



# Inspiring News and Events

From the Reggio-Inspired Network of Minnesota

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## Editor's Introduction

*Lani Shapiro*

As we begin 2022, we are surprised at the degree to which we continue to live virtually. A benefit, however, has been that we often meet, learn and dialogue via technology, extending our typical circles.

The Reggio Approach seeks, welcomes and includes a wide array of perspectives on issues, recognizing that multiple points of view and diverse paradigms are central to democratic living. Daily life *can* be a lived democratic experience as seen through our actions and interactions. The concept of an everyday democracy runs through this issue.

***I believe in democracy as long as we understand that it is not something we have but something we must do.***

Parker Palmer

In this issue, Marty Watson invites readers to "Let's Talk," which is an evening once a month when participants gather to share different perspectives. Deb Schein shares the progress of "The

Loose Parts Lab," a place where members of the Network will be able to give new life to materials through re-purpose and exchange. In my piece, I examine how the dispositions that cultivate democratic living operate as a complex system. Sherry Faubion highlights the book, The Gardens of Democracy which sets out the proposition that like gardens, democracy needs weeding, nourishment and tending. She reflects on those connections to school life. Celeste Finn describes her experience working with anti-bias education, hand in hand with the Reggio Approach.

These articles will resonate differently for different readers. We hope that you will be inspired, affirmed, challenged or provoked.

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 contributors for their generosity, time and collaboration in making their thinking visible.

## So What's Up with "Let's Talk" ?

*Marty Watson*

Marty Watson, M.Ed., is a retired Director of Dodge Nature Preschool, who, since 1995, supported the implementation of the Reggio Approach with her staff in a variety of preschool and school-age settings. She serves on the Reggio-Inspired Network of MN Board as Treasurer and Resource Committee chair. Marty supports teachers in their work through continuing and expanding her own work as mentor and trainer.

Have you ever gone to a Happy Hour or Morning Coffee at a favorite restaurant with a few colleagues or friends and felt like you accomplished more than in any meeting you had all week? That is a bit of what our newest initiative, "Let's Talk" is all about.

"Let's Talk" is an opportunity for conversation, provocation and questions about our work with young children and the intersection of inspirations from the schools of Reggio Emilia. Our goal is to create a space for networking the Network. A facilitator reviews a set of guidelines for open discussion at "Let's Talk," invites participants to introduce themselves, and then encourages topics from the group for discussion. This platform allows for the emergence and sharing of ideas and perspective taking.

Since "Let's Talk" started in May 2021, people have joined the conversation from all of the time zones in the U.S. and from other countries. Participants have included authors, early childhood directors and teachers, college professors, students and retirees. We have discussed characteristics of early childhood programs in Japan, been made aware of articles from the NAREA publication, "Innovations," and wrestled with the question, "When does the Reggio Approach challenge my teaching practice?" The most recent January "Let's Talk" included a discussion about outdoor play and learning in Louisiana, New Jersey and Minnesota during our winter cold. The perspective of what is cold was central to the conversation!

There are a variety of reasons to join in this conversation:

- Meet new people facing the same challenges you face.

- Bring a question and initiate a discussion.
- Learn about another educational setting and its journey with the Reggio approach.
- Experience renewed energy for your work by sharing with colleagues from diverse experiences.

“Let’s Talk” happens on the third Thursday of the month from 7:00 - 8:15 PM CST. Mark your calendar for Thursday, February 17 and March 17. Check the website or watch for the monthly reminders to register and receive a zoom link. “Let’s Talk” is free. Marty Watson from Saint Paul will be hosting in February.

## Moving the Dream Toward Reality

### *Deb Schein*

Deb is an early childhood educator working in the field since 1972. She received her PhD in ECE in 2012, focusing on spiritual development. She teaches at Champlain College and provides professional development for MN. She has written two books on spirituality and continues to research the relationship between spiritual development, nature, play, peace, and well-being.

The goal of creating a Remida-inspired space here in the Twin Cities is moving forward. We now have a name – THE LOOSE PARTS LABORATORY. This new laboratory of creativity and imagination will be housed in Belle’s Tool Box, founded by Lucy Elliott, which is located in the Longfellow neighborhood of Minneapolis. A section of Belle’s Tool Box will be dedicated to curate, display and make material available for creative endeavors.

