

CONTINUING THE JOURNEY...

A Loreto Education

ACKNOWLEDGEMENT

Mary Ward's original plan for her schools was strongly influenced by 'Ratio Studiorum' of Ignatius of Loyola. The Jesuit influence on IBVM/Loreto education has continued to this day in schools in many countries. Loreto Education Trust (Ireland) wishes to acknowledge that this publication 'Continuing the Journey' (2016) includes some material from contemporary Jesuit sources, adapted for use in Loreto schools and used with permission.



DEDICATION

The writing of this publication on Loreto identity was guided by the wisdom, vision and leadership of Sr. Eileen Randles, IBVM. Continuing The Journey will bring the message of Loreto education to present and future generations and is dedicated to her memory.

LORETO SCHOOLS AIM TO FORM
YOUNG PEOPLE OF FAITH, OF TRUTH,
OF SINCERITY, SEEKING JUSTICE AND
FREEDOM, IN JOYFUL SERVICE FOR
THE GREATER GLORY OF GOD.

THE LORETO CREST

THE CROSS

The Cross is the emblem of salvation.

The crest is the badge worn by all students in Loreto schools throughout the world. The design includes four symbols.

THE HEART OF JESUS

The Heart of Jesus symbolises His personal love for us.

THE PIERCED HEART OF MARY

The Pierced Heart of Mary, depicts her courage as a guide for us.



THE ANCHOR

The anchor is the symbol of hope encouraging us to trust God.

The crest is surmounted by the title — Mary, Queen of Angels. This reminds those who wear it of the protective presence of Mary. At the bottom of the crest are the words which bring us comfort on our journey through life.

CRUCI DUM SPIRO FIDO
IN THE CROSS, WHILE I BREATHE, I TRUST.

LORETO ORDER AND FOUNDING INTENTION



Venerable Mary Ward (1585-1645) founded the Institute of the Blessed Virgin Mary (IBVM) in 1609 to provide education in the faith and in the liberal arts¹ for Catholic girls then denied access to schools. Gradually, overcoming serious obstacles, IBVM schools were established around Europe (including England) based on the education plan of the Jesuits who already had schools for boys in a number of countries.

When Frances Teresa Ball of Dublin – a former student of IBVM York and now an IBVM Sister – introduced the IBVM to Ireland in 1821, Catholics in this country were emerging from centuries of oppression and were now allowed by law to run schools.

Frances Teresa Ball and her first companions brought the spirit and educational tradition of Mary Ward to Ireland where the Sisters and their schools became known as 'Loreto'.

The Primary schools opened by Loreto Sisters joined the National school system from 1831.

However, for over 50 years after the first Loreto school opened, there was no formal 'system' for Catholic Secondary schools in Ireland. Consequently, the Loreto Sisters were free to design their own curriculum and approach to education. The educational charism – inherited from York – became embedded in the Loreto Primary, Secondary and Grammar schools which were set up in Ireland and around the world over the following years. This charism – which is distinctive though not unique – continues as the heart of what Loreto seeks to provide in their schools, despite ever-changing educational and social circumstances.

¹ Schola Beata Mariae Mary Ward's 1st plan for IBVM . Opening Statement.

LORETO SCHOOLS IN THE CATHOLIC TRADITION

Care of faith and education remain central to the Loreto tradition.²

Sharing in the education mission of the Catholic Church, Loreto schools are called on to model and promote a philosophy of life based on belief in God, finding God in all things, striving to live out Gospel values, convinced of the dignity and destiny of each individual.

The Loreto school seeks the formation of the students in the Catholic faith, providing enriching experiences of prayer, liturgy, celebration of the Sacraments, reflection, social justice and leadership which nourish the integration of faith and life, the synthesis of faith and culture, and the link between faith and justice. The school provides Religious Education for the students in accordance with the doctrines, practices and tradition of the Catholic Church. The rhythm of the Church's liturgical year is marked and celebrated in the school.



The creation of a dynamic community where every student is valued equally and has a real sense of belonging is a priority in a Loreto school. Respectful relations between all members of the wider school community are nurtured. The Loreto school establishes contacts with parents and seeks to link with the local parish and with the local community.

