

CHAMPAGNAT GLOBAL

MARIST GLOBAL NETWORK OF SCHOOLS

FTD
educação

GRAM
EDITORA

EDELVIVES



BROTHERS MARISTS
SECRETARIAT FOR EDUCATION AND EVANGELISATION
GENERAL HOUSE - ROME

www.champagnat.global



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EDITORIAL

Dear Marists of Champagnat!

When we speak of the Marist mission, we often relate it exclusively to the school, but the **Marist mission** is linked to the universities, to youth ministry, to solidarity, to voluntary work, to the rights of children, to international communities of brothers and laypeople, and the publishing houses are also part of the mission.

Publishing houses have traditionally been a great ally in achieving the quality of education that our schools have enjoyed, as well as an ideal means of communication for transmitting our values.

Today, because of digitalisation, publishers are undergoing a major transformation, which becomes a great opportunity to explore new opportunities for communication and support for the educational and evangelisation process.

Inspired by the invitation of the Institute to walk together as a global family, we at Champagnat Global are working to promote synergies with each of the networks animated by the General Government. On this occasion, **we take this opportunity to share the first initiatives that are emerging because of the joint work of Champagnat Global and the network of publishers.**

NETWORK OF SCHOOLS AND NETWORK OF MARIST PUBLISHERS TOGETHER SEEKING TO ADD VALUE TO EDUCATION

Marists historically have been and continue to be linked to the world of publishing. When, in 1887, a group of brothers from France arrived in Girona and founded the first school in Spain, they began to feel the need for complementary school materials. In 1924, in Barcelona, they created their first publishing house, which from 1932 was called **EDELVIVES**, in honour

of the Spanish humanist, Luis Vives.



Ten years later, in 1897, when the brothers arrived in Brazil and felt the lack of didactic material, they began to launch their books and in 1902 they founded **FTD**, named after the Brother Superior General of the time, Frère Théophile Durand, in consideration of the support he gave them to carry out the initiative.



In 1921 the Brother Provincial of Argentina, Constancien, founded the present **GRAM Editora** (Gráfica Marista), which at the beginning was also called FTD.



Today, publishing houses, with more than a century of life, are major references in the world of education, which are trying to respond to the challenges of a teaching-learning process in constant innovation.

Following the call of the Marist Institute to walk together as a global family, the publishing houses are part of the networks encouraged by the General Government.

The network of Marist publishers and the global Marist network of schools, encouraged by the Institute's Secretariat for Education and Evangelisation, have begun to establish synergies to develop mutually beneficial collaborations.

A commission composed of: Juan Pedro Castellanos (director of the Edelvives Foundation), Cintia Lapa (deputy educational director FTD) and Javier Llamas (executive secretary of Champagnat Global) **are working on the development of an action plan that includes concrete initiatives** such as the creation of massive courses aimed at the international school community, taking advantage of content provided by the publishers.

The preparation and subsequent launch of two self-managed courses (knowledge pills), aimed at Marist teachers, will soon begin. On the topics proposed by the publishers: Which one do you find most interesting or necessary? **Help us with your preferred choice...**

"IT'S HAPPENING"

The online meeting with the pioneer group that is carrying out the Global Citizenship mooc course has been one of the most important events that we have developed during these months in our Marist global network of schools. It was not the only one; we also had the opportunity to be present at the XXVIII Inter-American Congress of Catholic Education held in the Dominican Republic last January.

In addition, some Marist schools have been in the news, as we share with you in this section:

Online meeting of members of the first edition of the Global Citizenship Mooc

On 31 January, the participants of the first edition of the **MOOC (course) on Global Citizenship** met online to get to know each other and share their experiences on

how they are applying what they are learning in their work.

At the moment there are 100 Marists, as pioneers, who are following the **programme** which will be open to all those interested in the next edition.



In parallel to the course, the Marist **University of Porto Alegre (PUCRS)** is carrying out a research project directed by Brother Carlos Alberto Rojas, the aim of which is to ascertain the state of the practice of Global Citizenship in our schools and, on the basis of the results, to establish guidelines that will help us in the practice of this important task.

The theme of Global Citizenship is of particular interest in current educational affairs, because of what it means in terms of the defence of human dignity and the promotion of international solidarity.



As Marists, the aim of the course is to help teachers and those responsible for formation to promote Marcellin Champagnat's purpose: **"To form good Christians and virtuous citizens"**, in today's world.

If you are interested in being connected with other Marist members who are interested in Global Citizenship issues, join the **AGORA group**.

