

HORIZÓ 2020

INFORMATIVE NEWSPAPER ON JESUÏTES EDUCACIÓ'S 2020 HORIZON. NUMBER 2. JUNE 2014.

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Transforming education



A reality underway

In the pages of this second edition, you'll find everything we've done this second school year to move towards Horizon 2020. We've spread the word, in open sessions and in seminars, about our first two HOW (NEI New Intermediate Stage and MOPI Pedagogical Model for youngest students); we've defined the kind of person we want to educate; we've defined our management models (MEG Management Team); we've prepared changes to our physical spaces (MCFE Model for Physical Space Change at Schools); and, most of all, we've shared the feelings and passion of the teachers that have been the protagonists of the PIEP, our Program of Incorporation into the Pilot Experience... In short, this newspaper contains everything you need to know to understand and experience how the Jesuit schools of Catalonia are transforming education.

The paper you're reading is the expression of a process that's underway right now. This process has been made possible by the entire Jesuïtes Educació network, our teachers, management staff, students and parents, as well as individuals and companies from our community.

Throughout this second year of preparation for Horizon 2020, the process of spreading the word, debating and reflecting on education (either in open sessions with our staff or our families, or in group sessions in the seminars we've organized) has been essential. This process has allowed us to take a big step towards defining the 17 ideas that make up our Horizon (what we want), as well as defining the first two vehicles that will help us achieve change (how we can make it a reality).

We've had plenty of work defining ideas and redefining frameworks. On the one hand, we've had to work on developing a life project open to others for our students; on the other hand, we've been busy creating a new intermediate level (NEI) between elementary and

secondary school, in which we want to make all the aspects our educational dream of a reality. We've also been preparing a new project (MOPI) that can apply our new model to our youngest students (age 3). Finally, we've been sketching out how we want to redefine our educational spaces, so that important changes to our schools can get underway this summer.

The most important part of the process, though, has been the experiences, the excitement, the personal transformations and the feelings of the teachers that volunteered and were selected to participate in the pilot year of our new intermediate level. This school year, they were the protagonists of change, and we'd like to thank them for the effort they've made.

Everything is ready for the coming school year, the first HOW in this process of transforming education. In this important moment, the protagonists will be the students and their families, who will experience a new way of educating. We're on our way to Horizon 2020.

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Boldly Moving Forward

Xavier Aragay i Tusell
Managing Director of JE



All together, as part of a network, we're making Horizon 2020 a reality.

The path towards profound educational change calls to each of us, through our individual dreams, our callings, our life projects. If we take advantage of each moment of silence, reflection and debate, it all pays off. It's the best way to get ready for change, and in that sense, the path already is the Horizon.

This school year has been intense. We've boldly moved forward in all the areas we need to change education.

First of all, we've spread the word of our project throughout the educational community, and our firm bet on an ecosystem of seminars has helped us conceive a groundbreaking, systematic and profound educational innovation, taking advantage of our collective intelligence as a network.

Secondly, we've renewed and expanded our push for the open life project we want

to offer our students, and we've worked on the profile of the kind of person we want to educate.

At the same time, we've defined our two instruments for change, NEI and MOPI, the first of which will be made up of 20 classes with 615 students, while the second will be made up of 9 classes with 225 students. **That's about 850 students in all, along with 70 or so educators this coming year, when we set JE's educational model in motion at six different schools.**

In order to make it all possible, we've had to work on defining our pedagogical model (MENA), our management model (MEG) and the change to our physical spaces (MCEFE), all of which make up JE's educational model (MEJE). We've also had to plan for the renovations and investments we need to make it all possible. But most of all, we've had to start up a new transformational program (PIEP) that has allowed us to interiorize, experience and define the general framework of our new educational model.

Everything is in place. Many students and parents are watching us, excited for what's to come. We're doing it for them, we're moving forward. This coming school year, we're boldly moving forward, towards Horizon 2020!

SIPEI. International Seminar on Ignatian Pedagogy and Spirituality

Josemi Colina sj

Coordinator of EDUCSI's Eastern Zone

Lluís Ylla

JE Deputy Managing Director



In the path towards the Horizon, we find ourselves in a deep channel of pedagogical renovation of the Society of Jesus' schools. Through the International Seminar on Ignatian Pedagogy and Spirituality (SIPEI), the Educational Secretariat of the Society of Jesus, directed by Father José Alberto Mesa, is serving as the catalyst for a reflection on the challenges and opportunities of education in the world today. This seminar is the continuation of the International Colloquium on Jesuit Secondary Education (ICJSE), held in Boston in 2012, where more than 400 participants from around the world gathered to reflect together on the current challenges to Jesuit education.

SIPEI will be held from November 2 – 8, 2014, at St. Ignatius' Cave in Manresa. The SIPEI Organizational Committee, together with ICAJE (the International Commission for the Apostolate of Jesuit Education), has invited 70 experts in pedagogy and spirituality from across the world to reflect on the dialogue between the educational apostolate and spirituality, as well as to expand dialogue among some of the most significant contemporary educational tendencies, Ignatian pedagogy and Ignatian spirituality.

With this Seminar, we aim to spur a profound discussion on the renovation of Ignatian pedagogy and spirituality in the Society of Jesus' schools across the globe, with the prospect of facing new frontiers and educational challenges.

We also aim to contribute to the pedagogical renovation of the Society of Jesus, within the context of the construction of a worldwide network of Jesuit primary and secondary schools.

The Seminar will revolve around four lectures on the characteristics that make up Jesuit education: The Person of Conscience (given by George Nedumattam, sj), The Competent Person (by Sister Montserrat del Pozo), The Compassionate Person (by Peter McVerry, sj) and The Committed Person (by Joseph Carver, sj).

At the same time, SIPEI has served as an opportunity to try out new ways of working as a global network through technology. Around 2,000 people registered on the website www.sipei.org,

in order to follow and participate in a virtual discussion on the same lectures that participants in the in-person SIPEI in Manresa will be working with. These virtual discussions were held in succession from March 2014 to June 2014, in two separate forums in English and Spanish. The conclusions of these online discussions will be passed on to the lecturers so that they can include them in the in-person discussions in Manresa.

The conclusions from SIPEI will be worked on within the educational organization of the Society of Jesus (ICAJE, delegations, schools) and they will contribute to the global pedagogical renovation of Jesuit schools.



SIPEI

Seminario Internacional sobre Pedagogía y Espiritualidad Ignacianas

Manresa del 2 al 8
Noviembre 2014

Jesuit Schools. The world is our house

www.sipei.org

THANKS AND WELCOME

Interview with Llorenç Puig sj, new President of the Jesuites Educació Foundation

After a process lasting several years, the Society of Jesus in Spain has unified the five Provinces into which it was divided into one single Province. With this reorganization, the Local Apostolic Platforms (PAL) and, in the case of the Basque Country and Catalonia, the Territorial Apostolic Platforms (PAT) gain a great deal of importance. Because of this, on June 21st, 2014, Lluís Magriñà, sj., Provincial of Tarraconense, stepped down as President of FJE, passing on the torch to Llorenç Puig, sj., the new Jesuit Delegate for Catalonia and new President of FJE. Thanks, Lluís, and welcome, Llorenç!



What is your perception of Jesuites Educació?

If Jesuites Educació didn't exist, we'd have to invent it; its transformative leadership role makes it a key player, as does its role as a catalyst for innovation in Catalonia's Jesuit schools.

What is your perception of Horizon 2020? Were you able to participate in the process of reflection and participation? What was your experience with it?

Yes, I was able to participate in Horizon 2020's shared reflection process, and I participated from the point of view of our social organizations. I thought it was really positive that they asked for the opinion of people from outside the educational world, so that they could bring their different points of view to the table.

I think it's really excellent that a project of these characteristics was thought up by a such a wide spectrum of people, because education affects everyone's future.

How would you describe the Society of Jesus' commitment to schools?

From the beginning, the Society of Jesus has been deeply committed to

schools and education, because in order to make our world a better place, we need to form individuals who aren't just well educated (although that's important, too!) but who are sensible, humane, and open to the needs of the world, with a broad, committed vision.

What does working on the frontiers of education mean to the Society of Jesus?

I think it means two things: working so that education favors and builds a more humane, just society; and working so that our students, when they finish, are able to go to the existential and social frontiers of our world, bringing light and the best of what they've learned.

How can Jesuit education help in transforming individuals and society?

In order to better society, you need to transform individuals, making them people, on all levels, but especially where they need to make decisions that affect others. They need to be humane, compassionate, committed, and well prepared. This is why education is fundamental.

In order to form and transform the kind of people our society needs, we need rigor, a culture of hard work, but especially humanity, interiority, spirituality and familiarity with the Gospel, which makes us committed and encourages us.

What are three fundamental ideas you'd like to convey to Jesuites Educació's educational community?

The first is encouragement, that the educational task is difficult, but essential, and one of the most valuable tasks

anyone can undertake, even if the results aren't immediately visible. But the fruit we plant there last forever...

The second is that we all make up the educational community: not just the teachers, but the parents, too, in a very clear way. We need a strong sense of community.

Third, I want to ask teachers to remember that special teacher they had as a child, that changed them, that put them on the right path, encouraged them, helped them grow... and look at what they did for you! Try and figure out what their secret was, and pass on the good deed!

How do you feel about becoming Jesuit Delegate for Catalonia?

