

# HOW TO THINK LIKE A *reggio inspired* EDUCATOR

REFLECTIVE EXERCISE - WORKBOOK

Reflections

Date





# Welcome

*Hello fellow educator!  
So glad you're here!*

I'm Veronica Green, Early Childhood Educator & Consultant. For the past 10 years I've been mentoring and inspiring my fellow educators from all over the world. I share PRACTICAL & INSPIRING ideas to support your team with planning, documentation, understanding behaviours and building strong relationships. Using the power of play, loose parts & sensory processing I have carefully curated resources and professional development that connects theory to practice so that Educators become more knowledgeable, plan with ease, understand behaviours, build relationships that last and most importantly...actually enjoy their role too!

I have been deeply influenced by The Reggio Emilia Approach® in my practice and I continually share my experience with others to support and inspire my fellow educators and to grow in my own journey as well.



## BEFORE THE JOURNEY

I always feel like I didn't seek out REA, but rather **I was seeking out something different, that aligned with what I wanted** to curate as an educator. I knew what I didn't want, but wasn't able to put into words what I did want.

I knew that what my current practice looked, felt and sounded like just didn't feel right in my gut. I've shared before who I had to stop doing what I was taught to do and ripped my planning sheet off the wall.

**Sometimes starting with what you don't want is the best place.** I believe it allowed me to be open to seeing new ideas/perspectives and a willingness to try was more fluid and possible.

I had no expectations. **I trusted that pit in my stomach and it was the most freeing feeling I've had.** I remind myself of that feeling on a daily basis and try to trust myself.

I describe my experience of discovery of the REA in the summer of 2017 as it was the thing I didn't know I needed or was wanting. I wanted to do things differently;

- to not micromanage the children & our days,
- to not have expectations that only made myself and children more overwhelmed and frustrated,
- to find a way to connect with my son and support the children at the same time (we were on our autism diagnosis journey at this time).

**I knew I wanted something different.** That what I was feeling on the daily didn't need to be.

The REA way of thinking challenged me, and does to this day.



## MY WHY

It is *freedom* for myself and the children.

It creates opportunities of *trust* in relationships like I've never experienced before.

It helps me be a *better person*, human being. But also to *practice compassion* and self-love.

That is what I was feeling, but the REA helped me put those feelings into thoughts and then actions.

# FROM NOTICING TO THINKING

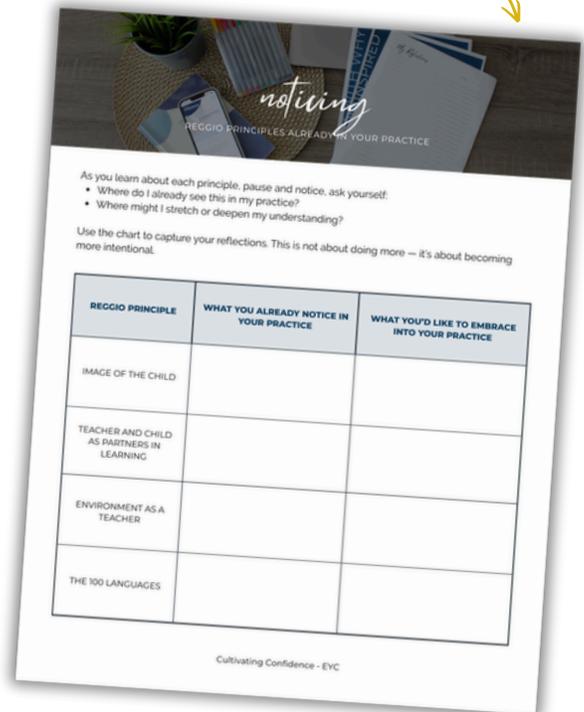
## WITH THE REGGIO PRINCIPLES

In the first guide, you explored the principles of a Reggio-inspired practice and reflected on where they might already be present in your work.

That step is important because it helps us notice what is already alive in our practice. In this guide, we take the next step. Instead of only recognizing the principles, we begin thinking with them.

Using the reflective practice pathway, you will explore how observation, analysis, and thoughtful response help bring the principles to life in everyday moments with children. This is where philosophy becomes practice.

