

HORIZÓ 2020

INFORMATIVE NEWSPAPER ON JESUÏTES EDUCACIÓ HORIZON 2020. NUMBER 4. JULY 2016



Spreading out the educational transformation

As noted by Professor Jorge Wagensberg, “the hexagon appears in bee and wasp hives, in the eyes of insects, in shells and skeletons... One circle accepts six other equal tangent circles. When the circles are compressed, the interstitial space disappears and the hexagons appear: the hexagon paves.”

During this school year 2015-2016 the network of six educational stages and eight schools of Jesuïtes Educació has consolidated the pilot experiences of MOPI and NEI. And this, first of all, is a reason for celebration! Thank you very much to all of you, thank you for

your effort and your dedication and commitment. Thank you for believing and for giving tangible shape to the dream of the school we want, to Horizon 2020.

The whole network —students, teachers and families— has to congratulate itself for the good work done, for making our dream a reality and, at the same time, for inspiring schools that are close and far from us towards the so necessary and deep transformation of education. We are a network, and we are so with the vocation of connecting and inspiring everywhere.

It is time to look at how far we have come in order to keep broadening our horizons. It is the Ignatian *magis* that urges us to give the best of ourselves all the time to serve others.

In this Newspaper number 4, we present the spreading out of the educational transformation and the most significant developments in the pilot experiences for the next school year. The innovation, however, is not only taking place in the pilot experiences. These experiences lead the way, indeed, but the whole network is the one making innovation widespread. We

dream, we look forward, we act, we evaluate, we learn: this is the circle that allows us to move forward in spiral. Therefore, we already have evaluation processes that will make it possible for us to see the impact and measure the disruptive and systemic innovations.

We are a true wave, a networking coalition to accompany with enthusiasm the life and professional project of our students and teachers. We live open to our inner being and to the world because that is how we accomplish our mission: make the world a fairer, more solidary and human place.

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We are getting closer to H2020

We keep moving forward. With excitement and strength. Together, getting closer to becoming a network and an educational community. Sometimes facing difficulties or tensions and sometimes with pride and excitement. But always together and as network, progressing towards the deep transformation of education. We move forward as a spiral, convinced that every time we have to go through the same path again, we do it with more quality, more depth and excellence.

We spread out the educational transformation of our schools. We already have a schedule for the spreading out of the pilot experiences in every school. Now we prepare the ground for every context and also open the pilot experiences: to the two we already have running (MOPI and NEI) we add the TQE (3rd and 4th grades in Secondary) and the preparation for the pilot experience from 1st to 4th grades in Primary and the pilot experience of the Higher Education. We also start evaluating the pilot experiences with the process evaluation and the impact evaluation that the new educational model has on our students. This evaluation has to be a source of learning in order to keep improving.

We generalize innovation. With all the experience and knowledge we have gathered during these last



Xavier Aragay
General director of JE

school years, we are already different. We have changed and little by little we spread the innovation to all the stages and grades. We have decided to focus this generalized innovation on six basic lines of innovation rooted in the disruptive experiences we are already carrying out. We prepare their implementation in each context during the school year 16-17 for their following generalization. It is another way of advancing.

We communicate the project. Especially to the families who entrust their children with us. There have been many (and they should be more) activities of presentation, debate and “taste” about the meaning of the change of the teaching process and the new relationship between school and family, which many parents have attended to. But we also communicate what we do and how we advance to the whole society: more than 10,000 people have discovered what we are

doing and that changing education is possible. And finally, we comprehensively report everything we live and do through four more books in the *Transforming Education* series.

We set the conditions to encourage the life and vocational project of the teachers. First of all, I thanking all teachers for the great effort they make every day to turn our joint dream into reality. And also for facilitating reflection and silence days during the Meetings on Professional Vocation or suggesting reflection and debate around educational vocation and the change in the Circles of Debate for Educators carried out during this school year in all our schools.

We connect with the boost of the global network of Jesuit schools around the world and with the boost of the educational change promoted by the civil society in our country. We want to be a network connected with other networks of Jesuit schools around the world in order to promote educational change, to boost our Ignatian *magis*. We want to be the fire that lights other fires; we want Barcelona to become a meeting and reflection point for the educational change. And we are also joining the educational transformation wave promoted by the project Escola Nova 21 (New School 21) to change as many schools as possible.

Let's go! We are very lucky to have you too!

Only together will be possible

Big projects appear as the answer to a need that raises challenges. But they are made, initially, of passion, vision and creativity. And they are only possible thanks to the work, excitement and the commitment of the people. They will only have quality if people pay attention to details in order to do a good job. And they will only be evangelical if they are moved by the passion of the heart that wants to serve and love with the attitude of Jesus and by creative freedom given by the Spirit.

I think that the project Horizon 2020 answers this general dynamic we just laid out. We know that education in the 21st century is a very big challenge because the methods used so far don't work in our society: so changeable and dynamic. And we have had to be daring and dream big, without fear of completely changing everything, creating, because the challenge was so big.

But the best is that we have acted, we have taken the risk in making our dream come true. And we have dared to implement this renovation in spaces, distribution, learning model and treatment of children and teenagers. And we have done so



Llorenç Puig, sj
President of JE

making sure we were doing it right, asking schools and teachers to make a big effort in order to have a good preparation of the different pilot experiences, and supporting the action made with a good strategic thinking.

However, all this work for the quality of the changes is not carried out by itself. This work is carried out through people. Particular people who offer different aspects: technical, organizational, pedagogical depth, evangelical... Everyone has to offer something. And the school and the

network need to know how to discover the talents and possibilities of each person. The basis of the whole educational project of Jesuïtes Educació is the people. And the diversity of the individuals who create a whole where we all complement each other.

Saint Paul describes the Christian community with the image of a body, with different members, all of them necessary. Each one has its own purpose, its own importance and it also says, “Those who are the most delicate must be treated more carefully.” It is an organism made up of all the different members who create an harmonious whole and which can do what some members wouldn't be able to do alone: and all of them moved by a breath of life, the Spirit.

We want a H202 in which people are the central part, where the heart beats, and where we live to make others more human: the students and, of course, also the teachers and families. As stated by Cristóbal Fomes in his song *Tu modo*, “Jesus, show me how to make the other feel more human. Let your steps be mine; the way I proceed.”

Only together, with a heart full of this spirit and impregnated of this way of proceeding, it will be possible.

“The basis of the whole educational project of JE is the people”

Antonio Allende

Education Delegate of Society of Jesus in Spain

“We educate from person to person: we need teachers with intense life experiences”

Jonquera Arnó

During the meeting of management teams of JE in Raimat (held in Jesuites Lleida on May 6 and 7, 2016), we counted on the presence and words of Antonio Allende, sj, the new Education delegate of the Society of Jesus in Spain. During a break in the intense agenda we took the opportunity to approach him and get to know his curiosities and advise in regards to the present and future challenges of our schools. Thank you very much, Antonio, for your kindness and honesty!

To start, Antonio, we would like to know briefly your biography and what has been your relationship with education.

During the 70', one summer, when I was very young, I taught some boys and girls in a parish in Gijón. And doing English is how I discovered that this was my vocation. I joined the Society of Jesus and started English studies. I started my teaching life in the school Immaculada in Gijón. I worked for the Jesuit Refugee Service as an expert in education in Cambodia and Kosovo. After that I worked for 5 years as a Professor at the University of San Francisco while I was studying Theology. And then I went to La Coruña where I worked at the Santa Maria del Mar school for 12 years. Later I was appointed to direct the reorganization of the different publishers of the Society in Spain. When I finished the assignment, I expressed the Provincial my desire to go back to teaching and then he offered me the position as Education delegate. And I like it, I am talking and reading a lot about education again, I love going to places and having them tell me what they are doing.

From your experience, what three key aspects about education would you highlight?

First of all, **listening: a good teacher is someone who listens a lot.** And not only because this person tries formally to listen, but because he or she **has the ability to understand what is happening around him or her.** Secondly, **it is necessary to look after the teacher's vocation.** In this sense, the first responsibility is for the teacher himself: it's necessary to read, to get involved, to take part in projects and develop our humanity (with the help, of course, of educational institutions). The third aspect is **having a clear objective of educa-**



Antonio Allende, sj, describes himself as a Jesuit whose passion is education, which has always been present in his life. He also describes himself as a person who likes, in the good sense of the word, enjoying life: friends, good things, beauty, cinema, literature, conversations. He is optimist and cheerful.

tion and the ability to detach, learning to let things go. We can't expect an immediate reward; we need to understand that the best gift for a teacher is running into an old student after 30 years and this student saying that he or she was a good teacher.

