FCJ Education

Curriculum Leadership

Faithful Companions of Jesus

RES NON VERBA
FCJ

UPTON HALL SCHOOL
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BELLERIVE
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SUAVITER IN MODO
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GUMLEY
HOUSE
VIVE UT VIVAS

Grève d'Azette
départ pour le bain

St. George's Sq. Liverpool

Playground: The Ball Room. St. Aloysius' Convent,
Clarendon Square, London, N.W.

Foreword

This booklet is the second in the series 'FCJ Education - Zest for Life.' It is the fruit of two years' work of a group comprising 18 curriculum leaders from five of our FCJ schools, two FCJ sisters, and two experienced senior educational leaders from the Loreto Education Trust (IBVM). We would like to acknowledge with great gratitude, too, the work done by the Society of Jesus on the Ignatian Pedagogy and Jesuit Education that has been a profound source for our own understanding. We came together to explore how, as curriculum leaders, we might live the FCJ educational vision and values as expressed in the booklet 'Zest for Life'; how we might apply them to the responsibilities and opportunities when searching for excellence in leadership of the curriculum and pedagogy in an FCJ school. This publication hopes to provide inspiration to make the day-to-day struggle of those involved in curriculum leadership more meaningful and conducive to 'finding God in all things.' It is a resource for reflection and on-going dialogue rather than a tick list of competences or things to be accomplished.

We are very aware that most of what is offered here is relevant for any leader or aspiring leader in an FCJ school. We would like to encourage a wide readership and a regular exchange of insights, learnings and questions within and between Faculties, Departments, Year teams and Pastoral and Admin Support teams.

Sr Breda O'Farrell fcJ, when addressing the FCJ Education Conference in 1984, reminded us that 'our whole person must be the educator – not what we teach, not even how we educate, but the integration of that 'what' and 'how' with our own life and witness. Our educational activity begins in and through our own person.'

Education in an FCJ school is always apostolic; its purpose is to bring about transformation by the power of the Good News and to educate young men and women to be fully human – the glory of God is (wo)man fully alive.

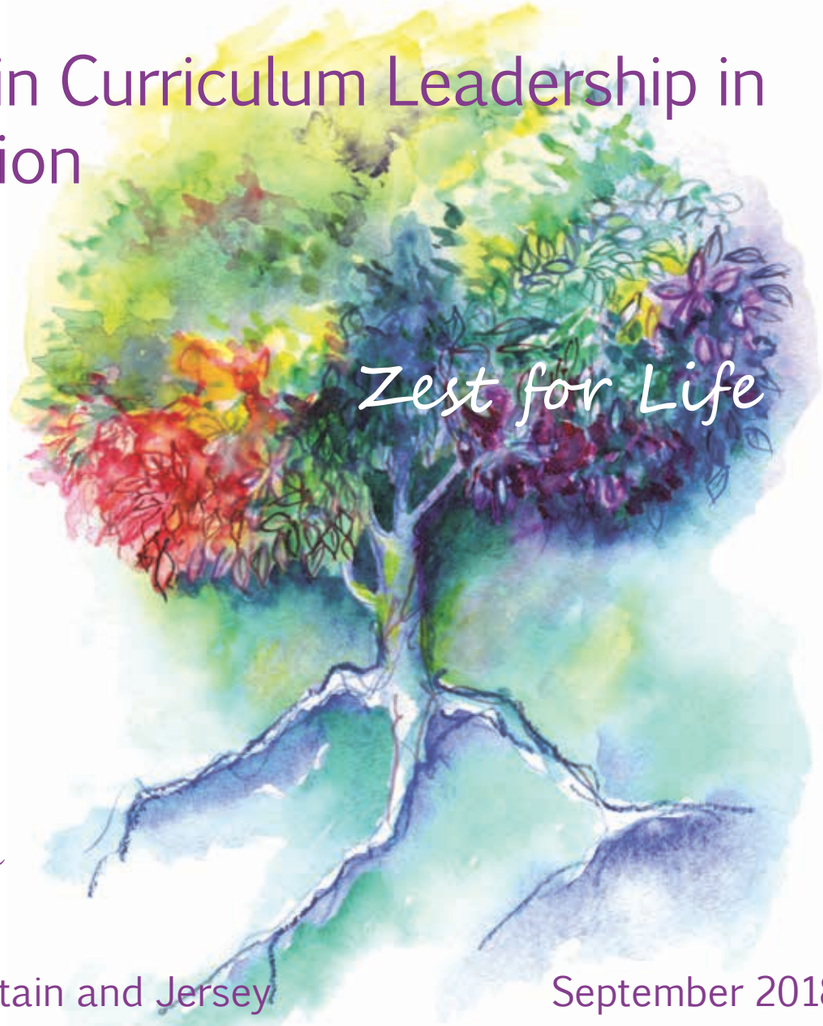
It is a very privileged work that we undertake together so let us keep in mind these words of Marie Madeleine that come to us down the centuries:

'Have courage and confidence. We must never say 'I cannot do that, I am not capable of doing this job'. God will not fail to give you the grace to do all that he has asked of you.'