While maintaining a Catholic ethos, Loreto schools welcome students of different faiths and of none. Multi-cultural and multi-

faith dialogue is fostered. Inclusivity and the celebration of diversity are hallmarks of a Loreto school.³

A Loreto school in the Catholic tradition is called to respect the autonomy of academic subjects. In addition, the school must be outstanding with regard to the solid human, moral, scholastic and cultural formation of its students. The up to date preparation of young people for active and responsible participation in every area of social, economic and civic life is part of the essential mission of all Loreto schools.



Loreto schools are called on to enter into genuine dialogue with new developments and unfamiliar cultures.⁴ Those who are poor or lack the very basics of life, those in need of any kind, have a special claim on the energies, care and love of the Loreto school community.⁵

Gradually, the student in a Loreto school learns to assimilate:

- a sense of personal value
- a sense of personal destiny
- a sense of a place in the historical context and scheme of things
- a generous sense of responsibility towards others
- a sense of the innate dignity of every human being created in God's image

Educators in a Loreto school have the privilege and responsibility of accompanying the students as they strive towards maturity and towards living a fully human life.

The Catholic tradition of education involves no diminution or distortion of the aims of education. Instead, it gives to the Wholeness, Truth, Respect, Justice and Freedom pursued in education a new depth, a richer possibility, a fuller understanding. These elements would find an echo in the hearts of many parents, teachers, members of our community and in schools of many different structures and religious affiliations.⁶

² IBVM Constitutions 2.10

³ cf Kolkata Guidelines. 2003 . pg 7

⁴ Const.2.12. See also 'Catholic education at 2nd level in Ireland. Looking to the future' 2014 Par 5.6

⁵ Const 2.7

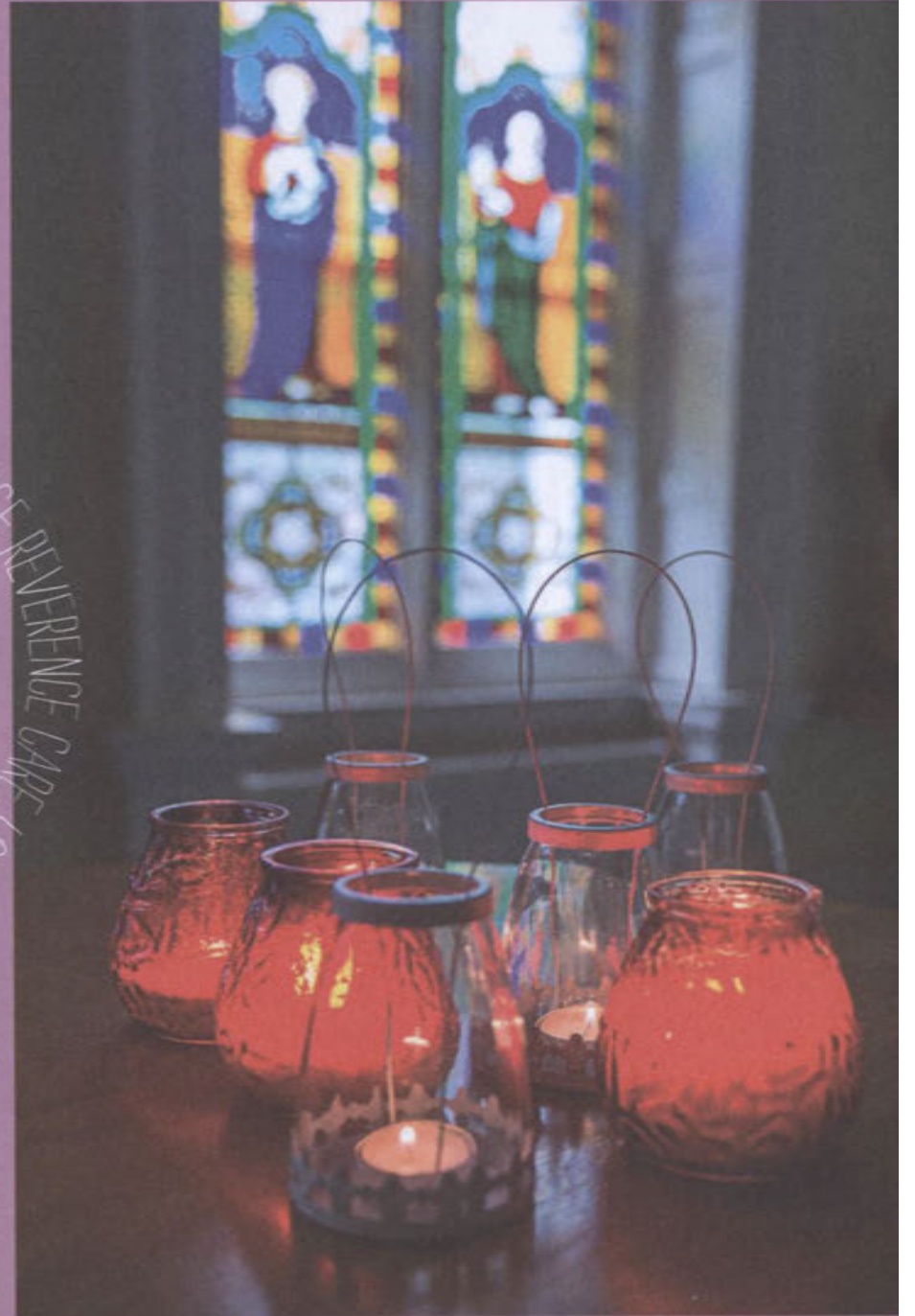
⁶ Murray D. 'A Special Concern. The Philosophy of Education: A Christian Perspective