What are the educational challenges the Society of Jesus is facing nowadays?

The most important one of all is on **equity: making education a tool to decrease differences in the world.** This is the most universal challenge. We can't have schools to perpetuate the *status quo*. And in regards to this the Society has a very big responsibility. Probably because we are the first educational force in the world. Nobody else has more than two million students; no one else has presence from a tiny village in the mountains of Peru to Georgetown University in Washington. The second challenge is **reconciliation: it is necessary that**



our educational centers become minisocieties where is possible to experiment that you can be different and at the same time live under conditions of justice. The world is broken, that is evidence that no one can deny. The third challenge, and I am speaking from my conviction, is the **evangelization, understood as announcing new possibilities of life.** If they are not announced to you, you don't see them. To me they come through the Gospel and the figure of Jesus, but depending on the circumstances we will have to adapt them.

After getting to know first-hand the project Horizon 2020 and the pilot experiences of MOPI and NEI, what challenge would you present us at Jesuites Educació?

Two things. First, opening to other more poignant realities of society with more decision. I don't know how but I'm sure this line of advance would help a lot the rest of us and

you as well in order to **look after immigration with special care.** This is a scandal we can't overlook. I know you are already doing it, for example from Jesuites Poble Sec-Col·legi Sant Pere Claver, but I think that if it were a priority it would be very beneficial. The second aspect I think you have established but less implemented is **the question of the life project. You have found a very Ignatian key that needs to be developed in depth and that at the same time would help us all getting inside your experience of educational innovation.** In other schools we are helping boys and girls make decisions but we are not truly satisfied. Here you are promoting conditions among students so they can really create a life portfolio so, when time comes, they can make the decisions with genuine spirit and sense of service. In any way, **keep advancing; make use of the prestige and legacy of the Society of Jesus you have on your hands to make a better world.**

COMMUNICATION AND DISSEMINATION OF H2020 (2104-2016) · A fire that lights other fires

10.222* people in 15 countries have got to know first-hand H2020

Thank you very much to all of you who have made it possible!



Communication with the education community
Thinking about and sharing the action of deep educational transformation that we are spreading out is very important. To guarantee it, we have carried out a series of initiatives and activities with the different actors of the education community: **debate circles for teachers, presentations and showing some projects to the families, debates on the Newspaper H2020 with the older students, etc.** It is necessary to keep explaining and debating, with calm and detail, all the changes we are making.



Gatherings and seminars in Spain and the world
We also receive application in Spanish through the online form on the H2020's website. **254 people from the rest of the country have visited us and 83 more from over 11 countries around the world.** We have also organized customized seminars for other schools or institutions, a very profitable option, which in the CETEI we want to promote during the next school year. In the evaluation we highlight the percentage of participants whose first expectations have been exceeded: 82%!



External dissemination Catalonia and Spain
Visual and emotional presentations, conversations that make it possible to grasp the essential and invite to reconsider the mental frameworks that limit us. Learning, in the end, how to dream big and to act with professionalism. This is how we have shared H2020 in 40 presentations in Barcelona, Tarragona, Manresa, Vic, Palma, Saragossa, Madrid, Valladolid, Leon, Terol and many more with **5,660 people who have heard first hand that changing education is possible.**



Media and dissemination 2.0
People talk about us; this has been clear since the start of the pilot experiences. We have been in the press (35), TV (15), radio (31), magazines (10) and digital media (71). We want to highlight a few instances due to their impact: TV3's show *Economia en colors* by Xavier Sala-i-Martin and the 25,472 visits in Youtube of the video from the conference of Xavier Aragay in "La educación del ser," from Fundación Promete. **Horizon's web, on the other side, has achieved 66,015 sessions (3,145 every month).**



External dissemination Europe and America
Andorra, France, Italy, Portugal, Guatemala, Argentina, Uruguay, Chile, Brazil and Paraguay: these have been the 10 international destinations where we have been invited by the H2020 so far. We have gone over many miles and we have made lots of international friends: **3,885 people have attended our conferences about the H2020!** And we have confirmed, on the ground, that the need and will to build the 21st century school is a clamour everywhere. The next big milestone is JESSEDU Rio-2017.



2nd pack of "Transforming Education" books
On May 26, 2016, we presented the second pack of the *Transforming education* books. In this second pack we go over the **three models that integrate the JE's educational model: the pedagogical model, the management model and the physical spaces model.** In the book 08 we tell the experiences of the main characters of the last two school years (2014-16). We want to promote the rigour and the internationalization of the message: all eight books are available in three languages in the H2020's website!



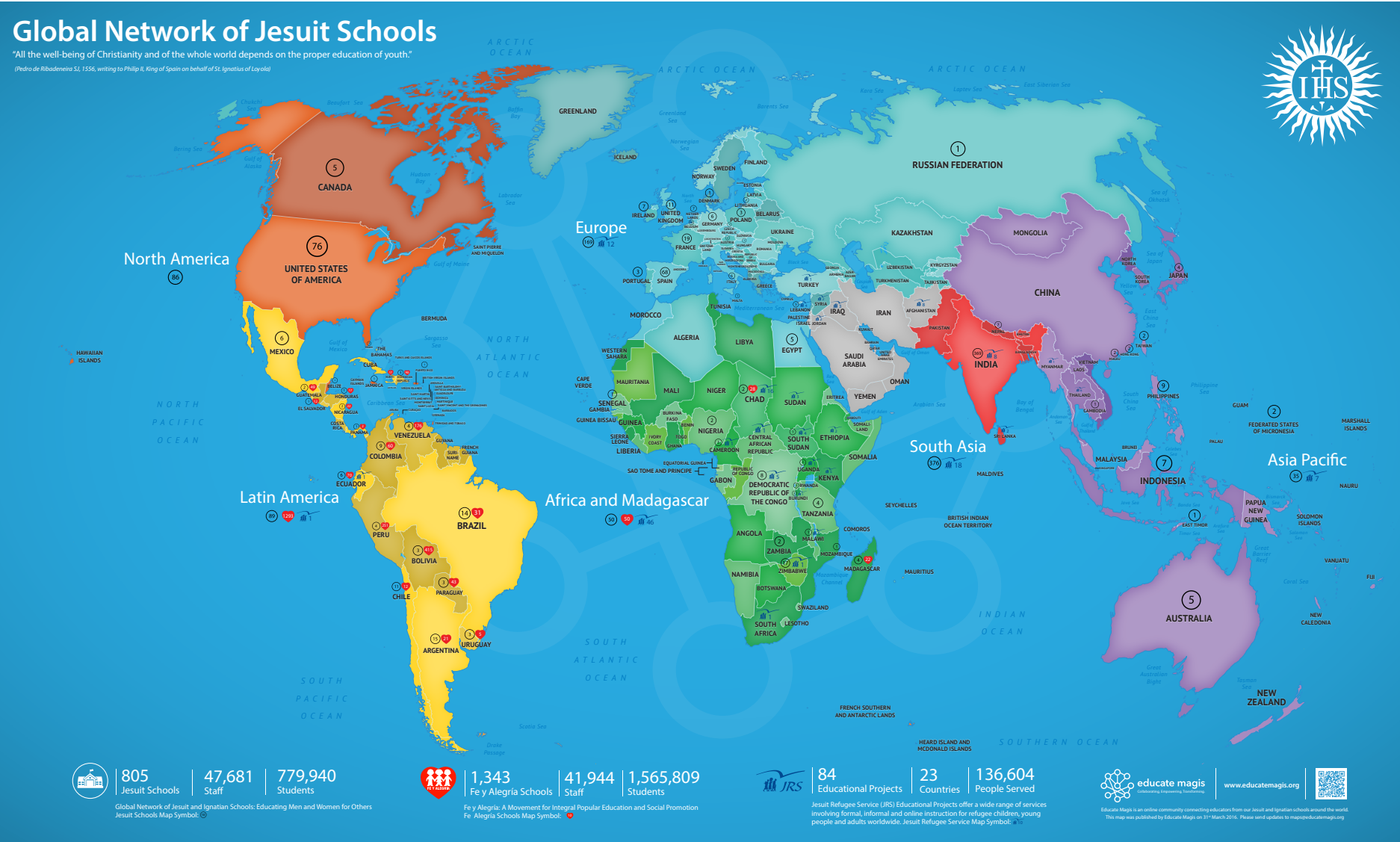
Gatherings and seminars in Catalonia
We open the doors of the pilot experiences to advertise *in situ* our participative, systemic and disruptive innovation. They are not tourist visits, but proposals of educational reflection and observation to revise mental frameworks and to promote the transformation of the school. **From Catalonia 340 people have taken part** with a very positive result: "the presentation was clear, entertaining and very close. Teachers were perfect and we have to congratulate the boys and girls that told us their experiences."



1st International Symposium Barcelona-Change-Education
From July 4 to July 8, the Faculty of Psychology, Educational Sciences and Sports of Blanquerna-Universitat Ramon Llull and Jesuïtes Educació organize the 1st Symposium IBCE to show the world different experiences (from public schools and private schools with public funding) that are transforming education and putting Barcelona as a city advanced in this field. **We have closed registrations 2 months before the event with 180 participants from Latin America, Europe and Africa.**

* Resulting figure of adding up the visitors to the pilot experiences (677) and the participants in the congresses and conferences (9,545).

EDUCATE MAGIS · We are part of a community with over 2.480.000 students



What is Educate Magis?

CIARA BEUSTER
EDUCATE MAGIS

The Society of Jesus has perhaps been a prototype of global networking since its earliest days in the 16th century. It has been a model of pioneering best practice education in a multitude of cultures. The extensive knowledge and wisdom gathered by the Society is what has nourished Jesuit and Ignatian educational projects throughout the world.

While Jesuit education has flourished since these early days it has not been without its challenges. **Today, there is a challenge for Jesuit schools to grow in a rapidly changing and increasingly multicultural world; to embrace diversity and be open to change while at the same time continuing to nurture the longstanding Jesuit ethos and traditions.** This challenge presents a opportunity for Jesuit schools to embrace the global dimension of Jesuit education.

We are lucky to live in an age of incredible technological advancements. Educate Magis have used these advancements to build an on-line community platform to connect Jesuit educators from the six regions of the world. The platform contains a global directory of Jesuit schools, a printable world map of these schools, inspiring stories, videos, keynotes

and important documents on Jesuit education as well as a safe space for global conversations. It offers us an opportunity to collaborate globally within our wonderfully rich and diverse network of Jesuit schools.

The seed for a virtual community was sown at the first global gathering of Jesuit schools in Boston in 2012. This idea then came to life just over a year ago when the EMagis site was launched. Since then the platform is being developed with the help of your feedback and the community has grown and begun blossoming.

While at a first glance EMagis may appear to be a 'traditional' website, it strives to be much more than that. It aims to be an interactive community platform created for the community and by the community. As Dani Villanueva once wrote, networks "are above all opportunities to channel a new culture of collaboration and collective action". We are excited about this opportunity and about learning, together with you –the community–, how we can best use this platform to inspire each other, connect globally and work together. **We welcome you to get in touch and get involved and we look forward to meeting you soon!** Over the coming months we will be hosting some exciting global discussions around important topics within Jesuit Education in preparation for **the next global gathering, JESSEDU Rio-2017 next year.**



From "I" to "we"

LLUÍS TARÍN

Usually when we take a look at a map of the world, like the one in this section, we realize that we live a life that is interconnected, changeable and with a very high level of uncertainty and complexity.

If the map shows us educational realities of international dimension, we come to believe that the educational challenge is so big it surpasses and goes further than our individual possibilities.

This new vision typical of H2020 makes us consider the educational challenge with an open, broad, comprehensive and global understanding. The challenges of interculturality, the multiple values, the technologies with different uses and abuses, the new habits, practices and life experiences. All these new borders of the globalized world can't be faced from and individual selfishness.

H2020, as a process of educational transformation, demands that we go further than combining and juxtapose individual interests. It is not about placing groups of people one next to the other. It is about getting everyone to deliberate and debate. It is necessary to listen, share and mix to build a network. **Transforming the education in a global world demands the transit from I to we so that personal**

interests become shared projects as a network. Building a network makes us stop combining individual interests characterized by the desire of competing and to embrace cooperation, which is very far from prioritizing individual positions in order to stand out and imposing over others.

Building a network is to go from *I* to *we* and transcend the individual I discovering the sense of the cosmic conscience. **If in a network we cooperate instead of compete, we are transforming very rooted beliefs that have justified for a long time individualistic positions not open to we.**

Revising our beliefs on the value of the interprofessionality, interdependence and trust can help us consider that we can go further than the particular contribution and to consider that our activity depends on the action of other professionals. This interdependence swims, undoubtedly, in the mutual trust of the competencies and capacities of others.

This is a personal and collective topic. A topic of beliefs and attitudes that we can make grow in order to build a network. **If the network is the meeting point, the professional networking center, the lever to go from I to we, and the privileged place to cooperate** and to stop competing, isn't it possible that the network and building a network has become the fabric of our life as for H2020?

Ciara Beuster is community facilitator at Educate Magis; Lluís Tarín is a strategy and educational leadership consultant at JE.
* Scan the QR code and watch the welcoming video to JESSEDU-Rio 2017 by José Alberto Mesa, sj, Secretary for Education for the Society of Jesus.

News

MOPI is also extended to Pre-school 5

MOPI advances and grows: 4 schools, 210 students and 14 teachers of the network will implement MOPI in the last year of pre-school next year. This way the pilot experience will have continuity and this stage of education will be finished.



Reading, understanding and enjoying the text, inseparable aspects

MOPI starts in JBellvitge and JSarrià

Next school year 6 schools of the JE network will be spreading out MOPI: **Jesuïtes Poble Sec, Gràcia, Lleida and Casp.** This year JBellvitge has joint with the 3-year-old students and next year will start with the 4-year-olds. JSarrià will start with 2 and 3-year-old students.



We design and build new spaces for new educational experiences

MOPI integrates Pre-school 2

Jesuïtes Sarrià begins a new experience: **Implementing the new class for 2-year-old students and also joining MOPI.** They are making a big effort to give verticality, continuity and meaning to the new project of pre-school education in Sant Ignasi School.



Early stimulations, multiple senses and intelligences

WE CARRY ON · We incorporate more classes to the Pedagogical Model at the Pre-school

We work together to grow

Dolors Solsona
MOPI director of the JE network

More independent students, who move around the new spaces with security, who make them their own and know every part of the classroom, students who ask questions and want to learn. That is how teachers of the 4-year-olds, amazed and surprised, described and received the students who started MOPI P3 last school year.

It is the second year of the pilot experience, since we work together to build together. The teamwork and the shared teaching of teachers of MOPI have made it possible to advance and improve the task every day. Together we analyze how the game, the organization of the spaces, the groups, the activities of discovery, the accompaniment to develop thinking and other aspects characteristic of MOPI help develop the abilities of boys and girls and how they learn.

But the path is going further. **This year we have taken a new step that is going to mark us and the way to follow: defining the impacts we want the model to have on our students.** In order to do it we have started from our dream, we have defined the kid we want to get to. But we can't only remain in the *what*, we have to advance to the *how*.

Next school year will be the time for the 5-year-old students. It will be a chance to get excited and keep developing the project and the process that started during the last two years. **We need to think about the new spaces, following the same format used for 3 and 4-year-old students and, at the same time, keeping in mind the needs of 5-year-old boys and girls.**

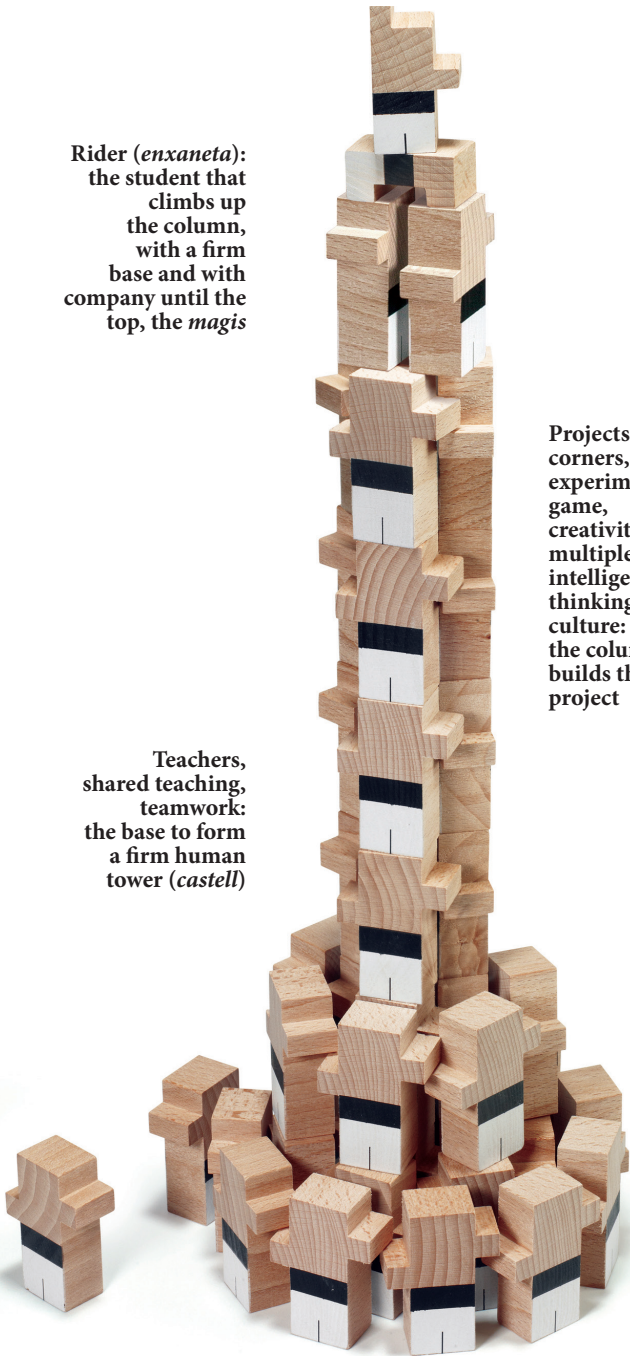
We need to design together the time schedules, the spaces, the presence of the game and the materials of each space, define the learning method of reading and writing and how it is implemented in the work in the classroom, the learning that gives answer to the kid for who we work... A challenge and opportunity that will make it possible, as we keep advancing on precision, to improve and give continuity between the three school years that make up MOPI.

This process, the accompaniment and the meetings with the teams of teachers, allow us to detect what are the formative needs that align us with the model. **This school year, besides the formation of the Forum, we carry out for the first time the pre-forum.** A group of professionals, experts on the different areas that base MOPI, will be with us during these five days. During the week of the Forum, working next to the teachers of the schools that implement MOPI, we review, create and plan the school year. Visualizing how this formation can be specified and adapting it to our day to day life help us advance, review and plan; that is, it helps us improve.

Rider (enxaneta):
the student that climbs up the column, with a firm base and with company until the top, the *magis*

Projects, corners, experimentation, game, creativity, multiple intelligences, thinking culture:
the column that builds the life project

Teachers, shared teaching, teamwork:
the base to form a firm human tower (*castell*)



Together we build our project to accompany the student in discovering and living his or her own life project.

The experiences

FROM A STUDENT. MOPI is the classroom where 3 and 4-year-old students live. We have a balcony I call terrace. I like playing up there. Sometimes I play under it but when I want to see the other kids I go up to the terrace. We can play with what we have in the classroom and we can choose. One day, at home, I cooked peas because at school we play chef. I cooked the peas, with bacon and then onion and I waited a bit until they were cooked, but only a bit. I ate them and they were really good! I took photos, I like photos and I took them to tell the class!

Eulàlia Martín, 4-year-old student

FROM A FAMILY. Martina comes back from school with the MOPI bus. She always arrives smiling and happy. Her hug makes me feel good. "How was school today?" "Really good, daddy. I like my new classmates and the teacher. It feels like home..." That is wonderful! I want to enjoy all the feelings she transmits and I decide that the following day I will take her to the Claver! When I'm there I instantly feel the vitality and bustle of the children: movement, interaction, noise... I breathe freedom full of action and I like it. I am invaded by a good and refreshing feeling.

Òscar Carrasco

WE CARRY ON · We have completed the pilot experience of the New Intermediate Stage



Guillem Fàbregas
NEI director of the JE network

One of the most important privileges we have had this school year has been being able to see how our students were growing, accompanying them along the H2020 framework, and seeing how after two years the first class has finished 2nd ESO-NEI. We have completed the New Intermediate Stage and this means our model is in full swing. The path has been full of surprises, challenges, magic moments and difficulties. Above all it has been a path followed as a team, with a wonderful team of teachers. Colleagues that have always had the determination and excitement to make a reality of something we once dreamt.

Thanks to all the teachers from this network we are part of who have given us support when it was needed. Also thanks to the schools that have seen us be born and have been the essential support to keep moving forward. We would also like to thank the families who have trusted us and who have been excited with dedication towards a project in which participation is alive.

It is a project that we have been able to share with colleagues from here and from all around the world. Through their vision we have seen that we are future reference and motivation. Many of them have expressed how thanks to seeing it

Two school years full of many surprises

Students, teachers and families creating the school we want

a reality, now they believe it to be possible. At the same time we are aware of the fact that we haven't reached any port, we keep working, taking in new colleagues and wisdom. This is a path in which the evaluation of the impact achieved will be fundamental to improve and go in depth with those innovation elements.

The observation report of the CETEI (which was carried out at the end of last school year and helped us establish the lines of work for this year) gave us one key: the importance of focusing on the essentials of the stage and the improvements needed during the school year.

This has been particularly important because we have worked with three different realities (that we needed to synchronize progressively): a team with 1 year of experience (PIEP1), another team building their first year (PIEP2) and a team doing training (PIEP3). Thanks to this focus, elements such as the new evangelization strategy, the cooperative work, the thinking development, the work in roles, etc. haven't stopped evolving.

During these twenty months of intense coexistence and work, we all have transformed

With this experience we approach the evaluation of NEI, a process that we will live next to three external research groups and the CETEI and where we want to analyse what impacts has the Educational Model of Jesuïtes Educació had on our students regarding our mission: getting students who are conscious, competent, committed, compassionate and creative (the 5Cs). This process, which will take place until next autumn, will complete the information we already have taken from our experience and will help us keep improving our educational project. About the evaluation of the pilot experiences, please go to the articles on page 14 in this newspaper.

NEI is strengthened

PIEP3 has been a new incorporation program to NEI. Its participants had the challenge of joining a stage that was already defined but at the same time, sharing their knowledge enriching our proposal. That is why teachers who begin NEI next year at

Jesuïtes Bellvitge or start in schools that already had NEI have lived an intensive training process for four weeks that has made them achieve both objectives: they have contributed with ideas, completing the projects, injecting their excitement and have offered their vision.

Probably, from this third edition of the Program for Incorporation to Pilot Experiences (PIEP3) it is necessary to highlight the practices in NEI schools and the tutors of reference we have assigned as engines for a quick immersion. What better way of learning than doing? So, best of luck to Jesuïtes Bellvitge and those who will be joining this adventure called NEI: we stay by your side, we are a team.

- 1 The work through projects and in teams with final production: sharing learning.
- 2 Reading project: promoting the motivation and the pleasure for reading.
- 3 The life project notebook: personal reflection for self-knowledge.
- 4 Cooperative work is key in the new school.
- 5 Playing as a way to facilitate learning.
- 6 Curiosity as the students' engine.
- 7 Creativity is given special attention in the New Intermediate Stage.

* Scan the QR code and get to know NEI through the reflections and experiences of the protagonists.



innovation

We generalize innovation

As stated by MIT professor Otto Scharmer, we can identify three stages in profound innovation processes: 1. Changing the vision and transforming the perception, 2. Recognizing the intention and discovering own beliefs, 3. Transforming the action and learning from the future.

So, if at Jesuïtes Educació we are promoting the profound transformation of schools, we can learn a lot from the experience of the so-called *U-procedure*. We change then the vision; we descend into the depths where we witness the emergence of the interior knowledge and we act with prototypes so we are able, when they are evaluated and measured, to start the generalization of the innovation through the ecosystem.

