

Progettare Leducazione Contesti Competenze Esperienze

Progettare l'educazione La scelta dell'inclusione. Progettare l'educazione in contesti di disagio sociale Pedagogia dell'identità: l'enigma dell'essere Le comunità per minori. Un modello pedagogico Il curriculum verticale nella scuola del primo ciclo L'educazione plurilingue Etnografia dell'educazione in Europa Testi e contesti Il contesto teatrale Le scienze dell'uomo Pedagogia e sperimentazione Educazione civica e scuola Cinema VS Bibliografia nazionale italiana Gazzetta ufficiale della Repubblica italiana. Parte prima, serie generale L'orecchio del mercante Rapporto Isfol 2006 Il mercato del lavoro nel Veneto Towards internationalisation in library and information studies Davide Parmigiani Fausta Sabatano AA. VV. Alessandra Tibollo Fiorino Tessaro Silvana Schiavi Fachin Francesca Gobbo Ettore Catalano Renata Viganò Bruno Losito Feliciano Cicardi Umberto Eco Francesco Leprino Istituto per lo sviluppo della formazione professionale dei lavoratori Veneto Lavoro Anna Maria Tammaro

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la scelta dell'inclusione parte da un coinvolgimento personale scegliere di includere vuol dire prima di ogni cosa scegliere di includersi di mettersi in discussione di ripercorrere la propria storia di lavorare sulle proprie emozioni sulla consapevolezza dei propri punti di forza e di debolezza la scelta di includere è relativa all'includere l'altro come egli è senza investirlo e caricarlo di aspettative proprie ma impegnandosi a fornirgli gli strumenti necessari affinché un giorno sia lui a poter scegliere chi e come essere la scelta di includere è prima di tutto una scelta etica ed è proprio dalla dimensione etica ossia dalla volontà di restituire alla nostra società l'integrità che perde ogniqualvolta una persona resta esclusa che scaturisce la seconda dimensione quella culturale e scientifica la scienza in particolare quella pedagogica ponendosi al servizio dei processi di inclusione nei contesti reali esprime la sua natura di scienza sociale empirica e pratica oltre che eidetica che si alimenta nel confronto diretto con le esperienze e i contesti reali di cui si interessa questo volume intende dunque offrire spunti di riflessione teorico-metodologici e strumenti per progettare e gestire un servizio educativo in condizioni di difficoltà a partire da un'esperienza concreta dalla sua genesi e dal suo sviluppo in tal senso si descrive quanto è stato realizzato in oltre dieci anni di attività di ricerca di formazione e di educazione con bambini e genitori che vivono situazioni di devianza e rischio sociale

osservare senza la necessità di dover comprendere lo sviluppo naturale della propria identità in divenire lasciarsi vivere in una continua ridefinizione di sé in cui poter dire sono e non sono ero e non sono più lasciarsi sconvolgere dal vento forte dalla luce del sole o dalla delicata e tenue luce lunare farsi acqua e terra aria e fuoco oscillare fra gli opposti essere tutto e niente provare la vertigine dell'assenza di contorni e rimirare il bello e lo straordinario che ne deriva lasciare che il vento scompagini l'ordine nei nostri monasteri interiori che faccia cadere le nostre sedie ordinate e traballare le nostre fatue certezze entrare nel forno alchemico che tutto trasforma mettere insieme il bianco e il nero la luce e le tenebre l'illimitato e il finito l'illuminato e il posto in ombra e concepire l'inganno che si cela dietro ogni definizione questa è l'identità sublime

così è una comunità per minori esiste un modello pedagogico di riferimento quali gli strumenti e i metodi in quale direzione porta l'attuale processo di differenziazione delle comunità il volume è una guida per chi desideri intraprendere un itinerario

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