

Transforming Education

04.

Taking Action

35 Steps to Living Educational Change

Transforming Education

Collection directed by Xavier Aragay

Book

04

Title

Taking Action. 35 Steps to Living Educational Change

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Pepe Menéndez, Pol Riera, Lluís Tarín and Lluís Ylla**

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Transforming Education

04.

Taking Action

35 Steps to Living Educational Change

Authors

The team that authored this collection is composed of:



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is an economist and, since 2009, the General Director of Jesuïtes Educació. With his broad professional and life experience and his calling to service, he is at the head of the *Horitzó 2020* project. Those who know him personally say he is a visionary, open to dialogue, demanding and tenacious. He loves making diagrams, playing with words and enjoying nature, often climbing the most unexpected of peaks.



Jonquera Arnó

is a teacher, and she joined the team in 1993. Since then, she has brought heart to the JE educational project. Trained in the humanities and with a profound spiritual life, she always works for and with others (according to her, she can't help it, since she came into this world accompanied by her twin sister). She is currently the Director of the Technical Office of Jesuïtes Educació. She is also in love with the sea.



Pere Borràs

is a Jesuit (he will soon be celebrating the 50th anniversary of his commitment to the Society of Jesus), and is currently the JE network's Counselor. Always willing to help others, he has served as a professor, novice master, Provincial and President of the Foundation. He is an expert in Ignatian spirituality and in accompanying youth and adults. With his strong, direct personality, he enjoys life, comics and *Barça*.



Mauro Cavaller

has a Licentiate in Philosophy, and is a coach specialized in writers. He is the Editor of the *Transforming Education* series, managing the collection as a whole and lending unity to the different books. As an artisan of ideas, he listens, empathizes, and brings together the different elements of the topics we discuss. He very much enjoys going to the movies.



Daniel Iniesta

has a degree in Labor Relations and has been the Director of Human Resources at JE since 2011. Always learning, he has served in especially delicate areas of the public sector, such as the judiciary minors, adoptions and cooperation. Passionate about everything he does, he always seeks the development of individuals. He likes swimming, jogging and reading (normally about the period 1914-1945).



Pepe Menéndez

has a Licentiate in Informatics, and since 2009 has been Assistant Director of JE. He has a broad knowledge of both the classroom and the management of educational institutions (he served as Director of the Joan XXIII school). In 2004 he helped draft the *Pacte Nacional per l'Educació*. He blogs and organizes debates in his own home, which are generally accompanied by fantastic meals that he himself prepares.



Pol Riera

has a degree in Business Science and is the Manager of the JE network. His long and varied experience and his ample training have bestowed him with good organizational skills and a wonderful sense of pragmatism. He enjoys working as part of a team and always does so with a great deal of optimism. He is a self-made man, and he is extremely enthusiastic about sports (he plays almost all of them) and motorcycles.



Lluís Tarín

has a licentiate in Pedagogy, and specializes in educational technology and executive development. At Jesuïtes Educació, he is the Adviser on Leadership and Strategy. As any good sage would, he constantly observes, reads and searches for clues to help understand the world. He always accompanies his analyses with an emotional aspect; it's safe to say he is a man of heart.



Lluís Ylla

is an agronomist, and at Jesuïtes Educació he dedicates himself to planning and quality systems. He organized the workings of *Horitzó 2020*, and through reflection and practice has also contributed to the development of a pedagogy of interiority. He has been the Assistant Director of JE since the Foundation was created in 2000. He is an avid reader who greatly enjoys going for walks and writing.

The best way to predict the future is to create it.

Stephen Covey

I'm not asking you to tell me why it's impossible, I want you to discover what needs to be done for it to be possible.

Jacques Steffens

A school that's intelligent, or on its way to being intelligent, can't just concentrate on its students' reflexive learning. It needs to be a well-informed and dynamic space that also provides teachers with reflexive learning.

David Perkins

He [Ignatius of Loyola] told me that he hadn't composed the Exercises all at once. Rather, when he observed things in his soul that he found useful and that he thought might also be useful for others, he would write them down.

Gonçalves da Câmara

Prologue

Jesuïtes Educació gets going. And it is not just activism but rather an action that is the result of a process. A process that is preceded by a resolution, by preparing the terrain and by formulating a horizon. An innovative action to transform education that does not leave anything unattended or to luck. An action that is structured in teams, seminars, projects; that is expressed in acronyms and specific methods. An action that involves a deep transformation of the educational spaces and timing.

It is about an action carried out with the close collaboration of the actors of this change. If collaboration is in the basis of the new models that are suggested, this book remains coherent to this principle of collaboration and common project. All contributions are necessary when there is such a large commitment with the students, families, teachers, the educative world and the society in general.

It is a responsible action that seeks for bringing about the best opportunities for all its participants. Behind the scenes, there is an intense work carried out by many individuals and teams, a competent networking, an organized network of schools that

opted for the empowerment of its different agents, an action that includes shared dreams and ideals. A work towards creativity that is shared with anyone who wishes to get to know it better.

It is an action that has become a first step. And this first step is a daring one, one that changes things and opens up a world of possibilities: the possibility to think about the practice; to transform-evaluate-improve progressively every day. It is also the possibility to change mentalities about what is more relevant in education. But, on top of everything, it is the opportunity to put into effect a well-rounded education that places the person in the centre, allowing the development of all their dimensions and talent while promoting a more inclusive education.

It is also an action that is deep-rooted in tradition; an action that enables the life project of the individuals, their interiority, spirituality, consciousness and commitment. The Society of Jesus is placed before a new way of introducing the possibility to live the Gospel of Jesus, to live the importance of serving others, to educate from life and for life.

For our Schools of Psychology, Education and Sport Sciences Blanquera it is an honor and a privilege to walk together along this way, with the collaboration agreement that we hold. Congratulations on all your achievements so far! We wish you the very best in the future!

Josep Gallifa

*Dean of FPCEE Blanquerna, Universitat Ramon Llull,
Barcelona*

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Introduction

I'm writing these lines in early October, 2014. Just a few weeks ago, our students and educators came back to school to begin the new school year. The first few days are always significant, of course, but this year they were especially so.

We've seen the surprise in the eyes of our three-year-olds, the joy and enthusiasm in 5th year of primary, the eagerness of our students from 1st year of secondary to go to class each day. We've also seen the passion, the eagerness and the commitment in the faces of our educators. Everything flows, the students feel comfortable, calm, and there's such peace and such joy in the air...

Why wasn't this just another September? Because this year, at several of the schools in our network, we've begun two completely new educational experiences. We call them «pilot experiences».

This is a major shift in gears along the way to the profound transformation of education. How does this story continue? We'll only know as the school year continues. What we do know is how we prepared ourselves to take this leap.

This fourth book is dedicated to this previous stage. Once our H2020 was defined (and, as we explained

in Book 3, publicly proclaimed at our 2013 Forum Institutional Day), during the 2013-2014 school year we worked on defining how to make it a reality.

This voyage has been, without a doubt, intense and passionate. Although it may not have been as spectacular as building our dream, going from step 1 to step 2 in this adventure has meant traveling to the very center of our hearts.

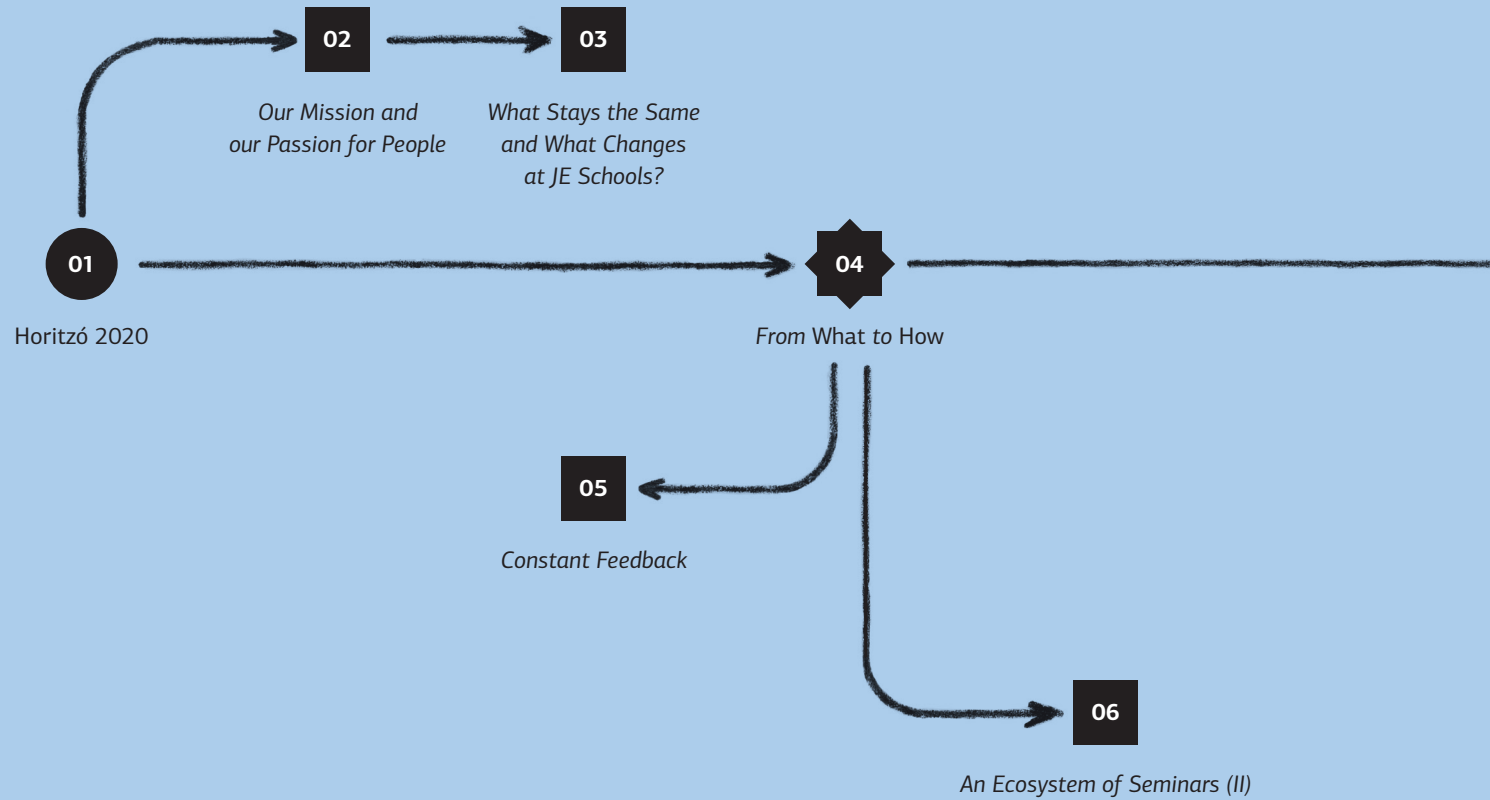
As you'll see in the following pages, we carefully prepared the school year we've just begun, and in doing so we ourselves have been personally transformed. In this fourth book, we aim to analyze the meaning of this last sentence in great detail.

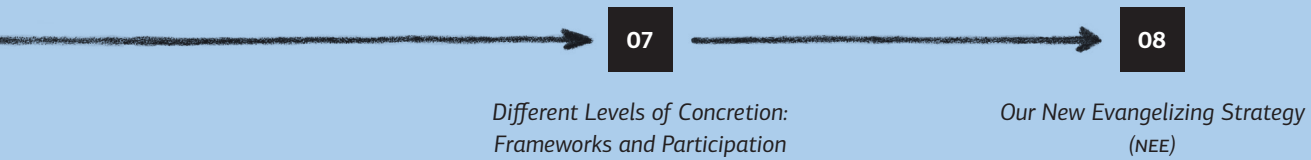
Shall we begin?

Xavier Aragay

*Director of the Transforming Education series
and General Director of Jesuïtes Educació*

I. Daydreaming





04. Transforming Education. Taking Action

01.

Horitzó 2020

Yes, together we've been able to define the school we want for the 21st century. The participative process carried out by the eight schools in the JE network has given birth to a shared dream: 17 key ideas and 4 submodels for H2020.

We discussed this at length in book 3, so now we only intend to put ourselves in the necessary position to continue to move forward.

In formulating H2020, we appealed to our teachers' calling and we encouraged our participants to be creative (students, professionals and families) in order to generate a wave of excitement moving boldly and confidently towards the future.

The momentum of this wave went beyond any of our expectations, and at the start of the 2013-2014 school year, we felt bold enough to answer the new challenges that appeared along the way. If we've defined our dream, we didn't do so just to see it on

paper; we did so to make it a reality, to bring H2020 down to earth.

In order to build the school we want, we need to question every aspect of the school we know. Will we be capable of turning everything we know on its head? The change we want is profound and systemic. As Lourdes Barraza and Olga Casanova pointed out, «we aren't faced with a period of changes to the school; we're witnessing a complete change in school».

