



Our pedagogical method arises from the eclecticism. After years of experience in education we have consciously and sometimes unconsciously, been building our own educational method. It is characterised by its inclusion and **openness** to already established educational models on the one hand, and our own input on the other. All this results in a cohesive model where all the parts articulate in a coherent and organised manner to create a unique model. Furthermore, an **innovative** one, as it takes from different sources to create a new arrangement.

For some time, much before the idea of Arimunani, several teachers grew with the coming and going of students year after year. We learnt ways of doing, of reaching, of motivating them. Our concern and love for education pushed us to keep training, studying and investigating in different directions, to arrive almost without realising it, to our method.

We would like to point out the methods that have guided us, taking into account that it is in the continued observation of the girl/boy where we put our emphasis to adapt one or another.

The starting point and most fundamental aspect is the **environment**. We recognise the **natural cycle** of boys and girls, and the enormous benefits of growing in **nature** learning from its own rhythms. We believe it is in nature where a healthy development according to the essence of all humans, begins. The respect for the environment and people, tranquillity, security, attention and empathy, are some of the capacities that are potentiated in this medium.

Along these line, the incorporation of an **orchard** and a **farm** -already proposed by Maria Montessori and so many other models that have followed since then- will fill the School with life and encourage responsibility, care and respect, for the medium in which we live in and towards all living beings. It encourages to take healthy **decisions** about our body, to observe and appreciate it, introducing us to the serene and natural evolution of nature and aids us to grow in the same direction. To recognise our own rhythms and generate **security** and **confidence** in our own capacities. Furthermore, it permits to relate and directly **experiment** in subjects related to the medium.



A **meaningful/significant learning** developed under constructivism and the **pedagogy of the question**, and which we have seen from Socrates to Paulo Freyre, is a basic pillar of our model. We understand that the passion for learning starts under the same flame as that of curiosity and interest. To discover those interests and potentiate the search for answers, investigating, thinking and doing, turns us into the main character of our own learning. With this we support **autonomy**, liberty and the **illusion** for knowledge.

With a **learning based on projects** all the curricular contents fit perfectly together. We want to get away from the separation of subjects to work in areas. We believe that all subjects are related to each other, and through multiple interdisciplinary projects, student gain increased information, and what is more important, they come to it pushed by their own will and wish. In this sense, we eliminate text books, and help our students construct the information needed through multiple resources: written, technological or experimental.

Experiential learning is another key element. We believe through experience is how the natural learning of all humans beings begins. We try to implicate -as much as possible- all the theory into a practical context, and bring it as close as possible to everyday life. This way boys and girls can live knowledge first person and become the protagonist of it. This will favour our **motivation** in learning, **autonomy** and **responsibility** towards the content that becomes part of our lives.

Collaborative learning brightens our day to day life. One discovers the immense richness behind being part of something much larger, as well as teaching how to help and how to be helped, to observe the needs of others and indirectly our own. It teaches children to share from their own individuality.

Along these lines we maintain an **individualized attention** (with 12 pupils per teacher), where the teachers will carry out a permanent observation of each student and intervene adequately making the boys and girls conscious of there own acts, encouraging self-awareness and self-management of resources and emotions.

In the same way, the incorporation of **assemblies** offers students the possibility to **express** their own opinion as well as to **respect** the opinions of others, creating a common space and a bond, encouraging a democratic decision making process where group solutions to conflicts can be found.



The focus on the **arts** has always been a priority. However the reinforcement of **creativity** will be constant and from diverse activities and disciplines. Artistic work will be given transcendental weight expanding, as Gardner would say, other of the multiple intelligences.

Working in an integrative manner has been a treasure that has permitted us to address the development we find so indispensable for the **emotional health** of every boy and girl. With the teachers employing this technique they help manage the diverse emotions that appear in students every day life, giving them guidelines and mechanisms that the children can incorporate in their lives in an autonomous way. Our objective is that the student can grow accepting and managing their own emotional life.

The encounter with **ATB** (Awareness through the body) and **meditation for children** widened our vision towards the **body** and the practice of the **attention**, and inspired us to incorporate techniques and strategies for the development of these. With this we favour, on the one hand **self-knowledge**, which makes the students more capable of learning about their needs, and therefore taking adequate decisions; and on the other hand **self-care** favouring a healthy development, physically, emotionally and mentally.

With **systemic pedagogy** we give **families** a crucial paper in the development of the school, giving them priority and inclusion through multiple activities throughout the childrens growth, from participation to counselling.

In the same way we understand the importance of **society** on one hand, and culture on the other. In the first case, we search to increase the **values** that make a society, a even better one, through projects and actions that many times arise from the children themselves; in other words, giving space for the willingness to arise, like each and every other value is produced or increased.

In terms of the **culture** in which the children grow, their own and the other cultures, we encourage them to participate in them from multiple dimensions enabling the contact with the roots of each and everyone, promoting the values of respect and **integration**.

Along the same lines we give importance to **technology** as it is in this medium that the current generations are growing in. It is part of their every day life, and as mentioned before, it is one of the tools from which **information** is generated. Regarding this, we help them manage the utility and needs making possible that the students alone set their limits.



Other aspects that we would like to highlight are the **working together of students of different age groups** which opens a door to a world of possibilities where children learn values such as help, collaboration and respect. **Adapting the times** for each boy/girl has taken us to dilate the times working in areas giving the necessary space so that the students can introduce themselves in the material on their own initiative and working at their own pace. Guided by teachers this facilitates the development of **autonomy, self confidence** and **motivation**. Regarding every day life, we incorporate **daily school chores** appropriate to each group, so that from an early age the students develop a sense of **responsibility**; In the same way that meals will be accompanied by fellow students and teachers to create a familiar and cosy atmosphere encouraging a **natural** and **happy** development.

Having outlined what constitutes our principal methodological guidelines, and taking into account that our objective is always the happy growth of all and everyone of the boys and girls that constitute our school, we would like to transmit where our perspective and efforts are focused towards, that is, what are the main capacities we will direct our day to day:

