

Transforming Education

02.

Paving the Way

35 Keys to Bring About Educational Change



JESUÏTES
educació

Transforming Education

Collection directed by Xavier Aragay

Book

02

Title

Paving the Way. 35 Keys to Bring About Educational Change

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

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Paving the Way

35 Keys to Bring About Educational Change

Authors

The team that authored this collection is composed of:



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



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



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



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



Daniel Iniesta

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



Pepe Menéndez

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



Pol Riera

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



Lluís Tarín

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



Lluís Ylla

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

I don't teach my students, I create the conditions in which they can learn.

Albert Einstein

What a man really has is what is in him.

Oscar Wilde

To keep this ideal ever before their minds let one of the students recite a short prayer, composed for this purpose, at the beginning of the class. The professor and their students should follow attentively and with uncovered head. At least let the professor, with uncovered head, make the sign of the Cross and then begin the lecture.

Ratio Studiorum

Prologue

Transforming education is a great challenge, a truly noble and necessary project.

A number of innovative projects and initiatives have already been carried out and we would like to add our two cents. We would like our contribution to be a strong and determined one because we believe that the 21st century requires an education thought during and for the current century.

This second book in the Transforming Education series touches upon processes and projects that have a very precise goal: setting the basis to dream about this transforming project and—especially—to be able to make it real.

However, to complement all these processes and strategies which are explained in this book, I would like to highlight the importance of the people that has made it possible.

We are likely to remember teachers and professors who have left an impression on us, who helped us overcome the impasses of childhood and adolescence. The teacher who devoted hours to prompt our reaction, who addressed us both with an authoritarian and sweet voice. The professor who enabled us to

discover potentialities we kept deep inside and who was capable of noticing the seeds that were still hidden.

I have a vivid memory of my teacher at 4th Grade, when I moved to a new school. It took me a long time to get used to the new school's dynamics—really! Luckily, however, when the good teacher who took me in saw the difficulties me and another confused mate had, she made us stay many afternoons to do our homework and so catch up with the schoolwork.

Well, when—many years after that—I finished my PhD in Physical Sciences and I was ordained a priest I thought it would be a good idea to get in touch with her to thank her for the patience and seeds that she had sowed in me during all those hours.

She had retired many years ago. My letter started by saying: «I am not sure if you remember me...». And her response was: «Of course I do! I remember many of my students». And she explained me that during those hours I kept talking about the lovebirds I bred at home, about the way they laid eggs and how fast the chicks grew...

I wish this dream and the processes that made it possible are full of names, faces, human stories of individuals like my teacher, who dare to live with intensity a transformation that turns the education we offer into a more human and humanizing task.

Llorenç Puig

Jesuit. President of Jesuïtes Educació

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Introduction

After our first book, in which we focused on our objective, we now present the second volume in the Transforming Education series. In this book, we discuss how to pave the way for change, an essential task in any attempt at profound transformation.

In order to take on this immense challenge of systematic change, we need to work our way through a transformational strategy made up of several stages. We need to dedicate our time and our actions to the completion of one stage at a time, thus moving forward with guarantees of success.

The first of these stages is to pave the way. This may seem like common sense, but it isn't all that evident. Before setting out on our voyage we need to make sure that, on the one hand, the entire educational community participates, shares and commits itself to the school that we want for the 21st century and that, on the other hand, the relationship between the different schools in our network and their directors' mindsets have completed a series of stages.

We first need to create the conditions for professionals, students and parents to be the

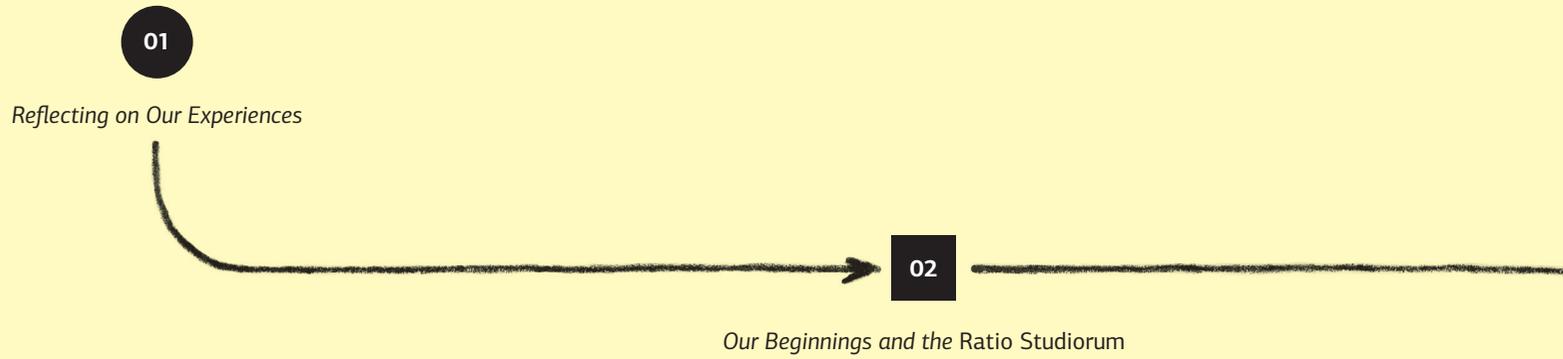
protagonists of educational change. Only then does it make sense for us to take on this project.

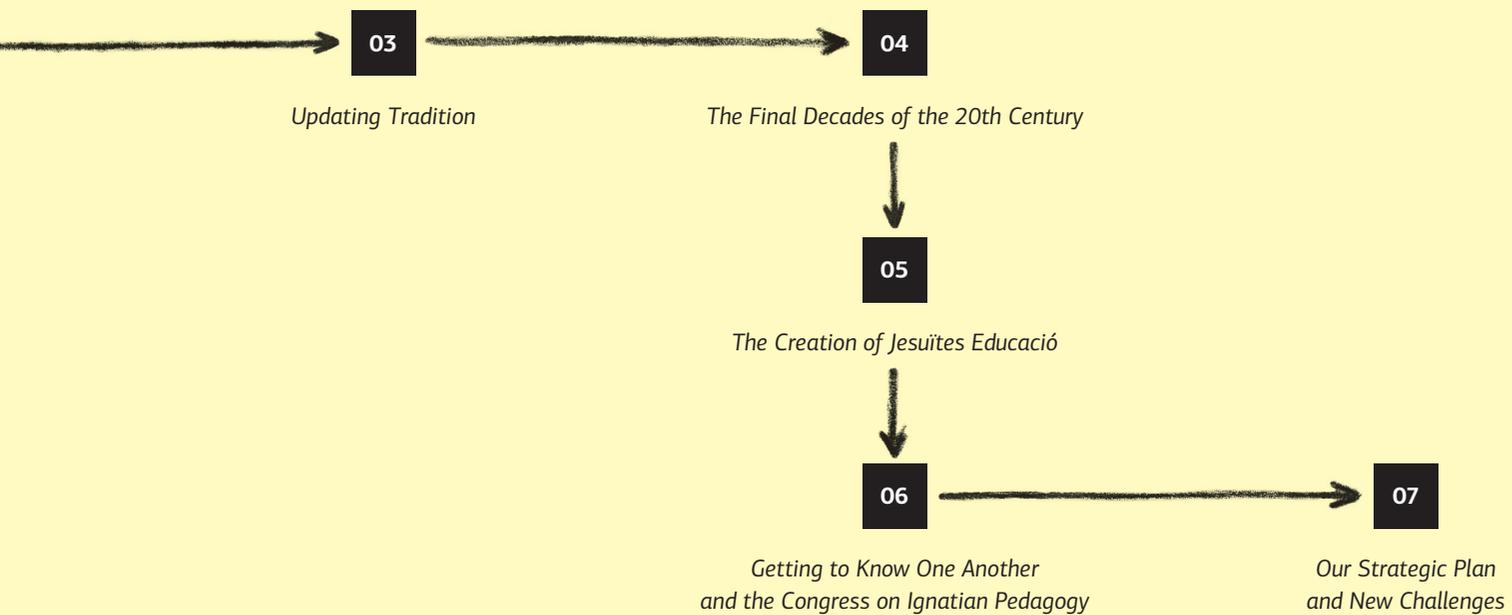
If—from our humility and experience—we're insisting on this point and we're dedicating an entire book to it, it's because, unfortunately, this preliminary stage is too often ignored. Driven by eagerness, impatience and a certain degree of volunteerism, we may have the tendency to try and dive directly into action. It's like sowing a field without ever having plowed it. Under these circumstances, what fruits can we hope to reap?

Xavier Aragay

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

I. Where We Come From





02. Transforming Education. Paving the Way

01.

Reflecting on Our Experiences

We could write pages and pages on how to live change, we could cite experts and theorize about the best way to take on a project of profound transformation.

And yet, we might never have crossed the starting line; we might not have tested any of our affirmations against reality. Therefore, what we need is to concentrate on more tangible information that's already been put into practice.

Still, we can't just dive in headfirst; paving the way is a task that requires a degree of prior contemplation. What we need to do first is to focus on our objectives; in this spirit, we began with the 40 considerations from our first book, where we analyzed the current situation of the educational world, with all its challenges and opportunities.

Now it's time to take action by getting ready for action. This may seem like a wordplay but it isn't. As mentioned in the beginning, it is only through the practice that we will learn what it means to create the conditions for profound change. We're learning by putting it into practice.

With this in mind, these pages are the record of everything we experienced first person. We want to reflect on our own case in order to contribute data, questions and lessons learned to the educational debate.

What have the schools at Jesuïtes Educació done to pave the way? What have we learned from it all? This is the starting point for this second book. Let's get to work!

02.

Our Beginnings and the Ratio Studiorum

If we plan to explain where we come from, we need to start at the beginning: Ignatius of Loyola founded the Society of Jesus in 1540 as a modern religious order for evangelization with a universal (global) calling.

Although it wasn't their initial intention, the Jesuits soon realized that creating schools and educating was part of their evangelical mission to help others. The year Saint Ignatius died, in 1556, the *Societas Iesu* already had some fifty schools.

During the second half of the 16th Century (starting with the consultation of 1564) there was an intense creative process to define how schools should work and what kind of education should be offered.

Actually, the fourth part of the Society of Jesus constitutions already hints at some of the basis of what would become the *Ratio Studiorum*, that was commissioned to the Jesuit Aiguaviva during the General Congregation 4 which was held in 1581.

This process culminated in 1599 with the final edition of the *Ratio Studiorum* (RS). Along the way

there had been two earlier versions that collected experiences and included an analysis of teaching practice.

The RS became the first modern document to include an organized and international curriculum (for Europe or anywhere in the world where schools were founded), a specific pedagogical methodology and an organizational model for schools.

Parts of the RS were no longer applicable at the end of the 19th century and the beginning of the 20th century because the attainment of the modern State and the setting of official curricula brought important changes to schooling. However, a methodology and some common traits have remained.

This is not the place to summarize the Jesuits' educational system, but it is worth noting that it was characterized by the creation of secondary schools that functioned autonomously and were economically self-sufficient, and that these schools always had the common features of the RS as a reference and a point of union.

In summary, the common traits of the Jesuit schools were the involvement of students in education, an extremely precise and detailed organizational system, intellectual rigor and methodological eclecticism.

The Jesuit way of working combined excellence with an adaptation to movements, places and people. Therefore, following common traits and rules such as «not everything works for everyone», each Jesuit school developed according to its own context.

These traits have meant that over the past four centuries, each school has been like a ship, sailing in the middle of the ocean, sharing a clear, open mission, but with very little interaction—sometimes none—with the other nearby Jesuit schools.

For centuries, this was no problem, since there were a large number of Jesuits at each school and the mechanisms for government and coordination of the Society of Jesus ensured a certain degree of unity.

However, in developed countries, the number of Jesuits at each school has been greatly diminished, and the growing role of laypeople with a commitment to

our mission, the internationalization and globalization of culture, and 21st century politics and economy all call for the construction of a new relationship between Jesuit schools in the form of a network.

03. *Updating Tradition*

Over the years, because of cultural changes and the establishment of educational legislation in different countries, the *Ratio Studiorum* slowly began to lose the importance it once had.

Although some attempts were made to rewrite the RS, its style didn't allow for it to be adapted to the diverse situations in the different States where Jesuit schools operated.

Finally, towards the end of Father General Pedro Arrupe's mandate, in the spirit of loyalty to the mission of the Society, a commission was created to write a new referential document that could give a common vision, a common goal, and a common inspiration to Jesuit schools.

