



JESUÏTES Sarrià
Sant Ignasi

PROJECT

EDUCATIONAL

This document is supplemented by the document
Organization and Operation Rules



JESUÏTES Sarrià
Sant Ignasi



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1. PRESENTATION OF C.I ENTER

Jesuïtes Sarrià - Sant Ignasi, located in Barcelona, Carrasco y Formiguera street, no. 32, is a private educational center of social initiative, promoted by the Society of Jesus.

1.1 A center of the Jesuïtes Educació network of schools

The Jesuïtes Sarrià –San Ignacio center is part of the Jesuïtes Educació network of schools, which is a Canonical Foundation (1999) of the Society of Jesus. The network is currently made up of 8 educational centers in Catalonia, which all share the same ownership and have the same mission and a common educational project. The Foundation is governed by a Board of Trustees and a General Management, which establish the strategic lines and general objectives of all its members, and guarantee joint services.

The mission entrusted to us as schools of the Society of Jesus is to educate people who can grow and live fully in this world and have the ability and desire to transform it for the common good. That is, schools that witness the good news of Jesus in the 21st century from creative fidelity. For this statement to become a reality, it is necessary to continue accompanying our students so that they acquire the attitudes, values, skills and competencies that allow them to understand and interact with the environment. This necessarily occurs due to the pedagogical innovation of our educational model, opening ourselves to the world and learning with others while we reaffirm ourselves in our own way of proceeding and in some characteristic values of Ignatian spirituality.

In 2000, Jesuïtes Educació was created to add the knowledge and effort of the eight Jesuit schools in Catalonia; in 2005, with the Congress of Pedagogy, a process of pedagogical reflection began that materialized, in 2012, with the strategic framework of Horizon 2020. With Horizon+ we emphasize the challenges of educating women and men for others to look at towards the future in a hopeful way: pedagogical innovation, social justice, safeguarding the most vulnerable, ecological dimension, Ignatian spirituality and global citizenship. Our objective as educators is the formation of competent, conscious, compassionate and committed people. These four characteristics define the educational quality of our schools and the sense of human excellence.

In order to carry out this project, different pedagogical innovation projects are developed. These are planned and executed in a network and with a phase of pilot experience that will be rigorously evaluated before its generalization.

1.2 Brief reference to the history of Jesuïtes Sarrià - Sant Ignasi

Jesuïtes Sarrià – Sant Ignasi has its roots in the center which, under the name of Colegio Sant Ignasi, was founded in Manresa in 1622. After the corresponding vicissitudes caused by historical events and its ups and downs due to various circumstances, at the end of the 19th century He moved to Sarrià, which was then an independent municipality of Barcelona, beginning classes on September 27, 1892, in the tower of the estate where he was located; On December 3, 1895, the current modernist building by the architect Joan Martorell was officially inaugurated.

Sarrià Jesuits - Saint Ignatius was hospitalized for many years. His studies were Primary and High School until Vocational Training was opened in 1972. With the publication of the General Law of Education, of August 4, 1970, the center was developing the new studies of EGB, BUP, COU and FP of First and Second Grade.

Between the 1985-86 and 1992-93 academic years, Jesuïtes Sarrià – Sant Ignasi, by agreement with the Department of Education of the Generalitat of Catalonia, was an experimental center for "educational reform" organizing pilot groups of secondary studies or "common core " that unified the first degree of the FP and the first courses of the BUP. As of the 1990-91 academic year, the center was authorized to gradually transform the last courses of the EGB, the BUP and the COU into the new ESO and Baccalaureate, and to become a center for early application of the LOGSE. Subsequently, the change reached FP, establishing the Intermediate and Higher Level Vocational Training Cycles.

The details of the history of the center are collected in these books, which can be consulted in the Historical Archive of Jesuïtes Sarrià - Sant Ignasi:

- Historical Synthesis of the San Ignacio School. From its origin in Manresa to its transfer to Sarrià, by Ignasi Feliu de Travy. Barcelona 1979.
- San Ignacio (Sarrià). History of a centenary school, by Ignasi Vila i Despujol, published with the support of the Department of Education of the Generalitat de Catalunya in 1995.

On August 5, 1986, the center agreed to the agreement regime established by the LODE and was duly authorized (DOGC 4136/2004, of May 19, Resolution ENS/ 1386/2004, of May 5).

1.3 Authorized studies

The studies that Jesuites Sarrià - Sant Ignasi is authorized to teach according to the Resolution of the Barcelona Education Consortium published in the DOGC n. 7993 of 10.31.2019 are:

		UNITS
CHILDHOOD EDUCATION	1st Cycle	6
CHILDHOOD EDUCATION	2nd Cycle	fifteen
PRIMARY EDUCATION	Initial, Medium and Superior Cycle	36
SECONDARY EDUCATION COMPULSORY	1st Cycle and 2nd Cycle	24
BACCALAUREATE	Modalities: <ul style="list-style-type: none"> ● Plastic Arts, Image and Design ● Humanities and Social Sciences ● Science and Technology 	12
INTERMEDIATE TRAINING CYCLES	HT10 Cooking and Gastronomy	2
	HT30 Restoration Services	2
	AE10 Guide in the Natural Environment and Leisure Time	1
	AEAO Teaching and socio-sports animation	2
	AEBO Physical conditioning	2
	HTBO Tourist accommodation management	2
	HTDO Kitchen Management	2
	SC10 Care for people in a situation of dependency	2
	AG10 Administrative Management	2
HIGHER LEVEL TRAINING CYCLES	SACO Pathological Anatomy and Cytodiagnosis / SAE0 Clinical Biomedical Laboratory	2
	SCC0 Social Integration	2
	ISA0 Realization of Audiovisual Projects and Shows	4
	ISB0 Illumination, Image Capture and Treatment	2
	ISD0 Production of Audiovisuals and Shows	2

	ISEO 3D Animations, Games and Interactive Environments	2
	HTB0 Management in Tourist Accommodation	2
	CMD0 Marketing and Advertising	2
	1651 Dietetics	2
TRAINING CYCLES OF INTERMEDIATE SPORTS TEACHING	TEGM Sports Technician in Soccer level 1	4
	TEGM Rescue and First Aid (Initial Cycle and Final Cycle)	2
TRAINING CYCLES OF HIGHER LEVEL SPORTS TEACHING	TEGS Sports Technician in Soccer level 2	2
	TEGS Sports Technician in Futsal	2
INITIAL VOCATIONAL TRAINING NON-CLASS MODALITY SUPERIOR GRADE	<ul style="list-style-type: none"> ● CMB0 International Trade ● CMC0 Transport and Logistics ● CMD0 Marketing and Advertising ● SCC0 Social Integration 	

Other programs:

