

# **The Reggio-Inspired Play-Based Pre-Primary Teachers' Curriculum Model**

**Nigeria – Early Childhood Development Initiative**

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## What is the Reggio-Inspired Curriculum?

- A culturally relevant, child-centered play-based model that encourages collaborative learning, fostering critical thinking in children.
- Developed by the Nigerian government in 2015/2016 to train in-service pre-primary teachers in implementing learning through play (LTP) pedagogy in the pre-primary classroom.

## What led to innovating the intervention model?

- To address the disparity in the quality and equal access to effective teaching and learning content using LTP methods.
- To identify effective ways to support teachers and stakeholders in facilitating the LTP approach. That will ensure a seamless transition for all pre-primary school-aged children into primary school with the necessary school readiness skills.

# Objective of the Reggio-Inspired Curriculum Model

The initiative aims to assist the early childhood education (ECE) workforce and key stakeholders in Nigeria in implementing LTP.

The focus areas include:

- promoting gender equity,
- ensuring disability inclusion,
- enhancing the utilization of learning centers in pre-primary classrooms
- creating local play materials.

# The Innovated Reggio-Inspired Curriculum Model

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**Target group (Reach):** ECD Teachers, Headteachers, School-based management committee (SBMCs)/Parent Teachers Association (PTA), ECD Desk Officers, Spiritual and Traditional Leaders and School Support Officers (SSOs)

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**Intervention strategies:** Stakeholder engagement and Cluster-based Model Training

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**Resources:** Reggio-inspired play-based pre-primary teachers' training guide

## Achievements and facilitating factors (enablers):

- **Increased government commitment:** education stakeholders such as the FME, UBEC, UBEB, SUBEB, and NCCE were brought together in diverse meetings to reflect and reach a consensus on various recommendations proposed for the review and implementation of the Reggio-Inspired curriculum.
- **Identified key areas for further advocacy to achieve policy change:** recruitment of additional teachers, and professionalization of the sector to enhance retention
- **Innovated Curriculum development:** modification of the Reggio curriculum to include gender and disability inclusion, and sessions for using and making local materials to implement LTP
- **Increased knowledge on the importance of play**

## Challenges and mitigating measures:

1. Most states were found to have an overwhelming majority of female pre-primary teachers, resulting in gender imbalance in terms of teacher recruitment and training.
  - We prioritized the recruitment of male pre-primary teachers.
2. Despite our flexibility with the timing of meetings, it took a lot of work to hold meetings where all key stakeholders would be present. This was eased by
  - Prompt sharing and feedback requests of meeting summaries, keynotes, and audios with all invited committees and stakeholders.
3. As a result of the constant transfer of teachers out of the pre-primary classrooms, some of the teachers invited for the step-down training have not had any previous Reggio training.
  - Provided participants with in-depth Information on the Reggio-inspired curriculum to ensure they were carried along at every step of the training.



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## **Stakeholders' Involvement in the Study and Implementation**

**Phase:** The step-by-step involvement of stakeholders in the study and implementation phase of the model fostered their buy-in and significantly contributed to the success of research activities.

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**Stakeholder's Engagement in the Review of the Reggio-Inspired Pre-Primary Teachers' Curriculum and Training:** This approach ensured stakeholders' full participation in reviewing the Reggio-Inspired pre-primary teachers' curriculum and facilitated step-down training for teachers and other key stakeholders.



# Sustainability & Scalability of the model

To ensure the model is sustainable and scalable to support LTP and playful Parenting at scale. The following activities were undertaken:

- **Stakeholders Discussion and Decision Meetings:** There were working meetings with education stakeholders on policy strengthening and advocacy for the broader uptake of the Reggio-inspired curriculum.
- **Cluster-based training for secondary stakeholders:** Pre-primary school administrators (Head Teachers), Parents, and community leaders (Spiritual and traditional) were included in the Reggio training to create awareness of the importance of LTP and to increase support for the implementation of LTP



## **Experience with scaling up:**

- ✓ Increased knowledge on implementing gender and disability-inclusive LTP.
- ✓ Increased knowledge in creating local play materials and utilizing play areas in pre-primary classrooms.

**Next step:** Follow up to ensure LTP is being implemented using the Reggio-inspired curriculum model in all selected sites.

## **What policy changes have your program contributed to, or what have you observed?**

- ✓ Key education stakeholders have shown commitment to increasing advocacy on barriers that hinder the successful implementation of LTP, such as the constant transfer of teachers from pre-primary classrooms.

THANK YOU!