

CONTRIBUTIONS ON THE IDENTITY OF THE CALASANZIAN SCHOOL



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How do you understand a comprehensive school in full time?

The school that provides all the processes of human formation and drives the development of people. It seeks to ensure an educational model that offers complementary alternatives for students, their families, educators, their community and society. Therefore, not only does it design an organization of spaces to entertain and occupy people's time, but it integrates and facilitates the sharing of life by promoting a community path, knowledge, service, spirituality, community and attention to those who need it most.

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

Creating a presence project. Articulating all community projection actions, ENF works, family and school catechesis, Calasanz Movement, sports schools with formal education programming. Allowing you to experience a really formative school through:

- Holding special dates at community meetings.
- Attending the community, on the same school day you can make visits to institutions or population with needs.
- Students who can attend events not only academics but promote service.
- Campaigns of solidarity for communities.
- In extracurricular days to expand the spaces of human, Christian and calasanzian formation.
- The promotion of continuous training with students and their families, fostering other Christian learning and experience.

How to build Christian community in the School?

Generating collaborative work networks between families, students and educators to promote community impact projects. In our schools driving the meeting of groups or small communities from the smallest to the largest (parents, educators, alumni, friends); to join forces and commit ourselves to the transformation of society by choosing to accompany those most in need. In this way, it is an environment conducive to creating awareness of the God experience, for which it is essential to share life, and to awaken from the little ones its transformative leadership.

We must continue to promote actions that bring the entire educational community closer to social reality, to the problems of communities, to promote accompaniment, advice, and to be able to contribute from who we are, have and live as piarist works.

What steps are being taken at your school to reach this comprehensive model?

Promoting the integral work of the presence team where our communities and works are located. From there promoting the development of projects and programs that promote the care and experience of our school charism through:

- Integration of all ENF areas, formal education, informal education.
- The formation of communities: taking care of the spaces of shared mission, the meetings of cooperation, the Calasanz Movement young, adult, fraternity; retreats of educators, students and families; coexistences, sacramental formation; extracurricular activities: sports, artistic, seedlings, research groups, etc.; Family

congresses, parent schools, family catechesis; the construction, development and follow-up of the policy of the provincial training master plan and each school, among others.

- The impetus for the integration of knowledge and assistances to promote the lines of action of both the Order and the Province and the church.
- The generation of networks within the province (provincial corporate pedagogical team by country, meetings of managers, academic management tables, among others).

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

Through the institutional educational projects of our schools that contain strategies aimed at impacting the immediate social and cultural context where institutions such as:

- Strategies of pastoral processes such as shared bread and solidarity campaigns.
- The godfather plan.
- Student social service.
- Volunteering of students, educators and friends of the mission.
- Participation and leadership in government projects for the promotion of democracy, citizenship, the environment and peace.
- Complementary projects: education for peace, gender, afro-columbianity, human rights, citizen competences, model simulation of united nations assemblies, etc.

