

AWARENESS AND IMPLEMENTATION OF THE IGNATIAN PEDAGOGICAL PRADIGM: A TEACHING METHODOLOGY IN JESUIT INSTITUTIONS

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Courtesy: Fr. Francis Swamy, Director, Jesuit Board, Mumbai.

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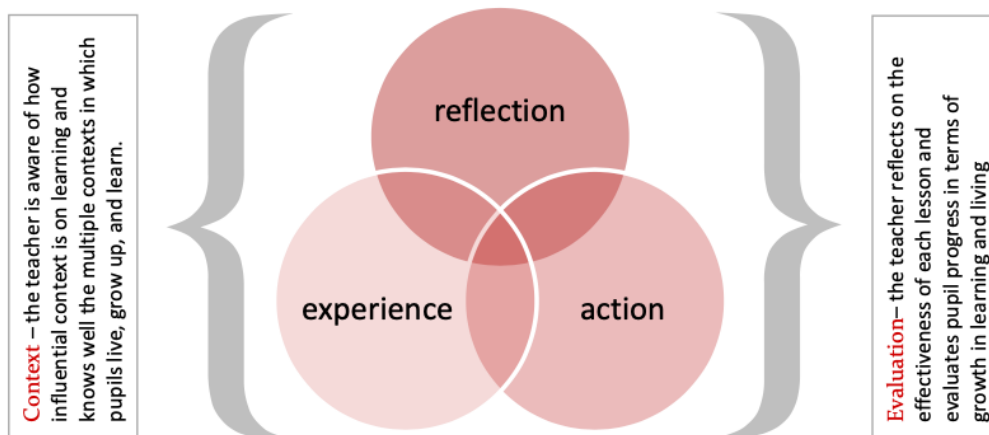
Abstract: Jesuit institutions all over the world adopt the 'Ignatian Pedagogical Paradigm'(IPP) as a part of their Jesuit culture, vision and mission. Teachers working in these institutions are motivated by the management through seminars, workshops and training sessions to imbibe this model as a part of their daily teaching-learning process across the subjects that they teach. The IPP is also viewed as a philosophy for the various educational processes within the educational institutions in order to transform the personality of the students for the benefit of the society. The Jesuit institutions always aim at creating men and women for others, with the values of compassion, commitment and conscience. The study conducted was to assess the state of awareness and implementation of IPP in Jesuit secondary schools in Mumbai, in order to plan some training workshops for them. The study will highlight the model which is universal and can be used by any institution. The study will help Jesuit institutions to understand the problems of implementation of IPP in their schools and work towards better implementation. Jesuit philosophy and motto believes in the 'MAGIS' which means the '*greater and more*', therefore this study urges Jesuit institutions to do the 'MAGIS'. A timely assessment of the awareness and problems faced by teachers during implementation of IPP will help in implementing the IPP in the true spirit in Jesuit institutions.

Keyword: Ignatian Pedagogical Paradigm, Awareness of IPP, Implementation of IPP, Model for IPP, Jesuit institutions.

Introduction: The Jesuit institutions are the educational institutions managed by the Jesuit fathers of the Roman Catholic Community. The Jesuit fathers have been pioneers of Education and have set up a number of institutions around the world. The Jesuit fathers have been contributing to the field of education for centuries and working towards intellectual and spiritual development of individuals in their institutions. Ignatian Pedagogical Paradigm (IPP) is the method of teaching adopted on the 'Spiritual Exercises' of St. Ignatius of Loyola s.j.(the founder of the Jesuits) adapted for teaching in Jesuit Institutions. The IPP addresses social justice issues through '*cura personalis*' in classrooms that is caring for the whole person. The IPP is a model of teaching with the following steps:

The Ignatian Pedagogical Paradigm

A model for teaching and learning in a Jesuit school



Jesuit institutions have adopted the use of IPP as a way of teaching and also a method of transforming young students for life. IPP is not just a method of teaching but also a way of life and a means of building strong character in students. Many educational institutions around the world practice IPP in order to emulate the Jesuit vision and values and achieve the MAGIS in the people within the institution. The Jesuit motto ‘For the Greater Glory of God’ is the motto of IPP also where a connection between God and people is made through the MAGIS (for the greater and more).