PROGRAMS OF PROFESSIONAL DEVELOPMENT	<ul style="list-style-type: none"> ● Haute Cuisine ● Sommelier ● Pastry and Confectionery ● <i>event planner</i> ● Person-centered accompaniment ● Physical conditioning 	
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2.D.INSTITUTIONAL DEFINITION

All the educational action of Jesuites Sarrià –San Ignacio is based on the educational style of the Society of Jesus defined in the following documents:

- *Characteristics of the education of the Society of Jesus*

This document can be found at: (CD) > San Ignacio > E10 - Institutional Planning > SIS-E10-10 Documents Define the Entity

- *Ignatian pedagogy. A practical approach*

This document can be found at: (CD) > San Ignacio > E10 - Institutional Planning > SIS-E10-10 Documents Define the Entity

- *Jesuit schools a living tradition in the 21st century*

This document can be found at: (CD) > San Ignacio > E10 - Institutional Planning > SIS-E10-10 Documents Define the Entity

The center defines its mission, vision and values in the Mission, vision and values document found at: (CD) > Sant Ignasi > E10 - Institutional Planning > SIS-E10-10 Documents Define the Entity

The center has defined its own Character through the Ideology document, prepared and revised in recent years. The Own Character meets the requirements established by current legislation, and all members of the Educational Community know and accept it as a description of the educational model that the school offers to society within the framework of educational freedom. The ideology document can be accessed from this link: [OUR IDEA](#)

EDUCATE MEN AND WOMEN FOR OTHERS AND WITH OTHERS

"We are not here just to teach or communicate some successful techniques, but to accompany people, from an early age and accompany them in their growth, which is the most important thing we can do, I think, in our life"

Father General Adolfo Nicolás SJ

Meeting with educators from Asturias, León and Cantabria (08/10/13)

The world changes; education must also change. Each era poses challenges that cannot be faced only with the responses and ways of doing things to which we are accustomed. The educational parameters of the 20th century were established on a vision of the industrial, local, homogeneous and analogical world. Currently, we live in what we have called the knowledge society and which is characterized by being global and connected, multicultural and digital. Faced with this new scenario, Father General Arturo Sosa, SJ, at the international congress of education delegates of the Society of Jesus (2017), emphasized an education that opens us up to understanding the world in which we live and highlighted the challenges of educating women and men for others and with others looking to the future: pedagogical innovation, social justice,

Ignatian spirituality and global citizenship. Only from a global and intercultural network will we be able to respond to the complexity of this educational mission based on the universal purpose of reconciliation and justice.

Our objective as educators is the formation of competent, conscious and committed women and men with compassion. These four characteristics define the



educational quality of Jesuit schools and the true sense of human and academic excellence.

The commitment of the Jesuïtes Educació schools is to educate people for this world, so that they can grow and live fully and have the ability and desire to transform it for the common good. In order for this declaration to be a constant reality, it is necessary to continue helping our students to acquire the attitudes, skills and competences of the context and of the moment in which they have lived.

A SCHOOL FOR THE XXI CENTURY

"To achieve what humanity demands from education, a school is necessary, a community decided, planned and structured democratically, with the participation of all its members."

Martha Mata

Pedagogue, representative, senator and president of the State School Council (1926-2006)

What knowledge is acquired and why, where, when and how it is used are fundamental questions for the development of both individuals and societies. Although the four pillars of learning -knowing, doing, being and living together- are still relevant, it is essential to rethink the new purpose and organization of learning to profoundly transform the 20th century school and bridge the gap between success academic and life failure.

Redefining the school we want to be is essential to remain faithful to the educational mission of the Society of Jesus. The Jesuit tradition invites us not to do it alone. We are called to open up to the world and learn with others. We must recognize the great diversity of educational realities while reaffirming our own way of proceeding and a core of shared universal values, together with the characteristic values of Ignatian spirituality. This redefinition of the school is carried out through a participatory process with the collective view of educational institutions, students, families and educators: in 2000 the Fundació Jesuïtes Educació was created to add the knowledge and effort of the 8 Jesuit schools in Catalonia; in 2005, with the Congress of Pedagogy, a process of pedagogical reflection begins that will culminate, in 2012, with the strategic framework of Horizon 2020 (now known as Horizon+). This innovation project for improvement seeks depth and places the student at the center of the learning process, focusing on their comprehensive development so that they are capable of leading their own lives from freedom and with meaning. The relevance of the work of the educator in the new Educational Model of Jesuïtes Educació is

evident in the face of the challenge of accompanying the overall growth of the person so that they become the best version of themselves. What we understand as magic, that is, enabling the full development of each individual based on their potentialities and interests, requires the commitment of the entire educational community in order to offer our students quality personal, academic, spiritual, and pastoral accompaniment. .

3. PRIORITY OBJECTIVES

Jesuïtes Sarrià – Sant Ignasi shares the priority objectives of the Catalan educational system, that is, school success and educational excellence, through the maximum development of the capacities of each and every one of the students as a fundamental principle of equity and guarantee, at the same time, of social cohesion.

The center, like the rest of the schools in the Jesuïtes Educació network, focuses its action on the integral formation of the student. This training is defined by the document *The person we are looking for* within the Horizon 2020 project.

1. Conscious person
2. Competent person
3. Compassionate person
4. Committed person
5. Own identity and vital project
6. Global and with many languages
7. Multicultural, systemic and digital
8. Autonomous, capable of working collaboratively and in a network
9. With spirituality and ability to lead your life
10. Capable of integrating complex reality and evolving within it

Therefore, at Jesuïtes Sarrià – Sant Ignasi, the promotion of:

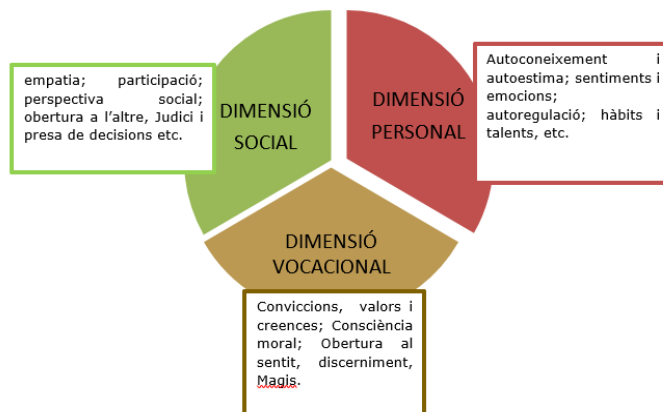
- Excellence in achieving basic skills.
- The official languages (Catalan and Spanish) and the additional languages (English, French and German).
- Methodological and didactic innovation in the classroom.
- Personalization, orientation and tutorial action.
- The formation of the person based on evangelical values.
- Ongoing teacher training.
- The culture of evaluation and continuous improvement (quality).

