

# FCJ Education



## Pastoral Guidance

Faithful Companions of Jesus











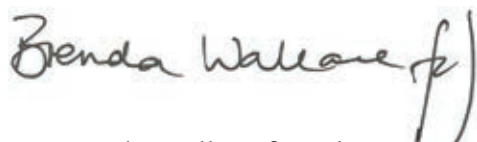


# Foreword

This booklet is the fourth in the series, 'FCJ Education – Zest for life.' It is the work of ten pastoral leaders from our five FCJ schools and includes contributions from the staff and students at these schools.

We came together to explore how, as pastoral leaders, we can capture the spirit of pastoral care, and reflect on the practical application of the FCJ values (excellence, companionship, dignity, justice, hope and gentleness) in supporting our students. We talked with staff and students to find out what the reality of their experience tells us about how we can continue to improve the care we offer. This booklet is for both new and experienced staff alike and the intention is to provide guidance and inspiration to make the day-to-day caring for students more meaningful and conducive to 'finding God in all things'. It is a resource for reflection and on-going dialogue, rather than a list of things to be accomplished.

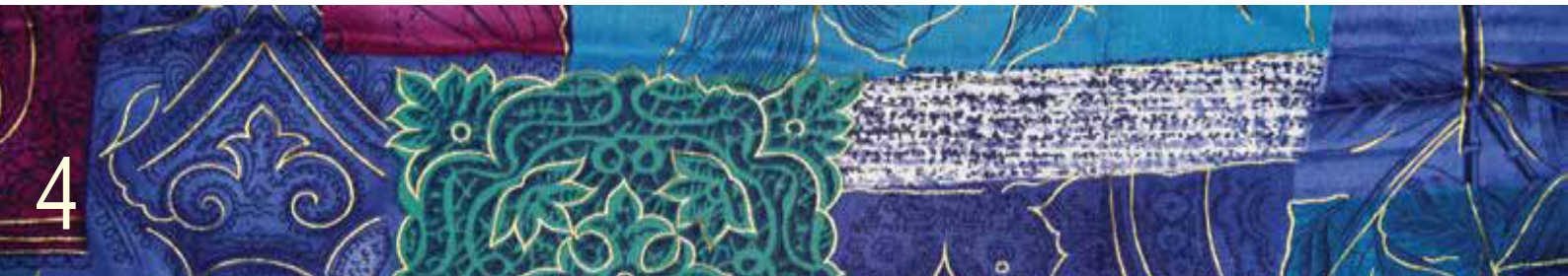
As we journey together as companions in the service of the young people in our care, let us remember the words of Marie Madeleine, our foundress, and treat the children in our care 'with all the kindness and gentleness possible.' (Marie Madeleine, 1837)



Sr. Brenda Wallace fcJ, PhD, OBE  
FCJ Educational Trust

... TO TREAT  
THE CHILDREN IN OUR CARE  
'with all the  
kindness and gentleness  
possible.'

Marie Madeleine fcJ'



# Excellence in Pastoral Guidance in FCJ Education

*Zest for Life*

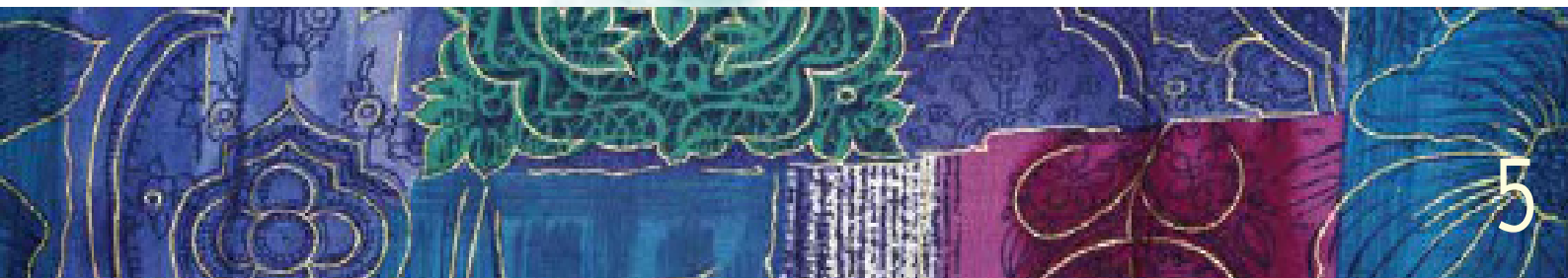


La Vénérable  
Marie Madeleine d'Houët

*'I too will be a Faithful  
Companion of Jesus'*

FCJ Schools in Britain and Jersey

January 2023



# FCJ Value: Excellence

*Care more than others think is wise  
Risk more than others think is safe  
Dream more than others think is practical  
Expect more than others think is possible.*

