

## The Hundred Languages Of Children Reggio Emilia Experience In Transformation Carolyn Edwards

Practical ways to bring the practices of Reggio Emilia to your classroom.

When children build with blocks, they are both literally and figuratively constructing their knowledge of the world. When we see children’s construction play through the lens of architecture, we are able to support and extend children’s learning on all four STEM subjects: science, technology, engineering, and math. Young Architects at Play is a guide for both teachers and parents and includes a diverse variety of activities and resources. More than 20 projects involve both traditional classroom materials like unit blocks as well as natural materials, found objects, cardboard, and authentic woodworking materials. Throughout the book, Ann Gadzikowski makes meaningful connections between STEM learning and the power of stories, both the children’s own narratives as well as the rich diversity of stories and illustrations from children’s literature.

"Loris Malaguzzi (1920 - 1994) was the pioneer of the Reggio Emilia approach to teaching young children. An ever-increasing number of teachers and educationalists from all over the world now come to study the Reggio pre-school’s unique methods, and this is largely due to Malaguzzi’s devotion, work and commitment over 45 years, and the small group of teachers and educators he trained and with whom he developed his methods. The principles that underpin the Reggio Emilia approach are fundamental to the way in which Early Childhood Education is being shaped around the world today. The work of Loris Malaguzzi was rooted in a strong sociocultural framework, meaning it was a considered response to what was needed for particular communities and their needs. Sandra Smidt here considers the life of this remarkable man, and through a pedagogical perspective explores his approach on topics including: - Relationships; - Observation; - Creativity; - Questioning; - Justice; - Equality; - Politics. Accessible and informative, this introductory yet in-depth look at Malaguzzi’s life and work will be of huge benefit to anyone working with young children in an educational capacity, including parents, and will be essential reading for students on early childhood education courses"--

This book contains a wealth of practical and specific activities and materials to use with infants and toddlers to enhance growth and development. Writing in the accessible style that her readers appreciate, Ann Lewin-Benham looks at current research from the neurosciences to show what teachers and childcare providers can do with very young children. For each material or activity presented, the text examines its relation to the rapid brain growth that characterizes the zero to three years, including sensory reception, movement, language, cognition, memory, vision, and motivation. Materials, with guidance for their use and where to find them, include: paint, mark-makers, man-made found objects, natural objects, clay, paper, and light and shadow. This is the definitive guide for trainers and professionals who work with young children. "This book does not patronize or talk down to the reader—it assumes that teachers and parents are eager to think hard about how the brain works and children learn. The information is scientifically up-to-date, and its implications for education are stimulating to laypersons and professionals alike. Reading this book will forever change the way you think about how children learn." —From the Foreword by Mihaly Csikszentmihalyi, Claremont Graduate University "Ann Lewin-Benham’s book represents an extraordinarily comprehensive yet usable guide to the neuroscientific state-of-the-art in infant and toddler cognitive development. Full of practical recommendations for engaging young children’s brains with the physical world around them, this volume will connect strongly with educators and caregivers alike." —Mariale Hardiman, Interim Dean, School of Education, Johns Hopkins University "As we learn more and more from neuroscience about the development of the infant brain, two things have become clear: how competent babies are, and how much they depend on relationships to frame their early development. In her new book Ann Lewin-Benham helps us to understand how to respectfully relate to the developing brain." —J. Ronald Lally, Co-Director, Center for Child & Family Studies, WestEd

Stories of Teachers and Children from North America

Learning from the Atelier of Reggio Emilia, Second Edition

Loris Malaguzzi and the Schools of Reggio Emilia

The Hundred Languages in Ministories

Using Reggio-Inspired Materials to Support Brain Development

The Reggio Emilia Approach to Early Childhood Education

Introducing an Intra-Active Pedagogy

The city-run early childhood program of Reggio Emilia, Italy, has become recognized and acclaimed as one of the best systems of education in the world ... [This] book brings together the refections of the Italian educators who founded and developed the system, as well as North Americans who have observed and /or studied there -- from cover.