Brenda Wallace fcJ

FCJ Educational Trust

Excellence in Curriculum Leadership in FCJ Education



La Vénérable
Marie Madeleine d'Houët

'I too will be a Faithful Companion of Jesus'

FCJ Schools in Britain and Jersey

September 2018

Introduction

The curriculum leaders in our schools face the considerable challenge of satisfying the legitimate expectations of parents, carers and students who all want excellent exam results. They must also ensure that teachers meet the requirements of public examinations. Dare we then ask more? Yes! The urgency of the needs of our times and the insights provided in 'Zest for Life' must embolden us to view the curriculum with the vision of radical dreamers and prophetic pacesetters! We are challenged to deliver the curriculum in a way that is faithful to our mission and to offer students learning opportunities that develop their God-given gifts and dignity, empowering them to understand the part they are called to play in building a world of justice, peace, love and beauty.

The role of the curriculum leader, then, can be quite daunting but we want you to be uplifted and sustained in the knowledge that you have been appointed for the person you are, with all your strengths, your vulnerabilities, and your potential for growth. We value the special gifts and perspective you will bring to the role.

When asked, many people would say that the main role of leadership is to motivate, to inspire, to provide vision – all of which are clearly needed. However, two key roles of the curriculum leader are:

- to think about your colleagues – to involve them, to nurture and build a community, offering the support needed for each individual to achieve personal excellence and face the future with courage and confidence;
- and to have the whole picture in mind, in order to provide inspiration for the development of a common vision, which reflects the essentially distinctive FCJ nature of this education.

This distinctive spirit in an FCJ school can be discovered through reflection on the life of Marie Madeleine, and on the ways in which her vision has been developed and applied to education in our day. 'The distinctiveness comes not from the education itself but from the spirit in which the education is given … from the witness value of the people in the school.' *Zest for Life*, p.10

'Today, students do not listen seriously to teachers but to witnesses; and if they do listen to teachers, it is because they are witnesses.'

Pope Paul VI, *Evangelii Nuntiando* (1975)

Our Initial Reflections on Leadership

In the first of our meetings together we looked to name some of the qualities that we deemed to be very important in a curriculum leader in an FCJ school. In so doing we offer a leadership model that flows against the tide of many contemporary leadership models. We reject quick-fix approaches that equate leadership with mere techniques and tactics. We examined leadership through the lens of qualities that we have expressed in these six words, which help us to explore the essential spirit of FCJ curriculum leadership.

Vision, Inspiration and Passion touch on what gives meaning and value to the work of our team.
Trust describes the fundamental quality that underpins our relationships.
Resilience is a quality for us to nurture in ourselves; it helps us to survive and flourish amidst the day-today challenges and stresses of our role.
Excellence is the outcome, which we are all striving to achieve.

As curriculum leaders, we can often think that unreasonable expectations are put upon us and sometimes we put unreasonable expectations on ourselves. It is our hope that this booklet will encourage you to reflect on the possibilities opened up by these words for the way that we work with our teams and our students, and that you will come to see them not as yet another addition to the burdensome expectations, but rather as an invitation to discover the real joy of FCJ leadership.

So, who thinks about the leader?

There are very few models of leaders who look after themselves. We encourage you to look after yourself and we offer a few strategies and reminders that might help you to do this. It is essential that as a leader you meet with peer leaders to be able to share; to talk about your strengths; to remind each other that self-doubt is an aspect that looms large once we are in leadership. Struggle is normal for a leader but your feelings about yourself are not a good guide to your competence (how well you are doing). It's OK to feel bad about a situation but it doesn't mean you have to feel bad about yourself. Remember, failures are opportunities to learn valuable lessons.

Personal Reflection

- Do you attend to your physical, emotional and social well being, recognizing that they are interconnected?
- Do you believe that you are more than what you know?
- Do you take time to reflect, ponder, meditate or pray?

Vision

'Without vision the people perish' Proverbs

FCJ curriculum leaders are eloquent about the vision that animates their departments and sometimes use words! A vision describes an imaginable future to hope and strive toward. A vision offers something far more desirable than the present state.

A vision is most powerful when it is shared by everybody in the community. An inspiring vision adds meaning to people's lives and offers hope in the midst of despair. Our vision isn't just about raising performance – it strives to change people's lives for the better.

