

Transforming Education

08.

Tasting the Dream

32 Experiences to Live Educational Change

Transforming Education

Collection directed by Xavier Aragay

Book

08

Title

Tasting the Dream. 32 Experiences to Live Educational Change

Authors

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Tasting the Dream

32 Experiences to Live Educational Change

Authors

The team that authored this collection is composed of:



Xavier Aragay

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

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.

Now is tomorrow.

Miquel Martí Pol

At this very moment, on the first rehearsal with my company in the Espiral centre, after travelling around Chile, I am very scared. I have no idea of what we will do or if we will succeed. I know I have been working in this field for over a half century, but I can feel the uncertainty anyway.

Pina Bausch

Humans are conscious, intelligent and powerful entities. However, they are entities with the duty to go beyond themselves and to serve others for love. Love is the definite and complete human dimension: it is the one that spreads its sense, its positive or negative worth to the rest of dimensions. Only those who love can feel totally fulfilled as a person.

Pedro Arrupe, sj

Prologue

Changing —innovating— in and of itself is not a goal but a means. And in education, it can only be a means towards improvement. But what improvement?

One of the greatest problems in education has precisely been taking for granted the aim of education —why we educate and what contents we pass on to students— as well as the way we learn. But both must be completely revised if we want the school to provide students with useful knowledge for life.

On one hand, we should rethink the purpose of education and everything related to it. Nowadays, it is difficult to find a school that does not mention the UNESCO Delors report (1996), according to which education must incorporate the four pillars of learning: learning to know, to do, to be and to live together. However, when this is transformed into the contents of learning, we realize that school devotes a lot of time to knowledge (facts and concepts) and fewer to abilities and behaviour. This is especially because the evaluation indicators we have used so far focus essentially on memorization and learning by heart. Most of the weight of education is thus placed on the first of these four pillars, in direct contrast with the demands of the Delors report.

On the other hand, we should revise learning practices themselves. This content-based inertia brings us to think that concepts are learnt by memorizing statements and doing exercises. However, research states the opposite. Generations who have learnt while lacking motivation have made us believe that motivation and emotions are irrelevant in the learning process. However, research states that they are essential. Following this is a long etcetera of research evidence, which the OECD (Organisation for Economic Co-operation and Development) has synthesised in its seven principles of learning which must found all educational action. We could summarize them by saying that learning must be personalized from a global approach and that knowledge is constructed through situations that arise from reality.

And if this was not enough, the existence of Internet and the exponential growth of technology and knowledge (which is quickly transforming society) combined with diversity, inequality and environmental challenges make placing more emphasis on knowing—rather than doing, being and living together—worse. The same happens when learning is based

on obsolete beliefs that do not create useful, significant and complex competencies. To this end, the new UNESCO report *Rethinking Education* (2015) urges us to reshape the aim of education and the organization of learning.

The experiences gathered in this book show the work carried out by determined professionals who are not happy with the current direction of things, and they dare to face the challenges posed to us by the society of knowledge. With Horizon 2020, Jesuïtes Educació joins the schools that are putting forward today that educational change is possible. Due to the work of all of them, we can make our country have an advanced educational system.

Eduard Vallory i Subirà

President at the UNESCO Centre in Catalonia

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Introduction

It is often said that good things take a while; the trips that we enjoy the most are the ones we imagine and prepare way before taking off. When did our adventure start?

We, as many other colleagues from the educational world are, have been aware of this need for a change in the schools. The difference, maybe, is that since 2010 Jesuïtes Educació has been working intensely and continuously towards this change.

And from that moment in 2010 until September 2014, five years have gone by; it has been a period full of learning (actually, this is the eighth book in this collection).

We can state that we need this period of learning; the challenge it presents is important. Many centres that have showed their interest in our experience of innovation ask us what they should do to start next year. The answer is always the same: “Before doing anything, first you must stop and think about it.”

If we can imagine the importance of this change by imagining the kind of expedition that needs five years of preparation, we can also imagine the energy that flows when we finally set off.

The 2014-2015 academic year was when we took the decisive step on this irregular path. We are definitely on the road now, navigating completely new landscapes.

We consider this book evidence of our experience of jumping into the pool. We are writing it during November of 2015, when the second year of the MOPI and NEI pilot experiences are advancing at full speed and we are certain to be floating in new waters.

We are learning how to swim. We move forward all together, as a team. We look at things closely, we know where we are heading and we accept the surprises, joys and difficulties we discover along our way. We are making Horizon 2020 a reality; we are living the dream. Would you like to join us?

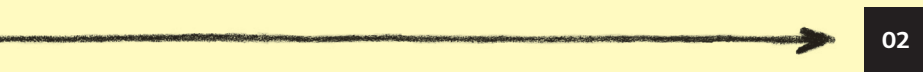
Xavier Aragay

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

I. An Academic Year Full of Challenges

01

From Book 04 to Book 08



02

Ready for the Premiere



03

Lights, Camera... Action!

08. Tasting the Dream. 32 Experiences to Live Educational Change

01.

From Book 04 to Book 08

Before we begin, we believe we should provide an overview of the *Transforming Education* collection. This ongoing project also aims at describing the ongoing experience of Horizon 2020.

Book 01 gathers our initial thoughts, which are not framed in any specific moment. The goal is to focus on the objective, to look at things in a new and different way.

Book 02 refers to the period between 2000 and 2012 and serves to outline a general approach. Books 03 (*Defining the Horizon*) and 04 (*Taking Action*) describe the progress made throughout each academic year (2012-2013 and 2013-2014, respectively).

In the three subsequent books we stop to introduce the models that shape our suggestions. They are the result of the participation and internal debates that have taken place in our ecosystem of seminars between 2010 and 2015.

Now, with this eighth book, we pick up the thread and we link it to book 04, *Taking Action*, which narrates the preparation needed before living out the dream.

Moreover, this volume of the collection also means closing the second stage of publication. With the launch of these four new books, we take a breath again to plan those that will appear in the future and in which we will continue describing and sharing our thrilling path.

The thing is that innovation is no longer just an option; it is here to stay. Therefore, as we will see repeatedly, its constant movement will not be an option but a whole new way to live this moment.

02.

Ready for the Premiere

We saw in the book devoted to MCEFE (*Model de Canvi d'Espai Físic de l'Escola* or the Model for Change to Our Schools' Physical Spaces) that the changes we are living can be considered akin to theatrical settings. If school is a setting for learning, then the days before September 15th, 2014, were like those very special moments that precede a premiere.

With the support of the entire JE network we have designed a new scenography, and our teachers and professors —after many rehearsals— are full of strength, hope and smiles. We are ready for change.

The students have certainly had an intense summer, and their parents are also looking forward to this special day. This year, however, we must add extra expectation because the first year of the school we want starts.

To be ready for the first day is the same as asking everybody to take their seats as the lights dim. Then we are faced with the radical change brought by Horizon 2020: moving from a dream to taking action. We have said it many times, but if you

don't experience something first-hand you never understand it completely.

Rearranging the roles in school again —as we would the roles in a play— will shake things up a little bit. Regardless, the time has come to put it into practice and to know —finally— if it will be accepted by the students.

The stage is empty and the classrooms, bright and colourful, have only seen —so far— the amazed faces of the educators. What are the protagonists of the new school going to think about it? Will they get on stage and enjoy it? What plays are we going to perform together throughout this thrilling year?

03.

Lights, Camera... Action!

All is silent and then we start. Actions have the gift of being precise realities. Therefore, starting the pilot experiences is like ceasing to discuss only the abstract or hypothetical.

This is certainly good for us; innovation is action. That is, planning ahead and spreading the word: two actions that should be almost simultaneous. If our plan doesn't work, if the numbers show that we are mistaken, we should reconsider things and start again. This is the way innovation is carried out at Jesuïtes Educació.

As we mentioned in the previous section, the actions are now guided by students. We have defined different frameworks, from the general (as in the educational mission of the Jesuit schools) to the specific (as in the actions planned for the first day of school).

However, the framework is still the same: a context where life takes place. In our new school, encouraging action alone is useless. This action must be genuine, the individual and collective

wills must be activated on their own and we must reserve the space and time necessary for reflection.

Let us mention once more that the teacher is not the protagonist as we are turning teaching centres into learning centres. The educators are directors of the play. The ones on stage, though, are the students —the main characters— as they introduce themselves and establish a dialogue with society.

And on the day of the premiere, the moment the doors open and the children get in MOPI and the boys and girls in NEI, all the feelings are positive. It is hard to believe how much energy we have if we are allowed to show it, how much we can share when there is someone listening to us.

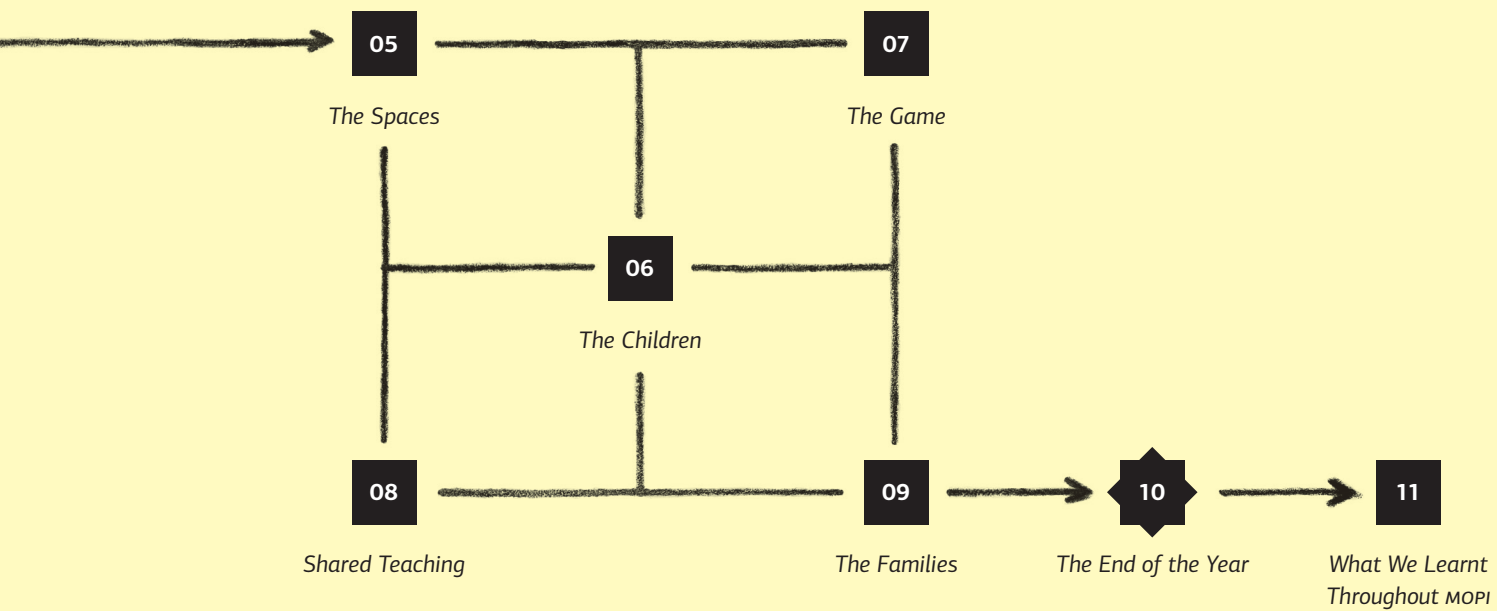
The challenge of this academic year is to gather this initial enthusiasm and boost it. Everything is possible because the entire network starts the academic year offering its best in order for the best to happen. Let's go.