The result of this task was the publication in 1986 (during the mandate of Father General Peter-Hans Kolvenbach) of the document *Characteristics of Jesuit Education*. In 1993, a new document, *Ignatian Pedagogical Paradigm*, expanded on the first one with concrete methodological proposals to help transmit Ignatian values and worldview efficiently.

We would like to quote the following fragment from these texts: «It is clear that a universal curriculum for Jesuit schools, similar to what was proposed in the original *Ratio Studiorum*, is impossible today. Still, it does seem important and consistent with the tradition of the Society to have a systematically organized pedagogy with contents and methods that encourage the explicit vision of the Jesuits' modern educational mission.»

The need to realize cultural adaptations is better achieved at a regional or local level. In this day and age, it seems more appropriate to formulate a universal Ignatian pedagogical paradigm that can help teachers and students execute their tasks in a manner that is academically solid while forming "men and women for others".»

These documents have served as a reference for Jesuit schools over the last twenty years. Now we need to keep on moving forward and propose new objectives.

04.

The Final Decades of the 20th Century

As seen in our first volume, globalization has substantially changed our world. If Jesuits work in a universal spirit—while trying to adapt themselves to their surroundings—then this change in paradigm can be an important opportunity to renew the Society's schools.

In 1999, the words of Father General PH Kolvenbach were the result of a process that was already well underway: «With due respect for autonomy, the Coordinator of European Schools (JECSE) should consider creating flexible structures for mutual cooperation in order to encourage a network of schools and to promote joint projects and actions».

Here in our country, the first examples of synergy can be found in the 1960s. In 1968 the Jesuit Ramon Torelló started to work towards building a relationship between the centers. However, it wasn't until the 1990s that the Jesuit schools of Catalonia took decisive steps towards broader collaboration. In this process, the work done by Jesuits Ignasi Salat, Pepe Ituarte, Lluís Magriñà and Francesc Xicoy was especially significant.

Steps taken in the area of continued training were highly influential, especially the ones related to the training of teachers to become tutors. The task of the tutors and the thinking of the centre are working tools and internal training that make us stand out. Therefore, unified training for the teachers from our schools and annual meetings between school directors were initiated.

The fact is that the circumstances greatly favored collaboration. In no other place in the world is there such a large number of Jesuit schools in close proximity. There are seven schools in Barcelona's metropolitan area: Casp-Sagrats Cor de Jesús, Sant Ignasi, Escola del Clot, Col·legi Kostka, Col·legi Sant Pere Claver, Centre d'Estudis Joan XXIII and Infant Jesús. Nearby, in Lleida, there is another one: Col·legi Claver-Raimat.

Each of these eight schools has its own unique history and profile but we are convinced of the need to go further. And we can only do so together, as a community of almost 1,400 educators and over 13,000 students.

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JESUÏTES LLEIDA

Col·legi Claver-Raimat

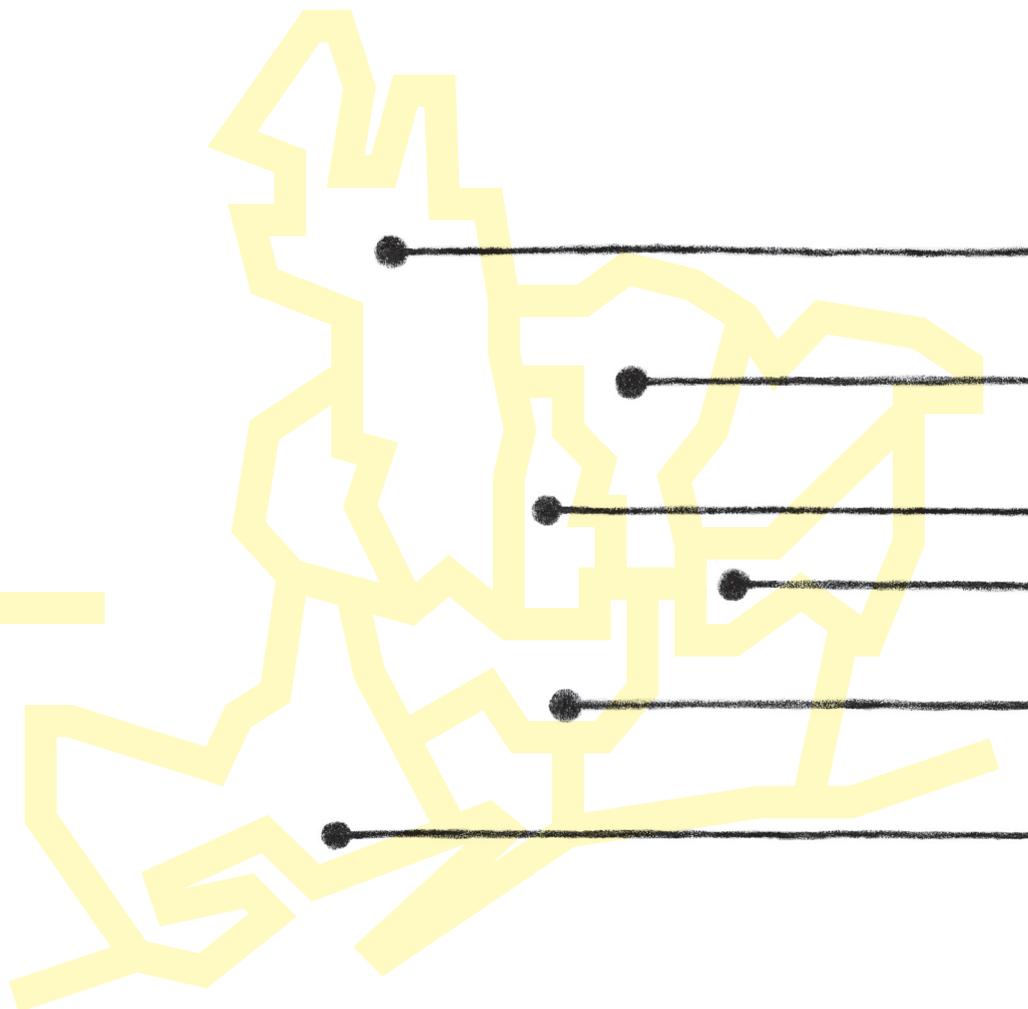
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JESUÏTES SANT GERVASI

Escola Infant Jesús

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JESUÏTES EL CLOT

Escola del Clot

Carrer València, 680. 08027 Barcelona

JESUÏTES CASP

Sagrat Cor de Jesús

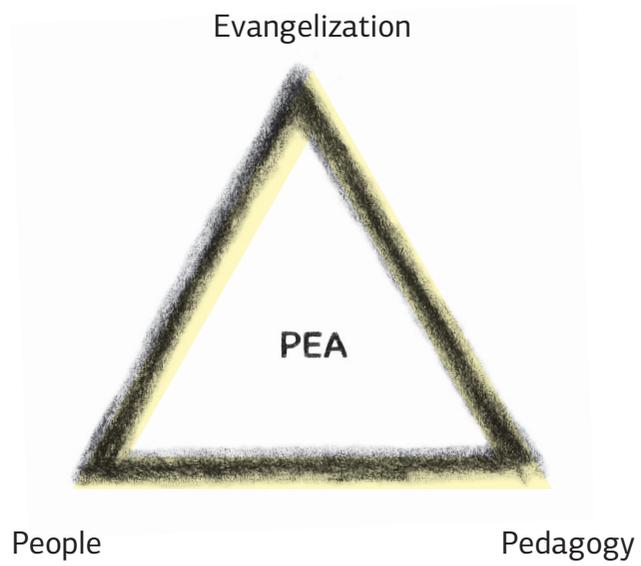
Carrer Casp, 25. 08010 Barcelona

JESUÏTES POBLE SEC

Col·legi Sant Pere Claver

Carrer Vila-Vilà, 14. 08004 Barcelona

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05. *The Creation of Jesuites Educació*

The turning point in this process of networking was the creation of the Jesuïtes Educació Foundation in 2000. JE was the brainchild of the Jesuit Lluís Magriñà.

This was an important step for the Society of Jesus in Catalonia: it meant the creation of a canonical foundation, inspired and directed by the Society itself, in order to shelter and promote Jesuit schools.

The mission of Jesuïtes Educació is to «promote a style of education that incorporates evangelical values and is based on sheltering, teaching and accompanying individuals so that they can acquire the necessary learning to become competent, conscious, compassionate and committed people».

In order to write our Mission Statement, our Statutes and our Founding Charter, we carried out an intense participative process with the directors of our different schools.

In different meetings between 1999 and 2000, the directors of our schools, along with different individuals from the Society's educational community, got together

to execute a process of strategic reflection based on three basic questions: 1. What do we want to do? (Our mission); 2. What are we good at? (Our strengths); 3. What are we expected to do? (Our stakeholders).

This strategic reflection process resulted in the three central priorities of our new foundation: furthering the evangelizing aspect of our schools, developing our educational calling and teacher training through a policy of human resources, and working on defining our own educational and teaching style. In other words, evangelization, people and pedagogy (in connection with the Learning and Teaching Process (*Procés d'Ensenyament i Aprenentatge*, PEA).

It's also worth mentioning that in this first stage, the Foundation already had a General Director, Jesuit Francesc Xicoy, an associate director, a part-time computer technical coordinator and an executive secretary. This was the very beginning of our network.

06.

Getting to Know One Another and the Congress on Ignatian Pedagogy

Once our Foundation was established, during the first few years we worked on strengthening the synergy that had been developed since the nineties, and on expanding our schools' collaboration and knowledge of one another.

In spite of what some may think, this was a necessary stage. We needed to get to know one another and establish personal connections in order to move towards our objective of becoming a network.

It's true that five years may be a bit too long, but even paving the way requires prior steps. We continued to execute projects together and we increased the number of activities and meetings held between schools.

Our first multi-year plan (2001-2004) allowed all of our schools to share priorities and objectives with one another. In addition, the Council of Directors, under the administration of the Board of the Foundation, became the responsible body for the project as a whole (instead of simply being a coordinator or a space for sharing information).

During this first stage, the Congress on Ignatian Pedagogy in July of 2005 was especially significant. Lectures and studies were presented on subjects like learning strategies, permanent training or educating in values. Enric Caturla, named Head of Pedagogy and Training for JE also in 2005, was in charge of making the Congress a reality.

This Congress was an example of mobilization on the part of our teachers, who worked together and exchanged knowledge. It was also a space to present numerous pedagogical experiences related with the renovation we want, and at this Congress we created working groups for aspects of different formative stages.

In addition, in 2002 Jesuïtes Educació first incorporated an administrator, and later a support person for the administration of funds and accounting. A head of pedagogy and training was also named to continue the pedagogical task carried out at the Congress. At this stage, we had a team dedicated to thinking as a network and for the network.

07.

Our Strategic Plan and New Challenges

After our initial thrust, we couldn't get any higher. When Congress came to an end, we carried out a strategic revision of the first few years of the Foundation with the participation of our different management teams, and put together a strategic plan that would strengthen JE.

We saw the need for a greater impulse and stronger leadership in order to fulfill our foundational objectives and rise to internal and external challenges.