((o)) *To know more about the 17 key ideas in H2020, please refer to pages 8 and 9 in Newspaper 1, available in PDF in <http://h2020.fje.edu/en/>*

02.

Our Mission and our Passion for People

If we look towards the future and are capable of building a dream as a team, it's because of the way we see the world. We have more than 450 years of educational tradition in which the Society of Jesus has worked to contribute to making the world a more humane and just place, filled with solidarity.

We've always been driven to our calling to service with and for others. It's what Saint Ignatius expressed in the 16th century with the Latin term *magis*: developing our own abilities and competencies as much as we can in order to love and serve others in the best way possible.

At Jesuïtes Educació we trust in individuals and we are passionate about them; we work rigorously so that all of us (educators and students) can realize our human potential and become well-rounded individuals, that is to say, people who are conscious, competent, compassionate and committed.

With H2020, we've joined these four characteristics to form a fifth, what we call personal identity and life projects. Briefly, we could say that the first idea refers

principally to the discovery of our individual calling, while the second refers to our ability to lead and direct our own lives.

03.

What Stays the Same and What Changes at JE Schools?

For us, taking on a profound change in education doesn't mean making ourselves a new suit so we don't fall behind the times. Our board and our network are driving H2020 with a deeper objective: we need to find new ways to deliver the same message.

With the current crisis in our educational model, at Jesuïtes Educació we're returning to our origins to hang on to what's essential. We've already stated this in the four «Cs» of the person we want. These characteristics are still as relevant today as they were in 1500.

So now, with this as a foundation, we're wondering what new elements we'll have to introduce in order to respond to our current context. The present encourages us to increase our flexibility and our openness to the change in individuals. We need to keep this requirement in mind; not to do so would mean turning our back on the world we live in and abandoning our mission.

(10) *To know more about the 10 points that synthesize the person we are seeking for, please refer to pages 8 and 9 in Newspaper 2, available in PDF in <http://h2020.fje.edu/en/>*

This having been said, we'd like to add five new aspects to H2020. We also promote individuals who are global and multilingual; multicultural, systemic and digital; autonomous, capable of working with others or as part of a network; spiritual and capable of directing their own lives; and capable of incorporating complex realities and evolving with them.

We see, then, that a well-rounded education focuses on the individual, keeping in mind both our tradition and what individuals need to live fully in the 21st century.

From this point of view, we would like to summarize the focus of the transformational activity of the eight schools in the JE network in ten points.

04.

From What to How

We should remember that in formulating H2020, we focused on *what* we wanted. We needed to dream, and dream bravely. It was our students who showed us how to use our imagination and be creative, how to have fun while making a proposal grow—the best proposal that occurs to us, the best proposal we can define as a team.

Thinking about whether it's more or less viable or possible, focusing on the difficulties, questioning whether we'll be able to accomplish it or, in some cases, even believing we're being naive: these are all thoughts that might arise along the way as obstacles to disruptive change.

These stumbling blocks or dead ends, which have taken so much energy away from us at other times in our life, are aspects we deliberately left out in defining *what* we wanted.

This is a fundamental matter in any project. If, for example, we look at ourselves, we'll most likely find personal initiatives that flew away or became blurry in the very beginning because we mixed *what* with *how* in a disorderly fashion.

This having been said, we should also add that once having formulated our horizon, it came time to take a step forward and finally ask ourselves *how*. «What is the tangible result of our shared dream?» is the question we'd like to answer during this 2013-2014 school year.

And so, we've established the objective of the next leg of our journey. In the JE community, we have the constructive attitude and the enthusiasm and confidence to make the future we want a reality, together.

In the following sections, we'll analyze three basic tools to get down to work: feedback, seminars and frameworks.

05.

Constant Feedback

In any process of profound transformation, we need to look forwards, of course, but in order to make progress it's essential that we evaluate, consolidate and celebrate our accomplished goals.

During the 2012-2013 school year, we formulated H2020 as a team. Now, we need look back over this process. On October 9th, 2013, we held a meeting of those in charge of the APA with the aim of regularizing the feedback from the results of our participation.

As we stated in book 3, we've created a website, an exhibit and newspaper on H2020. These were both for internal and external communication. In any case, we need to focus on giving feedback to our protagonists.

We'd like to add that if we worked with our students to define H2020, at this moment in the process we can continue to reflect in order to make our synergy for educational change grow.

Once again, we're planning our sessions rigorously and in great detail. Each activity is adapted to the age of the participants. Just like in the APA, there are 6 groups: four- and five-year-olds; 1st and 2nd year of primary; 3rd,

4th and 5th year of primary; 6th year of primary and 1st and 2nd year of secondary; 3rd and 4th year of secondary and 1st year of baccalaureate; and, finally, 2nd year of baccalaureate and professional training.

We're establishing objectives, providing materials and proposing activities so that our teachers can thank students for their commitment while keeping the flame of excitement and creativity alive and productive.

From October 14th to December 20th, 2013, we presented this feedback at the eight schools in our network, in sessions on H2020's 17 points that generally lasted an hour.

The results of this task are collected and classified in each school, and some samples are sent to JE general management. The website also serves to post pictures, videos or documents.

Now we're more well-informed, our activity continues (we're beginning to recuperate the strength of the last year's participative wave), and we're continuing to move forwards together. It's essential that we ensure constant feedback.

Five considerations on the container-seminar

- 1 Each seminar has a person in charge and a secretary. They are responsible for preparing, encouraging discussion, directing and collecting the results of the seminar, in keeping with the objectives given to them.
- 2 We need a specific, concrete invitation for each participant. The person in charge will also provide reading material or other necessary materials in order to prepare the seminar
- 3 Each seminar will produce a result that will be the product of reflections, analysis, and decisions taken by the working group. It's important that we steer this production towards our final objectives.
- 4 It's essential that we analyze, debate and contrast in order to move forwards. We can't act without having discerned enough, but we also can't expect all of our participants to reach unanimous conclusions in every area.
- 5 We need to reserve time at the end of our sessions in order to assess the day's work and make a summary of what the group has learned (metalearning).

06.

An Ecosystem of Seminars (II)

We've got the energy we need, and in defining *what* we want, we're still carrying out working formulas, taking advantage of participative resources that have been very successful up to now.

In previous stages of our process, we've observed how the ecosystem of seminars has proven to be an extremely useful space for reflection and professional participation (point 4 in Book 3 was «An Ecosystem of Seminars», and this is its second part).

We should remember that these seminars are protected containers, aimed at analyzing, reflecting, debating, contrasting and producing with strategic perspective. Their global outlook allows us to have an elevated point from which we can read reality and our surroundings in order to propose disruptive innovations that open up a path through complexity.

What, then, is the role of NELGI, LIPE, LIGER and LIPA? First of all, we need to continue to expand on the models that result from *what* we want. This is a never-ending task (we can always see it under

a new light) which, if carried out purposefully, can greatly facilitate work on *how* to bring it about, either simultaneously or later on down the road.

Second, we need to define the *how*. Systemic, profound reflection in eight seminars during the 2013-2014 school year has generated concrete proposals on what groups of changes should be introduced to our schools following the spirit and the letter of H2020.

Finally, we should remember that we refer to this think tank as an ecosystem of seminars because we view seminars as living beings who, living in their habitats, relate with one another and with their environment. In other words, seminars and the development of H2020 provide feedback for one another, opening up new borders and concepts.

07.

Different Levels of Concretion: Frameworks and Participation

From our board's mandate to the design of our new classrooms, from the Spiritual Exercises of Ignatius of Loyola to the boys and girls that began school on September 15th... All of these elements, as distant as they may seem, are coherent, interconnected realities, even though they might not all be at the same level of concretion.

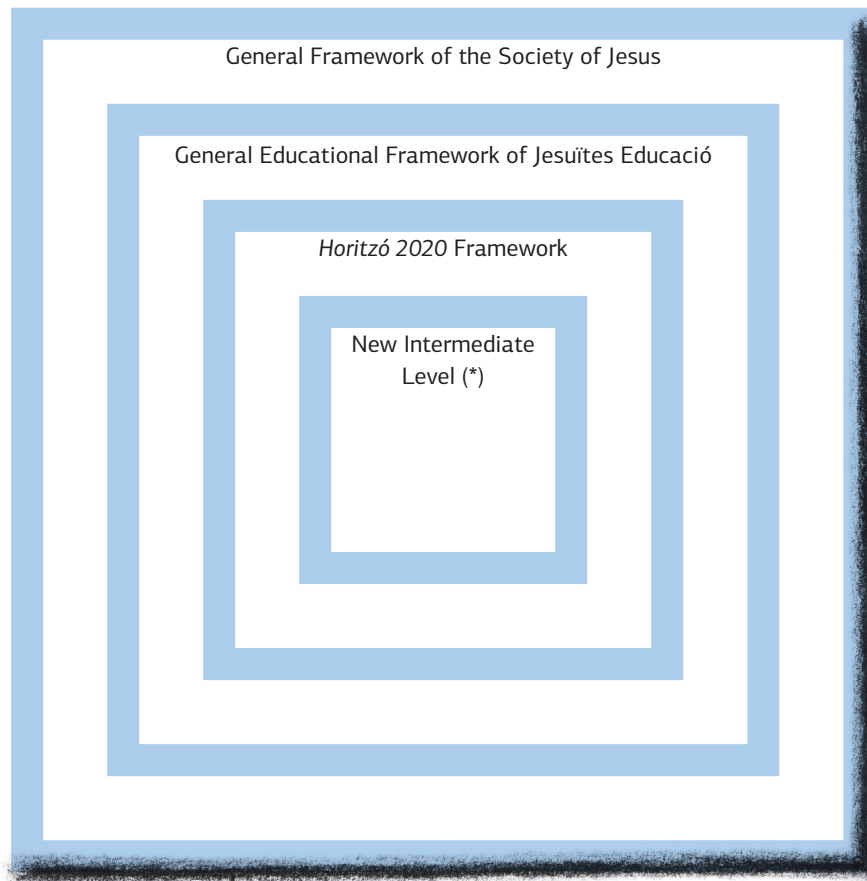
On the one hand, in order to understand our work on what we want, we need to keep this fact in mind. We're beginning with a general framework defined by the Society of Jesus, and we're moving forward within this framework to other, ever smaller frameworks that bring us closer to action in the classroom.

At each level, we have a certain «X» to solve for, a certain task to be completed. It's as though we were making an oil painting. First, we need to know what the painting is of, and then we slowly work towards that goal until we're finally painting the white reflections on the eyes of the subjects.

On the other hand, it's important that we say that, although the frameworks establish the limits of our

reflection, these have only been sketched out, and they also need to be better defined. What we have, then, is a space for full freedom and creativity for each professional team in charge of the level in question to define it with their best contributions.

In a word, the frameworks establish territories, while the teams are the ones that make progress and blaze paths in these territories.



**Team of teachers who, in the Program for Incorporation into the Pilot Experience, have freely and creatively defined many elements.*

08.

Our New Evangelizing Strategy (NEE)

In spite of the complexity and richness of each of the different levels of concretion in the JE educational project, we need to acknowledge the common thread that goes through all of them: the figure of Jesus.

The New Evangelizing Strategy (*Nova Estratègia Evangelitzadora*, or NEE) is a renovation in our way of placing Jesus at the center of our schools. We're also bringing this essential element up-to-date in the profound, systematic change to education that we're carrying out.

In book 3, we underlined the importance of individual life projects and the cultivation of interiority and spirituality in personal growth. Discovering our direction in existence is the result of listening to, and exploring, our interior.

This is a special place where we can find God. The *magis* of the Society of Jesus calls us to this experience: my calling doesn't depend on me, it's given to me (after all, it's a «calling» because we're *called*). It is in my hands, however, to answer this call, developing my capabilities as best I can in order to love and serve others.

In other words, the goodness of God is manifested in the degree that we work on it. To evangelize, to bring the «good news» to others, is to practice these universal values.

And so, with NEE, we invite all of our students to understand that the experience of God through Jesus Christ isn't separate from the task of defining their life projects. But we also execute this task by integrating our social context, marked on the one hand by secularization, and cultural and religious diversity on the other.

With the NEE that we put into practice in our pilot experiences, we return to the essential: understanding the experience of God and the person of Jesus is closely associated with the development of each student's life project.

