

# HORIZÓ 2020

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**Words by Francisco  
José Ruiz Pérez sj**

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# Let's take action



## Pilot experiences have already arrived

In the pages of this third newspaper, you'll find an account of the last year, a year full of changes and enthusiasm. Yes, during the 2014-2015, Horizon 2020 has determinedly entered the classrooms and we have had the first experiences of the educational transformation we aim at. Not only the students, educators, and parents in our schools are realizing that this journey

is possible, intense and enriching, but also the educational community (the one which is close to us and the one from abroad) has shown its interest in our project. We continue moving forward, adding effort and complicities, measuring the new model and working as a team towards the change.

The newspaper you're holding is the proof that change is possible. In the eight JE schools we have always wanted to move from words to facts and nowadays the facts are visible. It is particularly exciting for us to introduce this vivid reality of the manifestation of the Horizon 2020 *raison d'être*.

On the following pages you'll find the details of our transforming action. With the International Seminar of Ignatian Pedagogy (SIPEI) and the Pedagogical Innovation Experiences Program (PIP) we've opened our doors in order to reflect on the education in the 21<sup>st</sup> century with other educators from Jesuit schools from all over the world.

The ecosystem of seminars enabled us to keep working hard to define the new ways to make Horizon 2020 tangible. We also looked closely at the competences and abilities of the educators who lead the change in schools, and we got ready for the next year with the second edition of the Program for Incorporation into the Pilot Experience (PIEP 2).

Everything we've carried out has been aimed at consolidating and increasing the new Pedagogical Model at the Preschool Level (MOPI) and the New Intermediate Level (NEI). Because this is our Promised Land, seeing how the children flow, are passionate and grow in the new school that we are building together.

We have a project, we have convictions, we know what we want. And at the same time we are moving forward and we are open to learning, looking for the best way to achieve our goal. By making Horizon 2020 real, the JE network is more conscious, committed, compassionate, competent and creative every day. So we can state with pride... People in Jesuites Educació, you are kind-hearted and you are opening new paths! Let's carry on!





# REFLECTION ON THE GLOBAL NETWORK

## SIPEI and PIP: a great leap forward in creating a worldwide network of Jesuit schools

The 2<sup>nd</sup>-8<sup>th</sup> November the International Seminar on Ignatian Pedagogy and Spirituality (SIPEI) was held in Manresa. Following the talk held in Boston in 2012, Jesuits and laymen and laywomen worked together to contribute to the continuous pedagogical renewal of the Society's education, looking closely at the experience of Saint Ignatius.

The 10<sup>th</sup> and 11<sup>th</sup> November the Pedagogical Innovation Experiences Program (PIP) was held at Jesuites Sarrià with two thorough visits to the pilot experiences in Jesuites Sant Gervasi and Jesuites El Clot. An overall of 62 people participated in the PIP, who reflected on the Horizon 2020 and the school in the 21<sup>st</sup> century.



«With renewed impulse and fervour»  
(Excerpt of SIPEI final statement)

José Alberto Mesa sj  
Secretary of Education of  
the Society of Jesus. Rome



During the five days of profound conversations around the meaning of producing a conscious, competent, compassionate and committed person as our education's general framework, we feel the power of our challenges and the need to follow the path of renewal that gets us closer to our dream of becoming people for others and with others. We are aware of the immensity of our task and of the many tensions that implies for our schools and our educators. We feel humble before a project that seems greater than our capacities and full of insurmountable obstacles due to its complexity and our limitations.

However, inspired by our spiritual experience, that has been closely looked at these days in a place which reminds us of Ignatius' own fight to trust God as his final strength and inspiration, we listen once more to the words in the Gospel: DO NOT FEAR. When trusting God, our commitment to offering an educational experience able to transform our students, ourselves and our educational community as a place to see and experiment the Gospel's dream is renewed.

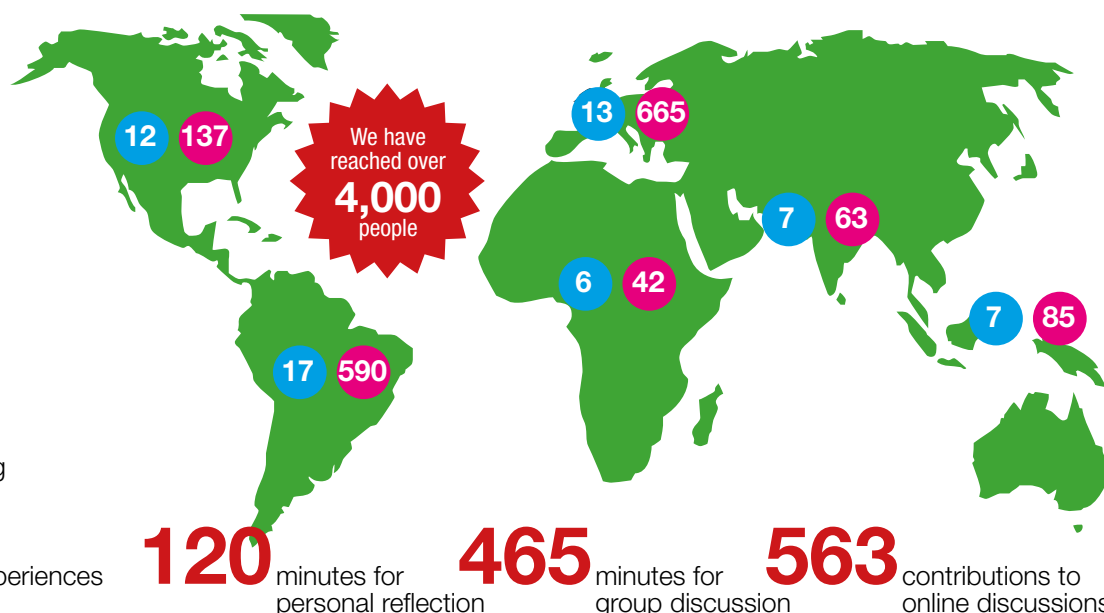
Therefore, we truly believe that a profound change in our schools is necessary. A genuine discernment in the centre of our spirituality will guide us in this task. We have also experienced the enormous possibilities that grant us the opportunity to think, work and dream together as a global network.

### THE SIPEI facts and files

#### Participation

- 81 participants in the face-to-face SIPEI
- 1,582 registered individuals to the virtual SIPEI
- 3,345 connections to the discussion on streaming

4 lectures 7 days 8 experiences 120 minutes for personal reflection 465 minutes for group discussion 563 contributions to online discussions



### The person we're aiming for: excerpts from the presentations of the four lectures

#### Conscious

George Nedumattam sj



We need to understand what **conscience** is. It is the judgement of the moral rightness of every single action of a human person. Jesuits have concretely responded to this challenge. And the challenge is becoming more important in today's world, where everything is defined and understood in utilitarian terms. [...] When we engage students in the Ignatian pedagogy and the cycle of **experience, reflection and action**, we will be surely able to understand, help and enable **these students to become men and women of conscience**. It is possible for us and we shall do it.

#### Competent

Montserrat del Pozo



When we talk about the competent person we should be referring to a person with proper neurological organization or some who we give opportunities to, so that they can achieve this proper organization. This will bring them to make good decisions and will help them to know how to solve problems. **The competent student needs to discover the forces of change**. Today, the forces of change are defined by neuroscience and constructivism. [...] My reflection is along this line: **competent students who are the protagonists of their own education and who have the ability to say "yes, I want to change the world"**.

