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OF THE BROTHERS  
OF THE CHRISTIAN SCHOOLS**

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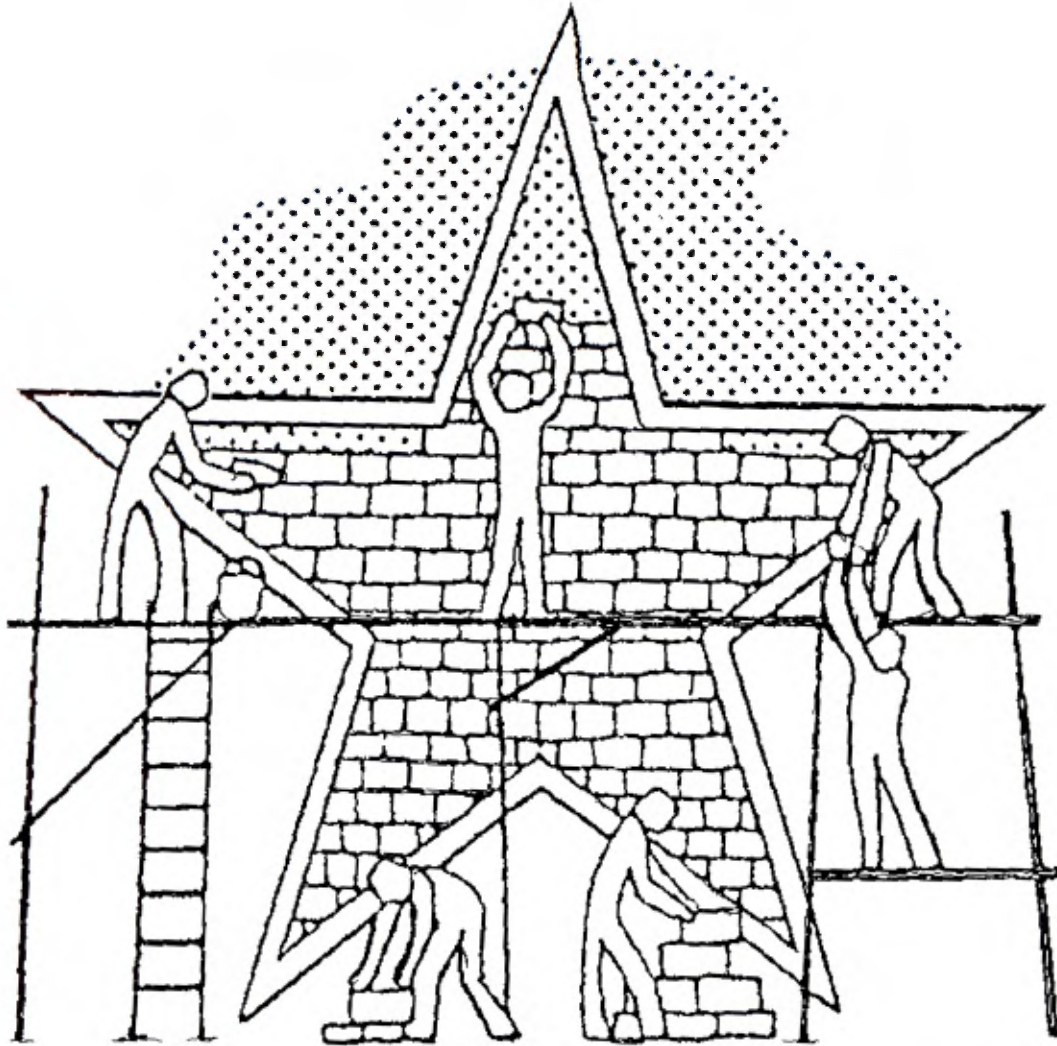
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Bulletin of the Institute of the Brothers of the Christian Schools  
N° 242 - 1996

# **SHARED MISSION**

**Experiences**

## FOREWORD

This Institute Bulletin presents some "experiences" of Shared Mission.

Districts were asked to send information about their own experiences in this regard at the District level or the local school level.

A wealth of varied material came in from some thirty Districts and Regions. Sometimes the individual experiences were very clearly described while at other times they were sent as part of other apostolic experiences. Many areas sent additional material in abundance in order to explain the experience more fully. All in all over 2,000 very impressive pages were submitted!

Since there is a space limitation in the Bulletin, it was necessary to select certain articles and offer a summary of each so that they could be adapted to the scope of the current issue.

As a result of this it was not always possible to use all the material that was submitted nor was it possible to always maintain the original text which in most cases was quite extensive. Sometimes similar experiences from the same District were combined and sometimes available space made it necessary to shorten the articles.

There are seven sections in this issue and they are grouped according to the type of experience that was submitted. Therefore, material from one District may appear in different sections.

The Districts that sent material as one complete piece of information will understand why the current issue of the Bulletin may not reflect that unity since the purpose was not to present one global piece of information but rather to present various experiences that might serve as a source of information and suggestions for the entire Institute.

We regret the fact that some experiences, while known to be very worthwhile, were not able to be included due to the fact that they simply were not submitted even though the request was made.

Nevertheless, the sum total of the 150 experiences is very rich, varied and is food for thought. We are very grateful to the Regions and Districts that sent us material, and therefore shared in a true spirit of fraternity and generosity with us, with the entire Institute and with all the Lasallian Family, for how much they are doing to respond to the demands of the Shared Mission.

Brother José María Valladolid  
Director of the FSC Bulletin



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## INTRODUCTION

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The last General Chapter asked the Institute, on all levels, to make the Shared Mission one of the priorities for the period leading up to the year 2000.

It will soon be three years since this proposal was adopted and publicised. We thought it would be interesting, therefore, to inform the Institute how this proposal had been received and implemented. This is the purpose of this issue of the Bulletin.

In his introduction, Brother Jose Maria Valladolid speaks of the wealth of information that has come flooding in. This in itself is a proof of the great interest aroused by the overall topic chosen: "Shared Mission in the Institute Today".

To tailor the mass of information received to the dimensions of the Bulletin, Brother Jose Maria had to undertake the long and difficult task of summarising. Readers will certainly appreciate the value and quality of the work involved.

It is a little disappointing that not all the Districts or sectors approached were able, for one reason or another, to contribute a report describing what they were doing. Despite this, the 242nd issue of the Bulletin gives an interesting and instructive overall picture of what is being done in the Institute at present to strengthen collaboration between Brothers and lay persons, on the basis of the decisions taken by the 42nd General Chapter.

What is striking about the reports included in this issue, is the diversity and yet the similarity of the schemes adopted and of the work currently going on.

The diversity stems from the variety of the religious, cultural, political, administrative, social and economic contexts in which Lasallian establishments operate. For example, what is possible to do in one country for the training of lay persons and Brothers working together, is not possible or never will be in another. There is no single version of the shared mission that can be used everywhere. This diversity is in fact enriching: it encourages people to think and to be creative.

There is diversity but also similarity. The seven chapters, in which the summary of the information received is set out, serve to highlight one very obvious fact that emerges from the present collaboration between Brothers and lay people: it is the shared concern, made more evident by the pluralistic nature of what is being done, to remain faithful to the educational vision shared by John Baptist de La Salle and the Institute he founded. The power of this vision to inspire and motivate is still as powerful as ever after three centuries: it continues to provide answers that can help solve the educational needs of young people today, and especially of those most in need.

Brother Pierre Josse  
General Councillor





1

## **THE DISTRICT DRAWS UP ITS PLAN FOR THE SHARED MISSION**

"Every District will draw up a plan for the shared mission, concerning the educational works.

a) This plan will make quite clear how the articles of the Rule will be implemented, taking into account local conditions. It will give priority to:

- The promotion of the educational service of the poor and the promotion of justice.
- Evangelization and catechesis.
- The formation of Lasallian educators.

b) This plan will be elaborated and evaluated with the participation of partners associated in the educational mission.

c) This plan will be put into action as soon as possible, at the latest by 1995".

(42nd General Chapter, Proposition 5)



**DISTRICT OF NEW YORK  
PLAN FOR THE SHARED MISSION  
OF THE LASALLIAN FAMILY**

The plan includes a **general plan, priority areas and programs already in place.**

Shared Mission is an ideal offered to all who see its value. To implement that ideal, a coordinator of the Lasallian Family was named.

Several groups were involved in the plan design: the provincial team, a committee of Brothers and lay educators, the District Council, Buttimer participants, Brothers at large and the District Chapter study group.

**General Plan**

The **plan** calls for the coordinator to develop and help implement the plan for presenting the charism of De La Salle and for its integration in the apostolates.

Specifically, the coordinator should:

1. Discuss with Administrators the General Chapter mandate and the Lasallian Family District Plan.
  - Ask what is already being done and what the coordinator can do in this regard.
2. Visit all communities and apostolates, speak with all Brothers in community and reflect with them about the Shared Mission.
3. Form Lasallian workers in the Shared Mission:
  - Invite all educators to meet in small groups to study the terms such as Lasallian Family, Shared Mission and the Lasallian character of our educational enterprises.
  - Organize the Brothers and other educators who are willing to do something to enhance the Lasallian character of their apostolates. A core group in each apostolate can organize and encourage Lasallian Youth Groups and Lasallian events.
  - Praise and encourage Lasallian educators as they dedicate themselves to the daily tasks of their mission.
  - Encourage Lasallian educators to create different kinds of encounters: congratulating individuals for a job well done, inviting groups to dinner, gatherings for parties, prayer meetings...
4. Contact the administrative teams to present the apostolic spirituality and charism of St. John Baptist de La Salle.
5. Organize the data already present from the 42nd General Chapter and in the papers of other experts.
6. Prepare short papers on Lasallian themes and the special programs of the District which deal directly with the disadvantaged.
7. Keep on file for reference examples of programs already in practice in the District.
8. Visit other Lasallian Coordinators.
9. Put all these activities into practice.



## PROGRAMS

### A. Programs already in practice:

#### 1. Promotion of the educational service of the poor and the promotion of justice:

– Manhattan College sponsors a Center for Professional Ethics and has a Social Action Division which supports student involvement in more than a dozen service programs. The College offers the oldest American Catholic College major in Peace Studies. Manhattan also provides financial aid to help the children of working class families in their education.

– During the month of July, Brothers and candidates work directly with the poor at St. Margaret Mary, La Salle Academy, La Salle School-Albany and the Cornerstone School in Detroit.

– De La Salle Academy in New York City is a special school for academically talented boys and girls from disadvantaged economic backgrounds (Grades 6-7-8).

– St. Raymond's Youth Center and Family Outreach Program address the needs of the disadvantaged offering programs of counseling families and providing opportunities for students to study and to socialize in various activities.

– La Salle School-Albany works with youth committed by Courts of Law.

– High Schools in suburban areas have programs which require students to have first-hand experience of doing community service in soup kitchens, hospitals for the terminally ill, retirement homes and activities for disadvantaged youth.

– The Highbridge Center community is committed to serve poor minority youth from single parent families where unemployment is high, drug abuse is common as is crime and the incidence of AIDS.

– The District Chapter has expressed its desire to create a new ministry in service of the poor.

#### 2. Evangelization and catechesis:

All District schools offer:

- a full program of religious studies
- participation in school liturgies
- prayer before school and at the beginning of each class
- participation in school retreats
- pastoral and personal counseling for those in need
- caring teachers who are sensitive to the needs of youth

The District sends Brothers overseas to: Ethiopia, Kenya, Palestine, Central America and West Indies.

TOLT (Task Oriented Leadership Training) is a three-day leadership workshop for selected students.

Lasallian youth: a yearlong program for students in several District schools stressing direct service to the needy of the local communities. In the summer of 1993 there was an Assembly held at Romeoville, IL. The moderator is Brother Brendan Fitzgerald.

#### 3. Formation of Lasallian educators:

– The Visitor has assigned Brother Stephen McCabe to coordinate this effort.

– The Lay Volunteer Program provides an opportunity for young college graduates to live, work and pray with the Brothers.

### B. The Director of Education organizes:

– **Lasallian Workshops:** a 3-day workshop for teachers and administrators has been held annually for the past nine years.

– **Lasallian Educator Award:** recognition given to honor distinguished teachers.

– **Huether Workshop:** an annual 3-day workshop held in Chicago for teachers and administrators of Brothers' schools in the United States and Canada.

– **Buttimer Institute:** a 3-week program emphasizing the life and charism of John Baptist de La Salle.