The Loose Parts Lab Committee reached out to other organizations and individuals for advice and guidance, such as Teaching Beyond the Square (New York), Turnip Green Creative Reuse (Tennessee), Dr. Will Parnell (Oregon) and Dr. Walter Drew (Florida). We have our first business collaborations – Lindsey Orwig and her Design and Upholstery business, A Chick & A Chair in Coon Rapids and General Office Supply in St. Louis Park.

Come see for yourself what we are creating. There are two opportunities to preview The Loose Parts Laboratory before our grand opening planned for May:

March 26, 2022 9 am - 2 pm [Register for March here](#)

April 23, 2022 9 am - 2 pm [Register for April here](#)

The Loose Parts Laboratory, located in Belle’s Tool Box:  
3400 42nd Ave S.  
Minneapolis, MN 55406

The fee for these visits will be a cash donation or swap a bag of loose parts/recyclables in exchange for another bag of loose parts/recyclables.

Contact Heidi Wolf: [hwolf@bsmschool.org](mailto:hwolf@bsmschool.org)

- if you plan to attend.
- if you plan on bringing materials to swap, to be sure we can accommodate your items.
- if you are unable to come to these events but have resources to donate.
- if you are interested in volunteering, donating materials or a future membership.

Our goal is to have the Loose Parts Laboratory open two times a month and to offer tiered memberships for individuals and groups with multiple educators.

We remain excited and positive that The Loose Parts Laboratory will soon be providing a curated space for making beautiful recyclable and reusable materials available to the citizens in the Greater Twin Cities.

Follow Loose Parts Laboratory on [Facebook](#) and [Instagram](#) for sneak peeks and updates!

## Unpacking Democracy and Education The Reggio Emilia Approach

*Lani Shapiro*

Now retired, Lani was an early childhood educator teaching both typical and special rights children and their adults (parents and teachers) for more than 40 years. She is a founding member of the Reggio-Inspired Network of Minnesota, is a current Board member, works on the Network's Communication Committee and facilitates its Book Study. She is particularly interested in the infrastructural aspects of the Reggio project.

Last December, Lani Shapiro hosted the monthly gathering, titled "Unpacking Democracy and Education." In the piece that follows, Lani was asked to expand on ideas she presented during that meeting.

*Education is "always a political discourse whether we know it or not. It is about working with cultural choices, but it clearly also means working with political choices."*

Lori Malaguzzi

Education is **always** political. Education for democracy, however, is not inevitable; it is a possibility and choice. Democracy can be understood as a way of **thinking, being, acting and living together**, as Dewey described, "*a democracy is more than a form of government; it is primarily a mode of associated living, of conjoint communicated experience.*" (Dewey, 1916).

Throughout the evolving educational project that is called the Reggio Approach, there are **constant** references to democracy, democratic life and democratic participation.

### Historical Notes:

The Reggio Emilia approach is not just a way of working with preschools; it is a pathway to create a more democratic society. The Reggio project had an explicitly political birth as World War II ended: it responded to fascism, asserted women's rights and called for greater social

equality through collective civic action.

With proceeds from selling debris left behind by the retreating German army (a tank, six horses and three trucks) citizens from Villa Cella, a small community outside of Reggio Emilia, set about constructing a school for their youngest children because, according to the mayor, their wartime experience had ‘taught them that people who conformed and obeyed were dangerous, and that in building a new society it was imperative to safeguard and communicate that lesson, and maintain a vision of children who can think and act for themselves.’

***“We didn’t want our children to be duped by fascism, as we were.”***

Over seven decades, the Reggio Approach has become an international project of social, cultural, political and economic significance that balances the value of individual difference and understands that individual freedom must be connected to a social demand for justice and solidarity.