#### Committed

Joseph Carver sj



My assumption is that Christians, particularly **committed** Christians, have a particular role in the environmental movement because of our understanding of both incarnation and communion. Our communal theology which takes seriously the incarnational grounding of our human identity transforms human relationships to the natural world and it inspires an enriched approach to the ecological movement. [...] Today, since the world can no longer sustain the dichotomies of spirit versus matter, **it is up to us to commit ourselves to reconcile these historical opposites**.

#### Compassionate

Peter McVerry sj



We certainly want students to have a **compassion** for those who are poor and marginalized in our societies. [...] But we want them to go beyond compassion for the poor to a solidarity with the poor and a passion for justice. How do we do that? Using the "see, judge, reflect" format I think we, first of all, have to offer our students the opportunity for an intensive experience of being with the poor, as Saint Ignatius and Pope Francis constantly remind us. **To form people, students, of compassion is a challenge, a challenge not just for our students but a profound challenge also for ourselves**.



# Let's do it properly, let's spread the word

We are certain of the fact that in this profound transformation of the education doing things properly isn't enough. In this challenge we must, moreover, share the experience among ourselves and with the rest of the world. One of Horizon 2020 mottos is "We'll make it possible only if we work together", so we must work as a team, add up in the coalition for change for the maximum number of excited and committed individuals.

In this sense, we regard communication as a strategy for change. Since dialogue is a two-way action, it is not only about spreading our message but also about growing with everyone's reactions. Yes, transforming education is possible and we are doing so at Jesuïtes Educació, how can we do it better?

The times to come give us hope for using all the technical potential to reach people. We are moving forward and going more deeply into

Horizon 2020, we open up to others convinced of our work and willing, at the same time, to keep learning from one another.

We explain the actions carried out during this year and we encourage you to continue sending us any questions, encouragement and suggestions on the site <http://h2020.fje.edu>

And even though we are all aware of it, here's a little reminder: at Jesuïtes Educació we all communicate, in any conversation, no matter how short and limited it is. We are encouraging others to join the change, to allow us to dream of a school that stands by the students' side today for tomorrow's world.

This is our contribution to the necessary transformation of education, our two cents that will hopefully inspire others as we were inspired before.

«I am scheduling my next visit already! I want to see the evolution of this wonderful project»

«Wonderful, I think it is unstoppable»

«It is a serious, systematic and organized job and there's no way back. No doubt you've set the right course»



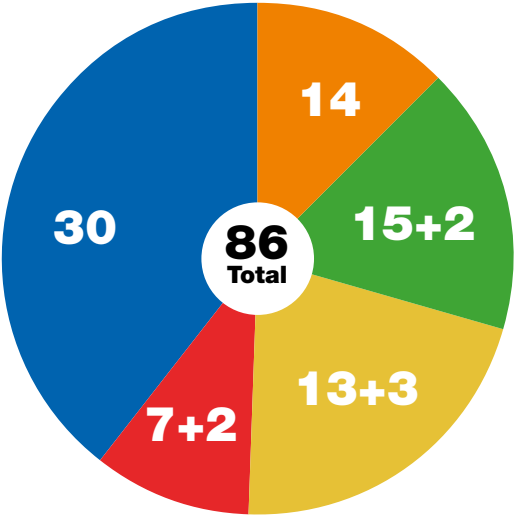
## Presentation of the Books

The 5<sup>th</sup> March we presented the **4** first books in the series Transforming Education in the Blanquerna Auditorium. Since **470** people attended, we needed an annex room to respond to the great expectation Horizon 2020 had created.



## Our appearances in the media up to June, 15<sup>th</sup>

- TV
  - Press
  - Radio
  - Magazines
  - Online media
- International media are shown after the + symbol



## Social networks

**#quadernsje** Trending topic Barcelona  
**656** Tweets, **111** Contributors, **19** hours on the day of the presentation of the Books



# COMMUNICATING

## Internal communication

Pilot experiences are underway but they need the support and involvement of the entire network. Families are, obviously, an essential mainstay in this new adventure: the channels are open as they have never been before and the conversations flow smoothly and they are beneficial. **The managing teams in the JE centres have visited NEI and MOPI,** nothing compares to seeing something first hand... On another note, **educator teams have carried on the debate which allows for a greater knowledge, cohesion, understanding and push forward.**

«I am very glad, I am sure it will have a mobilizing impact in all the educational system»

## External communication

The boost external communication has experienced this year has been welcomed with pleasure. With the collaboration of the freelance journalist Jordi Casabella we have reached far this year. As stated by José Alberto Mesa sj, we are known even in the Indian reserves in the United States! And in Albany, Núria Franch was constantly asked about the MENA.

«The music I was hearing is now real. The period where the project has been initiated is a key element»

Lluís Tarín and Pepe Menéndez in the Congress for Education in Angers (France).



«We are very excited because we see that the changes in the school we have talked about many times are possible: you are making it real»

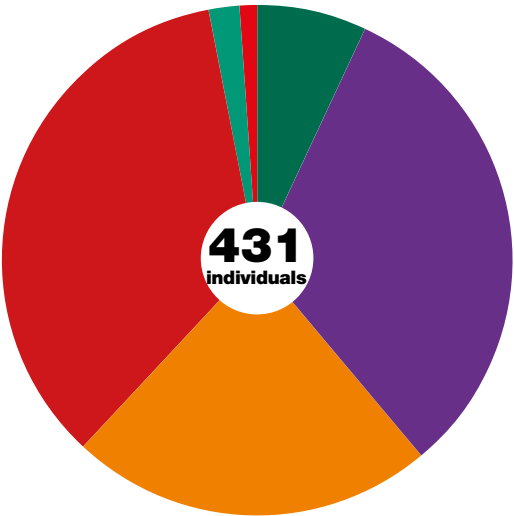
### Site Horizon 2020

From September 2014 to May 2015 **30.175** visits to the Horizon 2020 website have been registered, from which **26.126** in Europe, **3.858** in America, **105** in Asia, **51** in Africa and **28** in Oceania.



### Listing of visits to the NEI and the MOPI

Visited centres			
Casp <b>7%</b>	Sant Gervasi <b>35%</b>		
Clot <b>32%</b>	Gràcia <b>2%</b>		
Lleida <b>23%</b>	Poble Sec <b>1%</b>		



### Institutions and personalities who have visited us

- Marianistes
- Blanquerna
- Department of Education
- Majorca bishopric schools
- Personalities in the education sector
- EDUCSI (Eastern and Northern areas)

### Ongoing presentations of Horizon 2020 in conferences and congresses

- Franklin Colvin (Guatemala)
- FADESIB (Majorca)
- Diari de Mallorca (Newspaper of Majorca)
- TED (León)
- SIMO (Madrid)
- Universidad San Jorge (Zaragoza)
- Universidad Cardenal Cisneros (Alcalá de Henares)
- Govern de Navarra
- Congress for Education in Angers (France)
- Centre of Professors and Resources (Murcia)
- Centre de Professors i Recursos (Regió de Múrica)

# The ecosystem of seminars

## We have moved forward regarding *what* and *how*

The seminars, spaces for critical reflection and production of collective knowledge applied to disruptive innovation, have had over the 2014-2015 school year a very especial staging: they have been a tool to greater improvement of the *what* rather than the *how*.

12 seminars were held. They used a shared methodology to learn from the future seeking a profound change. Over 140 educators from all the levels (teachers, professors, managers, directors) participated. This depicts the very significant number of intelligences in play in this mutual nourishing.

For each of the seminars, there was a person who was in charge and another one who was in charge of the secretaryship. That way, the preparation, promotion, leading and production of the seminars have been ensured—as well as the gathering of agreements reached and the documents used.

