

Transforming Education

06.

## Rethinking School Management

*30 Strategies to Organize Educational Change*

**Transforming Education**

Collection directed by Xavier Aragay

Book

**06**

Title

**Rethinking School Management. 30 Strategies to Organize Educational Change**

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Transforming Education

# 06. **Rethinking School Management**

*30 Strategies to Organize 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.



## **Joan Blasco**

is a teacher, and since 2015 he has been the Director of the Pedagogical Model for JE. He specializes in didactics and school organization, and his mission is to settle the new pedagogical territories introduced by *Horizon 2020*. He combines his job for the network with management of the school Jesuïtes Sant Gervasi. He has been an athlete since his youth and, whenever he has the time, he takes care of the fruit trees he and his wife have in Matarranya.



## **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**

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**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.



*Be the change that you wish to see in the world.*

**Mahatma Gandhi**

*—Grandpa says that schools are too inefficient to produce top quality material.*

*What do you think? —he asked.*

*—Well, I probably agree —I answered—. I went to school for many years and I don't remember it making such a big difference in my life. I can't speak any languages, I can't play any instruments, I don't know how to invest on the stock exchange, and I can't ride a horse.*

*—So, why didn't you quit school? You could have left any time you wanted, right?*

*—I guess so —I said—. I could have left, but I didn't want to. I guess it didn't occur to me.*

*Unlike you, I was raised in a perfectly normal, ordinary way. I never had what it takes to stand out in any field.*

*—That is not true —he stated—. Everyone has to have something in which they can stand out.*

*It's just a matter of helping it surface, isn't it? But in school they don't know how to bring it out. They crush your gift. No wonder most people never accomplish what they want to become. They just crush you.*

*From the novel **Hard-Boiled Wonderland and the End of the World**,*

*by **Haruki Murakami***

*In the past, we had long periods of stability and brief periods of crisis. Now we have a great period of instability with a few breaks. The issue nowadays is not to adapt to a specific change, but to learn to live within the change; even more: to love the change.*

**Itamar Rogovsky**

# Prologue

Have you noticed that young people today never read the instruction manual? When there is a new electronic device in the house, the first thing we parents do is look for the instruction manual: “Place the yellow cable in the yellow hole; then insert the red cable in the red hole.” When it is time to put the green cable in its place, our children have already finished putting together the device without even reading any instructions!

The important question is, how come they do it that way? The truth is, I don’t know —but let me suggest an idea. They are used to playing Playstation games... which come with no instructions! The first time a child plays a new game, they don’t know whether they have to touch the yellow circles or the red squares. First, they make the assumption that yellow circles are good and have to be touched, and the red ones must be avoided. And they try it out. If it doesn’t work (error), they lose; the game ends and they have learned for the next time they play. If it works, they make it to the next stage, where things become more complicated with new surprises. From here on, they make assumptions and apply the trial



and error method again. This way, they spend many hours rescuing princesses, killing zombies, or collecting virtual treasures.

Generally, parents (I am a father) and teachers (I am also a teacher) don't really like that their children to spend hours playing video games. In contrast, we applaud proudly when a child or student reads a lot of books. In a way, this reaction is normal. Reading books was the only way to learn when we were studying, so we believe that children who read today will have better lives and will be happier. And we believe this because it was true in our world.

The problem is that our children won't live in our world but in theirs. And I'm afraid that in order to survive in their world, it will be very useful to them to have played Playstation games. After all, if you think about it, the method used to progress and advance through stages in video games is exactly the same as the scientific method that we praise so much and which is used in natural sciences or physics classes: hypotheses, trial, error! This method will also allow them to adapt more easily to the world of the fourth industrial revolution in which new technologies

appear and disappear at a dizzying speed; a revolution which, by the way, comes with no instruction manual.

No. I am not saying we should give up books and reading and we should make our children play video games all day long. However, it is true that we —parents and educators— have to make a huge effort to understand that the world is changing very quickly and that we must adapt our educational system to this world immediately. And that is what the Horizon 2020 project by the Jesuits of Catalonia is trying to do: provide children with the tools that will allow them to adapt, survive and be happy in their world while understanding that these are not the same tools our parents gave us to survive and be happy in our world.

### **Xavier Sala-i-Martin**

Economic Development Professor  
at Columbia University, New York.

*Founder and Managing Director of Umbele*

Foundation: A Future for Africa



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# Introduction

In this book number 06, we present the second submodel that provides support for the deep transformation of education that Horizon 2020 represents. If the Educational Model of Jesuïtes Educació and the life project provide us with umbrella concepts, underneath them we can find MENA (*Model d'Ensenyament i Aprenentatge* or the Learning and Teaching Model), MEG (*Model Estratègic de Gestió* or Strategic Management Model) and MCEFE (*Model de Canvi de l'Espai Físic de les Escoles* or the Model for Change of Our Schools' Physical Spaces).

This triangle has a clear upper vertex: the Learning and Teaching Model. Management models and physical spaces are the two other vertices which support it. Only after having defined our pedagogical model may we reconsider the other aspects of the school (it is not for nothing that the titles of both books 06 and 07 start with the prefix “re-”).

So now we are dealing with management. The change is systemic and disruptive; we have said it numerous times. In our view, it is essential to also consider changes in the organization and management of schools. Any measures we take should

try to avoid contradictions and seek the highest degree of consistency possible.

That is the key when transforming education: here and now, we have to turn around ways of talking and acting that belong to different times. How else could we appeal to the students' life projects when we cannot find it the departments and secretary's offices of the centres?

From micro to macro or from the students' learning to action in the classroom, and from this action to the way of working as a school and a network. In other words, we at Jesuïtes Educació intend to experience the change that we want at all levels.

It may seem obvious at this stage of our books, but it is important to say it again: not only do we want to transform classrooms, we want to transform the whole school. We do not talk only about "flipped classrooms", we talk about "flipped schools". That means turning around the whole school—the whole organization—in service to the deep transformation of the teaching and learning process.

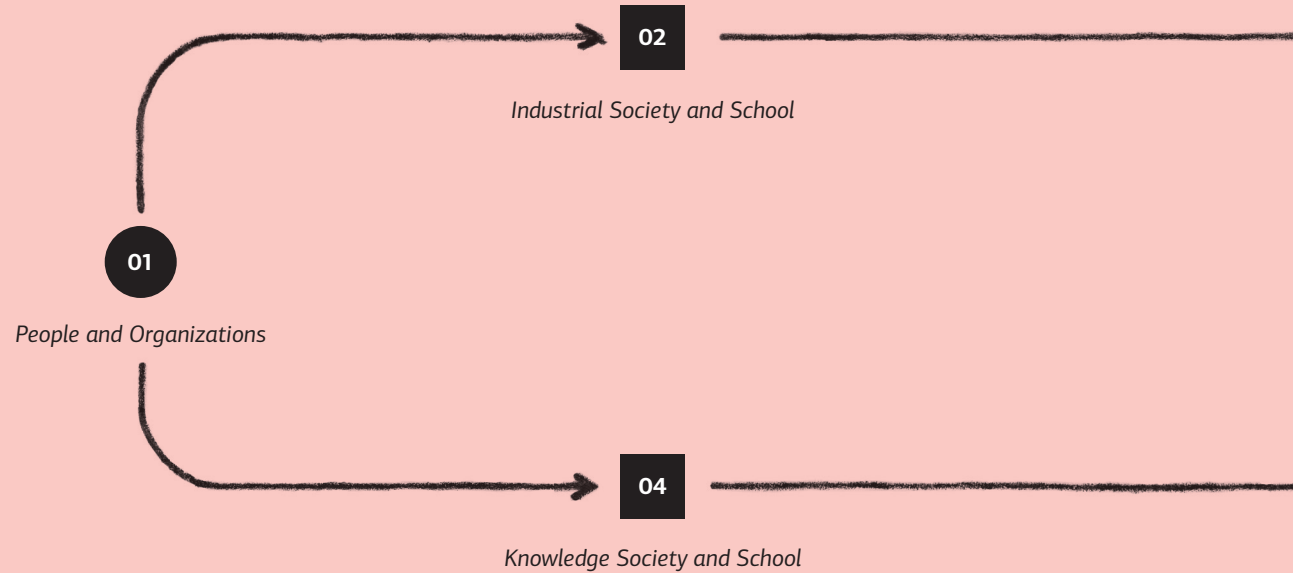
In this second year of pilot experiences, we confirm again that students are very happy to go to school

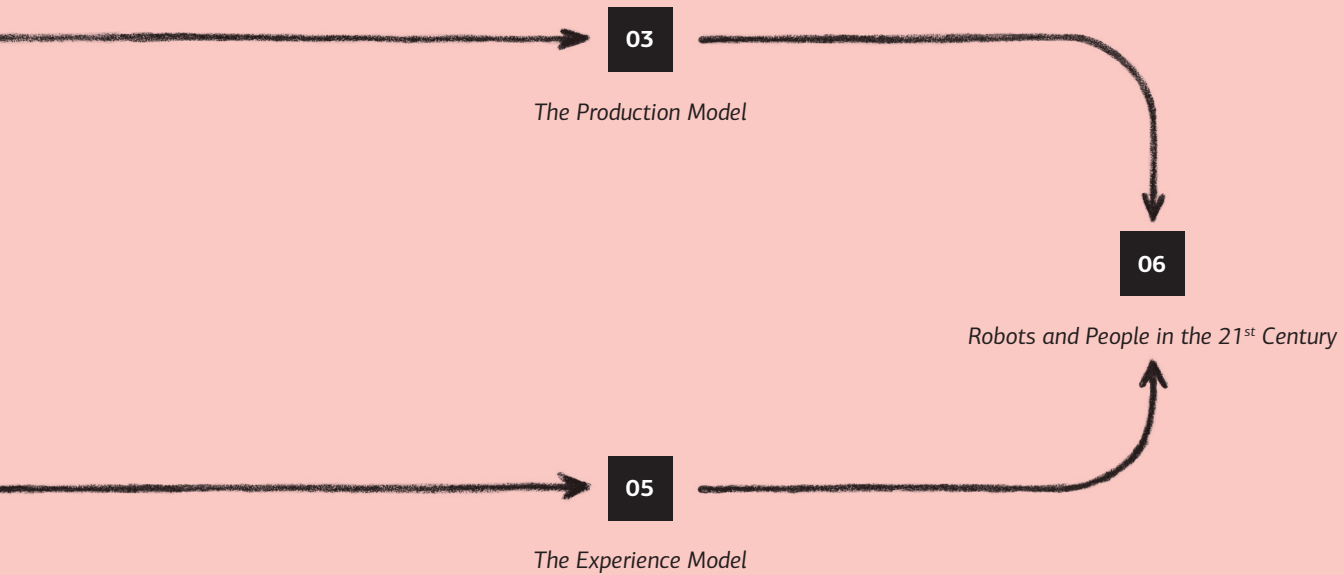
and that they learn a lot as they develop as people. And the professionals who support Horizon 2020? They are also building their present with enthusiasm, rigour and courage, intensely living their own lives. While in the previous book we asked ourselves what it means to learn in the 21<sup>st</sup> century, now we will focus in the verbs "work" and "collaborate". How is our time calling for organizations? They must be rethought from top to bottom.

### **Xavier Aragay**

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

# I. School as an Organization





**06. Rethinking School Management.** 30 Strategies to Organize Educational Change



# 01.

## *People and Organizations*

We could say that from our very beginning as a species, human beings have organized in order to optimize their efforts. First, the need to take care of babies—we are not self-sufficient at birth—leads us to an initial division of work in order to guarantee the success of our offspring.

