



St PETER'S SCHOOL

School Education Project



Learning for a disruptive future

The challenge for educators today is to choose content and methodologies that will prepare the students for their next stages in life, that will last and cause a real impact. At St PETER'S we choose to be disruptive.

Enhancing our students' learning abilities helps students learn at an exponential rate. We aim to teach them how to cope with changes and challenges through a creative, respectful and open-minded approach.

Any innovation and methods we use are to encourage our students to build their own future, a future by design, not by default. We keep up-to-date with the breakthroughs and changes that occur in the real world and we bring them into the classroom. Our belief is that students benefit from seeing possible futures, imagining different scenarios and being active part in them.

St PETER'S was created in 1964, and since then, we have experienced many changes both in education and in society. We are constantly developing in order to offer your children the best education and equip them for their future.

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Future by design, not by default.

Vision

We are on the frontier of a revolution that will transform how we live and work, as physical and digital worlds merge in unprecedented ways. The rise of collaborative intelligence will be at the forefront of this, shaping our future in exciting new ways.

Education will have a predominant role in this scenario. Schools, based on a model designed more than 100 years ago, have become obsolete and need to be adapted to the new paradigm.

Students need to be equipped with the academic, personal and real-life skills they need to be individually successful while they contribute to society.

Purpose

To build a hub of knowledge that leads education in the direction of a new paradigm, in which its members understand that they have the opportunity to create a future where both individuals and the community can achieve success, but which also involves risks and uncertainty, and yet they still choose to take an active part in making it happen.

To become a reference within the community, as a result of our model, which is based upon understanding each student, enabling them to think for themselves and providing them with the content which will help them in their inquiry.

To extend and share our model with the education community as a whole.

“In science, we learn about the main challenges the world is facing and we look possible for solutions”

Arnau, Middle Years Student

“Our subjects always include an innovative approach. This year, we have researched and learned about blockchain technology and its possible applications in the present and the future”

Helena, Middle Years Student

“St PETER’S is a truly international school where we can get to know students from different cultures, languages and beliefs. We are very diverse and it helps us to be more open-minded and respect our friends”

Luca, Primary Years Student

School Strategy

English in our Linguistic Project

We want our students to have absolute fluency in English and expand their linguistic skills with additional languages. English is the language of instruction in all stages, except when teaching other languages. Being plurilingual benefits our students and enriches their international mindset.

A safe and caring environment

Our students are treated with the utmost care and attention, in a comfortable and safeguarding atmosphere. This environment of respect enhances students to feel positively connected to their teachers and classmates, and encourages them to become leaders and positive role models.

Knowledge and academic excellence

By acquiring a solid academic background, the students develop a high level of confidence, managing their own learning and making connections between the classroom and the world around them. This enables our students to be prepared to enter the best universities worldwide.

Futures literacy

Our school proposes a new field for innovation in which students and their teachers practice new ways of thinking by analyzing the signs of the future in the present. Once analyzed, they are able to imagine the different possible scenarios (alternative futures) that humanity could encounter, and in doing so they are able to choose and create a future that is consistent with their values. Additionally, a “future literate” student develops a set of skills that allow them to use their imagination in order to decide why and how to introduce this non-existent future into the present.