– **Convocation of Schools:** an annual meeting (beginning in 1993-1994) for schools in the Albany/Troy and New York Metropolitan areas.

– **Skaneateles Meeting:** this 3-day meeting was held in 1992 for four lay teachers and 4 Brothers to help plan for the development of Lasallian characteristics in District schools.

– **Lasallian Newsletter:** a newsletter published for the purpose of sharing information and news among various institutions of the New York and LI-NE Districts.

– **Lasallian Notes:** a quarterly publication from the District's Development Office which solicits funds and acknowledges funds received from donors.

– **For trustees:** frequent updating of Boards on District programs.

## PRIORITY AREAS

### a/ Promotion of the educational service of the poor and promotion of justice:

- Begin a new venture.
- Train administrators.
- Full-time campus minister.
- Lasallian Youth service to the poor.
- Awareness of Brothers' Projects Overseas.
- Bring poor into the schools.
- Finance the education of the poor.
- Twin each school with a poor school on local level.
- Social Justice in every curriculum.

### b/ Evangelization and catechesis:

- Reevaluate Religious Studies Curriculum.
- Lasallian Workshop for religion teachers.
- Train teachers of religion.
- School Atmosphere, Spirit, Climate.
- Campus Minister.
- Encourage Brothers to teach religion.
- Emphasize the presence of God.

### c/ Formation of Lasallian Educators:

- Use Buttimer graduates for mini-Buttimer.
- Convocation of lay and religious teachers.
- Communication with trustees.
- Effective use of retired teachers - roving teams.
- Workshops.
- Newsletter.
- Invite teachers to District functions.

## DISTRICT OF TURIN

### SHARED MISSION PROGRAM

*The eighth Turin District Chapter drew up an extensive program for the Shared Mission. The following is an outline sketch of the main points (see some points explained in the corresponding section):*

- Lasallian Family; implications for lay teachers;
- District training centers for the formation of lay teachers: goals, organization and functioning.
- Administrative Councils in schools, composed of Brothers and lay;
- Appointing lay people to positions of responsibility;
- The constitution of committees in various schools to help with funding;
- The enlargement of the District Council with lay participation.



## DISTRICT OF ANDALUCIA

### SHARED MISSION PLAN

*In accord with the directives of the 42nd General Chapter, the Andalusia District Council drew up the following Shared Mission Plan, along with several other "doctrinal" documents.*

#### THE DISTRICT PROCESS

##### 1. Basic documents:

- \* Lasallian Family Congress (Andalusia)
- \* The Lasallian Family and the Shared Mission (ARLEP)
- \* The Shared Mission: a time of grace and hope (Rome, General Council)

##### 2. Work groups:

- \* The District Council.
- \* The Brothers' Communities.
- \* Districts commissions: Lasallian Family, Education, Ministry, Education Service to the Poor and the Promotion of Justice.
- \* Adult Catechesis Groups in our apostolates.
- \* Teachers' Groups, Faculties...

##### 3. Calendar and Methodology:

###### 3.1 *Delivery of materials and work outline:*

- \* May 28, 1994: District Commissions for the Lasallian Family, Education, Ministry, Educational Service to the Poor and the Promotion of Justice.
- \* August 28, 1994: Community Directors.
- \* September, 1994: Adult groups in our apostolates.

###### 3.2 *Thematic research.*

- \* From September to December. Results sent before December 25.
- \* Research by the Leadership Team and work group representatives.
- \* Presentation to the District Council and the production of the Plan.
- \* Our "Shared Mission Plan" sent to Rome



## DISTRICT OF BALTIMORE

### SHARED MISSION PLAN

*One of the tasks of the Ninth Baltimore District Chapter, held from August 1-10, 1994, was the unanimous approval (45-0) of the Shared Mission Plan.*

Here is a summary of the main points:

1. All **Administrative teams** will have at least one **retreat** or **workshop** that deals with the Lasallian heritage, the identity and the mission of Christian education and in which members will share.
2. There will be one or more Educational Conventions, for Brothers and lay colleagues, for the purpose of dealing with current educational issues.
3. Each semester there will be workshops for curriculum development in the basic disciplines.
4. There will be one or more retreats for Brothers and others who are interested.
5. Production of a handbook for board members and school administrators.
6. An Institute for Administrators with a structured program of content will be established.
7. There will be a greater awareness, understanding and appreciation of Shared Mission and our Lasallian heritage on the part of board members, colleagues, faculty and staffs.

## DISTRICT OF SOUTH MEXICO

### GOALS FOR THE THREE YEAR PERIOD 1993-1996

#### 1993-1994 Year

- \* To consolidate Regional Teams.
- \* To create a Formation Plan for Regional Teams that will include the studies of the Shared Mission Commission of the 42nd General Chapter.
- \* To begin leadership in education communities in order to integrate a Team in each one of them.
- \* To hold regional meetings.
- \* To support and encourage the formation and the strengthening of a "St. Benilde" Prayer Community within each educational community.
- \* To prepare formation programs for teachers and parents.
- \* To form alumni associations.
- \* To prepare brochures and beginning courses for people who are new to the educational communities (for teachers, parents, etc.).

#### 1994-1995 Year

- \* To consolidate the teams within the educational communities.
- \* To develop a formation plan for educational community teams.
- \* To foster meetings for educational communities.
- \* To foster regional meetings with a view to continuing the process from the previous year.
- \* To begin Lasallian Family participation at educational community council meetings.
- \* To start formal formation programs for groups within the Lasallian Family.
- \* To identify and attract people who are willing to accept commitment within the Lasallian Family.
- \* To begin joint planning between Lasallian Family Groups and educational communities.

#### 1995-1996 Year

- \* To consolidate formation programs for Lasallian Family groups including inter-group programs.
- \* To foster direct Lasallian Family participation in the preparation of educational programs of the educational communities within the District.
- \* To integrate the work of all Lasallian Family Groups within the objectives of the educational program of the educational community.
- \* To promote regional meetings and district meetings.



# DISTRICT OF VALENCIA - PALMA

## SHARED MISSION PLAN

The District Chapter approved a comprehensive plan which can be summarized as follows:

*With a view to fostering the spirit of the Shared Mission within our District and achieving the objectives which have already been stated, the Commission proposes the development of the following Propositions.*

### 1. In prayer:

1. To establish, beginning in 1994-1995, a monthly **District Day of Prayer** for the Shared Mission. Each local community would be responsible for its preparation in accord with the District Shared Mission Commission and the Lasallian Family.

(There follow several recommendations as to how to carry this out).

2. To foster a prayer celebration (Eucharist, Scripture Service...) at the beginning of each year to which all members of the educational community would be invited.

#### *Recommendations:*

– To emphasize at this celebration the missionary character of the work that is being done (Commissioning).

– To make everyone aware of the programs and activities that will be taking place during the current school year.

– To invite the formation of a Lasallian Christian Community.

### 2. In relations:

#### A. At the District level:

1. To hold Brothers-Lay Teachers meetings throughout the academic year, by geographical areas, with the purpose of renewal and greater awareness of the Mission.

2. To hold an annual social gathering of Lasallian Christian Communities by geographical areas.

#### B. At the local level:

1. To establish at the schools where there is a regional CELAS center a level 2 group with those who have already participated in the CELAS program and to invite others according to the 92-93 District Plan.

2. To establish or to continue having an annual Lasallian Family Day at the school level.

### 3. In formation:

1. Schools and the District will continue with already established regional plans of Lasallian formation, or those which are in the process of being set up.

2. To strengthen a Lasallian library in all schools.

3. To foster working teams for Lasallian research under the leadership of the Shared Mission Commission and the Lasallian Family or EAD.

### 4. Plan evaluation:

– Each year the plan will be reviewed at the school, Commission and EAD level.

### 5. Plan financing:

1. District level plans will be financed by the District.

2. Financing for local level plans will be included in the annual budget for the professional formation of faculty/ staff.

3. An appeal could be made to various associations such as Parents' Associations, etc.



## DISTRICT OF ROME

### SHARED MISSION PROGRAM

*In 1993, the Seventh Rome District Chapter studied the Shared Mission and drew up the following plan:*

#### First sign:

*The District and the communities accept the Shared Mission as a priority, both in reflection and in action, for the next three years.*

#### Course of action:

##### At the District level:

1. The District Council, with the help of those in charge of the Shared Mission, draws up a "Provincial Plan" concerning the Shared Mission which will include priority goals and applications.

2. A Provincial Commission composed of Brothers and lay colleagues will draw up the plan before the end of September, 1994.

##### At the community level:

3. In each school there will be a mixed commission of Brothers and lay colleagues that will periodically review those aspects of the school which are relative to educational and academic life (application of the Educational Program, carrying out the operating plans, experimental programs, updating, etc.).

4. Creation of study and work groups, composed of Brothers and lay colleagues, according to particular needs and with free participation, in order to face problems of common interest (particular courses, cultural and religious undertakings, etc.).

5. To use a portion of the month of September that precedes the opening of the academic year for social gatherings and planning wherein the entire teaching faculty can experience the priority of the Shared Mission.

6. To invite lay colleagues to participate in important phases of the Shared Mission: retreats, assemblies, District Chapters as well as other more informal meetings.

7. Schools offer lay colleagues positions of responsibility.

#### Second sign:

*Formation: The District considers it urgent to offer to Lasallian educators an organized plan for initial and continuing Christian formation.*

#### Course of action:

8. The District draws up an "organized plan" for Christian formation for all Lasallian educators, keeping in mind the following goals:



Rome, St. Joseph School: Lasallian Family formation session.

a. personal and community study of the Christian concept of mankind, life, the world and culture.

b. a deeper understanding of the vocation and mission of the lay Catholic educator who is a witness of faith within the school.

c. the relationship between culture, faith and life for one's own view of the educational program of the Catholic school.

9. The District puts the formation plan into practice with the collaboration of the "St. Paul" Institute of Religious Science, of Pozzuoli, or with the help of similar centers, organizing closed, flexible courses during which, together with a deeper cultural understanding of religious science, one's own personal and community experience of faith is strengthened.

#### Third sign:

*The intensification of the commitment to Lasallian formation at the District and local levels:*

#### Course of action:

10. The District continues and strengthens formation activities of the Provincial Lasallian Center and also encourages those of the Italian Lasallian Center.

The District Lasallian Center, in addition to the two year formation courses, commits itself to offering support, guidance and sufficient materials for formation courses that are structured in each school.

11. Each educational community includes in its educational program times and models for the application of experiences from the Lasallian and religious formation courses, thus benefitting the integrated education of its students.

12. In each school, the Brother Director or another Brother designated by him,

a. accompanies the lay teachers who will be entrusted with an institutional responsibility.

b. accompanies new teachers in the school and aids them in their field.

c. is the link between the school and the District Lasallian Center.

The District organizes special meetings for these Brother leaders.

13. The commitment toward Christian and Lasallian formation is extended to all lay colleagues who participate in whatever way in the Shared Mission.



## UNITED STATES-TORONTO REGION SHARED MISSION ACTIVITIES

There are nine types  
of activities at the Regional level:

1

### Orientation workshop for new teachers.

Held in August.

This is aimed at Scholastics and first year teachers.

Duration: three days

Contents: classroom techniques; practical methods for the young teacher. Further orientation is provided the year before degrees have been obtained

2

### Lasallian Educators' Workshop I.

This is held every three years and is aimed at teachers who are new to Lasallian institutions.

Objective: to introduce participants to the characteristics of the Lasallian school.

Content: the life of St. John Baptist de La Salle, the teacher's ministry of grace, association and the Lasallian school.

3

### Administration Workshop.

This is aimed at members of administrative teams, one or two days in length and topics covered include: Lasallian identity, the Mission of the Institute, responsibilities and duties of administrators.

4

### Principals' Workshop.

This is held yearly in June and is aimed at school Principals and Presidents.

It lasts for two and one-half days and topics covered deal with issues appropriate for administrators.

5

### Assistant Principals' Workshop.

This annual workshop lasts for two days.

It is aimed at curriculum directors and topics covered include: Lasallian curricular affairs and classroom supervision.

6

### Curriculum Development Workshop:

This workshop is held once every semester and is aimed at teachers.

The duration is for two days and teachers are grouped by subject matter. The objective is to improve instruction in particular fields.

7

### Lasallian Educators' Workshop II.

This is held annually in October and is aimed at teachers and support staff in the schools. It lasts for two days and its objective is to reflect on the journey of the Christian teacher and the topic of association.

