

Reggio Emilia– Inspired Pedagogies of Listening and Inclusion: Advancing Children's Rights

Marisa Galliano Macy

 <https://orcid.org/0000-0002-4676-9865>

University of Wyoming, USA

Emer Ring

 <https://orcid.org/0000-0001-8459-8625>

Mary Immaculate College, Ireland

Alessandra Landini

 <https://orcid.org/0000-0001-5954-6030>

*I.C. A. Manzoni, Italy & University of Modena and Reggio
Emilia, Italy*

Table of Contents

Foreword	xvi
Preface	xxi
Acknowledgment	xxxii
 Chapter 1	
Pedagogical Listening: Asserting Children’s Rights and Belonging Through Children and Adults Co-Constructing Curriculum.....	1
<i>Merril Miceli, University of Massachusetts, Boston, USA</i>	
<i>Mona M. Abo-Zena, University of Massachusetts, Boston, USA</i>	
<i>Isabela Garcia Senent, Universidad Camilo José Cela, Spain</i>	
 Chapter 2	
Inclusive by Design: Project Work in Reggio-Inspired Classrooms.....	25
<i>Juli Lull Pool, Boise State University, USA</i>	
<i>Taira Lee Guerrero, Foothills School of Arts and Sciences, USA</i>	
 Chapter 3	
Embedding a Pedagogy of Listening When Working With Infants and Toddlers	53
<i>Mary Moloney, Mary Immaculate College, Ireland</i>	
<i>Jennifer Pope, Mary Immaculate College, Ireland</i>	
 Chapter 4	
Appreciating the Role of the Physical Environment in Facilitating the Participation and Inclusion of All Children	83
<i>Mai Burke-Hayes, Mary Immaculate College, Limerick, Ireland</i>	

Chapter 5

Beyond Children's Rights and Participation in Reggio Emilia: A “Diffused Pedagogical Eco-System” at Local and International Level..... 105

*Alessandra Landini, Comprehensive School Institution “A. Manzoni”,
Reggio Emilia, Italy & University of Modena and Reggio Emilia,
Italy*

*Nando Rinaldi, Istituzione of Infant-Toddler Centres and Preschools of
the Municipality of Reggio Emilia, Italy*

*Claudia Giudici, Guarantor for Childhood and Adolescence (Emilia-
Romagna Region), Italy*

Chapter 6

The Significance of Pedagogical Documentation in Reggio Emilia-Inspired Preschools 129

Nur Alacam, Ondokuz Mayıs University, Turkey

Chapter 7

Advancing Equity Through the Reggio Emilia Approach 155

*Kimberlee Telford, Buffett Early Childhood Institute, University of
Nebraska, USA*

Chapter 8

Reggio Emilia in Practice: Enhancing Inclusion for Neuro-Diverse Learners in Early Childhood Education..... 183

Daniel Lupiya Mpolomoka, Unicaf University, Zambia

Chapter 9

Speaking in a Hundred Languages: Amplifying Student Voice Through the Reggio Emilia Approach..... 205

Maurice Harmon, Mary Immaculate College, Ireland

Chapter 10

The Right to an Amiable Space: Re-Designing Prison Family-Visit Spaces Through the Reggio Approach..... 227

Lorenzo Manera, University of Modena and Reggio Emilia, Italy

Valentina Conte, Fondazione Reggio Children, Italy

*Daniela Lanzi, Infant and Toddler Centers of the Municipality of Reggio
Emilia, Italy*

Chapter 11

Planning as a Pedagogy of Listening: Realising Children's Right to
Participation in Urban Public Space Through a Reggio-Inspired Lens 251

Lekgolo Caroline Mayatula, University of Johannesburg, South Africa

George Okechukwu Onatu, University of Johannesburg, South Africa

*Thulisile Ncamsile Mphambukeli, University of Johannesburg, South
Africa*

Chapter 12

Children's Rights-Based Framework in Teacher Education: The Reggio
Emilia Approach Workshops 287

Gamze Bilir Seyhan, Ege University, Turkey

Compilation of References 313

About the Contributors 355

Index..... 363

Preface

HEART-MAPPED PEDAGOGIES IN DIALOGUE WITH THE RIGHT TO EARLY CHILDHOOD EDUCATION

In a world with many routes, how can we realize the rights of children? Reflection and direction are required for a worthwhile journey. Heart-mapped pedagogies provoke ideas for complicated and ever-changing landscapes. Our inspiration for the concept of heart-mapped pedagogies comes from Carlina Rinaldi's writings and her fundamental belief that:

Exchange, listening and sharing feelings and emotions is an essential part of our dialogue with children, who are so different from us, but really capable of understanding – especially when they are very young – the ‘reasons of the heart’ (Rinaldi, 2021, p. 65).

In this way, *Reggio Emilia-Inspired Pedagogies of Listening and Inclusion: Advancing Children's Rights* together with the other volume in this series: *Realizing Children's Rights in a Global Context: Glocalization of the Reggio Emilia Experience*, are regarded as compasses that guide readers in looking to examine babies', toddlers' and young children's access to, and participation in early childhood education through a rights-based lens that acknowledges both 'the reasons of the heart' and the United Nations' [UN] articulated commitment to rights across its international treaties must be omnipresent (UN, 1989; 2006; Ring and O'Sullivan, 2025).

Worldwide uncertainty and precariousness mark the timing of this publication. Similar to the historical context, described by the pedagogue Loris Malaguzzi following World War II as, "violently topsy-turvy" (Gandini, 2011, p. 27), contemporary childhoods are shaped by global challenges that all too frequently are characterized by: inequality, poverty, homelessness, displacement, environmental crises, conflict and wars and the enduring effects of the COVID-19 pandemic (Ring et al., 2022; O'Sullivan and Ring, 2026). Alongside these realities, research underscores the

positive impact of high-quality early childhood education leading to the ongoing demand for universal access for all children (Heckman, 2011; Heckman & Karapakula, 2019). Access to high-quality early childhood education as a right for all children continues to be eroded and its well-documented multi-generational down-stream benefits denied to a whole cohort of children globally. Even in countries where early childhood systems have been embedded for generations, access to high-quality experiences are inconsistent with Friedman-Krauss et al. (2021) reporting that 40% of children in the US were enrolled in early childhood settings where the quality was identified as low and requiring reform. Each child's right to high-quality early childhood education warrants questioning and consideration.

During this time of upheaval and unpredictability, the Reggio Emilia inspired pedagogies of listening and inclusion recounted by the authors of this volume offer policymakers and educators across the globe an opportunity to recalibrate and reposition children's right to education at the center of policy and practice. Through its focus on a pedagogy of listening and inclusion, the Reggio Emilia experience reminds us of our responsibility as educators and the limitless possibilities for children and families when we take these responsibilities seriously (Landini & Colacino, 2023). Similar to the other volume in this series, the target audience for the book includes, but is not limited to: (a) educators and interdisciplinary professionals already in the workforce, (b) pre-service professionals who are in college and school settings, (c) academics from institutions of higher education (e.g., community colleges and universities), and (d) policy makers.

HOW TO USE THIS BOOK TO ENGAGE WITH HEART-MAPPED PEDAGOGIES IN DIALOGUE WITH THE RIGHT TO EARLY CHILDHOOD EDUCATION

Against the current backdrop to the lives of babies, toddlers, and young children in these times, the twelve chapters in this book collectively advance a central premise: (a) children are not passive recipients of care and education, (b) children are active protagonists in their own lives, and (c) children are endowed with rights, agency, and voice. Drawing inspiration from the Reggio Emilia philosophy, contributors explore how pedagogies of listening and inclusion can serve as transformative practices for realizing these rights in diverse contexts. The emphasis on listening extends beyond hearing words to an ethical and relational stance that recognizes children's multiple forms of expression and positions educators as co-learners in the construction of knowledge.

Across the volume, a set of interwoven themes emerges that position babies, toddlers and young children as active participants within social, political, and natural

environments. Equitable access to meaningful early childhood education is examined together with how inclusion can be authentically enacted for children with a plurality of identities, abilities, and experiences. Through a Reggio Emilia-inspired lens, pedagogical, relational and ecological systems that connect children, families, educators, and communities in the shared work of upholding rights are rendered visible. Central to this vision is the pivotal role of those who work with, and for babies, toddlers and young children and the imperative that their professionalism is acknowledged, valued, and duly recompensed.

The chapters that follow bring these ideas to life in rich and varied ways can be read both individually and collectively. As with *Realizing Children's Rights in a Global Context: Glocalization of the Reggio Emilia Experience*, this volume may be used as a compass to navigate babies', toddlers', and young children's rights across the multiple layers of the unique ecosystem that each child inhabits. The combined authorship for *Realizing Children's Rights in a Global Context: Glocalization of the Reggio Emilia Experience* and this volume includes four authors from Africa, two from Canada, one from India, six from Ireland, fourteen from Italy, one from Spain, three from Turkey, and twelve from the USA. Authors' locations on the map include:

Figure 1. World map



- Bengaluru, India
- Boise, Idaho, USA
- Bornova, Turkey
- Boston, Massachusetts, USA
- Huntsville, Texas, USA
- Johannesburg, South Africa
- Kingston, Ontario, Canada
- Laramie, Wyoming, USA
- Limerick, Ireland
- Lincoln, Nebraska, USA

- Madrid, Spain
- Omaha, Nebraska, USA
- Orlando, Florida, USA
- Reggio Emilia, Italy
- Samsun, Turkey
- San Miniato, Italy
- Toronto, Ontario, Canada
- West Bengal, India
- Zambia, Africa

In this rich international context, pedagogical listening as a means of asserting babies', toddlers', and young children's rights and belonging are interrogated together with illustrations of how curriculum can be co-constructed through meaningful and authentic engagement with children's voices. The empowering potential of inclusive project work, relational pedagogies, and rich social, temporal and physical environments for the learning and developing of babies, toddlers, and young children are considered. Contributors also present opportunities for the reader to reflect on broader systems and contexts, from diffused pedagogical ecosystems and equity-driven practices to inclusive approaches for neurodiverse learners and the central importance of pedagogical documentation in defining, steering and enriching children's experiences.

CHAPTER OVERVIEWS

Chapter 1: “Pedagogical Listening: Asserting Children’s Rights and Belonging through Children and Adults Co-constructing Curriculum”

Merril Miceli, Mona M. Abo-Zena, and Isabela Garcia Senent remind us that child voice remains central to participatory rights in childhood, meaning that children should be actively involved in decisions that affect them, and their views should be considered and acted upon. The chapter offer a reflexive visual “narration” on the complexity of pedagogical listening and its potential for asserting children's rights and belonging. In considering the benefits of adults and children co-constructing curriculum, the chapter simultaneously highlights ways in which the translation of the Reggio Emilia philosophy varies, particularly in the United States.

Chapter 2: “Inclusive by Design: Project Work in Reggio-Inspired Classrooms”

Juli Lull Pool and Taira Lee Guerrero examine how an inclusive project works to foster a culture of belonging where each child’s contributions are recognized as essential, and pedagogy is aligned with the broader goals of social justice in education. The application of the Reggio-inspired approach to meeting the needs of children with diverse learning profiles is considered and probed. Throughout the chapter, the authors provide examples of how the project’s concepts and strategies take shape in practice, particularly within an inclusive, Reggio-inspired setting that displays a commitment to honoring individual voices and deep, equitable participation.

Chapter 3: “Embedding a Pedagogy of Listening when Working with Infants and Toddlers”

Mary Moloney and Jennifer Pope share two fundamental concepts that are deeply interrelated and derive from the Reggio Philosophy, namely: a pedagogy of listening and a slow relational pedagogy. Focusing specifically on the participatory rights of infants and toddlers, the chapter argues that this way of being and working with infants and toddlers. The authors call for a pedagogy of listening, which goes beyond using our ears to a relational pedagogy involving slowing down, being attuned to all the communicative cues of infants and toddlers, and being present in the moment with them.

Chapter 4: “Appreciating the Role of the Environment in Facilitating the Participation and Inclusion of All Children”

Mai Burke-Hayes writes about the role of the physical early learning environment in facilitating and promoting the inclusion and participation of all children in Reggio-inspired contexts. The contribution of the environment for children's learning and development is addressed, focusing on three main aspects related to the: (a) social environment, (b) temporal environment, and (c) physical environment. Universal Design Guidelines for Early Learning and Care Settings developed in the Irish context are discussed, and their potential to support the inclusion and participation of all children explored.

Chapter 5: “Beyond Children's Rights and Participation in Reggio Emilia: A ‘Diffused Pedagogical EcoSystem’ at Local and International Level”

Alessandra Landini, Nando Rinaldi, and Claudia Giudici examine a dual interconnected theme within the Reggio Children approach: children’s rights and democratic participation. The chapter explores how the best inclusive practices and the civic commitments of different subjects, relate to these themes and have been developed over the years in the Reggio Emilia context. An ecosystem can enhance the effective and lasting realization of children's rights to access, participate in, and benefit from high-quality early childhood education. Through the lens of the metaphor of a Diffused Pedagogical Ecosystem, the chapter articulates a renewed drive for dialogue about childhood’s rights in the concreteness and generativity of social bodies, relations, agency and daily encounters.

Chapter 6: “The Significance of Pedagogical Documentation in Reggio Emilia-Inspired Preschools”

Nur Alacam identifies the image of the child as competent, capable and strong as one of the core ideas of the Reggio Emilia philosophy. Focusing on the process of documentation, the chapter considers the importance of evidencing how children learn during their early childhood experience. The role of the educator as a facilitator for children’s exploration and a guide for their experiences is highlighted. Exploring the possibilities inherent in the multiple ways documentation makes children’s thinking, learning, and development visible, the author takes the reader on a discovery voyage of the power of documentation.

Chapter 7: “Advancing Equity Through the Reggio Emilia Approach”

Kimberlee Telford examines how the Reggio Emilia approach offers a powerful, justice-centered framework for advancing equity in early childhood education. In positioning equity as more than fairness, framing it instead as systemic, justice-oriented work, the chapter explores how Reggio-inspired practices can disrupt entrenched inequities related to race, language, ability, gender diversity, family structure, and socioeconomic status. Ultimately, the author advocates for a Reggio-inspired approach that is interpreted through an inclusive and justice-oriented outlook that can drive systemic transformation in early childhood education.

Chapter 8: “Reggio Emilia in Practice: Enhancing Inclusion for Neurodiverse Learners in Early Childhood Education”

Daniel Mpolomoka shares the findings of a study that considered the potential of Reggio Emilia inspired practices for supporting the inclusion of neurodiverse learners in early childhood education. The findings of the study confirm the central role of teacher education, flexible learning environments, play-based and child-centered learning in sustaining inclusive experiences for young children. The author concludes that Reggio Emilia principles can enrich inclusive early childhood education in practice, irrespective of the systemic challenges associated with different contexts.

Chapter 9: “Speaking in a Hundred Languages: Amplifying Student Voice through Reggio Emilia Approaches”

Maurice Harmon locates child voices within the overall theme of children’s rights and discusses its alignment with the Reggio Emilia philosophy of early childhood education. Drawing on the poetry of Loris Malaguzzi as a foundation for honoring each child’s right to be heard, the concept that each child has infinite ways of expression is investigated and the implications for realizing this concept in practice for children are identified. Grounded in an image of the child as capable and agentic, the approach reframes listening as an ethical practice that requires educators to observe, document, and interpret diverse expressions with care.

Chapter 10: “Re-designing Prison Family-Visit Spaces through the Reggio Emilia Approach to Realise Children’s Rights”

Lorenzo Manera, Valentina Conte, and Daniela Lanzi explore the contribution of inclusive design that acknowledges the right of the child to have family ties maintained in accordance with the provisions of the UNCRC (UN, 1989). This chapter describes how the Reggio Emilia principle of the role of the environment as the third-educator can be applied in underrepresented and restricted settings such as prisons. The project aimed to transform sterile, surveillance-oriented spaces into environments that nurture family relationships, allowing children and parents to engage in meaningful play and communication.

Chapter 11: “Planning as a Pedagogy of Listening: Realising Children’s Right to Participation in Urban Public Space through a Reggio-Inspired Lens”

Lekgolo Caroline Mayatula, George Onatu, and Thulisile Mphambukeli focus on the application of the Reggio-inspired principles of a pedagogy of listening; the image of the child as a capable citizen and the hundred languages of children to realizing children’s rights in the built environment. The authors suggest that adopting this perspective positions children as active participants in constructing and inhabiting these spaces. Through two case studies conducted in Johannesburg, the chapter critically assesses the extent to which planning processes uphold Article 12 of the UNCRC (UN, 1989) and align with Reggio Emilia’s view of the child as a co-constructor of knowledge and meaning.

Chapter 12: “Children’s Rights-Based Framework in Teacher Education - The Reggio Emilia Approach Workshops”

Gamze Bilir-Seyhan explores how the children’s rights-based focus of Reggio Emilia can be integrated into teacher education programs. The author describes a program for prospective teachers that provided them with structured opportunities to engage with key components backed by a Reggio-inspired philosophy. Through a model of peer-learning, participants were supported to apply these components to their own specific contexts. Findings suggest that the process of collaboration and discussion enabled participants to gain a deeper understanding of the application of the philosophy to their own specific contexts.

CONCLUSION

Voices from multiple disciplines and across several continents are based on our international collaboration on writing this book and our other volume entitled, *Realizing Children’s Rights in a Global Context: Glocalization of the Reggio Emilia Experience*. Diverse perspectives shape our shared commitment to advancing the rights of children to an early childhood education. We acknowledge differences that influence how these rights are recognized and implemented in social, cultural, and systemic ways. The book invites readers to seriously consider how these ideas might be interpreted into their own contexts. This volume, like a compass, is not intended to offer a single destination or definitive resolution. Rather it is meant to

offer practical and thought-provoking ideas for the reader to reflect upon, as well as organizing principles for the journey ahead.

This book is an invitation and a call to action. We invite readers to reflect and listen more deeply to children, their families, and communities and recognize that listening is always the starting point for inclusion foundation (Landini & Macy, 2025; O’Sullivan & Ring, 2023; Rinaldi, 2012; Rinaldi 2021). Both volumes in this series call on policymakers and those who work for, and with children to reimagine roles, challenge inequity and work together to create sustainable systems that honor the dignity, potential, and rights of each child (Edwards et al., 2012; Ring, 2018). In navigating this journey together, may this book serve as a meaningful guide that supports sustainable transformations and reflection on heart-mapped pedagogies in dialogue with the right to early childhood education.

Marisa Galliano Macy

University of Wyoming, USA

Emer Ring

Mary Immaculate College, Limerick, Ireland

Alessandra Landini

I.C. A. Manzoni, Italy & University of Modena and Reggio Emilia, Italy

REFERENCES

- Edwards, C., Gandini, L., & Forman, G. (Eds.). (2012). *The hundred languages of children: The Reggio Emilia experience in transformation* (3rd ed.). Praeger.
- Friedman-Krauss, A. H., Barnett, W. S., Garver, K. A., Hodges, K. S., Weisenfeld, G. G., & Gardiner, B. A. (2021). *The state of preschool 2020: State preschool yearbook*. National Institute for Early Education Research.
- Gandini, L. (2011) History, ideas and basic principles: An interview with Loris Malaguzzi. In C. Edwards, L. Gandini, & G. Forman (Eds.), *The hundred languages of children: The Reggio Emilia experience in transformation* (3rd ed., pp. 27-71). Praeger.
- Heckman, J. J. (2011). The economics of inequality: The value of early childhood education. *American Educator*, 35(1), 31.
- Heckman, J. J., & Karapakula, G. (2019). *Intergenerational and intragenerational externalities of the Perry Preschool Project* (No. w25889). National Bureau of Economic Research.
- Landini, A., & Colacino, M. (2023). Inclusion and policies for the enhancement of the individual: From the international perspective to the context of the city of Reggio Emilia. In *Annali online della Didattica e della Formazione Docente*, 15(25), 117-131.
- Landini, A., & Macy, M. (2025). Early childhood inclusion in Italy. *Infants and Young Children*, 38(4), 322–333. DOI: 10.1097/IYC.0000000000000302
- O’Sullivan, L., & Ring, E. (2023). On the path to developing a high-quality inclusive preschool system in the Irish context: Outcomes from a systemic focus on structural and process quality dimensions. In Şenol, H. (Ed.), *Recent perspectives on preschool education and care*. IntechOpen. DOI: 10.5772/intechopen.113764
- O’Sullivan, L., & Ring, E. (2026). *Play from the inside out: Theory, research and practice perspectives*. Peter Lang.
- Rinaldi, C. (2012). The pedagogy of listening: The listening perspective from Reggio Emilia. In C. Edwards, L. Gandini, & G. Forman (Eds.), *The hundred languages of children: The Reggio Emilia experience in transformation* (3rd ed., pp.233-246). Praeger.
- Rinaldi, C. (2021). *In dialogue with Reggio Emilia* (2nd ed.). Routledge. DOI: 10.4324/9780367854539

Ring, E. (2018). Harnessing the Reggio Emilia concept of the environment as the ‘third teacher’ for children with autism spectrum difference. In E. Ring, P. Daly, and E. Wall, E. (Eds.), *Autism from the inside out: Signposts for parents, early childhood, primary, post-primary and special school settings* (pp. 181-198). Peter Lang.

Ring, E., & O’Sullivan, L. (2025). *Play, learning and teaching in a redeveloped primary curriculum*. National Council for Curriculum and Assessment. <https://ncca.ie/en/resources/play-learning-and-teaching-in-a-redeveloped-primary-curriculum/>

Ring, E., O’Sullivan, L., & Harmon, M. (2022). The concept of the child, pedagogy, curriculum and accountability in early childhood education for a post-covid 19 world: Insights from Dewey’s philosophy. In J. Ávila, A.G. Rud, L. Waks, & E. Ring (Eds.), *The contemporary relevance of John Dewey’s theories on teaching and learning: Deweyan perspectives on standardization, accountability, and assessment in education* (pp. 284-298). Routledge.

United Nations. (1989). *Convention on the rights of the child*. <https://www.ohchr.org/sites/default/files/crc.pdf>

United Nations. (2006). *Convention on the rights of persons with disabilities*. https://treaties.un.org/doc/Publication/CTC/Ch_IV_15.pdf

Chapter 1

Pedagogical Listening: Asserting Children's Rights and Belonging Through Children and Adults Co- Constructing Curriculum

Merril Miceli

 <http://orcid.org/0009-0007-7081-8106>

University of Massachusetts, Boston, USA

Mona M. Abo-Zena

 <http://orcid.org/0000-0001-9545-4731>

University of Massachusetts, Boston, USA

Isabela Garcia Senent

 <http://orcid.org/0000-0002-2931-931X>

Universidad Camilo José Cela, Spain

ABSTRACT

Principles of belonging and participation are critical components of a healthy society, and the Reggio Emilia philosophy illuminates how early childhood settings can uplift children as fully participating community members through the education processes articulated within it, such as pedagogical listening and an emergent curriculum. Vignettes are used to illustrate how the Reggio Emilia philosophy supports children's community membership and participation. The chapter also highlights the ways in which the historical foundation of the Reggio Emilia philosophy, rooted in democratic and egalitarian ideals, has become fractured in the United States, where it is often reserved for economically advantaged families. Increased focus on standardized testing and curriculum limits access to humanizing approaches of

DOI: 10.4018/979-8-2600-1258-1.ch001

teaching and learning that center pedagogical listening. We conclude by outlining how Reggio Emilia experiences impact practice and policy across contexts in support of the rights of children and enhancing communities locally and globally.

