



Ethos and Identity Framework

“Preach the Gospel at all times, and if necessary use words”

Attributed to St Francis of Assisi.



Saint Ignatius College Geelong

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College Vision & Mission

At Saint Ignatius College our purpose is to form young people of competence, conscience and compassion.

College Mission Statement

Saint Ignatius College is a Catholic community that is learning-centred and supportive in the Ignatian tradition.

The College is committed to the education of the whole person and the development of young adults of competence, conscience and compassion who will be of service in the community.

We strive to recognise God's presence in all things, to celebrate the pursuit of personal excellence and to live with hope and respect for all creation.

Striving for the Magis

Ignatius in his writings calls us to strive for the '**Magis**' - 'the more'.

The more is a key to making choices among competing values.

The entire life of Ignatius Loyola was a search for the Magis – that is, the more universal good, the more effective means, the more generous service of others, and the ever greater glory of God.

Magis energises us for action.

At Saint Ignatius College we will:

- Provide opportunities for students, staff, parents and alumni to experience a sense of belonging to a faith-filled Christian community and to commit themselves to being of service to others
- Respect the role of parents as the primary educators of their children
- Be enthusiastic in imparting knowledge of Catholic faith and traditions, enabling students to accept truth freely and develop a Christian moral conscience
- Promote growth and improvement in learning and living for the greater glory of God in the Ignatian way
- Support students in striving for their personal best - the Magis - in all their endeavours.



ad maiorem Dei gloriam
"for the greater glory of God"

Ethos and Identity Framework

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1. Vision and Mission

1.1 SICG Ethos and Identity Vision

The Saint Ignatius College Geelong (SICG) Ethos and Identity Team is a collective of Ignatian educators committed to ongoing dialogue with and service to the SICG community. This team consistently supports and encourages whole school reflection on and engagement with the question: how is our school Catholic and Ignatian?

The SICG Ethos and Identity Team serves, supports and accompanies all members of the school community in the Ignatian tradition, ensuring that the school's curricular and extra-curricular programs reflect a Catholic and Ignatian approach to education.

Through the service to, guidance of and support for its community, the SICG Ethos and Identity Team contributes to the formation and shaping of the members of the school community to transform their hearts and minds.

1.2 SICG Ethos and Identity Mission

The mission of the Jesuits:

They are grounded in love for Christ and animated by the spiritual vision of their founder, St. Ignatius of Loyola, to help others and seek God in all things. As members of a worldwide society within the Catholic Church, the Jesuits are committed to the service of faith and the promotion of justice.

The SICG Ethos and Identity Team oversees the programs, activities and offerings that stem from the Catholic and Jesuit ethos and identity of the College and the mission of the SICG Ethos and Identity Team is to support and enact the Jesuit mission in the following ways:

- by providing opportunities for service and advocacy for members of the SICG community which helps develop them as women and men for others;
- by ensuring that God's creation is respected as custodians of the earth and by encouraging all members of the community to transform their hearts and minds so as to take better care of our earth;
- by planning for, providing and reviewing authentically Catholic liturgical celebrations. We seek opportunities to develop the capacity of others within the College in regards to liturgy and to ensure that the rich tradition of the Church and the connection to faith is honoured in all gatherings;
- by the RE Curriculum leading in the design and implementation of teaching and learning that authentically supports SICG thriving as a Catholic school in the Ignatian tradition;
- by fostering a commitment to the environment through various offerings. A senior Environmental Leader is elected each year and assisted by an Arrupe Leader. Environmental Science is studied as part of the Year 10 Life Science course. It is hoped the College can build on this with the future introduction of VCE Environmental Science.
- by being aware of the responsibility and accountability for the Catholic identity of the College and supporting and assisting the College Principal in ensuring the overall College Mission is enacted in all programs, committees and strategic planning.



*Washing Feet Fr Sieger Koder
"we only see the face of Jesus
through humble service to others"*

1.3 Purpose of this Framework

The purpose of the document is to provide the students, parents and staff a framework that is centered around the Catholic, Jesuit and Ignatian Ethos and Identity of the College.

This framework will provide detailed information in regards to all aspects of the Ethos and Identity of the College, including the Guiding Principles, the Ethos and Identity Team, and the Programs that operate in this sphere at Saint Ignatius College Geelong.

