




Cultivating Ignatian values through leadership and management




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Christian Life Community (CLC)

- The charism and spirituality of CLC are Ignatian. Thus, the Spiritual Exercises of St Ignatius are both the specific source of our charism and the characteristic instrument of CLC spirituality.
- The CLC way of life is shaped by the features of Ignatian Christology: austere and simple, in solidarity with the poor and the outcasts of society, integrating contemplation and action, in all things living lives of love and service within the Church, always in a spirit of discernment.


Education Ministry
Since 1997, CLC (HK) has been engaged, on a communal level, in the education ministry through the sponsorship of Marymount Secondary School and Marymount Primary School.



Christian Life Community (Hong Kong)
<http://hkclc.catholic.org.hk>

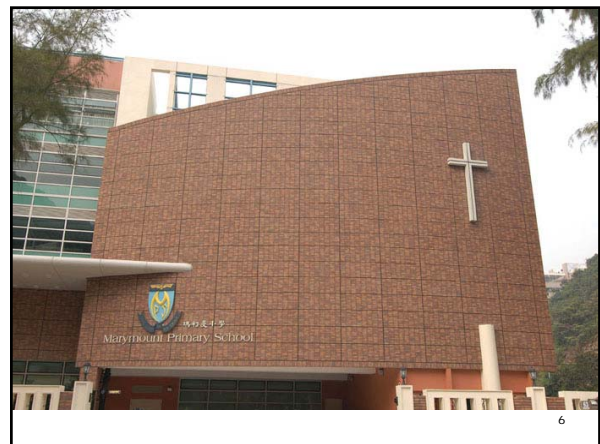


Education Ministry
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Our Schools aim to provide quality education. According to our Catholic and cultural traditions, we aim at the greater development of our students in moral, intellectual, physical, social, aesthetic and spiritual aspects. Through care and concern for each individual person, we seek to educate our students so that

1. their acquisition of knowledge and skills is joined to Christian values;
2. they become reflective and will accept their strengths and weaknesses;
3. they come to a knowledge of God and put Christian values into practice;
4. they are sensitive to the needs of others, especially the poor;
5. they fulfil a role in serving others to build a just and compassionate society



CLC Qualities

Depth
Reverence
Generosity
Recollection
Silence

(Annotations of Sp. Ex. of St Ignatius)

*I am the handmaid of the Lord:
Let it be done to me according to your word.
Lk 1:38*

看！上主的婢女，
願照你的話，
成就於我罷！
路 1:38

Profile of MSS Graduates

关怀 Care
睿智 Wisdom
仁爱 Love
怜悯 Compassion

Vision of the MPS Graduate (2007, 2009)

Lead
Learn
Serve

Integrated Persons of Wisdom

Respect
Care
Love
Compassion

Values/Character Formation
Literacy/Numeracy Development

Ignatian Values

热情
责任
关怀他人
智慧
慷慨
反省

「更的精神」
MAGIS

正义
关注穷人
互惠
尊重
爱
能力
道德分辨能力

追求卓越

Code of Respect (2005)

Respect for Self
Respect for Others
Respect for Property
Respect for the Environment
Respect for Schools
Respect for Learning
Respect for the Truth

The Code for both adults and children!

Care
Wisdom
Compassion
Love

Experience, Reflection, Action, Evaluation
and the Search for Excellence

Ways of Life of the CLC

In the management of the school,
the entire school body adheres closely
to these principles and
assiduously practices them.

Core Purposes

Magis
to achieve magis, the more urgent, the more universal good

Sustainability
the more lasting

Symphony
connectedness and collaboration

School Development Plan 2007 - 2010

Engineering a smooth and successful transition to NSS aiming at catering for the diverse needs of students, stretching their potentials and inspiring them to excel through reflection, creativity and commitment.

Marymount Secondary School School Development 2010 - 2013

Core Purposes of 2010 – 2013
School Development Plan

Magis Sustainability Symphony

Major Concern 1
Promoting high aspirations within a culture congenial to learning and teaching, motivating and supporting students to excel.

