look at the face. Now, there is a question. A student and a teacher, what to do? Many choices, if there is a question I can offer you the answer. I am the teacher, I know. Second question, second possibility: I ask you to research. To look at what is known about this and clear enough to ask to the student, to develop the reach about that when they are the ... To research with the computer, the third attitude is not to give an answer. Not to give them the idea to research, but to enlarge the question. [Jerobruner 00:30:39] has been a very good friend of ours for about 20 years, told us how important is to put things in complexity.

Carla Rinaldi: If a child asks for life, what is life? Show him the tree and after the tree, the branches. After the branches, the human being in, in the huge, beautiful, connected world. Where, he lives. He is a planetary citizen. The teacher, that moment, got an intuition and she developed a strategy. She enlarged the question, the third possibility. She didn't say this is watch, go ahead or she didn't show the other, but she enlarges the question. 13 years ago, she showed a real one. Look at the face of the child and now, more complex. Tick, tock. Tick, tock. Tick, tock. As I said, my friends here can remember, I always repeat don't forget this face. It's the face of humanity that is able when they are children to be wanderer. To be surprised, to be curious. To try to know more and to create a theory that needs explanation about what could happen. Remember this word, theory. Theory, not only Newton theory but also theory. The way in which

each of us try to explain phenomenon. This is the attitude that we have to cultivate in our children.

Carla Rinaldi: If you can recognize, I'm sure that you can. It's not only cute, there is much, much more. The first step of our evolution is to start looking with new eyes, new words. New emotion, new sensitiveness our children. That's why we have been developing, trying rejoice not a place where everything is good. It's a place where many teacher together with the parents and the politician are trying to learn day by day what is the best for the nowadays children. Those that born in Reggio, those that come with the ship to our city. They accept the permanent challenge and the beauty of being a teacher, that means to be a learner. Learning effort, how to teach our children so it means to be permanent researcher. To be able to welcome Laura. Laura, 35 years upper with her mother. With ... Who is this? The child. Laura as child, obviously. That goes the same in front of the center with the teacher that Laura had. Okay, just to give you the feeling of a longterm history. It is not only a private history, it's a history of a community that try to give meaning to what does it means to be a community.

Carla Rinaldi: You can see everybody here, the two teacher. One was the photographer, that means the researcher through the picture. The languages of the picture, but also the mother, Laura and the son. What is the deep message again? It's the way in which we try to be coherent. With what I tried to share with you before, school is a place of rights of children. School is a place of rights of community. School is a place of research, school, especially public school in our case, has the responsibility. Amount of private, to give to back to society the importance of children and importance of learning. The learning revolution. The teaching revolution. The verb that we have chosen as a key verb for our work is to listen. To listen, not to hear. To listen as a metaphor, to be open to the others and the way in which they are. To be able to listen with all your senses, your boy. With your feeling, the otherness that you have in front of you. To listen what they call to change, to welcome the other. To listen a child, to listen a old person.

Carla Rinaldi: To listen another human, to listen a tree. To connect the tree. To listen the earth, to listen to the evening. To reopen, to change and to be change. To listen is a moment of creativity, this is a moment of high listening. I don't know if you agree with what I am sharing, I don't know if you like but I will be always grateful for this moment of listening because you give me value. You give me reinvent, you make me visible as we want to with our children. What they really are scared of is not to be visible, not to be seen. Not to be recognized. No, don't exist. Children, when I talk about children I talk about 0-18, but talk also about 0-99 because when you talk about learning, you talk about a permanent process that invest us. All life, long life process. That's why learning is so important. That's why I can be here as a permanent learner or if I'm able to listen to you, to listen what you are showing. What you agreed and what do you don't believe, but to listen means to help the coverage to change.

Carla Rinaldi: For us, to listen is being to develop this pedagogy of listening, didactic of listening. That means documentation. Documentation, observation and interpretation. Remember that documentation is not to take picture, but really to start to construct your own learning process about the learning processes of the children. What you are about to document is the beauty, the sensitiveness of the learning process of the children. To try to understand, to share with your colleagues what you are looking at is not simply to take picture as we do when we go to visit the sea. It's really to become a researcher of the path, of the learning processes, of the children. Now, I will try to share with you some more if there is time. Some more documents that can allow us to understand more which kind of documentation I am talking about. All over the world, many people now talk about documentation but a few of them have the time to think in a deeper way how important and difficult documentation is. It's a permanent learning process, it's not to create a final panel with some picture. It's really to create a tool for understanding.

