

Title

JOAQUIM RUYRA ELEMENTARY SCHOOL, the Miracle School (Hospitalet de Llobregat, Spain)

What was the main aim of the measure?

The school began a transformation process to a Learning Community in 2011. A main objective of the reform has been to open the school to the neighbourhood in order to improve inclusion and solidarity, and for everyone to raise their expectations for what students can achieve.

When the measure was first started?

2009

What were the conditions and steps taken that have contributed most to the success of the measure?

The school has created inclusive spaces for interaction and dialogue. Among the interventions implemented are: interactive student groups, family and community participation in curricular activities, and dialogic literary discussions in which students and family members read and discuss classic works of literature, based on the principle of egalitarian dialogue to support the collective construction of meaning and knowledge. The research-based interventions implemented in the school have already proven to be successful in diverse contexts.

Families and local NGOs are very much involved in the everyday life of the school. Family members play a key role as volunteers in the Interactive Groups. In the 2017-2018 school year, there were 117 family member volunteers. Other volunteers are alumni, retired teachers of the school, teachers' family members or friends, Esplai (leisure time club), people working in out-of-home childcare centres, teachers in other schools, neighbours, or people from the city's entities, among others.

Which stakeholders were involved in identifying needs and in the planning and design of the measure?

In the academic year 2009/2010 teachers, students and families agreed to transform the school into a Learning Community. As a community, the management team looks for volunteers to represent each of the different nationalities present in the school, because each represents a different perspective and culture. Many students, teachers around Spain apply for trainee positions at Joaquim Ruyra.

Who was involved in implementing the measure?

School stakeholders (teachers, students, families), community members and representatives from the city council.

Who has key responsibility for implementation?

School

How are the different people involved in implementation being supported (e.g. do they receive specific training?)

The school looks for long term sustainable results, which is one of the reasons why it provides regular family and teacher training. In order to keep improving its results, the school implements new Successful Educational Actions. In the 2018-2019 school year, it initiated Dialogic Music and Artistic Gatherings as a pilot project in 5th and 6th grade, and plans to

implement gatherings for 6 to 12 year old students in the 2019-2020 school year. These gatherings offer students a broader access to culture, such as Verdi's operas or Picasso's paintings.

Another Successful Educational Action which has recently been implemented is the Brave's Club as part of the Dialogic Model of Conflict Resolution (see Toolkit Case study).

Among the several training activities, teachers and the management team participate in a weekly Dialogic Pedagogic Gathering (which started last year with the book Radical Love and continue this year with scientific papers) or attend conferences on research-based approaches. Teachers and the management team also regularly visit other Learning Communities to improve implementation of new initiatives.

What have been the obstacles to introducing the measure? How have they been addressed?

The whole school community participates in assemblies in which students, teachers, parents and other family members discuss conflicts, needs or other school-relevant issues, and work together in order to find a way to overcome barriers.

Is there a monitoring/evaluation system in place? Are further evaluation planned and when will the results be available? What is monitored? Who monitors and how?

School performance on assessments has consistently improved. The school administers two internal longitudinal tests of instrumental areas (language and mathematics) for all students.

In addition, 3rd and 5th year students participate in the Basic Competence tests of the Catalan Department of Education. Data from the 2017 standardized tests show the school's students achieved academic outcomes above the Catalan students' average: 55.2% of the students achieved a high level in Catalan language subject (against a 25% of the Catalan average); in Spanish, 39.3% reached a high level (against a 30.8%); in English it was 32.1% against 24% of the average, and in mathematics it is reached a 58.7%, whereas the average was 30.6%.

What has been the impact of the measure?

In recent years, standardized Catalan tests of Basic Competence have shown an increase of the school's academic outcomes above the Catalan average. In the 2017-2018 school year, the results were maintained as compared to previous years in all subjects except for English, where there was a small decrease, but nevertheless above the Catalan average.

The school was considered the best school of 2017 by the Circle of Economy and La Caixa Bank Foundation.

What resources are involved (material, space, amount of funding)?

The Learning Communities project uses existing resources allocated to the school, with some additional community resources.

