

veno el autor centra la atención en aspectos, enfoques, cuestiones, estilos y teorías pedagógicas que él considera realmente importantes para que un colegio sea eficaz, y aconseja vivamente a los padres la importancia que tiene no convertir en *factor determinante* elementos o cuestiones que no lo son. Little cierra el libro deteniéndose en las tareas propias de un director de colegio y las actitudes necesarias que requiere tal condición (capítulo décimo). Finalmente (capítulo undécimo), presenta diez interesantes preguntas que él se formularía si estuviera considerando qué colegio elegir para su hijo.

El autor en esta obra apenas recurre a autores referentes –de renombre– en el ámbito de la educación. Su fuerza está en que lo que dice se basa en lo que ha experimentado y ha observado durante muchos años de profesión y en su reflexión personal. La calidad profesional del profesor, saber escuchar al alumno, lograr una buena relación con él, alcanzar la disciplina en el aula, observar, dedicar tiempo a la reflexión, son cuestiones que aparecen de manera reiterada a lo largo del libro de Little. Esto pone de manifiesto la gran importancia que el autor concede a esas cuestiones cuando trata de explicar qué es lo que hace que un colegio sea bueno en este mundo en continuo cambio.

El libro está editado correctamente, aunque con alguna errata. Se lee con facilidad. Contiene numerosas anécdotas vividas por el autor en primera persona y otras vividas por otros profesores, lo que confiere al texto gran amenidad, y aporta numerosas pistas –a padres, a profesores y por supuesto a directores de colegio– sobre cómo proceder en determinadas situaciones con adolescentes.

María Rosa Esport
Colegio La Vall
Barcelona

Musaio, M. (2016).

Realizzo me stesso: educare i giovani alla ricerca delle possibilità.

Milano: Mimesis, 238 pp.

The author, researcher of General and Social Pedagogy at the Catholic University of Sacred Heart of Milan, with this text demonstrates a singular critical capacity that leads to offering robust interpretations on the theoretical level of the concrete challenges that every educator encounters – more than ever – when he faces at home, at school and in the educational challenges with the young. I refer to the galaxy aspirations and personal expectations, to the construction of the

identity process, which pours its influence on the reading of personal potential, on educational relationships, about the meaning of the planning and delivery between generations.

Marisa Musaio faces these topics in a pedagogical perspective not limiting to register or incorporate merely descriptive analyzes around the training of young people in the current context of contemporary problems, but she gathers the pedagogical fundamentals in relation to the concept of freedom that characterizes the person. The concept of freedom allows to guide pedagogical reflections on the future of young people, because they oscillate between increasingly pessimistic visions and good intentions, including interpretations of problematic age expanded over time, and aspirations towards a life project considered only in response to the processes of change that the young try to implement.

It should certainly be acknowledged that the experiences of fragility and sense of crisis accompany education in a society identified with the choice of continuing possibilities, but in the face of such a context, the author points out the need to link education, potential of educability of the people and the meaning to attribute to the formation of identity. Following these coordinates the author notes that some questions regarding the current education are: What does it mean self-fulfilment? What does it mean to be realized in a living environment where the meaning of words such as “human development”, “promotion of the person”, “personal potential”, needs to be investigated not only in reference to the sense of crisis but as central dimensions for pedagogical reflection?

Especially pedagogy can not stop questioning about the future as a prospective dimension. If our time makes us orphans of the future, the crisis and the uncertainty must not make us succumb to negativity, but to be an occasion to understand the potential of people, to know the latent opportunities and even to imagine different scenarios for the young. For these reasons, the book offers some hypotheses of response for understanding what it means to be realized: the first thing is do not lose sight of the attention for the educational starting point –the concept of *educabilità*–, to refer to the potential of individuals and direct them to their authentic realization. If in an age of complexity the sense of insecurity tends to amplify extending also to the meaning of self-fulfilment, it does not mean that the young people did not desire to seek their own path in life.

This is one of the reasons why the volume focuses on the importance to pay attention to the desire of young people as a source of potential. Although the desire is a source of difficulties and ambiguities, it should be seen as a generative dimension that opens the young to the relationship with the others and with the contextual reality where they live. In summary, education, as a set of paths to improve themselves,

involves not only acquisition processes but above all a personal and inner search that all people should carry in themselves facing some questions: What is the meaning of my personal potential? What are my potentialities? What does it mean to educate and to promote personal potential? What does it mean to educate to self-fulfilment?