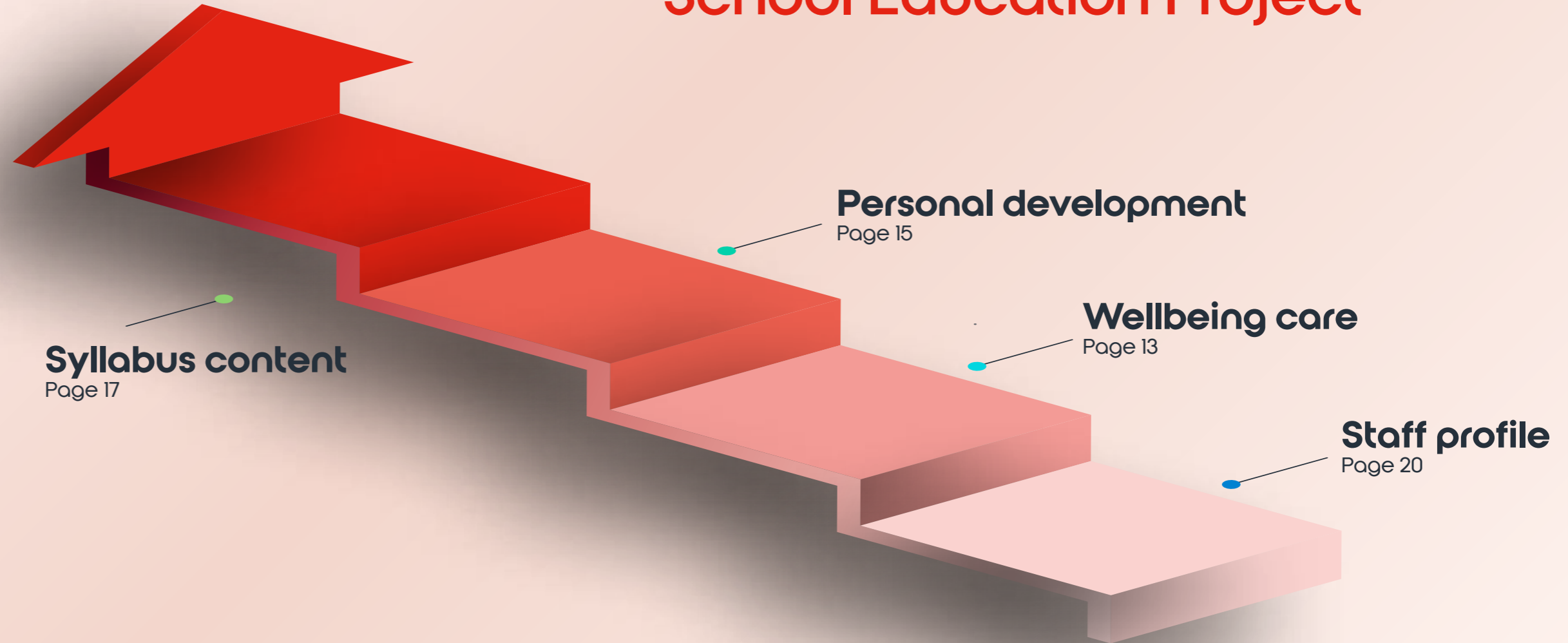
School Education Project

Our school education project is designed to provide a comprehensive and balanced educational experience, focusing on four fundamental pillars: staff, wellbeing, personal development, and syllabus content. Each of these components plays a fundamental role in our approach.

Our staff are chosen not only for their expertise in their subjects but also for their ability to mentor and inspire students, while student wellbeing is prioritized to ensure that each learner feels supported both emotionally and physically, creating a safe and nurturing environment.

Personal development is also a key focus, looking to enrich students' inner lives. Lastly, our syllabus content is thoughtfully crafted to be engaging and relevant, covering essential knowledge while also incorporating cutting-edge developments in each field.

Our project aims to equip students with the knowledge, skills, and attitudes needed to succeed in the 21st century.



Methodology

Inquiry based

Any inquiry cycle starts with observation, follows with guided, planned and constructive research, continues with action and reflection, connects its findings to context and real life and transfers them to each and every area of knowledge. It requires creative and critical thinking to explore ideas out of the box. At school, it combines agency and teacher leadership.

Context related

Our units of inquiry are all designed against a backdrop of real life situations, considering scenarios that are meaningful for our children. All knowledge needs to be transferable to the students' real life. Being informed about the present helps students to anticipate the future and seek solutions that will have a positive impact.

Concept based learning

Reflection provides a structure to make sense of learning, so that concepts and theories become embedded in practice, and constant thought and innovation are simultaneously fostered.

