

CALASANZIAN EDUCATIONAL INNOVATION COLLOQUIUM

NAZARETH PROVINCE

Juan Pablo Anduquia. Provincial Assistant of the Piarist Ministry



In the last five years, ICCE Nazareth has been promoting educational innovation and research from the perspective of Calasanzian pedagogy. We are convinced that Calasanzian educators, as cooperators of truth, find in the Pious Schools an opportunity to deploy their teaching vocation, creating educational practices that are born from:

1. The articulation of their concerns and motivations with the rigorous observation of the world surrounding them, especially the educational context in which they carry out their teaching work.
2. Their critical stance on educational action, questioning and generating views, and even efforts are translating into social and cultural transformations.
3. The conviction of doing them in a conscious, systematic, formal, and reflective way, not anecdotal.
4. The intention is to close the gap between educational context and science, acquiring skills leading to innovation and research.

Considering this dynamism, the space for disseminating educational practices, "Colloquium of CALASANZ EDUCATIONAL INNOVATION," was born in 2022. Practices designed by educators committed to children and youth, knowledgeable about their learning needs and socio-cultural realities, critical, vocationally engaged, and willing to share their educational experience in the Calasanz school.

Thus, on Wednesday, October 10, 2023, during the week of institutional development, the second colloquium of Calasanz Educational Innovation was held in the Calasanz schools of the Colombia headquarters. This initiative has two objectives: to generate a dynamic dissemination of knowledge of educational practices that tend towards innovation and to provide a meeting space for educators to reflect on the materialization of the Calasanz Educational Ideology in the current academic proposal.

A total of 23 educational practices were registered and shared as an audiovisual product in the form of a tutorial. The common element was the integration component of the evaluation proposed in the Institutional Student Evaluation System of Calasanz Colombia Schools (SIEC).

The participating educational practices had, among other characteristics:

- a. Be linked to one or more of the following cross-cutting projects: Early Childhood Education; Inclusive Education; Sex Education and Affectivity; Spirituality and School in a Pastoral Key; Bilingualism and Interculturalism; Educational Innovation; Reading and Writing; Environment and Ecology; Peace, Democracy and Citizenship Skills; Life Project and Vocational Culture; Information and Communication Technologies for Education; Entrepreneurship; Educational Leadership.
- b. Have as a distinctive element the way of approaching the evaluation: this must comply with all the evaluation criteria contemplated in the SIEC (2023, p. 8).
- c. Assess the level of development of competencies through the fulfillment of primary standards and the achievement of the performances established in the curricular guidelines, in harmony with the Calasanz Educational Ideology.

The general event was held online through the Teams platform. It was attended by all the educators of the six schools in Colombia. It began with a prayer led by Fr. Luis Oswaldo Espinoza, Provincial Superior, followed by the

opening remarks of Fr. Juan Pablo Anduquia, assistant of Ministry, who shared a reflection on the effectiveness vs. innovation in education from the perspective of Calasanzian pedagogy; then the coordination of training and research of ICCE Nazareth socialized the tutorials of the practices with recognition.

Then, in each school, the Calasanzian educational innovations were projected, and the educators carried out a reflection exercise where they gave answers to the following questions:

What attitudes do we highlight from the educators who shared the practices? How does evaluation become a strategy that articulates and deploys the gifts and talents of the students? What is the meaning of sharing educational practices? How does the colloquium respond to the Calasanz Educational Ideology? and how does the colloquium respond to the Calasanz Educational Ideology?

We highlight the commitment of the participants for valuing their practices and for their generosity in sharing them; we also motivate them to focus their pedagogical reflection starting from the person of each child and young person and to continue generating educational actions that represent authentic cultural transformations, aligned to the Calasanz Educational Ideology.



