

The bet of educability

As we are designing and opening a new school altogether, at the dawn of welcoming students in our classroom I think it could be interesting to go back to the basics of our education mission. Since I'm a teacher I keep in mind as a motto the claim of the educator Philippe Merieux that every teacher should do as if every child can learn everything. The most important here is "as if" because it means it's a belief, a deontologic choice and not a scientific truth. We don't know if in reality every student can understand what we teach, and we don't really care, we just need to believe it because this faith will bring creativity, energy and joy in our classes. It sounds obvious that a teacher believes a child is educable but it's more an endless work on oneself that we have to do than a natural way.



The reason for that is simple, we will meet every day in the classroom, students who face difficulties, sometimes for mysterious reasons, to understand what we teach. Or this jeopardizes the principle of universal educability. At that moment, Philippe Merieux reminds us that the trust in educability should be linked with a contradictory idea: the principle of freedom. In that way we avoid teachers turning into demiurge and think that students are only puppets to create and so we are all powerful as educators. Everyone can learn and grow but at the same time no one can learn and grow for someone else because a student is a subject to become. A teacher can fail temporarily and we have to accept this possibility because it does not mean that a student did not learn anything or will learn later or develop other skills or...

Finally, and this is our pedagogical approach at LIFT, our team are professionals to imagine and design situations in the classrooms that promote every student as a human subject and help them to assume to say "I". We will try our best with you (knowing that failure is possible) to build a school where kindness, frame, culture, requirements and genuine relations make our students grow as subjects.

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