We refer to the group of seminars as an ecosystem. That is to say, the 12 of them shape an articulated system in a way that what happens to one of them has an impact on the others.

In each seminar, reflection and suggestions arose and they were written down and became the product of the visits, analysis and group decisions. So we count on 12 documents that synthesize the conclusions reached and that introduce the work to be carried on throughout the next school year.

12 new and global looks that read, as if they were standing on a balcony, the school reality and its environment with an innovative point of view. This is our way to move forward towards the transformation required by Horizon 2020.

At the end of each session, the participants evaluated what they had learnt during the day and what had a greater impact on them. Consequently, the ecosystem of seminars became a learning tool in the entire network. A critical way of learning by paying attention to the reasons and the values and consequences of the innovations and new points of view that were formulated.

### Learning from the future

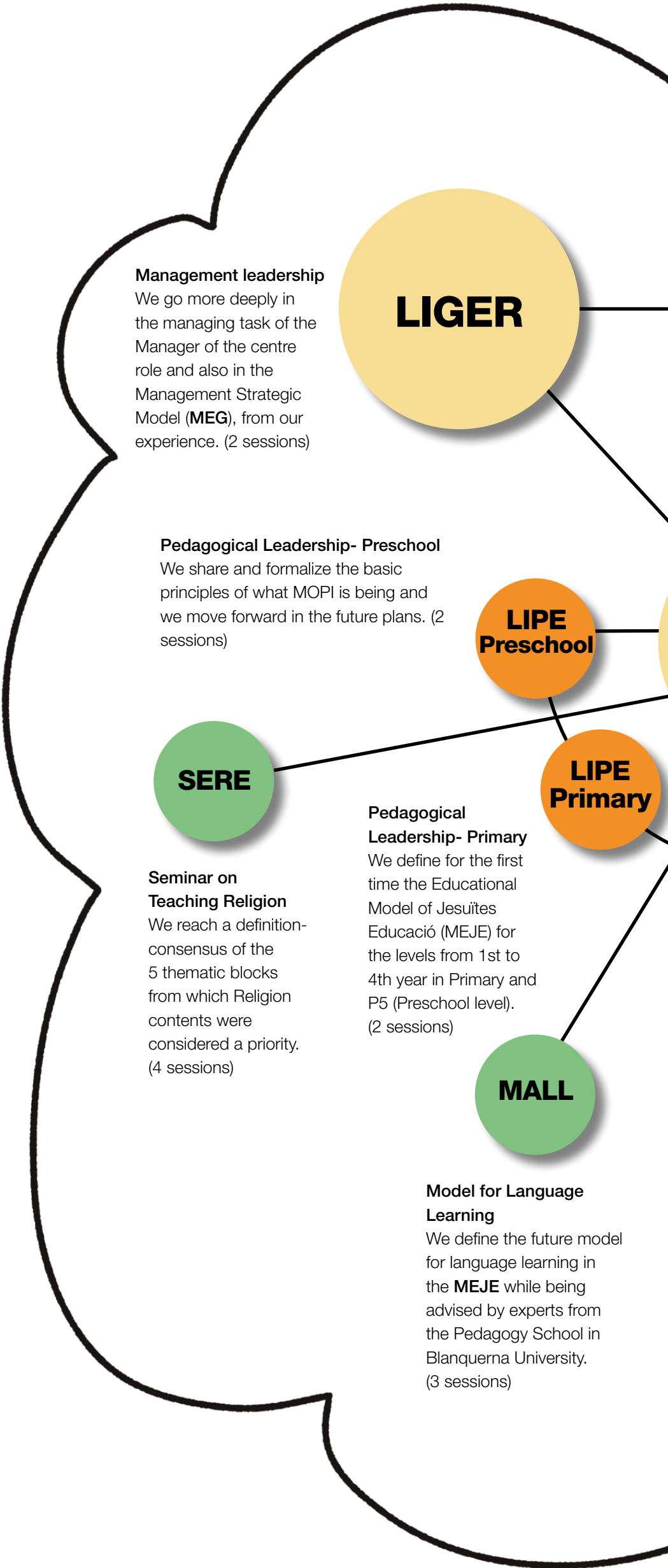
In the seminars, we do not just reflect on past experiences, learning from what we have done and drawing conclusions in order to plan our future actions but, even more importantly, we learn from the future.

It is not an antagonistic procedure at all; it is complementary. In the seminars we make our current selves stand out in the future through contemplation, imagination, vision of future, change of perspective, adjournment of judgements and overcoming of conditions and the force of habit.

We make an effort, more than ever, to go further in the analysis and we embrace the intuition and vision that are part of our natural capacity of being humans.

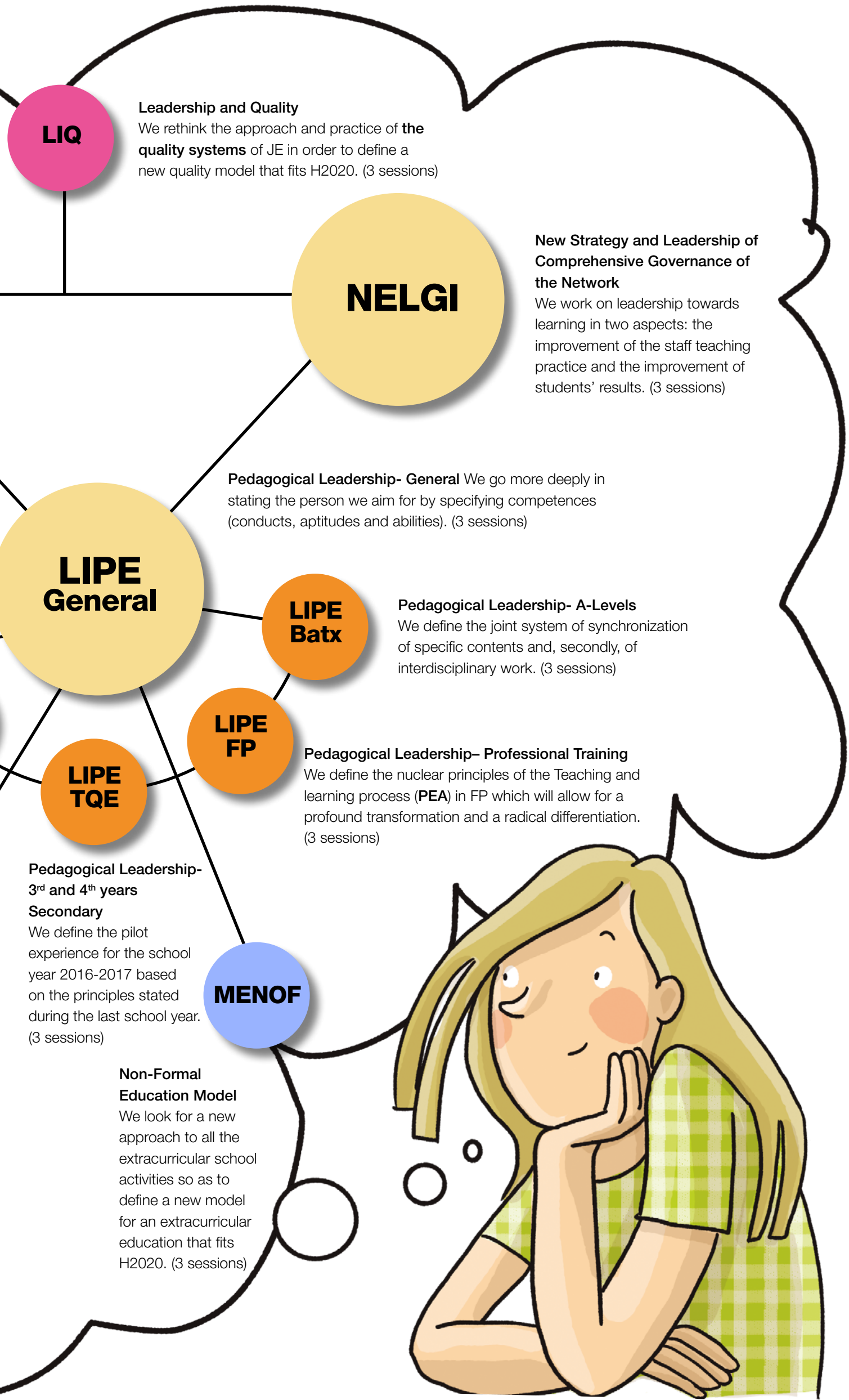
Consequently, in the seminars we are asked the question of how to reach intelligent intuitions (insight) in order to tackle high complexity problems—the ones we do not know how to solve and thus need emerging solutions. That means that we have to refresh ourselves and change our way of thinking and living.

