

# The Reggio Emilia Approach: Resources to Help You Learn More About the Method



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Stewart Resources Centre

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## The STF's Stewart Resources Centre – CHECK US OUT!

In order to serve you better, we have compiled the following list of resources that directly address some of your professional needs. We hope you find this publication helpful, and we would be pleased to hear from you if you would like us to continue producing more specialized resource lists, or if you have suggestions on how we can improve our service to you. We want to serve you better!

We make it easy for you to use the Stewart Resources Centre:

- For schools outside of Saskatoon, we mail our resources directly to you and provide a postage-paid mailing label for you to use to mail the resources back to us. (Audio-visual resources are excluded from the Canada Post library mailing rate, so you will need to pay postage to return these items.)
- For schools in Saskatoon, your resources arrive at your school through the weekly inter-school mail delivery. Materials may also be returned to us using this courier system.
- You don't need to know the exact titles for resources you need. Provide a topic and an approximate grade level at which you would like to use the materials, and we will do the rest!
- We are accessible 24 hours a day through the STF website: [www.stf.sk.ca](http://www.stf.sk.ca)  
You may search our catalogue online or e-mail us your resource requests at: [src@stf.sk.ca](mailto:src@stf.sk.ca)
- Call us! STF members may call the Stewart Resources Centre toll-free at 1-800-667-7762, or we can be reached at 373-1660, for local calls.
- Visit us in person! We are open 8:30 a.m. to 5:00 p.m. from Monday to Friday.





\*Annotations have been excerpted and/or adapted from descriptions provided by the publishers.

372.210945 V397

**Art and creativity in Reggio Emilia : exploring the role and potential of ateliers in early childhood education** / Vecchi, Vea.

New York, NY: Routledge, 2010.

*Subjects:* Early childhood education—Italy—Reggio Emilia. Art—Study and teaching (Early childhood— Italy—Reggio Emilia). Creative ability in children—Italy—Reggio Emilia.

*Summary:* This book explores the contribution of art and creativity to early education, and examines the role of the atelier (an arts workshop in a school) and atelierista (an educator with an arts background) in the pioneering pre-schools of Reggio Emilia. Key themes of the book include: processes of learning and knowledge construction; the theory of the hundred languages of childhood and the role of poetic languages; the importance of organization, ways of working and tools, in particular pedagogical documentation; the vital contribution of the physical environment; and the relationship between the atelier, the atelierista, the school and its teachers.

372.210945 F842

**Authentic childhood : experiencing Reggio Emilia in the classroom (3<sup>rd</sup> ed.)** / Fraser, Susan.

Toronto, ON: Nelson, 2012.

*Subjects:* Early childhood education—Italy—Reggio Emilia. Early childhood education—British Columbia. Reggio Emilia approach (Early childhood education).

*Summary:* This book focuses on the theory and practice surrounding the Reggio Emilia approach to early childhood education. Reggio Emilia is a child-centred approach where children's curiosity about the environment inspires learning. The book includes descriptions of how two Canadian educators changed their classroom environment and instructional strategies after adopting the Reggio Emilia approach. It also addresses the role of the teacher in working with children from diverse cultural backgrounds.

372.21 C126

**Bringing learning to life : the Reggio approach to early childhood education** / Cadwell, Louise Boyd.

New York, NY: Teachers College Press, 2003.

*Subjects:* Education, Preschool—Philosophy. Early childhood education. Reggio Emilia approach (Early childhood education).

*Summary:* The author helps educators understand what it means to use the Reggio Approach in their classrooms. She describes the growth and evolution of the work in the St. Louis Reggio Collaborative since the early 1990's.

372.210945 T513

**Bringing the Reggio approach to your early years practice (2<sup>nd</sup> ed.)** / Thornton, Linda. Brunton, Pat.

New York, NY: Routledge, 2010.

*Subjects:* Early childhood education—Italy—Reggio Emilia. Reggio Emilia approach (Early childhood education).

*Summary:* Have you ever wondered what the Reggio Approach is really all about, why it works, and how it can be used to benefit the young children in your setting? This book provides an accessible introduction to the values and principles underlying the Reggio Approach to early years care and education. It demonstrates how practitioners in the UK have drawn inspiration from the Reggio Approach and developed their own practice in order to provide high quality experiences for young children.

372.5 B885 OVERSIZE

**Browsing through ideas** / Filippini, Tiziana.

Reggio Emilia, Italy: Reggio Children, 2009.