I'm really excited about the task that's been given to me. It's a beautiful job, to help make sure that the presence of the Society of Jesus, with all of its different realities, individuals and institutions, is well-coordinated and significant here in Catalonia, and to make sure it carries out its mission in a way that's appropriate to our culture and our needs.

How do you feel about the creation of the new Jesuit Province of Spain?

On June 21st, the new Province of Spain becomes a reality, it's true; but before then, there's been tons of work creating the framework that will keep it afloat. The most important thing, though, is that this whole process has been a great opportunity for us to reformulate our mission, to see who we are, make new connections and, most of all, to get excited about our new possibilities and the new projects we can take on together.

Excitement and Thanks

Lluís Magriñà sj



As my time as Provincial comes to a close, I want to pass on how excited I am to be living such an important moment in the history of the Society of Jesus in Catalonia. Most of all, because our dream of transforming education, Horizon 2020, has already begun.

This initiative, driven by Jesuites Educació, has been like the building of a cathedral, which needs to be a common space, wide, welcoming, symmetric and, at the same time, inclusive of the Jesuit educational project in Catalonia.

The construction of this dream has been exciting. It's moved us all towards a commitment to education. The scope of our challenge encouraged us to incorporate the ownership of our schools into the Jesuites Educació Foundation, to incorporate our Jesuit identity into the name of our schools, and to work as a network, to which we added the Escola Infant Jesús.

Once the conditions were right, we pushed for a profound renovation of our educational and pedagogical model through Horizon 2020. We aimed all of our energy at the core of our reason for being: a well-rounded education that forms committed, competent, compassionate and conscious individuals.

Horizon 2020 has been an extraordinary mobilization for reflection and participation, without precedents in our history. This, and the profound transformation we're undertaking, are our response to society's request that we adapt the educational system to today's needs. Horizon 2020 is basically a new opportunity for Evangelization. We need to educate, form, and accompany students, helping them to find their own path and build a life project.

In order to do so, we also need to build and take care of our life project, our values, and our faith. We need to find our vocation and to renovate our mission. From the standpoint of this reality and this way of being, we can educate authentically, for the world to come, in which our students will have to live.

Thanks.

COMUNICACION

Spreading the Word of our Project



Josep Menéndez
Deputy Managing Director of JE

Essential to any process of educational change is the task of spreading word of the process to everyone involved. After the participative mobilization that took place last year, we decided that this year we would put emphasis on the educational debate. We decided to share our dream, making others aware of the importance of this moment and encouraging as many educators, students and families as possible to participate in this transformation. We've also tried to incorporate other institutions who have expressed interest in what we're doing.

Horizon 2020 is our small contribution. There's no single educational or pedagogical model that will be able to improve education in our country. We've proposed our model, and we've been encouraged by the reaction of our Jesuit educational community as a whole.

Catalan pedagogical tradition is extremely rich and varied, with many different tendencies. The past few decades might have made it seem like someone would soon find an educational magic wand. We need to realize that social complexity, **the magnitude of our challenges and constant change can only be addressed by the creativity of different educational conceptions, and our ability to use this diversity to evolve.**

Throughout the school year, we've seen that Jesuit schools in other countries, other educational institutions and other religious orders all identify with Horizon 2020. **Hopefully we can be a source of inspiration for others so that, with everyone's contribution, we can learn and influence one another so that we can offer a better education to the people that share our world.**

Action and participation in spreading the word to families, students, educators and institutions

8 Schools from our network have seen the HORIZON 2020 exhibit

- Casp - Sagrat Cor de Jesús
- Centre d'Estudis Joan XXIII
- Col·legi Claver - Raimat
- Col·legi Kostka
- Col·legi Sant Pere Claver
- Escola del Clot
- Escola Infant Jesús
- Sant Ignasi

14.290 Newspapers distributed among teachers, students, families and institutions

2.173 Parents have attended HORIZON 2020 presentations (not including open houses)

247 Managers and directors have spent time getting to know HORIZON 2020 and reflecting on it

1.381 Educators have participated in sessions to learn more about HORIZON 2020

11.000 Students have received the results of their participation the prior year from their teachers

268 Participants In the Professional Calling Gatherings and the Ignatian Immersion Weeks (Salamanca & Les Avellanes)

We continue to promote **Life Projects**

REFLECTION AND DEBATE

The Ecosystem of Seminars

The reflection and debate seminars organized by Jesuïtes Educació are a good way to move forward in the creation of new educational frameworks for Horizon 2020. As a matter of fact, they started out as experiments three years ago. Last school year, in close association with the wave of participation that led up to the definition and presentation of Horizon 2020, they were organized as an ecosystem of thought and collective debate that would help us delve deeper into **WHAT** we want, and establish **HOW** we plan to make it a part of our educational future.

We often get bogged down in the day-to-day, and in order to move forward in our dream of a profound transformation of education, we need different work spaces that help us establish new models and new frameworks in a more flexible, open and creative environment.

The ecosystem of JE seminars are an intentional reflection system, made up of completely interrelated ecosystems that share a similar method and procedure: critical reflection. That way, the different existing seminars (eight during the 2013-2014 school year) influence and feed off of one another.

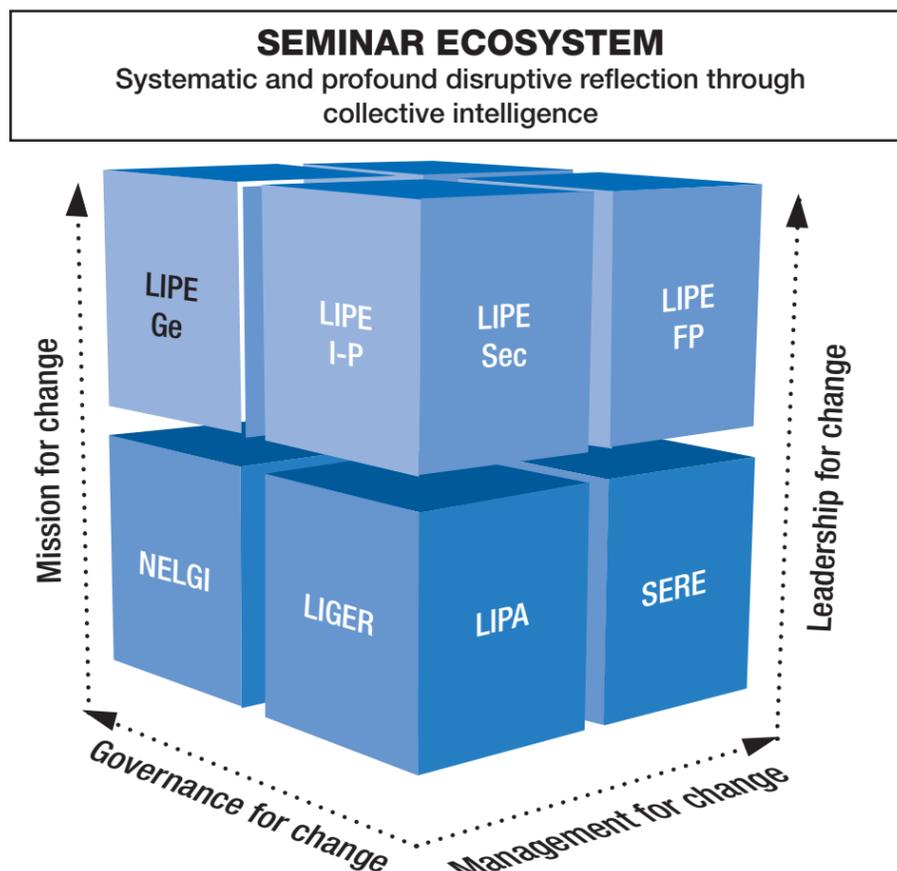
In groups of no more than 20 individuals and a participative environment, day-long sessions (from 9:00 AM to 5:00 PM) are always held, with 2 – 4 sessions for each grade level in every seminar.

The initial lecture, the permanent or occasional intervention by experts, the sharing of personal or second-hand experiences, the group presentation and debate on real cases from our day-to-day, the visits to other schools and the active participation in groups all provide a good focus and good results.

From a global standpoint, each seminar allows its almost 100 participants a privileged view, as if they were up in a balcony, from which to observe their reality and surroundings. As a result, they can better define the 17 key elements of our horizon (the **WHAT**) and the frameworks and models that allow us to define the **HOW** (pilot experiences and projects).

It's profound, systematic, disruptive reflection through collective intelligence.

SEMINARS	OBJECTIVES	PARTICIPANTS	RESULTS 2013-14 SCHOOL YEAR
NELGI New Strategy and Leadership of Comprehensive Governance of the Network	To reflect on new governance and leadership in the school network	Principals of schools and other JE managers	A more detailed understanding of the roles of principals and managers within schools and the network
LIPE Pedagogical Leadership LIPE General Pedagogical Leadership - General LIPE INF-PRIM Pedagogical Leadership - Preschool and Elementary LIPE Secundària Pedagogical Leadership - Secondary School LIPE FP Pedagogical Leadership - Professional Training	To better define pedagogical leadership Preschool and Elementary MENA Secondary school MENA Professional training MENA	Besides JE administrators: • Principals of schools and coordinators of preschool and elementary school, secondary school and professional training for JE • Grade directors, department heads and preschool or professional training coordinators	Pedagogical leadership plan for principals New document for learning reading and writing in preschool and elementary Pilot experience for 3rd and 4th year of secondary school Professional training within H2020 framework
LIGER Management Leadership	To work on Management leadership and the new Strategic Management Model (MEG)	School managers, and JE managing director and manager	A more detailed understanding of the roles of directors and the formulation of MEG (management models)
LIPA Pastoral Leadership	To reflect on the new strategy for evangelization	Pastoral directors, school chaplains and JE management	Document with the New Evangelization Strategy (NEE)
SERE Seminar on Teaching Religion	To reflect on and reformulate the focus and the objectives of religion classes	JE pastoral director, some department heads, pastoral directors and experts from outside of JE	Document with criteria and initial reflections



THE PILOT EXPERIENCE OF THE JESUITS

A new intermediate level (NEI) and a preschool project (MOPI) as vehicles for change

We're setting HORIZON 2020's first two HOW, NEI and MOPI, into motion. These are the first vehicles that will begin a profound change in education. To begin to define how we're putting JE's new educational model into practice, we've chosen two different stages in the educational life of our students.