This document will become a central location for all Ethos and Identity information and be accessible to students, parents and staff. Furthermore, this document will be revised annually by the S Ethos and Identity Team to ensure its relevance and compatibility with the changing needs of the Saint Ignatius College community.



In the footsteps of Ignatius

*"Our present students will, in time,
assume various roles ...
in government, in the administration
of justice, others in all sorts of
responsible occupations
.... the young people of today will
become the adults of tomorrow,
so their good formation in life will
benefit many others...
to the greater glory of God." St Ignatius*

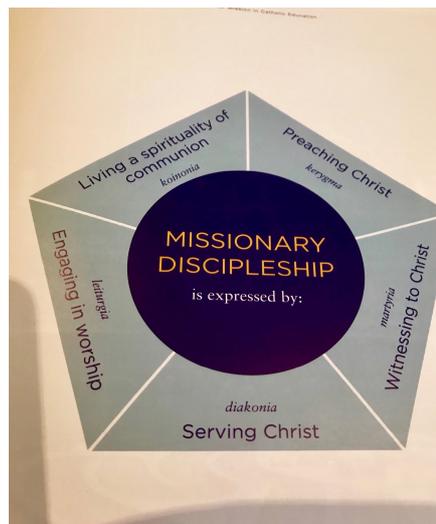
FORMATION FOR MISSION IN A FAITH COMMUNITY

*Faith formation of Catholic school
community members is
Christ-centred.*

*It is an intentional, ongoing and reflective
process
that focuses on the growth of individuals
and communities from their lived
experiences,
in spiritual awareness, theological
understanding, vocational motivation
and capabilities
for mission and service
in the Church and the world.*

2. SICG Ethos and Identity Team

2.1 Missionary Discipleship



The intention of formation for mission is to enable:

- deeper faith relationships with God, Church, self, others and creation
- greater engagement between individuals' lives marked by "accompaniment" in the service of others
- a culture of dialogue
- stronger commitment to the ministry of teaching and parenting
- a deeper call into missionary discipleship

"A Framework for Formation for Mission in Catholic Education"
National Catholic Education Commission 2017

2.2 Team Members

- Healing the Earth Coordinator
- Ignatian Coordinator
- Liturgy Coordinator
- RE Learning Area Leader
- Service and Justice Coordinator
- DP – Staff, Identity and Operations

2.3 The Pedagogy of Encounter

Although the primary pedagogical approach at the College is the Ignatian Pedagogical Paradigm a recent development offered via Catholic Education Office Melbourne will be used to both compliment and supplement teaching in Religious Education at the College in coming years.

The Pedagogy of Encounter is a pedagogical framework developed by the Catholic Education Office Melbourne to assist in developing units in Religious Education that invites the students into dialogue, deep thinking and engagement with the Catholic story.

The model offers key questions in five areas that engage the voice of the learner in deep dialogue with the Catholic Tradition:

- What do I think and sense?
- What do others think and why?
- What does the Church teach and why?
- How am I called into deeper relationship with others and God?
- What do I think now and why?