Learning through transdisciplinary concepts provides the student with transferable cognitive skills that help them connect among disciplines and acquire a holistic education.

Assessment for learning

“Marks are a relatively new invention. Only the mass educational systems of the industrial age began using precise marks on a regular basis. Since both factories and government ministries became accustomed to thinking in the language of numbers, schools followed suit. Originally, schools were supposed to focus on enlightening and educating students, and marks were merely a means of measuring success. But naturally enough, schools soon began focusing on getting high marks. As every child, teacher and inspector knows, the skills required to get high marks in an exam are not the same as a true understanding of literature, biology or mathematics.”

Yuval Noah Harari; Homo Deus,
A Brief Story of Tomorrow

At St PETER'S SCHOOL, assessment is carried out while learning is in progress - day to day, minute by minute. It focuses both on process and progress of learning. It is viewed as an integral part of the teaching-learning cycle and it is never only based on tests.

It is collaborative - teachers and students know where they are heading, understand the learning needs, and use assessment information as feedback to guide and adapt what they do to meet those needs. It is Fluid - An ongoing process influenced by student needs and teacher feedback.

IB Continuum

St PETER'S SCHOOL follows the International Baccalaureate Methodology. It offers a truly international curriculum from Early and Primary Years to the Diploma Programme.

Our School is one of the few schools in Barcelona with the IB Continuum, validated by the IB Organisation, the only one with English as the main language of teaching and learning.

We offer three validated programmes: Early and Primary Years (From Foundation 3 to Year 5); Middle Years (Year 6 to Year 10), and the Diploma Programme (Year 11 and 12).



GRADE PLACEMENT	IB	Spain	Age	
FOUNDATION	Nursery 1	P1	1	
	Nursery 2	P2	2	
	Foundation 3	PYP	P3	3
	Foundation 4	PYP	P4	4
	Foundation 5	PYP	P5	5
LOWER SCHOOL	Year 1	PYP	1°Primaria	6
	Year 2	PYP	2°Primaria	7
	Year 3	PYP	3°Primaria	8
	Year 4	PYP	4°Primaria	9
	Year 5	PYP	5°Primaria	10
UPPER SCHOOL	Year 6	MYP	6°Primaria	11
	Year 7	MYP	1°ESO	12
	Year 8	MYP	2°ESO	13
	Year 9	MYP	3°ESO	14
PRE-U	Year 10	MYP	4°ESO	15
	Year 11	Diploma	1°Bach.	16
	Year 12	Diploma	2°Bach.	17

Wellbeing Care Plan



Central to our approach is the establishment of a supportive school culture that promotes open communication and inclusivity. By ensuring that students know they are part of a caring community, we help alleviate stress and anxiety, which are often barriers to learning and development. The plan includes regular check-ins and counseling opportunities, allowing students to express their feelings and concerns in a safe space. This continuous support helps to build resilience and emotional intelligence, crucial for navigating both academic and personal challenges.

Our Wellbeing Care Plan is meticulously designed to provide students with the psychological safety essential for their growth as individuals and their ability to engage effectively in learning. Recognizing that a sense of security and belonging is fundamental to both personal development and academic achievement, this plan focuses on creating a nurturing environment where students feel valued and understood.

Through this comprehensive care approach, we commit to enabling every student to flourish both as a learner and as an individual in a safe and supportive setting.



Being well-rooted in who you are provides the strength to navigate the world authentically

Personal development

Sophistication, worldliness and culture

Incorporating depth of knowledge, cultural understanding, and critical thinking into education equips students with the tools they need for success in a complex world. By diving deep into subjects, students develop a thorough understanding of topics, which promotes a culture of curiosity and lifelong learning. Emphasizing cultural awareness is the road to personal enrichment and growth. This comprehensive approach to education not only prepares students for academic and professional success but also cultivates informed, culturally literate individuals who can live valuable and worthwhile lives.

