



Inspiring News and Events

From the Reggio-Inspired Network of Minnesota

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Inside this Issue

- Editor's Introduction
- Fundamentals: Teacher as Researcher
- Getting to Belonging, Part Two
- Reflections on Growing as a Reggio-Inspired Educator
- Loose Parts Update
- Open Book Study
- Sponsorship Opportunity
- Reggio-Inspired Network of Minnesota Scholarships
- Calls for Participation
- North America Reggio Emilia Alliance (NAREA)
- Public Library Resources
- Job Opportunities

Editor's Introduction

Lani Shapiro

This issue of the newsletter begins with the second *Fundamentals* column, where we introduce and explore central principles of the Reggio Approach for people new to Reggio-inspired work. For this quarter, *Fundamentals* explores *Teacher as Researcher*, a concept that could serve as a lens through which you read the articles by Christy Spencer, Rie Gilsdorf and Emma Gaes.

“The teacher has to become a researcher of her or his unique cultural context for learning, guided not only by educational theory but also by democratic values and a hopeful image of humanity and of conflicts that are unavoidable but possible to negotiate.”

-Harold Gothson

In Getting to Belonging, Part Two, Rie Gilsdorf and Christy Spencer continue to consider strategies to support dialogue about racial difference by reimagining curriculum, communication and the image of the teacher. First-year teacher Emma Gaes thinks about her own thinking in *Reflections on Growing as a Reggio-Inspired Educator*.

Notice an additional event, **The Hundred Languages of Loose Parts**, added to the calendar for December. There are calendar updates for Loose Parts Lab and Open Book Study. Regular features identify scholarship opportunities, a call for proposals and resources. Learn more about the North American Reggio Emilia Alliance and how to apply to current Reggio-inspired job postings.

As always, we are grateful for all the volunteer time and effort, seen and unseen, that goes into the work of the Network and to all of the newsletter contributors for their generosity, time and collaboration in making their thinking visible.

We cannot continue with business as usual without acknowledging that this issue has been in-production during a unique period in history. We are overwhelmed by current events, specifically the atrocities that occurred in Israel on October 7th and the ensuing war in Gaza. What more can possibly be said? Still, it feels like we should offer some acknowledgement of the crisis as we open this issue of the newsletter.

Reggio Children is offering the following:

“Every Friday afternoon, for 5 weeks, we will publish a post and a story in support of Peace that will remain as a single voice for 24 hours on our channels, without sharing or publishing any other activity or event. The campaign will continue until 20 November, World Children’s Day.”

“I want to ask you a small question: you, do you want war?”

from October 13th Maryam, 6-years old

“They could make words fall down on the world instead of bombs and say, “Everybody stop. We’re going to talk now!”

from October 20th, Elena, 5-years old

“A long time ago there was no war, there were only dinosaurs. So I wonder: when did the war start?”

from October 27th, Mattia, 5.4 years

[LINK to: "I want to ask you a question..."](#)

Fundamentals: Teachers as Researchers

“We are well aware of what is meant by ‘scientific research’ and of the debate surrounding the so-called ‘hard’ and ‘soft’ sciences. But in Reggio we feel that the concept of research, or perhaps better, a new concept of research, more contemporary and alive, can emerge if we legitimate the use of this term to describe the cognitive tension that is created whenever authentic learning and knowledge-building processes take place. ‘Research’ used to describe the individual and common paths leading in the direction of new universes of possibility.”

-Carlina Rinaldi

We have learned from Reggio Emilia that the notion of research is a more approachable process than typically comes to mind when the word is used. Research is both a noun and a verb that often involves a compelling question or point of curiosity followed by studying closely. It involves gathering data, digging deeply, hypothesizing, testing and observing followed by reflection and dialogue to develop new understandings. Research, even when begun by a single individual, is rarely a solo endeavor, but involves multiple points of view in dialogue with each other.

Reggio-inspired teachers view research as an essential part of their work.

- They ask questions that serve to focus observations.
- They imagine possibilities and invite children to materials and experiences, with the intention of provoking responses and thinking.
- They gather traces of experiences and study them for insights and potential next steps.
- They invite the points of view of others.

