

Two years after Escola Nova 21's launch, a broad movement for educational transformation is underway in Catalonia

**Awareness of the necessity and urgency of educational
change is generating demand for public policies
that enact this transformation**

Escola Nova 21's mission is to catalyze the will for educational change through a 3-year program that creates a no return momentum towards quality education for all.

To this end **Escola Nova 21** proposes:

- To change what is generally understood by "quality education" and to raise awareness of the necessity and urgency of educational transformation in order to see it enacted in public policy.
- To initiate a process of educational transformation within a significant number of primary and secondary schools, in partnership with educators already working towards change.
- To recognize the contributions of the many schools and educators at the forefront of change, and to cooperatively develop and share processes and tools that enable transformation in all schools.

Escola Nova 21 promotes change through four complementary actions:

- Identifying reference schools with advanced educational practices aimed at the whole development of the person, and working with these schools to disseminate practices throughout the education system: *with Escola Nova 21's 25 co-founder schools, as well as schools just joining the program.*
- Promoting school change through locally-based cooperative networks, *with the participation of five hundred volunteer schools that form more than 60 networks throughout Catalonia.*
- Joining efforts and building knowledge to establish processes that will lead to a system-wide renovation, *with a representative sample of 30 schools.*
- Establishing agreements with public administration and other stakeholders to expand the process of change: *with networks linked to municipalities and the Diputació de Barcelona (Barcelona Provincial Council); the Xarxes per al Canvi (Networks for Change) program with the Barcelona Education Consortium; and by working with the Catalan Department of Education to promote other networks and develop the "Rúbrica de canvi" (The Rubric of Change).*

Promoting entities:

What has been achieved since the launch of Escola Nova 21

- Educational change is no longer perceived as a trend or a fashion but rather as a necessity for learning that responds to today's world:
 - “All new schools in Barcelona will be innovative” (5/17)
 - “The Selectividad¹ of the future: less rote learning and more competence evaluation” (6/17)
 - Edubaròmetre 2018: 56.5% of parents “want more innovation”; 53% want the “motivation to learn” to be fostered.
- Consensus has been reached on the common horizon for quality education, which is linked to research and development at the international level: Symposium on Educational Change (with UNESCO and OECD, 11/16); lecture “From the competency-based curriculum to educational transformation” (with UNESCO’s International Bureau of Education and main advocates for educational networks, 3/18).
- Many municipalities have made the goal of educational transformation their own, linking quality and equity, based on shared responsibility for the development of dozens of local networks with the support of the Barcelona Provincial Council.
- The Barcelona Education Consortium (run by the Barcelona City Hall and the Government of Catalonia) has taken the lead on educational change in the city, making it public policy through Xarxes per al Canvi.
- There has been a broad mobilization of educators, families, and schools working cooperatively for educational transformation: alongside 500 schools and more than 18,000 teachers participating in Escola Nova 21, many other long-standing programs and initiatives, like the Xarxa de Competències Bàsiques (Basic Competencies Network), and the Rosa Sensat Summer School (for teachers), have seen significant growth.
- In conjunction with the Department of Education, and through the *Rúbrica de canvi*, criteria that define a profile of quality for all schools have been established, providing a framework for the entire process of change.

What we want to happen during the last year and a half of Escola Nova 21

Up until this point, schools in the program have debated whether their practice truly focuses on the whole development of the child in order to formulate, along with their communities, a vision for the school they will become. Schools with educational practices of reference, as well as methodologies and instruments for change, have helped them to visualize and orient the process of transformation. From this point on:

- The debate over the vision, methodologies for change provided by the program, the *Rúbrica de canvi* as an orientative tool, and collaborative work through the networks should generate increasing levels of capacity and autonomy for schools and their communities to direct their own processes of change.
- A new culture of cooperative work towards educational quality and equity, linked to and engaged with the community and context of the school, to which the networks have contributed, should root itself in the everyday work of teachers, schools, municipalities, and educational administration.
- The methodological knowledge generated around school change must be made broadly available in order to facilitate systemic transformation.
- Once the criteria for educational quality have been established (*Rúbrica de canvi*), it will be necessary to identify the characteristics of a school of reference in order to identify those that exist, and create new ones, and to use these schools for teacher training and to help drive change within the entire system.
- School transformation, with the goal of quality education for every child, should become public policy that links education administration, local authorities, schools, the educational community and civil society.

