

HORIZÓ 2020

INFORMATIVE NEWSPAPER ON JESUÏTES EDUCACIÓ'S 2020 HORIZON. JUNE 2013

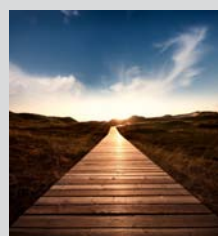
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Building a Dream



The school we want: together, we'll make it possible

In this newspaper, you'll find all the things we've done this school year that make up HORIZON 2020: ideas and proposals from the UBPs and Parents' Associations, survey results, the project's definition, essential elements for a new pedagogical method, new spaces, our commitments, our schools' dreams... All the information you need in order to know where Jesuit education is heading in Catalonia.

You're holding an **extraordinary** newspaper, the first of what we hope will be numerous publications on **HORIZON 2020**. It describes the **even more extraordinary** things that have

taken place this year in *Jesuïtes Educació* schools.

From September to May of this year, teachers and professors, administrative staff, students, families and other people,

along with associations and businesses from the community, have been actively participating in a process of reflection and debate on the type of education we want. **We've decided to ask ourselves what we hope our schools will be like in 2020.**

The objective of HORIZON 2020 is to create a new kind of school together. We'd like for this new school to develop and implement a new pedagogical model, a *Ratio Studiorum* for the 21st Century based on the principles and values of Ignatian pedagogy. We want this new school to continuously incorporate new discoveries in pedagogy, psychology and neuroscience, in order to effectively educate in the 21st century and beyond. We want a new physical space,

a new, more flexible organization and a new style of administration. **We want to create well-rounded, competent, conscious, compassionate and committed individuals.** We'd like to introduce our students to Jesus and speak about him, to walk along with them and help them move towards new experiences with others and for others. We'd like for them to live new experiences of faith and commitment.

For all of these reasons, we've created HORIZON 2020, which we hope will instigate a profound change in our schools.

Though we're following a common ideal, each one of us is also seeking to follow his own personal dreams, vocations and life projects. Let's start building a dream together!

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We've Begun the Journey

Xavier Aragay i Tusell
General Director of JE



We've started moving. All of us, together. Students, educators, parents, organizations and businesses. With new ideas and new proposals. With a new teaching model. Towards a different future for our Jesuit education!

There's been a tidal wave of participation: almost 13,000 people from *Jesuïtes Educació's* educational community have offered us over 56,000 ideas and proposals. All of them important, all interesting, all new and imaginative. Because of its novelty in the world of education, I'd especially like to highlight the freshness and originality of our students' proposals. We need them: they're the ones driving us to make profound changes in education!

Thanks to everyone. Thanks for volunteering (without the AIPs, we wouldn't have been able to do any

of this!), thanks for your proposals and the ideas generated at the UBPs, thanks for preparing and carrying out the APAs (you're all excellent tutors!), thanks for answering our survey and and for committing yourselves to a profound change, thanks to all the students and parents for the ideas and proposals you've given us. Finally, thanks to everyone from the organizations and businesses that have also participated in HORIZON 2020. It's been incredible!

We've started moving. We're excited. We've got a dream. We've got a future. In spite of the difficulties, cut-backs and problems we're currently experiencing. In spite of the difficulties we'll experience once, after figuring out the how, we begin to make profound change a reality. Beyond the laws passed and rules to comply with.

Having dreams means taking a stand for *Jesuïtes Educació's* educational project. It means choosing to be the protagonists of our own future. Opting for our common dream, as well as our personal dreams as educators... **WE'RE ON OUR WAY TO HORIZON 2020!**

Separating What from How

Lluís Ylla
Associate Director of JE



In order to create a great project, you need great, shared vision that's full of passion. Where to go –towards what– is the first question. With postmodernity, we've learned that, often, many good paths lead to a single place. Which should we take?

It's a hard question to answer, and it can be paralyzing if we don't come to an

agreement before setting out. Especially so in moments of rapid change, when the circumstances bring doubt, relativization and difficulties.

What do we want? It's what we've most asked ourselves in starting to work towards our Horizon. Now is the time to ask ourselves what, not how! "What" is the beacon, the horizon, the dream, the shared commitment, the anchor. Once we set out, we'll have to make do as best we can, adapt, rectify, look for new paths... but without an inspiring, shared horizon, we could find ourselves stuck or veering off the path. Because of this, in choosing our horizon, the more of us, the better.

We Need Profound Changes

Josep Menéndez
Associate Director of JE



Our schools have been in crisis for 20 years or so, as a divide has opened up between the goal of universal schooling and the academic results of our students, in a context defined by profound changes in social and economic models.

Education in Catalonia yearns to go far beyond the schemes that aim to fix only

a handful of problems with the hope of more funding down the line. Our model has been exhausted and what we have isn't what we need. It's not just about making a few changes, some of which are inspired by outdated formulas.

We can't keep trying to maintain the same curriculum, with a structure that classifies students, with a timetable and ambiguous pedagogical models that aren't an efficient alternative to the mediocre aim of just keeping students in class. We need profound, radical and durable changes that can rely on the involvement of all sectors of the economy and of society.

Associative Work in the World's Jesuit Schools

Josemi Colina, sj
Coordinator of EDUCSI's Eastern Zone



The education currently offered by the Society of Jesus reaches more than 3 million students on six continents through extremely diverse schools; some with huge buildings,

and others with classes taught in the shadow of trees.

This great number of schools is organized into networks (national, continent-wide...) the largest of which is the Society's worldwide network of schools. As Jesuits, this allows us to say that, in education and in other matters, our home is the world.

The *Jesuïtes Educació* foundation is part of this massive network. It's part of EDUCSI (Educational Sector of the New Province of Spain) and it actively participates in the different projects and challenges that this sector proposes.

EDUCSI, in turn, is in coordination with JECSE (Jesuit European Committee for Primary and Secondary Education), which coordinates all of our European schools. Finally, ICAJE (International Commission on the Apostolate of Jesuit Education) brings together the coordinators of the different continental networks.

It was through ICAJE that last year's Boston meeting of Jesuit schools was organized. The objective of the Congress was to make it clear that we're a worldwide network with a strong influence in a number of areas (political, social, and cul-

tural) that we should better take advantage of. In order to do so, we should advance our communication and our participation both in existing networks and new networks that arise. It also became clear our future is possible and positive if we hang on to our charisma and don't forget the two aims of our mission: faith and justice.

The *Jesuïtes Educació* foundation is a lively and important part of this network, with the capacity to dream and carry out projects, destined to contribute richness and enthusiasm to the associative work that the Society needs today.

INTERVIEW WITH LLUÍS MAGRIÑÀ, sj

“This is no time for the indecisive. In case of doubt, act”

Lluís Magriñà is the current Provincial of the Society of Jesus in Catalonia and President of *Jesuïtes Educació*, a position he has occupied since 2008. In this interview, he explains the challenge that *Jesuïtes Educació* is taking on: defining a new pedagogical model for the 21st Century

You're pushing for a profound change in Jesuit education in Catalonia. What exactly does this change consist of?

We've decided to take on Ignatian Pedagogy's great 21st Century change. We want to set a true educational transformation in motion, which means that we've taken on a commitment to work towards a more profoundly Ignatian education that can deal with 21st century challenges.

We're a network and we want to act as such: we want to make ourselves visible to the world. Horizon 2020's slogan says it all: "It's only possible if we do it together"

The magnitude of this change is such that we can't just carry it out as individuals in our time and in our classrooms, and neither can individual schools make it a reality. We're a network and we want to act as such: we want to make ourselves visible to the world. Horizon 2020's slogan says it all: "It's only possible if we do it together".

And how do you make this change a reality?

To start out, we're working within the *Jesuïtes Educació* network, but we also need to make our dream of change visible to the Educational Sector of the Society in Spain (EDUCSI) and to the worldwide network of Jesuit Schools. As a matter of fact, Father José Alberto Mesa, the Educational Delegate of the Society Worldwide, has invited us to do so. Only through associative work on a global scale uniting Jesuits and laypeople will we be able to deal with the situation we're currently facing.

What role do the educators that make up the network have in this change?

The Horizon 2020 project can't be carried out without the fundamental

participation and commitment of all the network's educators. We're not just calling for a radical change in education, we're also calling for an internal transformation in each of us in our professional and everyday lives. To this effect, this past year we've organized a noteworthy experience: we've invited almost 200 educators from our network to reexamine themselves through professional vocation meetings, Ignatian Immersion Week, the proposal of spiritual exercises...

All of us have to immerse ourselves in this project and convert ourselves into catalysts of change in our immediate surroundings.

You've talked about the current situation. What is the relationship between this desire for change and the current economic situation?

We're living in a transitional moment that goes far beyond the economic recession and a few minor adjustments. Because of this, it's now more important than ever to try and carefully interpret and understand our surroundings in a new light. It's essential that we all spread our excitement about change to our colleagues so as to help reestablish our educational calling.

We're not just calling for a radical change in education, we're also calling for an internal transformation in each of us in lives

Horizon 2020 is the appropriate educational response to the current situation. I'm aware of the efforts and the worries of all the members of our educational community and I encourage them to be inspired by Pope Francis, who invites us to undergo a profound change. With simple gestures but in a radical way, he points the way to a clergy that's committed to

the people and an open-minded, comprehensive spirituality capable of guiding out lives and our actions. He encourages us to revise every aspect of our lives in order to better announce the Kingdom.

What physical shape does this change take?

Horizon 2020 is a huge process of mobilization for the dream we're following. We need to be agents of change and of the transformation we want. We need to become involved in the way we make it a reality, and follow the style and manner of the Society.

We need to get moving and decide what future we want for education and for our schools

We have the conditions, we can't step back. It's no time for the indecisive. In case of doubt, act. It's better to make a mistake that to not do anything, which would be the real mistake. If we work as part of a network, we've got support and we've got a valuable advantage that helps us minimize our errors. And if, in spite of all that, we make a mistake, we can evaluate our actions and rectify them without worrying.

We're not just facing a change in pedagogical techniques, pastoral actions or other, minor aspects; we're facing a profound transformation that can make our schools durable, that can give meaning to our educational actions and that can serve as an example in defining the evangelical commitment of the Society of Jesus.

How are you getting ready for the immediate future?

On the board of *Jesuïtes Educació*, we've renewed Xavier Aragay in his position as General Director. It's not just about the renewal of one individ-



Lluís Magriñà (Barcelona, 1946) has been Provincial of the Society of Jesus in Catalonia since 2008. His work has especially been defined by his promotion of globalization, spirituality, and a presence in border areas.

He's a man of action, with a global vision and a solid intellectual preparation. He was delegate of education in Catalonia from 1996 to 2000. He's been responsible for humanitarian missions to Chad and the Congo, and has also been the General Director of *Intermón* and the Jesuit Service for World Refugees.

ual, though, but rather about renewing the task we've given all the administrative teams at all our schools, to drive a transformation. In fact, it's a collective renewal of the task of building Ignatian Pedagogy's great 21st Century project.

We need to get moving and decide what future we want for education and for our schools. We can't be conformists, and we don't want others to follow us blindly, either. As a network, we're strong, both educationally and spiritually. We just need to be true to our commitment to our students and families, our colleagues and society in general.

Personally, how do you feel facing such a challenge?

I'm proud of the process of reflection and participation we're developing. I've been all over the world, and I've never seen as brave and determined an initiative as this. Now, we can't disappoint all the people that are counting on us, and we have to be bold, just like Father General Adolfo Nicolás has always said.

