PROVIDE AN INTEGRAL, QUALITY EDUCATION

A. Promote quality education of the whole person

The Marianist school educates the whole person, developing the individual’s physical, psychological, intellectual, moral, social, and creative qualities. Students in Marianist schools cultivate their personal talents, nourishing the desire and acquiring the skills that will equip them to be learners all their lives. The Marianist educational philosophy favors the development of quality institutions which promote a solid liberal arts education and combine it with professional and technical education as the needs of their students require.

B. Provide coherent curricula, a well formed, professional, administration, faculty, and staff; and adequate facilities and finances.

The curriculum is a school’s primary vehicle for education; the school’s environment its primary context for learning. The witness of faith and the ethical living of the educational community have their necessary complement in curricula of coherent scope and sequence. Marianist pedagogy inspires administration, faculty, and staff to develop and continually improve their own distinctive professional capacities. The administration and board of trustees or council of directors provide thoughtful stewardship of the school’s resources, especially personnel, facilities, and finances.

C. Develop respect for the dignity of the person as a daughter or son of God, unique and individual.

We encourage students, challenge them, and respect their differences by adapting teaching styles to their individual needs and abilities. In all the activities of school life, students and teachers together develop each other’s skills and strengthen mutual self-esteem. But because Marianist educational communities exist not only for the benefit of their members, concern for human rights and responsibilities and for the meaning of life permeates the curriculum and the daily life of the school.

D. Develop an interior spirit and self-knowledge

Blessed Chaminade said, “The essential is the interior.” To strengthen the interior life, we provide time inside and outside of class for nurturing habits of silence and reflection. These habits help foster discerning self-knowledge, critical thinking, and prudent judgment. Students learn to use their understanding and imagination to probe the meaning and consequences of data, facts, and events. They learn, too, that all the academic disciplines are valuable resources for contemplating ourselves and the world in
the light of the gospel and our philosophy of education. Deepening the interior life, paradoxically, better fits us to take action for wise and purposeful ends.

**E. Develop a concern for global and local issues of culture, ecology, and the use of technology.**

As part of a global network of educational apostolate, Marianist educators see all people as brothers and sisters. Access to educational technology for our students is a matter of justice and a critical aid to their quest for learning and understanding. Students learn, however, to regard and evaluate technology as a tool, useful in the stewardship of the world’s resources and the service of humanity. Including environmental concerns in our educational theory and practice acknowledges the value of all life and expresses our assent to cooperating with God’s creation.

**F. Foster a diverse faculty and staff as well as a diverse student body.**

The Marianist school is open to faculty, staff, and students who bring diverse experiences to supporting the mission. We welcome students from various ethnic and economic backgrounds and educate students with differing abilities and gifts. Individuals aware of their own distinctive talents and heritage are better able to appreciate those of others. Therefore, in honoring the variety of people in our schools, we encourage them to use their gifts toward the common good.

**G. Offer Mary as a model of integrity in relation to the realities of the world.**

Mary’s visit to Elizabeth urges us all to prompt service and deep presence. Her fidelity on Calvary immerses us in solidarity with the suffering. And her place at Pentecost in company with the other disciples calls us all to collaborate in the Church’s evangelical mission. In her spirit, the Marianist school in its scholastic and extracurricular endeavors balances an active life with prayer, reflection, and service.
GENERAL PRACTICES FROM THE CHARACTERISTICS OF MARIANIST EDUCATION

- We seek to develop habits to help foster discerning self-knowledge, critical thinking, and prudent judgment.

- Learning situations are structured to develop an understanding and appreciation for all forms of life, global issues, and stewardship of the earth.

- We strive to incorporate the Catholic Church’s teaching on social justice in all academic disciplines.

- Vocational choices are presented in the Pastoral Program, the Religion curriculum, and in the other academic disciplines offered at the school.

MARIANIST QUOTES

- “Marianist education is directed towards promoting the integral development of the person, leading students to the acquisition of human knowledge, helping them to develop critical thought and stimulating their yearning for truth, both in the theoretical realm and in everyday life.” (Marianist Rule of Life, 1983)

- “Above all the educator should help the student to become aware of his (her) own capacities and stimulate growth. It is not so much a question of sowing some new seed in the soul of the child as it is of cultivating and protecting what is already there.” (Julian Gonzalez, S.M.)

- “Study, discipline, devotion, and work are the cornerstones of the great edifice of life. Teachers are more than mere academic guides. They should be involved in the lives of their students and take a personal interest in the intellectual, emotional, moral, and spiritual development of each of them.” (Domingo Lazaro, S.M.)