INTRODUCTION

The Reggio Emilia philosophy, and more specifically the pedagogy of listening, guides educators to partner with children in co-constructing an emergent curriculum, highlighting ways to secure children's rights through their participation in interconnected local and global contexts. Accordingly, early childhood programs play an important role in cultivating places of belonging, where children can fully participate as community members and develop skills to support their roles as local and global citizens. Despite its transformative potential, there is wide variation in access to Reggio experiences across early childhood settings, particularly in highly stratified social contexts. This chapter explores the potential of Reggio Emilia experiences, attending to the education processes that uplift children's participation and highlighting how access to this educational approach varies, particularly in the United States. The chapter utilizes a review of literature and vignettes to illustrate key considerations and their implications for research, policy, and practice.

POSITIONALITY AND REFLEXIVITY

Acknowledging our settler embodiment in U.S. lands, we are three cisgender women committed to equity and centering children and their rights in our varied personal-professional roles. We reflect on how our intersecting identities inform our practice (e.g., White, U.S. citizen, early childhood educator, and doctoral student; Muslim, immigrant-origin Arab faculty in early education; immigrant from Spain who built a family and professional life in the U.S., navigating gratitude and belonging across lands). We developed our engagement with Reggio experiences as operationalized commitments to humanizing, anti-oppression educational work that centers children and engages all their grown ups as integrated within community and natural contexts (e.g., as a new early childhood educator first encountering research from Project Zero and engaging in self-study of Reggio Emilia philosophy and approach; as a caregiver observing her own child and classmates enthralled in learning in a Reggio classroom; as a preschool teacher in a Reggio-inspired school, later supporting professional development around the approach and now inspiring future teachers at the university). Our ongoing self and collective reflexivity includes

Chapter 2

Inclusive by Design: Project Work in Reggio– Inspired Classrooms

Juli Lull Pool

 <http://orcid.org/0000-0003-0401-5704>

Boise State University, USA

Taira Lee Guerrero

Foothills School of Arts and Sciences, USA

ABSTRACT

This chapter examines how Reggio-inspired early childhood classrooms can operationalize children's pedagogical rights through inclusive project design. Grounded in the principles of the “hundred languages,” environment as third teacher, collaboration, and emergent curriculum, it bridges Reggio Emilia philosophy with NAEYC's Developmentally Appropriate Practice and DEC Recommended Practices. Through two in-depth case studies—the Flower Shop and Culinary Wonders projects—it illustrates how co-constructed inquiry, multimodal expression, family partnerships, and intentional adaptations create equitable participation for diverse learners. The analysis positions inclusion not as accommodation, but as a rights-based design commitment embedded in curriculum, assessment, and community engagement.

INTRODUCTION

“The child has a hundred languages, a hundred hands, a hundred thoughts, a hundred ways of thinking, of playing, of speaking” (Edwards et al., 2012). These words, often cited as the poetic heart of the Reggio Emilia philosophy, capture the deep respect for children's capabilities and the many ways they express themselves

DOI: 10.4018/979-8-2600-1258-1.ch002

and make meaning—an image of childhood that carries important implications for how educators design inclusive learning environments. The Reggio Emilia approach to early childhood education is internationally recognized for its image of the child as competent and curious, and for its emphasis on emergent curriculum and documentation (Edwards et al., 2012; Rinaldi, 2006). At its foundation, Reggio-inspired practice is guided by the conviction that all children have the right to access meaningful, intellectually rich, and socially connected learning experiences (Malaguzzi, 1994). This rights-based understanding invites educators to look beyond individual accommodations toward deeper questions about classroom culture and curriculum. When educators honor children’s right to participate, they must also examine whose ideas shape project directions, whose ways of communicating are most valued, and whose knowledge is positioned as expertise. In inclusive project work, children bring diverse strengths—observational skills, cultural knowledge, alternative communication methods, and creative problem-solving strategies—that can transform learning for the entire community when educators intentionally create space for these contributions to flourish.

The National Association for the Education of Young Children’s Developmentally Appropriate Practice framework and the Division for Early Childhood Recommended Practices both emphasize the design of environments that support access, participation, and belonging for diverse learners (DEC, 2014; NAEYC, 2020). Earlier work by these organizations emphasizes that high-quality early childhood programs must create environments that support full participation and belonging for all children (Division for Early Childhood [DEC] & National Association for the Education of Young Children [NAEYC], 2009). When considered alongside the Reggio Emilia philosophy—with its emphasis on child agency, collaboration, and the pedagogical role of the environment—these frameworks reveal shared commitments to equity, participation, and inclusion as core principles rather than supplemental considerations. From this perspective, inclusive education is not an optional extension of Reggio-inspired practice but a fundamental expression of its values. Loris Malaguzzi, founder of the Reggio Emilia approach, believed that nothing in school should happen without joy (Gandini, 2011). Joy, however, is not merely a feeling of pleasure; it is rooted in belonging, connection, and recognition. When children are welcomed as contributors and their differences are recognized as valuable contributors to learning, joy and equity become inseparable.

Grounded in this understanding, the following discussion illustrates how Reggio Emilia principles can be intentionally designed to support inclusive early childhood environments through two detailed case studies: the *Flower Shop Project* and the *Culinary Wonders Cooking Project*. While existing literature often explores Reggio philosophy and inclusive education as related but distinct areas, the discussion that follows bridges these domains by showing how inclusion can be embedded

Chapter 3

Embedding a Pedagogy of Listening When Working With Infants and Toddlers

Mary Moloney

 <http://orcid.org/0000-0002-1395-452X>

Mary Immaculate College, Ireland

Jennifer Pope

Mary Immaculate College, Ireland

ABSTRACT

Child voice is central to participatory rights in childhood (UNCRC, 1989 Article 12). This chapter focuses on the participatory rights of infants and toddlers in early childhood education and care (ECEC) settings. From the beginning, children demonstrate that they have a voice, know how to listen and want to be listened to (Rinaldi, 2006). This chapter interrogates the concept of voice, asking what it is, how it is conceptualized, understood and enacted when working with infants and toddlers? Drawing on the Reggio philosophy, it proposes two pedagogies: slow relational pedagogy and a pedagogy of listening as essential to infants and toddlers exercising their rights within ECEC contexts. The chapter introduces the NOD framework (Moloney et al., 2025), and the concept of REA-Listening (responsive, empathetic authentic listening). Finally, the chapter provides strategies to help educators embed a pedagogy of listening into everyday care practices with infants and toddlers.

DOI: 10.4018/979-8-2600-1258-1.ch003

INTRODUCTION

The UN Convention on the Rights of the Child (UNCRC, 1989), a major international human rights treaty embodies the idea that every child should be recognised, respected and protected as a rights holder and, as a unique and valuable human being, from birth. Consequently, children's rights, and in particular, their right to be heard and taken seriously (Article 12) is ubiquitous, permeating educational policy and practice, internationally. As such, child voice is central to participatory rights in childhood, meaning that children should be actively involved in decisions that affect them, and their views should be considered and acted upon (Article 12). The UNCRC (Article 12.1) stresses, that as rights holders, even the youngest children are entitled to express their views and feelings, which 'should be anchored in the child's daily life at home...and in his or her community; within the full range of early childhood health, care and education facilities...' (UN. Committee on the Rights of the Child, General Comment no. 7, 2005, para 14 (b)).

This chapter, which focuses specifically upon the participatory rights of infants and toddlers, i.e., children from birth to three years, argues that providing opportunities for infants and toddlers to express their voice, to listen and be listened to is vital to the exercise of their participatory rights, and to their holistic learning and development (Moloney, Skehill and Pope, 2025). Although it is widely acknowledged that 'voice' is not simply about verbal communication, educators may not fully conceptualise, appreciate, recognise or respond to the multitude of infants' and toddlers' non-verbal cues: cooing, babbling, laughing, crying, touching, reaching, pointing, facial expressions, and a myriad of other expression modes.

Rather than waiting for oral language to emerge, educators who embrace a pedagogy of listening recognise that infants and toddlers are constantly communicating through their actions, expressions, and behaviours. They understand that listening is not passive but an active, intentional practice (Rinaldi, 2001; 2006), that moves beyond hearing words to responding to them (Carter and Grimmer, 2025) and to **Respecting, Empathizing with, Authenticating and Listening (REA-Listening)** to all infant's and toddler's expression modes. It requires presence, patience, and genuine curiosity about the child's inner world, and being open to the endless possibilities that emerge through child voice. It involves **REA-Listening**.

For many children, the early childhood setting is the first context outside of the family unit, where they exercise their participatory rights. This chapter explores the concept of **REA-Listening** in practice when working with infants and toddlers. In doing so, it interrogates the concept of voice, asking what it is, how it is conceptualised, understood, authentically listened to and enacted when working with infants and toddlers. It draws on the work of Loris Malaguzzi to further probe the relationship between the image of the young child as held by educators and how

Chapter 4

Appreciating the Role of the Physical Environment in Facilitating the Participation and Inclusion of All Children

Mai Burke-Hayes

 <http://orcid.org/0000-0001-5371-4320>

Mary Immaculate College, Limerick, Ireland

ABSTRACT

This chapter emphasises the role of the physical early learning environment in facilitating and promoting the inclusion and participation of all children using the Reggio Emilia Approach. It encourages readers to consider the potential of the environment for children's learning and development. This chapter focuses on three related concerns. The first concern discusses the role of the environment, and the view of the environment as a space for play, interaction and learning. It is widely understood that along with the children and adults in the setting, the environment is viewed as the third teacher. The second concern explores children's right to have their perspective on their environment acknowledged, valued, and acted upon. The concluding section of the chapter introduces the concept of Universal Design Guidelines for Early Learning and Care Settings and makes connections between the guidelines and Reggio Emilia philosophy.

DOI: 10.4018/979-8-2600-1258-1.ch004

Copyright © 2026, IGI Global Scientific Publishing. Copying or distributing in print or electronic forms without written permission of IGI Global Scientific Publishing is prohibited. Use of this chapter to train generative artificial intelligence (AI) technologies is expressly prohibited. The publisher reserves all rights to license its use for generative AI training and machine learning model development.

INTRODUCTION

The mission of this chapter is to emphasise the role of the physical early learning environment in facilitating and promoting the inclusion and participation of all children using the Reggio Emilia Approach. This chapter encourages the consideration of the potential of the environment for children's learning and development. Three different but related areas or concerns, including the role of the environment in the Reggio Emilia Approach as a space for play and learning, children's perspectives on their environment, and bringing Universal Design Guidelines for Early Learning and Care Settings together with Reggio Emilia perspectives are discussed. It is important to note that this chapter is founded on a conceptual synthesis based on existing research, policy documents, and guidelines rather than new empirical data.

Early Learning and Care (ELC) spaces can be divided into three groups of characteristics; the social environment, the temporal environment, and the physical environment (Zentall, 1983). The social environment refers to spaces where children feel a sense of belonging and safety due to the positive relationships with others. The temporal environment refers to responsive routines, and a range of pedagogical strategies and approaches. The physical environment refers to both indoor and outdoor spaces that have been designed to allow for appropriate challenge, active engagement in experiences, include the voice of the child, and multi-sensory stimulation (Fluckiger et al., 2015). Malaguzzi (1993) valued the role of all the characteristics of the environment, however this chapter focuses on the power and potential of the physical environment.

THE ROLE OF THE ENVIRONMENT AS PLAY SPACES THAT PROVIDE OPPORTUNITIES FOR PEER INTERACTION AND LEARNING IN THE REGGIO EMILIA APPROACH

The first concern of the chapter is the role of the environment in the Reggio Emilia approach, and the view of the ELC environment as uniquely positioned to provide opportunities as a space for play, interaction and learning. It is widely understood in Reggio Emilia philosophy, that along with the children and adults in the setting, the environment is viewed as the third teacher (Edwards et. al, 2012).

