

## Membership document

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The educational centre: \_\_\_\_\_ represented by Mr/Mrs: \_\_\_\_\_ in the capacity of \_\_\_\_\_ would like to join the **educational communities network for social transformation** promoted by Itaka-Escolapios.

By signing this document, the \_\_\_\_\_ centre commits to:

1. **Education as a means to promote** creativity, participation and critical thinking in people.
2. **Promoting vocations and orientation of skills and talents** for the common good, the defence of those who are weaker, and social involvement.
3. **Prioritising active, participatory and collaborative teaching approaches**, especially those related to service-learning.
4. **Having pedagogical content** that encourage values of justice, dignity, equality, respect for difference, environmental awareness and global citizenships.
5. **Boosting the educational centre as a platform for social transformation** committed to making a fairer world with greater solidarity.
6. **Working as a team** with other educational centres and their realities, especially with Itaka-Escolapios, as well as with other centres and social organisations.
7. **Sharing experiences, practices and learning** in education for social transformation.
8. **Moving forward progressively with the commitments described in this membership document.**

Signature:

## Specification of the Points of Commitment

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1. **To educate in order to promote creativity, participation and critical thinking in people.**
  - ✓ To reflect these aspects in the student profile.
  - ✓ To hold information on every stage of the promotion of creativity and critical skills in the teaching-learning process (goals, evaluation, activities, etc.).
  - ✓ To plan moments, activities and areas for student's participation with the aim of improving the educational centre and its different elements (in the tutorials, in the relationship with the teaching staff, through the representatives, in the evaluation sessions, via meetings with the school management or different teams, via systems for making suggestions, contributions, etc.).
2. **To promote vocations and orientation of skills and talents** for the common good, the defence of those who are weaker, and social involvement.
  - ✓ To have explicit tutorials for this goal.
  - ✓ To offer references of people, groups and organisations socially recognised for these virtues at every stage.
  - ✓ To promote social volunteering experiences among older students of the school.
  - ✓ To have an extracurricular education process that explicitly promotes these aspects (the Calasanz Movement).
3. **To prioritise active, participatory and collaborative teaching approaches**, especially those related to service-learning.
  - ✓ To have information about the priority of these approaches across the different documents and practices of the teaching-learning process.
  - ✓ To have didactic units based on the learning and service methodology.
4. **To have pedagogical content** that encourage values of justice, dignity, equality, respect for difference, environmental awareness and global citizenships.
  - ✓ To have evaluation indicators and instruments related to these values (survey of values, and other qualitative or quantitative tools).
  - ✓ To use pedagogical materials and resources with gender equality.
  - ✓ To have developed and implemented the social and citizenship competence in the centre.
5. **To boost the educational centre as a platform for social transformation** committed to making a fairer world with greater solidarity.
  - ✓ To carry out educational and social activities in the classrooms and spaces of the centre, different from those of formal education and focused on social transformation (people's literacy, support lessons, assistance for vulnerable people).
  - ✓ To organise social-solidarity facilities in the centre, with activities open to the whole neighbourhood or city (street markets, solidarity meals, talks, gatherings, intercultural days, exhibitions of organizations, support to social entities, etc.).
  - ✓ To have all educational community members (students, staff, families, collaborators) participate in activities or groups with social purposes.
  - ✓ To carry out activities with social impact outside the centre itself (in the environment of centre, on the street).

6. **To work as a team** with other educational centres and their realities, especially with Itaka-Escolapios, as well as with other centres and social organisations.
  - ✓ To carry out campaigns, weeks and activities planned with Itaka-Escolapios.
  - ✓ To carry out learning activities provided by Itaka-Escolapios.
  - ✓ To involve other entities of the centre in solidarity activities (sport, PTA, out-of-school activities, etc.).
  - ✓ To establish relationships, agreements or mutual commitments with other Piarist areas, educational centres and organisations to promote social-solidary actions.
7. **To share our experiences, practices and learning** in education for social transformation.
  - ✓ To share social transformation experiences on [Educa.itakaescolapios.org](http://Educa.itakaescolapios.org).
  - ✓ To post social and solidarity activities on the educational centre's social networks.
  - ✓ To transmit best practices in this area in different meetings and gatherings in which people and centre teams participate.
8. **To move forward progressively with** the commitments described in this membership document.
  - ✓ To include goals, activities and indicators related to this membership document in the strategic plans.
  - ✓ To carry out an initial self-assessment and then, to do so every two years using a specially provided tool from Itaka-Escolapios.
  - ✓ To include actions for improvement that arise from the self-assessment in the annual plans.

## SELF-ASSESSMENT TOOL

Completion date: \_\_\_\_\_

**Low/medium/high/excellent level of:** Information - Positive trends - Favourable comparisons - Improvements

Scoring:

No score - low level - medium level - high level - excellent level.

