The program

escolanova21 (New School 21), Alliance for an advanced educational system aims to contribute in the next three years to empower teachers, schools, families and society to move our education system towards a fully competence-based educational purpose for a dignified and meaningful life, within the framework of, first, the two last UNESCO reports (Délors, 1996; Rethinking Education, 2015), and the new UNESCO project Rethinking Learning in a Complex World; and second, on learning practices which respond to the knowledge on how people learn, as summarized the OECD report The Nature of Learning (2010), now being developed in the initiative Innovative Pedagogies for Powerful Learning.

That is why

escolanova21 aims to start with a symposium on educational change organized jointly with UNESCO and OECD, connecting the work of UNESCO about the purpose of education; the synthesis of the research on the learning practices foundations done by the OECD; the existing efforts to overcome the limitations of the traditional evaluation; and the current experiences of educational change. Escolanova21 aims to bring all of this together with the change happening in the Catalan education system and the research undertaken out in our universities.
Symposium on education change

Wednesday 23-11-2016

Accreditation

Opening

Hon. Sr. Raül Romeva, Minister of Foreign Affairs, Institutional Relations and Transparency, Government of Catalonia
Prof. Jaume Casals Pons, President of the Pompeu Fabra University
Prof. Marta Aymerich, Vice-President of the Open University of Catalonia, on behalf of escola nova 21

Inaugural speech: The challenges of education in today’s world, twenty years after the Délors Report
Prof. Federico Mayor Zaragoza, former Director-General of UNESCO, Chairman of the Fundación Cultura de Paz

Implementing a competence-based purpose in a complex world

Carlos Vargas, Senior Project Officer, UNESCO Section for Partnerships, Cooperation and Research; Rethinking Learning in a Complex World program coordinator
Joan Manuel del Pozo, Professor of Philosophy at the University of Girona

Moderator:
Fina Monell, Principal of Escola Ítaca (Manresa)

Building on Rethinking Education, participants will debate about the need for a fully competence-based educational purpose in an increasingly complex and uncertain world, and how the changes are forging new conditions that require fresh perspectives from which to understand governance of education and knowledge. The purpose of the 21st century learning is the development of the human being as a whole. This requires moving beyond literacy, numeracy and the traditional subject areas to a more integrated competence learning with a humanistic focus placing learning at the service of greater justice, social equity and global solidarity.

Coffee break
Knowledge-based innovative practices for powerful learning

David Istance, OECD Senior Analyst on education at the OECD, director of the project Innovative Pedagogies for Powerful Learning and of the report The Nature of Learning.

M. del Mar Esteve, Principal of Escola Epiqueia (Mediona); professor of Education at Blanquerna (Ramon Llull University).

Moderator: Mar Carrió, professor of Biomedicine and director of the Teaching Quality and Innovation Support Unit, Pompeu Fabra University.

How to use proved knowledge on how people learn to found pedagogical practices in order for learning to attain its purpose? The 7 principles of learning state that learning practices should: put the learner at the centre; make learning a social, challenging and motivating activity; take emotions and individual difference into account; make learning objectives clear and measure them through formative assessment; and extend the learning experience through horizontal connectedness. This requires innovating the ways in which learners and educators interact; how teachers are trained; the ways in which knowledge is acquired, time is used and resources —such as physical space and technology— are put in the service of learning, taking place inside and beyond the school walls. All of this with a clear view, a strong design, wide openness, and distributed leadership.

Lunchtime (free, possibility of going to the cafeteria of the campus)

Work in thematic groups

- A competence-based curriculum
- Social challenges and technological change
- Using scientific knowledge on learning
- Personalizing learning
- Competence-based teacher training
- Equity and educational innovation
- Tools for competence-based learning evaluation
- The challenge evaluating 21st century skills
- Evaluating learning processes
- School, families and environment
- Structural impediments for educational change
- Learning-centred school organisation
Sustainable development, coexistence in diversity, gender balance, and the fight against poverty, are social challenges to which education should answer. Likewise, the exponential technology change is transforming the ways in which we learn, communicate, interact, move and live, and becomes an additional key challenge for education.

A competence-based curriculum
Jordi Feu (University of Girona)
Josep M. Mominó (Open University of Catalonia)
Joan Domènech (Escola Fructuós Gelabert)

Social challenges and technological change
Mar Camacho (Rovira i Virgili University)
Montse Fusalba (Escola Coperativa El Puig)

Using scientific knowledge on learning
David Bueno (University of Barcelona)
Antoni Zabala (IRIF)

Personalizing learning
César Coll (University of Barcelona)
David Atzet (SINS Cardener)

Competence-based teacher training
Miquel Martínez (University of Barcelona)
Guillermo Bautista (Open University of Catalonia)
Xavi Geis (Escola de Rellinars)

Equity and educational innovation
Aina Tarabini (Autonomous University of Barcelona)
Laia Bou (Institut Mont Perdut)

Education is the deliberate process of acquiring knowledge through developing the competences to be able to apply it in relevant situations. This approach is blurring the boundaries between formal and non-formal education, surpassing school subjects for a more holistic, interdisciplinary focus where knowledge learning happens through competence development. How can curriculum design follow, reflect and promote this trend?

What does science have to say on learning? Advances on biological, neurocognitive, medical, and social sciences can and should inform educational practice at all levels, particularly at the classroom one. The challenge is to transfer the research evidences into the practice and to build the bridge between research approaches.

We cannot expect educators to help learners develop competences they have not developed themselves. Strong competence-based training, constant guiding, residence-based learning, and close collaboration may be some of the clues to boost teachers.