In Possible Schools, Ann Lewin-Benham showed us that we can create schools that engage the minds of children and involve parents. In this book, she describes projects in a school that successfully adapted the Reggio Approach with Head Start–eligible children. She explains how to use the Reggio Approach to address current major concerns in early education, including self-disciplined, making sure children are ready for 1st grade, assessing children’s progress, and laying a foundation for literacy. Presenting a multitude of examples of excellent preschool practice, this dynamic book: Introduces the concept of “significant work” that draws deeply on young children’s innate intelligences. Provides teachers with an opportunity to reflect on their own practice. Helps teachers understand about young children. Illustrates how teachers can make changes in their classrooms to expand and improve learning. Describes robust activities from an urban preschool, including how each project relates to a particular teaching principle. Suggests more clearly defined standards and lays out policy implications for each.

• Contributions from leaders from Reggio Emilia and international scholars from Europe and North America, including Loris Malaguzzi, Carlina Rinaldi, Vea Vecchi, Howard Gardner, Gunilla Dahlberg, and others • Illustrated with photographs of the teachers and children in the Reggio Emilia schools as well as drawings from the children of the Reggio Emilia preschools • A comprehensive index of references and sources follows each chapter • An index provides access to names, concepts, and themes discussed across many of the different chapters

This book explores the contribution of and art and creativity to early education, and examines the role of the atelier (an arts workshop in a school) and atelierista (an educator with an arts background) in the pioneering pre-schools of Reggio Emilia. It does so through the unique experience of Vea Vecchi, one of the first atelieristas to be appointed in Reggio Emilia in 1981. Through conversation and part reflection, the book provides a unique insider perspective on the pedagogical work of this extraordinary local project, which continues to be a source of inspiration to early childhood practitioners and policy makers worldwide. Vea’s writing, full of beautiful examples, draws the reader in as she explains the history of the atelier and the evolving role of the atelierista. The book includes: • processes of learning and knowledge construction • the theory of the hundred languages of childhood and the role of poetic languages • the importance of organisation, ways of working and tools, in particular pedagogical documentation • the vital contribution of the physical environment • the relationship between the atelier, the atelierista, the children and the community • an enlightening book is essential reading for students, practitioners, policy makers and researchers in early childhood education, and also for all those in other fields of education interested in the relationship between the arts and learning.

A selection of his writings and speeches, 1945-1993

Art and Creativity in Reggio Emilia

"If the Eye Leaps over the Wall" (1981), "The Hundred Languages of Children" (1987)

Loris Malaguzzi and the Teachers: Dialogues on Collaboration and Conflict among Children, Reggio Emilia 1990

STEM Activities for Young Children

Listening, Researching and Learning

Issues in Methodology and Ethics

Loris Malaguzzi was one of the most important figures in 20th century early childhood education, achieving world-wide recognition for his educational ideas and his role in the creation of municipal schools for young children in the Italian city of Reggio Emilia, the most successful example ever of progressive, democratic and public education. Despite Malaguzzi’s reputation, very little of what he wrote or said about early childhood education has been available in English. This book helps fill the gap, presenting for the first time in English, writings and speeches spanning 1945 to 1993, selected by a group of his colleagues from an archive established in Reggio Emilia. They range from short poems, letters and newspaper articles to extended pieces about Malaguzzi’s early life, the origins of the municipal schools and his ideas about children, pedagogy and schools. This material is organised into five chronological chapters, starting at the end of World War Two and ending just before his death, with introductions to each chapter providing background, including the historical context, the main events in Malaguzzi’s life and the rationale for the selection of documents. The book provides a unique insight into the background, thinking and work of Malaguzzi, revealing, in his own words, how his thinking developed, how he moved between theory and practice, how he border-crossed many disciplines and subjects, and how he combined many roles ranging from administrator and campaigner to researcher and pedagogue. Academics, students and practitioners alike will find this landmark publication provides rich insights into his life and work.