“...Topics emerge, teachers document and wonder and provoke, children respond, and so on in an exquisite, often non-linear dance with layer upon layer of meaning. It cannot be planned, but it can be planned for through the teacher’s disposition to observe, document, provoke, and think, through the preparation of the environment to invite the interactions and encounters through which children’s ideas emerge, and through the development of a culture of conversation and construction of theory.”

-Pam Oken-Wright

<https://www.mnreggio.org/page-18152>

In a Reggio-inspired context, research takes place as children and teachers alike make sense of daily life. Teachers ask the children, *What do you notice? How does that feel? What does this remind you of?* Teachers ask themselves, *Why? What happened? What does it mean? What else could happen if...?* Drawing on their deep listening made visible through documentation, they invite each other into dialogue, *What do you see? How do you understand...?*

This research is, at the same time, a way of thinking, an attitude and a strategy. The children’s and teachers’ research sustain each other. This co-constructed (re-)research, characterized by curiosity, exchange, uncertainty and unpredictability, creates space for innovation through the pleasure of thinking together.

“Research is a habit of mind, an attitude that can be developed or neglected. It is a response to curiosity and doubt. It constructs new knowledge, makes for critical thinking and is part of citizenship and democracy. Like everything else about Reggio, research is not a solitary activity, but a process of relationships and dialogue.”

-Rinaldi, C. and Moss, P.

Getting to Belonging, Part Two: Reimagining Mindsets and Practices

Rie Gilsdorf and Christy Spencer

Rie Algeo Gilsdorf, MS, MA, has broad experience as a principal, arts administrator, instructional coach, teacher of science and dance and parent in many settings, including the Reggio-inspired programs of Portland’s Opal School and The Blake School in Minneapolis. Rie is a past Board Co-Chair and Civic Engagement Committee Chair of the Reggio-Inspired Network of Minnesota and current member of its Resource Development Committee. She now provides racial equity seminars, coaching and consulting through Embody Equity (www.EmbodyEquity.com).

Christy Spencer, MA is inspired by children’s curiosities and perspectives, and roots her practices in relationships, deep listening, designing dynamic learning environments, observation and pedagogical documentation. Christy has worked in various Reggio-inspired contexts, including The Blake School, Boulder Journey School and the Minnesota Children’s Museum. She has been a RINM Board and committee member. Current professional interests encompass exploring the intersection of design thinking and the Educational Project of Reggio Emilia, mindfulness practices, anti-racist theory, neuroscience around empathy and humanitarian projects focusing on children’s rights.

In Part One of “Getting to Belonging,” (in the Spring 2023 issue) we acknowledged that conversations about differences, especially differences across race and culture, are apt to fall into well-worn patterns. We also noted that, unless all stakeholders have agency, entrenched habits of thought and practice inhibit the development of greater consciousness around curriculum, conflict and the role of the teacher. In Part One we also began to uncover ways in which a Reggio-inspired design process invites adults to reframe ambiguity as an opportunity to question the status quo, including the concept of developmental appropriateness. In this article we examine

how we might reimagine mindsets and practices, specifically curriculum, communication and the image of the teacher.

Embracing Negotiated Learning

In Reggio Emilia, *progettazione* refers to a key principle: negotiated, co-constructed curriculum. This negotiated curriculum typically emerges in cycles of inquiry, as each investigation generates many new questions. The *progettazione* design process is a way to manage ambiguities that arise when there is no predetermined curriculum or fixed destination. In order for there to be negotiation, the teacher holds space for discourse by maintaining an attitude of listening and valuing broad participation. “*This discourse mindset carries over into teachers talking to parents, to the public, and all possible relations [between children, teachers, parents, and the public],*” (Foreman and Fyfe, 2012).

Foreman and Fyfe further define discourse: “*Discourse connotes a deep desire to understand each others’ words. Discourse is more than talking. Discourse connotes a more reflective study of what is being said, a struggle to understand, in which speakers constructively confront each other, experience conflict, and seek footing in a constant shift of perspectives,*” (2012).

Appreciating Constructive Confrontation and Conflict

In our experience in American early education contexts, the ideas of “confrontation” and “conflict” are typically viewed as problematic. In response to individualistic cultural norms, educators often look for and emphasize commonalities in an attempt to create communities of belonging – fearing the repercussions of constructive confrontation (Hofstede, 2023). This reduces the richness and vibrancy of a diverse group to a generic uniformity.