*Subjects:* Children's art—Italy—Reggio Emilia. Art—Study and teaching (Early childhood). Reggio Emilia approach (Early childhood education).

*Summary:* This book is a collection of wonderful ideas, micro-stories, children's thoughts and theories, and fragments of projects. It keeps traces of the basic project through an extensive narrative and iconic synthesis, but expresses generative concepts with a high educational potential. An open and engaging folder of new and different contributions from children and adults elicits new ideas and proposals.

372.21 C536

**Child-initiated play and learning : planning for possibilities in the early years**

London, England: Routledge, 2013.

*Subjects:* Lesson planning. Early childhood education.

*Summary:* This book takes a fresh look at planning the process of playing alongside young children. It shows how a creative approach that allows for spontaneous adventures in play through child-led projects leads to rich learning experiences that build on children's own interests. Drawing on practice from Reggio Emilia, New Zealand, Scandinavia and settings in the UK, the book covers all aspects of planning including: using observations of children to enable them to lead projects, organization of indoor and outdoor learning environments, inclusive practice, learning through risk taking and adventure play, working with parents and caregivers, and encouraging the team to consider different ways of working.

371.6 C536

**Children, spaces, relations : metaproject for an environment for young children** / edited by Giulio Ceppi and Michele Zini.

Reggio Emilia, Italy: Reggio Children, 1998.

*Subjects:* Architecture and children—Italy—Reggio Emilia. School buildings—Italy—Reggio Emilia. Classroom environment.

*Summary:* The municipal infant-toddler centres and preschools of Reggio Emilia are internationally recognized as an experience of particular cultural interest, constituting a model of "relational space" dedicated to young children. As part of a range of activities and initiatives organized to further develop and promote this experience, spearheaded by Loris Malaguzzi, Reggio Children has initiated a line of research in connection with Domus Academy on designing spaces for young children.

371.102 L672

**Eight essential techniques for teaching with intention : what makes Reggio and other inspired approaches effective** / Lewin-Benham, Ann.

New York, NY: Teachers College Press, 2015.

*Subjects:* Reggio Emilia approach (Early childhood education). Reflective teaching.

*Summary:* This book presents over 70 novel exercises to help teachers learn to use body, face, hands, voice, eyes, and word choices to convey meaning precisely. Some exercises are for teachers to practice, while others build intention and reflection in children. Dozens of scenarios from typical classroom situations contrast unintentional and intentional teaching behaviors. A self-assessment enables teachers to measure how intentional and reflective they become as they learn to use the eight techniques. This lively and often humorous resource is a companion to Lewin-Benham's *Twelve Best Practices for Early Childhood Education*, which explains what to teach and why.

372.19 E53

**Emergent curriculum in the primary classroom : interpreting the Reggio Emilia approach in schools** / edited by Carole Anne Wien.

New York, NY: Teachers College Press, 2008.

*Subjects:* Reggio Emilia approach (Early childhood education). Education, Primary—Curricula.

*Summary:* The inspiring stories presented here illustrate ways that early childhood values and practices have been sustained and promoted in elementary schools, exemplary teaching practices where children want to learn and teachers want to teach. It examines how the influence of the Reggio Emilia approach is reaching into urban public school environments with diverse populations, with democratic participatory teaching offering visions of responsible citizenship for children.

372.21 K55

**An encounter with Reggio Emilia : children's early learning made visible /** Kinney, Linda. Wharton, Pat.

New York, NY: Routledge, 2008.

*Subjects:* Reggio Emilia approach (Early childhood education)—Scotland. Observation (Educational method).

*Summary:* This book is based upon a documentary approach successfully implemented by Stirling Council in Scotland, whose preschool educators experienced dramatic improvements in their understandings about young children, how they learn, and the potential unleashed by successfully engaging families in the learning process. The authors include chapters on: why early years' educators should use documentation as a means to enhance young children's learning; the values, principles and theories that underlie the Reggio approach; how to implement documentations into any early years' setting, with real-life case studies and hints for avoiding common pitfalls; and how to involve, inspire and enthuse families and the wider community.

372.210945 E93

**Everything has a shadow except ants (2<sup>nd</sup> ed.)**

Reggio Emilia, Italy: Reggio Children, 2000.

*Subjects:* Shades and shadows—Study and teaching (Preschool). Creative ability in children. Visual perception in children. Learning, Psychology. Education, Preschool—Italy—Reggio Emilia. Early childhood education—Italy—Reggio Emilia.