Major Concern 2
Instilling in students three key values as preparation for life in a fast-changing society:
Respect for self and others
Perseverance
Commitment

School Development Plan 2013 - 2016

Major Concern I
*Enabling students to achieve academic excellence through further developing students' **Initiative and Inquisitiveness** and promoting **Curriculum Differentiation and Integration**.*

Major Concern II
*Nurturing students' sense of **gratitude** for their gifts, **concern for others** and **critical awareness of social issues** so that they contribute to building a just and compassionate society.*

Promotion of Values Education
is a significant feature of school life

2010 – 2013 Major Concern 2
*Instilling in students the key values **Respect for self and others; Perseverance and Commitment***

2013 – 2016 Major Concern 2
*Nurturing students' sense of **gratitude** for their gifts, **concern for others** and **critical awareness of social issues** so that they contribute to building a just and compassionate society.*

KEEP CALM
AND
STOP
TELLING ME
GIFTED
EDUCATION
IS ELITIST.

Ready for a new stage in our professional journey with even more Companions?
What do I **DESIRE** to do NEXT?

Developing Giftedness at Marymount 18



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The School Mission Possible with Teach Pray Love

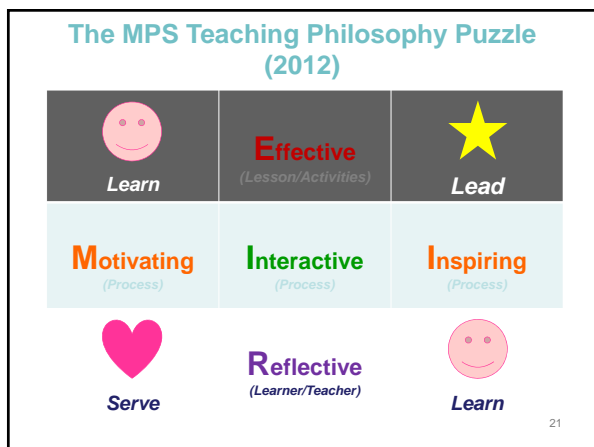
Our mission is to create in the school a cherishing and challenging atmosphere that facilitates the **holistic** development of students in areas such as the spiritual, moral, intellectual, physical, social and aesthetic.

The school is a **happy** place for studying and learning, a place the students would like to identify with and be proud of.

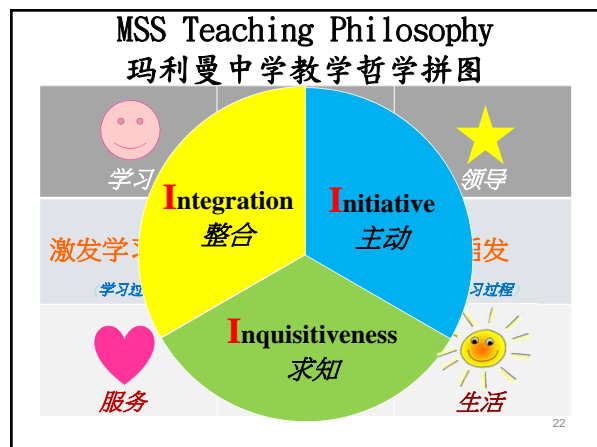
According to Our **catholic** and cultural traditions, the school seeks to provide the setting and opportunities for the formation of **Christian values and attitudes, and the acquisition of knowledge and skills**, so that our students become **reflective and considerate**. Through a **balanced** curriculum and **varied** functions, the school aims at fostering the students to become **responsible** citizens, who are **sensitive to the needs of others** and who will fulfill their role in **building a just and compassionate society**.

In the spirit of openness and close co-operation built on mutual trust, respect and appreciation of the distinct roles of one another, the Management Committee represented by the Supervisor, the Principal and the Staff work together for the common goal of providing **quality education** for the students.