If we truly “desire to understand each others’ words,” we need to listen not only for commonalities but also for differences. *Activating Open Mind*, the first step in the design process we outlined in [Part One](#), requires listening to the experiences of all stakeholders, specifically listening for “disconfirming facts,” those ideas and experiences that do not align with the experiences of the listener (Scharmer, 2018). Listening this way grants everyone agency. Counter-intuitively, leaning into understanding differences allows us to move from contrived uniformity to valuing the vibrancy of the collective.

A conversation with the goal of winning an argument is a debate; a conversation that embraces the give and take of dynamic tension is discourse. An argumentative stance can produce the feelings of a fight: cheeks flushed, heart racing, muscles tensed. When conversations are approached with curiosity rather than defensiveness, there is potential for change. To have space for curiosity, there needs to be space for pause—whether it’s a momentary pause to get your bearings when something unexpected or jarring transpires or a longer reflective pause to consider the context. Embracing dynamic tension means embracing ambiguity. Stepping into this way of being, we lay the foundation for civil discourse, civic participation and advocacy, and belonging. In the words of Susie Wise, “*No community can thrive without understanding how to work with conflict and disagreement,*” (2022).

Supporting Teachers as Protagonists

Reggio-inspired practice holds an image of the child as curious, competent and desiring to be in relationship. In order to enact this view of the child as a competent protagonist, we need to reconsider the image of the teacher. A persistent traditional view of the teacher holds that teachers’ main role is to deliver predetermined curriculum in engaging ways. In this deficit model, children are empty vessels whose heads are to be filled by teachers.

The deficit model denies agency of both teachers and children and undermines negotiated learning. This can

lead to a culture of cynicism and exhaustion as the promise of each formerly shiny new curriculum gives way to the next. Shallow levels of understanding and practice, change fatigue and defeat may result in teachers maintaining a tight grasp of familiar mindsets and practices. Inquiry, by contrast, is iterative by nature as each question generates more questions. This is the mindset of a researcher. There is limitless potential for deep understanding and practice.

Indeed, Professor Carolyn Edwards proposes that alongside children, “*teachers are likewise protagonists,*” (2012). Tiziana Filipini has characterized the role of the teacher in Reggio as “*provoker of occasions, on the one hand, and co-actor in discoveries on the other,*” (Edwards, 2012). This combination of teacher as protagonist, provoker and co-actor is encapsulated in the term “teacher as researcher.”

This brings us to the second and third design steps, *Embracing Open Heart* and *Cultivating Open Will* (Scharmer, 2018). *Embracing Open Heart* requires redirecting the voice of cynicism by quieting the paralyzing inner critic. To do this, we must come back to a sense of curiosity that activates empathy. *Cultivating Open Will* necessitates the letting go of being an expert and allowing new possibilities to arise, including talking to children about race.

When we embrace negotiated learning with its ambiguity and dynamic tensions, we can focus on nurturing a group construction of understanding, rooted in a pedagogy of listening. By doing so, we increase the possibility of designing equitable learning environments. In the next article we will examine how these practices engender multiple perspectives that broaden the community’s racial and cultural consciousness.

Resources

Edwards, Carolyn. (2012) “Teacher and Learner, Partner and Guide: The role of the Teacher.” In *The Hundred Languages of Children: The Reggio Emilia Experience in Transformation*, 3rd ed. C. Edwards, L. Gandini and George Forman, Editors. Praeger.

Foreman, George, and Brenda Fyfe. (2012) “Negotiated Learning through Design, Documentation, and Discourse.” In *The Hundred Languages of Children: The Reggio Emilia Experience in Transformation*, 3rd ed. C. Edwards, L. Gandini and George Forman, Editors. Praeger.

Hofstede, Geert. “Country Comparison Tool.” Hofstede Insights, <https://www.hofstede-insights.com/country-comparison-tool?countries=united+states> . Accessed 8/17/2023

Scharmer, Otto. (2018) *The Essentials of Theory U: Core Principles and Applications*. BK, Berrett-Koehler Publishers, Inc., a BK Business Book.

Wise, Susie. (2022). *Design for Belonging: How to Build Inclusion and Collaboration in Your Communities*, A Stanford d.school guide. Ten Speed Press.