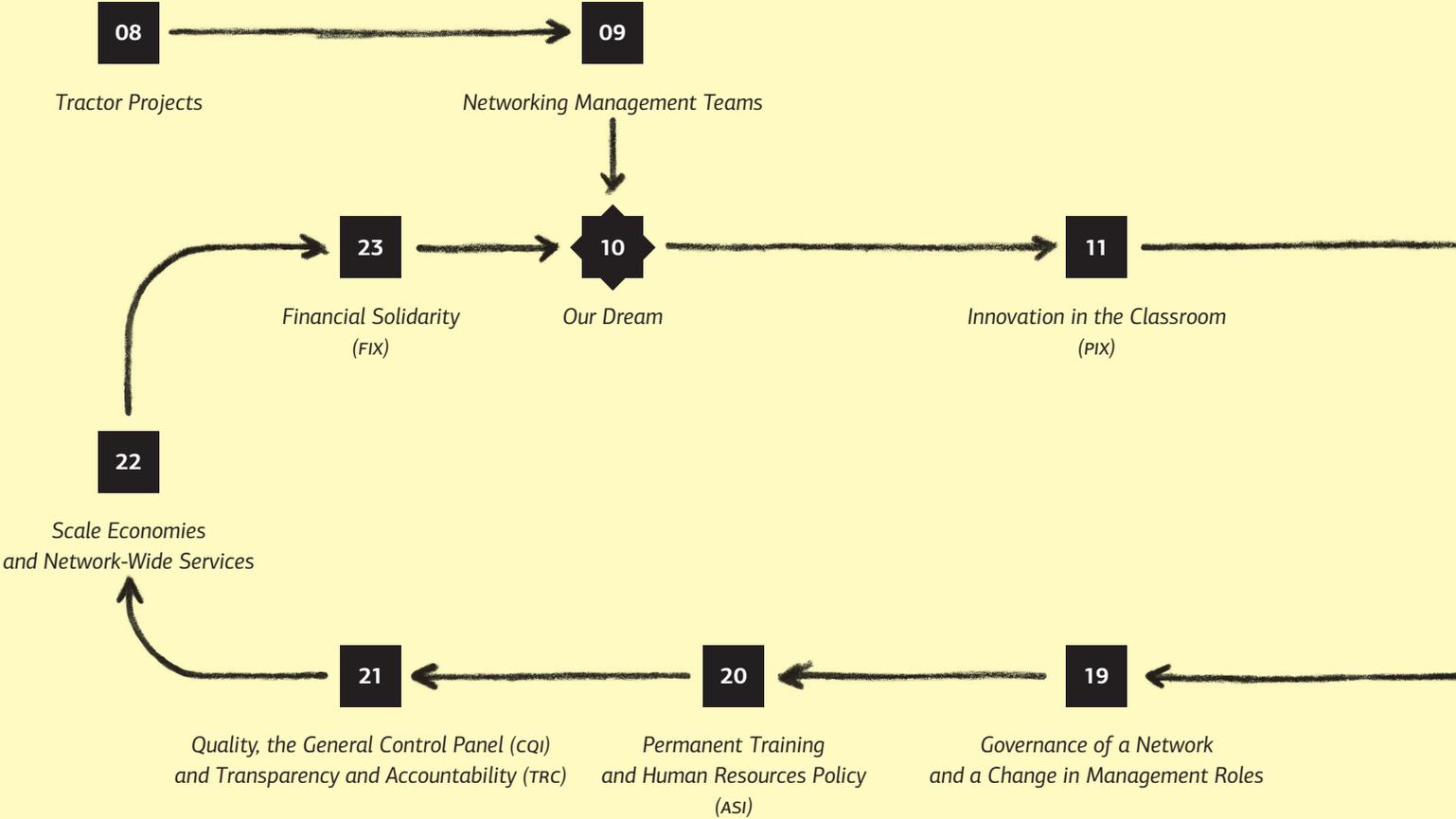
And so, in order to keep on moving forward, Jesuit Lluís Magriñà, as the new Provincial and President of the Board, presented a new Strategic Plan for 2008-2012, and at the end of 2008 he proposed naming Xavier Aragay General Director of Jesuites Educació. Xavier Aragay took his place in February of 2009. Two associate directors and a leadership adviser were also appointed.

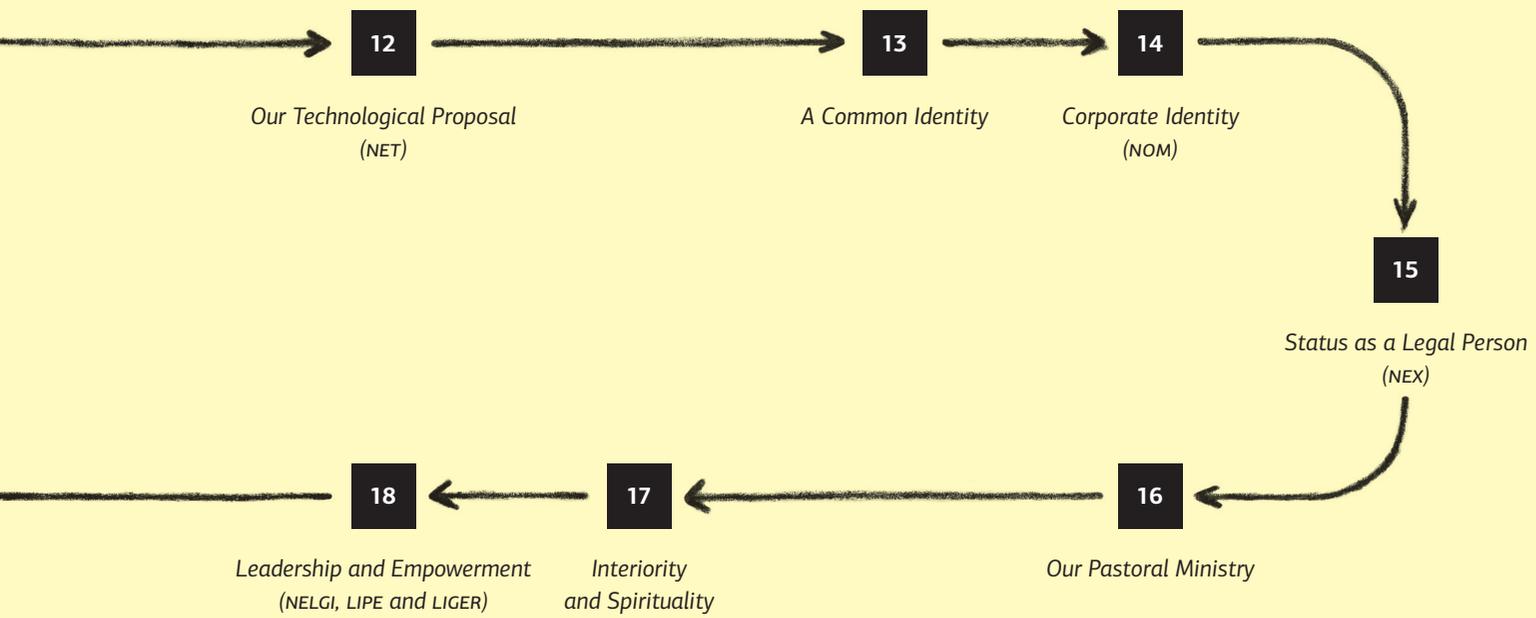
At this point, we had escaped the old culture of schools working autonomously and had progressed to a significant mutual understanding—a feeling of shared responsibility in our joint project and the normalization of synergy and teamwork. Still, we had to go even further.

The objective was to move from the current network of schools to becoming schools in network. In order to take on our new challenges, we needed a more creative and ambitious conception of the future of our schools while enjoying a greater capacity for work and a new and adaptive leadership. Although we knew that we had to focus on the learning and teaching process, it wasn't viable for us to take it on at first. As stated in our first volume, systemic transformations can have their own particularities.

It has to be clear from the beginning that the change which we aim for is profound and therefore the preceding steps seek to pave the way, to create the conditions which will enable the new pedagogical innovations to develop without being conditioned by limitations or structural and organizational difficulties. We need to begin from the outside, from everything that envelops, conditions and limits the learning and teaching process. Only by taking on the context will we be able to continue moving forward and profoundly transforming education.

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08. *Tractor Projects*

School is made up of individuals. Individuals that interact with one another through a set of systems and subsystems, practices, activities, actors, customs, resources, values, and beliefs—all of them situated in an increasingly plural context. Where should we begin?

First off, we should acknowledge that the environment of the Learning and Teaching Process (*Procés d'Ensenyament i Aprenentatge*, PEA) is also a heterogeneous, complex space, full of relationships and attitudes with plenty of inertia and potential that we need to take advantage of. To put it one way, in this space we find a certain culture or way of doing things rooted in time.

Paving the way means revising this culture, bringing it up to date with new energy and new horizons. And yet it's almost impossible to directly intervene in it; in a conversation, for example, many people have the tendency to only defend their own ideas. How then can we transform beliefs and behaviors?

So called «tractor projects» are strategies designed to plow the field and make cultivation easier. We combine

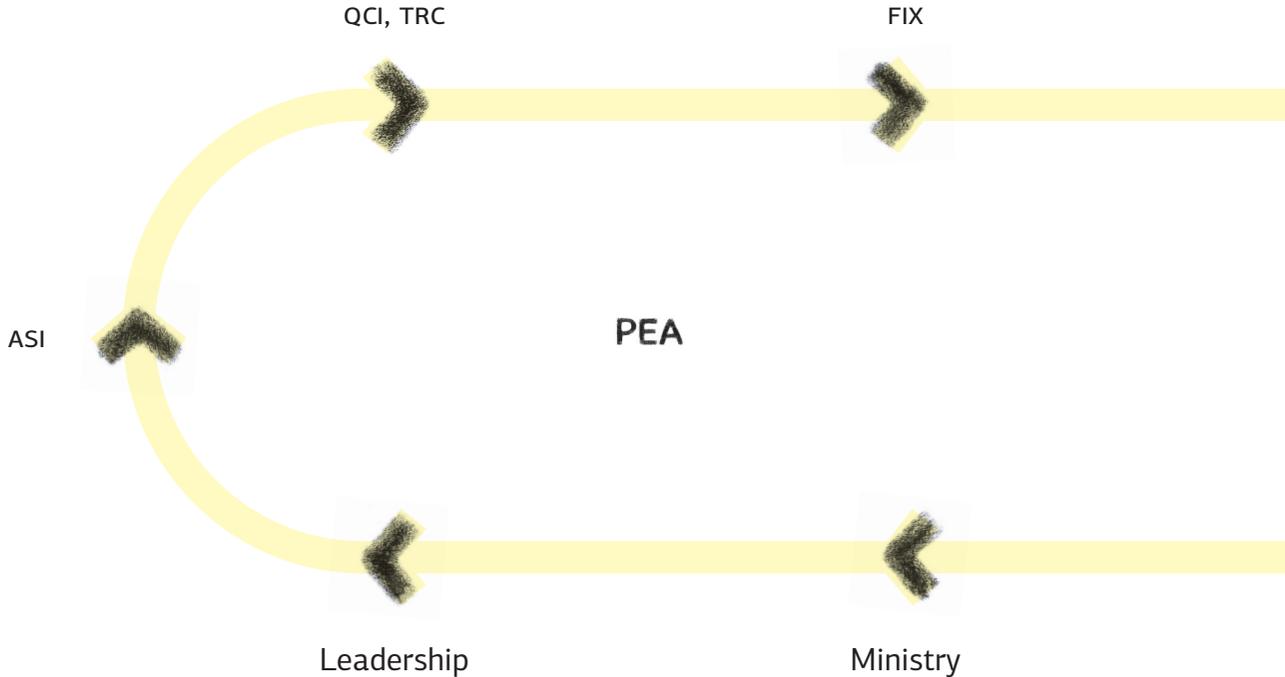
individuals, potential, and the need for change, giving it all a voice and a structure so that something can develop.

In each project we start with some specific objectives and other, deeper objectives. Besides the project in question and the technique it requires, we are especially interested in the undercurrent that is generated; in other words, the transformation of individuals, and therefore the creation of a culture of change.

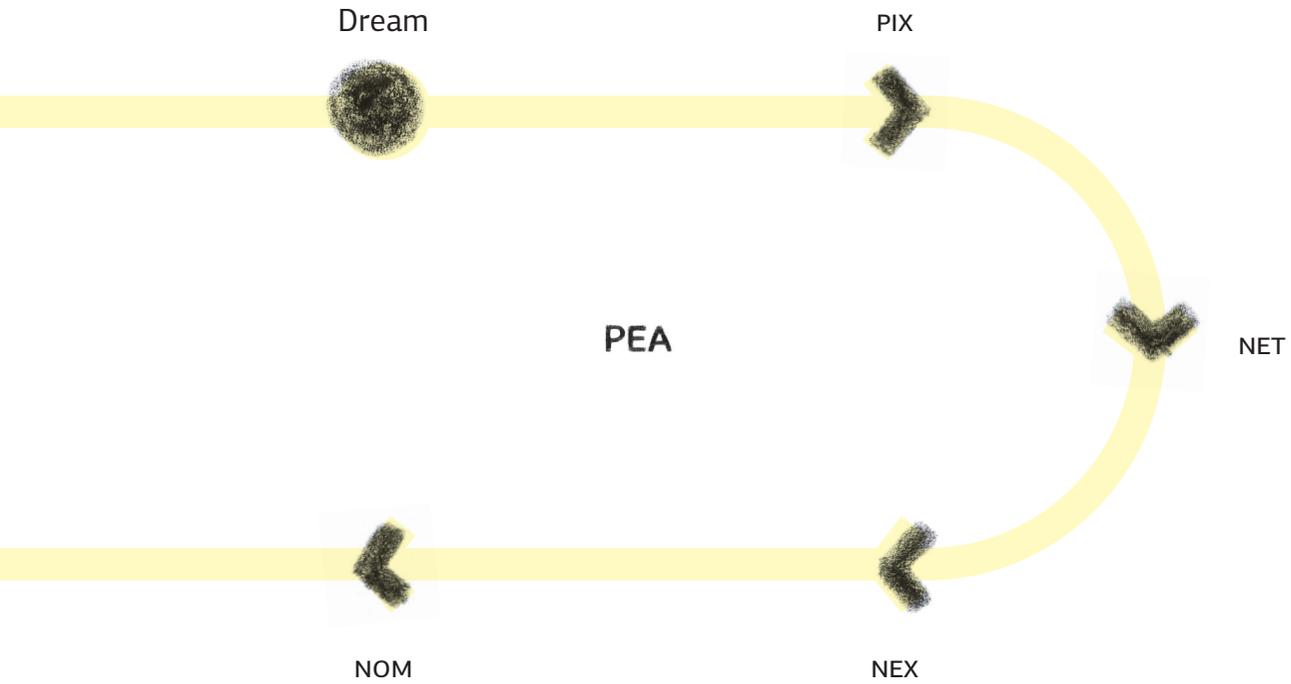
In the pages that follow, we narrate our experiences from the principal initiatives of *Jesuïtes Educació* in this area. From more practical actions, like a network-wide investment fund, to much higher pursuits, like the definition of the dream of JE schools.