Rationale for the study: Every year different Jesuit institutions have orientation programs on IPP and develop the skills in their teachers. In spite of the effort of the institutional heads to promote more and more use of this paradigm, it is seen that teachers are still vary of its use and the outcomes are not vividly seen and measured. It is therefore very much necessary to understand the true need of this model as perceived by teachers, their awareness and their problems of implementing this model.

Statement of the Problem: Study of the perceptions of teachers’ awareness and implementation of the Ignatian pedagogical paradigm in Jesuit managed secondary schools.

Aim of the study:

The aim of the study was :

- To understand the level of awareness and the problems of implementation of the IPP by secondary school teachers in Jesuit schools.
- To develop a model for implementation

Objectives of the study:

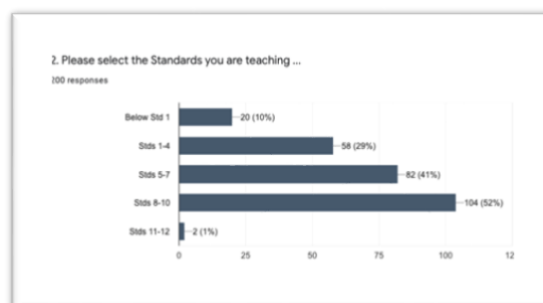
The objectives of the study were:

1. To study the awareness of teachers with reference to IPP
2. To study the problems of implementation of IPP in schools
3. To study any general perceptions of teachers with reference to IPP
4. To understand the stages of implementation and develop a model for implementation

METHODOLOGY: Descriptive Survey method, this method allowed us to include as many teachers in the study, using a survey.

TOOL : Google form with closed and open ended questions. The questions were divided into awareness question, implementation questions and general suggestions as stated by the objectives formulated for the study. Since we are in the situation of the pandemic, the google form style of collecting data was found to be most convenient. The teachers were provided with the instructions to solve the questions in the tool, where they had to select the options and also to write the open ended answers.

SAMPLE : 200 teachers teaching secondary school subjects in Jesuit managed schools were included in the study. The survey which was developed by the researcher was circulated through Fr. Swamy to the secondary school teachers and they were asked to participate in the study. Therefore, a random selection of the teachers was done for the study. All teachers included in this study have the knowledge of IPP and have implemented IPP during their teaching career.

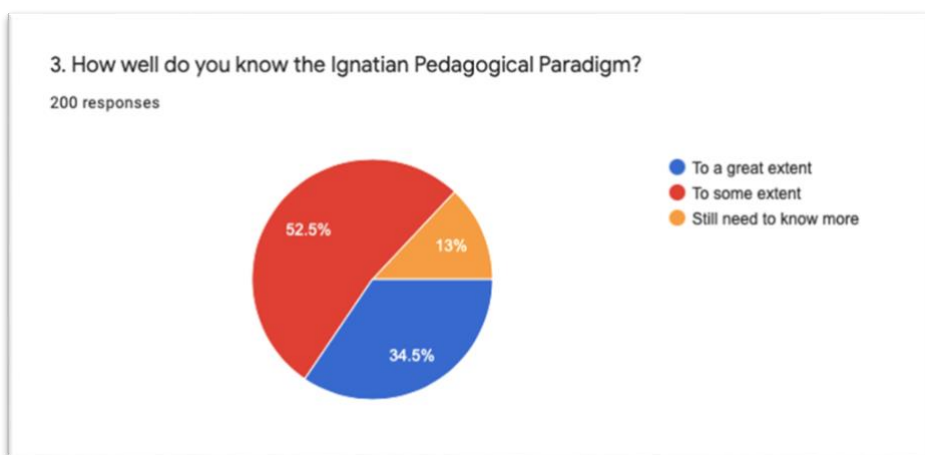


DATA COLLECTION: Data were collected via google form link. The questionnaire contained the level of awareness, problems in implementation of IPP and also some perceptions regarding IPP used in schools.