Reflections on Growing as a Reggio-Inspired Educator: Gleanings from teaching in an inquiry-based way

Emma Gaes

Emma Gaes is a first year Early Childhood Special Education teacher in Brookings, South Dakota. She received a bachelor’s degree from South Dakota State University. She is interested in inquiry-based learning, metaphorical thinking in children and reflection as key to success.

My first experience teaching through an inquiry-based model was with a small group of three-year olds on a long-term investigation instigated by the children about carrots. Through my study of the Reggio approach, I’d

learned that there is no template for inquiry, however, there are patterns and relationships that reveal how children and teachers co-construct knowledge.

A few Reggio ideas in particular informed my professional development: progettazione, participation, documentation and the hundred languages of children. These shaped my work with the children.

The Hundred Languages of Children

Malaguzzi taught “*Children possess a hundred languages. They have a hundred ways of thinking, of expressing themselves, of understanding, and of encountering others.*”

As my three-year-olds explored seeds, carrots and soil, I noted these languages: gestures, facial expressions, conversations, drawings, writings and books. There are parallel languages for teachers: reading, writing, collecting traces of work, analyzing those traces, dialogue with children based on documentation, dialogue with colleagues, creating new hypotheses and testing them.

Progettazione/Participation/Documentation

In Reggio Emilia, *progettazione* describes the educational decision-making process based on thought and action, considers the multiple viewpoints of children and adults and allows for doubt, uncertainty and error as part of the rich context of learning. This contrasts with a typical U.S. curriculum with pre-defined stages, steps and predetermined outcomes.

“Some writers in English have used terms such as ‘emergent curriculum,’ ‘projected curriculum’ or ‘integrated curriculum’ to describe the overall way in which the Reggio teachers plan and work with children, with colleagues, and with parents. But these terms are inappropriate, derived from methods or ways of working developed and used elsewhere, their use renders invisible the otherness of Reggio.” ”

-Rinaldi, 2006, p. xi

“Listening with more than one’s ears is the central key to building a thriving process of progettazione.”

-Rinaldi, 2006

Participating in an inquiry leads both the children and the teacher in an open-ended exchange. While I could foresee how I thought the children might respond, there was no specific destination. Some days I focused on their ideas, which were readily bubbling to the surface. On other days, I reminded them by posing indirect questions or offering completely new ideas.

I asked the children their thoughts and documented their responses, using voice recordings, photographs and drawings. It was my responsibility to actively listen to the children’s words and examine their work to understand the context and their process. Throughout the inquiry, I invited the children to look closely, *What do you see? How does that feel? What does this remind you of?*

It was essential for me to pay attention to the ways each child expressed themselves and processed new information. I worked to identify children’s learning, possibilities for next steps and what I might bring back into focus as we moved together along this path.

Reflection

As a beginning teacher, it was easy to feel overwhelmed. I felt responsible to provide a lively inquiry experience. While paving the way for open discourse with children, reflective thinking helped me learn and

grow from my own teaching practices. Each conversation, representation and gesture held meaning.

Reviewing documentation and listening to recordings of children's dialogue changed how I thought about thinking, both the children's thinking and my own. It provided a path for me to see the children's thought processes, acknowledge feelings and notice misconceptions, allowing me to identify learning moments. As I engaged in purposeful thinking, I became aware of my own thoughts, giving me time to change and grow.

From the traces of the children's experiences, I was able to revisit, re-engage, test my assumptions and offer space and time for children to clarify their thoughts.

Personal reflection and reflection with colleagues and mentors helped me grasp what I might otherwise have overlooked. Those adults became part of the journey. I've come to realize some essential dispositions that I need to further cultivate—open mindedness, reciprocity, agency and flexibility. I also identified skills to strengthen—waiting patiently, paying attention and offering a thoughtful response to the daily exchange, rather than leaping forward.

As a teacher, I was surprised by the impact the role of writing about inquiry work had on my thinking. The challenge involved dialogue with colleagues and mentors, drawing mind maps and webs, rethinking the children's learning process and my own. As I examined different layers of the documentation, writing restructured my thinking.

This echoes the process we want for children—to have experiences and revisit those experiences in collaboration with others.