Nature awareness

Incorporating nature awareness into education enriches students' inner lives. By connecting with nature, students gain insights into their own existence and place within the world, leading to increased self-awareness and emotional well-being. This connection encourages mindfulness, reduces stress, and promotes a sense of peace and belonging. Understanding the intricate balance of the natural world can also inspire creativity and a deeper appreciation for the beauty and complexity of life. Ultimately, working a bond

with nature cultivates a more compassionate, reflective, and environmentally conscious individual, enhancing personal growth and contributing to a more harmonious relationship with our planet.

Rooted

Feeling rooted in oneself is vital for personal stability and growth. It anchors you firmly, giving you a clear sense of identity and values. This deep self-connection allows you to face life's challenges with confidence and make choices that truly reflect your desires and beliefs. In essence, being well-rooted in who you are provides the strength to navigate the world authentically, ensuring you live a fulfilling and resilient life.

The goal is to achieve wholeness by integrating diverse aspects of personality, becoming fully aware of oneself, which leads to a more balanced and fulfilling life. This process can improve our understanding of ourselves, deepen our relationships, and enhance our creative expressions.

When students work this concept, other words that appear are: Grounded, Anchored, Embedded, Authentic.

1. Understanding knowledge
2. Know the real world based on facts
3. Post-truth
4. Critical thinking

FACTFULNESS

1. AI understanding, use and tools
2. Boost on Science (neuroscience, nanotech, genetics, etc.)
2. New paradigms (energy, blockchain, etc.)
3. PPE (Philosophy, Politics, Economics) of new techs

EXPONENTIALS

1. Leadership, creativity, adaptability
2. Conscious of Environmental Systems and capable of finding solutions to current and future challenges
3. Competent communicators

AGENCY

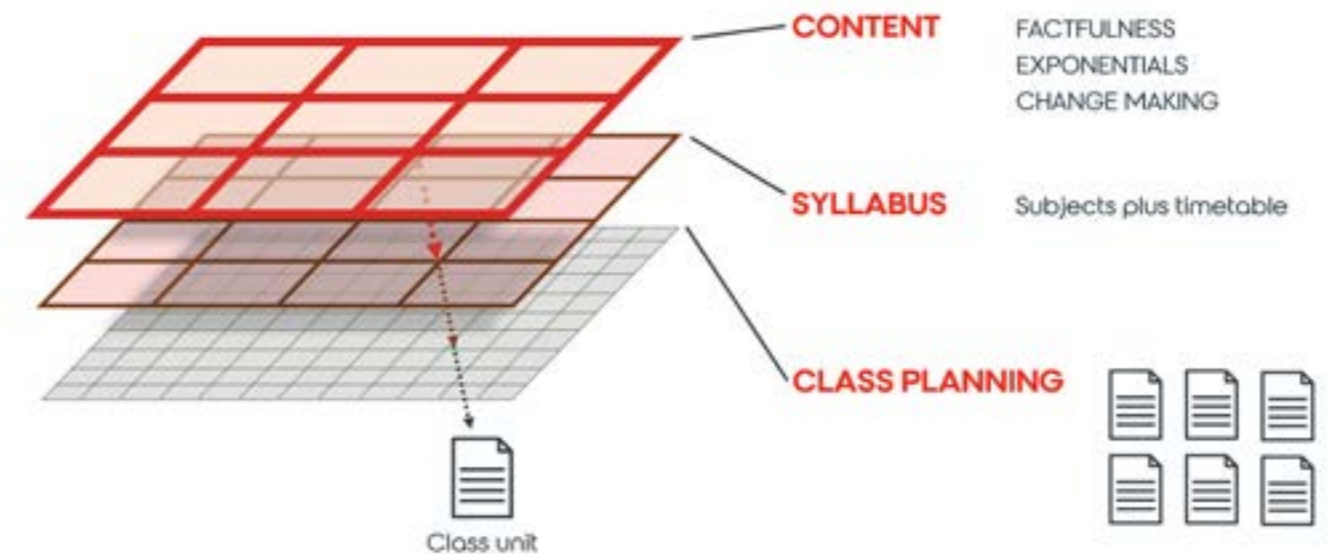
New content

Building the future through the syllabus

The expression “destroy the degree” is often claimed as a need to make a disruptive change in education internationally. In our project this focuses on two things: 1) to stop focusing the learning process on constant measure of the student in order to obtain a specific degree, 2) to completely change the content that we teach, in favour of the actual and future needs of society and its individuals.