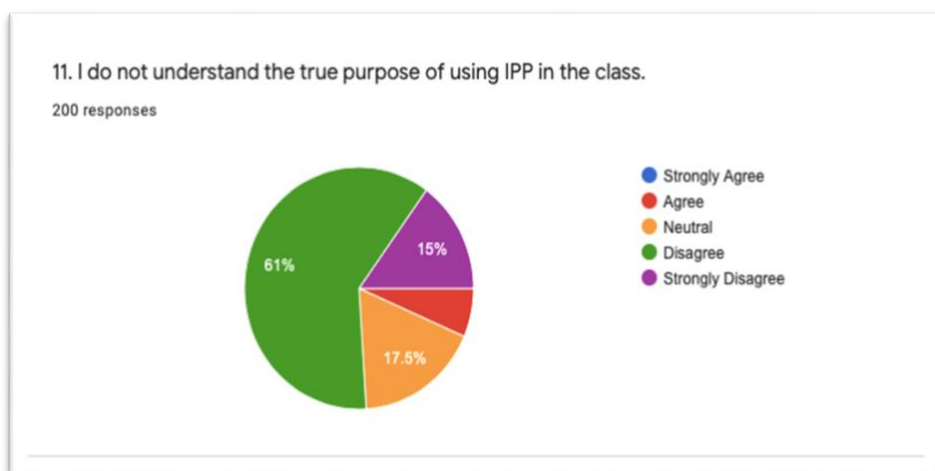
ANALYSIS OF DATA: The pie charts that were generated automatically by the google form were qualitatively analysed and then interpreted to understand the awareness and problems of implementation of IPP and the open - ended questions were used for understanding the general suggestions for improving the awareness and implementation of IPP in schools. The percentages in the pie charts gave an estimate of the extent of awareness and perceptions of problems of implementation of IPP. The suggestions given at the end of the study is an analysis of the perceptions of teachers.

ANALYSIS OF THE PIE CHARTS: The analysis was done under tow main headings: Awareness of IPP and Implementation of IPP.

AWARENESS OF IPP:



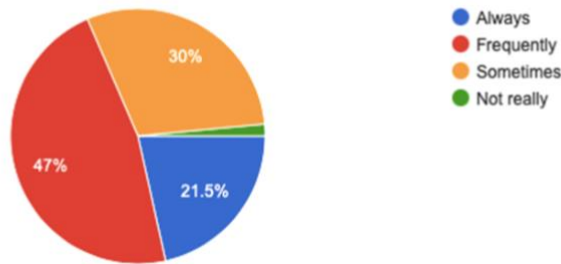
This shows that 65% teachers require thorough training in IPP and its implementation. This being a large number, indicates that Jesuit institutions still need to conduct training programs for teachers to be convinced about the knowledge and the skill of using IPP in their institutions.



76% of the teachers do understand the true purpose of using IPP in class, whereas 24% of the teachers are still unsure about this methodology. A few teachers still require more practice in the use of IPP, plus IPP is not put in regular use, this is the reason why the teachers are not very sure of the methodology. This also indicates the unfamiliarity with the IPP.

4. How often do you apply the Ignatian Pedagogical Paradigm in your lessons?

200 responses

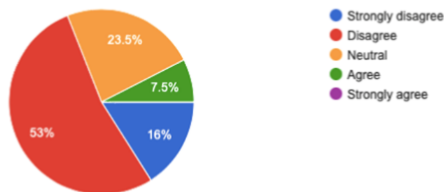


Only 22% use IPP always. If we want teachers to make IPP a part of their daily teaching process again a strong intrinsic motivation must be generated. As stated in the earlier observation, since IPP has still not become an integral part of the teaching learning process there is a state of unfamiliarity with the paradigm among teachers in Jesuit institutions.

IMPLEMENTING IPP:

5. It is difficult to implement the Ignatian Pedagogical Paradigm in the lesson.

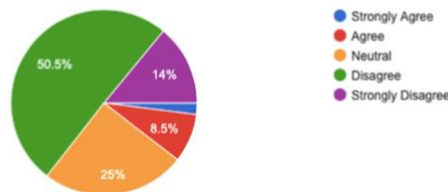
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69% of the teachers have reported that it is not difficult to implement the IPP whereas 24% of the teachers are neutral to this question which shows that they are not very clear about their stand, 8% still feel that it is difficult to implement. We need to find out the reasons why it is difficult to implement.

6. The curriculum does not provide room for implementation of the Ignatian Pedagogical Paradigm.

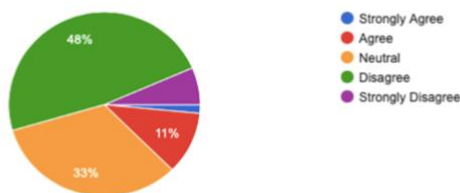
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65% of teachers have positively responded that the curriculum does provide room for implementation of IPP, but 35% of teachers still feel that plug points for IPP cannot be taken from the curriculum itself. They have to resort to other plug points for implementation of the IPP.