Personal Reflection

- *How much do you understand and work to integrate the*
- *vision as it is explained in "Zest for Life"?*
- *How can you communicate it to your team?*
- *What helps you to see the bigger picture?*
- *How can you make thinking time, so that you really grasp the issues and what is going on for individuals?*

'This composite color infrared image of the center of our Milky Way galaxy reveals a new population of massive stars and new details in complex structures in the hot ionized gas swirling around the central 300 light-years. This sweeping panorama is the sharpest infrared picture ever made of the Galactic core.' Courtesy HUBBLESITE.org

Inspiration

'Our chief want is someone who will inspire us to be what we know we can be.'

'Don't be intimidated by what you don't know. That can be your greatest strength and ensure that you do things differently.' Sarah Blakely

Inspirational leadership is about keeping your head held high while your feet stay firmly planted on the ground. Look for it in what a community aspires to become and in how this serves the greater good.

What does an inspirational curriculum leader look like?

'She led by example and modelled how she wanted staff to be. She used her years of experience to guide and advise providing concrete, real examples of when things had worked (or not!)' FCJ Jersey

'She helped staff to feel important, supported and encouraged. She inspired me to believe in myself."

She says: 'I know you are good at seeing things differently, would you look at this and see if you can show us how to approach it?'

She asks the NQT to: 'have a go' at solving a problem and reminds her (and everyone) that failure means that she is nearer to success – another wrong way has been crossed off the list!

Personal Reflection

- *What lights up the individuals in our team?*
- *At what points might we have to breathe new life into them?*
- *Can you think of examples of people or occasions when you have been inspired?*
- *'Zest for Life' asks us to 'create an environment in which opportunities for developing, sharing and celebrating God-given talents are nurtured.' How can we release the creativity of individuals in our team?*

Passion

**'Develop a passion for learning.
If you do you will never cease to grow.'** A. D'Angelo

'Nothing great in the world has ever been accomplished without passion.' G.W.F. Hegel, Philosopher

'Follow your passion, be prepared to work hard and sacrifice. Above all don't let anyone limit your dreams.' Don Bailey, Athlete

A passion for learning, a passion for the education of young people! Think about how contagious this is: the excitement and the vitality it brings; it gives confidence to those around you as well as to yourself.
Passion engages our commitment and opens windows onto deeper meaning and knowledge.

'Your dedication, passion and care for each and every one of your students is astounding and will never be forgotten. You made our lessons so fun. I truly appreciate the hard work and effort you put in to make me achieve my very best. You're an inspiring figure that will stay with me for the rest of my life.'
MF Student

**'I was inspired by a great history teacher
who was so passionate that even the driest texts seemed alive.'**

Personal Reflection

- When did you last feel impassioned about your profession?
- How can you share this passion with your team?
- What are the challenges in keeping your team's love of learning alive?

May All We Do Today

May all we do today
be for the healing of the whole.

May all we do today
mend our broken world.

May all we do today
bring blessing on the earth.

May all we do today
be for the good of all,
all we do today.

Jan Novotka

Trust

The FCJ leader believes in herself and in her team. She witnesses her 'zest for life' through her right relationships, which are at the heart of trust. This will then generate a collaborative spirit where, in companionship, resources and good practice are shared; where all are allowed to bring their best selves to the table; and where is created a culture of risk taking and normality of making mistakes – i.e. a no blame culture. Companionship – walking alongside with – is when we are mutually supportive and respectful of each other, where the strengths of the team are known and used and where, for example, lesson observations focus on sharing good practice and performance management and accountability are ensured with dignity and gentleness leading to excellence for and in our students and in our staff.

Some situations and some coping strategies:

I really didn't handle that situation well – what should I do now?

- Take time to reflect
- Don't be afraid to admit you've made a mistake – it's an opportunity for all to learn from it
- Go back, smile and apologise

I need to have a difficult conversation with someone – how do I approach this?

- Build bridges with those concerned
- Try not to do it on a Friday afternoon and not by e-mail
- Smile and focus on the solution
- Seek help and support if needed
- Plan what you want to say – talk it through with an SLT member
- Remember students are at the heart of all we do and say

How do I reconcile trust in my department with the need for monitoring and evaluation?

Companionship, trust and gentleness affect our approach to others, our tone of voice, the context within which performance management and accountability take place – a joint task of striving for the best for our students as well as the best for staff. It means that 'courageous conversations' always end with 'dignified solutions.'

There are concerns from my team about a proposal that I'm making – what do I do?

- Acknowledge them and discuss solutions as a team
- You're never going to please everyone all the time
- Make them feel they have a voice despite the outcome/decision
- Be open to seeing an alternative viewpoint from the group as a strength rather than as a negative

Personal Stories

This story is about an experienced popular member of our team who seemed to be at the centre of some staffroom negativity, disruptive to plans we had agreed for our department.

