

PEDAGOGICAL INNOVATION

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There is an expression that has had success in some school environments that defend educational innovation: "The school is an institution of the nineteenth century where teachers of the twentieth century educate the students of the twenty-first century." I am not sure that it is totally correct, but, personally, it drives me to think about how we train our students -core and meaning of our activity-. And, especially, it leads me to reflect on how we prepare him to face the challenges posed by today's society.

The first question I often ask myself is: What skills should someone who finishes their school year in one of our schools have? Our societies are transforming at a great speed. Technology evolves in a way that it seems that we are not able to reach it, much less be leaders. Knowledge is updated at every moment, and you need to be training throughout your life. And what about the information available on the networks? It increases exponentially, so that we are unable to have all the cooking that is generated. The encyclopedic dream of the Enlightenment of possessing all knowledge becomes impossible today. Faced with these realities, the only way to train our students is to do so through attitudes and skills. We must therefore ensure that young people who leave our schools are competent.

How to work on skills with our students? Working on skills must go hand in hand with pedagogical reflection. That is, it is necessary to delve into topics such as the educational curriculum, evaluation, cooperative work, research projects, or so many others. This pedagogy depends especially on the teachers of our schools, their training, and their capacity for reflection to adapt to new ways of working with students. It also depends on pedagogical directions; of how they organize the school: of how an educational architecture can be made that allows co-education, learning circles, or other strategies that allow teachers to innovate pedagogically.



This expression seems like a mantra that educators of this age repeat continuously. But really, what is pedagogical innovation? Or better; What is not pedagogical innovation? Innovation is not a new classroom with large windows.

If we change the packaging but the candy remains the same, there is no real transformation. If we work with computers but only have the books in pdf format scanned, there is no transformation. If we have special materials (very expensive, by the way) but we do not use the possibilities of our environment, we are wasting resources.

On the other hand, if it is educational innovation, a teacher better prepared and convinced of an essential transformation. It is important to work in teaching teams that support each other. Content proposals that are challenges shared by teachers and students. Let's learn together: the teacher becomes a researcher.

It is critical that learning is meaningful and leverages all the resources of each educational setting. As we have said, the information we have at our disposal is immense and the evolution of knowledge is constant and progresses exponentially. Therefore, we must work thinking that knowing how to do is better than knowing. Knowledge generates knowledge: we have at our disposal researchers from universities and companies willing to cooperate with our students. This is learning to learn and, from here, we can prepare the formation for a lifetime.

It is necessary that our students are curious, curiosity is a source of learning, as well as having well-founded ethical criteria. Our students must be critical, which is a source to continue progressing.

I believe that the issue of the educational curriculum is fundamental. We must consider the possibility of adding subjects such as social entrepreneurship to it. We realize that entering the labor market every day is more difficult and that being an entrepreneur is an outlet to generate new jobs. If these ventures also have a positive impact on society, are we not contributing to the social transformation that mobilized Calasanz?

Schools should be incubators of talent, places to read society. I often wonder: What was the school that prepared the Youtubers who today are creators of audiovisual content? Preparing for the new jobs that are created is key to being innovative. It is essential that our schools leave their four walls to be able to read society, just as it is essential that they open the doors to let social reality into the classrooms.

Another challenge of innovation is to generate new skills, such as being able to read the image. In today's world where images are everywhere, it's fantastic to have the possibility to work on audiovisual narrative projects. I recommend knowing the Cinebase project of the ESCAC in Catalonia (<https://cinebase.escac.es/>).

Another challenge of innovation is the improvement of creativity and betting on subjects such as plastic arts, which give the possibility of dreaming and building new realities, or music, as the creator of the only universal language, which allows communication without the need for language. Not to mention the importance of physical education, in which you learn to take care of the body that allows you to be in contact with reality (with creation). Deepening and giving value to these subjects is innovation because they generate much-needed skills for our young people.

I do not want to end this article without the innovation that seems key to all our students: the work of the inner dimension, the emotional dimension, and the social dimension. Or what is the same, give tools to each person to know themselves, to deepen how they feel and know how to regulate. It is essential to take care of yourself inside and know how to have healthy relationships. Have well-being to transmit well-being and generate well-being throughout their environment, whether among family, friends, or colleagues. Work so that our students have inner balance. Know how to name what you feel, and what happens in your heart. Know how to relate properly to others.

Educational innovation: without a doubt and constant.

We must have all the senses prepared, to be really innovative schools: open eyes, ears in listening, tact in relationships, taste to do the job well and smell to intuit where the opportunity is.

I think this is the challenge of innovation.