On the other hand, the development of intelligence allowed us to conceive and engage in relations of exchange, a truly complex and exceptional fact in the animal kingdom (it should be noted that our exchange is not as automatic nor as instinctive as it is with bees or ants).

Thus, human groups started to specialize. If one individual has the proper skills to hunt and another one has the skills to collect wild fruits, we will all benefit if everyone does what they can do better and then we exchange the surplus of our work.

With this process, satisfying immediate basic needs required less and less of our time and we were able to focus on other activities. This started the unfolding of our symbolic and technical world, which continues until this day.

As large as they may be, today's organizations are essentially like the ones from 10,000 years ago: people that agree to work with other people in order to serve other people.

Accordingly, we understand school above all as an organization of people where people (educators and families) reach an agreement with other people (educators and families) in order to help other people (students) develop their life projects.

Having said that, we should point out that in the next four sections we intend to focus on the evolution of school as linked to the society of its time.

## 02.

### *Industrial Society and School*

Let's jump forward in time from the Stone Age and analyse industrial society briefly. We could say that it originated in Great Britain in the 18<sup>th</sup> century, with the invention and patenting of the steam engine by James Watt in 1769.

From that point on, nothing would be the same again. The spinning machine and the power loom revolutionized the textile industry, and labour as well as social organizations were deeply transformed in order to respond to the new manufacturing production systems.

Replacing non-mechanized looms with factories had implications in every area of society: economic, political, social, and, of course, educational. In addition to the universalist lights of the Enlightenment, there are the needs of a new production model.

The fact that science and technology entered the economic system meant that there was now demand for qualified workers. We went from guild apprentices to the technical schools of the 19<sup>th</sup> century.

This new mechanism produces all kinds of goods that have to be consumed, in increasing quantities

and at decreasing prices. School is just another piece of the mechanism: it provides labour force and also consumers who welcome and make use of the new gadgets that the future offers them.

This way, we see patterns in the 20<sup>th</sup> century school that are aligned with the modern machinery: standardisation, order, silence, calculation, memory, hierarchy, transmission of knowledge from teacher to student, individualism, competition.

As Ken Robinson often reminds us, traditional schooling has taught its students, "If you make an effort and get good grades, you will have a university degree and then you will get a good job." Maybe that is not the case anymore—wouldn't you agree?

## 03.

### *The Production Model*

Is there any doubt that industrialization brought us to levels of wealth which had never been seen before and that it has allowed us to access that wealth? You only have to look at the life expectancy from 300 years ago—or the education and healthcare back then—in order to appreciate the incredible changes that have taken place.

Yet despite this fact, it is also worth noting that in the production model producing is the most important thing.

From scarcity to opulence. It seems like this was the result of the banners of progress. In this race, everything is considered a resource: nature and people provide for the engines so that they never stop and move even faster and farther.

Indeed, it is a party where you can find everything: canapés, firecrackers and plenty of fireworks. But who is enjoying it?

It is quite clear who has been left out (just to mention a figure, let us remember that 1.3 billion people live on less than one dollar per day),

but we must also ask ourselves if the guests are satisfied with the party (another figure: in the US, cardiac arrest is the first cause of unnatural death with more than 650,000 annual fatalities).

In schools, the production model has become obsolete. Nobody believes its motto any more; nowadays that promise sounds ridiculous. Even parents are having a hard time repeating, “if you study and get good grades, you will find a stable job and you will be happy.”

## 04.

### *Knowledge Society and School*

For some years now we have been hearing experts say that ours is a knowledge society; the emergence of the Internet and the new digital paradigm are changing reality at a breathtaking speed.

With regard to this, we can understand the outbreak of the financial crisis in 2008 in Spain as another symptom of the collapse of the industrial and speculative world of the last century.

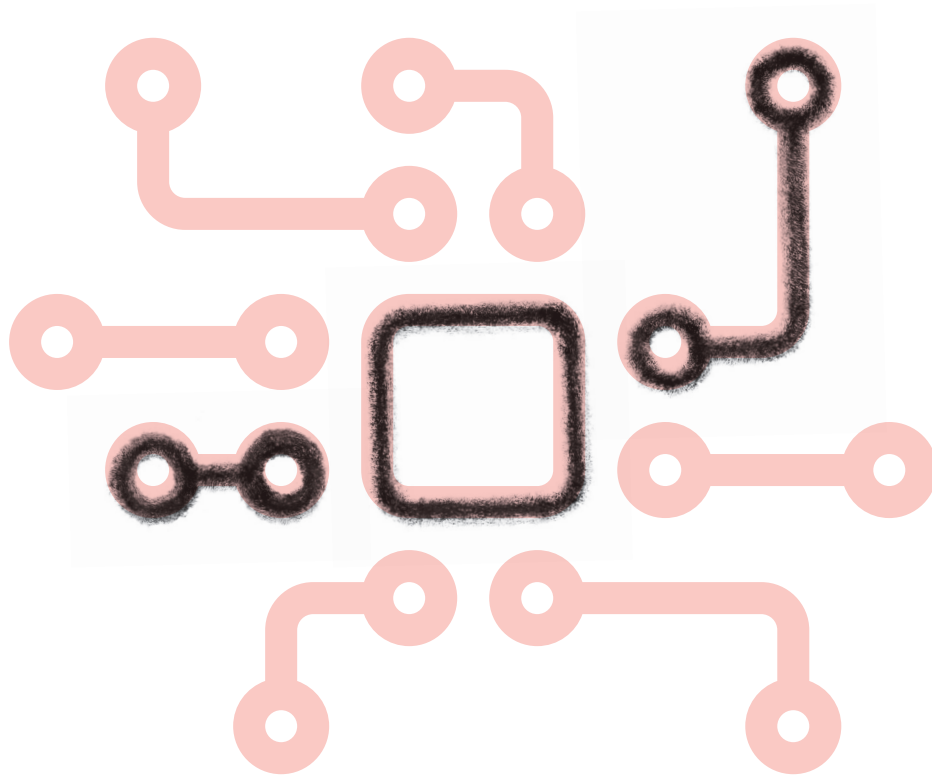
What is the backbone of today's society? Knowledge. From this, we can deduce new ways of living and inhabiting and also of teaching and learning. It seems like the new social dynamics mean going from producing and consuming goods to generating and sharing knowledge in a much more cooperative way.

We cannot talk about a logical order because we are not talking about mechanics anymore; we are talking about life. A life —it must be said— that today is more global and interconnected than ever.

Schools should not produce standardized graduates; they should provide personalized learning to people with strong life projects.

Instead of penalizing or even medicating students' boredom and lack of connection (see our diagnosis of today's schools in book 01), we should take note of their frustration and deal with it with new plans.

Do you believe that —in our current circumstances— we can afford not to *learn*? Today, as a path towards adulthood, school should educate and provide efficient tools in order to build knowledge.



## 05.

### *The Experience Model*

Knowledge is not a result or a manufactured product fit for consumption, because knowledge is rather an experience, the conquest of territories yet unexplored.

A knowledge society asks us to put aside the chain of production and invites us to look into divergent or lateral thinking. It is about opening up possibilities, imagining different solutions for a single problem, about asking ourselves the question, “What if that was not the case?”

We realize that skills, competencies, learning to learn and creativity are key concepts in the new paradigm. We need to wake up and live fully in the here and now. In this arrangement, we can expand our horizons; we can create knowledge together.

We have all been called to this experience in response to the hierarchical organization and fragmentation brought on by industrial organization. Because of this there is also a call for collaborative work, for everyone to work in a network in order to transform and enable creation in all fields (educational, social, political, and economic).

Being a part of the knowledge society means constantly giving and receiving within the global network; that is to say, asking questions and building answers that enable us to progress and to live more intensely as a person and collectively as humanity.

## 06.

### *Robots and People in the 21<sup>st</sup> Century*

We started this book with a reference to the first forms of organization of our species. That historical journey ends here with some notes about 21<sup>st</sup> century organizations.

We will begin by saying that nowadays we have completely integrated machines into our reality. We only need to look, for instance, at the operation of an Amazon warehouse, where intelligent Kiva robots take care of internal logistics with surprising efficiency. Not to mention the hotels that are already working without any human managers, or those factories with no human workers.

This shows us that machines have already surpassed humans in many productive tasks in such a way that in the near future, we will ask workers not only to execute tasks but also to be able to offer those skills that robots are not able to develop.

Therefore, the only viable path in our century is to be more human than ever: we need more critical spirit, more reflection, more empathy, more creativity, more imagination, more entrepreneurship.

In the production model machines hold a dominant position, meaning that they are —and will increasingly be— way ahead of us. Conversely, in the experience model we saw in the previous section, people have an irreplaceable role.

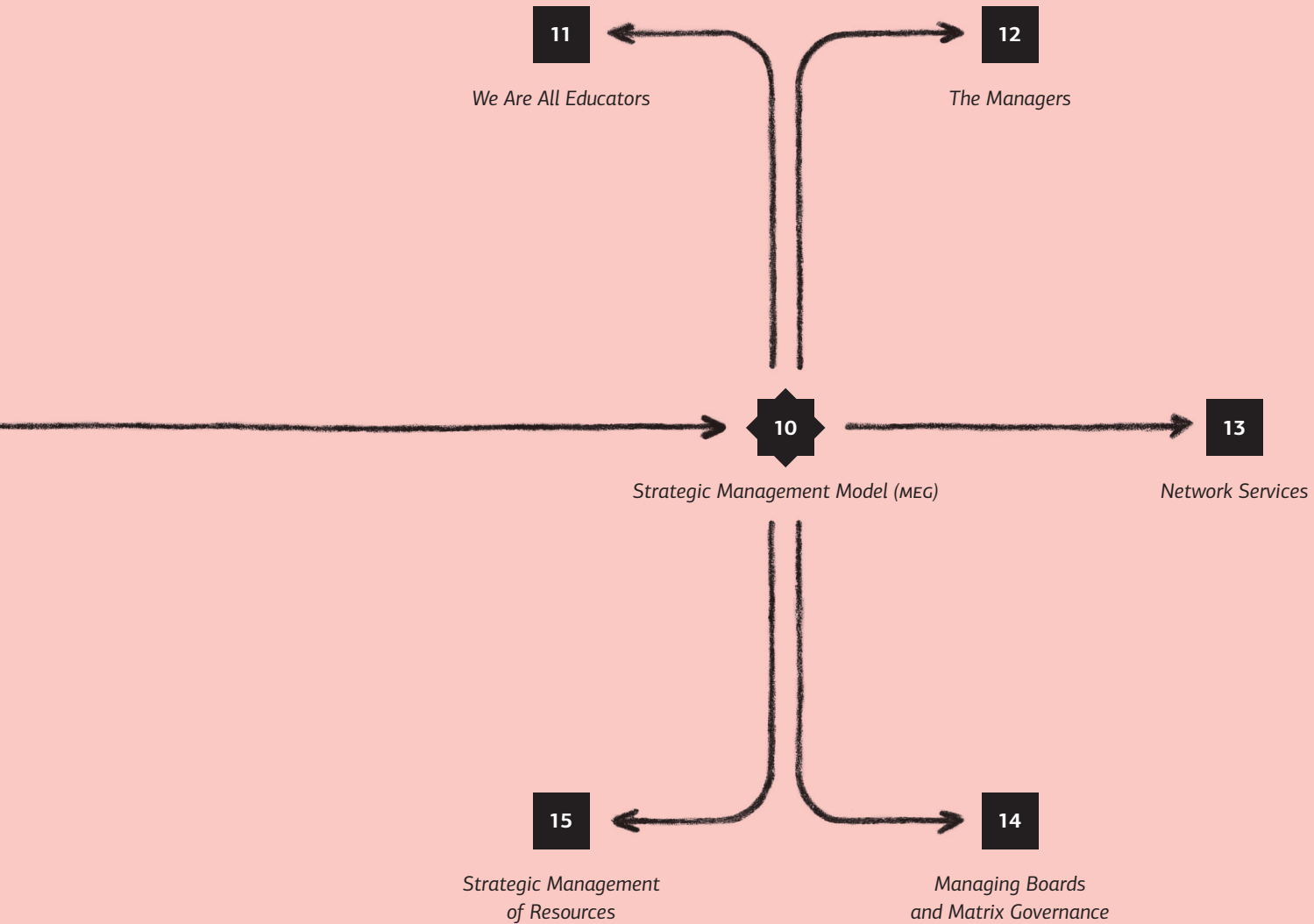
This evidence lays down some clear guidelines for the education of children and young people, but also —as we said in the introduction— for the school as an intelligent organization that focuses on the individual and that is constantly learning.

