



Profile of the Ignatian
Educator for the Chinese
Province

耶穌會中華省
教育工作者的典型

耶穌會中華省教育委員會

*Adapted from the Jesuit Secondary Education
Association's 'Profile of the Ignatian Educator'*

Living Out the Ignatian Vision

活出依納爵的願景

- 1. Is informed of the Jesuit documents on education and the foundation of Ignatian spirituality.**

他應認識耶穌會教育方面的文獻及依納爵靈修之基本原則。

- 2. Brings the vision into life through his/her role modeling, such as being men/women for and with others, and his/her practice of the Gospel or positive human values.**

藉由個人所樹立的典範，將願景帶入實際生活中，成為一個獻身為他人服務並能與他人共處的人，實踐福音的精神，或傳達正向的人性價值。

- 3. Is willing to undertake personal renewal and contribute to the institutional renewal grounded in Ignatian spiritual principles and Jesuit vision of education.**

以依納爵的靈修及耶穌會教育願景為準則，願意接受個人的革新，並致力於機構的革新創造。

Living Out the Ignatian Vision

活出依納爵的願景

- 4. Being a reflective person, s/he has the habit of reflecting on his/her experience so as to find the truth, goodness, aesthetic, and sacredness in all things.**

在個人的生活經驗中培養反省的習慣，成為一個具有反省力的人，為能在一切事物中尋求真、善、美、聖。
- 5. Has the capacity to strive for an inner freedom toward greater good, truth, and love, while discerning for their signs in places.**

在各種處境中作分辨時，有能力爭取內在的自由為能追求更大的真、善、愛。
- 6. Actively involves in the implementation of the Jesuit vision, mission, goals, and supporting the Jesuit identity of the school.**

應積極投入實現耶穌會的願景、使命及目標，支持並認同耶穌會的教育理念。

Living Out the Ignatian Vision

活出依納爵的願景

- 7. Is a model of moral courage so as to help our students cultivate their own moral and value systems aligned with the Gospel or the comparable kinds.**

本身應是具備道德勇氣的典範，以便能協助學生培養福音的精神或能與之相提並論的道德情操和價值體系。

- 8. Actively forming our students to be moral leaders who are spiritual and ethically discerning, serve generously with special care for justice, the poor and the voiceless.**

積極培養學生成為一個具有靈性及道德分辨能力的精神領袖，為維護正義慷慨獻身服務人群，特別是關注窮人及貧苦無告者。

- 9. Is ready and willing to conduct inter-religious and cultural dialogues for good learning.**

隨時準備好並樂意進行宗教交談與文化交流為增進個人的學習。

Living Out the Ignatian Vision 活出依納爵的願景

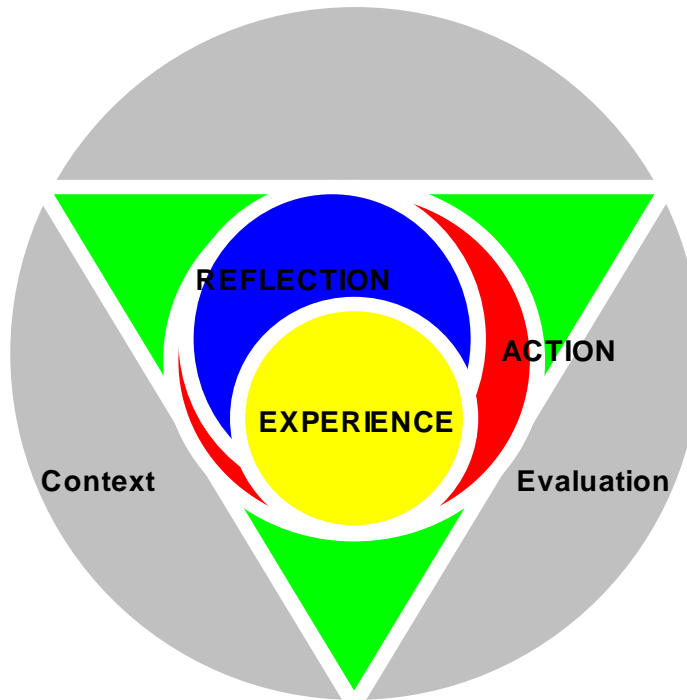
10. Demonstrates competence, commitment, and compassion in carrying out the mission of the Ignatian educator.