*Summary:* Encounters with shadows are the basis of the story told in this book, which documents the experiences and emotions of children at the Diana and Gulliver Preschools in exploring this immaterial companion of our everyday lives. This project falls between science and play for preschool children.

372.210945 F996

**The future is a lovely day = Il futuro e una bella giornata**

Reggio Emilia, Italy: Reggio Children, 2001.

*Subjects:* Creative ability in children. Children's art—Italy—Reggio Emilia. Early childhood education—Italy—Reggio Emilia.

*Summary:* From a project carried out in the Fiastri and Rodari Preschools of S. Ilario d'Enza, this resource features the thoughts and predictions about the future of 5 to 6 year old children.

372.210945 H933

**The hundred languages of children : the Reggio Emilia experience in transformation (3<sup>rd</sup> ed.) /**

edited by Carolyn Edwards.

Santa Barbara, CA: Praeger, 2012.

*Subjects:* Early childhood education—Italy—Reggio Emilia. Early childhood education—Case studies—United States.

*Summary:* This book represents a dialogue between Italian educators who founded and developed the Reggio approach and North Americans who have considered its implications for their own settings and issues. It provides a comprehensive introduction covering history and philosophy, the parent perspective, curriculum and methods of teaching, school and system organization, the use of space and physical environments, and adult professional roles including special education.

372.210945 O58

**The 100 Languages of Children Exhibit, 1993-1994 [DVD] : images and words from the Reggio Emilia schools** / Johnson, Bob.

San Rafael, CA: Bob Johnson Video, 1994.

*Subjects:* Early childhood education—Italy—Reggio Emilia. Early childhood education—United States—Exhibits.

*Summary:* This DVD presents images and words from the Reggio Emilia schools in Italy. The exhibit was presented at Dominican College, in San Rafael, California in 1993. The exhibit creates a place of uninterrupted condensations of hundreds of experiences.

372.210945 R578

**In dialogue with Reggio Emilia : listening, researching, and learning** / Rinaldi, Carlina.

New York, NY: Routledge, 2006.

*Subjects:* Education, Preschool—Italy—Reggio Emilia. Early childhood education—Italy—Reggio Emilia.

*Summary:* This book offers a collection of Carlina Rinaldi's most important articles, lectures and interviews from 1994 to the present day. Rinaldi, former Director of the municipal early childhood centres in Reggio Emilia, has spoken around the globe. Her work focuses on a number of key questions: What were the ideas and legacy of Loris Malaguzzi? What is so unique about Reggio Emilia? and How can educators most effectively make use of art and creativity?

323.352 I35

**In viaggio coi diritti delle bambine e dei bambini : autori i bambini stressi = A journey into the rights of children : as seen by the children themselves** / 5 and 6 year old children of the "Diana" school.

Reggio Emilia, Italy: Reggio Children, 1995.

*Subjects:* Child welfare—Italy. Children's rights—Italy. Children's drawings—Italy. Children's writings—Italy.

*Summary:* Everything in this document belongs to the thoughts, discussions and interpretations of five- and six-year-old children, on themes that deal with their desires and expectations, and especially with their requests made to the adult world. Text is in English and Italian.

372.21 I35

**In the spirit of the studio : learning from the atelier of Reggio Emilia** / edited by Lella Gandini.

New York, NY: Teachers College Press, 2015.

*Subjects:* Reggio Emilia approach (Early childhood education). Educational innovations. Early childhood education—Curricula. Art—Study and teaching (Early childhood).

*Summary:* The atelier or studio is a key element of the renowned preschools and infant-toddler centers of Reggio Emilia, Italy. This beautiful, full-color resource explores how the experiences of children interacting with rich materials in the atelier affect an entire school's approach to the construction and expression of thought and learning. The authors provide examples of projects and address practical aspects of the atelier, including organizing the environment and using materials. No other book presents a more thorough examination of the philosophy, practice, and essential influence of the Reggio-inspired studio.

372.21 L672

**Infants and toddlers at work : using Reggio-inspired materials to support brain development** / Lewin-Benham, Ann.

New York, NY: Teachers College Press, 2010.

*Subjects:* Reggio Emilia approach (Early childhood education). Infants—Development. Toddlers—Development.



*Summary:* The author looks at current research from the neurosciences to show what teachers and childcare providers can do with very young children. For each material or activity presented, the text examines its relation to the rapid brain growth that characterizes the zero to three years, including sensory reception, movement, language, cognition, memory, vision, and motivation. Materials, with guidance for their use and where to find them, include: paint, mark-makers, man-made found objects, natural objects, clay, paper, and light and shadow.