That is what pilot experiences are: spearhead of the participative, systemic and disruptive transformation so we can all together create the school of the 21st century. We get together, we prepare ourselves and learn by doing with the aim of generalizing innovation through all schools and stages, in a learning process and shared transmission of teachers.

Even though the location of the pilot experiences has a limited scope, the whole network is giving them support and is benefiting from their learning. And this is done through a big training activity (during the school year and the Forums) and the great involvement of the teachers.

So, the Council of the Pedagogical Model presents a new challenge to the stages and classes that still haven't started the pilot experiences: the boost and development of six lines force the Educational Model of JE to generalize innovation. These six lines are the following:

- 1. **Meaningful learning:** choice of contents set in a context and functional.
- 2. **Learning how to learn and learning how to think:** processes of meta-learning.
- 3. **Life project:** experiences that make it possible to thoroughly discover and develop criteria and evangelic values.
- 4. **Active methodology based on experience:** multidisciplinary approach to learning.
- 5. **Collaborative learning:** discover and apply the value of teamwork.
- 6. **Evaluation:** self-evaluation to regulate own learning.

Next school year we will delve into the practical implementation of these six lines so we can implement them progressively from the school year 2017-2018.

Horizon 2020 is spread network of Jesuïtes Educa



out through the whole ció: 6 stages and 8 centers

celebration

Jesuïtes Lleida

We have started MOPI and NEI during the school year 2014-15. Next school year we will keep growing: we will begin TQE and the new vocational training course (according to H2020) in oenological marketing.

Jesuïtes Sarrià

We will start MOPI in September 2016 with 2 and 3-year-old students. The start of NEI is expected to be in the school year 2017-2018.

JSarrià-Sant Ignasi

By Noemí Sánchez, head of communication of Jesuïtes Sarrià

This year we have celebrated our 120th anniversary. 120 years of commitment. And we would like to highlight three main moments:

On December 3, the date of the anniversary, the whole educational community (represented by the parents association and the association of former students and the Centre Sant Jaume) got together at the main garden.

On March 8 we inaugurated the exhibition *Commitment with education* and we enjoyed a round table on *Commitment with transformation* with the participation of people who studied in the school and who have transformed the reality they have lived in.

On May 19 we closed the celebration with a big emotional fest full of surprises: a symbolic act, a mess, activities for the students, live music, the filming of the movie *El tresor de Sant Ignasi*, a cocktail elaborated by the catering school and a very special end of the party.

120
years
75
years

JGràcia-Col·legi Kostka

By Elisabet Cano, head of communication of Jesuïtes Gràcia

On 1939, seven acolytes became the origin of the school Sant Estanislau de Kostka, now called Jesuïtes Gràcia-Col·legi Kostka. Since then the educational project of the school has broadened and consolidated in a constant and progressive way.

This year, from the neighborhood of Gràcia, we have decided it was a great idea to celebrate the 75 years we have been learning how to be.

During the school year we have prepared several acts to celebrate the occasion: an opening concert with the presentation of the new school hymn, the First Night of the Old Student of the SEK-Kostka with the presentation of the graphic exhibition of our history, the Eucharistic celebration of Thanksgiving and the day of the Grand Anniversary Fest, which was the same day of our patron saint. Congratulations!



ation
TQE
1st-4th grades & HE

2015 2016 2017 2018 2019 2020 2021

We start a new pilot experience as a network: TQE

WE START

Third and Fourth in Secondary

In Jesuïtes Lleida and Jesuïtes Sant Gervasi

Vocational Orientation and for Studies (OVE) and the personalized education become essential in this new stage. During adolescence the student needs a high amount of self-knowledge and autonomy to begin the judgment of placing at the service of others their talents and abilities. This process will become constant throughout their life and it is necessary to provide strategies that help the student to live with sense and depth.

By Minerva Porcel, TQE director of the network JE



The new stage of 3rd and 4th grades in Secondary school (TQE, *Tercer i Quart d'ESO*) wants to give an answer to students who find themselves in a maturing moment, both emotional and intellectual, very strong: adolescence.

Recent research in the field of neuroscience states that, from the 13 to the 18 years of age, the brain redesigns itself again and it becomes an amazing opportunity to receive an enormous quantity of new information. Neurological studies show that at this age certain areas of the brain grow and some are reduced due to a modification of the neural connections. The brain only preserves the learning that life experiences suggest is best to keep and deletes the ones considered less important. At the same time, it is awakened amongst teenagers the wish to know who they are and how they are.

Far from wrongly considering these life circumstances as price we have to pay in the way to mature adulthood, we can consider them as an opportunity to grow and educate students. It is the ideal moment to take advantage of the new expectations teenagers have about their education and to consolidate the talents and abilities that the student develops individually and in a team.

Keeping in mind the social context and the emotional and intellec-

tual reality of the teenager, it has been crucial —when designing the TQE— to increase the importance the student has had in NEI regarding the design of their learning process. This learning process is based on real world experiences that consolidate strategies for future learning. It's what experts call *soft skills* or *abilities for the 21st century*: capacities students nowadays need to dominate in order to live and work on their future. This way the students need to dominate three roles from the formal education: creative, critical thinking and collaborative.

During adolescence, students distance themselves from the hive and develop their own vision towards themselves and the world

Submerged in a world that is more and more complex, interdependent and swamped with information, where changes happen very fast and are very profound, it doesn't make any sense to give top priority to the contents of the curriculum. In front of an environment that is so changeable and unpredictable, *learning how to learn* is the way to adapt to the new contexts and overtake with success the insecurity caused by un-

certainty. Most professions our students will have still don't exist and we don't know how to imagine the specific knowledge they will need to do them. **Changing at the same pace as the world is changing will be indispensable if they don't want to fall behind. And the rigid educational models aren't able to give answers to the new contexts.**

That is why we have designed learning scenarios that allow us to add what worries and interests them and to do it at the pace everybody needs (learning customization), inspire them so they ask themselves questions with sense and depth (accompany them from the Ignatian spirituality), contrast their answers (promoting critical thinking) and let them collaboratively learn by doing based on what they are and what they want to be. **Their life project is our road map. Because we don't educate to achieve professional excellence, we educate for life, so they can be happy putting at the service of others their own talents.**

The main lines of action of TQE for the school year 2016-2017 are: problem-based learning, thinking strategies and customization of meta-learning, competence evaluation, vocational orientation and for studies and the personal accompaniment characteristic of the Ignatian tradition.





THE PROCESS OF CHANGE IN JESUITES EL CLOT. At JEClot we have completed the pilot experience of NEI during two school years. But when we were getting ready for TQE, a combination of unfortunate decisions about planning and communication of the teachers' substitutions created great tension with the educational community.

Possibly the communication and implication towards the process of educational transformation has not been effective enough. But in any case, it is clear that keeping in the best way possible the current educational process and preparing for its profound transformation creates a new tension for the educational community due to the use of human resources and the preparation and training for the change. In this context we decided not to force the situation, already misunderstood, and slowed the pace of the realization of the next disruptive pilot experience.

We have taken advantage of the experience to get a deep reflection and a collective work from the whole educational community and the network around how this crisis was created, and the attitudes and values that we usually live and transmit to our students. A transformation as profound as the one we are proposing can sometimes find precision difficulties in some scenarios, but learning by doing and advancing together will always be our objective.

For the students who will be studying 3rd in Secondary school next school year, we have prepared innovation elements. For the next school year we have planned to link our activity of 3rd in Secondary school with TQE.

FRANCESC MORENO, *general director Jesuïtes El Clot*

The new spaces

For the design of the classrooms of this new stage, TQE, we have used as starting point some of the ideas that have been applied to the different experiences. **So spatial continuity, flexibility of use, easy mobility and dynamism are concepts already integrated naturally in everyday life in schools and will give consistency to the whole process of transformation.**

However, we are aware that the space serves the teaching and learning process, and we still need to innovate during TQE. Several aspects will adapt to the different ages: future classrooms of TQE will be more abstract containers (without the characteristic elements of NEI, such as the steps and the modular sofas), the colors will be softer, there will be some tables for teamwork but also chairs with table to write in order to individualize some work and each student will have an individual locker locked with a key.