II. MOPI

04



First Heartbeats



Testimony

I open my eyes and I hear some noise in the kitchen. My parents must be awake already. Of course, it's Monday. Yes! I love Mondays when we go back to school and we start a new week. Maybe we start the day in the amphitheatre telling each other about our weekend and then we play or we do maths. We may paint or write the initials of our name. My initial is very easy: it is like a mountain with a belt. And my friend Josep's initial is like Captain Hook's hook. What will the weather be like today? If the weather is nice, we will have our snacks in the forest and we will collect some pine cones and sticks. I'll show my parents in the afternoon. How exciting! MOPI is surprising!

Aleix Zaragoza

Monday, October 19th, 2015

8:05

04.

First Heartbeats

Butterflies in our stomachs. The smell of paint. The curtain rises and the performance starts. The beginning of MOPI in September of 2014 was like the opening of the '92 Olympic Games in Barcelona: tonnes of enthusiasm and excitement, a few nerves, some doubts and some builders still working.

Horizon 2020 implies a participative, systemic and disruptive change. Here, there is clear evidence. Since we agreed to start a pilot experience in pre-school, we have worked together to make possible—in a record time— this very special beginning of the year.

Nothing will be as it used to be. This is mainly a challenge for the teachers and families: to leave their comfort zones to put in practice a new way of understanding and living the school.

We are excited to start; for us, it is also the first time we have had P3 (three-year-olds at pre-school) in Jesuïtes Poble Sec, Gràcia, Casp and Lleida. We have never worked with such a large group of children and with as many teachers together, and we must say that we have a little stage fright.

The main characters—the children— get there with their usual vitality and curiosity. They do not have to “un-learn” anything. Some of them have not even been to a nursery before. Their challenge is to keep growing, playing, enjoying learning, and sharing.

During the first heartbeats of a newborn child, we can also hear a few cries; this is natural. We are not in a hurry. The parents walk with their children while they discover the spaces, classmates and teachers. There are new toys and materials; everything is an adventure. We start the day by singing a song, having a look at some images, sitting down at the agora, a new magical world in our hands...

05. *The Spaces*

The most shocking change... There is only one classroom for all the three-year-old students and they are arranged in different corners. It is bright and colourful. The children easily feel at home. There are ramps, spaces to hide, bleachers... all our doubts disappear within a few minutes. The new space is not a classroom, it is their house!

We must mention that this reality has its own story. MOPI has given teachers the opportunity to design these spaces for the first time.

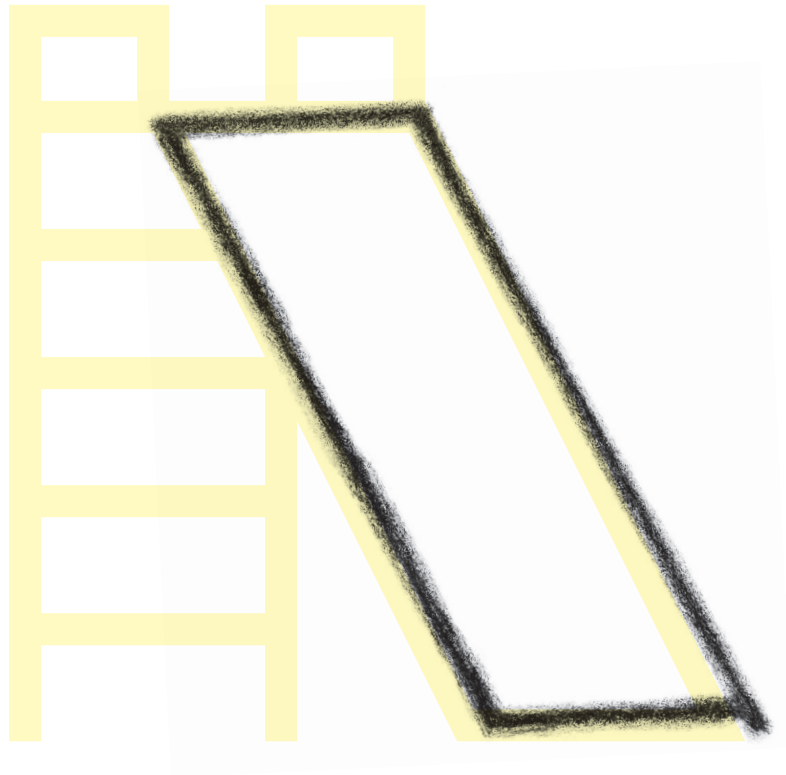
From the initial surprise we move to imagination and teamwork. Now, finally, the facts. We offer the students more possibilities with a big room with four different spaces: agora, experiential and artistic area, symbolic play area and multi-purpose area.

There are also some transgressive elements such as a slide or a tiny house with a balcony. All this in addition to the moveable furniture, which allows for changing the setting and creating more intimate and smaller spaces.

Thinking about the spaces as serving the educational project is a key element of Horizon 2020, and its importance has been proved throughout this academic year. We revisit the concepts of order and discipline, and we work towards enabling the students' experimentation and learning. Therefore, education takes place in spaces that promote socialization, which helps expand the students' capacity for living with others.

We look at the experience with the three-year-old students so as to incorporate minor changes to the spaces in the future stages in school. It is true that the paper can hold anything but then we must see what happens in the real world... We check our initial intuitions and we redesign.

During this second phase, for example, we have incorporated working rooms with glass dividers that enable and promote communication between us.



Testimony

The four-year-old children in MOPI have already put on their painting gowns to each paint a mask for Carnival. The forty-four students are in the same room, ready to start the activity. We have distributed the materials around the space and I see them getting organized and deciding the tasks they have to carry out. I get emotional when I see forty-four four-year-old children who are able to work on their own, in silence, focusing on the task and without arguing. Complete silence! In the afternoon, I meet up with a friend of mine. She is also a teacher and she tells me, "I do not think two groups would manage to do an arts and craft activity together without playing, painting the walls or throwing paint on the floor." After looking at her with my eyes wide, I reply: "At MOPI, everything is possible."

Rossana Llimona

Tuesday, February 2nd, 2016

15:00

06.

The Children

We are aware of our students' capacity to adapt because—as we mentioned before—they do not have preconceived ideas. Everything is new to them, but the traditional classroom and procedure would have been new to them as well.

How are students reacting to the MOPI pilot experience? Really, really well. So well that they are breaking the mould. And we realize, once again, that the challenge is ours.

We think that students have certain limits, but these limits are, in fact, set by the adults. A fact: the three-year-old students in MOPI have doubled the number of words they have learnt when compared to other grades. Now it is the students, and not so much the teachers, who speak in a pre-eminent way.

We are surprised at their capacity for autonomy and socialization, how they understand and adapt to new situations, and at their enormous possibilities for learning in a significant way by naturally including the contents they have learnt in their everyday lives. From very early ages, we promote

knowledge of diversity (gender, origin, behaviour...) to help the child become a citizen of the future.

And they do not only see right triangles in the pizza portions but also have the capacity to stop and say: "I have a problem." They make decisions by observing, seeing and wondering. They incorporate thought skills like comparing and contrasting into their lives.

Everything is interesting to their eyes, and thus they are already motivated. The game—as we will see in the following section—is essential. They show happiness and passion, passion towards learning and enjoying. It is a passion that more often than we would like they lose when they grow up... Could it be because we are making them believe that growing up is stopping their play and working hard instead?

How many things are yet to be learnt! The educators are the first ones to be surprised at the evolution of the children in MOPI. As neuroscience points out, we should work toward having the neural plasticity of students as the base for learning. Only the students and their enjoyment will set the limits of what we can reach.

07. *The Game*

We were saying that early stimulation finds its limits only in the well-being and amusement of the children. In this regard, games appear to be a key element in our goal of reducing the synaptic pruning that takes place at this stage. Playing allows us to maintain the motivation and attention, to reach farther, to show our personality and to share from a place of authenticity.

To children, everything is a game. However, if a student —after playing all the morning in class— asks if it is time to go to the playground, then there is clearly something not working properly.

Participating from obedience —“now it’s time to do this activity”— is quite different from diving into the suggested activity willingly and creatively. We must not forget that *playing* and *coming into play* are two different phenomena: it is not about the task or object but the way we do it.

We could think that games are something that pre-school teachers are better at than other educators, but throughout the academic year we have discovered

our flaws regarding this world full of subtleness and shading.

Where are the toys in the classroom? Should we relate the spaces to the contents? How can we display the constructions that the students have built so carefully?

Together with Imma Marín and Esther Hierro from Marinva, we have spent quite a lot of time thinking about, learning about and reading reference authors on this topic. And we still have a long way to walk because —even though we are happy with our improvement— we have started on a path with infinite possibilities and creativity.

To sum up: playing is not an activity for the youngest ones but a life attitude to which we are all invited and one that should be given a prominent role in education.

Testimony

"Mum, mum, do you want to play?" asks Júlia. "If I have three sweets and I eat one, how many are there left?"

"Julia, where have you learnt that?" I ask, surprised.

"In school. We do a game where we have to ask each other funny questions."

"Oh, that's great! These questions are called problems, Júlia."

"No, mum. They are not problems, is a game with funny questions. Shall we play, mum?"

"Shall we ask each other funny questions?" I realize then that problems are not a problem for her. Then I think about it. These "funny questions" are a game for her because Júlia goes to school to play. When I ask her what she did at school, she always says the same: "I played, mum!" I am so happy to know that her learning process is always an enjoyable game for her.

Raquel Pascual

Wednesday, February 11th, 2015

17:15

08.

Shared Teaching

We come from the belief that smaller groups are better and that more specialists should be incorporated in the classroom. These criteria were hardly questioned by anyone.

The disruptive change brought about by Horizon 2020 makes us rethink everything and —placing the students at the centre of the educational action— at Jesuïtes Educació we have joined classrooms, groups and teachers. Once more: “it will only be possible if we do it together.”

We have dived quickly and completely into these new procedures. We have learnt to play again and to do it as a team. At the beginning of the project, there could have been certain reservation about the idea of being observed or judged by one’s colleagues, but day by day those reservations have disappeared.