Using examples from a Reggio-inspired school with children from ages 6 weeks to 6 years, the authors emphasize the importance of children’s rights and our responsibility as adults to hear their voices. Seen and Heard summarizes research and theory pertaining to young children’s rights in the United States, and offers strategies educators can use to ensure the inclusion of children’s perspectives in everyday decisions. Real-life classroom vignettes illustrate how young children perceive the idea of rights through observation and discussion. The authors’ work is based on these essential ideas: (1) the “one hundred languages” children use for exploring, discovering, constructing, representing, and conveying their ideas; (2) the pedagogy of listening, in which children and adults carefully attend to the world and to one another; (3) the notion that all children have the right to participate in the communities in which they reside.

How is a compelling, exemplary curriculum created in schools in spite of the pressures to implement a standardized one? In this book, teachers and principals share their experiences with emergent curriculum, and with the creative practices they’ve developed in urban classrooms kindergarten to 3rd grade. We learn what they were trying to do, how they began the process, the challenges they faced, the decisions they made, and what happened to the children. All chapters are written by teachers who have found ways of interpreting the Reggio approach to enrich their teaching within the confines of traditional schools. This book is essential reading for anyone wishing to understand emergent curriculum and for all who hope to nurture an enlivening, energizing way to learn in classrooms. The inspiring stories presented here illustrate: Ways that early childhood values and practices have been sustained and promoted in elementary schools. Exemplary teaching practice, where children want to learn and teachers want to teach. How the influence of the Reggio Emilia approach is reaching into urban public school environments with diverse populations. Democratic participatory teaching that offers visions of responsible citizenship for children. “This book is a treasure trove of useful frameworks, wonderful teacher stories, and memorable insights. It demonstrates the remarkable potential of children and teachers, and it clarifies how North American elementary school educators can take hold of ideas from Reggio Emilia and integrate them with their own ideals and standards.” —Carolyn Pope Edwards, University of Nebraska—Lincoln “Carol Anne Wien demonstrates again that she can illustrate complex ideas—this time the theories underlying the Reggio Emilia approach—in innovative ways for a broad audience.” —Celia Genishi, Teachers College, Columbia University “A must read for educators seeking an antidote to prescriptive curricular practice that respects neither children nor teachers.” —Curt Dudley-Marling, Lynch School of Education, Boston College “This book provides long overdue and compelling pathways for extending Reggio Emilia principles into the primary grades. It will encourage readers to feel their way into the spirit and substance of emergent curricula and come away rejuvenated.” —Daniel Scheinfeld, Erikson Institute, Chicago, Illinois

The first in the "Fragments" series of digital publishing dedicated to Loris Malaguzzi, and making available to a wider public his writings and talks during professional development, conferences, and conventions. This first volume brings together the "commentaries" for the exhibition "The Hundred Languages of Children" in its two versions (realized in 1981 and 1987), suggesting a series of reflections that formed then, and continues to form now, the foundation of the educational project in Reggio Emilia’s infant-toddler centres and preschools. An opportunity for re-reading an evolution, the “shift in theoretical focus”, that testify a capacity for innovation in a pedagogy not frozen in time, but which continues to reflect and to modify.