Relevant documents, photos or videos

Videos cover many successful educational actions being implemented at the school:

Interactive Groups

(<https://www.schooleducationgateway.eu/en/pub/resources/toolkitsforschools/detail.cfm?n=326>)

Dialogic Literary Gatherings

(<https://www.schooleducationgateway.eu/en/pub/resources/toolkitsforschools/detail.cfm?n=354>)

The Brave's Club

(<https://www.schooleducationgateway.eu/en/pub/resources/toolkitsforschools/detail.cfm?n=5886>)

Family Education

(<https://www.schooleducationgateway.eu/en/pub/resources/toolkitsforschools/detail.cfm?n=450>)

Awards & Media

- ✓ [Article del Diari "La Vanguardia" \(24-05-2012\) -La participación de las familias es fundamental para el éxito académico.](#)
- ✓ [Article del Diari de l'Hospitalet \(11-06-2012\) - Ciudadania exemplar.](#)
- ✓ [Article del Diari de L'Hospitalet\(15-10-2012\) - Les famílies també són escola.](#)
- ✓ [Article de la Revista Educativa "Escuela" \(Maig del 2013\) - Igualdad de diferencias y diversidad cultural.](#)
- ✓ [Portada del Periódico de Catalunya \(23-11-2016\).](#)
- ✓ [Article del Periódico de Catalunya \(23-11-2016\) - Miracle escolar a l'Hospitalet.](#)
- ✓ [Article del Periódico de Catalunya \(23-11-2016\) - La recepta de l'èxit: famílies implicades, treball en equip i gens d'improvisació.](#)
- ✓ [Editorial del Periódico de Catalunya \(23-11-2016\) - La referència pedagògica del Joaquim Ruyra.](#)
- ✓ [Portada del suplement "Papel" del diari el Mundo \(19-03-2017\).](#)
- ✓ [Reportatge del suplement "Papel" del diari el Mundo - El colegio milagro que revoluciona la educación en España \(19-03-2017\)](#)
- ✓ [Article al Blog d'Educació "Tiching" "Todos participan en la construcción de la escuela". \(20-04-2017\).](#)
- ✓ [Article al Diari d'Educació "La implicació de les famílies a l'aula millora el nivell acadèmic i el clima escolar. \(14-05-2017\)](#)
- ✓ [Article a la web d'innovació educativa "Innovamos". Innovació de la mejor escuela de Cataluña \(Ramón Flecha, 21-06-2017\)](#)
- ✓ [Article al Diari "La Verdad" de Múrcia \(26-08-2017\)](#)
- ✓ [Notícia a l'informatiu de l'Hospitalet sobre l'assemblea de familiars en que l'escola es transforma en Comunitat d'Aprenentatge \(Maig del 2010\).](#)
- ✓ [Notícia a l'informatiu de l'Hospitalet sobre l'actuació d'èxit "Grups Interactius" a la nostra comunitat d'aprenentatge \(Maig del 2013\).](#)
- ✓ [Notícia a l'informatiu de l'Hospitalet sobre el Projecte Comunitari "Gamelan". \(Juny del 2013\).](#)
- ✓ [Notícia a l'informatiu de l'Hospitalet sobre el Projecte Tothom al Pati. \(Febrer del 2015\).](#)
- ✓ [Notícia a l'informatiu de l'Hospitalet sobre Comunitats d'Aprenentatge \(07-12-2016\).](#)
- ✓ [Taula Rodona al programa "El Balcó" de Cadena Ser Catalunya \(02-01-2017\).](#)
- ✓ [Notícia a l'Informatiu i el Telediario de TVE1 \(26-03-2017\).](#)
- ✓ [Notícia a La Sexta Noticias \(20-04-2017\).](#)
- ✓ [Reportatge al programa "Aquí hay trabajo" de La 2 de TVE \(03-05-2017\)](#)

- ✓ [Notícia al Telenotícies de TV3 \(12-05-2017\).](#)
- ✓ [Notícia a l'informatiu de l'Hospitalet "Premi Ensenyament" \(12-05-2017\).](#)
- ✓ [Reportatge al programa "InfoK" del Canal Super3 \(15-05-2017\)](#)
- ✓ [Entrevista al Magazin matinal "Ben Trobats" de la Xarxa de TV Locals \(17-05-2017\)](#)
- ✓ [Entrevista al programa "Aula L'H." de la Televisió de l'Hospitalet \(05-07-2017\)](#)
- ✓ [Reportatge radiofònic "Blog de Mestres" a Catalunya Ràdio \(14/07/2017\)](#)
- ✓ [Reportatge al programa "Aula L'H" sobre l'Extensió del Temps d'Aprenentatge \(14/03/2018\)](#)
- ✓ [Reportatge al programa "Aula L'H" a l'espai "A mi m'agrada" \(11/04/2018\)](#)
- ✓ [Reportatge al programa "InfoK" del Canal Super3 \(25/04/2018\)](#)

Further info (website, contact person e-mail, organisation details)

<http://www.joaquimruyra.cat/>