Most importantly, doing so with the proven belief that any of our students will be able to obtain whatever degree they face.

As a result, our Syllabus is built upon 3 strands; **Factfulness**, **Exponentials** and **Agency**. It is our approach to what citizens will need in order to accomplish our Mission. We interweave transdisciplinary **Futures Literacy** within these strands, with the goal of developing in our students the capability to comprehend, envision, and navigate multiple potential futures.. The content designed for this syllabus is always on the move, due to a constant reflection upon what the education system should address in order to help the students flourish.



1 DEGENERACY OF DEMOCRATIC STRUCTURES

“I would say we are spiraling into a crisis, for obvious reasons that we have all noticed, the political polarization, the gradual breakdown of democracy, which means compromising where necessary, not having tyranny of the majority, Congress passing fewer laws than in recent history.

All those are signs of the breakdown of democracy.” (1)

2 GLOBAL WARMING, CLIMATE CHANGE

“In damaging our climate we are becoming the architects of our own destruction. We have the knowledge, the tools and the money (to solve the crisis).” (2.1)

“Let us join hands to contribute to the establishment of an equitable and effective global mechanism on climate change, work for global sustainable development at a high level and bring about new international relations featuring win-win cooperation.” (2.2)

Connecting what we learn to Real Life 3x30 Top challenges for the World

Our students focus on making connections to real life, which means working towards the world they will live in. Our syllabus is based on what we identify as the main 3 global problems the world will face along the next 30 years.

3 UNEQUALITY, THE GROWING GAP

“The world is dividing in first-mover nations, and laggards. The first, invest strategically to build richness based on their talent. The second, use others technology, give away their data and become precarious. The wealth of nations no longer rely on their natural resources, but on their institutional capacity to make the talent of their citizens flourish and to convert it into exportable technology.

But modern societies don't know how to face the deep changes brought by disruptive innovation. [...] In the connected world inequality expands, instead of abundance and prosperity. A wave of revolutionary dissatisfaction runs through the planet's spine, driven by social networks that polarise society even further.” (3)

(1) PBS News Hour, May 14, 2019, Jared Diamond on the 'breakdown' of democracy.

(2) Paris, 30.11.2015, U.N. Conference of the Parties: (2.1) Princes Charles of Britain (2.2) Xi Jinping, Chinese President

(3) La Vanguardia 16/11/2019, Xavier Ferràs, Talento, prosperidad y crisis.



Teacher development profile

Our team is made up of teachers who understand and contribute to the School Project.

Respect

Diversity makes us grow together and learn from one another. As well as encouraging our students to be themselves and build up their character, we are proud of the diversity and uniqueness of our educators. Respect and trust is a two way path: teachers listen to their students and viceversa.

Part of a team

Team building in teaching includes not only listening to other teachers but also sharing and learning from students' experiences. Teachers are part of a team that shares its passion for teaching and has fun while doing it.

Care

Our teachers care about our students, and they work in partnership with their families. We know what makes each student unique.

Professional Development

Change and innovation is a must for education. Teachers keep thinking outside the box and applying new ideas. We are proud of our international, challenging and prestigious team: the perfect basis for professional development.

Rigour

Engaging students includes planning and rigorous preparation. This requires continuous training to embrace new content and methodologies, as well as collaboration and co-teaching.

Passion for teaching and learning

Reflection, dialogue and team work: this is how our school project is designed, always moving forward together.

Open Innovation Committee

To stay ahead of the curve and ensure we are continuously innovating, we have established an Open Innovation Committee (OIC), whose goal is to ensure that our Education Project is leading edge, foreseeing and anticipating the needs and interests of our students.