Innovation in competence-based learning, including the socio-emocional dimension, becomes a powerful tool to offer disadvantaged students an empowering learning experience. This could successfully attain those learners at-risk that would otherwise fail in a traditional learning environment. This group will focus on how updated education can help reduce the equity gap.

One size no longer fits all. Personalizing means respecting each learner’s pace, taking into account prior knowledge and experience, and focusing on the learner’s interests. This not only produces more relevant learning but also reinforces the learner’s autonomy and responsibility of his own learning process.

Work in thematics groups
Wednesday 23|11|2016

Innovation in competence-based learning, including the socio-emocional dimension, becomes a powerful tool to offer disadvantaged students an empowering learning experience. This could successfully attain those learners at-risk that would otherwise fail in a traditional learning environment. This group will focus on how updated education can help reduce the equity gap.
The so-called 21st century skills such as creativity and innovation, critical thinking and problem solving, and communication and collaboration, are fundamental in a context of uncertainty and complexity. However, measuring their development is not always simple, but it is crucial to make them become central in education.

For the school to be an active learning environment it should become a permeable organization, able to generate the necessary synergy for the development of its professional, social and cultural capital through collaboration with families, universities, cultural institutions, businesses and especially other schools and learning environments.

A school should constantly review, rethink and redesign its purpose of education and the ways in which learning is organised. This includes how learners and educators interact; how time, space and resources are used; what is learned; how progress is measured; and, more importantly, how all this is brought together with a strong, shared view.

Tools for competence-based learning evaluation

Neus Sanmartí (Autonomous University of Barcelona)
Iolanda Arboleas (Institut de Sils)

The challenge evaluating 21st century skills

Carles Monereo (Autonomous University of Barcelona)
Coral Regí (Escola Virolai)

Evaluating learning processes

Antoni Tort (University of Vic)
Pepe Menéndez (Jesuïtes Educació)

School, families and environment

Jordi Collet (University of Vic)
Hanna Dumont (DIPF)
Anna Comas (Escola La Maquinista)

Structural impediments for educational change

Xavier Martínez Celorrio (University of Barcelona)
Montserrat Navarro (Escola El Martinet)

Learning-centre school organisation

Màrius Martínez (Autonomous University of Barcelona)
Astrid Ruiz (Escola Congrés-Indians)
Jordi Musons (Escola Sadako)

Measuring learning outcomes in an effective way means overcoming standardized tests that prioritize short-term memorization and adopt tools to properly assess competences. This group will discuss how rubrics, portfolios and other competence-based tools can help evaluate deep learning.

Learning outcomes are important, but the process that takes the learner to obtain them is also fundamental. How can schools evaluate a change of paradigm towards a competence-based learning, the adoption of new learning practices, and their performance?

System regulations aim at maintaining quality levels for education. However, rigid guarantee-based regulations and mechanisms prevent educational change to grow organically. Schools committed with change often use creative alternatives to cope with system rigidity, but this cannot be a long-term solution. To enable change, impediments should be highlighted and educational authorities need to dismantle them, while increasing flexibility, trust and collaboration.

Work in thematics groups
Wednesday 23/11/2016
Connecting the dots: conclusions from thematic groups

Mariana Salgado, expert in educational innovation and member of escola nova 21 team

Hanna Dumont, researcher at the German Institute for International Educational Research (DIPF) and co-editor of The Nature of Learning (OECD)

Coffee break

The challenges of evaluation in educational change

Caterina Calsamiglia, research professor at CEMFI and next ICREA Research Professor of EduCatalyst (Open University of Catalonia)

Deborah Nusche, analyst on evaluation of the OECD Directorate for Education, former Carlo Schmid Fellow at UNESCO

Jesús Viñas, education inspector, former Head of Education Inspection of the Ministry of Education, Government of Catalonia

Moderator:
Coral Regí, principal of Escola Virolai (Barcelona)

Evidence on the competence-based learning taking place is fundamental for all educational actors. It allows learners to make progress in their own learning, it helps teachers adapt their practice accordingly, it provides relevant information to school leaders, authorities and other stakeholders on what is being learned (competences), how is it being learned (processes) and how effectively (what works). New tools, metrics and mechanisms are required to capture 21st learning complexity. Generating, collecting and effectively using evidence to transform learning seams to be one of the biggest challenges for education.

Group work on day one offered an opportunity to explore the four elements of the “advanced school framework”: purpose, practices and organization, and evaluation, from different perspectives with discussing teams led by academics and practitioners. A constructive analysis of the discussions will be offered in this slot.

Lunchtime (free, possibility of going to the cafeteria of the campus)
Symposium on education change
Thursday 24/11/2016

Enabling chance: the learning eco-system

Carlos Vargas, Senior Project Officer, UNESCO Section for Partnerships, Cooperation and Research; Rethinking Learning in a Complex World program coordinator

David Istance, OECD Senior Analyst on education at the OECD, director of the project Innovative Pedagogies for Powerful Learning and of the report The Nature of Learning

Marina Subirats, Professor Emeritus of Sociology at the Autonomous University of Barcelona

Moderator:
Mònica Nadal, director of Research at the Jaume Bofill Foundation

Previous panels have offered in-depth reflections on the purpose of education for the 21st century, the learning practices to be adopted to attain it, and the metrics and mechanisms needed to measure progress towards the main goal. This panel takes a step forward to explore which are the conditions and policies required to spread and sustain a competence-based powerful learning for all learners and how to foster innovation and collaboration among different stakeholders within a horizontal, richly networked, learning eco-system, both at international level and in the case of Catalonia.

Conclusions of the symposium

Eduard Vallory, Chairman of the Centre for the UNESCO of Catalonia and director of escola nova 21 program

Closing remarks

Hon. Meritxell Ruiz Isern, Minister of Education of the Government of Catalonia

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