Walking Together

Elisenda Soriguera
Journalist covering
Horizon 2020



Horizon 2020 first came into my life in July of 2012. It first seemed faraway and blurry; it was like a mission to reach

a certain objective along a path that was yet to be laid out. It looked to be a monumental challenge. The truth is, though, that it seemed attractive to me, in a way; it was an opportunity to witness how such an ambitious project could come together through a participative process. Simply put, it was encouraging.

And so I became the privileged observer of a movement to reform school,

that old, familiar, outdated space. In following it, I've been able to watch as this movement was dreamed up and made a reality. It's become a reality because of a strong common goal: the passion of scores of people, all aiming to create a school appropriate to the modern day and beyond, to 2020. From the youngest of students to the school directors, to excited parents and passionate teachers.

It seemed impossible, but it's gotten closer and closer and has started to become more real. Horizon 2020 has started to become something tangible. They say there's unity in strength, and this is one of those times that the old adage has proven true.

It's been said before, but it bears repeating: if we don't dream, we won't get anywhere... It's time to start walking.

UBP: Basic Participation Units

Committed to a great project

A great success in terms of participation and results. That’s the best way to sum up the 120 UBPs that have taken place over the space of four months. More than 11000 ideas that help to define and to mark the objectives of the new pedagogical model that’s being created by *Jesuïtes Educació*.

Horizon 2020 and the new pedagogical model are meant to be tools: practical, useful, and dynamic. Because of this, the different dreams, situations and desires of everyone in the educational process need to be taken into account; those of the teachers and educators, the students, the administrative staff and the families. With this as an objective, the Basic Participation Units (*Unitats Bàsiques de Participació, UBP*) were created.

From October 15th of 2012 to February 15th of 2013, 120 UBPs have taken place. A total of 1,444 participants and the invaluable help of 144 Participation-Promoting Agents (*Agents Impulsors de la Participació, AIP*) have gathered 11,512 ideas. This spectacular number is the starting point for a new pedagogical model that’s meant to pave the way to 21st Century education.

The contributions made can be grouped into six areas: methods, curriculum and values; students and teachers; educational spaces; time and organiza-



tion; technology and resources; and families and community.

In **methods, curriculum and values**, many proposals have been made with regards to teaching and learning, the format and organization of the curriculum, evaluation, and the transmission of values, spirituality and participation. Concerning **students and teachers**, the ideas gathered mainly have to do with the role that teachers and professors develop with respect to students,

along with their evolution and change. The third area, **educational spaces**, has drawn proposals based on the idea that the space provided conditions the activities that take place there, and as a result, educational spaces such as classrooms, playgrounds, hallways and all-purpose rooms need to be redesigned. With regards to **time and organization**, questions like the length of classes, vacation, and the organization of classes have been debated.

The question of **technology and resources** has demanded major changes, since most proposals concern the use of computers and other new teaching materials. Finally, **the involvement of families and community** has generated ideas having to do with the collaboration between families and schools, and the relationship between the school and the community.

Some of the proposals given (out of more than 11,000 ideas in all) are truly original, and they give clear indications of the real needs our schools have. Some proposals, for example, suggest creating a class that consists of social work outside of school, having classrooms without chairs or desks, creating methods of support for families with difficulties, the use of recycled paper, exchanges with other schools or following the International Baccalaureate. Some ideas are extremely ambitious and would imply broad changes, while others are much more concrete, but all stem from a desire to adapt our schools to the reality we live in, to make 21st century schools.

<div>Area #1</div> <div>Methodology, Content and Values</div> <div>METHODOLOGY: open methodology / more than one teacher per class / mixing students of different ages / specializing studies from a younger age / integrating reality more / real apprenticeships in businesses / self-evaluation and continuous evaluation / more realist exams / multidirectional evaluation of teaching staff / the classroom as a laboratory.</div> <div>CONTENT: working silently / less content, but more integrated into reality / more language, oral expression and artistic courses / content chosen by students / (Ignatian) spirituality integrated into the real world / transversality of content / activities to improve the mood of students: dance, theater...</div> <div>VALUES: <i>magis</i>, desire to serve / humility, implication, work well-done, respect, solidarity and teamwork / nurturing emotional intelligence, critical thinking and creativity / more involved teachers, conscious of their role as educational role models / nurturing personal relationships / shared responsibility for a pastoral task that's open to all / incorporating families into the pastoral task.</div>	<div>Area #2</div> <div>Students and Teachers</div> <div>TEACHERS: more options for continued, active learning, recycling / Better preparation for attending to diversity and new educators/ improved working conditions, wages, more options to coordinate work & family / more time dedicated to students / more collaboration between teachers, and between teachers and other school staff/ nurturing a work ethic / immersion trips to English-speaking countries for AICLE (English-language classes) teachers.</div> <div>STUDENTS: other ways of grouping students: by level, smaller classes / more than one teacher per class / nurturing a work ethic.</div> <div>RELATIONSHIPS: encouraging the association of students of different ages or stages / the teacher as a guide and the student as the protagonist of his or her own education / encouraging communication between students and teachers / more foreign exchanges of professors and students, closer relationships with universities.</div> <div>ROLES: students playing a larger role in their own learning process / students that are more autonomous, creative, open-minded, and excited about learning / educators as guides in the process of educating with authority and knowledge, capable of attending to student diversity.</div>	<div>Area #3</div> <div>Educational Spaces</div> <div>CLASSROOMS: multi-use, flexible, easily adaptable for different teaching methods / large classrooms with few students.</div> <div>SCHOOL: containing all levels of students / quieter cafeterias / brighter hallways, decorated with students' work, that serve as a space to meet and coexist in / playgrounds with more vegetation and vegetable gardens; playgrounds that are better for learning and socializing.</div> <div>CHARACTERISTICS OF SPACES: better environmental conditions / more color / larger, more flexible classrooms / acoustically isolated classrooms for less noise / well-illuminated classrooms / appropriate temperatures year-round, that aren't too cold or too hot / more decoration, comfortable, flexible furniture, the possibility of having dressing rooms.</div> <div>OTHER IDEAS: different spaces for thinking, working, theater, music / allowing students to decide the organization and decoration of their own classrooms / covered gymnasiums, swimming pools and parking for teachers.</div>
<div>Area #4</div> <div>Time and organization</div> <div>SCHEDULE: flexible schedules / different class lengths, depending on the subject / schools open more hours and during the summer / more relaxed subjects in the afternoon / more time to prepare classes, for teamwork and for training teachers / less time dedicated to bureaucratic work / shorter vacations, spread throughout the year.</div> <div>ORGANIZATION OF SCHOOL TIME: more time and space for coordination and the creation of teaching materials / more effectiveness: not multiplying the workload through poor horizontal or vertical communication and bureaucratic work / changes in the distribution of time thanks to a smaller student-to-teacher ratio and the possibility of having more than one tutor to a class.</div> <div>OTHER IDEAS: intensive schedule / intensive physical class schedule, alternated with long-distance schedule / department of business relations that relates to business as businesses would / wisely incorporating faith activities into the class schedule / establishing an internal protocol for organizing different departments / possibility of more class time.</div>	<div>Area #5</div> <div>Technology and resources</div> <div>TEACHER TRAINING: specific formation in new technologies for teaching staff, adapted to their work so as to to improve competence / meetings between different teachers of the same subject in order to help one another / working cooperatively.</div> <div>DIGITAL RESOURCES: more live teaching resources / giving attention to developments in education through new technology / using technology for communication and to communicate between schools and with people from other countries / community-wide use of Moodle / technological tools for teachers (readers, laptops, cellphones) / more smartboards / digital class rosters.</div> <div>HUMAN RESOURCES: resources to be able to divide classes into groups according to different levels / technical staff to advise and to improve technical support, and help the teacher get to know new developments / more psycho-pedagogical services for students with problems.</div> <div>OTHER IDEAS: proper use of technology to aid in learning without forgetting traditional methods.</div>	<div>Area #6</div> <div>Families and community</div> <div>COMMUNICATION AND FAMILY PARTICIPATION: more spaces and time to for tutors and families to communicate / working on co-responsibility and trust between schools and families in education / parent-child workshops / promoting conferences or networks that work on pedagogical themes / offer reinforcement or training for adult family members / balanced relationships: avoiding interferences.</div> <div>OPENING SCHOOLS UP TO THE COMMUNITY THAT SURROUNDS THEM: involvement of schools and families in neighborhood activities and other organizations / making alliances with external educators: the media, businesses and social institutions / offering courses for seniors in the evenings.</div> <div>EXTRACURRICULAR ACTIVITIES: encourage extracurricular activities.</div> <div>OTHER IDEAS: publicize non-academic services, like cafeteria or motivational support / investigate financial support offered by the government and inform families / look for ways to lower costs or to be able to offer families discounts according to their financial level.</div>



The role of AIPs

In order to define the objectives of Horizon 2020, UBPs (activities where the opinions of everyone involved in the process of teaching and learning are gathered) have been essential. The UBPs wouldn't have been possible without the collaboration of Participation-Promoting Agents (AIPs).

A total of 144 educators have done the work of encouraging, motivating and inviting teachers, parents and all of those involved in education in order to put the UBPs into motion.

These people have created the necessary conditions for participants to open up and let out all of their creativity, and have led all activities with conviction, eagerness and energy. They've motivated others to participate, they've inspired creativity, they've led the process along, they've gathered proposals... In a word, they've been enthusiastic and have spread their enthusiasm for the project to others.

SURVEY

68% of Educators Want Profound Changes in Schools

21st Century education has to be redefined, and in order to do so we need to know the opinion of all of JE’s educators. Teachers and administrative staff, the ones that experience the day-to-day of work in our schools, have expressed time and again a desire for profound change in JE schools. This survey was conducted from the second half of February to the first half of March.

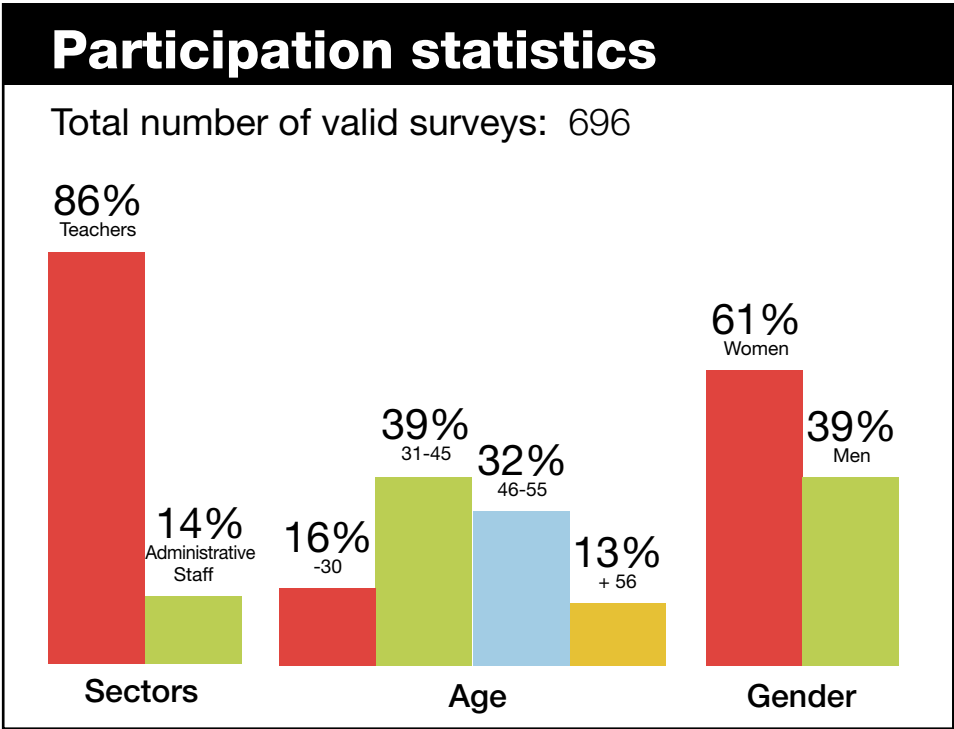
The UBPs (basic participation units) that were conducted between October of 2012 and February of 2013 provided a significant number of ideas that allow us to direct our aims and methods in order to better define Horizon 2020. From the 120 UBP organized in schools, by areas and through networks, we’ve conducted a survey with the objective of qualifying the proposals and ideas offered by the UBP.