The OIC is composed of external experts in several leading-edge fields and staff representatives who will work together on a regular basis, to improve our Curriculum. The Chair for this Committee is **Xavier Ferràs**, who is an expert in Innovation and currently teaches and conducts research on the subject at ESADE University. We encourage you to read his thoughts and opinions every Sunday at La Vanguardia.

In December 2021, the Open Innovation Committee held its inaugural meeting at our school, and has been actively functioning for the past three years. The current members (2024) include **Josep Maria Martorell** (Barcelona Supercomputing Center), **Luis Pareras** (Invivo Capital), **Alfons Cornella** (Edgers), **Anna Palli** (IRTA), and **Oscar García-Pañella** (Cookie Box).

This work has given valuable insights that is enhancing our curriculum, focusing on key areas like quantum physics, space exploration, and genetic technologies, as well as future literacy and soft skills, while prioritizing student well-being. The Open Innovation Committee will keep working to update this enhancements and ensure that these they are effectively integrated by our teaching staff.

Only occasionally
in limited quantities

Learn how to
manage these

A need for a
healthy life



It's about guiding young
minds to better choices



* Images generated by ChatGPT 4.0/ Dall-e

Just as understanding and managing the food pyramid is essential for a healthy lifestyle, knowing how to use technology effectively is key for enriching and empowering our lives.

Lurking
Liking

Reading
Sharing

Commenting
Discussing

Creating
Inventing

Curating
Growing

Use of devices

Tools for Education

When it comes to education, it's clear that children at different developmental stages need specific tools. For young children, it's more beneficial to focus on motor and sensory development rather than solely on digital devices. As children grow into teenagers, promoting strong reading and conversational habits become vital.

We must not dismiss the importance of technology entirely. Innovations such as artificial intelligence, genetic manipulation, and quantum computing are reshaping our world. Ignoring these advances would not only be regressive but also illogical. It is essential that we integrate these topics into our curricula to prepare students for a world vastly different from that of the previous century.

Sensible, Positive Solutions

Employing technology in education should be strategic and purposeful, aimed at enhancing research skills, encouraging critical analysis, and facilitating rigorous evaluation of information. This approach helps students take advantage of technological benefits without becoming overly enamored by the devices themselves.

Education, not only at school, should involve offering meaningful alternatives and engaging in active teaching. It's about more than just setting restrictions—it's about guiding young minds to better choices.

Encouraging activities such as reading, getting dirty on outdoor excursions, or meaningful conversations can significantly reduce the time children spend glued to screens, and offer alternatives.

A Technology Pyramid

Just as a balanced diet is essential for physical health, a balanced approach to technology is crucial for maintaining our mental and emotional well-being. We can conceptualize a "technology pyramid" where essential and beneficial technologies—those that help to create and grow—form the base, and as we move up they require more criteria to be autonomously controlled.

Understanding and managing this hierarchy ensures that student's engagement with technology enhances rather than detracts from their quality of life. They must manage technology wisely to ensure their mental and emotional health.

International School, International Community

Our curriculum is truly international. So is our community.

Being in an international school means living together with people belonging to different cultures, with different languages (we are lucky to have a plurilingual community), habits and beliefs.

We value this as an important asset that helps children to develop in respect and tolerance. We hope to encourage our students to pursue universal goals for humanity, such as equity and justice, sustainable development, solidarity, scientific and humanistic knowledge as well as integrity in decision-making.

A balance between a dynamic and stable community provides the chance to build deep relationships, whilst having the opportunity to meet people and make new friends.

We offer plenty of opportunities for families to connect and become members of our community, from the moment they start our Admissions Journey to the day the students graduate. To foster our community spirit, we use many different ways to connect:

- School Ambassadors and hosts, that help you connect with other parents in your child's classroom.
- Parents Involvement. We invite our families to participate in our school life.
- Community Events organised both by the school and the members of the community.