4. PLANS AND PROJECTS

4.1 Pastoral Plan

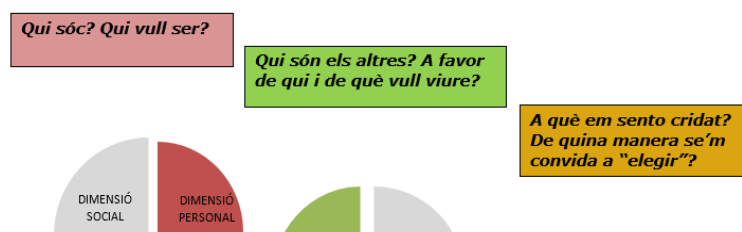
It is a model that proposes the construction of the Pastoral Plan seeking to give a specific meaning to the person's life, their personal depth and their way of positioning themselves before others and the world. The model proposes work from three dimensions of the person: personal dimension, social dimension and vocational dimension.

- **PERSONAL DIMENSION:** Self-knowledge and self-esteem; feelings and emotions; self-regulation; habits and talents, etc.
- **SOCIAL DIMENSION:** empathy; stake; social perspective; openness to the other, Judgment and decision-making, etc.
- **VOCATIONAL DIMENSION:** Convictions, values and beliefs; Moral conscience; Openness to meaning, discernment, Magis, etc.



Each of these dimensions is specified in a backbone (as a motto or common thread) transversal throughout the school:

- **PERSONAL DIMENSION:** Who am I? Who I want to be? This is self-knowledge; personal and life project.
- **SOCIAL DIMENSION:** Who are the others? For whom and for what do I want to live? The gaze on the other (near and far).
- **VOCATIONAL DIMENSION:** What do I feel called to? In what way am I invited to "choose"? This is the Ignatian spirituality received by the Society of Jesus.



4.2 Tutorial Action Plan

Personalization is a basic requirement of Jesuit schools, which means considering each of the students as a specific person –unique- with particular characteristics that require individualized attention (a “personal care”). Personalization is also based on the principle that the object of education is the whole person, which is why the educator must help the student grow and mature by offering a comprehensive education that covers all areas of the person: intellectual, physical, emotional, spiritual, affective and social.

The tutorial action must be considered as a part of the follow-up and attention to the student and constitutes an essential aspect of the educational process. This tutorial action is developed in four complementary aspects:

- a.- A preparation for life: with the socializing aspects of the center, for this reason the learning must maintain a connection with the environment of the students, and it must help them to prepare them for the future that they themselves will have to configure.
- b.- A curricular assessment: which involves the monitoring of learning processes and continuous evaluation to make the curricular adaptations or diversifications that are necessary according to the cases.
- c.- An orientation of the students: so that they perform to the maximum and help them to know how to investigate information, advance in study techniques and in a whole series of learning strategies.
- d.- An education in values: that allows them to face life with principles that enable them to make free and responsible choices. Values such as solidarity, democracy, cooperation and participation, physical and mental health... must allow students to face all the challenges that life will undoubtedly offer them.

The PAT (Tutorial Action Plan) is a response to all these expectations that the integral education of the person entails. Coordination between all the people who have an impact on the students with their actions is essential. Tutors, teachers, parents, administration and service people must coordinate to help the boys and girls of ESO and Baccaureate, subjects of education, become free, responsible, competent people, open to the transcendent and to all the needs of others. The Tutorial Action Plan seeks, therefore, the objective of achieving, in our students, the 4 Cs: competent, conscious, compassionate and committed people.

4.3 Linguistic project

The language learning model in our school seeks to train multilingual people, communicatively competent, capable of creating language and rigorous in the use of the language. Students who develop a unique communicative competence and who use different languages for the construction of the person and their learning. This will be the writer's framework of our language project.

MULTILINGUAL

- Multilingual and intercultural environment in all spaces and times of the educational center.
- Global, transversal and integrated approach to languages.
- **coherent and progressive** in the incorporation of different languages.
- **accredited** with official certifications.

COMMUNICATIVE

- It deals with the functional and usage aspects of language.
- Helps students to construct entire texts interactively, appropriate to specific communicative situations, addressed to specific interlocutors and with defined communicative purposes, in addition to being formally correct.

PERSONALIZED

- It incorporates early detection at an early stage and individualized monitoring, respecting the evolutionary moment of each one.
- Reflection and evaluation of one's own practice is promoted through authentic and significant activities, transversal and from the integration of languages.

A framework that is specified in general objectives in relation to the learning and use of languages.

- Develop awareness of one's own communicative capacity.

- Recognize other realities (competence, linguistic, cultural...), be able to interact with respect to build a democratic citizenship.
- Acquire good communication skills: oral expression and comprehension, written expression and reading comprehension correct and appropriate to different contexts.
- Understand and express oneself appropriately in one or more additional languages: English and French or German.
- Develop autonomy as an active reader and writer.
- Develop skills for the critical analysis of information, in different supports, through digital instruments and others, to transform information into knowledge.

Our proposal:

The entire educational community is responsible for modeling the language, being all referents.

Language is the fundamental tool of learning, as such communicative competence is a transversal axis in all areas of knowledge. Functional learning of the language is carried out outside the strictly linguistic spheres.

The oral language dimension is prioritized, introducing languages in the early stages from the oral dimension (comprehension and expression), from a differentiated oralization of languages (phonological awareness) and placing the accent on dialogical learning, promoting conversational methodologies.

The design of the different learning scenarios is promoted in sequences, in which all the linguistic capacities intervene in an interrelated way: listening, speaking, reading and writing, promoting the development of communicative competence.

The vehicular and reference language for learning at school is Catalan. In other words, the Catalan language is the reference language for learning other languages and for the rest of the fields of knowledge.

The multilingual competence of our students must be in four languages: Catalan, Spanish, English and French or German.

The first additional language^[1] is, mandatory, English, the true lingua franca, of transnational communication in the current universal neighborhood. French and German are the additional second languages of a curricular nature. French, because it belongs to the same Romanesque family as Catalan and Castilian, because of its geographical proximity and its educational tradition. The working languages of the EU are English, French and German, and the latter is the one with the most speakers

as the first language in Europe, as well as being part of the same language family as English.

At home and at MOPI (Infant Education) both Catalan, Spanish and English are the learning languages that will be maintained in later educational stages. It is in 5th NEI (Primary Education) when French or German is incorporated at the student's choice. It should be noted that from our model we promote the exposure of students to additional languages with the presence of native referents (conversation aids) from the Home in English and in French from 5th NEI.

4.4 Coexistence Project

The Coexistence Project reflects the actions that our educational center develops to train all students and the rest of the school community for coexistence and positive conflict management.

