



Inspiring News and Events

From the Reggio-Inspired Network of Minnesota

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Inside This Issue

- Celebrating Our Year
- Documentation Lab: Going Deeper with Documentation
- Participation, Documentation, and Place: Reflection and Evolution of the “Geography of Childhood” Collaborative Conversation
- NAREA Reflection: Ideas in Motion
- Give + Grow 2018
- Scholarship Reflection
- School-Based Book Study: It’s Not a Bird Yet
- Open Book Study
- Upcoming Events

Introduction

We are publishing this edition of the newsletter in a year that winter is having a hard time making way for spring. With nearly two feet of new snow in mid-April, we are longing for renewal. Within these pages, we invite possibilities for celebration, participation, and reflection. We hope these opportunities are reinvigorating. Contributors to this issue identify themes of participation, representation, reflection, documentation, and democracy as these concepts weave among various Network activities. Recent initiatives, the Documentation Lab and The Geography of Childhood, are projects that demonstrate increased local potential. A reflection from a recent North American Reggio Emilia Alliance (NAREA) conference shows us not only the power of our gaze as educators, but it also reminds us that the importance of place, the power of documentation and the practice of critical thought, integrated in and essential to the Reggio Approach, are also central to our work here in Minnesota. Two articles, School-Based Book Study: It’s Not a Bird Yet and Monthly Open Book, discuss diverse paths to form learning groups to study Reggio-inspired literature, one in the context of school staff and the other open to the community. A reflection from our scholarship winner highlights individual learning through Network support for professional development. The “Give+Grow” campaign is an invitation; please consider making a donation as you reflect on all that the Network is engaged in this busy year. We hope you will be inspired by our current projects, as well as our regular offerings, and take time to identify ways we can join together in this public work. Join us to celebrate on May 4!

With gratitude to all of the contributors for their generosity, time, and collaboration in making their thinking visible.

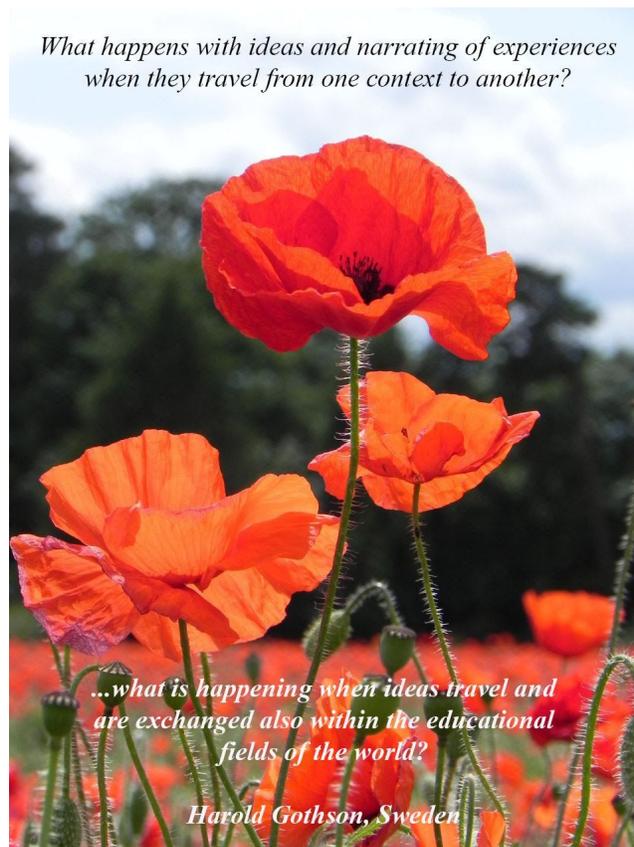
Lani Shapiro
Editor

Celebrating Our Year

FREE!

Friday, May 4, 2018

6:30-9:00 p.m.