We keep having double classrooms, like at NEI, for groups of around 60 students, but in this case students will easily and quickly be able to divide in three groups of 20

because they will have movable partitions and multipurpose areas with direct access to the classroom.

In order to facilitate this mobility, both chairs and tables, boards and the small library will have wheels. Chairs will also have a small storage space and the tables will be foldable, in case at any moment it is necessary to leave the whole space free and available.

Other more technical topics will follow the guidelines stated in the Model for Change of Our Schools' Physical Spaces (MCEFE): soundproofing plates on the ceilings, lighting that reproduces natural light, continuous flooring, projectors, big boards as walls that can be painted, etc.

And we also keep projecting the exterior areas of the classroom: agoras, multipurpose spaces integrated in the transit points, useful as areas of meeting, break or work... or everything at the same time.

The transformation of the school's space we want, as you can see, keeps advancing... And with a good pace! Let's do it!

Carles Francesch de Herralde, *architect, F2M studio*

EXPERIENCES FROM 5 PROTAGONISTS OF PIEP4



MIREIA SALÓ

During this process of professional innovation and personal transformation I have been able to learn from the expertise of the colleagues and I have shared the experiences that have made me grow as a teacher and as a person. I begin the challenge of the TQE with excitement to contribute as much as possible to our students.



MARTA SERRANO

What has surprised me the most during PIEP has been the difficulty to get rid of the inertia from all the experience gathered previously, to stay away from my normal work, from the comfort of what I already knew. But, most of all, I highlight the opportunity of personal and professional growth that has meant giving answers to the challenges presented by education.



SÍLVIA GISBERT

Leaving the comfort zone to be part of the adventure of PIEP has been like coming back to the emotions I had when I first started in the field of education. I feel very luck to have been able to share experience and excitement with new travel companions. It is an adventure of intense learning and personal growth.



JORDI RULL

A year of personal and collective growth focusing on the construction of a new stage that keeps giving answers to the comprehensive development of our students. A path that starts next school year with maximum excitement thanks to the commitment, the generosity, professionalism and dedication of the whole human team that takes part in it.



ÁNGELES FRAGA

Being able to take part again in a PIEP to create this new stage has been an honor. To me it has meant the continuity of a passionate path that I started with NEI; a path where I have met again great travel companions with whom I have kept learning and reaffirming my vocation as a teacher with excitement and to serve young people.

WE MOVE FORWARD · Defining the pilot experience of Higher Education

Higher Education courses linked to the life project

Pepe Menéndez
& Xavier Dalmau
Directors for HE of JE

The educational model of Higher Education of Jesuïtes Educació, in line with MEJE, focuses on the life project of the student, which means linking the learning proposals to the life and professional growth of the student (*learning to be*).

The basic element of this model is turning the student into the protagonist of his learning and growth, leading his life and professional project from the discovery, experience and action, so he becomes the person of reference the Jesuit proposes. Higher Education is a key element in the learning opportunity of thousands of students and is considered to be the strategic tool of the development of the economy of our country.

As we have seen in LIPE of Higher Education, we need experiential learning. Learning that presents the challenges of transversal skills, working as a team and with mentors that question students to help them grow, with a methodology that promotes technical learning and procedural; setting goals and transmitting expectations.

The objective of one single Business Area (AE, *Àrea d'Empresa*) of JE is to share the professional experiences of the campus and projecting this potential to the professional setting of the vocational training courses that we offer, as well as encouraging the internationalization possibilities of our students. AE works in the field of the professional accompanying of people, programs with businesses and the internationalization dimension. It also coordinates the four campuses of Higher Education of JE in order to make the communication between training and access to the working world possible, through career guidance for students and the identification of businesses and professional environments that turn the opportunities of professional career possible.

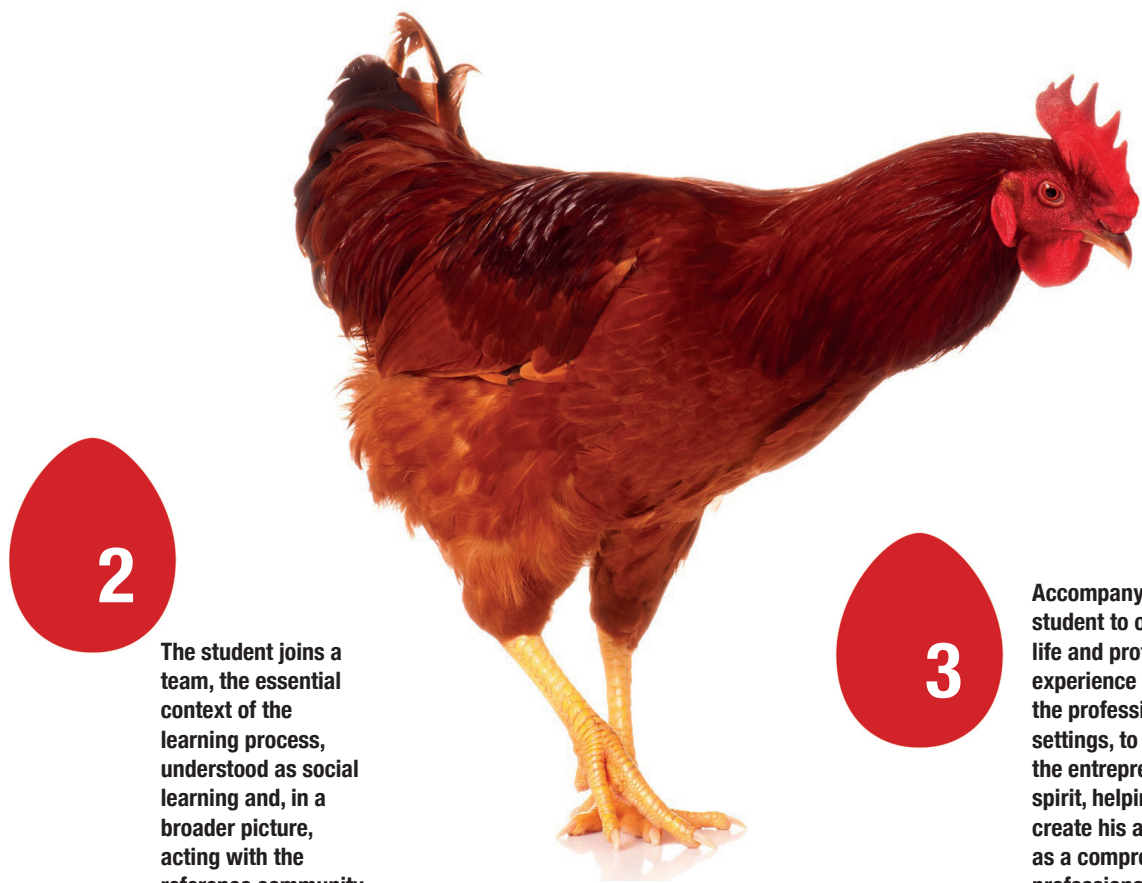
New audiences

In line with the vision of Higher Education as a future opportunity for thousands of young people, at JE we want to reach as many new audiences as possible, since the Jesuit education offer can give an extra value to their life and professional project.

The proposal of opening the vocational training courses in Oenological Marketing at Jesuïtes Lleida is to reach to all kinds of students in the area and recover the HE offer the Raimat School had offered in the 80'. The new cycle is the answer

Experience of the seminary on Pedagogic Leadership at HE What have we learnt from cooking a potato omelet?

After an intense year of work in a small team, on March 30 we presented the Pilot Experience model of Higher Education to the big group at the seminary on Pedagogic Leadership (LIPE) at Higher Education. The challenge was to make a potato omelet with different ingredients, with a limited time, quality evaluated by a jury, and at the end given to a social center that gives food to vulnerable people. There is no omelet without cracking the eggs! We present here the three essentials of the Higher Education model that we have been working on for the PE we'll do.



1

Radical methodology: the student learns by doing, experimenting and acting to favor the reflection process, learning of contents and evaluation (reflection-action). Experience and error are a continuous source of learning.

2

The student joins a team, the essential context of the learning process, understood as social learning and, in a broader picture, acting with the reference community, where he can grow and commit.