**Pepe Menéndez**  
Associate Director of JE





# Seminars: our think tank



## A methodology oriented towards a profound change

Tacking complex problems can be done from a number of procedures. The methodology that the ecosystem of seminars offers requires a lot of creativity to solve problems of adaptive nature. That is to say, problems we don't know how to solve.

We are aware that in the educational field there are no absolute truths or predefined paths.

In order to regard complexity from an Ignatian point of view and find our answers where apparently there is only simplicity and linearity, the conditioners for ambiguity, the interaction between elements and the ambivalence must be spotted.

The methodology of the seminars helps us gain independence in relation to these uncertainties in our environment, reaching freedom statuses before the conditions we have previously mentioned.

Our way of proceeding in the ecosystems of seminars is leading us towards:

1. **Perceiving and discovering reality. Stopping and overcoming our biased look.**
2. **Observing and discovering our deep knowledge of what is happening and the individual and collective role we play. Steeping ourselves in these new and emergent realities.**
3. **Being aware and identifying what needs to be done. Creating prototypes and pilot experiences.**

We'll find what is new in this path just by observing what is visible and explicit among us (what we do and say in front of everybody else). We also observe what is invisible. The inner condition of each person that participates in the seminars. The personal and intimate point of view from which we talk, do or see. This point is, to put it that way, blind or an inner location from where we operate reality; the dimension which is, after all, the original source.

Due to the dialogue and active listening between the participants in the seminars we can turn something implicit and tactic into something explicit and known by all. It is our way of proceeding in order to build the future together.

**Lluís Tarín**  
Strategy and Leadership

# THE EDUCATOR

# Horizon 2020: The pr

On our way to Horizon 2020 and in the framework of an evangelizing school, our politics of personal and professional development of the educators promotes cultural change through the Management Model through Competences.

The Competences of the JE Educator are a group of attitudes, knowledge and skills that are necessary to successfully develop our life and professional project.

This model will help us improve as individuals and educators, be at our team's side and incorporate the best educators in the network.

Improving our competences has a direct impact on the improvement of our students' education.

We have been working on the competences of the educators for two years in the network and we have divided them into 5 groups. So, we identify the following competences:



**Of Sense**  
The ones every JE educator has



**Teaching**  
The ones that every teacher and professor has



**Of educational leadership**  
The ones the teaching managing teams have



**Of management**  
The ones all the managing teams have



**Of management leadership**  
The ones all the directing managing teams have

**1. LEADING ONE'S OWN LIFE** ●  
The ability of every individual to establish criteria and milestones to **lead their personal and professional life according to their spirituality and/or values**, as a way of specifying their *magis*, their commitment and their calling to serve others.

**2. IGNATIAN MAGIS** ●  
The capacity for fully living our life according to a set of values that are attuned with the Gospel (explicitly or implicitly) 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 the commitment with the less favoured in our world.

**3. CALLING TO SERVE** ●  
Ability to discover and live consciously the educational task as a calling that makes our own life project meaningful. **Capacity for living from and for the others**. Turn our action into a daily and permanent commitment involving help, availability, dedication, optimism, happiness, hope and conviction.

**4. COMMITMENT** ●  
Ability to **establish** affective **bonds** with the organization, with its mission, its values and its goals; showing willingness to offer one's own values and effort as a response to vocation.

**5. TEAM WORK** ●  
Capacity for committing oneself, as part of a team, to **a common good that goes beyond personal interests** through reflection, discussion, argumentation and decision making, prioritizing the team's goal to the individual goal.

**6. NETWORK** ●  
Ability to establish **good communication and coordination between the people** in an institution using the corporative tools and protocols, promoting the creation and transfer of knowledge so as to obtain a greater efficiency when making decisions and establishing global criteria.

**7. SELF-AWARENESS** ●  
Ability to realize, to discover and to put words to the thoughts, feelings, moods and reactions that we feel. The **freedom, commitment and the ability to put ourselves in others' shoes** origins in self-awareness.

**8. DISCERNMENT** ●  
Ability to turn our inner convictions into life decisions, being coherent with our own values and believes. **Ignatian discernment** is a spiritual process that asks for the creation of a consistent reflection, meditation and prayer environment. Discerning promotes inner conversations and leads to **decision-making that makes life meaningful**.

**9. PLANNING AND ORGANIZATION** ●●●●  
It is the ability to **foresee and apply decision-making processes that are sequenced** in different phases, with the intention of successfully reaching certain goals in the short or long run. This takes place by optimizing the relevant human and material resources, using them as a strategic element throughout the planning process.

**10. INNOVATION AND CREATIVITY** ●●●●  
Capacity for finding different ways of doing new things and finding new solutions to common problems, while developing emotional, affective 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** ●●  
Capacity of the educator for **enjoying teaching and learning**, committing to each and every of their students, being by their side, guiding them being a model in their life project so they become conscious, competent, committed, compassionate and creative, with the educator's attitude of service, flexibility and continuous training.





<b>The MOPI</b> Impressions of a successful year  <b>PAGES 10-11</b>	<b>The NEI</b> Account of a year full of learning  <b>PAGES 12-13</b>	<b>The PIEP 2 and the Life Project</b> A continuous revival of our calling  <b>PAGES 14-15</b>	<b>The dreams grow</b> The schools' counsellors reflect on the mutual support between educators and students  <b>PAGE 16</b>
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# Professional we aim for



## 12. PROBLEM SOLVING

Ability to identify situations of conflict that need one's intervention—or that of another professional—to reflect on these events and, finally, to make decisions and **act with the will to solve the problem**.

## 13. COMMUNICATION

It is the ability to use all the language registers in a clear, simple, precise and understandable to the receiver way. We aim at getting the message through in the appropriate moment. **The ability to listen, observe and pose questions, and to understand others.**

## 14. CLASSROOM LEADERSHIP

Ability to be influential in the students' educational and learning process in the classroom through stating the objectives, organizing and encouraging learning processes, using a range of methodologies, taking care of the personal and group pace of the students and turning evaluations into a tool towards progress and learning. **The way of influencing has to be linked to the values, the personal positioning and the life project.**

## 15. BEING A MODEL FOR THE STUDENT

It is the 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 guide them so they can build their own life project.

