



A PEDAGOGICAL PROJECT

Madrid Active School (MAS) is an international school borne out of the desire of several families to offer their children an educational experience based on an active pedagogy - where the children themselves are central to the learning process and where learning grows out of the child's character, interests and abilities at every moment. Our unique model at MAS shares similarities with Sudbury Valley School in Massachusetts, USA; the Pestalozzi School in Quito, Ecuador founded by Mauricio And Rebecca Wild; and is also influenced by Reggio Emilia, Montessori, Waldorf and Forest Schools.

MAS grew out of Nidia, which was a project that developed around the respectful accompaniment of pre-school children and evolved over three years into MAS with both infants and primary under one roof. MAS aims to have a community of families who are sympathetic to the pedagogical objectives, and wish to be actively involved in the education of their children and also be actively engaged in the school community.

Teaching is based on the respectful accompaniment of children in active education within an international and intercultural context. An education for freedom model whose success relies on the full development of the human being. At MAS:

- we have a conception of education as one that shared between the educational center and the home.
- we support active education, education for freedom and the integral development of the human being (physical, cognitive, emotional, moral, spiritual, social).
- we understand that the school is a collective where all parties must be respected and dialogue is coordinated in such a way that it allows the

respectful accompaniment of the children in an environment that is prepared for their integral development.

- the community is lively and participatory and all sectors have a fundamental role.
- we respect the capacities of children at each stage of their development, providing them with a framework of freedom and respect for their own desires and learning rhythms (non-directive education).
- we understand the desire to learn as an engine of innate development in children. Learning is based on internal motivation and that is the guide (a curriculum created by and for students) through careful observation and personalized attention of the accompanying adults (proposed materials and activities that meet the authentic learning needs of each student).
- we understand parenting and parenthood is a path of personal development for adults.
- we have a commitment to economic and environmental sustainability.
- we believe that bilingual (English-Spanish), international and intercultural education allows us to develop respect for others, individually and collectively, through the knowledge and recognition of different types of cultures.

MAS is and wants to be a small urban school - an educational center with a family atmosphere based on human warmth. On the other hand, it also aims to have an important impact in the local community - to be thought-leaders both as a center for training in pedagogies that are respectful of children, and also in exploring issues of parenting, education and personal development through the various courses and activities offered to children, parents, and experienced or trainee teachers.

The Spaces

- Children's rooms
- Primary rooms
- Motor-theater-music expression room (shared)
- Exterior (shared: structures of physical activity, sandbox, orchard, carpentry)
- Kitchen-dining room
- Office



Organization of a Preschool Day

- **9:00-9:30** Arrival.
- **10:10** Second arrival shift
Spontaneous play / Expression room
- **11:00** Lunch
Spontaneous play / Garden
At least one plastic workshop and a musical workshop per week, and meetings according to children's interests.
- **12:40** English activity (varying daily)
- **13:10** Lunch. Spontaneous game
- **14: 30-15:00** Story and farewell.
- **(15:00-16:00** Possibility of an extended hour)



Outside Friday (Dehesa de la Villa)

- **9: 00-9: 30** Arrival in the Dehesa.
- **10:10** Second arrival shift
Spontaneous play
- **11:00** Lunch
Spontaneous play
- **12:40** English activity
- **13:10** Lunch
Spontaneous play
- **14: 30-15: 00** Story and farewells.
- **(15:00-16:00** Possibility of an extended hour)

Organization of Primary THE SCHOOL DAY

- **9:00-9:30** Arrival.
- **9:00-10:25** Individual play / activity
- **10:10** Second shift arrival
- **10:25** English activity (/Tues: Assembly)
- **10:45** Lunch
- **11:00** Spontaneous activity / Expression room / Garden
- **12:00** Mon -Wed, Language games
- **13:15** Lunch
- Spontaneous activity / Garden
- **14:30-15:00** Story and Farewell.
- **(15:00-16:00** Possibility of an extended hour)



OUTSIDE DAY

Friday - *Dehesa de la Villa, Huerto Cantarranas* or another destination



Outside days are organized along the lines of a normal school day but are adapted slightly depending on the destination: At Dehesa de la Villa, we ask that the children dropped off and collected from Dehesa and not the school; If the destination is *Huerto Cantarranas*, the children are dropped off at school and leave by bus after lunch. At other destinations, details of drop-off and pick-up times and locations will be specified. All English activities are adapted to the according to the destination.

3-6 years: The sensory-motor stage

BASIC METHODOLOGY

- The observation of the child as a central element in the accompaniment of adults, looking at each one as an integral being, unique and different from the others.
- The adult does an important job of emotional accompaniment from love, respect, active listening and communication not violent
- Respect for spontaneous activity, moments of concentration and expansion. Confidence that if they are given the appropriate environment, the children know what they need for their development.
- From the game and the sensory experimentation with the materials and affective in the group, the children learn to respect each other, and to choose what they want to do in each moment in connection with their authentic needs.
- An environment prepared to meet the needs of well-being and development, with a temporary structure in which the rhythms (daily, weekly, seasonal).



MATERIALS AND SPACES

We provide materials that respond to the various interests that arise out of children's play. These materials help develop sensory perception, manual dexterity, psycho-motor skills, artistic, physical and musical expression, life skills, symbolic play, pre-reading, reading and pre-calculation.

All the materials are arranged within the various environments, so that children can see them, pick them up and put them back themselves.

RULES FOR CHILDREN

These are the rules of coexistence and care of space and material, and are introduced (if necessary) firmly, but always with respect. Do not disturb and respect the activity of others; do not break materials or use them in inappropriate places; put everything back in its place after using it.

THE ROLE OF THE ADULT

⌚ **RESPECTFUL AND EMPATHIC TREATMENT:** To speak with respect, to put yourself in the child's place, listen, understand, and convey empathy and affection.

⌚ **ACCOMPANYING CONFLICT:** To understand, without either judging, or offering solutions (but instead, allowing space for the children to find them themselves), to help to put words to feelings and needs, and to ensure a good emotional environment while following the rules of coexistence.

⌚ **FOSTERING AUTONOMY:** we avoid offering help when they have not asked for it. If they ask us, we value how much they really need it, and if it is possible to accompany them in their effort without intervening. We keep in mind that in learning the most important thing is not to achieve an objective, since the process itself of trying and making mistakes has its own formative value.

⌚ **NO DIRECTIVITY:** without giving deadlines or instructions, things from the child's point of view can actually be done in a thousand ways and all of them are valid to help them grow intellectually and creatively.

⌚ **THE RULES AND LIMITS:** raised by adults from their responsibility to the welfare of children, from the emotional bond with them and the certainty that they are essential to create a safe and relaxed environment.