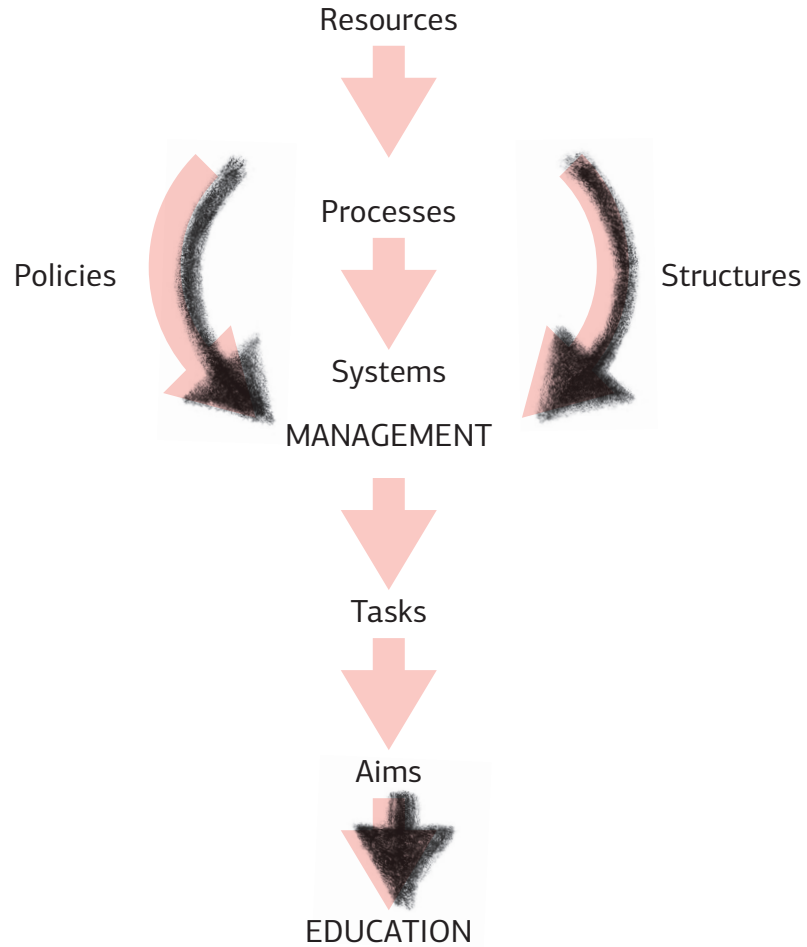
The deep transformation which Horizon 2020 represents is an exercise in consistency. In the next two sections —“Management as an Alliance” and “The Individual at the Heart of the Organization”— we will look at how we are internally rethinking school in order to make it more human.

## II. Management as an Alliance









## 07.

### *What do We Mean by Management?*

We begin the second part of this book by remembering that in the first section of this book we said that organizations are groups of people who agree to work together in order to serve other people.

Even though we feel very comfortable with that definition within the “back to basics” approach that Horizon 2020 represents, it is also true that in order to address school management we have to take other issues into account.

So let us add that we recognize processes in organizations; that is, the implicit or explicit way in which two or more people relate to each other in order to carry out activities and reach their goals. The processes are progressively formalized and perfected.

As organizations become increasingly complex, these processes require more systems which facilitate, structure and formalize them. Therefore, a system is a structured series of processes that have become more complex.

Next, we would like to point out that policies and structures are the two issues to be considered

regarding the governance of developed organizations. We define policies as those specific strategies that guarantee consistency in each of the areas in which the organization has to act. We understand structure as the set of roles and protocols that help influence decision making and prioritization.

So management—which is aligned with structure—is guided by internal policies and has the support of the necessary resources. It consists of a set of processes and systems that guarantee the fulfilment of those basic tasks necessary to reach the set goals. And, in our case, the goal is education.

## 08. *Management in Schools*

We could say that the essence of school is in the Agora from ancient Greece. The path of knowledge is a dialogue among equals and, in order to carry it out, we only need a certain attitude.

The only support that Socrates needed, so to speak, was words; in his case, management was almost nonexistent, as it almost is nowadays in rural schools with five or six teachers (even though they cannot escape external bureaucracy). We must recognize, however, that those rural schools are the exception. From Plato's Academy to our present, educational centres have been growing in size and gradually offering more and more services.

As we saw earlier, processes associated with the operation of any organization maintain a close link to their era. Thus, bureaucratized, compartmentalized and vertical structures are the most common in 20<sup>th</sup> century schools.

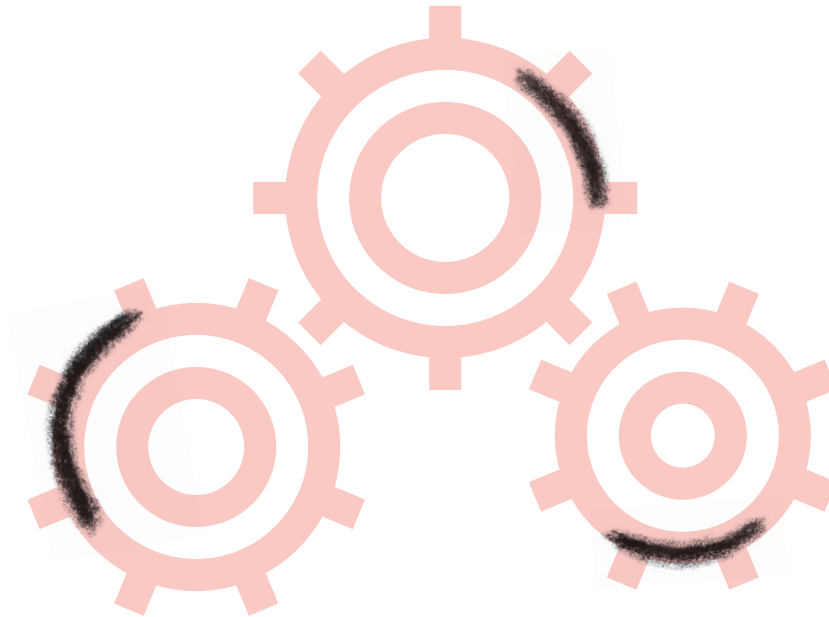
In the old model, in our schools the general director of each centre is assisted by an administrator and a general secretary which, together with their *PAS* (*Personal d'Administració i Serveis* or Administration and Service Staff), take care of accounting, the treasury,

human resources, maintenance, cleaning, academic office, internet and technology issues, etc.

These two figures —and especially the secretary— used to be experienced teachers who willingly covered the management needs of the centre. The relationship with other schools in the JE Society was limited to coordination and submission of annual balance sheets to the managing administrator.

The new digital and global world has forced us to rethink this model and support the professionalization of management. The isolation of schools and the lack of specific management training are two fundamental issues that must be dealt with if we want to meet the challenges posed by our present.

“What is the management of the new school?” This is a question that we will try to answer in the following sections. First, we want to state the general wish: it must help us be more human, it must be completely aligned with our educational and pedagogical models and it must also take advantage of the knowledge and professionalism present in today's society.



### Function-centred management

The employees are the problem .....

Thinks in terms of employees .....

Functions are assessed .....

Replaces people .....

People are controlled .....

Who is trusted? .....

Functional managers .....

Bureaucracy and formalism .....

Carrying out tasks .....

### Process-centred management

The process is the problem

Thinks in terms of colleagues and teams

The process is assessed

Changes the process

The process is controlled

We all have the same objective

People responsible for processes

Flexibility and innovation

Carrying out tasks: which tasks, what for and with whom

## 09.

### *From Functions to Processes*

As in most changes, perspective is essential here. Our actions will only make sense if we achieve a new way of looking at things. If we consider things the same way we always have, however much we try—as if we were pedalling on a stationary bicycle—we will not move forward.

Abandoning the analogue model means getting over the identification of organization with just an organizational chart. That chart is just the graphic representation of the structure of an organization which shows us hierarchical order and relations, dependencies and communication channels between members.

Furthermore, we note that it was during the industrialisation period that the transfer of this rigid conception of order occurred, passing from the military field to the world of business.

Now, we must go beyond that. The deficiencies of this view are omitting customers and users, services and products, as well as activities. The most obvious consequences are fragmentation and bureaucratisation;

that is, a lack of integration and synergy in the organization and its parts.

In the new organizational and digital paradigm, we have to leave behind function-centred management to focus preferentially on processes aligned with our mission. Thus, we go from employees on a vertical and compartmentalized chain to relationships between people structured in processes and systems in order to reach our goal and secure the objectives in a professional and consistent way.

This new approach satisfies the need to be more human that we mentioned before. Only individuals can be flexible, innovate and review processes, thereby optimizing the completion of the mission while simultaneously connecting the task being carried out to their vocation and life project.

# 10.

## *Strategic Management Model (MEG)*

After this journey we finally arrive at the second submodel of Horizon 2020. Once the principles of the teaching and learning process have been established in MENA, we ask ourselves what kind of management we need for the new school and especially in terms of guaranteeing its transformation.

It is necessary to secure the mission of Jesuites Educació; that is, the comprehensive education of people. MEG is the rearrangement of noneducational elements of the school in order to truly put them at the service of our educational mission.

Let us say it again: even though there are innovative initiatives that organise themselves internally as seen in the last century, focusing on that aspect of centres is not an option for us. We must also get to this point in order to make the systemic and disruptive change consistent.

