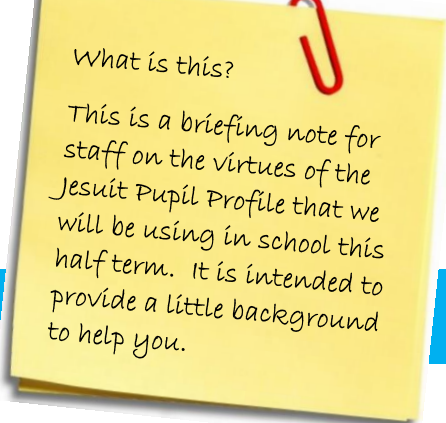




JESUIT PUPIL PROFILE

Curious & Active



Pupils in a Jesuit school are growing to be **curious** about everything; and **active** in their engagement with the world, changing what they can for the better.

By leading pupils to be **curious** about the universe and all human activity, and to take increasing responsibility for their own learning, and by providing opportunities for them to be **active** in the life of the school, the Church, and the wider community.

Saint Ignatius had the great insight that not only were all things made by God and held in existence by God, but that God was working through all of creation for my benefit. This is often expressed as ‘finding God in all things’ and shapes the Jesuit approach to learning. All things are worthy of our attention, **curiosity** and study because in each one of them there is the possibility of finding God; and not only God but God doing something for me. This is why Jesuit schools insist on the *broadest* possible curriculum (a *magis* or *greater* and *deeper* curriculum) and offer the *widest* variety of extra-curricular activities they can.



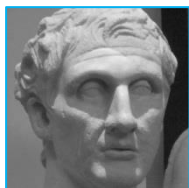
“It is the role of the teacher to see that opportunities are provided that will challenge the imagination and exercise the will of the students to choose the best possible course of action to flow from and follow up on what they have learned. What they do as a result, while it may not immediately transform the world should at least be an educational step in that direction and toward that goal.”

Ignatian Pedagogy (1993) n.28



Curiosity is needed to sustain learning. It is what keeps us going through the difficult stuff; it is what opens up new horizons and allows the possibility of ‘finding God in all things.’ Curiosity is key to the Jesuit method of education.

In the Jesuit tradition, learning is something to be **actively** engaged in by



“I am human,
and so I consider
nothing that is human
alien to me.”

Terence (d.159BC)



probing, seeking, asking, challenging, and questioning until the truth is plain – it is to think for oneself and to become an independent and lifelong learner.

"The universe unfolds in God, who fills it completely. Hence, there is a mystical meaning to be found in a leaf, in a mountain trail, in a dewdrop, in a poor person's face. The ideal is not only to pass from the exterior to the interior to discover the action of God in the soul, but also to discover God in all things."



Pope Francis, *Laudato Si'* (2015) n.223

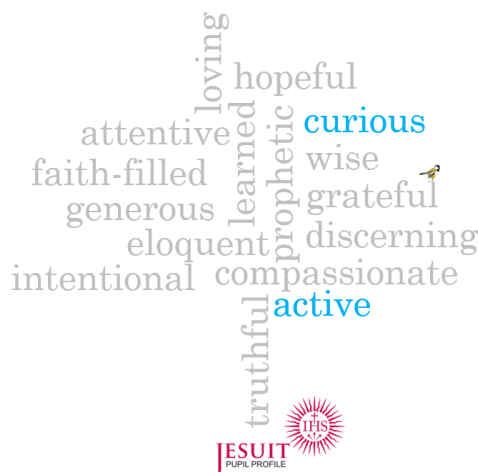
It is not often that schoolchildren get the opportunity to change the world but Jesuit schools challenge them to 'think globally and act locally', to get involved, changing what they can for the time being, using what they have learned to

make small differences, so that they are ready for the day when they can make a big difference.

When, in 1540, he sent St Francis Xavier to bring the gospel to the ends of the earth, St Ignatius said, "Go, set the world ablaze!" This is what Jesuit schools hope for their pupils as they step out into adult life, **active** and **curious**.

Questions for reflection . . .

1. How do you encourage the curiosity of your pupils? How do you avoid passive learning?
2. Do you make sure pupils have opportunities to put their learning into action in ways that are inspiring and change their perspective?
3. Does the school have a varied range of extra-curricular activities with high rates of participation across all ages?



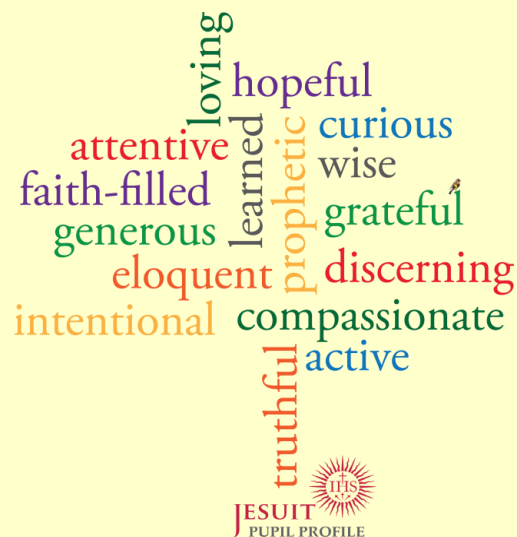
Jesuit Pupil Profile

What is the Jesuit Pupil Profile?

The JPP consists of eight statements, each containing two key virtues or characteristics. These virtues come from the gospels and from the Ignatian spiritual tradition on which Jesuit schools are founded. Many other Catholic schools have seen in the JPP a tool which they can adopt and adapt to articulate their own values and virtues. The values are not, of course, unique to Jesuit or to Catholic schools – these words come from our tradition but are fundamentally human virtues shared by all human beings. They express what it is to be a good person living a virtuous life.

Where does it come from?

The JPP grew out of reflection and work done in the Jesuit schools to try to articulate the values and virtues the schools were aspiring to develop in their pupils. The JPP is what the school proposes to each of its pupils: We think this is what a well-educated and good person who can make a difference to the world looks like. What do you think? What kind of person do you want to be?



How do I use the JPP in the classroom?

The JPP works when teachers and other staff are attentive to and notice pupils' positive behaviour. When a child does or says something that reflects one of the virtues of the JPP, the teacher comments on it (either publically or privately) and, by doing so, encourages and reinforces that behaviour. In this way, young people learn virtue and grow into the kind of people we hope they will be, and God calls them to be.

Why focus on one pair of virtues this half-term?

Schools have found it helpful to focus on one pair of virtues each half term but this must always be done against the background of promoting all the virtues, all the time – don't put being compassionate and loving on hold because you are doing intentional and prophetic this half-term!

Where can I find out more?

There is a booklet which will give you a lot more information about the JPP. It is called *Jesuit Pupil Profile: Virtue and Learning in the Ignatian Tradition*. Your Headteacher or Chaplain will be able to give you a copy. You can also search the Jesuit Institute website: jesuitinstitute.org