When asked “how would you like *Jesuites Educació* schools to be in 2020?”, **68% clearly request “profound and innovative changes”**. This shows a clear desire on the part of educators to undergo a pedagogical change that will bring us towards a new educational method appropriate to the 21st century.

When we add to that number the 28% of those surveyed who request “some changes”, we see that almost all educators are in favor of making changes to the current system. Only 3% of those interviewed said they preferred things as they were.

Educators have eagerly accepted the challenge of better defining this desire for change in ways that would require a profound change to the current pedagogical orientation, **that would drive us towards a new pedagogy that places students at the center of the process of teaching and learning**. Because of this, this survey structures and contrasts the most important ideas drawn from the UBP into six different areas. It’s important to remember that answers come from teachers and administrative staff and, as a result, they reflect very clear needs in schools and classrooms.

As for the **methods, content and values** our schools offer, it’s clear that we need to encourage respect, tolerance and understanding, as well as **relationship values, social values and**



social involvement. It’s also clear that we need to increase student participation (having students speak, listen, present, argue, defend their ideas, etc.) and reduce, to that end, lecture-style classes.

Need to increase student participation and reduce, to that end, lecture-style classes

In the area of **students and teachers**, the ideas that came up indicate a desire for excellence in the work of teachers: to attend to differences among students (in terms of their difficulties and their strengths), to increase continued learning in working groups and **to encourage leadership among teachers, as well as their function as tutors and teaching as an art as well as a science.**

Educational spaces need to be diversified according to the activities they house. Spaces outside the classroom need to be incorporated into the learning process, which means redesigning the environment and adapting spaces to encourage creativity (among other things, providing acoustic insulation, proper illumination, decoration, painting the walls, etc.)

Time and organization is another key aspect in considering a new focus for 21st century pedagogy. We need to make teaching hours more flexible, so that classes can be of different lengths depending on educational needs. **We need to place all human resources in the classroom and rethink the need for dividing students up according to level.** Finally, we need teams of teachers that design, plan, prepare, realize and evaluate the activities of a group of students together, in a collaborative manner.

Being up-to-date in **technology and resources** means having a basic technological infrastructure in all classrooms

that guarantees permanent access to online resources and communication with other groups. It also means having computers and Internet access in all teaching spaces, not just in the classroom. We also need to make the gathering of academic and administrative information automatic, so that we make teachers’ work easier.

We need teams of teachers that design, plan, prepare, realize and evaluate the activities of a group of students together, in a collaborative manner

With regards to the area of **families and community**, we find the necessity to be an active part of the neighborhood and the community. How can we do so? With activities organized together with different neighborhood organizations, and by **encouraging communication with parents, having them become part of the school community.**

The results of this survey seem to show, then, that the desire for change among teachers and administrators is strong. They also show that this desire for change is concentrated in specific areas. As a result, Horizon 2020 has a clear objective, to provide the tools to get the process underway that will allow us to make all of these changes.

It’s also interesting to find that our challenge is not just to change and adapt to new technologies: working on values and relationships is still at the top of our list of goals. We can’t consider 21st century education without the principles that have always defined the spirit of the Ignatian educational community.

80 Notable Figures from Catalan Society Participate in the Process

A participative, reflective process like Horizon 2020 had to implicate people who were from outside of *Jesuites Educació*, but who were still associated with –and committed to– improving

education in our country. More than 80 people have participated in special UBP sessions. They’re businessmen from different economic sectors, high-ranking Church representatives, directors and teachers from Christian schools, directors of public schools, the leaders of influential social projects, people from the Universities, referential figures from the world of educational, social, pedagogical and religious innovation, former Catalan

government counselors and former political figures from different administrations, as well as people from the world of social psychology and talent-hunters. Of course, we also spoke with important figures from the Department of Education of the current Catalan administration.

All of them have brought us ideas and thoughts that have helped to enrich us, and that have been essential to defining the key points of our transformation

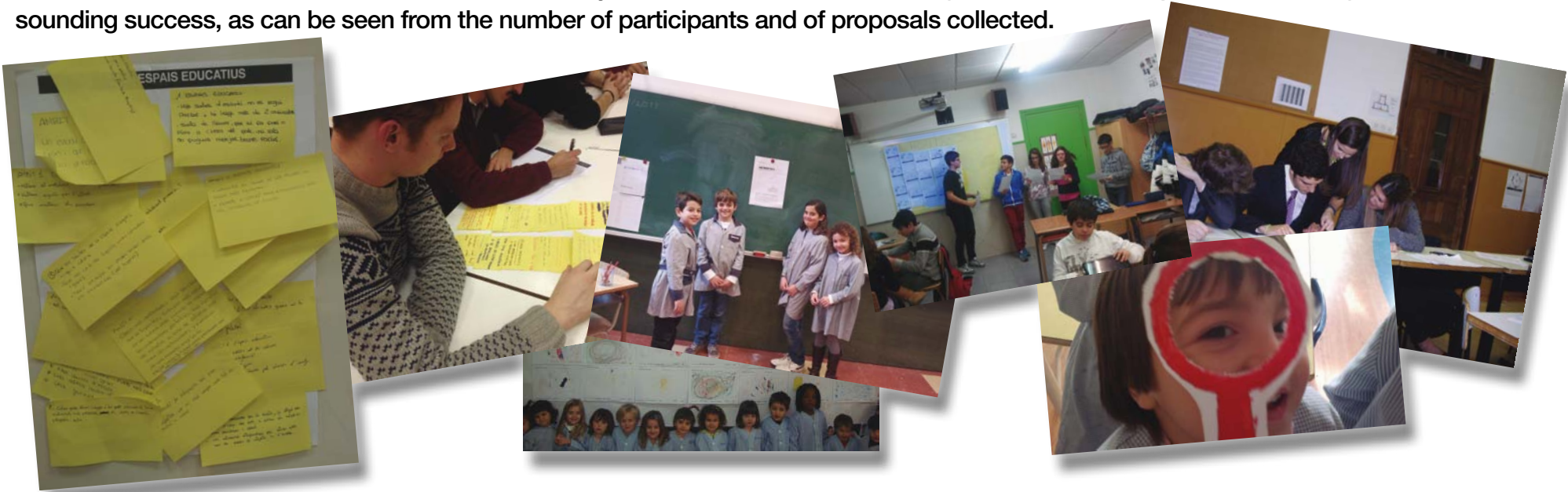
and helping us reflect on our new learning and educational model.

All of them have encouraged the Jesuit schools to make HORIZON 2020 a reality, and all of them have agreed on the uniqueness and necessity of a reflection such as this in the current educational context. They’ve also agreed on the importance of acting now that society is undergoing moments of crisis and transformation.

APA: Student Participation Activities

Students Propose mo

During four months, numerous activities have taken place that aim at collecting the ideas of our students on what schools should be like and how we should learn and teach in the 21st century. These activities, called APAs (*Activitats de Participació d'Alumnes*), have been a resounding success, as can be seen from the number of participants and of proposals collected.



Between November 15th of 2012 and March 15th of 2013, through Student Participation Activities, or APAs, we've asked children from different Jesuit schools to give their opinions on different aspects of school and learning. Through these activities, we've been able to write a report on the needs, dreams, ideas and proposals of our students.

It's very important to see things from the students

It's very important to see things from the students' point of view when creating a new pedagogical model, since they are the ones that will directly experience it. If we want Horizon 2020 to be a team effort that answers the needs of everyone involved in learning and teaching, the APA are fundamental tools for involvement that facilitate the participation of students and stimulate their creativity.

We've carried out 414 APAs, organized around six topics, the very same ones used with teachers and other school personnel in UBPs: methodology, content and values; students and teachers; educational spaces; time and organization; technology and resources; and families and community.

In addition, in the case of the students, these activities have been adapted to the different grade levels, meaning that students have been divided by age in a way that corresponds with the abilities of each age group. The 400+ activities that have taken place have been organized in the following way: 32 APAs have taken place with students from P3 and P4, 39 with students from P5 and the 1st year of primary school, 68 with the 2nd, 3rd and 4th years of primary school, 69 with students from the 5th and 6th years of primary school and the 1st year of ESO, 75 with students from the 2nd, 3rd and 4th years of ESO and 131 with students from the 1st and 2nd years of Baccalaureate and Professional Training.

In all, 11,484 students from seven schools in Catalonia have contributed with 45,320 ideas.

The objective are to encourage debate and participation

The objectives of the APA are to encourage debate and student participation in defining Horizon 2020, and to encourage students to say what they want school to be like, how they'd like to learn, what they'd like their learning environment to be like, etc., without limiting

their imagination. And finally, to encourage students to share these ideas with their classmates and teachers, since teamwork creates bigger, better ideas and allows us to build a common goal.

The methodology designed for the creation of APAs aims to facilitate student participation by proposing processes of reflection and the creation of opinions through a participative structure that encourages students to get involved. That way, we begin with the function of school as seen from the students' point of view, we work towards a new vision of school life, and we try to focus our attention on clear concerns shared by the entire student body.

These objectives broaden as we work with older students. We start by working on spaces and teachers to then move on to the curriculum, methods and values, as well as time and organization of the school, technology, families and the community. We've also combined individual and group dynamics, as well as active activities and other, more pensive activities.

In any case, the final result always benefits Horizon 2020, which becomes more and more defined with each activity, and becomes the framework for a new pedagogical model that must be applied in order to create 21st Century schools.

Once we have the numbers, as well as the objectives and methodologies used to carry out the APAs, it's time to look at some of our results in detail, so that we can see what students' dreams and needs are.

The activities are tailored to different ages

Once we take into account that students have been grouped into six levels, from P3 to baccalaureate and professional training and that we've created six areas with six participative activities adapted to the characteristics of each age group, the only thing to add is that the objectives and methodology applied were the same for all activities and age groups.

In the following table, we compare some of the ideas collected from students 10 years old to 16 and up. It's surprising to see that some ideas are shared, while others are slightly or completely different. That way, it's easy to see how we need to adapt the new pedagogical model to the characteristics of each level, either in terms of age or of learning needs, personal growth, school characteristics, etc.

Story

Elisenda Soriguera
Journalist covering
HORIZON 2020



"If someone from the past was transported to our world, the only thing they would recognize –the space where they would feel most comfortable– would probably be a school. The architecture has changed, but not the model: there's still a teacher in the front and students sitting behind him. We've been talking

about it" explains Txerna. This is how one class began talking and thinking about educational models. Today, they're back to work at the dream machine: when they get to class, they work individually, writing their ideas on index cards, which allows them to organize their proposals by area. First education-

al spaces, then students and teachers, then methodology, curriculum and values, and finally, time and organization. Carlota asks where she should place that she wants to bring pets to school, and her classmate Joel suggests time and organization. Little by little, they organize their ideas.