NEW INTERMEDIATE LEVEL (NEI)

The fourth year of primary school, the reading and writing process and the study of elementary mathematical operations come to a close. From 10-14 years of age, a new level in personal growth comes about, and in children's cognitive development, concrete operations are consolidated. From 14 on, the period of abstract thought begins. **The new level (NEI) we've created goes from the 5th year of primary school to the 2nd year of secondary school. It corresponds with the natural evolution of psychopedagogical unity and coherence during these ages, and it promotes each student's multiple intelligences.**

WHAT ARE THE CHARACTERISTICS OF THIS NEW LEVEL?

NEI, the new pedagogical model, draws from the essence of Ignatian pedagogy and the contributions of learning psychology and neuroscience. As with our other models, it has the following characteristics:

- 1. The student.** Students are the center of the learning and teaching process. **They become active and autonomous, and they develop both individual and group projects.** We help them get to know themselves and we aid them in developing a critical point of view so that they can build their own life projects.
- 2. The teacher.** Teachers work as a team. **A small team of teachers, with versatile specialties, works in the classroom and evaluates a group of students together.** They take care of students' shared tutorship and they plan and program the weekly distribution of spaces and times, without having to stick to a fixed weekly class schedule. The grade-level director focuses on pedagogical leadership.
- 3. Projects are used to work on content.** Content is related to the competencies students are to learn. Working across subjects, oral and written expression and problem solving with the use of concepts and procedures from different subjects are central. Students use knowledge of science, history, language, etc., to solve a single challenge based on real situations.

Students work on values like reflection, respect, responsibility, justice and social commitment. Evangelization, non-formal

education and extracurricular activities are all incorporated into the educational project. **Work on projects becomes the basic tool for learning.**

4. Methodology. We encourage curiosity and creativity. Varied methodology with more autonomous work, work on projects, and problem-solving with problems based on students' everyday lives. **Learning through reception, individual and group work are all combined.** Students' multiple intelligences are developed. Technological resources are integrated into the learning and teaching projects, with digital tools and virtual spaces (NET) at students' disposal.

5. Evaluation. A student evaluation model associated with the acquisition of competencies and knowledge across subjects. Processes and results are evaluated. Self-evaluation and peer evaluation are encouraged.

6. Families. Together with students and professors, families make up the skeleton of the new pedagogical model. **They participate and collaborate with students' learning and teaching process.** We establish frequent, fluid communication with families. Families are given the tools to get to know our methodology, and are given support in their educational role at school.

7. Physical space. New spaces that go beyond the classroom and are joyful, colorful and bright, with an appropriate noise level. New furniture which can be used for different types of work, and spaces set apart by seating stands.

8. Organization. Groups of 50-60 students who always work with 2-3 teachers in the classroom at the same time. Student's work is adapted to appropriately sized groups, with different combinations of students depending on the task at hand. Extra-help teachers are incorporated into work in the classroom. **The week is structured according to the work to be done; no fixed timetables.** All professionals make up the teaching staff: a staff member from the Department of Orientation (DOP) works with each grade level, while a staff member from management assists (TEG).

THREE SCHOOLS AND ONE PILOT EXPERIENCE

JE's eight schools were able to present their candidature to host the pilot experience of JE's educational model in the form of NEI. **Three of the schools in the running were selected to carry out this im-**

portant HOW: Clot, Claver, and Infant Jesús.

The MEJE (Education Model Jesuïtes Educació) pilot experience will last two school years (2014-15 and 2015-16). In 2014-15, it will be held simultaneously in 5th year of primary and 1st year of secondary, and in 2015-16 it will also be held in 6th year of primary and 2nd year of secondary.

It will be one single pilot experience, with decisions made by the network as a whole, and carried out in similar conditions at three different schools. In 2014-15, it will affect 20 groups from 5th year of primary and 1st year of secondary, or 615 students in all. In order to guarantee the coherence and unity of our pilot experience, a network-wide JE director has been appointed. This position will be filled by Joan Blasco, Principal of Escola Infant Jesús, who will direct the project while continuing to fulfill his other obligations. The three NEI directors from the schools that will be holding pilot experiences will be under him.

Any pilot experience needs to have a methodology to observe and evaluate it. This is the basic objective of NEI: evaluate, identify strong points and weak points, resolve potential problems and make adjustments to the project.

The methodology of our pilot project will be created by CETEI (Ituarte Technology Center), the JE network's pedagogical-technological innovation group, which will continue to offer support throughout the process. In addition, CETEI will serve as supervisor and observer, ensuring that data is gathered, the information is analyzed and that all objectives regarding observation and reflection are fulfilled.

PRIORIZING CONTENT AND THE PROGRAM FOR INCORPORATION INTO THE PILOT EXPERIENCE

Before beginning the program for incorporation into the pilot experience, we prioritized curricular content for the four grades that make up our new intermediate stage. This task was undertaken by a team made up of Betlem Ramoneda, Joana Valls, Blanca Seró, Minerva Porcel, Guillem Fàbregas, Anna Milián, Ruth Galve and Pablo Rivero. The team was directed by Enric Caturla and Joan Blasco.

We would like to thank them for the enormous task they completed, essential to an experience like ours. Their work has

allowed us to take on our cross-subject, project-based curriculum with confidence.

At the end of November of 2013, Jesuïtes Educació made an internal announcement to find teachers interested in participating in the new NEI. Besides the specific requirements for candidates, what was most important was the personal decision on the part of the teachers to take part in this significant, innovative experience.

Aspects like commitment, professional attitude, personal dreams, conviction and initiative were key in driving 124 teachers from our network to volunteer. Out of these, 33 were chosen from eight schools. These 33 teachers and the members of the NEI management team made up the first generation of the Program for Incorporation into the Pilot Experience (PIEP), which has been underway since the second week of February of this year and has taken up 450 precious hours. A big thank you to everyone!

THE NEW PEDAGOGICAL MODEL AT THE PRESCHOOL LEVEL (MOPI)

NEI is the first HOW of Horizon 2020, and MOPI is the second. **The new pedagogical model at the preschool level is the JE's second initiative in our project to profoundly transform education.**

A series of circumstances have led us to start this initiative early; it was originally meant to be put into place in the 2015-16 school year. Most of all, the addition of preschool to the Escola Casp (our only elementary school that didn't already offer it) pushed us to move our deadlines forward.

The MOPI project aims to apply JE's new educational model, especially our new pedagogical model (MENA), at the preschool level. It will be implemented at Casp, Claver-Raimat, Kostka and Sant Pere Claver schools. In the 2014-15 school year, we'll start this project in the 1st year of preschool (3-year-olds), expanding it to the following preschool grades in the years that follow.

Since ours is a network-wide project, a network-wide MOPI management has also been established. Dolors Solsona, Director of Preschool - Primary School at Claver-Raimat has been chosen to lead it; she will be working together with the project Management Committee and the preschool coordinators from the four schools that will be participating.

TES EDUCACIÓ EDUCATIONAL MODEL

A Life Project Open to Others

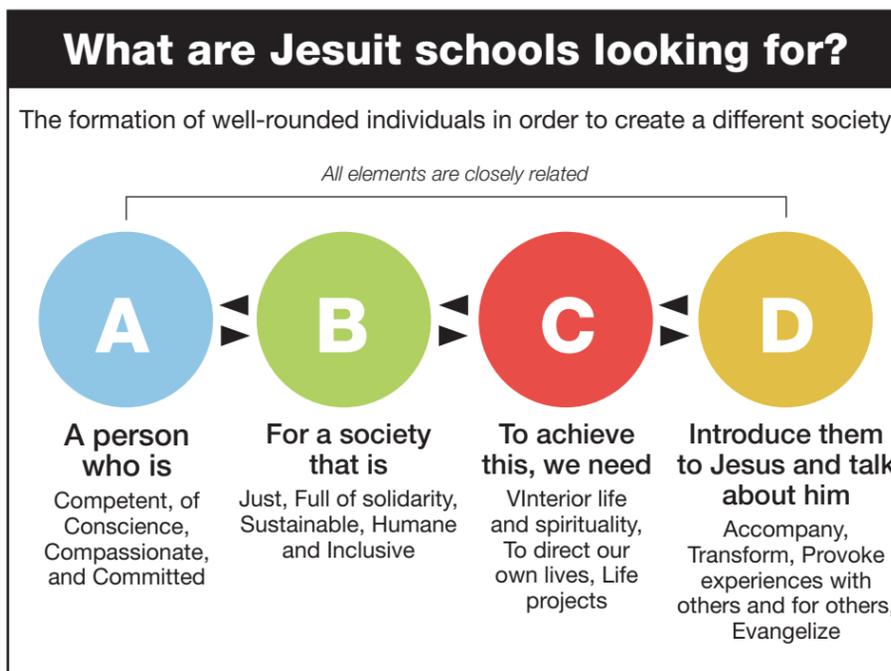
Enric Puiggròs, sj

JE Pastoral Director
Pastoral Coordinator
of EDUCSI's Eastern Zone



The Society of Jesus' educational program aims to form individuals in all of their dimensions. Besides technological expertise or purely rational intelligence, it's also worthwhile to work on interior life and spirituality, understood as the capacity to be able to find meaning for one's own existence. The formation of "competent individuals of conscience who are committed in compassion" takes on real meaning when it is done to create a society with more justice and solidarity, a society that cares more for the victims on the side of the road, that struggles to give them a new opportunity. Because of this, Jesuit tradition speaks of educating "men and women for others and with others": we need individuals able to draw out the blueprints of their own lives, capable of directing their own lives. We need individuals with **a life project open to others**, lived in communion (in the Church).