Carla Rinaldi: What we were going to share has been published by the research that we and our teacher have been developing with higher purpose 25 years ago. Still, the topic is life. How to make learning visible, this is a small episode of a young child that we will grow with them. The title is the right hand. A girl, about two years old. They were not 18 months old, she ... We can call her Elisa. Elisa is in the age that we are always like this, like to find everything she find become a treasure. If they are as they are teacher of preschool. They know very well how children tend to treasure everything. In this case, Elisa found something special in a stone. Stone is a treasure, they collect treasure in a special place. She put the stone in a secret place, but what happened? Elisa is a chubby girl with a ... Chubby, fat? Little?

Speaker 3: Chubby.

Carla Rinaldi: Chubby, with a fat hand. What happened? She wasn't able to take it back, but what happened is amazing. Here, you have to be surprised, please. She understood that is an issue of measure, the rules of measurement, of mathematic are here. Look what she did, I could comment for hours. She went to pick up one of these friends, then these smaller. Can you understand the beauty? She measured, can you see the theory that she has been develop? Look at them. Now, we can talk also about learning in a group and learning with the other. To learn for better learning, the others are indispensable. Look at the joy, she control. A girl always has to control what a boy does. Friendship has grown, solidarity. Friendship, because also to learn is joy, is love. Nothing more, maybe you are living this?

Carla Rinaldi: You met a group of people that you never met and you start to do something together. Doing these things, facing difficulties. You're discovering that you are developing also friendship. Also, new relationship that is the deepest when you learn together. I don't know if you remember how important, where your

schoolmate or school companion. Where you are in compulsory school, where you were in the high school. They are part of our life, not only because ... We shared a moment of learning, bad or good and we were growing together. This is what is going to happen to you permanent. Look at here, that one offer us the opportunity to understand that there are languages like mathematic that grows continually. We are to be able to construct context. Where to cultivate and offer us the opportunity to understand more in closer, the role of a teacher. They go outside, they play with the wire. We can tug along, the wire is a material. Wire, like a digital. They to learn the alphabet, they have to express themselves. Group of friends, friendship is also competition. The topic of friendship and competition is something that I love, it's really stringing project.

Carla Rinaldi: Today, to be competitive could be the big challenge. Maybe we are too much competitive, we are too much narcissistic. What we are losing is the lust, living together. This is the moment that the teacher have to face, not only in terms of helping the child to learn but also to face competition. In a group of children, there are different ability. How to construct the group of learner is a big challenge. The number the competence is they have to be equal or different, is a big topic. We cannot talk. Look at the concentration and the happiness of the child. He is a winner, the name was Yuri but there is also our friend Daniel. Daniel is a piece of us, is a humanity. When we are not able to face a challenge, look at the depression. The end are really unable and the other guy is really challenging. Look at his face. We could have a conversation about this. You see, he's radiating everything. The other is there. Could have been happened in that room when you were learning together and one was very successful, and you were becoming more and more depressed.

Carla Rinaldi: They have one more going around with a success and you more, and more depressed. This is the beautiful topic of the role of the teacher. Now, let me go faster because I know that you start to be tired. If you notice, she is from the back. She does not try to stature the child, she is supporting. Living in the film that he can succeed and Daniel, look at the face. That's why Daniel is all of us, then another beautiful area. Now, we go into a better complexity. You saw, we tried to show that it's not because Daniel is three years old. It's because he's a human and the issue of competition, and be able to do something or not. To have in your classroom or to be yourself, person in a crisis in your learning processes is something that is not something that the children have. Humans have, that's why we continue to say please. We need our children, we need visibility. They are our teachers in learning processes.

