

FCJ Education



School Governance

Faithful Companions of Jesus



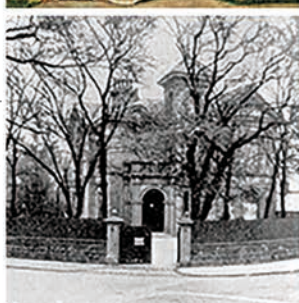
FCJ Primary, Jersey, CI



Upton Hall, Wirral



Bellerive, Liverpool

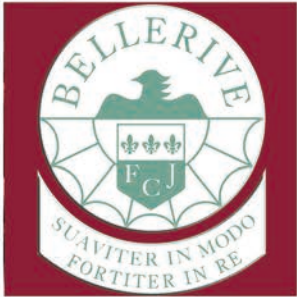


Gumley House, Isleworth



Maria Fidelis, London





Foreword

This booklet is the third in the series ‘**FCJ Education – Zest for Life.**’ It has been compiled especially for governors in schools within the trusteeship of the Society of the Sisters **Faithful Companions of Jesus.** FCJ education is transformational and through the power of the Good News educates young people to be fully human with a zest for life; to grow into their best self. Through gaining an understanding of the nature and work of the FCJ Sisters and the purpose of their schools, we hope that you will be empowered to contribute even more fully and effectively in your work as a governor.

Being a governor in an FCJ school is exciting! There is never a dull moment and although you will face many challenges you will also be part of an extraordinary enterprise. If you have been recently appointed as a governor may I welcome you to our FCJ family of schools. If you have been a governor for some time already, thank you for your past and on-going service.

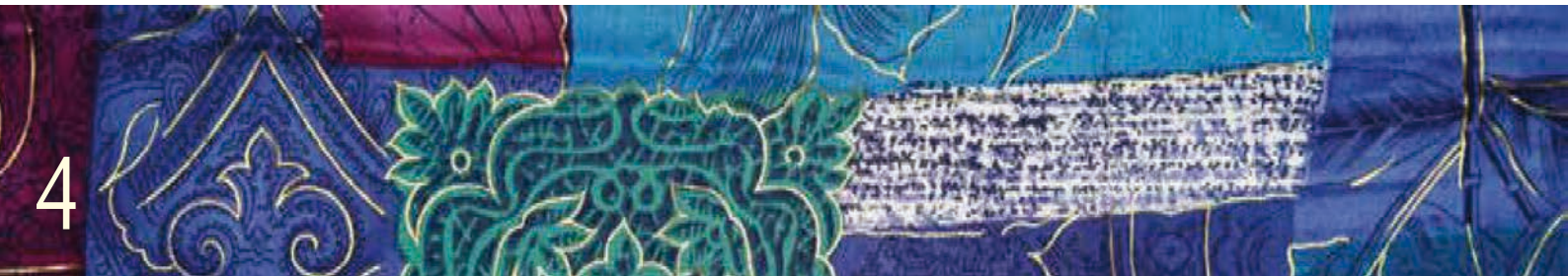
As we journey together as companions in the service of the young people in our care let us remember the words of Marie Madeleine,

‘You have to see yourselves as apostolic leaders and not merely as professionals.’

A handwritten signature in dark ink that reads "Brenda Wallace" followed by a stylized flourish.

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

*‘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.’*



FCJ Education School Governance



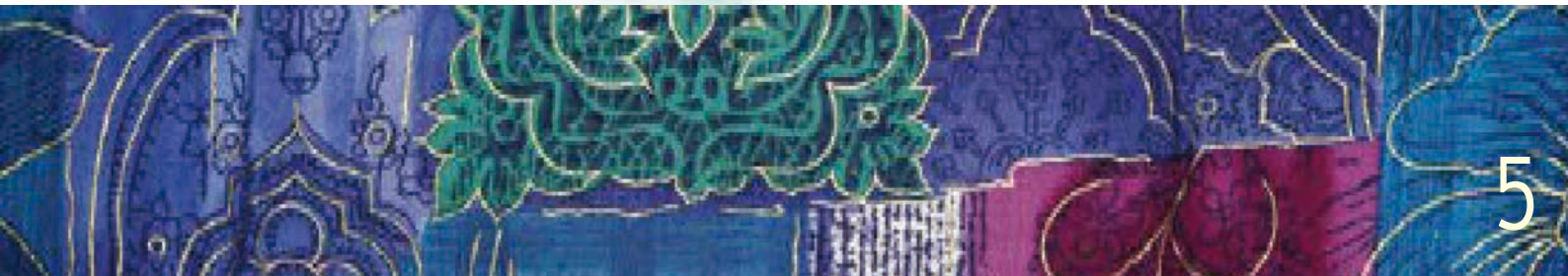
La Vénérable
Marie Madeleine d'Houët

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



FCJ Schools in Britain and Jersey

2021



Introduction

The FCJ Educational Trust is very grateful to the governors for their generosity in giving freely of their time and expertise when taking on the important ministry of governance. We value the special contribution that each person's individual gifts and perspectives make to our governing bodies.