***“Education is an opportunity for the growth and emancipation of the individual and collective; it is a resource for gaining knowledge and for learning to live together; it is a meeting place where freedom, democracy, and solidarity are practiced and where the value of peace is promoted.”***

Reggio Children: Indications

## **Dispositions that Cultivate Democratic Living**

For Reggio Emilia educators, **the goal is not to teach about democracy but to nurture habits, dispositions and values** like deep listening, a capacity for dialogue, the ability to think critically and a desire to work collaboratively for the common good, which lay the foundation for democratic living experienced through daily life in school.

A disposition is a *characteristic attitude, an inclination or habit*.

### **Listening**

Carla Rinaldi insists that in order to *truly* listen, you have to give up the idea that you control the outcome. Listening requires genuine curiosity about what you will encounter. This kind of listening invites **all** parties into new terrain. When we are open-minded, we can listen with empathy, see each person’s unique perspective and learn from each other. Bruner wrote that “open-mindedness is the keystone of what we call a democratic culture.” (Bruner, 1990).

### **Capacity for Dialogue:**

The disposition for dialogue is characterized by an inclination to reflect and compare points of view through exchange.

*Four rules for a good discussion*

*The children soon learn four things:*

- *That it is indispensable to have one's own personal feeling and words about things*
- *That understanding things often means changing our words and thoughts*
- *That these changes often come about by communicating with your peers and with adults*
- *That when this process takes place, it is often perceived as a sort of subtle shift that involves the body as well as feelings, the mind and the relationships with things and with others*

Reggio Children

Comune di Reggio Emilia – Nidi e Scuole dell'Infanzia

### **Valuing Difference**

The Reggio Approach seeks, welcomes and includes a wide array of perspectives on issues, recognizing that multiple perspectives and diverse paradigms are central to democratic living. Each human being is unique, with a **wide range** of individual and cultural identities: gender, age, race, class, language, ability, temperament, personal history, etc. yielding more than one answer to most questions. These varied perspectives can promote insight and creativity.

In addition to human differences, there are many ways of viewing and understanding the world, such as through the perspectives of academic disciplines, arts, industry or agriculture.

Beyond individual differences and interdisciplinary perspectives, a new question arises: *whose voices are not here?*

### **Critical Thought**

Democratic life understands that people (including children) have theories and expectations (whether they are aware of them or not) and an inclination to seek evidence: *How do we know what we know? Where do we get our information? How do we vet our sources? What is the evidence? Could there be another point of view?* This kind of inquiry is nurtured by the disposition to question and challenge, rather than to accept and obey, especially those things that seem as if they were timeless, natural, unquestionable or inevitable.

### **Social Construction of Knowledge and Participation**

The individual constructs their own knowledge, always in relationship with others. Since individual knowledge is always partial and provisional, it is essential to be open to different perspectives. Since learning is the construction of meaning, always in relationship with others, **group learning and individual learning cannot be divided.**

*Participation 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, **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.* (Cagliari et al., 2004).

## **Collaboration and Compromise for the Common Good**

The habit of collaboration draws on an inclination to address questions together, through interaction and discussion. It propels participants to seek input from others, especially people different from themselves, and genuinely listen.

The dispositions and values of listening, dialogue, difference, critical thinking, socially constructed knowledge and participation for the common good do not exist separately; they intertwine, spiral, complicate and deepen each other.

In the next issue, Unpacking Democracy, Part Two will offer examples drawn from local work as well as from Reggio, to highlight practical strategies that support these values.

## **Tending the Gardens of Community, Democracy and Citizenship**

*Sherry Faubion*

Sherry is the Assistant Director of the Lower School at The Blake School.

At The Blake School, we believe that community, democracy and citizenship need to be tended on a regular basis. That's why we work to build strong citizens with strong bonds of community. Every day. All day long.

While perusing my favorite local bookstore, I found a small hardback book with a lovely cover of a man sowing a garden that captured my attention. The book was *The Gardens of Democracy: A New American Story of Citizenship, the Economy, and the Role of Government* by Eric Liu and Nick Hanauer. Besides being drawn to the beautiful cover and the intriguing metaphor of democracy as a garden, I wondered if this book might have information that would be useful for our school community meetings. The central premise of this book is that democracy is like a garden. It needs care, attention and constant vigilance. It is healthiest when it is heterogeneous. It needs weeding, and it needs to be nourished and tended. A healthy garden can never be neglected. If it is neglected, even for a short time, the garden dies and the weeds take over. We are the gardeners that tend our democracy.