7. The structure of the implementation of Ignatian Pedagogical Paradigm is not clear for all subjects

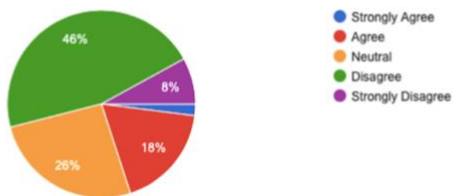
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46% of the teachers feel that the structure of the IPP is not clear for all subjects whereas the other 54% are clear about the structure of IPP in various subjects. This could be one of the reasons why IPP is not implemented in schools by different teachers.

8. The implementation of the IPP takes away the teaching time of the period allotted.

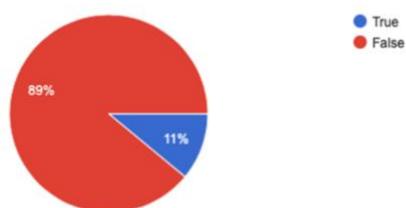
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46% of the teachers feel that implementation of the IPP doesn't take away the teaching time of the period allotted, which means they believe in the perfect integration of the IPP in teaching. 54% of the teachers however feel that the time could be a factor for non-implementation of IPP.

9. Ignatian Pedagogical Paradigm can be implemented in class only

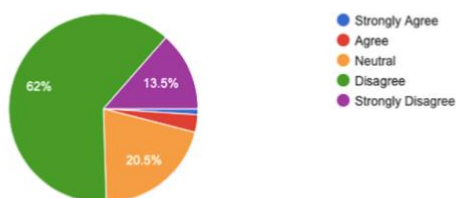
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It is good that 89% of the teachers feel that IPP is beyond the purview of the classroom while 11% teachers feel that IPP is only for the classroom situation. The concept of IPP as a pedagogy of life has to be accepted by the teachers, then it can be infused at all programs and processes of the institution.

10. Children get confused when the IPP is implemented in the class during a subject period.

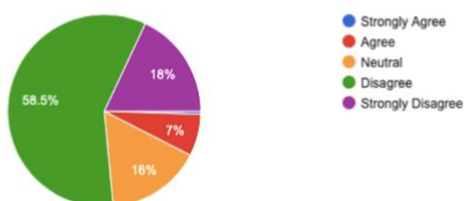
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76% of the teachers do not feel that children get confused when IPP is implemented in the class, whereas 24% of the teachers, state that implementation of the IPP can confuse children. Why is IPP confusing the children? The reason could be in the attitude of the teachers and the manner in which it is implemented in the class. A smooth integration of IPP in all subjects is what teachers have to aim at.

12. The IPP cannot be implemented in the true spirit in schools.

200 responses

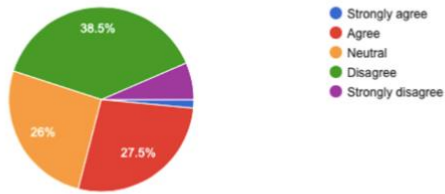


77% of the teachers do feel that IPP can be implemented in the true spirit in schools, whereas 23% of the teachers do not feel the same.

Teachers who do not feel that IPP cannot be implemented in the true spirit have the reasons like it utilizes the curricular time, children are distracted during the reflection-action stage, questions are asked away from the syllabus.

13. Planning separately for lessons with IPP is time consuming.

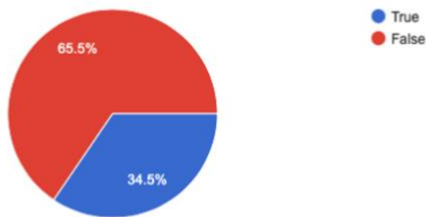
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70% of the teachers feel that planning the lessons with IPP is not time consuming, while 30% of the teachers have reported that implementing IPP could be time consuming, this could be the reason for non implementation of IPP.