To us, this whole process means **introducing them to Jesus** and speaking of Him, the Son of God, who inspires and accompanies us on our paths. Jesuites Educació's schools



aim to offer the values of the Gospel as cardinal points to follow in steering our lives, and they aim to show Jesus (inviting students to live a personal experience of faith) as the prototype of the person with a life project. In a world as plural as ours, we're open to understanding this diversity as a God-given wealth.

In the task of creating our own life projects, we speak of **gifts and tasks**. To live life with a meaning requires a personal effort to choose the details of our own way of living, the direction of our decisions. It also means accepting the gifts life gives us, the treasures that God puts within our reach. It means opening ourselves to the aspect of gratuity in our lives, to the ad-

miration of having received so much good.

We are invited to give an answer to those aspects that are **at the foundation of our own lives** (values, testimonies that mark us, that we hope will mark our options). But, at the same time, we need to answer a second question. **Who are we living for?** This is where the broken, crucified world, loved unconditionally by God, makes us come out of ourselves.

This is growing and maturing: to be able to choose (**discern**) what **brings us closer to what we're living for**. And that's not just the task of a few; it's the task of all of us who share the same roof, be it the school, the family or society.

Teachers' Development, Key to Transforming 21st Century Education

Bàrbara París

Head of Human Resources Development



In order to achieve the goal of accompanying our students and educating them to be well-rounded individuals for a society that's more just, sustainable, humane and inclusive, the process of Attraction and Selection (ASI) and the incorporation of teachers from our network is essential to Jesuites Educació. Becoming a part of Jesuites Educació is the beginning of a professional path that, by accompanying and training, makes educators'

personal and professional development possible.

Beyond the titles and foreign languages needed to work at our schools, we're looking for teachers who identify with our mission and our educational project. We want teachers with a passion and a calling, who love their students and put their energy into making them grow, with the knowledge that each one is unique and different. We want to incorporate positive, collaborative individuals, who know how to work as a team, who are flexible and adapt to the circumstances. Most of all, though, **we want people who are committed to others, who are able to help students and be guides and examples to them** as they build their own life paths.

From the time they first join us, **we accompany our teachers in their professional growth within our**

school network. A mentor or referential individual accompanies them from square one. The evaluation of these teachers' integration into our schools and the work they do allows us to establish personalized objectives to better our educators' competencies. This improvement makes them stronger and clearly leads to better results in our students. At the same time, working in a network gives them the opportunity to move to other schools, helping them pursue their professional development.

The profound changes we've undertaken to transform education strengthen the importance Jesuites Educació has traditionally given to training and development. This emphasis on training improves our teachers' knowledge, abilities and competencies, and it facilitates their professional progress and personal growth.

Our New Management Model and our Managers

Pol Riera

JE Network Manager



Our strategic management model (MEG) is key to achieving a systematic and global transformation of Horizon 2020. A new organizational model, with new processes and a new way of managing our resources as a network, must be the instrument that allows us to obtain different results in education.

The MEG encourages the definition of new roles, both in our teaching staff and our management teams (referred to up to now as administration and services staff, or PAS).

With the creation of the MEG and these new roles, our aim is for academic directors to be able to free themselves from the administrative tasks inherent to the learning and teaching process (PEA). We want them to be able to dedicate themselves solely to the essence of our mission, the educational task.

In order to free grade-level directors from administrative tasks, we have created a new position, the administrative technician (TEG).

This new figure will begin their task in our new intermediate level (NEI), which will begin this coming school year in three of Jesuites Educació's schools. They will work alongside our new NEI director, giving them the support they need and taking up all the administrative tasks associated with the learning and teaching process.



Lourdes Vila
Col·legi Claver
Raimat
Administrative Technician

Marta Nevot
Escola del Clot
Administrative Technician

THE STUDENT

2020 Horizon: The Pe

THE FORMATION OF WELL-ROUNDED STUDENTS

The objective of Jesuit education is to form well-rounded individuals for a different society. This means the freedom to commit ourselves to our fellow man, and to bettering our surroundings and society in general. This has to be a decision that we make as autonomous individuals. Education is the instrument that will define our way of understanding the world and the decisions we make.

As individuals, we are the moderators of God's goodness. Ignatian pedagogy, inspired by St. Ignatius' Spiritual Exercises, begins with the person and their emotions, readying them for learning. It then leads them towards an awareness of their surroundings, and makes them capable of understanding society so that they can become agents of permanent change.

✓1. THE PERSON OF CONSCIENCE

Education is the ideal path to open up life perspectives. It's a process of growth, which we could also call salvation, from the perspective of the student's own context. For this to be possible, we need to work on the formation of the individual beyond what is purely academic or technical. We need students who use their intuition as an antecedent and a complement to the formation of their conscience.

We need people of conscience who come out of themselves to interact with others. The person of conscience ponders their surroundings, reflecting on what happens around them, has a critical point of view and offers creative responses.

Ignatian pedagogy offers flexible strategies, encouraging the student to promote spaces for interior life that help them build a habitat where they can think about who they are, where they are going, and why.

✓2. PERSONA COMPETENT

The competent person is capable of developing themselves in the complexity of the 21st century, guiding

themselves with criteria based on the meaning of coexistence and contribution to social transformation. They have learned for life, to put their lives at the service of others.

The type of knowledge needed for life in 21st century society requires individuals capable of communicating and managing their own learning, who understand how to use their capabilities for the common good. We need students capable of understanding why they're learning what they're learning, students capable of building their own learning itinerary and making sense of their life project.

✓3. THE COMPASSIONATE PERSON

Students who are capable of evolving from feelings of charity and compassion towards a sense of justice and solidarity, which encourages them to contribute to changing unjust structures. The Jesuit educational proposal combines reflection and an active stance against inequality and the suffering of others.

Ignatian pedagogy promotes experiences with poverty that push students to put themselves in the position of others. For us, the perfect example of the compassionate person is Jesus, in his most human aspect, when he is most understanding of our weaknesses, but also more committed to denouncing injustice.

✓4. THE COMMITTED PERSON

The committed person is one who understands that we are all interconnected, and that we are all interconnected with the Earth. We need to help students to realize that we have been entrusted with nature, and we need to act responsibly, conscious of the impact consumerist behavior can have. We need to give transcendence to our actions on Earth.

We need to be able to understand Creation as a God-given resource and a link to him, so that we can find a path of harmony with nature and take on the **responsibility of curing nature. The challenge of living sustainably in the 21st century connects Ignatian spirituality with ecology to defend life in the world where we live**, educating students to reconcile the dichotomy of spirit and matter.

✓5. PERSONAL IDENTITY AND LIFE PROJECTS

We want an education that encourages the construction of personal identity and encourages each student to lead his or her own life project. The curriculum needs to be able to integrate the knowledge, abilities, aptitudes and attitudes the 21st century global citizen needs, within the framework of the competencies we need our students to acquire.

We want to encourage our students to learn and grow in the personal experience of a conscious guidance rooted in the Ignatian spiritual tradition. If we want a more just society and individuals who are more whole, we need to educate from the point of view of the global world we live in, and we need to flee conformism and mediocrity.