Claude Bissell

Students at our schools deserve nothing less than the very best and our quest for excellence which is always inclusive, must be both personal and collective. Our central aim is to provide students with experiences that will inspire, excite, and lead them to reflect how they can positively contribute to the local community and the wider world in order to change it for the better. Education in an FCJ school is transformational by the power of the Gospel. We encourage our students to grow into their best selves and to use their talents and gifts in the service of others. The glory of God is (wo)man fully alive.



## *Personal Reflection*

**Questions which may help us to reflect on how we might model excellence in our relationships with students and in our day-to-day work:**

- ◇ Do I praise and celebrate students' personal, academic, and extra-curricular achievements through assemblies, classroom interactions, form time and reward systems?
- ◇ Do I acknowledge positive behaviour through my daily interactions around school?

- ◇ Do I encourage students to celebrate each other through sharing the details of sporting fixtures, live performances, displays of artwork and showcasing and distributing excellent examples of work?
- ◇ Do I affirm positive contributions in class, with a view to building students' self-esteem and recognising their own self-worth?



- ◇ If it doesn't challenge you, it doesn't change you (Fred DeVito). Do I encourage students to be resilient and learn from their failures and mistakes?
- ◇ Do I recognise the effort that students make and encourage them to never give up trying despite the challenges they may face?
- ◇ Do I encourage students to exceed the expectations they have for themselves by mastering skills in PE, art, music, or drama, striving for higher grades and redrafting academic work?
- ◇ As a role model for students how do I demonstrate excellence through the language I use, in my actions, my attitudes and my continuous effort to better myself? Am I courteous? Do I apologise when I make a mistake? Do I listen and hear what young people in my care are saying to me?

*Why should we aim to model excellence in our relationships with students and in our day-to-day work?*

Students at FCJ schools have said:



We value our form tutors being role models who display our FCJ values themselves and help us to live these out. – *Bellerive*

Staff help us to learn. If you get a badge or an achievement, they will congratulate you. They help us prepare for tests and make us feel ready for them. They check we are on the right level. They help us to move up levels and improve our learning. We get gems and rewards when we have been superstars. – *FCJ Primary*

Staff help me to strive for the best academically and point out my areas of improvement and give advice. When a student has achieved something, we celebrate it. Staff appreciate students for their performance. Miss is always setting a great example for me and is inspiring. My form tutor always lets us make announcements about our life and achievements to our form class. – *Gumley House*

# FCJ Value: Excellence



We want to be the best as possible. I always wear the correct uniform, I always try my best in all subjects, I revise before tests to get the best grade possible, I am polite to everyone, I help others and listen in lessons. I do everything to the best of my ability. – *Maria Fidelis*

Form tutors model excellence by telling us and giving us advice on how we can achieve great things by putting in effort. They care for our mental well-being rather than just our academic success. Our head of year helps us to strive for excellence by giving rewards for good behaviour and outstanding achievements behaviour and outstanding achievements. – *Upton Hall*



## CASE STUDY

GUMLEY HOUSE

### *Academic Excellence*

A model student comes to me. She has excelled in every area of her studies at school. She is hard-working, goes beyond what is expected in every area of her academic work, but she is rejected by Oxbridge.

We sit together. We talk. I listen. Her excellence shines through everything that she has done to prepare for university. She recognises that she is, indeed, excellent. She embraces all the effort that she has invested in this application. And then, she recognises that she will harness her own strengths and capabilities to excel in a different environment, a different university.