A success in participation: 414 APAs, 11,484 students taking part, 45,320 ideas collected

More than 45,000 Ideas

AREAS	APA 4 5 th and 6 th years of Primary and 1 st year of ESO, ages 10-13	APA 5 2 nd , 3 rd and 4 th years of ESO, ages 14-16	APA 6 Baccalaureate and professional training, ages 16 and up
Methods, curriculum and values	<p>METHODS: everything through projects / make better use of time during the week (tests, exercises, classes, homework) / more tests, exams and oral presentations.../ competitions between classes / more hands-on, laboratory classes / a more interactive teaching style.</p> <p>GROUPING OF STUDENTS: more group work, new ways of organizing students (according to common interests, similar personalities, random grouping, etc.)</p> <p>STUDENT INITIATIVE: that students teach, too / relationship between different grades: older students teach younger students, different grades work together on projects, etc. / that students be able to choose subjects.</p> <p>EVALUATION: value effort more / not everything needs to be graded.</p> <p>OTHER TEACHING AREAS: have some classes outside, in hallways, etc./ learn at museums, exhibits / synthesis and citizenship credits outside of the classroom.</p> <p>CURRICULUM: a more relevant curriculum / new subjects / more technological training / eliminating useless subjects / speak more about current events / more tutors.</p> <p>VALUES: respect among students / between students and teachers / teach how to learn to get along / educate for the future, for life, for what people want to be when they grow up, to learn how to make decisions.</p> <p>OTHER: that no one be held back, that the lowest note be “good”, that teachers teach useful things, that students be allowed to hold assemblies where teachers are silent...</p>	<p>METHODS: more dynamic / more practical / more didactic / more fun / apprenticeships and field trips related to subjects / music, relaxation and meditation in the classroom / start with an introduction to the day.</p> <p>GROUPING OF STUDENTS: help younger students / work in groups / smaller groups for some subjects.</p> <p>STUDENT INITIATIVE: debates / students defend their own ideas / be able to express opinions / be able to choose subjects / more freedom to go get a drink of water...</p> <p>EVALUATION: don't just evaluate through tests / value effort and attitude / evaluate more through projects / fewer final exams / better distribution of tests, preparation time and test subjects / religion, citizenship, music, arts... no grades, or different grading system.</p> <p>CURRICULUM: things that are useful for the future / current events / more optional credits / talks by real-world experts / more oral expression / more foreign languages / new optional credits.</p> <p>VALUES: teach values (love, friendship...) / teach respect.</p> <p>EDUCATORS: rfriendlier relationship / more coherency / that educators be graded.</p> <p>OTHER TEACHING AREAS: video-recorded classes / more paper books / iPads / outdoor classes / better distribution of class time and break time.</p> <p>OTHER: go over what's been taught at the end of class for the sake of students who are confused / bring computers from home / classes on politics, economy, cooking...</p>	<p>More hands-on learning and experiments, less theory</p> <p>More classes in English</p> <p>More foreign languages</p> <p>Grade students' learning process</p> <p>More technology, less books</p> <p>More tutoring time to guide students in choosing what they want to study</p> <p>Subjects that nurture students' creativity and imagination</p> <p>Subjects more clearly aimed at preparing students for the working world</p> <p>More dynamic classes</p> <p>More group work</p> <p>Don't grade exclusively with exams</p>
Students and teachers	<p>TEACHER/TUTOR: nice, eager to teach / teach joyfully / take more initiative.</p> <p>TUTOR-STUDENT RELATIONSHIP: be by the side of students / near students with difficulties of all sorts / that they have spaces and times to speak with students / teachers that inspire trust / less punishments, more appreciation of accomplishments.</p> <p>CLASS GROUPS: groups with fewer students / more than one teacher to a classroom / that students be allowed to creatively decorate their own classrooms / colorful classrooms / a perfect classroom isn't one where everyone is silent.</p> <p>TECHNOLOGY: computer use / iPads / digital readers / no paper books, everything digitalized / record classes and post them on line so that they can be seen from home / computers in primary school.</p> <p>SCHEDULE: more breaks between classes / better distribution of classes.</p> <p>METHODS: more group projects / learn through experimentation / learn through games / work on projects / more field trips / that the students change classes, not the teacher / have time at school to do homework / study hours with teachers present / not so much homework; students learn in school, not at home.</p> <p>RECESS: longer breaks / that teachers play with students at recess / play area.</p> <p>OTHER: no smocks, except in art class / good-humored teachers / nice lunch monitors.</p>	<p>TEACHER/TUTOR: nice / friendly / younger / more well-prepared / more knowledgeable about new technology / enthusiastic, with a calling for teaching / more patient.</p> <p>TUTOR-STUDENT RELATIONSHIP: more time to help students / ready to help / respectful / more tutoring / students choose tutors.</p> <p>CLASS GROUPS: less students to a class / classes of 10-15 students / more than one teacher to a class. . .</p> <p>MORE TECHNOLOGY: computer use / interactive classes, with technological tools, not books / students allowed to choose computers / smartboards.</p> <p>SCHEDULE: more breaks between classes / class time for homework / an hour a week for review.</p> <p>METHODS: more group work / incorporate more games / more dynamic and interactive classes / cooperative work / more hands-on learning and less theory / more field trips related to the curriculum / change classrooms for different subjects / have debate classes / different teaching methods, not just one-sided lectures.</p> <p>TESTS: quicker grading / explain how tests are grade.</p> <p>OTHER: be allowed to have a bottle of water in class, teachers who yell less, be allowed to laugh in class / be allowed to chew gum and use cellphones.</p>	<p>More personal tutoring</p> <p>Less students to a class</p> <p>Teachers who like to teach</p> <p>Passionate teachers</p> <p>Guide-teachers</p> <p>More teacher-student communication</p> <p>Two teachers to a class</p> <p>Not so much pressure, eliminate punishments</p> <p>Eliminate class roster</p> <p>Teachers who know their subjects</p>
Educational spaces	<p>MORE TECHNOLOGY: study with e-readers / better Internet access / computers for all students / robots / being allowed to use iPhones in class / e-books in stead of paper books / smartboards and touchscreens.</p> <p>MORE COLOR: classes painted in bright, lively colors / colorful boards and e-readers / colorful hallways decorated by themes with work done by students / brightly painted cafeterias.</p> <p>PLAY AREA FOR STUDENTS: room with couches and books / glass-walled rooms with Wii and Playstation and Xbox / ping pong tables, foosball and pool / board games / be able to chat with friends and rest.</p> <p>FRIENDLIER PLAYGROUNDS: jungle gyms / benches for sitting and chatting / trees for shade / one playground for relaxing and chatting, another for sports.</p> <p>BETTER CLASSROOMS: acoustic insulation for classrooms, to be more relaxed / bigger classrooms with couches / octagonal classrooms with the teacher in the middle / different furniture / lockers in the hallways / change old furniture and paint dirty walls.</p> <p>ORIGINAL IDEAS: more classes outdoors / bigger library with more books / cooperative groups / music in the classroom to feel more relaxed.</p> <p>OTHER: escalators, self-service cafeteria, more days off.</p>	<p>CLASSROOMS: bigger, with bigger chalkboards, more light and acoustic insulation / better furniture / bigger tables and chairs with wheels that aren't so squeaky and that make it easy to move around and get into groups / more pleasant classrooms with brighter colors / classrooms like Google offices / heating and air conditioning / tables organized into a U-shape / lockers in classrooms.</p> <p>MORE COLOR: paint classrooms, hallways and cafeteria with bright colors / show students' creativity in hallways by decorating them with student's work / brighter colors to encourage students / different-colored classrooms that are more joyful, so as to increase creativity and imagination.</p> <p>INNOVATIVE LEARNING SYSTEMS: smartboards, bigger boards / images, video and virtual presentations / pass in more work electronically, since students use ebooks and computers / more group work and synthesis using computers / use iPads instead of computers and use them to take notes / more classes outside of the normal classroom / more retreats and student exchanges.</p> <p>REST AREA AND PLAY AREA FOR STUDENTS: a room that only has couches, boardgames, pool, darts, foosball and ping pong / playroom with computers, music and sofas / Wii and Playstation / have a rest area for in-between classes.</p> <p>FRIENDLIER PLAYGROUNDS: with tables, benches and shade / ping pong tables / more plants and grass / gardens, fountains, flowers and animals.</p> <p>OTHER: escalators, cafeteria for students, better food, students allowed to choose food...</p>	<p>A laptop for every student</p> <p>More light</p> <p>Better heating/AC and ventilation</p> <p>More ergonomic furniture, appropriate to students' age</p> <p>More colorful classrooms and hallways</p> <p>Change physical distribution of classes</p> <p>Open, multi-purpose classes, well-equipped with technology</p> <p>Lockers</p> <p>Open-air spaces to hang out</p> <p>Benches on the playground to be able to sit</p> <p>Vegetable garden</p>
Time and organization	<p>SUBJECTS: be allowed to choose subjects / no two periods back-to-back of the same subject / more time for P.E. / get rid of recorder, add cooking / only one test per day (not two or three) / some classes with people who aren't from the same group / have classes like Catalan or math in the morning.</p> <p>SCHEDULE: start later (8:30 or 9:00) / finish classes at 4:00 PM / have Friday afternoons off / breaks between classes / more time to study for exams / 30 minutes study time before exams.</p> <p>RECESS: more time at recess, one hour every morning / one or two afternoons a week off / more or less time at recess depending on how tired students are / that primary have one playground and secondary another / use the woods more.</p> <p>VACATION: more vacations / shorter summer vacation, longer spring break and Christmas break / recuperate “snow week” break.</p> <p>OTHER: better cafeteria food, that students be allowed to choose food.</p>	<p>SUBJECTS: work with iPads instead of computers / not so much homework, work at school / get rid of subjects like music, technology, religion / don't put difficult subjects back-to-back / not have all the exams in one week / teach cooking, sewing...</p> <p>SCHEDULE: intensive schedule / start at 9, end at 3:30 or 4:00/ have afternoons off / 5-10 minute break between classes / more recesses / longer recess / get rid of 6th period / 45 minute classes / have one hour every day to study / not spend so much time sitting in chairs / make students more responsible for the organization of the schedule.</p> <p>RECESS: longer recess, sooner in the day (we're hungry!) / be allowed to leave school grounds at recess / playgrounds with play areas.</p> <p>VACATIONS: more days of vacation / “snow week” break / more co-existence/ end-of-year trip / more field trips.</p> <p>OTHER: be able to choose lunches and use segments from songs instead of a bell.</p>	<p>No afternoon classes</p> <p>45-minute classes</p> <p>5-10 minutes between classes</p> <p>More field trips and apprenticeships at businesses</p> <p>Flexible attendance</p> <p>Be allowed to leave school grounds at recess</p> <p>Work-compatible schedule</p> <p>Classes that are half live, half on line</p> <p>More study time at school</p> <p>No classes during exam week</p>

17 KEY IDEAS

Horizon 2020: the

✓1. EVANGELIZING

An **evangelizing** school that helps its students create **strong life projects**, so as to be competent, conscious, compassionate, committed people and create a more just, sustainable, humane, inclusive world with more solidarity.

✓2. HUMANIST

A deeply **humanist** education that aims for **emotional and intellectual development**. Because of this, we opt for the development of **multiple intelligences** and working in **competencies**, while paying special attention to **interior and spiritual growth** that helps our students be **the directors of their own lives**.

