



REFLECTIONS ON THE CHARACTERISTICS OF JESUIT EDUCATION

WHAT MAKES A JESUIT SCHOOL **JESUIT** ?



If I walk around XLC without knowing it's a Jesuit school, what are some clues that would give away its **identity**?

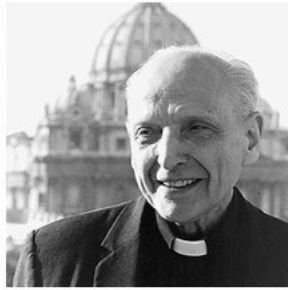
What would I **see** or **hear** that would make me suspect it's a **Jesuit** school?



WHAT IS OUR **DREAM** FOR OUR GRADUATES?

THE 4Cs: AIMS OF JESUIT EDUCATION

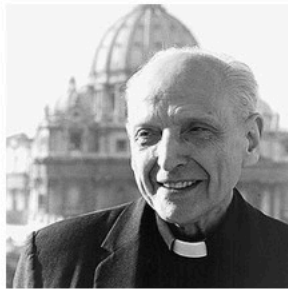
“...today our prime educational objective must be to form men-for-others; men who will live not for themselves, but for God and for Christ.”



Fr. Pedro Arrupe SJ (1973)
Men for Others
Valencia, Spain

“Men and women for others”

a contemporary expression of the **humanism** of Jesuit education



“Maximum development of gifts and capacities with which each person is endowed... for the deployment of [them] in the best possible service of others.”



Fr. Pedro Hans-Kolvenbach SJ (1996)
Contemporary Education in the Spirit of St. Ignatius
Toulouse-Purpan

“Our ideal is the well-rounded person who is intellectually competent, open to growth, religious, loving, and committed to doing justice in generous service to the people of God.



Fr. Pedro Hans-Kolvenbach SJ

The 4 Cs

as a way of explaining the Jesuit vision of educating the whole person

“Our goal as educators [is] to form men and women of competence, conscience, and compassionate commitment.”



Fr. Pedro Hans-Kolvenbach SJ (1993)
Letter on the Ignatian Pedagogical Paradigm
Rome

HUMAN EXCELLENCE defined as

The 4 Cs



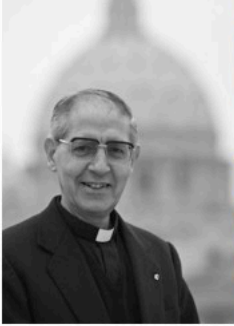
CONSCIENCE because in addition to knowing themselves, thanks to developing their ability to internalize and cultivate a spiritual life, they have a consistent knowledge and experience of society and its imbalances;

COMPETENT, professionally speaking, because they have an academic background that exposes them to advances in science and technology

Fr. Adolfo Nicolas SJ (2013)
Jesuit Alumni and Their Social Responsibility: The Quest for a Better Future for Humanity
What Does It Mean to Be a Believer Today
Medellin

HUMAN EXCELLENCE defined as

The 4 Cs



COMPASSIONATE because they are able to open their hearts to be in solidarity with and assume the suffering of others.

COMMITTED because being compassionate, they honestly strive toward faith, and through peaceful means, work for social and political transformation of their countries and social structures to achieve justice.

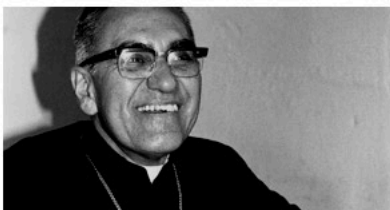
Fr. Adolfo Nicolas SJ (2013)
*Jesuit Alumni and Their Social Responsibility:
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The Person of COMPETENCE

- * capable of creating, understanding, & using knowledge and skills to live in his/her own context and transform it
- * able to be part of the changing and diverse world creating a life project for others and with others
- * able to develop the intellectual, academic, emotional, and social skills required for professional and human achievement.

How? By renewing our pedagogical practices, curriculum, & school environments according to new pedagogical developments that allow our schools to be closer to our Ignatian vision & to our eclectic tradition of combining the best practices to serve our mission



“We cannot do everything and there is a sense of liberation in realizing that.

This enables us to do something and do it very well.”

Archbishop Oscar Romero

**“We cannot do
great things
on this earth;
we can only do
little things
with great love.”**

Mother Teresa of Calcutta





St. Ignatius of Loyola

going **beyond**
the minimum
requirement

MAGIS

the value of
EXCELLENCE

**Doing more.
Becoming better.**

Not for myself,
but for
**“the greater glory
of God”**

**“not many things
but much”** | **“non multa
sed multum”**

The quality with which a work is done—the **“muchness”** of it—can be more important than the sheer quantity of tasks a person completes.