Join us for social evening of wine and conversation to celebrate the 10th anniversary of the Reggio-Inspired Network of Minnesota. Connect with colleagues and community, experience the Documentation Lab & “Seeing Children” exhibit, learn about committee accomplishments, and identify opportunities for you to become more involved. Enjoy food and wine, opportunities to purchase resources, win novel resource baskets and participate in the “Geography of Childhood” project. Redleaf books will be available at a 20% discount and several Reggio books will be offered for sale. Review a sampling of Reggio books that are available at your public library via the Debra S. Fish Library. Learn more about applying for Network Scholarships that can support you as you continue your journey with the Reggio-inspired approach.

The evening will start at the newly opened Olivia Dodge Library and History Center. This beautiful venue was created from the original farmhouse on this truck farm location. The outside still holds the charm of the original farm while the inside rattles your senses with a waterfall wall, a felled tree table and an open staircase to an overlooking loft.

The evening will close with a Gathering that will focus on reflections and insights from those who participated in this year’s new initiative, the “Documentation Lab.” You will have an opportunity to share “Documenting the Joy of Children” through video and dialogue. Children from Italy and Minnesota will be depicted.

Whether geographical, chronological, social, or emotional – every story had a PLACE for the person telling it...as well as for those listening. Just as we all have a shared memory that we can call “childhood”, we all have a sense of place in those memories. That place might carry a feeling of connection, love, and joy...it might also be a place of disconnection, fear, or shame. No matter the feelings tied to the stories from our childhoods, we carry them to the place we are as adults and our choice to work/be with children, in whatever capacity.

It is that sense of place, that sense of reflection and revisiting, that continues to push our collaborative conversation of the Geography of Childhood forward. We closed the conference experience with a final invitation: “What are your hopes and dreams for your children? Write your response on a ribbon and tie it along with others so we can share them.” We hope you’ll join us on May 4th to read those hopes and add your own.

Ross Thompson is a Early Childhood classroom lead teacher and course instructor at the Shirley G. Moore Laboratory School at the University of Minnesota (Twin Cities campus). Feel free to email him at thom1411@umn.edu.

NAREA Conference: Ideas in Motion

Reflections on a Professional Development Experience

Patti Loftus and Lani Shapiro

What prompts any of us to attend conferences and what expectations do we bring to them? We recently attended the NAREA Winter Conference (held in Seattle in March), titled “Constructing a Culture of Shared Values for Children and Childhood: Honoring Diversity, Differences and Democracy.” The conference presenters, Paola Cagliari and Ivana Soncini, are both from Reggio Emilia with long and deep experience in the municipality’s early childhood education system. The title and speakers immediately drew our interest, and we anticipated a depth of thinking that is typical from the Italians. Paola Cagliari has a background as a teacher and pedagoga and now is director of the municipal infant-toddler centers and preschools of Reggio Emilia, while Ivana Soncini, a psychologist, brought an eye toward children with special rights. We found ourselves intellectually challenged and emotionally moved beyond our expectations by the ideas and diverse modes of documentation shared by Cagliari and Soncini. They focused on the many aspects of participation and the value of difference as a way of promoting and realizing democracy.



Over three conference days, the speakers wove together values and concepts including the “centrality of participation”, the “power of documentation” and the “importance of place” as they shared the evolution of particular layers of the Reggio-Emilia educational project. They described how teachers engaged families through a narrative of the children’s ideas about and representation of “place,” in this case, the “*piazza*” both in the town and inside school. Their presentations were punctuated with stories of particular children with special rights which affirmed the enduring participation of *all* children in school life. For an example of documentation of this project:

<https://www.youtube.com/watch?v=g65Z07zbVKI&t=8s>

The concepts highlighted at NAREA closely mirror three areas of focus for the Reggio-Inspired Network of Minnesota. We see the “centrality of participation” reflected at the Network Gatherings, the “power of documentation” made visible by the ongoing work of the Documentation Lab and the “importance of place” illuminated through the Geography of Childhood project. The conference speakers’ portrayals conveyed the coherence of Reggio practice, where:

“the actions of instruction, assessment, documentation and research come to contain each other. They cannot be pulled apart in any practical sense; they are a piece. No dichotomy between teaching and research remains.” (Seidel, 2001, p.333).