*Our deepest fear is not that we are inadequate. Our deepest fear is that we are powerful beyond measure. It is our light, not our darkness that most frightens us. We ask ourselves, 'who am I to be brilliant, gorgeous, talented, fabulous?' Actually, who are you not to be? You are a child of God. Your playing small does not serve the world. There is nothing enlightened about shrinking so that other people won't feel insecure around you.* Marianne Wilkinson

## CASE STUDY

UPTON HALL

### *Personal Excellence*

Throughout my experience with the sport, I have found that motivation and determination are key to success, some of the school's values of excellences and companionship have allowed me to strive to perform to the best of my ability and to continue to work hard even in the presence of failure. Excellence, for me, is not just being outstandingly good at something but rather pushing myself to be the best version of me at all times, keeping motivated and never giving up.

Athletics has helped me to become physically and mentally stronger which I believe has also helped me to further develop in my school education. The value of excellence has allowed me to go from strength to strength in my sport and has allowed me to persevere through the good and bad times, not only in athletics but in school and everyday life as well. The school motto 'age quod agis' or 'whatever you do, do it well' has encouraged me to strive to be the best version of myself and has pushed to achieve my goals in athletics.

# FCJ Value: Companionship

*Companionship is an all-pervading quality present when we work together in an atmosphere of support and love.*

Vision and Values Booklet

A child or young person should never feel alone or not a member of our FCJ school community. We aim to ensure that this never happens through companionship. The word, 'companion' comes from the Latin 'com panis', to break bread with someone, and a key aspect of the FCJ ethos is to see everyone as an equal. At an FCJ school we are expected to walk with our students as they progress through an exciting but challenging time of their lives: childhood and adolescence. The children's author, Dr Seuss wrote, "To the world you may be just one person, but to one person, you may be the world." We need to ensure that every member in each of our schools feels supported, valued, and loved.



## *Personal Reflection*

**Questions which may help us to reflect on how we might model companionship in our relationships with students and in our day-to-day work:**

◇ How do we show God's love for each one of our students and for each other in our school communities?

◇ How do we create and contribute to a supportive atmosphere and through true companionship serve our communities so that justice, gentleness, and dignity pervade?



- ◇ When a student or member of our community is struggling in school, how do we walk alongside them?
- ◇ Do we allow space and time for the young person to have an outlet for their emotions and share their concerns?
- ◇ How are we gentle companions to each member of our diverse community?
- ◇ How do we recognise, celebrate, and give thanks for the gifts and talents of every student?
- ◇ How do we emulate/demonstrate acts of kindness in all that we do in school and for our wider community?
- ◇ How do we pray and break the bread of life together as we live in companionship with one another as part of a global community?

*Why should we aim to model companionship in our relationships with our students and in our day-to-day work?*

Students and staff at FCJ schools have said:

My form tutor shows companionship by helping us to be the best version of ourselves. – *all FCJ schools*

My form tutor creates a positive and caring ethos during form time and celebrates our successes. – *Upton Hall*

My teacher is amazing; when there is something wrong, she resolves it. When a student has achieved something, we celebrate it. Miss is inspiring. – *Gumley House*

If we have something to say, the teachers listen to us. – *FCJ Primary*

Teachers embrace all students no matter what their story is. – *Maria Fidelis*

My form tutor is approachable, listens to my problems and worries and helps me to sort these out. – *Bellerive* Case Study – Personal Excellence from Upton Hall



# FCJ Value: Companionship



## *Companionship*

One of my children is going through a particularly difficult time at the moment and this is creating a great deal of uncertainty for my family. I was so touched when one of the Sixth Form students came up to me and asked if she could speak to me.

Without knowing my story, she had told another teacher that she was going through a similar situation and taking the same medication as my child. The teacher suggested that she speak to me, and she did. It gave me such comfort to know that other people were thinking of me, and this student gave me a reassurance that none of the doctors or nurses had been able to. Both the member of staff and the student were true companions for me, letting me know that I was not going through this difficult time alone.



*To get the full value of joy, you must have someone to divide it with.* Mark Twain



# FCJ Value: Dignity

*Human persons are willed by God;  
they are imprinted with God's image.  
Their dignity does not come  
from the work they do  
but from the persons they are.  
St John Paul II, 1991 / Centesimus Annus*

We want the young people to leave our FCJ schools with a sense of dignity, with a sense that they are loved, valued, and wanted. With a belief that they have a particular purpose in this world. We do not measure success on wealth or status, but on how we embody the Gospel values throughout our lives. In the words of St Oscar Romero, we want our students to, “aspire not to have more but to be more.” It is therefore of the utmost importance that we promote a sense of dignity within each child and model what we expect of all the young people in our care.