Now we think together, we are more creative, we share the workload, we are stronger and more capable. Here —as with any real team— we can also refer to the saying, “if you want to go fast, go alone; if you want to go far, go together.”

We are all part of it and children come up to all the educators, not just to their main teacher. And now we ask ourselves how we could ever have worked in any other way.

This complete conviction and the never-ending dedication has allowed us to move in the appropriate direction. After a few months, our complicity in the classroom is remarkable (we can understand each other with a single look) and in the network... The amount of energy in the room when the MOPI teachers in the four schools got together in January at Raimat was incredible!

To the educators, pilot experiences are a calling as well as an opportunity. Another one of the mottos of Horizon 2020 is, “It will happen anyway; but with you, it will be different.” We want you to be part of it and we count on you, your uniqueness, and your particular contributions.

This year’s first day with the four-year-olds has been quite special. It was new for the teachers, but the students were already familiar with the system and they felt at ease with it. We are learning so much...

09.

The Families

From the initial doubts regarding the number of students and classrooms to being thankful and to the excitement of seeing if MOPI will continue to the other stages of pre-school. These have been the starting point and then the finish line for most of the families of the three-year-old children.

We know that families are our great allies in this adventure, and they have been since the beginning. Parents are not only mere observers of and listeners to the scheduled activities but are co-activists in our most specific and daily work.

We strive for transparency and permeability; school should not be a separate world from the students' everyday life. We work together and we keep learning from each other. Therefore, parents have offered their time, jobs and hobbies so that we may learn even more.

Each school has found the modality that suits them best, some in a more systemized way and some in a more flexible one. The key is living and enjoying the fact that the school is a task that belongs to everyone.

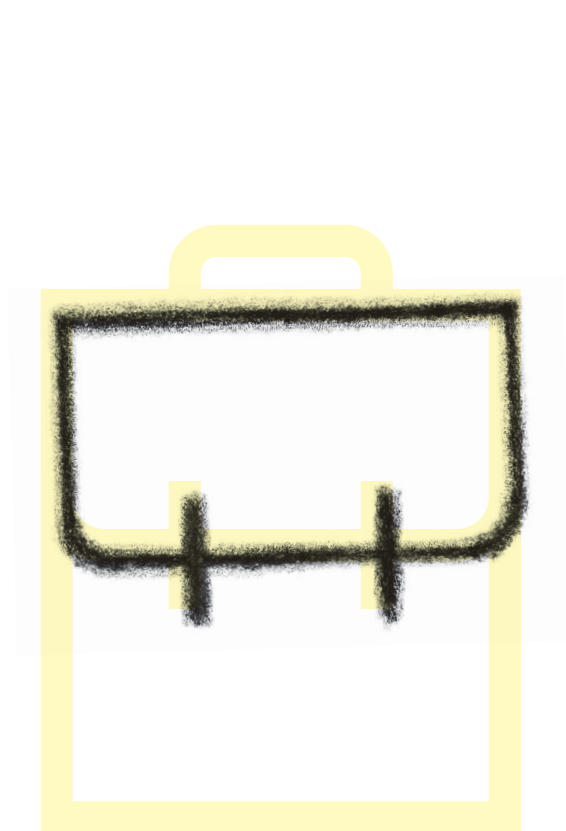
Testimony

I am at home, waiting for Sergi to arrive. Today I wasn't able to pick him up from school because the little one was born only three days ago. He comes home with excitement; he really wants to tell me something. He is carrying a paper and he says, "Mum! The question they gave me is 'How are rockets made?'" We have to look it up and figure out how to do it. Can we look it up on the Internet?" He is very happy to be able to do the task Raquel gave him with us, his parents. Once it is finished, we go outside to try it out and it works! He very excited because he wants to show it to his classmates and he wants us to help him make it fly. Parents are always welcome at MOPI.

Laia Marondo

Friday, October 16th, 2016

18:00



10.

The End of the Year

In June of 2015 we finished the first academic year with MOPI and we were happy and satisfied. We must also say that were a little bit tired as well. We worked intensely. It is true that we also learnt a lot as students, teachers and parents.

It has been a very important challenge, full of reflection and encouragement. Children have surprised us with their capacity to learn, create and innovate. We have proved our initial thoughts, that limits are set by adults.

Throughout the year, families have thanked us constantly and have expressed their amazement for what we were doing with their children, and that is a treasure to us. Many students, when the year ended, did not want to go on holiday. There's no need to say anything else...

We, the teachers, find it difficult to gather together everything we have learnt. It has been a new approach to our passion, to our students, and also to our colleagues and families.

We have updated our skills not only through courses but also by resourcing again from pedagogical

disciplines, such as neuroscience and neuroeducation. We have felt like we are students again.

And with the interest that this project has created, we have also explained MOPI to people at universities, to journalists and to other teachers. We were quite scared at the beginning —we had never done something like this before— but the feedback we have received has reinforced our work enormously.

We all go on holiday with our suitcases full of experiences from the year, and we feel that we have started on a path with no return. We are excited to move towards this new school we are building together. In a way, we have all regained the genuine look of children.

11.

What We Learnt Throughout MOPI

The experience of MOPI is constantly ongoing. Therefore, before the evaluation of MOPI itself, we can state that if we look at our daily experiences we are already learning. Throughout the first heartbeats of MOPI we have learnt that:

- Understanding that learning means discovering is essential, and that learning means learning to live with others.
- Children in MOPI learn with their minds, hearts and bodies.
- Learning definitely means building meanings. When we learn we give meaning to what we have in our context.
- When we are capable of building our own representation of reality or its contents is when learning takes place. Learning means building meanings.
- Children elaborate meaningful learning on their own; this is what we refer to as learning to learn.
- When we favour the activity of children they progressively change their vision of knowledge.
- The atmosphere in MOPI classrooms is very relaxing. It is an atmosphere of mutual respect, which promotes the willingness of children to be with others and their solidarity.
- Teachers respect and listen and, when there is a need, they help. Consequently, the children feel loved.
- In pre-school, meaningful learning is achieved through experimentation, action and games.
- Apart from conscious action and games, interaction and sharing with other people also allows for the socialization of children.
- Growing and development are evident. Socialization is about favouring quality interpersonal relationships.
- It is through those quality relationships with all the members of the educational community that self-esteem, co-operation and trust are built. This happens in a warm, comfortable and safe environment for the children.

- Senses and motor skills are developed throughout pre-school. Children develop senses and general motor skills as well as fine motor skills. They explore and move around while analysing the space around them and handling many objects so as to slowly discover the reactions and possibilities of their bodies. At the same time, they are aware of their safety in the space and they take care of their body.
- MOPI helps emotional development. Children build self-esteem and they learn to recognise and express their interests, needs, feelings and emotions. They also learn to trust each other and to improve their interpersonal relationships. Progressively, they express their will for growing and putting autonomy into practice through the centres of interest, activities, themed corners and classroom routines in general.
- The commitment to others is one of the dimensions of personality linked to social development. In fact, children base their understanding

of the world on using and comparing their interests and preferences against those of the other children.

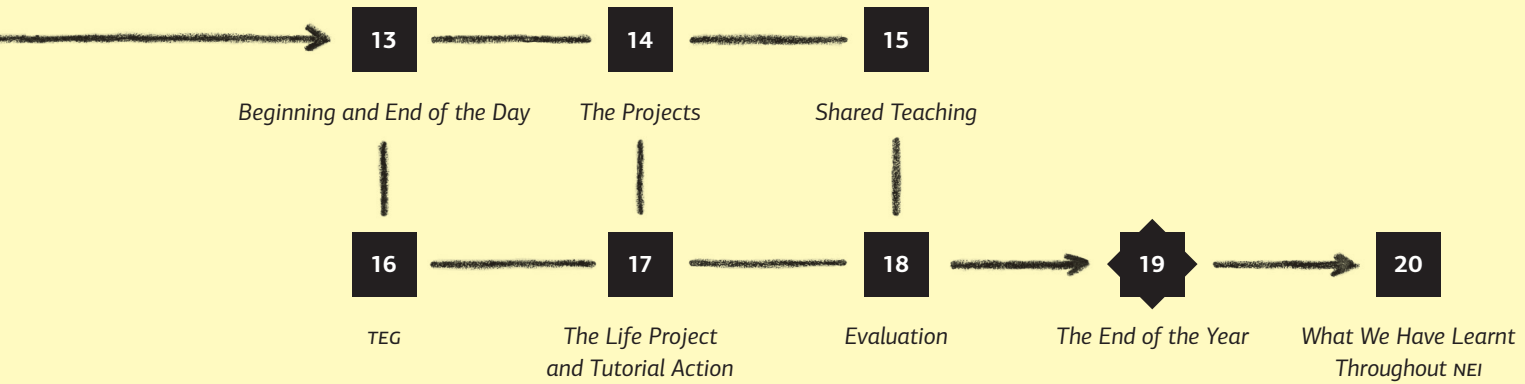
- We learn to solve conflicts together, with a spirit of justice and respect. Children learn to share their games and to live and respect social rules. These are the bases for building up morals.

In order to finish this section, we could say that at the moment we are writing these lines we are still learning a lot at MOPI. However, we are still in this transition period between provisional intuition and precise evaluation of this innovative experience. Everything has its own validity, importance and time. Let's move forward.

III. NEI

12

First Heartbeats



08. Tasting the Dream. 32 Experiences to Live Educational Change

12.

First Heartbeats

NEI starts with seeing friends again and with the faces of the students as they arrive in the new spaces. As we mentioned before, we wish we could imitate and keep this motivation throughout the school years of these students: we want to learn together...

With this spirit the first week is devoted to getting used to the new context and starts in Jesuïtes Sant Gervasi, El Clot and Lleida. In these first heartbeats, we do not focus on specific curricular content but instead work on an initial project that will serve as a way to begin to feel comfortable.

We are using some classrooms, agorae and corridors with specific furniture for the first time and this calls for new ways to relate to the spaces. We also have a larger group of students with new classmates and now we have three tutors working simultaneously with the students.

The changes are many, especially when we think about the fact that we want to start a new way of relating and considering the school. The first heartbeats are those of tutorial action: we pose questions

on how we start the academic year in relation to the previous one, on who we are, and on what we expect from the months to come.

We slowly get to know the proposal of NEI: its pace, priorities, procedures and rules. We have turned away from the traditional vertical informative session—from top to bottom, that is, from teacher to students—to an introduction from the students themselves.

We avoid arbitrariness—which is nonsense without hierarchy—and we opt for an approach based on experience. The students themselves discover the uses for the bleachers and poufs, for example, or the meaning of working with the rest of their classmates.

With NEI, we strengthen and improve the relational culture in school and we quickly get interesting suggestions from the students at this stage.

