



Inspiring News and Events

From the Reggio-Inspired Network of Minnesota

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Editor's Introduction

A goal of the Reggio-Inspired Network of Minnesota is to offer a context where “...we *encounter new perspectives, strategies and ways of thinking...we also learn with others modifying, extending, clarifying, and enriching our own ideas, and those of others.*” [Making Learning Visible](#) p. 285

Building a learning community is different from building a community of learners. The schools of Reggio Emilia offer continuous examples of how we can learn and work together that contrasts with ideas familiar to us as Americans. Often, we speak of individual development, achievement or performance which is contrasted from the group, impersonal and bound by rules, norms and measures. Reggio practice, through embracing social constructivist theory and embodying its practices, tethers a deep commitment to the absolute uniqueness and subjectivity of each individual *along with* the essential presence of others. This is achieved without the either/or forces that are so common in American discourse.

“...professional growth comes partly through individual effort, but in a much richer way through discussion with colleagues, parents and experts.”

Loris Malaguzzi

Now more than ever, being skillful at taking the perspective of others and exchanging ideas are essential skills for democratic participation. The dispositions that we practice when we engage in Reggio-inspired ideas are the same as those necessary for civic life. It's only when we have this practice under our belts that we can truly nurture it in children.

In this issue you will find descriptions of the work of open learning groups and diverse avenues for participation. Open Book Study, Loose Parts Lab and scholarships are all examples for Network opportunities for learning and reflecting *with others*.

Regular features appear at the end of each issue which identify scholarship opportunities and call for proposals. You can learn more about the North American Reggio Emilia Alliance, about how to access the public library system's collection of Reggio Children publications, how to apply to current Reggio-inspired job postings and how to donate to the Network when you shop at SmileAmazon through links provided at the end of the newsletter.

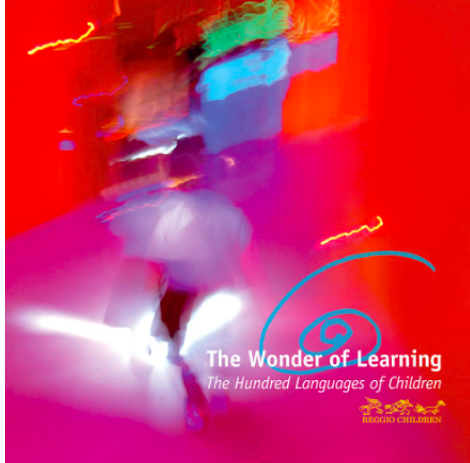
As always, we are grateful for all the volunteer time and effort, seen and unseen, that goes into the work of the Network and to all of the contributors for their generosity, time and collaboration in making their thinking visible.

The North America Reggio Emilia Alliance publication, Innovations, asked Lani Shapiro to write about the Network's Open Book Study, in particular The Wonder of Learning. The piece that follows was first published in the Summer 2022 issue of Innovations. Lani Shapiro serves on the Network's Board, Communications Committee and is the editor of this quarterly newsletter.

Book Review

The Wonder of Learning – The Hundred Languages of Children

By Veà Vecchi, Ilaria Cavallini, Tiziana Filippini, and Lorella Trancossi, Eds.
Translation by Jane McCall



By Lani Shapiro

Now retired, Lani Shapiro was an early childhood educator teaching both typical and special rights children and their adults (parents and teachers) in public settings for more than 40 years. She is a founding member of the Reggio-Inspired Network of Minnesota (RINM), a current RINM board member, editor of its quarterly newsletter, and facilitator of the “Open Book Study” since the inception of this initiative in 2007. Lani is particularly interested in the democratic aspects of the Reggio Emilia educational project.

The Reggio-Inspired Network of Minnesota’s (RINM) “Open Book Study” participants have gathered on the third Sunday of every month for 15 years to engage in an ongoing conversation about Reggio-inspired publications. A flexible and ever-changing group, we arrive as individuals with diverse perspectives—parents, students, teachers, administrators, and citizens—who work or learn in varying contexts, in homes, preschools and childcare centers, schools, graduate schools, clinics, and civic institutions. We have met at coffee shops, and we have convened more recently via Zoom and consequently assembled participants from both near and far with numbers ranging from two to 15. Each meeting we form a flexible learning collaborative without a fixed destination with the intention of cultivating a context that can welcome uncertainty, diversity, and complexity. We have become a learning group. This learning together in groups is highlighted in the following quote from *Wonder of Learning: The Hundred Languages of Children* exhibition catalog:

