



MOVEMENT

Since 1951 Italian teachers have been working for a democratic school model, based on the principles of the Constitution. Dialogue, cooperation, valorization and new educational techniques are fundamental to developing potentialities, the free expression of children in a school attentive to human and social growth, solidarity and respect for rules.

EDUCATIONAL

Interventions/actions affect pupils, teachers and context by changing background and relationships. Empowerment of the subject is a search for resonances with the context through which to re-know oneself and activate the transformation of the self and the educational environment.

COOPERATION

Any pedagogical-didactic action performed, regardless of the outcome, is communicated and shared with others, which makes didactic documentation fundamental

MCE AND DEMOCRACY AS AN EDUCATIONAL PROJECT

PEDAGOGICAL INVARIABLES: 4 STEPS

1°

TOOLS OF DEMOCRACY

School is a democracy laboratory for the citizens of the future and a more fair and inclusive society. Gradual and cooperative education allows students to develop skills to be free and responsible citizens, active participation, confrontation, collaboration and collective decision-making. It also promotes values such as solidarity, respect and responsibility.

2°

TOOLS FOR RESEARCH

School libraries, beyond the idea of the same textbook for everyone, are engines for active learning, the development of critical skills, cultural curiosity, reading, and writing. They are places for meeting, sharing and working in group with which to stimulate collaboration and active citizenship. They have a key role in renewing education and forming conscious citizens for the 21st century.

3°

OPEN-CLASSROOM WORKING

Adopting an open-classroom laboratorial model favors active and personalized learning, enables autonomous explorations, stimulates curiosity and passion for multimodal learning and collaboration. It also develops critical thinking through confrontation with different experiences and perspectives, promotes socialization and teamwork by communicating with heterogeneous peers.

4°

EVALUATION AND LEARNING

Evaluation is a continuing process of reflection and redefinition. The use in progress of descriptive and qualitative tools, excluding numerical grades, an obstacle to personal growth, promotes intersubjective and collegial assessment, students (and teachers) self-evaluation and self-analysis. Evaluation thus becomes a tool for self-regulation of procedures and processes while respecting everyone's diversity and potentialities.



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Children possess a natural curiosity and desire to learn that drives them to explore the world around them. **MCE advocates for an inquiry-based active learning model, where students become protagonists in the construction of knowledge.** The teacher is a facilitator who guides them by supporting them in developing skills such as communication, critical thinking and information seeking. **Knowledge is seen as a dynamic and constantly evolving process, and therefore, the use of the textbook by itself should be overcome in favor of a plurality of tools and resources** (original books, artwork, audiovisual materials and cultural artifacts). **The adoption of alternative tools, as provided by Italian law L.517/77, is an opportunity to enhance the potential of each student and create an inclusive and stimulating learning environment.** It represents an important step in the realization of a school that **focuses on the student, active learning in accordance with a constructive approach, a multitude of tools to enhance diversities by implementing school libraries, work specific libraries and classroom libraries.**