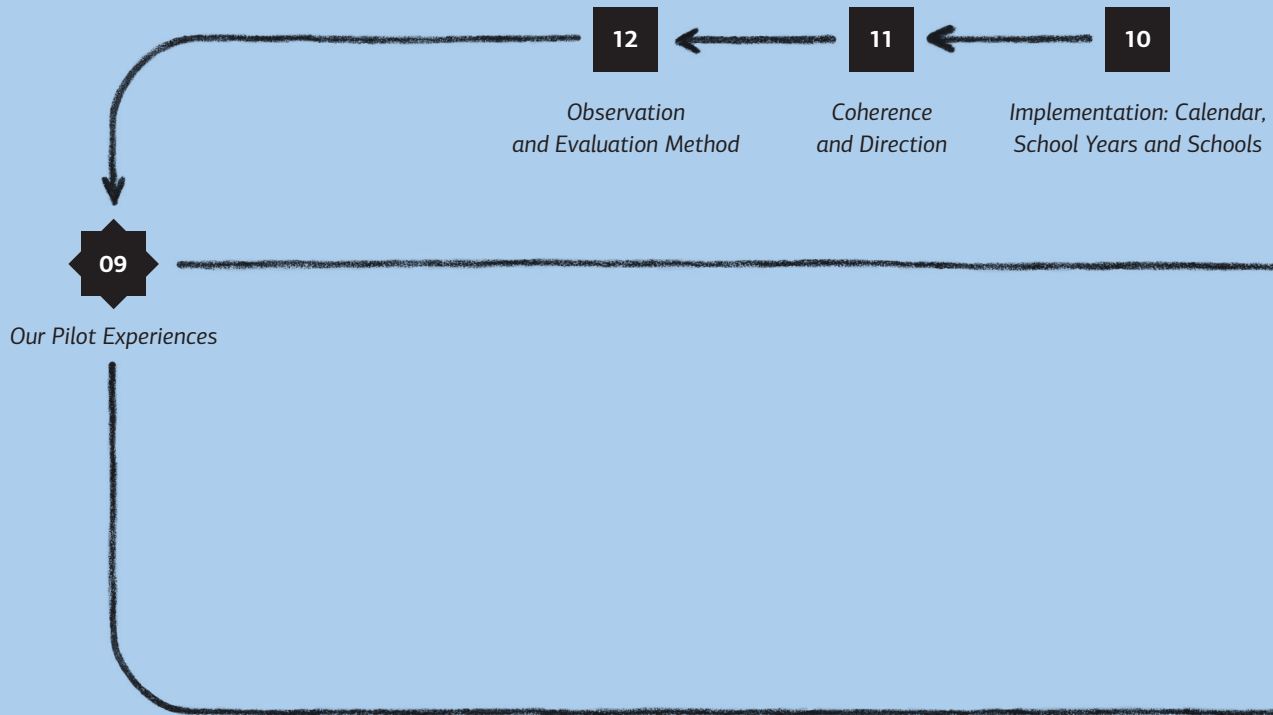
The change is visible: up to now, we've had religion class, pastoral activities and actions for social commitment, as well as the reflection and work on values and personal testimony that we could give in each of our subjects.

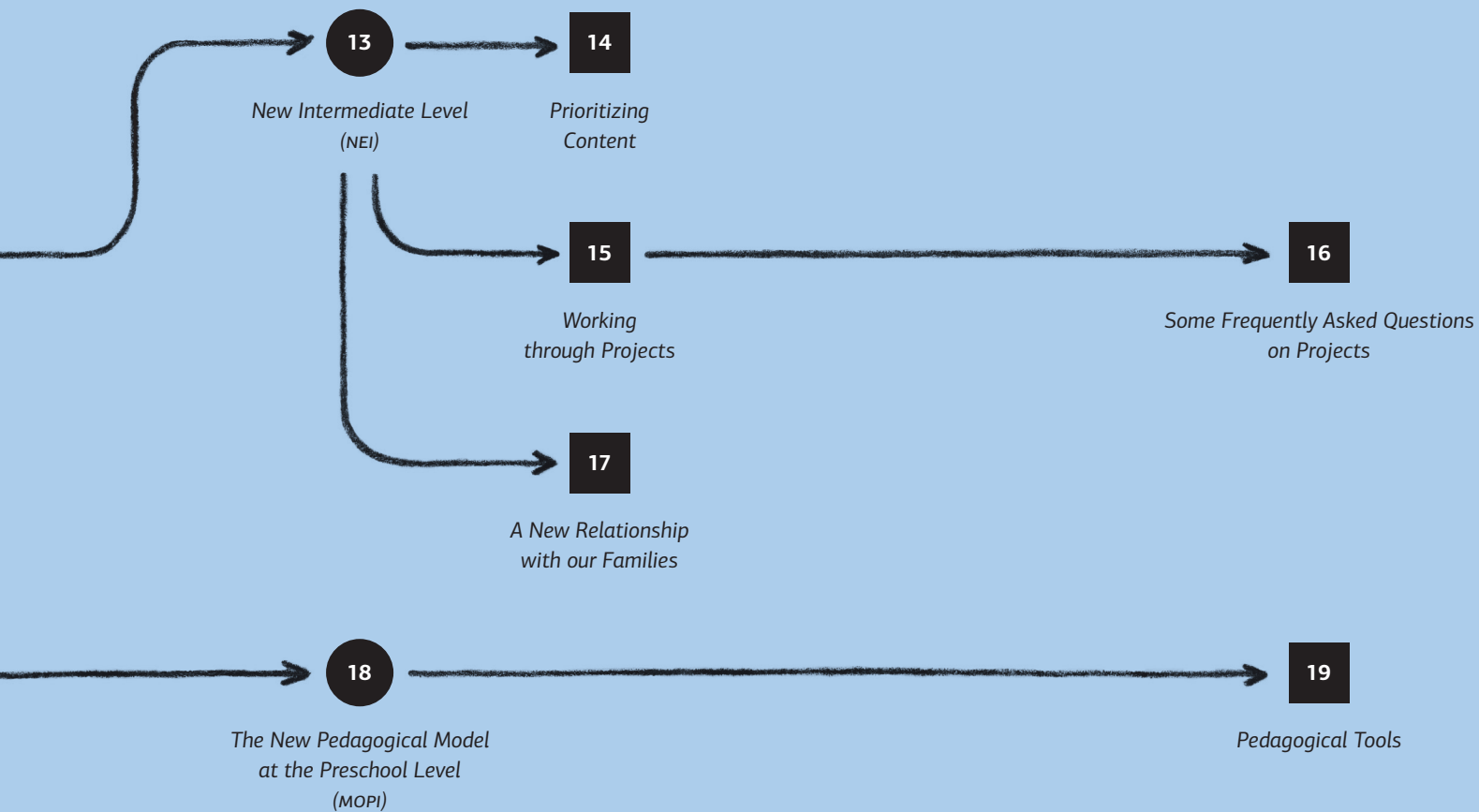
Now, it's all one and the same, and the student is at the center of it all. By working through projects—which are coordinated by three teachers in the classroom—we combine all of the activities that used to be separate. And with NEE, we reach all of our students (not just those who do pastoral activities).

New opportunities and activities have also arisen to train conscious, competent, compassionate and committed students: the beginning and the end of the day, our life project journals, a much more intense type of group work, etc.

This is how each person's life project becomes the key to the New Evangelizing Strategy: the experience of the God of Jesus Christ offers essential elements to give meaning to our own lives.

II. Our Focal Points





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09.

Our Pilot Experiences

As we stated in the introduction, in September 2014 we initiated two completely new pilot experiences based on the ideas from H2020.

What did we do during the 2013-2014 school year? We prepared every aspect of these new educational experiences. This project is conceived on a school-wide scale, so we can't just plan on minor changes; rather, we need to rethink every aspect of life in our schools. As always, we're referring to an all-around, systemic change.

Faced with this important challenge, we feel that the level of challenge we are able to take on right now without losing steam is to begin with two radically innovative experiences.

We're brave dreamers and not reckless idealists. If we take too big of a jump at once, we could fall and hurt ourselves. We have plenty of time, our horizon is meant for the year 2020. Each phase has its own content and tempo; although we shouldn't go too fast, we also don't want to fall asleep; we have to learn with each step.

To this end, our pilot experiences aren't random tests just to see what happens. Our pilot experiences are

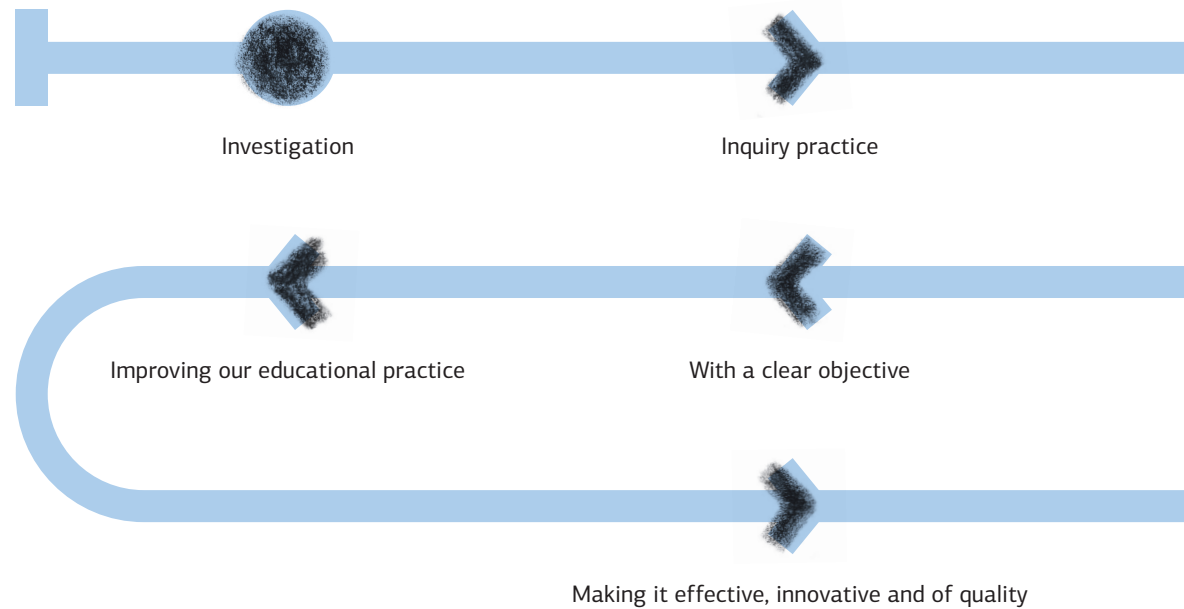
concrete processes, justified with a carefully planned pedagogical design on a limited and controllable scope.

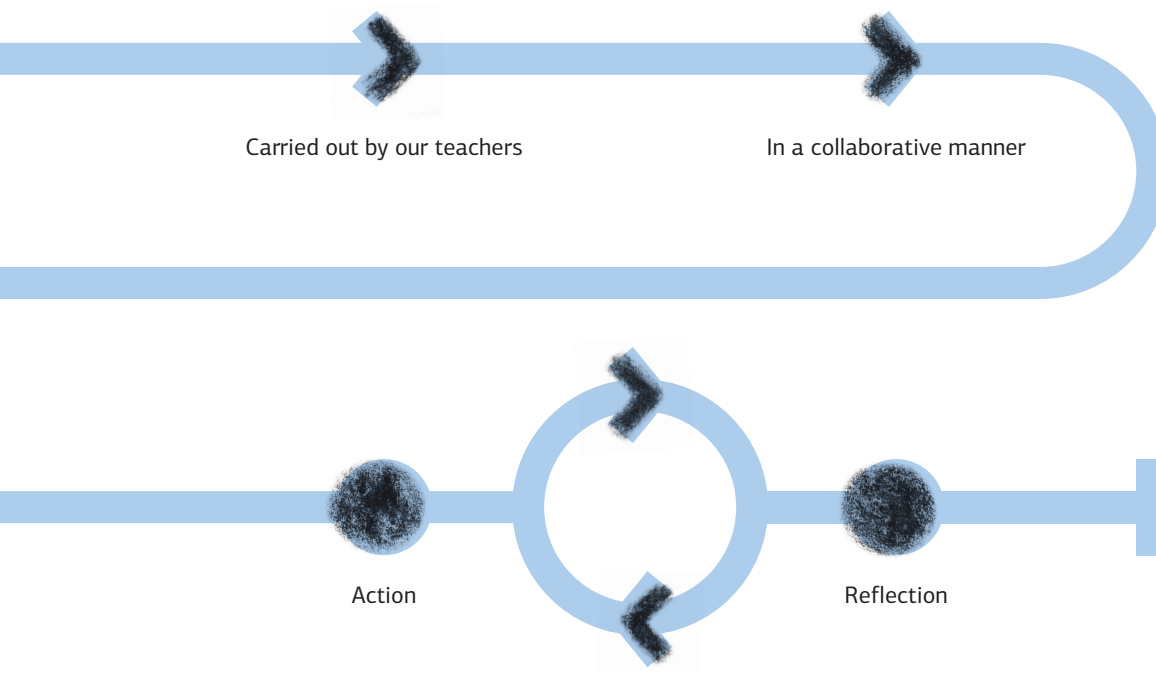
We're referring to «experiences» and not «experiments». Yes, we'll experience them with the passion that comes with new beginnings, and we'll also follow them with the interest, the rigor and the professionalism they need to be as fruitful and useful as they can be.

Our pilot experiences are the starting point to learn and better define the school we want. After the two school years within the 2014-2016 period (this is the period intended for our pilot experiences), we'll set others into motion, and if we pay attention and are committed, we'll learn more and more from them, and we'll gradually be able to introduce our changes at all of our grade levels and in all of the schools in the JE network.