3

Accompanying the student to orientate his life and professional experience towards the professional settings, to stimulate the entrepreneurial spirit, helping him create his added value as a comprehensive professional.

that one of the most dynamic sectors of Lleida has been demanding in order to train people who can open new markets, especially abroad.

The same will to get to new audiences has encouraged us to open the online Higher Education offer in collaboration with Universitat Oberta de Catalunya (UOC). It is the collaboration between two institutions leader in innovation that promote the joint work between school and university through a new Higher Education in order to break barriers of time and space that complicate training and the improvement of the qualification for many people.

The offer starts with four vocational training courses: Administration and Finance, Sales Management and Commercial Spaces, Marketing and publicity, and Web Application Development. The methodological proposal of the cycles is inspired on the innovative approach of the new Higher Education of JE and the contribution of technological experience that UOC is developing in the teaching field.

Accompanying and mentoring are key elements of the new Higher Education

At UOC no educational stage is unknown

Josep Antoni Planell
Rector of UOC

Our country has a long tradition of pedagogic initiatives that have worked to transform the educational world. It is not about seasoning our speech with one "skill" here and a "project" there, but to be really disruptive. **Disruptive:** a word that comes from Latin and that means "sudden interruption of an existent routine" and that I understand as rethinking.

Let's think about a nursery, for example. In a nursery, values such as curiosity and letting go are important. When kids are small they basically ask questions because the ques-

tion is the center of knowledge. But when we start regulated education we only want them to study answers.

Knowledge is knowing the correct answer; intelligence is making the right question. **We won't advance with known answers but with new questions.** That is why, convinced of our role, we have decided we want to try and get to more institutions, adapt more disciplines and coordinate more teachers and researchers.

For the first time, we get close to Higher Education. And we want to do it in a **disruptive Higher Education, online and with quality**, next to JE, an undoubtedly model of teaching innovation. At UOC no educational stage is unknown and spreading training to everyone and making it more accessible is our reason for being.



WE MOVE FORWARD · Mapping A-Levels and defining the line to follow

We project the A-Levels linked campuses of JE

GLÒRIA ESPUÑA, A-Levels director of JE. When students finish Secondary school, they decide between A-Levels and Higher Education. If they choose A-Levels, then they have to decide what modality they want to do according to their preferences or later professional options, which some have very clear and

others only vaguely. They work for two school years during which they grow and think about what they want to do and why, making decisions about the future. But in what world will our students live and what will they need? What will they want to do with their lives and how can we help them decide? **How can we**

transform what we are already doing to adapt better to what they will need? Thinking about the students, these questions compromise us, they make us rethink what we are doing and encourage us to keep looking for answers. This year we have started a reflection and profound learning process about

what we are and what we can offer together during A-Levels. This has allowed us to have a map of the current moment and to define a shared dream that project us to the future. **As schools we build together, we want to begin a convergence process towards A-Levels in JE network with its own clear profile and a campus structure.**

Working as a network, the universe of our students and teachers is broadened, and the interaction and collaboration options are multiplied at all levels. The enrichment is exponential.

From this campus we want to promote A-Levels open to the world and the rest of people, counting on the involvement of institutions, universities, companies, social agents, local, national and international, in order to be able to give answers to the life and vocational research of students.

With the new joint A-Levels we wish to promote students' autonomy, their critical thinking, their ability to make decisions, their commitment and their creativity. We want to provide them with the relevant tools for the future. At the same time, we aim at presenting reality from all the points of view so as to help them use their life choices towards making a fairer and more solidary world.

First steps

For the school year 2016-2017 we have decided to walk toward this direction with actions that promote this approach. **We will begin a series of activities of campus around topics that will allow the interaction of students from the different schools.**

In this sense, during school year 2015-2016 all students of Chemistry and Biology of 1st year of A-Levels have successfully started this contact meeting to share an experimental project done previously. The number of possibilities is very big and we will have to keep defining them.

We will also start an experience with joint research projects carried out during A-levels: we will put in contact teachers and students of our schools who have similar interests, regardless of the center where they are. This way we will broaden the options available to the students, they will be able to decide according to their motivations and they will have available the expertise of the teachers. We will also have the support of some external institutions.

In order to fix these initiatives we have the professionalism and excitement of teacher's teams. For this year's Forum we have organized workshops where groups of teachers can work together in different fields (artistic, scientific, philosophical, linguistic, research.)

This will be the starting point that will make it possible to measure this campus we are projecting, that we are building together and that will advance progressively during the next years.



* JSarrià, JLLleida, JBellvitge and JECLOT are linked since they share the educational offer regarding Higher Education.

EVALUATION · Measuring the pilot experiences

A new evaluation culture

CATERINA
CALSAMIGLIA
CEMFI

Historically, the best universities in the world chose their students amongst friends and acquaintances due to a lack of ability to recognize talent in society. Interviewing the whole population wasn't feasible and the shortlisting was impossible due to the lack of individual information easily identifiable and treatable. That is when the need to create evaluation systems appears, systems that can be used on a large-scale in order to facilitate the identification of talent. **The experts creating these massive identifiers were already warning about the limitations of such "tests", stating that there are many essential aspects about a person and his or her abilities that can't be captured.**

Over the years, variations of those identifiers have defined the contents of the curriculum and have been the only objectives of schools, families, teachers and children. Not having good ways of measuring aspects that we all want our kids, students and employees to have, as well as the need to add information in an effective way in order to have feasible selection processes have been the cause for us leaving aside alarmingly everything that can't be captured with an indicator. This is the reason why **the educational revolution has to come with an evaluation revolution**, a revolution on which we are already working using new tools and with a multidisciplinary approach that will allow the expansion of advanced educational practices in our country and around the world.



Evaluation as a tool of continuous learning

M.AMOR &
M.NAVARRO
CETEI

Evaluate to learn has been the basic principle since the beginning of the project Horizon 2020. In line with this, between 2014 and 2015 an observation process (**process evaluation**) of NEI (*Nova Etapa Intermèdia*, New Intermediate Stage) was developed. This process seeks to identify the level in how the pilot experience answers the Educational Model of JE.

But now we are in a second phase, the **impact evaluation**, where the question is different: is the educational model achieving the expected impacts on students according to our

When
growing
up and
learning
meet



educational mission? This concern makes us look for empirical evidence and objectives to confirm that we are educating competent, conscious, compassionate, committed and creative students.

From the conviction that this is an inseparable requirement of our Educational Model, we have started an experimental and collaborative research. It is experimental because it aims at non-cognitive abilities of our students in the form of learning, mental frameworks and behaviors. And it is collaborative because in this trip we have the company of external research groups that will add their expertise to the one from CETEI (Centre de Tecnologies Ituarte).

Researchers from universities in Catalonia and the US form a first group. This multidisciplinary group, lead by Caterina Calsamiglia, wants to measure the effects our educational model has on the personal characteristics, the cognitive and non-cognitive abilities and the socio-emotional competencies.

The second group, **Blanquerna-Universitat Ramon Llull**, lead by Josep Gallifa, has the objective of obtaining data on creative thinking, behavior related to learning and the personal relationships, as well as the mental maps or representations of the students.

The **Facultad Latinoamericana de Ciencias Sociales (FLACSO) of Buenos Aires** will analyze one of the pedagogic innovations of NEI, the start and end of the week, to obtain conclusions on the impacts on the students since its implementation.

CETEI will focus on gathering data on three specific elements: self-regulation while learning, the atmosphere in the classroom and the reading project, as well as other relevant complementary information.

With the results of all four researches, CETEI will elaborate a meta-evaluation that will be the 1st Evaluation report on the pilot experiences. Due to the fact that the impacts we are looking for will be visible at mid and long term, in this first wave of tests we don't expect to get conclusive results, but we expect to have the information necessary to calibrate the evaluation model of H2020.

The bulk of the fieldwork will be carried out in two schools of the network, Jesuïtes Sant Gervasi and Jesuïtes Casp, aiming at having, respectively, an experimental group and a control group. However, the rest of schools will also take part in this evaluation and will carry out complementary tests.

In fact, the whole community of the network will take part in one way or another in this evaluation, since this is a joint project that is build on the sum of our will and complicity.

