

Our idea of a child

the child, from birth, as a bearer of identity,
attitudes, desires and abilities





The competent child

The child is a competent person who needs stimuli

ADAPTED

REFLECTED

ASSESSED

To stimulate his natural predisposition to growth and discovery



And the adult role?

- ▶ He chooses the stimulus
- ▶ He offers the soloist
- ▶ He mediates the stimulus

The adult must understand what is the most adequate and competent stimulation, based on the predispositions of the children and their needs.

The child, if the stimulation is adequate and correctly reflected by the adult, knows how to learn and discover independently

The adult gets rid of the limiting role of stimulus proponent, in order to become an astonished observer of the process of learning of each child



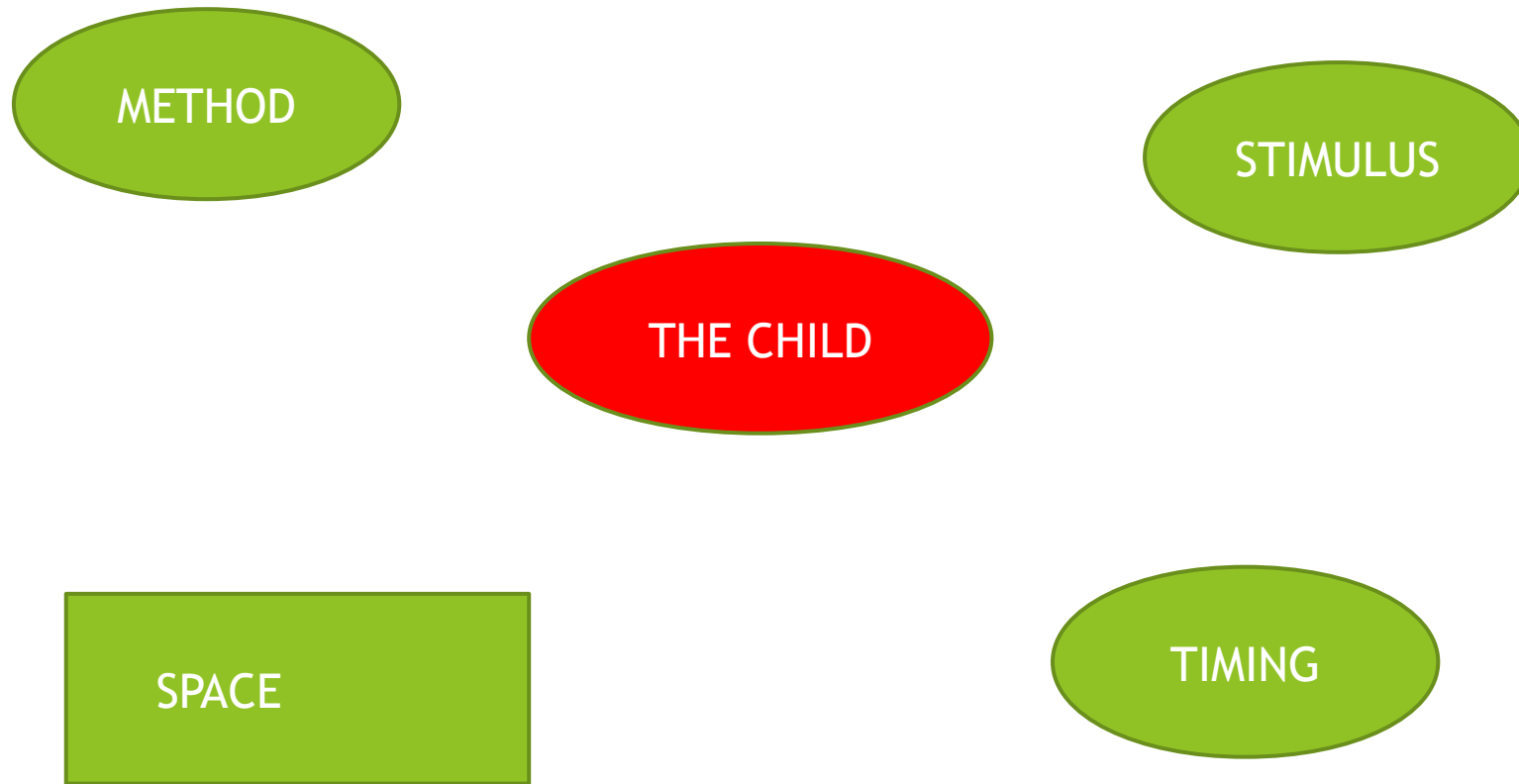




The adult gets rid of the limiting role of stimulus proponent, in order to become an astonished observer of the process of creation of autonomous and competent learning of each child



The dynamics of the educational process



THEORETICAL FRAMEWORK

- ▶ Dewey's activism, dynamics of active doing, the child as an active subject in the reappointment process
- ▶ Attention to the various forms of intelligence, according to the thinking of Howard Gardner
- ▶ Give me my time, Emmi Pilker
- ▶ Report of care and attention from the reference adult, Elionor Goldschmidt's theory

Continuity path 0 - 6

- ▶ Keep memory
- ▶ Respect the traces that the children bring with them
 - ▶ Share the opinion and the approach





Nature pedagogy

- ▶ The school outdoor
- ▶ Nature as an educator
- ▶ Plural looks
- ▶ Multidisciplinary, active and REAL paths
- ▶ Learning as discovery and research
- ▶ The body as a learning engine