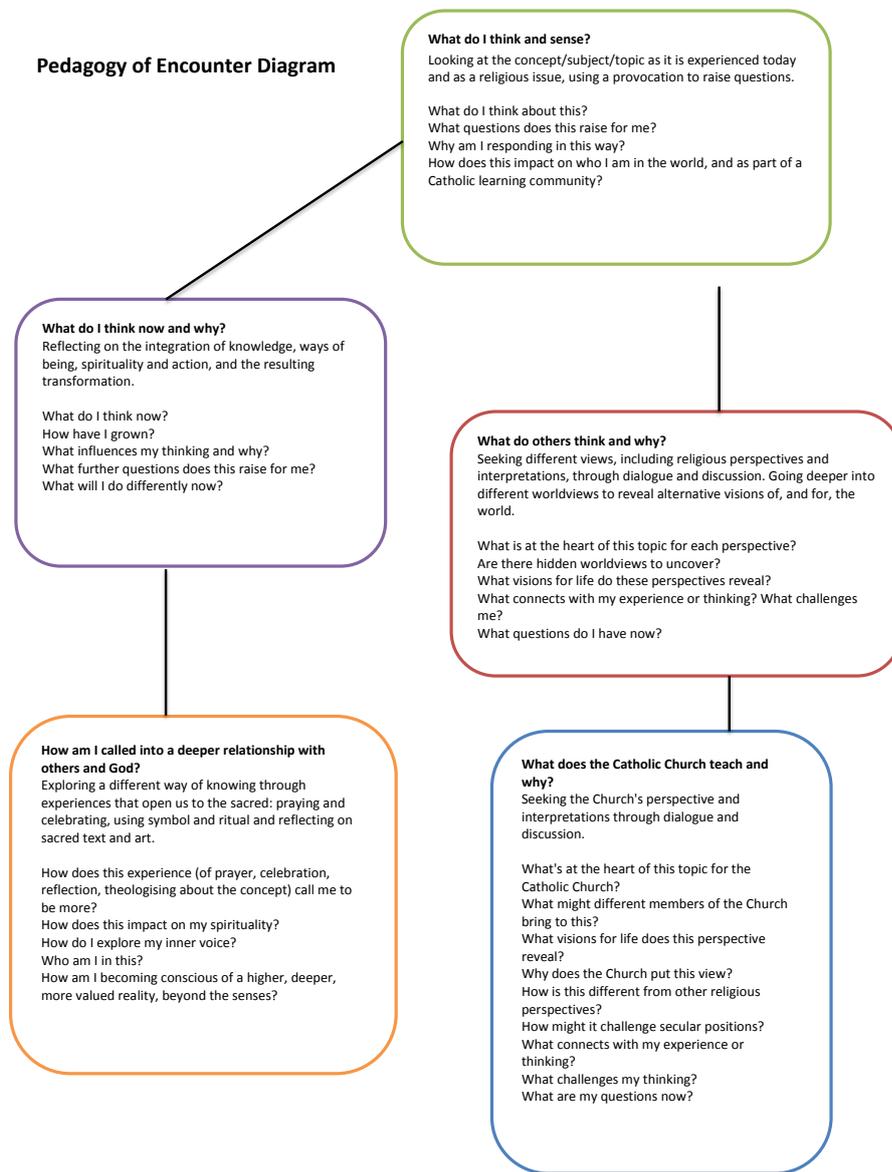
The primary purpose of implementing this model in Religious Education planning is because it “provides a systematic and sustained engagement with Catholic beliefs and teachings... engaging students with Catholic beliefs and values without imposing these beliefs on the students... creating spaces where the students feel free to share their own understandings and viewpoints, even as they engage with the Catholic story” (Sharkey 2015, p. 29).

These factors are critical if we as a College are to develop our community that fits the model of a Post-Critical recontextualisational dialogue school, which is able to form our members as Catholics or members of a Catholic community in a manner suitable for the modern world.

Religious Education staff will progressively implement this model from 2020 onwards to enhance student engagement and enable learners to enter more deeply into subject matter and be transformed intellectually and as a person.

The RE Curriculum Framework (CEM) can be viewed at <http://www.resourcemelb.catholic.edu.au/object.cfm?o=137&showrm=0&uptam=1>

Pedagogy of Encounter Diagram



3.0 Context

3.1 Context

Saint Ignatius College Geelong is a Catholic community that is learning-centred and supportive in the Ignatian tradition. The College is committed to the education of the whole person and the development of young adults of competence, conscience and compassion who will be of service in the community. We strive to recognise God's presence in all things, to celebrate the pursuit of personal excellence and to live with hope and respect for all creation.

The Ethos and Identity of the College, that is, its Catholic, Jesuit and Ignatian Ethos and Identity is an integral element of the College's identity. The work of the College's Ethos and Identity Team includes an involvement in the development and implementation of the mission statement of the College; ensuring there is a strong commitment to the ethos of the College throughout the school community; and providing support for the canonical administrators, principal and staff in their work of developing the spiritual and intellectual life of our students.

At Saint Ignatius College we:

- provide opportunities for students, staff, parents and alumni to experience a sense of belonging to a faith-filled Christian community and to commit themselves to being of service to others
- respect the role of parents as the primary educators of their children
- are enthusiastic in imparting knowledge of Catholic faith and traditions, enabling students to accept truth freely and develop a Christian moral conscience
- promote growth and improvement in learning and living for the greater glory of God in the Ignatian way
- support students in striving for their personal best - the Magis - in all their endeavours.

3.2 A Brief History of Saint Ignatius College Geelong

Saint Ignatius' College Geelong is unique in the Geelong region, being the only Co-educational Catholic Secondary college and is a Jesuit Partner School.

The College is named after Saint Ignatius of Loyola, who founded the Jesuit Order over 450 years ago.

Saint Ignatius' College enjoys a significant association with Xavier College in Melbourne and belongs to the network of 95 Jesuit schools in Australasia and the remarkable Jesuit education network of schools and universities worldwide.

Our young women and men reap the benefits of the time-honoured Ignatian Tradition of Education, which nurtures academic excellence and promotes competence, conscience, compassion, respect and service to others.

1991	Catholic Regional College Geelong formed as an amalgamation of the girls only Goold College and the boys only St Mary's Technical School both located in inner city Geelong.
1992	Catholic Regional College become fully coeducational, teaching Years 7-12 with the junior campus (Year's 7-9) at the St Mary's site in Yarra Street, and the senior campus (Year's 10-12) at the Goold site in Fenwick Street.
1997	The third campus, St Thomas, opens in Drysdale, initially catering for Years 7 and 8 only. This campus operates separately from the two "city" campuses.
1999	The St Thomas, Drysdale, campus has 189 students and offers Year 10 classes for the first time. The city campuses had about 250 students each at this time. Blazers and ties introduced for incoming students and required of all students from 2000.

2000	Drysdale students required to transfer to the “city” campus for Year 11 and 12 classes.
2001	The Potato Shed is opened as a joint initiative between the College, the City of Greater Geelong and Bellarine Secondary College.
2002	The Drysdale campus has a Year 12 class, but only of 10 students.
2003	A review is carried out by the College administrators and the Melbourne Catholic Education Office, with a decision being made to consolidate the College at the Drysdale campus. The senior campus at Fenwick Street closes at the end of 2003.
2004	Years 8, 10 and 12 continue at the junior Yarra Street site prior to the site’s closure at the end of the year.
2007	The change from Catholic Regional College to Saint Ignatius College Geelong occurs and the College becomes a Jesuit Partner school.
2017	Celebration of the 10 year anniversary as Saint Ignatius College Geelong.

3.3 The Jesuits

The Society of Jesus is an apostolic body of men of the Catholic Church, animated by a deep personal love of Jesus Christ, who as contemplatives in action and in partnership with others, are men on mission, ever searching for the “magis.”

The Jesuits are men who belong to a Catholic religious order called the Society of Jesus. This group was founded by St. Ignatius of Loyola over 450 years ago. Over this period, Jesuit priests and brothers have lived an amazing story of serving the Church in new and unexpected ways. The Jesuits are still men on the move, ready to change place, occupation, method-- whatever will advance our mission in the Church.

The Jesuits are expected to do anything or go anywhere to teach Jesus Christ and preach his Good News. Jesuits may be found working as lawyers, doctors, psychologists, counsellors, writers, journalists, theologians, philosophers, researchers and scientists. Their mission is everywhere and always the promotion of faith in Jesus Christ and the justice demanded by that faith. Today the mission has expanded to include men and women who share this vision of service to faith and to the justice that faith demands.

Together Jesuits and lay partners place themselves in the presence of God and ask themselves the questions that St. Ignatius suggested to his first companions during the period of prayer that led to their permanent companionship: What have I done for Christ? What am I doing for Christ? What will I do for Christ?



ad maiorem Dei gloriam
 “for the greater glory of God”
 AMDG is the motto of the Society of Jesus,
 capturing Ignatius’ desire for more noble
 enterprises, better choices and greater service.

3.4 The Education Ministry of the Jesuits in Australia

Jesuit education seeks to affirm a world seen as 'charged with the grandeur of God'. 'To find God in all things' was the aim of St Ignatius Loyola and his Jesuit companions, who first formed a community at the University of Paris early in the 16th century. Jesuit education has always been world-affirming, encouraging a study of all reality and seeking to produce wisdom. The education ministry includes Jesuit involvement in tertiary education, academic research, public policy, university colleges and university chaplaincies. There are also Jesuit owned and operated schools and affiliated Ignatian schools.

