



SACRED HEART EDUCATION

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HERITAGE & HORIZON



Heritage and Horizon Third Edition 2010

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Second edition published 2000; revised 2007

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The Network of Sacred Heart Schools

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St. Catherine's College, Armagh, Ireland

Mount St. Catherine's School, Armagh, Ireland

Kilgraston School, Perthshire, Scotland

Convent of the Sacred Heart School Foundation, Malta

Mount Anville Primary School, Dublin, Ireland

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Acknowledgements

A Forum for Engagement was convened by the Sacred Heart Schools Education Network in October 2009 as a means of gaining input on the revision of Heritage and Horizon from members of the RSCJ, representatives from management, staff and parents of the eleven Sacred Heart Schools in the Network from Ireland, Scotland, and Malta. An Editorial Committee was formed to ensure that the views of the forum were incorporated and to oversee and undertake the revision. This, the third revised edition of Heritage and Horizon, is the fruit of their work.

This edition maintains the integrity of the very first edition which was published in 1986 and the second edition published in 2000 and revised in 2007, in that it is faithful to the Five Goals of faith, character, intellect, community, and social awareness. The values represented by these goals are those which are fundamental to Sacred Heart Education since its foundation in St. Madeleine Sophie's time.

The Sacred Heart Schools Education Network wishes to acknowledge the input from the Forum for Engagement and the dedicated work of the Editorial Committee on the publication of this modern, up to date and relevant edition of Heritage and Horizon. We are grateful for the contribution of Nora Smyth, rscj to the Forum and the Editorial Committee and for selecting the Gospel reflections for each goal. We would also like to thank the staff of AG Education Services for facilitating the process and for concept design and editorial input. We are certain that this edition will continue to support our Trustees, Boards of Management/Governors, Principals and staff in our efforts to observe and propagate the ethos of Sacred Heart Education with our pupils and in our school communities into the twenty first century.

We are also grateful for the contributions from the following esteemed past pupils who offered comments for inclusion in this edition of Heritage and Horizon.

- Thérèse Day, Mount Anville
- Deirdre Doyle rscj, Mount Anville
- Michelle Gildernew, Armagh
- Moira Moran, Roscrea
- Suzanne McNair, Kilgraston
- Carine Minne, Armagh
- Mary Robinson, Mount Anville
- Claudia Taylor-East, Malta

THE EDITORIAL COMMITTEE

Margaret Martin, Chairperson Editorial Committee and Executive, Sacred Heart Schools Network

Aoife Archer, Teacher, Mount Anville Secondary School, Dublin

Gráine McGowan, Principal, Mount Anville Primary School, Dublin

Denise Cosgrave, Parents Goal Group, Montessori Junior School, Mount Anville, Dublin

Séamus Mac Dhaibhéid, Deputy Principal, St. Catherine's College, Armagh

Orlagh Grimley, Teacher and Parent, St. Catherine's College, Armagh

Vanessa Curry, Teacher and Goals Coordinator, Kilgraston School, Perthshire, Scotland

Carmen Vella, Principal, Convent of the Sacred Heart, Senior School, Malta



*ONE HEART
AND ONE
MIND*

Foreword

25 January 2010

Feast of the Conversion of St. Paul

Dear Friends,

Ours is a spirituality of the heart. The Sacred Heart educator has a broad vision, an understanding heart, and high aspirations for the pupil. All the promise and loveliness of young people, their progress be it steady or unsteady, all the threats to their development and the joy of their achievements are the first concern of the Sacred Heart educator. The Sacred Heart school is a community and the context is always one of relationships.

In a world badly in need of wisdom, a global vision, and a capacity to rise beyond individualism, we must seek to give young people real confidence: a sense of their inherent dignity as children of God, the fundamental stability of knowing that they are personally loved by Christ. They need to acquire the good judgment that knows the real reasons for their worth. They want a better world and many of them have the idealism to do something about it. It can be a long, hard road. The Sacred Heart educator aims to walk with them, helping them to begin to acquire not only the knowledge and skills but also the staying power and unselfishness that over a lifetime turns dreams into reality, however great, however modest.