Learning and Teaching with Reggio Principles in Urban Settings

Early Childhood Educational Research

Everything Has a Shadow, Except Ants

Commentaries for a code to reading the exhibition

Infants and Toddlers at Work

Research open to wonder, between the possible, probable, and unpredictable

Young Architects at Play

**Insights and Inspirations from Reggio Emilia captures and celebrates 30 years of the Reggio Emilia innovative presence and inspiration in North American early childhood educational thought and practice. It is a narrative in word and image, representing the voices of teachers, scholars, and policy makers whose professional philosophies and practices have been changed by their encounters with the philosophy and practices of Reggio. These signs of gratitude honor first and foremost thelegacy of Loris Malaguzzi, who developed and constructed with collaborators and teachers what is now known around the world as the Reggio Emilia approach. These signs honor as well his colleagues who are continuing to develop his philosophy using novel avenues fully in harmony with his dynamic view of exploring new ways and new sources of learning and relationship.**

**Going Beyond the Theory/Practice Divide in Early Childhood Education focuses on the use of pedagogical documentation as a tool for learning and transformation. Based on innovative research, the author presents new approaches to learning in early childhood education, shifting attention to the force and impact which material objects and artefacts can have in learning. Drawing upon the theories of feminist Karen Barad and philosophers Gille Deleuze and Félix Guattari, Hillevi Lenz Taguchi discusses examples of how pens, paper, clay and construction materials can be understood as active and performative agents, challenging binary divides such as theory/practice, discourse/matter and mind/body in teaching and learning. Numerous examples from practice are explored to introduce an intra-active pedagogy. 'Methodological' strategies for learning with children in preschools, and in teacher education, are brought to the fore. For example: the neighbourhood around the preschool and children's homes is explored, using drawing and construction-work on the floor; mathematics is investigated in teacher education, using the body, dance and music to investigate mathematical relationships and problems; taken-for-granted forms of academic writing are challenged by different forms of praxis- and experience-based writings that transgress the theory/practice divide; children, students and teacher educators use pedagogical documentation to understand their own learning, and to critique dominant habits of thinking and doing. Challenging the dominant understanding of ‘inclusion’ in educational contexts, and making ‘difference’ actively visible and positive, this book is rooted in the experiences, practices and words of teachers, teacher educators and student teachers. It will appeal to all those involved in early childhood education and also to those interested in challenging educational thinking and practices.**

**If we want children to be successful, confident, independent learners, we need to relearn the skill of truly listening. The Voice of the Child builds on a number of theories which recognise the importance of interacting with, and listening, to the children in our care, and demonstrates how these can be put into practice - listening, communicating and hearing the voice of the child effectively. The book addresses each phase of a child’s development, from birth through to five years, and explains how communication skills can be used to support individual children’s specific needs. Chapters offer practical tips and strategies to help early years practitioners to listen and communicate in such a way as to encourage and enhance the development of a child’s speech and language skills. With case studies and reflective questions included throughout, the book highlights the importance of listening to children in order to keep them safe, ensure they feel included in their community, and to promote their confidence and self-esteem. The Voice of the Child is essential reading for early years practitioners and students, including those on Childhood Studies courses, who want to gain a clear understanding of how their own communication skills can impact on the child.**

**Provision of education for children under five has recently become a political concern. At the same time, this relatively small field has been attracting increased research attention, with many early years practitioners seeking routes to initial and higher degrees. This book offers essential guidance for researchers and newcomers to the field, outlining opportunities in research as well as useful, sensitive and appropriate methods for researching childhood education.**

**The Voice of the Child**

**In the Spirit of the Studio**

**Listening to Young Children**

**The Reggio Emilia Experience in Transformation**

**Design/Progettazione in infant-toddler centres and preschools**

**The Language of Art**

**Going Beyond the Theory/Practice Divide in Early Childhood Education**

This is a rich, well-documented, and thoughtful description and analysis of how an early child development program serving low-income, inner-city children and families in Chicago has been exploring and implementing the principles of early childhood education developed in Reggio Emilia, Italy.