A conference, like all teaching/learning contexts, offers participants the opportunity to experience insight and construct understandings in ways that cannot be predicted or controlled by the presenters. This opportunity is enhanced when colleagues spend much of the time between sessions debriefing and considering together the questions that arise from the presentations. There is always, as Cagliari noted,

“a plurality of different possible journeys.”

A particular reflection that we want to privilege for the duration of this article focuses on the notion of “the gaze,” referenced multiple times by both Cagliari and Soncini:

*“Each one of us is asking to be looked at with an optimistic **gaze**.”*

*“A **gaze** which...sees the resources and potential of each.”*

*“... being more aware (as adults) of the **gaze** that we have. That means knowing about the beliefs we look at children with, the expectations of our adult gaze.”*

*“A strong **gaze** toward the future...”*

We were struck by the repetition of the concept of the gaze, particularly since our broader society is examining this idea when discussing social justice (the white gaze, the male gaze). In those contexts, the gaze has involved a power differential that objectifies and marginalizes the “other,” the person being gazed upon.

There is an inextricable, reciprocal, complex connection between how we are seen by others and how we view ourselves, both as individuals and in the context of a collective identity or category; as members of a particular gender, race, faith tradition, social class or (dis)ability. The gaze can be an expression of power and surveillance: objectifying, intimidating, disapproving, or anxiety producing. The gaze, as suggested by Cagliari and Soncini, however, can be loving, reciprocal, affirming, respectful, or empowering.

Here was the gaze in the context of Reggio Emilia. The speakers called multiple times for awareness of the adult gaze: the gaze of the teacher on the children, a gaze that sees and respects differences in children, that does not limit children, that gives them space to be who they are and hopeful expectations for what's to come, without over-manipulating the present moment by pushing toward where their potential might take them.

Patti Loftus currently works in a classroom with young children and found this consideration of gaze gripping, which was a testimony to the power of the presenters. The conference led her back to herself, to thinking about her gaze as a teacher and her view of the children in her classroom. The idea of the gaze particularly prompted her to speculate about the children's view of her as one who observes them.

This happens as I make notes, ("Ms. Loftus, what are you writing?") or take photos as they work and play. How do the children perceive me as they are being observed? Do they sense judgment?

My hope is that the children sense the affection and appreciation I feel for them, but what evidence do I have that this is true? Do they sense when the gaze is intended to influence behavior (for example when I ask, "Who looks ready?" expecting each in the group to get ready.) What message is the child sending me when she uses her hand to cover the drawing she is doing as I pass by? Alternately, do they "feel the love" when I marvel at what I observe in their work or interactions?

Questions I'm pondering:

- *Do children interpret my gaze differently by my posture, position or expression?*
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- *How do the tools I use in observing affect my gaze and the children's perception of my observations?*
- *What gazes do the children offer each other? In what ways do I create a culture of optimism and empathy that imbues a spirit that can be shared?*
- *Do children in school have ways to avoid the gaze of teachers?*
- *What gaze (or gazes) do I have of the parents? How are they perceived by the receivers?*

Soncini noted that children aren't always kind, but in Reggio Emilia, the schools construct a community of shared values, one of which is dialogue that doesn't assume or require agreement, but dialogue that is built around difference.

*"...that positive **trusting gaze** is trusting attention..."*

*".. adults must be aware of **the gaze** that they have of children. These are adults, in schools... who recognize the different ways children have of giving a shape or form to the world around them."*

*"We're trying, in our meetings, to build together **the gaze of empathy**, of proximity, welcoming of all children. It's about permanent, ongoing education for us, participation, building education together."*

*"Schools promote the value of diversity when they are capable of stimulating **gazes** that are divergent."*

"Gaze of empathy," "positive trusting gaze" and "optimistic gaze" – these, referred to by Paola and Ivana, are all favorable gazes, reminiscent of the "image of the child" so often talked about in Reggio Emilia, the view that children are competent, powerful and unique protagonists in their own growth and development.

Ivana and Paola referenced the 20th century French philosopher, Foucault, who explored "the gaze", and its relationship to power and knowledge in institutions, including schools.