8

### Lasallian Youth Leadership Workshop.

This is held yearly in August and is directed at high school juniors and seniors.

The objective is to foster student leaders.

This is also an opportunity to exchange ideas and information about various school activities.

9

### Lasallian Youth Assembly.

Held every year during the summer:

This is aimed at students and the objective is to create a sense of unity among Lasallian students in the various schools within the Region, the Districts and the Institute.

The topic of what it means to form a community is studied as well as what faith and Christian service are.

United States-Toronto Region:  
Mission is one theme that holds everyone's  
attention and reflection.







Region of Italy,  
1994 National  
Meeting of the  
Lasallian Family  
of Italy at  
Paderno del  
Grappa.




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**SHARING  
THE  
MISSION**

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North Mexico,  
July, 1995,  
Preparing the  
Mission in El  
Salto

Valencia,  
annual retreat:  
Consecrated for  
the Mission.



Madagascar  
a prayer session  
with teachers



Mexico, May, 1995,  
Lasallian Family  
meeting.  
Understanding comes  
from dialogue...



**THE DISTRICT FOSTERS  
AND ENCOURAGES  
THE SHARED MISSION  
AND THE LASALLIAN FAMILY**

"The authentic transformation and subsequent revitalization we all desire for our Institute can occur only if we have a common understanding of and commitment to our mission.

There is considerable and encouraging evidence in the Institute today of efforts to make our schools truly Christian.

It is encouraging to note that everywhere today appropriate programs of formation in Lasallian spirituality and pedagogy are being organized for both Brothers and lay men and women.

An increasing number of our teachers, parents, former students, and friends are expressing their desire to live their faith in the spirit of John Baptist de La Salle and are participating in diverse forms of groupings.

I think that we are only beginning to realize the potential of 'shared mission'".

(Pastoral letter of Brother Superior General of January 1, 1993, "Transformation, Reflections on our Future".)





## DISTRICT OF SOUTH MEXICO

### OF THE LASALLIAN FAMILY AND THE SHARED MISSION

#### Since September, 1989

1. Formation of the District Commission for the Lasallian Family with representatives from all "Groups" that are considered part of this family.
2. Defining the composition of the Lasallian Family. Sketch the Lasallian Family profile.
3. Establishment and setting up of the general structure of the Lasallian Family on various levels: District, Regional and local.
4. Complete evaluation of existing "Lasallian Groups" in each community and the groups' activities. Review of goals.
5. A definition of the "Lasallian Family" and an increased awareness of people who make up the various "Groups" with a view to working in a common, harmonic and organized fashion for the fulfillment of the same objectives: evangelization and education.
6. Annual District Meetings to familiarize ourselves with the "Letter to the Lasallian Family", foster its study and come to realistic conclusions that each community and other Lasallian Groups will support based on the plans.
7. Plans for the three year period from 1993-1996.
8. District Team visits to all educational communities in the District for the purpose of motivating and encouraging the formation and integration of Lasallian Family Groups.
9. The creation of Continuing Formation Courses for teachers.
10. Holistic Lasallian Formation Courses for members of educational communities. Members are strongly encouraged to attend.
11. The preparation and development of further growth in Lasallian thought - according to the text of Br. Alfredo Morales - in order to advance the knowledge of the life, work and spirituality of St. John Baptist de La Salle for those participants in the Holistic Lasallian Formation Courses.
12. Annual meetings with executive boards of Parents' Associations of District educational communities in order to promote their Lasallian and Christian formation and to guide them as they make their plans in line with District goals.
13. The fostering of local meetings in educational communities as a way of getting the word out. Greater commitment to what it means to be a member of the Lasallian Family.
14. Support for and encouragement of the creation of "St. Benilde" prayer groups in each educational community.
15. A study of the Guide for Formation for the lay Lasallian in order to adapt it to the District level and to develop activities along these lines.
16. The promotion of regional meetings for the purpose of clarifying and spreading the word about the Shared Mission. To specify an appropriate commitment.
17. Youth group meetings and participation in Missions and prayer times.
18. Retreats for evangelizers, teachers, young people.
19. Annual Lasallian Family pilgrimage to the Basilica of the Virgin of Guadalupe.
20. Participation in interdistrict meetings between North and South Mexico to define objectives and draw up common and coordinated plans.
21. National meetings in Chihuahua (1989) and Veracruz (1992).
22. Lay consultants' participation in the 42nd General Chapter of the Brothers.
23. First District Meeting for teachers and catechists.

**Mexico: The Shared Mission requires a union of minds...  
Lasallian Family meeting in the Mexico zone.**





## DISTRICT OF GREAT BRITAIN

### SHARED MISSION INITIATIVES

#### – Leadership from the District Administrative Team.

One of the priorities of the District Administrative Team is to visit the schools. Visits during the 1992-1993 served as an introduction and a first contact with each educational community. The 1993-1995 stage was characterized by holding a day of recollection at each school for the teaching staff and administration.

During this day of recollection the following topics were discussed: the Shared Mission as currently practised in our schools; the spiritual and educational journey of John Baptist de La Salle and his educational vision; Christian education in the social context of today.

The climate for the day was one of prayer and evangelization. The goal was for everyone to have a clear vision of the Shared Mission and De La Salle.

#### – Meeting for Heads of Lasallian Schools.

This event lasted for three days and the District Council was present with the District Administrative Team. The meeting took place in January, 1993, in Oxford. The result was a greater commitment on the part of all concerned.

#### – Meetings Of The Lasallian Association of Christian Educators (LACE).

These meetings are held twice a year on a weekend. The Association's prime purpose is to promote the idea of Shared Mission among its members.

The Association publishes a bulletin, LACE, with the same purpose.

#### – Seminars for Lasallian Teachers.

These are one day seminars for all Lasallian schools in Great Britain. Three of these seminars were held in 1994. Among the topics were: Prayer and liturgy in the schools; ministry in the schools; religious education in the schools. Participants have expressed their deep appreciation for these seminars.

#### – Lasallian Youth Movement

This movement is gaining momentum and is appearing in all schools. Three District schools were represented at the Lasallian Youth Meeting in Paderno del Grappa in 1994.

In October, 1995, the first District Lasallian Youth Meeting was held in Kintbury.

#### – Lasallian Studies Conference for Brothers and Lay Teachers

This began in 1993 for the entire region of Great Britain, Ireland and Malta and each meeting is a three day affair.

#### – District representation at Lasallian International Programs:

- \* We had one representative at the Lasallian Directors' Conference at Ostia in 1990.
- \* There were three representatives at the Lasallian Directors' 1992 Conference.
- \* There was one representative at the Strasbourg meeting in 1994.
- \* We were represented at the European CELAS team meeting.
- \* A representative attended the Huether Workshop in Chicago (USA).
- \* There were two representatives at the Colloquium on the Family held in Rome in 1994.
- \* The current headmaster of the Salford school is the President of the European Lasallian Association of Headmasters.

#### – Other activities:

- \* The visit of Brother Superior and Brother Gerard Rummery awakened a special interest and provided for a serious reflection concerning the Shared Mission.
- \* A Lasallian calendar is published yearly for all schools and all those who are interested.
- \* A prayer book entitled "Walk with me through the Christian Year" has been published and it is divided into four sections: Walk with me day-by-day; Walk with me through the Christian year; Walk with me in the footsteps of De La Salle; Walk with me in school. The book includes the Mass for all the feasts of Lasallian Saints and Beati.
- \* A new comic-book translation of the life of De La Salle has been published in Paris in 1994 and copies have been distributed to all schools and to schools in Malta, Australia, Hong Kong and the United States. A second edition was published in October, 1995.
- \* The Age and Grace session was held for senior Brothers and the Shared Mission was emphasized here as well.
- \* At the Conference for Religious for Provincials, Brother Visitor Thomas Campbell had occasion to speak about the Shared Mission. His talk has aroused interest and several Congregations have asked for further material.
- \* Brother Gerard Rummery made an intervention at a meeting with the District team concerning the Shared Mission. Brother Gerard also facilitated at a LACE weekend.
- \* The Brothers of the District team and others have written various articles on the topic, some of which have appeared in various magazines.



## **DISTRICT OF AUSTRALIA LASALLIAN CENTER OF NAROOMA**

Since 1991, the Lasallian Center of Narooma has been offering different kinds of workshops for the formation of Brothers and lay colleagues in the District for the purpose of increasing the understanding of the Lasallian Mission and Christian education.

Narooma is located on the Pacific coast five hours from Sydney by car and 6 hours from Melbourne. There are three Brothers in the community who take care of the workshop presenters.

In spite of the long distances between the ministries of the District of Australia, Papua New Guinea and New Zealand many representatives from various apostolates come to Narooma for these workshops. There are sessions for principals, teachers, religion teachers, auxiliary staff and for students. Persons who work in centers where there are no longer Brothers are also welcome in Narooma. Sometimes there have even been teachers from other countries: recently teachers from Lasallian high schools in Singapore participated in a session.

Each workshop has its own particular focus, depending on the participants. Topics such as the Founder, the character of the Lasallian school, Lasallian spirituality, the ministry of teaching, Shared Mission are looked at from different points of view.

When there are participants who are meeting together for the first time from different apostolates, there is an opportunity to share something about the different ministries which usually results in a common understanding of what is typically Lasallian.

Workshop evaluations continue to demonstrate that this type of sharing is one of the most enriching aspects of these sessions and they manifest a profound unity of purpose.



One recent innovation in these workshops has been the presence of auxiliary service personnel who are not directly involved in teaching but who nonetheless have regular student contact.

The Narooma Center also serves as the District Center for Lasallian resources such as books, prayer services, audiovisual items...and other Institute publications like LASALLIANA which is often used as material for reflection.

**Group of teachers in one of the workshops at the Lasallian Center in Narooma. Upper photo: the Narooma Lasallian Center.**



## **DISTRICT OF MEDELLIN SECRETARIAT FOR THE EDUCATIONAL MISSION: THE DRIVING FORCE OF THE LASALLIAN FAMILY**

The Secretariat for the Educational Mission is composed of one Brother and two lay colleagues who form part of the District Administrative Team.

This education team leads the District in the many initiatives that are offered in the area of education and Shared Mission.

One of its tasks is to administer the Jaime Gutiérrez Formation Center which is responsible for the Lasallian and pedagogical formation of all District personnel.

The principal means for this ministry is the preparation of work "modules" that are sent annually to apostolates for reflection, analysis and application.

The primary objective of these programs is the formation of reflection and prayer groups that will eventually become true communities of faith.

Working with the Secretariat for the Educational Mission is the Lasallian Family Commission one of whose activities is to edit the "Lasallian Family" news bulletin.

There was lay participation in District Chapters even before the last General Chapter. For one of these District Chapters some lay colleagues participated as guests and for the other Chapters they were kept informed by means of the various news bulletins generated by the commissions.



## EGYPT

### THE SHARED MISSION IN A NON-CHRISTIAN COUNTRY

The historical situation of the country and the lack of religious personnel have contributed to the fact that in the six Egyptian Lasallian centers the vast majority of the teachers are lay and in many cases they are not Christians.

The Shared Mission, therefore, is seen from a very different perspective since, in fact, the schools continue to be Lasallian and as such they have the mission to educate the entire person.

In four schools the administration is lay. In almost all of the schools there are Administration Commissions composed of both Brothers and lay.

In a few schools Commissions have been formed to deal with the basic aspects of our mission such as ministry, social service, professional training, awareness of the physically challenged, school administration, etc.

The District maintains ties and collaborates with some apostolic or social service organizations:

- *Upper Egypt Association*, for the social welfare of the schools. As a part of this connection, the Brothers work in Bayadeya.
- *Egypt's Caritas* organization which helps fund professional training workshops.
- *ASMAE*, Social and Medical Association for Action and Education; this is a group of Belgian and French volunteers who are involved in certain activities for older youth.
- *Centers for academically challenged young people*, located within schools or within close proximity.

## DISTRICT OF BOLIVIA

### THE ORGANIZATION AND THE SPREAD OF THE LASALLIAN FAMILY

Although there has always been a close professional and spiritual relationship with lay colleagues, in 1988 this relationship began to intensify due to formation meetings which began in Cochabamba.

