

## SPAIN [4] - 2013

### FAMILIES AND SCHOOLS:

### EDUCATING TOGETHER BASED ON KEY COMPETENCES

#### A. BASIC INFORMATION

<b>Country:</b>	Spain
<b>Title of initiative:</b>	<p>[ES] <i>Familia y escuela educando juntos en clave de competencias básicas</i></p> <p>[EN] Families and Schools: Educating Together Based on Key Competences</p>
<b>Coordinator/ Organization:</b>	<p><b>Organisation:</b> Association of Compañía de María schools (network of 22 schools in various regions in Spain). Coordination: Concepción Aguilar. Pedagogical coordination of the programme: Mar Martín. External pedagogical advice and educational guidance: Florencio Luengo (Atlantida Project).</p>
<b>Key competences addressed:</b>	<p>The eight key competences added to the Spanish state compulsory education curriculum in accordance with the Organic Law of Education (LOE, 2006):</p> <p>[ES] <i>comunicación lingüística</i> [EN] linguistic communication          [ES] <i>matemática</i> [EN] mathematics          [ES] <i>conocimiento e interacción con el mundo físico</i>          [EN] awareness of and interaction with the physical world          [ES] <i>tratamiento de la información y competencia digital</i>          [EN] information processing and digital competence          [ES] <i>competencia social y ciudadana</i>          [EN] social competence and citizenship          [ES] <i>competencia cultural y artística</i>          [EN] cultural and artistic competence          [ES] <i>aprender a aprender</i> [EN] learning to learn          [ES] <i>autonomía personal</i> [EN] personal autonomy.</p>

**Type of initiative and channels used for implementation** (e.g. curriculum reform introduced through legislation etc.)

Once the key competences were incorporated into Spanish legal and educational regulations in accordance with the European approach, the Association of *Compañía de María* began a process of *ad hoc* curriculum adaptation for its network of 22 schools. To carry out this work, it was helped by the experience of the subject provided by the Atlantida Innovation Group in various regions in Spain. In this case the advice was focused on the curricular integration of key competences through two lines of work:

- 1) The definition of the educational project that will represent the identity of the network of schools, assuming key competences as its central hub (cooperative work between teachers and students' families).
- 2) The integration of competences into the third level of curriculum specification (the classroom), in keeping with the educational project of the schools.

**Partners:**

- Regarding the design of and consultation about the initiative: the Atlántida Group.
- Regarding the organisation and setting up of the initiative: the Association of *Compañía de María* schools, a private religious organisation supported by public funds in accordance with the constitutional democratic legislation of Spain.

**Scope:**

(student/teacher/school level; local/regional/national)

22 private state-subsidised schools located in nine regions in Spain. The initiative involved approximately 1,200 teachers, 19,000 students and representatives from families of 14 schools.

**Learning context:**

(formal or non-formal)

A formal and informal education project in the context of a network of private schools that offers its services to the public.

**School education level/s:**

(primary, lower secondary, upper secondary)

Nursery (non-compulsory education), primary and secondary (compulsory education).

**Target groups:**

Directly: teachers from the 22 schools in the *Compañía de María* network and family groups. Indirectly: student groups.

**Time frame:**

(start and end date)

Start: October 2010

End: June 2013 (its continuity being planned with the intention of disseminating and consolidating the lines of work).

**Relevant links:**

[www.ciamariapedagógico.com](http://www.ciamariapedagógico.com)

Internal intranet for access to the schools as a communication tool and in order to share materials.

[www.proyectoatlantida.net](http://www.proyectoatlantida.net)

Material about key competences provided by the Atlantida Project and final products of the plan.

## B. SUMMARY

*Compañía de María* is a religious organisation that offers 22 private, state-subsidised schools, located in 9 different regions in Spain, with very diverse characteristics and contexts. Within this diversity, the objective of this network is to bring together a set of shared principles that, in accordance with the analysis carried out, show the need to generate one single shared framework for all schools, thereby redefining the educational project based on competences so that it can facilitate educational change. The proposal for curricular integration accepted in 2009 so far has made it possible to provide, with its own identity, a model for educational change that, by contextualising the educational principles of a network of schools in their individual projects, implements a key competence approach as the core of cross-curricular analysis. With this process *Compañía de María* has reflected on a set of key practices that has enabled it to redefine the shared educational principles of the organisation's project and, in turn, to include the diversity of each of them based on the European approach and the LOE, regarding the curricular integration of key competences. This situation has made it possible to prepare a set of documents that enrich and feed back into said principles: an evaluation guide that includes good practices coordinated by teachers and a set of materials prepared by families. This constitutes the provision of resources that facilitate the continuity of the debate in this field in view of the key practices that key competences provide.