I approached the situation with not a little nervousness realising that it would have been cowardly on my part to fail to deal with what had happened. I thought long and carefully about what I would say (simple facts, how I felt about it, open to what she might have to say etc.) I chose a time when we would not be interrupted and decided to go to a comfortable room rather than using an office or speaking across a desk.

When she joined me, I sat on a chair beside her. With planned words in mind and expecting to be at the receiving end of a verbal onslaught, I carefully began the conversation. To my astonishment this usually confident, articulate woman dissolved into tears and started to talk about personal and family problems. This gave me a much greater understanding of where she was coming from and established a new understanding between us. Most of my prepared spiel became unnecessary. She accepted without difficulty the points that I made about her staffroom activities and that piece of departmental negativity melted away. Bemused, relieved and thankful, I left school that evening feeling that somehow, I had done something right!

Personal Reflection

- *Do I appreciate the uniqueness of others' ideas or opinions before making judgments?*
- *Do I listen – really listen – to others?*
- *Do I collaborate with colleagues?*
- *Do I welcome and support new colleagues?*
- *Do I maintain optimism when faced with professional or organisational challenges?*

Personal Reflection

- How do I as leader build our belief in ourselves especially as self-doubt is normal?
- How do I demonstrate that I have belief in my team?
- How do I encourage reviewing learning from a different perspective?
- How do I create new opportunities and new experiences for my team?
- Do I have the courage to challenge and to be challenged?

- When was the last time I did so and it all went horribly wrong?
  - What was my reaction and why?
  - What was my action and why?
  - What would I do differently?
  - What did it teach me about my leadership i.e. what has changed as a result of the experience and reflection on it?
- How do I recognise that my team trusts me?

Resilience

'Don't judge me on my successes, but on how many times I fell down and got up again.' (Nelson Mandela)

'Persistence can change failure into extraordinary achievement.' (Marv Levy)

Resilience is the ability to undertake a task with confidence, to spring back and recover quickly in the face of difficulty. **Resilience** is the ability to persist even against incomprehension, opposition, and doubt. The vision and challenge of surmounting failure instill a determination to overcome barriers and see the process through.

It is normal to experience setbacks and make mistakes. How can we bounce back from these?

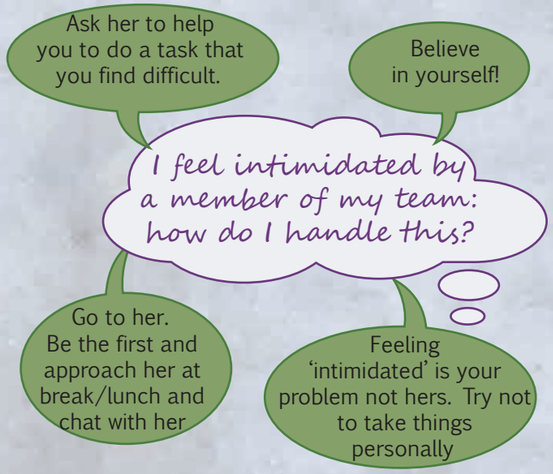
It is important not to be afraid of asking for help and support.

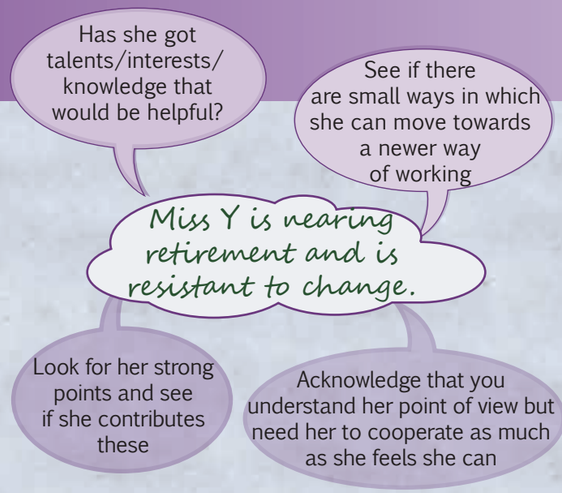
A middle leader's role is often tricky. They are expected to communicate the decisions of senior leaders and get everyone on board, whilst at the same time being a sounding board for the needs and concerns of team members.

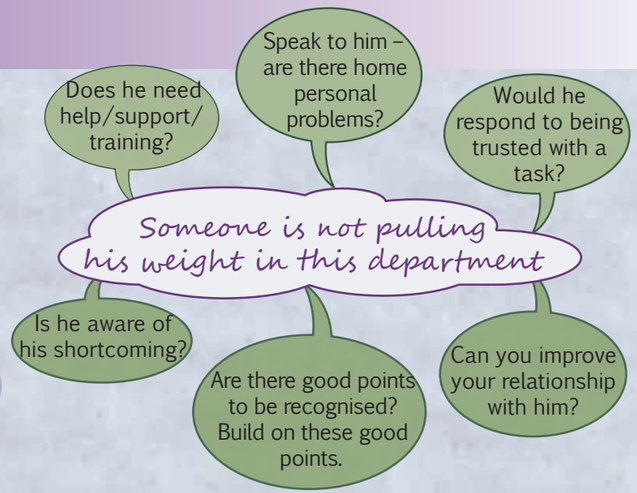
A leader will have greater **resilience** if

- She shares a common vision with her team
- She supports and is supported by the team members
- She trusts and is trusted by them.