THE CATHOLIC TRADITION OF EDUCATION INVOLVES NO DIMINUTION OR DISTORTION OF THE AIMS OF EDUCATION. INSTEAD, IT GIVES TO THE WHOLENESS, TRUTH, RESPECT, JUSTICE AND FREEDOM PURSUED IN EDUCATION A NEW DEPTH, A RICHER POSSIBILITY, A FULLER UNDERSTANDING. THESE ELEMENTS WOULD FIND AN ECHO IN THE HEARTS OF MANY PARENTS, TEACHERS, MEMBERS OF OUR COMMUNITY AND SCHOOLS OF MANY DIFFERENT STRUCTURES AND RELIGIOUS AFFILIATIONS.

GOSPEL VALUES

WITNESS COMMUNITY HOPE JOY TRUST LOVE OPENNESS DIGNITY FREEDOM
FORGIVENESS COMMITMENT FAITH EXCELLENCE TRUTH JUSTICE REVERENCE CARE LOVING
WONDER AUTHENTICITY CONCERN LEARNING COMPASSION ENDURANCE RESPECT BEAUTY



LORETO SCHOOLS IN THE MARY WARD TRADITION

“to seek truth...to love what is good...to strive for excellence” Teresa Ball

The ideal of a liberal arts education – which inspired Mary Ward and Teresa Ball in their time – continues to inform the philosophy and vision of Loreto education today.

The contemporary expression of that education places the person of the student at the centre of all decisions and approaches.

The nurturing of the person of each student is unashamedly at the heart of the education which a Loreto school seeks to provide. Care for the individual is a hallmark of Loreto education.

Setting each student on a personal pathway to excellence is honoured as a primary privilege and task of the Loreto school.

The ideal of Loreto education to-day will be enshrined in:

- Courteous relationships within the school
- The wide and well chosen curriculum provided
- Promotion of understanding of global social issues
- The extra-curricular activities organised
- The systems, structures and policies
- Communications
- Interest and concern for the students
- Loyalty and gratitude

In accordance with the Ignatian/Mary Ward ‘way of proceeding’, reflection on experience is emphasised as a priority in Loreto education.

The fundamental aims and values of a Loreto school will find expression in the written⁷, visual⁸ and relational⁹ aspects of school life.

The early Directives for the conduct of a Loreto school – still valid today – emphasise the importance of:

- Respectful and caring relationships between the teachers and students
- Avoiding harshness, severity or a punitive approach to discipline
- Respecting the dignity of each person
- Focusing on each student as an individual, recognising different aptitudes and gifts
- Providing an appropriate learning environment
- Collaborating with parents in their child’s education
- Providing equal educational opportunities for girls and boys¹⁰

A goal of the Loreto school is to initiate the students into an experience of life-long self-directed learning.