The Coexistence Project's mission is to contribute to the maximum personal, academic and social development of all students. To achieve this end, the following general objectives have been established: Ensure and guarantee the participation, involvement and commitment of the entire school community. Help each student to relate to himself, with others and with the world. Promote equity and respect for the diversity of students within a framework of shared values. Promote school mediation and the culture of dialogue as a basic tool in conflict management. Promote a culture of peace and non-violence, together with the values that make it possible to preserve and enrich the lives of all people.

The proposed actions can be addressed from three different levels: values and attitudes (prevention), conflict resolution (detection) and the organizational framework (intervention).

Likewise, these actions are aimed at improving coexistence in three different areas, such as the classroom, the center and the environment.

After carrying out an analysis of the context of the school, it was determined that the coexistence project would focus on the work of 3 areas of action, which are:

- Educate in the positive management of conflicts
- Inclusion
- Participation

To monitor and evaluate the program, a coexistence committee has been set up. The rules of organization and operation of the center determine the number of representatives of each sector of the school community that will form part and the election process.

4.5 Educational transformation projects

4.5.1 The educational transformation of Horizon Más (Horitzó+)

The Educational Model of Jesuitas Educación (MEJE) is explained from the integration of eight pedagogical dimensions from which the deployment of Horizon+ is articulated: students, families-environment, curriculum, educators, methodologies, evaluation, organization and spaces. The orientation of each one of these dimensions determines the Ignatian character of our praxis and enables the development of the vital and vocational project of our students, from all

fields of educational action. The orientations of each of the eight dimensions are what we call the essentials of the MEJE.

1. Students: vital and vocational project to lead their own lives, being conscious, competent, compassionate and committed people. Educating in a global dimension to make the world a home for everyone commits us to educating for global citizenship.
2. Family - environment: linking students to the world from their own context to participate and improve it, counting on the involvement of families.
3. Contents: learning to understand and inhabit the world together with and for others.
4. Educators: personal, academic, spiritual and pastoral accompaniment, from the testimony of the educational team.
5. Methodologies: significant experiences and personalization of learning for academic and personal excellence.
6. Evaluation: evaluation for learning as a nuclear element for the integral growth of each person.
7. Organization: organizational structures that enable the development of a humanizing culture.
8. Spaces: multipurpose spaces and diverse resources to create synergies that allow new links and learning.

In order to adapt the organization of the center to the purposes of educational transformation, it has been decided to carry out a new distribution of the educational stages:

- **MOPI (Children's Pedagogical Model)**

Includes Early Childhood Education.

- **PIN (Initial Primary)**

Includes 1st to 4th grade of Primary Education.

- **NEI (New Intermediate Stage)**

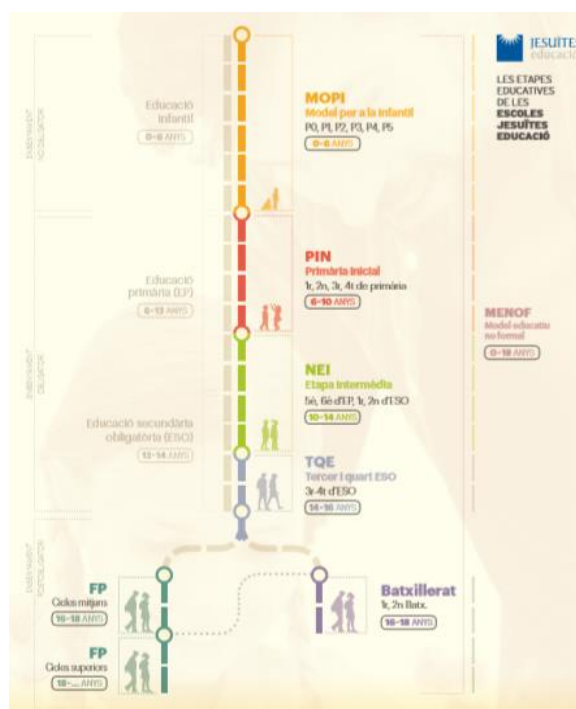
Includes 5th year of Primary Education up to 2nd year of Secondary Education

- **TQE (Third and Fourth of ESO)**

Includes 3rd and 4th of ESO.

- **Professional Studies (EPP)**

Includes CFGM and CFGS



The Board of Trustees of the Jesuïtes Educació Foundation, at its meeting on May 25, in accordance with the proposal contained in the document "Results of the discernment assignment made to the Board of Directors of Jesuïtes Sarrià-Sant Ignasi on the deployment of the MOPI and the NEI at school", approved the schedule for deploying these Pilot Experiences at the Jesuïtes Sarrià-Sant Ignasi school, as well as its commitments to achieve it.

Implementation schedule:

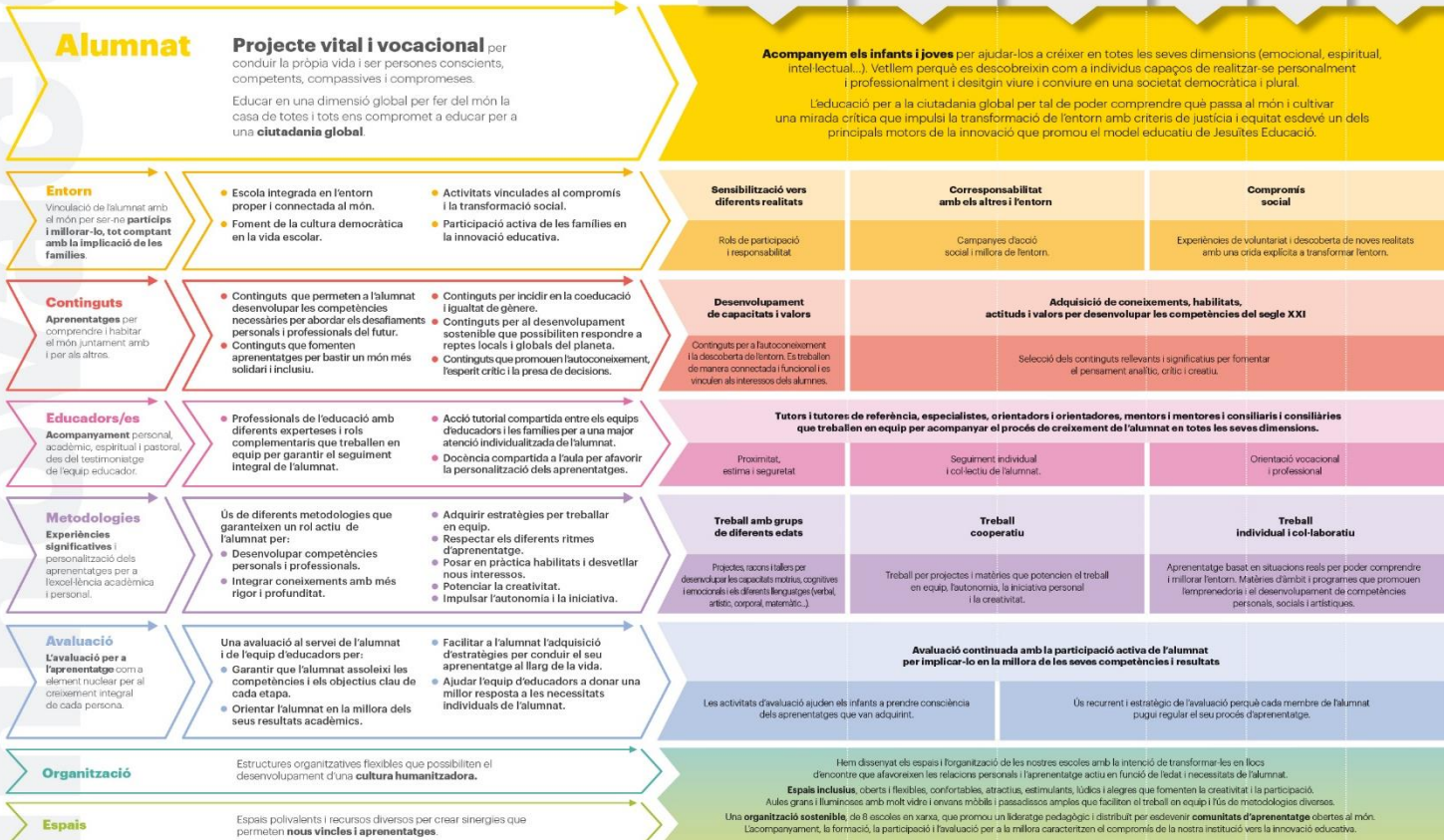
STAGE	COURSE	BEGINNING COURSE IMPLEMENTATION
MOPI	P3	2016/17
MOPI	P4	2017/18
MOPI	P5	2018/19
PIN	1st EP	2017/18
PIN	2nd EP	2018/19
PIN	3rd EP	2019/20



