

## A look from Zaragoza

José Garín. Director Titular Bachillerato Escuelas Pías. Zaragoza



### How do you understand a comprehensive school in full time?

Comprehensive school and full time are two concepts that must be nuanced from our mission and vision, since otherwise we may not find ourselves to pursue different objectives according to the nuances.

I will put aside the concept of a comprehensive school because, from my consideration, it is a concept that has less divergence or at least, I believe that there are more homogeneous definitions from the approaches of Christian schools; therefore, I will focus on the concept of schools at *full time* as a differentiating and value-added element.

I understand a full-time school like one that, in addition to managing its spaces, times is not limited to complying only with established regulations; it is a school that knows how to manage its material and human resources to offer an educational proposal that transcends places, people and of course schedules.

To explain this, I will try to rely on a metaphor: we have heard of slow absorption drugs, so that this slow and lasting absorption occurs depends on their physicochemical properties, their formulation and their route of administration. They have different forms of presentation (tablets, capsules, solutions), are composed of the drug and other ingredients-excipients, and can be administered by various pathways (oral, oral, sublingual, rectal, parenteral, topical, inhalation). Whatever the route of administration, first of all, the drugs must be dissolved to be absorbed and, in this way, reach the right organism in each case to produce the integral and lasting benefit of our body.

This would be the comprehensive full-time education that I understand, an education that can have different formulations, which can be administered in different ways, but in all cases, it should be dissolved and extended in school, in the family, in society, in different governmental and non-governmental agencies, and in each case with its proper impact, for the benefit of the individual and society.

### How to coordinate formal education in school with non-formal programs?

The real school revolution is about achieving adequate coordination between individuals and teams involved in the educational process, properly using technical means, and implementing mission-looking management to achieve dream vision.

And to do this, I can think of executing all this with actions such as: thinking divergently, working collaboratively, being creative, transgressing what is pre-established and above all transcending the formal of the non-formal.



### How to build a Christian community from the School?

Once again, we should be clear about what a Christian community is and, in this case, a Christian community from the Piarist School.

Clearly there will be people who make an accurate explanation of what a Christian community is and how it should be built from the School, but in my opinion and considering that one of the main objectives is to evangelize, to do so from the School is to do so by putting the young person and the whole community that accompanies and grows with him/her in the center.

In the Piarist Christian Community of Zaragoza where I live is a simple construction: an invitation, open and heartfelt invitation is part. It is invited to be part of a party, the person is invited, also the family, the community, the groups.

This invitation materializes at a specific moment of encounter, in which religious schooling, fraternity members, members of shared mission and all of us who are part of the whole of the School presence, meet us around the weekly Eucharist of Saturday afternoons.

### **What steps are being taken in your school to reach this comprehensive model?**

Before I indicate steps taken, I would like to highlight the co-responsibility of the faculty and the rest of the school staff; of the constant work of reflection of the different teams, of the many hours of reflection to pool the integral school we dream of.

We could name the collaborative steps taken with the association of mothers and fathers, with the educational administration, with the associations of the neighborhood, of the alliances with Itaka-Escolapios, with Catholic Schools of Aragon, of the synergies that occur from the network work of our School province.

But I would highlight an important milestone: the formulation of the Student Profile. Many documents guide the steps: our Mission, our Vision, the different strategic plans; but from my understanding, the Student Profile, although it has not been the first step, nor fortunately will it be the last step, has been a crucial step towards achieving this integral model. See the document and I hope you understand this statement from me.

### **What are the links of the educational project to the social environment of the school and to families?**



adaptation to the Covid 19 pandemic)

According to the second law of thermodynamics, systems, when isolated from their environment, are unstructured and the natural tendency is that their degree of disorder increases progressively.

Therefore, inevitably the educational project must be created taking into account the family and the school environment.

Regarding the environment my school:

- It bets on a connection with community networks, mainly those that support the most disadvantaged.
- The promotion of community relations and the positivity of existing diversity at the center and outside the center is used.
- A flexible curriculum that adapts to changing and even unforeseen needs (see

Regarding families the school pursues and works to:

- Achieving trusting families collaborates and participates in the school and establishes co-responsibility links to jointly develop the educational project of their daughters and sons.
- Deploy a clear and transparent message