

# Additional Resources

## BOOKS

- Cadwell, L. (1997). *Bringing Reggio Emilia home: An innovative approach to early childhood education*. New York: Teachers College Press.
- Cadwell, L. (2002). *Bringing learning to life: The Reggio approach to early childhood education*. New York: Teachers College Press.
- Dahlberg, G., & Moss, P. (2005). *Ethics and politics in early childhood education*. London: Routledge.
- Dahlberg, G., Moss, P., & Pence, A. (1999). *Beyond quality in early childhood education and care: Postmodern perspectives*. London: Falmer Press.
- Edwards, C., Gandini, L., & Forman, G. (Eds.). (1993). *The hundred languages of children: The Reggio Emilia approach to early childhood education*. Norwood, NJ: Ablex.
- Edwards, C., Gandini, L., & Forman, G. (Eds.). (1998). *The hundred languages of children: The Reggio Emilia approach, advanced reflections* (2nd ed.). Greenwich, CT: Ablex.
- Edwards, C., & Rinaldi, C. (Eds.). (2009). *The diary of Laura: Perspectives on a Reggio Emilia diary*. St. Paul, MN: Redleaf Press.
- Fleet, A., Patterson, C., & Robertson, J. (Eds.). (2006). *Insights: Behind early childhood pedagogical documentation*. Castle Hill, Australia: Pademelon Press.
- Fraser, S. (2000). *Authentic childhood: Experiencing Reggio Emilia in the classroom*. Scarborough, Canada: Nelson Thomas Learning.
- Fu, V., Hill L., & Stremmel, A. (2001). *Teaching and learning: Collaborative exploration of the Reggio Emilia approach*. Upper Saddle River, NJ: Prentice Hall.
- Gandini, L., and Edwards, C. P. (Eds.). (2001). *Bambini: The Italian approach to infant/toddler care*. New York: Teachers College Press. (With accompanying video, available through Learning Materials Workshop.)

- Gandini, L., Etheredge, S., & Hill, L. (Eds.). (2008). *Insights and inspirations: Stories of teachers and children from North America*. Worcester, MA: Davis.
- Gandini, L., Hill, L., Cadwell, L., & Schwall, C. (Eds.). (2005). *In the spirit of the studio: Learning from the atelier of Reggio Emilia*. New York: Teachers College Press.
- Hall, E. L., & Rudkin, J. K. (2011). *Seen and heard: Children's rights in early childhood education*. New York: Teachers College Press.
- Hall, K., Horgan, M., Cunningham, D., Ridgway, A., & Murphy, R. (2010). *Loris Malaguzzi and the Reggio Emilia experience*. New York: Continuum International Group.
- Hendrick, J. (Ed.). (1997). *First steps toward teaching the Reggio way*. Upper Saddle River, NJ: Prentice Hall.
- Hendrick, J. (Ed.). (2003). *Next steps in teaching the Reggio way: Accepting the challenge to change* (2nd ed.). Upper Saddle River, NJ: Pearson Merrill/Prentice Hall.
- Hill, L., Stremmel, A., & Fu, V. (2005). *Teaching as inquiry: Rethinking curriculum in early childhood education*. Columbus, OH: Allyn and Bacon.
- Katz, L., & Cesarone, B. (Eds.). (1994). *Reflections on the Reggio Emilia approach*. Urbana, IL: ERIC Clearinghouse on Elementary and Early Childhood Education.
- Kinney, L., & Wharton, P. (2007). *An encounter with Reggio Emilia: Children's early learning made visible*. London: Routledge.
- Lewin, A. (2005). *Possible schools: The Reggio approach to urban education*. New York: Teachers College Press.
- Lewin, A. (2008). *Powerful children: Understanding how to teach and learn using the Reggio approach*. New York: Teachers College Press.
- Malaguzzi, L. (1995). *Volpino, last of the chicken thieves*. Bergamo, Italy: Edizioni Junior.
- Milliken, J. (2003). *Reflections: Reggio Emilia principles within Australian contexts*. Castle Hill, Australia: Pademelon Press.
- Pelo, A. (2007). *The language of art: Inquiry-based studio practices in early childhood settings*. St. Paul, MN: Redleaf Press.
- Rinaldi, C. (2006). *In dialogue with Reggio Emilia: Listening, researching and learning*. New York: Routledge.
- Scheinfeld, D. R., Haigh, K. M., & Scheinfeld, J. P. (2008). *We are all explorers: Learning and teaching with Reggio principles in urban settings*. New York: Teachers College Press.
- Smith, D., & Goldhaber, J. (2004). *Poking, pinching and pretending: Documenting toddlers' explorations with clay*. St. Paul, MN: Redleaf Press.
- Thornton, L., & Brunton, P. (2007). *Understanding the Reggio approach: Early years education in practice*. London: Routledge.
- Vecchi, V. (2010). *Art and creativity in Reggio Emilia: Exploring the role and potential of ateliers in early childhood education*. New York: Routledge.
- Wien, C. A. (2008). *Emergent curriculum in the primary classroom*. New York: Teachers College Press.