14. There is no sharing of problems related to implementation of IPP in schools.

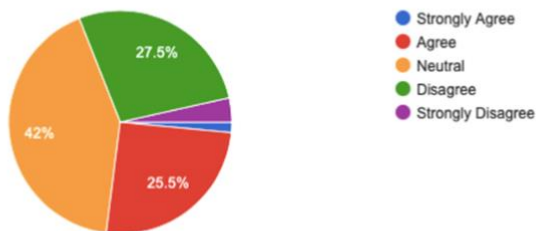
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66% of the teachers have stated that there is sharing of the problems related to IPP whereas 34% of the teachers either have no opportunity to share their problems or do not feel like sharing the problems related to IPP in their school. The common challenges if shared among teachers, would lead to effective solutions as an institution and strategies for implementation could be collectively planned.

15. All teachers do not feel connected to IPP

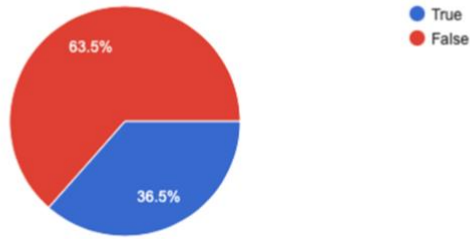
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Approximately 26% of the teachers do not feel connected to the IPP. This is alarming and needs immediate attention. Why do our teachers feel disconnected with IPP is a question that we need to answer. Are they in tune with the Ignatian Philosophy? Are the Jesuit values ingrained in our institution sufficiently that teachers feel and sense it in the work and behaviour?

16. The outcomes of IPP cannot be measured.

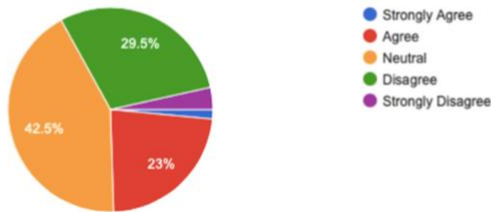
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66% of the teachers feel that the outcomes of IPP can be measured, but 37% of the teachers do not agree to this.

18. The library doesnot have sufficient reading material and references on IPP

200 responses

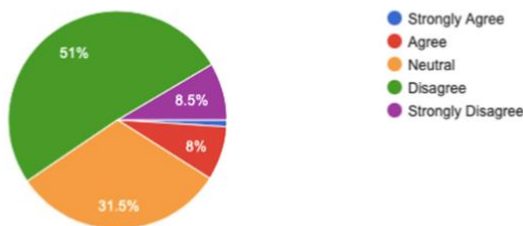


Approximately 24% of the teachers admitted that the library doesnot provide reading material in IPP, this could be a serious demotivating factor as teachers cannot find answers to any problems faced through literature. Many times it could be possible that teachers may need some reading material to enrich themselves and also find out ways of effective implementation. The reading material could also be a help in connecting with

other teachers implementing IPP. Also the literature does consist of Jesuit fathers working on IPP and writing about IPP which could prove as a motivating source for teachers. Without the reading material the teachers may find themselves lost in the whole process of implementation of IPP.

20. Children do not cooperate when IPP is implemented.

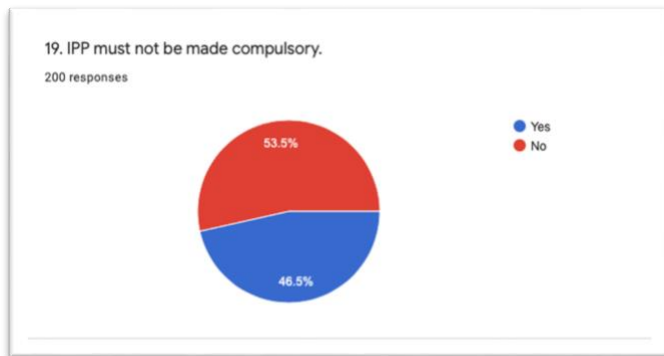
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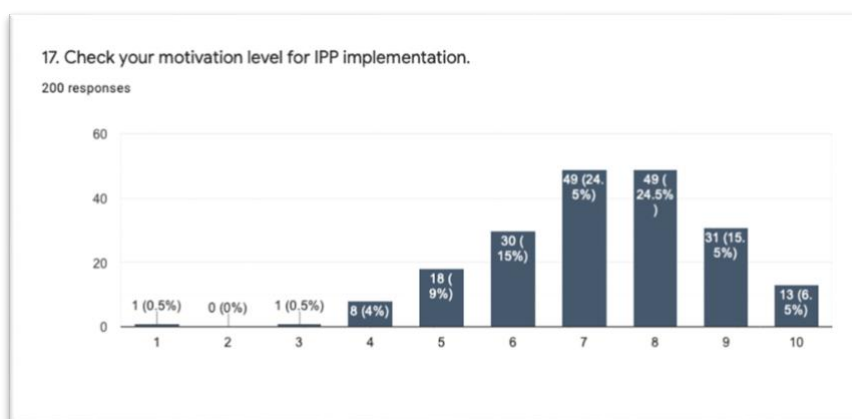
9% of the teachers disagree with the fact that children do not cooperate when IPP is implemented but 60% of the teachers feel that children do not cooperate when IPP is implemented. This situation requires attention as co-operation of the children in the implementation of the IPP is much required. The situation of the classroom must be IPP oriented with the effort of the teacher and the students. So ways of instilling