⁷ Mission Statement, Traditions, Organisational Structures, Documents, Communication

⁸ Crests, Uniform, Artefacts, Icons, Facilities, Resources

⁹ Rituals, Ceremonies, ‘Way of Proceeding’, Rules and Regulations, Rewards and Sanctions

¹⁰ See ‘The Abbey as a Centre of Education’ in ‘Loreto Abbey: An appreciation 1999’



MARY WARD VALUES

In 1615, Mary Ward identified the foundational Gospel values which she saw as “altogether needful for those who should well discharge the duties of this Institute”.¹¹

The named values of

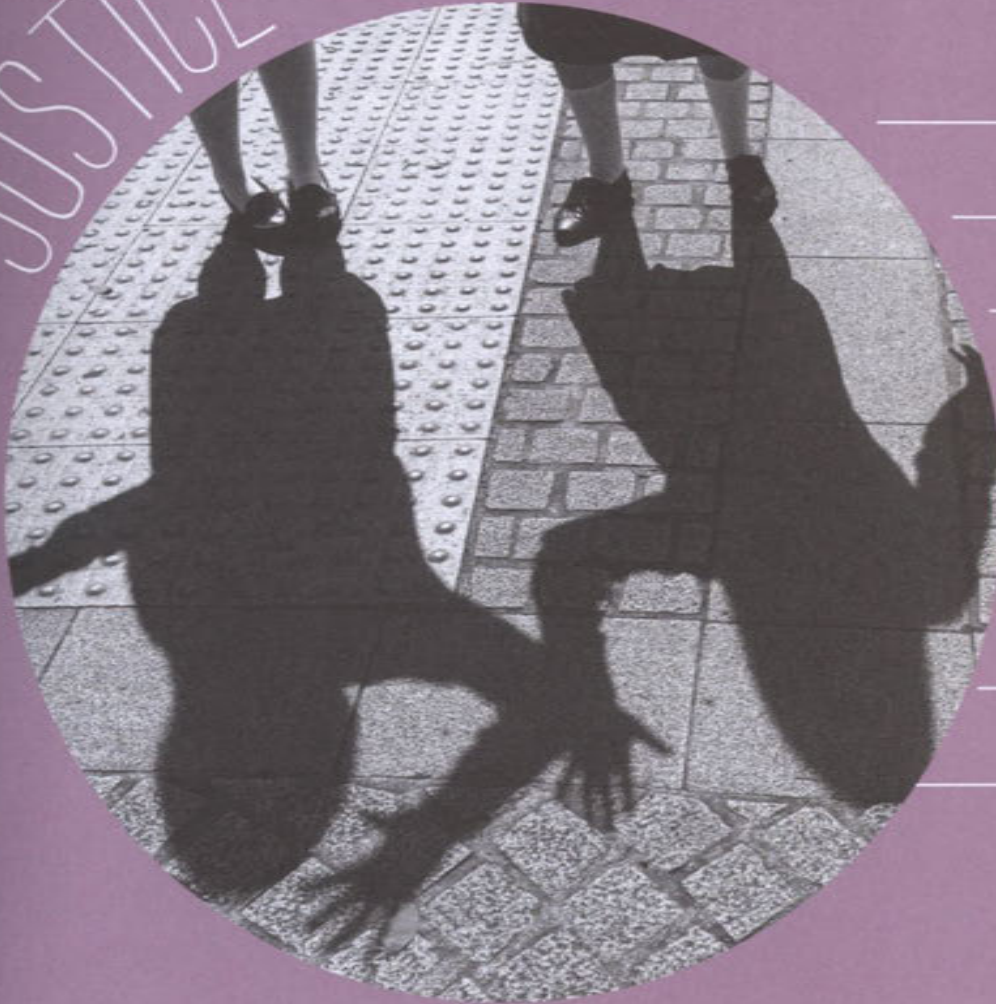
JUSTICE FREEDOM TRUTH SINCERITY JOY

are known as ‘Mary Ward Values’ to Loreto teachers and students all over the world.

The adults within the school community carry a particular responsibility for upholding and nurturing these values which should inform the characteristic spirit in Loreto schools. We reflect on how these values are understood, lived out and experienced in Loreto schools to-day.