The Trustees' intention is to work in supportive partnership with the governors and it is in this spirit that we have developed this booklet. You will find in it a brief description of the six features of effective governance as defined by the Department for Education (DfE) in their handbook for governors. We have overlaid these with the features of FCJ governance to highlight the distinctive approach that our governors take when carrying out their duties. We have added some reflection points which we hope will be helpful in prompting further thought and discussion.

All the quotations, unless otherwise specified, are taken from the booklet

FCJ Education: Vision and Values – Zest for Life (V&V).

We would like governors to use this booklet as a guide to the intentions of the trustees for our schools.

We hope that our governors can be 'keepers of the vision' for senior leaders by helping them keep the vision alive amidst all the day-to-day challenges of running a school in 21st century England and Jersey.



*It is time to look to the future with courage and hope.
May we be sustained by the conviction
that education bears within itself a seed of hope:
the hope of peace and justice;
the hope of beauty and goodness;
the hope of social harmony...
In this way, we must move forward,
all of us together.*

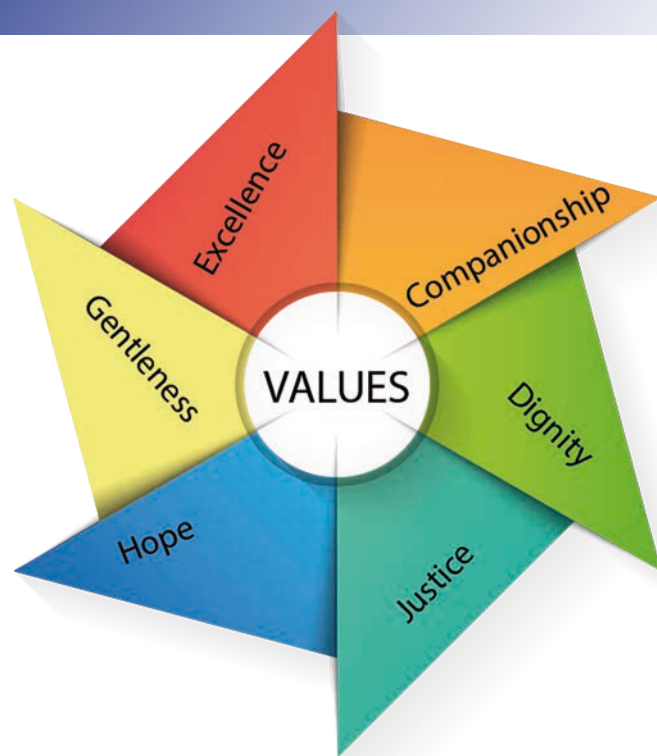
Pope Francis (1)

Vision Statement

Inspired by the Gospel and true to Marie Madeleine's founding ideal, our vision is that FCJ schools are communities of personal and academic excellence.

Strong in companionship, the unique giftedness of every person in these faith communities is recognised, nourished and celebrated.

Our hope and expectation is that, through God's grace working in us all, each young person grows to their best self, with zest for life and the generosity and confidence to use their talents and gifts in the service of others.



With regard to their accountability to the FCJ Educational Trust Board, the key role of each governor is to ensure that the vision animates every aspect of the life of their school.

FCJ governors are part of a 200 year old educational venture that seeks to create communities of academic and personal **excellence**; communities who embrace the values of **companionship**, **justice**, **dignity**, **gentleness**, **hope**; communities linked to a wider international FCJ community; communities where God's dream of creating a world of justice and peace for all can be kept alive. Being a part of this endeavour is both an awesome and a joyous privilege. Once again we thank governors for collaborating with us in working towards the fulfilment of this dream.

*Education is a dynamic reality,
it is a movement that brings people to the light...
with characteristics that make it a dynamism of growth,
aimed at the full development of the person
in his/her individual and social dimension.* Pope Francis (2)

The FCJ Global Community

The FCJs are an international Society of Sisters living and working in Asia, Australia, Europe and the Americas.

Although organised into Areas, they are still one body committed to living out their charism of faithful companionship with Jesus.

Since 1993, a group of women and men, from around the globe have also chosen to live out the FCJ charism of faithful companionship with Jesus. These people are called FCJ Companions in Mission.