## 16. FLEXIBILITY

Ability to **adapt to a changing context**, orienting the actuation 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

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 the Jesuites Educació education. The pedagogical leadership with the **design, application and sustainability of innovative and impressive learning environments through activities and relations, distributed and connected.**

## 18. STRATEGIC APPROACH

Ability to quickly understand the changes in the environment, opportunities and threatens, in order to identify the most appropriate strategic option in each situation and to **foresee these changes in the environment.**

## 19. TOWARDS (PEDAGOGICAL) RESULTS

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, showing motivation. **Orientating the action towards the results refers to the improvement of the students' well-rounded education results.**

## 20. ATTUNING TO CHANGE

Ability to **be flexible when facing new situations** and to accept the changes with a positive and constructive attitude, being able to redirect our actions and modify our own behaviour in order to achieve new goals before challenges or difficulties arisen from new information or changes in internal or external factors (both in the school and the network).

## 21. TOWARDS RESULTS (RELATED TO MANAGEMENT)

Ability to **act looking for effective results in the decision-making process** which affect the organization's achievement of the objectives and the obtaining of results, giving response to the students', families' and educators' needs.

## 22. ANALITIC CAPACITY

Ability to conduct a **logical analysis and to understand a complex situation** with a generic vision at first and then getting to a more specific detail avoiding the loss of the initial reality. This is carried out by assimilating, organizing and relating a number of data while identifying problems, spotting significant information and looking for and coordinating relevant data.

## 23. TOWARDS THE CLIENT

Ability to understand the clients' needs, through **empathy and listening**, in order to satisfy and interpret their needs.

## 24. MANAGEMENT LEADERSHIP

Ability to coordinate people and teams. This includes setting goals, distributing individual and team responsibilities, asking others to carry out tasks and following their completion, from the organization vision and mission, and from common values, **orienting the actions towards a specific direction and foreseeing scenarios.**

## 25. CAPACITY FOR INFLUENCING

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, in any scenario, resorting to information and reflection.

## 26. PROJECT MANAGING

Ability to apply the knowledge, abilities and techniques to the carrying out of projects in an efficient and effective way, **relating their results to the organization goals.**

## 27. LEADING THE CHANGE

Capacity for being able to adapt and work efficiently in different kinds of situations that are brought by a constantly and rapidly changing environment, and to do it in cross-disciplinary working teams. Their goal is **to take advantage of these changes as an engine to the organization and the building of the meaning of their own life.**

THE MOPI

The new Pedagogical Model

Setting off

The moment had come. Our route and all the logistic aspects that had been underway in different participative dynamics and reflection seminars were ready. We were excited and we also felt a bit dizzy, like the mixture of nerves and excitement children feel before going on an excursion.

Now we can state that during this first walk we've learnt many things with all the people we've travelled with.

**The students, relentless stars, have learnt to experiment, research, play and build their own learning autonomously and showing a happiness which has always guided us.** They have been the ones who made us move forward faster in the first set itineraries. **They have surprised us at all times by taking an active part and with their potential to learn reaching unbelievable limits.**

The teachers have learnt to work really as high-performance teams with excitement, creativity and commitment. Imagining, designing, reflecting and evaluating. They have been by our side during the steepest stages. We have stopped to observe the landscape and to re-think our path.

And the families have been committed and collaborative companions willing to participate in this adventure.

**We feel that this is just the starting point. There's a long way to go and we live it with the privilege of being part of a journey that allows us to rediscover the calling of our wonderful job: being teachers to be able to accompany the future citizens of a changing society during their growth, competent and committed individuals who will lead their life towards building a fairer society.**

Transformations

Carles Francesch de Herralde  
Architect

After a great deal of preparation and intense works, the first phase of the new spaces is already in use. Like any important change, it is convenient to allow for some time to go by in order to see if the different concepts that have been suggested meet the real needs of the new model.

The pilot experience in this first year, as from the feedback we received from students, teachers and families, is very positive. So only minor changes will have to be made to the original design and the model can be spread.

Our entire team, and particularly also Esther Flavià and Araceli Manzano, are very pleased since we see all our effort is being translated into these general good vibrations.


Regarding MOPI, the large rooms have been proved to be calm enough for children to play and learn (or, even better, both things at the same time). The corners that have been allocated to the different groups work depending on the anticipation and effort of the teachers to achieve the children's self-control, together with the projected soundproofing, contribute to a comfortable and dynamic atmosphere.

Regarding NEI, the relational spaces (agora) between classrooms, which are open to the corridors, have been proved very useful as making spaces vivid, with all their different uses. And the glass closings, for example, have become part of the everyday life in the schools smoothly, blurring the classroom limits in order to add lighting and wideness but also to understand that the learning goes beyond the limits of the classroom.

So, while we are checking that the basic ideas that all of us imagined in the new spaces—such as versatility, flexibility, transparency or dynamism—are being adapted to the pedagogic model with coherence, they will be adapted to the interventions that will take place in the schools. The transformation is ongoing.


Focus on the student

They have been the true protagonists during this year and they have proved that they can be autonomous and show happiness and excitement when learning.



Shared teaching

The experience of working as a team and to be in the same classroom all day has been key to the success of this model.



Varied methodology

Varied methodology and grouping. Multiple intelligences, capacities and co-operative work as main axis in the projects and learning spaces.



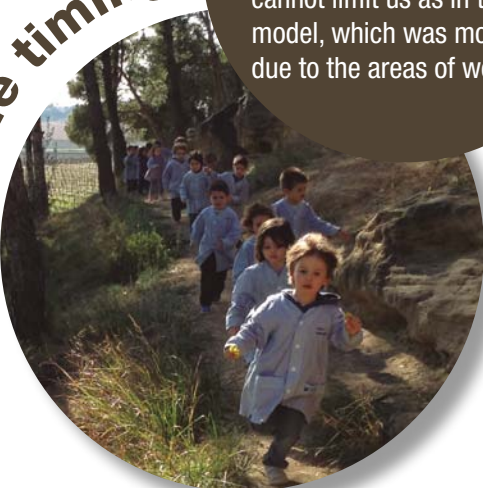
New spaces

What we feared the most was the management of these macro spaces. It was totally new to us! We quickly realized they were the greatest allies of the new model.



Flexible timing

Time has served the activities and different learning spheres. Timing must be arranged properly but it cannot limit us as in the old model, which was more fixed due to the areas of work.



Families in the school

Not as mere observers and listeners but taking part and collaborating in the classroom, becoming teachers for a while and working side by side with us.





# THE MOPI

# Model at Preschool Level

## Testimonials



### Students

**Víctor**  
Student in Jesuïtes Casp

I like going to the school because we go to the playground, we play, we have different corners... In the maths class we do things seating on the floor and we use "bits", in the Ada's Fairy Cave we read stories and we have a magic box and with the teacher we learn English. We have great fun at school and we learn to write our name. We like doing projects a lot and we are always doing new ones, we learn lots of things and it is fun.

**Maria**  
Student in Jesuïtes Lleida

Some days, the older children come and tell us a story, today we heard "Hansel and Grettel" and "Peter and the Wolf". And some other older children come to our classroom with the tablets to make us play a game. We had to look for animals' names; it was very difficult, it was for grownups!

We also go on excursions in the Forest. Now we want to go again. In the Forest there are trees, leaves, flowers, pine tree fruits... but there are no hedgehogs or squirrels or foxes because they live in the mountains.

### Families

**Mónica González**  
Mother in Jesuïtes Casp

A year ago, we were told ideas such as "focus on the student, spaces designed for the project, digital resources, flexible timings". Everything sounded idyllic and not very realistic.

We are now getting to the end of this first school year and our boys and girls explain us new and fun experiences: they enjoy Reading in the Ada's Fairy Cave, they share corners with their mates, they play writing their name on the iPads, they decided what they want to talk about in the Agora and they always make really interesting contributions to the projects suggested by themselves and by the teachers. They feel loved, supported and they are happy!