Learning in groups which provide a space for argumentation – for sharing interpretations, emotions and reflection - creates favourable conditions for subjective learning; acquisition of content; and awareness of ways of learning: a capacity for understanding that “viewpoint” has a pluralist nature. Learning in groups gives rise to social forms of knowing and knowledge which are essential to an idea of citizenship for the world today and the world tomorrow. (Pedagogical Co-coordination of Preschool and Infant-toddler Centres – *Istituzione* of the Municipality of Reggio Emilia, 2011, p. 15)

Our goal has never been to “finish” our texts. Instead, our intention has been to practice working with Reggio values and dispositions. We listen carefully to one another, examine content, read closely, formulate questions, wonder, and speculate about what is included or excluded while

examining the structural details of the text. We read methodically, never more than one chapter per month. Sometimes we repeat a chapter if we don't feel finished. This has afforded us an opportunity to grow our capacity to listen generously and practice building knowledge together in an environment that welcomes “roomy ideas.”

We have explicitly discussed ways we approach a text: How will we work with each other? Where do we start? What do we notice about the structure of the text (table of contents, bibliography, graphical details)? We ask each other: What stood out for you? What questions are you holding? We probe: What do you want to understand better? What is it about this selection that is salient for you? We bring our attention to the specific page, passage, or image of interest. Then we can explore: How does this inform our work? How do you consider these provocations in light of your own context? In a discussion with Carolyn Edwards (2015), John Nimmo, Loris Malaguzzi, and Veà Vecchi, Tiziana Filippini illustrates the importance of educators thinking and asking questions together:

Yes, the important thing is not just to hear diverse points of view, but instead to go so far with the discussion that it is clear that each person has taken something in and moved in his or her thinking, as a result of what has been heard. (p. 19)

Book study participants have asked and noted:

“What does the text mean? How does it relate to our own context?”

“How do we put these ideas into practice?”

“The pedagogues of Reggio Emilia think about how children think *and* think about their own thinking.”

“Book study transformed how I read and how I view my practice as an educator. I find myself reflecting even more deeply about my practice. I changed from thinking how I can make an activity better to how I can create conditions that will help me see children’s thinking processes.”

Over the last 2 ½ years, following a RINM-organized trip to Madison, Wisconsin to visit *The Wonder of Learning – The Hundred Languages of Children* exhibit, the RINM’s book study immersed itself in the exhibit’s catalog, *The Wonder of Learning: The Hundred Languages of Children*. This volume, published in 2011 by Reggio Children, is a lively synthesis and distillation of experiences, representations, interpretations, and re-interpretations from the infant-toddler centers and preschools of Reggio Emilia. This book, like other Reggio Children publications that derive from an exhibit, is characterized by captivating glossy images and poetic narratives of the children and their theories. The publication speaks in the languages of graphics, images, photography, and text. The chapters are brief, generously illustrated excerpts that highlight children’s thinking, drawings, and constructions that represent a distillation of previous work, re-considered and re-written. The delightful work of the children is bookended by essays that introduce the exhibit, the catalog, the principles of the work, the collaborative working journey, and the historical context.

Readers may be tempted to leap into the visual story of the children’s experiences in volumes laden with imagery. However, to overlook the essays and narrative is to read only half the book. Our book study tradition is to read and discuss the book cover to cover, mining the insights and perspectives of various contributors beginning with the introductions. The voices that precede

the visual narrative in *The Wonder of Learning* catalog include Graziano Delrio, the mayor of Reggio Emilia from 2004–2014, Jerome Bruner, and Howard Gardner. As noted, we go slowly, considering and mulling over each point of view. In subsequent meetings, we delved into the stories of the children’s work. We were surprised and curious about the children’s observations and their use of metaphors and creative interpretations. We were both impressed and intimidated, asking, “How does this work happen?” We find the answers to our wonderings within the text, images, narrative and especially the reflections of the educators.

A deceptively straightforward declaration by the pedagogical team highlights principles that underpin the Reggio Emilia educational project and are reflected in the exhibit and essential to the text. Each section is introduced with a brief narrative that identifies the rationale for the “big idea” of the section and the specific projects selected to represent children’s nuanced relationship to place, materials, light, and mark-making. This way of working highlights educators’ decision-making nodes and illuminates their thinking, resulting in a map of the unfolding project. This provides a privileged window into the thinking of the Reggio educators as they initiated a project, maintained momentum, and searched for clues to relaunch the work. It’s all there!