The fruit of a great Sacred Heart education will be a life lived in the Spirit. Life is a gift. The great gift is that of the Holy Spirit. St. Paul, himself a well-educated man, came to rely not just on his knowledge and his moral efforts but on the Spirit who led him. He detected signs of the Spirit where he found "love, joy, peace, patience, kindness, generosity, faithfulness, gentleness and self-control." (Gal. 5:22). Where the school ambiance has a touch of these things, the Holy Spirit is at work. Our founder, St. Madeleine Sophie Barat, said "If I were

to live my life over again it would be to live in docility to the Holy Spirit." Never has the world needed the Spirit more.

The philosophy of education outlined in *Heritage and Horizon* has stood the test of time. It has been fine-tuned by experience in schools all over the world in the last two centuries. It is future-focused. And it is the work of many collaborators imbued with the same spirit. I pay tribute to those Sacred Heart parents, Trustees, management bodies and staffs who have worked together on this edition. The values of this philosophy are acutely relevant today. Applying the philosophy is the work of parents, Trustees, Governors, Boards of Management and staffs. The Society of the Sacred Heart has great confidence in the goodwill and commitment of each one.

With my prayerful good wishes,



Aideen Kinlen, rscj, Provincial,
Society of the Sacred Heart, Irish -Scottish Province.



Marie Scicluna, rscj, District Superior,
Society of the Sacred Heart, Malta.

Mission

The Heart of Christ is the Living Inspiration of a Sacred Heart School.

Sacred Heart Education seeks to educate the whole person as a responsible member of society, confident of personal worth, actively living out Christ's call to know and share His Love.

Sacred Heart Schools aim to provide the environment for development in every sphere, spiritual, physical, emotional, social, intellectual, artistic and moral.

The management and staff of Sacred Heart Schools are committed to understanding the values and aspirations of our young people and to ensuring that our pupils gain in self-knowledge, energy, purpose and conviction.

The schools encourage pupils to make decisions in the light of Gospel values. The schools are a Catholic institution within the ecumenical tradition of the Church. They promote, among the pupils, an awareness of the gifts of the spirit in other traditions as well as their own.

'I have never felt encouragement like that which I felt every day at Kilgraston. I left school feeling nothing was impossible and I was the one who could make it happen.'

Dr. Suzanne McNair

Belfast City Hospital, former pupil, Kilgraston

'Many of us, some raised in loving families, further nurtured by excellent schooling, have a longing and are better prepared to assist those in need, those exposed to a hostile world, sometimes from the very start of their lives. People damaged emotionally and/or physically are often unable to request help. We must recognise those who do request it and look out for those those who don't.'

Dr. Carine Minne

Consultant Psychiatrist in Forensic Psychotherapy, Broadmoor Hospital and Portman Clinic and Psychoanalyst (British Psychoanalytical Society), former pupil, Armagh

Society of the Sacred Heart

Founded by St. Madeleine Sophie Barat in 1800, and devoted to the mission of education ever since, the Society is active all over the world.



'My education in a Sacred Heart School played a significant role in shaping me as an individual and influenced my decision to go into politics. The encouragement and positive affirmation I experienced has enabled me to aspire to be an agent of change in the North of Ireland.'

Michelle Gildernew

MP MLA, Minister of Agriculture and Rural Development, former pupil St. Catherine's College, Armagh

Our Timeline

THE FRENCH REVOLUTION

Sophie lived through The French Revolution (1789–1799), a period of political and social upheaval and radical change.

THE WORLD IN UPHEAVAL

The United Irishmen rebel against British rule. Napoleon invades Malta. The Knights of St. John are expelled and convents are abolished. The Maltese rise against the French.

1779



**MADELEINE
SOPHIE BARAT
BORN IN JOIGNY**
12 December

1789

CONVENTS ARE ABOLISHED

The French National Assembly passes decree abolishing all convents.

1790

Sophie founds The Society of the Sacred Heart. Father Louis Varin had requested her to found a religious order dedicated to the Heart of Jesus. The Acts of Union unite the Kingdoms of Great Britain and Ireland, creating the United Kingdom of Great Britain and Ireland. In Malta the French capitulate and Malta is placed under the protection of the British Crown.

