



Pedagogical Project in Infant Education



ESCOLA
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TÈCNIC EULÀLIA



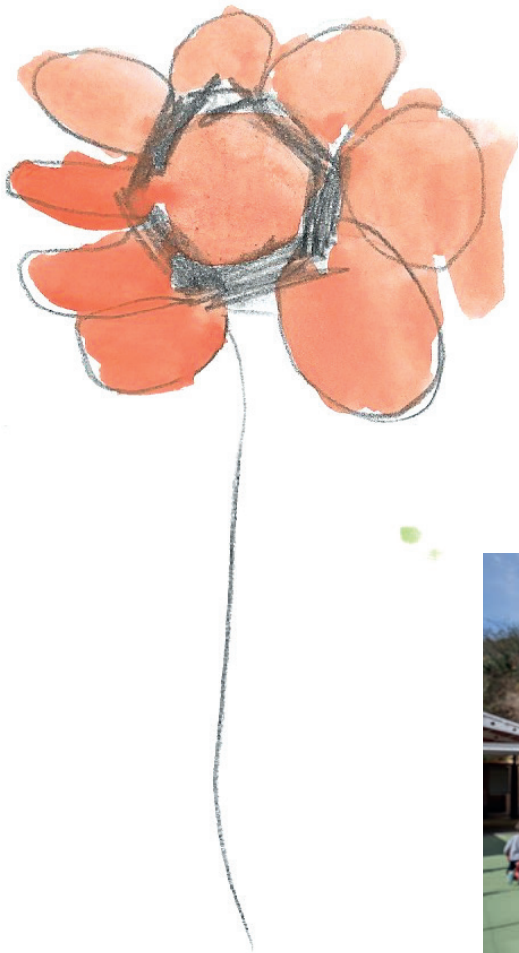
The key knowledge that is the gateway to later, more complex learning is developed in the Infant Education stage. Our pedagogical project deploys a competency-based curriculum with proposals that allow a global view of children's learning. It is adapted to the personality, interests and abilities of each individual and takes into account the different ages and contexts present at school.

For us, all areas of the school are learning spaces and are integrated to promote autonomy, freedom of movement, communication, knowledge, relationships and well-being.

The project is structured in different central themes through meaningful, functional, significant, contextualised and adapted proposals.

The spaces where this learning takes place are stable, the children move there with confidence, self-management and individual and group learning are encouraged. The different micro-spaces in the classrooms contain a wide variety of activities and languages: library and transformation, constructions, art, experimentation, symbolic play and graphic representation.

Our pedagogical proposal requires versatile, polyvalent, flexible and adaptable material. We work with natural materials in colours that help concentration and calm. They allow experimental and manipulative work to be carried out, always with an educational intention carefully selected by the teaching team, which facilitates personal autonomy.



What is the core
of our project?





PEOPLE. Feeling secure and esteemed allows us to be receptive and open to learning, this is the main objective of the school. From this point on, we need a good basic emotional education that takes into account the differences and that helps them to discover and promote their talents, to acquire a good self-esteem to foster a harmonious development of their personalities.

THE COMMUNITY. People need others to communicate, relate, interact and share knowledge, feelings and sensations. The children's reference community is their class group with the teacher as a guide. This group will be maintained for 3 years. At the same time, we also create opportunities for them to interact and learn together with other infant groups and with the older ones.

COEXISTENCE. Education in values is essential for good coexistence. At school, children find a group-classroom where they can grow up, establish affective bonds, choose friendships and learn the values of peaceful and democratic coexistence, where differences are respected and coeducation and equality are promoted. Through play and cooperative work, children learn to live together and to understand and accept that we are all different.

INCLUSION. We recognise diversity and place high expectations on all students, stimulating their talents, personalising their learning and striving for an equal education. We intervene in the classroom from a co-educational perspective with the aim of promoting healthy and wholesome relationships. The learning situations created guarantee attention to diversity, minimising barriers and respecting different maturity rates and different ways of learning.



Community
Creativity
Inclusion
What
Coexistence
Science
Love of Nature
Autonomy
People

AUTONOMY. The aim is for children to gain autonomy based on values and attitudes such as responsibility, self-esteem and the ability to make decisions with their own criteria, taking risks and learning from mistakes. This autonomy is acquired in the most basic aspects such as hygiene and order and, for this reason, working on habits is an important part of daily life at school. Order and control of space and time gives them peace of mind and security and helps them to structure their thoughts better. Taking care of oneself to promote health and good habits is very important when it comes to diet. Accepting a varied diet and learning to eat well is also part of the objectives of the stage

CREATIVITY. We promote experimentation and manipulation, originality, individual and/or collective initiative when it comes to solving or capturing any kind of learning. In line with new studies in neuroscience, we are committed to learning through enjoyment and through the child's initiative and that is why we prioritise play, both free and directed, as a source of pleasure, development, learning, coexistence and creativity.

SCIENCE. The school proposes activities that encourage observation, experimentation and discovery with the aim of fostering curiosity and initiative, questioning and verifying evidence, as these are the necessary tools for knowing and understanding the world around us. Through small challenges and collaboration among the whole group, we initiate them, little by little, on the road to scientific thinking.

LOVE OF NATURE. Our projects include an attentive look at the natural environment, a scientific look to learn. We associate this axis with environmental and sustainability education. Acquiring eco-responsible and healthy habits is a guarantee for the future. That is why we are starting some activities such as selective collection in the classroom, working in the garden and local food, reusing materials and reducing consumption in those everyday actions where this is possible, such as paper, water and energy.





How do we implement our project?

