

Profile of the Jesuit Student at Graduation for the Chinese Province

耶穌會中華省 學校畢業生的特質

耶穌會中華省教育委員會

*Adapted from the Jesuit Secondary Education Association's 'Profile of
the Graduate at Graduation'*





Five Categories of the Profile

應培養的五種特質

- I. **Intellectually Competent**
卓越智能
- II. **Loving as a Personal Orientation**
以愛為個人導向
- III. **Open to Life-Long Growth**
對終身學習採開放的態度
- IV. **Religious and Moral**
宗教信仰與道德
- V. **Committed to Acting on Justice**
承諾為社會的公平正義而努力



Intellectually Competent 卓越智能

Academics

學術發展

1. **Has mastered the fundamental skills of the Chinese and English languages and mathematics.**

精通中英文、數學等基本能力。

2. **Is able to advance to further studies or develop a career, whichever is more desirable.**

能夠繼續升學或發展個人所期望的事業的訴求。





Intellectually Competent (cont.)

卓越智能 (續)

Skills and Attitudes

技能與態度

1. **Is able to reason logically and critically, and communicate in a precise manner if needed.**

具備邏輯性和批判性的推理能力，在必要時能以明確清晰的態度進行溝通。

2. **Continues to be a life-long learner, curious and with the flexibility to apply his/her learning in new formats as well as situations.**

繼續做一個終身學習者，凡事抱持好奇的求知態度，能在新的形式及環境中彈性地運用所學的。



Intellectually Competent (cont.)

卓越智能 (續)

Skills and Attitudes (cont.)

技能與態度 (續)

3. Possesses verbal skills that are clearly articulated and convincing. 擁有語言表達的能力，能清楚表達並能使人信服。
 4. Feels positive about his/her accomplishment and continues to take delight in intellectual learning, aesthetic and physical education.
肯定自我的成就，對智能、美學及體育方面的學習有著持續不懈的喜愛。
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Intellectually Competent (cont.)

卓越智能 (續)

Substantive Knowledge

堅實穩固的知識

- 1. Has developed a methodology to cultivate knowledge in its socio-historical context and to have a firm grasp of its central ideas.**
在社會歷史的脈絡中發展方法論以陶冶個人的知識，並能確實掌握中心概念。
- 2. Is sufficiently informed of developments in his/her social community and the world.**
能充分地認識所在社區及整個世界的發展。



Intellectually Competent (cont.)

卓越智能 (續)

- 3. Is intelligently informed with government policy that carries social and ethical implications, particularly for the domains of science, technology, and economy.**

對於政府有關社會道德方面的政策能有理性的認知，尤其是與科學、科技及經濟方面相關的政策。

- 4. Developing into a responsible citizen of his/her city/state. And developing deeper knowledge of the ways his/her government operates.**

成爲一個富有責任感的市民和公民，對政府的運作方式有著更深的認識。



Intellectually Competent (cont.)

卓越智能 (續)

Substantive Knowledge (cont.)

堅實穩固的知識 (續)

5. **With this knowledge, s/he becomes a constructive critic to appreciate the potentials in his/her community, but to evaluate social issues critically within their proper contexts.**

持有這樣的認知，他能成爲具建設性的批判者，能鑑察其社區的潛力，並且在恰當的脈絡中檢討社會的問題。



Loving as a Personal Orientation

以愛爲個人導向

- 1. Begins to accept s/he is lovable, is loved by God and others, as well as to love and remain faithful to those whom s/he loves.**
喜愛自己，並接受自己爲被天主及他人所愛的，同時也能愛其所愛，並對其所愛的對象保持忠誠。
- 2. Is able to distinguish who truly deserves her or his trust and faithfulness.**
能分辨出真正值得信任與忠貞的對象。
- 3. Is able to start confronting her or his own prejudices and stereotypes, and to feel relaxed through socializing with people, especially with peers of other races, ethnicities, sex, religions, nationalities and socio-economic backgrounds.**
能正視個人的偏見和成見，在與他人交往時感到自在，尤其是處在不同的民族、種族、性別、宗教、國籍或不同的社經背景的同儕中。



Loving as a Personal Orientation (cont.)

以愛為個人導向(續)

- 4. Is a lovingly respectful daughter/son to her/his parents and elders, as well as a lovingly caring elder to her/his juniors.**
他應是個恭敬父母和長輩的晚輩，同時也是關懷年幼者的長輩。
- 5. Is a generous contributor to his/her school community after experiencing support and love from it.**
在學校生活中經驗到被支持與關愛之後，使他能成為學校團體中慷慨貢獻付出的人。
- 6. Integrates sexuality with his/her personal development. Feels at ease with members of both sexes and can handle different types of relationships with relative ease.**
能對於個人的性意識及個人發展加以整合，使自己在與同性及異性相處時覺得自在，也能輕鬆地處理不同類型的人際關係。



Loving as a Personal Orientation (cont.)