Our plan, then, is to realize the *how* through two pilot experiences that we'll first evaluate and then expand. We'd like to add that we'll go from micro to macro when it's time. Trying to envision every aspect of a scenario that's yet to be built can be counterproductive, so let's go step by step.

Our Pilot Experiences' Methodology





10.

Implementation: Calendar, School Years and Schools

The two pilot experiences we've designed are referred to as the New Intermediate Level (*Nova Etapa Intermedial*, or NEI) and the Pedagogical Model at the Preschool Level (*Model Pedagògic a l'Etapa d'Infantil*, or MOPI). As we said, we aim to implement these two pilot experiences during two school years (2014-2016).

In September of 2014, MOPI began at a single grade level, with our three-year-olds, and next year our four-year-olds will be incorporated.

The NEI goes from the 5th year of primary school to the 2nd year of secondary school, in keeping with the natural psychopedagogical stage students go through at this age. During the 2014-2015 school year, we initiated this project in 5th year of primary and 1st year of secondary and next year we'll expand it to the following years (6th year of primary and 2nd year of secondary).

As for the schools where we're putting these initiatives into practice, they weren't chosen from the top down, but rather from the bottom up. All eight JE schools were invited to offer themselves as candidates to carry out our pilot experiences.

After the necessary internal debate (directors had a month to evaluate their school's situation and the pros and cons of taking on each of these two challenges), the management teams that felt capable and were passionate about these experiences presented their candidature.

Then, all of the schools that had applied were given the OK by JE general management. Therefore, in September 2014, NEI became a reality in three schools (El Clot, Lleida and Sant Gervasi, with 615 students in all), while MOPI was applied in four (El Clot, Lleida, Gràcia and Poble Sec, with a total offering for 225 students). In all, 840 students and almost a hundred educators (including tutors, specialists, management and other professionals) are experiencing a new system for the learning and teaching process (PEA).

In the Jesuïtes Educació network, we're practicing a new way of organizing ourselves and moving forward. By knowing, evaluating, participating and proposing as a group, we're finding a new way to be schools, a new working culture.

Why have we begun with these two pilot experiences?

Stage

Justification

NEI

In 4th year of primary, students finish the reading-writing process and elemental mathematical operations. From 10-14 years of age, a new stage takes place in personal development, and concrete operations are consolidated in children's cognitive development. Starting at 14, the stage of abstract thought begins. The new stage (NEI) that we've established goes from 5th year of primary to 2nd year of secondary. It respects the natural evolution and psychopedagogical development of children at this age, and helps students work on their multiple intelligences.

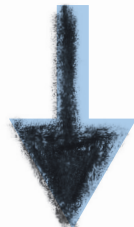
MOPI

The stage that goes from zero to six years of age is a very important one in the development and growth of individuals, both on a cognitive and an emotional level. This has been confirmed by studies in pedagogy, psychology and neuroscience, which have served as a reference in developing MOPI. Beginning the application of our new pedagogical model in preschool is essential. At this stage, children's brains are so malleable that our responsibility is to establish the foundations that will help each student develop each of the intelligences that will allow them to receive information from their surroundings, analyze it and convert it into learning and knowledge.

Coherency in pilot experiences
in the JE network
(NEI or MOPI)



NEI Director
MOPI Coordinador



Coherent realization
at each school

11.

Coherence and Direction

In order to guarantee the coherency and the unity of each of our pilot experiences, we've selected two program directors for the whole of the JE network. Joan Blasco was selected for the NEI, and Dolors Solsona was selected for MOPI (however, since she had to take time off, during this first school year Maria Àngels Brescó substituted for her).

These individuals will direct their respective projects while simultaneously carrying out their other responsibilities (General Director of Jesuïtes Sant Gervasi school in the first case, and Director of Preschool and Primary school at Jesuïtes Lleida / General Director of Jesuïtes Poble Sec school in the second).

This way, we guarantee the coherence of each of our pilot experiences on the one hand, and on the other we continue to transform the traditional verticality in the way our schools are organized, converting it into a new, more horizontal system that's more appropriate to our network. The directors of NEI and MOPI at each school answer both to the director of their school and the director of the pilot experience at a network-wide level.

For a few decades now, many businesses have operated as what is known as a «matrix organization». We're continuing to work to make our eight schools into an integrated system full of relationships and interaction, a true organized network.

12.

Observation and Evaluation Method

Everyone agrees that in order for a pilot experience to be fruitful, it needs to incorporate a method for observing and evaluating. We need to identify its strong points and weak points, solve any problems that arise, and constantly correct and adjust the process.

The creation of the methodology and the support for our pilot experience are the responsibility of CETEI (*Centre de Tecnologies Ituarte* or Ituarte Technology Center), the JE network's technopedagogical innovation center. CETEI will also supervise our projects, guaranteeing data collection, the way we treat our information and our objectives for observation, reflection and evaluation.

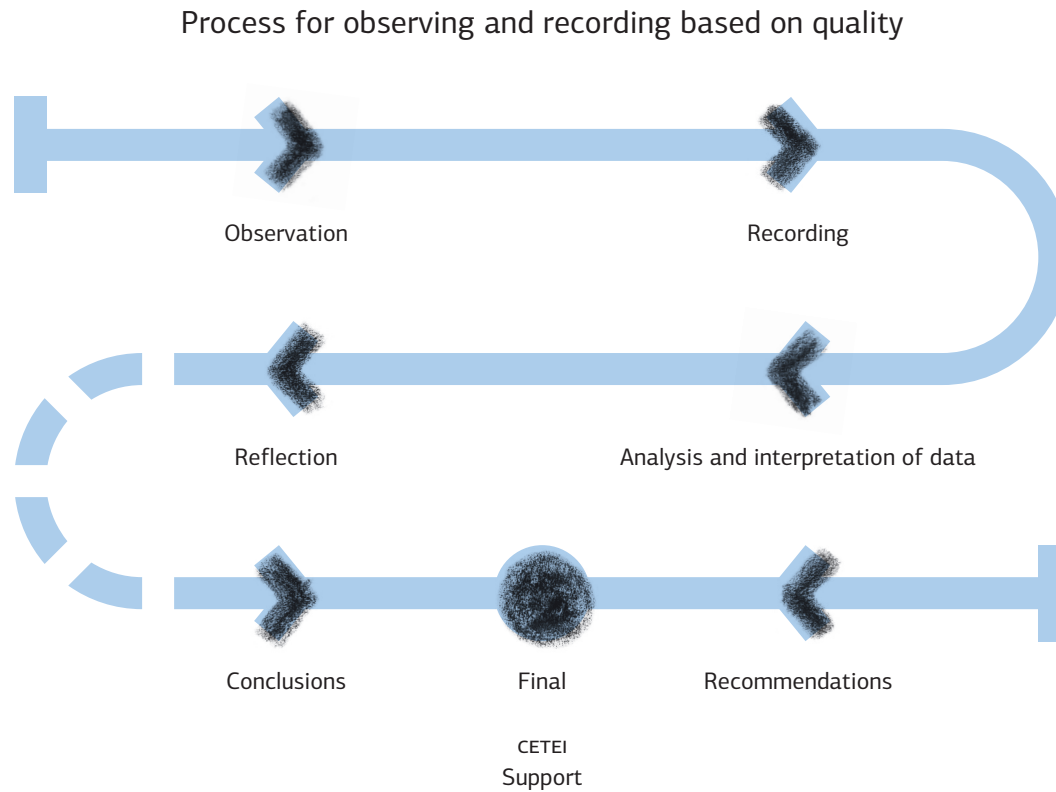
As is often said, you can't be the judge and the accused at the same time. Once again, we're faced with a collaborative task among educators and specialists that has given us very positive results (like, for example, in the physical transformation of our schools), proving once again that as a network we work more and better.

We should also point out that finally, after a year of contacts, the Blanquerna Department of Psychology and Education Sciences at Ramon Llull University and Jesuïtes Educació signed a strategic collaboration agreement. As a result, the University will advise and monitor our pilot projects and the move towards H2020.

Through this agreement, we meet the need to collaborate with the university (we saw this in point 9 in Book 1 of this series, which was entitled «Applying Research in Education»).

We would like to add that the details of this observation and evaluation will be given in a later book in this series. We plan to analyze the CETEI's proposal and our collaboration with Blanquerna in a book that tells this story and reflects on the experience.

Five levels are established for observation: dimension, category, subcategory, items and indicators. And nine dimensions are acknowledged: teaching team, students, families, spaces, resources, time, content, methods and evaluation.



13.

New Intermediate Level (NEI)

Once again, the New Intermediate Level (*Nova Etapa Intermédia*, or NEI) is one of the two pilot projects by which we materialize the *how* part of H2020. It goes from 5th year of primary to 2nd year of secondary. We would now like to summarize its basic characteristics in eight points:

1. The student: is at the center of the learning and teaching process. They have an active, leading role, and they work both individually and together with their classmates. They are guided by the teachers that help them to develop their knowledge of themselves and their critical spirit so that they can build their own life projects.
2. The teachers: work as a team, with flexible training. They work in the classroom and evaluate their group of students together. They take charge of shared tutoring of students, and they prepare the weekly plan of contents, methodology, space and time (with no fixed weekly timetable of subjects). The grade-level director focuses on pedagogical leadership.
3. The projects: content is related to the competencies to be developed and is worked on through projects. Work across subjects, written and oral expression and problem solving with the use of concepts and procedures from different subjects all play a key role. We also work on

values like reflection, respect, responsibility, justice and social commitment.

4. The methods: we encourage curiosity and creativity with a varied methodology with greater free work, work through projects and problem solving related to students' everyday life. We combine learning through reception, individual work and group work. We develop multiple intelligences. Technological resources are incorporated into the learning and teaching process, with digital tools and virtual spaces (NET) at students' disposal.
5. The evaluation: our model of student evaluation is based on acquiring competencies and cross-subject knowledge. We evaluate processes and results. We encourage formative evaluation, self-evaluation and peer evaluation.
6. The families: together with students and teachers, our families make up the backbone of our new pedagogical model. They participate and collaborate in the students' learning and teaching process,

we establish a fluid and frequent communication with our families, and we offer them new tools to understand our methods and to support them in the educational task they carry out at home.

7. The physical spaces: new spaces that are wider and go beyond the classroom, that are joyful, colorful, well-illuminated and that minimize noise. With new furniture that can be adapted to different ways of working, and spaces separated by bleachers. A space that serves the students' learning process.
8. Organization: groups of 50-60 students that always work simultaneously with 2-3 teachers in the classroom, that adapt students' work to groups of different sizes and make-ups, depending on the activity to be carried out. Specialist teachers are introduced to work in the classroom. The week is structured according to the work on projects, and there are no fixed time periods. All professionals help to make up the teaching team (the chaplain, the department of orientation, DOP, and the management technician, TEG).

14.

Prioritizing Content

We've been saying it since book 1: a profound change to education will only be possible if we also take on the matter of the curriculum. Today, instead of following the dominant tendency to cram more and more into the curriculum, we feel that we need to prioritize our content.

Directed by Enric Caturla and Joan Blasco, eight educators from JE schools carried out this essential task for the four grades within NEI. They whittled down the curriculum to the essential elements of Math, Language, Natural Sciences, Social Studies, Technology, Art and Religion.

By narrowing down the curriculum, we free up time and resources to work on other essential elements of a well-rounded education. We also want to dedicate ourselves to developing competencies, paying attention to values and cultivating interiority and spirituality. We should remember that we want our students to meaningfully learn, not just accumulate facts.

However, we should add that when we prioritize the curriculum, we aren't just «trimming» it. We're also

organizing it differently, avoiding useless repetitions and grouping the concepts and content that are spread across different subjects into mental maps.

We also need to keep in mind that we work on the curriculum within a certain context, and as a result we also need to keep in mind our students' realities, interests and needs.

Prioritizing content is an essential prerequisite in redesigning our action in the classroom. Just by adjusting this element (which many in the educational world are afraid to touch) we can reconsider our learning and teaching process (PEA) from the bottom up.

Criteria for prioritizing content

In his book *Smart Schools*, David Perkins indicates that we need to use the curriculum to work on retaining knowledge, understanding knowledge and using knowledge actively.

And so, at JE we've prioritized content with which we can complete the cycle: retaining, understanding and using.

1. When we refer to retention, we're referring to memorization; in other words, keeping content available in our long-term memory so that we can relate it to newer knowledge, resulting in more significant learning.
2. Understanding knowledge means having analyzed, synthesized and evaluated the content that has been worked on.
3. Use of knowledge refers to competences, or the use of knowledge to face new situations and new learning, and to solve problems—especially everyday problems.

15.

Working through Projects

As we've said, with a lighter curriculum we'll be able to work differently. What way of working do we propose at JE? Work through projects. Here is where we'll develop point 3 of the eight characteristics that define NEI.

The new pedagogical model that has come out of H2020 opts for the integration of different subjects into globalizing projects based on real and significant questions and problems. Our projects begin with challenges that are closely related to the students' everyday lives. These challenges are proposed by the teaching team, and they result in a final product.

In order to be able to elaborate this final product, our students investigate, cooperate, make decisions and reflect, while executing individual and group ideas based on different areas of knowledge. Everything is included: knowledge, procedures, attitudes and values.

At the beginning, students receive a printed project guide that allows them to find their footing. This guide includes the principal activities that are to be carried out, as well as objectives and content. This serves as an indication that allows them to understand how they learn.

We should add that teachers also create a website where they post the guidelines, clues, activities, materials and resources needed in order to complete the project. The students, on their part, also have a digital space (individually and as a group) where they can save and organize what they produce and the tasks they complete during their project (portfolio).

As we mentioned before, in order to fulfill the initial challenge, the students will finish their project with the creation of a final project or a concrete solution. They will have many different possibilities, like making an exhibit, a webpage or a blog, organizing an informative campaign, building a prototype, making a video, a report, a musical, etc.

As for the evaluation, throughout the project students will reflect on and evaluate their own learning process as well as those of their classmates. At the same time, educators will orient students and evaluate each student's progress. Besides accompanying students in the classroom, the teaching team will always have access to students' virtual portfolios.

16.

Some Frequently Asked Questions on Projects

We would now like to dedicate a few lines to answering some of the questions that students, colleagues and families have asked us over the past few months on projects. As is to be expected, new things tend to stir up a little bit of unrest...

What subjects do we work on through projects? We work simultaneously on different subjects: Catalan, Spanish, Math, Social Studies, and Natural Sciences, Visual Education and Art, Physical Education, Music, Religion, English and others. The specific content and learning objectives for each project will be presented on the first page of students' project guides.

With this methodology, will students learn fundamental elements? Yes, they will. Curricular content is learned throughout the length of the project, while students develop the competencies they need to live in an information society. We're referring, for example, to flexibility, entrepreneurship, innovation, creativity, emotional intelligence or group work in a network.

How many projects will students work on in a year, and what percentage of school hours will they take up?

From September to June, students will carry out 20 long-term projects (with two or three weeks for each) as well as other, shorter projects. Work on projects will take up 50%-60% of the school week. The remaining time will be dedicated to specific work sessions in other areas.


What teaching team is involved in learning through projects? Students' normal classroom teachers, although they may sometimes enrich the experience with help from parents and other teachers or experts.

What are projects graded on? We would like to say, first of all, that projects have been designed with certain competencies in mind, and they have established learning objectives. We're interested, therefore, in products, attitudes and processes.

How are projects graded? As we stated before, students self-evaluate themselves and also evaluate their peers. Teachers monitor students, and each trimester they will write a bulletin on each student's progress (qualification by subjects and competencies).

Family coaching

Expanding on point 3, we would like to add that:



We plan to carry out two free experimental sessions (during the first and second trimester) for any parents who would like to know more about a well-rounded education.

These sessions will last 2 hours at most, and parents (in groups of 10-20) will be invited to comment, reflect and share their experiences and educational criteria.

In order to carry out this activity, we'll have external help from a family coach who is well-versed in Jesuïtes Educació's Educational Model.

17.

A New Relationship with our Families

In NEI everything changes, including our relationship with our families. We would like to continue to work as a team, involving more parents in the day-to-day of our schools. We aren't just referring to increasing the extremely useful contributions made by parent-teacher associations, but rather to having them participate firsthand in their students' learning and teaching process in a new way.

As we saw in the previous point, the teaching team involved in projects is made up of students' classroom teachers and some other educators or experts, as well as any parents that would like to participate. We're counting on them from the very beginning: in September, our families receive a letter inviting them to contribute their abilities, competencies and knowledge to our schools' task.

Working through projects opens the door to families' collaboration and implication. It's not about «giving classes», but rather providing spaces for learning. During the length of a project, what better than for parents who are experts in the matter at hand to help in some individual session?

On the other hand, at JE, we're also committed to keeping our parents more well-informed about our new methodology and the way their children will be working. With project guides and school blogs, educators and parents will be able to work together.

In order to transform our schools' relationships with families, we're planning to put in place a series of new instruments to relate with families, inform them and teach them. Below are four of these:

1. Elaborate an inventory of parents' abilities and competencies to be incorporated into the PEA.
2. Carry out active learning sessions with parents so that they can get to know and help carry out the new Learning and Teaching Model (MENA).
3. Put in place a new space for information, reflection and support for parents in the educational task they carry out at home, in relationship to the NEI.
4. Establish a new channel for communication and interaction between NEI class groups and our families through the class blog.

18.

The New Pedagogical Model at the Preschool Level (MOPI)

If NEI is the first *how* in H2020, MOPI is the second. In other words, the New Pedagogical Model at the Preschool Level (*Nou Model Pedagògic a l'etapa Infantil*, or MOPI) is JE's second pilot experience designed to help us progress in defining our project of a profound transformation of education.

This initiative was initially planned for the 2015-2016 school year, but a series of circumstances drove us to start earlier. The main reason for it to be brought forward is that during this school year Jesuïtes Casp was finally able to open a preschool program (it had been the only JE school without one).

And so, as we explained in the introduction, starting September 15th, 2014, our three-year-olds and their teaching team began working passionately on the MOPI in four of our schools.

At our Casp, Lleida, Gràcia and Poble Sec schools, we've already begun with our youngest students... what a challenge, and what an opportunity!

We would now like to analyze the most relevant objectives of MOPI, a critical stage in the development

and growth of individuals, both cognitively and emotionally.

1. Emotional maturity: preschool is a key moment in working on children's emotions, but also for awakening the emotions that will help students lead fuller lives and be happier.
2. Early stimulation of multiple intelligences: this is the educational stage where neurological stimulation has the most impact. Each intelligence is located in a different area of the brain, but they are also interrelated, just like each area of the brain. It's key that we create a good network of connections. In our model, when we refer to use, we're referring to encouraging and stimulating all the intelligences and abilities, offering stimuli and opportunities to develop them in a systematic way.
3. Beginning to learn English: we incorporate it into our curriculum to establish a solid foundation,

both in listening and pronunciation and in structure and grammar at an age where it's easier for students. English is present in the classroom in a natural way.

4. Inclusion of values: at this stage, children are forging their character, and so it's essential that their experiences and emotions help to form a series of values.

This is our way of helping to develop a series of values in a transversal manner, from any area of learning, based on the Gospel and on tolerance, respect for others and our surroundings, and on self-discovery.

19.

Pedagogical Tools

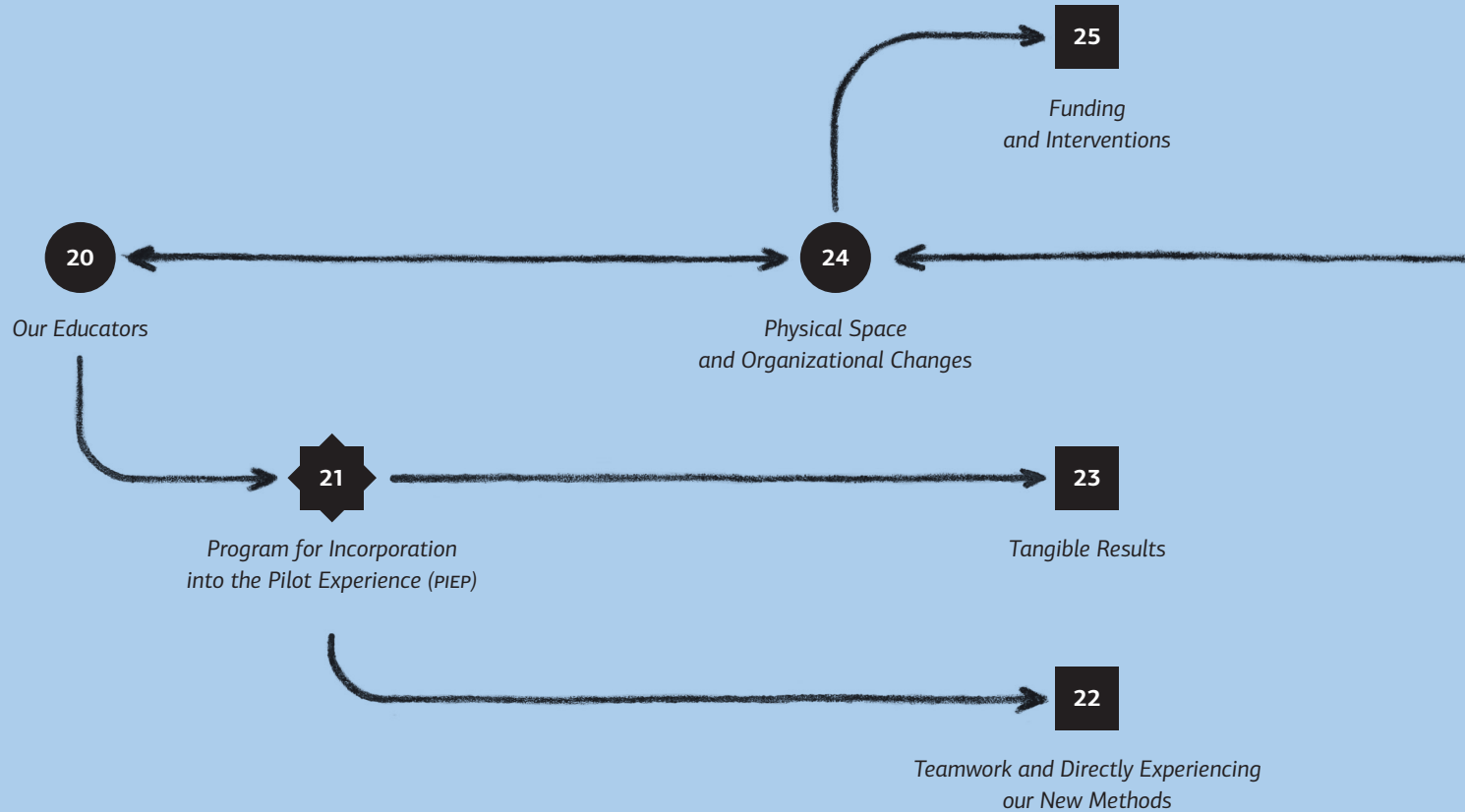
To make H2020's objectives for preschool a reality, we're arming ourselves with several pedagogical tools:

1. An integrated, creative and innovative teaching team: Only a group of teachers with these characteristics will be capable of stimulating students and strengthening their creativity (a basic competency for the growth and establishment of personal identity).
2. The recognition of students' leading role: at this stage, it's essential that children feel loved, and that they are provided with a space full of trust where they can grow. It's important to respect each person's individual pace and each person's development.
3. Spaces that serve our project: we provide flexible spaces that allow for mobility and grouping students in different ways. These are pleasant, open, well-lit, wide, and colorful spaces that are aimed at favoring orderly habits; spaces that encourage sharing and interaction, that make it easier to provide individualized attention or to hold large-group activities. They allow us to develop the eight intelligences

and stimulate creativity in its broadest sense.

4. Family involvement: what students experience at school and at home from 3-6 years of age greatly impacts their education. This is why we need to create a link between school and families. We count on the help and the dedication of our families in order to support their children's learning and teaching process.
5. Digital resources: digital devices are used in the classroom to favor exploration, communication and students' autonomy. When they're present (they aren't always) they encourage a more active learning in students.
6. A flexible schedule: if the students are the protagonists, the schedule needs to be adapted to their needs. Daily routines include the welcoming of students, the explanation of the day's activity and the time periods dedicated to learning. The breaks for lunch and recess are also educational time.
7. Different methodologies: we draw from the ideas of many different authors when it comes time to propose activities. Briefly, we could say that we encourage the development of multiple intelligences, and give play an important role in the learning and teaching process. We work to favor growth and creativity.
8. Dynamic evaluation: we center on results and processes, and we practice self-evaluation and peer evaluation. For example, we invite children to choose their best work and we help them justify this decision. We always pay careful attention to each child's development.

III. The Means





Communication



*Our Comic and
the Transforming Education Series*

20.

Our Educators

With this point, we begin the third chapter of Book 4. Now, we would like to go over the means that have allowed us to define the *how*, or the two pilot experiences for educational renovation that took off in September 2014.

Our work has been intense, rigorous and very gratifying. Where should we begin? With our educators, who have led progress on H2020 during the 2013-2014 school year (that's why we see them smiling on the cover of our second Newspaper).

As we said in point 6, our educators have continued to contribute proposals through the ecosystem of seminars. This year, however, they've also done so through the innovative Program for Incorporation into the Pilot Experience (*Programa d'Incorporació a l'Experiència Pilot*, or PIEP).

At the end of November 2013, Jesuïtes Educació made an internal call for any teachers from our network who might be interested in taking part in the new NEI pilot experience. Besides the specific requirements we asked for, it was essential for each of our teachers

to want to take part in this exciting pedagogical and life experience.

