EDUCATE FOR FORMATION IN FAITH

A. Bear witness with a personal and committed faith that touches the heart.

Young people need to find a meaning for life that will direct them in their daily activities, that will stimulate their practice of personal values and that will develop their faith. With their mission of forming others in faith, Marianist educators help youth with the search for meaning, enable them to recognize and welcome the sacred, and guide them toward contemplating the good, the true and the beautiful. With simplicity and humility, Marianist educators, personal models of prayer and love, bear witness to the faith the schools propose.

B. Promote a faith-and-culture dialogue which illuminates reality from the perspective of the gospel.

In the search for truth, the Marianist educator stimulates and learns from dialogue between faith and culture. Gospel faith, with its integration of the intellect and the heart, illuminates our knowledge of particular cultures, while science, technology, and knowledge of other religions amplify our understanding of the search for truth. Serious study of Marianist educational tradition, along with tolerance and open-mindedness, ensures the deepening of the dialogue and gives Marianist educators the tools they need to adapt what they teach to the cultures of their students.

C. Form students in the gospel’s values and Christian attitudes.

By aiding students in the practice of Christian virtue, Marianist educators hope, with Blessed Chaminade, to create a “people of saints.” Further, Marianist educators commit themselves to living by gospel values and to forming students in the wisdom of the social teachings of the Church. Students who learn to respond with gospel courage and compassion to moral and ethical problems are thereby prepared to become full and active members of their communities, building a society of solidarity, justice, and peace.

D. Educate in a free and responsible style which elicits a personal response in faith.

Marianist education trains youth to develop the will and the discipline to accept responsibility in the school and in other areas of their lives. Such responsibility draws out young people’s unique talents and calls them to mature, socially-conscious leadership. Marianist educators believe that, in teachers and students alike, accepting responsibility for the community fosters a free and authentic personal response to the gospel’s call.

E. Bear witness with a faithful commitment to the Church that makes the gospel credible today and tomorrow
Communities of faith and hope renew all creation and make known the reign of God. By living the fundamental charism of the Marianist tradition, Marianist educators challenge their students by personal example to develop an authentic interior spirit. Together, teachers and students create model communities of faith centered in charity. Such communities bear witness to the truth of Chaminade’s words, “The gospel can be lived today as in the early days of the Church.”

F. Make present the example and influence of Mary as the first disciple and as an educator in faith.

Students will find in Mary a woman strong in faith. Considering her life, they see the care and concern evident in her visit to her cousin Elizabeth, and the steadfast devotion and courage in her presence under the cross. They see all things, too, in the lives of the Marianist educators who strive personally to possess the virtues and dispositions of Mary. So, as Mary formed her son, Jesus, the Marianist educator fosters in each student and in each school the same love and mutual respect.

GENERAL PRACTICES FROM THE CHARACTERISTICS OF MARIANIST EDUCATION

- We place a priority on religious educational opportunities which offer instructional experiences, liturgies, prayer services, faith sharing, spiritual counseling, vocations to Church ministries and community service for students and faculty
- A faith perspective is integrated into all dimensions of school life so that daily activities (teaching, learning, co-curricular) are seen in the light of Gospel values
- Mary is clearly the model for faith being lived by members of the school community
- Marianist educators actively support and encourage students who are potential candidates for the vowed Marianist religious life, priesthood, and Marianist lay family.
- Faculty members, staff, and students are invited to accept the Gospel’s call with a free and authentic personal response that give witness to the school community
- There is a clear call for members of the community to the consecrated vowed life, priesthood, or committed lay ministry
Signs and symbols are evident throughout the building witnessing to the school’s Catholic and Marianist mission.

**Marianist Quotes**

(The Marianist quotes are meant to be a challenge to all involved in Marianist education.)

- “You are true missionaries. Teaching youth is certainly not the end that you should have proposed to yourselves when consecrating yourselves entirely to God under Mary’s protection: teaching is only a means that we employ to complete our mission, that is, to educate in faith and to multiply Christians.” (Blessed William Joseph Chaminade)

- “Education is for us a privileged means of forming in faith. Through education we intend to sow, to cultivate and to strengthen the Christian spirit and to make it fruitful for all people.” (Marianist Rule of Life)

- “We must take advantage of all opportunities to inspire our students to love the Holy Virgin, helping them to become aware of the advantage of being consecrated to her service. Every Marianist (educator) should labor at his/her tasks supported by his/her trust in this powerful protector.” (Spirit of the Marianist Foundation.)

- A Christian does not cease to be human; the Christian should be even more integrally human than anyone else. The Creator has entrusted human nature to the Christian so that that nature might be brought to perfection.” (Paul Joseph Hoffer, S.M.)

- We are so happy with, so proud of the honor of this heavenly gift, our Marianist vocation, that we burn with eagerness to obtain this same happiness for all those upon whom we have some influence. To spread the knowledge of Mary, to perpetuate love and devotion to her, is our highest ambition.” (Joseph Simler, S.M.)