## Personal Reflection



Questions which may help us to reflect on how we might model dignity in our relationships with students and in our day-to-day work:

- ◇ How do I model the behaviours and attitudes that we expect from our students, such as presentation, punctuality, and manners?
- ◇ How do I develop professional relationships that enable me to know that everyone is unique?
- ◇ Am I aware of the talents and gifts of the students I teach?

# FCJ Value: Dignity

## *Personal Reflection, continued*

- ◇ How do I create a suitable and safe learning environment which allows students to make mistakes, to learn from them, to develop resilience?
- ◇ Do I use positive questioning techniques that encourage rather than dissuade?
- ◇ How do I demonstrate respect for different perspectives, cultures, and ideas?
- ◇ Do I create an inclusive learning environment?
- ◇ How do I use my experiences and emotional intelligence to be alert to cues that may indicate that a student is experiencing some difficulties?
- ◇ Am I discreet in personal conversations with other colleagues to maintain personal dignity and respect the dignity of others?

*Human dignity is the same for all human beings: when I trample on the dignity of another, I am trampling on my own.*

Pope Francis





Equality lies only in human moral dignity.

Fyodor Dostoyevsky

Human life is created in the image and likeness of God. Nothing surpasses the greatness or dignity of a human person.

St John Paul II

Freedom is to live with dignity.

Manal al-Sharif

*Why should we aim to model dignity in our relationships with students and in our day-to-day work?*

Students and staff at FCJ schools have said:

If I know an answer but I have answered questions in the past and I can see there is another person who wants to answer the question, I will take my hand down and give that person a chance.

– Maria Fidelis

I always try to promote restorative conversations which help to promote dignified solutions.

– FCJ Primary

I try to support and encourage my tutor group to be resilient in both academic and everyday situations and to be kind and respectful to peers and other members of the school community.

– Gumley House

I try to create a calm, nurturing learning environment where everyone has the right to speak and feel valued.

– Upton Hall

I like the fact that the teachers try to make the environment consistent, fair and supportive.

– Bellerive

# FCJ Value: Dignity

Early in the school year, a child who joined us from another school, displayed some very challenging behaviour: sometimes physical, often disruptive, and occasionally very unsafe. We suspected underlying needs, but until the child felt safe and settled at school, we would not be able to explore these avenues.

Initially, the other children in the class were, at times, shocked by the behaviour displayed by this child. However, they showed dignity and compassion to the new student. They modelled how we, at FCJ Jersey, expect all children to behave and they supported the student to make better choices. We believe this comes from a true understanding of equality and equity, concepts we explore as part of being a Rights Respecting School. Children at FCJ Jersey understand that 'fair' isn't always 'equal', it's having the tools to reach that equal outcome. Most students were able to see that the new child in our class needed extra support and time. They showed great dignity in their understanding that all children have different needs.

Our Behaviour Policy has a clear, restorative approach, whereby children have time to reflect before having a conversation about their actions and we allow them to consider how they can make amends. We believe this helped the new student settle and understand the expectations of our school. Through this policy, our core value of dignity is central to positive school development and change. This child now has a more positive approach to school and is much more able to regulate behaviour. The child now openly talks about loving being at FCJ Jersey, feels happy, safe and is now ready to learn.



*Strength and dignity  
are her clothing,  
and she laughs  
at the time to come.  
She opens her mouth  
with wisdom,  
and the teaching of kindness  
is on her tongue.*

Proverbs 31: 25-26



# FCJ Value: Justice

*If you want peace, work for Justice*

*There is much that we can do to benefit the poor,  
the needy and those who suffer,  
and to favour justice,  
promote reconciliation  
and build peace.*

Pope Paul VI

It is imperative that in an FCJ school, our young people feel that they are listened to, that their voices are heard, in order for justice to be fully achieved in our diverse communities. We have a duty to challenge unjustified opinions and actions that contradict Gospel values as we aspire through loving ourselves to be in a loving relationship with each other, the wider world and God. It is also important that as FCJ educators we strive for social justice for the vulnerable, marginalised and those without a voice in our communities and wider world.