以愛為個人導向(續)

- 7. Her/his life is enriched because of her/his competence and willingness to give through services.**
因著個人的才能及願意為服務的付出，使得他的人生更加豐盛。
 - 8. Is an empathic and compassionate person to others.**
能以同理心和慈悲心對待他人。
 - 9. Is sensitive to the needs and dignity of other created realities, including the natural environment.**
對於其他受造物的需求與尊嚴，有著高度的敏感，其中也包含對自然環境的態度。
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Open to Life-Long Growth

對終身學習採開放的態度

- 1. Is a person who is open to accept self as it is, strengths and limitations alike.**
是個能接納個人特質的人，同樣地也能接納個人的能力及限制。
 - 2. Feels free to express self genuinely and moderately to others. Becomes more conscious of her/his feelings.**
在他人面前感到自由及能真誠、適度地表達自己，並能進一步察覺到他個人的感受。
 - 3. Is able to take self-responsibility seriously, and committed to exercise her/her potentials.**
能認真地承擔起個人的責任，並且承諾發揮其個人的潛力。
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Open to Life-Long Growth (cont.)

對終身學習採開放的態度 (續)

- 4. Is able to remain flexible and open to different perspectives.**
能保有彈性，在面對不同的見解時，能採開放的態度。
 - 5. Develops a habit to reflect on her/his experience, especially in her/her role as a listener to her/his peers.**
對於個人所經驗的人與事，應培養反省的能力和習慣，特別是在作為同儕的傾聽者而言。
 - 6. Develops into a learner using imagination and opening to different aesthetic experiences.**
應是一位能善用想像力及接納不同審美經驗的學習者。
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Open to Life-Long Growth (cont.)

對終身學習採開放的態度 (續)

7. **Becomes an open-minded learner who is not afraid to take risk and learn from failure.**