In the end, 124 volunteer teachers applied to the NEI. Keeping in mind their characteristics, their training and their human profile, we chose 33 teachers from their eight schools who made up the first PIEP team, together with the NEI management team.

Some criteria for selection were: experience in projects of educational innovation, possession of two degrees, qualifications for teaching either primary or secondary school, use of new technologies and NET, knowledge of English, capacity to work in groups, and contact with activities in pastoral ministry, social commitment, interiority or spirituality.

These 33 educators will go through the first two years of our pilot experience in one of the three schools in NEI, and after that, seven of them will return to their own schools in order to share what they learned with our teaching and management team. Once again, we see the advantages of working in a network.

We should also point out that the educators who applied but weren't selected are on the waiting list for future editions of PIEP.

Finally, we would like to add that the teachers who began MOPI in September 2014 have also had specific training in the framework of the JE Forum. In any case, in this book we'll describe the preparation for NEI, since preschool teachers, put simply, are more connected with H2020. For example, they all understand that the children are the most important element in the learning and teaching process (not the curriculum, as some teachers believe).

Onwards!

21.

Program for Incorporation into the Pilot Experience (PIEP)

Alright, so we've got the volunteers to participate in the NEI, but what is the Program for Incorporation into the Pilot Experience (*Programa d'Incorporació a l'Experiència Pilot*, or PIEP)? It's a tool for training, accompanying and creating change that will allow us to begin to make JE's educational model a reality in our schools in September 2014.

With the PIEP, we decided to get to know and reflect on elements from the H2020 framework. We want to promote discussion so that we each can make the fundamental pedagogical elements of this new educational model ours, and generate the materials we need for NEI.

We would now like to analyze the PIEP in detail. This program is structured in six blocks that take up a total of 450 hours.

The experience began by freeing our teachers from their other responsibilities for nine weeks (during which time substitute teachers covered for them). Participants spent two of these weeks living at Les Avellanes monastery, and the rest were spent at CETEI.

During this time, we worked on aspects such as individual spirituality (especially at our professional calling gatherings), our new Learning and Teaching Model, neuroscience, play, and pedagogy through projects.

We spent the last few units defining the necessary elements for setting up projects, working on them in the classroom and evaluating them. Finally, with the PIEP we imagined a week in the NEI as well as other elements from this new stage.

This program provided the conditions for a team of volunteer teachers to get into the *what* aspect of H2020, and define the *how*. It was an invitation to make our calling grow and to give the best of ourselves.

Some of the subjects that we worked on were: H2020, the beginning and end of working sessions with students, playing and learning, digital contents, planning, evaluation...

We can say, then, that the means to make our objectives a reality have been coherent with the spirit of these objectives. In other words, the PIEP team worked like one of the future NEI classes: they worked intensely, with curiosity, enthusiasm and dedication.

The 6 PIEP Units

Unit I	February-March-April	2 weeks boarding at Les Avellanes 6 weeks at CETEI 1 week networking	350 h
Unit II	April-May-June	1 Friday a month	20 h
Unit III	May-June	2 seven hours CETEI sessions	14 h
Unit IV	Forum	7 hours a day	28 h
Unit V	July	1 week networking	30 h
Unit VI	September	Les Avellanes monastery	12 h

Total 454 h

22.

Teamwork and Directly Experiencing our New Methods

Besides the important details we've just seen, PIEP's principal challenge was to bring together the group of 33 professionals and turn them into a team capable of building everything they need to successfully carry out the pilot experience.

Of course, we're talking about tangible elements, but we're mostly referring to the need for personal and group transformation. Many of our volunteer educators began the PIEP expecting to apply certain pedagogical models to their annual course plans and their actions in the classroom.

But first of all, they needed to go from motivated individuals to a team that learns and is efficient. This change, as much of a paradox as it might appear, begins with a reconnection with their calling. We're beginning our voyage by exploring and taking back each teacher's life project.

What has meaning to me? What attracts me and inspires me about my task as an educator? What are the values that guide me from day to day? What moved me to volunteer? By bringing out each person's

singularity, we'll find the energy and the strength to move towards a shared project.

And so, we remain loyal to our principles, we use them for our guide in our everyday work, and from here on we establish relationships to make them grow for the NEI. We unlearn old habits so that, with practice, we can incorporate others that are more trustworthy and efficient.

Sharing a dream is our starting point (the realm of ideas), but it's also our destination (the realm of reality). If we keep this in mind, we're capable of following the path from one to the other while giving the best of ourselves.

The PIEP is principally this: an invitation to personal transformation with the goal of working for others. We're placing our students at the center of our project, and as a team we're working to find the best proposals we can come up with to bring about a well-rounded education.

For a few weeks (that add up to plenty of hours), the teachers involved in PIEP become students and

experience firsthand our new methods, our new schedules, our new activities... they're at the center of our project, and they begin to give shape to the program. Nothing is better than to live it with intensity...

23.

Tangible Results

After so much dedication, what do we have? A team of professionals who are in contact with their calling and fully capable of taking on the challenge of making the first H2020 pilot experience a reality.

This is extremely valuable, but we also have other very important results that are tangible. We're referring to all the materials generated by our educators to help them activate NEI.

What did this team of 33 educators and their directors create during their Program for Incorporation into the Pilot Experience? 45 projects and 50 teaching units.

As an example, here are some of the titles of the projects they prepared for the students in 5th year of primary: Let's Make a Musical, Scientists' Meeting, and Eighty days around the world (in English); for 1st year of secondary, they planned: Meteorology and Natural Disasters, I Robot, and What's Up in the World? (in English).

We would like to take this opportunity to include or repeat several essential aspects of our projects:

1. They're based on a concrete center of interest students can relate to.
2. They put priority on competencies or multiple intelligences.
3. They allow us to incorporate new interdisciplinary content.
4. They're carried out in an intensive manner.
5. They're aimed at a concrete final product.
6. The process is organized into different phases.
7. They're developed with a methodology typical of learning for discovery that's directed and structured in a cooperative manner.
8. Technology becomes essential for learning.
9. They're tools for assessing the students' acquisition of the competences and content they've worked on.

Each of these nine points is included in each of the 45 projects designed by the PIEP teaching team. We're very eager to put these to work in the 2014-2015 school year.

24.

Physical Space and Organizational Changes

In many experiences of educational renovation, there are three aspects that are never addressed. One is, as we saw, the need to prioritize curricular content. The second is the transformation of schools' physical spaces, and the third is the organizational change.

We're convinced that—since change is systemic—if we don't manage these three aspects, we won't succeed. How, for example, can we ask a teacher to run a class differently with the same course load, the same classroom and the same school organization?

In Book 3 (see point 25) we already dedicated a section to this question: what is H2020's contribution to school design?

Throughout the 2013-2014 school year, a commission of educators has been working hard on the Model for Change to our Schools' Physical Spaces (*Model de Canvi de l'Espai Físic de les Escoles*, or MCEFE), and thanks to our collaboration with the architect Carles Francesch de Herralde and his studio, they've arrived at two attractive proposals for NEI and MOPI, which became a reality with the renovations done during the summer of 2014.

Finally, we also need to change the way we organize our grade levels and adapt pedagogical management along the lines of our new Strategic Management Model. In doing so, we hope to meet the needs of our new methodology and our new learning and teaching process.

Therefore, if traditionally an educative stage required 1 Director, 1 Director of Studies and 2 Coordinators for each stage, NEI involves 1 Director and 1 Management Technician.

25.

Funding and Interventions

The Model for Change to our Schools' Physical Spaces (MCEFE) allows us to design new classrooms for our pilot experiences, but what about funding and construction?

These two practical points are, of course, more prosaic than other aspects of our project, but that doesn't mean they're less important.

Paco Morata, manager of Jesuïtes Casp school, explains what the process was like at his school:

«First, we carried out a significant fundraising campaign, asking our school community for donations and loans to be able to fund part of our new preschool program. Then, right before Holy Week, we began constructing the preschool on the ground, first, second and third floors of our building at 13 Llària street, which is connected to the rest of the school via the playground. I'm extremely excited to see a part of our dream become reality.»

Another case is that described by Rosa Casadesús, manager of Jesuïtes Lleida (the only school where both

NEI and MOPI have been set into motion during the 2014-2015 school year):

«We've begun our voyage and we're boldly moving towards the change in methodology that *Horitzó 2020* offers us. We're carrying out the first stage of new spaces for NEI: a new working area for our baccalaureate students and a space for the three-year-olds in our MOPI project. These spaces are designed for our new pedagogical model, a project which also reconsiders the playground as an educational space. There's plenty of construction, and plenty of excitement.»

We should also address a key question in this matter: where do we get the money to carry out this essential change to our physical spaces? In spite of what is often said, we first need an exciting project to attract funding.

In our case, we have H2020, and behind it the Jesuïtes Educació network. We need to apply scale economy and JE's eight schools' capacity for investment.

We should say that our finances are independent (they don't depend on the Society of Jesus) and in good health: our income covers our costs. Not only are we in the black, but our surplus allows us to fund projects like MCEFE.

In summary, we first need a good project, then good economic management with scale economies and some margin. Finally, we need contributions from third parties (businesses and/or individuals) in the shape of donations or interest-free loans.

Once again, preparing the terrain and integrating pedagogical and management strategies has been key.

26.

Communication

In point 16 of Book 3, we saw the importance of communication in any process of educational change. Then, we referred to concrete actions we've carried out along these lines: The H2020 book, newspaper, exhibit and website.

The following are the numbers from these and other actions in the 2013-2014 school year:

All 8 schools in our network have visited the traveling H2020 exhibit. 14,290 copies of the first edition of our newspaper were distributed among educators, students, families and institutions.

We've presented H2020 to 2,173 parents firsthand (not counting open houses).

More than 11,000 students have received the results of their participation from their teachers (in classes dedicated to «feedback»).

1,381 have participated in informational sessions on H2020. And 247 directors and managers have spent time getting to know and reflecting on H2020.

We would like to add that in profoundly transforming education, at JE we're working within

the general framework of the Society of Jesus, and at the same time we're open to our entire educational community and to society in general.

True communication isn't just about announcing a message; it also requires the attitude and practice of listening and allowing oneself to be influenced by others.

As we saw in Book 3, we're interested in opinions and external considerations, and in educational experiences of change similar to ours. This is a great wealth we can't lose.

We are also delighted to share with and to welcome to our schools all those who have been addressed to in H2020. In this regard, there is a form that can be filled out in the site <http://h2020.fje.edu/en> to get to know MOPI and NEI first-hand and to reflect on these experiences with us.

We need a wide, rigorous and constructive discussion on the different ways of facing the challenges of education in the 21st Century. It's only possible if we do it together.

27.

Our Comic and the Transforming Education Series

During the 2013-2014 school year, we carried out two especially noteworthy communicative actions: a comic, on the one hand, and the Transforming Education series on the other.

In June of 2014, the students in 4th and 6th year of primary at the three schools where NEI was scheduled to begin in September 2014 received a comic book entitled *Ni t'imagines el que està a punt de passar...* («You can't even imagine what's about to happen...»).

Written by Meritxell Noguera and illustrated by Cristina Picazo, the comic explains the changes we're making to the learning and teaching process in a fun and easy-to-understand way.

It's significant that the last frame in this comic was left blank, so that students can decide for themselves what happens to the five friends that are the protagonists of this story.

Once they had read the comic, each student drew their own final frame, and brought it to school in September. During the first few days of class, they even held a contest to choose the best one!

Our second communicative action has to do with the book you're reading right now... Yes, we're referring to the first four books in our collection.

For some time now, people who work in education from all around the globe (both near and far) have come up to us, curious and eager to know what we're doing, but most of all how we're doing it.

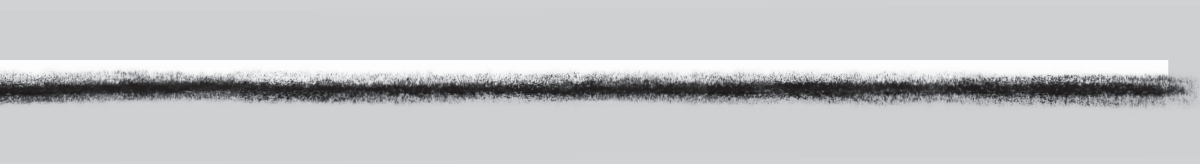
With the Transforming Education series, we hope to answer these questions. It was Jesuit Lluís Magriñà himself, who as President of JE encouraged us to make our process of systemic change to education known.

Because of this, all four books are available in Catalan, Spanish and English on the H2020 website, to be downloaded for free. We're also offering the opportunity to order printed copies from The Folio Club (who can ship them wherever you would like).

It's worth noting that the project of putting out this collection has a lot in common with the teamwork done by our educators: we're moving forward, sure of where we want to go, while redesigning our processes with each step to find what works best.