¹¹ Letter to Fr Roger Lee SJ, November 1, 1615

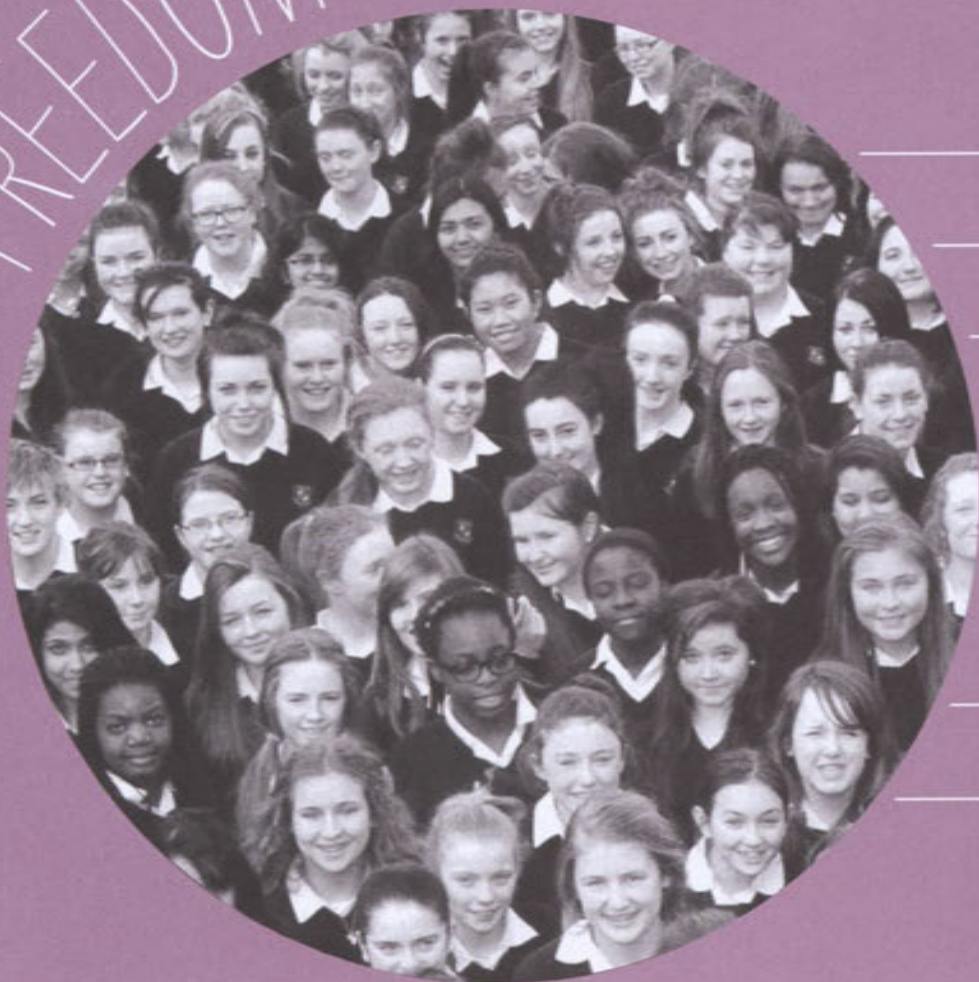
JUSTICE



"...THE GROUND OF ALL OTHER VIRTUES"

- _____ Responsible
- _____ Right Relations
- _____ Equal Opportunities
- _____ Inclusive
- _____ Challenging
- _____ Nurturing
- _____ Honest
- _____ Respectful

FREEDOM



"...TO REFER ALL TO GOD"

Open

Broad Horizons

Affirming

Independent

High Expectations

Courageous

Commitment

Confident

"...LOVE AND SPEAK THE TRUTH AT ALL TIMES"

TRUTH

Courteous _____

Upright _____

Loyal _____

Spiritual _____

Questioning _____

Reflective _____

Reliable _____

Safe _____



"...SHOW YOURSELF AS YOU ARE AND BE WHAT YOU APPEAR"

SINCERITY



Authentic

Encouraging

Trustworthy

Empathetic

Honour confidences

Thoughtful

Kind

Generous

"...SHOW YOURSELF AT ALL TIMES GLAD AND JOYFUL"

JOY

- Welcoming _____
- Belonging _____
- Enthusiastic _____
- Fun _____
- Gracious _____
- Celebration _____
- Participation _____
- Friendship _____



PROFILE OF A LORETO STUDENT

By the end of their time in a Loreto school it is hoped that young people are

- developing and deepening a relationship with God
- able to find God in reflection on their own experience
- happy, friendly and self-confident, with a sense of humour and an awareness of their God-given gifts and the need to fulfil their potential for good
- able to think for themselves, ready to further develop their diverse competencies, find their own voices, claim their own identities
- seen to have a generosity of spirit and a readiness to place their talents in service of others, especially the most needy, ready to ask 'What more can I do, what more can I give?'
- well prepared to take their place in contemporary society, motivated by selfless generosity and aware of how fully they can contribute to the common good
- ready to stand for truth and to be advocates for the voiceless.
- proud of having belonged to a Loreto school community with respect for its values and for those who travelled the education journey with them



LORETO LINKS

From the start of Loreto schools in Ireland, there was a unity of purpose and of core values in the schools.