Carla Rinaldi: This is another story that maybe some of you have seen, from the same research. It's a way in which a group of children were challenge by the issue of how to move from two dimensional to three dimensional. We were collecting some phrases off them, look as the four years old was able to solve the problem. How to reel a running hose, this is when you have idea but your graphic language or your verbal language. That's why the hand like this we can

talk are indispensable for the development of the concept. It's time to separate disability into help them to be contagious. To be one growth to the other. In some of these children, we found that they were facing the B dimension issue from the three dimensional. They were able to talk about, but they were able to not to do. She is very clear that the running horse is very fast, has four legs. She was not good, you can see that everything is running proportionally. She took the fluid, put in front of the window so she drew on the other side, the other two legs.

Carla Rinaldi: She felt that he could run much, much better. Another beautiful experience, that he needs two and they did the same. You see? There were strategies we needed an experience and the experience came is a long story. We will look only the small piece. When they were the end of the year and they were invited to welcome the new children that should've come in September to the school. To welcome the new children is not responsibility of the teacher but also of the old patterns and the children that were leaving. They prepare a lot of notes and recommendation, and is something that we continue to do in, and is very appreciated by the new family, and by the new children.

Carla Rinaldi: They decided that one of the best help was to give them a booklet with some regulation about the best thing, play that they have been doing. One is ring around the roses, now the discussion what is which are the rules. Let's go to see, here. You can capture the big issue and the theory of the hundred languages. We have a wonderful guide, [Giovanni 00:54:04]. You know, you have in your classroom is a mature, responsible, very aware of that. They say the ring around the roses is easy, because you draw some kids with their faces in front and then, not all of them with their faces but also with their backs. You think verbally, everything is clear. Giovanni means that everything is clear. Remember that when you have an idea it's not express. The idea with your words, but when you talk the idea is developed. A language, also digital can help the idea to be developed. This is to finally remember that Giovanni. This is what he drew, no clear. You can see the discrepancy, thank you, from words and drawings.

Carla Rinaldi: This is Leonardo, my preferred. There is a guy, I am the everything. I have the solution, this fast guy. I think it's easy to draw a ring around the roses of kids because he draw around shape like this. The kid say then, it's done. Look, Leonardo. If you want, you have to know. Look what he did, he connected the two arm developing in a very amazing, impossible way, because Leonardo is the kind of human being that don't want to make mistake. He is always right, okay? Is always saying and he understood was wrong, so fast he did. Then, we have our Laura. She is a girl, she is a woman. Always unsatisfied of what she does. She does not have high self-esteem and she said Julia. She said I know that I'm wrong, I have a clear idea but I'm wrong. But, you see she developed the diagonal, you see? That is the feeling of the movement. We are, that's what documentation is [inaudible 00:57:30]. Zone of optimal development. Now, we have a beautiful possibility to support them, but also to be supported by them.

Carla Rinaldi: We invited the children, this could be also the computer, to be together and to make comments. It's a moment of evaluation and self-evaluation, we cannot talk about test we can talk about evaluation and self-evaluation. Eventually, later. They were very critical, but also supportive and they were commenting, and trying to understand what was wrong and what was right in the drawings. Learn as a community, what we tried to say is learning in a group is not learning as a group. Please, write. Notice the difference, learning in a group is individual, learning as a group is group learning. Means, to become a team. Means, to become a community. You cannot be able to work in a team when you are 20 if you don't start when you are 20 months old. It's ... Sorry, I have to go faster. Then, while the teachers were thinking about what to do, an idea came. Why don't from the children, trust the children. Please, trust our children. Trust your children at home and at school. Don't we all stand like the kids in our drawings?

Carla Rinaldi: Julia selects a group of friend and she invited them to take the position that she had been drawing. There was a lot of fun and irony, and Julia understood much more about her mistake to use the mistake. For trying to express the diagram, look at the face as they view. Leonardo, Leonardo is amazing. They had a lot of fun, learning also in a group is also fun and factual. Then, the result. Then, they have a group of people, a group of children have been involved. Then, there is a beautiful learning story, Giovanni was the driver of the new, she was ... The key was the profile, the key was the profile. Profile is a very difficult step for humanity, but in life you have many difficult step. To be in a group is being indispensable for reciprocity and common learning. Giovanni found a key and could be in confidence about this. Julia was able to understand the back, but how to combine the back and the front has been very, very hard. This is like to read a novel, because learning is a real attention.