Testimonials

“



”

The Protagonists of PIEP

We could talk about the PIEP experience in many different ways, but we can't think of any way that would be better than hearing it firsthand from its protagonists. Below is a small but representative sample.

All of these contributions are in response to the same question: «what has participating in the PIEP meant to you?».

Marta Ballester: It made me lose my fear of changes and innovation. It gave me the strength to face the challenges of today's society, confident that we can all accomplish the challenges of *Horitzó 2020*.

Miquel Casanovas: It made me feel like a key player in the profound process of change that 21st-century education will go through. At the same time, it's been an opportunity to renew my educational calling and to grow personally and professionally, reconsidering old obsolete pedagogical beliefs.

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

Patricia Nos Marin-Buk: 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.

Fèlix Vera: It's been a great opportunity. It's been a time for learning and change, both on a professional and a personal level. It made me exert myself and bring out the best in myself, always thinking about a different kind of education for a better future.

NEI Directors

With our New Intermediate Level underway, we'd like to ask our school directors how they feel about the experience.

They are Minerva Porcel (J. Lleida school), Josep Lluís Martos (J. El Clot), Guillem Fàbregas (J. Sant Gervasi), and Joan Blasco (director of the NEI network).

”



Minerva Porcel

During these first few steps of the NEI, the enthusiasm is really stunning. In truth, the response has been much better than we expected. As teachers, students and families, we saw that this was the way forward, and we definitely don't want to turn back.

For me, participating in the PIEP and NEI is proving to be a great professional opportunity, and I'm really enjoying it. The key is to play leading roles in change: we're the ones (not the administration, or school management) who have generated proposals.

At the same time, the support we've gotten from JE and the technical and emotional training of our team have allowed us to take on the challenge with a series of guarantees, so that we can deal with the responsibility of building a new learning and teaching relationship.

It hasn't been easy. During this whole process there has been some uncertainty, doubts and fears that at certain points have forced us to take some technical breaks. Through all the apparent disorder, though, we've worked together to get back on track because we knew what our objective was and we were in touch with our calling.

I think the transformation we're going through with the NEI has to do with a change in paradigm that goes beyond our school. We now have the opportunity to go from complaints to action.

Today, new spaces for participation and social construction are being opened up and call for our participation, and I don't think it would be fair for us to stand on the sidelines. We all have things to say, so let's make our contribution.

“



Josép Lluís Martos

The NEI, first of all, is a pilot experience for our network. As we've seen at El Clot school, small changes aren't enough. And one school can't take on a profound transformation on its own.

Today, we feel the support of JE's eight schools. What we're experiencing is thanks to the network and for the network.

There are plenty of moments that are special to me, but if I had to choose my favorite, it would probably be the celebration of the Eucharist held during the PIEP at les Avellanes monastery. Jesuit Josemi Colina helped us connect with ourselves and with others in a simple and authentic way. It was a special gift I still carry with me.

Our work has been intense, and it's still intense. We've gotten beyond our anxiety over the uncertainties with help from colleagues. We're all different, and we all have our own particular individual background, which we can take advantage of when working as a team.

We've got passion, of course, but along the way we do face wear every now and then (especially at my house, where both my wife and I are part of NEI). We need to find a balance, and to make sure that the pilot experience doesn't monopolize our conversations...

”



Guillem Fàbregas

One of the best things about these first few weeks of NEI has been entering the classroom and seeing students working on their own. It seemed like everyone –both students and teachers— were happy, as if they had found their natural place: with students at the center, and teachers guiding them and filling different roles.

They can do so because in each of our classrooms there are now three teachers. «What a challenge!». I thought at the beginning; but now my doubts are gone. Our students are in contact with their interests, and our teachers are in contact with their calling.

This way, our energy is multiplied. It's the same thing that's happening with the network-wide management of NEI. The four of us, from three different schools, are in constant contact. H2020's motto really is appropriate: «It's only possible if we do it together».

I'm surprised by the capacity for reflection our students from 5th year of primary have. I'm amazed by the comments they make in the activities at the opening and closing of the day! Sometimes, I feel somewhat uncomfortable thinking that before, we didn't really trust them enough. Today, everyone gives everything they've got without reservations.

Interestingly, this has become one of our responsibilities: to manage all of our teachers' proposals. What a change in paradigm... really, it's wonderful to see.

“



Joan Blasco

With 60 years of experience, I see the profound transformation of education that is *Horitzó 2020* as the spark our school has wanted for a long time. I think the way we've built this project collectively is especially important, and the fact that it's people, our educators, who lead it.

Instead of a change based on academic principles declared by academia, we have the challenge and the opportunity of proposing a new way of learning and teaching without ever losing sight of the type of people we want to form.

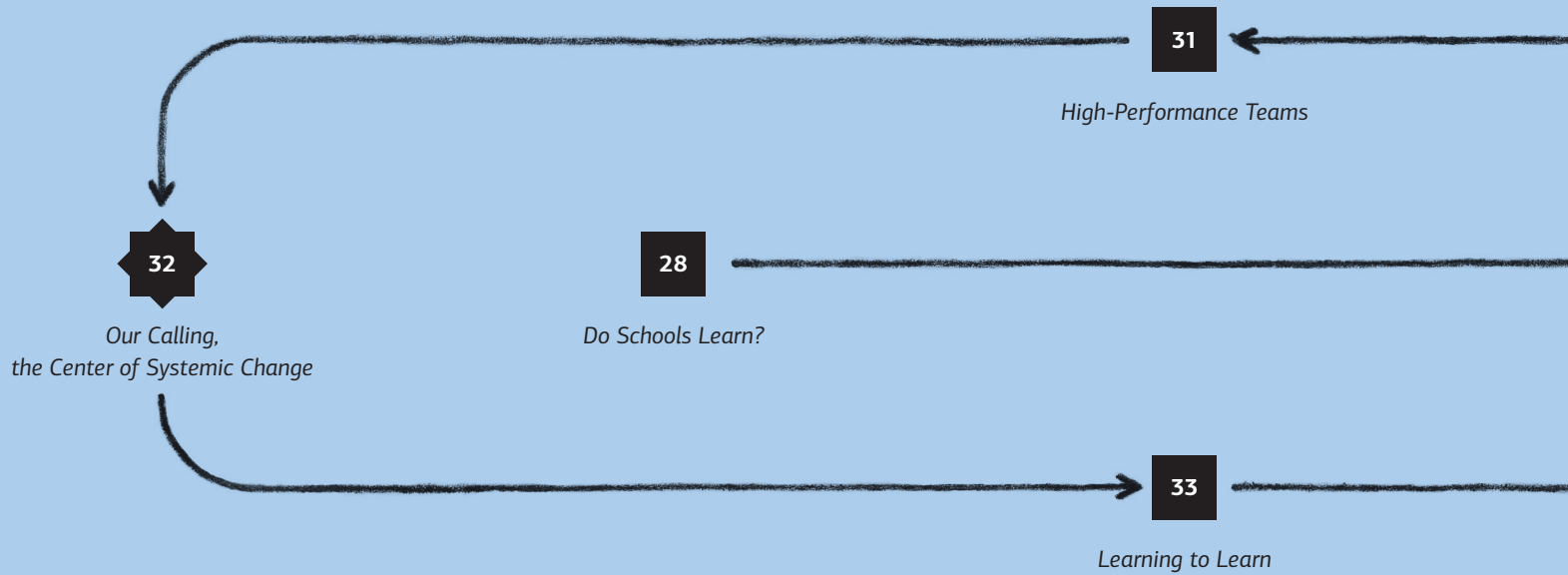
Really, NEI fits like a glove both for our teachers and students. We've learned plenty from the PIEP (knowledge, abilities, teamwork...). Now, we can believe in the job we do again.

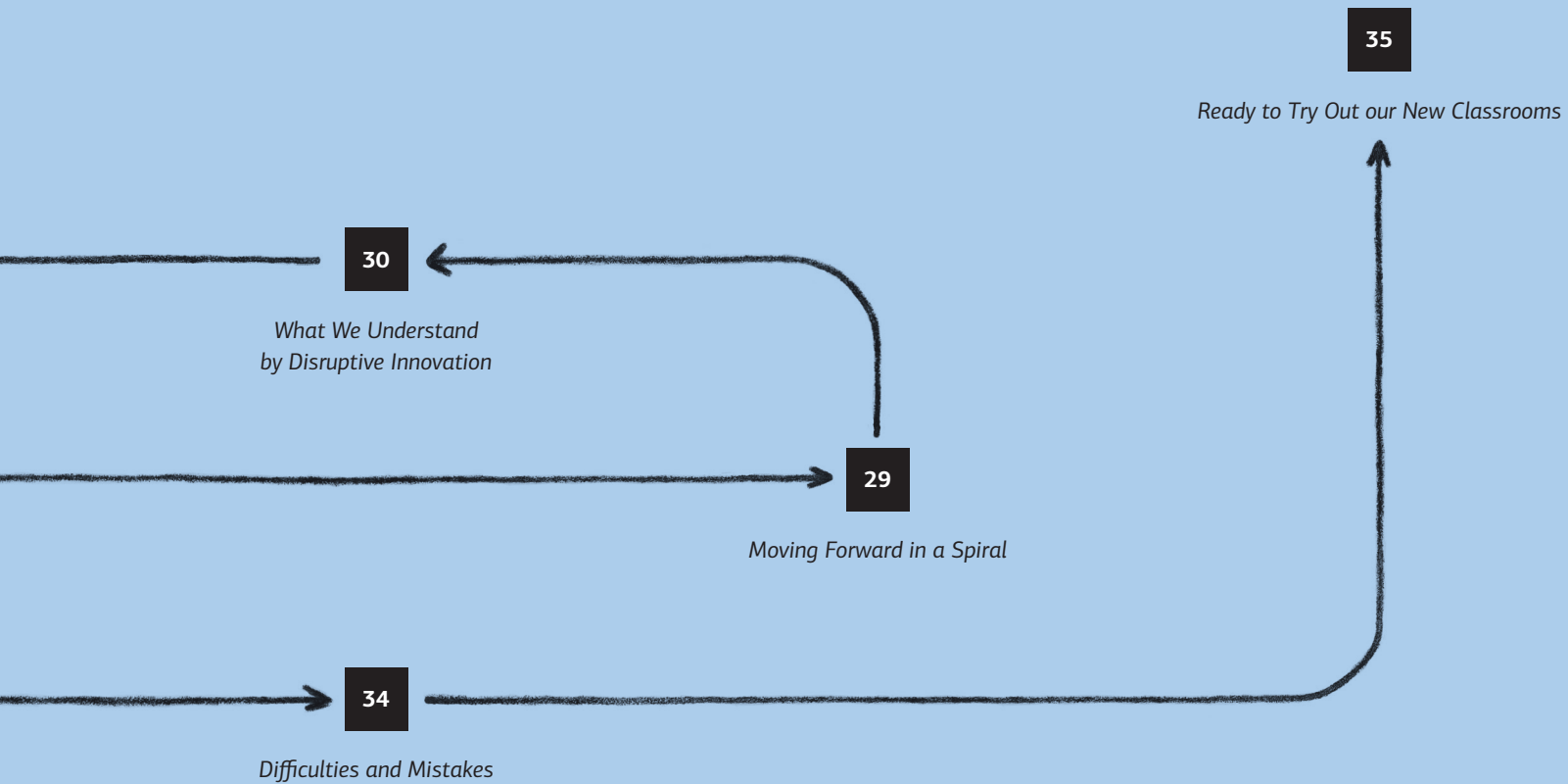
And now, our educators are our protagonists. They design and create spaces and dynamics in favor of well-rounded growth, and every day we're excited to exercise our calling. Our children are responding as though the changes we've made were a no-brainer.

We believe in ourselves and in our students. If we count on individuals, we don't need to have everything finished in order to move forward. Our principles are precise and concrete, and now we can take action to make them a reality. This is how we got involved and committed ourselves to the pilot experience. How could we not respond to this call?

”

IV. Learning to Transform





28.

Do Schools Learn?

First of all, to begin to reflect on the progress made by H2020 during the 2013-2014 school year, here are a few in-depth considerations based on two examples.

First of all, reality is systemic, or the movement of a butterfly's wings can provoke a tsunami on the other side of the world. Second, reality is fractal, or the structure of a twig is the same as that of the tree it belongs to.

What do these two considerations have to do with education? If everything is interrelated, and macro and micro correspond with one another, we need for school itself (or, in our case, JE's network of eight schools) to learn, to be a community of learning that's lively and dynamic. Otherwise, how could we encourage our students to be curious and to constantly improve?

Moving on, in Book 3, we saw that we aren't faced with stable surroundings where we can progress in increments. Our path is full of obstacles, and this is why we've provided ourselves with a strategic framework in which we've defined our horizon, our scenarios and our projects.

All of this allows us to take action in a determined and flexible manner. In spite of what it may seem, these two terms aren't a contradiction. To put it one way, we're leaving port knowing what is our destiny and also knowing that we'll have to build the road there as we go along.