PIN	4th EP	2020/21
NEI	5th EP	2017/18
NEI	6th EP	2018/19
NEI	1º ESO	2019/20
NEI	2nd ESO	2020/21
TQE	3º ESO	2020/21
TQE	4th ESO	2021/22
bach	1st BACH	2019/20
bach	2nd BACH	2020/21
EE PP	CFGM	2020/21
EE PP	CFGS	2017/18

els **essencials** de l'horitzó+
La cultura innovadora al servei de les persones

MOPI P0, P1, P2, P3, P4, P5 0-6 anys	PIN 1r, 2n, 3r, 4t d'EP 6-10 anys	NEI 5è, 6è d'EP, 1r, 2n d'ESO 10-14 anys	TQE 3r, 4t d'ESO 14-16 anys	FP Mitjà / Superior 16 / 18 anys	BATX. 1r, 2n Batx. 16-18 anys
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4.5.1.1 MOPI Essential Features

The new Pedagogical Model in the Infant stage is characterized by:

1. Each child is understood as a unique person with their own needs, rhythms and interests, attended from the school welcoming, valuing, explaining the difference as wealth and accompanying the child from his Zone of Proximal Development.
3. The student is accompanied in the discovery of the other and of the environment from the values of the Gospel, the testimony of the educators and with a sense of respect and responsibility towards daily actions.
2. Children's interests and learning are broadened, bringing them closer to others that are culturally significant and up-to-date with the reality of the 21st century. They work globally, with real and meaningful proposals for children, contributing to the development of skills and understanding of learning.
4. The identification and regulation of emotions is worked on in a transversal and specific way. The autonomy of thought is promoted from self-confidence, responsibility in tasks and involvement in resolving situations. You learn and live in a community, taking advantage of the richness of social interaction with peers, families and educators, becoming opportunities to internalize socialization strategies.
5. Conversation is promoted in the classroom as a means to build and validate one's own criteria, while accepting that of others. Various models and points of view are offered, from the different cultural bases and identities of the current sociocultural context, to welcome people willing to know, adapt and improve their environment.
6. New learning is contemplated and approached through different languages close to the evolutionary moment of the child: verbal, symbolic, artistic and corporal. A functional use of language is proposed from stimulating and meaningful tasks for children.
7. The opportunity is given for the child to experiment and ask questions that, with the mediation of the teacher, will allow the reformulation of their previous knowledge schemes to gradually make approximations to the reality of the world that surrounds them. From an evaluation to learn, the teacher promotes in children self-reflection and awareness of what they have learned.

8. The team of educators is committed to the Mission of our schools and the principles of the model and stage, works as a team and co-teaches, adapts to new situations and reflects on their own practice and, with their testimony, accompanies children from a position of affection, respect and trust.

9. Learning experiences are promoted from analogue and digital resources and spaces at the service of learning, which adapt to the evolutionary characteristics of children, facilitate flexibility and diversity of proposals, relationships and socialization among peers, shared teaching and the organization in different groupings.

10. MOPI's pedagogical proposal promotes that **families, as educational agents, integrate naturally.**

In the daily actions and experiences in the classroom, families identify the project of school.

4.5.1.2 Essential PIN Features

Initial Primary is the stage between 6 and 10 years. From PIN1 to PIN4

At this stage we consider that the student is the center of the teaching/learning process.

We use active methodologies and the integration of cognitive strategies that allow the child to reflect on their way of learning.

We make proposals with the aim of training competent, flexible students with the ability to continuously learn.

Discovery learning acquires a fundamental role in project work, learning environments and research boxes.

Ways to learn:

We train flexible students with the ability to continuously learn.

Learning by action acquires a fundamental role through methodologies such as project work and initiation into teamwork through cooperative learning. The development of creative, critical and lateral thinking have become key skills for the 21st century.

The accompaniment of the student

We propose individual and shared experiences that reveal their creativity, and help them become conscious and competent people, with a compassionate look and commitment to their environment.

We present to you the person of Jesus and Ignatian spirituality as a proposal to learn to be people with others and for others.

project work

The PIN works on interdisciplinary projects that incorporate the development of different skills and abilities connected to all talents.

Through real and significant challenges and with integrated work on the language, the student learns through guided discovery and actively participates in higher-level cognitive processes throughout the different phases of the project: research, formulation of hypotheses, search and systematization. information, definition and construction of a final product, up to its presentation.

How we want a student to be at the end of PIN4:

- A student who transfers his learning to real life.
- A student who is able to communicate orally or in writing in different languages.
- A student aware of the need to follow a process to respond to a challenge.
- A student who wonders, experiments and tries to find answers.

Family participation

We ensure flexible, fluid communication that is attentive to the needs of each one.

We encourage families to actively participate in the teaching and learning process as experts, collaborators, or as spectators.