Foucault's argument is that discipline creates "docile bodies", ideal for the new economics, politics and warfare of the modern industrial age - bodies that function in factories, ordered military regiments, and school classrooms. But, to construct docile bodies the disciplinary institutions must be able to (a) constantly observe and record the bodies they control and (b) ensure the internalization of the disciplinary individuality within the bodies being controlled. That is, discipline must come about without excessive force through careful observation, and molding of the bodies into the correct form through this observation. (Discipline and Punishment, 2012)

The idea of gaze as control, gaze as an invasion of another's being is troubling, but it's a wake-up call, suggesting that our gaze might be perceived negatively by the children in our care, even a source of distress. It's important for us to remember the power that we have over children and be thoughtful of how we wield it. It's not just that the gaze might be perceived as negative. Relentless surveillance has actual unintended negative consequences, affecting the delicate balance between attention in the name of "safety" or

“control,” and the essential role of trial and error in the development of agency, autonomy and problem-solving skill of a growing child (Rooney, T., 2010 p. 344-345).

The challenging presentations and compelling documentation Paola Cagliari and Ivana Soncini suggested a possible gaze that teachers and families might direct toward each other and, further, how we might be more intentional as we create a community of learners, families and educators with this awareness. They described the “sideways gaze,” which reminds us there are other angles from which we can view things that might otherwise go unnoticed. The sideways gaze is connected to diversity, with learning anew, and with avoiding certainty and rigid mental constructs. Soncini elaborated,

“As Foucault often said, complexity requires looking at things slightly side-on. It’s too easy to look straight forwards, from one frontal point of view, but if we can see side-on, then we can see different points of view on the same subject. In today’s world, in the culture, it is becoming more and more difficult to practice the ability to look at things side-on vs. frontally with one gaze.”

We activate a sideways gaze when we engage a community context or a parent’s narrative that helps us see children’s unique experience and expression. We exercise the sideways gaze when we create opportunities for all children to express their different perspectives and when we offer multiple avenues for representation. Pedagogical documentation animates this work.

“If you want to give voice to the multi-dimensional aspects of human learning, then we have to be capable of creating contexts in which children can leave traces of themselves.”

Respect for diversity, recognition of multiple perspectives, welcoming curiosity, uncertainty, and subjectivity, and participation are conditions necessary for democratic practice to flourish (Moss, P.). Reggio Emilia demonstrates exceptionally cohesive theory-and-practice that is not limited to the education of young children. The “diversity, difference and democracy” highlighted at this conference made visible multiple perspectives of children, families and pedagogical teams in Reggio Emilia, and their relationship of observation, reflection, interpretation, and decision-making through documentation and dialogue. As adults who attended this conference, we were among those who experienced the “multi-dimensional aspects of human learning” that Ivana and Paola noted. We were struck side-on by concepts we encountered anew and took pleasure in opportunities to discuss particularly salient ideas proposed by the speakers and illustrated by the documentation they shared. The conference constructed a context that enhanced our desire to listen and exchange views, and to contest our thinking.

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Seidel, S. (2001). The question cannot be satisfied with waiting, In Project Zero & Reggio Children, *Making learning visible: children as individual and group learners*. Reggio Emilia, Italy: Reggio Children.

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Give + Grow 2018

Resource Committee

Since our inception in 1998, the Reggio-Inspired Network of Minnesota has been a volunteer-based network that continues to flourish and grow because of our committed membership. This year, we celebrate our 10th anniversary as a non-profit organization. The current socio-economic and political climate re-energizes our efforts as dedicated and diverse professionals, community members and families who are inspired to build a future together that honors children and their capacities.

The teachings of Reggio Emilia guide us to embrace our role as advocates and urge us to engage, mobilize and actively involve an increasingly broad base of support. To that end, our "Give + Grow" 2018 campaign is designed not only to strengthen and galvanize our current members, but also to reach out to and inspire the involvement of new peoples and groups. Moreover, with this campaign we aim to mobilize like-minded educational institutions and businesses through sponsorship opportunities. These sponsorships are a means to consolidate our socio-economic and political influence as we champion a common vision for our children.