# FCJ Value: Justice

## Personal Reflection



**Questions which may help us to reflect on how we might model justice in our relationships with students and in our day-to-day work:**

- ◇ Do I respect and value each voice in our community especially those students who are vulnerable and marginalised?
- ◇ Am I “strong in action and gentle in manner” when resolving difficulties?

- ◇ Do I raise awareness of global injustices and how to address them?
- ◇ Is my classroom a just and inclusive environment?
- ◇ Do I encourage students to take responsibility for their own behaviour and its effect on others?
- ◇ Am I fair and consistent in the way I deal with students?

*Why should we aim to model justice in our relationships with students and in our day-to-day work?*

Students and staff at FCJ schools have said:

If we have something to say, the teachers listen to us. – *FCJ Primary*

There are always two sides to the story, and I strive to listen to both parties. – *Bellerive*

I educate my students about justice and injustice in the world through

topical themes in the news. – *Upton Hall*



If I see something wrong, I show justice in a practical way by telling an adult. – *Maria Fidelis*

Our teachers educate us on topics that are important in modern day society. We discuss whether issues are right or wrong and we think about what we must do to be just. – *Gumley House*



## CASE STUDY

MARIA FIDELIS

A student arrived at our school in Year 8 and spoke very little English. She was nervous and uncertain about the norms and customs of her new home. She attended every after-school club that the school could offer, and she worked with staff at lunchtimes to improve her English. As she got older, her confidence grew, and she started to help younger students who had arrived in the country more recently than herself.

Through sheer hard work and determination, she excelled in her GCSEs and studied the sciences at A Level. She went on to become our head girl and is now studying at Warwick University.

# FCJ Value: Hope

*Hope inspires and enables us to persevere in  
It empowers us to fulfil our aspirations  
and grow towards spiritual, intell*

*Hope is  
being able to see  
that there is light  
despite all the darkness*

Desmond Tutu



**It is incumbent upon every member of staff in every FCJ school to ensure that every child or young person in our schools has a sense of hope which isn't diminished through our careless words or actions. Although we live in challenging times, we need to be the embodiment of unwavering hope. We need to be hopeful on behalf of those in our care so that they continue to grow in their faith and have the confidence**

*Our hope and expectation is that,  
through God's grace working in us all,  
each person grows into their best self, with*



*the face of difficulties and disillusionment.*

*lectual and emotional maturity.*

Vision and Values Booklet



*We must accept  
finite disappointment,  
but never lose  
infinite hope.*

Italian Proverb

**to believe in their God-given gifts and talents. We must ensure that our children and young people do not get distracted by passing whims but are able to make a difference to their lives and that of others knowing that they are created in the image and likeness of a God who loves them more than they can ever fully understand. Equipped with this, they will always live in genuine hope and true faith.**

*... zest for life.*

Vision and Values Booklet

# FCJ Value: Hope

## Personal Reflection



**Questions which may help us to reflect on how we might model justice in our relationships with students and in our day-to-day work:**

- ◇ How do I keep prayer alive to encourage all to live in hope?
- ◇ How do I demonstrate the value of hope in my relationships and daily work?
- ◇ How do I ensure that school is a place where students can flourish spiritually, intellectually, and emotionally?
- ◇ How do I keep students' hope alive when they are feeling helpless, in the changing world in which we live?

- ◇ How do I understand and share how the value of hope can increase happiness, reduce stress and improve attainment in our community?
- ◇ How do I inspire and encourage students to fulfil their aspirations?
- ◇ How do I encourage students to have the confidence to spring back and recover quickly in the face of difficulty?
- ◇ How do I support students who do not understand, who feel opposed, or doubt?

*Be still  
and know  
I am with you.*

Psalm 46:10

*Hope is  
the last thing  
ever lost.*

Italian Proverb



*Why should we aim to model justice in our relationships with students and in our day-to-day work?*

Students and staff at FCJ schools have said:

My teacher truly believed in me and gave me hope that I could achieve, especially when I was struggling with a topic. — *Gumley House*

In Noah's Ark he never gave up and kept on trying, as God wanted. They hoped and were saved. Moses didn't give up when he was trying to save his people. We shouldn't give up either. — *FCJ Primary*

My teacher encourages the students to always look for hope in any situation and to try to be the source of hope for others. — *Upton Hall*

I really value a teacher who is positive and encourages me to dream big and work hard to achieve my goals. — *Bellerive*

I always say, 'Hi' to this girl and she always says 'Hi' back. She doesn't have that many friends, so I say 'Hi' to make her feel better. — *Maria Fidelis*

*Hope anchors the soul.* Hebrews 6: 19



I received an email from a past student who, when at school, had fallen foul of every sanction we had, including Governor's Disciplinary. She was writing to thank me and the staff for trying their best with her and saying she didn't realise how very lucky she had been to attend Bellerive until it was too late. She came back to school and delivered an excellent

assembly to Year 10, speaking honestly and genuinely about her mistakes and how she put them right.