It is interesting to note that within the District the Lasallian family is depicted by a series of concentric circles (from the periphery to the center). The following persons participate in the spirituality of St. John Baptist de La Salle and in the Mission of the Institute.:

1. Persons familiar with De La Salle or whose children attend a Lasallian institution.
2. The teaching faculty under contract.
3. Teachers who participate in Shared Mission groups.
4. Signum Fidei Fraternity.
5. Consecrated groups: Guadalupanas Sisters and the Union of Catechists.
6. The Brothers of the Christian Schools.

Three special groups are:

- *The Signum Fidei Fraternity*: As of December, 1995 there are 13 members. In each city there are one or more groups with a Brother advisor. There is another Brother advisor at the national level.

There is an annual retreat and general assembly.

#### - *Lasallian Guadalupanas Sisters*:

Since January, 1993, steps have been taken to establish them in Bolivia. After visiting the country and meeting with the District Council a Postulancy community was opened in December, 1994.

As of December, 1995, there are two sisters with five postulants, two of whom are Peruvian.

The District allocates whatever means are available for this ministry. It is hoped that after the initial formation period ends some will help in Lasallian education in the country.

- *The Union of Catechists of Jesus Crucified and Mary Immaculate* was invited to come to Bolivia in 1994 to help in the efforts of the San Gabriel radio station.

In December, 1995 two catechists made their consecration and they devoted a good amount of time to catechesis in the immediate area of their apostolate, Cochuna (Coroico) where they carry out their apostolate with some 500 children.

The President of the Union, Dr. Domenico Conti, has visited the apostolate every year as has also the President of the Union for Peru.



La Paz, Bolivia, Colegio La Salle, 1990:  
Teachers during a refresher seminar.



## DISTRICT OF HOLLAND

### A GLANCE AT WHAT HAS ALREADY BEEN ACCOMPLISHED

#### A brief history.

The Institute was not established in the Low Countries until 1908. In 1791 the French Brothers opened the first school in what today is Belgium but in 1825 they were expelled by decree by King William I, a Protestant, who did not trust the "French Christian Brothers".

In 1830 Belgium gained independence and the Brothers were able to return to their ministries and a long period of expansion was begun. A good number of Dutch young people entered the Institute in Belgium.

Towards the middle of the nineteenth century some Dutch priests made overtures for the Brothers to establish themselves in their country but these efforts came to nought and always for the same reason: the Brothers "were too dangerous". Finally in 1908 the Brothers arrived at The Hague to administer the Baarle-Herog orphanage which was a Belgian enclave in Dutch territory. A house of formation was opened and later in Ecluse the St. Joseph of Saint-Omer boarding school was established due to the laws of French secularization.

The young Dutch Brothers studied education at the Normal School in Baarle-Nassau. Around 1930 schools and communities spread throughout the country were being opened.

The difficult situation in Holland with regard to the possibility of opening schools was the reason that many Dutch Brothers headed for mission territories. From 1933 to 1935 the first Brothers headed for the Middle East; in 1937 a group of 13 Brothers went to Aruba and in 1955 their number increased to 44. They were in charge of all the Catholic schools on the island and they were aided in this task by many lay colleagues.

In 1946 the District of Holland became autonomous and in 1958 a second mission was opened in Cameroon where there were two secondary schools and an agricultural center and these were operated in close collaboration with the District of Duala. By 1982 these ministries were taken over by the District of Duala.

Diminishing vocations in the 1960s forced the closing of some communities and the empowering of the laity to take charge of the schools. Currently there are still Dutch Brothers working in Cameroon, Aruba, Haiti and Nicaragua.

#### The Shared Mission.

For Holland, guidelines concerning the Shared Mission came twenty years too late because the Brothers no longer have any schools.

Actually the Dutch Brothers never had their "own" schools except for the Stevesbeek boarding school which was opened in 1959. The Brothers used to work in parish schools which

were administered by a parish committee. In fact, those schools were called "Brothers' schools" and the Lasallian spirit and methods were evident throughout: prayer, morning reflection, religion class, the presence of God...and such practices have been maintained even after the Brothers left.

In those schools, one Brother among the teaching staff of Brothers and lay colleagues was the Director. When the Administration Committee would name a lay person as the principal, equality between the Brothers and lay colleagues was already an established fact that was well accepted by all concerned. In the Dutch situation parity has always existed between the Brothers and lay colleagues in education as well as in other fields. Holland has a long-standing tradition of lay involvement in church and pastoral life so that those activities were never seen as a monopoly held by religious.

Because of this since 1917 there has been full parity between public and private instruction, whether Catholic or Protestant, financed totally by the State. As a result, the Administration Committees for the schools had no difficulty in getting along without religious when their numbers began to decline since lay salaries were already assured beforehand.

The Brothers therefore made an effort to maintain the catechetical and didactic quality of their instruction as well as to care for children with problems.

The District of Holland underwent a period of expansion before the Second World War which, when combined with the difficulty of opening more schools, served to redouble their dedication to mission areas: Middle East, Zaire and Aruba.

After the war, the scarcity of vocations and difficulties with unions created new problems. The Brothers wanted to take care of the most urgent needs and so they opened two boarding schools in addition to the two orphanages that they already had. The new centers were located in The Hague and Roermond. These centers closed at the end of the 1980's mainly due to the change in social climate concerning boarding schools; the buildings were sold to social agencies.

Looking at their history in spite of aging the Dutch Brothers should feel a sense of satisfaction for the work they have done. They have had to leave teaching in the hands of lay colleagues who were trained by them, at least in part. This is most evident in Aruba where nearly all the school principals are former students of the Brothers.

Holland: a view of the De La Salle boarding school in Stevesbeek.





## DISTRICT OF ANTANANARIVO ITEMS OF THE SHARED MISSION

It can be said that the concept of Shared Mission has been a reality in the District from the very beginnings of the Lasallian school in Madagascar. Rigault points this fact out in volume VI of the History of the Institute: In Madagascar "some lay teachers served as translators or filled in for the Brothers who were ill and some even described this as their call to be Brothers" (VI, 443).

Brother Gonzalvien, a Lasallian pioneer, came to Bourbon Island "at the beginning of 1869, took charge of the evening school which became a place replete with indigenous teachers, helpers and substitutes for the Brothers" (ibidem VI, 442). Later on the Catholic mission "was confided to two schools where lay teachers who were trained in the methods of the Congregation taught the children" (ibidem VI, 442).

Brother Jean Olympe, the Assistant at that time, wrote: "When parents want to open a school, that is the time to send a good student to them, who will report back to you from time to time, so that you can advise him on the best

way to proceed...and when possible, you yourself should go to visit some of those students who have become teachers to observe them in their work and give them guidance"...

In that way, Brother Gonzalvien would go to the towns near the capital. His inspection served as a rallying point for his disciples. Sometimes he would give them a conference, calling them together in the community house in Andohalo (cf. ibidem VI, 443).

In time this secular training became systematized and well planned. "A great deal of effort went into increasing the professionalism of the teachers. This was reinforced by conferences and spiritual retreats" (ib-

idem VI, 443).

Over the years and up to the present time there has been continual collaboration with lay colleagues which really is a "shared mission". Some of these collaborators have left their marks on the apostolates in which they worked and the training which they offered.



Madagascar: Lasallian teachers training.

*Currently the Shared Mission is multi-faceted but we would like to single out especially two elements:*

### **1. The Mission of the lay teachers:**

In the ten schools and the three leadership centers that the District has, the lay teacher is integral to the Lasallian mission of the Institute, although to varying degrees as one might imagine.

In all the schools there are lay people in charge of a department or course of studies.

Within this integration, one thing that should be emphasized is the determination of physical education instructors who are competent as well as conscious of their integral role as formator.

### **2. The youth movement.**

Young people are very much sensitized to the Lasallian spirit: that of total surrender.

For the past several years young people have been participating in the mission as leaders during their vacation time. Each year there are more and more who give of their time in work camps where they help the poorest families build and equip their homes, they play with the children in the afternoons after a full day of work, they organize sporting events, etc.

An enthusiastic team devotes Saturday afternoons to adult literacy programs in one of the four poorest areas of the capital.

## DISTRICT OF CHILE LASALLIAN FAMILY LAY COMMISSION

The district of Chile, in its concern for the formation of lay collaborators, has constituted a Lasallian Family Lay Commission (COSEFAL).

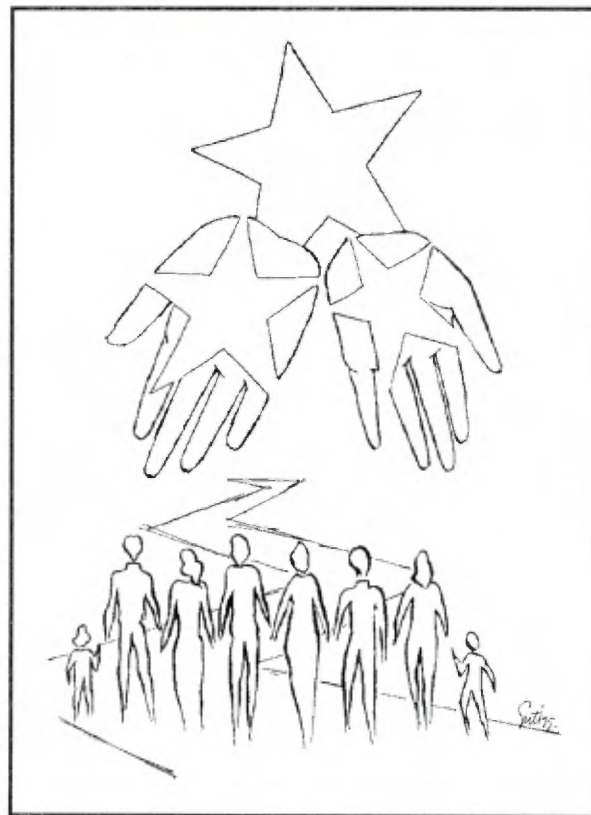


Chile: Lasallian teachers' retreat in 1992.

This Commission has adopted the Guide for Formation of the Lasallian Lay Persons, which was drawn up by RELAL and it has prepared a formation program designed for lay colleagues who work in our schools and it includes, in its initial phase, the "*School of Lasallian Spirituality for Lay People*" which has two levels.

The commission, which meets monthly, is composed of two Brothers, one of whom is the coordinator, and six lay colleagues, the majority of whom are administrators in the Lasallian schools. The commission prepares an annual work plan which it submits to the District Council and which is used in the schools as well as in the retreat centers. It is joined in this labor by the Catechetical and Educational Mission Commissions.

One major benefit of the Commission is that the Brothers as well as their lay colleagues understand better their respective roles within the Shared Mission.





**LASALLIAN MOVEMENTS,  
A GRACE FROM GOD  
THAT RENEWS VITALITY...**

"The Rule, and later the "Letter to the Lasallian Family", sees the existence of the various Lasallian movements as a grace from God renewing its (the Institute's) own vitality" (Rule 146).

More and more, all Lasallians together:

- refer to a common father: John Baptist de La Salle.
- view the District as a reference point for the Lasallian Family.
- organize Lasallian formation in its educational, spiritual and community aspects.
- strengthen the ties between the Lasallian Family and the Mission of the Institute.

(42nd General Chapter, Circular 435, p. 45.)



**REGION OF ITALY  
LASALLIAN FAMILY  
CONGRESSES AND CONFERENCES**



Rome, Generalate: participants  
at a Lasallian Family of Italy workshop.

**Annual Congresses**

The region of Italy held the 4th Congress for the regional Lasallian Family from July 21-24, 1994, in Paderno del Grappa.

The first congress was held in 1986 also in Paderno del Grappa; the second took place in 1990 in Rocca di Papa.

Some 500 participated in the third congress with representatives from all groups and entities in the Lasallian world. The theme was "The journey of the Shared Mission" and this was developed by means of four talks:

- the drawing up of district plans for the Shared Mission.
- goals for the Shared Mission.
- requirements for the Shared Mission.
- conclusions of the working groups.

These congresses serve in a special way to raise questions, suggest ideas and possibilities, listen and reflect about concrete topics, evaluate what is already happening, plan for the future, become united in a single spirit, share experiences and personal gifts, socialize for a few days...and recharge in order to carry on the work.

These Congresses are also the occasion for the formal elections of administrative teams at the national level.