This campaign is about interconnection. Communicating publicly about the work of our network calls on others to invest in future generations at the same time as it invites their collaboration and participation. It is a part of our advocacy; it is an act of civic engagement; and it is one of our organizational roles and responsibilities within the early childhood field.

Our Sponsorships and benefits are:

<p>Biblioteca \$100</p> <p><i>This sponsorship supports high quality texts for the Deborah Fish Library Reggio-Inspired collection.</i></p> <p>Benefits:</p> <ul style="list-style-type: none"> ● Recognition on our website ● Complimentary registration and recognition at our annual event. 	<p>Studia \$200</p> <p><i>This sponsorship provides a full year of funding for one scholar.</i></p> <p>Benefits:</p> <ul style="list-style-type: none"> ● Recognition on our website ● Sponsor logo and recognition on our scholarship materials ● Complimentary registration and recognition at our annual event. 	<p>Comunità \$500</p> <p><i>This sponsorship supports our annual event or a book-study kit for the Deborah Fish Library Reggio-Inspired collection.</i></p> <p>Benefits:</p> <ul style="list-style-type: none"> ● Recognition on our website ● Sponsor logo and recognition on all online presence outlets ● Sponsor name and logo are displayed on all printed materials ● Complimentary registration and recognition at our annual event ● Invitation to display and/or table at our annual event.
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Resources raised during Give + Grow 2018 are critical to our work:

Workshops

Expanding our workshop series from previous years, this year our network hosted six workshops that welcomed an average of 25 educators from the public and private sectors who serve early childhood, elementary, high school, after school and college level programs.

Scholarships

There are now two fully funded scholarships awarded to support educators in their professional development. In addition to our scholarship recipient for our Saturday Gathering workshops, our education scholarship recipient has access to funds for firsthand training by professionals from the schools of Reggio Emilia.

Free Access to Reggio Publications

The network funded the donation of over 40 texts to the Debra Fish Library at Think Small (part of the Saint Paul Library system), accessible to people throughout Minnesota, through your local public library and MELSA system via interlibrary loan. This collection is part of the Saint Paul Public Library system's catalog <http://www.sppl.org/> and is available through the statewide virtual library, MnLINK at <https://www.mnlinkgateway.org>. For list of available titles at Debra Fish Library: [https://www.mnreggio.org/Learn#Find Reggio books at the library](https://www.mnreggio.org/Learn#Find_Reggio_books_at_the_library)

Book Study and Discussion Group

These monthly opportunities bring together parents, practitioners, administrators, academics and other professionals from different sectors to explore Reggio-inspired ideas and deepen practices.

Events and Conferences

This year, our annual event welcomed over 75 participants to learn from nationally known speakers, and from each other during small group seminar work and individual presentations/displays. The conference led directly to a new initiative, the Documentation Lab. This opportunity invites professionals and parents to gather monthly for conversation and reflection on their work and classroom documentation.

Media Presence

The network now publishes a quarterly newsletter and has a developing web presence. We completely updated our website and launched initiatives on social media. Hiring our first employee, the Network now has an administrative assistant who is responsible for managing some of our day-to-day tasks.

To Get Involved

The Resource Committee meets in St. Paul at the Finnish Bistro on the 3rd Monday of each month at 6pm. We welcome anyone who would like to help us further the Reggio-Inspired Network of Minnesota by networking with others to increase our resources in all areas - people, information, and finances.

Marty Watson chairs our committee. Her contact information is:

mwatson@dodgenaturecenter.org

Scholarship Recipient Reflection

Brenda Jerich

My name is Brenda. This year, I received the RINM Scholarship to attend monthly gatherings. As I've attended the gatherings this year I've been impressed by the amount of passion and commitment participants bring to learning more about the philosophy of Reggio Emilia. During the gatherings I have heard parents, educators and administrators

talk about their eagerness to incorporate this philosophy into their classrooms, homes and communities.