Some situations and some coping strategies







Personal stories

My HoD has been a model of good leadership. She joined a Department that was fractured and had poor results. She was met with great opposition and resistance from staff but remained calm and consistent. There were several 'big personalities' that were hard to manage and sometimes were toxic for other staff. However, the HoD persisted and over time won the respect of the Department. She never pleased everybody but her rationale for decisions was clear and understood. As results improved she won the confidence of staff and this in turn led to even more success.

My Head of Department displayed good leadership in many ways: encouraging the team to work together as a group to produce schemes of work; encouraging us to be creative in our teaching; getting 'stuck in' herself, not just delegating jobs.

Personal Reflection

- What support do we need in managing conflicting expectations?
- How do we deal with the negative?
- Can you recall an occasion when a positive resolution came from a challenging situation?
- What gives us the courage to keep going in the midst of setbacks?

Excellence

In an FCJ school the criterion of excellence is applied to all areas of school life.
We aspire and strive to grow into communities of personal and academic excellence.
Adult members of the educational community witness to excellence
'leading by example with integrity and gentleness.
They demonstrate through their own high expectations and actions,
the values of the Gospel as interpreted and lived out
through FCJ spirituality and vision' *Zest for Life* p. 24
We remind ourselves that the 'pursuit of excellence is not the pursuit of perfection' but it is about setting the highest possible standards in supporting each other as we strive to achieve our personal best.' *Zest for Life* p.12
To pursue excellence involves failure. Learning from failure is crucial.
The media can promote the message that something is not worth pursuing
unless the outcome is an unqualified success.
We need to be counter–cultural with our message of what we mean by 'excellence.'

I've got so much to do, how will I fit it all in?

- You can't! 🙂 Break it down and ask others to help.
- Talk to other middle leaders to find out what they do.
- Don't be afraid of not being 'perfect'!
- Look to see what is important and urgent – rather than fall into the trap of doing what seems most urgent but is maybe less important.
- Remember workload difficulties are organisational issues too, not just personal; talk to your SLT link.

I don't feel I can do this job; I'm feeling inadequate.

- Build a team – for listening and feedback (of your strengths when you have forgotten them)
- Peer support – listening networks (if I am to stay in shape as a leader there has to be someone I can tell)
- Staying connected to staff

How on earth can I model personal excellence as a department leader?

- Be honest about the ups and downs
- You could share – insights, opinions, solutions; and be ready for someone else to be better
- Bring the element of hope and positivity
- Be constant and consistent in trying to keep the group focused and moving forward
- Have a passion for quality
- Don't let yourself be defined by your failure

Personal Reflection

- Look at the quote from Claude Bissell, Zest for Life p.12. Think about the phrase 'expect more than others think possible.'
  - What do you expect of your team?
  - How can you support them in achieving these expectations?
  - How do you support busy people who are rushing from one lesson to the next in their task of helping young people achieve more than they ever dreamed possible?
- How might you signpost in your department's documentation (e.g. schemes of work, assessment policies, lesson observation pro–forma) the desire to promote personal excellence and how do you exemplify this desire in your ways of working with your team and with your students?
- Do you use feedback and evaluations as guides for your professional development?

Leadership of Teaching for Learning

Ignatian Pedagogy

The dynamic process of Ignatian Pedagogy should inform all the Teaching and Learning that is pursued in an FCJ school and is the same process that can transform our leadership into a meaningful and gospel inspired one. Though Ignatian Pedagogy is inspired by faith, those who do not share this faith can gather valuable experiences from it because it is profoundly human and, consequently, universal.

What is it? And why do we embrace it?

Ignatian – the beliefs, practices and understanding of the human person associated with St Ignatius of Loyola.