We want to design processes that bring people closer, extend the new perspective on the individual that is defined in MENA to the professionals. In this process of organizational humanisation,



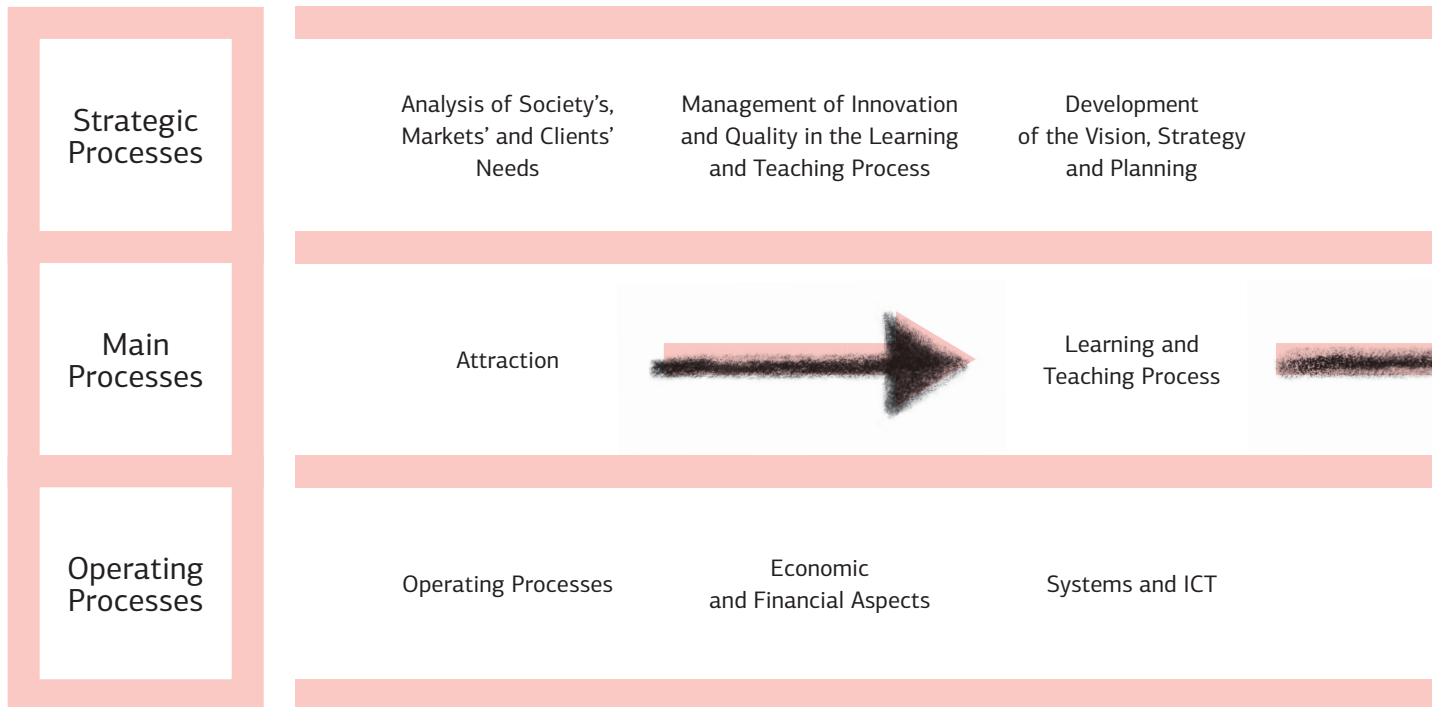
clarifying and sharing the mission is a model that guides us.

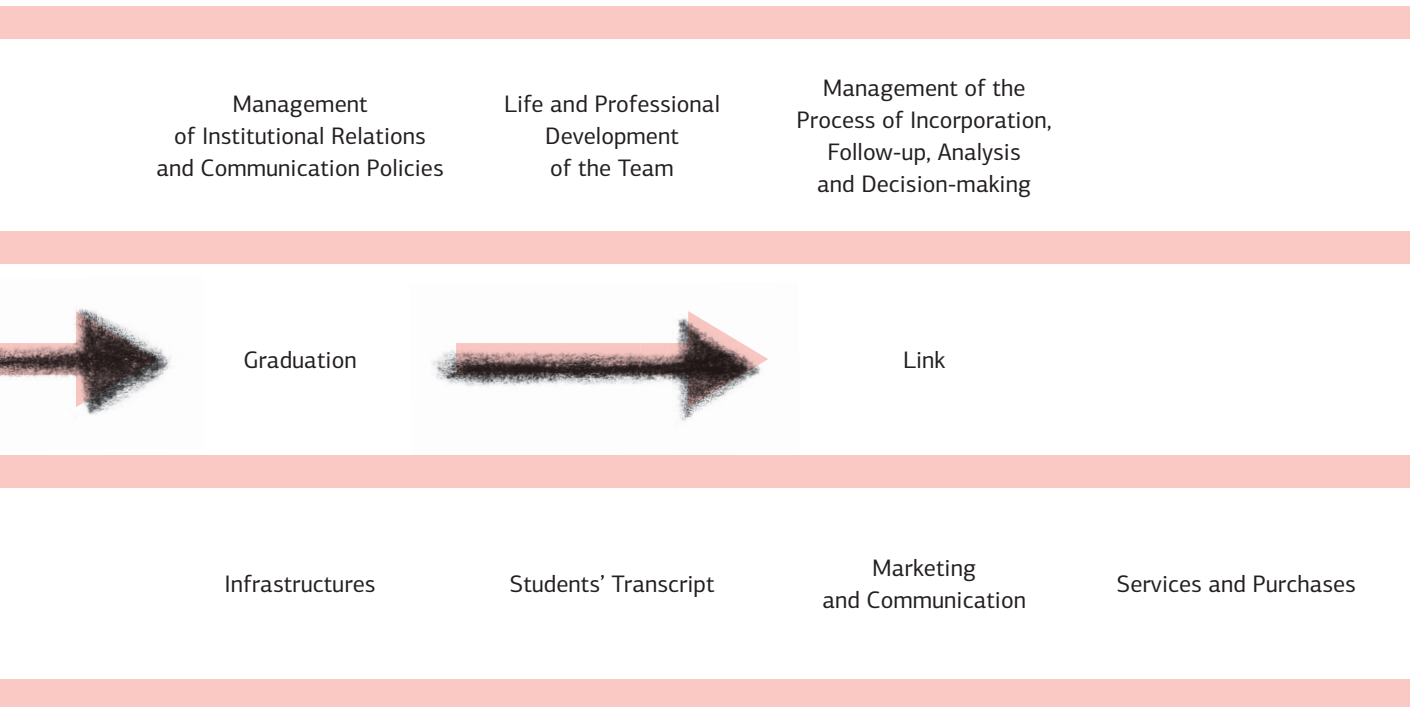
In our view, we cannot change the teaching and learning process and the school if we do not change their management and organization. Each centre's management and organization—in all aspects regarding its vision, structure and processes—must be put at the service of our deep transformation of education.

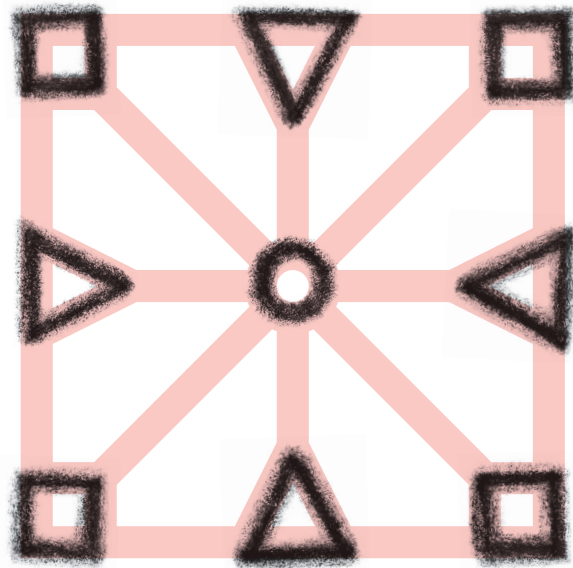
We cannot keep being organizationally dissociated with the administration and service staff on one side and a team of teachers and professors on the other. We need to work as a team at this level as well. We have to review whatever is necessary to find new inspiring paths for the school and together, as educators, we have to incorporate them into the teaching and learning process that the school offers to its students.

Below, we present a schematic realization of MEG in a centre. There are three different levels, and at the top we can see strategic processes (guidance, alignment, planning, global decision making

and relationships). At the heart of it we place what we call processes or key systems, which guarantee the fulfilment of the mission, are user/client-oriented and are at the centre of the organization. Lastly, at the bottom we find support and operating processes, which help and assist key processes while guaranteeing an efficient use of resources.







# 11.

## *We Are All Educators*

The first consideration in MEG is that all the professionals in the school are educators. The teaching and learning process occurs at all times and in every space in the student's life, so accompanying students is not a task reserved exclusively for teachers.

This global approach implies a levelling of the playing field for the professionals that work in the school; we can no longer simply talk about subordinates, university graduates, undergraduates or administration staff. At the same time as we recognize everyone's involvement and commitment, a horizontal and network-based organization is also an appeal for excellence. The whole school is educational.

Every professional contributes value in order to accomplish the mission of JE and we all must give the best of ourselves; it is therefore essential that we all become more professionalized. In previous books, we have seen teachers grow within the Program for Incorporation to Pilot Experiences (*Programa d'Incorporació a l'Experiència Pilot* or PIEP). Now it is management's turn.

Horizon 2020 turns the former administration and service staff into fully qualified management professionals, open and integrated into the school structure. So during the last few years we have trained and rearranged the people responsible for management and we also have recruited excellent professionals committed to our educational project.

In this way we consolidate the second fundamental pillar of the school, which—together with teachers—forms the alliance of educators essential to make the school we want a reality.

## 12. *The Managers*

If an organization such as a school has a high degree of complexity, a school network like JE —where seven out of eight schools have more than 1,500 students and in some cases are bordering on 3,000— has an even higher degree of complexity. Next to Xavier Aragay, General Director at Jesuïtes Educació, there is Pol Riera, General Manager, and they are the two people ultimately responsible for our eight school network.

Similarly, each centre has a centre manager working with their respective general director. Therefore, both the administrator and the secretary from the old model are merged into a single professional with a new role: the centre manager.

The centre manager is necessary in big schools, while in smaller centres (such as Jesuïtes Poble Sec), we can incorporate a new figure —called the head of management— who will assume the same functions as the centre manager.

Furthermore, in order to provide support to teachers from nearby, we also created a new figure: the TEG (*tècnic de gestió* or Management Technician),

who is responsible for paying attention to students and families as well as for the management of operations around the teaching and learning process.

In the new school, the TEG solves administrative issues regarding the students' schooling while simultaneously providing support for teachers in anything they require before and after actions in the classroom. Nowadays, this translates into a complex list of arrangements and reports that should not be the teachers' responsibility.

Beyond this description, we have to say that the three figures described above efficiently solve the management of the eight centres in the network to free teachers from administrative tasks. This is so that teachers and professors are able to devote themselves fully in their teaching role to the students.

At the managerial level, we must successfully invert the allocation percentages from the previous model: 80% of the time of general directors of each school should be devoted to teaching, while only 20% should be devoted to management. Not only that, but we will

also strengthen pedagogical leadership and reduce the time teachers spend mired in bureaucracy.

In the new organization we level the traditional school structure, and our effort is applied without intermediaries on the educational task itself. Therefore, we rely on close and direct pedagogical leadership, and true teamwork between educators (regarding this point, see also the considerations about assessment in section 22).

# 13.

## *Network Services*

We have stated it in all the books of this collection: a single isolated school cannot face the challenges of our present with any guarantees. We at Jesuïtes Educació are gradually becoming —day after day— a more integrated network.

Just like hospitals, today schools have to be linked with other centres in order to add other points of view, efforts and resources. The links can be varying and multiple (physical proximity, identity, pedagogical affinity, etc.) but, in any case, we are convinced that nowadays it is necessary to build from in a network.

For example, what is the point of each school having its own exclusive maintenance or IT team? What is the point of each centre separately negotiating material and equipment purchases with providers?

We unified all these services in different teams that provide support to all eight schools from different sites like as CETEI in Bellvitge, Jesuïtes Sarrià or the office at Llúria Street. We are referring to tasks such as human resources management, accounting and finances (ECOFIN), information



and communications technologies and systems, maintenance and renovation works (MIO), academic record management, marketing and communication, the treasury, general services and acquisitions, etc.

Let us look at this with an example: right now, when a school has a problem with its Wi-Fi, it does not turn to an external computer expert or to its general computer specialist (if available); instead, the network provides its own computer technician specialized in Wi-Fi who, as such, is up to date with the latest developments in the field.

This change of culture is also experienced among teachers. Currently, teachers and managers combine the sense of belonging to the centre where they work and the sense of belonging to the Jesuïtes Educació network. We are increasingly working and collaborating at the network level, especially in pilot experiences such as MOPI and NEI.