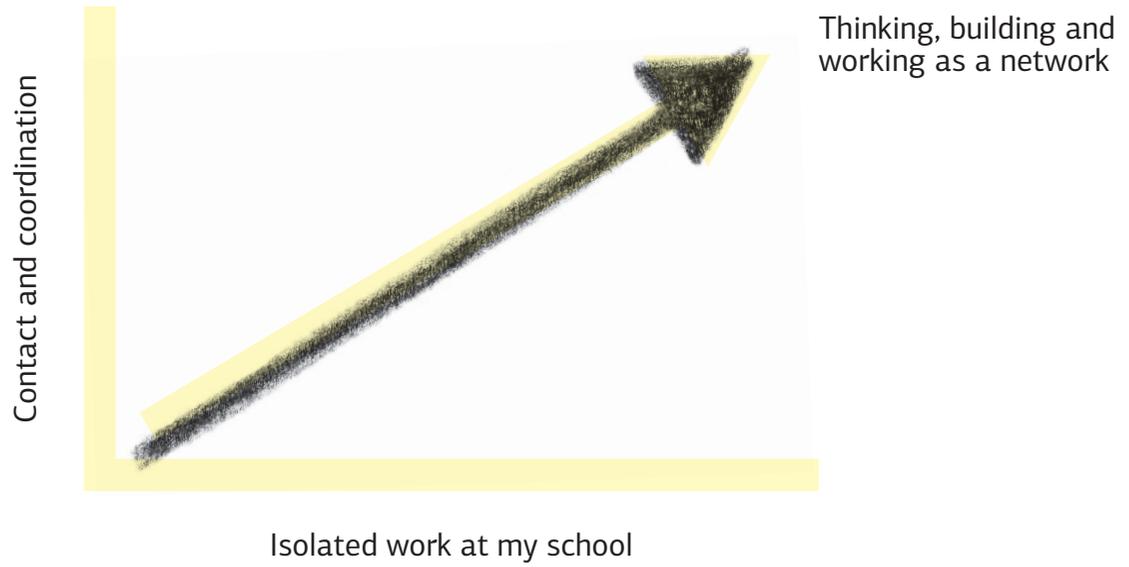
We would like to add that this presentation isn't chronological, but rather discursive: we explore and analyze this stage so as to share the meaning of our actions. Besides, it would be practically impossible to do so chronologically because the tractor projects don't go one after the other; they work in parallel.

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II. Creating the Conditions for a Transformation





09.

Networking Management Teams

As we said, transforming the culture of an organization isn't something that can be done overnight. How, then, can we get to what is most deeply rooted in us?

It's simple: going from autonomous, individual schools to a true network is an extremely powerful tool for transforming our context. If we want to work as schools together with other schools, we need to revise everything and establish common objectives. This is a great opportunity to work on paving the way.

From 2000 to 2008 some clear progress was made. We created coordination dynamics at different levels for the administration of our schools. We addressed management, administration, ministry, human resources, and extracurricular activities, among others.

Still, coordination is not the same as networking. We needed to be more ambitious; it's not enough for each school to think about its own needs simultaneously. We need to go from coordinating with one another to thinking together, building together and working on projects together. Only then will we be able to carry out improvements we wouldn't dare to face alone.

But what does *networking* really mean? It means going about our work as a group of schools with a shared project; in other words, it means reflecting, acting and evaluating together, as a network. We need to look up and think globally to act locally.

First of all, paving the way for change means preparing management for change. To this end, in 2009 our yearly meeting of management teams was turned into four day-long sessions with more points for reflection, more discussion and more joint objectives.

The same was done with the management teams for different educational stages and many of our other teams (secondary, primary, professional training, pastoral work, managers, communication) as well as teams created to manage projects. We've come closer together, overcoming resistance, such as the belief that directors always need to be physically present at their schools.

In order to take advantage of the challenges the network offers us, we only need a minimum of two schools. Can you imagine the advantages of eight schools working together?

10.

Our Dream

While networking is essential for paving the way, we need to recognize that it is not useful on its own. What we need is to go beyond the present moment and, like St. Ignatius, ask ourselves where we are going and why.

It's obvious that, without a destination, it's difficult to set out on a trip —especially when we're moderately satisfied with where we are now. It's also true that not all destinations make for a great voyage.

What we need, then, is an ideal, a great challenge to help us overcome inertia and comfort, a reference that can help us work to coordinate and combine our efforts and hopes, in order to talk, discuss, adjust and adjust again.

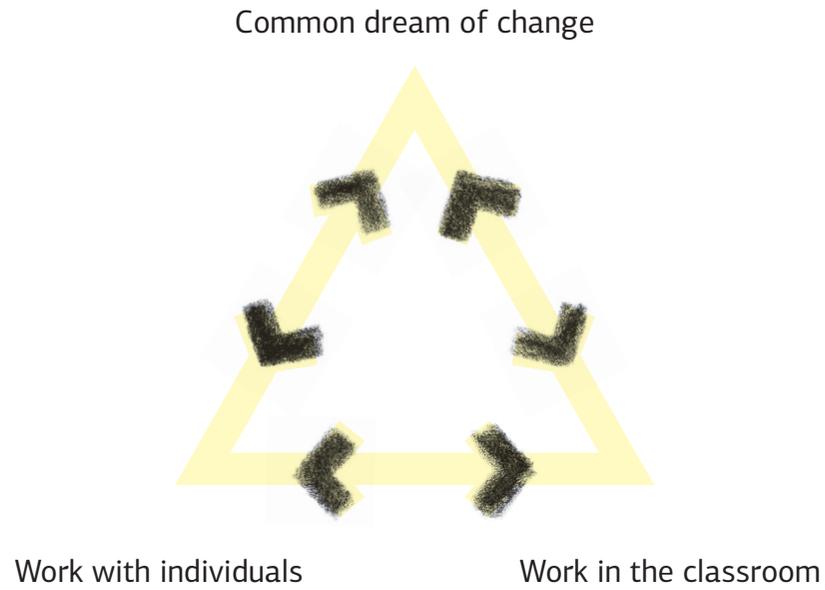
This vision will allow us to come together, chin up, and walk towards a common objective instead of going towards eight different objectives. It will serve as a guide in our day-to-day life, both for our global, strategic work and for our most trivial daily tasks.

This is why, in 2009, Jesuites Educació came up with what we call our dream: we want to «work towards a profound transformation of education that, through

methodological innovation, the incorporation of new technologies in the classroom and the empowerment and promotion of our educators and their task, will respond to the challenges of the information society of the 21st century while explaining our spiritual values and social commitment».

Ever since we meditate on this dream every now and then. Year after year, we arrive at the same conclusion: it is still as appropriate as ever.

Therefore, it can be said that in order to profoundly transform the learning and teaching process, we have had to grow. As we said, defining our dream means giving meaning to all of our actions and establishing a new horizon.



11.

Innovation in the Classroom (PIX)

From the big picture to the small: we work as part of a network and we do so with our dream in mind, but can we also work on more concrete matters, like our educational task inside the classroom?

Of course we can! The fact that we're paving the way doesn't mean that we're forgetting the learning and teaching process and its need to be constantly improved. The culture we referred to earlier is everywhere (including our classrooms and their context) so what experiences can be promoted in order to introduce a new way of speaking and acting?

We've observed that innovation always leads the way. The most daring individuals are always conducting research; they're the ones who take the initiative instead of just dreaming. How can we harness this energy?

These reflections brought us to the idea of helping the individuals who already exercise initiative and creativity in our schools, and make it so that their innovations aren't just occasional and isolated. In other words, we needed to give them the time, the space, the

funding and the association with one another, so that in the future we can incorporate their innovations into our curriculum.

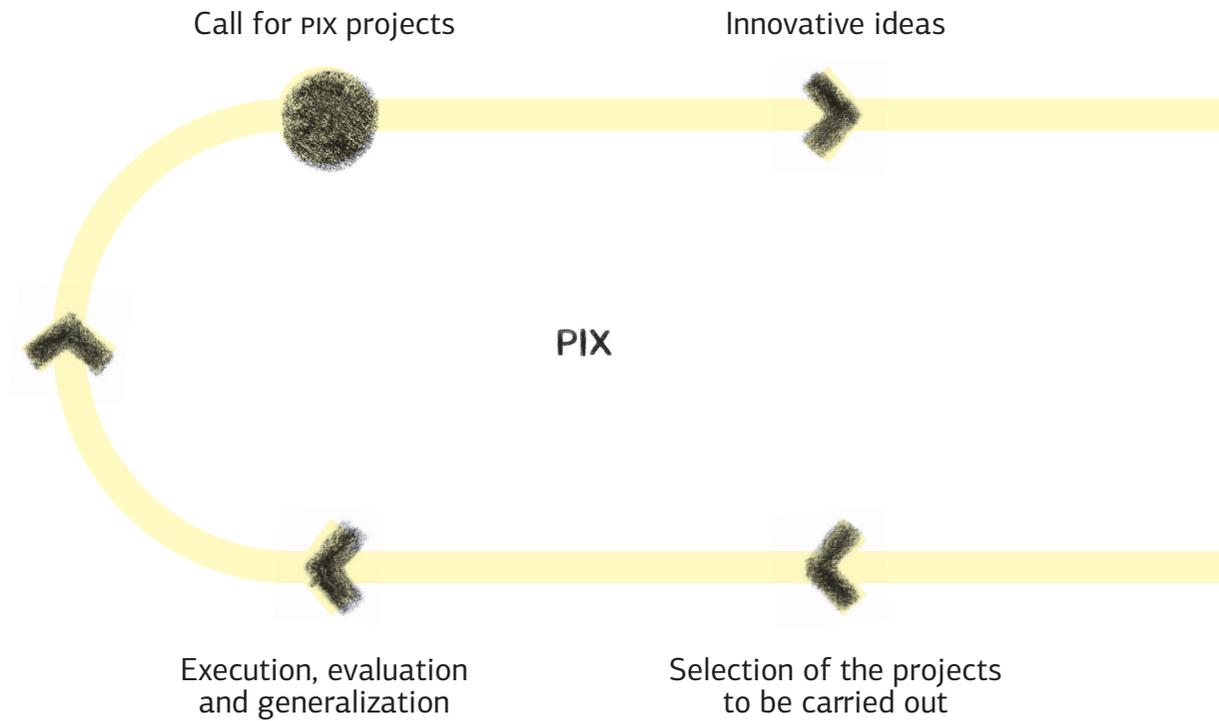
Therefore, in 2011 we created the Network of Innovative Projects (*Projectes d'Innovació en Xarxa, PIX*). In just a few years, we've gathered a great deal of significant experience thanks to initiatives like the following:

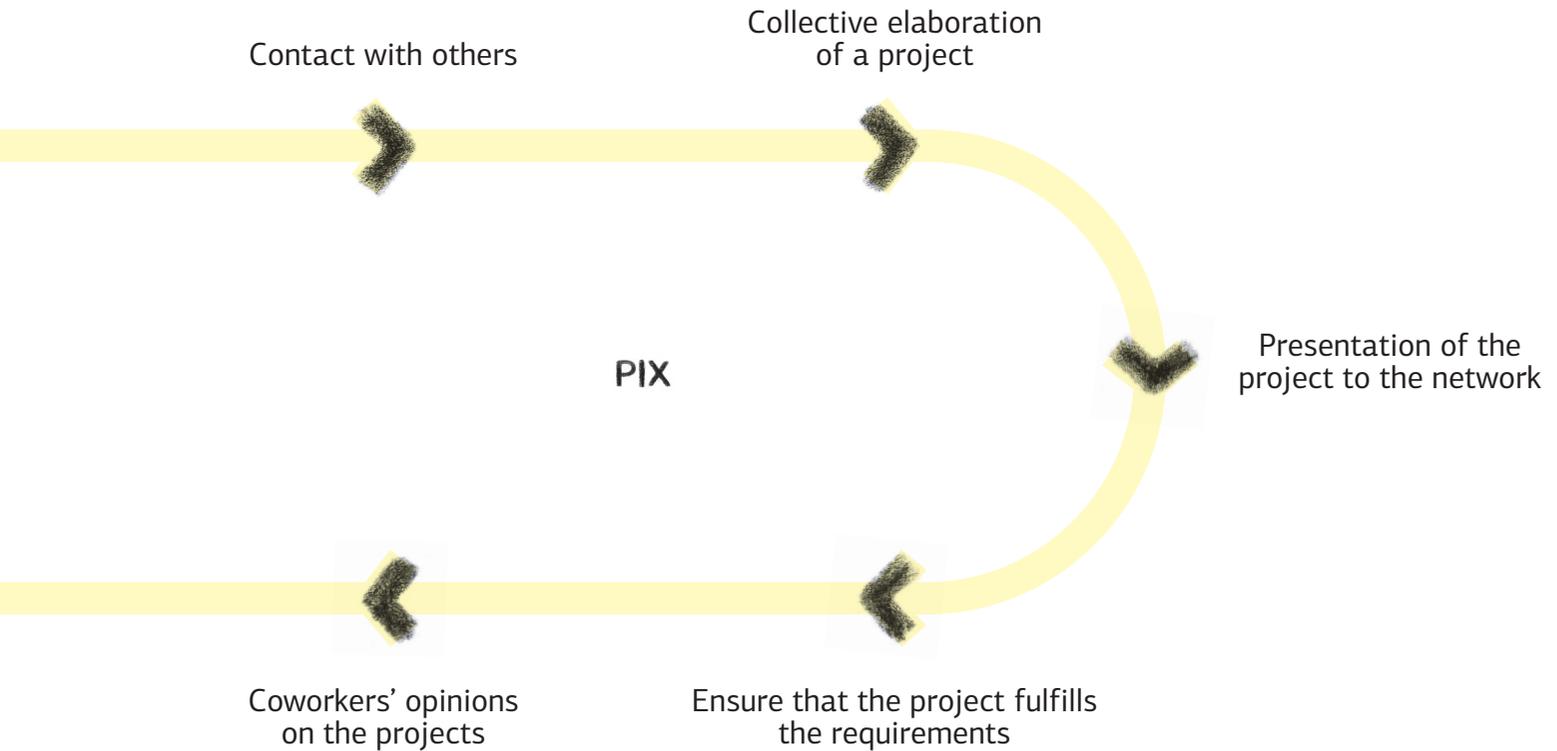
- Radionet, a new way of working with languages, communication and expression in front of a microphone.
- Lego PIX, the experience of creating robots through a series of methods and innovative practices.
- Smartphones, bringing cellphones and the best educational apps to the classroom.
- 24/7, the creation of a curriculum to work on the subject of entrepreneurship through blended learning.
- A network of one producer and seven school vegetable gardens, a way of experiencing the natural sciences firsthand.

- *Dits* ['fingers'], the use of tablets as tools for interacting with content on exercise and creation.

As a result, we could say that PIX have encouraged students to learn for themselves, while encouraging teachers to play their part by proposing, selecting and leading projects. At JE schools, PIX have allowed us to work in closer collaboration; a new source of education has been incorporated into our network.

And so, we've managed to pave the way mainly by transforming our surroundings, but also by planting a seed right in the middle of the learning and teaching process in order to change our internal culture and our way of acting and relating to one another.





12.

Our Technological Proposal (NET)

Halfway between our dream and innovation in the classroom there is technology. Technology is a tool that every day has a greater impact on our world, a tool that is part of our classrooms and the context we need to transform in order to bring about change.

After our experiences in this area in the previous stage, in 2009 Jesuïtes Educació established our New Technological Strategy (*Nova Estratègia Tecnològica*, NET).

If we wanted to become a true network, we had to merge our schools' intranets and encourage their use both in the learning and teaching process and in the administration and communication between individuals and teams.

We knew that this tractor project needed to facilitate communication with the whole educational community, including our secretariat, and families, and it needed to help us with the accounting, the schedules, the technology in the classroom and online training, among other things.

NET also needed to help us solve technical issues with our local or virtual servers, telephones, internet

connections, wi-fi and computer network. The option we chose also needed to guarantee speed, functionality and structure for satisfactory service. It was a whole revolution in the service of change.

We also needed all of our services to evolve along with us and our needs. In this area, more than in any other, it makes no sense to talk about a final destination.

It wasn't a question of installing a permanent system, but rather creating an open and unified functional strategy that could allow us to be a true educational community, connected to the internet in the 21st century.

After analyzing the products and businesses on the market, we decided that we needed to design NET ourselves, developing our own tools using existing open services and common standards.

As a result, we formed a team that combined external experts with the individuals in charge of each of our schools' networks who worked together to make our project a success. This was an important new change to our culture as an organization.

The following numbers serve to show the size of NET: from its creation to autumn 2014, we incorporated 5,808 active groups and classroom groups; 19,506 users have signed on (1,864 educators, 12,307 students and 5,327 families), with a staggering 2,083,475 connections (446,409 by educators, 1,604,736 by students and 32,245 families).

For this process, we also needed to create a common intranet or virtual campus for our network: complexity in service of change.

13.

A Common Identity

Being a network forces us to address another relevant question: our identity. In order for our eight schools to come together, we need to share not only a destination (our dream) but also a starting point (who we are) to a much greater degree.

To this end, we posed the following questions: what identifies us as a team? What values do we share? What do our different schools have in common? What is the real reason behind the profound change in education we want?

We can work on identity in many different ways throughout the year. In order to answer these questions, we didn't just need to go over our statutes. We needed to make observations and introduce more signs of our identity into our daily lives.

The most significant step we took in promoting a common culture was to have all schools celebrate St. Ignatius' day at the same time. Instead of celebrating our patron on July 21st (the day of his death), we opted for March 12th (the day of his canonization). This allowed us to celebrate it as a network at a convenient moment during the school year.

This has become a very important celebration for JE. For us, the figure of Ignatius of Loyola and the Society of Jesus are both a reason to come together and an excuse to discuss how we can maintain the validity of our identity.

In this celebration, we remember St. Ignatius and get to know him better; we also strengthen our identity, the Society of Jesus' and our Schools' commitment. It's a great opportunity to understand our individual project within the framework of the Jesuits' wider project over the centuries and throughout the world.

It's a day for celebration, discussion and reflection, for us to take part in activities together as students and teachers, to get to know Jesuits who work in different apostolic initiatives here and throughout the world. In summary, it's a day for our common identity and the network, and a day for growth.

14.

Corporate Identity

(NOM)

It's clear that if as members of the Jesuïtes Educació network we share a common identity, we need to make this identity visible by how we present ourselves to society.

This isn't a minor question: when JE began, each school had its own name, with different formats and completely different logos. These visual symbols often included no indication that the schools were Jesuit.

We needed to create a new corporate identity that would show the unity of our network while expressing each individual school's identity. We called this tractor project NOM (Name).

After an internal debate and with the help of outside experts, we decided that each school would have a name that included the word *Jesuits* followed by its geographical location. A subtitle included the school's traditional name up to that moment.

Besides using the same font, we also needed to find a simple and representative symbol. Inspired by one of the most common symbols of the Society, we chose a sun to identify us.

Meanwhile, each school was given a distinctive color to go with its name. This way, we met the need for each individual school to distinguish itself.

The final touch towards its definition was put on what we could call the Jesuïtes Educació «brand» with the elaboration of a style guide to help us maintain a series of stable and uniform criteria in defining who we are.

As a result of this process, we're sure that anyone who comes to visit us will be able to clearly see how present we are in all socioeconomic areas of metropolitan Barcelona.

15.

Status as a Legal Person (NEX)

Our identity is part of our daily lives, it's reinforced by celebrations and it's expressed through a common image. Still, there's another important area we need to explore: our status as a legal person.

The legal structure of Jesuïtes Educació and the schools that are part of it needs to be clear, and it needs to serve our pedagogical objectives.

Our legal situation in 2000 was radically different from how it is now. At the time, the schools belonging to the Society of Jesus were each fiscally part of a different Jesuit community, while the rest of our schools belonged each to their own foundation. JE, meanwhile, was another separate entity.

Being made up of nine different legal entities was a significant obstacle to us being able to do anything more than occasionally collaborate with one another. It also prevented us from realizing a key part of our plan for networking and transforming education: the ability for teachers to easily change schools with the aim of furthering themselves personally and professionally.

The need to change this situation is a good example of how changes in our surroundings can facilitate the fundamental objectives of transforming the learning and teaching process.

Faced with this challenge, the New Network Structure (*Nova Estructura en Xarxa*, NEX), became the legal key to the Jesuïtes Educació project. NEX provided us with the tools for all of our schools to become part of Jesuïtes Educació both legally and fiscally, as the same legal person.

Besides facilitating scale economies, the organization of services on a network-wide scale and the management of assets, this step was essential to create a sense of belonging and allow teachers to move from one school to another in order to further their professional progress.

It should be obvious that in the 21st century teachers in a semi-public school shouldn't have to stay in a single school throughout their professional lives. A change in schools can renew them, open their minds, break routines, and pull them out of their comfort zone.

In order to make this change a reality, we carried out all the necessary procedures with the involved parties (the General Curia of the Society of Jesus, the Department of Education, the Department of Justice and the Department of Labor of Catalonia). On September 1st, 2014, the Jesuites Educació Foundation, as a legal person, took over all legal, labor and administrative responsibilities for our schools. This was an essential (and complicated) step on the road to educational change.

16.

Our Pastoral Ministry

In this section we would like to address concrete aspects of our identity. First of all, we should say that because of our mission to evangelize, pastoral action has always been central to Jesuïtes Educació.

Before we go any further, perhaps we should clarify these terms: for us, pastoral ministry means pedagogy aimed at making faith grow, while evangelization means spreading the word or the testimony of the person and the humanizing mission of Jesus of Nazareth.

It also needs to be said that both of these concepts are involved in the process of individual growth that our schools offer. As educators, we can all participate in evangelization, if only by incorporating the deep human values that the gospel offers.

Finally, we should add that we exercise this mission in an open, inviting way, through experience and reflection; we flee from dogmatism and by no means we force it on anyone.

All of this having been said, at JE we needed to work on our pastoral mission in two areas in particular.

Firstly, the pastoral work at each school had taken its own path (although there were some aspects in common). Secondly, the reduced role of Jesuits in our schools also posed a challenge.

Therefore, during the years 2006-2008, we began by reflecting on what we understood by «evangelizing school». The diversity we found among the different ways our schools understood and carried out their pastoral mission forced us to work on defining a common vision.

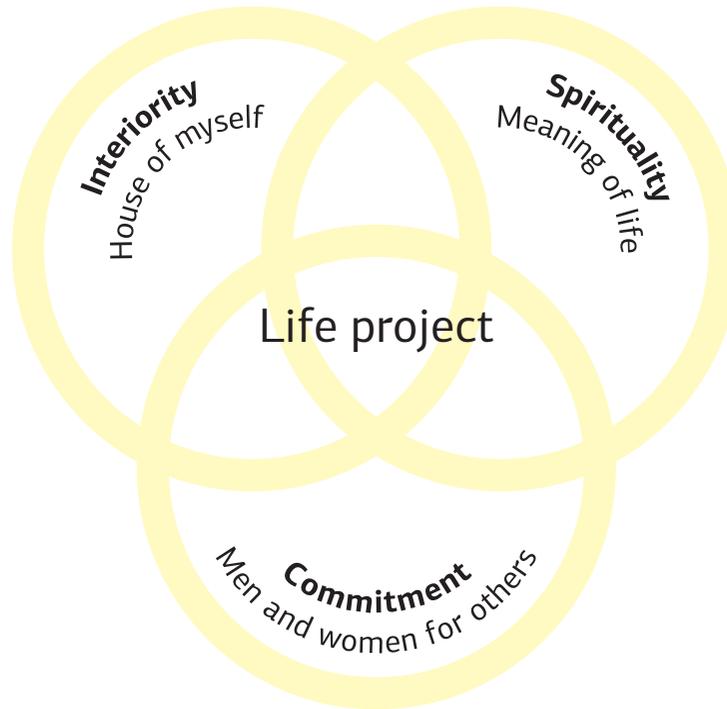
With the results, throughout the 2009-2010 school year we created a common pastoral model. We did so with the help of those directly in charge of pastoral work, our management teams and the individuals who were participating in the Ignatian Pastoral Leadership Course (*Curs de Lideratge Ignasià de la Pastoral, CLIP*).