The FCJs are responsible for a range of institutions including centres for women and refugees, schools and centres of spirituality.

FCJ Institutions

Americas

St. Philomena School, Rhode Island, USA

FCJ Refugee Centre, Toronto, Canada

FCJ Retreat and Conference Centre, Calgary, Canada

and Schools

Europe

Centre Spirituel/Centre of Spirituality FCJ,
Brussels, Belgium

Notre Dame de France, Paris, France (School)

Ecole Saint Michel, Nantes, France

FCJ Secondary School, Bunclody, Wexford,
Ireland

Laurel Hill Secondary School, Limerick, Ireland

Laurel Hill Colaiste FCJ, Limerick, Ireland

FCJ Ibricken Lodge-Retreats and Workshops,
County Clare, Ireland

Bellerive FCJ Catholic College, Liverpool, UK

Gumley House School FCJ, London, UK

Maria Fidelis Catholic School FCJ, London, UK

Upton Hall School FCJ, Wirral, UK

FCJ Centre St. Hugh's, Liverpool, UK

FCJ Spirituality Centre, London, UK

FCJ Primary School, St. Saviour, Jersey

Asia-Australia

Sarasvita FCJ Centre, Yogyakarta, Indonesia

FCJ Learning and Development Centre, Manila,
Philippines

Genazzano FCJ College, Kew, Victoria, Australia

FCJ College, Benalla, Victoria, Australia

FCJs in England and Jersey

The FCJ Sisters have been in England since 1830, and their work has been in schools, spirituality centres, colleges of teacher training and higher education, parishes and other forms of education. There are currently 46 FCJ Sisters in England in 9 groups belonging to 5 communities.

The FCJ Sisters are the Trustees of five schools and run two spirituality centres and a residence with care facilities for their elderly and more fragile sisters in England. In all of them a strong partnership of mutual respect and companionship exists between the FCJ Sisters and their lay colleagues.



The FCJ Sisters as Trustees

Trusteeship is a legal position which comes from the Charitable Trust status of the Society in Great Britain and from the fact that the FCJ Sisters own the land the school properties occupy. The FCJ Sisters must be consulted on and their permission sought for any proposed major changes affecting the property or land or for any change to the character and ethos of the school.

FCJ Primary School, Jersey, operates under a Fidei-Commis recognised by the Royal Court in Jersey. The FCJ Sisters own the school property which is registered in Jersey and operates according to Jersey Law.

The FCJ Sisters have established the FCJ Educational Trust to support and ensure their schools remain faithful to the vision and values of their foundress, Marie Madeleine.

*One aspect of education is
that it is an ecological movement:
one of the driving forces
that aims at complete formation.
Education that places the person
and his/her potential at its centre
has the purpose of bringing him/her
to knowledge of self,
of [our] common home, ...
and above all of the discovery of ...
a relationship that produces
the multicultural composition
of humanity,
a source of mutual enrichment.*

Pope Francis (2)



Key Features of Governance

The six key features of effective governance as defined by the DfE in 2017 form the first paragraph of each of the six sections that follow on the next six pages. The paragraphs that follow describe the distinctive approach of FCJ governing bodies and offer some points of reflection.



4

STRUCTURES

Structures
that reinforce
clearly defined roles
and responsibilities

5

COMPLIANCE

Compliance
with statutory
and contractual
requirements

6

EVALUATION

Evaluation
to monitor and improve
the quality and impact
of governance

Strategic Leadership



STRATEGIC

Strategic Leadership
that sets and champions
vision, ethos
and strategy.

Effective governing bodies have a clearly defined strategy for the future which is understood by the whole organisation. This strategy is rooted in the vision and values of the school and these values are modelled by the governing body who take steps to ensure that they are understood by everyone and that they permeate the whole life of the organisation. At the heart of the strategy is a desire for high standards of student achievement and progress. Progress against strategic goals and priorities is rigorously monitored and changes made as appropriate. Risk is prudently managed. The strategy is responsive to the needs of key stakeholders who are carefully listened to by the governing body.

For FCJ Boards of Governors this feature also includes:

- Ensuring that their mission statement is in line with the trust deed and interpreting the *Vision and Values* booklet for their own particular context.
 - Setting a strategic direction which takes the school closer to the kind of educational community we are striving for in the FCJ Schools' Vision Statement and ensuring that all priorities and policies are clearly and explicitly linked to our vision and values.
-
- Employing a strategic process that allows us to 'go forward without hesitation and with great confidence', reflectively, collaboratively, gently and decisively in this precious, most valuable work of education.
 - Allocating appropriate resources of personnel, time and facilities to Religious Education and ensuring it is delivered in accordance with diocesan norms.
 - Allocating appropriate resources of personnel, time and facilities to the function of Chaplaincy and ensuring it is carried out in line with the FCJ Chaplaincy leaflet.
 - Supporting the Common Good when setting the strategic direction and being committed to sharing what they do well with other FCJ schools and, where appropriate, the wider community.