✓3. 21ST CENTURY

A school that's conscious that 21st Century society is different from that of the 20th Century, that the modern day needs a new way of learning and teaching that's ensures excellence and is more inclusive. **To do so, we need to put the student at the center of the learning and teaching process** and transform our way of organizing so we can be more flexible. We need to **integrate mere familiarity and in-depth knowledge in a much more exceptional way**.

✓4. WITH A NEW PEDAGOGICAL MODEL: **mena**

A school that has developed and implemented a **new pedagogical model**, rooted in the essence of **Ignatian pedagogy** and the fundamental elements of the pedagogy of learning and in recent developments in **neuroscience**, summed up in the following points:

4.1. AN INTEGRATED TEACHING STAFF

A **teaching staff** of creative, innovative teachers that work together, meaning that they plan, organize, work in the classroom and accompany students. Students are organized in such a way that they have more contact (and more *direct* contact) with teaching staff.

4.2. STUDENTS AS PROTAGONISTS

Students with an active role as protagonists that work individually or cooperatively with their classmates and that are active and interested in their own learning and in school tasks.

4.3. INVOLVED FAMILIES

Families that are willing to participate actively in the learning and teaching process of their students and to collaborate with the school according to their abilities and possibilities.

4.4. DIGITAL RESOURCES

Technological resources so that each student can gather what he or she learns each course in an electronic book that includes a portfolio and an electronic group notebook.

4.5. A FLEXIBLE SCHEDULE

A **flexible schedule** designed by the teaching staff responsible for the course according to the activities planned for a specific period.

4.6. A CURRICULUM WITH VALUES

A curriculum that includes everything that needs to be learned or taught: **concepts, processes, values, habits, attitude, competencies...** For our teaching project, values are especially important. We want to incorporate work in values into academic tasks. The application of this model requires that a careful, rigorous selection of essential curriculum content be made beforehand.

4.7. DIVERSE METHODS

Diverse, varied methods with an important dose of teaching for learning achieved through cooperative work with homogeneous and heterogeneous groups in order to create interdisciplinary projects. Learning based on real problems, with

schools in contact with businesses and institutions. This model also includes individual work, a study of students in the classroom and learning through reception.

4.8. DYNAMIC EVALUATIONS

An **evaluation** of results and of learning processes that is **dynamic and integrated** into all activities in the learning-teaching process. We want to encourage **self-evaluation and co-evaluation**, since they favor metacognition and facilitate the development of the ability to learn how to learn.

✓5. SUPPORT FOR EDUCATORS

A school that **supports the human and professional development of its educators** by accompanying them, training them and by creating a professional itinerary for them. That way, through their personal calling and in the context of *Jesuites Educació* and their particular place in the school, they can incorporate the new challenges our model encourages them to take on with regard to their role and purpose.



What are Jesuit schools searching for? The formation of well-rounded people for a different society. Page 10	The New Pedagogical Model (MENA) , a new model for the 21 st century school we want. Page 12	Jesuïtes Educació's commitment is to drive a profound change and to accompany its participants. Page 15	Our Schools' Dreams. The General Directors sum up, in few words, the schools they want. Page 16
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e School We Want

✓ **6. PHYSICALLY DIFFERENT**

A school that **has completely renewed its spaces so as to adapt them to the new pedagogical model.** Well-illuminated, joyful and colorful multi-purpose spaces adapted for the new organization of teachers and students. Rooms with minimal noise and appropriate furnishings that allow for the different ways of working that our model contemplates. Additionally, each floor or section should have meeting rooms, a playroom and a room for presentations or lectures. Lively, joyful, flexible spaces that encourage **creativity** in an esthetically different school, adapted to the new model of physical spaces in schools.

✓ **7. A PLAYGROUND FOR LEARNING**

Playgrounds are also considered **learning spaces**, and instead of just being places to play ball and get out extra energy, they become pleasant spaces for interacting, coexisting and playing with others.

✓ **8. A NEW ORGANIZATIONAL MODEL**

Becoming more flexible and applying a new pedagogical model has required us to create a new **organizational and administrative model** based on a complete reorganization of processes, a new structure for shared resources, an intensification and improvement of computer tools in order to better support teachers and a profound change in the culture of organization. Organization that centers itself on the teaching and learning process with the objective of facilitating teachers' **pedagogical leadership**.

✓ **9. FACILITATING EXPERIENCES OF FAITH AND COMMITMENT**

The new learning and teaching process fully integrates a hands-on **approach to teaching faith and social involvement as lifelong** paths we travel both as individuals and as part of a community. With this education, we aim to **awaken callings to serve as clergy or laypeople**.

✓ **10. EARLY STIMULATION**

Our school incorporates **early cognitive and emotional stimulation** as a way of reinforcing the neural development that contributes to healthy learning. To this end, some of the schools in our network already have nursery schools.

✓ **11. INTEGRATED AND INTERRELATED**

Our school **integrates cultural activities, sport and music** into a single educational project that aims to help create well-rounded students throughout the week.

✓ **12. KIND TO THE ENVIRONMENT**

Our school has identified **ecological awareness and work** for the environment as an important part of its educational project. Because of this, the school itself is a source of love, respect and care for the planet.

✓ **13. CATALAN AND OPEN TO THE WORLD**

Our school is **Catalan** and open to society and the world. **We experience the international dimension every day:** English is now a teaching language, along with Catalan and Spanish, students learn other languages, and foreign exchanges with other **schools from the worldwide Jesuit network** are frequent.

✓ **14. WITH PROFESSIONAL TRAINING AS AN INTEGRAL ELEMENT**

Professional training has a great importance in the schools where it's offered. We've organized our **professional training into one single program across three campuses**, and we've added apprenticeships in businesses and combined real-life and virtual classes.

✓ **15. INTERNATIONAL BACCALAUREATE**

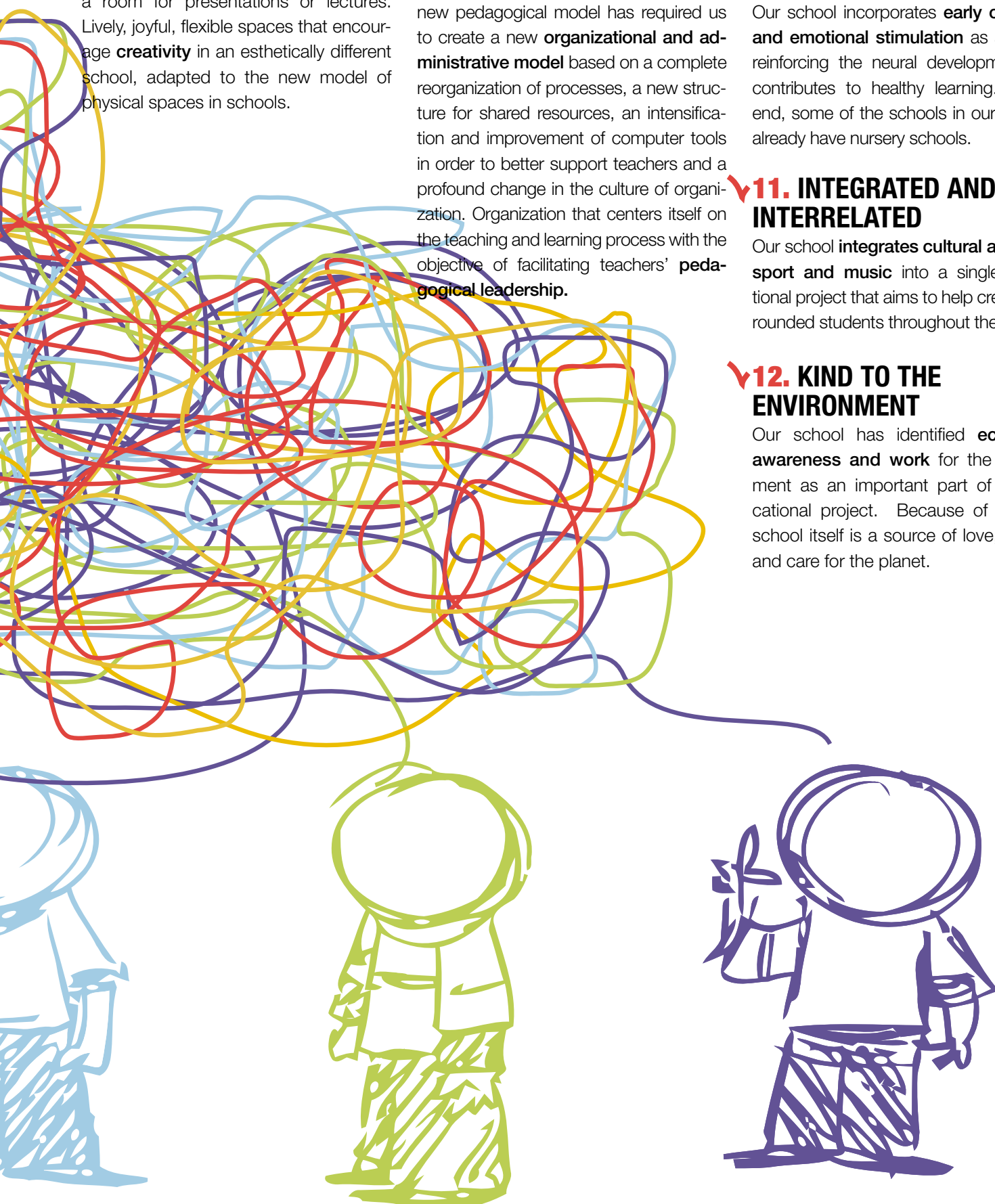
Our **baccalaureate** programs are also organized into a network, with excellent specializations offered at different schools as well as a **Jesuit International Baccalaureate** program that's part of a worldwide network.

✓ **16. PART OF A JESUIT NETWORK**

Jesuïtes Educació schools together as a **single network and participate** in a collaborative space that includes the other Jesuit schools in Spain, Europe and the World.

✓ **17. INDIVIDUALS WITH A CALLING AND A COMMITMENT**

All of these changes allow us to personally accompany our students and **help them create strong identities and excellent life projects** based on their individual callings and commitments. They're flexible, open to change, global and multilingual, multicultural, systemic and digital, autonomous and capable of working collaboratively or as part of a network, and they **have a profound spirituality and interior life inspired by Ignatian magis**. They're capable of taking initiative and directing their own lives, and able to work in complex realities and evolve.



OUR REASON FOR BEING

The Formation of Well-Rounded Individuals

On May 8th of 2013, Father General Adolfo Nicolás delivered a speech in Gijón in which he declared that education was still a priority for the Society, stating: “we Jesuits are involved in education because, from the beginning, the biggest concern of St. Ignatius and his companions and followers was the growth and transformation of individuals [...]. We’re not just here to teach or impart a few techniques for success; we’re here to accompany individuals from a young age [...] to guide them as they grow, which is the most important thing we could do with our lives”

The first objective, then, of a Jesuit school is to become a place where the **formation of well-rounded individuals** takes priority as a path towards becoming a **conscious, competent, compassionate and committed person**.

Our reference for the values we try and teach people are the teachings of Jesus in the New Testament. Because of this, **Jesuit schools evangelize** and, following in the footsteps of the Incarnate Son, they try and teach students how **to be people** in order to create a **society** that values **solidarity and social justice**.