1798

1800

TRAINING COLLEGE MOVES

Teacher Training College moves to Craiglockhart and Boarding School opens.



SOPHIE IS CANONISED

Sophie is canonised. Feast Day 25th May.

1918

TEACHER TRAINING COLLEGE OPENS

Mother Margaret Walsh founds Teacher Training College in Edinburgh, Scotland.

1920

1924

IRISH-SCOTTISH PROVINCE FOUNDED

The Irish-Scottish Province is founded.

1925



SCHOOL OPENS IN KILGRASTON

School opens in Kilgraston, Scotland.

1930



FIRST SACRED HEART SCHOOL OPENS

The first Sacred Heart school opens in Amiens.

1801

1818



SACRED HEART IN AMERICA

Rose Philippine Duchesne brings the Society to America.

1842

SACRED HEART SCHOOL OPENS IN ROSCREA

First Irish Sacred Heart school opens in Roscrea. This was just before the Great Famine (An Gorta Mór, 1845 -1852).

1851



SCHOOL OPENS IN ARMAGH

Mother Eliza Croft opens the school in Armagh with the assistance of Archbishop Cullen.

1853

SCHOOL OPENS IN GLASNEVIN

School opens in Glasnevin, Dublin by Mother Eliza Croft. William Dargan, the 'father of Irish railways', arranges the 'Dublin Exhibition' and sponsors it heavily.

NEW OFFICIAL LANGUAGES DECLARED IN MALTA

English and Maltese are declared the official languages of Malta. Until then, Italian was the official language.

1934

SACRED HEART SCHOOL OPENS IN MONKSTOWN

School is founded in Monkstown, Co. Dublin by Mother Mary Connolly.

1944



SCHOOL OPENS IN KILMACUD

Mount Anville Primary School is founded in Kilmacud.

1945

1955



ROSCREA SCHOOL MOVES

Roscrea school moves to new building.

1962



LEESON ST. PUPILS TRANSFER

Leeson St. pupils transfer to Mount Anville, Dublin.

1967

TEACHER TRAINING COLLEGE OPENS

The Society of the Sacred Heart opens the first Teacher Training College in Malta.

1865

SACRED HEART SCHOOL OPENS ON HARCOURT ST

Convent and school founded in Harcourt St., Dublin by Mother Susan West.



SACRED HEART SCHOOL OPENS IN SCOTLAND

First house of the Society of the Sacred Heart in Scotland is founded by Mother Anne Walsh and the first school opens in Aberdeen.

1875



SOPHIE DIES

Sophie dies on 25th May. Glasnevin School transfers to the former home of William Dargan in Mount Anville, Dublin, the current location of the Montessori/ Junior and Secondary Schools.

1885

HARCOURT SCHOOL MOVES

Harcourt St. School transfers to Leeson St., Dublin.

1895-96



SCHOOL OPENS IN MALTA

The Society of the Sacred Heart arrives in Malta and the first school opens.

1903



EUROPEAN UNION

Ireland and UK join the European Union.

ST. ROSE PHILIPPINE DUCHESNE CANONISED

St. Rose Philippine Duchesne is canonised. Feast Day 18th November.

MALTA JOINS THE NETWORK

The Convent of the Sacred Heart School Foundation in Malta joins the Irish-Scottish Network of Sacred Heart Schools. Malta joins the European Union.

1973

1977

MONKSTOWN PUPILS TRANSFER

Monkstown pupils transfer to Mount Anville, Dublin.

1988

1997

IRISH-SCOTTISH NETWORK SET UP

The Network of Sacred Heart Schools is set up by the Irish-Scottish Provincial Council.

2004

St. Madeleine Sophie Barat and Our Educational Heritage

The Society of the Sacred Heart was founded by St. Madeleine Sophie Barat on the 21st November 1800. The first school of the Society was opened in Amiens in 1801. Madeleine Sophie died on 25th May 1865 and was canonised in 1925. Her feast day is celebrated on the 25th of May each year.