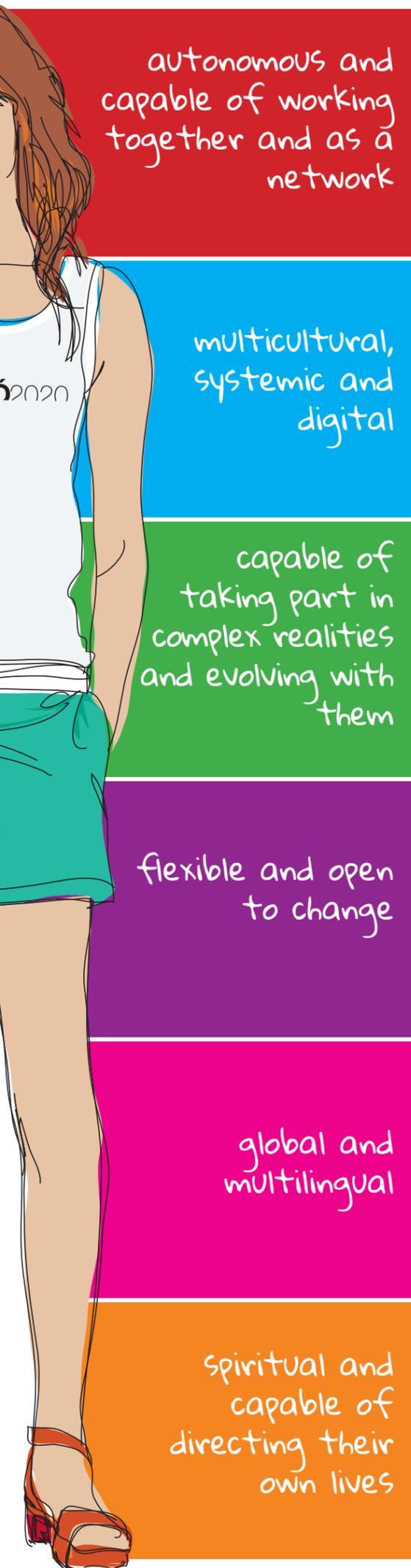
Well-rounded individuals for a different society:

Competent
Conscious
Compassionate
Committed



<p>The NEI and the MOPI New intermediate level and the new preschool pedagogical model.</p> <p>PAGE 10 & 11</p>	<p>PIEP The teachers that are leading the way.</p> <p>PAGE 12 & 13</p>	<p>MCEFE New spaces for a new educational model.</p> <p>PAGE 14 & 15</p>	<p>Our dreams move forward. The managers of the schools in the state of dream summary of its school year after.</p> <p>PAGE 16</p>
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Person We're Aiming For



FLEXIBLE INDIVIDUALS OPEN TO CHANGE

The evolution of our world brings us to accentuate the capacity for permanent learning and to offer solutions for unseen changes. Our century puts the flexibility of our capacities and abilities to the test, making us adopt a permanent openness to change.

Jesuit education is based on opening ourselves to the world, from a compassionate and committed point of view. This ability to think about our own talents and adapt them to changing circumstances is an educational necessity that we would like to make reality, so that we can improve our students' education and help them to understand life as a permanent learning process.

6. GLOBAL, MULTILINGUAL INDIVIDUALS

Global individuals are capable of seeing things in perspective, as a whole, beyond specific circumstances or concrete limitations. They are capable of interacting and understanding different points of view, cultures and contexts. They understand that their home is the world.

Because of this, we promote a wide range of experiences with other countries and continents, and we facilitate the understanding of other worlds while being conscious of our own identity. Students should be capable of opening themselves to learning and communicating in different languages, so that they can develop their own personal and professional lives.

7. MULTICULTURAL, SYSTEMIC AND DIGITAL INDIVIDUALS

An education aimed at a more complex world, that asks for systemic answers that go beyond simple or technical answers to specific situations. In order to understand the point of view of different cultures, customs and ways of expressing oneself and relating with others, we need to constantly experience multiculturalism.

The path towards globalization is strengthened by the explosion of social networks and the Internet. Our students need to be able to learn how to dominate a series of tools that are transforming the world, that serve both the best and worst interests. Jesuit education encourages students to be conscious of the digital world and to learn how to use it properly. We need to realize that our students live in a digital world, and develop their capacity for innovation in it.

8. AUTONOMOUS INDIVIDUALS, CAPABLE OF WORKING TOGETHER AND AS PART OF A NETWORK

Personal autonomy is the characteristic trait of the Ignatian tradition. It becomes essential in a world oriented towards constant career changes, and constant geographic mobility. In order to be able to work with different types of people and adapt to working with different teams, we need an education that encourages work as part of a team and a network.

We want teamwork and group responsibility to be at the center of our students' educations; we feel that this is a path towards the natural way of working in the 21st century. Our students need to be able to identify the spaces where they can work on their personal and professional projects within an interconnected world.

9. SPIRITUAL INDIVIDUALS, CAPABLE OF DIRECTING THEIR OWN LIVES

The risk of globalization, of the increasing mobility of individuals for professional or personal motives, is the inability to adapt and the possibility of becoming isolated in the noise of the world. Jesuit education's response is the strengthening of spiritual life, which leads students to the depths of their interior life, which in turn strengthens their values and criteria.

We want our students to be able to direct their own lives as testimonies to the work of God. They need to be committed to cultivating their own talents and putting them at others' service. Our students need to find their own happiness through interior inspiration and exterior action.

10. INDIVIDUALS CAPABLE OF TAKING PART IN COMPLEX REALITIES AND EVOLVING WITH THEM

The fundamental objective of education is the construction of the person. When our students finish school, they shouldn't find themselves at the end of a road. They should find themselves at the beginning of a journey they've been training for. The 21st-century world requires an experiential education that prepares students for understanding the complex realities they'll have to work with, in which they'll have to develop their life projects.

A Jesuit school should be the space where students train and prepare the attitudes and abilities they need to be themselves, to move towards a more complete satisfaction and to grow with criteria and values acquired from the teaching process we offer.

Together, We'll Help Them to Grow

Mireia Abad
Communications director



This phrase was the slogan of our network's publicity campaign this year. For us, helping students to grow means accompanying them with a well-rounded education, so that they can become individuals of conscience, competent, compassionate and committed. They need to be capable of developing their own life projects, open to others. And so, the slogan meant to attract new students is also the definition of the kind of person we want to educate.



New Intermediate Level

Our Management Team Explains the Basics

One Pilot Experience for the Whole Network

Joan Blasco
Director of EP (Primary Education) for MEJE (NEI)



Our schools have always been characterized by introducing the pedagogical changes needed to bring our educational project up-to-date and put it into context. What new aspects does NEI offer?

1. Teamwork and collaboration among the educational communities of eight JE schools, in order to define a profound transformation of education and build the school we want for the future, our 2020 Horizon.

2. A full transformation based on a single educational model shared by our eight schools, the MEJE (with a life project, MENA, MCEFE and MEG), born

from the contributions of all our educators and the work done at our internal seminars.

3. The application of a single pilot experience in three schools. Starting with a general framework and a profound vocational and pedagogical preparation of our teaching staff, this pilot experience will bring MEJE to our pilot schools' classrooms and make it a reality through a guided process, that's coordinated and flexible, based on learning by doing.

4. Use of an external observer (CETEI) and a methodology for observing and analyzing the pilot experience based on the principles of investigation and action. This methodology will use the appropriate tools to gather, interpret and reflect on data, and will supply us with information that will allow us to better the experience, but most of all, to make conclusions that we can confidently apply to all the schools in our network.

We have an excellent team to carry out a profound renovation.

Prioritizing the Curriculum

Guillem Fàbregas
NEI Director
Escola Infant Jesús



One of the values of our schools' pedagogical tradition is the rigor with which we work on the fundamental content of each grade. Because of this, prioritizing the curriculum was one of the first steps in defining MENA and MEI. Of course, the methodologies that our new pedagogical model proposes demand time to discover, work together, and learn by cooperating as a group, and because of this we need to center our efforts on key parts of the curriculum so that we can give them the importance they deserve.

Because of this, a team with representatives of JE's different schools has been working on determining what these fundamental parts of the curriculum are and what their relationships are to one another. **In doing so, we've kept in mind that we want to put the emphasis on content to which we can apply the entire cycle of learning. In other words, subjects where we can work on retention, comprehension, and active application,** while we also determine what subjects will be important in the future and avoid, whenever possible, spiral designs.

In facing the challenge of defining and building NEI projects, we've started out with the JE team's prioritized curriculum.



A Comic to Discover our Adventure

The students from 4th and 6th years of primary school from the three schools where the NEI will be put into place received a comic at the end of the year explaining, in a fun, easy-to-understand way, what the changes to our pedagogical model mean. Through this comic and together with their new tutors, the students got to know the methodological changes that will take place next year.



Working Through Projects

Minerva Porcel
NEI Director
Col·legi Claver Raimat



MENA's principal objective is to place students at the center of a new pedagogical model that promotes a well-rounded education, making them into future citizens capable of transforming society. It's essential that we accompany students through this process of personal and professional growth. If we do, we'll help them develop their full potential in an autonomous way, and to discern what will make them into better people for others. **With this referential framework in mind, learning through projects offers us a magnificent opportunity to work on the essence of MENA's pedagogical criteria in a deep and meaningful way, because:**

- It's based on a center of interest in contact with students' everyday reality, in order to ensure plenty of interest and motivation during their learning process.

- It stimulates curiosity and creativity through challenges that students can identify with and achieve.

- It's based on learning through guided discovery, through both individual work and teamwork.

- It incorporates knowledge from across subjects.

- It promotes teamwork among peers while promoting each individual's multiple intelligences.

- It allows students to develop abilities and strategies and puts emphasis on competencies related to investigation and exploration, and learning and transmitting knowledge as part of a team.

- Work on values and attitudes plays an important role, and is considered a basic part of learning.

- It encourages students to know themselves and be critical.

- It makes it easier to track and evaluate student work and learning processes.

- It incorporates the use of technology into everyday work in a natural way. Technology becomes key to discovering and processing information and sharing new knowledge.

As a result, projects will be one of the key elements that will allow educators to spark students' curiosity for the world around them, making them the true protagonists of their learning and teaching process.

A New Relationship with our Families

Josep Lluís Martos
NEI Director
Escola del Clot



NEI aims to establish a renewed relationship with our families in order to:

- Keep our parents better informed, both of the new methodology and work dynamic used to teach their children and of the activities they do (projects). This will let them know what work students are expected to do at home.

- Make parents part of the learning and teaching process (PEA) through their abilities, competencies and knowledge.