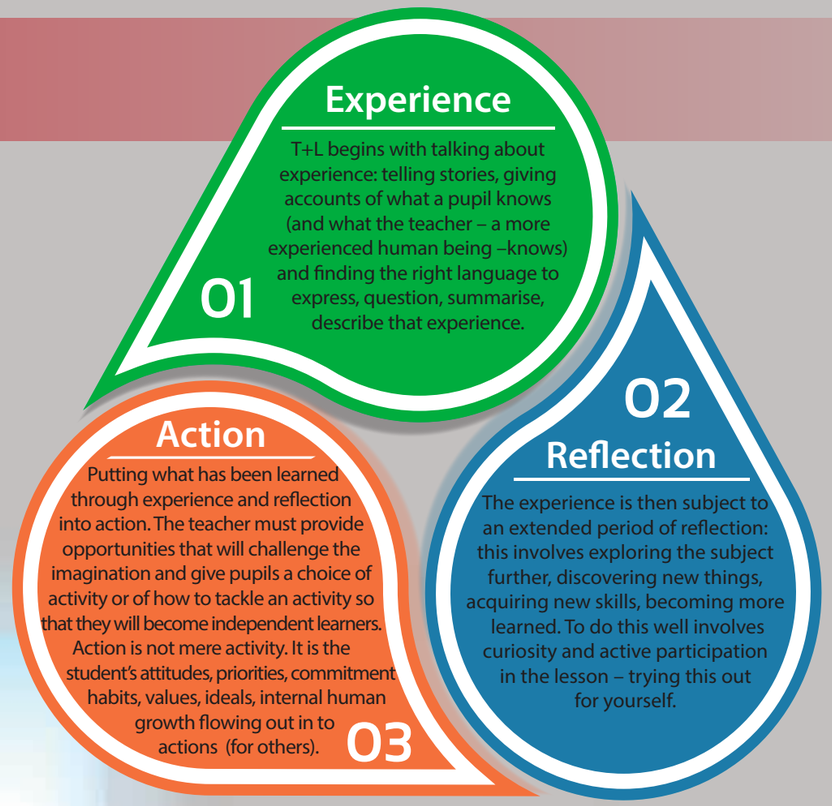
Pedagogy – a method and practice of teaching and learning. Based on knowing the individuals well and making sure all their needs are attended to (intellectual, physical, emotional, social, creative and spiritual)

The Ignatian Teaching Model asks:

Context – 'What do we need to know about our students?'
Experience – 'What is the best way to engage our students in learning?'
Reflection – 'How do our students reflect more deeply on what they have learned?'
Action – 'How do we encourage students to move beyond knowledge to action?'
Evaluation – 'How do we assess our students' growth in mind, heart and spirit?'

Marie Madeleine spent much of her time from 1814 when her son Eugène was at the newly opened Jesuit College in St Acheul, (described as 'a power house of academic learning') observing and supporting Père Loriquet SJ who was engaged in revising and updating the Jesuit *Ratio Studiorum* (Plan of Studies) – which is the basis of the modern day Ignatian Pedagogy.

It is essential that the curriculum be centred on the person rather than on the material to be covered. Each student is encouraged to develop and accomplish objectives at a pace suited to individual ability and characteristics of his or her own personality. 'At the root of the curriculum in FCJ schools is a desire to help our students experience the wonder and awe of God's presence in all things. Our curriculum takes students beyond the ordinary, leading them to discover new things about themselves in relationship with the world.' *Zest for Life* p.18



Personal Reflection

- *Do you believe your work is a service to others?*
- *Is your teaching goal to develop lifelong independent learners?*
- *Is your style flexible so that it affects students in an individualized way?*
- *Do you facilitate students' understanding of information in a personally relevant manner (above and beyond raw acquisition of knowledge)?*
- *Do you help students to see the world from perspectives other than that of the dominant euro-centric culture, such as of the poor and marginalized in our own society or in other areas of the world?*

The Ignatian dynamic of Leadership

The Ignatian dynamic of Leadership

Leadership springs from within. It is about who I am as much as what I do.

Leadership is not an act. It is my life, a way of living.

I never complete the task of becoming a leader. It is an ongoing process in self–development.

How, then, does this **Ignatian model for Teaching and Learning** help us to grow in our quest for excellence in curriculum leadership? The dynamic of paying close attention to our own experience, reflecting upon that experience and acting in response to the reflection is a wise and proven way of learning how to lead well and for a greater good.

Experience. To what extent do you use experience as the basis of your approach to leading your team?
For example: being attentive to what you are experiencing, you notice that you are feeling or seeing frustration or anger or disillusionment in one of your team members. You honour the experience and ask the question: **'What is going on here?'**

Reflection. You reflect on the experience in order to understand, to make sense of it and to name it.
You ask the question **'What needs to happen here?'**
Do you need to revive the person's sense of her own best self? Do you need to share again the vision of a future desired reality so that she can have that meaning and purpose to her work again? Does she need to feel that she is making a difference?

Action. You want to move to changing the current unwanted attitudes and embracing the desired reality.
You ask the question: **'What support does this person need to move things forward?'**
They need the companionship of the team working together for a shared vision and out of shared values.
This process is not to be engaged in alone but needs to involve others: it needs **TRUST**.

Personal Response

Experience – What experience rises up in your mind and heart from today's reading of this page?

Reflection – What aspects of the experience do you want to explore further?