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Whole-person Development 全人发展 (Holistic Education) at Marymount Schools

Head 思想: Curriculum Planning 课程

- Knowledge 知识
- Skills 技能

Heart 心灵: Character Formation 培育

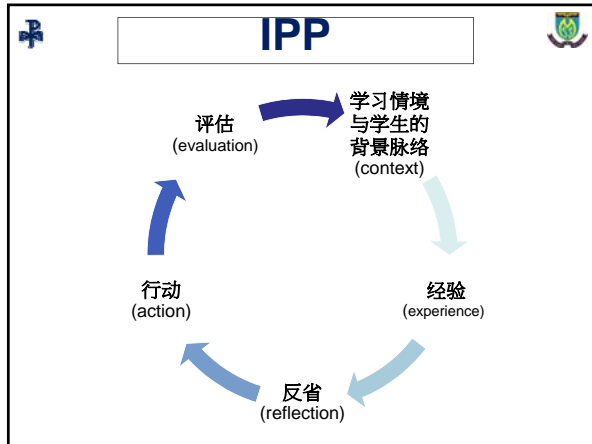
- Values 价值观
- Attitudes 态度

Hand 行动:
Learn 学习 Serve 服务 Lead 领导 Live 生活

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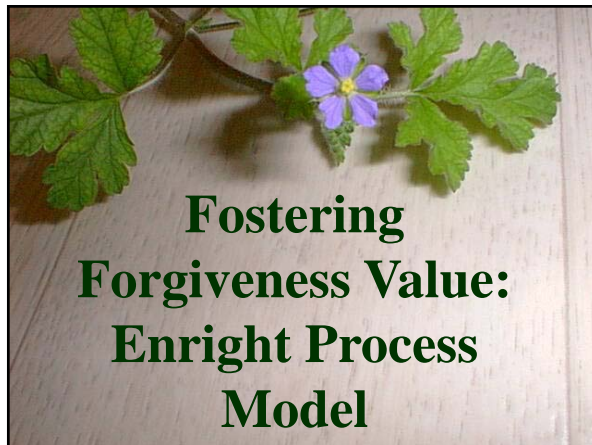
Let's do it in the Ignatian Way...

1. What have I **seen**?
2. What have I **heard**?
3. What have I **learnt**?
4. What **more** will I **do**?

5. What am I **grateful** for?

Developing Giftedness at Marymount

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Enright Process Model

<i>Phase I</i> <i>Uncovering your Anger</i>	✓ What is Forgiveness? ✓ Anger, Coping Strategies, and Forgiveness
<i>Phase II</i> <i>Deciding to Forgive</i>	✓ Forgiveness, What it is, and What it is NOT ✓ Forgiveness As a Choice
<i>Phase III</i> <i>Working on Forgiveness</i>	✓ Coping with our Thoughts ✓ Coping with Our Feelings
<i>Phase IV</i> <i>Discovery and Release from Emotional Prison</i>	✓ Our Need to be Forgiven by Others ✓ Letting Go and Moving On

Forgiveness Story for Children

Tomato Game



Forgiveness from the Chinese Perspective

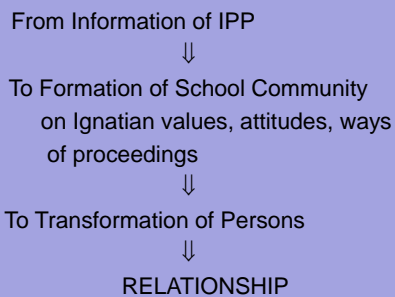
1. 「吃虧是福。」 (諺語)
2. 「得饒人處且饒人。」 (諺語)
3. 「宰相肚裏能撐船。」 (諺語)
4. 「寧與千人好，莫與一人仇。」 (諺語)
5. 「得饒人處且饒人。」 (諺語)

Forgiveness from the Chinese Perspective

6. 「夫子之道、忠恕而已矣。」
(論語·里仁篇第十五章二節)
7. 「己所不欲、勿施於人、在邦無怨、在家無怨。」(論語·顏淵篇第二章)
8. 「以直報怨，以德報德。」
(論語·憲問篇第卅六章三節)
9. 「己欲立而立人、己欲達而達人。」
(論語·雍也篇第廿八章)



How to serve for Magis in Ignatian Schools



What next? What more?

MAGIS (Latin)

To be more, for depth,
for the better, and in search of excellence,
for the Greater Glory of God,
For the service of All.

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Thank You!