- Give more direct, integrated support to families in their educational task.

By doing so, within the framework of NEI, we plan to establish a series of new tools for relating with families, informing them and training

them. Far beyond the traditional school meetings, we hope to involve parents in their children's education, and make sure school and parents are rowing in the same direction in giving their students a well-rounded education.

These tools are:

- An INVENTORY OF PARENTS' ABILITIES AND COMPETENCIES to incorporate them into the learning and teaching process.

- Ensure that families are GRADUALLY INFORMED OF THE WORKINGS AND PRAXIS OF MENA (learning by doing) through active learning sessions with parents.

- Set up a new tool for REFLECTION, SUPPORT AND AWARENESS for the task and the criteria applied by parents at home, related to the new way of working in NEI.

- Establish a new channel of communication and relation of NEI class groups with families.

This way, we'll be more of a school than ever.

THE MOPI PROJECT

The New Preschool Pedagogical Model

NEI is the first HOW of Horizon 2020, and MOPI is the second. This new pedagogical model at the preschool level is JE's second initiative in our project to profoundly transform education. The objective of the MOPI project is to apply JE's new educational model, and, especially, our new pedagogical model (MENA) to the preschool level. It will first be put into place at Casp, Claver-Raimat, Kostka and Sant Pere Claver. During the 2014-15 school year, we'll be applying MOPI in the 1st year of preschool (3-year-olds) at these four schools.

A STEP FORWARD

Our new pedagogical model will be applied to preschool with eight principles in mind:

1. AN INTEGRATED, CREATIVE AND INNOVATIVE TEACHING STAFF

Only a creative and innovative teaching staff will be able to stimulate students, inspiring their creativity and eliminating obstacles to this capacity (like a lack of confidence, insecurity, an excessive tendency towards logic and order, etc.).

Initiative, curiosity, spontaneity, intuition, etc., all favor the development of creativity. Creativity brings flexibility and causes ideas to flow freely, among other things. We need to help students bring out their creative side.

2. STUDENTS AS PROTAGONISTS

We need to create a warm, welcoming and safe environment where students feel loved and trusted. Only by doing so can we give them an active role in their own learning process. It's also im-

portant to respect each student's pace: they will come to diverse reactions to a single problem or situation. Students will respond differently depending on their experiences with reality and with previous experiences. We need to keep this in mind and respect each student's pace.

3. INVOLVING FAMILIES

What children experience at home and at school from 3 - 6 years of age has a great impact on their education. Because of this, we need to create a link between school and family. Families need to be open to collaborating with the school and to participating actively in the learning process.

4. DIGITAL RESOURCES

Digital tools will only be incorporated into the classroom for use in specific tasks. Instead of being used constantly, they are only put to work when their use is clearly justified.

These tools (the interactive smartboard, ipads, etc.) create possibilities for exploration, communication and autonomy that makes learning more active on the part of the student.

5. FLEXIBLE SCHEDULE

Depending on the activities being done and the pace marked by the students, the way work and rest time is organized will vary. There will be a timetable, but it will be adapted to meet students' needs. This means that the daily routine will include a welcome period, an explanation of the day's work and periods dedicated to learning, separated by lunch time and the nap time that follows. The entire day is educational.

6. CONTENT WITH VALUES

At this stage, children forge their own character, and so it's vital that their experiences and the emotions they provoke help them to acquire a basic system of values.

Tolerance, respect for others and their environment, overcoming obstacles, a positive attitude towards learning and discovery, creativity... We need to create a welcoming, pleasant environment that promotes the development of this kind of attitudes and values.

7. A DIVERSE METHODOLOGY

Many different authors serve as reference points in defining the new Jesuit

pedagogical model: John Dewey, Maria Montessori, Jean Piaget, Lev S. Vygotsky, Howard Gardner, Martin Seligman, David Perkins, Roger and David Johnson... Professors, doctors, pedagogues, psychologists...

We need to cultivate the intelligences that constitute students' strengths, and help them to grow in the intelligences they are weaker in. We need to encourage play as a tool for learning and socializing. We need to transmit values and attitudes in order to have fun.

8. A DYNAMIC EVALUATION

Results and processes are subject to evaluation. Self-evaluation and peer evaluation are encouraged. Evaluation is the starting point for getting to know the students and accompanying them so that they can grow and move forward.

Starting at the preschool stage, students are made to choose their best work and justify their choice, so that they can learn to reflect on their own educational process. This also gives teachers tools to work on their intelligences.



Adapting our Spaces

Dolors Solsona
MOPI Director for JE



In order to define our new learning and teaching model, we need to start by adapting our spaces in order to encourage a new attitude in the classroom. To this end, we've begun to renovate our Casp, Kostka and Raimat schools, in preparation for the preschool level this coming year.

This will be the first year Casp offers preschool. Renovations have already begun at 15 Roger de Llúria Street, and a fundraising campaign has been held. At Kostka, the integration of the Cormar school has allowed them to grow and expand; now, they even have a nursery school, allowing them to offer an integrated, solid and inno-

vative educational project from 0 - 18 years of age. Claver-Raimat is also being renovated to adapt the building to our new pedagogical model, with the aim of making it a reference point for the Lleida area.

Preschool classrooms are spaces meant to stimulate creativity. They're flexible spaces that allow for mobility, for students to group themselves in different ways, that are pleasant, wide, open, bright, and colorful. They're meant to encourage students to develop habits like organization, sharing, and interacting with others. They promote work with individual students as well as with large groups. They allow teachers to work on the eight intelligences: verbal-linguistic, logical-mathematical, visual-spatial, bodily-kinesthetic, interpersonal, musical-rhythmic, existential and naturalistic.

PIEP THE PROGRAM FOR INCORPORATION INTO THE PILOT EXPERIENCE

The Teachers that a

Enric Caturla
Pedagogical Director
and PIEP Director



Why do we need a specific program to prepare teachers for the NEI? What are the characteristics of the Program for Incorporation into the Pilot Experience (PIEP)?

The teachers that will start our NEI (New Intermediate Level) this coming school year have gone through a long and intense preparation program.

First of all, before Christmas, an announcement was made to all teachers in the Jesuïtes Educació network, to find those who were interested in participating in this exciting pedagogical experience. More than a hundred teachers answered the call, and a selection was made depending on their characteristics, studies, human profile, etc., until the group was narrowed down to 33.

An ambitious incorporation program was designed, with the objective of training teachers, accompanying them and changing their way of doing things, in the hopes that it would make our pilot experience a success. The following were some of its objectives:

1. Get to know the Horizon 2020 framework and reflect on its objectives.
2. Debate and influence the fundamental pedagogical elements of the new educational model, and have teachers make them their own, so that they could apply them to the new educational level we intend to create.
3. Make teachers into a cohesive group capable of building everything necessary to confidently carry out our pilot experience.

Our program was divided into four segments that, all together, occupied more than 450 hours. The first segment, which lasted nine weeks, was centered on liberating our teachers. For two weeks they stayed at the Avel·lanes Monastery and the other seven

they stayed at CETEI, where they worked on their own spirituality (TVP), the MENA model, neuroscience and play, and most of all on defining what pedagogy through projects means. The final weeks and segments, which included the Fòrum 2014, were spent defining the elements necessary for carrying out projects, like how to work on them in the classroom and how to evaluate them. Finally, the definition of the basic school week and other elements of our new level brought our task to a close.

The PIEP has been an intense experience working and coexisting, where we used the methodologies and work practices we hope the participants will apply this coming school year in the classroom. We learned by doing, as they say; we've done plenty and learned tons. I think we've designed all the didactic and pedagogical products we need to make our new educational level (NEI) a reality this school year.

Programs like this will be essential to making our innovations and changes a reality on the path to Horizon 2020.

What has participating in the PIEP meant to you?



Excitement for the beginning of a journey towards a common, necessary horizon that we're building with everyone's help. A new challenge, because we're faced with a new situation where we have to break out of our old way of doing things and start anew. A great deal of responsibility and trust has been given to us.

Sara Arrufat (1)

It's a new teaching-learning relationship with our students and a move towards the real values that should dominate in the classroom. It means innovating in our way of practicing pedagogy so that students learn more and better. It's helping students know who they want to be and where they want to go, and what their role should be in this world, so that they can be happy while making sure those around them are, too.

Cristina Aznar (2)

It helped me lose my fear of change and innovation. It gave me the strength to face the challenges of today's society with the confidence that, as a group, we can make the challenge of Horizon 2020 a reality.

Marta Ballester (3)

It's a different way of understanding the learning and teaching process. It's a way of opening the classroom to the modern world. It's a way of making learning fun while making sure it reflects our Ignatian heritage. It's a dream come true, to have teachers and students work as a team on the same project.

Laura Benet (4)

It's reminded me that the students are at the center of what we do. We need to focus our task knowing that children change as they learn, and so learning has to be part of their life.

Joan Capdevila (5)

It fulfilled my dream of taking part in an innovative educational project, that's closer to students and that makes them all protagonists. As teachers, we're part of a team that goes beyond school; we work and learn together to make it a reality.

Neus Carmona (6)

It made me feel like the protagonist of the process of profound change that 21st century education is about to experience. At the same time, it's an opportunity to renew my educational calling and to grow personally and professionally, reconsidering old, obsolete pedagogical beliefs.