Jesuit schools

St Ignatius' College, Riverview, NSW
St Aloysius' College, Milsons Point, NSW
St Ignatius' College, Adelaide, SA
Xavier College, Melbourne, Vic
Redfern Jarjum College, NSW
St Patrick's College, East Melbourne, Vic (operated from 1854-1968)

Jesuit Companion/Partner Schools

Loyola Senior High School, Mt Druitt, NSW
John XXIII College, Mt Claremont, WA
Loyola College, Watsonia, Vic
Saint Ignatius College, Geelong, Vic
Xavier Catholic College, Hervey Bay, NSW
Xavier Catholic College, Ballina, NSW

Tertiary and intellectual apostolate

Newman College, Vic
Jesuit College of Spirituality, Vic



4.0 Jesuit and Ignatian Guiding Principles

*In serving our brothers and sisters we find a powerful image of God's presence.
We serve them, yes, but they reveal and offer many gifts in return.
In fact, such service is often called a reciprocal ministry.
That is to say, we are served by those to whom we serve.
They gift us, often in the most surprising ways.*

4.1 The Way We Do Things {Four Pillars/Core Values}

1. **Self-awareness:** "To order one's life"
understanding your strengths, weaknesses, values and worldview
2. **Ingenuity:** "The whole world will become our house"
confidently innovating and adapting to embrace a changing world
3. **Love:** "With greater love than fear"
engaging others with a positive, loving attitude
4. **Heroism:** "Eliciting great desires"
energizing ourselves and others by heroic ambitions

"Heroic Leadership" Chris Lowney

4.2 Working in the Spirit of Ignatius / Characteristics of the Jesuit "way of proceeding"

- Being people with a deep personal love of Christ
- Being a contemplative in action
- Being an apostolic body in the Church
- Being in solidarity with those most in need
- Being in partnership with others
- Being called to learn ministry
- Being people sent, always available for new missions
- Being ever ready to seek the *magis*

"Ignatian Spirituality for Today" Sandie Cornish; Ed Marty Scroope

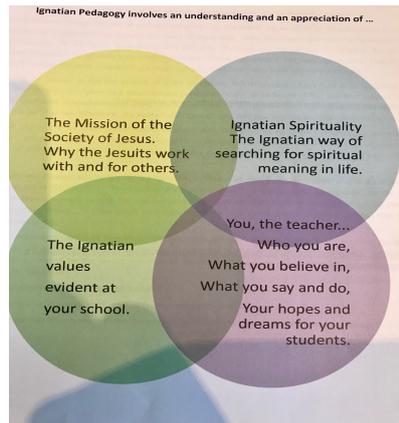
4.3 The Characteristics of Jesuit Education – Ignatian Pedagogy

1. Ignatian education is about forming individuals who "*find God in all things*"
2. *Cura Personalis:* Jesuit education insists on individual care and concern for each person
3. *Focuses on Moral Values:* students and staff must be people with a social conscience.
4. *Jesus Christ is our model*
5. *Faith that does Justice:* it forms "men and women for and with others – leaders
6. *Is part of the church's mission:* it prepares students for active participation in the church and the local community
7. *Strives for excellence:* in every aspect of education (the Magis)
8. *Stresses collaboration:* relies on the spirit of community among teaching staff, administrators, the Jesuit community, and the wider school community
9. *Discernment:* focuses on discernment to achieve its purposes most effectively. Reflection and action central to education.

Donna Wedesweiller

"Workbook on Ignatian Pedagogy" Saint Ignatius' College Riverview. Donna Wedesweiller, Ignatian Coordinator, October 2012

Ignatian pedagogy



Ignatian Pedagogy Fr Ross Jones SJ, in *Workbook on Ignatian Pedagogy*, Saint Ignatius' College Riverview. Donna Wedesweiller, Ignatian Coordinator, October 2012

Ignatian pedagogy

A practical approach to teaching finds its inspiration in the life of St Ignatius Loyola, especially the dynamic of his Spiritual Exercises. The relationship between a teacher, student and the truth at hand, lived through the process of experience, reflection and action enables freedom for learning and self understanding to be experienced by all.

Marty Scroope "Ignatian Spirituality for Today" p202

4.4 Learning To Serve, Serving To Learn

In developing a well-rounded Christian person of service in the world, Jesuit education seeks to be world affirming - to reveal a world "charged with the grandeur of God."