At Blake, we place great emphasis on building community and work to build good citizens among the children and the adults in our school. Community, like democracy, also requires this relentless care and attention. This requires the recognition that everyone is vitally important in this process, and that our actions matter greatly. We can never take having a safe, welcoming and respectful community for granted. The ways we speak to one another and the ways we act toward one another define our community. Liu and Hanauer note that citizenship is "*quite simply, the work of being in public*" (page 51). Citizenship encompasses values of integrity, courage and respect. It also includes values such as courtesy, civility and compassion. It requires that we take responsibility for our actions and remember that we must be active, not passive

members of our community. Because humans are such highly social creatures, our behavior and our values spread. Our actions greatly affect one another. We know how fast and easily anti-social behavior can spread, but we sometimes forget that pro-social behavior can spread equally quickly and effectively. Like the plants in our gardens, our acts multiply. Liu and Hanauer remind us that:

Leading a corps of afterschool reading tutors. Persuading other voters to support a ballot measure. These are forms of citizenship. So is turning off a running faucet. Picking up a candy wrapper. Helping someone with a heavy load. True citizenship is about treating even the most trivial choice as a chance to shape your society and to be a leader...It is not just setting an example; it is actively leading others to copy you...Just as the tiniest capillaries ramify into like-shaped webs of arteries, so too do the smallest pathways of civic action yield similar patterns of politics and common life. Tiny acts of responsibility are replicated, scale upon scale, and thus every act is inherently an act of leadership - either in a pro-social or anti-social way. Everyone one of us can set off a cascade (pp 62-63).

We can create a cascade that waters the gardens of community and democracy.

## Children's Right to be Free from Prejudice Anti-Bias Education

### *Celeste Finn*

Celeste Finn's work as an educator is rooted in the belief that education is the most effective catalyst for change. To that end, she sees anti-bias and anti-racist practices as essential components of every classroom. She is the founder of Big Wonder, a Reggio-inspired early childhood center that will open later this year and is working with a team through u.lab at MIT on a prototype for talking about race.