Gibson (1986) proposed the concept of affordances of the environment. These affordances combine environmental features to foster positive, active, and meaningful learning experiences for children. Affordances or opportunities afforded by the environment offer different potential for each child based on their individual needs, skills, and preferences. In line with the 'Hundred Languages of Children', children may also alter the environment in order to meet their own way of being,

Chapter 5

Beyond Children's Rights and Participation in Reggio Emilia: A “Diffused Pedagogical Eco–System” at Local and International Level

Alessandra Landini

 <http://orcid.org/0000-0001-5954-6030>

*Comprehensive School Institution “A. Manzoni”, Reggio Emilia, Italy &
University of Modena and Reggio Emilia, Italy*

Nando Rinaldi

*Istituzione of Infant-Toddler Centres and Preschools of the Municipality of
Reggio Emilia, Italy*

Claudia Giudici

Guarantor for Childhood and Adolescence (Emilia-Romagna Region), Italy

ABSTRACT

This chapter studies a linked theme within the Reggio Children environment: children's rights and participation in a “diffused pedagogical eco-system.” It explores how the Reggio Approach's best practices can enhance the effective realization of children's rights to participate in a high-quality environment. After a brief overview of Malaguzzi's thought, the work describes the educational project of an entire city, creating a connection between the philosophy of Reggio, its participatory practices, and a civic context that intertwines them, a unique linkage between exploratory spaces for discussion and research. The experience identifies an inclusive educa-

DOI: 10.4018/979-8-2600-1258-1.ch005

tional reality that promotes inclusion and children's development. This organizational and political form aims to guarantee the rights of children through dialogue among educators, atelieristas, families, and City Childhood Councils (Cagliari, 2024), promoting dialectic and reciprocal stances. A civic and social shared vision, mediated by solidarity and democracy (Dahlberg et al., 2013), seems to generate global outcomes.

INTRODUCTION

This chapter examines, through the lens of the metaphor of the ecosystem, a dual interconnected theme within the Reggio Children Philosophy: children's rights and social participation as a tool-process for the promotion of such rights. The idea of ecology is well defined in Malaguzzi's thought. Recalling Barry Commoner, an American biologist, Malaguzzi declares that ecology will certainly be the alphabet of the future as we are part of an ecosystem, observing that: "Our earthly journey is a journey made together with the environment, with nature, with the cosmos [...] where the great web of our lives exists" (Cagliari et al., 2016, p.288). What Malaguzzi is suggesting relates to an idea of biological sustainability but also to the social dimension of the context in which every child should have the right to grow in. In fact, during the touring conference of 1986, Malaguzzi emphasized that "an idea of the child is always an idea of a social and cultural nature. He refers to ecological development as Bronfenbrenner proposed it, an interconnection between children and environment." (Cagliari et al., 2016, p.289). This contribution explores how the best practices related to these themes, developed over the years in the Reggio Emilia context, can enhance the effective and lasting realization of children's rights to access, participate in, and benefit from high-quality early childhood education when it is seen as a diffused, coherent and related system. Beginning with a brief overview of the pivotal milestones that characterized Malaguzzi's vision and the Reggio schools' history throughout the 20th century, we aim to describe the educational project of an entire city and civic society. We will try to establish a clear connection between the theory and philosophy of the Reggio Approach, its practices, and the participatory context that intertwines them, creating a unique linkage between exploratory spaces for interactions, discussion, pedagogical services, and research (Giudici, in Giamminuti et al., 2024, pp. 256-257). Besides, the experience of the city of Reggio Emilia identifies a political, educational and inclusive reality. A reality in which, leading the way in recognizing children's special rights, the Reggio Emilia experience has been able to decline diversity and authentic participation as continuous opportunities that promote growth throughout society with specific policies and habits, aiming to advance children's rights (Landini & Colacino, 2023)

Chapter 6

The Significance of Pedagogical Documentation in Reggio Emilia–Inspired Preschools

Nur Alacam

 <http://orcid.org/0000-0003-4477-5476>

Ondokuz Mayıs University, Turkey

ABSTRACT

The chapter aims to provide a review about the crucial roles of pedagogical documentation in Reggio Emilia-inspired preschools. The origin and definition of the pedagogical documentation was first presented by referring to its significance in making the children's learning and voices visible. After that, it was detailed how pedagogical documentation can be utilized for a variety of purposes in early childhood education. It's crucial roles in providing assessment, child participation, parent involvement, and teacher education were discussed in light of the literature. Suggestions were also provided for its optimal practices to overcome the challenges and reach to the offered benefits of it.

INTRODUCTION

Young children have a variety of ways for thinking and expressing themselves as indicated in the well-known poem of 'Hundred Languages of Children' by Loris Malaguzzi. Allowing children to explore these hundred languages constituted the basis

DOI: 10.4018/979-8-2600-1258-1.ch006

for the Reggio Emilia Approach (Edwards, et al., 2012; Gandini, 2005; Kalliala & Samuelsson, 2014), and documentation was originated to listen to children, explore their experiences, and reflect on them (Cadwell, 1997; Dahlberg et al., 2013; Giudici et al., 2001). It has become an integral part of the teaching and learning process to illustrate their learning and share it with children, families, and educators (Project Zero & Reggio Children, 2001; Rinaldi, 2012). In particular, process-oriented forms of documentation are suitable to capture and represent child voice (Knauf & Lepold, 2021) since those include verbal and visual recording of activities to make child thinking and learning visible (Alasuutari, et al., 2014; Dahlberg et al., 2013; Helm et al., 2007).

Learning to document refers to learning to listen, see, observe, and interpret child intentions and actions (Yu, 2008) and necessitates a systemized process. This includes choosing and structuring tools for observation and documentation as well as creating an organization system for visualizing the documentation and sharing it with the colleagues (Alnervik, 2018). Educators have crucial roles in reaching the intended purposes of the pedagogical documentation. Firstly, it is essential for them to consider and plan the pedagogical documentation process. It is necessary to think what provides understanding of the child as a learner, what is significant to children, or what to record or document (Dubiel, 2014). To this end, it is suggested to decide on the focus for the documentation and plan how to record children's learning process. It is also necessary to neatly organize documentation in documentation panels and display at the children's eye level (Cooney & Buchanan, 2001). To provide this, it is important to develop habits of documentation and visual literacy skills (Wien et al., 2011). In the research by Alaçam and Olgan (2025b), educators mentioned their standardization of documentation practices in the process and explained those as: thinking by domain in collection of documentation, writing notes about photos with the date as a reminder, writing everything in the same notebook, and writing notes for each child even in the same activity. They also highlighted the significance of organization to be able to collect documentation in the process for each individual child. Consistently taking notes and photos help educators objectively remember the process and integrate those into the different types of documentations.

There is a growing research literature on documentation in early childhood education by referring to its benefits and challenges. To illustrate, increasing work with documentation might disrupt teachers' focus from teaching and everyday interaction with children to bureaucratic work with documents and recording systems (Heiskanen & Franck, 2023). In fact, documentation has an impact on institution's organization and people's perceptions, relations, and practices (Cooren, 2004; Jacobsson, 2016; Prior, 2008). In other words, those do not only contain information but also shape institutions and people's actions (Prior, 2003). Familiarizing educators with documentation are not sufficient to prepare them for the multidimensionality of

Chapter 7

Advancing Equity Through the Reggio Emilia Approach

Kimberlee Telford

 <http://orcid.org/0009-0008-1781-7005>

Buffett Early Childhood Institute, University of Nebraska, USA

ABSTRACT

This chapter explores how the Reggio Emilia approach provides a transformative framework for advancing equity and upholding children's rights in early childhood education. Rooted in a history of democratic, community-driven practice, Reggio Emilia principles such as the image of the child as capable, the environment as the third teacher, documentation, and collaboration are examined for their power to disrupt inequities and affirm children's identities. Emphasis is placed on building inclusive, culturally sustaining environments where families are authentic partners and children's voices drive learning. Case studies demonstrate adaptations in diverse contexts, including support for neurodiverse learners, sustaining home languages, and engaging children in civic action. The chapter concludes by positioning the Reggio Emilia approach as both a philosophy and a call to action for educators to dismantle inequities and create just, participatory, learning communities.

INTRODUCTION

Purpose of the Chapter

Around the world, educational systems are intentionally built upon foundations of historically constructed inequities. In countless contexts, an interwoven

DOI: 10.4018/979-8-2600-1258-1.ch007

network of practices, policies, and ideologies have been developed to support and advance the learning outcomes of a specific group of children, whose identities, cultural backgrounds, and family values align with the prevailing cultural norms of that society (Neitzel & Mead, 2023). Such systems stand in direct opposition to the fundamental rights of children, amplifying and perpetuating opportunity gaps for children from historically marginalized communities by mandating that they conform to a standardized model of education that was never intended for them. The consequences of these conditions are not neutral; they are harmful, directly and indirectly damaging children (National Association for the Education of Young Children [NAEYC], 2020).

The Reggio Emilia approach places the rights of children at its center, framing equity as a central principle in a way that many current educational systems do not. This chapter will explore how the internationally recognized principles and practices of Reggio Emilia offer a pathway for advancing equity in early childhood settings, disrupting educational inequities, and reimagining early childhood education as a space of justice, belonging, and co-construction. It will challenge educators to critically examine their practices, work towards dismantling inequities, and build learning environments where every child is valued, included, and empowered.

Contextualizing Reggio Emilia

The Reggio Emilia approach to early childhood education was born in the wake of World War II, in the small village of Villa Cella, Italy. Only days after their liberation from Nazi occupation, the families and community members in this area began salvaging bricks and materials from bombed-out buildings to construct a school for young children. In the restoration of their community, these people chose to build the school first (Edwards, et al., 2012).

The “People’s Nursery School” established a place for all children and was the cornerstone of the village's reconstruction. It became a symbol of hope and civic responsibility. It stood as a foundation of a more democratic and inclusive society with a renewed commitment to justice and equity. It was a declaration that education would no longer be indifferent towards children, but instead be reclaimed as a shared, democratic, and liberatory endeavor (Edwards et al., 2012). The school not only transformed its own community but eventually went on to lead a network of schools under the administration of the city of Reggio Emilia, expanding its vision of equity and democratic participation. This gave rise to an educational approach that came to be known as the *Reggio Emilia Approach*, and whose influence has spread across the world inspiring classrooms, communities, and international organizations. From its inception, the Reggio Emilia Approach has been anchored in a vision of equity that extends beyond mere inclusion. The city of Reggio Emilia itself insti-

Chapter 8

Reggio Emilia in Practice: Enhancing Inclusion for Neuro-Diverse Learners in Early Childhood Education

Daniel Lupiya Mpolomoka

 <http://orcid.org/0000-0002-2479-2693>

Unicaf University, Zambia

ABSTRACT

This chapter shares findings of a study on Reggio Emilia practices that promote inclusion of children with neuro-diverse needs, focusing on how its child-centered and play-based approach scaffold learning experiences. A qualitative case study design was employed, utilizing interviews, classroom observations and document review to gather data. Findings revealed that though Reggio Emilia strategies foster individualized learning and inclusivity, challenges such as limited professional development, resource constraints and curriculum rigidity hinder their full implementation. Opportunities for inclusion were evident through flexible learning environments and enhanced social interactions. The chapter reinforces the role of teacher training and curriculum flexibility in successful adaptation. It concludes that Reggio Emilia principles enlighten inclusive education, regardless of systemic challenges. The chapter advances policy adjustments, improved teacher training and increased resource allocation to optimize inclusive early childhood education.