### BOOKS AND AUDIO-VISUAL MATERIALS FROM REGGIO CHILDREN

Many resources for educators are published by Reggio Children: International Center for the Defense and Promotion of the Rights of all Children, Reggio Emilia, Italy: [http://zero.sei.comune.re.it/inter/rc\\_publications.htm](http://zero.sei.comune.re.it/inter/rc_publications.htm).

They are also distributed by Learning Materials Workshop, Burlington, VT: <http://learningmaterialswork.com/index.php>.

### Audio-Visual Materials

- The Amusement Park for Birds* (1992). DVD.  
*A Message from Loris Malaguzzi* (1993). VHS.  
*Not Just Anyplace* (2008). DVD and VHS.  
*Landscapes* (2009). CD of slide images of infant-toddler centers and preschools.

### Books and Print Resources

- The hundred languages of children: Narrative of the possible* (catalog of “The Hundred Languages of Children” exhibit) (1987/1996/2005).  
*Children, spaces, relations: Metaproject for an environment for young children* (1998).  
*Everything has a shadow, except ants* (1999).  
*Brick by brick: The history of “XXV Aprile” People’s Nursery School of Villa Cella* (2000).  
*Reggio Tutta: A guide to the city by the children* (2000).  
*The future is a lovely day* (2001).  
*Making learning visible: Children as individual and group learners* (2001).  
*Along the levee road* (2002).  
*Theater curtain: The ring of transformations* (2002).  
*Charter of the City and Childhood Councils* (2003).  
*Children, art, artists: The expressive languages of children, the artistic language of Alberto Burri* (2004).  
*REMIDA Day muta . . . menti* (edited by the International Association Friends of Loris Malaguzzi) (2005).  
*Dialogues with places* (catalog of the exhibit) (2008).  
*The languages of food: Recipes, experiences and thoughts* (2008).  
*Browsing through ideas* (2009).  
*The black rubber column* (2009).  
*Indications Preschools and Infant-Toddler Centres of the Municipality of Reggio Emilia* (2010).  
*The Municipal Infant-Toddler Centers and Preschools of Reggio Emilia: Historical notes and general information* (2010/2000).  
*Bikes-lots: An educational, ecological, urbanistic project dedicated to the bicycle* (graphic design from the installation Bicitante [Bikes-lots]) (2011).  
*One city, many children: Memories of a present history* (catalog of the exhibit) (2011).  
*The wonder of learning: The hundred languages of children* (catalog of the exhibit) (2011).

### Books in the Unheard Voice of Children Series

- The fountains* (1995).  
*A journey into the rights of children* (1995).  
*Tenderness* (1995).  
*The little ones of silent movies* (1996).  
*Shoe and meter* (1997).  
*Advisories* (2002).

**Books in the Coriandoli Series**

*The park is . . .* (2008).

*We write shapes that look like a book* (2008).

**OTHER RESOURCES**

The North American Reggio Emilia Alliance (NAREA) contains much information on their website (<http://www.reggioalliance.org/index.php>) about resources for educators, including information about professional development resources and opportunities for educators interested in the Reggio Emilia philosophy of education. The **Innovations Periodical** pages include information on acquiring CDs of back issues as well as summaries of issues published since 2003 of NAREA's journal, *Innovations in Early Education: The International Reggio Exchange*. In the **Print & Video Resources** section, there is an Articles page and a Buy Now page that list recommended articles, book chapters, and books related to the Reggio Emilia philosophy. The **Schools & Organizations Map** includes information about NAREA member school, centers, universities, and programs in North America. The **Fundamental Workshops** and **Conferences & Initiatives** pages list professional development initiatives related to the Reggio Emilia philosophy in various contexts throughout North America. The **Study Groups** pages include information about opportunities for North American educators to participate in study tours to the municipal infant-toddler centers and preschools in Reggio Emilia, Italy. The **Related Links** page includes a growing list of professional organizations that may be of interest to early childhood educators and teacher educators.