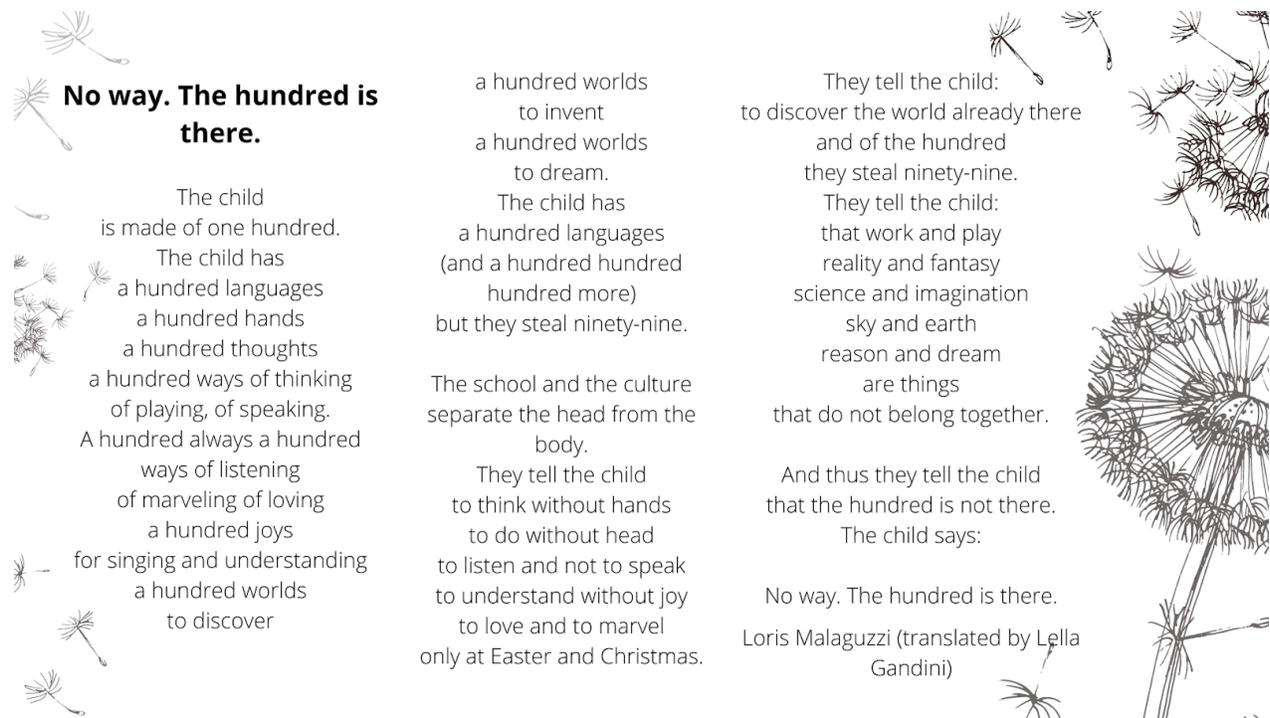
## The Hundred Languages

My favorite poem is by Loris Malaguzzi, titled, "No way. The hundred is there." This poignant poem shares that there are a hundred different languages of children. There is a beautiful freedom expressed, a world of acceptance, joy, expression and authenticity. Reading this poem released something within me – my own need for perfectionism and the deep desire to preserve the hundred languages in children. How would the world change if children held onto their hundred languages – their wonder, their joy, their expression?

Recently, I've reflected on this poem from the lens of anti-bias education. How does a child's freedom of self-expression and reinvention become encumbered, restricted?

Through my experience as an educator, and through my work with anti-bias education, I have learned that racism, sexism, transphobia and all forms of oppression systematically steal a child's languages. Like poison, prejudices are absorbed, staining the child's sense of self, their self-expression and their acceptance of others.

Words of the oppressor are as abundant as the air children breathe and shape what children perceive as rules about what it means to be boy, a girl or neither, to be black, white or brown, to be rich, poor, lean, short, Jewish or Muslim, to have a big family or a small family. In all of its forms, the voice of oppression steals the hundred languages and replaces them with a world filled with rules that steal joy, empathy and freedom to be authentically oneself.



**No way. The hundred is there.**

The child is made of one hundred.  
The child has a hundred languages  
a hundred hands  
a hundred thoughts  
a hundred ways of thinking  
of playing, of speaking.  
A hundred always a hundred  
ways of listening  
of marveling of loving  
a hundred joys  
for singing and understanding  
a hundred worlds  
to discover

a hundred worlds  
to invent  
a hundred worlds  
to dream.  
The child has  
a hundred languages  
(and a hundred hundred  
hundred more)  
but they steal ninety-nine.

The school and the culture  
separate the head from the  
body.  
They tell the child  
to think without hands  
to do without head  
to listen and not to speak  
to understand without joy  
to love and to marvel  
only at Easter and Christmas.

They tell the child:  
to discover the world already there  
and of the hundred  
they steal ninety-nine.  
They tell the child:  
that work and play  
reality and fantasy  
science and imagination  
sky and earth  
reason and dream  
are things  
that do not belong together.

And thus they tell the child  
that the hundred is not there.  
The child says:  
No way. The hundred is there.  
Loris Malaguzzi (translated by Lella  
Gandini)

So, I continue to ask, What does it mean to have a hundred languages? Where does freedom come from? In addition to being free from judgment and the curse of perfectionism, it is freedom

from an inner dialogue sullied with thoughts that are oppressive or prejudiced in nature.

It is knowing that skin color doesn't define your friendships.

Gender doesn't define your favorite color.

Money doesn't define your worth.

We want our children to have freedom of expression, freedom to think, freedom to explore who they are and want to become and to be able to see their own beauty.

That is what the hundred languages mean to me. As an educator, I am a gatekeeper of sorts: I decide on which stories are told, what values are shared and who is represented in the classroom. This is a power and responsibility I do not hold lightly. How do I work toward achieving a community that resists oppressive narratives where children blossom with their hundred languages of self-expression, inquiry and play?

