



## **Pedagogy and Environment**

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Designing spaces for children means, first and foremost, creating a space of life and of the future. This requires the shared research of pedagogy, psychology, architecture, sociology, and anthropology.

The dialogue and exchange between these fields generates a kind of research that is open to the contributions of the most advanced experimentation in the spheres of music, choreography, design, performance, and fashion.

Only by working in this way can we guarantee that the spaces dedicated to childhood will be themselves research projects and therefore capable, day by day, of taking stock of their own outcomes, the effectiveness of their languages, and their capacity to dialogue with the process of becoming that is the basis of true education.

Spaces that are capable of change, because an ideal space, an ideal pedagogy, an ideal child or human being does not exist. Children - human beings - exist in relation with their own experiences, times, and culture.

The quality of the space can therefore be defined in terms of the quantity, quality, and development of these relationships. Ensuring the existence and flow of this kind of quality is the primary task of relational pedagogy and architecture.

(April 2007)