371.21 I59

**Insights and inspirations from Reggio Emilia : stories of teachers and children from North America** / edited by Lella Gandini, Susan Etheredge, and Lynn Hill.

Worcester, MA: Davis Publications, 2008.

*Subjects:* Reggio Emilia approach (Early childhood education)—North America. Early childhood education—North America. Education, Preschool—North America.

*Summary:* In words and images from classrooms across North America, the Reggio Emilia learning experience is explored, discussed, and evaluated from the perspectives of educators, scholars, and policymakers. This book is a celebration of 30 years of innovative work, with an introduction to the city and schools of Reggio Emilia and a description of the values and principles at the core of this educational system.

370.92 S639

**Introducing Malaguzzi : exploring the life and work of Reggio Emilia's founding father** / Smidt, Sandra.

London, England: Routledge, 2013.

*Subjects:* Reggio Emilia approach (Early childhood education).

*Summary:* The author examines how Malaguzzi's philosophy developed out of his personal experiences of growing up in post-fascist Italy. His ideas are explored and illustrated throughout by examples relating to everyday early years practice. The key themes explored include: relationships, transparency, questioning, creativity, and equity and fairness.

372.5 P392

**The language of art : inquiry-based studio practices in early childhood settings** / Pelo, Ann. St. Paul, MN: Redleaf Press, 2007.

*Subjects:* Reggio Emilia approach (Early childhood education). Art—Study and teaching (Early childhood).

*Summary:* This book includes practical tips for setting up Reggio-inspired studio space in any early childhood environment. This book explores using art to expand thinking across curricula and features ideas for using media such as fingerpaint, clay, found objects, and pen and ink.

372.210945 M235

**Making learning visible : children as individual and group learners**

Reggio Emilia, Italy: Reggio Children, 2001.

*Subjects:* Education, Preschool—Italy—Reggio Emilia. Early childhood education—Italy—Reggio Emilia. Group work in education. Learning. Psychology of.

*Summary:* In this book, teachers and pedagogists from Reggio Emilia and researchers from Project Zero illuminate ways in which documentation can foster both individual and group learning, creating a relationship between them. They identify methods and processes that will enable educators to reflect not only on the learning process of children, but also on those of adults.

372.21 W968

**More working in the Reggio way** / Wurm, Julianne.

St. Paul, MN: R3, 2014.

*Subjects:* Education, Preschool—Italy—Reggio Emilia. Early childhood education—Italy—Reggio Emilia. School management and organization—Italy—Reggio Emilia. Reggio Emilia approach (Early childhood education).

*Summary:* In this follow-up to the best-selling *Working in the Reggio way*, the author helps American childcare professionals make their programs more authentically Reggio-inspired. Explaining how teachers can be more intentional in their practices, this book gives concrete suggestions for successfully integrating Reggio practices like assemblea (morning meeting) and intento progettuale (intended projects) in the classroom.

372.21 L671

**Powerful children : understanding how to teach and learn using the Reggio approach** / Lewin-Benham, Ann.

New York, NY: Teachers College Press, 2008.

*Subjects:* Early childhood education. Reggio Emilia approach (Early childhood education). Child development.

*Summary:* Presenting a multitude of examples of excellent preschool practice, this book introduces the concept of “significant work” that draws deeply on young children’s innate intelligences, provides teachers with an opportunity to reflect on what they know and understand about young children, illustrates how teachers can make changes in their classrooms to expand and improve learning, describes robust activities from an urban preschool, including how each project relates to a particular teaching principle, and suggests more clearly defined standards and lays out policy implications for each.

372.21 R334

**Reggio Emilia encounters : children and adults in collaboration** / edited by Pat Wharton.

Abingdon, Oxon, England: Routledge, 2015.

*Subjects:* Observation (Educational method). Reggio Emilia approach (Early childhood education)—Scotland—Stirling (County).

*Summary:* This follow-up text is an accessible and lively companion to the *An Encounter with Reggio Emilia*. It will encourage the reader to develop a deeper understanding of the approach and will show the paradigm shift seen in those already working with the documentation suggested in their previous book. Drawing on the experiences of practitioners and collaborators, the authors offer a framework from which any early years educator can easily adapt and develop in their own educational setting.

