

THIS IS THE HOUSE OF THE CHILDREN, WE ARE THEIR GUESTS



The educational team considers it a luxury to be able to have the families among us. You are the main people involved in your children's education. For everything to outflow in this space designed for children, we believe it is necessary to share with you some attitudes. It's just that in this schoolhouse...

WE RESPECT CRYING

Crying is a mechanism to release tension and release anguish, therefore, everything that we do not allow them to express through crying generates discomfort for them. Let's see it as an opportunity. Here the role of the adult is not to slow down this process, but to accompany and validate these emotional expressions while respecting the child so that he/she feels safe and loved. Here we allow children to cry.

WE RESPECT THEIR GAME

Children have just emerged from an egocentric stage in which they are neurologically not able to share (although it may seem so to us because of the imitation they make of the adult). We ensure that each child has the time needed to interact with the material because in this way we provide them with the security to live experiences that will allow them with the necessary time to experiment with sharing and socialising actions (approximately from the age of 3 years). So, we don't force them to share, they will eventually learn it for themselves.



We do not interrupt their game. Allowing them to create their own rules, to ask questions, to choose whether to be in company or alone, to set their own objectives based on their desire, their own impulse, their own needs, and the

evolutionary moment in which they find themselves. They know how to play; it is an inherent human capacity and a human right.

We do not force the game or the activity. Everyone is free to come to a proposal or not. He/she decides the time, the rhythm, the company, the frequency, etc.

WE RESPECT THEIR TIME

Here we adapt to their pace and their needs. We do not anticipate their proposals; we interact with the children only when they ask us to do so... Enjoying the opportunity to just observe them without intervening is a privilege. Therefore, when we enter this house, THEIR HOUSE, let us forget about the fast-paced life we live.



WE DO NOT REWARD NOR PUNISH

We do not constantly tell them: "very good" with the aim of getting them to repeat actions, games, behaviour... We describe what we see, and we are present to give value to their learning, for example "I see that you have managed to get up to where you wanted to be". We do not lead with coercion, threats, or punishments, e.g.: "if you don't wash your hands, I won't give you food". And we do set limits when necessary: "first we wash our hands and then we can eat". When we use rewards and punishments, we make children do things because someone else tells them to, to please them. This disconnects them from self-motivation and reduces their natural curiosity and interest in discovery and learning.

WE GIVE THEM TIME TO RESOLVE THEIR CONFLICTS

The adult does not anticipate the resolution of conflicts between children. Here, we observe from proximity, following the thread of the conflict in order to intervene, set limits and provide other alternatives, models of resolution if necessary. Most of the time they resolve it themselves.

WE DO NOT ANTICIPATE THEIR MISTAKES

On the one hand, we allow them to try and experience the "I can't" and we don't do things for them, we only help them with what they really need. We don't take away the opportunity for them to try it autonomously and we don't anticipate them by doing it ourselves thinking that they won't be able to do it.

On the other hand, we do not forbid them of all things "dangerous" or with which they can harm themselves (climbing, stone throwing, big jumps...) because in this way we would prevent them from being aware of their own limits and limit the natural impulse to try new challenges. We also don't help them to do dangerous things because they might feel able to do something they can't really do on their own yet.

LET'S RESPECT AND TRUST IN THE CAPACITIES OF CHILDREN

EQUIP EDUCATIU NEXES



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