Champagnat Global present at the XXVIII Inter-American Congress of Catholic Education

Under the slogan: **"Educating for a Sustainable Future"**, the **28th Congress of Catholic Education, organised by the CIEC (Inter-American Confederation of Catholic Education)**, took place in the city of Santo Domingo (Dominican Republic) from the 11th to the 13th January. The Secretariat of Marist Education and Evangelisation was present at the meeting, with more than 1200 participants from 21 countries, through Brother Niño Pizarro and the Executive Secretary of Champagnat Global, Dr. Javier Llamas.

The congress has been a great opportunity to reflect on the great task of promoting integral sustainable development, in line with the Magisterium of Pope Francis through the Global Education Pact and at the same time to see how to contribute as a Catholic school to respond to the challenges of society.



Reflections at the congress centred on the conviction that **Catholic education must empower learners to transform themselves and the society in which they live by adopting sustainable lifestyles**, becoming active and participatory global citizens who contribute to creating a more just, peaceful, tolerant, inclusive, safe and sustainable world.

Some of the specific **proposals** of the congress revolved around **the need to integrate Education for Sustainable Development** with public policies through educational strategies and programmes that guarantee a successful implementation in accordance with the needs of children and young people in the continent.



Reference was also made to the importance of **implementing action-oriented transformative pedagogy**. It is about pedagogical approaches and method development as the key to learning to achieve the Sustainable Development Goals.

Interested parties can access the lectures, TED Talks and educational experiences on sustainability that were presented at the congress, [HERE](#).

Brothers Luis Carlos, Goyo and Allan visit and encourage Marist schools in Hong Kong, Singapore and Malaysia to join Champagnat Global

In late January and early February, Brothers Luis Carlos Gutiérrez, Vicar General and Goyo Linacero, Project Director of the Strategic Plan of the General Administration, together with Brother Allan de Castro, Provincial of East Asia, visited some of the Marist schools in Malaysia, Singapore and Hong Kong.

The Marist presence in China dates back to 1891 when Brothers from France arrived in Shanghai. Later, in 1954, they founded St Francis Xavier College in Hong Kong, which today has two high school campuses: [Tsuen Wan](#) and [SFXC](#).



In Malaysia, where there are now 3 Marist schools, the brothers began their educational work in Kuala Lumpur in 1956. The visit, on this occasion, was to [the school located in Petaling, Jaya](#).



The brothers also visited [Maris Stella Secondary School](#), in Singapore, where the brothers began their work in 1958.



Throughout the visit to these schools in the Asian region, **the brothers conveyed** to the principals, teachers and students **the importance of joining the Marist Global Network of Schools and sharing the cultural and academic richness** that they have in their academic centres while benefiting from the contact with the rest of the Marist world.

From Champagnat Global, the invitation is that we take advantage of the different possibilities that the Marist school world offers us to **establish connections** that make our education have that international character that is increasingly valued in educational systems that promote an intercultural, interdisciplinary, collaborative and supportive approach.

IN THE SCHOOL

One of the novelties that we bring you this 2024 is a new section where you will be able to find some of the educational projects that are being carried out in different Marist schools.

From Champagnat Global we would like to encourage you to participate in this section with different workshops, initiatives, etc. that are taking place in your schools.

English Fun Corner, the fun way to learn English at Maristak Durango

Talks, escape rooms or video calls are some of the ways in which the [Maristak Durango school](#) (Spain) is promoting English with its Baccalaureate students.

As part of the **English Fun Corner** language project, the teachers teach English in a more practical way as a vehicular language.

To do this, they prepare different activities each term.



"During the first term we have held **English culture talks with a competition** in the form of an interaction between Mark (an English teacher) and the pupils," the school explains.

But that's not all, last week the students also solved an **escape room in English** with a British professional. It is a game where a team has to solve a proposed enigma.

The next activity planned for the last term is to contact an **English-speaking Marist school** to carry out an online language project.

If you are an English-speaking school and you are interested in participating with Maristak Durango, you can join our **Internationalisation group at Agorá** or contact our team.

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Inverted School in Brazil: What do you think your teachers should learn?

Find out about the Inverted School project, which aims to see the school environment from the pupils' point of view.

With the growing **need to transform the educational model**, listening to the perspectives of learners and educators is fundamental to building an **educational environment in line with today's demands**.

During the second semester of 2023, the schools **Colégio Marista Champagnat Ribeirão** (Ribeirão Preto-SP), **Marista Escola Social Ir. Lourenço** (São Paulo-SP), **Marista Escola Social Santa Mônica** (Ponta Grossa-PR), **Marista Escola Social Santa Marta** (Santa Maria-RS), **Colégio Marista São Luís** (Santa Cruz do Sul-RS) and **Marista Escola Social Ecológica** (Almirante Tamandaré-PR) participated in the Inverted School project.