Action – What does this inspire you to change or do next?

Personal stories

'It is easy and common to suffer from self–doubt and lack of confidence. One of my first mentors was able to give me space to develop an idea I had and then support me in my quest. He was always willing to listen, offer words of encouragement, and trust me to find my own way.'

'The person who introduced me to a group of students as someone who had spent her life making a difference to children in the inner city gave me a totally different perspective on what my teaching career has really been about.'

Personal Reflection

- *How do you as a Curriculum Leader promote the goal to develop life–long independent learners?*
- *How do you facilitate independence in your team?*
- *How do you challenge your team and encourage responsibility?*
- *How do you engage your team in teaching methods that are systematic, sequential and purposeful?*
- *How do you help your team to see the world and education from perspectives other than that of the dominant Standards agenda and culture?*

Examen

Reflection on the day as a curriculum leader

Imagine you're at home at the end of another busy day as a curriculum leader; you plop down in front of the TV and, instead of some dumb quiz show, you're looking at yourself going through the day at work.

The following points might help to get in touch with the movement in my spirit:

1. From my perspective as a curriculum leader, what was the high point of the day?
   - Where have I felt true joy today?
   - When was I working at my best today?
   - Who brought out the best in me?
   - Where did I give or receive support and help?

Let me give thanks

2. What was the low point of the day?
   - What has troubled me?
   - What / who has challenged me?
   - What would I do differently?
   - How can I prevent this in my future dealings with…?

Let me ask for help

3. Think about each of your team with whom you have interacted today.
   - Imagine how she/he might have pictured interacting with you.
   - Do you think there might be a disconnect between his/her perceptions and reality? Why?
   - What concrete things could you do to improve communication between you and your team members?

Let me notice God's presence in any of this

4. Deepening my desire to co-operate with God's actions in my life as a curriculum leader.
   - In light of my review, what is my response to the God of my life?

Let me speak with God as one friend speaks to another.

5. As I look ahead what comes to mind?
   - With what spirit do I want to enter tomorrow?

Let me ask for the graces I need to live more faithfully in the way I am being drawn by the Spirit of Christ as a curriculum leader.

The **Examen** is directed towards action – 'What more can I do for the realisation of God's dream for the world (for our Faculty/ Departmental Team)?'

Love is the lens through which individuals are invited to behold the world around them. This changes not only the way we look at others but what we see! Our vision becomes more acute; our eyes open to talent and potential – not only in ourselves but in others also.

This self-reflection habit is as powerful as it is simple. It creates an on-going feed-back loop.

I remind myself of key goals every day, not every six months.

The Examen is a wonderful tool for busy people! Anyone can carve out five or ten minutes a day.

Next Steps

Our hope is that, by working through this booklet,
you will feel more confident in nurturing the distinctive spirit of FCJ education
in your leadership of your departmental team
and have an awareness and understanding of our vision of education.

Love–driven leadership:

- The vision to see each person's talent, potential and dignity.
- The courage, passion and commitment to unlock that potential
- The resulting inspiration and mutual support that energise and unite the team

Four Ignatian and FCJ principles of leadership that can be relied upon:

- Understanding your strengths, weaknesses, values and world view
- Confidently innovating and adapting to embrace a changing world
- Engaging others with a positive loving attitude
- Energising yourself and others through high expectations

Personal Reflection

The questions that follow are designed to help you reflect on where you are now and what will assist you in taking the next steps in **Thinking about Excellence in Curriculum Leadership**:

- What aspect of this leadership most attracts you?
- What aspects do you find most challenging?
- Can you say what difference this process will make, or has made, to the department?
- What resources do you now need in order to take the next steps?

*'Have courage and confidence.
We must never say 'I cannot do that,
I am not capable of doing this job'.
God will not fail to give you the grace
to do all that he has asked of you.'*
Marie Madeleine

We recognize that you are the co–creators of FCJ Leadership
and we look forward to reading the next chapter in the story!

We pray to you, Lord, for the gift and grace of balance

May our lives be blessed with gracious, harmonious balance.

May we invest ourselves in our work,
Yet not forget that it is you who is working through us.

May we invest ourselves in activity,
Yet not neglect the precious prayer and reflection
that gives our activity depth.

May we invest ourselves in our tasks,
Yet not lack appreciation
for the relationships close to our hearts.

Grant that we may be both serious and happy,
Both hard–working and relaxed,
Both passionate and at peace. Amen

Blessing for A Leader

By John 0'Donoghue

May you have the grace and wisdom
To act kindly, learning to distinguish
between what is personal and what is not.

May you be hospitable to criticism.
May you never put yourself at the centre of things.
May you act not from arrogance but out of service.

May you work on yourself,
Building up and refining the ways of your mind.

May those who work for you know
You see and respect them.

May you learn to cultivate the art of presence
In order to engage with those who meet you.