REFLECTION POINTS



- a. It is the duty of governors to ask the '*big questions*'. In our context, key questions to ask about any initiative, task or action include:
 - What will be the benefit to our students of the change you are proposing? How will it impact them and their learning?
 - How will the change take us closer to the kind of educational community that we are striving for in our Vision Statement?
 - Are there other '*big questions*' you would like to add here?
- b. Justice 'requires us to examine, teach and promote just relationships and structures within our school community and in the world.'
 - Can you identify any policies that are relevant to the above requirements and show how they might support it?
- c. What are the challenges for a governing body of the requirement to promote the common good in education as well as that of its own school?
- d. Dignity 'demands, when challenging circumstances arise, that we seek dignified solutions for all concerned.'
 - What are the implications here for your disciplinary policies and how governors deal with disciplinary issues? What are the challenges?



Accountability



Effective governing bodies conduct a rigorous analysis of student progress and attainment information, with comparison against local and national benchmarks and over time. They have clear processes for overseeing and monitoring improvement and provide constructive challenge to executive leaders. The performance management system is transparent and understood and is clearly linked to strategic priorities. Governors have effective oversight of all other employees and the framework for their pay and conditions of service. A regular cycle of meetings and appropriate processes support business and financial planning. There are effective controls for managing within available resources and ensuring regularity, propriety and value for money.

ACCOUNTABLE

Accountability
that drives up
educational standards
and financial performance

For FCJ Boards of Governors this feature also includes:

- Standing in critical solidarity with leaders when challenging them to have that ‘unwavering commitment to enabling the achievement of personal and academic excellence’.
- Ensuring, when measuring achievement, that all types of achievement are recognised and that the focus is on each student achieving their personal best.
- When considering the quality and impact of teaching and learning, being mindful of the quality characteristics described in ‘The Classroom Experience’ and its accompanying professional development programme ‘Teaching for Learning and Living: something more than ordinary’ which is inspired by the Ignatian approach to education.
- Ensuring that the professional development of staff is given a high priority so that they are equipped and supported in creating an aspirational curriculum and environment which ‘enable students to achieve more than they could ever have dreamed’ and ‘to embrace the world with courage and confidence, fostering a determination to change it for the better’.
- Ensuring that performance management is an aspirational, supportive and developmental process. It goes beyond the secular to take account of the Catholic nature of the school and the distinctive FCJ ethos.

- Ensuring that all financial decisions reflect and promote our vision and values.
- Being mindful of the governing body's ecological responsibilities and modelling best practice when taking action that impacts on the environment.
- Having regard for the well-being of the headteacher.

REFLECTION POINTS



- What do you understand by the term critical solidarity?
What are the implications of this for how governors hold FCJ leaders to account?
- With regard to the value of **Excellence**, think about what the quote below from Claude Bissell means to you.

*'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'*

What will be the signs of this in your school?

- Are there any perceived or actual tensions in focusing on human possibilities as well as academic excellence? How might the governing body help to resolve any tensions here?
- Can you give examples of financial decisions that reflect and promote our vision and values?



PEOPLE



Governors are clear about the purpose of governance and have the necessary skills to deliver it well. The chair and vice-chair have the ability to provide visionary strategic non-executive leadership. Governors provide a sufficient diversity of perspectives to enable robust decision making and are recruited through a transparent process which is informed by the skills required. Their approach to succession planning ensures the board and the whole organisation continues to have the people and leadership it needs to remain effective. The board is efficient and compliant and receives appropriate expert advice and guidance from a professional clerk.

PEOPLE

People
with the right skills,
experience, qualities
and capacity

For FCJ Boards of Governors this feature also includes:

- Complying with the Trust Board's protocols relating to the selection and appointment of Foundation Governors.
- Engaging in training provided by the FCJ Educational Trust.

REFLECTION POINT

Thinking about the special responsibilities of governors of an FCJ school, are there any particular skills, experience, qualities and capacity that would be helpful to have represented on the governing body?





Another step is to find the courage to capitalize on our best energies, creatively and responsibly. To be proactive and confident in opening education to a long-term vision unfettered by the status quo. This will result in men and women who are open, responsible, prepared to listen, dialogue and reflect with others, and capable of weaving relationships with families, between generations, and with civil society ...