Resources

Reggio-Inspired Network of MN website. (N.D.) Possibilities Abound. Retrieved on 12.1.22:<https://www.mnreggio.org/page-18146>

Reggio-Inspired Network of MN website. (N.D.) Seeing Children and Ourselves. Retrieved on 12.1.22:<https://www.mnreggio.org/page-18146>

Rinaldi, C. (2006). Staying by the Children's Side. In *Dialogue with Reggio Emilia: Listening, Researching, and Learning*. In *Contesting Early Childhood Series*. Gunilla Dahlberg and Peter Moss (Eds). New York, US: Routledge.

Rinaldi, C. (2006). Documentation and Assessment. In *Dialogue with Reggio Emilia: Listening, Researching, and Learning*. In *Contesting Early Childhood Series*. Gunilla Dahlberg and Peter Moss (Eds). New York, US: Routledge.

Additional Monthly Gathering

The Hundred Languages of Loose Parts

December 3, 2023 1:00 pm - 3:00 pm

Join us at the Loose Parts Laboratory to explore the many ways loose parts can be an ideal medium with which to express theories, ideas, plans, maps and constructions in all areas of the classroom and curriculum.

There will be time to explore with materials as well as choose materials to take home or to the classroom.

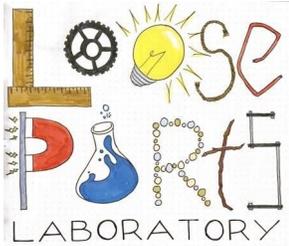
Presenters: Sandy Burwell and Heidi Wolf

Location: Toolbox Collective
3400 42nd Ave S
Minneapolis, MN 55406

Registration

\$25 Early Bird | \$30 After November 26, 2023

Includes workshop, handouts, materials and certificate of attendance



The Loose Parts Laboratory is a space curated with a variety of materials donated to distribute for low or no cost. Vision: The Loose Parts Laboratory aims to provide a growing initiative of increasing materials, patronage and volunteers. As part of this endeavor, in addition to the material offerings, we hope to make the space available to the community for gatherings of parents, senior groups, professional associations as well as professional development for educators.

Loose Parts Lab Update

The Loose Parts Lab (LPL) enjoyed a summer filled with exploration and excitement, connections and interactions. We organized our space while helping many educators, artists and children find materials to take back to their classrooms or to use in personal projects. We also participated in the monthly “Makers Market,” hosted by The Tool Box Collective. There, artists sell their art, and we provide opportunities for educators, artists and children to purchase loose parts. This has been a wonderful way for individuals to select a box or a bag of inspiring materials and take them home for creative exploration. We have observed joy as people choose the loose parts that excite them personally.

Sandra Burwell and Heidi Wolf, both Network members and LPL founders, presented at the 2023 REuse MN Conference held at Hennepin Technical College in early October. The all-day conference held sessions on everything from “Thing Lending Libraries” to resourcing medical equipment. Sandra and Heidi’s session was done in collaboration with Lex Center for Creative ReUse from Lexington, Kentucky, on the creative possibilities of reuse. It was a fantastic way to share the mission of a creative reuse center with a wide audience.

We invite all to come shop. The Loose Parts Lab will be open on the following fall days:

- Sunday, October 29 | 1:00 – 3:00 pm
- Saturday, November 4 | 10:00 am – Noon
- Sunday, November 19 | 1:00 – 3:00 pm
- Saturday, December 2 | 10:00 am – Noon
- Sunday, December 17 | 1:00 – 3:00 pm

If these dates don’t work for you, please do not hesitate to contact us at: loosepartslabmn@gmail.com

Here is a short list of some items currently found at the Loose Parts Lab:

- Beautiful mat boards - perfect for watercolor or other art
- Game pieces
- Large filament spools
- PVC pipes, elbow and T- joint connectors - endless possibilities
- Framing parts from Framing Solutions in Edina

We are in great need of volunteers. Volunteers can work on an occasional or regular basis and it's lots of FUN!
<https://forms.gle/4quqxGziB8oD8m1e6>

If you or your business has items to donate please reach out via email to tell us about your items (photos and information on quantity is helpful.) loosepartslabmn@gmail.com

Open Book Study via Zoom

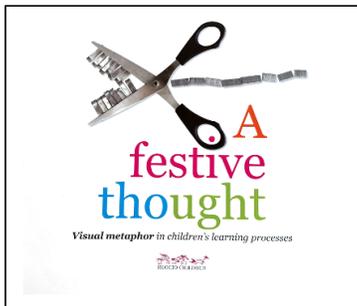
Third Sunday of the month from 3:00 pm - 4:30 pm Central Time
11/19/23, 12/17/23, 1/21/24, 2/18/24

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.) Together we strengthen the disposition for close reading, careful listening and thoughtful conversation.