372.6 T253

**Teacher inquiry in literacy workshops : forging relationships through Reggio-inspired practice**

Urbana, IL: National Council of Teachers of English, 2013.

*Subjects:* Language arts—Research. Reading—Research. Reggio Emilia approach (Early childhood education). Reading (Elementary). Critical pedagogy. Language arts (Elementary).

*Summary:* The author and her colleagues observed and documented their students' talk, actions, ideas, and play in order to develop insights into young children's literacy learning, improve their own instruction, and move the voices of children to the centre of the curriculum. In classrooms infused with the child-centered Reggio Emilia approach, these teachers sought to make connections between the curricular construct of reading and writing workshops and their Reggio-inspired beliefs. Their narratives highlight issues of content, especially new understandings they developed about the importance of relationships. Issues of process are also discussed, including the ways in which they developed their ideas through the practice of teacher research.

372.21 T253

**The teacher you want to be : essays about children, learning, and teaching** / edited by Matt Glover.

Portsmouth, NH: Heinemann, 2015.

*Subjects:* Reggio Emilia approach (Early childhood education). Education, Preschool—Philosophy.

*Summary:* This book is about bringing the education we want for our own children to all. It is focused on a set of strongly held beliefs that drive the actions of educators every day. Each chapter of the book is focused on a single belief and invites readers to consider what they can do to help children attend schools based on the true, authentic expressions of their teachers' beliefs. Contributions include essays by many prominent educators.

372.21 F949

**Teaching and learning : collaborative exploration of the Reggio Emilia approach** / Fu, Victoria R. Stremmel, Andrew J. Hill, Lynn T.

Upper Saddle River, NJ: Pearson Education, Inc., 2002.

*Subjects:* Education, Preschool. Reggio Emilia approach (Early childhood education). Education, Preschool—Italy—Reggio Emilia.

*Summary:* The Reggio Emilia approach is reintroduced in this book through stories and examples of children's projects that invite readers to examine their personal learning process. It offers ways to meld theory with teaching and action research while considering assessment, cultural diversity, and teaching issues from a North American perspective.

372.210945 T513

**Understanding the Reggio approach : early years education in practice (2<sup>nd</sup> ed.)** / Thornton, Linda. Brunton, Pat.

London, England: Routledge, 2009.

*Subjects:* Early childhood education—Philosophy. Education, Preschool—Philosophy. Education, Preschool—Italy—Reggio Emilia.

*Summary:* This book is a much needed source of information for those wishing to extend and consolidate their understanding of the Reggio Approach. Analyzing the essential elements of the Reggio Approach to early childhood and its relationship to quality early years practice, this new edition is fully updated with the latest developments, including references to the Early Years Foundation Stage and a brand new chapter focusing on creativity.

372.21 V831

**Visible learners : promoting Reggio-inspired approaches in all schools**

San Francisco, CA: Jossey-Bass, 2013.

*Subjects:* Group work in education. Reggio Emilia approach (Early childhood education).

*Summary:* This book is a progressive, research-based approach for making learning visible. Based on the Reggio Emilia approach to learning, it highlights learning through interpreting objects and artifacts, group learning, and documentation to make students' learning evident to teachers.

372.21 S319

**We are all explorers : learning and teaching with Reggio principles in urban settings** / Scheinfeld, Daniel R. Haigh, Karen M. Scheinfeld, Sandra J.

New York, NY: Teachers College Press, 2008.

*Subjects:* Early childhood education. Early childhood education—Parent participation. Early childhood education—Italy—Reggio Emilia.

*Summary:* The authors provide a description and analysis of an early child development program serving low-income Latino and African American children and their families in the Chicago Commons Schools. While focusing on the application, meaning, and value of Reggio Emilia principles in preschool classrooms, the authors describe how those same principles and processes pervade relationships with parents, teacher professional development, and the overall organization of the program.

372.210945 W968

**Working in the Reggio way : a beginner's guide for American teachers** / Wurm, Julianne.

St. Paul, MN: Redleaf Press, 2005.

*Subjects:* Education, Preschool—Italy—Reggio Emilia. Early childhood education—Italy—Reggio Emilia. School management and organization—Italy—Reggio Emilia. Reggio Emilia approach (Early childhood education).

*Summary:* This book helps teachers of young children bring the innovative practices of the schools in Reggio Emilia, Italy to their classrooms. This resource presents the key tools that will allow teachers to transform their classrooms, including these: organization of time and space, documentation of children's work, observation and questioning, and attention to children's environments.



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