## Looking for a Roadmap

Three years ago, I was the Education Coordinator at Harvard Yard Child Care Center. Collectively, we knew we needed to offer something different if the children in our care would develop the skills and knowledge to be able to reject the whispers of oppression that fill the air in America like static. We needed greater representation and stories of resistance. We needed dialogue about justice, empathy, power, advocacy, race, gender, religion and so much more.

## Our Anti-Racist Journey

A child's art exhibition in celebration of Black History Month



March 6 -26 | Simon's Coffee Shop  
1736 Mass Ave Cambridge MA

Taking this on was daunting and scary. The first step was seeing the need for an anti-bias education. The second was seeing a path, one we would take together as families, children and educators. The four goals of anti-bias education, developed by Louise Derman-Sparks and Julie Olsen Edwards, provided us a roadmap on how to preserve the hundred languages and enable children to grow without prejudice.

## The Four Goals of Anti-Bias Education

ABE is deeply rooted in community building, elevating our vocation as educators to agents of change. The four goals of ABE make systemic cultural changes in a classroom or school a natural, simple evolution of thought and action and, combined with Reggio-inspired beliefs – the importance of relationships, dialogue, child-led inquiry, risk taking and innovation – the results could be quite powerful.

### 1. I LIKE ME (Identity)



The first goal strives to help children understand and appreciate *every* part of their identities: race, gender, physical abilities, economic class, family structure, appearance, religion, etc.

A positive self-identity is necessary for the following three ABE goals to take root.

### 2. I LIKE YOU (Diversity)



The second goal helps children to see and embrace differences – from experiencing different foods at lunch time to family structures and learning needs.

Far more than teaching tolerance, the second goal teaches an appreciation for differences within their communities. By providing context, representation and vocabulary, it replaces fear and uncertainty with warmth and positivity. When we see our differences, we are also able to see the humanity that connects us.

### **3. THAT IS NOT FAIR (Justice)**

The first step to solving any problem is the ability to acknowledge and fully see it.

This goal centers on a child’s ability to think critically about what is ‘fair’ and ‘unfair.’ A sense of fairness develops very early and is a natural internal driver of a child’s budding moral compass. Recognizing when something is fair or unfair and developing a concept of equity leads children to greater awareness of justice and a desire for fairness. Understanding justice and fairness help children respect others and feel empowered to make a difference in their community.

### **4. I CAN MAKE IT BETTER (Activism)**



Learning about injustice doesn’t lead a child to a sense of hopelessness or apathy. Children become empowered when supported. Their natural enthusiasm and empathy oriented them towards advocacy and activism to make things better.

This goal is often the hardest but most rewarding. Collective activism leads to a sense of community, meaningful friendships and a growing sense of efficacy. This call to action enables children to recognize their ability to have a positive impact on the world. The joy and sense of purpose in fulfilling a mission can make young children feel like real-life superheroes. Achieving the fourth goal helps a classroom truly flourish.



## A Posture of Humble Learning

At no point did we feel like we had all the answers or were doing it perfectly. The children developed increasing skill with the hundred languages to express their needs and beliefs, inquire about difference with curiosity, engage in perspective-taking and fight for each other's rights. Still, we grappled with how to talk about identity, diversity, injustice and activism in ways that did not "other" or traumatize and how to follow the children's inquiries while introducing concepts needed to ward off prejudice. This work required us to courageously embrace hard questions and, together with the children, follow the path this questioning led us.

### Addendum

source: [www.naeyc.org/resources/pubs/yc/nov2019/understanding-anti-bias](http://www.naeyc.org/resources/pubs/yc/nov2019/understanding-anti-bias)

#### Goal One – Identity

- Teachers will nurture each child's construction of knowledgeable, confident, individual and social identities.
- Children will demonstrate self-awareness, confidence, family pride, and positive social identities

#### Goal Two – Diversity

- Teachers will promote each child's comfortable, empathetic interaction with people from diverse backgrounds.
- Children will express comfort and joy with human diversity, use accurate language for human differences, and form deep, caring connections across all dimensions of human diversity.

