

Contents

Foreword	<i>xi</i>	
Acknowledgments	<i>xiii</i>	
INTRODUCTION		1
My Experience in Reggio Emilia	2	
Barriers to Taking Reggio Home	3	
How to Use This Book	5	
Glossary	8	
CHAPTER 1: Vision		11
Your View of the Child	14	
The Image of the Child in Reggio Emilia	15	
Values in American Schools	17	
Take a Look at Your Practice	18	
Real-Life Examples	20	
Beginning the Change Process	21	
CHAPTER 2: Space and Environment		25
Space	26	
Reflecting on Your View of the Child	27	
Looking at Your Space	28	
Space in Reggio	29	
Creating Change in Reggio	32	
Examining Your Space	33	

Changing Your Space	34
<i>Ambiente</i> or Environment	34
Reflecting on Your View of the Child	36
Looking at Your <i>Ambiente</i>	37
<i>Ambiente</i> in Reggio	38
Environment as the Third Teacher	38
Continuity and Change	40
Public versus Private Space	41
Care and Cleaning	41
Revisiting Your <i>Ambiente</i>	42
Creating Change in Reggio	43
Changing Your <i>Ambiente</i>	44
Continuing to Think about Your <i>Ambiente</i>	45
CHAPTER 3: The Organization of Time	49
Reflecting on Your View of the Child	50
Looking at Time in Your Program	51
Time in Reggio Emilia	52
Pablo Neruda Scuola dell'Infanzia Typical Daily Schedule	52
Time in Italy	56
Wait Time	56
Time for Children to Make Their Own Connections	57
The Individual as Part of the Group	58
Looking at Your Approach to Time	60
Hypothetical Preschool Daily Schedule	61
Changing Your Schedule	62
CHAPTER 4: <i>Progettazione</i>	65
Revisiting Your Values: What Do Children Have a Right to Explore?	66
Looking at Your Current Curriculum	67
Curriculum in Reggio Emilia: <i>Progettazione</i>	68
Defining <i>Progettazione</i>	70
<i>Intento Progettuale</i> or Intended Projects	72
Environmental Projects	79
Daily Life Projects	80
Self-Managed Projects	81
Reflecting on Your Curriculum	82
<i>Progettazione</i> at Your School	83

Beginning a Project: Asking Questions and Wait Time	83
Developing the Project Idea	87
Carrying Out the Project	88
Documenting the Project	89
Walking through a Sample Project	89
Thinking about Projects in Your Program	91
Environmental Projects	92
Daily Life Projects	92
Self-Managed Projects	92
CHAPTER 5: Observation and Documentation	97
What Is Documentation?	98
The Foundation of Documentation: Observation	100
Making Observation an Everyday Practice	104
Why Document Children's Work?	106
The Uses of Documentation	107
Types of Documentation	108
Everyday Life	108
Products of <i>Progettazione</i>	109
Works in Progress	109
<i>Intento progettuale</i>	109
Looking at Your Program	111
Methods of Documenting	112
<i>Segnalibro</i>	113
Four-Year-Olds' Painting Project	114
Tools for Documentation	115
Using Documentation	116
Creating Documentation Panels in the United States	117
Refining Your Documentation over Time	120
CHAPTER 6: Families	123
Revisiting Your Values: What Is the Role of Families in Education?	124
Values about Parents in Reggio	125
Looking at Your Program: Parent Participation	130
Parent Participation in Reggio Emilia	131
Creating Change in Your Program: Getting Families inside the Story	133
Index	139