ESCOLA NOVA 21 · A joint commitment

Making the educational actualization irreversible

EDUARD
VALLORY
ESCOLA
NOVA 21

More than one hundred years ago the mistake of focusing the school in what is necessary to teach and the need of a Copernican twist in education, to focus on learning was made. In this line the theories of Dewey in the United States or the practices of Montessori in Italy inspired the schools created by the Patronat Escolar de Barcelona, the Mancomunitat de Catalunya and the Generalitat during the Republic.

But it has been one hundred years and the school and everything around

it is still focused on what teachers have to teach and not on what students have to learn. The wave of the Escola Nova of the start of the 20th century or the pedagogical renovation of the 60' and 70' didn't achieve the objective of our educational system making a twist and focusing on the learning.

The transformation of society, with exponential growth of the technological change and an environmental diversity and risk without precedent, is turning into essential what before was desirable. And we can't resign ourselves to having a simple third wave of intense change that educational reporters will remember. We have to turn it into a movement that makes



the Copernican twist of education effective for the whole system.

The twist is the framework of an advanced school, with the four elements each school should have in the knowledge society: 1) **an educational purpose that creates competencies for life**; 2) **systems to measure the achievements of all competencies**; 3) **learning practices based on the research on how we learn**; 4) **an organization based on learning, that updates the educational offer, open and interacting with its environment.**

Escola Nova 21 is born as an alliance to extend this twist to the whole system, contributing to the consolidation and improvement of schools

that in last years have again promoted advanced educational projects, like JE, interacting amongst themselves and promoting what they do with the international current.

Change procedures will also be generated-learning from those who, like JE, have already been carrying some out-so the centers who want to make the twist can do it in an advanced school, with basis, procedures and training, accompanying as well a first group of schools to the change, making it irreversible through and educational ecosystem that is advanced, diverse and growing, that will be generated with mutual learning amongst all of them.

GROWING · We live in first person the 5 Cs

In everything serve and love
We feed the life and vocational project of educators



Reflection

65 reflection meetings
878 participants
130 hours of discussion



Actions

4 full theatres
3,600 spectators
911 students-actors
55,282 euros raised



Commitment

1 solidarity concert at CCIB
18th February of 2017
3,100 seating capacity



01
Debate circles of educators

This school year, from January to June and in all 8 schools, we have started a new initiative focused on the care and revitalization of the life and vocational project of educators. From the reading and previous work of the book 01 *Focusing on the Objective* of the collection Transforming Education, **we have met with groups of educators, voluntarily and per invitation, in order to share our experiences on the impact the reading has had on us.** In a casual setting, personal and close, we have asked

and shared the impact of the 40 considerations of the book in our own life and vocational project. And we have to say that it is a formula of group accompanying that has been proven to be very interesting and full of synergies in the framework of the educational coalition we are building in the path towards Horizon 2020. We add that next school year we will expand this initiative of debate circles and we have planned on carrying it out in the **vivo model** (a new acronym, this time for “life and vocational”).

02
Jambatan: bridges in South Sudan

Jambatan means bridge, a solidarity bridge that connects us with South Sudan and the project of Alvar Sánchez, sj, and Pau Vidal, sj, who work in the refugee camp of Maban in South Sudan for the Jesuit Refugee Service (JRS). **Jambatan has been the dream of creating a school to contribute in making a better future, a future in peace.** A big solidary and transversal project that thanks to all the educational community at Jlleida, was a reality on April 9 filling for the first time in a day 4 times the theatre of Llotja of

Lleida. Thanks also to the excitement and rhythm of the gospel choir Jambatan made up of families, teachers and old students. **We have lived an experience, a collective dream that has taken the best of us.** We have let the value of simple things like solidarity and the ability to dream to move us towards action and impregnate our life. Now the challenge is to keep with the spirit of Jambatan and the strength it has given us. *If you take a look inside your heart, you will see that there is light. Let it shine.*

03
Refugees: an urgent action

The defense of the dignity of life and the human rights is a permanent dimension of the commitment of the work of the Society of Jesus. And this sensibility is present in our educational work. A few months ago, when to the challenge of immigration the refugee crisis form the east and south of the Mediterranean was added, at the JE schools we decided to start new awareness, praying and fundraising actions for projects supporting refugees. Now, to the actions made by each school, we want to add

a network action that unites the conscience we have about this drama in a joint action. The solidarity in schools and other work at the Territorial Apostolic Platform of the Society in Catalonia, with the support of other institutions, groups and people that have offered their collaboration, **we will be able to organize a to raise funds. The gospel group Singfonics will perform at the Auditori del Centre de Convencions Internacional de BCN, on February 18 2017. Write down the date!**

★ Scan the QR code and watch the moving video about project Jambatan.

COUNCIL OF THE
PEDAGOGICAL
MODEL

The Council of the Pedagogical Model of Jesuïtes Educació is the body created this year to give coherence and depth to the pedagogical work linked to the spreading out of Horizon 2020 in the six stages and eight schools of the network.

“It’s great
that this
world can
count on
you”



Joan Blasco
Director of the
Pedagogical Model of
JEducació

We interview Joan Blasco, director of the Pedagogical Model of Jesuïtes Educació.

What was the reason to create this year the Council of the Pedagogical Model (CMP)?

After starting the first two pilot experiences of MOPI and NEI, Horizon 2020 has started a second phase in which is necessary to validate and generalize the proposals and schedules of our process of educational innovation. The Council, made up of directors of the different stages of the network and the pilot experiences, develops the task of harmonization and depth.

What is the function of the Council in the network?

The Council of the Pedagogical Model is part of a triad made up of the Council of Directors and the Council of Managers. These three bodies form the General Council and have a global and transversal vision and action on the 6 stages and 8 schools of the network of JE.

How was the experience of the Council’s first year? What evidence have you found?

The experience has been very good. We have confirmed, with surprise, that schools have more in common than we would have expected at the start. We have also seen that the basic elements of MEJE answer to convictions and educational evidence very adaptable to all stages. The matrix work, on the other hand, is allowing us to guarantee the excellence of the proposals because we are not producing them in a generic mode: as we were saying, each stage and each school adapts the innovations lead by CMP of its specific setting.

Next school year, after many years in this position, you will leave the direction of JSGervasi in order to work fully on the direction of the Pedagogical Model of JE. How are you feeling?

I’m living it with naturalness and gratitude for all the learning and experiences lived at all levels in my time at Infant Jesús. On the other hand, the satisfaction I feel today is great: being able to take part in the transformation of the 21st century school with a human team so well prepared and committed is an honor.

According to you, what are the challenges the H2020 is presenting us with now?

With MEJE we have set the student at the center of the school and that has been a good choice. Now we have to place the teacher by his side. In the disruptive innovation process in which we are part of its essential to recreate or prioritize some aspects about the roles and functions of the teachers to make them even more valuable. And we do that by offering them the chance to continue with their life development and inviting them and giving them space for the professional transformation to serve the person and the school we want. We’ve seen it in PIEPS: we give time and accompany teams of teacher to reconnect with their vocation and from there to live with revitalized emotion and making him a protagonist in the school. Because in order to make music it’s not enough to write a score: music only happens when musicians play their notes.

With what words would you close the newspaper? A message for students, teachers and families of JE?

Let’s celebrate that the transformation is a reality and that we are not only transforming the school... Because all of us, in one way or another, are transforming ourselves, because H2020 is a humanizing invitation and with sense that reaches all the corners of the network (even the neural, emotional, physical and spiritual network of all of us.) Let’s continue!



- 1 Dolors Solsona, MOPI director
2 Guillem Fàbregas, NEI director
3 Miquel Amor, CETEI director
4 Pepe Menéndez, Higher Education Director
5 César Martín, Director of the Professionals of Psycho-pedagogical Orientation
6 Maria Àngels Brescó, Primary School Director
7 Minerva Porcel, TQE director
8 Joan Blasco, Pedagogical Model director
9 Pere Fons, Council Secretary
10 Glòria Espuña, A-Levels Director
11 Xavier Dalmau, Higher Education Assistant Director
12 Núria Gonzalo, Secondary School Director (not present in the photography)

Council of the Pedagogical Model

How do the stage directors work with the school directors?

We practice the *matrix governance*. The combination of the two vectors (pedagogical model and social context) allows us to introduce the Educational Model of JE (MEJE) with internal coherence and customization according to the realities of each center. And this demands us to continuously learn while strengthening our community and our joint work.