能在實現依納爵教育工作者的使命中，充分展現個人的能力、承擔和悲憫胸懷。

Inspire with Ignatian Pedagogical Paradigm (IPP)

推動依納爵反省式教學法

IGNATIAN PEDAGOGY



A PRACTICAL APPROACH

Inspire with Ignatian Pedagogical Paradigm (IPP)

推動依納爵反思教學法

1. **Is able to bring joy in learning, particularly where students are taught to relate their learning with their contexts, experiences, reflection, action, and evaluation of their own learning.**

在教學時，能將愉快帶入學習中，特別是將學習情境與學生的背景脈絡、經驗、反省、行動及評估作連結時。

2. **Facilitates students' deeper inquiry into subject matters through regular practices of preview, soliciting students' active participation, encouraging enquiry beyond existing cognitive frameworks.**

培養學生養成課前預習的習慣，以促使他們對學科作深入的探究，並且引導學生積極參與和鼓勵學生對現存的認知架構之外的知識加以探究。

Inspire with Ignatian Pedagogical Paradigm (IPP)

推動依納爵反思教學法

- 3. Praises students concretely for their progress while empowers them to face their own blind-spots. Helps them to learn from failures and respect human limitations in their search of excellence.**

對於學生的進步給予具體的讚美，同時也幫助學生面對自己的盲點。幫助學生從失敗中學習，並且能接受人類在追求卓越過程中的諸多限制。

- 4. Encourages creative and imaginative thinking in self and students. While integrating intellectual and affective learning, s/he cultivates in the students a habit of life-long learning.**

無論是對自己或對學生，都能激發想像力和創意力。在結合智能與情意學習的同時，能培養學生終身學習的習慣。

Inspire with Ignatian Pedagogical Paradigm (IPP)

推動依納爵反思教學法

- 5. Is creative in the practice of holistic education as well as critical and independent thinking, especially in those areas that carry weighty influences in contemporary social/global concerns, such as commerce, technology, mass media, and government policy.**

以創意、批判和獨立思考來實現全人教育，特別是在關注今日全球所共同關注並具有重要影響力的範疇，例如：貿易、科技、大眾傳播以及政府的政策等。

- 6. Teaches students to listen to the voices of the mainstream as well as the marginalized, and to question different perspectives constructively. Cultivates a passion for the *magis* (greater) in them.**

教導學生們在傾聽主流聲音的同時，也關注社會邊緣人的聲音，以具有建設性的不同觀點提出質疑，並且培養對「更的精神」懷有的熱情。

Inspire with Ignatian Pedagogical Paradigm (IPP)

推動依納爵反思教學法

- 7. Promotes interdisciplinary learning and learns to use appropriate technology and cognitive science to match students' learning styles so to enhance their learning.**

促成協同教學，並學會運用適當的科技及認知科學，以配合學生的學習方式，提升其學習成效。
- 8. Exemplifies for students a healthy balance life-style among work, leisure, and relationships, a positive spirit for team work and sportsmanship, and a life free of substance dependence.**

他個人應成為學生的典範，無論在工作、休閒和人際關係上，都能保持健康平衡的生活風格，對所屬的工作團隊能保持正向及運動員的精神，避免對物質生活的需求過度地依賴。

A Caring Educator

關愛學生的老師

- 1. Enjoys working with teenagers and is willing to facilitate their human development with updated knowledge in adolescent psychology and their culture.**

樂與青少年共處，也能運用著對青少年心理與文化的進一步瞭解，培養並激發他們的人性發展。

- 2. Helps students to grow into responsible, caring and well-rounded persons excelling in their own gifts. Exemplifies for students the desired level of courtesy and politeness.**