Analysis and grade for each element	Score
<b>1. Education as a means to promote</b> creativity, participation and critical thinking in people. .	
1.1. To reflect these aspects in the student profile. (Yes/No)	
1.2. - To hold information on every stage of the promotion of creativity and critical skills in the teaching-learning process. (objectives, didactic units, evaluation, activities...) <i>Comments and objectives for improvements to be made:</i>	
1.3. To plan moments, activities and areas for student's participation with the aim of improving the school and its different elements. (in tutorials, in the relationship with the teaching staff, through the delegates, in evaluation sessions, through meetings with management or different teams, through systems for making suggestions, contributions...) <i>Comments and objectives for improvements to be made:</i>	
<b>2. Promoting vocations and orientation of skills and talents</b> for the common good, the defence of those who are weaker, and social involvement.	
2.1. To have explicit tutorials for vocations and orientation. <i>Comments and objectives for improvements to be made:</i>	
2.2. To offer references of people, groups and organisations socially recognized for these virtues at every stage. <i>Comments and objectives for improvements to be made:</i>	
2.3. To promote social volunteering experiences among older students of the school.. <i>Comments and objectives for improvements to be made:</i>	

<p>2.4. To have an extracurricular education process that explicitly promotes these aspects (the Galasanz Movement). <i>Comments and objectives for improvements to be made:</i></p>	
<p><b>3. . Prioritising active, participatory and collaborative teaching approaches, especially those related to service-learning.</b></p>	
<p>3.1. To have information about the priority of these approaches across the different documents and practices of the teaching-learning process.. <i>Comments and objectives for improvements to be made:</i></p>	
<p>3.2. To have didactic units based on the learning and service methodology.. <i>Comments and objectives for improvements to be made:</i></p>	
<p><b>4. Having pedagogical content that encourage values of justice, dignity, equality, respect for difference, environmental awareness and global citizenships. .</b></p>	
<p>4.1. To have evaluation indicators and instruments related to these values. (Values survey, other qualitative or quantitative tools...) <i>Comments and objectives for improvements to be made:</i></p>	
<p>4.2. To use pedagogical materials and resources with gender equality. <i>Comments and objectives for improvements to be made: :</i></p>	
<p>4.3. To have developed and implemented the social and citizenship competence in the Centre.. <i>Comments and objectives for improvements to be made: :</i></p>	

<p>5. <b>Boosting the educational centre as a platform for social transformation</b> committed to making a fairer world with greater solidarity.</p>	
<p>5.1. To carry out regular educational and social activities in classrooms and school areas, different from those of formal education and focused on social transformation. (adult literacy, support classes, care for vulnerable people, ...). <i>Comments and objectives for improvements to be made: :</i></p>	
<p>5.2. To organise social-solidarity facilities in the school, with activities open to the whole neighbourhood or city. (flea markets, solidarity meals, talks, meetings, intercultural days, exhibitions of associations, support to social entities, ...). <i>Comments and objectives for improvements to be made: :</i></p>	
<p>5.3. To have calls for all members of the educational community members (students, staff, families, collaborators...) to participate in activities or groups with social purposes.. <i>Comments and objectives for improvements to be made: :</i></p>	
<p>5.4. To carry out activities with social impact outside the centre itself. (in the surroundings of the city centre, city streets...). <i>Comments and objectives for improvements to be made:</i></p>	
<p>6. <b>Working as a team</b> with other educational centres and their realities, especially with Itaka-Escolapios, as well as with other centres and social organisations.</p>	
<p>6.1. To carry out campaigns, weeks and activities planned with Itaka-Escolapios. <i>Comments and objectives for improvements to be made: :</i></p>	
<p>6.2. To carry out learning activities provided by Itaka-Escolapios. (Yes / No)</p>	
<p>6.3. To involve other entities of the centre in solidarity activities (sport, PTA, out-of-school activities, etc.). <i>Comments and objectives for improvements to be made: :</i></p>	

<p>6.4. To establish relationships, agreements or mutual commitments with other Piarist areas, educational centres and organisations to promote social-solidary actions. <i>Comments and objectives for improvements to be made: :</i></p>	
<p><b>7. Sharing experiences, practices and learning</b> in education for social transformation.</p>	
<p>7.1. To share social transformation experiences on Educa.itakaescolapios.org. (Yes/No)</p>	
<p>7.2. To post social and solidarity activities on the educational centre's social networks... (Yes/No)</p>	
<p>7.3. To transmit best practices in this area in different meetings and gatherings in which people and centre teams participate.. <i>Comments and objectives for improvements to be made: :</i></p>	
<p><b>8. To moving forward progressively</b> with the commitments described in this membership document...</p>	
<p>8.1. To include goals, activities and indicators related to this membership document in the strategic plans. <i>Comments and objectives for improvements to be made: :</i></p>	
<p>8.2. To carry out an initial self-assessment and then, to do so every two years using a specially provided tool from Itaka-Escolapios. (Yes/No)</p>	
<p>8.3. To include actions for improvement that arise from the self-assessment in the annual plans. <i>Comments and objectives for improvements to be made: :</i></p>	

Conclusions, improvement measures and other feedback:

[Click here to e-mail the document.](#)