Testimony

I am heading home and I am alone in the car. I am thinking about the last forty-five minutes in the classroom. We have done the end-of-the-week session with the students and we have reflected on a project we have been doing and the week in general. Difficulties, things we have learnt... We have asked them to summarize in one word what the project has meant to them. All of the forty-five children in the classroom have been able to do it, without even a single word being said twice. I think, "Quite an achievement! What a success!" They are aware of their learning throughout the week and they appreciate it. But the students have gone even further and have asked us to create a new role in the classroom, that of "the creators of the word-of-the-week". They want to have some students each week be in charge of observing the class and thinking of a meaningful word. Amazing! They have felt the need to analyse their environment, without being the main centre themselves. They are starting to become "people for others"!

Joan Capdevila

Friday, December 18th, 2015

17:20

13.

Beginning and End of the Day

A peculiarity of NEI is the beginning and end of the day and of the week. Special emphasis is placed on the persons themselves, the students.

During the first twenty minutes of the day in the morning, everything stops. After leaving our bags and getting ready, we relax and focus. There are some dynamics that can help us: closing our eyes, listening to music, watching a video, praying...

And we ask ourselves: “How am I?”, “How do I feel?”, “What happened yesterday in the world?” Many subjects related to the world around us come up, as well as subjects related to the growth of our life projects: an earthquake, the Nobel prizes, a death, or who has received the “Catalan of the Year” award. We should not forget that school has to open a door to the world.

The tutors usually prepare for the beginning of the day with something related to the life projects. The last fifteen minutes of the day, however, are devoted to gathering and be thankful for what we have experienced and learnt throughout the day.

What a big change it is to leave school with the homework set by the teacher once the bell has rung as opposed to with these conscious thoughts! We must not forget that in order to develop a life project wondering about things and taking some time to listen to the answers is crucial.

We also spend some time at the beginning and end of the week to approach and evaluate our learning. We explore the motivations, the reasons for learning: we get in touch with reality once more and we observe its needs, we embrace our commitment and set ourselves challenges.

First of all, we are interested in learning goals, not in the content itself. At the end of the week we check our progress and the difficulties we face, feedback that allows for metalearning on one hand and for adjusting the pace to the students’ actual learning on the other.

14.

The Projects

It has already been outlined in the previous section and we have given a detailed explanation in book 05: the work at NEI is organized into projects. This is the only way to turn learning into something meaningful and to prepare students for the 21st century. Wait, adults organize their work in subjects or projects?

There are three key elements to this way of understanding and putting learning into practice in the classroom:

1. The challenge that provides us with a real and meaningful focus and that is therefore the element on which the rest of the project is organized.
2. The cross-cutting approach that allows us to achieve our goal. We should activate our own resources and acquire diversified knowledge along this journey.
3. The teamwork and individual work that frames our interactions and adventure settings.

Let us add that in a regular week, the work for projects takes up to 60% of our time, while the other 30% is devoted to specific subjects (Music, Physical Education, Foreign Languages and theoretical capsules within the projects). Finally, reflection (as mentioned in the previous section takes up 10% of our time.

However, to better explain the projects, we should describe CREA (which can be translated as “Creating” in English). CREA project is decided by the students and so it is the highest level of personalization that we have reached.

If before we relied on a motivating topic with most of the projects which had been previously prepared by the teachers, now the possibilities offered are limitless. “I have chosen this topic because I like it”: these are the only instructions. Afterwards, interests are combined and we build six teams (one for each tutor) to work on the projects.

Therefore, throughout the second semester a whole afternoon per week has been devoted to CREA.

The week before Easter holidays is intense and concludes with a final show open to the families.

Here the educator promotes the students' curiosity more than ever; their task is helping the students find the path, to discover their own tools and those of others necessary to make the project a reality.

During the first year of NEI we have seen astonishing things: at home, the children worked on their projects and they talked about them all the time. In the school, we have enjoyed a musical, apps for the pre-school students to learn English and German, a vertical garden, a circus and even a real television programme!

Everything counts in the projects. We are interested in the knowledge transfer; that is to say, how that which is learnt here can be used in a very different context elsewhere. It is a way to learn subjects, of course, but more than anything else it promotes attitudes, values, and allows us to pose ourselves questions and make wishes come true... All in all, it is a lesson on life at its best.

Testimony

I am on my own in front of the camera, wearing a shirt and a tie and about to start recording. I will be the weather forecaster in a few minutes, and I am riddled with nerves. We started the CREA project a month ago and I cannot believe it's almost over now. I remember the trailer, the adverts, and how we used to fight to be the first ones to go and record the rest of the groups. I have had such a good time that I am even sad that holidays start in three days. Incredible! What do the teachers do to make NEI such an enjoyable experience?"Joel, come down to earth, we are about to record!" And I could not erase the smile on my face even through the stormy weather I was forecasting.

Joel Sendra

Friday, March 25th, 2015

15:40

Testimony

I am working with a group of students. I raise my head and I look around me. A teacher is solving an issue in an office with glass walls while another one is finishing an explanation on the bleachers about how to move on with our projects. I close my eyes for a moment, a feeling of happiness invades me and I think, "I am not alone!" Somebody calls my name. "Jordi! What are you thinking about? You are daydreaming!" A complicit smile appears on my face. The students also smile and they say, "What were you thinking of? Come on, tell us!" I look them in the eyes and tell them, "I am very happy to be part of a team of three teachers in a room because..." I cannot finish my explanation because one of the students breaks in, sincerely: "You are a team, like we are!" I feel emotional for a while; I keep silent, and finally I ask them to hold hands together and I tell them: "Never stop dreaming!"

Jordi López

Monday, March 7th, 2015

15:37

15.

The Shared Teaching

We observe the students; they are at the centre, learning and growing as people. This is the goal of school: to enable and promote the inner enthusiasm and curiosity of children so as to make them the main promoters of their own learning.

How have we organized ourselves to make this possible? In the deep and systemic change to the school brought on by Horizon 2020, we should highlight two roles: the teaching staff and the management technicians.

In this first section, we will focus on the former. NEI means moving from a single teacher in the classroom to three teachers working together. We join three specialists (one specialized in language, one in social sciences and humanities and one in the hard sciences) who are in charge of the tutorial task of guiding students through learning and of classroom organization.

With different roles depending on the moment, the educators coordinate and appear with a single voice. We should be reminded that they have been through

PIEP (*Programa d'Incorporació a l'Experiència Pilot* or Program for Incorporation into the Pilot Experiences) last year where they learnt how to be a high performance team.

We do not only focus on controlling the contents but we reinforce our new task knowing that we can trust in the team. We pose good questions and we make the students wonder about things as well instead of giving them all the answers.

And the task we give ourselves is what we want to happen in the classroom. We look at ourselves from the perspective of our own abilities, being able to learn and going beyond internal disputes through dialogue and kindness. We give in and we reach agreements, we find solutions, we grow.

Shared teaching is putting ourselves in our students' shoes while they are working on projects. There are many things that need to get done for NEI to work; we learn every day and we broaden our limits. Teachers live all of the shared teaching hours intensely. As we have seen, they should also carry out a personal task in order to face this challenge.

16.

TEG

As we mentioned in book 06 (which was about MEG, *Model Estratègic de Gestió* or the Strategic Management Model), in the school we aim for we are counting on a new role for providing teacher support. We are talking about the TEG (*tècnic de gestió* or Management Technician).

Throughout the 2014-2015 academic year, we also introduced this role for the first time. Each of the three schools incorporating NEI adds this professional role.

This role is a resource that enables not only academic but also pedagogical management. Apart from freeing tutors from administrative tasks and paperwork, the TEG also appears to be helping in the learning and teaching process.

The TEGs participate in the tutors' meetings so they are always informed of the sequence of events in the calendar and the scheduled activities.

We must add that working with projects asks for a great deal of context. These tasks are also carried out by the management technicians. We are talking

about preparing for school trips, coordinating the participation of parents or preparing the evaluation grids, among others.

These educators are proactive and they are in charge of communication with families. This task involves writing emails and taking pictures. In some cases, they are also in charge of talking to the media who have gotten in touch and are interested in Horizon 2020. These educators are a key piece in the team to make our dream come true.

Testimony

I show my husband a picture of today's activity with the 5th of Primary at NEI. I was so surprised during the time I spent with my students this morning that I wanted to keep record of the scene. I ask him if he knows what time it was. "No idea," he replies, and then I tell him, "It was taken during the break time but the students are working. They asked me if, instead of going down to the playground, they could stay in and finish some tasks for the CREA project; they wanted to surprise their tutors when they came back." It is a small point that clearly shows the autonomy, commitment and enthusiasm we all have at NEI. We, the management technicians, are working hard within the teaching team to make the school we want possible.

Lourdes Vila

Friday, March 20th, 2015

20:10

Testimony

The entire family has gathered to celebrate my grandfather's birthday. As usual, after the meal, Bernat calls everyone outside into the garden to play in a mini football competition he organizes. All the cousins love these matches and specially they love to win; Bernat is the most competitive of all. Therefore, more than once it ends up in a fight or with tears. Bernat tells us the rules and firmly states: "Firstly, we are here to have fun. Secondly, we are playing as a team and if we want to win, we have to pass the ball and let everyone play. And thirdly, the most important is not to win but to have fun." I could not believe it. These had nothing to do with Bernat's traditional rules! Only a month at NEI and he has already gotten the message, which had stuck deep within him... Something new was happening!

Ana Español

Sunday, October 12th, 2014

17:00

17.

The Life Project and Tutorial Action

We have gone over the fundamental elements of NEI. However, we still need to take care of what could be forgotten, which—in our opinion—is the main focus. Once more: we are called educators since we encourage the students to develop their own life projects.

Reflection at the beginning and end of the day or week, working on projects, CREA, the development of competencies... All of these are context to promote the students' learning. There is still something missing, though, something essential.

Our actions are focused towards discovering and finding ourselves, getting in touch with the things we like, our calling, that which is meaningful to us. So tutors monitor the growth of the students closely. In accordance with the Ignatian tradition, we could say that this is our main task. The tutors have a deep and complete vision of the students. This helps them enormously in their work with families to help them with the challenges presented by the students' growth.

In this personal guidance, educators program spaces and individual breaks to reflect on any aspects that

might be relevant: "How do you feel?" or "How was your week?" are open questions used to build up an awareness of progress and any difficulties.

If tutors used to be firefighters putting out fires, now we need them to inspire students and help them broaden their horizons. Students in Secondary are even invited to prepare the meeting they will have with their tutor.

We should add that the life project notebook is key on this trip to our inner being. This personal diary serves each of us as a way to examine our conscience: to register what we think, feel and do.

We set ourselves goals, we find out how we can improve and we take action to find out, in the readings of the diaries we do later on, the path we have walked.

Let us go a bit further: with the life project notebook we work on our inner being and spirituality. That is, what links us to who we are, what we feel and to those questions about ourselves, others and our experiences that make our lives meaningful. With that notebook we create and celebrate the habit of telling ourselves our lives to add further meaning to our lives.