Watching a 20-year-old deliver an assembly, admit her mistakes, and want to advise others, made me feel hopeful that even when the pastoral job is hard (and she did make it hard!) it can have outcomes like this. She was so grateful for everything that staff here had done for her that she wanted to let other students know there's always hope, even if you don't get things right first time.

# FCJ Value: Gentleness

*Strong in action, gentle in manner.*

Marie Madeleine

## *Personal Reflection*



**Questions which may help us to reflect on how we might model justice in our relationships with students and in our day-to-day work:**

- ◇ How do I create a welcoming and gentle atmosphere in my classroom?
- ◇ In our community, do I strive to be “gentle in manner” in every exchange?
- ◇ Do I encourage students to be gentle with themselves and each other when they experience difficulties?

- ◇ Am I kind and gentle with my words and actions? Do I treat others as I would wish to be treated myself?
- ◇ Do I respect everyone and spread gentleness, as Marie Madeleine taught us?

*Nothing is so strong as gentleness  
and nothing so gentle as real strength.*

St. Francis de Sales

*Why should we aim to model gentleness in our relationships with students and in our day to day work?*

Students and staff at FCJ schools have said:

I try to create a safe and welcoming environment by being as gentle as possible in my dealings with form tutees. – *Upton Hall*

My teacher encourages students to be gentle with one another, and with ourselves. – *Upton Hall*

You acknowledge students with a warm smile and a warm “welcome”.

– *Maria Fidelis*

I am gentle in my words and actions;  
I must walk the talk about how I make  
students feel about themselves.

– *Gumley House*

Be gentle with your words, as words can be  
so powerful.

– *Bellerive*

*Let your gentleness  
be evident to all.*

– *Philippians 4:5*





# FCJ Value: Gentleness



*My wish for you is  
that you continue.  
Continue to be who  
you are, to astonish a  
mean world with  
your acts of kindness.*

Maya Angelou



## CASE STUDY

BELLERIVE

*Let your gentleness  
be evident to all.*

Proverb

A born leader comes to me in tears. She is receiving a consecutive sanction and feels that she has lost her way. I am struck by her feelings of anger towards herself, that something is 'wrong' with her. We sit and talk together. I tell her she is a child of God, special and unique. I remember Marie Madeleine's words and reassure her that her behaviour is separate from the wonderful person she is becoming, that mistakes our part of our journey, and my role is to help her on that journey. She relaxes as I encourage her to be gentle with herself. As she leaves, she expresses relief at my response, and I show her a quote from our foundress. In our community, we are companions and in everything we do, we are, 'strong in action and gentle in manner'. She smiles. A born leader leaves uplifted.







# Examen

## Reflection to use with students

The prayer of awareness or “Examen” from the Ignatian spiritual tradition helps us become sensitive to how God speaks to us in our interactions throughout our day.

The steps that follow are simply a suggestion to help your students to reflect on their day and prepare for the following one. Use them or adapt them in a way that suits you.



<i>Be Still</i>	Become aware of the presence of God. Breathe in deeply and silently pray, "You are here." Then breathe out praying "And I am with You."
<i>Give Thanks</i>	Look over the last few hours and give thanks for every detail you can remember. See the past few hours through the lens of thankfulness - every gift and every difficulty.
<i>Reflect</i>	Become aware of your emotions and the state of your heart. Name the emotions you're feeling and give them to God. Reflect on your actions - did you choose Jesus' way in the past few hours?
<i>Pray</i>	Choose one joy or sorrow and turn your heart towards prayer. Pray with boldness and confidence in the Father to hear and respond as he desires.
<i>Hope</i>	Look with hope towards the next few hours, committing them to God with trust and hope.