It encourages study of all reality, promoting the search for God in all things while respecting the infinite variety of ways in which God is revealed to an individual. Its objective is to produce wisdom and a deep sense of reverence, rather than marketability or a narrow orientation towards a specific career.

Context

The Ignatian way of proceeding always begins with the personal experience of the learner.

Experience

The process of the Spiritual Exercises engages the retreatant's memory, intellect, imagination, senses and will, with special attention to feelings and movements by the Spirit within.

Reflection

Ignatius became the master of discernment. His greatest effort was to try to discover what moved him in each situation and the desire to serve others. For Ignatius to discern was to clarify his internal motivation, the reasons behind his judgements, to probe the causes and implications of what he experienced, to weigh possible options and evaluate them in light of their likely consequences, to discover what best leads to the desired goal

Action

Ignatian education climaxes when the student is led to *action*; in particular a decision and commitment for the magis, the better service of God and our brothers and sisters.

Evaluation

Ignatian educators are concerned with development of the whole person. Periodic evaluation of the student's growth in attitudes, priorities, and actions consistent with being a person for others is essential.

Marty Scroope "Ignatian Spirituality for Today" p212

5.0 SICG Ethos and Identity Accountability

5.1 Ethos and Identity Review for Jesuit-Owned schools and Jesuit Partner schools: 5 Lenses

Lense One The Mission

How is the School Catholic and Jesuit?

Lense Two The Formation

How does the school form the various members of its community in the Ignatian tradition?

Lens Three Programmes in Practice

How do the school's curricular and co-curricular programs form students to be men and women with and for others?

Lens Four Global Networking

How do the schools engage with other Jesuit Apostolic works in order to develop a broader world view and raise awareness of the complexities and concerns of other communities?

Lens Five Adherence to Current Province Goals

How do schools remain aware of and respond to current Province goals?

The process of Ignatian Reflection – a tool for decision making

The Awareness Examen Mission Statement Formative Appraisal Meetings Employing Planning, Goal Setting, and Reviewing Policy and Brochures Architecture and Symbols Staff Education / Awareness

Marty Scroope "Ignatian Spirituality for Today"p185

5.2 Annual Action Plan: Sphere 1 Education in Faith

As per the College's current Annual Action Plan: Sphere 1 Education in Faith.

An Ignatian Approach to the Ministry of Teaching

Context

What do I need to know about my students in order for me to teach them well?

Experience

What is the best way for me to engage each of my students as a whole person in the experience of the learning process?

Reflection

How can I help my students to be more reflective so that they more deeply understand the significance and meaning of what they have learnt?

Action

What are the signs that a student is acting in a manner that indicates the integration of the stages of experience and reflection?

Evaluation

How can I create a culture of appraisal for my students and myself that we may better decide the way of proceeding in the future?

"Ignatian Spirituality for Today", Ed. Marty Scroope

6.0 SICG Ethos and Identity Programs

6.1 Students

Student Leadership Roles
SICG Timor Leste Immersion (annual; with Destination Dreaming)
Jesuit Province Timor Leste Immersion (annual)
SICG Indigenous Immersion (annual)
Jesuit Student Leaders Conference (annual)
Jesuit Maytime Fair (Xavier College Kew; (annual)
The Cage
Jesuit Refugee Services – Refugee ration Challenge
Winter Sleepout
Retreats: Year 8; Year 11; Year 12
Healing the Earth programs in the school

6.2 Staff

Ignis 1; Ignis 2
First Spiritual Exercises
SICG Ignatian Staff PD day (annual)
SICG Ignatian Formation Staff Workshops (one per Term)
Jesuit Province - Ignatian Schools Leadership Pilgrimage (Spain; biennial)
Jesuit and Companion Schools Australia Education Conference (annual)

6.3 Parents

Spiritual Exercises Program (in partnership with St Thomas Parish, Drysdale)

6.4 Plans for Programs

Retreat program for all year levels
Retreat program for staff
RE classroom face to face hours
Environmental Science subjects at VCE

MISSIONARY DISCIPLESHIP

The Church will have to initiate everyone – priests, religious and laity – into this “art of accompaniment” which teaches us to remove our sandals before the sacred ground of the other (cf. Ex 3:5). The pace of this accompaniment must be steady and reassuring, reflecting our closeness and our compassionate gaze which also heals, liberates, and encourages growth in Christian life.