For example, in the section of the book titled “Dialogues with Places,” the educators declare their assumptions and rationale. They wanted to better understand how children approach a place and the processes children use to build relationships with that space. Introducing the section, educators make their ways of working visible. They chose a place, the yet-to-be completed Loris Malaguzzi International Center, placed themselves (as adults) in dialogue with its sensory aspects and, after that, invited the children “to think of a gift which would please them and please the place” (Vecchi et al., 2011, p. 19). Then they identify their process, summarized in the following steps:

- Educators visit the building (to experience the context).
- Invite children’s thinking about “listening” to a place (What does it mean to listen?).
- Take small groups to visit the center and suggest the children look, draw, photograph, and then choose a particular detail they find interesting that could receive a “gift.”
- Children’s work proceeds. Each group has a unique encounter with the unfinished space and creates a gift through their work.
- Educators meet, consider the work generated, and relaunch.
- Educators reflect and refine their documentation tools, interweaving visual and written traces.
- Educators select projects that highlight children’s recurring strategies: physical movement, sensory input, attention to detail, creating stories, and games.

Through dialogue, we grappled with this behind-the-curtain view of the structures and processes that support project work in Reggio Emilia. Examining these details together gave us a map or a compass to make sense of the results.

We began to contest the common understanding that Reggio-inspired work *always* follows the child’s lead. The educators explicitly made proposals to the children. They identified possibilities worth pursuing, listened generously to the children’s responses, and then supported their thinking. With these insights, we inquired about our own processes: What essential

understanding informs our proposed projects? What do we need to understand to be useful to the children's investigation? What essential knowledge, understanding, or experience precedes our work with the children? What are we, as educators, interested in understanding? We noticed that the children's questions and the educators' inquiry are not always the same.

The animating force and foundation for everything we have read is daily documentation, without which there would be no small traces to reflect upon, no projects to share with families, no exhibits to share with the community, and no books for international readers. The reflective process of the educators, as authors, invites us, as readers, to revisit, rethink, and reconsider. This results in a refractory reading with angles that reveal many possibilities, not just one. This reminds each book study participant to capture small traces and use them to reflect, not to prove a single story but to make space for many perspectives.

As I write this, we are nearing the end of *The Wonder of Learning* catalog, a journey that pre-dated Covid-19. Some of the other books we have studied to date include *Making Learning Visible: Children as Individual and Group Learners*; *The Hundred Languages of Children: The Reggio Emilia Experience in Transformation*; *Beyond Quality in Early Childhood Education and Care: Postmodern Perspectives*; *Dialogues with Places*; *Art and Creativity in Reggio Emilia: Exploring the Role and Potential of Ateliers in Early Childhood Education*; *The Diary of Laura: Children, Art, Artists: The Expressive Languages of Children*, *The Artistic Language of Alberto Burri*; and *In Dialogue with Reggio Emilia: Listening, Researching and Learning*. We have decided our next text will be the Digital Educational Toolbox, which includes readings and videos from Reggio Children.

At first glance, a book study is a modest undertaking. However, within this small time and space, we continue to learn together and practice skills and dispositions fundamental to the Reggio Emilia Approach: deep listening, reflection, and collaboration. In "Open Book Study," we transform ourselves into a learning community as we engage in the pleasure of dialogue, debate, and inquiry.

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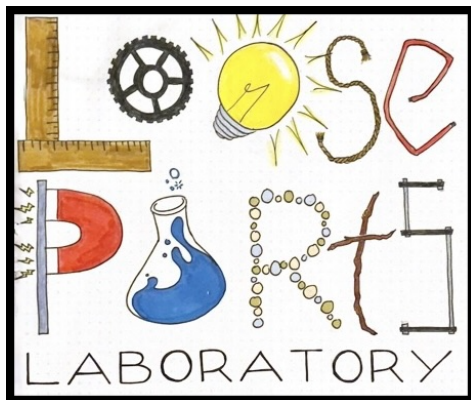
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Loose Parts Laboratory Update



The Loose Parts Laboratory is an initiative under the umbrella of the Reggio-Inspired Network of Minnesota that has been operating since March 2022 and in the planning/hoping/dreaming stage for many years. It became a reality when we became acquainted with Lucy Elliott, owner and founder of Belle’s Toolbox in South Minneapolis. We made an arrangement to rent half of her space to create our resource center. There we gathered a grand variety of Loose Parts to be obtained by teachers, parents, grandparents, artists and anyone really, at a very low cost. We have established a vibrant Facebook Page under the name: *Loose Parts Laboratory: Materials Center*

Project Minnesota. That is where we will now be posting all LPL information – shopping dates, workshops, etc.