Today, links between the schools, the Education Trust and the Province are forged through active participation in the network of Loreto schools.

The maintenance and support of these links is regarded as a core value for the schools and their students.

The Loreto Network is a source of support, collaboration, interchange of ideas and practices, shared charism and history. It creates a sense of belonging in the Loreto family in Ireland and throughout the world.

There are almost 150 Loreto schools in various countries with approximately 70,000 students and 5,500 staff members. Tens of thousands of past students claim Loreto as their alma mater.

All these schools claim Venerable Mary Ward as their Foundress and recognise Frances Teresa Ball as their essential link to the founding intention of Mary Ward and her schools of the 17th century. 'Mary Ward week' (January 23-30) is marked in Loreto schools worldwide.

The familiar Loreto crest is worn by students in all Loreto schools throughout the world. Students are encouraged to develop a sense of identity with their own school and a familiarity with other Loreto schools by participating in Inter-Loreto activities, competitions and gatherings.

School Principals avail of contacts with their colleagues in other Loreto schools and share their experience and expertise in the promotion of Loreto education.

Teachers are encouraged to participate in inter-Loreto Committees and to attend meetings of professional interest groups arranged for Loreto schools.

In a spirit of Christian solidarity and unity, Loreto development projects overseas are supported by concern, interest, prayer and funding from Loreto schools in Ireland. Students are encouraged to keep informed about Loreto initiatives around the world.

Membership of Loreto Past Pupils' Union – and of Past Pupils' Associations in individual schools – strengthens the bonds of friendship and support established during school days.

Loreto Education Trust exercises the functions of Patron or Trustee for all the Loreto schools in Ireland in accordance with legislation¹² and also upholds and develops the Loreto characteristic spirit. Its Officers and Support Services offer leadership and support to the schools through the Loreto Education Centre.

Protocols between the Province and Loreto Education Trust regarding property and other matters are observed by all the schools.

¹² Education Act 1998 for schools in the Republic of Ireland.

IBVM LORETO AROUND THE WORLD





LORETO EDUCATION — A SUMMARY

Sharing in the education mission of the Catholic Church and recognising that care of faith and education are central in the Loreto tradition, Loreto schools are called on to model and promote a philosophy of life:

- Based on belief in God
- Finding God in all things
- Animated by Gospel values
- Convinced of the dignity and destiny of each individual

Each Loreto school aims

- to position the person and best interests of the student at the centre of policies, structures and decisions within the school
- to nurture respectful and caring relationships between teachers and students
- to provide an appropriate and robust learning experience and environment
- to set each student on a pathway to personal excellence, recognising different aptitudes and gifts
- to foster in their students a generosity of spirit and a readiness to place their talents at the service of others, especially the most needy
- to collaborate with parents in accompanying each student's progress towards maturity
- to respect and honour diversity, entering into genuine dialogue with unfamiliar cultures and new developments.
- to strengthen links between the world-wide network of Loreto schools and students



REFLECTION ON 'CONTINUING THE JOURNEY'

INTRODUCTION

Boards of Management and Staff Members are invited to evaluate their contribution to the Loreto educational vision and values as expressed in this and other relevant documents and in their school's Mission Statement.

It is hoped that this enriching self-evaluation would emerge from on-going reflection by the school's Board of Management and Staff on how they are interpreting, expressing and living out the distinctive Loreto identity within the socio-economic context of their own school and of educational developments.

Such reflection is likely to offer affirmation and encouragement to the school community. Perhaps it can also provide a challenging prompt to address any areas which could be more vibrant in a particular school.

SELF-EVALUATION

We offer here a gentle tool which may be used in leading into the reflective self-evaluation which is encouraged and sought. Consideration of the overlapping issues identified here will inevitably raise further issues for discussion within the school community. The different sections might be considered over a number of meetings/sessions. Alternatively, a method proposed by the Catholic Schools' Partnership might be used.

LORETO ORIGIN AND FOUNDING INTENTION

Having read the section on 'Loreto origin and founding intention', how do members of the Board of Management familiarise themselves with the history of this school?