The teaching team

Teachers work in a small team that accompanies the same group of students in co-teaching. This enriches the view of each student and allows for more personalized attention. The student finds clear and close references thanks to the continuous presence of teachers throughout the teaching and learning process.

Space and flexible hours

The classrooms are transformed into open-plan and multipurpose spaces: with appropriate colors and light to create a calm learning environment and with furniture that allows for different arrangements of people and work teams.

The new teaching-learning processes also require flexible times, which are adapted to the different needs in each case.

The evaluation:

Evaluation is a continuous process that is carried out throughout the entire process.

The main objective of the evaluation is to make the student aware of their learning process and become a regulation tool for planning by the teaching team.

Stage objectives:

- Ensure the acquisition of communication skills that allow students to successfully face any future challenge.
- Promote the development of multiple intelligences.
- Personalize learning. Give meaning to everything we do.
- Facilitate the integrated learning of languages: Catalan, Spanish, English.
- Develop mathematical and scientific thinking.
- Know other languages: artistic, musical, computational.
- Develop the student's autonomy and creativity.
- Use digital tools for the creation and construction of learning.

How do we do it:

- Discovery learner with research and experimentation projects.
- With the monitoring of an annual thread that gives meaning to what we do.
- Sharing different moments of learning with families.
- Grouping ourselves flexibly in learning environments/research boxes.
- Facilitating communication spaces with corners and language workshops.
- Enjoying reading with the moments of We are readers in the classroom or with the biweekly library.
- Building learning by manipulating, playing and experimenting with mathematics.
- Working in teams of teachers who co-teach and accompany the same group of students. This enriches the view of each student and allows for more personalized attention. The student finds clear and close references thanks to the continuous presence of teachers throughout the teaching and learning process.

4.5.1.3 Essential characteristics of the NEI

The New Intermediate Stage includes from 5th grade of Primary to 2nd grade of ESO. Its basic characteristics, in continuity with the objectives of the PIN but appropriate to a new stage of development, are focused on eight points:

1. The student: is the center of the teaching and learning process. He has an active and leading role, working individually and cooperatively with his colleagues. He has the guidance of teachers, who help him develop self-knowledge and a critical spirit with the aim of building his vital project.
2. The teachers: they work as a small team with a multipurpose qualification, which works in the classroom and jointly evaluates the same group of students. They take charge of the shared tutoring of the students and plan and schedule the weekly organization of

contents, methodologies, spaces and times (without fixed weekly schedules of subjects). The director or director of the stage focuses her work on pedagogical leadership.

3. The projects: the contents are related to the competences that are to be developed and are worked on by projects. Interdisciplinarity, oral and written expression and problem solving using concepts and procedures from different subjects play a central role. We also work on values such as reflection, respect, responsibility, justice and social commitment.
4. The methodology: we promote curiosity and creativity with a varied methodology with an increase in autonomous work, project work and resolution of problems related to the daily reality of the student. Learning by reception, individual work and cooperative work are combined. Multiple intelligences develop. Technological resources are integrated into the teaching-learning process with digital devices and virtual spaces (NET) available to students.
5. Assessment: a student assessment model linked to the acquisition of skills and interdisciplinary knowledge. Processes and results are evaluated. Formative evaluation, self-evaluation and evaluation among students are promoted.
6. Families: families, together with students and teachers, form the skeleton of the new pedagogical model. They participate and collaborate in the student's teaching-learning process. We establish fluid and frequent communication with families, to whom we offer new tools for learning about the methodology and support for their educational work at home.
7. The physical space: new spaces, wider and beyond the classroom, cheerful, with colors, well lit and with minimized noise. With new furniture adaptable to different ways of working and differentiated spaces with stands. A space, in short, at the service of student learning.
8. The organization: groups of 45-50-60 students always working on projects with 2-3 teachers simultaneously in the classroom, adapting the work of the students to groups of different size and composition depending on the activity carried out. Groups of 18 to 30 students who

They work on different subjects with a teacher who is part of the course team. We structure the standard week based on project work without fixed schedules and all professionals are incorporated into the teaching team (the counselor; the guidance department, DOP; and the management technician, TEG).



4.5.1.4 Essential features of the TQE

The TQE stage includes 3rd and 4th ESO. Its basic characteristics, in continuity with the objectives of the intermediate stage, but appropriate to a new stage of maturation, are focused on five points:

1. **Competence learning:** learning based on the development of skills skills. Learning by action acquires a fundamental role when it comes to building and sharing knowledge individually and collaboratively. Innovation in the teaching and learning process through FabLab and Design Thinking, as well as the development of creative, critical and lateral thinking, has become a key competence for the 21st century.
2. **New learning spaces:** for the student to be the true protagonist, the classrooms are transformed into open-plan, digitized and multi-purpose spaces.
3. **Accompaniment of the student:** we want to be together with the boys and girls at this key moment of change and construction of their identity, helping them in their autonomy and ensuring their integral growth.
4. **Teaching team:** teachers work in an integrated and reduced team, which combines different experiences and accompanies the same group of students.
5. **Integration of families:** we will ensure flexible, fluid communication that is attentive to the needs of each one, creating closeness and active participation of families in project work and problem solving. Professional and vital testimony of fathers and mothers.

4.5.1.5 Essential characteristics of the New Baccaureate

The Baccaureate is a stage with very determined characteristics due to its post-compulsory nature, the age and maturity of the students and the future prospects that must be specified.

In this context, the accompaniment of each girl and boy acquires paramount importance: an accompaniment that leads to the self-regulation of their own learning, to the acquisition of a

lucid and sincere conscience of global citizens and, ultimately, make good decisions on the path towards autonomy in all aspects of the person.

At Sant Ignasi we have always been convinced that personalized support is key and we have tried to work from this perspective. But the reality of an increasingly diverse and complex world, and the large amount of information, stimuli and possibilities that our students find today ask us to develop new actions and strategies in the

school. To know, to decide and to grow, time is needed, reflection and dialogue are needed. That is why we try to create spaces and dynamics that make it possible.

The Baccaureate teaching team has a tutor for every 25 students, thus fleeing from the idea of tutoring-classroom and betting on the guide or accompanying person. The objective is to be able to establish more frequent and effective learning dialogues (in all aspects of the person). In addition, in our most authentic Ignatian tradition, the counselor (one in the 1st year of Baccaureate and one in the 2nd year of Baccaureate) provides extra accompaniment in the more spiritual or faith sphere.

We plan the calendar counting on stopping times that make it easier for the girls and boys to know where they are, how they got there, where they want to go and how they want to do it. That is why we have designed some Without Haste that, located at key moments of the course, want to collect and give meaning to many approaches: how is my academic life going, what will I do when I finish high school, what kind of person do I want to be, how do I position myself before the needs of the world... Some tools, such as interiorization workshops, orientation sessions and visits, and the DALI workshop (decide the Ignatian woman), help us.