The three chapters, of which the volume is composed, are coherent and internally articulated.

The first one, develops the phenomenology of the actual scenarios of education “between risk and changes”, and it identifies in the “possibility”, dimension that qualifies the person on the plans both cognitive and practical, the proper category to face educational challenges of the young people today from more fronts: from the changes required by the society of the knowledge, from the dimension of risk of the society, from the perspectives of an “increased humanity” that follows the influence of the virtual reality.

The second chapter develops in perspective and project key the reflection interpreting “possibility” as potentiality, therefore recalling the idea of “educability” that offers a strong anthropology to the educational practice, subtracting the concept of realization to purely existential references, certainly appreciable, but not always proper for to motivate and to direct toward a run of growth able to take binding decisions.

The final chapter develops a summary showing the author’s ability to decline the recognition of the potential in the light of an instance of self-realization based on a secure anthropological foundation. In this way the meaning of the realization of itself does not assume the traits of self-reference as well as often happens today in the educational proposal. The challenge of generativity, full of echoes psychological methods as well as cultural, rather indicates that realization means knowing how to face the difficulties and decentralize to acquire the ability to become adults, confronting his own life on the symbolic level as well as material.

In the rich preface which opens the volume, Concepción Naval builds on the call of nature and freedom as the polarities of an education capable of introducing in the educational practice an ethical challenge (not just or even primarily technical). Coming to the conclusion of his presentation she affirms “that the author successfully deals with a singular challenge: to combine a classic concept like that of pedagogy as a science of self-realization possibilities with the contemporary aspiration” (p. 17). I collect and I endorse this observation. The greatest value of this fine book is to know how to give freshness to a classical anthropological approach whose effectiveness in the current environment is due to the fact that is able to recognize what is essential – in the sense of the pedagogical foundations – within the educational development: the challenge of freedom.

This book recalls the concept of self-realization does not embracing deductive or subjective addresses devices, but rather by valuing the human being and originality of every human being, even relying on the concrete phenomenology of behaviours, but together with the recognition of the anthropological truth attested by the free nature of the person.

Giuseppe Mari

Università Cattolica del Sacro Cuore di Milano (Italia)

Naval, C., Arbués, E. y Sádaba, C. (2015).

Aprendiendo a ser cívicos.

Pamplona: Parlamento cívico, 62 pp.

Podemos encontrar actualmente un gran número de libros que nos muestran el significado de los valores, pero este resalta especialmente, no por su extensión sino por su calidad. *Aprendiendo a ser cívicos* nos muestra una guía, tanto para docentes como para padres e incluso alumnos, de cuáles son los mejores valores que deben trabajarse para poder hacer de este mundo un lugar mejor, convirtiéndonos en buenos ciudadanos.

De la mano de profesionales tan significativas como Concepción Naval, Elena Arbués y Charo Sádaba, la Universidad de Navarra, gracias al convenio firmado con el Parlamento de Navarra, ha decidido mostrarnos en este libro recopilatorio lo que ya se muestra en una serie de videos creados para el proyecto como un soporte más visual que ayudaría a entender mejor el mundo de los valores. Estos videos han sido compartidos en internet e incluso pueden verse gracias a los enlaces que muestran cada uno de los capítulos del libro, junto a su valor correspondiente. Al realizarlos, se han tenido en cuenta aspectos como la brevedad, la importancia de los aspectos visuales, la necesidad de entender la narrativa audiovisual, etc.

Como sabemos, los mejores referentes para la enseñanza de las virtudes son por un lado la familia y por otro la escuela y es desde esos dos entornos cercanos al niño/a desde donde se parte. El tomo no solo pretende enseñar el significado de cada virtud, sino plasmar su relación con la realidad y la posibilidad de aprendizaje de mano de los primeros contextos que rodean al alumno.

Por todo ello, uno de los objetivos principales con los que se ha llevado a cabo este proyecto consiste en poder ayudar a aquellos docentes que a día de hoy se encuentran escribiendo y trabajando sus unidades didácticas para poder llevarlas a cabo en el aula. Otro es que con este se pretende enseñar cuales son las formas