What value, for example, that a social worker counsels fifty people a day if each feels like a processed can rolling through an assembly line? Or what value is there in people parroting hundreds of prayers without real conscious engagement?

Chris Lowney

IGNATIAN VALUES

- * **MAGIS** A NON-COMPETITIVE "WIN-WIN" DRIVE FOR EXCELLENCE
- * **DISCERNMENT** IN-DEPTH CONVERSATION (LISTENING + REFLECTING)
- * **CURA PERSONALIS + COLLABORATION**
- * **COMPETENCE** TRANSFORMATIVE + COLLABORATIVE



The Person of CONSCIENCE

- * capable of distinguishing and discerning between good and bad, right and wrong for the person's welfare and society
- * its formation is influenced & affected by the totality of a person's surrounding

How? By aiming to form free persons of conscience who utilize their personal consciences to make a difference in the world



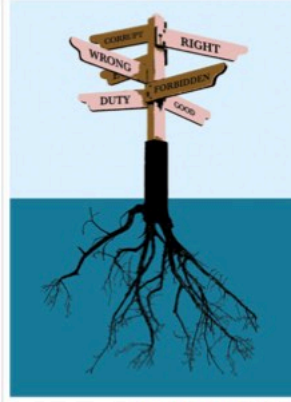
IGNATIAN DISCERNMENT

St. IGNATIUS OF LOYOLA
The Spiritual Exercises

Moral Discernment

when **what is right & wrong** isn't clear--
moral dilemmas like
finding out the lesser
of two evils

pertains to God's
GENERAL WILL:
His desire all for all
to be holy



Elizabeth Liebert
The Way of Discernment

Spiritual Discernment

when the **greater good**
isn't clear

appropriate
when one is deciding
between a GOOD &
a BETTER choice

pertains to God's
SPECIFIC WILL
(for individuals)



Elizabeth Liebert
The Way of Discernment

right vs. right choices



Our most difficult
choices as leaders are
NOT right vs. wrong,
but **right vs. right.**

J. L. Badaracco, Jr
*Defining Moments:
When Managers Must
Choose between
Right and Right*

Spiritual Discernment

refers to what we do to discover what God wants for us: **GOD'S WILL.**



In Spiritual Discernment, we believe that in a given situation, God's Will is the "greater good"



to seek the "greater good"



The Person of **COMPASSION**

- * more than feeling sorry for someone or a group of people; more than simply sympathy without action
- * a prerequisite to positive action
- * capable of recognizing human dignity, a person's worth that stems from being loved by God
- * leads to solidarity and compel us to address the structure of any institution so that we become agents of change, in order to dream God's dream



compassio
(Latin) *com + pati*
"To suffer
with/together"

σπλαγχνίζομαι
(Greek) *splagchnizomai*
"To be moved
as to one's bowels"

COMPASSION > SOCIAL CONSCIENCE + ACTION

COMPASSION

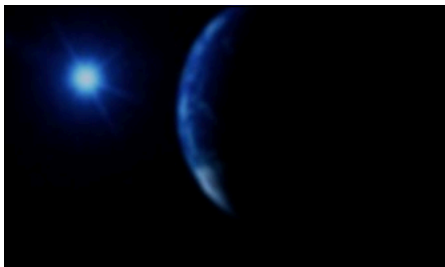
as a DIVINE attribute

The contemplation on



the incarnation

St. Ignatius of Loyola
Spiritual Exercises



THE HOLY TRINITY'S
**LOVING +
COMPASSIONATE
GAZE**
UPON CREATION



Swayambhunath (Monkey Temple)
Kathmandu, Nepal



Painted on each
of the four sides
of the ancient stupa
are these mysterious
HALF-CLOSED EYES.



**THE
COMPASSIONATE
GAZE OF
THE BUDDHA
ON ALL THE WORLD**

ATTENTIVE + MINDFUL
CONTEMPLATIVE
GAZE



EMPATHY

COMPASSION

The heart
of education
is **educating**
the **heart.**

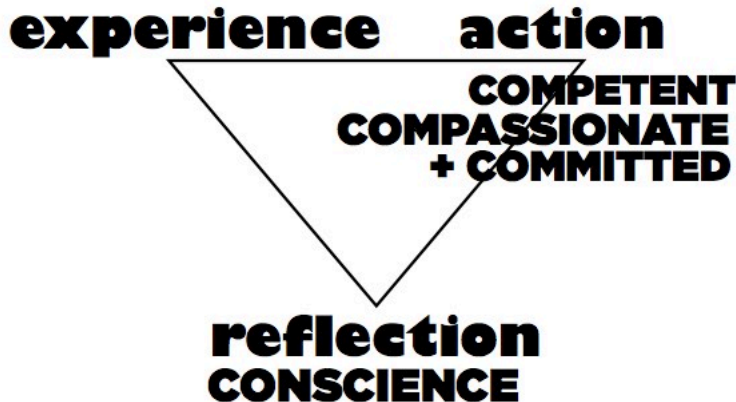


4 Cs  **SIPEI** Seminario Internacional sobre Pedagogía y Espiritualidad Ignacianas **Jesuit Schools** The world is our house