**DISTRICT OF SOUTH MEXICO  
LASALLIAN FAMILY GROUPS**

**• Criteria for membership in the Lasallian Family**

1. To be a person of faith and prayer based on the Gospel.
2. To live the Lasallian spirituality: the Spirit of Faith, Zeal, in community.
3. To commit oneself to the field of Christian education with a preferential option of those most in need.
4. To have effective contact with a community of Brothers.
5. To freely accept continuing membership in the Lasallian Family.
6. To coordinate and communicate with other Lasallian Family groups concerning one's own spiritual and apostolic experiences.

**Lasallian Family Day**

By decision of the National Council of the Lasallian Family, the Lasallian Family Day was established for a specific purpose. It was recommended that this day be divided into three phases:

- *Formative phase*: based on the topic sent as a message to the entire Region by the national President and the Brother Regional Coordinator to all the local Lasallian Families.
- *Spiritual phase*: for prayer and the celebration of the Eucharist.
- *Festive phase*: for social gatherings and amenities...This could serve as an occasion to express recognition and thanking, pay tributes, etc., to specific individuals.

In 1994-1995 it was decided to permit each Lasallian Family Association to freely decide the date for the meeting. In successive years a common date will be decided for all groups during the first trimester of the school year.

To serve as a source of encouragement and stimulus for others, each Lasallian Family group sends information about the activities of its own congress to the National Secretariat.

7. To participate in a program which has been recognized and approved by the Brother Visitor and his Council.

These criteria are the result of an entire process which was based on the "Letter to the Lasallian Family" and which included workshops and consultations in both Districts.

**• Recognized Lasallian Groups**

1. Brothers
2. Lasallian Guadalupanas Sisters
3. Parents
4. Teachers
5. Catechists
6. Administrative Personnel
7. Former students
8. "St. Benilde" prayer communities
9. Signum Fidei fraternity
10. Lasallian Youth Movement



## DISTRICT OF THE PHILIPPINES

### STRUCTURES WHICH SERVE THE SHARED MISSION

*The District of the Philippines has been promoting various structures in order to provide for the needs of the Lasallian Family. Among others, these are:*

#### – District Education Commission:

This group plans annual seminars for Principals and Administrative Teams.

It also organizes workshops and seminars for the purpose of updating middle school teachers in subject areas such as Christian Life, mathematics, English, Science, Values education, etc.

#### – Lasallian supervisors' alliance.

This group was first formed in 1992 and it set about to organize the historical context of the schools it supervises in terms of a Manual for Administrators and an administrative model.

#### – Philippine Federation of Lasallian Former Students.

This group was established on July 12, 1991, with representatives from several former student associations. The regional coordinators and the Executive Council were elected in December, 1994. A group of former students represented the Federation at the World Assembly in Jerez de la Frontera.

#### – Foundation for the sharing of Lasallian Education.

This organization is comprised of former students who want to deepen their Christian values and renew their social commitment in favor of a free Christian education for the poor.

The foundation grants scholarships to students in the evening Middle school for adults, Green Hills, and for the free night school of La Salle University.

#### – Service in human and religious experience.

This began some twelve years ago and it is composed of a group of students who meet regularly for training sessions. Among their activities is that of directing days of recollection and formation sessions in institutions that cannot afford to have them. Their beneficiaries include the evening secondary schools of Tala, Lipa and ASMS.

#### – Workshop for the preparation of Lasallian materials.

This took place in May of 1993 and 1994 and both Brothers and lay colleagues took part.

In April, 1994, materials were provided to 44 participants of Luzon in the Tagaste retreat house in Tagaytay City and to 21 participants of Visayas-Mindanao in Balay Kalinungan, USLS.

In 1994-1995 the following materials were prepared for their respective schools:

- Life of St. John Baptist de La Salle.
- You are the Good News
- Total human development.
- Images of God.
- Faith and Zeal.
- Preference for the poor and trust in Providence.
- Community and Association.
- The school as a faith community.
- Pastor of youth.
- The Christian school as an agent for change.

Large institutions, such as De La Salle University have their own teams of writers. Occasional authors are called on to give talks about the materials.

#### – Lasallian Family Formation Center (LAFFTER):

It has sponsored formation sessions for schools on Luzon island, such as the "3M Weekend: Mulling over Moral Matters".

It has also co-sponsored prayer workshops with the novitiate.

It is also involved in formation sessions for the Lasallian Community.

Philippines: Lasallian models for the formation of formation staff personnel by Brother Cecilio Hojilla.





## DISTRICT OF THE PHILIPPINES

### LASSA: LASALLIAN SPIRIT IN ACTION

After the congress in Mexico in 1984, the District created LASSA, an organization that deals with the Lasallian Family.

The central commission is composed of representatives among students, administrators, teachers, principals, parents, Brothers and young people.

The commission has organized seven national conventions, one each year, and two regional conventions with representation by all areas of the Lasallian Family.

#### *The national conventions were held:*

1. June 30-July 1, 1984. Theme: Faith, fraternity, service.
2. June 4, 1986. Theme: The Lasallian in a Revolutionary Era.
3. July 11, 1987. Theme: The Lasallian: Setting the Pace for Nat. Renewal.
4. July 9, 1988. Theme: The Lasallian: Modelling in National Renewal.
5. July 10, 1989. Theme: The Lasallian: Responding to Modern Challenges.
6. July 7, 1990. Theme: The Lasallian: Working for Peace and Justice.
7. July 13, 1991. Theme: The Lasallian in the Church of the Poor.
8. In Luzon, July 4; in Visaya-Mindanao, July 11, 1992. Theme: The Lasallian in the Church of the Poor: Taking a Step Further.
9. In Luzon, July 15; in Visaya-Mindanao, August, 1993. Theme: The Lasallian: Responsive to the Signs of the Times.

The central commission after consultation with all areas, suggested that there be five commissions established according to sectors: Administrators, Teachers, Parents, Students and Former Students.



Teachers at De La Salle University in Manila  
with Brother Gregory Wright.

## DISTRICT OF TURIN

### LASALLIAN FAMILY ORGANIZATION

The District of Turin increased the number of activities in the various areas of the Lasallian Family. There are many groups within the Lasallian Family and all of these are governed by the statutes which were approved on a nationwide basis. Besides the Brothers and lay teachers, the following groups are linked to the Lasallian Family in schools where it exists:

- Parents' associations
- Former students' associations
- Associations for Lasallian Women
- Signum Fidei Fraternity
- Lasallian Youth
- Prayer Groups
- St. Vincent Seminars
- St. Martin Seminars
- Evening school
- Neighborhood after school programs  
(academic help in the afternoon)
- School for immigrants
- Boy Scouts
- Sports Associations

The *Lasallian Family Associations* in the District of Turin are:

- Biella - Lamarmora Institute
- Genoa - La Salle Center
- Grugliasco - La Salle School
- Massa - St. Philip Neri School
- Milan - Gonzaga Institute
- Milan - St. Joseph Institute
- Paderno del Grappa - Filippin Institute
- Turin - St. Joseph School
- Vercelli - Christian Schools
- Parma - La Salle Institute

There is a Brother in the District who is assigned full time to Lasallian Family leadership.



Turin: Meeting for priests who collaborate  
in the Lasallian Schools of the District.



## DISTRICT OF BALTIMORE SHARED MISSION GUIDELINES

*Following the General Chapter, the Baltimore District devoted the annual Chief Administrators Workshop to the theme of the Shared Mission.*

*This workshop took place at Ocean Rest from July 21-23, 1993.*

### **The proposed objectives were:**

- To present the theme of the Shared Mission to the Directors in accord with General Chapter guidelines.
- To reach an agreement concerning the theme and its applications.
- To identify what is already being done and what needs to be done.

### **What is currently being done in terms of the Shared Mission:**

#### **- In the apostolate:**

- Boards of Trustees for the Independent Schools and the University are predominantly lay in membership.
- There are meetings in individual schools that provide the opportunity for sharing about vocation and mission.
- There are awards offered to Lasallian educators.
- The Lasallian Mission is emphasized in bulletins and publications.
- Formal and informal relationships with lay colleagues.
- Lasallian Association group of the St. Gabriel's system.

#### **- In the District:**

- Lasallian Educator Workshops.
- Lay participation in the General Assembly of the District.
- Annual Chief Administrators' and Vice-Principals' Workshops.
- Lasallian Youth Leadership Workshops.
- New Teachers' Orientation Workshops.

#### **- In the Community:**

- Inviting colleagues to social gatherings.
- Invitations to colleagues to participate in community liturgies and prayer services.

### **Guidelines for the future.**

#### **- In the Apostolate:**

- Continue and improve what is already being done.
- Chief administrators meet with their own administrative team to discuss the implications of the Shared Mission for their own particular apostolate.
- Re-structure school meetings so that sharing may occur.
- A school orientation program should be in place describing the characteristics of a Lasallian school.
- Explore and identify the proper context for distributing the letter of the capitulants on our Shared Mission to our colleagues.
- Provide opportunities for faith sharing with our faculties.

#### **- In the District:**

- Replace Community News briefs with a District Newsletter to all Apostolates.
- Include colleagues in the Buttimer Institute.
- Anticipate the time when the school will not have a Brother as chief administrator.
- Continue inclusivity in faith - interfaith celebrations - to embrace the many traditions in the apostolates we serve.
- Create a District Plan for Shared Mission.
- Organize formation programs for both Brothers and colleagues that would include topics such as: "the identity of the Religious today", "the vocation of the laity", "the Church today", "Lasallian heritage", etc.
- Auxiliary Visitor prepare a letter on the Shared Mission for distribution to our colleagues.
- Organize retreats for both Brothers and colleagues.
- Ensure that presentations on the Shared Mission to Brothers and colleagues are clear and understandable.
- Recognize the impact of the Shared Mission on decisions that effect our corporate commitments.
- Organize area programs to explain the Shared Mission.

#### **- In the Community:**

- Schedule a day of recollection during the year on the topic.
- Examine the Community Annual Program in light of our Shared Mission.
- Foster a positive attitude among the Brothers for the Shared Mission.
- Provide times for colleagues to share in our community prayers.
- Importance of the Brothers' presence to the educational community and the hospitality the community extends to colleagues in the apostolate.



## UMAEL

### A LASALLIAN FAMILY MOVEMENT

#### A BRIEF HISTORY

Within the Institute there is a longstanding tradition of having former student associations. The purpose of these associations has changed according to circumstances of time and place.

In many cases these associations have sprung up out of friendships made, affection for one's former teachers and out of school memories. Sometimes these associations came into existence as movements that persevered along the way and acted as witnesses to the Christian life. And certainly there have been times when these associations had to commit themselves to the defense of human rights and social justice in many different ways.

The school tended to be the main attracting force of these associations or groups and their activities might very well be diverse, from a simple social gathering to working in apostolates that deal in various social agencies.

In 1958 the World Confederation of Former Lasallian Students was formed at a general assembly which was held in Brussels. Many countries created their own associations and these groups joined the Confederation. They would periodically hold Congresses and revise their governmental structures.

After the Second Vatican Council and its emphasis on lay Christian movements, the Confederation had its ups and downs as it attempted to find its place within the Church and within society. This situation gave rise to a restructuring, both within the Institute and from the point of view of its own statutes, in accord with current needs. It was commonly agreed to dissolve the Confederation in order to form a new organism which would be known as the World Union of Former Lasallian Students (UMAEL).

Several different model of statutes were studied and after many meetings the new text was approved by the Brother Superior and his Council (letter of January 11, 1992). Following these guidelines local associations and federations were restructured and the First General Assembly was held in Jerez de la Frontera (Spain) in 1994.

#### NEW STRUCTURES

There are many important differences between the former Confederation and the current Union, both in objectives as well as in structure and organization.

With regard to objectives, the Union's are more ecclesial and universal in scope with clear preference and support for Christian education; there is also a special call to members who belong to Associations that want to commit themselves in a special way to the Lasallian spirit.

With regard to organization, there are three clearly defined levels:

- the local level, or that of Association, with a clear reference to the apostolate of the school.
- the district level, or that of Federation, with special reference to the District and the Brother Visitor (or the advisor appointed by him). The national Federation could be an additional level when there are several Districts in the same country.
- the world level, including the entire Institute, with reference to the Brother Superior and his Council.

The government of Associations, Federations and the Union each has its own role to play.

#### ABOUT MEMBERS:

Article 1.2 of the Statutes gives very clear guidelines about members of Associations in today's very pluralistic world. It states:

1. Associations and Federations of former students offer to all those who have attended a Lasallian educational institution or participated in other Lasallian projects, opportunities of meeting, friendship and mutual assistance, as well as for collaboration and support of their school, according to the spirit of St. John Baptist De La Salle.