Being SCHOOLS

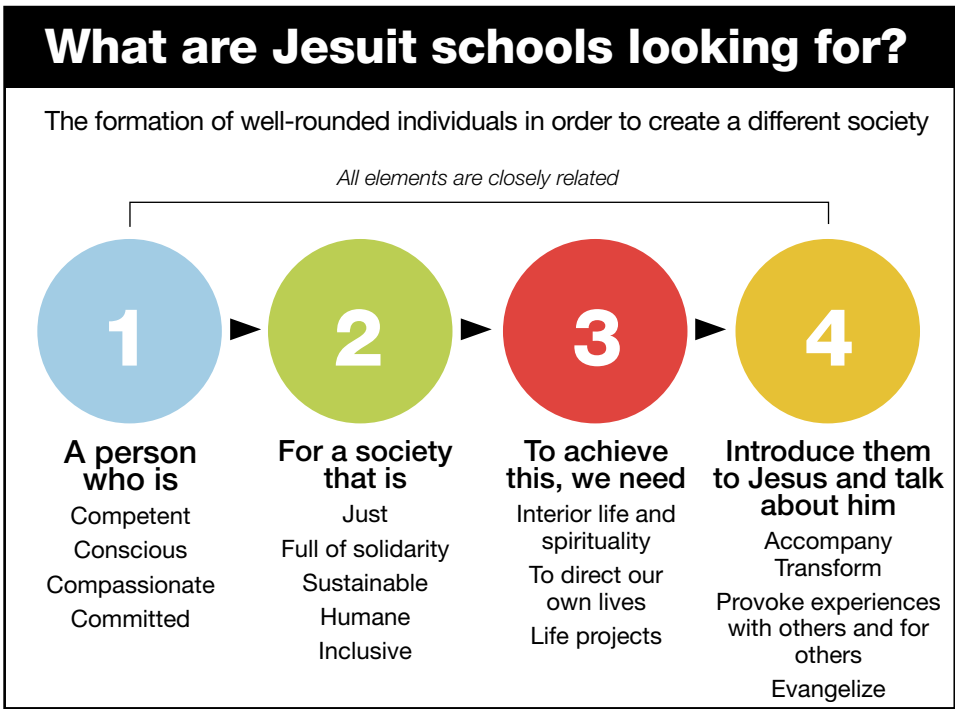
Becoming schools means centering **on education**, most of all students’ education. In order to do so, we need to create an environment where all members of the school community can learn.

We can’t conceive of an educational atmosphere without the teachers’ involvement and will to learn.

In order to educate, we need to create the conditions necessary for a well-rounded education, where the time dedicated to learning is viewed as the opportunity to experience a path towards the goal of becoming a person through a permanent learning process.

Being a Jesuit school means educating and living through New Testament[values and to cultivate these values through **interiority and spirituality**, essential elements of Ignatian tradition. These elements are worked on through personal freedom and are experienced in diverse surroundings where a sense of justice is key.

Schools need to create an environment where both students and teachers are helped as they develop themselves.



Students are the school’s fundamental objective: **they’re at the center of learning** and all of our resources are at their disposal so that they can obtain the best results possible, both from a personal and an academic point of view, in their path to becoming ready for life. We pay special attention to those individual students who need more support.

This last objective is at the root of an education that is based on **individual attention**, that seeks to integrate students into the society they live in, with a joyful attitude, that will allow them to acquire the flexibility they need in order to develop their own **profound convictions, charisma and values**.

Any school that works to integrate students into society must encourage them to open up to diverse environments so that they can learn through experience.

The people that most define students’ surroundings are their **families**. Because of this, schools need to be more **competent in communicating** with them, and need to be able to transmit clear **messages and pedagogical models** to families. They need to listen to them, to welcome them in and encourage them to participate in education.

That both school and families transmit a work ethic and values like justice and the importance of working towards a more just, inclusive and democratic society are the most relevant path to turning students into well-rounded people.

In order to form well-rounded people, we need educators that live out their **professional calling with conviction and hope**. They need to educate others and themselves, and make an effort to get magis out of themselves and their students.

Being schools that EVANGELIZE

Jesuit schools evangelize because we use Jesus as an example for people in the world by announcing the Good News of his Kingdom, just as St. Ignatius taught us. The Society’s schools are committed to “the service of the faith, in which promoting justice is an absolute necessity”..

Jesus of Nazareth’s message is the way to constantly ask more of students and educators. Working on a calling to service of others in order to stimulate the transformation of individuals, accompany them and provoke foundational experiences.

With schools as the object of evangelization, we try and practice what we preach in order to make the Gospel credible. We try and create an exemplary structure in this sense, through things like the **cura personalis** of directors and educators, or the creation of inclusive schools that are open to everyone and welcoming. Our schools try and make their convictions clear by living out plurality and diversity. We try and create a school capable **bringing out true life projects and true callings in people**.

Being PEOPLE for others

Ignatian tradition gives great importance to teaching how to find happiness and personal balance through a profound freedom, sustained by deep and honorable convictions..

People that love the world they live in, who are sensible to their surroundings, culture and history. People that integrate themselves into society and interact with their surroundings. People that work and share in order to get answers; people who feel like co-creators.

School needs to nurture the ability to listen with a capacity for criticism and encourage students to examine themselves and ask questions. This learning dynamic is built through internal life experience, which cultivates internal life.

Through these internal experiences, students learn the meaning of the sense of justice that makes injustice offensive to them. They also learn how to live modestly, be thankful and to have a sense of gratuity. They learn to become brave, devoted, austere, creative, persevering and flexible people who take initiative. In other words, they’re people for others, capable of giving themselves to others and of helping the poor. They bring hope into the world, give answers and testify. They know themselves and accept themselves, with their strengths and weaknesses, and they know how to live through success and failure.

Helping to create a just SOCIETY

Jesuit schools want to contribute to improving society, to creating a just society that seeks the common good, that’s more humane and compassionate with the disadvantaged.

We believe in a society that creates happy men and women, that is respectful to people, diversity and nature.

This style is based on a humanist education, that seeks God in the world by integrating human experience and looks for permanent bridges to reality. The sense of justice in Jesuit education is born of faith and the dialogue between faith and justice. These elements also dialogue with different cultures and other religions.

Ignatian pedagogy wants students to integrate themselves into society in order to change it. We invite individuals to have a life project and to seek inside themselves to create their own identity. We want them to be people with others and for othersby contributing their gifts to the common good.

EDUCATIONAL METHODS AND ORGANIZATION

Learning and teaching in the 21st century



The world is undergoing dizzying changes. Education is at the center of a radical evolution in the way we learn and teach. The educational methods and organization used in the 20th century need a profound transformation in order to respond to technological and social changes.

The socio-educational environment of the second half of the 20th century was characterized by the achievement of a well-established welfare state and by universal education. In general, it was an industrial, logical, homogeneous, analogue, sequential world. In this context, teachers focused on teaching basically theoretical curricula divided among classes that didn't interconnect.

Our new model revolves around the student

The evolution of technology, society and methods of production during the beginning of the 21st century have transformed us into an information society, characterized by globalization, diversity, and the importance of networks and a new digital, hyper-textual reality. Knowledge is obtained through experience, knowledge is integrated and students need to have a more active role in the classroom. School structures need more flexibility.

PEA

All the changes we're experiencing require a systematic transformation of the learning and teaching process. Following in the tradition of social and educational renewal that has characterized Ignatian education and pedagogy, the Jesuites Educació network proposes the creation of a new model for the learning and educational process, or PEA (*Procés d'Educació i Aprenentatge*).

An education that helps to integrate and direct lives

We need to place the student at the center of the PEA and encourage them to have an active and autonomous role through the development of individual and team projects. The student must work in a methodology based on searching, observing, sharing and showing. We can speak of a pedagogy based on an educational process that allows students to direct their own lives, independently of the knowledge they may possess. A process that creates students that delve into self-exploration through interior work, spirituality and critical spirit in order to face their life process, far from the life-failure experienced by a part of the generation that bridges the 20th and 21st centuries.

Our proposal asks that the educator take on a new role, especially oriented towards teamwork, and around which schools are organized. We would like to

break with the current conception of teachers' meetings as an essential space for debate and participation. Teachers have as much of a calling to be tutors as teachers within the mission and method of *Jesuites Educació's* new project.

We'd like to have more flexible teachers who receive plenty of support from the institution as well as a good continuing education. They should be oriented towards lifelong learning, they should know their students, be active in accompanying them, and have a clear vision of their educational project and methods. They should be committed and have a clear calling.

To ensure the quality of the PEA, our educational project promotes the inclusion of families through tight collaboration and by offering classes for families and with families.

The structure of our new model is based on professors who work collaboratively for groups of students classed in flexible ways. The spaces associated with our methodology develop creativity and are careful to control sound and light, and to promote color.

The general structure is flexible in its use of spaces and schedules, uses a variety of methods and breaks down borders between ages and subjects. Students are organized by different criteria. Schedules are adapted to tasks and learning objectives. Different learning styles are taken into account. Different learning spaces are used. Structures are adapted to fit students.

This transformation requires administrative teams to orient themselves towards pedagogical leadership and spirituality, understood as the commitment to live one's own life according to a series of principles.

KNOWLEDGE

The PEA consolidates the current process of transition between learning and teaching. It encourages work through projects in order to put emphasis on learning by doing. It uses research papers and methods that pose challenges and work through questions and answers to develop different abilities.

Flexible, versatile educators who take on new roles

These methods encourage the constant creation of experience and knowledge, develop each student's capabilities through projects that integrate knowledge, abilities and competences; all associated with real life, all constantly being updated. Our schools take full advantage of the development of multiple intelligences and firmly encourage it.

Basic competencies (writing, reading, communication) are fundamental, and we place a great emphasis on them at all stages, especially in pre-school and primary school.

The PEA includes education in faith through experiences as both a personal and a group process that is meant to be developed throughout life. This education in faith is combined with education in effective social compromise.

A new model to deal with new needs

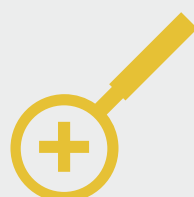
New methods require a new form of evaluation that goes along with a new curriculum based on competencies and not restricted by themes. We need to aim for the essence of subjects and fully incorporate elements such non-formal education, pastoral work and extracurricular activities.

21ST CENTURY INDIVIDUALS

The principal objective of our proposal is to form individuals for the 21st century. People who need knowledge and competencies (values, attitudes and abilities), meaning that they're flexible, open to change, autonomous, capable of working in teams and in networks; people who are global, multilingual, multicultural and digital, capable of directing their own lives, who are capable of integrating themselves into reality and of evolving according to what reality requires of them. They need to be able to develop their own identities and their own life projects, which allow them to transform the world.

Story

Elisenda Soriguera
Journalist covering
Horizon 2020



The result? A storm of ideas, of words charged with energy. The activity brings

to mind adjectives like "enriching" and words like "commitment", "reflection", "future", "faith", "eagerness", "students", "bravery", "enthusiasm", "strength". At the end of the session, one idea makes everyone burst into applause: "if you give me one euro and I give you another, we'll both have one euro. If I give you an idea and you give me another, both of us have

two ideas. Today, everyone is going home with a ton of new ideas. Work goes on!"

"I didn't know what we were going to do here today, but I really liked having time to think" says Isa. "I see the school of the future as being more creative, more open, I see it getting back that spirit of school and freedom". Everyone agrees that they're there because they want to

be able to create a joyful, renewed, inspiring, pacific school, full of values.

The end of our little celebration is a brainstorm, full of encouraging words that give us the courage to build a better school: an idea of the future, eagerness to change, hope, diversity, challenges, improvement, reflection, adaption.

OUR NEW PEDAGOGICAL MODEL



Teaching and learning model

The school we want for the 21st Century is established on the foundation of a new pedagogical model. This model has grown out of the essence of Ignatian pedagogy with notable contributions from learning psychology and neuroscience.