18.

Evaluation

Evaluation is added to the tutorial task and to the monitoring of each student's life project. This is actually a whole new thing at NEI.

First of all, we should mention that in the view of our professionals, evaluation does not have a divided starting point but that a global vision of the student predominates instead. The teachers can move from a general to a specific approach instead of maintaining the segregated academic perspective used in the traditional school.

Second, we must say that working on projects means that the students face and solve challenges on their own. We must also add that taking action implies making mistakes. We learn when we dare to carry out our proposals and when we see that they require improvement.

In this context, teachers and professors support students immediately by regulating and reorienting the mistakes related to discovery. We observe that the evaluation of the students is formative and continuous.

If we are interested in the processes and tools related to learning to learn, we should also focus on developing the students' abilities, strategies and attitudes. Therefore, evaluation at NEI is also related to competencies.

In well-rounded learning we cannot omit the importance of memory and content comprehension. In this regard, small tests are also conducted at NEI to check the level of acquisition of some specific areas of knowledge. Evaluation is, therefore, also cumulative when need be.

To continue, after evaluation everything is gathered into reports. At NEI we evaluate eight competencies (communicative; mathematical; knowledge and interaction with the physical world; autonomy and personal initiative; digital; cultural and artistic; social and citizenship; learning to learn). And we do it in a graphic way: a battery is more or less charged depending on the level of assimilation.

In another place in the reports we find qualifications for different subject areas as according to current

legislation. These are qualifications obtained through learning activities carried out in specific areas and projects.

To sum up: we do not want evaluation to be an end-of-the-trimester goal or a terrifying and homogenizing scale; we want it to be continuous feedback which allows us to improve. With this philosophy in mind, we introduce self and peer evaluation, which enriches the process enormously.

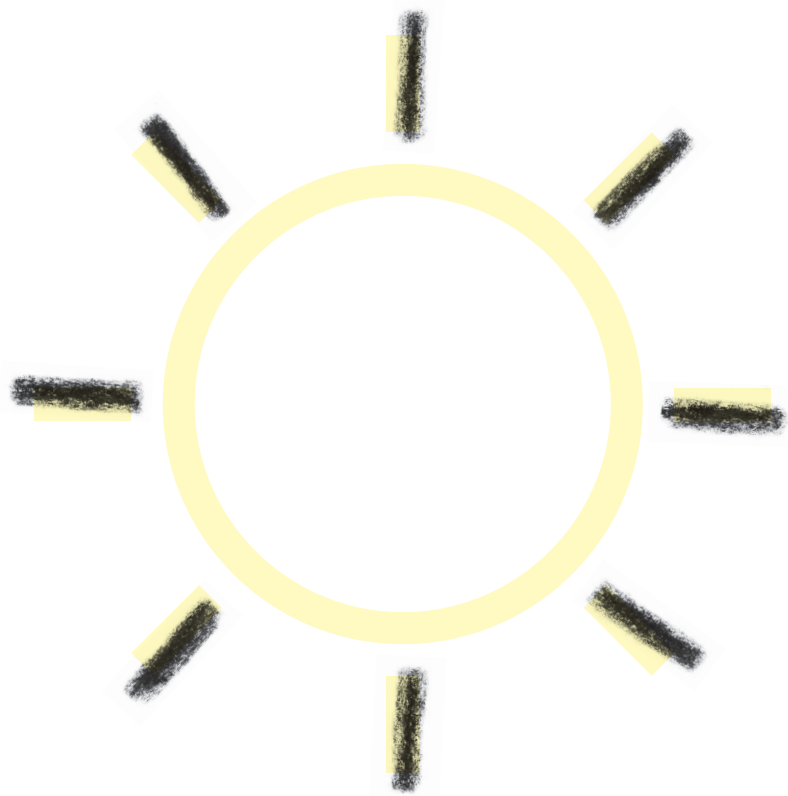
Testimony

I was with my friends just a moment ago, talking about school. My best friend told me they were studying history of Islam, that he had already had the exam on all the contents of the book and that he didn't even remember the pillars of this religion. We told them that we had done a written exam but that we had also done a video project on Islam, one with interviews with a Muslim and many other things. I think it is easier to learn the concepts through projects; you work more on it and you do not only learn it by heart for the exam. I realize how lucky we are to be studying at NEI, because it opens many doors.

Enric Ariza

Thursday, February 4th, 2016

19:13



19.

The End of the Year

And so we reach the end of the course. How was the end of the first academic year of NEI? Well, if we have to be honest, we should say that it was really emotive, full of a sweet sadness similar to the one at the end of a summer camp rather than the stress of the traditional final exams.

In the same way that there was a particular kind of welcome in September, during the last week of the academic year we worked on a singular project. This is because at NEI we have proved first-hand the importance of doing things properly, with both the attention and time they need.

This year, we have lived many things together; students and educators have built an excellent team and we have gone further. We are thankful for having jumped into the pool, for everything we have offered and received.

And the tutors continue by the students' side. We hand in grades with a very special kind of feedback and we encourage reflection: How did I start the academic year, and how do I end it?

What have I learnt from my classmates? What do I want to do over the summer?

At the party we organize all together music and some snacks could not be missing; all full of emotions. We have not checked the results thus far, but we are certain that this experience is working...

A clear example of this is that we have started the 2015-2016 academic year with spontaneous meetings of students with their former tutors at NEI. The appreciation has not expired and now, with the new links we are building in 6th Primary and 2nd in Secondary Education, we keep on learning and growing.

20.

What We Have Learnt Throughout NEI

As we have done with regards to MOPI, let us now review what we are learning in this summary. The New Intermediate Stage is helping students:

- Develop intellectual competencies, such as using information, problem solving, developing a critical spirit and creative thinking.
- Develop methodological competencies by creating effective working methods, using technology and ensuring communication.
- Develop personal and social competencies that in turn contribute to developing the students' cooperation and their personal lives.
- Develop the systematization of information by searching for and choosing the most appropriate and suitable information (which are the most relevant aspects of working through projects and problem solving).
- Increase the analytical skills of children in problem situations. These help them try new ways of solving problems and to revise the best options while taking into account the requirements and consequences of the solutions they have begun to put into practice.
- Develop a critical spirit through building their own opinions on events. They are learning to analyse facts and to prove their accuracy.
- Stand on one side of an issue and to express opinions. They articulate and communicate their points of view to justify and play down their opinion.
- Compare their points of view to those of others and evaluate the amount of reason and of emotion in their own point of view.
- Give value to their creative dimensions of thinking, both individually and in a group (with regards to this we should highlight the projects they do, and above all we should emphasize CREA).
- Be open to multiple ways of considering events and to be moved by intuition. At the same time, consider all the elements in a situation.
- Be willing to accept risks and the unknown (due to the game-like approach NEI has taken).

- Be receptive to the appearance of new ideas and ways of working. Adopt flexible procedures and try different ways of exploring new ideas.
- Learn to use efficient work methods (due to the teamwork in different grouping possibilities suggested by NEI).
- Look at activities as a whole and regulate and analyse their processes. Adapt their working methods to the task and context at hand and then readjust their actions when there is a need. Likewise, they carry out tasks in the agreed deadline.
- Recognise their personal skills by identifying —when need be— their emotions, feelings, values, references and possibilities. All in all, discovering both their strengths and their limits.
- Place themselves among others, thereby identifying as part of a group. In this context, they are ready to use their own criteria and to start learning how to determine the criteria for personal success.
- Develop co-operation skills from managing conflicts in a group.

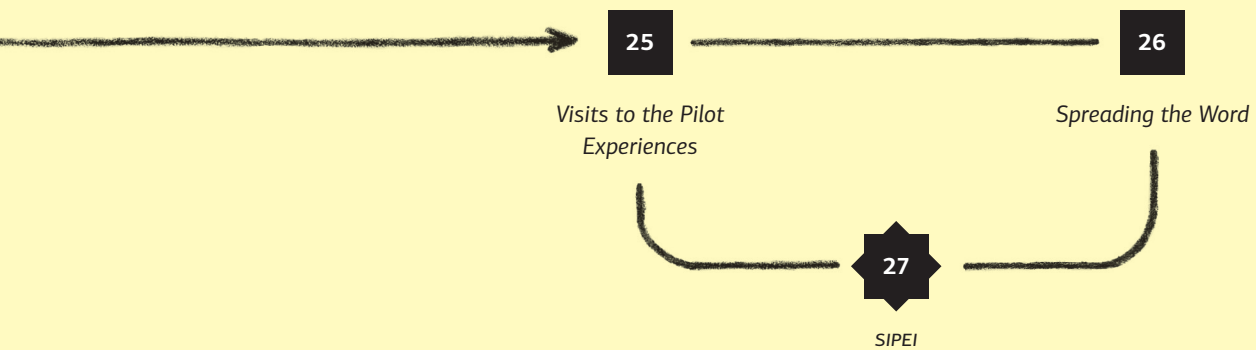
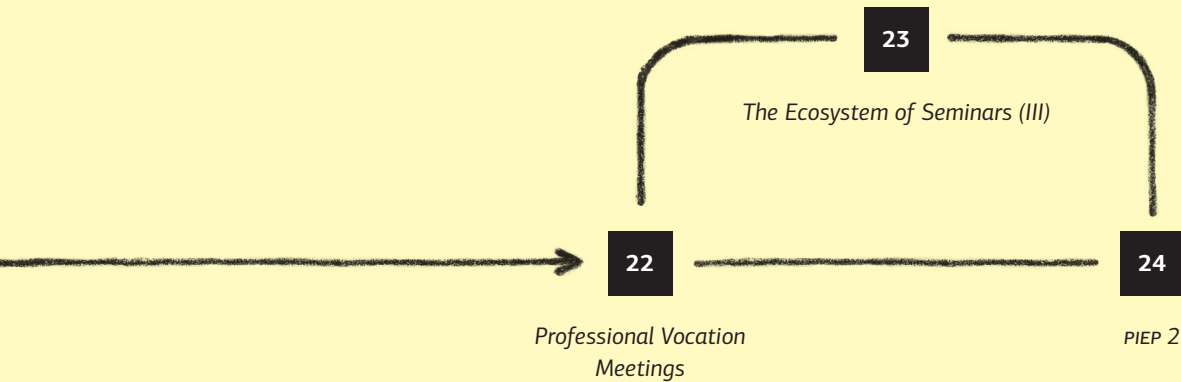
- Evaluate their own and their classmates' contributions to the tasks and identify the most attractive tasks.
- Communicate appropriately; know and respect traditions, rules, codes and conventions, for example.

We observe that this list of skills is fundamental to the new school. Therefore, we can state that we are —here and now— carrying out and materializing Horizon 2020.