We are, therefore, a single network with eight work centres between which we can increasingly

share a professional space, a vision, projects and teaching experiences.

The trend is clear: in the near future, each school will probably have only two departments of its own: general services and customer service. The rest of the services will be taken care of by the integrated network at a general level and in a more efficient and sustainable manner.

# 14.

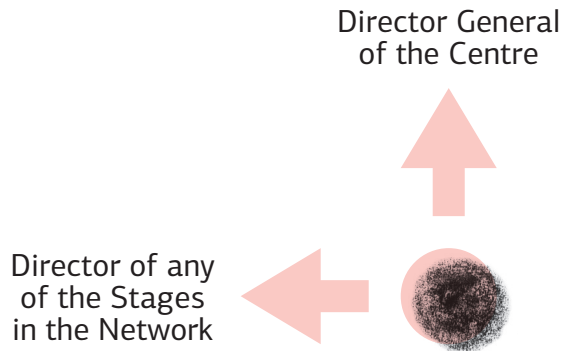
## *Managing Boards and Matrix Governance*

In this way we arrive logically at the following question: How can such a complex structure be governed?

Let us begin by saying that right now no school makes decisions by itself. The governing bodies included in the network take the form of three councils: the council of directors, the managerial council, the pedagogical council (the general board is made up of those three councils).

These three governing bodies are participatory. Within a clear and defined ownership, the respective agents are jointly responsible for the definition and implementation of strategies and policies. Always in accordance with its context, they propose, improve, approve and specify the measures that will have to be implemented in order to fulfil our educational mission.

Here, as in the case of hospitals, we are not dealing with an assembly-based organization. Neither is it an executive-oriented organization. JE is a living network organization with distributed leadership, one which is constantly learning and changing



thanks to the professional involvement of its actors (regarding this point, see book 04, section 07).

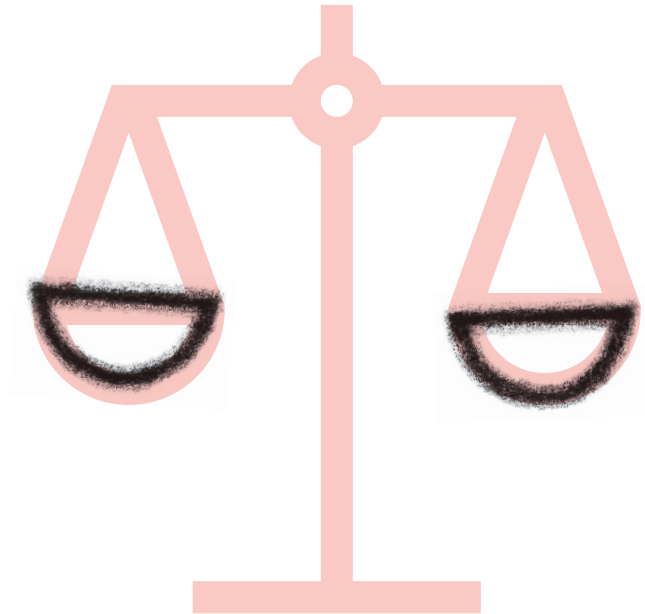
JE's spirit consists of working with a capacity for dialogue, mutual trust and affection, immersed in a structure of matrix governance (which, by the way, has nothing to do with a matrix-based organization chart).

Let us explain: the eight JE schools are a network where two axes meet, a vertical one and a horizontal one. So this matrix structure creates a double flow of responsibility in developing projects with professionals from different schools or fields. One direction looks after policies or strategies at network level and with a general view, and the other looks after management in a given territorial and social context.

A NEI teacher, for example, reports simultaneously to the director of the NEI network and also to the director of his school's NEI and the general director of his centre. Or, seen from the project's perspective: at this moment, the network treasury is being piloted by a centre manager, the head of treasury and also

network services support, who will later bring the project to the whole managerial team in order to perfect it. Matrix governance means, above all, dialogue between parties and ability to understand and reach agreements.

This matrix allows for a firm and flexible governance, one that is able to make participatory and binding decisions as well as adapt—with remarkable innovative strength—to the needs generated by the present and varied contexts.



# 15.

## *Strategic Management of Resources*

If we talk about management, we are actually talking about people, structures and processes. However, we are also talking about economic resources; that is, money. Which changes has Horizon 2020 brought about in this regard?

On one hand, it is true that in order to make the school we want a reality, we essentially need to make investments in the training of educators and the transformation of physical spaces. On the other hand, it is also true that we cannot count on an increase in our revenue (nor on more contributions from families or from the agreement with the Administration).

Therefore, there is only one possible path: better management of the resources we have. Establishing ourselves as a network and professionalizing management have been key elements in our optimization of resources.

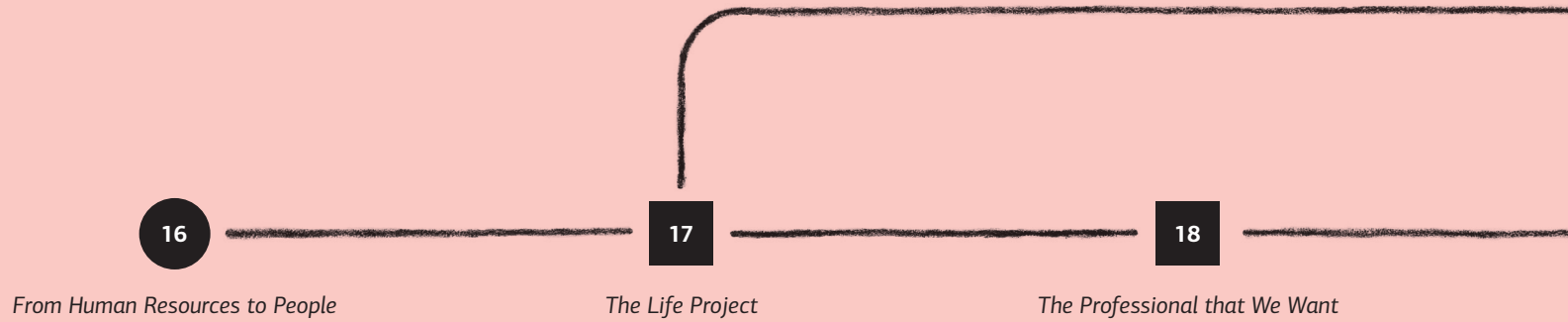
To put it in simple terms: our funds are what they are; there is no point in lamenting or complaining. Now, of course, if those funds are well managed

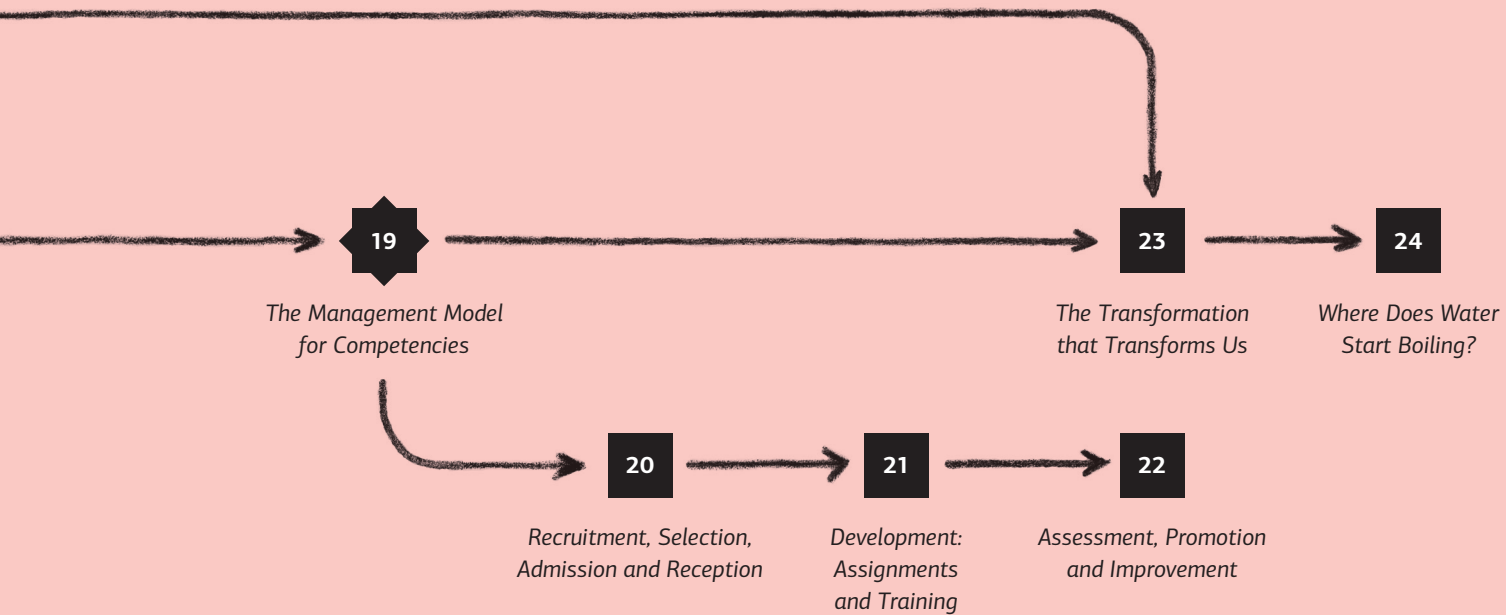
they can go a long way. Yes, indeed. Here is an example: everyone understands the benefits that arise from an expert negotiating with providers, one who is also taking advantage of the volume strength resulting from the sum of the eight schools combined.

Nevertheless, it should be noted that in order to save money it is essential to have a stimulating project. That is what really inspires and helps us. This is how we achieve the complicity and commitment of the entire educational community—which is what truly drives our savings— and gain momentum to incorporate the necessary elements to make our dream possible.

We at JE conduct a transparent budget management strategy and we share our savings and investment policy with the rest of the educational community.

### III. The Individual at the Heart of the Organization





**06. Rethinking School Management.** 30 Strategies to Organize Educational Change



## 16.

### *From Human Resources to People*

We begin the third part of this book with a brief note on the culture of organizations and individuals. In this section, we want to answer the question, “Why is Part III titled ‘The Individual at the Heart of the Organization’?”

The industrial era that we are leaving behind tends to level every entity. With modern science and technology, the West demystifies the world and turns it into something uniform and available; everything can be considered a mean of production and economic growth.

Not only does nature become a mere natural resource, but the men and women that form part of organizations are called—in their capacity as useful workers—human resources. As we can see, language is never neutral.

Times change, and today we do not talk as much about human resources but about individuals. At Jesuïtes Educació—as we lay out the teaching and learning process and place the student at the centre—within the structure of the new school, we also place professionals at the centre.

Making reference to the classical terms of means and ends, we can therefore state that Horizon 2020 is an appeal to revitalize perspectives as well as dealings with ourselves and with others. So let us keep in mind that each and every one of us (meaning all of humankind), beyond our skills and dedication, are very important in and of ourselves.

For this reason, we want to relocate the individual—as an essential element—at the centre of the organizational and service process.

# 17.

## *The Life Project*

As we have already said multiple times in different ways, today we must acknowledge that the assurances of the 20<sup>th</sup> century have been shattered in the last decades. Uncertainty is the main ingredient of these new liquid times. And in a world where weak thinking predominates, we cannot cling to obsolete ideologies.

How can we guide our own lives? By looking inwards, discovering and developing our life project.