EDUCATIONAL TRADITION

- Our new pedagogical model is based on aspects drawn from our Ignatian educational tradition which it seeks to strengthen:
- The student is at the center of our model.
 - Cura personalis drives our educational relationships.
 - We seek to encourage each student's strengths.
 - When working, we seek to do everything with rigor and in depth.
 - We attempt to focus our attention on fundamental elements of the curriculum.
 - We seek to use pre-lessons and repetition as teaching techniques that guarantee significant, functional learning.
 - We put emphasis on teaching values and opening students to the reality of life outside the school.
 - We train students to think, face new circumstances and resolve problems.
 - We aim to work on written and oral expression.

PSYCHOLOGY OF LEARNING

- Our model is established on a foundation of the ideas of many different authors:
- Behaviorism: use of reinforcement, educational planning (Skinner), the need to respect each student's learning speed.
 - Piaget: learning based on accommodation, assimilation and adaptation;

- the three stages of intellectual development; all thoughts stem from actions.
- Vigotski: autonomous development zones, proximal or potential development.
 - Bruner: learning through discovery.
 - Ausubel: in the cognitive development of students, there has to be the conceptual base necessary for incorporating new material and establishing ties with it.
 - Gardner: intelligence is the biopsychological potential to process information that can be activated in a cultural setting to solve problems or create products that are of value in a culture. Eight intelligences: verbal-linguistic, logical-mathematical, visual-spatial, bodily-kinesthetic, interpersonal, musical-rhythmic, existential and naturalistic.
 - Neuroscience: the brain is an organ that is modified by experience. It evolves with age as a result of its activity.
 - Early stimulation of the brain in order to develop the nervous system and encourage connections between brain cells.

PEDAGOGICAL IDEAS

Within the framework of Horizon 2020, we put special emphasis on seven essential abilities: reading comprehension, written and oral expression, problem solving, digital abilities, interiority, learning to learn and social values. The methodology we would like to use must be varied. We need to increase the importance of learning through discovery, since it develops the autonomy of students, the development of creativity, the capacity for


observation, description, experimentation, formulation and confirming hypotheses, and other aspects related to scientific reasoning. Pedagogy through projects and learning based on problems, along with the introduction of teamwork, also need to find a space within this new methodology. That doesn't mean that lectures will be eliminated, but they need to be programmed in the appropriate way and not improvised.

COMPETENCIES AND CAPABILITIES OF THE EDUCATORS

- The application of all of these ideas demands certain competencies and capabilities within the body of teachers. According to authors such as Scriven, Angulo and Perrenaud, the requirements for being a manager of students' learning are:
- The competency or capacity to plan and organize work.
 - The competency or capacity to communicate.
 - The competency or capacity to work cooperatively with other professors.
 - The competency or capacity to establish satisfactory interpersonal relationships and to resolve conflicts.
 - The competency or capacity to use new technologies for teaching.
 - The competency or capacity to construct a positive and sincere self-image.
 - The competency or capacity to self-evaluate one's actions.
 - We would also like for teaching to be a team effort.

Multiple Intelligences

Enric Caturla
Head of Pedagogy and Formation at JE



- In 1983, Howard Gardner published his first book on multiple intelligences. He defines intelligence as "the biopsychological potential to process information that can be activated in a cultural setting to solve problems or create products that are of value in a culture"
- Until then, psychologists measured intelligence through IQ tests that basically explored linguistic and mathematical intelligence and, to a lesser degree, spatial intelligence.
- Gardner broadened the spectrum of intelligences and discerned eight different kinds: verbal-linguistic, logical-mathematical, visual-spatial, bodily-kinesthetic, interpersonal, musical-rhythmic, existential and naturalistic.
- Today, neuroscience has identified each of these eight intelligences with an area of the brain.
- What are the pedagogical implications of this theory? We'll only mention four:
- It helps us understand the strengths of our students, so as to encourage them and develop their self-esteem.
 - It allows us to define an adequate offering of classes and extracurricular activities.
 - It forces us to add realizations related to each of these intelligences to the classroom activities and projects we design.
 - There is an intimate relationship between the eight basic competencies and multiple intelligences.
- All of these elements should be incorporated into the way we teach.

- 1

The basic structure of our model consists of the students, the teaching staff, the space and our resources.
- 2

The body of our model is made up of the curriculum, methods and our teachers' behavior.
- 3

The third essential element of our model is the framework in which students, teachers and the curriculum interact.
- 4

The last fundamental piece is the family, students, and the school.

The pedagogical model we propose works off of four basic structures developed in the following way:

The Basic Structure of our Model

Space & resources

A small teaching staff

Student grouping

The structure this model is based on can be represented by a triangle, where space and resources are associated with the teaching staff and students.

It's important to have a space and sufficient resources in order to be able to put a new pedagogical model in place. It's important to have a multi-purpose space adequate for individual work or teamwork, lectures and games, such as a classroom where 50-60 students and a small group of teachers can work. Plus, this new space needs meeting rooms, an indoor play space, and a room for lectures and presentations.

The resources we need, either physically or on the net, are: digital devices for students to use, WiFi that gives us a good Internet connection, a classroom library, an e-book on the net where each student can collect what he learns during the year. These portfolios will be available to the teaching staff, and will be a basic element in the evaluation of students. We also need an e-book for the group where each day's conclusions are stored.

For a class divided into four groups, we think a group of seven flexible professors together with one or two members of the department of orientation that focus all their attention on the class would be sufficient.

The professors work as a team: they plan, they program, they work in the classroom and they work together to evaluate students. They work together to do tutorial work and are all responsible for the organization of the class.

This way, the teaching staff coordinates student participation in the classroom according to the different functions they're given. They have an important and active role. The class is a group that functions like a business that produces knowledge: it

The Body of our Model

Curriculum

Teachers' behavior

Methods

manufactures it, it absorbs it and it shares it. Knowledge can be built and disassembled in creative ways; students make it their own, and that way they can share it with their classmates, other classes, their families, other schools, etc.

Students will have time for individual work, as well as time for cooperative work in homogeneous and heterogeneous groups.

The body of our model works off of the curriculum, our methods and our teachers' behavior.

The concept of a curriculum has been broadened over the years. Today, when we talk about a curriculum, we understand concepts, methods, values, habits, behaviors, competencies, and essential competencies. Values are especially important, since they need to be integrated into academic tasks. We aim for a pedagogy of values. The values we work on, on which we want to put emphasis, are reflection, respect, responsibility, social commitment and justice.

In order for this model to work, we need teachers that are motivated, with plenty of knowledge, capabilities, abilities and the appropriate attitude. The pedagogical leadership of directors and an adequate study plan that contemplates a specific learning trajectory can be a great help. This is the attitude we request of our teachers.

The methods needed to put these ideas into practice are combined with learning through reception, individual work and teamwork.

The proportion this model proposes for these three methodologies is extremely approximate, and will, of course, vary from day to day and from one week to the next. In a six hour day, one hour would be dedicated to learning through reception, two would be dedicated to individual work

The Classical Triangle

Students

Teachers

Curriculum

and three would be dedicated to teamwork (two hours in heterogeneous groups and one hour in a homogeneous group).

Our new pedagogical model opts for the integration of different subjects into projects based on real-world problems. That way, we guarantee transversality, a connection between knowledge and curricular areas, the incorporation of competencies and abilities related with all intelligences, etc.

This diagram shows that the new pedagogical model adds a third essential element to the interaction between students, teachers and the curriculum. Connections need to be made between teachers and students, teachers and the curriculum, and students and the curriculum, but also between different students and between different teachers.

All of these connections must be guaranteed in the real world and the virtual world.

Families

Family

School

Student

In all of these relationships, the task of stimulating and integrating information and students' emotions into the framework of their growth process is essential.

One final element is necessary to make our pedagogical model work: our families. Communication between school and the family needs to be fluid and frequent.


It's very important to explain the process we're following to parents. Families should have virtual access to their children's academic file.

Parents need to be able to participate, to propose resources and make suggestions about learning. We need to be able to count on them and ask them for help so that the establishment of this model is possible.

Anchored in the Gospel, we can Educate in Depth

Enric Puiggròs, sj

Pastoral chief of JE and Pastoral Coordinator of EDUCSI's Eastern Zone



The school's pastoral work is at the heart of the schools role as a place for evangelization. Following Jesus gives answers to many of life's principal questions. We hope to keep fulfilling this role. We need to try and give answers to a society that's getting more and more characterized by its interculturalism. To a society that seems to be distanced from the experience of God, but that keeps seeking for meaning.

We want to establish dialogue with this world and its culture to show, in a plausible

way, the sense of meaning we can offer.

We want to speak about Jesus as a path to God the Father/Mother and to others. We believe that we need to grow in our capacity for spiritual mastership (mystagogy). We hope that our pastoral experience also promotes a communitarian experience inside and outside of the church (healthy ecclesiality).

We want to educate men and women for others. We want them to promote universality, justice derived from faith and the acceptance of diversity as a catalyst for true communion. We want a pastoral effort that aims to have students ask questions about the role of God in their lives. We want to facilitate a learning itinerary that helps them discover their place in the world through this experience (to find their calling). We hope to do so within the framework of HORIZON 2020.

The MEG: Strategic Administrative Model

New ways, new spaces



Rough sketch of a renewed classroom space that can facilitate our new pedagogical model, or MENA



Within the framework of Horizon 2020, we need to understand physical spaces as tools at the disposal of a very ambitious project: a new pedagogical model to change the learning and teaching process and adapt it to the reality of the 21st Century. The Strategic Administrative Model (MEG) needs to be considered with this in mind.

It goes without saying that, if we always do the same things in the same way, we'll never get new results. Under the current economic circumstances, we can't hope to get more resources (people, spaces, programs, funding...) than those we already have. We need a different way to get new results.

ORGANIZATION

Traditionally, organization has been understood as the implementation of hierarchical systems with functional objectives. We're used to seeing organization as necessarily pyramidal in shape, where the top of the pyramid establishes a series of instructions that the base executes in order to accomplish goals that aren't always under-

stood or shared by all. Horizon 2020's proposal consists of changing this line of thought and reconsidering the organization of our schools. People, processes and systems need to be aligned so as to serve a common end: the learning and teaching process. We can't allow details to distract us from our principal objective, which is to create a new pedagogical model that places the emphasis on people and on the excellence of the curriculum, but also on respect for values and moral principles. Horizon 2020 and the new pedagogical model (MENA) require a new organizational model and processes that allow us to get different results with our existing resources.

We need to rationalize our work and our resources

The Strategic Administrative Model is the tool that will allow us to obtain different results by managing our resources in a different way. Different results in education, in the learning process, and in the construction of a life project for our students. It goes without saying that this process of change has no meaning if we don't take into account that our school is part of a network that gives support to educators so that they can put this new model into effect. We want to give educators the support they need by accompanying them, training them, and by instituting a new professional itinerary.

The application of the MEG forces us to define new roles with regards to the tasks carried out by teachers and administrative staff, with the objective of allowing department heads to concentrate on educational leadership and of facilitating our transition towards a new pedagogical model (MENA). The aim of the MEG is to rationalize our work and our resources so that we can put the emphasis on our final objective, which is to achieve the educational change we want. We all need to work towards our new pedagogical model. In order to do so, however, we need leadership that profoundly renovates our organization and the coordination of our schools into a network according to the MEG model.

Our principal objective is to obtain a new pedagogical model

OUR SPACES

School surroundings need to facilitate this process of change. That is to say, the physical space in which we carry out this task needs to answer to these needs. We need to be able to work in large, multi-purpose spaces, furnished in a way that facilitates a new way of using our classrooms. Recreational spaces also need to be educational spaces that encourage interaction and play. Finally, we need interior spaces for play so as to bring learning and play closer together; lively, joyful, flexible spaces that encourage creativity.

