

Contents

Acknowledgments	ix
About the Contributors	xi
Foreword	xiii
<i>Howard Gardner</i>	
Preface: Reggio: A City of Courtesy, Curiosity, and Imagination	xvii
<i>Jerome Bruner</i>	
Part I: Starting Points	
No Way. The Hundred is There.	2
<i>Loris Malaguzzi</i>	
1. Introduction: Background and Starting Points	5
<i>Carolyn Edwards, Lella Gandini, and George Forman</i>	
2. History, Ideas, and Basic Principles: An Interview with Loris Malaguzzi	27
<i>Lella Gandini</i>	
3. Malaguzzi's Story, Other Stories, and Respect for Children	73
<i>David Hawkins</i>	
4. Our Responsibility toward Young Children and toward Their Community	81
<i>Graziano Delrio</i>	

5.	Reggio Emilia: A Transforming City <i>Sandra Piccinini and Claudia Giudici</i>	89
6.	Micro-Project and Macro-Policy: Learning through Relationships <i>Peter Moss</i>	101
Part II: Teaching and Learning through Relationships		
7.	Parent Participation in the Governance of the Schools: An Interview with Sergio Spaggiari <i>Lella Gandini</i>	117
8.	The Pedagogical Coordinating Team and Professional Development <i>Paola Cagliari, Tiziana Filippini, Elena Giacomini, Simona Bonilauri, and Deanna Margini</i>	135
9.	Teacher and Learner, Partner and Guide: The Role of the Teacher <i>Carolyn Edwards</i>	147
10.	The Observant Teacher: Observation as a Reciprocal Tool of Professional Development: An Interview with Amelia Gambetti <i>Lella Gandini</i>	173
11.	The Inclusive Community <i>Ivana Soncini</i>	187
Interlude.	From Messages to Writing: Experiences in Literacy <i>Laura Rubizzi and Simona Bonilauri Describe Their Research</i>	213
Part III: Documentation as an Integrated Process of Observing, Reflecting, and Communicating		
12.	Pedagogical Documentation: A Practice for Negotiation and Democracy <i>Gunilla Dahlberg</i>	225
13.	The Pedagogy of Listening: The Listening Perspective from Reggio Emilia <i>Carlina Rinaldi</i>	233
14.	Negotiated Learning through Design, Documentation, and Discourse <i>George Forman and Brenda Fyfe</i>	247
15.	The Relationship between Documentation and Assessment <i>Brenda Fyfe</i>	273

Part IV: The Idea of the Hundred Languages of Children and Its Evolution

- | | | |
|-----|---|-----|
| 16. | Is Beauty a Way of Knowing?
<i>Margie Cooper</i> | 295 |
| 17. | The <i>Atelier</i> : A Conversation with Vea Vecchi
<i>Lella Gandini</i> | 303 |
| 18. | Connecting through Caring and Learning Spaces
<i>Lella Gandini</i> | 317 |
| 19. | The Use of Digital Media in Reggio Emilia
<i>George Forman</i> | 343 |
| 20. | The Loris Malaguzzi International Center
<i>Carlina Rinaldi and Sandra Piccinini</i> | 357 |

Part V: Conclusion

- | | | |
|-----|---|-----|
| 21. | Final Reflections and Guiding Strategies for Teaching
<i>Carolyn Edwards, Lella Gandini, and George Forman</i> | 365 |
|-----|---|-----|

- | | |
|--|-----|
| Glossary of Terms Used by Educators in Reggio Emilia | 379 |
| Additional Resources | 383 |
| Illustration Credits | 387 |
| Author Index | 393 |
| Subject Index | 397 |