Through this task, we reinforced our pastoral mission and created a common ministry for all JE schools with the aim of boosting and leading the educational community as a whole based on a network

of secular teams. Our model also proposes a joint planning and evaluation, sufficient resources, a unique style and constant learning.

It was also essential for us to create a structure capable of responding to the challenges of our ministry. As a result, we created the positions of JE pastoral director and school pastoral director. These are different from network counselor and school counselor, who are more dedicated to tending to individuals and personal processes.

Finally, we also provided minimal resources in the form of staff, dedication and coordination time to guarantee that teams work properly and are able to fulfill their objectives. By creating a broad, committed team of laypeople dedicated to this task, we have responded adequately to the reduced presence of Jesuits in our schools.



17.

Interiority and Spirituality

The importance of personal experience and true personal involvement bring us to emphasize care for interiority and spirituality. These are two closely related realities that are also independent; each has its own meaning.

Once again, by *interiority* we mean the personal area where each individual slowly realizes who they are. It's what we could call *the house of myself*. By *spirituality*, on the other hand, we mean the movement of the individual in their search for understanding and for a meaning for their life.

In our vision of the school and the self, interiority and spirituality feed one another. When faced with the constant external stimuli of the present, we need to promote silence and radical listening in order to find ourselves and to know where we're going in life.

With this in mind, at Jesuïtes Educació we celebrated two seminars (in 2007 and 2009) in order to talk about what interiority is and how it can be included in the learning and teaching process.

As a result of these seminars, we made a significant progress in including work on interiority during the

2009-2010 school year and we wrote a provisional document for a project in pedagogy for interiority with the collaboration of our administrative teams.

In order to work on this area, we promoted small actions such as initial silence, raising awareness, relaxation, contemplation or asking questions, together with more intense activities such as long mentoring sessions or stays in the Manresa Cave—where St. Ignatius lived for almost a year which was fundamental to his spiritual life.

This task includes, of course, training educators in interiority. As a result, during the week of intense training we hold every summer at the beginning of July, we designed units with the objective of making educators realize the richness of their interior lives and the possibilities for working on this area in the classroom.

Finally, as can be conveyed from the ideas above, placing special emphasis on a pedagogy for interiority and spirituality enriches our students' and teachers' life projects.

18.

Leadership and Empowerment (NELGI, LIPE and LIGER)

In the process of creating the necessary conditions for the transformation of the learning and teaching process, it's essential that our directors fully develop the competence of leadership in their specific area.

Like with the theme of *identity*, there are a series of tractor projects surrounding the concept of *leadership*, a series of measures that will allow us to pave the way for the next stage.

In order to lead, we first need to be empowered: we can't lead others towards fullness if we haven't consciously discovered ourselves beforehand, if we haven't first taken charge of both our abilities and limitations and our mission.

In the stage of paving the way for change, our priority has been to develop our management teams' capacity for leadership. In this stage we've used tools like general meetings of directors, training (our own management training school) and specific seminars.

The training carried out by our management school has been centered completely on knowing ourselves, revitalizing teams and leading change.

The specific seminars we held touched upon global leadership (government), pedagogical leadership (of pedagogical management in the learning and teaching process) and management leadership (of managers in management tasks).

The tools we've given ourselves, then, are the New Strategy and Leadership of the Whole Network Governance (*Nova Estratègia i Lideratge de la Governança Integral de la xarxa*, NELGI), Pedagogical Leadership (*Lideratge Pedagògic*, LIPE) and Management Leadership (*Lideratge de Gerents*, LIGER).

With these seminars, leadership is an increasingly habitual competence of our management, part of what our directors see as their responsibility. We redistribute energy and concentrate it in different areas in order to be more efficient.

Thus, leadership and empowerment have been the principal means of facing changes in our management teams' roles.

Finally, we would like to add that we are referring to leadership in management, of course, but also

leadership in the classroom. Our teachers basically aim to get the best out of their students. This competence is essential to the role of the educator, who represents a figure to whom the students can relate and who is also responsible for their growth.



19.

Governance of a Network and a Change in Management Roles

In our unification process, at Jesuïtes Educació we realized that managing eight independent schools is much different from coordinating a network of eight schools.

In our situation, it's essential that we structure new collective network management bodies and that at the same time we develop new management roles and redefine others.

As far as these new bodies of governance are concerned, we needed to create, establish and encourage new instances of network governance that will allow our managers to adopt a vision that goes beyond their own schools and that allows them to take on responsibilities within the network.

Specifically, we created three new governance bodies: the General Meeting of management teams from our network, the Council of Directors and the Council of Managers. These three bodies have enabled us to debate and reflect as a network and therefore to work as a new link between the general management team and the directors of our schools.

With regards to this last point, we should point out the creation of two very important positions involved in the creation of conditions for change: general director and manager.

First of all, it needs to be said that —except for Sant Pere Claver school which has only 200 students— our schools are big (1,500-3,000 students) and for years they have been governed by three key figures: general director, secretary and administrator.

These three figures were based on tradition, their roles were not entirely clear and sometimes overlapped, and as a result they needed to be redefined.

At Jesuïtes Educació, we decided to maintain the role of the general director of a school as the leader and the holder of ultimate responsibility for everything that occurs within the school. However, we combined the position of secretary and administrator, creating the position of school manager.

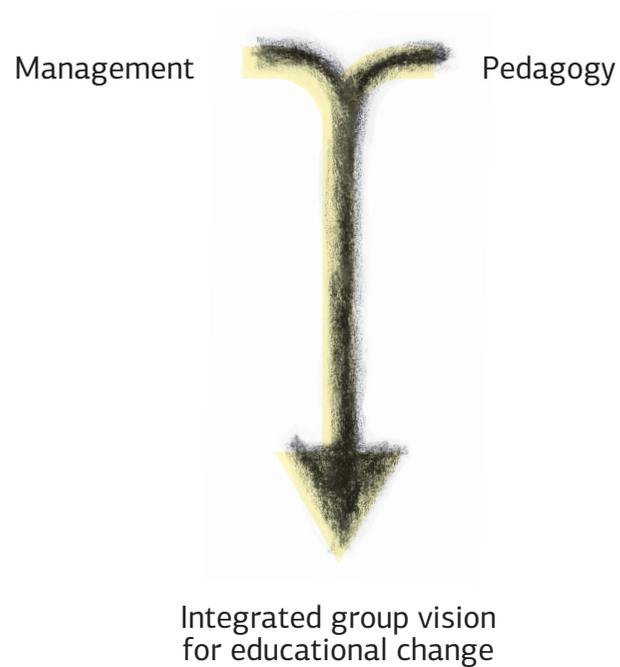
On the one hand, the general director of a school is the one who takes on a mandate, who is responsible for a governance program and who is held accountable for

their actions and the school's results (with a focus on the learning and teaching process).

The school manager, on the other hand, concentrates on non-educational matters and leads responsibly in management issues within the educational project (and not just in good administration or technical support).

This change in roles (both in direction and management) results in a significant professionalization and specialization of two key figures in order to encourage the profound change we want in our schools.

Finally, we would like to add that in 2010 the JE Foundation also incorporated its own general manager.





20.

Permanent Training and Human Resources Policy (ASI)

At the beginning of this book we saw that, in the last century, permanent training was an essential part of Jesuit schools in Catalonia.

We have also just shown that, in paving the way for change, training and developing our professionals is essential to empower them and promote a new way of operating a school.

Teacher training has to allow us, then, to develop skills and abilities that we can put to work every day. In addition, as a tractor project we also need to take advantage of this objective in particular in order to mobilize the network towards an internal cultural change.

It should be said that Jesuïtes Educació has always placed a great deal of emphasis on training.

Once again, participation and teamwork play an important role. In order to rethink permanent training, we organized a survey aimed at all of our educators (almost eight hundred participated). Our objective was to identify content, methodology and necessities, be they professional, personal or institutional.

The combination of these results with the challenges of Jesuïtes Educació resulted in our new training plan. Now we don't just consider a series of activities and courses, but rather a formative trajectory that goes through various stages starting from the moment the individual joins JE as a new educator.

Along this path, our professionals are trained in education (academic, tutorial and pastoral), in spirituality and commitment, and in leadership or teamwork.

Within this framework, we've also created a policy of human resources associated with our objectives of change. This tool should allow us to ensure our teachers' personal and professional development.

Along these lines, at Jesuïtes Educació we established a human resources team in 2011. In keeping with the orders of the board, its first initiative was to create the Attraction, Selection and Incorporation team (ASI) for the network as a whole, aimed at bringing new educators to JE.

21.

Quality, the General Control Panel (CQI) and Transparency and Accountability (TRC)

In Catalonia, the introduction of systems for managing the quality of schools began at the end of the 20th century. Jesuïtes Educació, as a group of schools, began to participate in this trend in 2005.

It's clear that working together to obtain ISO 9001 certification is appropriate to preparation for educational change and so we need to incorporate elements of formalization, communication and measurement that contribute with objectiveness and visibility to many essential themes at our school. We need to communicate what we do and to be able to demonstrate it.

Modern management of organizations and social responsibility require us to do so to avoid opacity and partiality which would keep us from improving and involving individuals.

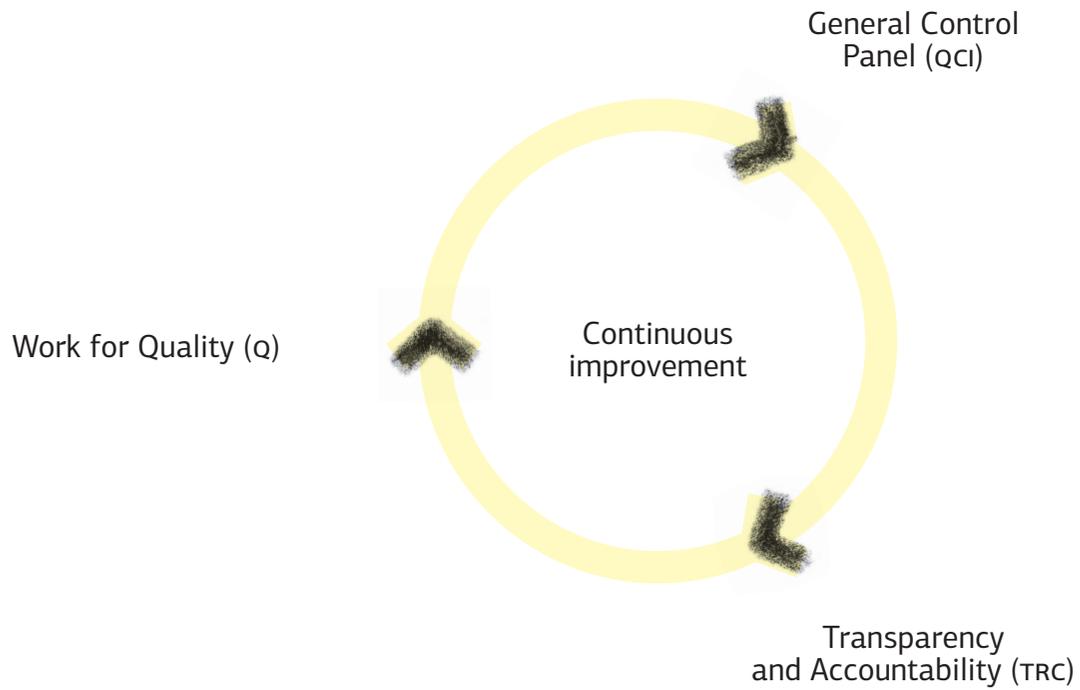
Starting in 2009, at JE we created our own quality team and we trained internal auditors to accelerate this process. The result: all of our schools had obtained ISO 9001 certification by the end of the 2012-2013 school year.