When someone fails or disappoints you,
May the graciousness with which you engage
Be their stairway to renewal and refinement.

May you treasure the gifts of the mind,
Through reading and creative thinking,
So that you continue as a servant of the frontier
Where the new will draw its enrichment from the old
And you never become a functionary.

May you know the wisdom of deep listening,
The healing of wholesome words,
The encouragement of the appreciative gaze,
The decorum of held dignity,
The springtime edge of the bleak question.

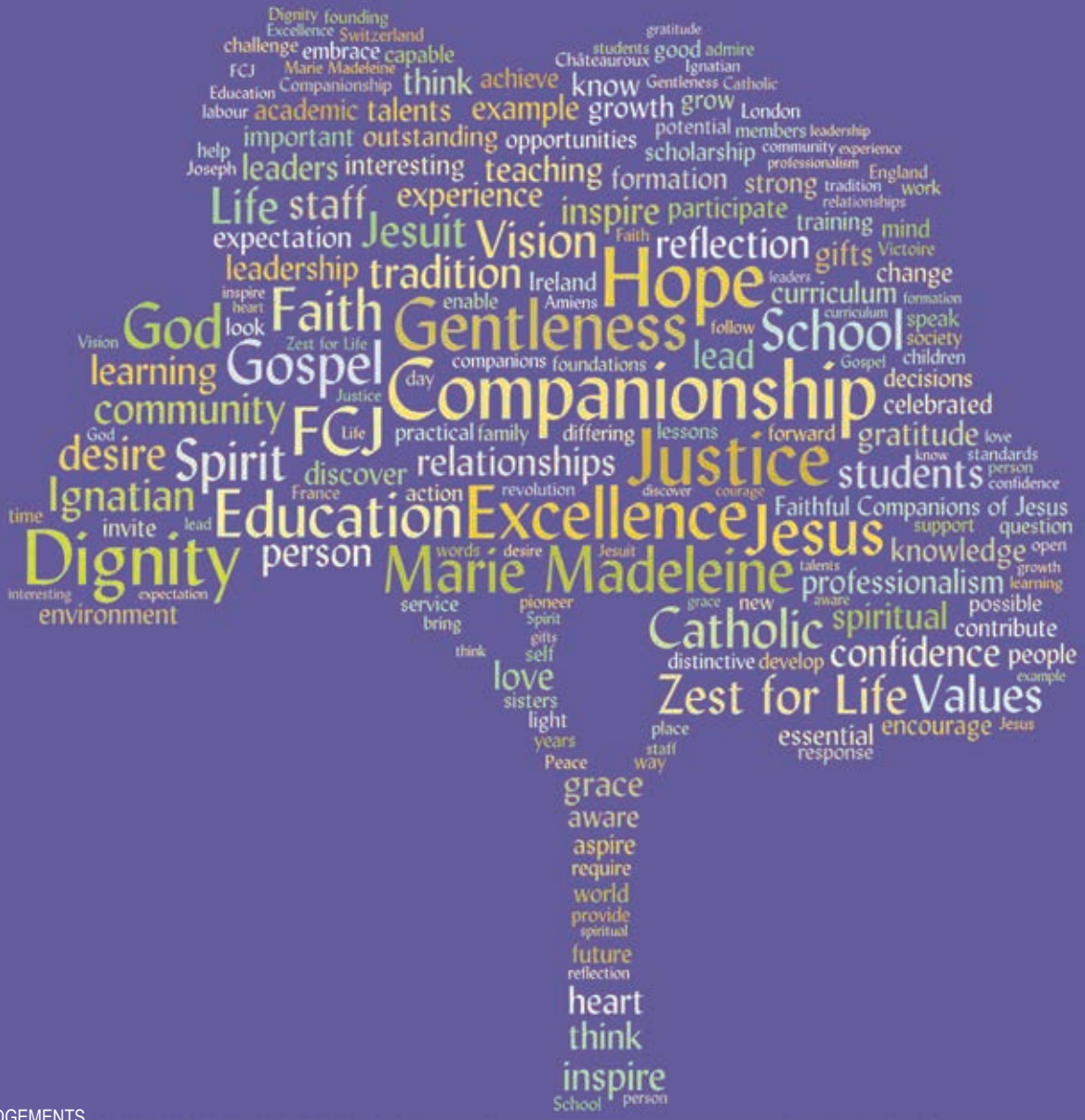
May you have a mind that loves frontiers
So that you evoke the bright fields
That lie beyond the view of the regular eye

May you have good friends
To mirror blind spots

May leadership be for you
A true adventure of growth.

GS

EXCELLENCE@BELLERIVE
D'Houet Building
Assembly Hall
Sports Hall
EVERY CHILD MATTERS



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STRIKING GRAPHICS FOR WEB & PRINT

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