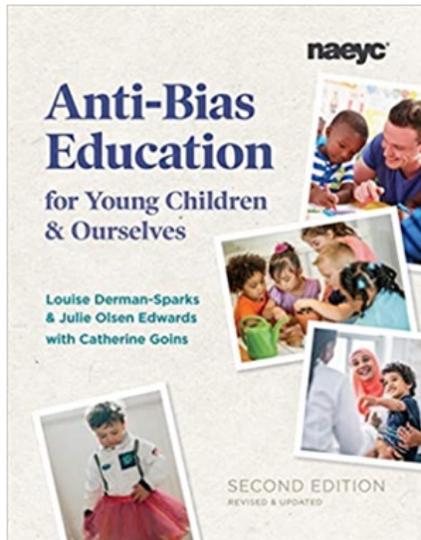
#### Goal Three – Justice

- Teachers will foster each child's capacity to critically identify bias and will nurture each child's empathy for the hurt bias causes.

- Children will increasingly recognize unfairness (injustice), have language to describe unfairness, and understand that unfairness hurts.

#### Goal Four – Activism

- Teachers will cultivate each child’s ability and confidence to stand up for oneself and for others in the face of bias.
- Children will demonstrate a sense of empowerment and the skills to act, with others or alone, against prejudice and/or discriminatory actions.



Louise Derman-Sparks and Julie Olsen Edwards' landmark book, *Anti-Bias Education for Young Children and Ourselves* provides great insight into the breadth and depth of ABE and ways it can be meaningfully infused into everyday interactions with children, families, and teachers.

## **A Framework for Talking About Race: A Prototype**

There is a nation-wide team developing a framework to introduce the social construction of race to young children. The framework was piloted at Harvard Yard Child Care Center and is ready for serious redesign and prototyping across a wide range of early childhood programs.

The team will be composed of people with a variety of lived racial and cultural experiences: parents, caregivers, educators, administrators, community members, college students, counselors and social workers. Their roles will include resource developers, editors to provide feedback and teachers to pilot.

The project runs through MIT’s U.lab 2x program of the Presencing Institute. For more information contact: Rie Gilsdorf [info@embodyequity.com](mailto:info@embodyequity.com), Celeste Finn [celestiala@gmail.com](mailto:celestiala@gmail.com) or Christy Spencer [christyspencer28@gmail.com](mailto:christyspencer28@gmail.com).

## Scholarship Update

The Resource Committee has awarded two scholarships for the 2022 Gatherings, one for applicants in the Twin Cities area and a second for out-of-area applicants. These are the recipients for 2022:

Meredith Duke has worked at McGehee's Little Gate in New Orleans, LA for the last 20 years. They have been exploring Reggio-inspired practices for about 15 years.

Rachel Dunn is the Art Specialist at St. Paul's Childhood Center. She started as a preschool teacher 4 years ago and is now the Atelierista for the Center.

## 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](#)

## Call for Participation

The Outreach and Growth Committee has started to plan the Monthly Gatherings for the 2022-23 school year. The Network broadened during the pandemic as we met via the Zoom platform, and we are excited to continue a virtual component for all our gatherings. This means that you can participate as a host/presenter even if you are not living in the Minneapolis/ St Paul area! We look forward to engaging with participants from all over the US and the world! Here is the link: <https://forms.gle/pHMzedRfNoxd9NTJ6>

## 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/>.

## 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.

Even with COVID-19 restrictions, the Debra Fish Library resources continue to be 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.

## Job Opportunities

There are a number of positions currently available. Click here for current job postings: [www.mnreggio.org/jobsforum](http://www.mnreggio.org/jobsforum)

## Shop and Support

Do you shop on Amazon? Use Amazon Smile: [smile.amazon.com](https://www.amazon.com/smile) 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 network at no expense to you!



**Hearts & Minds**  
PRESCHOOL & DAYCARE



For more news and events visit us at [www.mnreggio.org](http://www.mnreggio.org) and like us on [Facebook!](https://www.facebook.com/mnreggio)  
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### Newsletter Editors

Lani Shapiro - Content

Emily Benz, Patti Loftus & Reba Batalden - Copy

Sarah Grundhoefer - Production