Freeing Grade Level Directors from Administrative Tasks

Pol Riera
Network Coordinator



Our schools' administrators spend a large part of their time on administrative tasks associated with the learning and teaching process. This keeps them from being completely concentrated on what's really important –our reason for being—: our role as educators.

We need to free grade level directors from this work so that they can concentrate on serving as pedagogical leaders in the learning and teaching process.

With the creation of a new position, the administrative specialist, who will give support to grade level directors by taking care of the paperwork, we will be able to free department heads from bureaucratic work so that they can concentrate on being pedagogical leaders.

In addition, with the support of administrative secretaries, the incorporation of new and more efficient digital tools and the help of on line teams, we should be able to simplify and improve the work we do for students and their families.

With this combined administrative support, new digital tools and the new position of administrative specialist, we hope to strengthen and extend the effect of the learning and teaching process within the framework of our new Strategic Administrative Model (MEG).

A PROFOUND CHANGE

Jesuites Educació's Commitment

The direction in which the world and education are heading forecast profound and radical changes that are pushing Jesuit schools towards a new evangelization. Within our proposal of change, we want to maintain the spirit of humility and trust has always characterized the work of the Jesuits.

The current educational model has been exhausted. We need to return to the essence to respond to the challenges of the 21st Century. We can't just try and patch up the model we have, because we won't be answering the requests and the challenges of current and future society. Because of this, Horizon 2020 needs to contemplate a radical change: **a transformation linked to our educational mission as Jesuit schools and to our schools' mission of acceptance, as well as our way of doing things and of organizing ourselves.**

OUR REASONS

The reasons behind this profound change are, above all, responsibility, loyalty to the educational project (which will only survive if it stands out and offers something more), our desire to serve other institutions and society, and, finally, the need to contribute to the worldwide network of Jesuit schools. This desire for a transformation is the motor driving us towards change.

In any case, Horizon 2020 is much more than a transformation of the educational model; it's also a call for each of us to undergo an internal transformation of our personal life projects. It invites us to renew our educational calling, our convictions, our projects, our commitment...

The ingredients necessary to drive this project forward are **reflection, leadership, conviction and commitment**. Only through these four things will we be able to move forward and make Horizon 2020 a reality. Only through these four things will we be able to move forward in our shared project, our shared diagnosis and in the preparation of a concentrated attempt to decide what our most pressing objectives are and how we should meet them.



OUR COMMITMENT

This process requires valor from our administrative staff, credible proposals, and shared hopes. It requires leaders who are committed to the mission of the Society and who have a commitment to accompanying educators so that they can fulfill their objectives.

Horizon 2020 is also a call for each of us to undergo an internal transformation of our personal life projects

Our first commitment is to accompany our students, their families, educators, and administrative staff in their individual and collective processes of change. Our second commitment is to encourage and ensure spiritual leadership, pedagogy and organization and move forward in our profound changes in direction, in vision, and in our way of doing things.

The process of educational transformation we've proposed requires all-around leadership and team leadership in spirituality, pedagogy and organization.

Spiritual leadership encourages individual dreams, and drives us to search for meaning with an Ignatian base and to put it into practice. Pedagogical leadership encourages shared dreams, inspires us to focus on pedagogy and find the path, motivate the group, accompany others in their journey... And organizational leadership encourages administrative staff to make a change in their calling to contribute to the process of teaching and learning.

Playing these leadership roles in order to drive change also requires profound changes in meaning, in our vision and in our way of doing things.

A Policy of Professional and Everyday Development of Educators

Daniel Iniesta

Head of human resources at JE



Working at *Jesuites Educació* means going beyond just working for a few hours and making it through the work

day. Working at *Jesuites Educació* means having a calling, a calling to be an educator. Rooted in this calling, we want to experience the transformation of education for the 21st Century, we want to fulfill our dream as educators, and unite all of our individual dreams.

In order to do so, we need to change the culture of how we organize ourselves, and we need to change the way we do things in order to face our future challenges. And we need to do so by improving our competencies in every phase of the professional and everyday lives of the people that make up our network.

We want a school that gives support to the human and professional development of its educators by accompanying, training and establishing a professional itinerary for them. We want it to do so so that, through their calling and personal drive and in the context of *Jesuites Educació's* educational project and their individual school, they can incorporate the challenge of adopting new roles and a new form of organization.

For this reason, we're adopting a policy of professional and personal development for JE educators. We

Now, more than ever, we need leaders

Lluís Tarin

Strategy and leadership



Spiritual leadership means, first of all, sharing a single dream of where we want to go, what we want to do once we get there, how we'll do it, and why.

All of us in the educational community lead processes of learning and teaching, and **we all have a calling to live out a transversal, distributed, and shared leadership.**

We often say that it takes a village to educate our children: families, administrators, professionals. We all lead when we share tasks, offer solutions or take on responsibility in order to educate others.

Pedagogical leadership also has to do with school administrators.

We know that these aren't very stable times, nor are they times in which we can just give orders to others. They're times for change, moments to rethink, in depth, where we're going and why.

Now, more than ever, we need leaders. We need challenges that lead to actions. We need inspiration, creativity, reasons and drive for change.

Pedagogical leadership, without a doubt, is most present in the classroom, with the students. There, as Àngel Castiñeira said, we have the ability to be a **referential figure**.

Referential figures are witnesses to their own life projects. They're not just there to transmit knowledge and spark learning. They decisively contribute in creating attitudes and forging other's character.

Our leadership invites us to not be satisfied with what we do. It's our *magis*, which transforms us and pushes us to fulfill our objectives: to create an evangelizing school that helps develop people with their own identities and a coherent life project.

want this policy to become a permanent source of professional and personal development, so as to strengthen our culture of being a network. We hope it allows us to identify with our educational mission and participate in the development of the entire network through our collective contributions, passion and hard work.

The development of JE educators needs to be consistent with the world we live in, which is flexible and ever-changing, and consistent with the history of our schools, our spirituality and social compromise.

OUR SCHOOLS' DREAMS

In the framework of HORIZON 2020, the schools in the Jesuïtes Educació network, along with our associate school Infant Jesús, have faced the collective challenge of profoundly reforming education. Each one of us, however, also has their own individual dreams. We each have dreams associated with our own realities, our history and our context that drive us towards a different future. We've asked the directors of each of our schools to sum up in a few words their dream school. Their answers were: **WE WANT TO...**

Casp
Sagrat Cor de Jesús
Joan Bassas



“Incorporating Preschool”

Jesuïtes Casp-Sagrat Cor de Jesús faces the challenge of being a school that offers all levels of education: preschool (which we don't have at the moment), primary, obligatory secondary and baccalaureate. In order to do so, we need to adapt and modernize our buildings so that we can play the part of a 21st century school, with all educational levels and synchronized with the new pedagogical model.

Col·legi Sant Pere Claver
Maria Àngels Brescó



“Build a new school and expand ESO”

Expand our school's academic offering and build a new school according to our network's new pedagogical model, HORIZON 2020, so that we can become even more equitable (a school for everyone) and to move towards even more excellence (the best result for each student) while constantly innovating.

Col·legi Kostka
Oriol Navarro



“An integrated school, from 0-18”

We want to consolidate our school's process of growth and expansion. Our academic offering, with the participation of CORMAR, will be complete and will be open to students from 0-18 years of age. We'll organize our students by ages in different buildings that are completely adapted to fit the needs of each, and each will have a solid, integrated, innovative project. Our emphasis on artistic work will be our strength and will make us stand out.

Col·legi Claver Raimat
Javier Puyol




“To set ourselves apart and become a referential school”

We want to be a referential school for Lleida and the surrounding area because of our excellence, our equity and our project. We believe this is possible because our methods stand out and because of our intention to implement the International Baccalaureate while guaranteeing excellent academic results.

We also hope to improve our building and infrastructure.


Centre d'Estudis Joan XXIII
Carme Castellort



“To be a referential school and transform our space”

We want to be a referential school for l'Hospitalet and the Baix Llobregat area because of our equity and our excellence. We'll offer more student aid and scholarships. We'll do our best to nurture our students' potential. We'll improve our standardized test results. We'll nurture a quality professional training program that's incorporated into the network. We'll transform our space with the Horizon 2020 pedagogical model in mind.


Escola del Clot
Francesc Moreno



“To transform our aesthetic image”

At the Escola del Clot, we have a dream: to transform the aesthetic image of our school. We want to make it more colorful, more modern and more welcoming. We know that physical spaces influence learning. Because of this, we want to transform our school, so that we can better serve who we are and our new educational model. This way, we'll adapt it to 20th century education.

Infant Jesús
Joan Blasco



“To integrate ourselves into the Jesuïtes Educació network”

One aim: to be an active school in which everyone is the protagonist of their own story. One dream: to integrate ourselves into the *Jesuïtes Educació* network, so that we can combine our efforts and our synergies. One horizon: to build a shared model of learning and of personal growth of which students are the center. FJE: *fem junts escola* (building a school together).

Sant Ignasi
Antoni Parellada



“Invest in the international baccalaureate”

In 2020, Jesuïtes Sarrià-Sant Gervasi will have a fully developed international baccalaureate program. It'll be a part of the Jesuïtes Educació baccalaureate and will be fully synchronized with other Jesuit schools worldwide that offer the same program. Students will have the ability to study abroad for a year, and will be able to apply to foreign universities.

To Educate is to Accompany

Pere Borràs, sj
Vice President of FJE Board and Delegate of Evangelization



Accompanying others, making ourselves accessible and helping. These are traits of Ignatian Spirituality. St. Ignatius called it taking care of people; he expresses our need for one another.

To educate is to accompany. To help others be the best they can be. To accompany means to share a path, to share life. God is humanity's great companion. What did Jesus do, if not make himself accessible to others, especially to those who are the most needy?

To educate is to accompany our students and their families. It's a way of life that means listening, asking, using intuition, encouraging, sharing deeply. To accompany means, often, to share by maintaining a respectful, welcoming silence.

We all have our life projects and a horizon to walk towards. When we sincerely look inside ourselves and overcome our ego, we discover something much greater. The desire to make a better world, a world that's more tender, more just, more fraternal. This desire is a gift.

We need to be accompanied and, at the same time, we're called to help others find their calling and their path in life. To accompany is to educate. To educate is to accompany. This is how we bring the Gospel of Jesus into the world.

We All Share the Same Dream

Jonquera Arnó
Head of JE Technical Office



This is the force and the conviction that pushes us to walk together towards the same HORIZON.

We all share the same dream. It's a dream from way back, that's not just limited to us or our schools: to **help others grow and transform themselves.** This was Ignatius of Loyola's dream, and this is *Jesuïtes Educació's* dream.

We have many great challenges: we need people who know how to decide and direct their own lives towards big things, big challenges, with deep life projects, without fear, with enthusiasm, generosity and hard work. Most of all, though, with the conviction that it's worth it to dedicate all our efforts and abilities to constantly transform our own lives so as to better love and serve others, to serve our students.

Our collective dream as a network and the dreams of each of our schools will only be possible if each one of us finds an answer to the question **“where do I want to go? What's my dream as a person and as an educator?”**

Our world is calling us to profoundly transform education, but to do so each of us has to undergo an internal transformation. We need to be brave and imagine new things, then work to make them a reality. We believe that **WE CAN ONLY DO IT TOGETHER... LET'S DO IT!**