- “To be Christian, it is necessary to be fully human. Nobody complies with the law of grace who has not first complied to the full with the law of nature. To educate a child is to work to transform that child into a perfect human being, by seeking the complete, not practical development of that child’s physical, intellectual and moral capabilities.” (Joseph Simler, S.M.)

- “I am strongly desirous that the schools... measure up to the standards set by ours and that they may become models for all others of the diocese... If we intend to do business by halves, it will not be worth the while to take so much trouble... Above all I am determined to form really good establishments, before being solicitous about their numbers.” (Chaminade, Letters, vol. I, June 18, 1822.)
“We don’t educate for the school, not merely for the years one is in school, but for life.” (F. Armentia, S.M.)

“A child and a young person really ought to educate themselves since they cannot truly assimilate what they have not yet personally encountered, experienced, and decided for themselves.” (Paul J. Hoffer, S.M.)

Practices in Marianist Sponsored Schools
Integral, Quality Education

Descriptors

- Promote quality education of the whole person
- Provide coherent curricula; a well-formed, professional, administration, faculty, and staff; and adequate facilities and finances
- Develop respect for the dignity of the person as a daughter or son of God, unique and individual
- Develop an interior spirit and self-knowledge
- Develop a concern for global and local issues of culture, ecology, and the use of technology
- Foster a diverse faculty and staff as well as a diverse student body
- Offer Mary as a model of integrity in relation to the realities of the world
Practices

- Mary is presented as the model of integrity in relation to the realities of the world
- Departmental philosophies, departmental objectives, and individual course syllabi state the interconnectedness of the various academic areas, evidence the social teachings of the Catholic Church and the Society of Mary
- The religion curriculum develops Marianist themes over four years
- Moral education is advanced throughout the curriculum
- Religion is required for each year a student attends the school
- The development of the whole person is evident in the educational program of the school
- An active dialogue between faith and culture is found in each class
- Faculty and staff regularly articulate the conviction that the school forms a community of life-long learners
- Students are taught to appreciate and value the differences of people throughout the world
- Curriculum development is proactive and not reactive
- Appropriate and continuous evaluation is done of the academic program, instructional methodologies, etc.
- Student academic excellence is publicly recognized
- Academic standards are clearly stated
- The school is an active member of an accreditation organization
- There are clear expectations of academic excellence
- There is a clear articulation of learning expectations and educational services to be offered students
- The curriculum provides appropriate courses and teaching strategies to assist students of a variety abilities and learning styles
- Student international exchange programs are offered
- Environmental issues are discussed
- The school demonstrates the value and its support for the fine arts
- There are a variety of co-curricular activities and the activities are viewed as integral to the school’s total educational program
- Teachers are involved in co-curricular activities
- Parents are involved in co-curricular
- Teachers are encouraged to work for continued professional development
- Faculty in-service programs are offered to assist teachers in their instructional responsibilities
- Critical thinking skills are part of the curriculum
- All curriculums are reviewed on a regular basis
- Character development is part of the school’s philosophy and offered across the curriculum
- Teachers and counselors promote academic excellence
- The Fine Arts are integral to the school’s curriculum
- The larger community is used to enhance the educational program
Students are taught about and discuss various vocations – vowed religious life, priesthood, and committed lay ministry

- Educational programs are available for parents
- Vowed Marianists actively participate in providing an integral, quality, educational program
- Vowed Marianists are an active presence at various school sponsored activities

**As A Marianist Educator**

- I expect the student to display multiple ways of illustrating comprehension of the subject matter
- I counsel the “whole” student to become a “whole” person
- I have a clear syllabus for students
- I understand and employ methodology that addresses various learning styles
- I refer to various academic disciplines to illustrate teaching points
- I expect students to display proper writing skills across the curriculum
- I teach the student to mentor other students
- I present ideas, information in a cohesive, engaging manner
- I regularly incorporate new ideas into my course work
- I encourage students to consider various vocational ministries
- I create a student centered classroom
- I refrain from gossiping about members of the school community
- I provide opportunities for individual expression
- I address issues of diversity, sexism, and ecological awareness
- I provide time for student reflection
- I stimulate student thinking through appropriate questioning methods
- I allow the student to question conventional thinking
- I challenge the student to set high, but achievable goals
- I create a classroom atmosphere where student-generated questions are welcome
- I encourage students to employ the use of the school’s guidance services
- I keep up to date on development in the educational field and my academic discipline
- I attend workshops, seminars, etc. for professional growth
- I work with other teachers in creating cross-discipline learning experiences for students
- I am open to educational experiences for students that may effect my class period