- How and when are the Mary Ward/ Teresa Ball stories presented to students, staff, parents?
- How and when is the history of this school presented to students, staff, parents?
- How can aspects of these stories be reinterpreted to apply to current circumstances and developments?
- Do we need to make any recommendations to Loreto Education Trust regarding changes to our school?
- How can we do more?
- What can we do differently?

LORETO SCHOOLS IN THE CATHOLIC TRADITION

How does this school reflect the centrality of 'care of faith' in Loreto education?

- How is the Catholic identity of the school manifested?
- How is the liturgical year celebrated?
- What are the opportunities and arrangements in this school for the faith formation of the students?
- Is a Prayer Room available and used?
- What links do we have with our local parish?
- How are students involved in preparing and participating in liturgies/assemblies?
- What opportunities exist in this school for identifying and reflecting on our living out of Gospel values?
- How can we do more?
- What can we do differently?

LORETO SCHOOLS IN THE MARY WARD TRADITION

- What is the considered and accepted approach to education promoted and experienced in this school?
- How suitable for students in this school is the curriculum on offer?
- What are we doing to ensure that the person of the student is at the centre of all decisions and approaches by the Board of Management and staff?
- What are we doing to promote an understanding of global social issues?
- How do we promote inclusivity and celebrate diversity?
- How can we ensure that our fundamental aims and values are conveyed to new staff members and to parents?
- How can we do more?
- What can we do differently?

MARY WARD VALUES

- To what extent do the core Mary Ward values of Justice, Freedom, Truth, Sincerity and Joy find expression in the experiences offered to students, staff, parents and Board of Management members?
- To what extent are the implications of promoting the Mary Ward values discussed, interpreted and explicitly embraced within this school?
- What opportunities exist for students to identify experiences of the Mary Ward values?
- How can we do more?
- What can we do differently?



LORETO LINKS

- How are we promoting a sense of belonging to the wider Loreto education family?
- How do we avail of and contribute to links between this school and other Loreto schools and offices?
- What is the level of participation of staff and students in Loreto Network activities?
- What information about Loreto world-wide is provided to staff, students, parents and Board of Management members?
- Why do we continue to value linkages with other Loreto schools?
- How can we strengthen the school-based bonds of friendship for our past students?
- How can we do more?
- What can we do differently?

OVER-ALL LEARNINGS

- What do we do well?
- What do we consider satisfactory?
- What do we need to attend to?
- What do we need to change?
- What will we focus on for the next 6 months? Year?
- What is the desired outcome?
- What are our next steps?

Loreto Student Reflection

Take ONE moment...

*Think of ONE GOOD THING
that happened today...
How did it make you feel?*

*Think of ONE THING that could
have been BETTER...*

*BE THANKFUL to GOD for today and
LOOK FORWARD to tomorrow!*

FURTHER RESOURCE MATERIAL

- Your school's Mission Statement
- Mary Ward – Her Life and Legacy (Booklet)
- Various other publications on Mary Ward
- Kolkata Educational Guidelines for Loreto Schools
- Loreto Education Trust – supporting Loreto Education
- The Educational Philosophy of Loreto Schools (Various editions)
- Life in the day of a Loreto Teacher
- Loreto Network Education Committee – Role and Key Responsibilities
- Catholic Schools' Partnership publications including:
 - Catholic Second Level Schools – Looking to the Future
 - Catholic Primary Schools – Looking to the Future – A process for understanding, supporting & taking ownership of the characteristic spirit in a Catholic school.
- Frequently asked questions about Catholic Primary schools
- Proclaiming the Mission – Catholic Bishops of Northern Ireland
- Catholic Primary schools – Irish Bishops' Conference
- Catholic Education and the School (Veritas) – Dermot A Lane
- The Philosophy of Education – A Christian Perspective (Veritas) – Donal Murray
- Various publications by the Congregation for Catholic Education, Rome including the following seminal documents:
 - Declaration on Christian Education (Gravissimum Educationis) 1965
 - The Catholic School 1977
 - Lay Catholics in Schools – Witnesses to the Faith 1982
 - The Religious Dimension of Education in a Catholic school 1988
 - The Catholic school on the threshold of the 3rd Millennium 2000
 - Consecrated persons and their Mission in schools: Reflections and Guidelines 2002
 - Educating together in Catholic Schools: A shared mission between consecrated persons and the lay faithful 2007
 - Educating to Intercultural Dialogue in Catholic schools – Living in Harmony for a Civilization of Love 2013





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