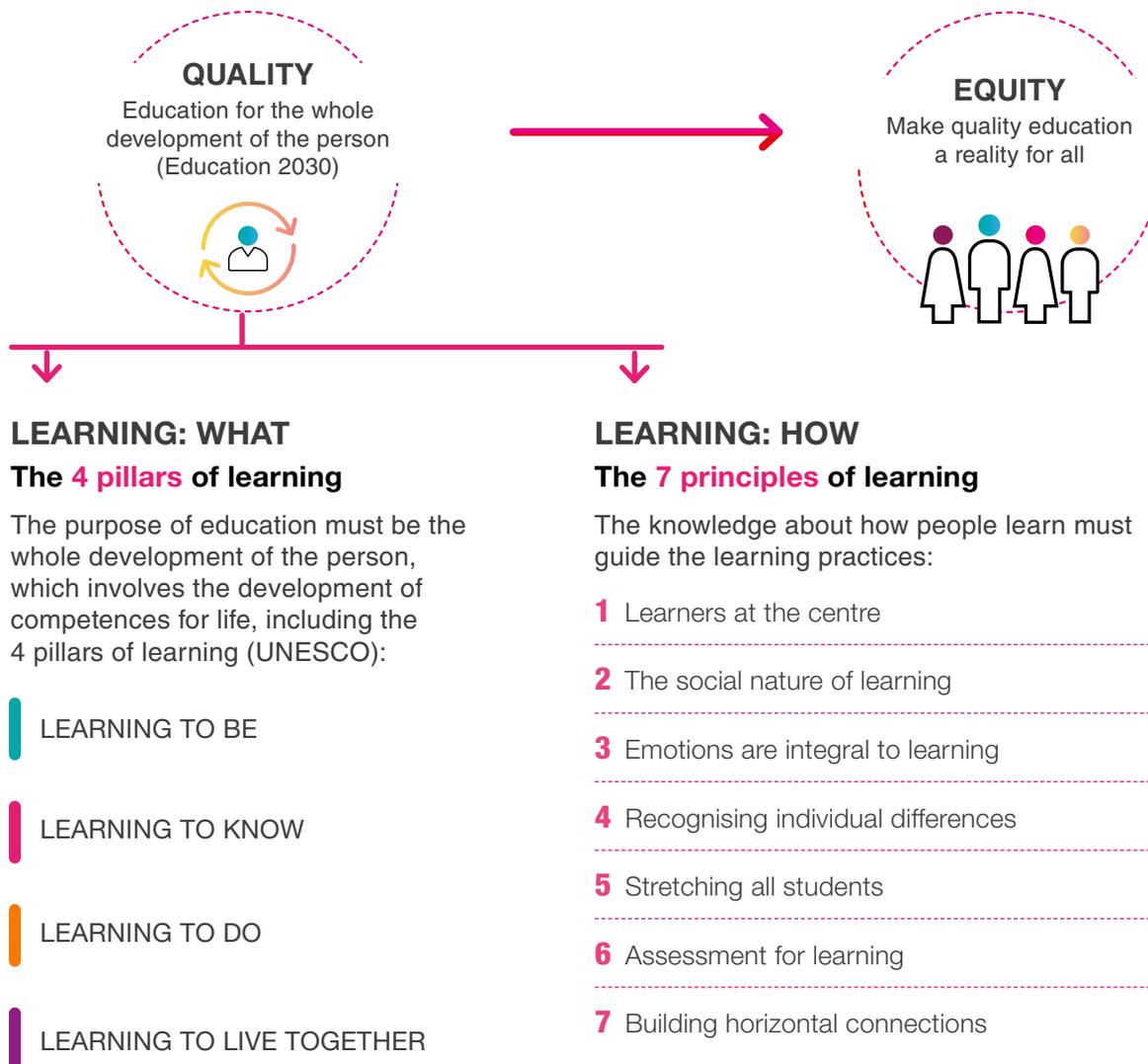
¹ University entrance exam.