### TO FIND OUT MORE:

Internal intranet for access to schools: to communicate and comment on materials:  
[www.ciamariapedagogico.com](http://www.ciamariapedagogico.com)

Photos showing different stages of work in schools:  
<https://www.dropbox.com/s/wcvbnksn6rz9vbw/Familia%20escuela%20educando%20juntos.mp4>

Material relating to the experience of *Compañía de María* and the Atlantida Project:  
[www.proyecto.atlantida.net](http://www.proyecto.atlantida.net)

## C. IN DEPTH INFORMATION

### Rationale/contextual background/motivation for introducing the initiative/reform:

Two events that occurred in different contexts made *Compañía de María* propose the need to make an educational change in its network of schools:

1) The unification of all its projects meant a need to have a shared structure for its 22 schools regarding an educational project in which the individual situation of each school would feel represented and identified.

2) The incorporation of key competences into Spanish legislation generated a need for *ad hoc* training, both at the organisational level of institutions and of teachers in all curriculum areas.

Related to these two fields, *Compañía de María* started a new approach based on learning by teachers and families that, while maintaining the identity of the network of schools, promotes equality and the inclusion of all of those involved in learning. Once the above process was developed, some of the schools of the network also later participated in the COMBAS Project, consolidating their experience of the topics they had already studied and providing COMBAS with their learning insights.

### Objectives:

#### The objective of this initiative is:

- Support the work of the *Compañía de María* network of schools in integrating key competences into the educational project through various communication processes and knowledge management.
- Train educational leaders in the field of curricular, professional and community integration of key competences.
- Motivate teaching staff by opening shared lines of innovation that, by studying key competences, will feed back into the functioning of the various schools.
- Promote reflective processes regarding the educational project of *Compañía de María* in which teams of teachers and members of the parents' association will participate (AMPAS).

**Dimensions targeted by the initiative/reform** (e.g. student curriculum, assessment, initial/in-service teacher education, school autonomy etc.):

## **Organisational development:**

- Reinterpretation, based on key competences, of the educational project of the network of schools.
- Updating of the philosophical principles assumed by *Compañía de María*.

## **Development of all curriculum areas:**

- Integration of key competences into lesson planning (regarding objectives, contents, activities and the criteria and indicators for student evaluation).
- Preparation of planning documents for each school, in accordance with the educational project of the *Compañía de María* network.

## **Professional development in order to improve the development of competences in students:**

- Training of teachers in educational leadership, innovation, cooperative work and a good command of specific knowledge areas.

## **Community development:**

- Integration of families and their representatives into the review of the educational project.

**Overall approach** (e.g. holistic – existence of an overarching strategy, or targeted approach focusing on a specific dimension etc.):

*Compañía de María*, in its tradition of service of over 400 years, has always kept its educational and pedagogical work clearly defined and updated. Recently it has attempted to make a contribution to the construction of a cultural identity influenced by the development of key competences. Therefore it has accepted the initiative *Family and School: Educating Together Based on Key Competences* as a global strategy that will make it possible to review the ideology of its education project by taking the profile of competent students as required by modern-day life as a reference. To do this, the association has created relationships between principles and curricular decisions, as shown in the example below:

PRINCIPLES (example)	EXPLANATION OF THE PRINCIPLE	ASSOCIATED COMPETENCES	WHERE CAN WE PLAN THIS?
<b>Christian humanist education</b>	<p>Compañía de María :</p> <ol style="list-style-type: none"> <li>1. Considers people to be the centre of education and offers a comprehensive education that contributes to the balanced development of all their potential competences.</li> <li>2. It proposes way to train in dialogue with different cultures.</li> <li>3. It supports the growth of faith through respect for personal freedom and different beliefs and religions.</li> </ol>	<ol style="list-style-type: none"> <li>3. Knowledge of and interaction with the physical world.</li> <li>5. Social competence and citizenship.</li> </ol>	<ul style="list-style-type: none"> <li>· Teaching action plan</li> <li>· Plan for the respect for diversity</li> <li>· Pastoral plan</li> <li>· Personal plan</li> <li>· Coexistence plan</li> <li>· Integrated teaching units</li> </ul>