Pope Francis (3)

Structures



4

The governing body establishes appropriate board and committee structures to ensure sufficient and robust oversight of key priorities. There is a clear separation between strategic non-executive oversight and operational executive leadership which is supported by positive relationships. In academy trusts there is significant separation between members and trustees. There are processes which ensure good communication across the governing body and to students, parents, carers, staff and communities and decision making is seen as transparent. The remit of the governing body and its committees is understood by governors and leaders.

STRUCTURES

Structures
that reinforce
clearly defined roles
and responsibilities

In the structures they establish and in the way they conduct their business, FCJ Boards of Governors are also mindful of:

- Their accountability to the FCJ Educational Trust Board for the ethos and standards of the school.
- The commitment to, *‘foster working relationships based on mutual trust, respect and justice’* and their duty to model our values in the way they carry out their responsibilities with *‘courage and confidence’*.

- The importance of creating an atmosphere where, *‘everyone is genuinely listened to and what they say is heard and where ‘every person is recognised, nourished and celebrated’*.
- Our value of dignity demands, *‘when challenging circumstances arise, that we seek dignified solutions for all’*.
- The importance of coming to timely action from, *‘a reflective, discerning stance (which) informs their decision-making’*. Extraordinary meetings can be useful here to allow issues to be given due consideration.
- The need to ensure that the terms of reference of all committees include a commitment to the vision and values.

REFLECTION POINTS



— Governors have a duty to model our values in the way they, ‘carry out their responsibilities with courage and confidence’; to inspire themselves and those they govern ‘to live life to the full, and through this, participate in building the Kingdom of God in our world.’

— FCJ education seeks to develop, ‘excellent leaders who lead 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.’

What training needs can you identify for yourself to support you in this kind of cultural leadership?



[We must] rekindle our dedication for and with young people, renewing our passion for a more open and inclusive education, including patient listening, constructive dialogue and better mutual understanding. Never before has there been such need to unite our efforts in a broad educational alliance, to form mature individuals capable of overcoming division and antagonism, and to restore the fabric of relationships for the sake of a more fraternal humanity ...

Pope Francis (3)

Compliance



Governors are aware of, and adhere to, responsibilities under education and employment legislation and charity and company law and all other legal duties including Canon law. They have plans that ensure that key duties are undertaken across the organisation such as safeguarding, inclusion, special education needs and disability (SEND), and monitoring and oversight of the impact of pupil premium and other targeted funding streams. Governors understand, and adhere to, their responsibilities under the Equalities Act for promoting equality and diversity throughout the organisation including in relation to its own operation.

COMPLIANCE

Compliance
with statutory
and contractual
requirements

For FCJ Boards of governors this feature also includes:

- Being aware of their rights and responsibilities in relation to their accountability to the FCJ Educational Trust.
- Supporting senior leaders in their membership of the FCJ Schools' Network.
- Being made aware of all appointments, employing staff who support and are committed to the FCJ vision of education and ensuring that the FCJ Educational Trust is represented on the appointment panel for senior staff, head of RE and Chaplaincy.
- Being open to making adventurous rather than safe appointments.
- Developing an appropriate Admissions policy and submitting it for consultation to the FCJ Educational Trust Board.
- Being mindful of a preferential option for the poor and having a particular care for disadvantaged students. *"Justice requires us to stand shoulder to shoulder with the oppressed"*.

REFLECTION POINTS



- a. How does an FCJ Governing Body demonstrate that it is a good employer?
- b. What are the distinctive features of an appropriate admissions policy in an FCJ school?
- c. What are the implications of having a preferential option for the poor? What tensions might this cause? How might governors resolve them?

With regard to method, education is an inclusive movement. An inclusion that reaches out to all the excluded: those who are excluded due to poverty, vulnerability caused by war, famine and natural disasters, by social selectivity, and family and existential difficulties. An inclusion that is made tangible in educational action in favour of refugees, victims of human trafficking, and migrants, without distinction on the basis of sex, religion or ethnicity. Inclusion is not a modern invention, but it is an integral part of the Christian salvific message.

Pope Francis (2)



Evaluation



EVALUATION

Evaluation
to monitor and improve
the quality and impact
of governance

Governing bodies conduct regular skills audits which inform a planned cycle of continuous professional development including appropriate induction for those new to governance or to the board. They conduct regular self-evaluations which review the contribution of individuals to the board as well as the board's overall operation and effectiveness. They commission external reviews when this is appropriate. Their record keeping captures the board's discussions and decisions and enables an evaluation of the impact of their actions

For FCJ Boards of Governors this feature also includes:

- A self-evaluation process which is informed in part by the distinctive features of FCJ governance defined in this booklet.
- Co-operation with the FCJ Schools' Network Protocol for Evaluation.
- A commitment to attending training arranged by the Trustees.