The early childhood programme of Reggio Emilia in Italy is acclaimed as one of the best education systems in the world and this book offers the unique insight of Carlina Rinaldi, the former director of the municipal early childhood centres in Reggio Emilia and successor to Loris Malaguzzi, one of the twentieth century’s leading pedagogical thinkers. Rinaldi has an enviable international reputation for her contribution to the Reggio approach and has given talks on the topic around the world. A collection of Rinaldi’s most important works, this book is organized thematically with a full introduction contextualising each piece. It closes with an interview by series editors Peter Moss and Gunilla Dahlberg, looking at Rinaldi’s current work and reflections on Reggio’s past, present and future. Much of this material is previously unpublished and focuses on a number of questions: What were the ideas and legacy of Loris Malaguzzi? What is unique about Reggio Emilia? What are the issues in education today and what does it mean to be a teacher? How can educators most effectively make use of creativity?

"This large exhibition ... recounts the development and innovative energy of Reggio Emilia’s educational work. Five sections present some of the latest projects in Reggio Emilia’s infant-toddler centres and preschools, offering a broad, interdisciplinary kaleidoscope spanning various 'languages' and media." -- back cover.

The city-run early childhood program of Reggio Emilia, Italy, has become recognized and acclaimed as one of the best systems of education in the world. Over the past 30 years, educators there have evolved an innovative approach that fosters children’s intellectual development through a systematic focus on symbolic representation. Young children are encouraged to explore their environment and express themselves through many “languages”, or modes of expression, including words, movement, drawing, painting, sculpture, shadow play, collage and music.... This book brings together the reflections of the Italian educators who founded and developed the system, as well as North Americans who have observed and/or studied there. It is a comprehensive introduction covering history and philosophy, curriculum and methods of teaching, school and system organization, the use of space and physical environments, and adult professional roles. -Back cover.

The Wonder of Learning

Working in the Reggio Way  
Exploring Reggio Emilia in the Classroom  
Introducing Malaguzzi  
Children, the War and Us  
A Reggio-Inspired Approach  
The Mosaic Approach

*A gargantuan, mind-altering comedy about the Pursuit of Happiness in America Set in an addicts' halfway house and a tennis academy, and featuring the most endearingly screwed-up family to come along in recent fiction, Infinite Jest explores essential questions about what entertainment is and why it has come to so dominate our lives; about how our desire for entertainment affects our need to connect with other people; and about what the pleasures we choose say about who we are. Equal parts philosophical quest and screwball comedy, Infinite Jest bends every rule of fiction without sacrificing for a moment its own entertainment value. It is an exuberant, uniquely American exploration of the passions that make us human - and one of those rare books that renew the idea of what a novel can do. "The next step in fiction...Edgy, accurate, and darkly witty...Think Beckett, think Pynchon, think Gaddis. Think." --Sven Birkerts, The Atlantic*

*"This catalogue presents the exhibition Mosaic of marks, words, material, a collection of works by young girls and boys who attend the municipal infant-toddler centres and preschools of Reggio Emilia. Drawing and telling stories means imagining, analyzing, and exploring spaces, forms, colors, words, metaphors, emotions, rhythms and pauses, entering into a narrative dimension that is both internal and external to the self, playing on reality, fiction, and interpretation."--Back cover.*

*The Children's Music Studio provides music teachers, parents and early childhood educators a wealth of materials and a clear roadmap for applying Reggio Emilia principles and practices to preschool and early childhood music education. Drawing on Professor Hanna's extensive experience researching and teaching in Reggio-inspired music classrooms, this pioneering book provides a comprehensive and in-depth manual for designing music ateliers-hands-on studios that capture the imagination and creativity of children. Informed by the cutting edge research on music learning, this practical guide includes detailed studio plans, examples of Reggio-inspired music studio explorations and documentation of children's work in music studios. In this book you will: - Discover how children can naturally learn music through the studio approach - See detailed examples and documentation of project-based studio learning - Understand how music learning increases overall artistic and academic literacy across the curriculum - Learn how to develop customized projects for your classroom that will teach children to think and communicate fluently through music and sound Early childhood and elementary music teachers will find this book especially useful as it provides innovative ideas for Reggio-inspired music teaching and learning techniques that can be integrated into the existing curriculum.*