We are beginning a new book, *A Festive Thought*, published by Reggio Children, which focuses on visual metaphor. It can be accessed [here](#).

“Creative thinking and knowledge are the first line of defense for freedom and equality, and therefore primary objectives that schools should be pursuing and diffusing.”

-Reggio Children



<https://www.reggiochildren.it/en/un-pensiero-in-festa/>

Join us on Zoom, all are welcome! Register for a zoom link: <https://www.mnreggio.org/event-4918458>

Participate when you can, there is no charge.

Questions? Contact reggioinspiredmn@gmail.com for more information.

Sponsorship Opportunity

The Reggio-Inspired Network of Minnesota (RINM) is making it possible to be a year-round sponsor for a \$100.00 donation.

The Network has been providing support to early childhood programs through its many opportunities for professional development since 2007. Most of these opportunities are free of charge to participants.

Individuals and programs can take advantage of Monthly Gatherings that provide professional development hours. There are also Documentation Labs, Book Study, “Let’s Talk” monthly Zoom gatherings and a collection of titles of Reggio-related books available through the Debra S. Fish Early Childhood library which is part of the St. Paul Library system.

Network communication is maintained through monthly up-date emails, the Quarterly Newsletter and a website filled with information about the Reggio Emilia Approach. Schools and centers have the opportunity to post job openings on the Network website. There are two scholarships available through the Network – an Education Scholarship, which can support attendance at training events given by staff from Reggio Emilia, and a Scholarship to attend the Network Monthly Gatherings.

Our newest project is the Loose Parts Lab. Teachers, parents and other community members can frequent Loose Parts and find materials that can be taken back to classrooms and homes where children can create, learn and explore new ideas with recycled and repurposed materials.

As a Sponsor of the Reggio-Inspired Network of Minnesota, your logo will be displayed on the Quarterly Newsletter, website and at Monthly Gatherings. Your logo will be associated with the work of RINM and will make your organization stand out and be recognized as a program associated with quality!

If you would like to become a sponsor for the 2023 - 2024 year, please [complete this linked form](#) and send it to Reggio-Inspired Network of Minnesota, 525 Pelham Blvd. N., Saint Paul, MN, 55104 with a payment of \$100.00. You may also donate the \$100.00 by going to the website and clicking on the donate button. If you have questions, please contact Marty Watson at martywatson549@gmail.com.

Reggio-Inspired Network of Minnesota Scholarships

RINM Education Scholarship

The Reggio-Inspired Network of Minnesota's Education Scholarship is available to those interested in learning more about the Reggio Approach. Everyone is invited to apply at any time of the year (a minimum of 6 weeks before an event you plan to attend). This scholarship may be used for registration costs to local, national or international Reggio-inspired workshops and conferences. Preference will be given to professional development opportunities where educators from the schools of Reggio Emilia, Italy are presenting. Funds are limited and awards are made at the discretion of the Reggio-Inspired Network of Minnesota Board.

[RINM Education Scholarship Application](#)

Monthly Gatherings Scholarship

This scholarship, established by the Network’s Board, is in honor of Sandy Burwell, a founding member of the Reggio-Inspired Network of Minnesota. Sandy has been particularly devoted to the Saturday Gatherings. The

dates for the Monthly Gatherings Scholarship cover a full calendar year, from January to December each year. Apply now!

[Monthly Gathering Scholarship Application](#)

Calls for Participation

“Participation, in fact, is based on the idea that reality is not objective, that culture is a constantly evolving product of society, that individual knowledge is only partial; and that in order to construct a project, especially an educational project, everyone’s point of view is relevant in dialogue with those of others, within a framework of shared values. The idea of participation is founded on these concepts: and in our opinion, so, too, is democracy itself.”