STUDENTS

Spanish 48%  52% International

Nationalities **53**

TEACHING STAFF

Spanish 25%  75% International

Nationalities **17**

Yearly turnover **4%**

Teacher-student ratio **1-6,25**

Unique individuals with a sense of purpose



Some of the latest destinations of our students



Going anywhere?

Wherever our students wish to study, work or live after school, they will be equipped with their own personal imprint. Our goal is to respect their uniqueness and to help them grow as individuals and learners, guiding them in their choices and informing them about their challenges and opportunities. The relationship we build between students and teachers is based on this objective.

Not only do we give students the academic excellence they need to enter the most prestigious universities around the world, but also we encourage them to become well-informed, open- and independent-minded individuals, ready to face any challenge.

Career Advising

The Career advising team at St PETER'S SCHOOL works closely with each of our students and their families. During their Diploma Program years, it is an exciting and rewarding experience to see how hard they work and how successful they are at the end of the journey.

In order for the last part of the journey to be successful, our advising team starts working with students during our Middle Years Programme, offering advising sessions, workshops, and coaching to accompany them in their journey to university application. Students also need to identify their fields of interest and their future options. **BidgeU** is available for students to delve deeper into each of their interests and during university hunting.

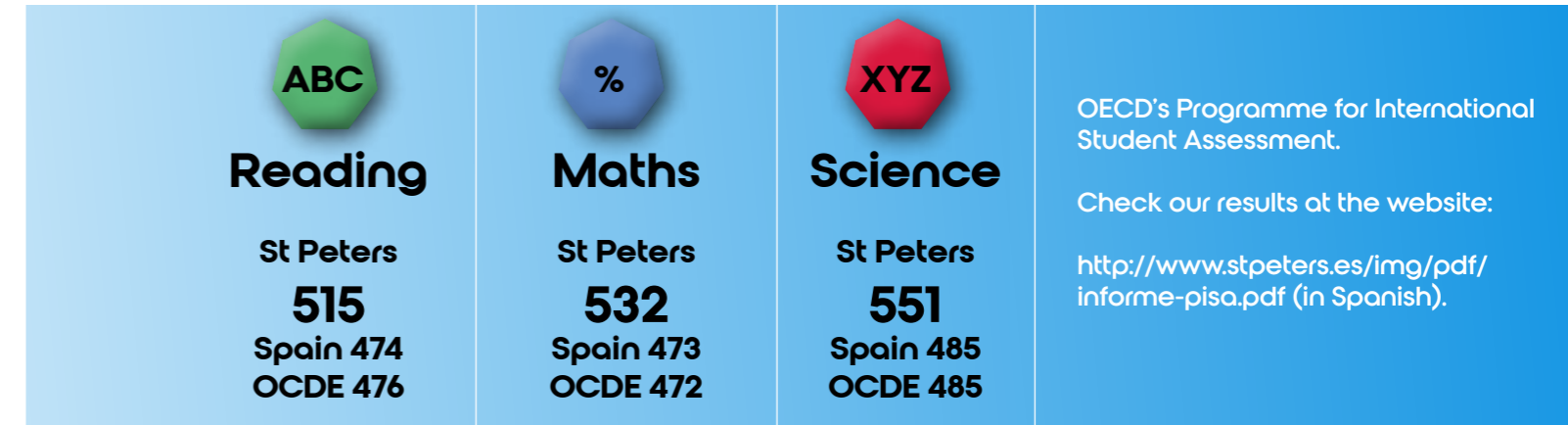
Universities visit us to hold information sessions where students can explore various undergraduate programs. A key component of the program includes individual or small group meetings with families, offering personalized guidance and support.