*Typical art resources for teachers offer discrete art activities, but these don't carry children or teachers into the practice of using the languages of art. This resource offers guidance for teachers to create space, time, and intentional processes for children's exploration and learning to use art for asking questions, offering insights, exploring hypotheses, and examining experiences from unfamiliar perspectives. Inspired by an approach to teaching and learning born in Reggio Emilia, Italy, The Language of Art, Second Edition, includes: A new art exploration for teachers to gain experience before implementing the practice with childrenAdvice on setting up a studio space for art and inquirySuggestions on documenting children's developing fluency with art media and its use in inquiryInspiring photographs and ideas to show you how inquiry-based practices can work in any early childhood setting Ann Pelo is a teacher educator, program consultant, and author whose primary work focuses on reflective pedagogical practice, social justice and ecological teaching and learning and the art of mentoring. Currently, Pelo consults early childhood educators and administrators in North America, Australia, and New Zealand on inquiry-based teaching and learning, pedagogical leadership, and the necessary place of ecological identity in children's—and adults—lives. She is the author of several books including the first edition of The Language of Art and co-author of Rethinking Early Childhood Education.*

*An Innovative Approach to Early Childhood Education  
Seen and Heard*

*We Are All Explorers  
Told by Teachers and Children from Reggio Emilia  
Mosaic of Marks, Words, Material  
How to Listen Effectively to Young Children*

*Catalogo della mostra che da oltre trentacinque anni viaggia con successo in tutto il mondo. Il libro, costruito a più voci, attraverso una ricchissima e diversificata documentazione presenta l'evoluzione dell'esperienza pedagogica di Reggio Emilia e il pensiero di Loris Malaguzzi. "Exploring shadows is one of the many projects that the children and teachers of the Reggio Emilia infant-toddler centers and preschools may be involved in each year as a basis for play, interaction, and linguistic exchange, and a catalyst for the learning and knowledge-building processes"--Page 7.*

*This striking example of Malaguzzi's work and philosophy-in-practice has not previously been available to the scholarly community or to the public interested in the history of the Reggio Emilia educational experience. Its round-table discussions and dialogues reveal valuable insights into the ways young children can be encouraged towards cooperative learning experiences, with implications far beyond the particular curriculum at hand. The editors' commitment to progressive education and to the rights and potential of all children worldwide has led them to share this rich record of the experience, so that current readers and those yet to come can glimpse the brilliant minds at work during this era (1990), and as it were, "Listen in" on the fascinating discussions that were held on the topic of "cooperation."*

*Reflects the growing interest and deepening reflection upon the Reggio approach, as well as increasing sophistication in adaptation to the American context*

*In Dialogue with Reggio Emilia  
The Children's Music Studio  
Exhibit of the Municipal Infant-Toddler Centres and Preschools of Reggio Emilia  
The Hundred Languages of Children from Reggio Emilia, Italy  
Insights and Inspirations from Reggio Emilia  
Interpreting the Reggio Emilia Approach in Schools  
A Beginner's Guide for American Teachers*

The Hundred Languages of ChildrenThe Reggio Emilia Approach--advanced ReflectionsGreenwood

The Mosaic approach views children as "experts in their own lives", and offers a creative framework for listening to young children's perspectives. At a time of shifting policy in early years, this second edition offers a timely reminder that listening to young children is still important for reviewing service provision.The Mosaic approach has been applied by practitioners throughout the world. This new edition reflects on the authors' original ground-breaking work, with new introductions, updates and examples of how the Mosaic approach has been adapted, and offers case studies that will encourage practitioners to use the framework in their own setting.will be of interest to policy makers, practitioners in nurseries, children's centres, pre-schools and schools and residential settings. It will also be welcomed by early childhood students and other researchers who are engaged in searching for new theoretical, practical and imaginative ways of listening to young children.