In summary: the PEA only makes sense if we also practice its spirit at each school and within the JE network. And yes, during this school year we've realized that we're capable of learning and innovating with humility, rigor and teamwork. Therefore, our experience could be summarized in six points:

1. Our schools learn when we're capable of establishing a new relationship with our families and of making them a part of the PEA.
2. Our schools learn when we're open to being surprised and impacted by events, by reality, and by school life.
3. Our schools learn when we're willing to go beyond surprise and novelty, and we look for

the meaning of what's happening, and what's happening to us.

4. Our schools learn when, by listening to our heart, we realize which values are put into question by events.
5. Our schools learn when we decide to direct our institutions as best we can, when we have our own projects and we make them a reality by making things happen according to our thoughts (thus being coherent with what we think and what we do).
6. Our schools learn when we progress by incorporating spirituality.

29.

Moving Forward in a Spiral

At Jesuïtes Educació we take on the challenge of profoundly changing education with a desire to learn, not by expecting never to make a mistake or to always get it right the first time.

This is why we've begun our work on the *how* part of H2020 with two pilot experiences. We've prepared them and designed them consciously, so that we can constantly evaluate and adjust them during the 2014-2016 period. We're sure that each new version will be better than the last.

We always end up in the same place, realizing that our focus is on the learning and teaching process, that our focus is on the student.

We saw this in books 1, 2, 3 and 4 of this collection. There are subjects that appear once and again because we aren't moving forward in a straight line, we're moving forward in a spiral.

We use to move forward in a different way: once we had decided on an objective, we would gather together a group of experts who, normally after a long period of time (it was never easy) would elaborate a thick

document that, once approved, had to be read by the teachers, who were the ones responsible for applying it in the classroom.

Now, we've innovated, and we move forward in a spiral. We begin with a series of frameworks (see point 07) and, within them, by moving forward in a spiral, different teams flesh out the contents with freedom and creativity.

A spiral isn't a circle; we never end up in the same point, although we do find ourselves in familiar scenarios. It's a way of saying that our themes are recurring, but that with each new turn we see new elements for analysis and we improve. We always move beyond previous experiences. And, as a matter of fact, we're no longer the same: by improving, we change.

We'll slowly add new grades to our pilot projects, incorporating everything we learn from here to 2020 and beyond. Because the year 2020 isn't a point of arrival, but rather a horizon that allows us to move forward. The spiral never ends, and neither does the Ignatian *magis*.

30.

What We Understand by «Disruptive Innovation»

As stated in the previous point, Jesuïtes Educació's network of eight schools moves forward in a spiral. However, we should also say that, as we've seen in this book, in some cases we need to generate special spaces and moments in order to be able to face the disruptive changes we're met with along the way.

The Program for Incorporation into the Pilot Experience has been precisely that, professionals committed to the future and to the educational quality they've worked hard for as a team.

This is the challenge they've taken on voluntarily: to figure out the day-to-day of H2020. They've been given a framework (or rather, a series of frameworks within one another), and absolute freedom to go far.

In order to innovate in a disruptive way, we need to leave familiar waters, to go beyond what we normally do, beyond normal questions and answers.

(101) *In order to innovate in a disruptive manner, we need a learning community that, based on a set framework, is capable of moving forward in a spiral and reaching an objective.*

Innovation means taking on reality and problems, overcoming limits and imagining new ways of thinking, of contemplating and of interacting; in other words, new ways of facing challenges.

Still, we should say that in order to live out an adventure like this one, we need to count on our educators' knowledge of how to do things, as well as their enthusiasm, initiative and generosity.

Proposals come from our intuition; they look for imaginative solutions and completely new ways of organizing school life, new dynamics and synergies among students, educators and families for a well-rounded education.

Mapping this unknown territory means giving it a shape. We've got the tractor projects from past years as a reference, and H2020 as a guide. So now, we have to ask ourselves: how has our 33-person team worked to innovate?

31.

High-Performance Teams

With the PIEP, we could say that we've set up what is known as a «High-Performance Team» (HPT), meaning a team of professionals with complementary, multifunctional profiles that work together towards a common objective.

We should add that High-Performance Teams begin with a great deal of commitment and identification with their goal, and they have the necessary resources and autonomy to reach that goal.

In basic terms, the key to transforming a group of individuals into an HPT is the capacity to establish a working model based on responsible relationships. In this case, team members are willing to have conversations for transformation (in Latin, *conversa* means «changing together»).

In responsible relationships, professionals expose their talents and research, willing to make decisions and coordinate their actions in order to achieve their

objective. Different points of view contribute greater richness and complexity, because there's no defense of individual ideas or the need for others' acknowledgment.

High-Performance Teams, then, are units of great human and professional quality that contribute concrete innovations and model learning experiences for the network.

(o) *In our HPT, we've learned to get beyond the personal and organizational borders we've built for ourselves in the framework of our schools over the past 25 years.*

High-Performance Teams deactivate or unlearn old ways of working in groups, in order to incorporate new interactions based on achievement. Summarized in three points,

HPT aren't based on the idea of «mutual respect», but they do practice mutual trust.

HPT aren't dedicated to being well-organized and conflict free; rather, they have synergy and the capacity to exercise mutual trust.

HPT aren't the sum of individuals with well-defined roles and responsibilities so as not to interfere with one another; for HPT, the focus is on the objective, and the subject is the team (which is much more than the sum of its members).

32.

Our Calling, the Center of Systemic Change

How can we establish responsible relationships? What makes people give their best in teams established for a certain objective?

Many different answers can be given to this question, but for us there's one that stands out: their calling.

A calling is the personal discovery of the gift of making your own special contribution to society. Individuals who are connected with their calling act based on a desire to serve. Whatever they do, they don't do it for their own personal satisfaction, they do it for the mission they've been given.

This is why the educators who participated in the PIEP viewed their contribution as a privilege.

That the most basic reason for the success of PIEP, NEI and MOPI is our educators' calling confirms the coherency of our project. We've mentioned this in other books in this series: H2020 is a call for our educators to make interior, spiritual connections so that they can

rethink their life project based on their calling. Yes, as we said before, reality is systemic and fractal, and we can affirm that we're going in the right direction.

«A fire to light other fires» is one of the mottoes of the Society of Jesus. We have educators who are intensely turning H2020 into a reality, innovating in line with its objectives.

And so, beyond the tangible results of the PIEP, isn't this an excellent human panorama to accompany our youth in building their own identity and their own life project?

(o) By connecting and renovating our educators' life projects, and by giving them free space to move forwards, we find the path for the profound renovation of their role.

33.

Learning to Learn

If in Book 2 we talked about conviction and perseverance and in Book 3 about creativity as key competencies to keep in mind in the different phases of our process. Now we need to refer to metacognition or «learning to learn».

If we look at the Index, we'll see that learning has been the leitmotiv of this last part of Book 4. In order to succeed in defining the *how*, we need to innovate by moving in a spiral with high-performance teams connected with their interior calling. In other words, we need to constantly learn from our reflection and practice.

When we say «learn» we aren't referring principally to the acquisition of knowledge «from the exterior», but rather to the progress and permanent revision we experience in assuming this project of profound transformation for the school. In this case, learning also means unlearning, and this is very important.

We would like to add that we feel connected and in line with our calling. We need to add our experience and our intuition to the H2020 framework in order to escape from the unknown zone.

We've seen that—in order to explore and blaze trails in this territory—we need to believe in ourselves, have initiative and be organized, but most of all we need to know how to learn. We have big challenges to face, so let's give it all we can and practice constant improvement with humility by proposing, experiencing, evaluating and revising.

In addition, if, as we saw in point 28, everything is related and macro and micro correspond with one another, it means that our way of working in the PIEP is a success. Being a part of a high-performance team is an extremely valuable baggage for accompanying students in the development of their own metacognition. It means having learned to help others learn while building a community of constant learning.

We don't know anything about the reality our students will be met with when they finish their schooling. In order to sustain a life project, then, it's essential that they always know how to learn. Constantly learning and unlearning makes us freer and capable of integrating complex realities and evolving with them.

34.

Difficulties and Mistakes

Throughout the 2013-2014 school year, we have had difficulties and we've made errors. We think it fitting to describe two significant slip-ups of ours to show how we face making mistakes.

At the beginning of the PIEP we proposed an apparently simple activity: writing a word with a spinning top pen directed by twenty strings at once. The result was quite a disaster.

We were individuals trying to reach our objective by yelling, acting and reacting. We wanted to go too quickly, only aiming to write the word as quickly as we could.

What's most interesting about this is that we knew the theory. We had prepared for this challenge with a talk on leadership and teamwork. All of the educators understood it perfectly, but at the hour of truth, as we said, we all took a different path.

If we weren't even capable of working as a team, how could we ever become a high-performance team?

On the other hand, those of us who were directing the PIEP acknowledge that we made a mistake when

we asked our educators to continue to work on projects while simultaneously preparing to present their experiences before their colleagues and the directors.

Neither the process nor the results met with our expectations. We ran into interference, and, to a certain degree, we could say that we took a few steps back.

What do these two cases mean to us? That learning to learn includes making mistakes. We shouldn't be afraid of slipping. It doesn't matter if we fall down; what matters is how we get up again (and this isn't a quote from a self-help book!).

Really, success is just a path full of solutions to problems. Difficulties arise, and we sometimes find efficient answers on our first try, and sometimes on our second or third. We're in no hurry; we practice humility; we work together; and we're committed, flexible and alert so that we can get far. We're following a learning community, and we move ahead with conviction. This is what transforms us.

35.

Ready to Try Out our New Classrooms

In the introduction, Xavier Aragay explained the surprise and excitement we, the teachers, saw in our students' faces when they walked into the new classrooms on September 15th... It's true, we couldn't wait either, and we had unwrapped our present before it was time.

In the beginning, this fourth book was supposed to be an account and a reflection of the period that went from the formulation of our dream to the beginning of our two pilot experiences.

So we've analyzed the ecosystem of seminars, the work done with PIEP, the construction in our schools, a whole series of actions meant to start the 2014-2015 school year in the best way possible.

This school year, we've firmly taken action, and if we've made any process it's thanks to the precise framework we gave ourselves, *Horitzó 2020*. We've gone from *what* to *how*, and we're pleased with the work we've done.

Now, as you might say, we're extremely excited to go out into the street and try out our «new shoes»,

to live the experience of a new school with our students. CETEI will accompany us in the next phase of this adventure. We have an invitation to enjoy ourselves and to keep our eyes open.

It's true that our initial sensations of the 2014-2015 school year have been excellent. A month after the beginning of our classes, our students have understood our proposal perfectly, as an invitation for them to listen to their own curiosity and show up with enthusiasm and initiative.

This is where learning happens, where teamwork and personal growth happen... in other words, what we refer to as a «well-rounded education». Hold on tight, there are rapids ahead... We're sure that we'll have fun and that we'll learn plenty. Are you coming along?

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Acknowledgements

For the opportunity to live this historic moment, we would like to thank:

All of our educators, both Jesuits and laypeople, who have served before us in the Society's schools, for having blazed the path of innovation.

All of Jesuïtes Educació's educators, for their enthusiasm and commitment to finding new answers to the challenges of the present every day.

All the students of the eight schools in our network, for their ideas, their spontaneity and energy; together, we're transforming reality.

All of our families, for their trust, support and participation. Only by working as a team can we move forward.

Ignatius of Loyola and the Society of Jesus which he founded, for the spirit and strength that inspire us to turn our educational task into a life serving others.

Works published in this collection:

01.

Focusing on the Objective

40 Considerations for Educational Change

02.

Paving the Way

35 Keys to Bringing About Educational Change

03.

Defining the Horizon

37 Milestones in Dreaming up Educational Change

04.

Taking Action

35 Steps to Living Educational Change

This Book

After having defined *Horitzó 2020*, it came time to make it a reality in our schools. Going from *what* to *how* took us a whole school year of hard work.

This is the story of the experiences and the keys for understanding the style of disruptive education underway at Jesuïtes Educació.

We trust in educational professionals, in their calling and their commitment, while establishing the framework to experience the school we want.

Our Project

In Jesuïtes Educació schools, we've been working on a project since 2009 meant to renew education on a broad scale, which we call *Horitzó 2020*. We've eagerly been working hands-on, as a team, to create a new way of understanding education in the 21st century.

The Collection

In order to fulfill our objective, we need to take the time to stop and think, to analyze our experiences so that we can act more effectively in the future. That is the aim of this collection, which is the work of different authors under the direction of Xavier Aragay. With the Transforming Education collection, we want to consolidate our successes and share our experiences so that we can continue improving together with all of the individuals who are committed to this essential task.

This is our humble contribution, our way of helping bring about the change that's needed in education. We all need to move forward together, sharing our passion, our inspirations and our experiences.



For more information, visit our website at <http://h2020.fje.edu>

You'll find videos, newsletters and all of the volumes in this collection available in Catalan, Spanish and English, as well as a space for participation where you can send us your contributions. We hope to hear from you! Thanks in advance!