All the Jesuit schools want to prioritize the work for global citizenship, responding to a challenging reality that has become daily. That is why activities such as the Auschwitz experience, Social Action, the stay in Taizé and exchanges make a lot of sense. Likewise, we must give a boost to the participatory dimension of young people, starting with school issues that can range from energy sustainability to the resolution of conflicts between equals. That is why we work to develop dynamics that allow them to discover and express their interests and decide what to participate in by creating commissions.

The first days of the 1st year of Baccaureate we already carried out a series of activities that place the students in this whole context: personal interviews with the tutors, the introduction to social action, the dynamics of group cohesion, the awareness of starting post-compulsory studies, the pastoral offer and the possibilities of participation have a place in an "initial week" that collects concerns and also wants to create concerns. In the first days of the 2nd year of Baccaureate, there are once again personalized student/teacher interviews and they outline the specificities and challenges of the last year: awareness of the next university and of the PAU profoundly marks a course that is also fundamental for future orientation and to answer the key question: What do I feel called to/call to life?

4.5.1.6 *Essential characteristics of the new Professional Studies*

The educational model of the new professional training focuses on the work of the person as an integral professional based on three fundamental axes: learning to be, learning by doing and learning by example.

The student is the protagonist of his learning.

The training cycles are organized in learning scenarios that lead to the development and evaluation of technical, professional, personal and social skills.

These learning scenarios are: PROJECTS, CHALLENGES, SKILL SPACES, SEMINARS, PERSONAL GROWTH PROGRAMS and MENTORING.

In order to provoke significant learning and regulatory and formative evaluation of the acquisition of competences, thoughtful time spaces, active methodologies and evaluation instruments that favor it are incorporated.

Two of the key aspects in the transformation are teamwork between students and teachers and co-teaching.

The teaching team has key roles in the creation of the scenarios, their subsequent development, as well as the way of monitoring and accompaniment. Therefore, a certain planning of the team and an important coordination and management of tasks inside and outside the classroom are necessary.

4.5.2 Networks for Change

Of the 22 networks of centers in the city of Barcelona, 9 Jesuïtes Sarrià – Sant Ignasi, along with 12 others, form part of the network.

An initiative of the Education Consortium, Escola Nova 21, the ICE of the UAB and Rosa Sensat with the aim of joining efforts for innovation, with the challenge that all the educational centers of the city can be immersed in some sustainable improvement project from networking.

4.5.3 Center Reading Plan

The Pedagogical Council of the school is working on this point.

The center has a reading plan, document SIS-O20-GU-CES Jesuïtes Sarrià Reading Plan, which can be found at:(CD)>San Ignacio>E10 - Institutional Planning> Documents SIS-E10-40 Operational planning

4.5.4 Project / International Dimension

We live in a constantly changing world, which calls us to a global collaboration, to a better communication and understanding among all. It is true that communication between different areas of the planet is becoming easier, but at the same time we realize that we must accompany our students to understand diversity, to know that there are differences, to learn to contrast cultures and peoples and to know deal with global issues.

Internationalization is one of the pillars of our pedagogical model. We are a Catalan school open to society and the world. We open new horizons to our students, training them as people with an open mind, responsible and in solidarity with humanity and the world, and capable of contributing to it so that it is a worldfairer and more sustainable.

Four key points should be highlighted:

- International exchanges have been part of the tradition of our school for more than twenty years. Not only are they the pillar of the school that unites us physically and virtually with the foreigner, but they contribute to the integral formation of our students.
- We work in a network with other Jesuit schools around the world, actively participating in different joint projects and challenges.
- We do linguistic immersion strengthening the knowledge of the study languages (German, French and English).
- We work and learn in a different context than usual, enhancing the ability to adapt and coexistence.

Educating in values is the added value. Ignatian pedagogy starts from experience, which promotes reflection and action. Therefore, applying the learning that these international experiences promote to daily life enhances the personal growth of students, overcoming fears and insecurities in the face of the unknown. It also develops curiosity about cultures, customs, beliefs and traditions other than one's own. This experience provides them with global learning that will awaken the desire to learn, grow and contribute to a common good.

At school, the international dimension is present from Infant to Professional Studies.

4.6 Center Digital Strategy

The Digital Strategy of the Center (EDC) is a document that includes all the actions that will be carried out in the center over three years, to achieve the maximum digital competence of the students, teachers and the educational center. Its reference is the Digital Education Plan of Catalonia (PEDC), which indicates the need to reach the milestone of a digitally competent society, emphasizing equity and taking into account the evolution of the social and technological context.

This document is located on the school website: <https://www.fje.edu/ca/jesuïtes-sarria>

5. EITHER TIME ORGANIZATION

Given the specific characteristics of the center, the schedules are adapted to the needs of the different stages.



	TOMORROW	LATE
MOPI	8:30 a.m. - 12:30 p.m.	2:30 p.m. - 4:30 p.m.
PIN	8:30 a.m. - 12:30 p.m.	2:30 p.m. - 4:30 p.m.
NEI-EP	8:30 a.m. - 12:30 p.m.	2:30 p.m. - 4:30 p.m.
NEI-ESO	8:15 a.m. - 1:30 p.m.	3:05 p.m. - 4:55 p.m.
		DX: FREE
TQE	8:15 a.m. - 1:30 p.m.	3:05 p.m. - 4:55 p.m.
	4th ESO, DX8,15 - 14,30 h	DX: FREE or work activities of
1st BACH	DL, DX and DV8.15 - 14.30 h	DL, DX and DVFREE
	DM and DJ8.15 - 13.35	DM and DJ15.05 - 16.55
2nd BACH	8.15 - 14.30	Seminars and tutorial activities
epp tomorrow	8:30 a.m. - 2:00 p.m.	
EEPP CFGM hospitality and	8:30 a.m. - 5:00 p.m. (depending on the practice session)	
late EEPP		3:30 p.m. - 9:00 p.m.

6. PEDUCATORS' LEARNING LAN

The objective of the joint training or learning plan of the Jesuïtes Educació network of schools is to offer training actions that contribute to the personal and professional development of our educators, teaching and management teams, which allows them to acquire skills and knowledge to better perform their work, in accordance with our own educational model, the management model, leading it with the sense and mission of JE.

The areas of training and learning are:

1. Educational model deployment
2. Innovation and Research
3. Transverse formations
4. Executive Development
5. Evangelization and Ignatian spirituality
6. Forums: teachers and management
7. Technical training for management teams.
8. Health Well-being and prevention

The diagnosis and detection of training needs was worked on during the previous academic year and, for the preparation of the plan, the following was taken into account:

- Meetings with the pedagogical directorates of the schools.
- The results of the evaluations of the educators, once the training actions have been completed.
- Detection made by the committees mainly at two times of the year.
- The reports of the learning plan of the previous course and the detection of needs for the Teaching Forum.
- The strategy and deployment of the JE educational model, taking into account the Essentials and the Horizon+ strategy.
- The Lines of sense and mission, mainly the Apostolic preferences.