The Heart of Christ was the main focus of St. Madeleine Sophie's life. With a mystic's insight, she knew that each child is deeply loved by Christ. The perspectives of faith imbued her educational philosophy. She believed that the formation of the whole person reaches its full depth only when faith informs the entire process.

She saw education as a response to the needs of society. She was convinced that education flourishes in an atmosphere of mutual trust and that the best education takes place through relationships.

She wanted every pupil's faith to deepen through the curriculum, through formation of character and through the ethos of the school.

She sought to make sure that qualities of heart and intellect developed in harmony.

In spite of the restrictions of the 19th century conventions she believed that the influence of a woman was incalculable, not only in the family, but also in the wider world.

As a pioneer of educational thinking, she insisted on a vigorous intellectual formation for women. She herself studied at home under the direction of her brother Louis and, by the age of twenty-one, she had received an education far in advance of what was normal for a girl of her time. In later life she said 'I would have founded the Society for the sake of one child.'

The mission of the Sacred Heart Schools was influenced by the insights and vision of Madeleine Sophie's early companions. The combined faith, interaction and reflection shared among our school communities, management, staff and pupils shape the mission of our schools for the 21st century. Through our Sacred Heart philosophy of education, of educating the whole person as a member of society, confident of personal worth and actively living out Christ's call to know and share his love, we must ensure that our pupils gain self-knowledge, energy, purpose and conviction.

The quality of relationship has always been key to our Sacred Heart Schools and is still central to our educational philosophy today.

'Never be afraid to ask your question. The most simple questions, asked humbly and honestly, lead to understanding.'

Thérèse Day

Lecturer in Education, St. Patrick's College Drumcondra, Dublin, former pupil, Mount Anville

Our Educational Horizons

The Society of the Sacred Heart set priorities for the next eight years in its 2008 Chapter meeting and, in so doing, addressed the challenges ahead for Sacred Heart Education.

The Chapter invites The Community of the Sacred Heart and those who are involved in Sacred Heart Education to develop six 'Habits of the Heart' as educational movements for our time.

At the Sacred Heart Schools 'Conference of Heads of European Schools in Europe', November 2009, Sister Delores Alexandre, rscj spoke of these six Habits of the Heart in her keynote speech. Her presentation and words are inspirational. We use them to reflect on our challenges forward in continuing to develop and embrace the philosophy of education founded by Madeleine Sophie and her companions and nurtured today by Members of the Society of the Sacred Heart, our schools and our nominated Trustees.

The six Habits of the Heart are:

- Contact
- Search
- Journey
- Dialogue
- Contemplation
- Work

CONTACT

'The challenge for us is to enter into contact with and listen to the joys and suffering of humanity, poverty, inequality, exclusion, violence and destruction of our environment..... It is a challenge also, at this time, to encourage and make it possible for children and young people to live in contact with their own hearts.'

Society of the Sacred Heart, Chapter 2008

Our educational programmes need to support the deeper meaning of our existence. Sophie would frequently refer to that deep dimension of life and used symbols such as 'the spring' or 'the seed', all of them referring to the hidden and secret dimension of the person as her greatest asset.

'There are springs that remain unknown for a long time; they exist, but some obstacle prevents them from rising to the surface. Remove a bit of dirt, push aside that which hides it and immediately see appear the flow of clear clean water.'

Conference 1847 vol.11, p.20

SEARCH

'We wish to promote an educational style that furthers the search for justice, peace and the integrity of creation, in all our relationships and commitments. We need to find a new vocabulary to continue to walk with young people in their search for God and the meaning and value of life.'

Society of the Sacred Heart, Chapter 2008

Our educational programmes need to promote creative thinking in order for our young people to respond to new situations and relationships. In education today, we are facing many shifting circumstances. It is important that our young people become accustomed to inventing new solutions, and to expressing themselves through creativity whilst mobilising all their energies to produce, invent and improve their environment.

JOURNEY

'The Heart of Jesus incarnate in history...calls us to new relationships with others. Our vocation... moves us into an ongoing reciprocity to live, journey and share among ourselves with others. We heard a strong call to continue to walk with young people. We need to be present for them, in their search for God, meaning and value for life.'

