Co-funded by the
Erasmus+ Programme
of the European Union

SOS: Supporting Opportunity in Schools
Promoting Educational Equity
2017-1-ES201-037990

School Equity Best Practice

Title: *Project work for all.*

Equity dimension:

☐ Fairness   ☐ Inclusion   ☐ Access ☐ Opportunities

☑ Personalised learning   ☐ Personal and social development

Subject: *Project work methodology*

Target groups: *triar el focus del nivell educatiu de la pràctica*

☑ Early Years ☑ Primary education ☐ Lower secondary education

☐ Upper secondary education   ☐ Vocational Training ☐ Other

Source:

Font de Roure school offers schooling for students from 3 to 12 years old. Nearly 400 students are in the school with 35 stuff, including teachers, and school support services.
The school is located in an industrial and semirural area, 65 kilometres from Barcelona. The area can be considered the 3r zone around Barcelona. The small city of Masquefa has two primary schools, one kindergarten and a secondary and high school. All the schools are public and supported with public funding.

The socioeconomic background is medium and medium-low. There is an important numbers of students with SEN, most of them in Font de Roure School. Most of students need transportation to reach the school because most of families live spread in the area.

Description:
School view of education means that all students are welcome, even if they are SEN students. All of them have a place in the school considering their needs as a part of

learning process and construction of own personality. School Project pretends to give a positive learning environment for all students and their families.

Methodology:

School Project tries to give a positive response to school needs to attend all kind of students, including students with SEN. Schools have to struggle with diversity and complexity and in many cases, materials and strategies were not enough. Working with textbooks was a hard work for teachers and students because of the different learning processes.

In school year 2012-2013, the school decided to start promoting a small group to implement new strategies and cross-curricular work based on interdisciplinary projects and corners of learning. Inside the group, a reflexion and an analysis of the situation took place and it was shared to families and school stuff. New methodology was implemented in the rage from 6 to 8 years old; and progressively it was adopted for the rest of the school.

School realizes new training techniques and methodology was needed to improve the real change and challenge. Tutor training techniques, global learning strategies and evaluation techniques were offered to school stuff. Self-reflexion was used to empower teachers and roles inside the school. As training courses were set up, new participation on other school net experiences was taken, so the school is participating actively in "Escola Nova 21", "Basic Competences", and other local interactions with local Authorities.

All Staff is participating in this new view of learning and evaluation. Debates are frequent in the school, and it is seen as a part of learning process for teachers and learners. The school has also implemented a programme for continuous reflexion for learning and wellbeing for students and teachers. Both teachers and learners talk about their experiences in learning and also inside the school. This reflexion is based on four-capital point: learning competences, based learning strategies and evaluation and learning strategies. In this reflexion, students make questions about what they want to learn, students take notes and information, they think about a proposal of learning and both (teachers and students) design the steps needed to learn and checked for the final result.

Resources:

Human Resources:

The school has a total of 29 teachers and support stuff for nearly 400 students. Inside the school, promoting participation of all students is one of the most important issues of the

school. Basic action of the school is to promote autonomy of the school, self-reflexion and participation of the families in which community participation and structures are flexible.

Economic Resources:
Department of Education offers economic support for everyday life. Families support some projects and Local Authorities such as City Hall of Masquefa offers some training courses related to school needs. With his little support, the school offers welcome spaces for families and students, including families from other countries or cultures.

Training Courses:
Since 2010 training courses for teachers are done with the participation of more than 90% of the school stuff.

Outcomes:

Outcomes of the school are improving little by little according to Department of Education of Catalan Government. School considers intern and extern results and small differences are shown. But the best results are shown inside the school with teachers and learners. Teachers are more implicated in school life and students and families are proud of being involved in a real learning project for long life learners including those with SEN. Learners working in an autonomous way, reflexion and motivation, and evaluation take place in a normal way.

Supporting documents:

- Els 4 pilars de l'educació de la UNESCO: Fer, ser, persar i conviure. Delors, J. (1996.): "Los cuatro pilares de la educación" en La educación encierra un tesoro. Informe a la UNESCO de la Comisión internacional sobre la educación para el siglo XXI, Madrid, España: Santillana/UNESCO. pp. 91-103.
- Els 7 principis de l'aprenentage (The Nature of Learning: Using Research to Inspire Practice, OECD Publications, 2010).
- Els 4 eixos del marc d'escola avançada: el propòsit educatiu, les practiques avançades, l'organització i l'avaluació (horitzó comú d'Escola nova 21).
- Els 6 pilars del nostre projecte educatiu
[https://agora.xtec.cat/ceip-fontroure/general/els-pilars-del-nostre-projecte-educatiu/].
- Els principis del nostre PEC basats en les teories constructivistes i cogonitivo constructivistes (Piaget, Vygotski, Ausubel, Bruner, Novak i Lipman)
[https://agora.xtec.cat/ceip-fontroure/projecte-educatiu/

Interview:
https://www.youtube.com/watch?v=9J2RVi0AP28