INTRODUCTION

The inclusion of neurodiverse children in early childhood education [ECE] has gained increasing attention as societies move towards more equitable and respon-

DOI: 10.4018/979-8-2600-1258-1.ch008

sive learning environments. Inclusion, as a principle and practice, accommodates all learners by championing an educational atmosphere that respects diversity and promotes participation for children with varying abilities (Parada et al., 2024). In this regard, the Reggio Emilia Approach, an educational philosophy originating from Italy, has emerged as a framework that promotes inclusive learning through its emphasis on child-centered pedagogy, collaboration and the integration of multiple forms of expression in the learning process (Axelsson, 2023). Taking advantage of environments that encourage exploration, creativity and interaction and Reggio Emilia-inspired practices presents substantial possibilities for tackling the needs of neurodiverse learners in ECE settings.

This chapter shows ways in which Reggio Emilia practices are deeply rooted in constructivist and socio-cultural theories of learning. These theories posit that knowledge is co-constructed through social interaction and active engagement with the environment (Chicken et al., 2024). This is in tandem with the growing recognition of the role of multisensory and participatory approaches in enhancing learning experiences for children with neurodiverse needs. Given that neurodiversity encompasses a broad spectrum of cognitive, sensory and communication differences, such as autism, attention deficit hyperactivity disorder [ADHD] and dyslexia, there is an ever-increasing need for pedagogical frameworks that embrace flexibility, adaptability and responsiveness to individual learning styles (Stanley & Lalli, 2024). This approach provides a basis for such an inclusive model, emphasizing the ‘hundred languages of children’ a concept that values diverse modes of expression, including visual arts, music, movement and tactile engagement (Axelsson, 2023). This multimodal emphasis ensures that children with varying neurological profiles are not constrained by traditional instructional methods but are instead empowered to learn through methods that align with their strengths.

Research shows the importance of facilitating intervention and voice among children in educational environments, especially for those who may experience communication barriers or social challenges (Chicken et al., 2024). The Reggio Emilia philosophy discusses the value of listening to children and recognizing their perspectives as central to the learning process. Thus, integrating participatory approaches that encourage children to express themselves through creative means, teachers can cultivate an environment that respects and validates the experiences of neurodiverse learners.

In contemporary early childhood education, the need to design inclusive learning spaces that accommodate neurodiverse children has been reinforced by emerging findings in applied human neuroscience (Parada et al., 2024). These studies suggest that inclusive pedagogies must account for cognitive diversity by employing strategies that support executive functioning, sensory integration and adaptive learning mechanisms. Considering the alignment between such neuroscientific knowledge

Chapter 9

Speaking in a Hundred Languages: Amplifying Student Voice Through the Reggio Emilia Approach

Maurice Harmon

 <http://orcid.org/0000-0002-8567-5327>

Mary Immaculate College, Ireland

ABSTRACT

This chapter explores how the Reggio Emilia approach expands the concept of student voice by recognising the many ways young children communicate. Rather than limiting voice to spoken language or formal participation, Reggio Emilia highlights children's "hundred languages," expressed through movement, gesture, art, play, and other symbolic forms. Grounded in an image of the child as capable and agentic, the approach reframes listening as an ethical practice that requires educators to observe, document, and interpret diverse expressions with care. The chapter outlines the philosophical foundations of this pedagogy, examines classroom practices that support child-led inquiry, and considers the educator's role as co-researcher. It also addresses challenges of applying Reggio principles within systems shaped by standardisation and accountability. Ultimately, it argues for a broader understanding of student voice that values multiple modes of expression and fosters more democratic and responsive learning environments.

INTRODUCTION

In recent decades, the concept of student voice has become a central concern in educational theory, policy, and practice. Advocates for more participatory and

DOI: 10.4018/979-8-2600-1258-1.ch009

democratic schooling argue that meaningful learning depends on listening to learners' perspectives, experiences, and ideas (Fielding, 2004; Harmon, 2021; Ring, O'Sullivan, Ryan & Burke, 2018). Yet, in most educational systems, voice remains narrowly interpreted as verbal expression: students speaking up in class, contributing to school councils, or responding to surveys. Such interpretations risk marginalising the ways in which many children, particularly young learners, communicate through gestures, drawings, movement, play, silence, and other non-verbal or multimodal modes (O'Sullivan & Ring, 2025; Rinaldi, 2021; Parnell & Iorio, 2016; Clark, 2005).

The Reggio Emilia approach, originating in northern Italy after World War II, challenges these limitations by recognising the multiplicity of ways that children make meaning. Central to this philosophy is Loris Malaguzzi's poetic articulation of the *hundred languages of children*, a metaphor that affirms the diverse, creative, and embodied modes of expression through which children think and learn (Manera, 2022a; Yin & Giudici, 2025). The Reggio Emilia approach reframes communication not merely as a means of expression but as a process of constructing and negotiating meaning within a community. In doing so, it offers educators a transformative lens for understanding and amplifying student voice.

This chapter explores how the Reggio Emilia approach conceptualises and operationalises student voice through multimodal, participatory pedagogy. It situates this discussion within broader theoretical and policy frameworks, drawing on constructivist, socio-cultural, and rights-based perspectives. It also examines implications for educators' professional practice and the design of learning environments. Ultimately, it argues that the Reggio philosophy reframes student voice as a dialogic, ethical, and aesthetic process that transcends conventional notions of speaking and hearing.

THEORETICAL FRAMEWORK

From Speaking Up to Being Heard: Problematising “Voice”

In English-speaking educational discourse, voice is often assumed to be self-evident (synonymous with speech), participation, or agency. Yet, scholars such as Arnot and Reay (2007) and Lundy (2007, 2025) have shown that “voice” is a socially and institutionally mediated construct. The question is not simply whether children are communicating, but who is listening, how listening occurs, and whose interpretations hold authority (Harmon, 2021). Voice is thus as much about structures of listening and influence as it is about opportunities to speak.

Fielding (2004) suggests that dominant models of student voice in schooling risk becoming instrumental (used to measure engagement, improve outcomes, or legitimise pre-existing decisions), rather than transformative. Similarly, Lundy

Chapter 10

The Right to an Amiable Space: Re-Designing Prison Family- Visit Spaces Through the Reggio Approach

Lorenzo Manera

 <http://orcid.org/0000-0002-1354-0327>

University of Modena and Reggio Emilia, Italy

Valentina Conte

 <http://orcid.org/0009-0004-8448-6462>

Fondazione Reggio Children, Italy

Daniela Lanzi

Infant and Toddler Centers of the Municipality of Reggio Emilia, Italy

ABSTRACT

The chapter describes the research diStanze in gioco, a research-intervention project on the relationship between incarcerated parents and their children. By drawing on educational philosophy which characterizes the Reggio Emilia Approach, the project redesigned the spaces dedicated to children visiting their relatives in the penal institutions of Reggio Emilia. Multidisciplinary reflection has led to a paradigm shift, creating a meeting space dedicated to the whole family, in which play becomes a way to create and strengthen the relationship between detained parent and children, upholding children's right to a relational space. The redesign of visitation spaces dedicated to children could be replicated and implemented in other correctional institutions both in national and international contexts.

DOI: 10.4018/979-8-2600-1258-1.ch010

INTRODUCTION

This chapter explores how the Reggio Emilia Approach can help rethink prison family-visit spaces by recognizing children as subjects with rights and by treating space as an active participant in relationships and learning. In this perspective, the environment is not a neutral container but a “third educator” that can support dialogue, play, and emotional well-being. Building on these principles, the chapter presents the *diStanze in Gioco* project in the Reggio Emilia Penitentiary Institutes, where visit spaces were redesigned to strengthen bonds between incarcerated parents and their children. The chapter argues that a pedagogically and aesthetically designed environment can transform prison visits into more humane, relational, and child-centered experiences.

CHILDREN AS SUBJECT WITH RIGHTS IN THE EDUCATIONAL PHILOSOPHY OF REGGIO EMILIA

The epistemological foundation of this work draws on a core constructivist principle of the Reggio Emilia educational philosophy: the child understood as a subject with rights. Such a perspective finds its most relevant outline in a publication titled *A Charter of Rights* (Malaguzzi, 1993), which states that

Children have the right to be recognized as subjects of individual, legal, civil, and social rights; as both source and constructors of their own experience, and thus active participants in the organization of their identities, abilities, and autonomy, through relationships and interaction with their peers, with adults, with ideas, with objects, and with the real and imaginary events of intercommunicating worlds (p.3)

In 2021, two publications further developed the perspective articulated by Malaguzzi. In the first publication, the Reggio Children Foundation, which promoted the project outlined in this chapter - along with Unimore and the Preschools and Infant-Toddler Centres of the Municipality of Reggio Emilia - published a charter titled *Quality Education, a Global Challenge* (Reggio Children Foundation, 2021). The charter states that children are citizens and holders of rights and competent to learn from birth, in a co-shared relationship with the community of all living beings. Caral Rinaldi, in the second publication, *In Dialogue with Reggio Emilia*, wrote about “the rights of the child to a quality environment” (Rinaldi, 2021, p.50), and, more importantly for the project described in this chapter, the importance to “persevere in declaring aesthetics as an element of rights, part of children’s rights” (Rinaldi, 2021, p.71).

Chapter 11

Planning as a Pedagogy of Listening: Realising Children's Right to Participation in Urban Public Space Through a Reggio-Inspired Lens

Lekgolo Caroline Mayatula

University of Johannesburg, South Africa

George Okechukwu Onatu

 <http://orcid.org/0000-0001-8566-0830>

University of Johannesburg, South Africa

Thulisile Ncamsile Mphambukeli

University of Johannesburg, South Africa

ABSTRACT

This chapter explores how principles of the Reggio Emilia Approach, particularly the pedagogy of listening, the image of the child as a capable citizen, and the hundred languages of children can inform urban spatial planning practice to advance children's rights in the built environment. It positions children as active co-creators of space, whose ideas and experiences can shape more inclusive urban environments. Grounded in the South African context, the chapter examines participatory planning practices post-1994, assessing how effectively children's voices has been incorporated into the public space. The Reggio Emilia view of the child as a co-

DOI: 10.4018/979-8-2600-1258-1.ch011

Copyright © 2026, IGI Global Scientific Publishing. Copying or distributing in print or electronic forms without written permission of IGI Global Scientific Publishing is prohibited. Use of this chapter to train generative artificial intelligence (AI) technologies is expressly prohibited. The publisher reserves all rights to license its use for generative AI training and machine learning model development.

constructor of knowledge and meaning offers planning a way forward, by providing not only a philosophy but, also a method for genuinely including children in the design and shaping of urban spaces.

INTRODUCTION: SPATIAL PLANNING AND THE GLOBAL CALL TO REALISE CHILDREN'S RIGHTS

Cities worldwide are experiencing rapid growth, becoming hubs of innovation and cultural exchange while concurrently facing challenges such as inequality and pressure on public spaces (Sakketa, 2025; World Cities Culture Forum, 2015; Zhang et al., 2022). In South African cities such as Johannesburg and Cape Town, children frequently face unsafe routes to school and have limited access to quality play spaces, but while they are sometimes invited to share their perspectives, their participation is not institutionalised within the urban renewal processes that shape and affect their daily lives. To address these challenges, this chapter explores how the Reggio Emilia approach, especially its pedagogy of listening and the conceptualisation of children as capable citizens, can enrich urban spatial planning practices aimed at advancing children's rights.

The chapter is structured as follows: First, it situates spatial planning within the global and South African context of children's rights; second, it examines the Reggio Emilia approach and its relevance to urban space; third, it reviews children's rights to participation in planning frameworks; fourth, it presents two case studies in Johannesburg to illustrate participatory practices; and finally, it critically reflects on lessons learned, revealing the necessity of incorporating multiple voices to inform municipal policies, programmes, and spatial design practices, and proposes a pedagogy of planning rooted in listening and rights-based approaches.