To carry them out we organize the following activities:

Trainings during the course:

The topics of the courses scheduled during the course are related to:

1. Deployment of the JE educational model
2. Innovation and research
3. Accompaniment of new educators and mentoring.
4. Management development
5. Evangelization and Ignatian spirituality
6. Health, well-being and prevention

Forum

Every end of the course, during the first week of July, the Forum is organized for all the schools of the Fundació Jesuïtes Educació. Different courses and workshops on various topics are offered: interiority, CLIL, how to work and evaluate certain skills, use of ICT tools, coexistence project, gender violence, abuse prevention, educational needs and inclusion... There are 20 approved courses Hours of duration.

The training plan contains all the training actions of a nature that occurred after the preparation of the Plan, whether from the Network or from the schools, which are necessary for the proper development of the work of the educators of Jesuïtes Educació.

7. EMANAGEMENT STRUCTURE



8. MACTIVITY EVALUATION MECHANISMS

Any educational change must be accompanied by an evaluative change, in this case with a multidisciplinary approach that feeds on the experiences that we facilitate at school from the different pedagogical models.

Evaluating to learn has been a basic principle, in this line, we have developed an observation process (process evaluation) that seeks to identify the degree to which the teaching-learning process responds to our educational model. In a second phase,

We contemplate the impact evaluation, in which what is sought is whether the educational model is achieving the expected results in students according to our educational mission.

progress indicators

The progress indicators allow us to assess and evaluate the degree of achievement of the objectives of the PEC as well as the other documents that depend on them. For its measurement, there is a Scorecard (CMI) that establishes different categories of indicators: those that assess academic results, the organization of the center, social cohesion and are specified in:

INDICATOR	INDICATOR TYPE
Level of strategic objectives (POE)	Context
Degree of diversification-inclusiveness	Context
International mobility rate	Context
innovation projects	Context
Participation rate in pastoral activities	Context
Participation rate in extracurricular activities	Context
Degree of use of the half-board service	Context
Family satisfaction level	processes
Educator satisfaction level	processes
Student satisfaction level	processes
Employability degree of the stages	Resources
NET utilization rate	Resources
Degree of use of the school library book loan service	Resources
Continuous Training Index	Resources
Economic Sustainability Rate	Resources
graduation rate	Results
External test results	Results
Awards and mentions	Results

Repetition rate	Results
Number of casualties during the course	Results
Degree of suitability students	Results
Degree of discontinuity of the students at the end of a stage	Results

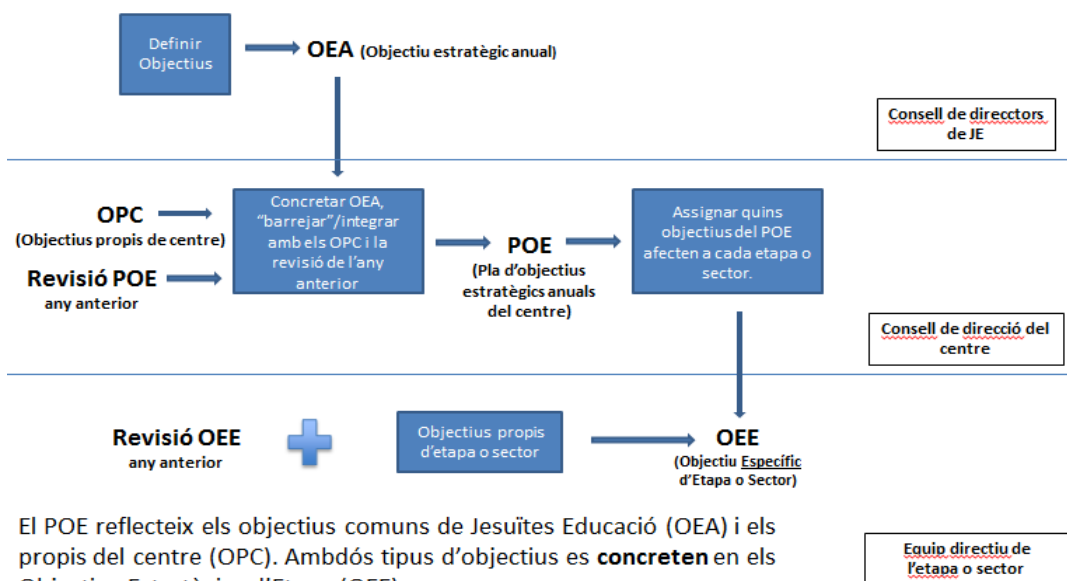
9. YesQUALITY MANAGEMENT SYSTEM.CONTINUOUS IMPROVEMENT

Jesuïtes Sarrià – Its activity is structured into processes that follow the methodology derived from the ISO standard, which allows us to ensure the culture of continuous improvement in our institution.

The center's quality manual, document SIS-E40-MQ-JDI Quality Manual, describes our quality management system. This document can be found at:(CD)>San Ignacio>E40 - Quality strategy> Documents SIS-E40-10 Management responsibilities.

We highlight two of its phases of the quality process: planning and review.

a) The planning follows the following scheme:



To achieve the objectives we define:

- Goals to achieve.
- Tasks to perform.
- Calendar to follow.
- Resources to use.
- Responsible.

b) The review is the responsibility of the management team and is carried out at the end of each course following the guidelines of the document SIS-E40-PC-JDI Review by management. For the review it is taken into account:

- The results of the review of the San Ignacio Strategic Objectives Plan
- Indicators
- The assessment of the course made by each sector: MOPI, PIN, NEI, TQE-BAT, Professional Studies, Pastoral, MENOF and Administration and Services.
- The results of the audits
- The results of the surveys
- The results of the management of incidents and non-conformities
- Previous system revisions: follow up
- Supplier evaluation
- The evaluation of the changes in the organization of the center

The entire process is audited each year by internal auditors (responsible for Continuous Improvement of the same center) and external (qualified personnel designated by the Jesuites Educació Continuous Improvement Team).

10. TO TESTING AND REVIEW OF SIN.

In our center, it is the responsibility of the general management to formulate the initial proposal for the educational project and make the corresponding modifications and adaptations, promote its preparation, guaranteeing the participation of the school community, and approve its final proposal.

The power to approve the proposed educational project corresponds to the general management of the center, after mandatory consultation with the school council of the center, which expresses the majority's support for the project.

The general direction has approved this educational project having heard the School Council during the first quarter of the current year.