2. For those who wish to live their faith more deeply, in keeping with the Lasallian spirituality and charism, they offer the means of deepening it and sharing it with the Brothers of the Christian Schools and the other members of the Lasallian Family.

3. The Confederation declares that freedom of conscience is an absolute right; it respects the religious faith of each person.



## DISTRICT OF ZAIRE

### ASSANEF, ASSOCIATION OF FORMER STUDENTS OF THE BROTHERS

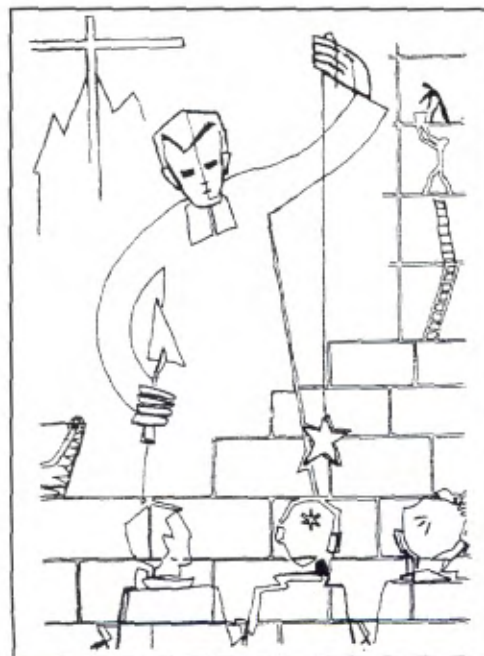


District of Zaire: Sunday, February 26, 1995.  
Participants in the 4th training session  
organized by a Lasallian Family reflection group.

Since the beginning of Lasallian presence in Zaire, the Brothers have fostered a former student association at each school in the hope that their training would continue and support would be available if necessary. In this way many groups of "ASSANEF", the Association of former students of the Brothers were formed. In some areas the numbers of former students who returned to their schools was very great. All former students are seen as those who possess a unique style and type of education and who are linked together by bonds of friendship and union. ASSANEF serves as a kind of support network, helping many former students get situated in life, helping with family difficulties or helping them remain faithful to their moral principles. The Federation for the Zaire Associations participated in creating the World Confederation of Former Students in 1958 and it has participated in all subsequent international meetings.

Political changes have effected these associations also but they continue to slowly reestablish themselves and they have renewed their influence and activities. Some have requested the assistance and collaboration of former teachers as they periodically organize training and Christian renewal sessions. Occasionally some former students organize a weekend at a Lasallian apostolate along with the Brothers to exchange ideas with them.

The movement, in spite of the difficult economic situation, continues to gain momentum and is full of hope as it faces the future.







District of São Paulo: Prayer and formation meeting for members of Lasallian Family groups at the Abel Institute of Niteroi.



Khuspur, Pakistan: Catechists preparing their materials in the library.



District of Baltimore, November, 1994: Brothers and teachers exchange ideas about the Shared Mission.



Lima, La Salle School: The Our Father at the Lasallian Family party.



Lebanon: Lasallian training session for the country's teachers.





**SHARING THE MISSION  
REQUIRES  
AN ADEQUATE FORMATION**

"The District will make the Lasallian formation of teachers and educators a fundamental priority. To achieve this aim, Brothers and Laity together:

- a) will intensify the activities of Centers of formation, suitable courses and programs;
- b) develop Lasallian research, information and communication;
- c) name one (or more) persons to coordinate, animate and supervise this formation"

(42nd General Chapter, Circular 435, pp. 46-47)



## ARLEP REGION (SPAIN-PORTUGAL)

### "CELAS", AT THE SERVICE OF LASALLIAN FORMATION

"CELAS" (Spanish Lasallian Center) is a regional institution which animates and coordinates, at the ARLEP level, the Lasallian formation of Brothers and lay educators. It was established by the Fifth Regional Assembly in 1987, although its real origin dates from 1990. Its purpose is to promote the consciousness of the "shared mission" from the point of view of the Lasallian charism as the chief component of Lasallian educational communities. There are two Brothers in charge of this movement and in a few years it is likely that some lay colleagues will also be involved at this level.

There are three basic components to its objectives:

1. It is chiefly concerned with the identity of the Christian educator, lived within the Church ministry of Christian education, in the light of the charism of De La Salle.
2. It proposes the necessary points of reference in order to further a Christian Educational Program which is Lasallian in inspiration.
3. It promotes links of association and solidarity with the common Mission that the Church has entrusted to us.

Initially its scope included only the teaching staff (Brothers and lay). Soon it was deemed necessary to include other non-teaching personnel who also take part in the school's educational programs: Christian group leaders, vocation personnel, those who help out with various educational activities...

*In response, CELAS has developed the following programs:*

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#### 1. Awareness program: "TOWARDS THE SHARED MISSION":

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This was CELAS' first initiative: a discussion concerning the identity of the teacher and the educational program, seen from a human point of view although with a decidedly Lasallian perspective. This was aimed at all teachers in our schools including those who were non-Christians. The starting point was a thorough study of their own educational experience

The program was composed of 12 topics, each in its own folder. These were available for discussion at faculty meetings. The first six topics dealt with the identity of the teacher and the other six with the educational program. Identity and the school program were treated as two mutually necessary elements.



ARLEP - Regional Celas meeting  
3rd CELAS youth group in San Asensio,  
September, 1994.



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## 2. Intensive program: "OUR MINISTRY":

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In this program, the common elements are not only that of being a teacher but also that of being a believer and of being interested in things Lasallian, its charism and its spirituality. The program presents the ministry of Christian education in the light of the journey of John Baptist de La Salle, his charism and spirituality.

This program is directed towards Brothers and lay colleagues, keeping in mind the individuality of both groups while attempting to avoid confusing the identity of each. The Brothers do not "accompany" the lay people but they also benefit from the program. Both groups seek a mutual knowledge and appreciation of and for each other and in so doing they learn to share what is unique about themselves.

For this program groups of about 40 persons are formed from all seven Districts in the Region. In the past groups have tended to be composed of one third Brothers and two thirds lay people. Sometimes a priest also participates.

There are two kinds of programs: one is for adults and the other is aimed at young people.

– The adult program is for teachers and there are two sessions. Each session has three meetings each of a day and a half in length, one each quarter and one full week during the summer vacation.

– The program for young people (between 20-30 years of age) is primarily aimed at those who have participated in faith groups and who somehow are currently participating in our educational mission as non-teachers. Young Brothers also participate in this program as well as others who work in vocation ministry. There is one session composed of three two and one-half day meetings and one full week during the summer recess.

Each meeting consists of times for community prayer, personal and shared reflection in small groups, social gatherings...

The full week in the summer is held every year at Colegio La Salle in Santiago de Compostela where three groups converge while following their own specific program: two adult groups and one for young people. It is an enriching experience to see adults and young people meeting together concerning the "shared mission" in light of De La Salle.

ARLEP: Regional CELAS  
A Lasallian faculty meeting.



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There have been five adult groups so far and three groups for young people, 304 persons in all: 116 Brothers, 3 priests, 185 lay people (125 men and 60 women).

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## 3. Lasallian Week:

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For those who have finished their "initial formation" described above there are other opportunities for continuing formation in the respective Districts. This year (1995) we are starting a new formation structure at the regional level for the "continuing formation" of those who have completed CELAS.

This is a one week program during the summer vacation period for the purpose of considering what Lasallian identity means and for tying up loose ends. The topic chosen was "Lasallian Christian community". The week's activities were prepared during the academic year within the various Districts, using as a starting point the working documents that were sent from CELAS, one each quarter.

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## 4. Lasallian pedagogical topics:

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As in the first program these topics are aimed at teaching faculties. They are published in twelve notebooks and they offer a synthesis of the central points of Lasallian pedagogy from the current perspective. This study will enable faculties to come with ideas concerning a unifying educational style in our schools.



## DISTRICT OF BILBAO

### DISTRICT CELAS: FORMATION CENTER

1. The priority of the District of Bilbao is "formation for the Shared Mission" for Brothers as well as for lay colleagues.

2. Several programs have been developed to ensure this priority:

1. **Introductory program:** discussion sessions for all faculties, using the materials which were produced by the CELAS Regional ARLEP team. All faculties follow this plan and hold three discussion sessions annually.

2. **Regional CELAS for Adults.** This is for both Brothers and lay colleagues. Eight persons participate in each group, Brothers and lay.

3. **Regional CELAS for Young People.** This is for Brothers and leaders of Lasallian Christian Community Groups or other Christian groups.

In CELAS Regional programs to date, 20 lay teachers have participated (male and female), 16 Brothers and 12 young people from the District of Bilbao.

3. During 1994-1995, by decision of the Eighth District Chapter, a new formation plan was put into practice for the Shared Mission within the District: the DISTRICT CELAS.

The first group started during the 1994-1995 school year and was composed of 18 lay teachers and 7 Brothers.

The program is under the leadership of a team of three Brothers (the Brother Auxiliary Visitor and two other members of the District administrative team).

## DISTRICT CELAS OF BILBAO

### WHAT IT IS

The District CELAS is a Lasallian Formation Center that promotes the awareness of the Educational Mission from the Lasallian point of view for the educational communities of the District of Bilbao.

Although there are pedagogical, pastoral and spiritual elements in its program which are fundamental to the vocation and the mission of the Christian educator, the District CELAS is not primarily a pedagogical, pastoral nor spiritual formation center.

Nor does the center offer a formation or advancement program for administrators and it does not try to multiply school programs.

What it does do is attempt to help support who we already are and what we do in terms of being educators, but

- with a new perspective of vocation,
- with a new Christian sense,
- with a new attitude of service to the student as explained in the objectives that follow.

### OBJECTIVES

1. To foster in Christian educators a consciousness of the educational Mission in a Christian perspective, inspired by the life and ministry of St. John Baptist de La Salle.

a) to tell the story of the life of John Baptist de La Salle, the basics of his life and the wealth of his teaching on the Christian educator.

b) to show a parallel between the spiritual journey of De La Salle and that of the Christian educator who fulfills his/her daily tasks as a service within the Church.

2. To propose some basic points of reference which are necessary to form the dynamic of a Christian educational program and to present some priorities for an educational style of a Lasallian school.

3. To intensify links of solidarity and association among Christian educators who are in service of young people in our society, especially those most in need.



CELAS-Bilbao,  
1994-1995



## TARGET GROUPS

1. The CELAS formation plan is designed for all members of teaching faculties in our schools: Brothers and lay colleagues.
2. It is intended that this plan reach out to as many people as possible in the coming years, keeping in mind the different levels of awareness that exist with respect to education, Christianity and the Lasallian perspective.
3. Each group will consist of 40 participants. As each group is formed, particular attention will be paid to: the proportion of Brothers to lay colleagues, different areas of the District, the personal and professional positions of potential participants.
4. Participants will be invited by District personnel who will be in dialogue with the Principal and/or the administrative team of the school involved, thus assuring that the selection will be skillfully determined and will subsequently benefit the school.

## TOPICS

Based on the 12 introductory program topics of the Regional CELAS, we want to focus this District formational CELAS on four elements that are interrelated:

- a) teachers
- b) young people
- c) the educational program
- d) means and resources

During the program's five sessions, we will reflect on the five themes below, making reference in each one of them to the life and ministry of John Baptist de La Salle.

- \* **1. I:** the person of the teacher. Each person as an individual, identity, being a teacher, basic attitude towards life, learning to live this vocation and mission, openness to the transcendent.
- \* **2. WE:** the community of educators, responsible together for this common ministry, associated together as a working team and as a community of persons, willing to share in this mission; necessary steps/phases.
- \* **3. THEY:** young people today, the target group of our educational program; their needs in the context of this society, especially those who are mostly left to themselves, the poor.
- \* **4. WHERE ARE WE GOING:** the Lasallian educational program; the Christian school and its Gospel dimension, alternative teaching methods; the ideal and signs basic to the identity of our educational institutions.
- \* **5. HOW DO WE GET THERE:** educational structures, methods and personal and institutional resources; educational style, programs and subject areas; the reality of being faithful to the educational mission; Lasallian pedagogical awareness and creativity.

## METHODS

There are two forms that are not mutually exclusive and so one can opt for either one or the other or for elements from both.