BACKGROUND
INFORMATION

Escola Nova 21's goal

Contribute to the creation of an advanced educational system that makes possible a quality education for all.



What is meant by “quality education” today:

“Students have the right to receive an integral education, aimed at the full development of personality, considering the democratic principles of coexistence and fundamental rights and liberties.”

Catalonia's Educational Law, art. 3

“Quality education fosters creativity and knowledge, and ensures the acquisition of the foundational skills of literacy and numeracy as well as analytical, problem-solving and other high-level cognitive, interpersonal and social skills. It also develops the skills, values and attitudes that enable citizens to lead healthy and fulfilled lives, make informed decisions, and respond to local and global challenges through education for sustainable development and global citizenship education.”

Incheon Declaration “Education 2030”. World Education Forum, United Nations (2015)

Transformation towards quality education for all

A vision of the school as a motor of change

DEBATE ON EDUCATIONAL PURPOSE

It is aimed at the whole development of the person?



NETWORK SCHOOLS' WORK



496 schools | **60** networks

WORK WITH THE REPRESENTATIVE SAMPLE OF SCHOOLS



30 schools

Process of transformation

→ **Methodology:**
The Spiral of Inquiry

→ **Working culture:**

Cooperative networks



Virtual Network

9.000 registered teachers

→ **Orientation tool:**
Rúbrica de canvi
(The Rubric of Change)

→ **Training:** aimed at transforming teachers' perspective on education

→ **Methodology:**
Schools' own methodology
(see "Process of transformation for the representative sample")

→ **Working culture:**
cooperation between schools and teachers

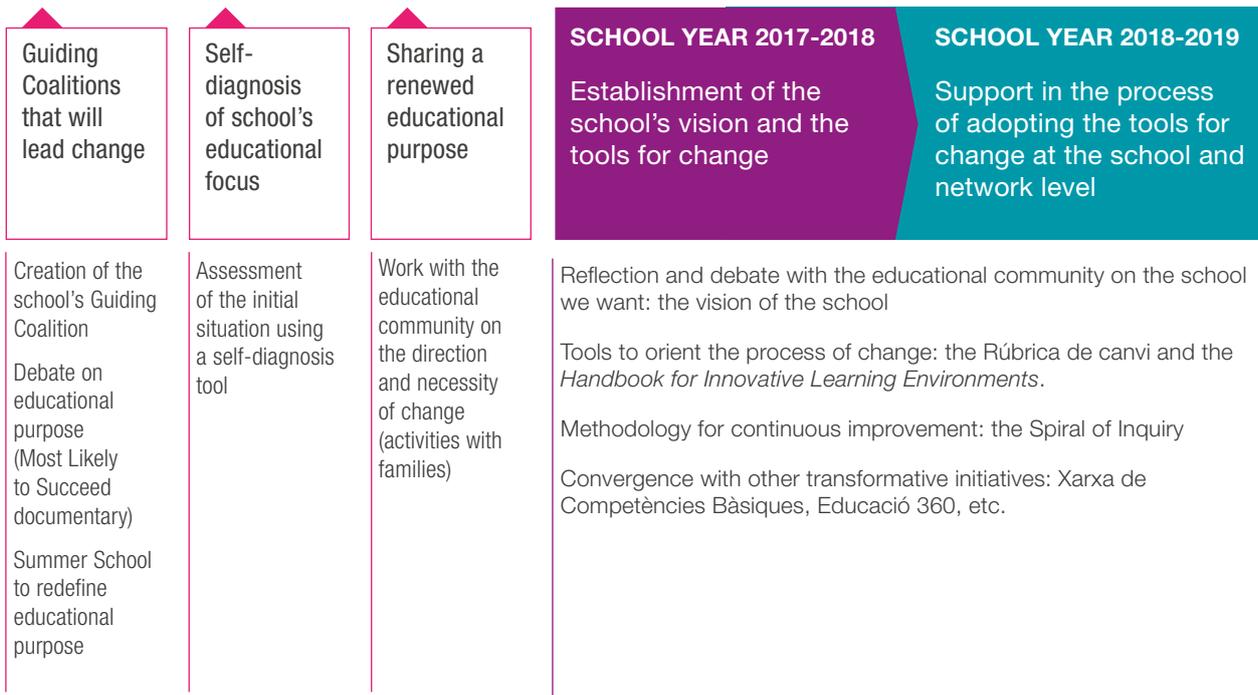
→ **Orientation tool:**
Rúbrica de canvi
(The Rubric of Change)