-Paola Cagliari, Angela Barozzi and Claudia Giudici

The Reggio-Inspired Network of Minnesota is an all-volunteer non-profit 501c(3) organization. Most of our work occurs in committees, where issues are studied, proposals developed and activities implemented. We are looking for a wide range of people with varied skill sets to join our work. Critically, we need people who are willing to collaborate, to do some planning up front, jump in and learn as they go. We would like to hear from you. There are no fees or dues involved, just an interest in learning and growing together. Help us grow our active and vibrant collaborative.

Committees

Resource Development

- To develop diverse sources of financial and material support to sustain the Network
- Skills: Business budgeting, grant writing, fund raising

Contact Marty Watson martywatson549@gmail.com

Outreach & Growth

- To plan events, promote growth in Reggio-inspired knowledge and practice and expand the Network
- Skills: Event planning, knowledge of the Reggio Emilia educational project, community organizing

Contact Heidi Wolf hwolf@bsmschool.org

Communications

- To make the work of the Network visible, coordinate communication, improve tools to highlight and elevate the work of the Network and build relationships
- Skills: Writing, editing, research, graphic arts, social media, information/project management

Contact Lani Shapiro lanishapiro@gmail.com

Loose Parts Laboratory Materials Center

- To develop and grow offerings of materials and workshops
- Skills: Solicit, curate, maintain and display materials

Contact the LPL committee at loosepartslabmn@gmail.com

Civic Engagement (currently dormant, but could rise with interest and a leader)

- To provide information and resources to policy makers, educators and other citizens in order to influence education policy and promote learning through inquiry
- Skills: Knowledge of early childhood and/or K-12 education policy and evidence-based research to support the Reggio approach

Contact Patti Loftus pattiroseloftus@gmail.com

If you are interested in volunteering to support the Network, please email the chair of the relevant committee. If you have general questions or would like to contribute to the Network in another way, please contact board members at reggioinspiredmn@gmail.com.

Share your knowledge or experience

Please consider hosting or presenting a future Network event. Presentations need to include and build on Reggio principles and may include past or current work or area of study. Presentations often include a variety of approaches, including discussion, hands-on experiences and video/or Powerpoint.

This is an opportunity to lead or co-lead a Network event, in-person or via Zoom. We would like to incorporate your experiences into upcoming events.

Some questions to get you thinking:

- What have you explored and learned with your children?
- What conversations have given you insight into their theories?
- How are the Hundred Languages expressed in your setting?
- What strategies, intentions and hypotheses have you discussed as a staff?
- What have you struggled with and created solutions around?
- What other learning stories could you tell?

A stipend of up to \$200 is given for a 2-3 hour Gathering, with additional funds if your presentation has Parent Aware/Develop MN approval.

Proposals for presentations will be welcomed until June 1, 2024. We look forward to engaging with participants from anywhere in the world. Here is the link: <https://forms.gle/pHMzedRfNoxd9NTJ6>

Public Library Resources

The Debra S. Fish Early Childhood Resource Library is located at Think Small, 10 Yorkton Court, St. Paul, Minnesota. The collection is part of the Saint Paul Public Library system catalog <http://www.sppl.org/> and is available through the statewide virtual library, MnLINK at <https://www.mnlinkgateway.org>. The

Reggio-Inspired Network of Minnesota partners with the Debra S. Fish Early Childhood Resource Library to provide access to literature about the Reggio approach. All the resources are translated into English (even if the title is listed in Italian). All you need is a library card. Resources can be delivered and returned to ANY Minnesota public library.

Debra Fish Library resources are available by request. [This link](#) lists the collection clustered under general topics related to Reggio thought. The links (SPPL or MNLink) will take you directly to that title in the collection. Additionally, you can search by keyword “Reggio” in the library catalogue.

NAREA

Be sure to check out the events offered by NAREA, the North American Reggio Emilia Alliance. NAREA exists to connect early childhood educators and advocates together in discovering, interpreting and promoting Reggio Emilia inspired education. If you are a member, you will receive another discount. With Zoom classes, there are many more opportunities to become involved with the Reggio Emilia educators in Italy. For more information, visit <https://www.reggioalliance.org/anarea/>.

Job Opportunities

Click here for current job postings: www.mnreggio.org/jobsforum

Thank you to our annual sponsors!



For more news and events visit us at www.mnreggio.org and like us on [Facebook!](#)

Send us an email: reggioinspiredmn@gmail.com

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