+POR VENIR

PROYECTO DE INNOVACIÓN EDUCATIVA

• **To learn to live together developing an understanding of one another and the perception of forms of interdependence - to carry out common projects and prepare to deal with conflicts - respecting the values of pluralism, mutual understanding and peace.**

 (Delors Report 1997)

1. PROFILE OF COMPENTENCE

Our school center success framework focuses on personal growth and the development of the capacity to communicate constructively in different environments, to show respect, to express and understand different points of view, to negotiate knowledge of how to inspire confidence and to develop empathy. We want to train citizens of for the 21st century and to be creative, enterprising, critical and flexible people, competent in the digital world, and with social skills to work as a team, committed to a more just, tolerant and supportive society. The competence profile of our students is explained in the following image:

2. NEW OBJECTIVES FOR A NEW WORLD

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Civic competence is associated with an interest in solving problems that affect the community through critical and creative reflection and constructive and common participation in community activities. We have brought together initiatives such as "Together We Learn" and UNICEF's *Escuela Amiga*, as well as the volunteerism of secondary and high school students within the *El Porvenir Solidario* project working as the main reference of education in values and in social commitment. Undoubtedly, this makes up the strongest and oldest pillar of the current project which now connects much more effectively with the other pillars.

The long established *Social and Emotional Learning Program* has promoted activities for the encouragement of self-knowledge, self-esteem, assertiveness, proactivity and, ultimately, social skills. The program prepares students to "learn to learn," that is, to initiate, organize and persist in learning with the ability to motivate themselves.

To improve interaction between students, we introduced the COOPERATIVE LEARNING methodology that develops interpersonal skills and reinforces values such as respect and tolerance. The heterogeneous work group favors the establishment of dialogue between students and the acceptance of other perspectives. The ability to work in a team is also in demand in current society, and looking toward future.

With LEARNING THROUGH PROJECTS, knowledge is applied to real work, putting theoretical concepts into practice. It allows us to combine several curricular contents and it encourages critical thinking, problem solving, analytical skills, creativity and entrepreneurship. Creativity allows the generation of new, original ideas based on previous knowledge and specific contexts and is a strong point in our school as demonstrated by the achievements of our own music and arts programs. Project Based Learning requires the management of projects with the planning of the necessary resources and an appreciation of risks and benefits. Entrepreneurial and innovative capacity helps to implement innovative proposals, such as responses to specific needs. En reality, it helps us to develop competencies for the 21st century.

The use of new methodologies in teaching not only involves changes in the teaching practice that we develop in the classroom, but also a change in objectives and the structure of relationships, as well as the role of the student and the role of the teacher. Today, learning is thought of as a collective process, where the student progresses and grows in the company of others. The importance is not only related to the cognitive, but also conceptual and emotional aspects are considered important. The interaction between students is necessary, which must be managed properly since it is part of the overall process.

The student's role becomes more and more active: he or she must consult sources, choose the relevant information, prepare it, assimilate it, prepare to communicate it, explain it, answer questions, etc. The learning processes that come into play are those of a high level. The student controls the learning and knows the objectives

This year, we are working as a whole school in communicative competence so that the students learn to make oral presentations of sufficient duration, for a story line with a central message and using proper language to promote understanding.

In this learning environment, evaluation has also evolved. The teacher makes use of different assessment tools: rubrics, questionnaires, learning journals and portfolios while the student also performs self-evaluations, as well as peer and team evaluations. These strategies of increasing autonomy will make the student more aware and more responsible for their own learning and for their own lives.

3. WHAT IS +*POR*VENIR?

The Educational Innovation Program + PORVENIR proposes to contribute to and factilitate the culture of innovation, quality and excellence to the whole educational community based on these four pillars:

Innovation: Lead research and innovation in the field of learning.

Development: Promote change, transformation and innovation, identifying new avenues for the use of new technologies.

Training: Continuous professional development of the teaching team, fostering collaborative and participative work in order to increase and encourage the creation of knowledge.

Evaluation: Promote progress and evolution based on a continuous evaluation of the improvement process

With these four pillars we ensure the union of contents, emerging methodologies and technologies so that the student learns more and better. We intend to put new technologies to work in the service of our educational project.