## Detailed explanation of the key competence/s concerned:

The programme that this initiative establishes was focused on the professional development of the teachers belonging to the *Compañía de María* network of schools through the curricular integration of key competences included in current legislation. The methodology used was to analyse classroom practices in order to discover alternatives: in one initiative it was possible to relate profiles from curriculum areas to each of the 8 key competences. In this context, the leadership distributed in the school community was improved as a way to generate commitment and involvement in the preparation of a new theoretical-practical framework that will contribute to school change and improvement through the curricular inclusion of key competences. This change facilitates, among other challenges, the organisation, functioning and management of each school, **by identifying its classroom work with the principles of the educational project that the institution represents.**

## Specific subjects concerned or cross-curricular approach:

The curricular integration of key competences approach assumed for this initiative has made it possible to design a lesson planning model, in which all the curriculum areas and/or subjects are involved while staying true to the principles of the educational project of the *Compañía de María* network of schools. In a complementary way, it is believed that the development of key competences will be carried out with an inclusive approach, which in turn is an educational principle of the network, in order to respond to the diversity of students and that will be assumed in a collaborative way between schools and families.

**How the initiative/reform is being implemented** (e.g. process followed, political commitment, consultation with stakeholders and their respective roles, incentives for stakeholders, dedicated funding, teaching material, definition of goals and standards, assessment and evaluation mechanisms, impact on teacher training/professional development and school practices/leadership, scaling-up approach, based on research/evidence? etc.):

**2009-2010 Academic year:**

Study of Spanish legislation regarding key competences, awareness of the proposal for the curricular integration of key competences made by the Atlántida Innovation Group and design of the *Family and School: Educating Together Based on Key Competences* Programme and presentation of the programme to the management teams of the schools in the network.

**2010-11 Academic year:**

Motivation of teaching teams, setting up of the above programme, creation of coordinating teams and definition of the theoretical framework (first part).

**2011-12 Academic year:**

Presentation of the proposal to representatives of students' parents, definition of the theoretical framework (continuation), analysis of documents and dissemination and informative campaigns about the scope of key competences.

**2012-13 Academic year:**

Improvement plans in each school, design of integrated teaching units, definition of the theoretical framework (continuation), study of active methodologies, incorporation of classroom work and activities with the participation of families and analysis of the educational project of the network of schools based on key competences.

**Present stage/phase of implementation:**

Each school in the network has a cognitive basis for their competence-based educational model. The network of schools, having reflective experience about the effect of this model on the shared educational project, has re-designed the principles of the organisation and projects are being designed for each school and classroom based on these.



**Pedagogical issues** (issues related to how key competences are being taught to students and how are teachers being prepared to teach them):

To achieve the objectives of this initiative, the teachers of the 22 schools have participated, together with groups of family members of students, in a top-down training process that, coordinated by the Atlantida Group, invited them to study, reflect and debate regarding the proposals included in each of the following activities:

- **Initial activities:** The meaning and scope of key competences for student learning, as well as the possibilities they offer to guide the preparation of an educational project that will mobilise and represent the educational community of *Compañía de María* as a whole.
- **Activity 1:** Learning situations that facilitate the development of competences by students.
- **Activity 2:** Possibilities and limitations for the development of competences offered by both the fulfilment of an isolated exercise and the fulfilment of a set of contextualised activities in the resolution of a task.
- **Activity 3:** Curriculum specification including key competences. Integrated teaching units that will include the participation of families.
- **Activity 4:** Methodology, teaching models and key competences: their effect on the ideology of the educational project of each school and on the network composed of the 22 schools.
- **Activity 5:** Student evaluation following the key competences model.
- **Activity 6:** Biography of schools through a portfolio of activities carried out by teachers and families. A record of agreements.

## What works well (to identify enablers):

- Identification of the concept of competence as a key concept to redefine the classroom and family context proposals that are relevant for the development of students.
- Review of the ideology of the educational project that unites all the schools in the network.
- Establishing connections between methodology and the development of key competences: their effect on the principles of the educational project.
- The realisation of projects including key competences (meaning of working using textbooks and other classroom materials).
- Analysis of evaluation, assessing the scope of competence of each area of knowledge/topic/subject and based on the profile of each of the competences.
- Information and participation of families in the development of competences and debate about the educational project of *Compañía de María* schools.