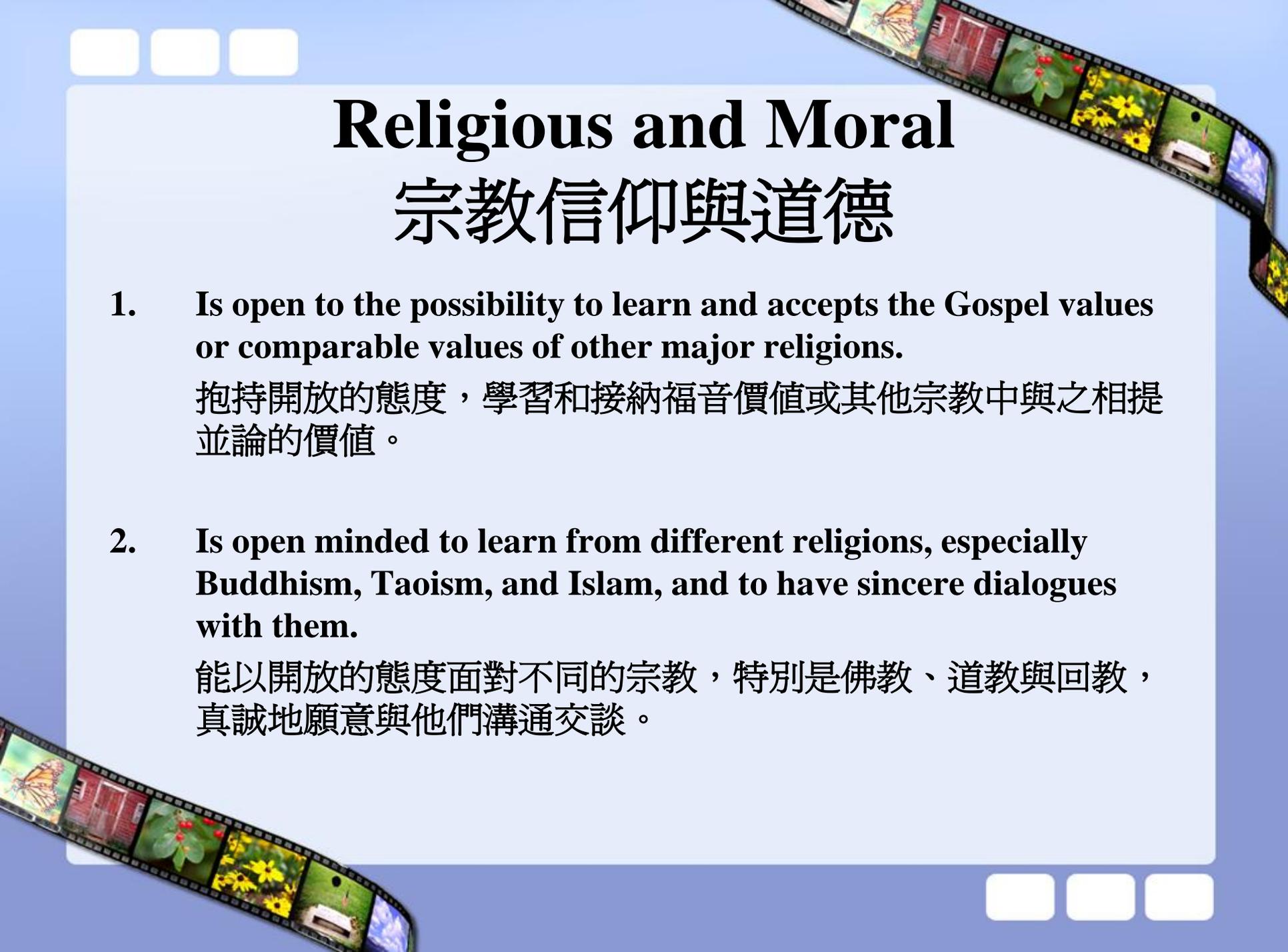
他應是個心胸開闊，不怕冒險，願意從失敗中學習的人。

8. **Knows her/his priorities and values in life.**

應深知生活的優次及價值。

9. **Begins to assume a role that is proper to an adult in her/his social community.**

開始承擔他個人在社群中所適要扮演的成人角色。



Religious and Moral 宗教信仰與道德

- 1. Is open to the possibility to learn and accepts the Gospel values or comparable values of other major religions.**
抱持開放的態度，學習和接納福音價值或其他宗教中與之相提並論的價值。
- 2. Is open minded to learn from different religions, especially Buddhism, Taoism, and Islam, and to have sincere dialogues with them.**
能以開放的態度面對不同的宗教，特別是佛教、道教與回教，真誠地願意與他們溝通交談。



Religious and Moral (cont.)

宗教信仰與道德 (續)

3. **Is willing to continue exploring and practicing one's faith, including living as a 'pray-er' using different methods of prayer creatively.**

願意持續地探索並培養個人的信仰，願意成爲一個祈禱者並運用不同的創意方式禱告。

4. **Has intimate experience of God as her/his unconditional lover.**

有著與神的親密經驗，視神爲其無條件的親密愛人。



Religious and Moral (cont.)

宗教信仰與道德 (續)

- 5. Is able to appreciate religious rituals, such as the Eucharist, having integral functions for the development of a fuller human community.**

他能深刻地領會宗教儀式，譬如感恩聖祭，因它對發展一個完整的人類社群具有必要性的功能。

- 6. Through her/his limitations, s/he comes to understand the need for continuous healing and reconciliation in human communities, including the Church.**

因認知個人的限制，他能體會到在人類團體中持續不斷的修和及治癒的需要，包括教會在內。



Religious and Moral (cont.)

宗教信仰與道德 (續)

7. **Learns to heal through the integration of her/his religious faith and is a ‘woman/man for and with others’.**

經由個人宗教信仰的整合而懂得治癒，並且成爲一個爲他人服務並能與他人共處的人。

8. **Being formed with a conscience that is consistent with moral/evangelical values, such as those found in the Church’s social teachings, and is ready to use it in her/his moral reasoning and decision-making.**

