

**PEDAGOGICAL PRINCIPLES
WHICH
SHOULD INSPIRE
ALL LASALLIAN EDUCATIONAL
POLICY**

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The pedagogical principles which should inspire all Lasallian educational policy may be reduced to two fundamental aspects:

- (1) The Lasallian pedagogical model
- (2) The Lasallian school model.

Let us study these in detail so as to draw some conclusions and identify a specifically Lasallian pedagogical approach, bearing in mind the approach of the 21st century.

(1) The Lasallian pedagogical model

The Lasallian pedagogical model is clearly defined and described in the Rule of the Brothers of the Christian School.

The pedagogy of De La Salle is pupil-centred, adapted to the times in which they live, and "designed to prepare them to take their place in society" (R.13).

This pedagogy is characterised by a "determination to make the means of salvation available to young people through a quality education and by an explicit proclamation of Jesus Christ" (R.13).

"When the Brothers work in the area of adult education, they put the same emphasis on the importance of persons, adapting their methods accordingly" (R.13).

"The Brothers consider their professional work as a ministry. They are attentive to each of their students and especially to those most in need. They make themselves available to all in an attitude of brotherly companionship, helping them to discover, appreciate and assimilate both human and Gospel values. The Brothers help young people to grow as persons who are called to realise more and more that they are children of God" (R.13).

In their educational mission, directed especially towards the poor, the Brothers and their collaborators seek to discover the reasons for the poverty that surrounds them, and

to promote justice and human dignity. When they deal with people in a more favourable social environment, they urge them to become more sensitive to unjust situations of which the poor are so often the victims (cf.R.14).

By becoming actively involved in the milieu in which they work, the Brothers and their collaborators make a genuine effort to understand the deeper aspirations of people, and take advantage of the right moment and use the appropriate language to speak of Jesus Christ to those to whom they bring their message. Reciprocally, they themselves are open to evangelisation (cf.R.15).

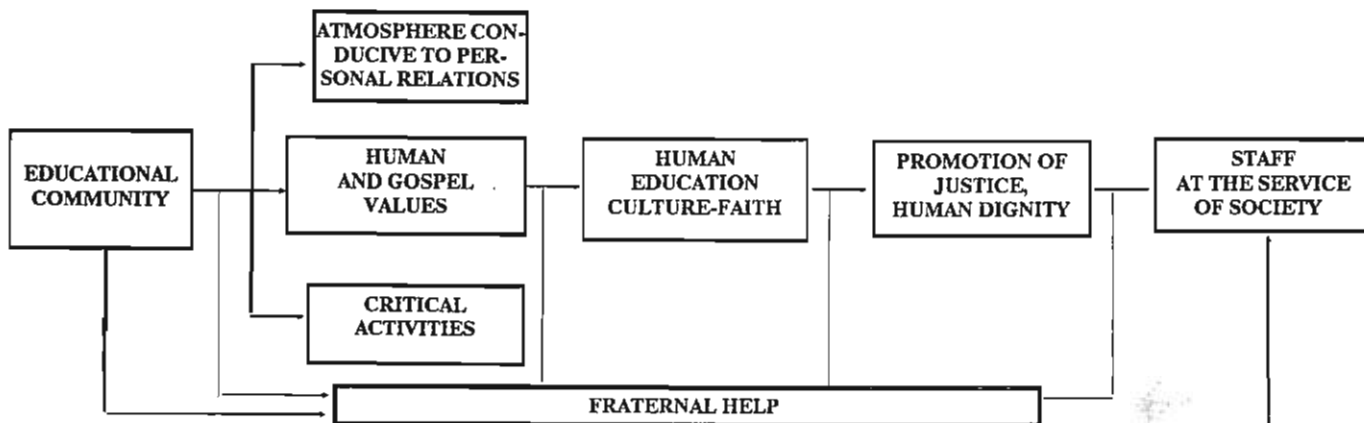
"By its organisational structure and the climate that it engenders, the Christian school makes catechesis possible. This catechesis should be lively, centred on the person of the student, in touch with life as it is, based on Scripture and the liturgy, attentive to the teachings of the Church, and concerned with an integral presentation of the Christian message" (R.15a).

Lasallian teachers "give special attention to their students who have difficulties at school, at home, or problems adjusting to society" (R.40).

"By evangelising young people and educating them in the faith, the Brothers help them to find their vocation in the Church" (R.82). "In their schools and in other centres where they exercise their apostolate, the Brothers help young people to think about their future and to take steps to prepare for it. They present in a clear way the vocational possibilities to be found in the various ministries, in the life of a Brother, and in other forms of the consecrated life. They do not hesitate to extend an explicit invitation for this purpose" (R.85b). See the corresponding diagram.

The policies of our educational establishments (both explicit and implicit) must be based on the Lasallian pedagogical model. This implies that:

- All the components of our educational communities must be involved in the policy.
- Our establishments must have an atmosphere that is truly conducive to personal relations and, in this way, to the all-round education of the students and to the promotion of human and ethical values.
- Like "elder brothers", we must help our students to develop their character, their potential and their values, so that they can become integrated into society and the Church as active members capable of supplying new answers to new situations resulting from a constantly evolving world.
- We must shift our centre of interest from an exclusively academic point of view to one centred on the nature of the student, on the development of his scientific spirit, on the process of his learning, on permanent contact with reality, on his motivation, his interests and expectations with regard to school, the community and life, and on his life plan.
- As a school, we must be a social institution that promotes and makes possible the implementation of financial, political, cultural, religious and family values.
- As teachers, we must be guides showing the way, catalysts, instigators of various processes, supervisors of learning, founders of communities.



(2) The Lasallian school model

The Lasallian school which conforms to the Rule is an appropriate place in which to educate for life:

– Its overall aim is to provide an all-round education. Its general aims are as follows: as a matter of priority, to enrol the poor and educate them; meet the educational needs of young people; aim at genuine inculturation; maintain creative dynamism; innovate, proclaim and live the Gospel; find new ways of catechising; work as a Church and as a community.

– Some of the values a Lasallian school should promote in

view of the approach of the 21st century are as follows: faith, human dignity, a sense of justice, peace, brotherhood, a critical sense, responsible autonomy, poverty as a value, personal equilibrium.

– The organisation of a Lasallian school is based on: permanent self-administration, collaboration, sharing, pupil-centred interest, faith that is lived and promoted as part of the running of the school.

– In promoting its educational policy, the school needs teachers that believe, that are liberated, balanced, creative, suited, competent, effective, willing, cooperative, altruistic, committed and faithful to the Lasallian charism.

