



CHARACTERISTIC OF MARIANIST EDUCATION:

Provide an Integral, Quality Education

A. Embrace Mary as a model of integrity.

(31) Mary lived her life as a woman of integrity, faithful to her God and to her mission. Her entire being was and is focused on bringing Christ into the world. All we know of her life reflects this purpose. Mary was the first educator of Jesus. She brought together God's revelation and her human reason in order to nurture Jesus for the fullness of his mission. Marianist educators look to her maternal concern for the integral development of Jesus as our model for nurturing the development of our students, preparing them to face the realities of the world with integrity and a deep and broad competence.

B. Develop respect for the dignity of the person as a unique daughter or son of God.

(32) Marianist educators view each student first as a child of God, uniquely gifted. This status carries with it a dignity deserving of respect. We encourage students, challenge them and respect

their differences by adapting teaching styles and methods to their individual needs and abilities. Respecting them enables and encourages them to respect others, extending to all members of the school community and beyond. Marianist educational communities exist not only for the benefit of their members but also to change the world. Active concern for human rights and responsibilities and for the meaning of life permeate the curriculum and the daily life of the school.

To educate in the search for truth requires an effort to harmonize contents, habits and assessments; a framework that grows and is conditioned together, shaping one's own life. To achieve such harmony, information or explanation is not enough. What is merely descriptive or explanatory does not say everything, it only vanishes. It is necessary to offer, to show a vital synthesis of them ... and that only comes from witness. We thus enter into one of the deepest and most beautiful dimensions of an educator: being a witness.^{xv}

C. Provide a high-quality education of the whole person.

(33) As a parent nurtures the development of their child, Marianist educators seek to help each student mature as an integrated, whole person, tending not only to intellectual development but also to moral, social, psychological, physical and creative development. Collaboration among academic disciplines and cross-curricular learning opportunities help students to experience learning as more than a collection of unrelated subjects. Marianist educators, including athletic coaches, encourage students to cultivate their personal talents, nourishing the desire and acquiring the skills that will equip them to be learners all their lives. Acknowledging that these talents may take different forms, Marianist schools offer a variety of high-quality educational opportunities, providing education in the arts as well as the sciences, in the spiritual as well

as the technical. They create a favorable environment for education, one in which beauty, simplicity, harmony and creativity flourish.

D. Provide coherent curricula supported by a well-formed community of professionals.

(34) 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 that reflect best educational practices. Marianist pedagogy inspires administration, faculty and staff to develop cutting-edge twenty-first century programs of study, to continually implement creative educational practices, and to improve their own distinctive professional capacities. The Marianist school's governance structure provides thoughtful stewardship of the school's resources and facilities in support of its Marianist mission.

I see two main things [common to Marianist schools].

First, there's a focus on the character of the child.

Marianist education is about educating the whole person, not just about getting a kid ready academically for college. Second, is following the example of Mary as someone who accepted a call. She stepped up. That can be really inspiring to kids. And when you develop a school around that notion, it can be a powerful thing.^{xvi}

E. Provide opportunities to develop an interior life of reflection, contemplation and prayer.

(35) Marianist educators encourage students to integrate active lives of learning and participation with prayer, reflection and service. Chaminade believed, "The essential is the interior." To strengthen the interior life, we provide time inside and outside of class to nurture habits of silence and reflection. These habits help foster discerning self-knowledge, disciplined use of social media, critical thinking and prudent judgment that are fundamental for developing a personal

relationship with Christ. 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 themselves and the world in the light of the gospel. Deepening the interior life motivates them to active leadership for the common good.

F. Instill a commitment to address global and local issues of the times that impact the common good.

(36) Marianist educators are committed to the common good on both global and local levels. We work to inspire our students to be leaders and to develop this commitment as well. Students learn to properly use contemporary technologies to understand issues that impact their world, to effectively communicate about those issues, and to formulate positions that support and effect strategies for the common good.

G. Foster respect for diverse backgrounds and perspectives.

(37) The Marianist school welcomes faculty, staff and students who bring diverse experiences to supporting our Marianist mission. By honoring the distinctive talents and heritage of all members of the school community—especially those from minority groups—we form a genuine learning community that enables each of us to better respect and appreciate the talents and perspectives of others. Opportunities for students to share their own perspectives, to listen to those of others and to reflect on the dialogue encourage a fuller, richer understanding of issues impacting the common good.



Quotations from Marianist Sources

Provide an Integral, Quality Education

(38) “I am strongly desirous that the schools of the capital [Colmar] measure up to the standard 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.” —Letters of Father Chaminade, *no. 202 to Mertian, June 18, 1822*.

(39) “True education forms the child from inside out.” —*F. Kieffer, SM, L’Autorité dans la Famille et à l’École (Paris: Gabriel Beauchesne, 1920), 10*.

(40) “Marianist education seeks excellence in knowledge, trying to educate wise people, without forgetting that truly wise people not only know many things, but above all they know the limits of that knowledge—that is to say, these people know how they know, and how far their knowledge can take them. With that knowledge, the true sages keep their reason always open to the “Truth,” in capital letters, which always exceeds and transcends them. Supported by the condition of reason, Marianist education is characterized by offering a solid theological formation cultivated in the dialogue between reason and faith, between faith and culture.” —*Manuel Cortés, SM, “Marianist Spirit and Education” in Identity of Marianist Education, Charles-Henri Moulin, SM, and Eddie Alexandre, SM et al (Rome: SM General Administration, 2017), 271*.

(41) “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, SM, Pédagogie Marianiste (Paris: Centre de Documentation Scolaire, 1956), III*.

(42) “We don’t educate for the school, nor merely for the years one is in school, but for life. This idea is of capital importance in education.” —*F. Armentia, SM, Nuestros Chicos ... y Nosotros (Madrid: Ediciones, SM, 1965), 247*.