- “After Jesus, the true religious of the Society of Mary breathes, lives and works only for the glory of Mary . . . . He spends his whole life to obtain from God the spread of devotion to Mary through the world.” (George Caillet, S.M.)
“We can preach Mary in our conversations, our correspondence, our classrooms, often by mere allusions. Blessed Chaminade said, ‘I need not tell you that the holy name of Mary must be found naturally, as it were, everywhere. Whether you pray alone or in common, whether you encourage, instruct, or conduct a sodality meeting—do not be content unless the holy name of Mary is mentioned.’” (Emil Neubert, S.M., OUR GIFT FROM GOD)

“Essential to any Marianist school has been one of its characteristic virtues: Family Spirit. Through the loving concern of teachers, the young people experience a strong community of faith; thus the school itself can develop into a community of faith.” (Marianist General Chapter)

“The imitation of Mary is the surest, the quickest, and easiest way to imitate Jesus Christ.” (Blessed William Joseph Chaminade).

## Practices in Marianist Sponsored Schools
### Formation in Faith

#### Descriptors

- Bear witness to the gospel with a personal and committed faith that touches the heart
- Promote a dialogue between faith and culture which illuminates reality from the perspective of the gospel
- Impart the principle that each person has an ethical and moral responsibility for his or her personal and social world
- Form students in gospel values and Christian attitudes
- Educate in a free and responsible style which elicits a personal response in faith
- Bear witness with a faithful commitment to the Church that makes the Gospel credible
- Make present the example and influence of Mary as the first disciple and as an educator in faith

#### Practices
▪ Mary, the first disciple, is the model for all that is done at the school
▪ The role of Mary and her virtues are articulated by members of the school community
▪ Marian feast days are remembered by the school community
▪ The Marianist Mission to form others in the Catholic faith is clearly understood
▪ The Marianist Charism can be articulated by various stakeholders
▪ The Marianist Charism is part of teacher/staff development
▪ The Marianist Charism is part of the student and faculty retreat programs
▪ All members of the school community are involved in visioning the living out of the Catholic and Marianist traditions of the school
▪ There are opportunities for prayer, Eucharist celebrations, and faith sharing--faculty/staff with each other and faculty/staff with students
▪ The mission of the school is part of retreats, homilies, and in the various school handbooks
▪ Board members, parent groups, teachers, staff members and students new to the school are presented with the Marianist mission of the school
▪ For every year of high school, students are able to participate in a religious retreat
▪ Faculty members promote vocations to the Marianist vowed religious life, priesthood and committed lay ministry
▪ A lay Marianist group is active at the school
▪ The Marianist Martyrs are part of the religion curriculum and school remembrances
▪ Education for formation in faith is evident in departmental philosophies, departmental objectives, and individual course syllabus
▪ Newsletters, PR publications, etc evidence the Catholic and Marianist traditions
▪ Teachers model a faith filled life
▪ Campus ministry is an important component in the life of members of the school community
▪ Campus ministry is an active part of the school’s total program
▪ Campus ministry has adequate personnel and receives appropriate funding
▪ Campus ministers and religion department members are involved in an ongoing dialogue
▪ Class time is provided for students to nurture the habit of prayerful reflection
▪ Prayer opportunities are provided for faculty and staff on a yearly basis
▪ Students participate in the LIFE program in the summer and have developed a LIFE program at the school
▪ Teachers at the school participate in TAM; TAM participants are encouraged to discuss how to implement the ideas learned at TAM
▪ Teachers/staff have the opportunity to share their experiences on TAM with other members of the faculty and staff
▪ Teachers and Administrators participate in programs, in addition to TAM and LIFE, that are sponsored by the Marianists
▪ Speakers are brought into the school to help students, faculty and staff appreciate, value, and live their faith
▪ Efforts are made to involve neighboring parish priests in liturgical celebrations
The Marianist doxology and three o’clock prayer are said by the school community
Appropriate art work is found throughout the building reflecting the Catholic and Marianist traditions of the school
Vowed Marianists actively participate in the development of the faith life of the school community

As A Marianist Educator

- I strive in every word, action and gesture to build the community of faith
- I can clearly articulate the mission of the school
- I witness my faith in the classroom
- I integrate catholic teachings in my teaching
- I know and can articulate the qualities of Mary
- I act as a bearer of the presence of Jesus in the classroom
- I display symbols of faith in the classroom
- I display symbols emphasizing Mary and our Marianist heritage
- I am a role model for Gospel values
- I pray with students in the classroom
- I actively participate in faith activities on campus
- I am willing to help plan faith experiences for the school community
- I participate(ed) in TAM and MEC workshops
- I work with the Local Implementation Team of the Characteristics of Marianist Education
- I participate in the student retreat program
- I model respect for and/or involvement in school liturgies
- I speak, act, and instructs students in a manner consistent with the mission of the school
- I treat all members of the school community with respect
- I demonstrate Christian behavior in language and demeanor
- I relate own faith development to the students
- I articulates and understands the Marianist characteristic of Formation in Faith
- I participate in faculty spiritual programs, such as retreats, faith sharing, etc.
- I incorporate faith and teachings of the church in lessons
- I start meetings, practices, games, etc. with a meaningful prayer
- I encourage students to participate in campus ministry programs