The more gatherings I've attended and the more I've read about the Reggio approach, I've come to better understand what "student centered learning" means. Four years ago, when I started working in early childhood for Hopkins Public Schools, this idea seemed far-fetched and impractical, with no real way to measure outcomes. Now I find myself touting the philosophy and providing descriptions of the Reggio approach to anyone who asks. I'm proud of the fact that the program I work for, Kaleidoscope Preschool is a Reggio-inspired preschool. I wish there were more.

I have come to understand the vital importance of relationship-driven environments. This is in part due to my learning more about the Reggio approach. It is also because of my exposure to Trauma Sensitive training through the Hopkins school district. Healthy, trusting relationships are important for all children, but especially for children who have suffered trauma. I've seen first-hand that developing consistent, trusting relationships with children allows them to feel safe, to start to explore their surroundings and master new challenges. Trusting relationships between teachers and students is an important part of the Reggio philosophy as well as the Trauma Sensitive School's philosophy, and it is gratifying to see this theme of the importance of relationships overlap in these two different contexts from my practice.

I am a preschool teacher's assistant. I share some of the ideas and discussions that take place during gatherings with the teacher I work with. My awareness and better understanding of "self-directed learning and relationship-driven environments" has affected the way I work with the preschoolers in our classes. I've come to appreciate the role that self-directed play has in a child's ability to learn. I'm grateful this is encouraged at Kaleidoscope Preschool.

I'm grateful for the opportunity to attend the Gatherings this year cost free. In the future I plan to attend more RINM Gatherings to continue learning and to improve my awareness and implementation of "student-centered," "self-directed," "relationship-driven" education.

School Book Study: "It's Not a Bird Yet"

Sandy Burwell

The title of Ursula Kolbe's book is a quote by a three-year-old child commenting on his drawing of shapes. It reflects Ursula's journey in drawing with children. "There is a moment when lines and shapes are just that — and there is a moment when they mean something...Something very interesting is going on here, although I can't claim to understand even half of it." This comment from the introduction to the book gives a clue to understanding the very sophisticated thought processes of children explored throughout.

Recently, a group of local educators from Little Trenderers and South Metro Montessori in Lakeville took on the challenge of reading, studying, and entering into dialogue with each other and attempting the challenges of this book. They used “It’s Not a Bird Yet” and the accompanying study guide to expand and extend their own experiences with drawing.

The teachers who were new to the Reggio approach benefitted from the examples and techniques as well as the tested lab activity, while the teachers that were farther along in their practice were inspired and wanted to go further with Kolbe’s work by reading Rapunzel’s Supermarket. The practice of studying a book together as a staff was valuable as a professional development initiative because the teachers directed their own learning in a context that included diverse voices.

We, as educators, wonder about how to encourage, support and revisit children’s drawing. However, the children have great powers within themselves. “So, how can we give them opportunities to use these powers? How can we offer them challenges and empower their sense of possible?” These questions, which form the core of the book are also powerful questions to ask ourselves as teachers. There is great honor given to children’s drawing. Our role is observing because drawing can mean time, space, movement, sound, ideas, events, places...and the significance may not be evident at first. It’s not a bird, yet.

Sandra Burwell is an independent consultant for early childhood education in Minnesota. smburwell@gmail.com

There are multiple copies of this title available at the Debra Fish Library if your school would like to read and discuss it together.

Monthly Open Book

Over the last 12 years, an open and changing group has gathered the third Sunday of each month, to join an ongoing conversation in response to various Reggio-inspired readings. Some of the titles we have read include:

- The Hundred Languages of Children
- Dialogues with Places
- Beyond Quality in Early Childhood
- The Diary of Laura
- Art and Creativity in Reggio Emilia

We arrive as individuals with diverse perspectives, as parents, students, teachers, or administrators. We work or learn in contexts that vary by age or development throughout the life span, in homes, preschools and child care centers, schools, clinics, and civic institutions. Each meeting we form a flexible learning group without a fixed destination, with the intention of cultivating a context for uncertainty, diversity and complexity.