cooperation among students during the implementation of IPP needs to be discussed with teachers.

GENERAL SUGGESTIONS ON IPP:



47% of the teachers feel that IPP must not be made compulsory in schools. This means that Jesuit vision will not be achieved through IPP. The IPP has been an integral part of the Jesuit vision and the Jesuit philosophy and the Jesuit mission can be achieved only through the implementation of IPP. If teachers do not believe in this strongly then it will affect the implementation of IPP.



If point 7 & 8 and above is considered as high level of motivation then more than 50% of teachers show high level of motivation for IPP. 28% of teachers fall in the very low category of motivation.

This section includes the suggestions from the teachers. The comments that show difficulty in implementation are highlighted in red.

ADDITIONAL SUGGESTIONS FROM TEACHERS:

Teachers felt that IPP is a good method for understanding a child. The method is simple to understand and helps in upgrading teaching skills. The lesson planning is systematic and wholesome when IPP is implemented. The model brings out positive outcomes in teachers and students. IPP forces a teacher to go beyond the textbook and promotes a more practical use of knowledge with the inculcation of values. IPP helps in developing a creative learning environment and establishes relevance of teaching. IPP is a very systematic way of teaching and getting to know if children have understood or grasped what is taught. IPP is a 2 way process by this it not only encourages students to think critically but answer creatively. IPP plays and should continue to play a vital role in our education system. The IPP is a time tested methodology of effective teaching since past few centuries. IIP should not only apply for teaching purposes to students but also applied in schools by Management towards staff(teachers and Non-teaching staff). IPP is very beneficial for the growth and development of children our lessons are planned based on IPP. It makes a big difference and gives a lot of understanding and learning in students when teachers use IPP method in the classrooms. Introduction of IPP in teaching gives meaning and purpose to the learning process, however it should be voluntary and not mandatory. IPP can be used in the overall development of the children, so teachers need to implement in their teaching process. IPP is a must for all Jesuit institutions because it does not only aim at excelling in academics but focuses on the all - round development of the child's educational, social, emotional and mental health.

PROBLEMS FACED:

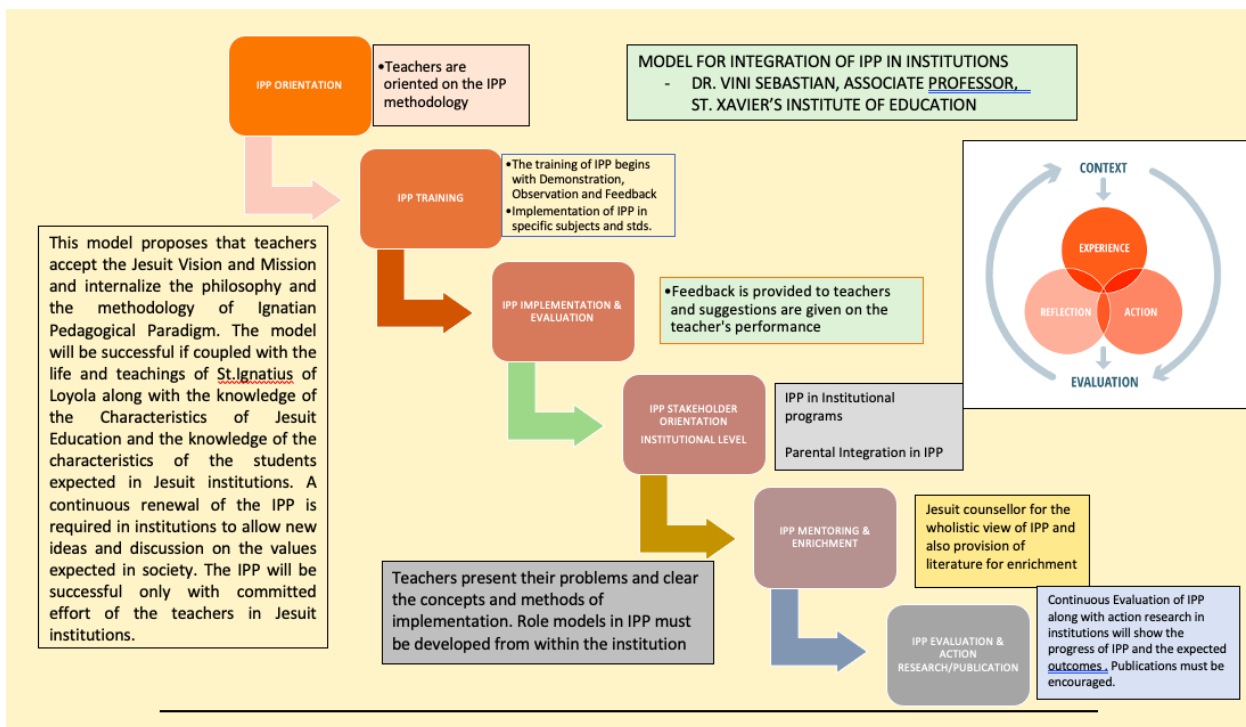
With limited time for completing the portion, teachers do not get time to actually implement the IPP . School can share the how the IPP has been implemented and its success or failure. The IPP model for Action and then Evaluation for each lesson is time consuming especially in the higher classes to be done regularly . However time must be made available for teachers to be able to put it in use during class. Also necessary training to teachers who are not aware of it needs to be given. We require more time for reflection especially for younger students.

NEED FOR TRAINING:

Teachers need some workshop or training in the use of IPP. Frequent seminars or webinars can be held to encourage teachers to add IPP in their teaching, to implement and improve themselves in the Ignatian paradigm, even though they are doing their best to implement Ignatian values, we need more information and training.

MODEL FOR IMPLEMENTATION:

The model is suggested for all Jesuit institutions. The teachers in Jesuit institutions are oriented about Ignatian Pedagogical Paradigm, but it is observed that the implementation of this model doesnot take place with enthusiasm. Many teachers first try and lose interest later. There are few teachers who are committed to the paradigm. The IPP is focused towards all round growth of the teacher as well as the student. If the paradigm is not implemented in the true spirit, it will not yield the desired results. In order to give a proper structure for the implementation of the paradigm the following model is suggested. This model is amenable to revision and is in the initial stages. This will prove as a guideline for Jesuit institutions and help them guide the teachers from basic to advanced knowledge and implementation of the IPP.



CONCLUSION AND SUGGESTIONS FROM THE STUDY:

IPP as a model of teaching must be properly explained to all teachers. The study reveals that more workshops and training sessions are needed for the proper integration of IPP in the teaching-learning process. The teachers must be highly motivated for IPP implementation which is seen in the results of the study. Teachers are unsure of the effectiveness of IPP. Teachers are also facing many hurdles while implementing the IPP. The IPP is seen as a separate program which needs to be fixed within the teaching learning process instead of treating it as an integral part of the process. IPP is the lifeline of Jesuit institutions and this realization is not seen among teachers in Jesuit institutions.

Much has to be done to make IPP as a part of the Jesuit culture and to achieve the Jesuit vision and mission. What is IPP with reference to a Jesuit employee is not clearly projected by Jesuit institutions. Teachers do not feel that IPP is their responsibility and see it as a compulsory task from the management. Teachers of Jesuit institutions must realize that the Jesuit flavor is in implementation of the IPP. The curriculum of secondary schools must be transacted using IPP so that the children can feel the impact and transform their own lives.

Parents must also be told about IPP in parent -teacher meetings, actually the whole institution must implement IPP in all its practices. Schools implementing IPP must be more open on their strengths and weaknesses of using the paradigm and must publish their results regularly so that other Jesuit institutions can learn lessons on the same. Jesuit institutions must collaborate with each other as this is a worldwide attempt as a distinctive feature of all Jesuit institutions all around the world, institutional mentorship must be encouraged and follow up sessions at a global level must be promoted.

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