

Words that weave community. Creating spaces for student participation in the school's educational community.

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Abstract

In this paper, we address the importance of establishing spaces for listening and participation in formal education by analysing the knowledge transfer activity called Words that weave community. The initiative seeks to focus on the students, enabling spaces to establish fair, supportive and mutually considerate relationships.

We consider the value of the proposals when they come from children, as they clearly reflect their needs. Most focus on aspects that describe the centrality of the community (both inside and outside the school) for children's well-being. Participation is much more than collecting proposals; for this, it is important to use inclusive strategies that go beyond words and make students visible to negotiate, reach consensus, invest energy in the most beneficial proposals, decide, design actions, etc.

In an adult-centred and edatistic society such as ours, it is challenging for teachers to remain in this position of waiting, of not intervening to allow the group of students themselves to modulate their actions. However, we find that the educational commons' perspective can respond to these difficulties by making it possible to incorporate elements that encourage student protagonism.

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