Carla Rinaldi: Julia was not able to understand the profile and not to do ... She was able to do, to drill the back. Not where the front? Where to put the front and where the profile? Giovanni that is leader of the group was taking care of her and he described, "Julia, look at me. Look, this is the profile and if you come here, you can see." Peer learning, we have to value much, much more. Especially, with the digital. It's the adventure of Julia, finally we got the profile of Giovanni and Julia, and then they have been sharing with the friends. Then, a new adventure started about what had emerged from this. That they had been facing the issue of three dimension and perspective. What was the role of documentation to make much more aware the teacher about a zone of possible development and how also to use the discipline as tool. Not as [inaudible 01:03:00]. Here is a continuous, beautiful modeling and football game, but now we have ... I am close to the end, new question.

Carla Rinaldi: The documentation can help us to answer how the learning modalities of children, teenager change with the digital media if they change. But, if learning is to build meanings ... To construct, sorry. It's a mistake, I am not the best translator. In a social context, then we should no longer talk about digital tools,

but about digital context or perhaps, multimedia or multi-modal context. What we believe in our job is that handcraft and computer, they have to be offered to the children as part of the many important tool that we have to offer, to our children. In fact, there is an additional question. Digital tools are certainly powerful, but they are giving them too much importance. Digital tools are certainly powerful, but are we giving them too much importance? Haven't we recognized the power of the other instrument? Analogic, are we losing analogic or better, the possible connection not during an experience like this but when we start to have the room or the class with the computers. Only computers, something. Some doubt can come. I don't know if I am clear.

Carla Rinaldi: This is the end of dialogue forever better, of their dialogue with the world. This is the challenge that we are trying to develop. Also, itchy. Poetic with the idea right from the start, to create a dialogue between the overhead project in various material between projects and stories invented by the children in the clay. [inaudible 01:06:11] The tools and languages that were usually keep them separated. In this continuous remembering, constructive and deconstructive as you are doing in during these two days. Pursuing the children intelligence, you will earn a magnificent surprise and manage. These are digital environments and the poetic of digital, and the beauty of digital is something that we are discovering can be seductive, can be poetic. Can empower a hundred languages of human being. Sorry, I have an angel that has prepared for me something. Okay. It's in Italian. Can you make it [crosstalk 01:07:39]. There is something that you can do, manage? Five years old.

Speaker 4: [Foreign language 01:09:04]

Carla Rinaldi: Enjoy the beauty.

Speaker 4: [Foreign language 01:09:18]

Carla Rinaldi: That is shadow, light and shadow.

Speaker 4: [Foreign language 01:09:21]

Carla Rinaldi: [crosstalk 01:09:22]

Speaker 4: [Foreign language 01:09:31]

Carla Rinaldi: [crosstalk 01:10:04]

Speaker 4: [Foreign language 01:10:07]

Carla Rinaldi: Digital become the material.

Speaker 4: [Foreign language 01:10:16]

Carla Rinaldi: Beautiful views as a driver. The motion, the joy. This is part of the research that we are developing with our colleagues. [crosstalk 01:10:42]

Speaker 4: [Foreign language 01:10:46]

Carla Rinaldi: Aesthetic. Aesthetic of knowledge, beauty is key. Why there are two shadows?

Speaker 4: [Foreign language 01:11:05]

Carla Rinaldi: Did you take off this one? There is only one.

Speaker 4: [Foreign language 01:11:14]

Carla Rinaldi: Look, now like a sunset.

Speaker 4: [Foreign language 01:11:22]

Carla Rinaldi: Decoration start.

Speaker 4: [Foreignlanguage 01:11:29]

Carla Rinaldi: Wow, beauty. Beauty, listen. Beautiful, beautiful beauty. Learning is beautiful. These are traces of where we are going, what is my hope is that encountering the child and then has been encountering yourself. Your courage, your ability and confidences. Not only for being a better teacher, because I know that you are, but real people that take the huge responsibility are the biggest revolution. That is learning revolution, so thank you very much for your patience and thanks for your attention. Thank you.