→ **Training:** aimed at empowering school administration and Guiding Coalition (Equip Impulsor)
+ training residencies



SCHOOL VISION
Making quality education real

Process of change for Network schools



Network meetings
Collaborative learning between schools



1,800 teachers participate in Summer School '17



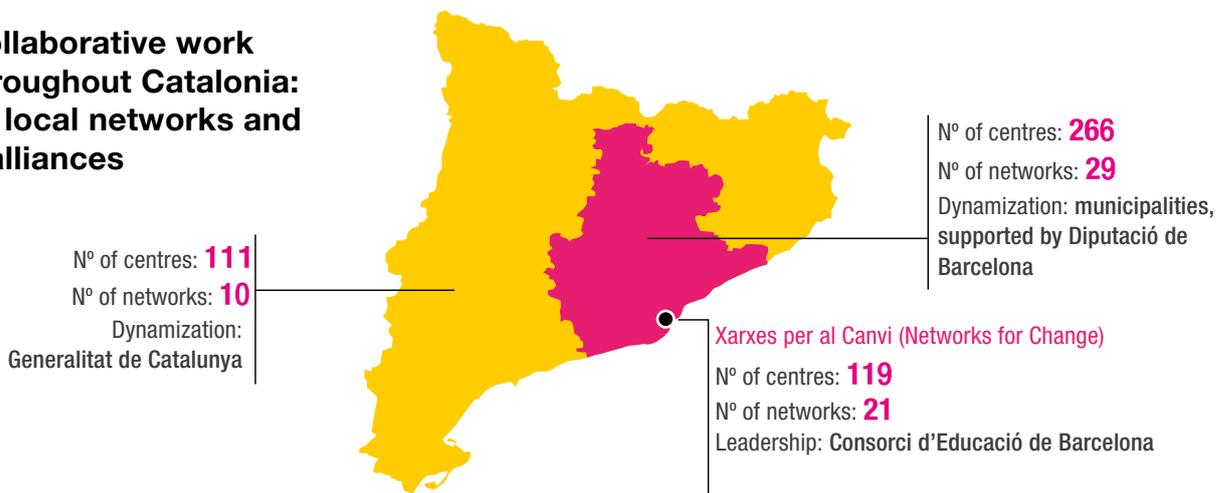
3,600 attendees at the Network meetings

Resources
Kits and orientations for each step in the process of change

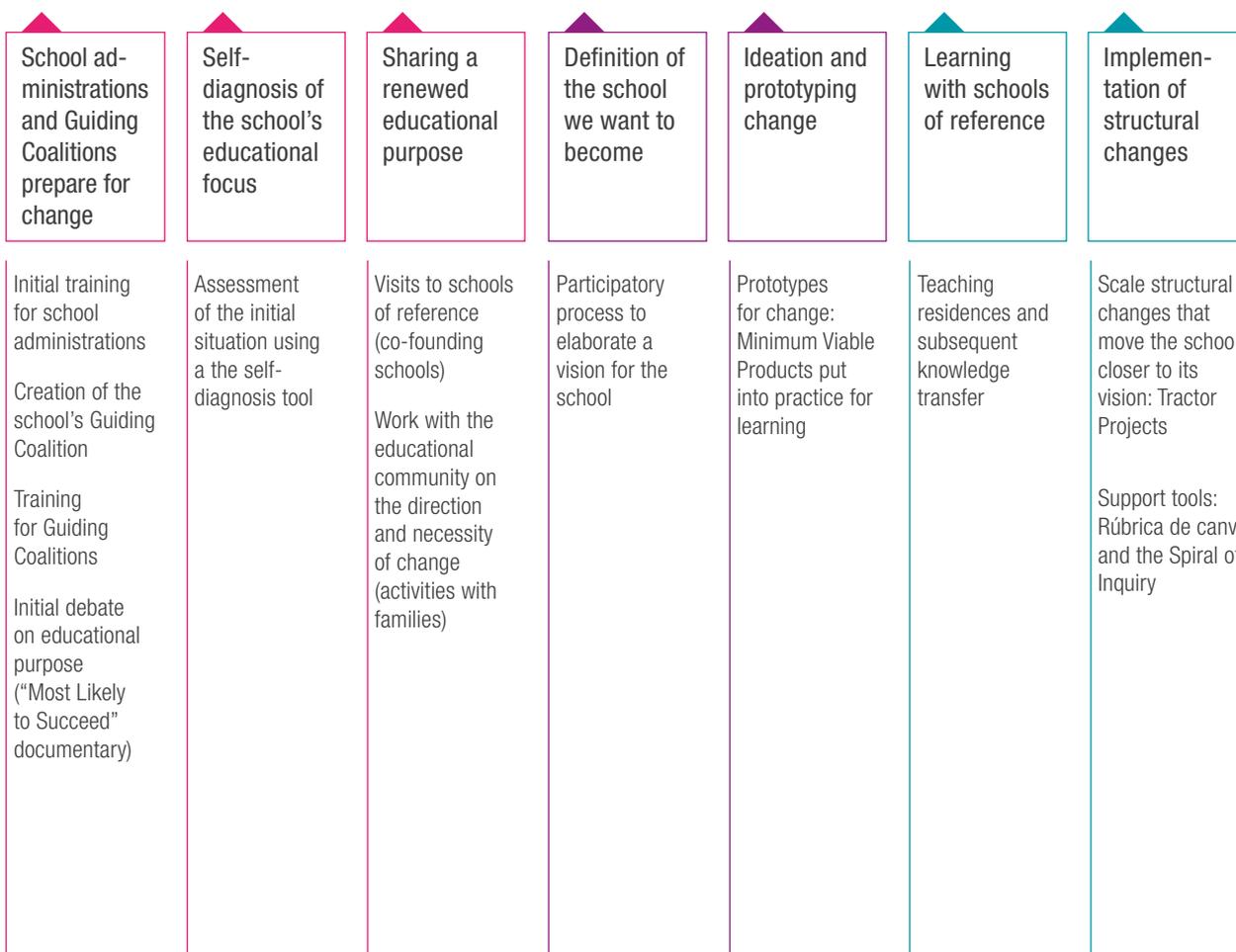



9,000 teachers connected through a virtual network for educational transformation

Collaborative work throughout Catalonia: 60 local networks and 3 alliances



Process of transformation for the representative sample



Facilitation

100% of school administrations and Guiding Coalitions from 30 sample schools received support.



Resources

Kits and orientations for each step in the process of change.



Teaching residencies

146 teachers completed residencies of 1 week, 15 days or 1 month in schools of reference.