Our main and most immediate objectives are:

a) Improve communicative competence:

a. To express one´s self orally in multiple communicative situations in a constructive and tolerant manner.

b. To understand different types of texts; search, collect and process information in a critical and systematic way.

c. To express one´s self in written form in multiple modalities, formats and supports systems.

d. To listen with attention and interest, controlling and adapting responses to the requirements of the situation.

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b) Improve teamwork: cooperative learning in the classroom and collaboration between teachers' teams

c) Develop creativity and problem solving.

d) Create one´s own contents and work for projects.

e) Involve more students in solidarity projects and in helping other students

4. CURRENT TECHNOLOGICAL RESOURCES

The school center has already had a network strong enough to support a system based on *One to One* in a dozen classes. There are two computer rooms, two carts of Android tablets and two other carts for iPads. These iPads utilise MDM, G Suite and a variety of educational Apps. All students already have their own accounts in order to use Google Classroom. The IT team is prepared to give the necessary technical support for the use of programs of the educational environment.

Beginning in the 2018/19 school year, the school center has offered the rental of digital services and iPad devices for 5th and 6th grades of Primary and 1st of Secondary. Students have lockers in the classrooms and in the lobby areas

Having iPads for each student means facilitating the eventual abandonment of textbooks and the incorporation of new digital tools. It also serves to:
- work in teams more easily
- adapt to diversity in the classroom
- save paper, time and make backpacks lighter
- offer unlimited resources on the web
- develop more active and participative teaching
- Facilitate intant communication between students and teachers

Hacia una nueva pedagogía

Currículum	Competencias del siglo XXI
Clase magistral	Aprendizaje Cooperativo y por Proyectos
Escuchar	Comunicar – interactuar
Memorizar	Generar materiales
Trabajo individual	Colaboración en equipos
Exámenes	Gestionar proyectos – emprendimiento creatividad –responsabilidad

5. TIMING

2018-19 school year:

 The school as a whole works in *communicative competence*.

 Other assessment tools are systematically used, such as: the rubric, self-assessment and the portfolio in the stages of Primary and Secondary.

 - 4th grade of Primary has already made extensive use of iPads in class.

 - 5th and 6th grades of Primary and 1st of Secondary use the *One to One* system in class. They have various digital licenses and several educational Apps. The devices are stored in a lockers installed in the three classrooms.

 - 2nd grade of Secondary uses the cart of iPads almost daily. Other groups can also use the tablets. Almost all Secondary teachers are using Google Classroom as a platform to share content with their students

In both general stages of education the teachers work together to develop new materials and collaborate in order to implement the new methodology.

Throughout this course, in the stages of Primary and Secondary, work has begun on Projects. The teachers of each course have met weekly to organize and to prepare the necessary materials. In all the Primary courses, two cross-curricular projects have been made: one in the

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first trimestre and the other in the second. In Secondary, Projects have also been realised in different courses.

The working team of educational innovation coordinates the activities in all the stages of Primary and Secondary and in leading the project, advises all the teams of professors, evaluating the obtained results

2019-20 school year:

The students of 2nd of Secondary will start the course with the experience of two years using new technologies in class. Also, in Secondary the number of digital books will begin to be limited in favor of the creation of the students´ own resources. We will start working toward simple projects in the 1st of Secondary classes.

In Primary, the same approach as in the previous year will be maintained.

Additionally, 1st of Primary students will work without books in the subjects of mathematics and English. Throughout the course the necessary material will be developed to replace the language books in 1st of Primary during the 2020-21 school year. Likewise, during the 2019-20 academic year the necessary material will be developed to remove the books of: language, mathematics and English in the 4th year of Primary

5. TRAINING

The teachers of the three overall stages of education carried out a 6-hour course "Work for Projects."

We have organised various talks on the implementation of the *Comunicarte* model.

Two professors enacted a Google Bootcamp.

A significant number of teachers have enrolled in training courses in *Learning Through Problems and Projects* and other initiatives such as Flipped Classroom.

A group of teachers have been trained in "Management and Transformation of Educational Centers."

6. OBJECTIVES AND EVALUATION

In June, the evaluation of this program will be carried out through a rubric that has been developed by the innovation tea

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