幫助學生超越他們的天賦，成為一個負責任、關懷他人、全方位發展的人，並以身作則在個人禮貌及社交禮儀上做學生的典範。

A Caring Educator

關愛學生的老師

- 3. Treats students with genuine empathy and respect them as individuals with different developmental needs and readiness.**

用真誠的同理心對待學生，並且尊重其為獨立的個體，有不同的成長需求及能耐。

- 4. Respects students' rights to confidentiality and privacy, and helps building trust between students and their peers.**

尊重學生的隱私，幫助他們建立和同儕間互信的關係。

A Caring Educator

關愛學生的老師

- 5. Is familiar with students who are under their care both individually and in their peer groups.**

透過團體的或個別的照顧方式熟悉和瞭解他們所照顧的學生。

- 6. Is visible at school events and available to students for help outside class.**

參與學校活動，在課堂外亦能提供協助予學生們。

A Caring Educator

關愛學生的老師

- 7. Is supportive of students' learning and development through affirmation and constructive solution-focused feedback.**

透過對學生的肯定或針對問題提供建設性的回應，從而支持學生在學習及發展上的需要。
- 8. Holds students accountable to their learning and behavioral expectations.**

促使學生承擔對其個人的學習和行為的訴求。

尋求更有效的教與學的方式

1. **Continues to update his/her professional knowledge, teaching skills, knowledge in educational psychology and the Ignatian Pedagogical Paradigm (IPP) through regular reading and collaboration with related professionals.**

透過定期的閱讀及與相關專業人員保持合作的方式，持續地更新專業知識、教學技巧、教育心理學知識及依納爵教學法。

2. **Keeps on updating his/her curricula so that they better reflect the school's vision and mission, as well as the changing needs of the social community/world.**

持續地更新教學內容，不但能更佳地反映學校的願景和使命，並且也能適應社會及世界的變化。

尋求更有效的教與學的方式

- 3. Is actively evaluating his/her teaching through soliciting feedback from colleagues and students; by that becomes a model of responsible reflective learner.**

透過同事和學生的回應，積極地評估個人的教學成效，以便成為認真負責、具反省學習能力的人的典範。

- 4. Is willing to accompany colleagues and students in their journey of spiritual/personal growth by sharing generously with them his/her spiritual experiences or insights from his/her life as a fellow seeker.**

本身應是靈修及個人成長的探索者，藉由慷慨地分享經驗及個人深刻的洞察力，陪伴同事及學生經歷其靈修和個人成長的歷程。

Fellow Builder of Community

建立團體的同工

1. **Is effectively working with colleagues in building of a community of Ignatian educators; by that becomes a model for the students to learn collaboration and to be men/women for/with others.**

能與同事之間建立起有效率的共事關係，形成一個依納爵教育工作團隊，因而成為學生學習與他人合作，並且願意獻身為他人服務、與他人共處的典範。

2. **Practices respect and active listening. Builds trust among colleagues within and across disciplines/departments, and assumes responsibility for the effective implementation of school policies.**

學習尊重並積極傾聽他人。與同科及跨科同事之間，建立互信的關係，為能有效地執行學校的政策，承擔起個人的責任。

Fellow Builder of Community

建立團體的同工

- 3. Continues to foster respectful collegial communication with different stakeholders for better development of Jesuit education.**

為促進更優質的耶穌會教育發展，能與不同持份者繼續培養相互尊重的溝通管道。

- 4. Works with colleagues and students to recognize and overcome prejudices and bigotries of all sorts, particularly race, religion, culture, age, sex, socio-economic status, intellectual ability, physical differences and impairments that seriously compromise our efforts to build a just and compassionate society.**

和同事及學生共同努力，辨識出各種存在的偏見與排斥，特別是種族、宗教、文化、年齡、性別、社經狀況、智力、體能的差異及殘缺等，這些嚴重地危害我們建立一個富有同情心、公義的社會的種種障礙，都應努力去克服。