The Person of **COMMITMENT**

- * capable of courageous action
- * able to discern the urgent needs of our time through an openness to the guidance of the Spirit & companionship with Jesus
- * renders our ways of serving as rich and deep as our ways of loving
- * recognizes today's need for: (a) an ecological commitment to the reconciliation & healing of the earth, and (b) the commitment for social justice

*We can design an array of **learning + formative experiences** to provide our students opportunities to appropriate the 4 Cs.*



Profile of the Graduate of Jesuit Schools

Arrupe	Kolvenbach*	The 4 Cs
Men (and Women) for Others	well-rounded	COMPETENCE
	intellectually competent	
	open to growth	
	religious	CONSCIENCE
	loving	
	committed to the work of justice	COMPASSIONATE COMMITMENT

*Peter Hans Kolvenbach SJ (St. Paul's High School Winnipeg, 1986)

What makes the 4 Cs *Ignatian/Jesuit*?

"not only... but also..."

COMPETENCE

not only ACADEMIC
but also HOLISTIC — **TRANSFORMATION**

CONSCIENCE

not only
a choice between
GOOD + EVIL
or RIGHT + WRONG

but also
**A DISCERNMENT between
GOOD +
GREATER GOD
TRUE + FALSE**

What makes the 4 Cs *Ignatian/Jesuit*?

not only
SOCIAL ACTION
or SOCIAL CONSCIENCE

COMPASSION

but also
LOVING INCARNATIONAL SOLIDARITY

COMMITMENT

not only
COMPASSIONATE
or COMPETENT
or DISCERNED
(with CONSCIENCE)

but also
**ALL OF
THE ABOVE:
CONSCIENCE
COMPETENCE
COMPASSION**



PHILOSOPHY

Xavier College encourages its students to acquire **contextual knowledge and virtue** by **building on their learning experience**, from various sources, to **construct and reconstruct personal meaning**.

Through **reflection and deepening their learning**, students gain new insight and wisdom, resulting in the **holistic formation** of the individuals as they live an **active commitment to serve** their communities and the world.



VISION

Xavier College envisions itself to be a **culturally diverse** learning institution for the **upliftment and empowerment of young people** by forming them to become **humane and competent leaders** able to respond to the needs and challenges in their respective contexts.



MISSION

Xavier College is committed to educating young people, especially **ethnic minorities** in the north and neighboring countries, through a **contextual and holistic approach to learning**.

It helps students reach their **full potential** based on the **Jesuit tradition**. It not only provides opportunities to develop **professional expertise, life skills, and capacity building**; it forms **men and women of integrity working for and with others** to build a **just and harmonious world** as well.



GRADUATE AT GRADUATION 01

Reflective Learners

- Draw inspiration and learn about commitment from one's own learning process, seeking big messages and meaning from various experiences
- Possess realistic knowledge of the world, self, and others
- Demonstrate critical thinking, flexibility, and creativity
- Probe the meaning of life and strive to develop to the fullest potential as members of the community

Well-Rounded Persons

- Live an active, balanced and healthy lifestyle
- Affirm the goodness of creation and the acceptance of self and others
- Exercise freedom which includes responsibilities within the community
- Work well independently and collaboratively



GRADUATE AT GRADUATION 02

Cross-Cultural Communicators

- Value and respect diversity; i.e. show courtesy and promote two-way communication as well as interaction
- Listen actively for understanding and learn from real life situations in a variety of context
- Demonstrate the ability to use appropriate media and technology to convey a message
- Take initiative to dialogue with the poor, the marginalized, the handicapped, and those who are oppressed

Live Active Life Commitment

- Have a highly developed emotional intelligence; e.g. know how to manage oneself, how to temper one's own ego
- Have vision and commitment and can affect personal change.
- Demonstrate the ability to build consensus; navigate diversity and establish unity.
- Use own talents to serve others and promote justice and peace



FOUR STRATEGIES

PARKER PALMER
The Courage to Teach

We teach
WHO
we are.

- * Use + spread the **language** of the 4 Cs --including visually!
- * Embed deliberately across the **curriculum**
- * Celebrate **exemplars** of the 4 Cs (students + staff)

MAPPING THE 4 Cs

ACTIVITY	competence	conscience	compassion	commitment
English				
Thai Studies				
Weekly Conversations				
Gardening				
ETC.				