REFLECTION POINT



*What measures might a governing body use
when evaluating its success in upholding the
mission and ethos of the school?*



A Beginning, an aide-mémoire

We are grateful to the Loreto Education Trust and to the De La Salle Brothers for their generosity in sharing with us the work that they did for their booklets.

We hope that this booklet will be a beginning rather than a completed task, an aide-mémoire to guide you in your role as a governor in an FCJ school. The FCJ Educational Trust will endeavour to keep you in touch with current FCJ thinking.

Should you have any further queries please contact Sr Brenda Wallace fcJ, FCJ Educational Trust Officer, via email: brendafcj@fcjhouse-somerstown.co.uk.



An Examen for FCJ Governors

Being a Governor of a school involves you in the world of finance, business, education, personal relationships, etc. It can be easy to lose sight of being a ‘keeper of the vision’, to remember that this is a ministry and not just a responsibility. To remember too that you are part of a community of educators built on a strong FCJ charism and tradition. This Vision is, essentially, having the mind and heart of Jesus as you help make decisions that impact the development of the school. For FCJ governors, the Vision includes the long-standing values that the FCJ charism has brought to the ministry of education.

There is a tried and true ‘spiritual practice’ from the Ignatian tradition that many people find helpful. It is called the *Examen* and is meant to be done daily. It is a way to re-focus on the Vision, on the deeper meanings behind the experiences and interactions of a day. It helps us to recognize our gifts for this ministry and our stumbling blocks, and to re-align our values as we face the next day’s gifts and challenges. It is a practical way of reflecting on our experience as a help to a more authentic living of gospel values. Here are the steps in this prayer practice:

Thank and praise God.

I praise and thank God for the day, allowing my mind to wander as I reflect on the ways God has blessed me in big things and small—everything, from the gift of my faith, to the gift of my marriage, to the easy commute ...

Ask for the Spirit.

I ask God to fill me with the Spirit so that the Spirit can lead me to see the difficulties of the day through God’s eyes.

Review and recognise failures.

I look back at my day to see the moments when I have failed in big ways or small. I take a sober look at the mistakes I’ve made.

Ask for forgiveness and healing.

If I have sinned, I ask God to forgive me and set me straight again. If I have simply made a mistake, I ask for healing of any harm I might have caused. I ask for help to accept it and move on. I also ask for wisdom to discern how I might better handle such tricky moments in the future.

Pray about the next day.

I turn to tomorrow and ask God to show me its potential challenges and opportunities. I imagine the things I’ll be doing, the people I’ll see, and the decisions I’ll be mulling over. I ask for help where I foresee difficulty or in moments when I might be tempted to fail in the way I did today. I ask for insight into the graces I might need to live this next day well. I ask God for that grace, and I trust that he wants me to succeed in my day even more than I do.

(Adapted from *Reimagining the Ignatian Examen* by Mark E. Thibodeaux SJ)

... Keepers of the Vision

*From my perspective as a governor of an FCJ school
I now reflect after a meeting of the Board.*

To help me remember the five steps, I can use a 5-Rs mnemonic:

1. Relish the moments that went well and all of the gifts of today.

Can I see where God has been present in the discussions and actions that I contributed to?

What gave me a moment of delight or feelings of happiness during the meeting?

When did I feel positive about my contribution?

Thank God for the gift of these good things.

2. Request the Spirit to lead me through my review of the meeting.

Where did I feel de-energised, frustrated, excluded, negative?

What or who was a challenge for me?

3. Review the meeting.

Pondering my role as 'keeper of the vision':

Where was I conscious of the meeting helping senior leaders to keep the vision alive amidst their day-to-day challenges?

Where was I aware that the FCJ values were shaping our decisions?

How well did we fulfil our role as a critical friend of the Head Teacher? Did we show the right balance between challenge and support?

4. Repent of any mistakes or failures.

I ask forgiveness for any hurt or harm that might have been caused by my actions, words, or attitude.

Pondering our strategic discussions, I ask for insight into how I might have responded better/differently to any opportunities during the meeting to co-operate with God's dream for our world and our school community.

5. Resolve, in concrete ways, to live the next meeting well.

With what spirit do I want to contribute to the next meeting?

With what part of my role as a governor do I particularly want to ask for God's help?

What graces do I want to ask God for to help me with this? Perhaps the courage to ask the challenging question? The generosity to encourage others to contribute their skills? The patience to listen attentively?