This has been possible thanks to the effort, patience and passion with which the teaching staff who shares the daily life with our children in the classroom has contributed. It has been also possible due to the families who have trusted the new model of JE and have been next to our children every day in this important stage in their lives.

Now we have no doubts, this is the MOPI!

### Teachers

**Verònica Gómez**  
Tutor in Jesuïtes Poble Sec

One of the most relevant changes in my teaching has been to let my students and families become the protagonists.

My role as a teacher has suffered an important and, at the same time, really positive transformation. During this school year we have opened the school doors in order to involve the families in this adaptation stage which takes places in P3 (Preschool), and the experience has been a total success.

The students have been very receptive and motivated when being offered spaces and moments to express their ideas, wishes, feelings and interests. I have also been surprised by their learning potential and their ability to act autonomously, which are aspects that are being promoted in the new model.

**Helia Pérez**  
Tutor in Jesuïtes Gràcia

The MOPI experience is a gift for all the teachers; it is being a teacher in its purest state.

This year the children have evolved a lot, but so have done the teachers.

Being coordinated, acting together, learning from each other's contributions, getting used to the space, building, after all, a new project together: children, family and school.

## Games

It seems obvious that playing is essential in the early childhood, but also that when we look at it we see nothing but the surface. Games are part of all the aspects of a child's life since it is their way of learning. How to take advantage of the richness and generosity of this innate means?

Working together with external experts, we have reflected on the role of playing in human evolution. With neuroeducation and multiple intelligences, as well as the evolutionary psychology, highlighting the link between learning and feelings, and pointing at playing as a perfect environment for it to happen.

Therefore, playing has become the methodology in MOPI. We have identified the essential elements towards the promotion of games: space, timing, materials, the educators' attitude towards games and the new evaluating tools which allow us to observe the children's spontaneity and to reflect on our educational strategy.

To enter the world of the games has opened up a path to creativity, a field that, even though topical, is still fairly unknown to the professionals in teaching. Because playing is not just for children but it is, in fact, a life attitude that educates us all and shapes us positively as individuals. Let's play?

**M. Àngels Brescó**  
MOPI Director  
Principal in Jesuïtes Poble Sec

The continuous presence of relationships and sharing in the new model has enabled us to pay special attention to the feelings and values in an integrated way and in the context.

Educating on values

They are a part of the tools in our model. They enable, encourage and are totally integrated in the daily routine.

Digital resources

Of the process and the of results. It has enabled us to register the evidences to note in a more systematic way, as well as when setting self-evaluation and co-evaluation with the students.

Dynamic evaluation



THE NEI

The NEI in 5<sup>th</sup> of Primary

Living the change

In the first year of the NEI we have realized that the JE Educational Model responds; it works. At the beginning of the year we had a big surprise: the students adopted the new proposal easily, it was as if, finally, the school was attuned to their interests and growing. We've gained clarity, awareness; we have a better idea of where are we going to and what for.

On the educators' part, the first trimester was really busy, with a great deal of teamwork and adaptation. Throughout the school year we've been building an innovative and stable path at the same time. Certainly NEI has been consolidated step by step with everyone's complicity: students, educators and families.

The global and integral direction of the experience must also be highlighted. Even though it has been carried out in three centres, NEI has been possible from the network and for the network. So we have been able to move forward due to the trust that has been generated and we were excited to learn new ways to give support.

We've seen it from the very first day: the students' eyes show happiness and also, we must say, the eyes of the educators, families and visitors who have come to observe and gather together the strengths of the proposal, as well as the aspects that must be taken into account to continue growing. Thank you very much to those who are making it possible, because living the NEI is an enormous privilege.

Horizon 2020: working together towards the Educational transformation

Jordi Riera i Romaní  
Professor of Teaching in Blanquerna- Ramon Llull University and Deputy Rector of Academic Policy in URL and Rector Assistant

A year ago, F. Jesuïtes Educació and F. Blanquerna in Ramon Llull University signed a collaboration agreement to promote the transfer of knowledge between the University and the Jesuit schools network that are developing the educational transformation project Horizon 2020. Both institutions share a common view of the well-rounded education of the individuals and, with this agreement, they express an even stronger commitment to looking more closely in the educational transformation together, which is in the spirit of their thinking.

By looking closer at all of the current pilot experiences—first as an observer and then taking part in them—we had enough evidence to realize that something was occurring. This story is told by all the agents, however the most significant tellers are the children (of the NEI, for instance). They describe you—co-describe—, in a practical, real and first-hand way, what is the concretion of many innovating psychopedagogical principles, some of which have a long history but they had rarely been put together in one project.

Principles that are related to the way we learn, to the educational relations, to the way we design the curriculum, to the resources and infrastructures, to a new way of regarding the timings and the educational challenge.

We will continue working together in this “well-rounded” pedagogical boldness keeping our feet on the ground but assuming with enthusiasm and ethics the great commitment the educational institutions have in front of the 21<sup>st</sup> century society.

Being protagonists and personalizing the learning



A project for each student to discover and promote their talents while feeling supported.

Shared teaching



Transforming the teaching staff and meeting the calling.

Co-operative learning



The student feels the co-responsibility in the learning and teaching task among peers and the self-regulation through the roles.

New spaces



New and appealing spaces designed for learning.

The families



Families who participate from and have a close contact with the NEI.

The projects



Learning becomes an exciting challenge in which the student integrates learning cross-disciplinarily.



# THE NEI

# and 1<sup>st</sup> of Secondary

## Testimonials



### Famílies

**Víctor Belluda**  
Father in Jesuïtes El Clot

This was Nil's first year in Jesuïtes del Clot. Even though we were happy at the Voramar school, we heard about NEI and, despite Nil's unwillingness, we set off for this new adventure.

He's now finishing 5th of Primary and his adaptation has been incredible from the third day. NEI has helped his relationship with others, to have a better command of computing, to be more interested in the projects, and so to learn all the subjects in a more natural and exciting way. Well, we are delighted with the new school!



Enjoy the video on  
the CREA project

### Students

**Oriol**  
Student in Jesuïtes El Clot

To me, the NEI is not just an intermediate stage, with no calendars or fixed subjects but a moment when both individual work and co-operative learning are developed, when other digital techniques are used and, even more importantly, when we have a more pleasant and closer relationship between students and teachers.

But, above all, is to learn to be a person, to be in contact with justice, to be more responsible and aware of the world we're living in, with all its troubles and realities. The NEI has changed my idea of the school and I am proud of having the opportunity to live this transformation.

**Clàudia i Blanca**  
Students in Jesuïtes Lleida

The beginning of the NEI was a major surprise; we didn't expect it to be like that. And the spaces! With glass walls, a very modern whiteboard and the most important, the projects.

At the beginning and end of the day we talk about a number of topics with images and videos which allowed for personal reflection. Evaluation has taken a new dimension: exams are varied and we even had one which was based on a Trivial game. What we take from this year is CREA, a project which allowed us to work on whatever field we suggested. We love the NEI!

### Teachers

**Marta Martí**  
Tutor in Jesuïtes Sant Gervasi

I can still remember the excitement on the students' faces on their first day when going in the NEI classrooms. They knew that this year would be full of surprises, changes and experiences which would help them build their life project... and it has certainly been so.

But the students are not the only ones to having experienced this change. We, the teachers, have also grown both at a personal and professional level. Together we are making our most wanted transformation of education become true. We can do it together!

