

The background of the cover is a photograph of three students in a classroom. A young woman in the foreground is focused on writing on a large sheet of yellow paper. Behind her, two young men are looking on; one is wearing glasses and pointing at the paper. They appear to be engaged in a collaborative project or lesson. The text 'INNOVATION AND (r)EVOLUTION IN THE CLASSROOMS' is overlaid in a white, hand-drawn font across the lower half of the image.

INNOVATION AND (r)EVOLUTION IN THE CLASSROOMS

IN THIS NUMBER:

Conecta this time is specially focused on Education. A monographic edition about the challenges we are facing in the educative and pedagogical area today.

The project started a few years ago, and it's now a reality. In this way, we follow our education handbook 2003, Kolkatta.

In this number, each school tells us their new projects: the difficulties they've found, the challenges and the benefits they got from them.

We want to give a global vision about how we are working in the schools, but if you want to know more, we suggest visiting their websites and social networks.

More information in: www.ibvm.es

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INNOVATE TO BE HAPPY

Teresa Clemente, (coordinator of the Schools Board as well as responsible for the pedagogical area), tells us about the main focus in our schools: to educate happy students offering them an integral education: using a cooperative methodology, encouraging the personal autonomy, and the individuality of each of them. For all that, we apply the theory of the Multiple Intelligences of Howard Gardner.



Tales in Loreto

From Loreto School (Seville), they told us how, for years, they had faced the fact of not finding what they wanted in the academic books. So, this year, they have used a different approach, one that unifies all the contents in the same



project. With this in mind, they created 'Encuentro' (a word game in Spanish between "tale" and "meeting": tales as the place for meetings). They worked on big groups, including pupils from different classes, encouraging participation and imagination. The result was a big implication of students and the rise of personal autonomy.

Critical thinking in Castilleja

In Castilleja, they have been working in educative innovation for two years. "We are in a deep process of change. At the beginning, we found difficulties (related to technologies, infrastructures...), but we are improving, and we are happy, changing the model from an education based in memorization to another one based in competencial learning".



In **El Soto**, we have had a project named “Colorado on the Road”: interdisciplinary and interlevel project in which we have worked about geography, people and countries. Besides, we have different workshops in which every student chooses freely the one he/she prefers. It’s been a very positive experience, with a big degree of satisfaction for the students.



Cullera: which is your picture of History?

Our children need to learn, understand, create, be ready for the future that must come. In order to give them the best, we are working in cooperative learning, new methods, multiple intelligences. This way of working has been used in a lot of different projects during the last year: writing competition, the Big Challenger, the visit of writers, photographs, artists...

Another project has been ‘History Footprint in Images’: we all know that an image is worth a thousand words, so we have used this idea to learn History. We have done a research about all the important moments of History and we have set up a photography museum in the school corridors. Therefore, Cullera has been chosen to participate in the European Project 'Mind Mapping & Multiple Intelligences in Primary Education'. The aim is to develop a program of educative innovation based in Multiple Intelligences and cooperative learning using ITC.

In Leioa, we have worked with the Circus. The Circus is very present in our student’s day to day, because they see it in their villages on holidays, and it’s an interesting topic, full of colours and educative content. Concepts like fun, magic, equilibrium, care of animals and excitement applied to our daily lives have proved to be very interesting.

We did our own photocall and established a lot of activities related to the circus. It was a great experience **for students and teachers!**



Bami: Think and do, enterprises with a social target

For the last two academic years, we have worked around a project of how to become enterprising with the idea of offering formation for life, strengthen intelligences, encourage cooperative work and introducing real life in the process of learning.



The aim of the workshop, named *Think and Do*, is to teach how to create an enterprise with a social focus. Our students have created 'Litter Cookers', a culinary center for children where they would learn healthy life style, they would have cooking class, sport and gardening. The implication on this project has been extraordinary, included: extra hours in the afternoons and weekends, activities, enthusiasm, and a big development of abilities and competences that we didn't develop in the 'traditional education'.

Teachers also go to school

In order to start with the innovation in our centres, we have gone through a huge process of formation for teachers and the school board members (Equipo titular), because everything changes now: methodology, spaces, evaluation, our role as teachers and students...

Here, in these pictures you can see our teachers in a Congress in which they got to know Robert Swartz (learning based on thinking) and Roger and David Johnson (cooperative learning).

Nowadays, we keep on the formation with the NCTT (National Centre Teaching Thinking de Swartz), and the six schools are working together, sharing good practices and creating our own educative Project. As Mary Ward said: "How happy it is to love God and to seek him truly". We hope we will be able to help our students find God in this way.

