

What have we learned during quarantine time?

A perspective from the school management.

In many countries, 100 days of confinement are already exceeded, schools in the northern hemisphere completed the course virtually and still have the uncertainty of how they will begin in September.

Without prior preparation, education systems went from face-to-face to virtuality with all that comes with it. This pandemic is an event that is changing our ways of relationship and the way we do school.

Management teams have energized this unexpected change. That's why we've asked several principals in our schools to answer the question: What have we learned in this time?

Marirrosá Carrera. Headteacher Colegio Calasanz of Caracas.



Leverage technology: use of resources, platforms and methodologies to improve teaching, taking into account the great communicational value of technological resources. And so, optimize the use of technology.

Strengthen links in distance. Quarantine has not been solitary confinement, we have been able to strengthen ties and get closer to people: students, families and co-workers.

Resize the role of the teacher, who is transforming into what it should be. A mediator, a facilitator, a scenario builder, environments and link generator.

Work as a team: manager, teacher, administrative and maintenance. Our teams have optimized the use of time in communications, we are more specific, concrete, we have effective meetings in a short time. We share criteria and generate agreements.

Strengthen the commitment to share the Mission. The staff that is maintained is committed and dedicated to work.

Humanize education. We have insisted a lot on de-approaching the contents, in attending to emotional education, playful, collaborative and cooperative activities. We are learning to balance content teaching with value teaching and emotion management. This is clear in Initial and Primary. It is more difficult in High school.

Caring for the poorest. We are learning to make it more flexible and enough to reach all of our students. It also refers to achieving a teaching that is focused on the diversity of learning styles, a more personalized teaching, that really has as a center the student and starting from their needs and interests, taking into account individual differences. I'm not saying we could have made it; I think we're finally starting to become aware of this.

Applying **active methodologies** is no longer a theory, it begins to look more in practice. Propose activities that connect the student with life, with reality, that he is able to challenge reality and question himself. We are taking steps towards a more formative than summary assessment.

Ensuring the **value of education.** Educate to face reality, for change, to emerge strengthened from the crisis, to be transformed and transform.

Maintain pastoral care **as a cross-sectional** axis. Keep God's prayer and experience alive. We realize how important is to strengthen ourselves as a Christian Piarist Community that shares a mission and also shares life.

Yes, we can make it. We are doing more than we can, sometimes we feel that we do the impossible, in a country that continues to amaze by its contradictions, its poverty and growing violence. At the same time, we are able to find opportunities and are able to educate from hope and for solidarity.

We can't just wait for directions or what others do. We have to act. We have to change. And with change be careful, the essential must remain, identity marks the way, we cannot lose sight of the horizon.

Gladis Cuéllar. Pedagogical Coordinator Province of Nazareth.



Learn to **value life** with all its **comprehensive training process**.

Greater knowledge of the lives of both students and educators, we all live, in a particular way, different realities and therefore have different needs to be accompanied.

Our educational communities highly value **spiritual formation and permanent accompaniment** at this time of humanitarian crisis.

Continue **to strengthen us as a community** for teamwork and **collective work**.

To be able to have technological tools that respond to our educational project.

The **value represented by areas such as pastoral, Calasanz chair**, physical education, arts, the Calasanz movement, among all the pastoral proposal of our works as foundations for the lives of students and our teachers.

How important it is **to train our communities in coping and resilience processes**.

Maria Muñoz. Headteacher Colegio Calasanz (Valencia)



Importance to face **the situation of closeness, accompaniment, spiritual dimension, patience, flexibility in times and in demand**.

We are learning a lot to prioritize teaching, to put the person before everything else, to **adapt** to each student and each family.

We are learning to **innovate**, to relocate to relationships and in the ways of teaching, learning a lot of technology, many resources.

Learning to **trust each other**, the subject partner, the management team, the students and the families.

Learning to be **positive and looking at the course** and situation in general from a constructive perspective, and we are also learning to be transmitters of hope and optimism.

We are remodeling ourselves as teachers and rekindling our vocation every day.

Carmen Crespo. Headteacher Colegio Cristo Rey in Carora (Venezuela)



It is necessary, **to humanize education**, this virus that now has us all locked up, did not come by chance, nor is it the product of nature; it has been the product of man in his eagerness to possess, dominate, consume.

Our commitment must be to **bring up citizens capable of living in harmony** and balance with themselves, with others and with mother earth, aware of the problems of the world and prepared in all its dimensions (cognitive, psycho-affective, moral, social, political, spiritual and technical) to work for a better society.

In these days when we are reading, reflecting on the Encyclical of Pope Francis *Laudato Si*, we notice that we need a deep reflection on the curriculum; it asks us for "ecological virtues" eco-sustainable lives, and this is only possible if we take advantage of the unique opportunity that we have to cooperate and "change the people who are going to change the problem" as Paulo Freire says. For this, we are taking steps by having a clear profile of the student, but also, we have to have a more integral and inclusive look, design a model of school that really reaches everything and everyone: students, educators, families, civil associations, the Church, believers and non-believers, companies, content, science, technology, nature... and that openly, explicitly, taking as a reference this document, propose to go out, break a structure that in time has been leading us to a culture of destructiveness and exclusion above all to the poorest.