### FORM "A"

1. The starting point for each topic is always the life and educational experience of the participant.
2. In order to effectively guide one's personal reflection an outline of the contents and worksheets are distributed before the course begins.
3. Once the group is gathered, there is a conference given, more experiential than theoretical about possible ways to approach the topic. In small groups there is sharing about what each one has brought to the experience and the contribution of the speaker to the topic.
4. Finally, the large group gathers again to share the results of the small group discussions and what has been achieved thus far. Ways and means of personal and community growth are proposed as are ways to improve the entire network of relationships within the educational environment.

NOTE: There is always the possibility of giving suggestions, conclusions and courses of action in writing if so desired.

### FORM "B"

1. See point 1 in FORM "A".
2. See point 2 in FORM "A".
3. Once the meeting has begun, small groups are formed to study the questions from the worksheets that each participant has brought with him/her. This small group work is then brought to the large group.
4. Keeping the contributions of the small groups in mind, the speaker will expand on these issues either orally to the large group or in writing for individual study.
5. After the conference or personal reading of these topics,
  - there will be a large group interchange with the speaker: questions, issues raised, reflections...
  - or there will be continued reflection in the small groups using the worksheets as a basis for discussion.
6. See point 4 in FORM "A".

Care must be taken that as one proceeds through the various steps and sessions all proceedings are carried out in a fraternal atmosphere, with times for prayer and celebration of our shared mission.



# DISTRICT OF VALLADOLID

## THE SELECTION AND TRAINING OF NEW TEACHERS

### PROCESS FOR THE SELECTION OF NEW TEACHERS

*The educational quality of a school depends in great measure on the quality of the persons on its teaching staff.*

*The District of Valladolid, given the number of its schools and the new teachers that are hired each year, has inaugurated a teacher selection process that has been in place for seven years and is under the leadership of the Brother Auxiliary Visitor.*

The process has three phases:

#### 1. Establish selection criteria.

- School administrators gather in an assembly to discuss the profile of the ideal teacher needed in today's Lasallian school for the purpose of coming to an agreement about the kind of teacher that we need "today".
- An educational questionnaire is drawn up which each candidate needs to complete. It is hoped that through this questionnaire some of the professional qualities of the candidate will come to light in terms of both his/her views on vocation as well as work.
- A common job application is drawn up in which all candidate data is listed, not only academic qualifications but also work experience in the fields of leadership, catechesis, social services, etc. This is to be a "curriculum vitae" that includes more than merely academic qualifications.

#### 2. Formal Application.

Normally the following instruments are used:

- Personality test.
- Educational questionnaire.
- Personal interview.

#### 3. Synthesizing the information.

The results gathered from the application process are synthesized:

1. Personality traits.
2. Professional aptitude and preparation.
3. Resources and abilities.
4. Suitability for teaching.
5. Profile as adjusted along Lasallian lines.
6. Formation and training.

Throughout the process, the following **Suitability description for Employment at a Lasallian Educational Institution** is applied:

1. **Capacity for empathy and "educational optimism":**
  - Teaching style;
  - Ability to approach young people;
  - Concern for the problems of youth.
2. **A knowledge of child psychology:**  
(Or good judgment in the case of a non-teacher).
3. **Ability for group work:**  
Capacity for working on tasks in common.
4. **Social awareness:**
  - Group growth experience;
  - Social values - tact;
  - Appreciation for those "most in need".
5. **Openness to change:**
  - Using new educational tools;
  - Flexible methodology.
6. **Disposition for conflict resolution:**
  - Ability to deal with issues;
  - Conflict resolution.
7. **Human resources:**
  - Able to lead groups;
  - Group dynamics.
8. **Religious sensitivity:**
  - Lived experience;
  - Group process;
  - Commitment (personal history).
9. **Knowledge of the Lasallian educational style:**
  - Approach;
  - Students who offer special challenges.
10. **Willingness to take on activities.**
11. **Regard for initial and continuing formation.**

The entire process also helps the candidate him/herself understand what it means to be a part of the new School and the teaching staff.

Once the teacher has been hired and has settled in, a three year period of accompaniment begins and there is an organized formation program as well as personal interviews with a view to helping the teacher improve himself in all the aspects of being a Lasallian educator.



## FORMATION PLAN FOR NEW TEACHERS

*This program, which is currently operating in the District of Valladolid, came about because of a felt need to accompany "new" teachers in their professional training and in the practical areas of teaching, thereby integrating the characteristics that are required in the Lasallian educational system.*

*As soon as new teachers are hired they know that for the next three years they need to set aside three weekends, one each quarter, for their Lasallian formation.*

*Young Brothers who are beginning to teach also undergo this aspect of formation along with their lay counterparts. All new teachers from all District schools undergo the experience together.*

### 1. Formation.

There are three phases in this formation experience: the instructional phase, the informational phase and the phase of shared experiences.

In the morning session, the speakers talk about a particular theme (see final outline). The afternoon is completely free for sharing "lived experiences" about the day's particular topic.

An educational panel will be composed of experienced teachers, principals, younger colleagues, students, former students, young people who are involved in Christian and social work, etc., and they will offer their insights on particular topics.

There will also be time set aside for sharing one's own experience or informing the rest of the group about school news.

The "formative" part of this session ends in the large group with people making suggestions, raising issues, concerns, etc. Issues raised will make their way to the school principals.

### 2. Information.

Information is disseminated in the "Lasallian Educator's Dossier".

The teacher is given a folder containing materials which might be of use in his/her own formation. In each day's folder the following aspects may be covered:

1. Evaluation questionnaire concerning one's own work situation: authority, creativity, approachability, etc.
2. An article dealing with some aspect of formation that is current in the teaching profession.
3. An article dealing with Lasallian Pedagogy (taken from Lasalliana).
4. Items of interest to the new teacher.
5. A prayer.

### 3. Celebration.

– *Morning prayer:* Following the Lasallian tradition, the day begins with a brief period for reflection and a prayer that deals with the theme of the day. Students and other companions in ministry are recalled in the prayer.

– *Eucharistic Liturgy:* This is celebrated at the end of the afternoon session and it serves as a kind of "recollection" for the day. All the questions that were raised throughout the day, both those that were answered and those that need further action, are brought before the altar of the Lord.

### 4. Acceptance.

Teachers are unanimous in their praise for these formation meetings and they wholeheartedly accept the Lasallian pedagogy and charism. Experience over the past seven years with these meetings have brought another question to the floor: What should we do with the teachers who have completed this three-year program and who are in favor of additional experiences like the ones already undergone?

## FORMATION PROGRAM FOR NEW TEACHERS

Topics	Experience
<b>FIRST YEAR</b>	
A way of becoming involved in the world of education: Lasallian pedagogy.	Beginning as a Teacher (various teachers share their own stories)
A way to face the professional task: Profile of the Lasallian teacher.	"Twelve virtues of the good teacher" (experiences of older students)
A way of dealing with students: Tutoring	Tutoring in the classroom (teachers and students share experiences)
<b>SECOND YEAR</b>	
A way of facing society: Proposal for values education.	Rising and falling values. Experience of parents, teachers, students.
A way of dealing with other teachers: together and by association.	Working as a team: Experience from different schools.
A way to face the future: creative renewal.	Creativity and innovation. Experiences of teachers, principals, counselors...
<b>THIRD YEAR</b>	
A way to deal with those most in need: justice education.	Plan for justice education. Meaningful experiences from other schools.
Dealing with my own faith commitment: The pastoral dimension in school.	District pastoral plan. The District pastoral team.
A way to become involved in the Lasallian District The Shared Mission	CELAS The CELAS team National leadership.



## DISTRICT OF FRANCE

### THE FRENCH LASALLIAN CENTER, A SERVICE FOR FORMATION

The French Lasallian Center (CLF) was established in 1986 by the Brother Visitors and by the La Salle Association to offer to educators interested in an introduction to the educational and spiritual inspiration of St. John Baptist de La Salle. Its mission is to help these educators assimilate the uniqueness of the Lasallian inspiration, beginning with the Founder and continuing throughout the history of the Institute.

The introduction that the French Lasallian Center offers makes good use of each participant and promotes the Lasallian Educational Plan in schools.

The sponsors of the Center are:

- the Brother Visitors of the Brothers of the Christian Schools.
- the La Salle Association, which brings together the French Lasallian schools: some 150 institutions with 10,000 teachers and 100,000 students.

The CLF is for Brothers as well as lay colleagues and it is directed towards:

- School principals and headmasters,
- administrative team members,
- teachers,
- leaders in ministry,
- others who work in a Lasallian school.

For the CLF formation to be effective, it is desirable that several persons from each school follow the program.

CLF is organized into ten sessions lasting two years; each year includes:

- four sessions each of two days' duration, on weekends between September and April;
- one four day session at the end of April which allows for contact between two different groups.

Each group is composed of 50 persons.

Since 1986 more than 1000 persons have participated in CLF.



CLF, 1994-1995:  
Participants in a session for Lasallian teachers.

### The "La Salle Institute" in service of formation

"La Salle Institute" in the District of France is the official formation structure in the pedagogical program. It was established on December 6, 1988.

The rationale for this structure stems from the importance placed on continual updating and on research into all facets of Lasallian education, pedagogical as well as catechetical.

**La Salle Institute, then, has two branches:**

- **Research**, connected to certain universities such as Angers, Paris, Lyon and Geneva.  
Along these lines, practical pedagogical methods are studied, including those of the Brothers. This is the basic objective of the "educational memory" group.
- **Formation**: to ensure the updating of the faculty of Lasallian schools by means of courses and mini-courses, the accompaniment of teachers, etc.

Sometimes external sources are used to implement this formation.

One of the main criteria is attention to students with academic difficulties and it was for this reason that ASET was developed as was the PEI system, attention to the education of gypsies, etc.



## DISTRICT OF ANDALUCIA

### QUESTIONS FOR GROUP REFLECTION AND DISCUSSION

1. What are some of the obstacles that block a real collaboration between Brothers and lay colleagues in the Shared Mission?
2. What means can be taken to change ways of thinking in the most positive way?
3. What are the demands placed upon the Brothers as being "the heart, the memory and the guarantors of the Lasallian charism"? What demands are placed upon lay colleagues to live their vocation as a Christian educator?
4. Is there a clear mission statement as to why the Lasallian school was established and why it continues to exist?
5. What needs to be done within the Lasallian schools to adapt them to the realities of the children who attend these institutions?
6. What strategies need to be in place to assure the participation of the members of educational communities in the creation of the District Plan for the Shared Mission?
7. How do we begin the process of commitment to the service of the poor and education for justice in the educational communities?
8. What practical means can be used to get to know one another better and to increase mutual trust among the Brothers and the lay colleagues?
9. What needs to be improved within institutional structures to assure an effective co-responsibility in the creation of guidelines and priorities as decisions are prepared, made and executed?
10. What structures should be created and which persons should be freed in the District in order to strengthen, with concrete programs, the different dimensions of the formation of the Lasallian educator: human, professional, spiritual, faith and Lasallian?
11. What do you believe is absolutely essential in the formation of the COMPLETE Lasallian educator?

## DISTRICT OF CHILE

### LASALLIAN SCHOOL OF SPIRITUALITY FOR THE LAITY

One of the tasks of the *Laity Commission of the Lasallian Family* was the creation of a "Lasallian school of spirituality for the laity".

Its objective is to form the lay colleague in an integrated manner: in faith, fraternity and service for education and evangelization with the objective that they live their life in imitation of the Founder.

Each year a group of teachers from each Lasallian school comes together at the school of spirituality.

The school has two levels:

**First level:** this is a three day program and both Brothers and lay colleagues participate. The goal is to sensitize participants to a life committed to faith through:

- a basic knowledge of Sacred Scripture;
- knowledge of the social doctrine of the Church;
- Lasallian spirituality;
- a deepening of one's understanding of the vocation of the Christian teacher.

**Second level:** the second level is centered upon:

- the Lasallian pedagogical experience;
- the role of the laity within the Church, especially in schools;
- the role of the laity seen in Salvation History.

Both levels are only the beginning. The work continues at each educational center through the use of "Modules". These are brochures that expand on what was introduced in the previous two levels and they offer the possibility of developing both an individual as well as a group project for those who have undergone the School of Spirituality program.

There are three Modules:

**Cycle A:** the Lasallian educator.

**Cycle B:** dealing with the Founder.

**Cycle C:** aids in prayer from the perspective of the Lasallian experience.

The School of Spirituality also organizes optional three day retreats for interested teachers and the topic is a more intense look at some concrete aspect of spirituality and the Lasallian mission.