Pope Francis, *Evangelii Gaudium*, 169

“A Framework for Formation for Mission in Catholic Education”
National Catholic Education Commission 2017

7.0 SICG Immersions, Trips and Retreats

7.1 Introduction

Integral to a Jesuit Catholic education are immersion experiences which challenge students to engage the realities of the world while reflecting on the values of human dignity and servant leadership.

Students travel to locations where they are exposed to issues of poverty and injustice while experiencing unique cultures and environments. They engage in direct service activities, participate in experiential learning, and make educational site visits – while living in the very communities that they are serving.

Overseas and Interstate Trips are offered by Saint Ignatius College where they demonstrate support for the College's broad curriculum through a substantial educational, spiritual, service or competitive component and there is a willingness of staff to conduct them. The College endorses the educational value of overseas and interstate trips for its students and staff. Such trips will be conducted in a manner that is legally responsible, financially viable, adequately planned and provides a good lead-time. A risk assessment must be undertaken and a risk management plan must be prepared.



A Blessing for those on Pilgrimage

In God's Hands
In your journeys to and fro
God direct you;
In your happiness and pleasure
God bless you;
In care, anxiety or trouble
God sustain you;
In peril and in danger
God protect you.

*Archbishop Timothy Olufosoye
(1918-1922)*

7.2 SICG Immersion Programs are grounded in five values:

Education - examining economic, historic, and socio-political issues that affect people and the environment globally.

Service - recognizing the importance of meeting immediate needs of people and the environment through service.

Spirituality - exploring the role of faith and spirituality in service and social action.

Social Justice - engaging in social justice and social action efforts with the goal of eliminating injustice for all.

Community - building sustainable relationships with people, communities, institutions and the environment.

7.3 SICG Board guidelines

- (i) A joint overseas trip and immersion launch evening is held for all interested students. This is to ensure students and parents are made aware of choices at the same time, to support decision making by families based on complete immersion/trip information.
- (ii) The Board normally gives an “in principle” approval to proposed Immersions/trips to allow the school the sufficient lead-in time to plan the relevant trip.
- (iii) All overseas and domestic immersions/trips/camps and any overnight excursions are to provide participants with daily reflective activities and a “Reflection Journal” based on Ignatian spirituality practices to ensure all such trips are experienced in an Ignatian context. Such practices are designed to lead participants to a greater or more in depth understanding of their experiences and hence support our schools aim of striving for the Magis.

8.0 Related Policies

- SICG Social Justice Policy
- SICG Fundraising Policy
- SICG Excursions, Camps Student Activities Policy
- SICG Overseas and Interstate Trips Policy
- SICG Student Wellbeing Policy

9.0 Related Procedures

- SICG Culture of Prayer Framework
- SICG Excursion and Incursion Permission Process
- SICG Learning and Teaching Framework
- SICG Dimensions of the Homeroom Teacher
- SICG Student Wellbeing Framework
- Student Immersions - Code of Conduct
- Overall Plan and Guidelines – Immersions, Trips
- Staff Handbook

10.0 Related Documents / Resources

- Ethos and Identity Review for Jesuit-Owned schools and Jesuit Partner schools
- Heroic Leadership. Chris Lowney, 2003 Loyola Press
- Ignatian Spirituality for Today. Ed: Marty Scroope 2011, Revised Edition, The Loyola Institute.
- Transforming Catholic Schools – Vision and Practices for Renewal. Kevin Treston 1992, Creation Enterprises, Samford, Qld.
- Four Pillars – Developing Ethos and Mission in Catholic Schools. Kevin Treston 2015, Creation Enterprises, Wilston, Qld.
- Workbook on Ignatian Pedagogy - Saint Ignatius' College Riverview. Donna Wedesweiller, Ignatian Coordinator, October 2012
- A Framework for Formation for Mission in Catholic Education. National Catholic Education Commission 2017
- Foundation Statement: Religious Dimension of the Catholic School. Catholic Education Melbourne, September 2017
- RE Curriculum Framework (CEM)
<http://www.resourcemelb.catholic.edu.au/object.cfm?o=137&showrm=0&uptam=1>

11.0 Review

This Framework is to be reviewed every two years, at the beginning of the appropriate year. The information contained herein is correct as of June 2019.