Qualifications		
	Acreditation	Acreditation body
Year 5	IB Primary Years Programme	IBO
Year 6	Primary Education	Spanish Ministry of Education
Year 10	IB Middle Years Programme	IBO
	E-Assesment	IBO
	Secondary Education (ESO)	Spanish Ministry of Education
	Level C in Spanish	Spanish Ministry of Education
	Level C in Catalan	Generalitat de Catalunya
Year 8-11	ESOL exams. According to student's level: Advanced, Proficiency	University of Cambridge
Year 10-12	DELFL exams, according to student's level	Ministère de l'Éducation Française
Year 12	IB Diploma Programme	IBO
Year 12	Baccalureate and access to Spanish University	Spanish Ministry of Education

RESULTS

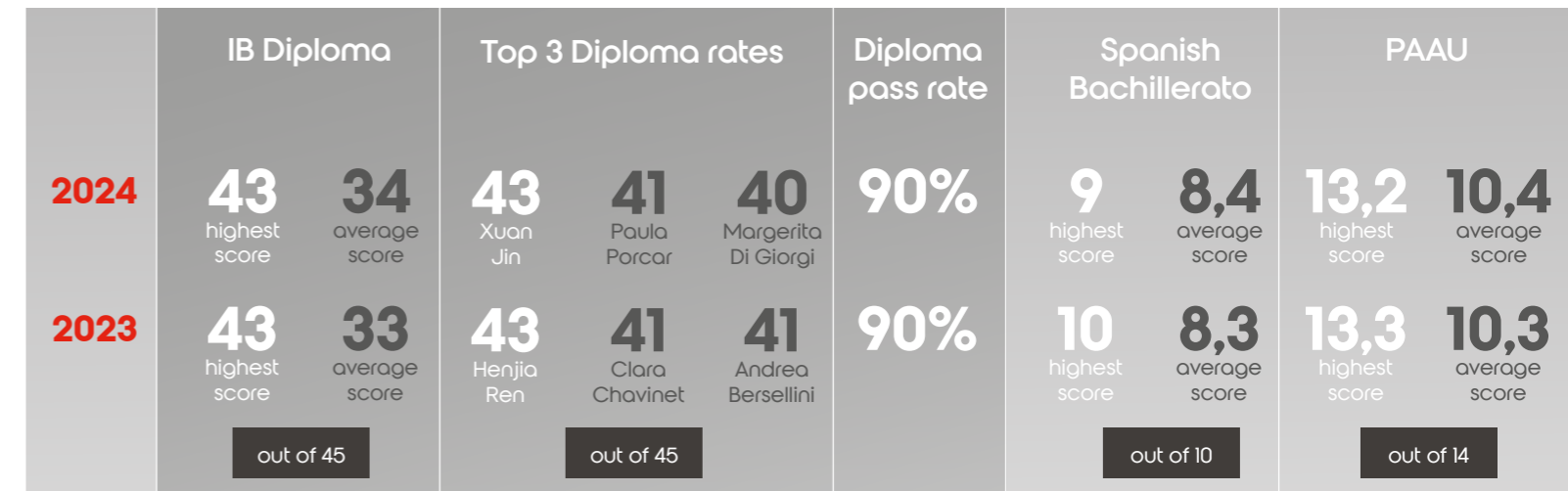
PISA

2024 results



Academic results

2024, 2023 results



After-School Hub

Our after-school activities hub has been designed to strengthen our community life. Our students and families deserve a hub where they can thrive, discover new talents and passions, practice sports, develop new skills, and enjoy. Activities are divided into 4 areas:

LANGUAGE HUB

Chinese
Spanish
English

SPORTS HUB

Basketball
Football
Judo - Self-defense
Presport
Volley
Yoga
Swimming

THINKERS HUB

Chess Club
Robotics
Book Club

CREATIVE HUB

Little Mozarts & Einsteins
Jazz & Pre-jazz
Choir, Piano, Singing
Visual Arts, Drama
Videogame creators

Apart from offering an after-school activities hub for students, we have also designed programmes for parents and external members of our community. Our English and Spanish Language Courses are an opportunity to learn at the same time as we get to know each other.

Find all the details of our After-School Hub at www.stpeters.es/afterschool