Miquel Casanovas (7)

The new NEI is a great opportunity in this time of generalized unrest. It's a new way of teaching; we'll make education experience-based, full of reality. We'll start a new period in which our students will be the protagonists of our projects, which will be tasks done as a group, surrounded by professionals. It's a new experience that, after years of traditional teaching, makes me really enthusiastic and fills me with energy!

Nadia Carreño (8)

The PIEP is a tool to prepare, accompany and promote change that will allow us to begin JE's new educational model successfully.

This program was organized into four segments, from February to July, and occupied more than 450 hours.

These were days of intense work and coexistence in which we applied methodologies and work methods we hope participants will apply in the classroom this coming year.

are Leading the Way

It's been a new way of making dreams (both personal and professional) a reality. I've learned, had new experiences, made new friends and, most of all, I now have a new understanding of education I can deeply believe in, an education that will prepare our children for the future.

Charo Carrió (9)

It's been unique and enriching. Besides learning a new methodology, I've spent time with a group that's helped to make my path easier.

M. Àngels Codina Tarragó (10)

My whole experience with the PIEP has been full of positive intensity. I feel like I'm part of a unique pedagogical project that's innovative and groundbreaking, that calls for a true renewal of our schools. I also feel like I'm part of a team of individuals with human and professional qualities without limits.

Toni Dueso (11)

It's an exciting change, a challenge to us all to evolve. It's a path towards a profound change in education that's only possible if we all undergo a personal change. By changing on the inside, we can grow. Only by working together can we get rid of the fears and doubts we feel along the way.

Alba Florensa (12)

It's been one of the best experiences I've ever had, both on a professional and a personal level. I've always loved my job as a teacher, and it's really great to be able to participate in this change in our educational model, so that our students can have fun learning. THANK YOU!

Ángeles Fraga (13)

I've had the opportunity not only to understand the profound changes society demands of the educational community, but to make them a reality together with a team of committed, passionate individuals who are willing to give the best of themselves to accompany a new kind of student.

Bernard Garreta (14)

It's an educational transformation that forces us to contemplate a constantly changing school, built day by day and adapted to meet students' needs. It's a place to accompany individuals and help them grow.

Gemma Grau (15)

It's been an opportunity to see education through the eyes of a student. It allowed me to rethink education, identify the things we knew weren't working and to get excited about the possibilities for change. For me, it's a new path for education.

Ramon Insa (16)

This change encourages the integration of knowledge; it's an opportunity to reconsider artistic education. Shared tutorship is one of its strongest points, since it allows us to attend to diversity, learning processes and each student's personal development.

M^a. Carmen Jarque (17)

It's a change to our school, our companions, our way of doing things... it's the idea that education needs to find new paths to reach students. That path is underway!

Mercè Jou (18)

Working on defining the new school model we've all been dreaming of has been an honor. Passion and creativity have been the most important tools in designing the NEI according to a key principle: the student is the protagonist. It's been a great experience, and I recommend it to everyone. The school of the 21st century is here!

Pau Llovera (19)

It's been a big personal and professional challenge! It's given me the opportunity to take part in a process of change to our educational model, accompanied in a way that helped me learn a ton, which has also made me experience all sorts of feelings that have helped us to grow as a highly effective team!

Jordi López (20)

This year, I've been given the opportunity to live an extraordinary experience, to participate in the development of a dream: the transformation of the educational world. It's been a profound interior change for me, as well as a professional change. I've learned tons on how to help our students live out their life projects.

Marta Martí (21)

It's made me change my way of thinking and doing, as far as pedagogy is concerned, and it's been a decisive step towards what I think the school of the future should be like.

M^a José Murillo (22)

There are a lot of things in the NEI that remind me of the school I studied at as a child in New York. Work in open spaces, with more flexible groups and different methodologies, and, most of all, that the student isn't limited to just being a passive learner; they're participative, critical and responsible. It's really exciting for me to experience it all again, as a teacher.

Patricia Nos Marin-Buck (23)

It's a challenge, an opportunity, and a possibility to grow personally and professionally. I'm glad to see that I'm part of an educational community that doesn't just accept the way things are, a community that makes an effort to offer their students a well-rounded education for 21st Century life.

Núria Olivé Vancells (24)

It fills me with strength and passion, and pushes me to help move my profession forward. The PIEP has come into my life at a key moment, and I know it; I'm happy to be experiencing this.

Txelo Oyarbide (25)

I'm proud to be a part of the PIEP team. I feel like I belong, I feel a sense of trust, honesty and respect. I think the words "effort" and "accompany" are essential when we talk about a transformation. We need to know how to bring out the best in everyone. I think it's essential that we change both the person and the educational

project, with the student at the center of it all. I think we can all take part in this change and believe in a new human and pedagogical vision adapted to our new, constantly changing environment.

Natàlia Panero suport RRHH al programa (26)

The huge task of generating new objectives for the school of the future, of the 21st century, has revitalized my whole professional task. The challenge and the opportunity are really exciting.

Salvador Pont (27)

It's made me grow both as a professional and as a person. A group of us started this journey with one thing in mind: making a change. Our group turned into a team, we worked together and shared personal experiences that have left an impact on me that will last forever. The human quality of the individuals we're working with has made our dream possible.

Natàlia Ramos (28)

It's been an opportunity for me to change as a professional and as a person. I'm excited to bring new projects to the classroom, where the student becomes the center of the learning/teaching process and, most of all, I'm excited to share in the educational task with other teachers. We live in a world of constant change, and education can't get left behind.

Mercè Sabaté (29)

It allowed me to stop and take a look at the past and present of education, and to get ready to participate in the changes that will take place in our schools, together with a team of individuals that share the same dream.

David Sanz (30)

It's an opportunity to work shoulder to shoulder in the classroom with other teachers, so that we can enjoy watching our students learn. It'll also be an opportunity to break with the clichés we've acquired over the years as teachers.

Cèlia Sentís (31)

I've realized that, after all the years I've spent teaching, our students are asking for changes: an education they can get excited about, that's more in touch with reality, where they can be the real protagonists of their growth process.

Xavier Solé (32)

Taking part in a process of change has been a challenge to me, as well as an experience that has made me grow professionally, as a person. I've been lucky enough to be a part of a team capable of transmitting both what they know and what they feel, in a climate of respect and coexistence. As a team, we're making this dream a reality.

Begoña Vela (33)

It's been a huge opportunity. It's been a time of learning and change, both on a professional and a personal level. It made me work hard and bring out the best in myself, with a different kind of education in mind, for a better future.

Fèlix Vera (34)



MCEFE: THE MODEL FOR CHANGE TO

New Spaces for a New

The Model for Change to our Schools' Educational Spaces (MCEFE) is one of the boldest moves in our process of profoundly changing education. Our recent history is full of initiatives and innovative pedagogical processes that have often been unable to profoundly transform the physical spaces of the classroom and the school.

But now, in the framework of a participation and a mobilization without precedents on the part of our educators, students and families, we've created HORIZON 2020. This project comes with a new pedagogical model, MENA, and a new management model, MEG. All of this had to go hand in hand with a bold decision to transform our physical spaces, which we've named MCEFE.

The Jesuites Educació Educational Model (MEJE) is based on a renewed conception of the development of our students' life projects, and the combination of MENA, MEG and MCEFE. In these two pages, we plan to introduce you to MCEFE through the drawings and projections architect Carles Francesch (Sant Ignasi alumnus and the father of students at Casp) has prepared, using the work done by our teachers.

The aim of our new spaces and furniture is to serve as the environment for our new teaching and learning process, which we are putting into practice in our New Intermediate Level and in the MOPI. By changing our spaces, we hope to achieve a new environment with new working possibilities for our students and teachers, in keeping with the MENA.

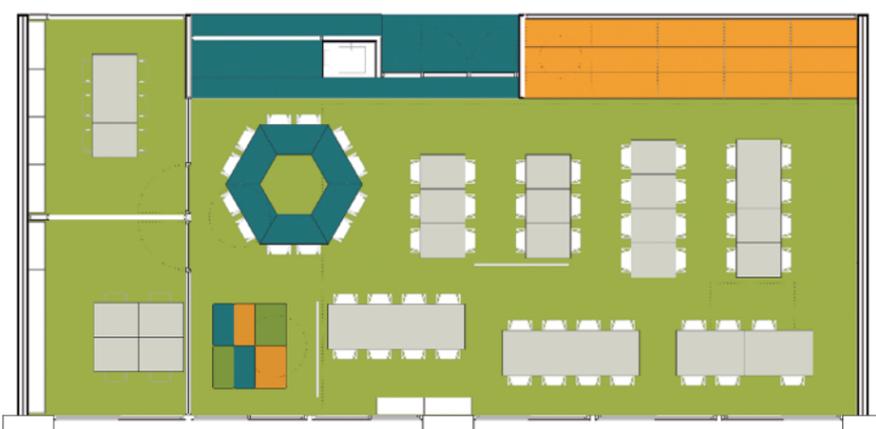
This summer of 2014, many of our schools are being renovated. These renovations intend to make the NEI and MOPI a reality. These exciting renovations will make it possible for us to start HORIZON 2020's first HOW this coming school year.



Bigger classrooms that are brighter and more colorful, with a better acoustic environment, with seating stands, tables that can be moved easily and used to work in different groups, with a meeting room, a space for teachers...

Typical floor plan of a NEI classroom

Classroom elevations



OUR SCHOOLS' PHYSICAL SPACES

Educational Model

Thinking Up and Designing the Spaces for a New Teaching and Learning Process

Carles Francesch de Herralde
Architect



Renovations will take place during the summer months of 2014 and will be ready in time for the beginning of the 2014-2015 school year.