## Challenges and how these are being addressed (to identify obstacles and solutions):

Understanding that each school in the network is based on a specific social and educational context, the construction of the shared educational project required the execution of work to integrate this diversity and also to adapt its proposals to general principles. In this process, key competences can act as a reference to reach consensus about changes in classroom practices and in family-school cooperation. This work requires time that very often teachers have not had, and therefore this process is taking longer than desired, although it has been possible to make progress in the inclusion of the following agreements into the educational project:

1. Acceptance of the *Integration of Key Competences* Programme as the central hub of the strategic planning of each school, requiring, for its specification, educational leaders and family groups.
2. The importance of planning shared working time between teachers and with families.
3. Participation of families in classroom dynamics.
4. The importance of having knowledge management resources: presentations of theoretical frameworks, templates, clear instructions, additional material, digital records etc.

**Monitoring & evaluation so far/planned, and which methods are being used** (e.g. internal/external quality assurance, inspection, national assessments, international tests, self-evaluation, formative or summative evaluations):

Internal evaluation: evaluation questionnaire given to the participants of each session, monitoring of the productions prepared in each school and self-evaluation questionnaires. The results of this type of evaluation have been positive and have been used to redesign aspects of the programme.

External evaluation: some of the schools in the network have later participated in the evaluation of the COMBAS Programme of the Ministry for Education, Culture and Sport and autonomous communities.

**Impact** (e.g. any planned impact assessment?):

There is a record of all the productions generated in the context of the programme, minutes of sessions and evaluations by teachers and families at each school in the network. They have the practices required to implement the principles of *Compañía de María* in the process of the integration of competences into classrooms and schools and consolidation work for a new phase in the approach.

**Communication of the initiative/dissemination of outputs and activities:**

A dissemination campaign within the scope of the network of schools about the achievements of the Family and School: Educating Together Based on Key Competences Programme. Analysis of the redesign of the educational project of the network, incorporating educational principles based on the development of competences.

## Next steps/follow-up:

The following is planned for coming academic years:

- 1. 2013-14.** A phase for the dissemination of the programme with the objective of: carrying out the monitoring of improvement plans, completing a data bank of integrated teaching units, analysing the proposal regarding legislative changes, introducing changes to the educational project of each school in the network and continued progress in the involvement of families in planned classroom activities.
- 1. 2014-15.** A consolidation phase of the programme with the intention of: in-depth analysis of the possibilities of active methodologies for the development of competences, constructing a theoretical framework based on experience, studying evaluation processes based on competences and increasing involvement by families in classroom activities and evaluation processes.

## Additional information:

### · **Top-down training:**

<https://www.dropbox.com/s/csk7qzdf55nuhdc/Formaci%C3%B3n%20en%20cascada%20%28Familias%29.pdf>

### · **Plan:**

<https://www.dropbox.com/s/5mh4enr4okqrdg3/Trabajo%20realizado%20PIE%20Compa%C3%B1%C3%ADa%20de%20Mar%C3%ADa%20%28Con%20familias%29.pdf>

### **Example of actions carried out at various schools:**

#### · **Educational project:**

· **Family reflection:** <https://www.dropbox.com/sh/chmbj5ogfo2lfxu/pFOEoSo7tL>

· **Leaflets:** <https://www.dropbox.com/sh/vcj4rjb1cow3rap/3XPFonkfkR>

· **Informative video. Campaign:** [https://www.dropbox.com/s/a54les3jxgj20gt/competences\\_familia.avi](https://www.dropbox.com/s/a54les3jxgj20gt/competences_familia.avi)

· **Motivational video:** <https://www.dropbox.com/s/lwwku31sy5pjnfc/Equipos%20base.wmv>

· **Power point presentation:** <https://www.dropbox.com/s/3ibt55emt2ot516/PUENTE-E%2C%20POWER%20PUENTE.pptx>

· **Guide for the preparation of the school educational project:** <https://www.dropbox.com/s/k17d2g03g7s7x01/Gui%C3%B3n%20elaboraci%C3%B3n%20PEC.pdf>

- **Competence calendar:**

[https://www.dropbox.com/s/zhq0dnr54fu61mv/CompMaria12\\_34x24%2C5cm.pdf](https://www.dropbox.com/s/zhq0dnr54fu61mv/CompMaria12_34x24%2C5cm.pdf)

**Examples of collaboration of families in lesson planning:**

- **Videos for the promotion of reading:**

<https://www.dropbox.com/s/5cw6bn5qxe5b1o/Yo%20tambi%C3%A9n%20leoG3.wmv>

<https://www.dropbox.com/s/35lot7n4fgzgy70/PUBLICIDAD%20G2.wmv>

- **Photos showing different stages of work in schools:**

<https://www.dropbox.com/s/wcvbnksn6rz9vbv/Familia%20escuela%20educando%20juntos.mp4>