For cities to become truly inclusive, they must learn to listen to all those who experience them, especially children. Children's insights can reveal how urban design supports or limits play, safety, mobility, and belonging. Integrating their voices is not simply about meeting developmental needs; it is about enhancing the quality and liveability of urban spaces (Katsavounidou & Sousa, 2024). Planners, as key professionals in the built environment, play a pivotal role in establishing the frameworks and guiding principles that shape how other practitioners, such as architects, urban designers, landscape designers, and engineers, translate design intentions into functional, inclusive spaces.

By embedding children's perspectives into planning processes, planners can ensure that the built environment not only meets technical and regulatory standards but also responds to the lived experiences, needs, and imaginations of the city's youngest citizens. In this way, children's participation becomes a vital component in creating

Chapter 12

Children's Rights– Based Framework in Teacher Education: The Reggio Emilia Approach Workshops

Gamze Bilir Seyhan

 <http://orcid.org/0000-0002-9888-8612>

Ege University, Turkey

ABSTRACT

This chapter explores how the Reggio Emilia approach can be embedded within a human rights-based framework to strengthen the realization of children's rights in education. It focuses particularly on children's right to express their views, develop 21st-century competencies, and participate actively in their communities. Drawing on the United Nations Convention on the Rights of the Child (UNCRC), the chapter argues that teacher education must transcend theoretical awareness and cultivate practical, participatory pedagogies that empower both teachers and children as rights-holders. To this end, a practice-oriented workshop model is proposed, introducing prospective teachers to the Reggio Emilia philosophy through experiential learning. By engaging pre-service teachers in experiential workshops inspired by Reggio Emilia, it aims to prepare a new generation of educators who embody human rights values in their daily teaching, creating inclusive, democratic learning environments where every child's voice is seen as a catalyst for transformation.

DOI: 10.4018/979-8-2600-1258-1.ch012

Copyright © 2026, IGI Global Scientific Publishing. Copying or distributing in print or electronic forms without written permission of IGI Global Scientific Publishing is prohibited. Use of this chapter to train generative artificial intelligence (AI) technologies is expressly prohibited. The publisher reserves all rights to license its use for generative AI training and machine learning model development.

INTRODUCTION

The growing international emphasis on children's rights has led to increasing attention to the role of education in ensuring that children are recognized as rights holders whose views, participation, and well-being must be meaningfully supported within educational settings. The United Nations Convention on the Rights of the Child [UNCRC] constitutes a central normative framework in this regard, affirming children's right to express their views in matters affecting them and to participate in social and educational processes in ways appropriate to their evolving capacities (UN, 1989; Barnert et al., 2022; Todres & King, 2020). Within this broader context, teacher education assumes a particularly significant role, as prospective teachers require not only conceptual knowledge of children's rights but also pedagogical frameworks that enable them to translate rights-based principles into everyday educational practice. However, existing research indicates that prospective teachers' understandings of children's rights may remain limited or instrumental, often focusing on regulation and behavior management rather than empowerment, participation, and advocacy (Acaray et al., 2020; Avgitidou et al., 2024; Büyük et al., 2021).

In this respect, the Reggio Emilia approach offers a valuable pedagogical orientation for situating children's rights within a human rights-based framework in teacher education. Grounded in an image of the child as competent, capable, and active in the construction of knowledge, the approach foregrounds participation, dialogue, inquiry, creativity, and documentation as central dimensions of educational practice (Turnšek, 2016; Birinci, 2017; Trew & Squires, 2019). These characteristics align closely with children's rights-based perspectives that emphasize agency, voice, belonging, and inclusive participation. Moreover, the Reggio Emilia approach conceptualizes education as a shared social and ethical responsibility extending beyond the school itself, thereby resonating with broader human rights-based understandings of community, inclusion, and collective responsibility for children's development and learning (Aden & Theodotou, 2019; Daly & Heah, 2023).

Against this background, this chapter examines how the Reggio Emilia approach may be integrated with children's rights within a human rights-based framework in teacher education. It specifically considers the potential of such integration to support children's right to express their views on matters affecting them, foster competencies associated with 21st-century learning and generate inclusive effects at the level of the wider educational community. To this end, the chapter presents a practice-based application model through a workshop series designed to introduce prospective early childhood teachers to the Reggio Emilia experience through experiential learning. By presenting the conceptual grounding and practical design of this model, the chapter seeks to contribute to the literature on rights-based teacher

About the Contributors

Marisa Galliano Macy is a full professor in the College of Education in the School of Teacher Education at the University of Wyoming. She holds the John P. Ellbogen Foundation Professorship of Early Childhood Education. Macy has more than 25 years of experience as an educator. She started her career as a special education teacher in Washington, and she has served in teaching and research roles at a number of higher education institutions, including the University of Oregon, Penn State University, University of Texas, El Paso, University of Central Florida, University of Nebraska Kearney where she held the Cille and Ron Williams endowed chair of Early Childhood Education, as well as community chair for the Buffett Early Childhood Institute. Macy, a Seattle native, earned a bachelor's degree in English at the University of Washington and a post baccalaureate in K–12 special education from St. Martin's College in Olympia, Washington. She received master's and doctorate degrees in special education with early childhood special education and early intervention from the University of Oregon. Macy completed the Certificate in Early Education Leadership from the Graduate School of Education at Harvard.

Emer Ring is Dean of Education, (Early Childhood and Teacher Education) at Mary Immaculate College (MIC), Limerick. Emer previously worked as a teacher of children in the early years and as teacher supporting neurodivergent children in mainstream provision. She has also worked in the Department of Education's Inspectorate in Ireland and as Head of Department of Reflective Pedagogy and Early Childhood Studies at MIC. Emer's research interests include education law; inclusion; early childhood; child voice; autism; play and pedagogy and she has researched and published widely in these areas.

Alessandra Landini is the Principal of the I.C. A. Manzoni in Reggio Emilia, with a PhD in Human Sciences, thesis in Physics Education at the University of Modena and Reggio Emilia, has her main research interests in teacher training as a community of practice, with particular attention to the development of creative and

playful skills in STEAM, integrating school and museum settings. Her scientific education research project studies a vertical science curriculum based on storytelling and the use of metaphor, between early childhood and secondary school. As a Special pedagogy and General Didactics' expert, she is adjunct professor at UNIMORE. She is actually working in research projects on Vertical Curriculum of Heritage and Citizenship K-13 based on Community Pacts and family engagement. In A.A. 2025-26 she is a Fulbrighter, SIR in residence, at Millersville University of Pennsylvania.

Mona M. Abo-Zena is an Associate Professor of early childhood education at the University of Massachusetts Boston. On individual, social, and structural levels, she integrates research, theory, and practice to support the positive development of children and families with diverse experiences and backgrounds, and those who seek to support them. With a focus on religion and spiritual experiences from an intersectional perspective, her equity centering work balances an asset-based perspective of diverse (i.e., all) children, families, and communities while acknowledging contextual challenges and resources.

Nur Alacam earned her undergraduate, master's, and PhD degrees in Early Childhood Education from Middle East Technical University. She conducted post-doctoral research studies in the Graduate School of Education at University of Pennsylvania (UPenn) between 2023-2024, and she also carried out a Fulbright Research Fellowship in the School of Education at University of Wisconsin-Madison from 2018 to 2019. She is currently an assistant professor in Early Childhood Education department at Ondokuz Mayıs University. She has published research articles on different topics related to early-childhood education in international journals and presented her research in different international academic events.

Gamze Bilir Seyhan is an Assistant Professor at Ege University, Faculty of Education. Dr. Seyhan's research focuses on teacher education, early childhood education, and children's literature, with a particular interest in how picture books can be used to address sensitive topics with children. She is also the author of a picture book on adoption and an advocate for adoption awareness. Her work bridges teaching, research, and advocacy to promote inclusive and rights-based practices in education.

Mai Burke-Hayes is an experienced early childhood educator with an undergraduate degree in Early Childhood Care and Education (ECCE) and a master's degree in the Psychology of Education. Mai is currently studying for her doctorate

degree in Education. Her previous experience involves working with children from diverse backgrounds and those with Special Educational Needs. Mai is currently working as an Assistant Professor on the Bachelor of Arts in Early Childhood Care and Education programme in Mary Immaculate College, Limerick, Ireland. As part of her role as Early Childhood Practice Placement Coordinator, Mai oversees undergraduate practicum and professional development of ECCE students. Her current research focuses on the role of the physical environment for children's development of self-regulation. Other research interests include child development, the role of play in the preschool years, international early childhood curricula, and the professional formation of early years educators.

Valentina Conte is an Architect and Learning Spaces Specialist at the Reggio Children Foundation. She holds a degree in Environmental Architecture and a specialization in Interior Architecture from the Polytechnic University of Milan. Since 2016, she has worked as a Project Manager and Architect at the Reggio Children Foundation, where she coordinates research projects that bring Architecture and Pedagogy into dialogue.

Isabela García Senent is a professor and researcher at Camilo José Cela University School of Education, where she focuses on early childhood education and teacher development. She also serves as Director of Pedagogical Innovation for SEK International Schools, connecting research and practice across the network. She has served as faculty at the Project Zero Classroom Conference at Harvard University and currently is implementing the Learning Outside-In project at Project Zero, exploring how learning beyond the classroom can support student well-being. With over 20 years of experience in education, including 15 years in the United States, Isabela is especially interested in how purpose, practice, and place shape teacher and student learning. Her current research explores well-being and creativity, as well as how educators design meaningful, place-based learning experiences. Outside of her professional work, she is a proud mother of three and finds inspiration in reading, writing, yoga, horseback riding, and spending time in nature.

Claudia Giudici, psychologist and educationalist, was appointed Regional Ombudsman for Childhood and Adolescence by the Emilia-Romagna Region in 2022. Previously, she served as President of Reggio Children from 2016 to 2022, after serving as President of the Preschools and Infant-toddler Centers Institution of the Municipality of Reggio Emilia from 2009 to 2016. She is currently Head of Research and Relations with the University of Reggio Children. During her work at Reggio Children, Claudia led several research projects on evaluation, pedagogical documentation, the design of educational spaces and learning environments, and

participation. She is the author of numerous articles and the curator of exhibitions and publications published internationally and produced by Reggio Children. She teaches Psicopedagogy at the University of Modena and Reggio Emilia.

Taira Lee Guerrero holds a Master of Science in Early Childhood Education and Special Education from Boise State University. As part of her culminating work in the Emerging Leaders graduate program, she participated in a Reggio Emilia Study Group at the Loris Malaguzzi International Center in Reggio Emilia, Italy. She currently serves as Program Director and Early Childhood Educator at Foothills School of Arts and Sciences, where she leads a Reggio-inspired preschool program rooted in relationships, shared inquiry, and community learning. In addition, she contributes to graduate education as a co-instructor in Boise State University's Early Childhood graduate seminars on Action Research and Leadership. Her scholarly interests focus on curriculum design in Reggio-inspired contexts, the application of strength-based approaches to social and emotional learning, and the use of pedagogical documentation as a tool for reflective practice and making children's thinking visible.

Maurice Harmon is Head of Department of Learning, Society and Religious Education and an Associate Professor of Education at Mary Immaculate College (MIC), Limerick. Maurice lectures in religious education at both undergraduate and post-graduate levels at MIC and supervises students' research at undergraduate, Masters and PhD levels. Maurice has extensive experience in primary education and his research interests include children's rights, child voice, participatory based research, religious education, spirituality, pedagogy, curriculum development and education and the law. Maurice has published and presented widely across these areas.

Daniela Lanzi is a Pedagogista, Responsible for the Complex Organisation Unit of the Istituzione of Preschools and Infant-toddler Centres of Reggio Emilia Municipality. For Reggio Children, she collaborates on realising projects involving publishing, exhibitions, and professional learning, in Italy and abroad. Representative of the Pedagogical Co-ordination of the Istituzione of Preschools and Infant-toddler Centres of the Municipality of Reggio Emilia in: Pedagogical Co-ordination of the Province of Reggio Emilia, Reggio Emilia's municipal Observatory of Families, and the Project Group with City Social Services.