Here is a link to access our complete update.

<https://www.mnreggio.org/resources/Final%20Page.pdf>

Organizational Sponsorship Opportunity

Stephanie Ponticas, Resource Committee

The Reggio-Inspired Network of Minnesota (RINM) invites any school, organization or group to be a year-round sponsor. The Network has provided support to early childhood programs through their many opportunities for professional development since 2007. Most of these opportunities are free of charge to participants.

Sponsorships funds are used to:

- Design educational and collaborative experiences that raise the visibility of children and their capacities
- Provide high quality opportunities for professional development
- Establish forums for all learning communities to come together in dialogue about early childhood education.

When you choose to become a Sponsor, you support the Network in our critical and unique work. As a Sponsor of 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.

There are 3 levels of Sponsorship:

- \$100 – Biblioteca (Support our library of resources at the Think Small Library)
- \$200 – Studia (Support our professional development events)
- \$300 – Comunitad (Support all of our outreach, community networking and engagement activities and promotion of the Network)

Direct questions to Marty Watson at martywatson549@gmail.com. If you would like to become a sponsor for the 2022-2023 year, please provide the information requested and send it to Reggio-Inspired Network of Minnesota, 525 Pelham Blvd. N., Saint Paul, MN, 55104 with payment. You may also donate by going to the website and clicking on the [donate button](#). E-mail your logo to reggioinspiredmn@gmail.com.

Organization Name

Contact Person

Mailing Address
E-mail address
Web-site address for organization
Phone

Network Profile – Heidi Wolf

Patti Loftus



From time to time we feature a person from the Reggio-Inspired Network of Minnesota, one of many unsung heroes who invest their time and talents in maintaining and growing the Network. Without their contributions, there would be no RINM. Heidi Wolf is a current Board member, member of the Outreach and Growth Committee and the driving force behind the recently opened “Loose Parts Lab.” She works with one through five-years olds in Benilde St. Margaret’s onsite employee childcare program and has three grown children.

It’s all about joy for Heidi Wolf, who describes her current work at Benilde-St.Margaret as her dream job. Heidi found herself first fascinated by young children from her early working days as a nanny. During that time, she brought children into Grace Nursery School (Minneapolis) and loved what she saw there. She described Grace as having “a soul, it’s alive.” She recalls the interactions – observing children grow and explore, and how they offered experiences to children. Heidi recalled seeing self-portraits that the children created early in the school year and again at year’s end. She was impressed at how they talked about those experiences. When the timing worked, she began helping out at Grace. Heidi knew that Grace was the place she wanted for her own children.

Heidi credits Grace Nursery School teacher Liz Genovese as having introduced her to ideas about Reggio Emilia. Grace was involved in the “Seeing Children” project that was a display of local work, part of the Hundred Languages Exhibit in Minnesota in 2004. Heidi began attending Network gatherings, finding the people she met there supportive and inspiring. She was particularly intrigued with the various environments she saw as the monthly meetings moved from place to place. Environments became her “hobby.”

Heidi became a teacher at Grace as her nannying days ended. Former board and committee member, Joey Schoen, encouraged Heidi to join the Network's Outreach and Growth committee. Her role on the Board began a few years later.

Heidi says that it fills her bucket and makes her a better teacher when she engages with teachers who are also excited, who see their work as a source of joy. This seems to be the path that Heidi is taking and she dreams big! She described how the idea of a place for recyclables/loose parts came up with Network friends Ross Thompson, Gretchen Sandberg, Sandy Burwell and Lisa Small. They wondered what it would take to create a space for materials, maybe even a library for equipment sharing, such as overhead projectors and light tables. They researched [ReMida](#)-inspired places nationally and internationally, hoping to learn from others' successes and challenges. They also sent surveys to look for volunteers and identify sources for materials. Serendipitously, Heidi saw a piece about Lucy Elliot of Belle's ToolBox featured on TV and decided to reach out to her. Over the course of a few short years, the [Loose Parts Lab](#) came to life, housed in Belle's ToolBox. It's hard to imagine it all coming together without Heidi's energy.