We read slowly, never more than one chapter per month; sometimes we repeat a chapter, if we don't feel finished with it. The dispositions we strengthen include close reading, careful listening and thoughtful conversation.

In May we will begin reading two new titles:

The Logic of Action: Young Children at Work by Frances Hawkins

ISBN-10: 0870811614

ISBN-13: 978-0870811616

David Hawkins and the Pond Study, documented by Elizabeth Kellogg

ISBN-10: 1450031129

ISBN-13: 978-1450031127

Loris Malaguzzi was influenced by the writings of David Hawkins, an American philosopher interested in science and education. Among other concepts, Hawkins insisted that teachers need to be learners, as well as children. In turn, David Hawkins was deeply influenced by the work of his wife, Frances Hawkins, who was committed to documenting and studying children's learning processes. Malaguzzi and Hawkins met in 1988. *"Both believed in the importance of seeing children's processes of learning through action and also of renewing oneself with an open mind. Upon such a common base each was able to learn from the other"* (Gandini, 2008).

3rd Sunday of the month

3:00 – 4:30 pm

Open Book

[1011 S. Washington Ave.](#)

[Minneapolis, MN 55415](#)

There is no fee; all are welcome. Join us!

For more information or to be added to the book study email list, contact

pattiroseoftus@gmail.com

Gandini, L. (2008). Meeting of the minds: Malaguzzi and Hawkins. In L. Gandini, S. Etheredge, & L. Hill (Eds.), *Insights and inspirations from Reggio Emilia: Stories of teachers and children from North America* (pp. 36-37). Worcester, MA: Davis Publications.

Upcoming Events

Documentation Lab - Free

April 26, 2018 6:30 pm • Roosevelt Library, 4026 S 28th Ave, Minneapolis, MN 55406

Documentation Lab - Free

April 28, 2018 9:00 am • Linden Hills Library, 2900 W 43rd St, Minneapolis, MN 55410

End-Of-Year Celebration with the Documentation Lab Participants and RINM Annual Meeting - Free

May 4, 2018 6:30 pm • Dodge Nature Center, The Olivia Irvine Dodge Library & Education Center, Farm Entrance #3, 1691 Charlton St., West Saint Paul, MN 55118

Open Book Study - Free

May 20, 2018 3:00 – 4:30 pm • Open Book, 1011 S. Washington Ave., Minneapolis, MN 55415

For more information about upcoming events

Save the Date!

The Wonder Of Learning – The Hundred Languages of Children Exhibit
Madison, Wisconsin
January-May 2019

The Wonder of Learning – The Hundred Languages of Children, a travelling exhibit from Reggio Children, will be in Madison, Wisconsin in 2019. The Reggio-Inspired Network has secured the weekend of April 12 & 13, 2019 for a group from Minnesota to travel and experience the exhibit together. More details will be coming soon.

The North American Reggio Emilia Alliance describes the exhibit,

“At the core of The Wonder of Learning—The Hundred Languages of Children exhibit is the desire to create a democratic piazza – a social space that connects the creativity and expression of children to the public sphere.”

From the Introduction to the exhibit:

The exhibition is proposed as a democratic square or piazza. A place for dialogue and to:

- affirm the right to education and learning ☑
- highlight an idea of schools that choose an “ecological” approach; interdependency, co-existence and co-participation in building culture
- recognise the hundred languages as an extraordinary potential in children and human beings, which transforms and multiplies during journeys of knowledge and relations

- declare an idea of participation in education oriented in the direction of creating an intercultural dynamic
- and all these reach towards the construction of a new idea and new experience of citizenship.

To learn more:

http://www.thewonderoflearning.com/exhibition/?lang=en_GB
https://www.reggioalliance.org/events_trashed/exhibit-project/.

Shop and Support

Do you shop on Amazon? Use Amazon Smile: smile.amazon.com when shopping at Amazon and designate the Reggio-Inspired Network of Minnesota to accept their donation. Amazon will donate .5% of your shopping total directly to the Reggio-Inspired Network of Minnesota with no expense to you!

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Send us an email: reggioinspiredmn@gmail.com

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