District of Andalucia:  
Lasallian Family Congress  
held in Cordoba in 1992.



## SUB-DISTRICT OF PANAMA FORMATION PLAN FOR THE LASALLIAN LAY COLLEAGUE

### Shared Mission Commission

#### History

*With the return of the Brother who had participated in the first SIEL session in Rome, the Sub-District of Panama added a lay component to its understanding of the Lasallian Family. The work has taken shape and was organized in systematic fashion the following year.*

*With the help and the cooperation of the Brother Visitor and the Brother in charge of the youth ministry program a model was designed. Visits were made to the schools of the sub-district it was proposed to the various faculties that there be established a Lasallian Formation Group that would periodically be visited and accompanied by a Brother Advisor. Also the content material was set up as well as specific ways for it to be presented and absorbed throughout the school year.*

#### Organization

A number of activities were put in place to assure a good beginning and the most important of these were the following:

#### Visit of the Brother Advisor and the Formation Course

It was decided that the Brother Advisor would visit the Formation Group at each school three times during the year. During these visits the real work of the formation course would take place by means of conferences, discussions, small and large group work, periods of prayer and personal reflection. Each participant would receive a set of papers dealing with the various topics as well as some questionnaires for the group discussions.

#### Personal interview

One very important task of the Brother Advisor was the personal interview with each group participant. Without any particular agenda other than the actual concerns of the teacher, the Brother tried to give the teacher some

Groups from Panama and Colon around the altar.



Colon, Panama: Teachers Group Formation during a workshop.

guidelines for his personal, family, spiritual, relational or professional life. During this interview he would give each teacher a book, usually of a spiritual nature, that might help him increase his religious knowledge and might also serve him in his role as teacher.

#### "United in De La Salle" PAPER

In addition to personal contact, a paper entitled "United in De La Salle" was used to help with the assimilation of the course content.

The work done in the formation course sessions was reinforced with a monthly group meeting at the school.

Each group received the paper entitled "United in De La Salle" from the Sub-District's central office. The paper contained an outline for the meeting and a topic that was to be discussed and conclusions drawn.

As a result of the Shared Mission Commission of RELAL, there has recently been the establishment of the Mixed Commission of Brothers and Laity in the Sub-District that is now in charge of directing the formation of the laity.





## OBJECTIVES

### General Objective:

To cooperate in the professional, Christian and Lasallian formation of the laity who, attracted by the spirituality of St. John Baptist de La Salle, want to deepen their understanding of it and make it real in their daily lives.

### Specific Objectives:

- a) To make real what the Rule tells us in article 17.
- b) To provide experiences of prayer, fraternity, participation, cooperation, etc., throughout the entire formation process as members of the same family.
- c) To create an authentic Lasallian family atmosphere among our laity as a response to the 42nd General Chapter's Letter to the Lasallian Family and the apostolic exhortation "Christifideles Laici".
- d) To offer the laity the opportunity to identify more closely with the message of John Baptist de La Salle in terms of the spirit of faith, zeal and community.
- e) To prepare among our closest collaborators some who are committed to the spirit of De La Salle so that they themselves might be able to direct the ministry in which they are involved and might themselves become the fundamental pastoral components of their respective Christian communities.
- f) To try to create faith communities where there is a greater realization of what it means to live one's faith.

### Length

In the beginning it was believed that it would be best to have a closed type of experience of a fixed length and that when one group would finish another would immediately begin. In time it was deemed preferable that Brothers and the laity would journey together, united in their going "from one commitment to another" just as De La Salle himself did. For that reason the program was left open so that we Brothers would offer the program to our brothers, the laity, to our mutual advantage. So there are no set time limits nor are there attendance checks; it is understood that those who are interested in this type of growth will be assiduous and those who are not interested or who lose interest will just stop attending. It is interesting to note that some members from these groups have asked for admission into the SIGNUM FIDELI Fraternity which also exists in some Sub-District schools.

### The mixed commission of Brothers and the Laity

In 1994 the mixed commission of Brothers and the Laity was formed in the Sub-District and it is this group that is charged with responsibility for the Shared Mission. During the 1995 Holy Week a meeting was held to see what had already been accomplished and to renew these works as necessary. We hope and are certain that the Holy Spirit and De La Salle will bless their labors.

## Formation Course Content:

### Human area:

- Human person:
  - \* characteristics      psychological  
   social  
   intellectual
- My own person:
  - \* who am I?
  - what do I want to be?
  - in what type of person do I believe?
  - what type of person do I want my students to become?

### Professional area:

- The educator:
  - \* Personal journey
  - \* Identity
  - \* Personal experience
- The school:
  - \* Characteristics of the Christian school
  - \* The teacher
  - \* The student
- The Catholic educator:
  - \* Attentive to the needs of youth
  - \* Vocation
  - \* An evangelizer

### Christian area:

- Prayer:
  - \* Encounter with God
  - \* Enlightened by the Word
  - \* As a Minister of the Gospel
  - \* Community
- Faith of the Christian teacher
- Zeal of the Christian teacher
- Social commitment of the Christian teacher

### Lasallian area:

- De La Salle:
  - \* Introduction in 5 stages
- Spirit of
  - \* Faith
  - \* Zeal
  - \* Association in the Lasallian tradition
- Profile of the Lasallian educator
- Lasallian Spirituality
  - \* Method of Mental Prayer
  - \* Meditations of the Founder
  - \* Twelve Virtues of the Good Teacher
- Lasallian Christian Community
  - \* Commitment of the Lasallian educator
  - \* Lasallian Family
  - \* Lasallian Mission
- The Conduct of Schools



## REGION OF ITALY

CELAS

LASALLIAN ITALIAN CENTER

The two Italian Districts, Rome and Turin, each has its own Lasallian Center for the advancement of both Brothers and lay teachers. They are similar in their objectives and the way in which they function. They are coordinated at the national level by the Brother Regional Coordinator.

Here is a summary of their common structures:

1. The **Lasallian Center (CELAS)** is an organ created for the formation of Lasallian educators.

2. **Its goals are:**

- To coordinate formation programs for Lasallian educators who apply in both Districts.
- To take on common formation tasks that are carried out at the provincial level.
- To increase awareness of the Shared Mission in Lasallian areas.
- To represent Italy at the Lasallian European Formation Commission (CELAS Europe).

3. The Italian CELAS is staffed by **3 Brothers and 2 lay colleagues** from each District who are appointed by the Brother Visitor for a period of 3 years.

- The Brother Regional Coordinator presides over the center and calls meetings.

4. **Activities:**

- The Italian CELAS meets at least twice yearly.
- Occasionally there are meetings which are open to groups from the District CELAS.
- A common program is held for the formation courses for each District.
- There is an information bulletin published called "CELAS News".
- Basic working documents are published and distributed for courses as well as other useful information.
- It organizes national meetings for teachers who have participated in District courses and other types of continuing formation.
- It organizes meetings for those connected with CELAS at the local level.

5. **Funding.**

- Funding for the Italian CELAS is included in the budget for the Region of Italy.

### CELAS Formation Aspects

a. **Christian spirituality:** especially those aspects that have to do with the teaching vocation, personal witness, ministry within the Christian community. Sources: the Word of God, Magisterium documents, liturgical and prayer experiences.

b. **Lasallian spirit:** along the educational lines of the Founder and the Institute. An appreciation for the life and ministry of the Founder and for Lasallian spirituality and pedagogy.

c. **Pedagogy:** updating in educational and pedagogical procedures. This includes not only an awareness of psychology and Lasallian pedagogy but also practical ability, experience and competence.

### CELAS happenings

a. **Criteria:**

- The formation courses are offered to all active teaching personnel.
- Special attention is given to new teachers in Lasallian schools; relationships between teachers; boarding school teachers; follow-up after courses have been completed.

b. **District Courses-Criteria:**

- Periodic evaluation of the procedures used, results obtained and expectations.
- Planning for common meetings at the national level among participants of the two year courses.
- Continuity by means of the Signum Fidei Fraternity.
- Promoting the participation of Brothers in the courses.

c. **School happenings:** - local efforts to:

- + foster greater awareness of administrators for the Shared Mission;
- + prevention of a possible "aloofness" between course participants and the rest of the teaching faculty;
- + establishment of a continuing relationship with teachers;
- + offer psycho-didactic courses at the local level.
- Always maintain an auxiliary character and not a preemptive one concerning local efforts.

d. **"CELAS NEWS" Bulletin:**

- To foster a stable formative and informative relationship;
- To give guidance concerning publications and to offer some materials for reflection;
- To foster an increase in the sense of belonging to and commitment in the Shared Mission.





## UNITED STATES-TORONTO REGION

### FOUR WORKSHOPS ON THE SHARED MISSION

*Among the several workshops available to Brothers and lay colleagues concerning the Shared Mission, here are four as examples.*

#### 1. Together and by association: Sharing the Lasallian Mission.

This workshop is based on the work of Loughlan Sofield and Carroll Juliano's "Collaborative Ministry: Skills and Guidelines" and "Sharing the Mission" from the Regional Education Board.

The goal is to help Lasallian educators in their understanding and practice of the shared mission in their own educational institutions.

Jesus sent his disciples to labor in pairs so that they could offer each other mutual support in their successes and failures and so that they would be able to share their talents and gifts.

It is the same today: Brothers and lay colleagues committed to Lasallian education need to work together to carry out the Mission that the Church has confided to them: that of giving a human and Christian education to young people, especially the poor.

This workshop lasts either one day or two, depending on the needs of the group.

##### The basics of the workshop are:

1. Sharing the Mission, six steps.
2. The 42nd General Chapter and the Shared Mission.
3. Requirements for Shared Mission.
4. Stages leading to Shared Mission.
5. Obstacles to Shared Mission.
6. A spirituality for the Shared Mission.
7. Facilitating Shared Mission at xxx School.

#### 2. Characteristics of Lasallian Schools.

This workshop is for teachers as well as administrators and it is based on the paper by the same name published by the Regional Education Board.

In order for the shared mission to become a reality in Lasallian Schools it is necessary to understand and assimilate the characteristics of this type of school.

This is a one-day workshop that could be held at the beginning of the school year. It may also serve as an orientation session for administrative teams.

##### Workshop contents:

1. **Introduction:** The Lasallian Mission, the Teacher as Minister of Grace, Association and the Management of Schools.
2. **Agents for the Mission:** the Trustee, the President, the Administrator, the Teacher.
3. **Discussion** concerning the Characteristics of the Lasallian School.

#### 3. "Creating a school philosophy and/or mission statement".

This workshop is designed to help Lasallian educators (administrators, faculty, staff, parents and boards of directors) work together to create a school philosophy and mission statement which will incorporate both the mission of the Church and the mission of Lasallian education.

Many schools have a written statement of philosophy and/or mission. It is possible that these documents do not include a specific reference to the Lasallian tradition of education. This workshop is a one-day workshop involving the entire school community, giving all involved a practical experience of "shared mission". It consists of prayer, presentations, discussion and large/ small group work.

##### Contents:

1. **The Lasallian heritage:** John Baptist de La Salle, the Lasallian school, Shared Mission.
2. **Creating a School Philosophy/Mission.**
3. **Small Group Discussion:** Who are we?, What do we believe?, What do we hope to accomplish?, How do we hope to accomplish this?

#### 4. Spirituality of Leadership. For Lasallian Leaders.

This seminar is designed to help Lasallian leaders (directors of communities, school administrators, etc.) to understand that leadership implies stewardship.

St. John Baptist de La Salle invited his Brothers to touch the hearts of those confided to their care.

In light of the ministry of Jesus and the teachings of St. John Baptist de La Salle, this seminar presents the leadership characteristics needed to foster shared mission today as well as the supports necessary to encourage such leadership.

This seminar could be completed in one day.

##### Topics:

- a. **Introduction:** Two questions: 1. Where do you find your support for the leadership you give? What are the things that give you energy and what things deprive you of energy? 2. What kinds of support systems would you find necessary in the future - this would include personal, communal and spiritual supports?
- b. **Spirituality:** what it is; the triple movement of the presence of God, union with Christ, moved by the Spirit.
- c. **Leadership:** what it is; openness to participation, diversity, conflict, reflection, mistakes.
- d. **Servant-Leadership:** servant, reconciler, teacher, community builder, celebrator, prophet, prayer.
- e. **Supports for leadership:** the Lasallian Method of Prayer.