As a result of all of the profound thought and participation on 21st century education that has come with HORIZON 2020, we have been asked to collaborate by applying new concepts to our school spaces. Transparency, dynamicness, flexibility, joy, surprise, light, color and new spaces for interaction are all ideas that have arisen and that will slowly take shape.

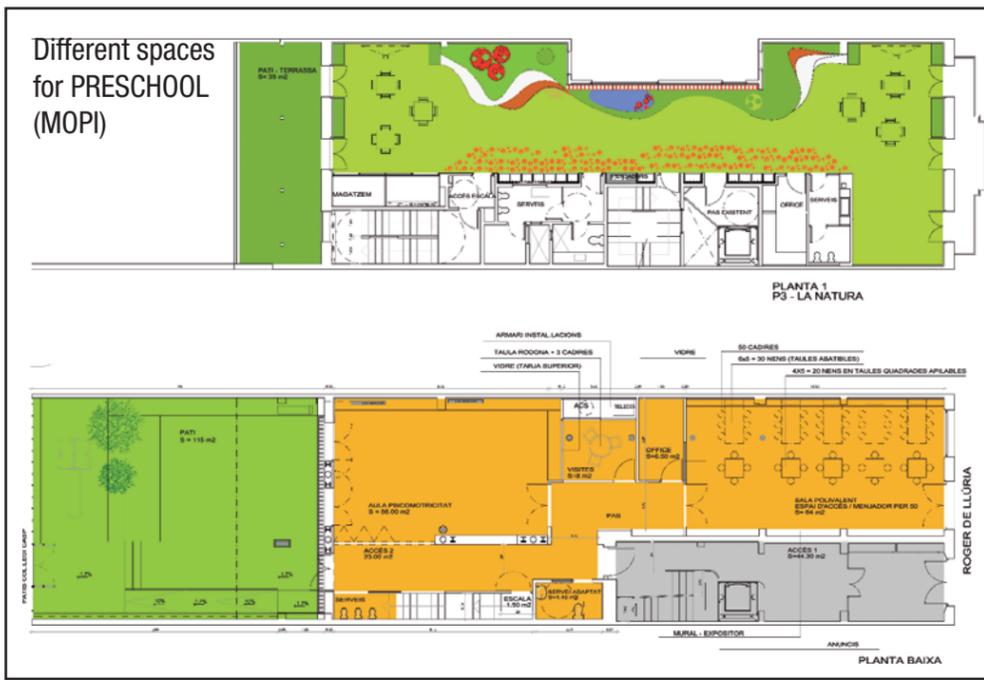
As an architect, this is an opportunity to make many people's dream a reality, which is very exciting. The new educational model proclaimed in HORIZON 2020, the program put in place by Jesuïtes Educació management, together with a group made up of teachers, professors and directors from the network, marked the start of this adventure. All the people involved, the modernity, bravery and dynamicness of it all, have reinforced the commitment to this challenge. And with a prototype already on the table, there was still time to meet with PIEP participants and consider even more ideas and proposals; it's all useful.

In this case, designing means thinking about what we want school to be like. If the rules make us come up with solutions we're not passionate about, we have to be creative and find the way to get around them; it's a big challenge. If the furniture we've always used doesn't meet our needs, we create new furniture. We also need to ask ourselves questions that help us break out of the box: can hallways be used for anything besides getting from one place to another? What if each student gets a locker, and we arrange them into bleachers?

So, little by little, with the participation of plenty of individuals (teachers, pedagogues, professors, teachers, directors, managers, architects, interior designers, surveyors, engineers...) we've begin to create a universe that serves students, helping them to learn, motivating them, making them more responsible, and ensuring their wellbeing in general. Students need to be the protagonists of their own education, and we're doing all of this for them.

Once the construction gets underway, one of my advisors --my 11 year old son-- will finally be able to relax. "What color do you like best for your classroom?" "Will your backpack fit here?" "Would you prefer to see the hallway from inside the classroom?" "Stand like this, I need to measure you". The fact is, we work for them.

Let's get down to work! We start in September.



OUR DREAMS MOVE FORWARD

Our network's schools have been working hard to make their individual dreams a reality. This year, we've asked the managers of each of our schools to explain, in a few words, how they're doing it. They're the ones responsible for managing our schools, and, of course, they're also responsible for investing funds and renovating their buildings.

Casp Sagrat Cor de Jesús
Paco Morata
Manager



We first set up an important campaign asking our educational community for loans and donations to fund part of our new preschool. Then, right before Easter week, we started construction on our new preschool on the ground floor, and the first, second and third floor of our building at 13 Llúria Street, which will communicate with the rest of the school through the yard. I'm extremely excited to see a part of our dream come true.

Col·legi Sant Pere Claver
Eva García
Head of Administration



We've spent the whole school year working with architects on possible formulas, options, spaces and locations for us to build our new school... Meetings, visits, work groups, contacts... We're moving forward. It's a complex challenge, but our will is strong. At the moment, even though we won't be able to start construction, our school will participate in the MOPI program in our 1st year of preschool, which has us all really excited. We're moving forward with the participation of our entire team, getting ready for the construction to begin on our new building.

Col·legi Kostka
Eulàlia Poch
Manager



We've started the process of incorporating the old CORMAR school to build the new Kostka. Together, we want to create a bigger school, divided by ages into three different buildings; we want this school to be a reference in the Gràcia neighborhood. Now, in order to move our dream forward, we need to renovate and modernize our building in La Salut and work on building a new nursery and a new preschool within the MOPI framework. We're beginning by profoundly renovating our little ones' school.

Col·legi Claver Raimat
Rosa Casadesús
Manager



We've started boldly moving forward towards the methodological differentiation that Horizon 2020 offers: we're beginning phase one of the new NEI spaces, building a new work zone for our high school students and a space for 3rd year of primary, to initiate the MOPI project. All of these spaces are built with a new pedagogical dynamic in mind; we're also beginning a new project meant to turn the playground into an educational space. We've got plenty of construction underway, and plenty of passion.

Centre d'Estudis Joan XXIII
Gerard Bonvehí
Manager



We're moving forward slowly but steadily. Two innovations to our spaces this summer (a new space for the care assistants training program, and the renovation of our secretariat and administrative area) are part of the path towards the total reformulation of our school's spaces with Horizon 2020 in mind, which we plan to undertake this summer. We aim to keep on being a reference in equity and excellence; we're looking for funding to help our students with economic problems and taking special care of the USEEs (Special Education Support Units).

Escola del Clot
Marta Prats
Manager



In September, the first stage of our dream to change our school's image begins. We want to make it more modern and welcoming, in keeping with our new pedagogical model. To this end, two of the four grades that make up the NEI have the spaces they need to start functioning, with more color, more light and plenty of joy. The whole entrance area of our school has also been renewed. These are the first few steps in an ambitious project of all-around change to our school. We've all done a great job!

Infant Jesús
Gerard Valls
Manager



On September 1st, we'll become a full-fledged member of the JE network, the eighth school in this huge team effort to profoundly change education. And this summer, we're starting the renovations to prepare the first two grades of the NEI pilot project. These are two first steps in our school's dream of making our students the center of the educational process. We're moving forward, and we're really excited.

Sant Ignasi
Isabel Pagonabarraga
Manager



This school year, we've moved forward in formulating the new needs and uses of our school's buildings and spaces, to work on a Master Plan to become a "School Campus" aligned with the educational model and the challenges that Horizon 2020 proposes. We've made it a part of our dream, together with the establishment of a JE International Baccalaureate section in our school. We need the appropriate spaces to prepare global individuals. A new campus, and new dreams.

Interior Life, our Educators' Life Projects and Horizon 2020

Pere Borràs, sj
Vice president of FJE Board and Delegate for Evangelization

Jonquera Arnó
Director of JE Technical Office



Often, when we think about the "how" part of the Horizon, we come up with all sorts of technical ideas or possible recipes and protocols to

apply. When we deal with profound changes, in our case in our students' education and in our schools, we often look for formulas or solutions that others have offered, that help us to brave the uncharted waters outside of our comfort zone.

All of that isn't the answer, though; in any case, it's not the whole answer. It's obvious that we'll need plenty of techniques and experience to be able to move towards our 2020 Horizon, but the most important part of that path is what happens within us, the connection with our personal calling and the work on our personal life project.

Saint Ignatius proposes that we go further within ourselves:

what do I want to do with my life? What's my calling as a person and an educator? Am I capable of bringing out the best in myself, or do I just follow a routine and drudge along? Education is the art of improvement and transformation, but in both a didactic and a human sense. How do I become more interiorly connected, more helpful, more grateful, more contemplative, freer, more resistant and more patient? In other words, how can I become more passionate about life?

We need to seek and find moments to reflect, pray and work on our interior. Our interior, and our students' interior. We need to drink from the life that's within us, in the richness

that's often hidden and has to be rediscovered. **The spirit of Jesus that lives within us always encourages us as individuals to live more fully, with more meaning.**

Horizon 2020, then, is a call to profoundly transform individuals so that they can be happy and become capable of directing their own lives. Still, at the same time, we need to work passionately and confidently on our interior, so that we can discover and reformulate our life project, so that it's rooted more and more in what we are and what we're called to. This is why it's worthwhile to take advantage of all the opportunities life gives us to make our interior and our personal path grow.