It may seem an obvious fact which we should not dwell on, but maybe it is precisely because it is obvious that we cannot overlook it. Today's challenges are the challenges of the present for all of us, regardless of our ages. Reality is synchronic.

Reality is also systemic: we learn what we teach and we teach what we learn. The educators of the school we strive for have the opportunity and the mission of leading this vital expedition. That is why we at Jesuïtes Educació offer and demand from our professionals a commitment to the intensity of life with purpose.

Teachers cannot hide behind content, just like managers cannot hide behind technical tasks.

All the educators in the school are models and are directly or indirectly involved in the teaching and learning processes of the students.

You may have dreams and projects (whatever they may be), but do not let life live you —live it yourselves. That is our message; it is basic, simple and radical. What do you want to contribute to your school? To the network? To planet Earth? To the universe?

In other words, what applies to students applies doubly to the educators —both the managers and teachers— at Jesuïtes Educació.

## 18.

### *The Professional that We Want*

This view of JE educators means that we take for granted their training and technical expertise and we want to focus particularly on competencies. That is, we look at the skills, knowledge and attitudes necessary to successfully develop their professional and life projects within the framework of an invitation to re-found their professional vocation.

If we first lay out the school that we want and then the profile of the student that we wish for (in regard to this, see the central pages of newspapers 1 and 2, available on the Horizon 2020 website), then it is now a question of defining the skills, competencies and values of its professionals.

After two years of hard work as a network, we present the twenty-two competencies of educators, structured in five groups: essentials (A, common to all the professionals), educational (B, characteristic of all the teachers and professors), educational leadership (C, characteristic of educational executive teams), management (D, characteristic of all the management teams) and management

leadership (E, characteristic of management executive teams).

We could say that these competencies are the essentials for educators in terms of Horizon 2020; they are the titles, definitions and nuances that show us the way. For us, they are a commitment to our model that provides us with direction and guides the accompaniment and training of our educators.

1. **Leading one's own life (A)**. The ability of every individual to establish criteria and milestones to lead their personal and professional lives according to their spirituality and/or values and as a way of specifying their *magis*, their commitment and their calling to serve others.
2. **Ignatian *magis* (A)**. The capacity for fully living our life according to a set of values that are attuned with the Gospel (explicitly or implicitly) and always looking for the most appropriate answer to the questions we are posed. This actuation is oriented towards all the people surrounding us and, particularly, to a commitment to those less favoured in our world.
3. **Calling to serve (A)**. The ability to discover and live the educational task consciously as a calling that makes our own life project meaningful. The capacity for living with and for the others; turning our actions into a daily and permanent commitment involving help, availability, dedication, optimism, happiness, hope and conviction.
4. **Commitment (A)**. The ability to establish effective bonds with the organization, its mission, its values and its goals; showing willingness to offer one's own values and effort according to our vocation.
5. **Teamwork (A)**. The capacity for committing oneself to a common good as part of a team, one that goes beyond personal interests through reflection, discussion, argumentation and decision making, and one that priorities the team's goal over the individual goal.
6. **Network (A)**. The ability to establish good communication and coordination between the people in an institution using company tools and protocols; promoting the creation and transfer of knowledge so as to be more efficient when making decisions and establishing global criteria.
7. **Self-awareness (A)**. The ability to realize, discover and to put into words the thoughts, emotions, moods and reactions that we feel. The freedom, commitment and the ability to put ourselves in others' shoes has its origins in self-awareness.
8. **Discernment (A)**. The ability to turn our inner convictions into life decisions while remaining coherent with our own values and beliefs. Ignatian discernment is a spiritual process

that asks for the creation of a consistent reflection, meditation and prayer environment. Discernment promotes inner conversations and leads to the kind of decision-making that makes life meaningful.

**9. Planning and organization (B, C, D, E).**

The ability to foresee the need for and apply decision-making processes that are sequenced in different phases with the intention of successfully reaching certain goals in the short or long term. This takes place by optimizing the relevant human and material resources and using them as strategic elements throughout the planning process.

**10. Innovation and creativity (B, C, D, E).**

The capacity for finding different ways of doing new things and finding new solutions to common problems while developing emotional, effective and authentic responses. It generates and offers new and imaginative ideas. It develops new approaches; it does not comply with anything conventional or inertial.

**11. Pedagogical calling (B, C).** The capacity of the educator for enjoying teaching and learning,

committing to each and every one of their students, being by their side, guiding them, being a model in their life projects so they become conscious, competent, committed, compassionate and creative with the educator's attitude of service, flexibility and continuous training.

**12. Problem solving (B, C).** The ability to identify situations of conflict that need one's intervention or that of another professional. The ability to reflect on these events and, finally, to make decisions and act with the will to solve the problem.

**13. Communication (B, C, D, E).** The ability to use all language registers in a way that is clear, simple, precise and understandable to the receiver with the further aim of getting the message through in the appropriate moment. The ability to listen, observe, pose questions and to understand others.

**14. Classroom leadership (B).** The ability to be influential in the students' educational and learning processes in the classroom through stating objectives, organizing and encouraging learning processes, using a range of methodologies,

taking care of the personal and group pace(s) of the students and turning evaluations into a tool for progress and learning. The manner of influencing must to be linked to our values, points of view and life project.

15. **Being a model for the student (B).** A teacher's ability to focus their attention on the student and their development with excitement, respect and vocation. They will regard the student as a unique individual and, due to their personal life project, example and coherence, will be able to accompany the students and to give them so they can build their own life project.
16. **Flexibility (B, D).** The ability to adapt to a changing context, orienting the action towards the decisions in order to make the changes beneficial for the student and to meet the objectives that we have set and to set new goals.
17. **Pedagogical leadership (C).** The capacity for discerning —with a prospective and dynamic vision— what we want to teach and which pieces of information are central to achieving the results and objectives we expect after studying in one

of the Jesuites Educació schools. A pedagogical leadership with the design, application and sustainability of innovative and impressive learning environments through activities and relations that are distributed and connected.

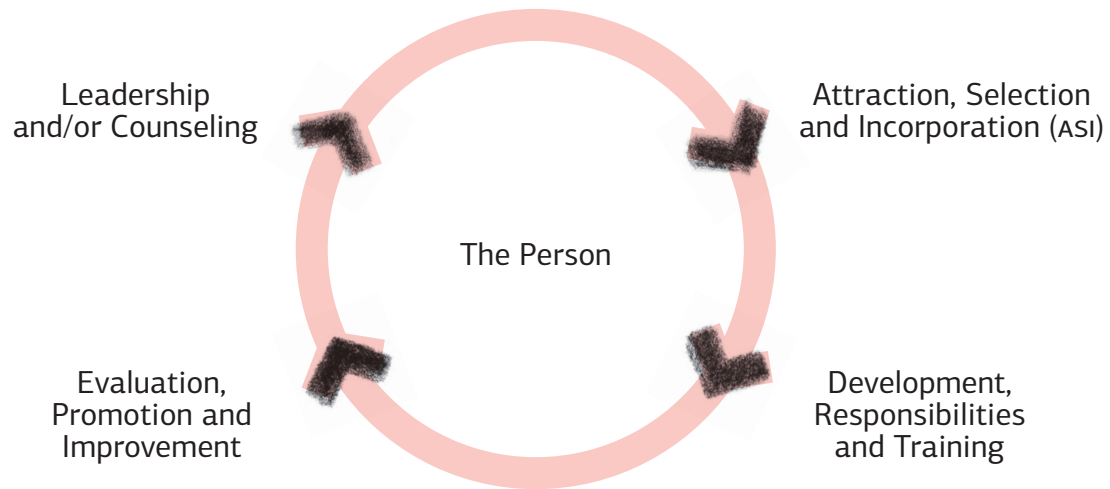
18. **Strategic approach (C, E).** The ability to quickly understand changes in the environment, opportunities and threats, in order to identify the most appropriate strategic option in each situation and to also foresee said changes in the environment.
19. **Towards (pedagogical) results (C).** The capacity of a manager for working intensively as a team so as to achieve optimal results that allow for excellence in a number of objectives previously set by the organization, thereby showing motivation. Orienting the action towards the results refers to the improvement of the students' well-rounded education results.
20. **Attuning to change (C).** The ability to be flexible when facing new situations and to accept changes with a positive and constructive attitude. Being able to redirect our actions and modify our own behaviour in order to achieve new goals in the

face of challenges or difficulties that arise from new information or changes in internal or external factors (both in the school and in the network).

- 21. **Towards (managerial) results (D, E).** The ability to look for effective results in the decision-making process, which affect the organization's achievement of the objectives and results while responding to the students', families' and educators' needs.
- 22. **Analytic capacity (D, E).** The ability to conduct a logical analysis and to understand a complex situation—with a global approach at first and then in more detail—, while avoiding the loss of the initial reality. This is carried out by assimilating, organizing and relating data while identifying problems, spotting significant information and looking for and coordinating relevant data.
- 23. **Towards the clients (D).** The ability to understand the clients' needs through empathy and active listening in order to satisfy and interpret their needs.
- 24. **Management leadership (E).** The ability to coordinate people and teams. This includes setting goals, distributing individual and team responsibilities. It also includes asking

others to carry out tasks and following up on their completion from the organization's vision and mission and from common values, thereby orienting actions in a specific direction and predicting future scenarios.

- 25. **Capacity for influence (E).** The capacity for persuading and having an impact on the others in order to get them to do certain things or to behave in a specific way; any given situation and using given information and also reflection.
- 26. **Project management (E).** The ability to apply knowledge, abilities and techniques to carry out of projects in an efficient and effective way with regards to their results and to the organization's goals.
- 27. **Leading the change (E).** The capacity for being able to adapt and work efficiently in different kinds of situations that are brought about by a constantly and rapidly changing environment, and to do it in cross-disciplinary working teams. The goal is to take advantage of these changes as an engine for the organization and construction of the meaning of their own lives.





## 19.

# The Management Model for Competencies

Once we have defined the professional that we want, we at JE design and incorporate the Vital Professional Development Policy for Educators (*PDVPE* or *Política de desenvolupament vital i professional dels educadors*) into the Management Model.

This set of management strategies, systems and processes contribute to the development of the educators of JE, improving recruitment, retention, training, enhancing motivation, strengthening commitment and a sense of belonging.

Led by Daniel Iniesta, our HR Director, the human resources team defines and invigorates the vital professional development policy for educators at JE. The change we made with respect to the previous stage is important. From the management of payroll and educational offer for teachers, we move to the Management Model for Competencies with a comprehensive accompaniment, integrated and aligned with our reason for being: the growth of individuals.

The eight JE schools have converged in order to establish a strategic policy of individuals, one held

in common and directed from a service network. Now we have the intention, material resources and specialists to efficiently promote the vital and professional transformation of educators that Horizon 2020 implies.

We mentioned it briefly before, but with regard to the list of twenty-two competencies from the previous section we must insist that these are not a starting point but a destination. It points us in the right direction along the path of our continuous improvement (we will only be able to outline a development plan if we know the type professional that we want).

The Management Model for Competencies can be divided into three stages that have the individual and individual talent as protagonists. Firstly, it has to be incorporated; secondly, we create the conditions to launch it; and finally, we improve it through careful observation from different perspectives.

In the next three sections of this book we analyse the sequence of this journey, which —just as in a circle of life— has a beginning, further development and an ending.

## 20.

### *Recruitment, Selection, Admission and Reception*

First of all, it is worth noting that the Horizon years are a key period for the human team of the JE network for sociological reasons: between now and the year 2027, 50% of our 1,300 educators will retire.

We need new professionals; this is a fact. Therefore, we have to make our experience and our project known and offer an attractive vital and professional itinerary in order to attract the best professionals and talent.