Lorenzo Manera is a researcher in Aesthetics at the Department of Education and Humanities of the University of Modena and Reggio Emilia, where he teaches "The Reggio Emilia Approach to Early Childhood Education." He is a member of PhD Board of Reggio Childhood Studies, of EVA - Everyday Aesthetics Network, the

Advisory Committee of ICRC - Interdisciplinary Centre for Research in Curriculum as a Social Practice, RIPE - Rede Internacional de Cooperação e Pesquisa em Educação Estética, and the steering committee of SIE - Società Italiana d'Estetica. Together with Annamaria Contini, he directs the series *Estetiche dell'educazione* (Edizioni Junior) and serves as secretary for the journal *Estetica. Studi e Ricerche* (Il Mulino).

Lekgolo Caroline Mayatula is a Professional Urban and Regional Planner, an Assistant Lecturer in the Department of Urban and Regional Planning at the University of Johannesburg, and the Managing Director of DCC Planning Solutions CC. She holds a master's degree with distinction, and her research focuses on children's participation in spatial planning, child-responsive cities, and placemaking

Merril Miceli is a doctoral student in the Early Childhood Education and Care program at the University of Massachusetts Boston. Her research explores humanizing and playful pedagogies in early childhood settings and is grounded in experience across diverse early childhood contexts. She brings a practitioner's perspective to her research and scholarly work.

Mary Moloney is an associate professor in early childhood education at Mary Immaculate College, Limerick, Ireland. As a researcher, author, and international speaker, Mary believes in every child's right to quality Early Childhood Care and Education from birth. She is especially interested in how macro level policy translates into every day practice in the micro setting context. Her work is influenced by her own experience as an early childhood educator and by study visits to Sweden, Norway, Australia, New Zealand, the UK and the US.

Thulisile Ncamsile Mphambukeli is a National Research Foundation (NRF)-rated scholar and Associate Professor in the Department of Urban and Regional Planning at the University of Johannesburg. She holds a Bachelor of Community Development Studies and a Master of Town and Regional Planning from the University of KwaZulu Natal and a PhD in Urban and Regional Planning from the University of Free State. She is former Fellow of the World Academy of Sciences (hosted at the University of Konstanz) and an alumna of the Brown International Advanced Research Institute and the Public Affairs Research Institute. She has received several competitive research grants and serves as an Expert Reviewer for International funding bodies, including the Social Sciences Research Council. She has published widely in local and international journals. She has also graduated several PhD and Masters students. She served as the former Head of the Department of Urban and Regional Planning, University of Johannesburg, South Africa.

Daniel L. Mpolomoka is the Deputy Vice-Chancellor in charge of Academic Affairs at Unicaf University Zambia. Daniel holds a Master of Education Degree in Special Education; and another Master of Education Degree in Literacy Education and a Doctoral Degree in Literacy Education. He has 15 years of professional experience as a lecturer and researcher. Daniel taught at various government secondary schools before taking up lectureship at Zambian Open University (ZAOU), where he served in many key administrative positions. He once served as a Masters Coordinator for a Project dubbed the Transformative Engagement Network (TEN), which involved Mynooth University (Ireland), Muzuzu University (Malawi), Mulungushi University (Zambia) and Zambian Open University (Zambia). He has won scholarships and awards too, one of them being the Harmonization, Accreditation and Quality Assurance in African Higher Education (HAQAA2), October, 2022–January, 2023, which culminated into a Diploma certification. His research interests include: Literacy Studies, Technological Education, Open and Distance Education in Higher Institutions of Learning, Adult Education, Special Education and Early Education Studies. Daniel has made paper presentations at local and international conferences. He has also published various articles in local and international refereed journals. He is an editorial board member / reviewer for many reputable scientific journals.

George Okechukwu Onatu has over 25 years of relevant experience in urban planning, housing, infrastructure, informal settlements, transport, and institutional development. His credentials include a PhD degree in Engineering Management from the University of Johannesburg; MSc Town and Regional Planning, University of Witwatersrand, Post Graduate Certificate in Strategic Management & Planning; BSc Degree in Geography & Regional Planning from University of Benin, Nigeria. He is a member of various national and international research professional bodies / associations (ISOCARP, AAPS, APNHR & SPLUMA advisory team). His multidisciplinary project experience and research supervisions span across: land use management, IDP, Spatial Planning, housing, GIS, local economic development, feasibility studies etc. He has so many research publications to his credit both in international Journals and local conferences. He has been part of key projects like: Policy & Legal Expert (POLERT) Member with National Department of Human Settlement of South Africa. Executive Member SAPI Gauteng Chapter. Editorial Board Member. Town and Regional Planning Journal. His recent book is on Mixed Income Housing Development in Global South with some colleagues. Dr. Onatu is former Head of Department, Urban and Regional Planning from 2010 – 2016, and still teaching at University of Johannesburg, Department of Urban and Regional Planning. He coordinated and hosted the 1st & 2nd and 3rd Young Planners Research Conference in 2014 & 2015 and 2022 with support of SACPLAN / SAPI.

Juli Lull Pool, PhD, is an Associate Professor in the Department of Teaching, Learning, and Community Engagement at Boise State University. Dr. Pool received her Ph.D. in Early Intervention at the University of Oregon. Her teaching focuses on early childhood assessment, inclusive and intervention methods in preschool, and foundations of practice in early childhood and early childhood special education. Dr. Pool's areas of expertise include early childhood assessment such as observational assessment, parent-completed tools, and curriculum-based assessment; and, inclusive environments and teaching methods for preschoolers. She has published in several professional journals including *Young Exceptional Children*, *Topics in Early Childhood Special Education*, *Early Childhood Education Journal*, *Intervention in School & Clinic*, and *Assessment for Effective Intervention*.

Jennifer Pope is an assistant professor and practice placement mentor within the Department of Reflective Pedagogy and Early Childhood Studies at Mary Immaculate College, Limerick, Ireland. Jennifer has a background in early childhood and a PhD in child health.

Nando Rinaldi, for about seven years, has been director of the Institution for Infant-toddler center and preschools of the Municipality of Reggio Emilia, where he was previously appointed president. He specialized with a Master's degree in public administration at Ca' Foscari University (Venice) on models of early childhood education service management in Italy and currently collaborates with the technical working group of ANCI (Association of Italians municipally) Emilia Romagna on education issues. Since December 2024, he has been interim director of the Culture, Interculturalism, Youth and University Service of the Municipality of Reggio Emilia. Previously, he was director of the Culture and Education Service of the Municipality of Rovereto (TN) from 2018 to 2020 and director of the Institute for the History of the Resistance and Contemporary Society in the Province of Reggio Emilia from 2010 to 2017. He was president of the Reggio Emilia City Council from 2005 to 2009. He holds a degree in Cultural Sciences from the University of Modena and Reggio Emilia.

Kimberlee Telford is an early childhood coordinator with the Buffett Early Childhood Institute at the University of Nebraska. She has more than 30 years of experience in early childhood education and holds a master's degree in Early Childhood Education with an emphasis in teaching. Originally from Canada, her career spans classroom teaching, educational coaching, school administration, and adult education. As an early childhood education author, she currently designs and facilitates equity-focused professional learning opportunities for early childhood

professionals. Kimberlee brings a deep commitment to supporting young children and the educators who work with them.

Index

A

Affordances 16, 84, 93, 101, 210, 234
Agency 4, 5, 12, 15, 18, 26, 30, 31, 33, 35, 42, 43, 56, 59, 60, 61, 64, 65, 66, 72, 75, 76, 78, 80, 81, 91, 92, 94, 97, 107, 146, 158, 159, 168, 170, 172, 177, 194, 206, 209, 221, 222, 225, 253, 255, 256, 267, 276, 277, 278, 280, 282, 288, 290, 291, 292, 296, 297, 298, 299, 301, 303, 312
Anti-bias 171, 179
Architecture 58, 103, 145, 158, 209, 231, 232, 273, 289
Assessment 19, 25, 28, 42, 50, 96, 112, 129, 132, 133, 134, 135, 140, 141, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 162, 214, 219, 220, 221, 226, 258, 284, 298, 299, 300, 301, 312

B

Belonging 1, 2, 4, 5, 6, 7, 11, 12, 13, 14, 15, 16, 17, 18, 21, 26, 27, 29, 30, 33, 38, 41, 43, 46, 51, 59, 61, 65, 78, 84, 86, 89, 90, 96, 98, 117, 135, 156, 157, 159, 160, 161, 162, 164, 178, 243, 252, 256, 266, 288

C

Child Agency 26, 60, 75, 76, 91
Child Participation 89, 92, 129, 134, 135, 136, 137, 277, 280, 289, 292, 311
Children's Agency 12, 59, 97, 158, 267, 291, 296, 301, 312
Children's Rights 1, 2, 4, 6, 7, 15, 21, 27, 28, 42, 43, 46, 48, 49, 54, 59, 64, 73, 87, 101, 105, 106, 107, 110, 113, 114, 117, 119, 123, 124, 155, 168, 170, 171, 173, 178, 207, 222, 228, 232, 251, 252, 257, 287, 288, 289, 290, 291, 292, 293, 295, 296, 297, 298,

299, 300, 301, 302, 305, 307, 308, 309, 310, 312

Child Rights 81, 99, 143, 257, 297, 304

Child Voice 53, 54, 56, 65, 92, 130, 136, 153, 172

Citizens 2, 3, 4, 27, 108, 111, 114, 115, 116, 117, 122, 164, 180, 219, 228, 252, 253, 254, 255, 279, 283, 290, 293

Citizenship 4, 7, 22, 33, 117, 159, 164, 221, 224, 283, 292, 296, 297, 298, 308, 309, 310

City Childhood Councils 106, 113, 114, 115, 116

Co-Construction 4, 18, 21, 28, 69, 85, 121, 124, 156, 157, 158, 161, 165, 167, 168, 169, 173, 208, 209, 210, 211, 214, 221, 222, 279, 304

Collaboration 3, 12, 15, 16, 19, 25, 26, 29, 31, 35, 37, 38, 42, 43, 47, 85, 86, 87, 100, 117, 120, 131, 137, 139, 142, 155, 158, 164, 165, 166, 168, 169, 170, 177, 184, 186, 191, 193, 196, 199, 204, 215, 217, 220, 221, 222, 239, 249, 254, 255, 279, 280, 282, 291, 293, 295, 296, 297, 301, 302, 303, 304, 305

Community 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13, 14, 15, 16, 18, 19, 20, 22, 25, 26, 27, 28, 29, 30, 31, 33, 35, 36, 37, 38, 41, 42, 43, 44, 46, 48, 54, 66, 86, 87, 88, 89, 95, 96, 97, 103, 107, 108, 109, 113, 114, 116, 117, 118, 119, 120, 122, 123, 124, 146, 155, 156, 157, 158, 159, 161, 162, 163, 164, 165, 168, 169, 170, 171, 174, 176, 177, 178, 179, 202, 206, 209, 211, 212, 213, 214, 220, 228, 253, 255, 256, 257, 258, 265, 266, 270, 271, 274, 276, 278, 280, 288, 295, 296, 304

Culturally Responsive 50, 157, 158, 159, 161, 169, 170, 179

D

DEC Recommended Practices 25, 28, 50
Design 5, 16, 21, 25, 26, 27, 28, 35, 37, 41, 42, 43, 44, 46, 48, 78, 83, 84, 85,