In addition, following this same path, our management teams came to better understand the

convenience of introducing quality systems to our knowledge of reality. To put it one way, we've seen the importance of formalizing processes, or of the gathering and analysis of precise data for our entire network in an integrated system of continuous improvement.

The next step in this process of permanent improvement, promotion of excellence and commitment to those we serve is to create a General Control Panel (*Quadre de Comandament Integral*, CQI) as a tool for direction, governance, and decision making. Management systems (planning, quality, records, databases, etc.) need to be combined with the objective of making teaching easier while collaborating with our process of change and our common dream.

With this system, we'll achieve a more rigorous way of reflecting and advancing towards our objective. In this process, we also need to incorporate questions related to Transparency and Accountability (*Transparència i Rendiment de Comptes*, TRC) to the educational community and society, which are essential in order to keep on moving forward.



22. *Scale Economies and Network-Wide Services*

As we have seen, creating our network has meant overcoming some differences (mostly associated with a culture of working autonomously), but has especially meant enjoying tangible benefits.

Starting in 2000, with the creation of Jesuïtes Educació, we put special emphasis on the importance of creating scale economies that, as a result of the economic volume of our schools, could provide both direct savings (and, as a result, a greater capacity for investment) and a noticeable improvement in services.

The stage we initiated in 2009 gave greater importance to scale economies and network-wide services, transforming the network administrator into a network manager, the leader of our schools' managers (a manager of managers, if you will).

Through clear planning, year after year we've added new products while establishing new agreements with, for example, editing companies, software providers, computer teams, telephone and internet providers, or cleaning and cafeteria services.

As for network-wide services, we needed to think up an ambitious strategy that, from the very beginning, would be conceived from a global perspective, as part of a network. The possibilities of this strategy are many and very diverse: economic and financial aspects, human resources, fiscal matters and consulting, etc.

After doing this, we developed various projects to find a new way to address the services that each school had provided on its own.

These new and complex challenges are dealt with by network teams such as:

- Communication and Information Systems (SIC).
- People Management (GEPE).
- Economy and Finances (ECOFIN).
- Attraction, Selection and Incorporation of personnel (ASI).
- Installation of new programs (like programs for wage management, accounting, or academic management).
- Maintenance and Construction (MIO).

In any case, as we have already seen, improving the efficiency of our services strengthens our organizational model based on more active management and academic organization, centered on the learning and teaching process.

Let us add that at JE we incorporated an office manager and a head of information and communication systems in each of our two technological areas (infrastructure and support, and information) in 2012.

It's one step further in the task of paving the way for educational change.

23. *Financial Solidarity (FIX)*

After everything we've described, this is a logical next step. If becoming a network means establishing a different relationship between our schools in all aspects, we also need a different economic relationship. Financial solidarity needs to become a reality.

First of all, this is a clear application of the Ignatian principle of justice and social commitment, and second, it's a clear example of the value of our joint project and the common good it can bring about.

There are two fundamental elements for solidarity between schools in our network: the creation of the Network Investment Fund (*Fons d'Inversió en Xarxa*, FIX) and different contributions from each school according to their socioeconomic level.

During the 2010-2011 school year, FIX was created with the contributions of schools, which are calculated as a percentage of their specific operating budget at the close of the previous year (10% for the 2010-2011 school year and 15% for 2012-2013).

What do we do with these funds? Jesuïtes Educació's central management launches an open call for proposals,

and different schools send in their requests for the use of FIX. These are sent to the board, which ultimately grants the use of these funds. This way, we all contribute to carrying out investment plans.

Each school is also expected to elaborate a detailed investment project that presents their plans at least five years into the future.

We would like to add that we also aim to concentrate annual investment in one or two projects in order to take on important construction work that one school on its own may not even be able to imagine.

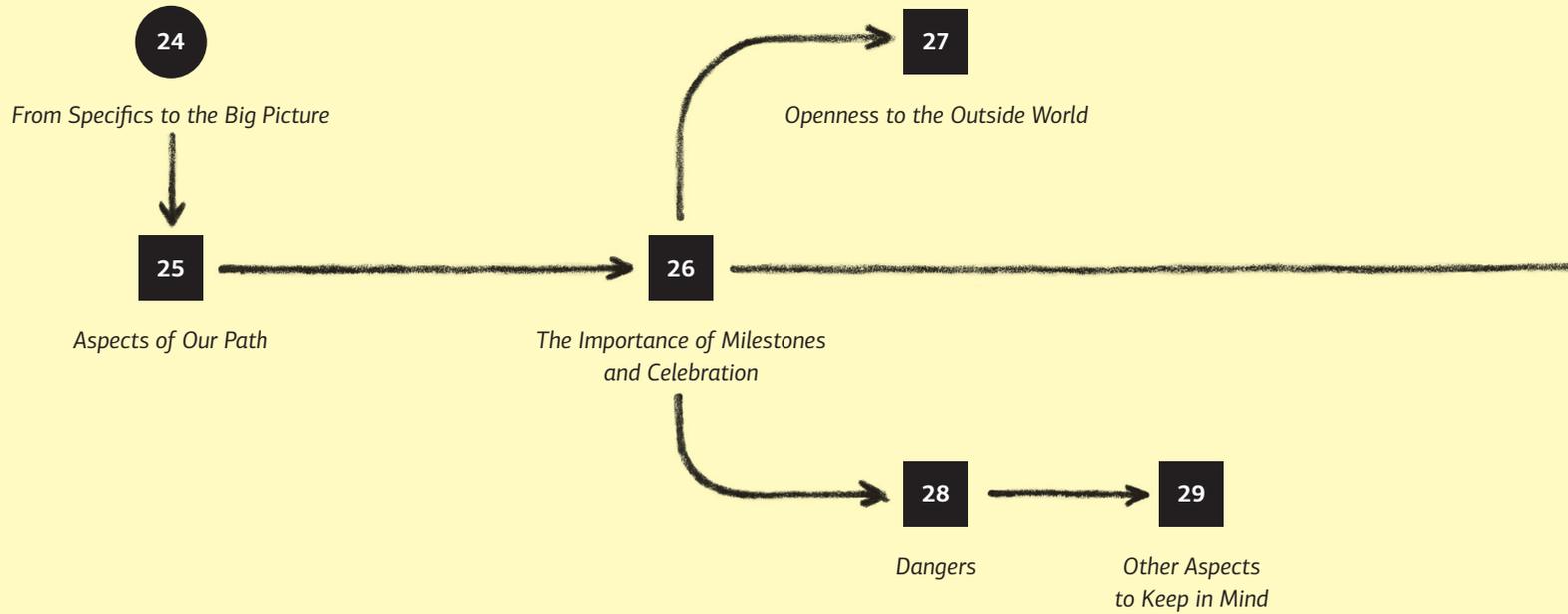
Different contributions by different schools depending on their socioeconomic levels has been a reality since 2010. We shouldn't forget that JE's eight schools represent almost every socioeconomic layer of Catalan society.

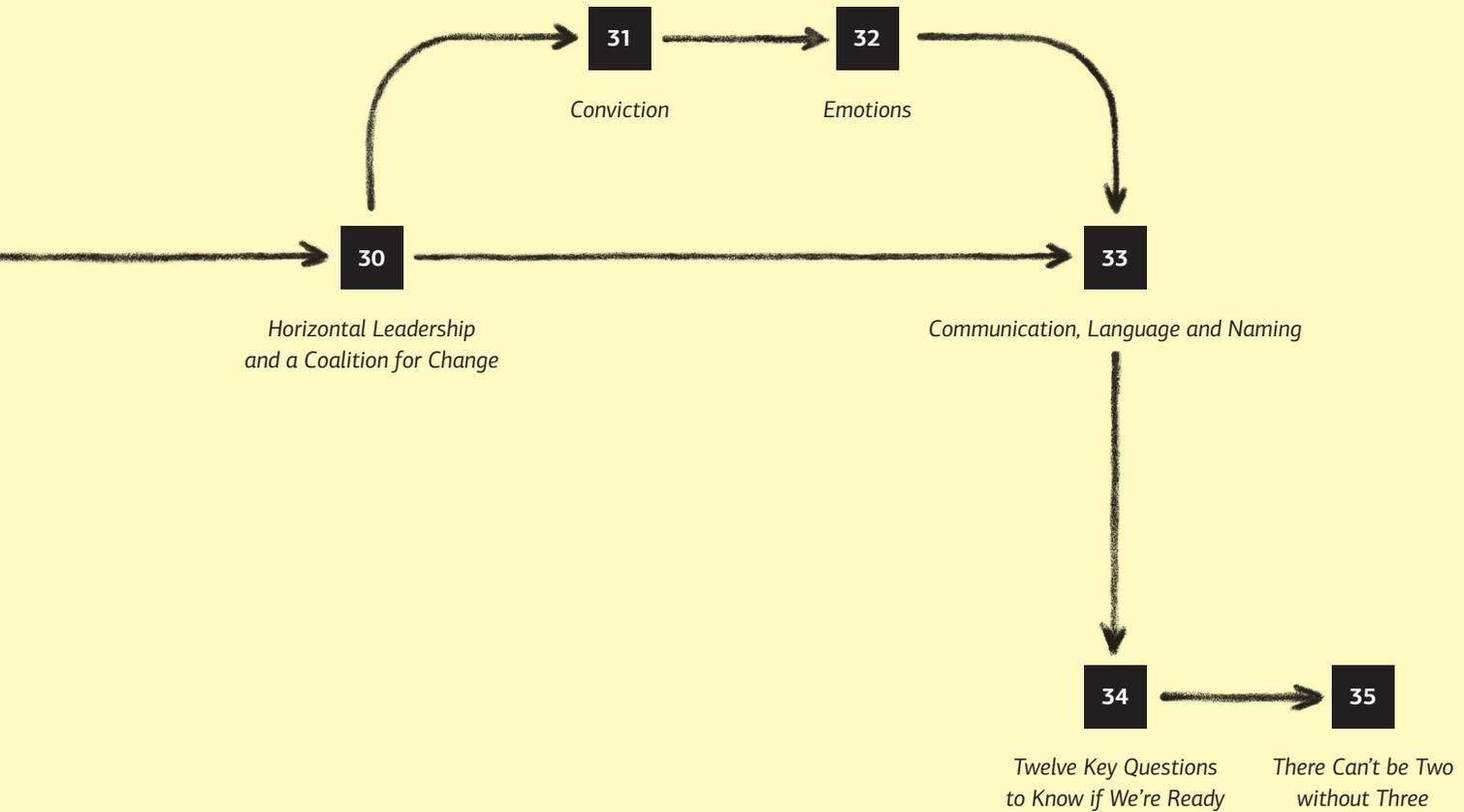
The richness of this diversity is transformed into strength that helps to make us a true network. Not only do we combine everyone's efforts; we also combine our solidarity and our resources for change. Thanks to everyone's involvement, but especially that of the parent-

II. Creating the Conditions for a Transformation

teacher associations that have understood the idea of the network, this has been possible.

III. Prepared for Action





02. Transforming Education. Paving the Way

24.

From Specifics to the Big Picture

As we said at the very beginning of this second book, we need to start out with experience. Once we established our objective, we were able to take a brave step forward. Now, in this third section, we want to reach conclusions.

What we need to do now is to go from specific aspects to the big picture. We don't aim to outline rules or laws for everyone to follow. All we want is to reflect on what we've learned, both from our successes and from our failures in preparing the terrain for change.

What follows, then, are keys to be able to take on profound educational transformations in other contexts.

Just as we drew inspiration from the lives and experiences of the brave pioneers who have come before us in our country or anywhere else in the world, we hope that our experiences can be a starting point for others.

So, without further ado, we present you with a summary of what we've discovered while paving the way for change.

25.

Aspects of Our Path

In order to prepare the terrain for change, we've carried out many different tractor projects. Each of these initiatives had its own aim, of course, but at the same time they all had a single objective: to break free from inertia and start moving of our own initiative, to broaden our perspectives and go from a static organizational culture to a dynamic one.

This is the key: to get moving, to dare to live change, to dare to discover uncharted waters. This is something that cannot be achieved only by debating, proclaiming or writing. It's much more simple than that (though it's not necessarily easy): it's something you just have to do. The first step in change is to realize that the voyage is the true objective.

This being said, how can we move forwards? By putting one foot in front of the other and, every now and then, taking leaps forward (some higher than others, of course). But our path isn't, and will never be, a straight line. It's full of obstacles that need to be

overcome. What we need, then, is to promote passion and confidence, while always staying the course.