The wisdom to know when to speak and when to be quiet?



Appendix: A Glossary of Terms

Academy Trust: is the term used by three FCJ schools to denote that each one is a charitable company limited by guarantee: Bellerive FCJ Catholic College, Gumley House School FCJ and Upton Hall School FCJ. Their Governing Bodies are made up of Members and Trustees.

Academy Members: refers to the people who founded the Academy Trust or their subsequent replacements appointed by the FCJ Educational Trust. They have a general duty to exercise the academy trust's charitable purpose.

Academy Trustees: who can be called the Directors, are known in the three schools as governors. There are different categories of governors determined by how they are appointed or elected.

Apostolic: refers to the origins and beliefs of the Church which started with the Apostles at Pentecost. In this context it refers to all those working in and for FCJ schools committed to building the Gospel vision of a world.

Charism: is an inner sense of call, a free gift given by God to an individual for the support of the wider community. It involves seeing God in a new way and a desire to renew the Church for service in a changing world. It is the Charism that links the inner life of the school to the long tradition of the Gospel unfolding in the lives of students, challenging the whole school community to relate to each other as children of God in order to build a better world.

Common Good: refers to Catholic social teaching. It calls us to treat every individual human being with respect and dignity. It involves protecting the rights of the vulnerable and disadvantaged and choosing an 'option for the poor'. The Common Good results from the stability of a just and peaceful society.

FCJ: refers to the Faithful Companions of Jesus, the religious Society of Roman Catholic Sisters founded by the Venerable Marie Madeleine Victoire de Bengy de Bonnault d'Houët in Amiens, France in 1820.

FCJ Educational Trust: was established by the Society of the sisters Faithful Companions of Jesus to work with schools within the trusteeship of the Society and to ensure that the schools operate in accordance with the teachings, tenets and practices of the Catholic Church and in accordance with the ethos reflecting the FCJ charism.

FCJ Educational Trust Board: comprises up to 5 Foundation Trustees appointed by the Society and up to 4 Trustees appointed by the Foundation Trustees from amongst nominations made to the Foundation Trustees by the governors of the schools.

FCJ Ethos: refers to the specific school culture as inspired by the vision and values of Marie Madeleine and as expressed through the particular educational practices and spirituality of the schools.

FCJ Schools' Network: currently comprises the five FCJ schools in England and Jersey: Bellerive FCJ Catholic College, Gumley House School FCJ, FCJ Primary School, Maria Fidelis Catholic School FCJ and Upton Hall School FCJ.

Foundation Governors: are appointed by the Area Leader or FCJ Educational Trust. The particular responsibility of Foundation Governors is to promote the interests of the Trustees in each school. This will usually express itself in three main ways:

- Ensuring that the school is conducted in accordance with the principles, practices and tenets of the Catholic Church.
- Promoting the educational philosophy and ethos of the Trustees.
- Caring for the property of the Trustees and ensuring that the institution is well managed, so that the property of the Trustees maintains its value.

Ignatian: refers to the spirituality of the Jesuits, the religious order founded in the 16th Century by St. Ignatius of Loyola.

Ministry: is the service offered to the students in the school, based on FCJ values which are firmly rooted in the teachings of Jesus.

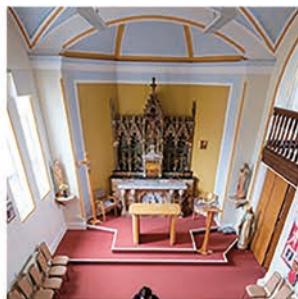
Mission: is the important work entrusted to FCJ schools by Marie Madeleine and the FCJ Sisters. Vocation can be described as the breathing-in of the Spirit: our call from God. Mission is the breathing-out: our response to that call. Mission is the whole of our lives given in service: it is not only what we do but more importantly who we are as we do it. Our mission is to be faithful to Jesus, follow His footsteps and in so doing treat those in our schools with the utmost of care, ensuring their dignity is preserved at all costs and our actions are always just.

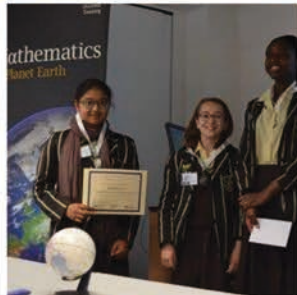
Trustees: is a term reserved in Church academies for those on the Board of the Trust that owns the land. Consequently, as the FCJ Sisters own the land which FCJ schools occupy, they are the Trustees of these schools. The Trustees (FCJ Sisters in Central Leadership) are not directly involved in the day-to-day running of the schools.