IV. The Network

21

*Horizon 2020
with Perspective*



08. Tasting the Dream. 32 Experiences to Live Educational Change

21.

Horizon 2020 with Perspective

As we said at the beginning of this book, the pilot experience of NEI and MOPI are being implemented in three and four centres of the network, respectively. We are very happy to have 1,800 students enjoying the new school during the 2015-2016 academic year.

And Horizon 2020 is more than this focus on innovation. We have eight schools with 13,300 students in total. We move forward together towards the school we want. The notions of life projects and the 5 Cs guide our transformation.

Today, the network is already working toward educative change in each of the school grades. So during this academic year we will celebrate the end of the NEI pilot experiences, and in 2016-2017 we celebrate the complete introduction of MOPI (to the initial P3 and P4 groups, we add P5). During the 2016-2017 school year we also will start a TQE (*Tercer i Quart d'ESO*; Third and Fourth Year in Secondary Education) pilot experience.

The amount of innovation, planning, training, works and materials produced is huge. As you

can imagine, to make the Horizon 2020 dream come true we need the strength of the network.

In September of 2017 we have planned to implement educative change in grades 1-4 in Primary and Higher Education. And the *batxillerat* (A-levels) is, obviously, working hard to synchronize with the implementation of TQE.

Before bringing this section to an end, we would like to comment on the development of Horizon 2020. In the transition stage from the old to the new model, we can identify two degrees of introduction and scope.

If with the two pilot experiences we taste the dream—that is, we open the way for others— then is for two reasons. On one hand, there is a natural transfer from this new disruptive atmosphere of learning to the ordinary system of actions and learning that are being tested. On the other hand—and in a second stage— through the pilot experiences we will be able to implement the deep transformation of education to the rest of educative stages and schools.

22.

Professional Vocation Meetings

Ignatian tradition invites us to stop and take some space and time to connect with ourselves, to harvest our inner being to find and render out the meaning in everything we do and experience.

During the 2014-2015 school year we planned different Professional Vocational Meetings (what we are calling TVP, *trobades de vocació professional*), in which 158 educators participated. If we add the 33 educators from PIEP and the 23 from the spiritual exercises in Manresa and Loyola, the result is 214 people (623 since 2012).

In these meetings we retreat for a couple of days to find ourselves in a genuine way. And this is because each life project is personal; the sense is in each of us. This life project is not only linked to planning but to research, boldness towards ourselves, silence and introspection. What is there deep inside our being, then?

When we listen to ourselves, when we let our contributions emerge from inside, our daily actions will become more meaningful. “What do I want

to do in my life?” “What makes me happy?” “What is my true vocation?” These are radical questions.

We find references in the roles of Ignatius of Loyola and Jesus of Nazareth that can help us answer these questions. We put silence into practice, we connect, write, share, read; we grow. It is about living our lives instead of letting life control us.

Revisiting our vocation is bearing in mind what moves us and keeping it alive in order to devote all our life to education. The TVP are, therefore, an invitation to love and be loved, to leave the central role that we sometimes occupy, and then put our mission, our vocation of serving others in its proper place.

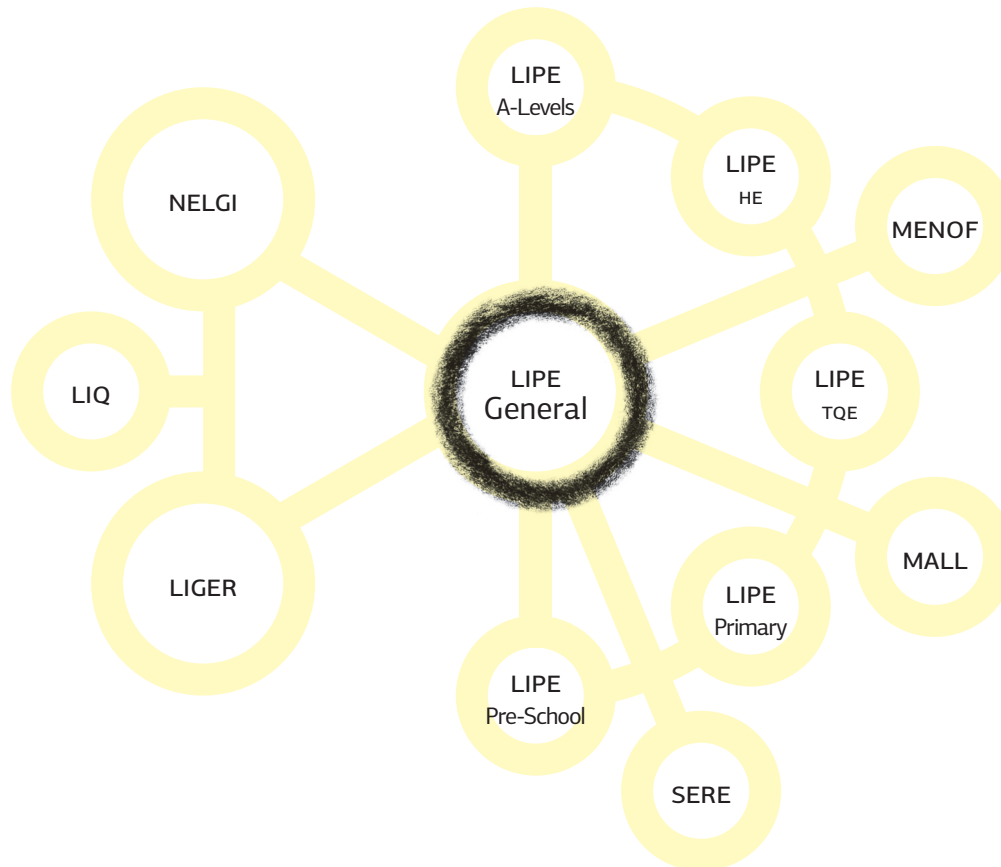
Testimony

We are in Montserrat. It is not first time that I have been there with colleagues from Jesuïtes Educació, but it is the first time that I lit a candle. The context asks for it; it is cold and it rained a little bit this afternoon. We have started TVP with personal work and then we will share our life path with the group. It is always moving to witness the discovery of the personal wealth of others. The bells ring; here (and everywhere else) everything is life, mystery.

Glòria Espuña

Thursday, October 22nd, 2015

20:15



23.

The Ecosystem of Seminars (III)

During the 2014-2015 academic year, there was something new; we increased the workflow from eight seminars to twelve, with over 140 educators from all educative stages (teachers, professors, managers and directors).

To the well-known LIGER (*Lideratge Gerents*; Management Leadership), NELGI (*Nova Estratègia i Governança Integral de la Xarxa*; New Strategies and Leadership for Comprehensive Governance of the Network) and LIPE (*Lideratge Pedagògic*; Pedagogical Leadership) and related programs in pre-school, 3rd and 4th grades in Secondary, higher education and A-levels, we must add LIQ (*Lideratge i Qualitat*; Leadership and Management), SERE (*Seminari d'Ensenyament de Religió*; Seminar on Teaching Religion), MALL (*Model d'Aprenentatge de les Llengües*; Model for Language Learning) and MENOF (*Model d'Educació No-Formal*; the Non-Formal Education Model).

Most of these seminars have run three times and the internal discussion about them has been gathered in twelve documents that summarize the conclusions we reached.

Beyond the numbers, the specific procedure of our ecosystem of seminars is leading us to:

1. Perceive and discover reality, avoiding and getting over our mistaken approaches.
2. Witness and discover our deep knowledge of what is happening, of the individual and collective roles we play; let new things permeate us and let emergent realities get through.
3. Realize and see what should be done; create prototypes and pilot experiences.

Or, in other words, the role of this innovative think tank of programs is essential to Horizon 2020. Due to its procedures, we are able to solve complex problems of adaptive nature.

Through dialogue, we should get to the original source from which our speaking, feeling and acting springs forth; we should make this blind spot visible in order to overcome ingrained beliefs to then glimpse the emerging future.

24.

PIEP 2

With the first academic year of pilot experiences ongoing, the wheel has started to move forward and all the gear teeth turn without interruption. While the pioneers learn at MOPI and NEI, we have to plan a second edition of PIEP.

Our goal is to train the team of educators who will be incorporated into NEI in the 2015-2016 academic year. They will be the future tutors in 6th of Primary and 2nd of Secondary at Jesuites Lleida, El Clot and Sant Gervasi.

We also held a residential week in the Avellanès Monastery at the beginning of February, and throughout the course we have continued to build a team while generating the necessary materials and synergies to make the dream come true.

The most remarkable introduction to PIEP 2 has been the possibility of spending a week learning at NEI. There is nothing better than learning from the experience itself!

PIEP 2, once again, has focused on the central element that we have been working on throughout

the academic year: the life project. Over 370 hours structured in five sections, we look closely at the life project since —as we have mentioned on many occasions— we pass on what we are.

Taking into account this transversal axis, PIEP 2 includes 11 topics: methodologies, pedagogical concepts, didactic material production, teamwork, approaches to NEI, Horizon 2020 framework, metalearning, teachers' beliefs, the model for MEJE, professional vocations and the use of technology.

Therefore, the well-rounded education that we suggest and building each student's life project are part of each and every reflection and praxis carried out in the programme.

We should add that a singular part of this second edition was the workshop on the body, dance and movement at Obrador de Moviments. To learn more about this experience, please watch our video on the Horizon 2020 website (h2020.fje.edu).

Testimony

On the train from Lleida to Barcelona. While on the train to Barcelona, we get ready for the beginning of the day with our students; today we are in charge of this activity. The carriage is silent; the passengers are half-asleep and we are already chatting until we hear “Shhhh! Silence!” We look at each other knowingly and we start whispering. We open our life project notebooks, we reread some of the ideas, and we think about the central axis of our day: the game. We will devote the first part of the day to rediscovering some of the feelings of when we were children; we will close our eyes and listen to many sounds: the light rain falling, the autumn leaves when we step on them, the sound of the forest waking up. We want to begin the day with new eyes, ready to rediscover the child that we have inside.

Marina Comellas and Mireia Torres

Friday, February 20th, 2015

7:25

Testimony

(Text from the evaluation form)

Everything was wonderful. Our expectations have been overcome.... I would have liked to have had some more time, it is true, to reflect on the ideas that Lluís passed on... Now it's our turn to keep thinking and reflecting on them. Conversations never come to an end; they continue in different contexts, in our brains, with other people, until we are lucky enough to see each other again. The exception is our hosts; from the very first moment —when we sent the first email showing our interest— to the seminar a few months ago to the last minute: in the way they treated the attendants, the information, the meals... everything!

Seminar on 19th, 20th and 21st January, 2016

25.

Visits to the Pilot Experiences

On this path along the 2014-2015 academic year and the first trimester in 2015-2016, we must add that with the support of CETEI (Centre de Tecnologies Ituarte), our education innovation node, we offer the chance to get in the pilot experience classrooms and to get to know our project firsthand.

