

Piarist ministry with a seal of identity

Echoes of the 48th General Chapter of the Piarists

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On the twentieth day of the 48th General Chapter, Tuesday 8 February 2022, the Chapter Assembly dealt with the core theme "An irreplaceable ministry". There was a large participation of the capitularies, and we were able to enjoy the growing Piarist pedagogical biodiversity, as well as to welcome the Global Compact on Education as a systemic way of responding from the school to all the challenges. From my point of view, I would like to highlight three aspects of the Piarist ministry that is opening up to the future.

Knowledge society: we are at a historic moment in which knowledge is highly valued, it is a social good to which a large amount of public money is injected because its benefits are multiplied for national well-being. The revolution of fire, the wheel, the printing press, the industrial and technological revolutions acquire new value through knowledge. To know, to know how to learn, to know that we know very little about the world, to learn throughout life, to learn to savour knowledge, are phrases that accompany us in the various articles on pedagogy today.

The knowledge of the teacher, which is knowing how to learn and how to teach, makes our teaching and piarist profession very desirable in the midst of shipwreck in the sea of information and misinformation. Knowing how to search, knowing how to acquire discipline to strengthen skills, knowing how to rediscover the path of knowledge, are new skills to be oriented and to guide others.

This is why GC48, in terms of ministry, does not pose irreconcilable dilemmas between the FE and the NFE, or between school and parish, etc. The approaches are directed especially to the pedagogical places and to those that make it possible to live the educational service in depth: the centrality of Jesus Christ.

Virtual Piarist presence: a proposal taken from GC47 to walk towards the digital place where, in the midst of the ocean of information, we can offer an oasis of formative stability. It is about reflecting on how to make ourselves present to those who are looking for someone to share with them the bread of faith and culture - companions - and who accompany them on their journey - teachers. The resilience of national education systems is measured by their ability to keep their students in a defined learning rhythm regardless of the ups and downs of traumatic events: pandemics, wars, shortages, etc. The Virtual School Piarist School (VPS) can function as a vast lake system that accommodates the flood tide of digital migrants in times of flood and offers them shelter through: - guides in the sea of information on how and where to find what is valuable for their human-spiritual growth; and - a measured pace adapted to the level of each student.

Accompaniment: together with this VPS, personal accompaniment has been proposed as an emerging topos scolopicus, a place where the Piarist charism can render a great service. Hence the importance of making the Pious Schools a safe place for all. This implies a great investment of time and effort so that we adults can grow in ordered love. To accompany and to be pedagogues requires to gather the

affections and to order them in order to give with responsibility and freedom the charismatic gift received.

In conclusion, in the framework of the knowledge society, both a Virtual Piarist School and personal accompaniment are two paths that bear the stamp of Calasancian identity.