We've seen that this challenge brings about personal transformations: educators, as the agents driving change, first need to take charge of their own life projects.

Consequently, it's fundamental that we appeal to the calling of the protagonists of this project. It's like going back to our origins, to basic elements that give meaning to our lives and our educational task. When we do so, we hear things like «I've felt that we needed a change for a long time, and now, finally, we have a space to build the school we want».

We know that we're going through this transformation for our students, but how can we manage excitement and confidence? These are two essential elements for us to make progress that we can't ignore. With this question in mind, let's move on to our next point.

(o) *Educators moving forward*

26.

The Importance of Milestones and Celebration

The path is long, there's no doubt about that. The culture of an organization can't be renewed in four months—and not in a year, either. Everything needs its own time. And so—in order to maintain a voyage like this one—we need to divide it into stages, each with their own milestones.

We propose concrete objectives that will allow us to move forwards and evaluate our process. As a matter of fact, fulfilling these objectives is our principal tool for renewing passion, for continuing to dream and win self-confidence. In other words, to be able to face the future successfully.

What we've found is that celebrations (both spontaneous, and collective and planned) are essential in order to move forward. With celebrations, we reinforce what we've accomplished, and we fill our tanks to take on the next challenge.

In preparing the terrain, we always need to be aware to observe and reinforce all the new elements

we've put into place. «We're not who we were» has been a recurring theme in the meetings where our management teams analyze everything we've done (remember that we now hold four of these meetings a year).

As we walk, we keep in mind that our path is long, and we constantly need to renew our individual and collective energy stores in order to move forward.

(10) *Educators moving forward and celebrating*

27.

Openness to the Outside World

Progress is made by those who move. All the members of our network are protagonists, but during our voyage we also depend on dialogue with other initiatives and individuals from outside of JE who are also committed to education.

We work as a team inside our network, but we also make contact with businesses, institutions, other schools, experts and thinkers who greatly enrich us. In these exchanges, we find the inspiration to keep on moving. We're not alone: the ideas, points of view and experiences of others help us to improve.

We should keep in mind that we've invited individuals from other institutions and from the universities to our seminars. As Jesuit José Alberto Mesa said, this attitude has helped us come more into contact with the universal Society of Jesus.

This being said, we want to take advantage of this opportunity to comment on a relevant aspect of this enriching practice. When we go to visit other schools,

for example, we do so as a special resource within our internal, systematic process of reflection.

We don't practice what we call educational tourism. In some areas, our internal research reaches dead ends where we are forced to seek help from others' experiences.

Visits impact and inspire us because they contribute new elements for reflection that help us along the way. Walking through an unknown city without any real objective is very different from doing so with the precise aim of exploring.

(o) *Educators who are open-minded and connected to the world*

28. *Dangers*

We can move forward with excitement and confidence, but we shouldn't rely on the fact that by simply maintaining these two attitudes we'll be able to profoundly transform education.

When the time for the leap forward comes –since our path isn't straight– we might be scared and we might even panic. We've seen it happen in other projects of profound change.

At this point, despite all the energy we hold, we might shrug our shoulders or become less ambitious and the thrust we started off with can end up with a whimper. Or, even worse, we might become frustrated by not having been able to jump.

The danger, then, is that when the critical moment comes, we don't do anything. In this case, not moving forwards is to fall behind.

How can we avoid this dead end? With firm political governance and a professionalism that isn't limited to teaching, but which takes on the challenge of systemic

change in both pedagogy and management.

We need to move away from the classroom, adopt a wider view and make bold choices. In our case, the unanimous commitment to the project of transformation on the part of our board, our Council of Directors and our Council of Managers is what has made everything else possible.

(o) *Educators and management leading change*

29.

Other Aspects to Keep in Mind

At the beginning of this third chapter, we talked about the mistakes we've committed along the way. Learning by doing means just that, making mistakes. We don't aim at perfection and we know that we'll only find ways to improve every day if we allow ourselves not to get it always right the first time.

We acknowledge that in preparing the terrain, we were too slow in the phase of knowledge and coordination. In some cases, this stage took so long that it made us doubt that we would be able to take firm steps towards a common project.

On the one hand, instead of encouraging individuals to move towards change, this phenomenon might have done just the opposite. Therefore, it might have created disappointment in those who were motivated and a certain degree of complacency in those who preferred not to venture outside of familiar territory. If we hadn't found a solution for this sluggishness, it might have cost us dearly.

(o) *Educators who make mistakes, learn and move forwards*

On the other hand, over the years we've realized that it would also have been advantageous for our process if we had shared a common diagnostic of the educational situation of our schools to a greater degree. If we had been firmer in socializing our analysis, we would have had a more solid foundation for our actions.

These two mistakes have to do with the variables of extension and intensity. Each moment has a duration and an intensity that need to be respected. But will we learn to be aware and to know what needs to be done in each moment? We aren't concerned about making more mistakes; what's important is that we be able to correct ourselves quickly and to learn from them.

30.

Horizontal Leadership and a Coalition for Change

Political management and professional participation are essential in order to be able to leap forward. But how can these be put into practice in our everyday lives? What type of leadership is there behind the path we've taken?

Before, most of our schools had vertical structures that were mainly concerned with making sure they functioned day by day. In order to pave the way, we needed to change our model.

With this objective in mind, the JE network introduced a series of initiatives to enable grassroots participation. Horizontal leadership began to bear fruits with initiatives like the Innovative Network Projects (PIX).

In figures, for the first edition of our PIX, 50 projects were presented involving 164 teachers from eight schools. In addition, in 14 of these projects there were multiple schools involved. In order to make the final selection, 400 teachers participated, deciding which PIX would be carried out (each teacher could select three of

them). This was a radical change from how the things were done previously.

What's most important is that our teachers experienced a participative decision-making project firsthand, in which they were the protagonists. The management gave them support and provided them with a space, but the ideas and actions came from the classroom.

Along the way, we incorporate individuals who take charge and begin to firmly believe that a transformational change is possible. We're creating what we could call a coalition for change that grows and grows until it becomes a majority that dreams with its feet on the ground.

We're learning that the school of the future isn't a place where we can show up and settle in; it's more of a direction, an open and dynamic way of working, sharing and constantly growing. This is our challenge, to renew ourselves every day, to live taking leaps, moving forward in an intelligent manner.

(10) *Empowered educators who participate and decide*

31.

Conviction

An essential element at every stage (especially in the first few steps where we haven't yet reached our cruising speed and our results are still not visible) is to maintain the conviction that together we'll succeed at creating the school we want.

In order to accomplish our leap towards change, we need the capacity to keep our course. We won't get anywhere if, like a weather vane, we let the wind move us towards any direction as it blows.

This is the antidote for distraction and noise. In book 1, we saw that the obsession for detail and encyclopedism (so prevalent in our schools) are obstacles to change. We need to focus on our objective, know how to prioritize and be patient.

If we do so, we'll realize that strength of character needs to be understood as an applied vision. In order to be effective, we need to observe our surroundings and correct those who get distracted, while trusting in the processes that are already underway. Blindness and too

much intervention are the two dysfunctional extremes of this competence.

Conviction, then, allows us to move forward and reach port overcoming internal and external winds. (Note: we say «conviction», but we could just as well say «perseverance», because we understand the latter as meaning the capability to preserve the former over time.)

(o) *Firm and committed educators*

32. *Emotions*

We'll mention it now and it will be further developed in book 3: moving forward has to do with ideas, agreements and convictions, of course. However, most of all, it has to do with experiences, emotions and feelings.

In paving the way, we also need to include the management of emotions. This is a delicate matter, closely associated with honesty.

Our proposal of profound change needs to be sincere and transparent. If at any point doubts arise over how to proceed or possible hidden intentions, everything can come undone.

We need to be very careful in creating and communicating our account of change.

We act truthfully, sure of our project and committed to it. This is something, that, beyond the facts, has a great impact. We need to begin to engineer a massive wave in favor of change with the open and passionate participation of a great number of people who are eager to participate.

We'll only know how far our conviction and our initial thrust will take us with time. For the time being, we only need to be sure not to put any limits on it.

(10) *Honest educators who are eager for change*

33.

Communication, Language and Naming

One of the 35 keys to bring about educational change is communication: networks are built both through firm actions and through a great deal of conversations and information in movement (after all, what is the Internet?).

We've also seen that one of our errors has been not to share our initial diagnosis with enough intensity, and that presenting our project with honesty is essential for mobilization.

What should our communicative strategy be, then? How can words help us to pave the way?

First of all, it needs to be said that if we're promoting a change in model, we also have to change our language. If, as philosophers say, the limits of my world are the limits of my language, we have no choice but to broaden our educational dictionary.

For this reason, this book is full of acronyms – abbreviations made up of initial letters that can serve as ordinary words. As a matter of fact, in our everyday

language we've incorporated words like PIX, LIPE or NET. In order to bring about change, we need a new nomenclature and a new way of speaking that can name each of our new actions and projects.

These are the pieces we need for accessible, direct communication, where we can call things by their name and flee from the grandiloquent tone of the past. We're interested in people and information, in speaking about what we're experiencing, transmitting what we're doing, how we feel and where we're going. We're doing all of this using the vast range of available channels.

In summary, we're creating a new way of speaking and listening, because we're the means and the mouthpiece of change and for change. We've found, for example, that videos are an extremely effective format both for collecting our experiences and for exciting and encouraging our audience. Not only is the energy to keep on moving forward recorded; it's increased.

(o) *Educators who communicate*

34.

Twelve Key Questions to Know if We're Ready

Having gotten this far, we think it would be a good idea for us to make a list of the twelve questions we should go over to know if we're prepared to keep on moving forwards. In other words, these are questions that can help us to know if the field is ready to be sown:

1. Have we begun walking?
2. Are our key individuals ready?
3. Have we made progress with individuals' interior connections (their calling and spirituality)?
4. Have we gained self-confidence?
5. Do we have a common dream of change that excites us?
6. Are our students at the center of this dream?
7. Do we have plenty of leadership, energy and eagerness?
8. Is our administration ready?
9. Have we set into motion enough tools, instruments and projects that can bring on change?
10. Do we have the professional capacity for systemic change?

11. Are we changing our hierarchical culture?
12. Are we beginning to form a coalition for change?

If we were to graph our recent past, we'd see that, since 2000, we've begun to incorporate affirmative answers to each of these questions. In order to go from moment 0 to moment 1, we need the right answer to each of these questions.

35.

There Can't be Two without Three

This process keeps on going. In order to break with inertia, we've started moving, drawing from the eagerness for change that many of us feel, using our calling and our spirituality. We've introduced a new way of running schools through participation and leadership, through actions and with the conviction that yes –by working together we'll make it. Change here and now is possible.

We've learned to move forward despite discontinuity; we've learned that sometimes it's just not enough to amend and that we have to take a leap by creating institutions from scratch. These are the institutions that we need for the education of the future. We're being proactive about the challenges of our age.

At Jesuïtes Educació we're not worried about not knowing exactly where this wave will take us. Incorporating the capacity to adapt and work as a team means that we can decide as a team on the way there.

In order to move forward in this manner, we need to pay close attention to the signs (opportunities, needs and dangers) that appear along the way.

We've untied our moorings and we've left port as a team, so that in the third book in this collection we can define our horizon. We're ready: our crew isn't afraid of storms, and we're sure we'll find a treasure on each island we visit.

Now that the wind is picking up, let's hoist the sails and get underway!

III. Prepared for Action

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

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

Works published in this collection:

01.

Focusing on the Objective

40 Considerations for Educational Change

02.

Paving the Way

35 Keys to Bringing About Educational Change

03.

Defining the Horizon

37 Milestones in Dreaming up Educational Change

04.

Taking Action

35 Steps to Living Educational Change

This Book

This second volume in our collection emphasizes the importance of creating the necessary conditions for change. To this end, it includes the experiences of Jesuites Educació's eight schools over the past few years.

In this book, we share the keys that have helped us become a true educational network with a shared dream of the future. Only now are we prepared to take on a profound transformation of education.

Our Project

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

The Collection

In order to fulfill our objective, we need to take the time to stop and think, to analyze our experiences so that we can act more effectively in the future. That is the aim of this collection, which is the work of different authors under the direction of Xavier Aragay. With the Transforming Education collection, we want to consolidate our successes and share our experiences so that we can continue improving together with all of the individuals who are committed to this essential task. This is our humble contribution, our way of helping bring about the change that's needed in education. We all need to move forward together, sharing our passion, our inspirations and our experiences.



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

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