Society of the Sacred Heart, Chapter 2008

In our education of young people it is important that we transcend the limits that are imposed on us by our environment, to break through boundaries and project oneself to that which lies beyond. A basic attitude to foster in education is one of 'thinking outside the box'. We encourage our young people not to be trapped by the immediate or the 'appearance of things'. Our role as educators urges us to develop in our pupils the ability to imagine and create their futures and to set their course accordingly.

DIALOGUE

'We have entered into a rich and deep experience of dialogue, convinced that dialogue is the way for today's world...we are more aware that to understand others and journey with them we must enter into their reality and allow ourselves to be changed by their lives.'

Society of the Sacred Heart, Chapter 2008

When we educate with dialogue there are some assumptions. We exercise freedom and we are independent of the dominant position. We are not afraid to express our opinions and we are not pressurised by approval or disapproval, rather we present our opinions in a positive way and we are ready to enrich ourselves with others' opinions. It is a continuous learning process, and we learn from each other's opinions.

Sophie possessed a strong belief in the permeability of the human being, in her or his capacity to listen and to be transformed. Some of the verbs she used to discuss the educational relationship are: put before them, ask, inspire, speak, teach, stress, and develop a love and relish for, repeat often, make known the danger and speak of it vividly, make suggestions gently...

Const. 184-185

CONTEMPLATE

'Contemplation is at the core of our spirituality and leads us to discover the depths of our humanity. This urgent call challenges us to keep hope alive in a world where violence, fragmentation... threatens the survival of our planet. We strive to give witness that a world of love, hope, justice and peace is possible.'

Society of the Sacred Heart, Chapter 2008

To be contemplative is to be in touch with reality, as Jesus was. It has to do with, not only looking, but also with listening, feeling, touching, speaking and being silent. True contemplation invites us to enter into a universe of new meanings, becoming accustomed to using the language with which we express ourselves in a Gospel like manner. The Christian community invites us to contemplate life and allow ourselves to have the focus of our perceptions shifted. A Christian educational institution is a privileged space in which to learn to be contemplative and to see reality in the light of the Gospel.

WORK

'Men and women of different cultures, religious and spiritual traditions search for God and work to make our world a habitable place with a future for humanity and all creation. Together, and especially with people who are poor and most vulnerable, we long for the transformation of reality. We join the efforts of partners in the process of transformation of reality and to work for justice, peace and integrity of creation.'

Society of the Sacred Heart, Chapter 2008

This Habit of Heart nurtures the need to make an effort to work. Rigour in intellectual work was one of Sophie's strongest convictions. In her time, the most widely held opinion was that educating girls was not worthwhile; it was not proper for women to study or undertake positions that required reflection, intelligence or intellectual discipline. Her decision at that time to devote the Society of the Sacred Heart to the provision of education for young women was counter-cultural and risky.

Her educational plan, from the early grades on, stressed the development of the habits of reflecting, discovering, asking questions, analysing situations, discussions, lessons learned.... She focused all of her efforts on having Sacred Heart pupils become accustomed to thinking before deciding, observing, not being fooled by appearances. This is what she called 'putting a solid foundation beneath their feet', which is another way of saying to 'furnish their minds'.

Today, Sophie would encourage us to enter the world of technology, to take an interest in bioethics, information society, ecology.... but always respecting her core conviction of the purpose of education: to put all that science at the service of the person.

To work is to unfold each person's enormous potential for creativity, which needs to be developed and nurtured.

All these Habits of the Heart are already hidden like a seed in each one of the children and young people we educate.

The most precious part of our task as educators is to enable our pupils to flourish.

These six Habits of the Heart, as articulated in The Society of the Sacred Heart Chapter, 2008 are an inspiration to us as we continue to embrace the Sacred Heart's educational philosophy into the 21st century.

'Growth of faith in our pupils and students is the most important element in the Sacred Heart ethos. Central to this is the strong devotion to the Heart of Christ which expresses the faithful love of God for each one of us. Sometimes we can be role models of living faith for others and in turn we can learn from them.'