**David Sanz**  
Tutor in Jesuïtes Lleida

Being part of the NEI is... A great opportunity! As a teacher, it has helped me to leave my comfort zone and it has taught me that a team formed by three teachers in the classroom is much more than the addition of three individuals working together.

It has showed me that placing the students at the centre of the teaching and learning process, we can make them enjoy what they learn and taking care of their life project at the same time.

All in all, it meant a change of lead in my career as a teacher which has helped me observe once more my classroom, my students and my colleagues.

## Autonomous individuals feeling supported

Who do I want to be? What do I want to do? With whom and for whom are my being and my actions meaningful? This is key to the profound change suggested by the New Educational Model of Jesuïtes Educació with H2020: to educate autonomous individuals from the tolerance and the respect for diversity, able to lead their own life contributing with the best of themselves to their environment.

From the NEI, a very significant learning context has been concreted for the student, open to the world and linked to the 21<sup>st</sup> century society. The goal is to create personal experiences that have allowed learning, beyond formal and curricular spaces, on the search for our own *magis*. The NEI has enabled us to accompany the children and adolescents in this adventure of identifying themselves as free and loved individuals, capable of boosting their talents and abilities and to give response to their wishes and the others' needs.

Shared teaching has promoted personal support, heritage of our Ignatian tradition, and we have discovered the power of being a reference to live life with deep passion and spirituality that are fundamental in building the life project of students and educators.

**Joan Blasco**  
Director of the NEI  
General Director in Jesuïtes Sant Gervasi



# THE PIEP 2

## Educators who are ready to join the NEI

This year, it couldn't have been any other way after the work carried out with the educators of the first PIEP, we have had a second edition of it. So with the Program for Incorporation into the Pilot Experience 2 we have trained the team of professionals who will teach 6<sup>th</sup> of Primary and the 2<sup>nd</sup> of ESO (Secondary education) of the NEI next year.

We have also started off with a residential week in the Avellanes Monastery at the beginning of February and, throughout the school year, we have continued building the team and creating the materials necessary to begin the challenge of the 2015-2016 the best we can.

The most noteworthy news of the PIEP2 has been the possibility to spend one week of practice in the already ongoing NEI. There's nothing better to learn than the first-hand experience!

The PIEP 2 has been imbued with a nuclear element that has been present throughout the programme: the life project. During 370 hours structured in 5 blocks we look more deeply into our inner being and calling, because we pass on what we are.

That way, the well-rounded education we suggest and the building of each student's life project are relevant in every single reflection and praxis carried out in the programme.

- ✓ We are always building ourselves, in a process of continuous discovery of our life project and our identity.
- ✓ Taking part in the PIEP is setting off a personal journey, it is to connect once again to what we are and what makes us progress.
- ✓ Because life is movement, the school is a choreography in which everyone educators, students and families grow as individuals.
- ✓ In order to offer the best of ourselves we need to get ready, to stretch, to laugh, to allow mistakes, to share...
- ✓ In the past we worked individually, we were truly devoted and made individual efforts but achieved little results.
- ✓ And we have stopped to raise awareness, to look at ourselves and to meet ourselves once again.
- ✓ Who are we? Our vocation, our abilities, a willing to go further, as far as we can get.
- ✓ We then develop the competences of the 21st century educators, we update our potentialities.
- ✓ We organize ourselves, we work as a team, we are flexible. We solve problems, communicate, innovate.
- ✓ We are a model to our students in the building of our life project. We are leaders with a calling for the others.
- ✓ We have made a big effort and we have been transformed. We celebrate to be overcoming the difficulties on our way.
- ✓ We are ready and the classrooms are getting ready and the colleagues of the NEI and the students and families are already waiting for us.
- ✓ We keep learning, we keep turning Horizon 2020 into an opportunity to revitalize and build everybody's life project.



To see the images that go together with this text, scan the QR code and watch the video of the day at the Obrador de moviments



We're offering the best for the best to happen



# THE LIFE PROJECT

## The life project, a gift and everyone's task

The life project is one of our mainstays. It is what we want to address and what we want to promote among the students and so it is what we need for our educators to experience first-hand.

Exploring and developing this dimension of the person is what we do at JE in the Meetings on Professional Vocation (TVP) in order to become owners of what makes our lives meaningful.

The life project is something personal, the sense is in our inner being. This life project is not a matter of planning but of seeking, of being brave to oneself, of silence, soul-searching. What lies then deep in our being?

When we listen to ourselves, when we let our contribution flow from our inner being, we pick up our everyday routine again with a more genuine sense. What do I want to devote my life to? What makes me happy? These are radical questions.

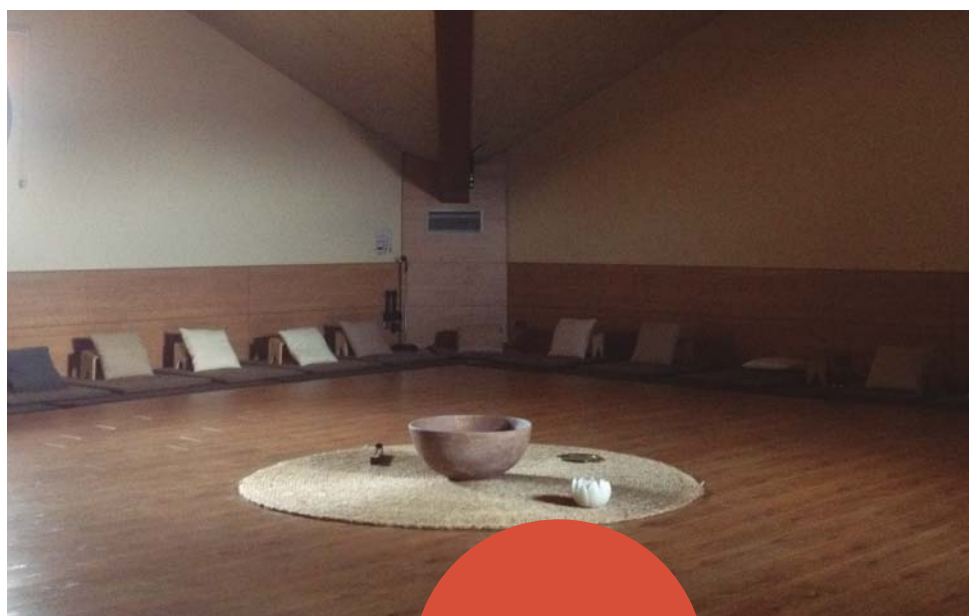
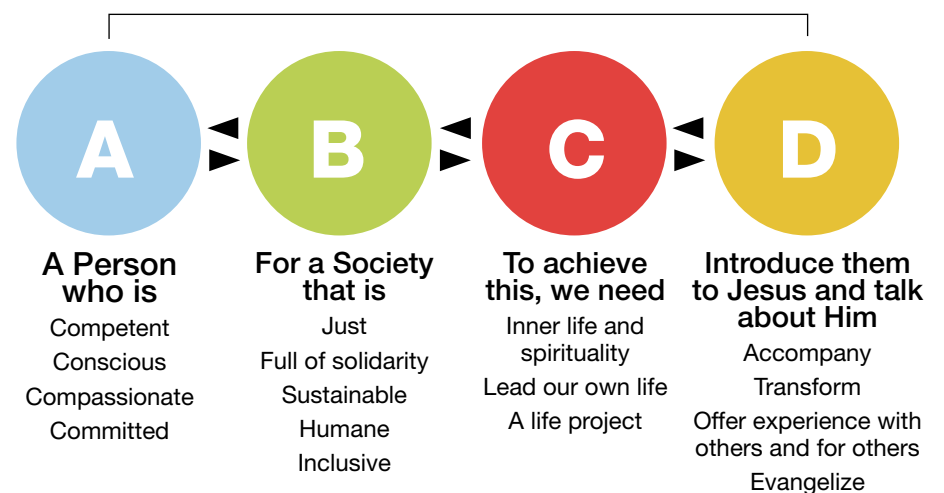
And we find a reference model in the figure of Jesus of Nazareth that helps us answer these questions. It is an invitation to love and be loved, to leave the central position we sometimes find ourselves in and to place there our mission to help others.