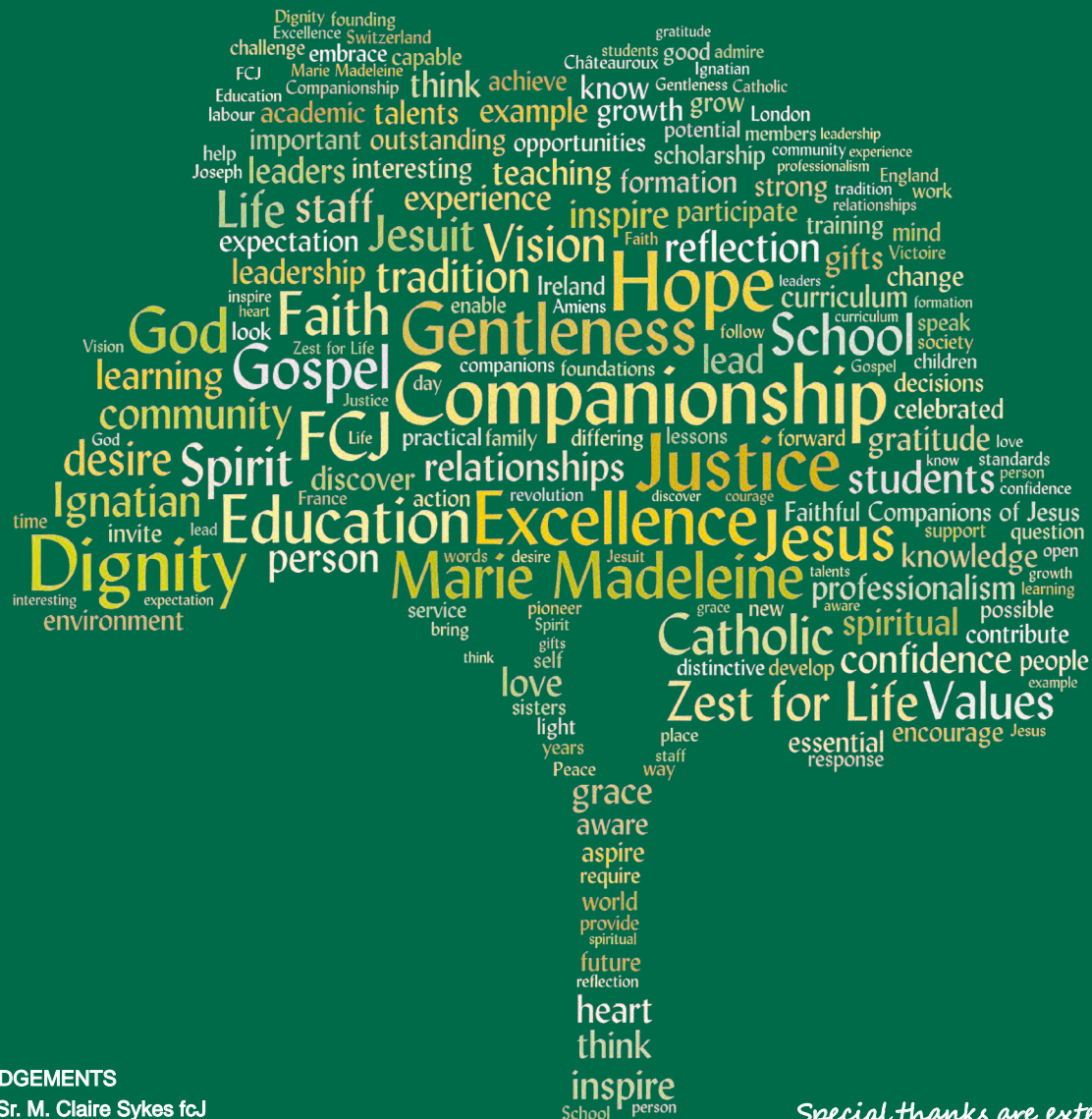
REFERENCES

Quotations from Pope Francis are taken from the following documents:

- (1) On the occasion of the meeting organised by the Congregation for catholic education: 'Global compact on education. Together to look beyond', 15 October 2020
- (2) To Participants in the Plenary Assembly of the Congregation for Catholic Education (for Educational Institutions), 20 February 2020
- (3) For the Launch of the Global Compact on Education, 2019 September 12







ACKNOWLEDGEMENTS

Front cover: Sr. M. Claire Sykes fcj

All images used with permission

Quotations throughout from

FCJ Education: Our Vision and Values

Back Cover: Word Cloud made with ©Tagxedo.com

Special thanks are extended to Sr Mary Rose Rawlinson fcj for her contribution to the design of this booklet.