Deirdre Doyle rscj

Former pupil, Leeson St. and former Principal, Mount Anville Secondary School

Challenges for Management

Recently The Society of the Sacred Heart has appointed lay Trustees as Patrons of many of the schools. Accordingly, Schools' Management consists of Trustees, Boards of Governors or Boards of Management, school Principals and staff. It is the responsibility of the Trustees and Boards of Management/Governors to continue to support and foster the philosophy and ethos of Sacred Heart Education. These new structures will enable schools to flourish, based on the ethos and inspiration of Sophie Barat and her companions.

The Trustees, Boards of Management/Governors of each school are responsible for establishing school policies that are consistent with Sacred Heart philosophy and goals.

Boards of Management/Governors appoint Principals and teachers who are prepared to accept and implement the school's ethos and policies. They are responsible for the welfare and continuing professional development of all staff. They monitor, on a regular basis, the promotion and progress of the Five Goals in the daily life of the school.

Schools' management strive to:

- Actively support the Sacred Heart ethos as outlined in the Five Goals which are common to all schools in the Sacred Heart Network
- Promote Christian values in an increasingly secular society
- Understand the aspirations and anxieties of the young

- Meet the particular needs of all pupils
- Monitor the local, national and international socio-economic environment and be aware of its impact on the prospects of pupils
- Understand and engage with the wider influences brought to bear on young people during their years of formal education.

Management will also take steps to update its knowledge of today's complex world and will initiate responsible innovation in line with the general policies of the school and official directives and guidelines in order to ensure that pupils are capable of meeting the challenges that await them.

Implementation of policies will focus particularly on the following areas corresponding with our stated Goals:

- Religious formation and worship
- A pastoral system that is supportive, fair, responsive to changing circumstances, and which encompasses a clearly expressed and agreed Code of Conduct
- A challenging, relevant, enjoyable curriculum that is pupil-centred and has depth, breadth and balance
- Building community within the school, across schools, within the wider catchment area, and with the local parishes and beyond, e.g. linking with schools in Africa
- Experiential education in social awareness and social justice.

'We turn away so often. ... Each one of us has an individual responsibility to inform ourselves. To care. To respond.'

Mary Robinson

Former pupil of Mount Anville, former member of the Irish Senate, former and first female President of Ireland, United Nations High Commissioner for Human Rights

Parents, Guardians and Sacred Heart Education

One of the important aspects of Sacred Heart Education is the active involvement of parents and guardians in the school community. This involvement is highly valued, recognising that parents and guardians are the primary and most important educators of their children.

Parents and guardians, who may also be members of Parent Councils and Boards of Management, make a direct and valuable contribution to the administration and management of the schools. This involvement also fosters a community spirit, bringing them into contact with pupils, management and staff. In addition, parents and guardians provide valuable support in promoting the values and ethos of Sacred Heart Education through the Five Goals that emphasise:

- Faith
- Character
- Intellect
- Community
- Social Awareness

This support is welcome and can manifest itself in many ways such as:

- Nurturing and promoting a sense of respect for these values and goals both in the school environment and at home
- Having direct involvement with the school community
- Helping their children understand what the school is trying to achieve
- Supporting their children in various activities, for example:
 - » Fundraising events (individual or class connected)
 - » Making them aware of voluntary work in the local community
 - » Supporting various charity appeals (local, national or international)
- Nurturing a sense of compassion and responsibility by encouraging their children to participate in active service to others through work in local or national projects
- Making a contribution as motivational speakers at school events, assemblies etc.

Parents and guardians who are involved in professional caring roles or sectors could be instrumental in setting up work experience or workshops for pupils to experience the values of giving, compassion, sharing and obtaining a clear knowledge of social issues in their community.

‘Special Olympics is great fun. I have made a lot of friends. I enjoy taking part in all the events. My best memories of the Special Olympic World Games in 2003 was winning a bronze medal and meeting Muhammed Ali.’

Moira Moran

Winner, Special Olympics, Ireland 2003, former pupil, Roscrea