So during the first academic year of MOPI and NEI, 431 people got to visit the centres where these pilot experiences are being carried out. The suggested format for the visit is that of a seminar.

Strangely, when the participants go into the classrooms and join the students' activity, the students do not interrupt whatever they are carrying out at that moment. The students are working with three tutors; nothing stops if another teacher comes in.

After sharing the dynamics of the classroom with the children, we have a meeting with one or two of the tutors in the pilot experiences to share our impressions with them.

If we have another look at the numbers, we see that the directors in the Jesuïtes Educació

network schools have visited MOPI and NEI, as have staff in the Departament d'Ensenyament (the Catalan Ministry of Education), Blanquerna University, personalities in the education sector, teams from the Bisbat de Mallorca schools, the Marianists, colleagues from the EDUCSI Jesuit schools in the east and north, inspectors from the Ministry of Education and public school teachers from Catalonia and abroad, among others.

In this regard, PIP (*Programa d'Innovació Pedagògica* or the Pedagogic Innovation Programme) was held in Barcelona on 10th and 11th October, 2014. Up to 62 people from around the world visited Jesuïtes Sant Gervasi and El Clot while they were attending SIPEI (please see section 25) to think about Horizon 2020 as well as the present and future of the school.

If you would like to be part of this initiative, please check the Horizon 2020 website and fill in the application form. CETEI—even though they are receiving quite a lot of applications—will contact you and try to arrange a group and a date.

26.

Spreading the Word

This is a strategic topic. In relation to the visits to the pilot experiences, we go a step further. We are sure that there is not a single model for the 21st century school; however, we feel the need to communicate and share our experience of disruptive innovation.

We have devoted time, energy and words to it. They appear from the commitment to education and in the children of today and of the future. We need to reflect and to take action. We all have to do it, everyone from their context and tradition, but we do so while building a team at the same time.

We offer ourselves to contribute in this great coalition towards educational transformation. The presentation of the Transforming Education collection on March 5th in the Blanquerna-Universitat Ramon Llull auditorium on Valldonzella street was a remarkable moment in this mission.

Due to the work of Jordi Casabella and the communication team at Jesuïtes Educació, Horizon 2020 and the pilot experiences have been present in both national and international media.

We have taken part in numerous congresses and conferences ever since: Madrid, Saragossa, Lleó, Múrcia, Mallorca, Portugal, Italy, France, Guatemala, Mexico, Argentina, Uruguay and Chile, among others.

The exchanges are always positive. Horizon 2020 has been received positively; we share our diagnosis and encourage action. The educational world knows that a change is needed and that the challenge cannot be postponed much longer. We make the enthusiasm for the project grow: yes, transforming education is possible.

We feel that there is a generalized claim for change. Specialists, parents, teachers and professors, directors of schools, politicians, intellectuals... Wherever we share our experiences a debate focused on real change begins. How are you doing it? Where do we start?

Testimony

(Text from an email to Xavier Aragay and Jonquera Arnó after their trip to Argentina, Uruguay and Chile)

Dear Xavier and Jonquera, on Friday, December 4th I heard you in the Colegio del Salvador. I left cheerfully commenting to Silvio Rodriguez, 'I enjoyed that so much, every section so much, and I enjoyed everything so much that I feel a bit less sad at your departure, because you are staying here with me somehow'. My most heartfelt thank you for the presentation, the images, your eyes that were a reflection of your shared work, humbleness, devotion and generosity.

Graciela Piantanida

Sunday, December 6th, 2015

18:16

Testimony

(Text from an email to Xavier Aragay and the board of directors)

Xavier, Pepe, Lluís, Jonquera, Elvira and the rest of the team, in the Irish language we have an expression: “go raibh mile maith agat”. It is our biggest “thank you”, roughly translated as “1,000 thanks to you.” Wow, what can I say. SIPEI was a magical experience and it was down to your team. In another role I am involved with conference management and I know what is needed to pull off an event like this and your team excelled. What amazes me the most —what makes me most grateful— is that you did this on top of your “normal” job. You have set a new standard for contribution to the global Jesuit network (as did Boston College High School in 2012 with ICJSE). Words cannot express my appreciation for your contribution and your warmth of hospitality. SIPEI will be seen as a significant and seminal event in time. People will say things like, “I was moved at SIPEI to start...”

Éamonn McGuinness

Monday, December 23rd, 2015

16:11

27.

SIPEI

From local to global. The path we have walked with book 08 has brought us from pilot experiences in the Jesuites Educació network to visits to MOPI and NEI and external information about this experience to finally arrive at SIPEI (the International Seminar on Ignatian Pedagogy and Spirituality).

From November 2nd to 8th, 2014, SIPEI was held in Manresa with 81 participants from all over the world, 1,582 virtual registrations and 3,345 connections to the discussion via live streaming.

Following from the debate held in Boston in 2012, Jesuits and laypeople have worked together to look closely at the Saint Ignatius experience, to contribute to continuous pedagogical renewal in the Company.

A seminar with these dimensions is meaningful when we are undergoing a process of deep transformation. It is then that the effort of meeting up provides us with new energy to look toward the future.

Considering the words of the father general Peter-Hans Kolvenbach, we have looked closely at the meaning of being conscious, competent,

committed and compassionate people through the speeches of George Nedumattam (sj), Montserrat del Pozo, Joseph Carver (sj) and Peter McVerry (sj).

The challenge of organizing this meeting was great, but there was great satisfaction expressed by the international community, especially taking into account that the seminar was not based on a number of speeches one after another but on a highly participative methodology; it was active and creative (in total symphony with Horizon 2020).

As said in the final statement of SIPEI by the Secretary of Education of the Company of Jesus, José Alberto Mesa (sj), “We are sure that a deep change is necessary in our schools. Genuine discernment as the main focus of our spirituality will guide us in this task. We have also experienced the immense possibilities that open in the face of thinking, working and dreaming together as a global network.”

We would like to add that it was such a beneficial experience that in Colombia they are planning a seminar to continue SIPEI in July of 2016.

81 people attended
the face-to-face
SIPEI

1,582 people
registered for
the virtual SIPEI

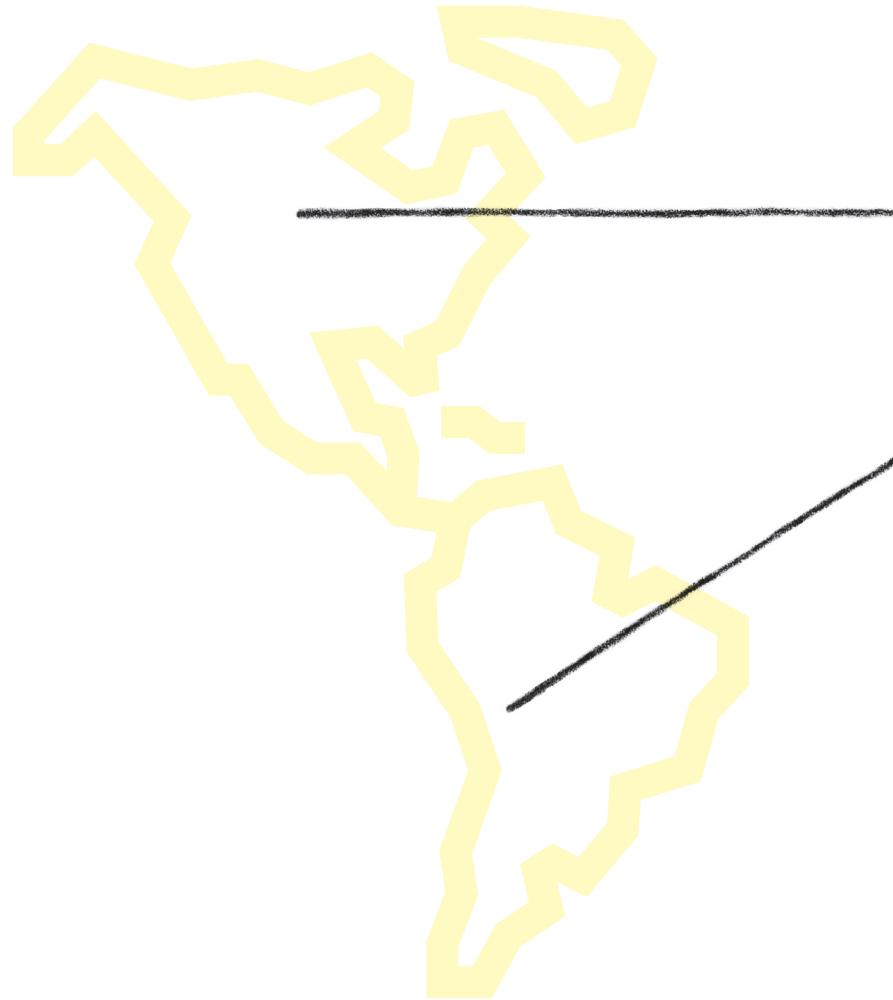
3,345 connections
to the discussion
on streaming