Many people come to us, and all of them use the same access door: an online application that collects details and meaningful answers from potential candidates. We ask for concision, so to speak, in terms of what we are interested in knowing about the individual applicant.

Selection begins here. Not everyone who starts the application answers all the questions (as you might imagine, it cannot be completed in five minutes). It is not an obstacle course; however, it is true that asking for this long form to be answered completely constitutes a way of gauging the level of real interest in our project.

A paradigmatic example of this is the case of a current JE educator who sent us her CV in a cardboard box with a label that said, “You need a very good reason to travel 9,700 km.” The package came from San Diego. She moved through the different stages of the selection process and finally joined our network last September (and in the next academic year she will join NEI as an educator).

As we mentioned before, we are interested in people with great conviction, those who are well prepared and who have a clear life project.

Going back to our process for application, human resources professionals present three excellent candidates for each position and the stage director of each centre decides (with the approval of the general director) the new hire.

Reception is also one of the aspects that we take special care of at JE. New educators begin their integration with a welcome from the executive teams and their colleagues, and they participate in a sixty-hour specific training program that

concludes with a Professional Vocation Meeting at the end of their first academic year.

Let us add that mentoring educators also offers highly valuable support to the teachers during this stage. We must not only recruit talent from the outside JE, but we also have to help it surface among the professionals that are already in our network (which are abundant in terms of quantity and quality!).

In addition to the line of incorporation of talent, we have a convergent line of professional and life project enhancement for the educators of JE who can contribute their expertise to the network in mentoring or management roles, among others.

## 21.

### *Development: Assignments and Training*

As its name implies, our vital and professional development policy is not geared towards the control of workers but towards the growth of individuals.

We at Jesuïtes Educació promote this path based on two complementary ideas: ambitious assignments and comprehensive training.

We pose challenges that mean stepping out of our comfort zone, exploring new territories and constantly learning. (Let's go, shall we?) This explains why, for example, the director of NEI at Jesuïtes Lleida is only twenty-six years old. We encourage and support talent.

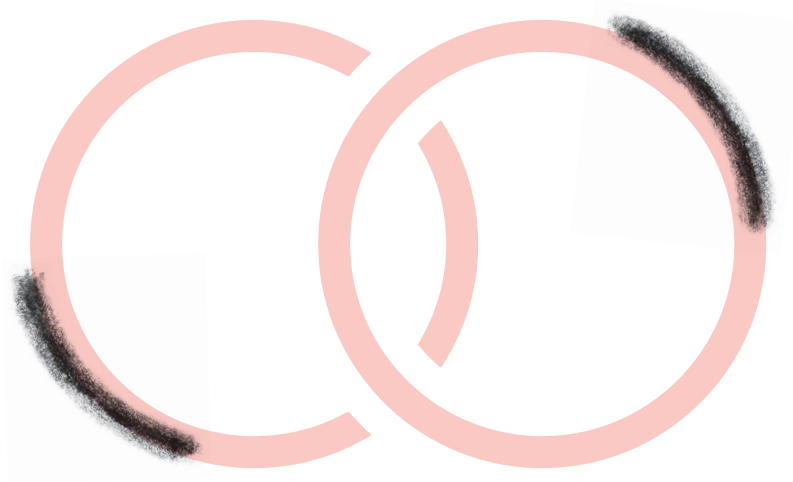
We should also point out that in the PDVPE, training is the main driving force behind change and transformation. In addition to the traditional Teachers Forum during the first week of July, in October of 2015 we also held the first three-day Management Forum at Jesuïtes Sarrià.

The results of the July 2015 Forum speak for themselves: 707 participants in a total of thirty-four courses and seminars. The average rating of Forum by the participants was of 9 out of 10. A complete success.

Some of the highest rated courses were *Team Leadership*, *The Strength of Games in the Teaching and Learning Process in Secondary Education*, *Disruptive Transformation in Higher Education*, and *After Effects: 2D Animation*.

The numbers from the Management Forum held in October are also encouraging: ninety-eight participants, five internal trainers and seven external trainers. The global rating of the training was 9.54 out of 10 and two of the courses got a perfect rating: *Pedagogy: An Interiority Workshop* and *A Changing World*.

It is worth noting that we integrate the needs detected in the schools of the network into our training design along with the cultural change that Horizon 2020 requires. Training sessions allow us to develop skills and competencies in a learning context in accordance to the educational culture of the new school. Ultimately, these training sessions are meant to promote action and reflection as well as improving the action itself.



## 22.

### *Assessment, Promotion and Improvement*

We saw in book 05 that one of the key processes of learning is reflection on action. Although assessment is very much present in day-to-day schooling, it is almost always aimed at students and very rarely intended for professional educators.

With Horizon 2020 we distance ourselves from this trend and we introduce the fulfilment assessment of JE educators. We have not discovered anything new; we are only incorporating improvement practices into the educational field which have been continuous and normal in other sectors and countries for many years.

If the school is a learning centre, the professionals must be the first to take action in this regard. We standardize self-assessment (favouring personal conscience), co-assessment (generating team cohesion) and hetero-assessment (exerting the applied pedagogical leadership that we mentioned in section 12).

Bearing in mind our will to grow, constructive criticism allows us to move forward and we highly

appreciate it. This is evidenced by the first impressions of NEI educators because we started this practice with them (a pilot experience within the pilot experience).

This perspective also allows us to establish an improvement plan for competencies and a promotion-based or professional career itinerary. From new educators to senior educators and mentors who—with their experience and specific training—accompany the progress and integration of new employees.

We also identify and provide ways for the development of the executive potential of our educators. It is worth mentioning that at this moment, this is a strategic policy which we are working on with great dedication at Jesuïtes Educació.

As we have previously announced, we must recognize that stories have both a beginning and an ending. Therefore, our vital and professional development policy also manages the transfer of knowledge and experience of senior professionals and

includes a specific protocol for voluntary departures and retirements.

Having reached this point, we believe it is important to remember that we follow the journey of the Management Model for Competencies with a very clear purpose: if we improve as professional educators, the results of our educational work will benefit in turn.

## 23.

### *The Transformation that Transforms Us*

Now, let us take a step back to gain some perspective and move away from details to conclude this part with two considerations on the transformation proposed by Horizon 2020.

Let us remember the quote by Mahatma Gandhi at the beginning of this book: “Be the change that you wish to see in the world.” At JE we agree with the diagnosis that school is saturated and the model is exhausted. But, how can we transition towards the new school?

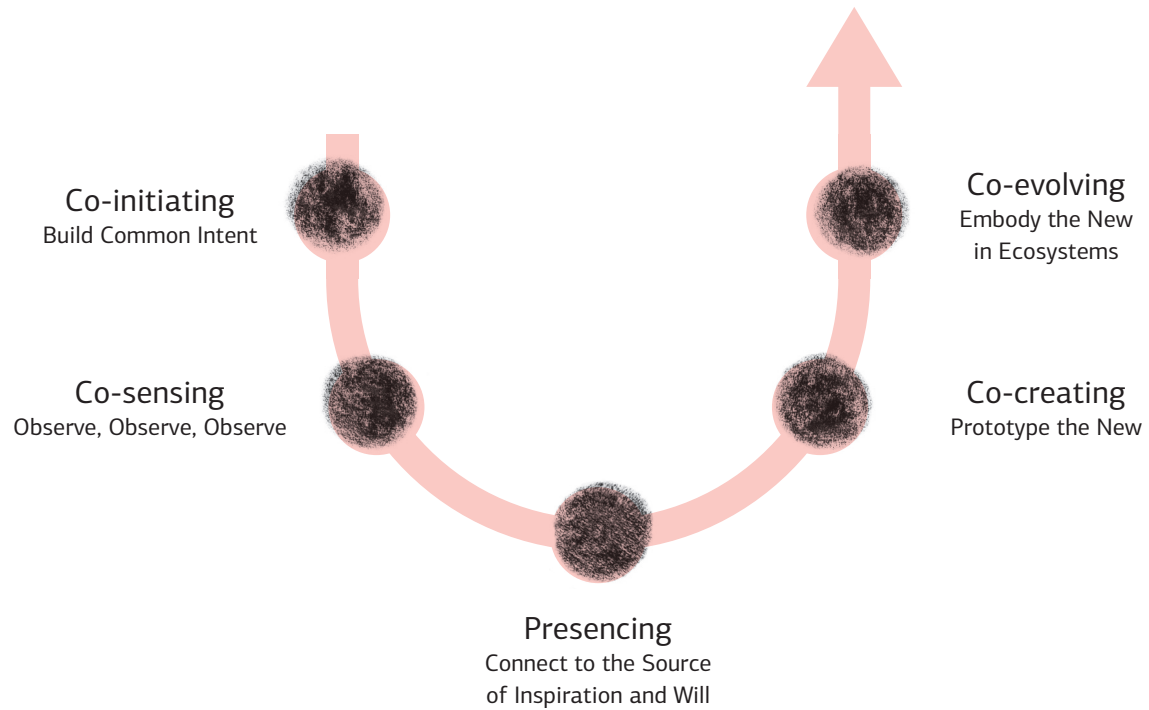
It is not a matter of urgently applying packages of measures outlined by specialists, but of moving away from the force of habit and changing the culture of the organization itself; that is, transforming the individuals that constitute it. Therefore, we need to do something more besides reviewing didactic techniques. We need a truly new perspective, a real cultural change which re-focuses on the individual at all levels.

This is what MIT economist Otto Scharmer calls “U-procedure”. The construction of the new school requires—as we saw in section 06— that we become more human.

The path begins with the transformation of perception. We delve into the U with a cleaner perspective, one that enables us to step aside in full awareness and let the future emerge. Having been transformed internally, we then retrace our steps with innovative actions which truly transform the reality that surrounds us.

This is a key point of Horizon 2020. Let us note that we mentioned it here and that we will return to it later in an upcoming book about spirituality. Because right now being more human means, above all, regaining our bond with mystery and—especially— being willing to experience internal change through experience.







## 24.

### *Where Does Water Start Boiling?*

Have you ever asked yourself this question? Have you ever observed where water starts boiling? Contrary to what is often said, it does not start boiling from the left side. Nor from the right side. Nor, of course, from the top.

Water always starts boiling from the bottom. First only a few bubbles rise to the surface and then, little by little, more bubbles appear until all the water in the pot is moving.

The first years of the 21<sup>st</sup> century have produced a lot of cases that corroborate this phenomenon. Let us note a couple of them: Who makes Wikipedia possible? And how is it possible that the world's leading housing company does not have any hotels—what is Airbnb's formula?