Fast forward to this year. Heidi, having remembered seeing Reggio Emilia's Roberta Pucci during a conference, decided to contact her, to see if she might be available as a speaker for RINM's October 2022 conference. Thanks to Heidi's inspiration, Roberta Pucci presented the first RINM sponsored event with a speaker live from Italy.

Heidi believes and lives out what Robert John Meehan has said, "The most valuable resource that all teachers have is each other. Without collaboration our growth is limited to our own perspectives."

Thinking about the future of the Network, Heidi hopes that the committees will grow and notes that a grant writer would be most welcome. She also hopes that more people, particularly students who are just beginning their teaching careers, will participate in events and take inspiration from those already involved in the Network. She has been impressed that, with Zoom, we have been drawing people from well beyond Minnesota who have participated in RINM events and expressed their appreciation for the connection. It's for this reason that Heidi has made sure that the Network offers a "hybrid" option for the 2022-23 year of Network events.

The Network is indebted to Heidi for all the energy she brings and for being a model of participation and dedication.

Scholarship Reflection

Rachel Dunn

Rachel Dunn began as a classroom teacher at St. Paul's Childhood Center in 2017 and later moved into the role of studio arts teacher. When she's not working, she enjoys hanging out with her husband and dogs, biking, gardening and renovating their 1962 camper.

I was excited to receive the RINM's education scholarship. I am fairly new to ECE and Reggio-inspired ideas and have been energized hearing others' experiences in the field. The monthly gatherings have given me the opportunity to learn and expand my thinking as well as share it with my coworkers.

My favorite event was "A Materials Workshop: Working with Children and Clay" with Amanda Ferguson from Teaching Beyond the Square. I am an Art Specialist (atelierista) at St. Paul's Childhood Center (SPCC). I already loved using clay with children and this event inspired me to push clay provocations further. Clay is often overlooked because it can be messy, requires proper clean-up and is a process. Before this professional development opportunity I typically provided individual pieces of clay for children along with some loose parts or I rolled it out in a slab for them and let them explore with hands or feet. These explorations can be valuable, however I rarely offered them large amounts of clay or invited them to explore it with their whole bodies. Previous to this workshop, I never had clay out for multiple days in classrooms, or taught the children about where it comes from, or showed them how to care for the clay.

I hope now to create a space where clay is always available in the art studio. This would be a great first step introducing "open clay play" to the children. My next goal is educating the teachers about clay's abundant benefits and teaching everyone about clay care and clean up. Ultimately I'd like to have clay available in each classroom. It feels like a big undertaking to educate teachers, convince them that it's a great idea to have a messy clay area in their rooms and to teach them how to care for clay as well as how to allow children to explore it uninterrupted. Clay is a rich resource for sensory input, a tool for expression and promotes collaboration. I think we can get there.

Through this scholarship I have also become more involved in the Reggio Network and the new materials center, the Loose Parts Laboratory. It is an exciting endeavor, and I want to continue to help build it. I plan to participate in future RINM events and discussions so I can continue to grow as a teacher and expand my network. I love learning from people in the ECE world who are jazzed about what they do. I'm inspired to be a better teacher and show up in an intentional and present way for the children and families at SPCC.

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. The application deadline is November 15, 2022.

[Monthly Gathering Scholarship Application](#)

Call 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

Join Us

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 the diverse sources of finance and material support to sustain the Network

Business: budgeting, grant writing, fundraising

Contact Marty Watson martywatson549@gmail.com

Outreach & Growth

To plan events, promote the growth of Reggio-inspired knowledge and practice and expand the Network

Event planning, knowledge of the Reggio Emilia educational project, community organizing

Contact Heidi Wolf hwolf@bsmschool.org

Loose Parts Laboratory Materials Center

To develop and grow offerings of materials and workshops.

Curate, maintain and display materials

Contact the committee at loosepartslabmn@gmail.com

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

Writing, editing, research, graphic arts, social media, information/project management

Contact Lani Shapiro lani.shapiro@gmail.com

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

To provide information and resources to policy makers, educators and other citizens in order to influence education policy and promote learning through inquiry.

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

The Outreach and Growth Committee has started to plan the Monthly Gatherings for the 2023 - 2024 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! 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.

Please consider this as a personal challenge to lead or co-lead a Network event. We would like to incorporate your experiences into upcoming events.

Some questions to get you thinking:

- What have you been exploring and learning 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 accepted until June 1, 2023. 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

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 network at no expense to you!



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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