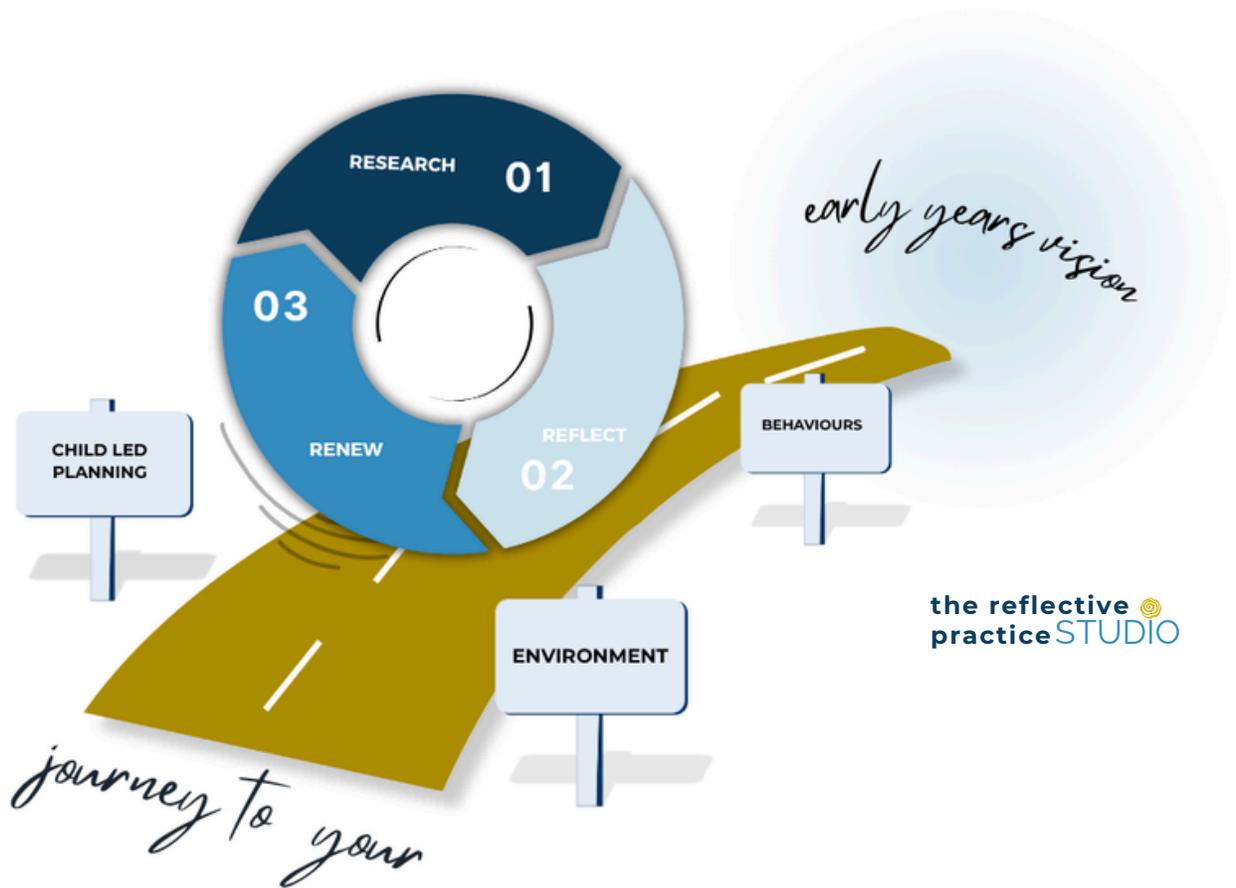
found in guide one



## A MOMENT TO NOTICE

Think back to the example from the video — the child throwing blocks. Before applying a framework or strategy, pause and consider the moment through the four Reggio-inspired principles we explored earlier:

- **Image of the child** – What might the child be capable of understanding or exploring in this moment?
- **Teachers and children as partners in learning** – How might curiosity guide your response instead of control?
- **The environment as the third teacher** – What in the environment may be influencing the moment? What might the space be inviting?
- **The hundred languages** – How might the child be expressing ideas through movement, action, or materials?



# the reflective practice pathway

REFLECTIVE PRACTICE IS THE ENGINE THAT DRIVES YOUR DIRECTION

The Reflective Practice Pathway is a flexible cycle that helps you pause, make meaning, and take intentional action in your practice.

This pathway helps change feel safer—offering structure, reflection, and support so you're never shifting blindly, but moving forward with clarity and purpose.

Reflective Practice isn't about doing more—it's about noticing what matters most.

With each cycle through the Reflective Practice Pathway, you build clarity, confidence, and momentum on your journey toward your early years vision.



Research is the moment something catches your attention — a feeling, a question, a moment with a child, a discomfort, or something you learned in a workshop or book. It's a spark that invites you to pause and gather what you're noticing without judgment or solutions. This phase is about awareness, not action. It's the space where curiosity begins.



Reflect is the heart of the pathway. This is where you explore meaning, connect ideas, sit with tension or confusion, and uncover what the moment might be teaching you.

Here, you're making sense of:

- what you noticed
- why it matters
- how it connects to your values, the children's learning, or your identity as an educator

Reflection isn't about judgment — it's about gentle inquiry.

This is also where theory, values, and lived experience begin to weave together



Renew is the movement phase — but not in a “fix it” or “do more” way. It's about choosing one intentional shift, action, or mindset that aligns with what you learned in the Reflect phase.

This shift might be:

- a new question to explore
- a different way of responding
- a small environmental change

Renew is about stepping forward with purpose, not pressure.



# reflective practice

THINKING WITH THE REGGIO PRINCIPLES

REFLECTIVE PRACTICE PATHWAY	YOUR NOTES
<p><b>RESEARCH</b> What is standing out to me right now, and why might this moment matter? Choose one moment from your practice and explore it through the four principles:</p> <ul style="list-style-type: none"><li>• What might the child be exploring or trying to understand?</li><li>• What possibilities does this moment reveal about their thinking or curiosity?</li><li>• How might the environment or materials be influencing the moment?</li></ul>	
<p><b>REFLECT</b> What might this moment be asking me to understand more deeply? Consider:</p> <ul style="list-style-type: none"><li>• How did my image of the child influence my interpretation of the moment?</li><li>• Where did I see partnership in learning between myself and the child?</li><li>• How did the environment support or limit the exploration?</li><li>• What languages of expression were visible?</li></ul>	
<p><b>RENEW</b> What feels possible now, given what I've learned? Based on your reflection:</p> <ul style="list-style-type: none"><li>• What might I try next?</li><li>• How might I adjust the environment or materials?</li><li>• What questions could guide my next observation?</li><li>• What small change could support deeper exploration?</li></ul> <p><b>Remember: Renewal is not about doing more — it's about responding with intention.</b></p>	



# THANK YOU

You've already begun the work — noticing what's present and where you'd like to grow.

If you're curious about what it looks like to build this into a strong foundation — not just inspiration, but implementation — I've written a blog post that walks you through my [Reggio Inspired Practice Beginner Course](#).

*Veronica Green*

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