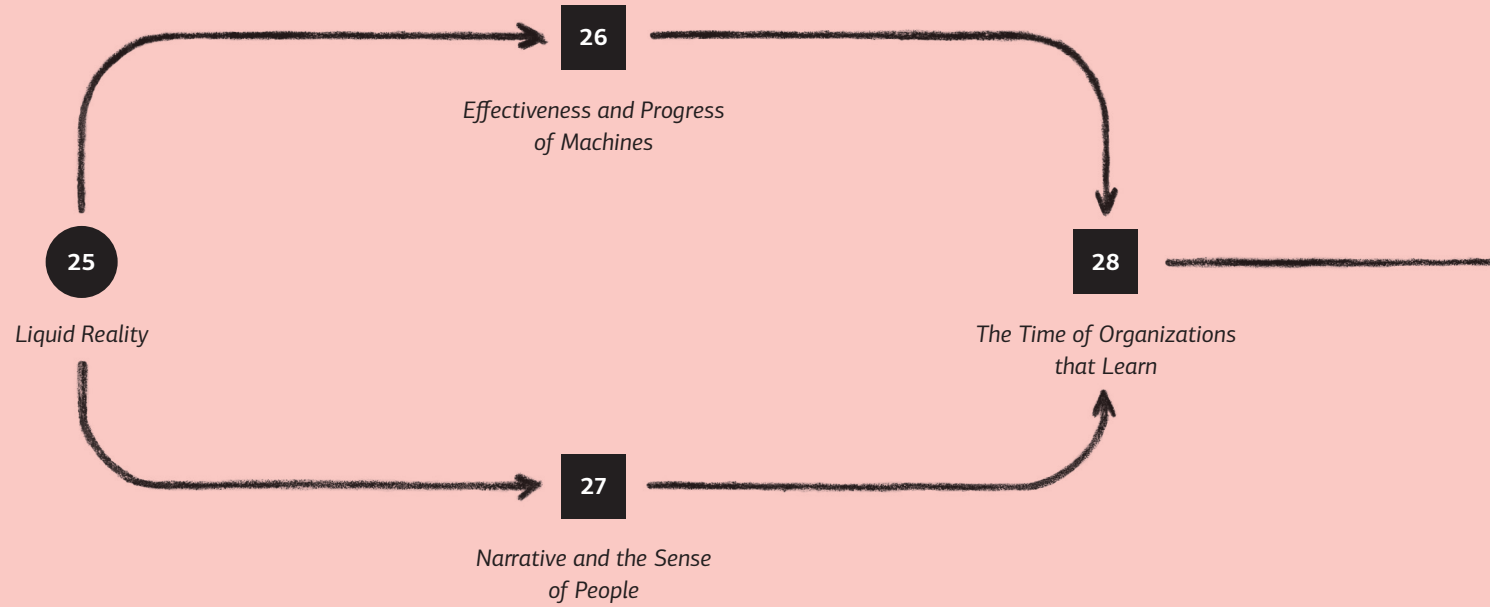
In the new paradigm, the power of collaborative work becomes more obvious than ever; that is to say, water starts boiling at the bottom.

And we could say that school has already reached 100° C. Students, educators and families have created a coalition for change. We cannot deny that we are

encountering some resistance, but we are convinced (because we can see it in the enthusiasm of the educational community both here and everywhere we share Horizon 2020) that we have already crossed a threshold and that there is no turning back.

Today, innovation is not just an option. It has come to stay, so we welcome the change. Local actions that transform the global world, micro-powers working in a network.

#### IV. School as an Opportunity





**06. Rethinking School Management.** 30 Strategies to Organize Educational Change

## 25.

### *Liquid Reality*

After analysing parts II (Management as an Alliance) and III (The Individual at the Heart of the Organization), we return to the reflection we started in part I with some new elements: school as an organization.

Let us recapitulate. We have said many times from the first volume of this book's collection that the solid and analogue world of the last century does not exist any more; our present today is liquid and digital.

So behind the deep transformation of education that we promote at JE, there is a willingness to respond to the challenges that this paradigm shift implies. And, as we have seen in these pages, the path that we started on leads us not only to action in the classrooms but to a radical rethinking of school itself.

With the title "School as an Opportunity" as this fourth and final part of book 06, we refer precisely to this vital openness towards our time. In a few words, we could say that here and now it is in our hands to turn organizations into true catalysts of individual and collective development.

In the next five sections we will try to delve into the content of this phrase and find out, as Zygmunt Bauman writes, that "what matters to liquids is the flow of time, rather than the space they might occupy. In a certain sense, solids cancel time out; on the contrary, to liquids, time is essential."

## 26.

### *Effectiveness and Progress of Machines*

In order to understand the paradigm change that liquid modernity implies, we go back to the duality that we saw in the first part of this book between the production model and the experience model.

Solid modernity is determined by a rigid idea of progress, the illusion that the advancement of civilization will bring a permanent, stable and definitive solution to any problem.

The great tales of emancipation have —with varying intensities based on their historical context— put all the production machinery at the service of this promise. In the industrial world it is necessary to be operative, to go even further and to go there as quickly as possible.

But we must admit that it has not been an easy or low-cost journey; we have left some things behind. Too many. After so many efforts, so much suffering during the 20<sup>th</sup> century, today we can buy (if we can afford it) our happiness in a box at an Apple Store.

If this is the future...

Robots are good at their jobs; we talked about this at the beginning. For certain tasks, they are much

better than us. They are the result of this war economy that apparently wants to dominate everything.

But who assigns tasks to the machines? And for what purpose? Can we reclaim our role as individuals, or we are maybe confusing the means and the ends?

So we ask ourselves if we will be able of questioning the meaning of the conquest itself or if, on the contrary, our only option is moving forward with the momentum of progress, because we have definitely lost our way in our blind desire without measure.



## 27.

### *Narrative and the Sense of People*

We still have a lot of things to say. People live within time, a time that is in constant construction. So taking back the narrative seems a way of taking air in again and a way to keep breathing.

The *lógos* that the Greeks used to define the human being tells us about this ability to reconnect, to establish correspondences and bonds, to create tales and, ultimately, to live within time.

The fact that our lives makes sense is the same as saying that it is a tale with a beginning (a starting point), a story (path), and an ending (point of arrival). But in a liquid world, how are these three classic moments articulated?

“Where are we going?” and “What for?” are two essential questions often raised by Saint Ignatius and Ignatian spirituality, and nowadays they are more urgent than ever. However, if liquids are substances that cannot hold their shape over time, we can be certain that our goals will change positions as well.

Then what can we use as guidance in our journey? Put briefly: on one hand we have our current

coordinates and, on the other, the everlasting stars in the sky.

## 28.

### *The Time of Organizations that Learn*

In liquid reality, learning is the way to move forward. In other words, innovation is no longer an option (we saw this in section 24) because it has become the very method we use to build the present.

We find ourselves at the other end of this planning because the idea of a rational history is no longer valid. In the 21<sup>st</sup> century it is not feasible, so to speak, to use a ruling pen to design or plan the future of our project or our organization.

Now is the time for the brave. And the bravest are the ones who —as we mentioned in section 23— accept the challenge knowing that in order to progress they will have to transform themselves.

Organizations that learn are alive; they maintain a continuous and productive dialogue with the reality around them and they know —even in moments of doubt— that it is necessary to move forward and change. It is a matter of paying attention, listening, answering, proposing, working together; that is, of growing together.

In this regard, in our role as spearhead we have pilot experiences at JE. Our research and development

are what allow us to verify and calibrate our educational model. In education we also need ambitious innovation and development programmes that are up to the challenges of the present time.

Because how many resources (human and material) does, for example, Volkswagen allocate for the design of a new car? If, as we said in the introduction, today we talk about “flipped schools”, which items do we have to flip over in this urgent transformation of the school?

Let us go back to the metaphor with which we ended the previous section. Thanks to innovation, we can say that the coordinates of our ship are updated daily in our search for the best route within the emerging reality. But, do we know where we are we going?

Unfortunately, we no longer have the certainties we had in the past, and we must admit that the point of arrival has also become liquid. But let us insist once again: if we look up, we will always see the stars... What role do they play in this tale?

## 29.

### *Game and Time*

The time of the stars is a non-time: the eternal, like the time of pure presence, the *presencing* at the bottom of Otto Scharmer's Theory U.

However, if —as we have said previously— transcending solid modernity means reviewing its time structure, is it possible that the eternal is a genuine way of living ourselves today? And what consequences does this fact have for organizations?

Let us focus now on the first question; later in the next section we will discuss the second question.

To begin with, let us express it in other words: when we play —that is, when we are really playing— we experience the eternal. We refer to the idea of giving ourselves completely to the moment, of flowing within the dynamics of the shared activity. Then we are ourselves, offering everything that we are and that we can be.

Moreover, the act of playing goes beyond any external objective: it is valid in and of itself. In this experience, time is qualitatively relevant.

We live, so to speak, immersed in the present, following the rhythm of the eternal.

Not for nothing do games occupy a prominent place in Horizon 2020. They are a door, an invitation to rediscover ourselves, to amuse ourselves with others; it is an appeal: let us play at all times, let us play with our identity by emptying ourselves and welcoming in new learning. Let us walk!

## 30.

### *Plenitude and Service*

Projects (and this is true both for a personal project and for the project of a large multinational company) do not become meaningful only because of what they will generate in the future but also because of the help they are providing today.

Plenitude does not occur, as it was said in the 20<sup>th</sup> century, when we accomplish an objective, but when we live it within ourselves unconditionally here and now. It is simply recognizing and embracing the grace of life.

But then, why is it necessary to move forward?

The stars talk to us. They are the universal ideas and values; it is the Spirit, the universal God, as we said before, the ETERNAL. Life and organizational projects appear as a way of working with ideas and defining universal values.

In front of the evasive promise of solid modernity, we find now the tangible practice of liquid modernity. And this means serving the stars at every moment with humility and in the best way we can.

Today we cannot be sure where the next port in which we will stop is located. In fact, we have learned that we do not need a specific destination because—with happiness and commitment— we venerate life every day.

As Haruki Murakami reminded us in one of the quotes of this book, going to school should not be mandatory; nor should it be going to work.

It seems that the main question is, “Where do you live intensely?” That is, “Where do you learn who you are and make your being grow?”

Only in this way can organizations be open to today and to true opportunities for personal and collective development. The deep transformation of school will not only have consequences in tomorrow’s adults, but—if we observe carefully—it is already making an impact today on all the actors and society as a whole. Let us overcome the trend from the past and advance along the path toward making the horizon a reality.



## Key Ideas

In this book we considered appropriate to gather 20 key ideas in a constellation of what rethinking school management means:

- ✿ Not only do we want to transform classrooms, but we want to transform the whole school.
- ✿ Schools are groups of people that agree to work together in order to serve other people.
- ✿ In schools, the production model has become obsolete. The whole school has to learn. The school has to be transformed into a large vessel which creates and shares knowledge.
- ✿ Management —redefined and promoted— as our great ally.
- ✿ We are all educators and we all work on our own life project.
- ✿ We professionalize school management and organization.
- ✿ The co-responsibility of the network managers and our matrix format as a way to make decisions via participation are both keys to progress.
- ✿ A shared and transparent budget management system is necessary.
- ✿ We put the individual at the heart of the school.
- ✿ We organize all our resources to be at the service of the educational mission.

- ✿ Ambitious assignments and comprehensive training to develop individuals.
- ✿ Assessment of educators in service to their improvement.
- ✿ We need to experience transformation internally.
- ✿ We level the usual organization chart to get things done.
- ✿ We incorporate and develop the talent of educators in the network.
- ✿ We accompany individuals along their process of vital and professional growth.
- ✿ We become more human.
- ✿ We practice innovation on a daily basis.
- ✿ Plenitude resides in the journey of life.
- ✿ What if learning was nothing but a big shared game?

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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*

**05.**

**Defining the Pedagogical Model**

*37 Pillars to Support the Foundations of Educational Change*

**06.**

**Rethinking School Management**

*30 Strategies to Organize Educational Change*

**07.**

**Redesigning Educational Spaces**

*35 Scenarios to Outline Educational Change*

**08.**

**Tasting the Dream**

*32 Experiences to Live Educational Change*

## **This Book**

This sixth issue in the Transforming Education series is the second step on a path along the three submodels which shape the Educational Model of Jesuïtes Educació. Therefore, we go from the main actors (the students) to the facilitators of their learning (the teachers). In MEG (*Model Estratègic de Gestió* or the Strategic Management Model), we reviewed the organization of the school in order to professionalize it and integrate it completely into our mission, which is guiding students along the development of their life project. We facilitate processes so educators are able to give their best in any situation and at all times.

## **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 21<sup>st</sup> 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!