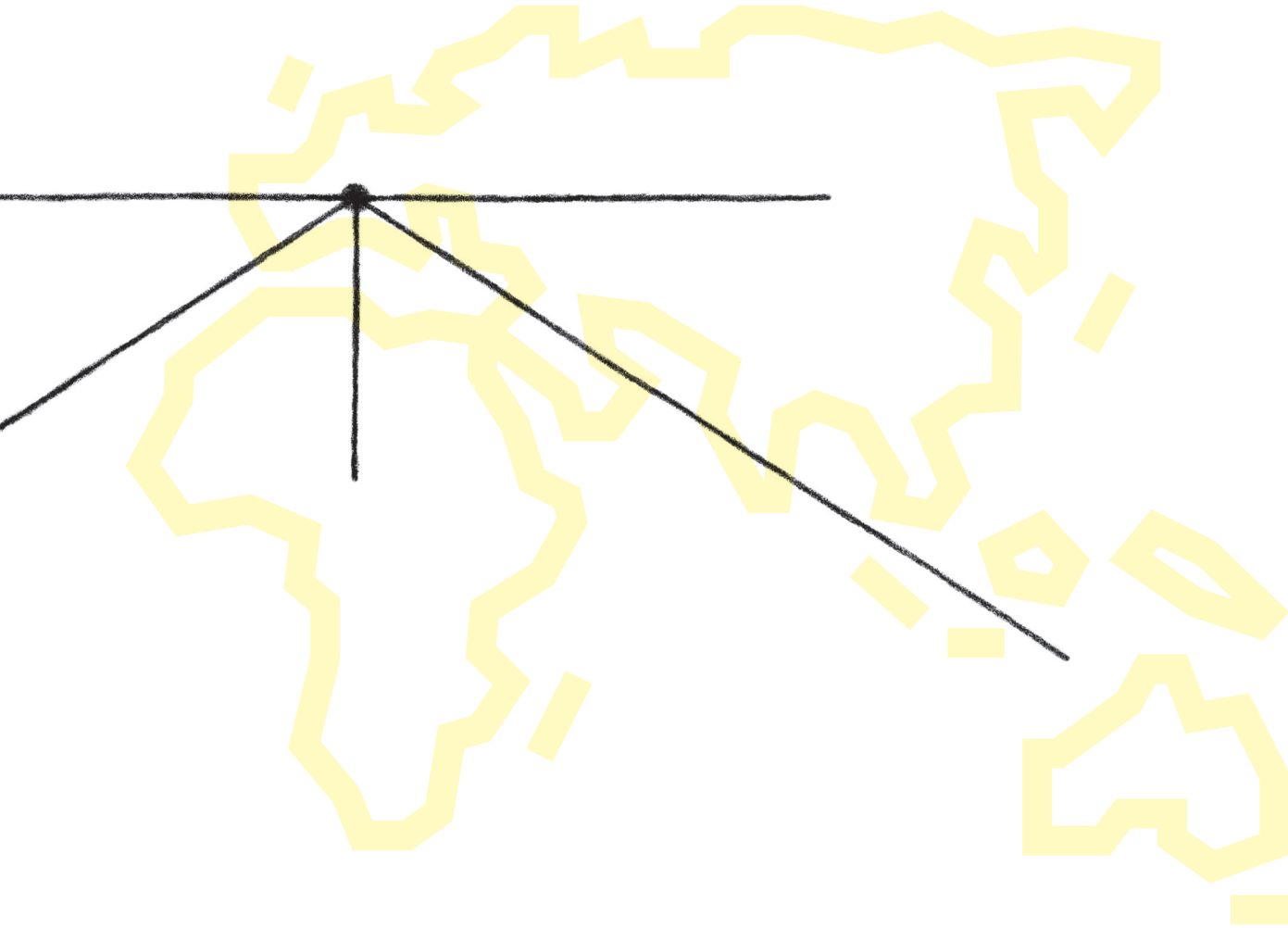
SIPEI in figures

563 contributions
to the online
discussions

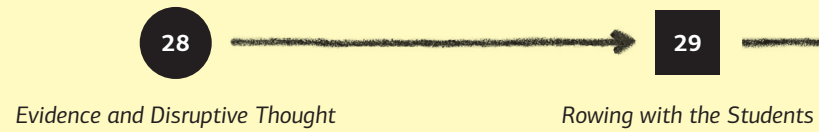
8 experiences

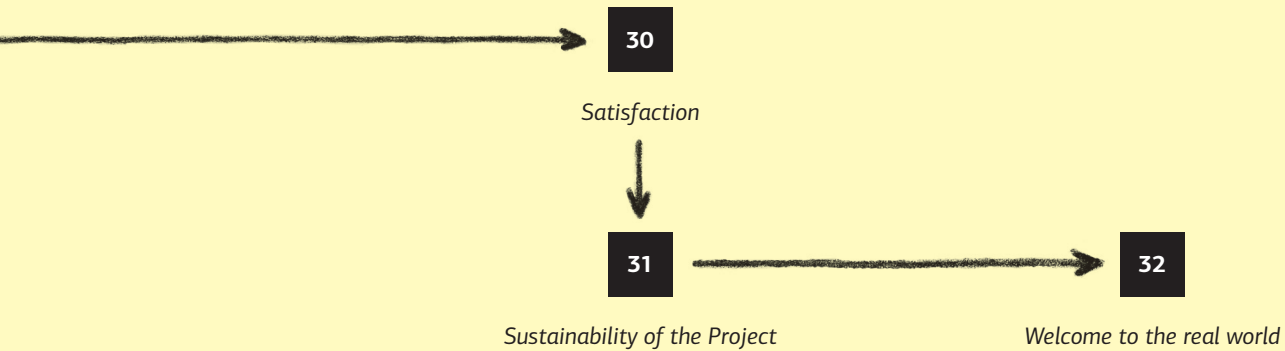
We reached
over 4,000
people





V. An Academic Year Full of Surprises





08. Tasting the Dream. 32 Experiences to Live Educational Change

28.

Evidence and Disruptive Thought

Here we get to the final part of book 08. We are writing this section during Christmas of 2015, when we already have four out of six parts of the pilot experiences under our belts.

It is not yet the time to make an objective assessment with specific data on the results of MOPI and NEI. Everything will happen in its own time. We must say, however, that with regards to evaluation (both internal and external) of NEI there is a book planned for the first semester of 2017.

We have evidence now. We certainly do; we have seen it through these moments/proof that are full of learning. All the conclusions and evidence confirm the path we have taken. The total transformation of education that we dreamt of during when we defined Horizon 2020 together is now a reality.

And we must say that we are the first ones to be surprised. This is not because we are living the change first-hand —we are totally aware that we are, we would say without trying to be pretentious— but because these first pieces of evidence have broken

the mould and even overcome our expectations. The students go beyond what we thought they could do when we started the project. We are immensely thankful, which also confirms the goodness of the experience we initiated.

This is the first conclusion that we can draw after these months of pilot experiences in the network. When you open the door to future, it comes in quickly. We must welcome it and be on the lookout for the new things it has to offer without the filter of our former ideas. Let's move forward.

29.

Rowing with the Students

What we have done and what we are doing with the students' response to new learning contexts? We have all adapted with enthusiasm to being in the same boat and rowing forward together.

This seems to be the most logical reaction. But, even though this is true, we have to point out that it is a novelty in the school tradition we come from.

The 20th century has been characterized by a discursive pre-eminence. Ideologies have pushed decades of effort towards in direction they go. And if reality did not fit, it was because reality was wrong. But today, the pride of former periods seems grotesque.

Who are the true protagonists of the school? The students. We should, then, do everything that is in our hands to walk with them along the development of their lives. We should make things simpler and work towards our educational mission with humility. We should adapt ourselves to be always available to help our students as much and as often as it is needed.

One of the reflections that has been most discussed among NEI educators is the insistence with which lessons were approached previously. There is something not right about a process when all its efforts are vain. Now we are rowing along with the wind blowing with us and we are reaching stunning places.

With the new Learning and Teaching Model, we have moved from focusing on contents to focusing on competencies. However, we still want to reach further because, as Àlex Rovira states, "We do not live according to our capacities, but our beliefs."

And what we are trying to do here is not set any limits; that is, we are learning to dream together here and now.

30.

Satisfaction

From all these pages of narrative and testimonies we can gather the happiness related to satisfaction.

This is a feeling that has nothing to do with the pride of reason. We are not satisfied because, so to say, we were correct in our predictions. As we mentioned earlier, the natural and bold ways in which the students have acted have surprised us greatly.

Our satisfaction comes from not having given up, from having remained loyal to our inclinations for openness and growth. The truth is that we are all being transformed. Horizon 2020 —we said it in book 06— is an opportunity to develop our life projects.

We abandoned rigid schemes to dive into the discovery of our mission, our vocation. And, obviously, we have not reached our goal, because this is a never-ending path. This is another one of the myths of the former paradigm, that is, the promise of an objective and happy future.

We build happiness every day with what life offers us. This is more prosaic, indeed, but it is also more real. It is our gratification for being alive,

for living intensely with a satisfaction that spreads everywhere as smoothly as the news.

The transformation of education (students, educators and families are proof of it) is possible. Here and now, we decide to leave confusion behind and to attend our share of the infinite. We share what we are, we hold hands and we dance in a clearing under the stars.

31.

Sustainability of the Project

One of the questions that we often ask ourselves and that others ask us is related to the subsequent phases of Horizon 2020. We are at the initial phase and—as with any other beginning—there is a lot of energy and availability.

Everybody is giving 100% to make things go as smoothly as possible. But how will our real transformation of education progress in five, ten, or fifteen years?

To be honest, we do not know. We have seen it in other books: reality is liquid. We must say that in our proposal we do not seek the safety of the previous century, but neither are we unconscious or reckless.

The secret for a well to keep producing fresh water is ensuring that the reservoirs are full. Where is our natural reservoir? It is also in the mountains; it is in ourselves.

And how can we have enough supplies? We must take care of ourselves. If organizations are people that come together to work for other people, the sustainability of their projects

largely depends on how excitement is maintained and renewed.

The fact that Horizon 2020 is a calling and an opportunity to keep in touch with our vocation implies an open context that addresses us at the same time. Simultaneously, this context offers us personal freedom and we bear the responsibility to attend this call.

In other words, we would be wrong if we thought that Jesuïtes Educació would fill our tanks. Each and every one of us is able to make this gift to ourselves. The role of the network is to enable work, the *cura personalis* for personal and professional growth.

And only then can we be sure to progress in a spiral; that is, every time we step on the same place in the path we will do it improving excellence and profundity.

32.

Welcome to the real world

If we said when starting the fifth section that our first conclusion is that we were the first ones to be surprised by the students' reactions, now we close book o8 with a certainty that is very popular around the classroom and corridors of MOPI and NEI: there is no turning back. Despite the amount of hours asked of us to carry out of our projects, nobody would switch back to the traditional way of teaching again. The students would not; neither would the educators nor the families. And this certainty provides us with more energy to keep innovating beyond our two ongoing pilot experiences.

To start with, we would like to mention that MOPI has broadened and it now reaches all stages of pre-school. The next academic year (2016-2017) TQE (3rd and 4th in Secondary) will start. You can imagine the amount of work we are doing this year at Jesuïtes Educació to make this possible...

And in chronological order —as we mentioned in section 19— we are planning a gradual, steady implementation of Horizon 2020.

By 2019 we want most of the educational stages offered by Jesuïtes Educació to be working with the new system.

A dream made true; it is closer to us every day. We close this book looking forward to seeing the numbers and the results of the MOPI (process) and NEI (impact) evaluations, which are due back in the autumn of 2016.

We have been awakened from fiction. This is the real world that we want to build together. As Morpheus said in the film *The Matrix*: "Welcome to the real world." This has only started. How many things are yet to be learnt!

The truth is that every day we are more people, expanding from our close circle and from the other ends of the globe; all of us are building the 21st century school. We are counting on you, too! Thank you for lighting other fires and making it possible. Let's go!

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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

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 eighth issue in the Transforming Education collection takes up the thread of the chronicle about the launch of Horizon 2020. Therefore, our aim here is to show the everyday life of the pilot experiences, to go over the events and experiences throughout the 2014-2015 and 2015-2016 academic years in NEI (the New Intermediate Stage) and MOPI (the Pedagogical Model at the Pre-School Level).

This is because —as we stated in book 04— in the Jesuites Educació network we have not only taken action but we are already living the dream. These pages aim at giving voice to the main actors, gathering their impressions, anecdotes, doubts and wishes. All in all, we strive to show the exciting path undertaken by the school that we want.

Our Project

In Jesuites 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!