Opening the way to listening is a training action in which **pupils explain different demands and alternatives to the educator**. In this way, a training day has been created in **which the pupils give lessons**, reversing the learning experience.



In this innovative action, students are the protagonists, sharing what they consider essential for learning. The guiding question was simple but profound: **"What do you think your educators should learn?"** This approach has been revealing valuable insights.

The question provided an important insight because, given the urgency of transforming the school model and education, the **main parties involved in the process**, learners and educators, need to be heard.

According to some of the protagonists of this project "the possibility of professional exchange between the teams of São Luís and Santa Marta significantly enriched the experience". (Colégio Marista São Luís).

"Seeing the students take responsibility for the organisation of the lessons and their own learning was incredibly rewarding. This creates a more interactive and learner-centred dynamic. It was an opportunity to look to the future and rethink our strategies". (Marist Ecological Social School). "The participation of the students was well organised by the team. I noticed that they were all eager to teach the classes, and showed

their commitment to the project, from the diagnosis and planning to the implementation on the day of the proposal", added the Marist Social School Santa Monica.

Do you want to know more about this enriching experience? Watch the video of the project: **Inverted Schools.**

Learning Resource Centre boosts student academic development at Manatí High School (Puerto Rico)

Since we **remodelled and reconceptualised the Learning Resource Centre** in 2022, it has become a fundamental space for the school: a meeting place, a space to dream and discover, with **tools for research and collaborative work.**

One of the cornerstones of this project is the **Virtual Library**, a 24/7 service that provides access to a **wide range of educational resources:** encyclopaedias, books, audiovisual material and educational magazines. This platform has become an essential tool for students and teachers.



By collaborating with **COBIMET** –a non-profit organisation dedicated to improving virtual library services and information skills in the digital age - the Learning Resource Centre has paved the way for students to access a multidisciplinary database, tailored to their specific information needs, from anywhere.

Teachers, for their part, find in the library an ally to reinforce academic skills and strengthen 21st century skills, enabling students to effectively use information sources relevant to their learning.

The Learning Resource Centre is not limited to the virtual realm, but **provides physical spaces for the holistic**

and educational development of each student. With a dedicated conference room for group studies, club meetings, workshops and more, the Centre stands as a meeting point for the educational community.



It also has a **computer room equipped with Microsoft software**, providing access to essential tools for academic development. The children's room, with age-appropriate printed and tangible materials, provides an open environment for both students and teachers, encouraging learning in a variety of academic and personal areas.

Committed to the education of our children and youth, the **centre carries out multiple daily curricular and extracurricular activities.** In 2023 a Reading Club was successfully launched, integrating 30 students from first to fourth grade. Led by Racaly Hernández, our Librarian, Enil Carbó, Elementary School Coordinator, and Honor Society student leaders, this club selects books and novels that cover diverse areas of child development.

And so, by these means, we seek to contribute to bringing St Marcellin's dream to life through our Learning Resource Centre.



Apple recognises St. Mary's School as a benchmark in education

Santa María Marist School (Villalba, Spain) has received the **Apple Distinguished School** award which is given to schools that stand out for their excellence in **innovation, leadership and educational excellence**.



Only 19 schools in Spain have this accreditation and Maristas Santa María is the first Marist school with this distinction.

As its website points out, Santa María School has been characterised as a school that is "restless, constantly changing, innovative, attentive to diversity and with the aim of accompanying our students so that they become people who show solidarity, committed to their environment, creative and **capable of transforming society with a critical spirit**".

Some of the **factors on which Apple bases a school's** eligibility are that each student has a device, innovative use of the Apple platform, faculty proficiency in iPad or Mac use, and ongoing research practices that evaluate the school's progress and success, as well as the next steps in the technology programme.

In addition, only schools that meet the **qualification and eligibility** requirements can apply for this recognition by invitation.

The aim of this style of learning is none other than **"to empower our students to lead**, to learn and to thrive, to discover new opportunities, and to make their world a better place. All of this without leaving aside our pedagogical traits that we strive to transmit every day to the whole educational community:

simplicity, presence, family spirit, love of work and all of this in the style of Mary, our Good Mother".

Discover all the **innovation projects** carried out by Maristas Santa María School.



Comprehensive education: one of the key reasons why Colegio Marista Nuestra Señora del Carmen (Badajoz) leads the school rankings

Colegio Marista Nuestra Señora del Carmen (Badajoz) has been chosen as **one of the best schools in Extremadura (Spain)** for 2024. The portal **Micole**, specialised in schools, has awarded this position taking into account ratings and reviews from families, as well as requests to visit the school.