"Authentic Childhood: Experiencing Reggio Emilia in the Classroom" explores the Reggio Emilia approach to early childhood education. The Reggio approach was developed at preschools and infant-toddler centers in Reggio Emilia, Italy, and is an emergent international curriculum. Based on constructionist learning, this text is ideal for students and teachers of all experience levels. "Authentic Childhood" includes inspiring stories of teachers who are transforming early childhood education and teacher preparation through the use of this new practice.

This critically acclaimed, lavishly illustrated book will help educators create the highest quality learning opportunities for a new generation of children. The Second Edition features substantial and important changes, including the addition of new chapters by pioneers of the work that happens in the atelier who draw on several decades of experience. The atelier of studio is a key element of the renowned preschools and infant-toddler centres of Reggio Emilia, Italy. This beautiful, full-colour resource explores how the experiences of children interacting with rich materials in the atelier affect an entire school's approach to the construction and expression of thought and learning. The authors provide examples of projects and address practical aspects of the atelier, including organizing the environment and using materials. No other book presents a more thorough examination of the philosophy, practice, and essential influence of the Reggio-inspired studio.

Exploring the Role and Potential of Ateliers in Early Childhood Education

Living authentically with the different ways of feeling

Authentic Childhood  
Children's Rights in Early Childhood Education

The Reggio Emilia Approach to Early Childhood Education

Infinite Jest  
Bringing Reggio Emilia Home

The second in the "Fragments" series of digital publishing dedicated to Loris Malaguzzi, and making available to a wider public his writings and talks during professional development, conferences, and conventions. This volume collects some contributions from Loris Malaguzzi on the theme of war, dating from the beginning of 1991 (in conjunction with the Gulf War). Despite being formulated more than thirty years ago and despite radical changes in the media, the words of Malaguzzi are still capable to "resonate" with educators, teachers, and parents, inviting to reflect on how living authentically with the different ways of feeling, children and adults together, in search of the meanings of events that the media bring daily into our homes – and in the children's eyes – in real time.

This is the third in Reggio Children's "Fragments" series dedicated to making Loris Malaguzzi's writing, and his talks at conferences and professional learning meetings, available to a wider public. In this volume we can read the transcript of a talk he gave in Reggio Emilia in 1988 as part of a calendar of meetings for educators in municipal infant-toddler centres and preschools, on the theme of 'designing' or 'progettazione' in their work. On this occasion Malaguzzi's reflections "take to the open sea" and touch on several themes: human beings and their place in nature; learning between biological constraint and spaces of design thinking; connections between disciplines and knowledge; the value of subjective differences; the idea that development is not stage-based; uncertainty as a space of freedom and research with strategy and abduction as operational and conceptual tools; the times and quality of possibilities offered and of relations with adults and other children as important factors for constructing meaningful learning.

Bringing Reggio Emilia Home is the first book to integrate the experiences of one American teacher on a year-long internship in the preschools of Reggio, with a four-year adaptation effort in one American school. The lively text includes many "mini-stories" of preschool and kindergarten-age children, teachers, and parents who embark on journeys of learning together. These journeys take shape in language, in drawings, in tempera paint and clay, in outdoor excursions, and in the imaginations of both the children and adults. This informative and accessible work features photographs of the children (both in Italy and the United States) and samples of the children's work, including some in full colour. During the past 10 years there has been a tremendous interest among early childhood educators and parents in the innovative approaches to teaching pioneered in the preschools of Reggio Emilia, Italy. This book is a must read for anyone interested in the Reggio Approach! Teachers, especially those in early childhood, teacher educators, policy makers, administrators, and parents will find it invaluable.

Powerful Children  
Hundred languages of children  
Understanding How to Teach and Learn Using the Reggio Approach  
Exploring the Life and Work of Reggio Emilia's Founding Father  
The Reggio Emilia Approach--advanced Reflections  
Emergent Curriculum in the Primary Classroom  
The Hundred Languages of Children