MENTORING ACTION. EWe establish links and accompany to facilitate the personal and social development of the children in the intellectual, emotional and ethical aspects, according to their personal characteristics. From the tutorship together with the teaching team, we share with the families the evolution of their children with a common objective: the children's happiness and educational success.

GAMES AND ROUTINES. Systematic work on habits and routines helps children to gain security and confidence while gaining self-esteem and autonomy. Through play, children develop their personality in an integral manner, the way they see and understand the world, the way they relate to others and to objects. Through play, children's communicative skills are developed and we can have multiple possibilities to approach affective, sexual, gender and family diversity in an inclusive, positive and close approach.



How

Code Written Games and Routines
Mentoring Action Learning Spaces
Mathematical Code Globalised Projects
Simultaneous Activities

GLOBALISED PROJECTS. Based on research, knowledge, strategies and competences from different fields and curricular areas are developed holistically. They start from a global conception of education based on listening to the child, fostering the desire to learn and collaborative work. They enrich and develop cultural awareness, a sense of belonging and critical thinking through participation in different cultural and artistic manifestations.

LEARNING SPACES. Children, mixed by age or level, are the protagonists of learning. We build them from different accessible, sensorial, experiential, healthy, communitarian and aesthetic proposals, where they can act, observe, experiment, build, invent, imagine, share, relate, get excited and interact with others. It is a creative and flexible methodology that encourages autonomy, self-learning and co-learning.

WRITTEN CODE. The introduction to reading and writing at school is carried out in a meaningful way combined with a more systematic and individual work of phonological and graphical awareness, always taking into account the different maturity levels. Learning to write requires daily meaningful, personal and collective opportunities, linked to the different learning situations.



MATHEMATICAL CODE. The main objective is to help them to structure their thinking and the logico-mathematical contents that help them to know and understand their environment. Children acquire the skills and abilities of reasoning through play, observation, manipulation and experimentation with objects.

SIMULTANEOUS ACTIVITIES. The classroom is organised into different micro-spaces where, in small groups, they develop different proposals that have been designed by the teaching team in an autonomous way. The students are at the centre of their learning process as they have the opportunity to get to know themselves, to know what they can and cannot do and to manage themselves through their own self-regulation.

Other activities

ENGLISH LANGUAGE. Through songs, games, stories and routines, the English language is introduced into children's daily lives and, in this way, they become familiar with it. We link learning to meaningful situations and encourage them to use it spontaneously and naturally in environments where they work and learn actively and feel respected.

We are a Cambridge school and the boys and girls in Infant Education enjoy, depending on the level they are attending, 5 to 6 hours a week of exposure to English.

ARTS AND CULTURE. At school we provide a motivating space that stimulates sensory development and creative skills, as well as an approach to art and culture. Spontaneously, the children acquire initiative to manipulate the materials and learn the different techniques proposed. In a natural way and following their evolution, figurative drawing and abstract art appear. Visits to museums and art galleries and contact with different artists who are well integrated into the daily life of the school are also fundamental.

PHYSICAL ACTIVITY. In childhood, physical activity is one of the most important healthy lifestyle habits because of the important health benefits it generates, as children develop and strengthen their muscles and, at the same time, protect themselves against many illnesses in later stages. In the Psychomotricity sessions, they are physically active, they relate and communicate with the world through their bodies and each one has their own way of doing it, depending on their needs and capabilities. In the weekly swimming sessions, they improve their coordination, balance, flexibility, agility, and muscle strength.

THE SCHOOL CAMP. The first school camp at I5 is a great experience and a key space where to work on interpersonal relationships. They are a new space for learning, playing, searching, relationships, bonding and working on coexistence. The memories of the experiences of these two days away from home and school are a mixture of feelings. They are two days lived with



Adaptation to school

The time we spend welcoming a child and a family is a time of education, a time that allows us to establish a framework of trust and positive relationships that facilitate the collaboration of the entire educational community in favor of the personal growth of children.

During the first days at the new school, one of the most important things is to establish bonds of affection and security. From the beginning we accompany them looking for personal moments of attention, explaining and putting words to what they feel. The proposals that we teachers offer are based on routines: knowing at all times what will happen and anticipating it gives them security. Also very important are the games of acquaintance to establish bonds between the new companions, quiet games, stimulating and attractive activities...

The welcoming, however, goes beyond the first days. The school is friendly at all times, it is a place where everyone feels warmly welcomed and accepted.

At school we generate an environment of security, affection and trust, where relationships are respectful and warm. It is important that we teachers are



present there physically and also when we are not there. Thus, little by little, they know that they can count on us when they need us and little by little they make us participants of their emotions, discoveries, frustrations, joys... In an atmosphere of coexistence between adults-infants and infants-infants, the relationships are developed in a natural way, creating strong bonds of coexistence.

Teachers are attentive to the needs of each child and give each one what they need, with an attitude of waiting and patience, without forcing processes and generating trust, in order to create the necessary bond with them and their families.

Infants require relationships as individualized as possible, therefore, the adult is sensitive, welcoming and close, while respecting their abilities and skills, as well as their different emotional states.

Stability in the relationships, regularity in the treatment and respect for the different ways of being are some of the characteristics that make the interactions between children and adults have positive effects for their growth.



Early
Education

Primary
Education

Secondary
Education

Baccalaureate

Bachibac

International
Baccalaureate

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How to get there:

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L3 Underground (Penitents stop)
Bus lines H2, H4, V13, V15, V17, V19, 123,
124, 131 and 196



SARRIÀ CAMPUS

Pere II de Montcada, 8 · 08034 Barcelona
Phone 93 203 12 80

How to get there:

L6, S1, S2 and S5 FGC (Sarrià train stop)
L12 FGC (Reina Elisenda train stop)
Bus lines H2, H4, V3, V7, 68 and 130