This is not the first time that this school has been included in school rankings, as it appeared in other rankings such as: **"The best schools in Spain"** carried out by the newspaper El Mundo in 2018 or **"The 100 best schools in Spain in 2023"** carried out by Forbes magazine.



Champagnat Global spoke to **Mr. Olmo Silos Calderón**, director of the school, to give us all the details about the position of Our Lady of Mount Carmel in the latest Micole ranking.

How did you receive the news that your school was among the top ten in Extremadura?

The news came to us through social networks via the press, we had just returned from the Christmas break and it was a very nice surprise.

How has it been received by teachers and students?

Both the students and their colleagues receive it in a very "pacense" way, with pride and joy, but with prudence and humility, without stridency.

What do you think are the reasons why they have been given this position?

Well, the truth is that we believe that the integral education offered by Maristas in Badajoz is a key to success that can make these things happen. The educational project is powerful, not only in terms of academic excellence, but also in the individualisation of the treatment of the person, from the emotional to the social, this environment that the school creates, mixed with the renovation of spaces, makes us very satisfied.

¿What are the main values instilled in the school?

As Marists I like to think that what the school transmits in terms of values is the humility of things well done; from there, bearing in mind the other two violets of simplicity and modesty, we try to make them experience in their daily life necessary values such as companionship, family feeling, love for work, respect...

What are the challenges for 2024?

We are working to make inclusion a reality on a daily basis, based on the change of paradigm that DUA proposes to us, both in the culture and policy of the centre and in our daily educational practices. In addition, we want to continue to grow in the improvement of our facilities, as well as to continue to maintain the Marist charism based on the importance of identity as a seed of growth and learning for the life of our students, professionals who work in the centre, as well as the educational community in general.

If you could only choose one quality of your school, what would it be?

A feeling of family, where all the professionals (brothers and lay Marists) and groups that form part of the centre, live as if we were at home (the motto is great this year) with its joys and sorrows, but feeling this spirit of community as something worthwhile.

One piece of advice I would give to other schools...

I am not the person to give advice, I can only say that I like to believe in people who are the ones who change things, I believe very much in the human group that moves the Centre and also in the students and families who are committed to living this vital experience.

Find out all the latest news about this school **on its website**

The new generation of creative and committed communicators at Guaynabo School

The **Marist school in Guaynabo** (Puerto Rico) started up two pilot projects in 2023: the news programme '**Maristas News**' and the podcast '**Dímelo Masaco**'. Both projects are part of the **Media Lab, a space dedicated to innovation**.

Driven by two mentors (Nicole Schmidl and Juan Ramírez), **writing, improvisation and public speaking** are some of the many skills that the students learn on a daily basis.



In this space, students have the **opportunity to research and expose topics that are interesting to them from the Marist world** while learning the work involved in being **in front of and behind the cameras**.

As the student Víctor Ferrer tells us, **this experience "has changed his life** and my perspective on journalism", who also highlights the **cooperation between colleagues** as one of the most important points of these initiatives.

For her part, student Alexa Cardona points out the **importance of having a mentor** during this project who encourages them, teaches them "to look beyond and the **possibilities that we can offer to use it in our careers**".

Don't miss the opportunity to find out all the details of this project explained by its protagonists:



LAUNCH OF "STAND UP, SPEAK UP AND ACT"

On 20 March, the Secretariat for Education and Evangelisation will launch the document: **"Stand up, speak up and act: a guide on eight to child and youth participation in the Marist Institute"**.

The guide aims to **inspire and improve practices that encourage the participation of children and young people in various contexts of the Marist mission** and to provide informative and formative resources for people who are beginning to defend the rights of children and young people, empowering them to become agents of change.

The launch will be attended by **Brother Ernesto Sánchez Barba**, Superior General, **Brother Luis Carlos Gutiérrez Blanco**, Vicar General, and **Brother Ben Consigli**, General Councillor.

Participate, it will be very interesting to incorporate new resources in carrying out your mission with children and young people.


ONLINE LAUNCH EVENT





MARCH 20

We are inviting you to join us on **March 20, 2024**, at either **9:00 am** or at **4:00 pm** (Rome time)



STAND UP, SPEAK UP & ACT

A Guide for Children and Young People's Participation in the Marist Mission

YOUTUBE LINKS

 **9:00 (Rome time)**
<https://youtube.com/live/f9c2WNzTPk>

 **16:00 (Rome time)**
<https://youtube.com/live/ctZPh7P8JCI>

The Launch will feature Brother **Ernesto Sánchez**, Superior General, Brother **Luis Carlos Gutiérrez**, Vicar General, and Brother **Ben Consigli**, Councillor General.



Join us via **YouTube** at the following links:



9:00
(Rome time)



16:00
(Rome time)

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