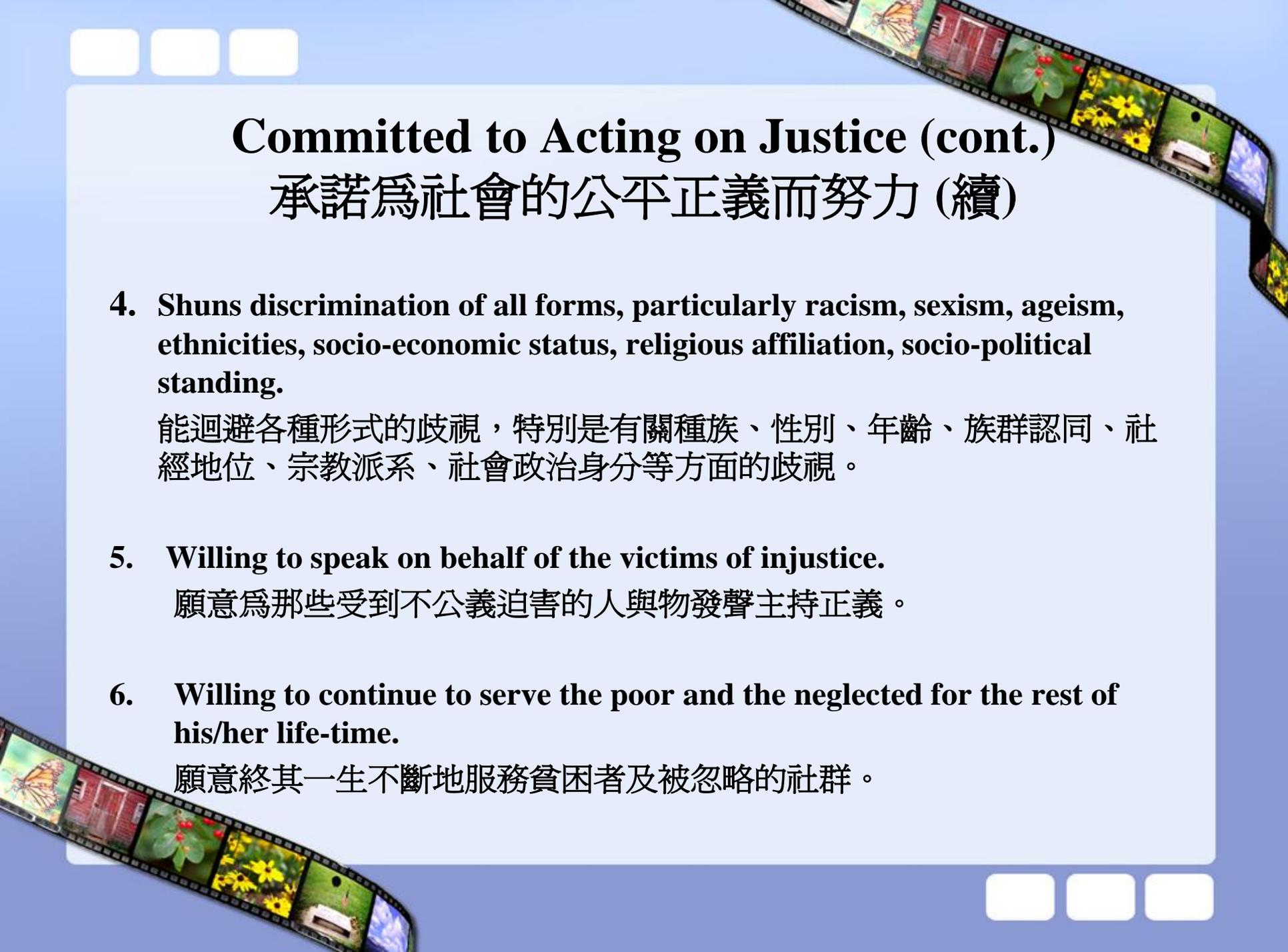
培養得一個與道德及福音的價值一致的道德良心，如同教會的社會訓導中所傳達的道德觀，並隨時準備運用在其個人的道德推理及重大的決定中。



Committed to Acting on Justice

承諾為社會的公平正義而努力

- 1. Understands and accepts that all human beings are equal because we are all created in God's image.**
能瞭解並且接納人生而平等，正因為我們都是依神的肖象所創造的。
 - 2. Has deep respect for basic human rights and the dignity of the natural environment.**
對於人的基本權利以及自然環境本身的尊嚴，懷有深度的敬意和尊重。
 - 3. Lives with integrity and compassion.**
度一個誠實正直、具有慈悲心的生活。
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Committed to Acting on Justice (cont.) 承諾為社會的公平正義而努力 (續)

- 4. Shuns discrimination of all forms, particularly racism, sexism, ageism, ethnicities, socio-economic status, religious affiliation, socio-political standing.**

能迴避各種形式的歧視，特別是有關種族、性別、年齡、族群認同、社經地位、宗教派系、社會政治身分等方面的歧視。

- 5. Willing to speak on behalf of the victims of injustice.**
願意為那些受到不公義迫害的人與物發聲主持正義。

- 6. Willing to continue to serve the poor and the neglected for the rest of his/her life-time.**

願意終其一生不斷地服務貧困者及被忽略的社群。