Daring to take on this change is daring to live. Thank you to all who have been part of it! Thank you for undertaking this *cura personalis* that is so important in order to guide the students with authenticity.

### What are the Jesuit schools looking for?

The well-rounded education of individuals in order to create a different society

*All the elements are closely related*



**Inner being**  
House of "Myself"

**Life project**

**Spirituality**  
Meaning of life

**Commitment**  
Men and women for others

We develop the life project from a number of perspectives, which make us connect to ourselves, the others and the transcendence

### Facts on participation and activities

#### Meetings on Professional Vocation

In each school (2 editions) **124**

New educators **22**

Managers **12**

PIEP2 **33**

**17**

**6**

**Ignatian Immersion Week in Manresa**

**Spiritual exercises in Loyola**

**TOTAL PARTICIPATION**  
year 2014-2015

**214**

**623**

**TOTAL PARTICIPATION**  
from 2012 to 2015

# OUR DREAMS GROW

The Horizon 2020 allows us to build the school we want, a school which guides the students' growing with a fresh look. This last year we asked the counsellors about the new methods for supporting the life project and the building of conscious, competent, committed and compassionate individuals.

**Jesuïtes Casp**  
**Sagrat Cor de Jesús**  
Pepe Sánchez



Every single educator lives in the desire. As stated by Xavier Melloni: “The desire is an ecstasy that drives us out of ourselves, an aspiration to reach the good and a longing that is always beyond ourselves. This could explain its etymology: *de-side-rare*, ‘move towards the others’”. There would not be a better way to describe education. The way towards the 2020 is full of desires, which are made true like a light rain that soaks the soil and makes it germinate. We need to accompany everybody and to keep going after the 2020 since desire always goes further.

**Jesuïtes Poble Sec**  
**Sant Pere Claver**  
**School**  
Enric Puiggròs sj



Being surprised by our daily life, by the simplest gestures. Living every day the diversity in the traditions, names, cultures, prayers and, ultimately, in life, is a reliable evidence that education is the best tool to explore diversity. The school context asks for an inner strength and ability for teamwork. Our dream is coming true every day, when we realize some small but big changes, sometimes almost imperceptible, that wouldn't be possible without meaningful teamwork.

**Jesuïtes Gràcia**  
**Kostka School**  
Pedro Rivero



Helping the students' life project means the most valuable praxis of the educational experience in Horizon 2020. Guiding in the way of discernment and discovery of oneself and of what the others expect from us is the nucleus of a task that starts in the person and is projected to the world. Educating in the meaning of life encourages spiritual experience and, often, the faith in God. From the freedom we offer, we show the talents received, which are a combination of events and inspirations. Equalizing this is the challenge of our educational network.

**Jesuïtes Lleida**  
**Claver Raimat School**  
Alexis Bueno sj



In the context of such impressive changes we are living in our schools, I make at the same time a wish and a prayer: may we be able to guide—the students and the educators—processes in which every person grows and consolidates themselves, with an inner structure open to the world and the others. This will set the human and Christian quality of our adventure. It asks from us the art of the “fine discernment” that was truly taken into account by Saint Ignatius of Loyola.

**Jesuïtes Bellvitge**  
**Centre for Studies**  
**Joan XXIII**  
Quim Pons sj



In the school, the role of General Counsellor has come hand by hand with the H2020 dream. A dream that asks for the best of us, that we dive into our inner life, in order to analyse more deeply our own professional calling in our life project. The counsellor is the person who guides, listens and helps in this process. The Meetings on Professional Vocation (TVP), the Ignatian Immersion Week and the Exercises become privileged spaces to move forward in this direction.

**Jesuïtes El Clot**  
**Clot School**  
David Guindulain sj



The most precious aspect of guiding is, to me, the discovery of the sparkle of eternity in the student's look. Beyond sportive, cognitive or operational achievements that students reach in the school, it is possible to identify this sparkle received as a talent which we have to cultivate so it will become the light of the world. Actually, after years have passed by, you recognize a student not so much by the way they dress or talk but by that sparkle that has become flame in many of them.

**Jesuïtes Sant Gervasi**  
**Infant Jesús**  
Pere Borràs sj



I would like to thank you for this collective adventure of building an educational body. We educate and guide one another. We need one another. We need good mood, hope, excitement, to help other whenever it is needed, to be attentive and available to all. And we need to carry this out with the joy of Jesus Gospel. Because this is precisely what the word Gospel means: Good News. News linked to the joy of being lived with excitement and availability. We have all been called.

**Jesuïtes Sarrià**  
**Sant Ignasi**  
Jaume Cerdà sj



To guide someone, from a Christian point of view, is to make them live, discover, experiment the love of God. The love of God is not conditional to the person's behaviour. It does not force anybody but suggests. It is not a fleeting whim. To help people discover that it never gets tired of waiting is, to many people, a real discovery. To guide people is a true spiritual experience. Actually, the true spiritual experience enables the discovery that God has always the initiative, He is the true guide.

**Thoughts to keep going**

**Jonquera Arnó**  
Director of the technical office of JE



«Those whom he met at Rome knew he had no money for his journey to Jerusalem. They tried to dissuade him from his undertaking, alleging that such a journey was impossible without money. He felt assured, however, that everything needed for his voyage would be at hand when required. Accordingly, on the octave of Easter, he received the blessing of Adrian VI and left Rome for Venice. He had in his possession six or

seven pieces of gold which they had given him to pay his passage from Venice as far as Jerusalem. He had taken this money with him from Venice only because they had convinced him that without it he could not reach Jerusalem. On the third day from the time he set out from Rome, he realized that this fear had come from a want of confidence, and was sorry he had accepted the money, and was deliberating about giving it away. Finally, however, he determined to spend it on those he met, who were chiefly beggars. The result was that when he came to Venice he had only four coins left, and these were necessary for his lodging that night.  
(...) The next morning, filled with new courage, he came to the gate of the

city, and although provided with no certificate, entered unquestioned by the guard. In the same way he left the city unquestioned. His companions were surprised at this, for they had to present a certificate, which he had taken no pains to procure. At Venice they begged their food, and slept in St. Mark's Square. Ignatius refused to go to the house of the Ambassador, and although he made no effort to get money for his voyage to Jerusalem, he felt sure nevertheless that God would provide him with means. One day he met a rich Spaniard, who asked him whither he was going, and having learned his intention, brought him to dine at his house.»  
The Autobiography of St. Ignatius, J.F.X. O'Connor, sj (editor), pages 68-69.

This newspaper is titled “Let's take action” and that is certainly what we have done throughout this year. Reading this passage of the life of Saint Ignatius, we can ask ourselves: How do we listen to those who tell us that “we need money to reach Jerusalem” and that without money our project is “impossible”? Where does our determination to set off come from? Who are our mates in this journey? What needs to be taken care of from our backpack? Are we carrying water, food, a compass and a torch? Do we realize that we are carrying a few stones which could be left behind? What is our next milestone towards Horizon 2020? Let's go! Let's continue this journey!