86, 87, 89, 91, 94, 95, 96, 97, 98, 100, 103, 118, 120, 123, 145, 146, 147, 159, 161, 168, 169, 172, 175, 176, 179, 183, 184, 189, 199, 204, 206, 209, 210, 216, 217, 220, 222, 225, 229, 230, 231, 233, 236, 237, 239, 243, 244, 245, 246, 252, 256, 257, 258, 265, 266, 267, 271, 273, 276, 277, 278, 279, 280, 284, 288, 289, 298, 299, 301, 308, 309

Developmentally Appropriate Practice 25, 26, 51

Diversity 7, 30, 87, 90, 93, 104, 106, 122, 157, 158, 159, 172, 180, 184, 207, 208, 211, 214, 277, 290, 291, 293, 294, 305, 311

Documentation 5, 6, 13, 14, 15, 17, 20, 26, 28, 29, 38, 42, 43, 44, 45, 46, 47, 48, 71, 74, 80, 93, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 155, 162, 163, 164, 167, 168, 170, 171, 175, 176, 178, 204, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 224, 242, 255, 280, 288, 291, 292, 295, 298, 299, 300, 301, 302, 303, 304, 305, 306, 309, 312

E

Early Childhood Education 3, 9, 23, 26, 42, 48, 51, 53, 76, 77, 79, 81, 98, 99, 100, 101, 103, 104, 106, 107, 109, 125, 129, 130, 131, 133, 135, 137, 142, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 155, 156, 157, 158, 163, 178, 179, 180, 183, 184, 185, 186, 189, 198, 200, 201, 202, 203, 224, 225, 226, 249, 295, 297, 298, 301, 303, 305, 307, 310, 311

Early Childhood Institutions 108, 123

Ecological 100, 106, 107, 108, 111, 122, 229

Educators 2, 3, 5, 7, 9, 13, 14, 15, 16, 17, 18, 19, 20, 21, 26, 27, 28, 35, 38, 42, 43, 44, 45, 47, 48, 53, 54, 55, 56, 57,

59, 62, 63, 64, 65, 66, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 86, 88, 89, 91, 96, 97, 100, 106, 111, 112, 121, 122, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 151, 155, 156, 157, 158, 159, 161, 163, 164, 165, 166, 167, 168, 169, 170, 171, 175, 176, 177, 178, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 249, 255, 256, 257, 280, 287, 289, 290, 291, 293, 295, 296, 297, 298, 302, 304, 305, 306, 308, 312

Emergent Curriculum 1, 2, 4, 5, 6, 20, 21, 22, 25, 26, 51, 147

Engagement 2, 7, 13, 15, 16, 17, 18, 19, 20, 21, 25, 27, 28, 35, 42, 43, 44, 45, 48, 63, 69, 70, 84, 86, 88, 93, 94, 95, 102, 111, 137, 138, 145, 165, 167, 168, 169, 170, 173, 174, 175, 176, 177, 179, 184, 187, 192, 193, 194, 195, 199, 200, 206, 208, 210, 220, 238, 255, 256, 257, 258, 266, 267, 273, 277, 278, 280, 290, 295, 296, 297, 298, 300, 301, 303, 310

Equity 2, 8, 26, 27, 28, 42, 45, 48, 90, 111, 155, 156, 157, 158, 159, 160, 162, 163, 164, 165, 170, 171, 172, 173, 177, 178, 180, 270, 290, 293, 305, 306, 308

H

Hundred Languages of Children 23, 50, 60, 84, 99, 100, 101, 103, 125, 129, 146, 147, 179, 184, 206, 208, 215, 222, 224, 226, 251, 255, 284

I

Inclusion 4, 18, 25, 26, 27, 28, 44, 46, 47, 48, 49, 50, 51, 83, 84, 89, 90, 94, 96, 97, 98, 103, 106, 107, 110, 111, 122, 123, 125, 136, 156, 157, 158, 169, 174, 180, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 197, 199, 200, 202, 225, 254, 256,

258, 274, 281, 288, 289, 290, 292,
299, 305, 306
Inclusive Education 26, 47, 107, 108, 111,
183, 185, 186, 187, 188, 189, 190, 197,
198, 200, 309
Inclusive Planning 254, 258, 281
Infants and Toddlers 53, 54, 55, 56, 57,
59, 60, 62, 63, 64, 65, 66, 67, 68, 69,
70, 71, 76, 77

J

Justice 108, 110, 120, 156, 157, 159, 170,
172, 177, 180, 217, 254, 258, 281,
289, 296, 308, 309

L

Listening Pedagogy 66, 70

M

Malaguzzi 3, 5, 19, 23, 26, 45, 51, 54, 55,
60, 61, 62, 80, 84, 85, 88, 91, 92, 95,
96, 100, 101, 105, 106, 108, 109, 110,
111, 112, 113, 121, 122, 125, 126, 129,
148, 157, 159, 164, 178, 179, 180, 206,
207, 208, 209, 222, 225, 228, 229, 248,
253, 255, 256, 284, 285, 291

N

Neuro-Diverse Learners 183, 185, 187,
188, 192, 194, 196, 199, 200

P

Parent Involvement 129, 137, 138
Parents 3, 66, 67, 68, 71, 76, 89, 93, 95,
103, 107, 108, 109, 110, 111, 112,
115, 116, 117, 120, 126, 131, 132,
133, 137, 138, 139, 142, 146, 147,
163, 166, 169, 173, 189, 194, 214,
219, 220, 227, 228, 230, 231, 232,
233, 235, 236, 237, 238, 242, 243,
244, 246, 269, 270, 271
Participation 1, 2, 4, 5, 6, 12, 13, 14, 16,

17, 18, 21, 25, 26, 27, 28, 29, 32, 36,
37, 40, 41, 42, 43, 44, 45, 46, 47, 48,
83, 84, 87, 89, 91, 92, 94, 96, 97, 100,
101, 102, 105, 106, 110, 112, 113, 114,
115, 116, 117, 118, 119, 120, 121,
122, 123, 124, 129, 131, 134, 135,
136, 137, 138, 144, 145, 146, 149,
151, 156, 159, 165, 168, 177, 179,
184, 185, 205, 206, 207, 209, 217,
220, 221, 222, 224, 225, 230, 232,
251, 252, 253, 254, 256, 257, 258,
265, 266, 277, 278, 279, 280, 281,
282, 283, 284, 285, 288, 289, 290,
291, 292, 293, 295, 296, 298, 299,
300, 302, 305, 306, 307, 310, 311, 312
Pedagogical Documentation 15, 129, 130,
131, 132, 133, 134, 135, 136, 137,
138, 139, 140, 141, 143, 144, 145,
146, 147, 148, 149, 150, 151, 152,
153, 204, 216, 224, 300, 302
Pedagogical Listening 1, 2, 5, 6, 7, 11, 13,
15, 17, 18, 19, 20, 21, 22
Pedagogy of Listening 2, 4, 5, 19, 32, 53,
54, 55, 56, 57, 58, 60, 62, 65, 66, 67,
68, 69, 71, 72, 73, 74, 75, 76, 77, 81,
103, 152, 208, 213, 217, 226, 232, 233,
249, 251, 252, 253, 254, 256, 267, 277
Play-Based Learning 188, 189, 190, 195,
196, 198, 199
Portfolio Assessment 133, 141, 144, 153
Project Work 25, 26, 27, 28, 29, 31, 33,
35, 44, 47, 48, 300
Public Space 251, 273, 276

R

Reflection 6, 10, 15, 18, 19, 20, 23, 29,
47, 48, 70, 71, 74, 75, 76, 89, 93, 110,
116, 119, 123, 131, 134, 135, 138,
139, 140, 141, 153, 158, 161, 162,
163, 166, 167, 170, 171, 173, 175,
178, 210, 213, 214, 215, 216, 219,
220, 221, 222, 227, 238, 241, 244,
255, 274, 278, 279, 280, 294, 296,
297, 298, 299, 300, 301, 302, 303,
304, 305, 312
Reggio Emilia Approach 3, 23, 26, 79, 81,

83, 84, 86, 87, 88, 89, 93, 94, 95, 99,
101, 108, 119, 121, 130, 134, 137,
140, 145, 147, 153, 155, 156, 157,
158, 159, 161, 162, 164, 165, 168,
169, 174, 175, 177, 178, 179, 184,
185, 186, 187, 188, 189, 195, 196,
197, 198, 199, 200, 201, 202, 205,
206, 207, 208, 209, 210, 211, 216,
218, 220, 221, 222, 224, 225, 227,
228, 231, 233, 248, 251, 252, 253,
255, 256, 257, 285, 287, 288, 289,
291, 292, 293, 294, 295, 296, 297,
298, 299, 300, 301, 305, 307, 311, 312
Reggio Emilia Workshops 303, 305, 306
Reggio Philosophy 11, 15, 19, 26, 53, 55,
56, 59, 67, 71, 73, 74, 206
Relational 6, 11, 15, 16, 18, 21, 27, 29,
47, 53, 55, 58, 62, 63, 64, 65, 66, 67,
68, 69, 71, 72, 74, 75, 76, 77, 85, 86,
88, 91, 169, 170, 207, 210, 211, 212,
213, 216, 217, 220, 222, 224, 227,
228, 229, 230, 231, 232, 236, 238,
246, 247, 279, 299, 305
Relational Spaces 86, 88, 229
Relationships 3, 5, 17, 18, 19, 28, 29, 30,
35, 41, 57, 59, 62, 63, 64, 65, 66, 67,
68, 69, 70, 77, 81, 84, 85, 89, 90, 93,
97, 101, 118, 119, 120, 124, 146, 157,
158, 161, 162, 163, 164, 165, 166,
167, 168, 169, 170, 194, 196, 207,
208, 209, 217, 218, 225, 228, 229,
230, 231, 232, 233, 235, 237, 244,
246, 274, 289, 300, 308, 310

S

Self-Reflection 10, 75, 153, 167, 170,
171, 244
Slow Relational Pedagogy 53, 55, 58, 62,
63, 64, 65, 66, 67, 68, 69, 71, 72, 74,
75, 76
South Africa 251, 254, 256, 257, 258,
281, 285, 309
Space 8, 10, 11, 16, 17, 26, 27, 29, 30, 32,
40, 68, 69, 71, 75, 83, 84, 85, 86, 87,
88, 89, 92, 93, 94, 95, 97, 100, 102,
116, 117, 122, 156, 157, 161, 162,
168, 170, 176, 199, 207, 210, 214,
216, 217, 220, 221, 223, 227, 228,
229, 230, 231, 232, 233, 234, 236,
237, 238, 240, 241, 242, 243, 244,
246, 247, 248, 251, 252, 253, 254,
255, 256, 257, 261, 265, 266, 270,
271, 273, 274, 276, 277, 278, 279,
281, 286, 294, 304
Strategy 69, 70, 71, 77, 120, 142, 147, 153,
164, 165, 197, 216
Student Voice 205, 206, 211, 212, 214,
218, 219, 220, 221, 222, 223, 224, 290

T

Teacher Education 125, 129, 139, 145,
148, 149, 220, 287, 288, 289, 290,
296, 297, 298, 302, 303, 304, 305,
306, 307, 308, 311, 312

U

Universal Design 48, 83, 84, 94, 95, 96,
97, 100, 103

Thank you for previewing this research book. If you would like more information on how and where you can acquire the full publication, please contact cust@igi-global.com for assistance.

Please Note:

This book is part of several [e-Book Collections](#) offered by IGI Global Scientific Publishing, including the [Full e-Book Collection](#) with thousands of books across major subject areas. Each major subject area also has its own e-book collection options, including [Business & Management](#); [Science, Technology & Medicine \(STM\)](#); and [Education & Social Sciences](#).

The IGI Global Scientific Publishing e-Book Collections also include the [Emerging Topic e-Collections](#), which are smaller, budget-friendly options featuring over twenty collections that provide more niche coverage of trending research areas.

For more information about the e-book collections, including collections that contain this title, please contact eresources@igi-global.com.