

The PIARIST School in Logroño, model of inclusive education



Each child in our classrooms is unique, diverse from its origin, with traits that differentiate it from its cradle. No two children are alike, and in the same way, there cannot be an equal education for all. This principle permeates our school, where each piece of the problematic education puzzle is valuable. Our classes are full of different people, in cultures, in ways of learning, with diverse potential, with complex histories that far from limiting the teaching-learning process are an advantage, an experience of cultural democracy, where we never lose sight of the protagonists, our students, because it is precisely the respect for the individuality of our students that gives us a different pedagogical nuance in our attention to diversity.

Inclusion is part of the DNA of the Pious Schools; its vocational origin towards the most needy is still present today. Debates on inclusion and universality in education are outdated in an Institution that has always championed the feeling of belonging to the entire educational community without conditions, and these differentiating notes are breathed every time a family crosses the threshold of our school.

Inclusion is a process of transformation in which all the agents that make up the school must be involved, and this process of constant development is reflected in our center in a change of methodologies that includes all students. Methods such as cooperative learning, play, positive discipline, the development of own guidelines such as accompanying new students, project-based learning, learning based on experience, peer tutoring, diluted leadership of the teacher in favor of the student, shared teaching, among other methodologies, within the framework of universal learning design, draw a diverse school as is the society in which it is circumscribed, and involved teaching staff, and in training and continuous evolution, to continue offering and nurturing their vocation of service. Nothing is left of those obsolete models in which education, the school, were those spaces reserved for a few, for the chosen ones who seek to imbibe the reason that knowledge gives—a temple of learning and erudition.

In our school, there is room for everyone; we are no strangers to the different programs of attention to diversity proposed by the Administration (reinforcement programs, diversification, free positioning in itineraries and electives), as well as other more specific, counting our center with three special education classrooms for those who, despite their integration, requires a more continuous monitoring and patterned, and our curricular enrichment programs for those with more significant concern in an area of particular interest, We have three special education classrooms for those who, despite their integration, requires a more continuous and scheduled monitoring, and our curricular enrichment programs for those with greater interest in an area of

particular interest, and a playground open to all, where naturalness, mutual respect and co-responsibility are perceived daily.

The shared work of tutors, specialists, and specialists in therapeutic pedagogy, accompanying students and families, our confidence in every one of our students, the fight against stereotypes and misconceptions that override and unintentionally predetermine and condition, living our work with unity and patience, make the attention to diversity is carried out with the normality with which the days go by because as a school we do not understand any other way to educate than doing it from the heart.

