



LOURDES SCHOOL OF MANDALUYONG

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OFFICE OF THE CAMPUS MINISTRY

(CLED) INSTRUCTIONAL ■ LITURGICAL-PASTORAL ■ SOCIAL ACTION

CAMPUS MINISTRY PROGRAM

RATIONALE:

One of the primary goals of Catholic Education is the integral development of each of the members of the school community; physical, social, spiritual, moral, mental, and emotional development. In order to realize this purpose, a sense of direction is given. The Lourdes School of Mandaluyong Thrust provides an avenue for achieving this goal; Gospel Brotherhood, Marian Spirituality, and Christian Leadership. These elements play a vital role in the realization of this purpose. Therefore, the Lourdes School of Mandaluyong Campus Ministry Office provides pastoral care for the spiritual needs of the school personnel, students, and stakeholders, cojourneying in their life of Faith, living out the Christian-Catholic values deepened by the Capuchin-Franciscan Spirituality.

GENERAL OBJECTIVES:

With its threefold elements namely, CLEd-GMRC/CLVE, Liturgical-Spiritual, and Social Action-Pastoral arms, the school's Campus Ministry Office Program aims to:

1. to provide Catholic religious instruction to all LSM students through a Christian Living Education-GMRC/CLVE curriculum founded in a sound Catholic doctrine as well as the religious and academic formation of school personnel and stakeholders;
2. to animate the Christian life of Lourdes School of Mandaluyong community through liturgical celebrations; Eucharistic celebrations, feast days, reception of the Sacraments, and other formative spiritual activities such as recollections and retreats, fostering love to our Lord Jesus Christ and devotion to the Blessed Virgin Mary actualized based on the Capuchin-Franciscan Spirituality, that highlights the life of prayer and fraternity.
3. to concretize the joyful manifestation of Faith in the implementation of a Social Action Program in response to the call on the Church through the signs of the time, to coordinate and bring together in solidarity all activities on the different levels of the Lourdes School of Mandaluyong community.

MAJOR TASKS:

According to the general objectives, the Campus Ministry takes charge of three (3) major functions:

1. Implementation of the Christian Living and Values Education / CLED GMRC curriculum
 - a. spearhead the formulation of the School Year Theme which is a school year guide for all activities conducted in campus;
 - b. provide instruction on the basic tenets of the Catholic faith to all students at all levels;
 - c. conduct training and formation programs for Christian Living and Values Education / CLED GMRC teachers;
 - d. act as adviser to campus religious organizations;
2. Conduct celebrations of God's Word and other pastoral activities for students and employees in the following forms:
 - a. class feast day Masses, grade/year level Masses, and community Masses;
 - b. administration of the Sacraments such as Baptism, Confirmation, Reconciliation, and first reception of Holy Communion;
 - c. spiritual direction and spiritual counseling;
 - d. prayer sessions, *bibliarasa*, *triduums* and novenas;
 - e. retreats and recollections for students from Grade Five to Grade Twelve level, Advent (Greccio), Lenten (La Verna) recollections and annual retreats for employees,
 - f. fostering vocation to religious or priestly life, and
 - g. Catechetical instruction and Christian and Capuchin-Franciscan formation programs for employees (EDP-Spiritual).
3. Implementation of the Pastoral-Liturgical activities, Christian Curriculum, and Social Action Program of LSM Living and Values Education / CLED GMRC

In the tradition of the Christian Gospels, the Campus Ministry encourages all individuals in the institution to step beyond themselves and the campus and become involved in the life and aspirations of the broader community – through the sharing of time, talents, and treasures to the least in the community.

In the course of the implementation of the program, the Campus Ministry should have conducted the following activities during the year:

PASTORAL-LITURGICAL ACTIVITIES:

- a. Setting up of various service committees and their ongoing formation
 - i. LECOM – Lectors and Commentators
 - ii. EMOTE – Extra-ordinary Ministers of the Eucharist
 - iii. LITMUS – Liturgical Music
 - iv. MAS – Ministry of Altar Servers
 - v. TEMPO – Temporalities
- b. Conferences with non-Catholic parents and students
- c. Spiritual direction for students and employees for those who wish to avail of this service
- d. Annual retreat for employees
- e. Annual recollection for Grades 5 to 6 and retreat for Grades 7 up to Grade 12 students
- f. Religious Vocation Campaign Week
- g. Advent (Greccio) and Lenten (La Verna) recollections for employees
- h. EDP Masses (last Wednesday of the month)
- i. Community Masses, Class Feast day Masses, and Year Level Masses
- j. Bibliarasa for non-teaching personnel, Grade School Faculty, and High School Faculty
- k. Monthly worship services in the form of prayer sessions and catechesis (first Wednesday of the month)
- l. Special Activities injected into the different institutional celebrations:
 - i. Solemnity of Saint Francis of Assisi
 - ii. Feast of Saint Clare of Assisi
 - iii. Feast of the Stigmatization of our Holy Father Francis

- iv. Portiuncula Indulgence
- v. Feast of Padre Pio
- vi. The month of the Most Holy Rosary and Octoberfest
- vii. World Mission Month
- viii. Solemnity of Our Lady of Lourdes
- ix. Ash Wednesday

CHRISTIAN LIVING AND VALUES EDUCATION / CLED GMRC

- a. Formulation, launching, and follow-up of the school year theme and sub-themes;
- b. Preparation of the sacrament of Confirmation for Grades 6, 7 and Grade 12 students;
- c. Preparation for the Sacraments of Reconciliation and Holy Eucharist for the Grade three students;
- d. Preparation for students' retreats, recollections, and immersion activities

SOCIAL ACTION ACTIVITIES

- a. Conduct social action activities appropriate for the different sectors of the community under the two-pronged program: care for people and care for the environment
- b. Revitalize World Mission Sunday Collection and other related advocacies with the Archdiocese of Manila
- c. Heighten PTA and SOL's community participation and involvement
- d. Create more partnership opportunities with outside community

INTEGRATION:

The Campus Ministry must be seen in the total context of the whole educational endeavor. Since the sole educational endeavor of Lourdes School of Mandaluyong is directed towards "Becoming Like Christ", and the formation of "fully integrated Christian Persons", the Campus Ministry should not be regarded as a mere component of the educational process but must be the source of meaning and purpose for living a fully human life. The program should enable each member of the community to see the deeper meaning of life, participate in human society with a mission and vision of a Christian Person, and be led and grow into a deeper relationship with God and fellow human beings.

The unity of the Campus Ministry program is safeguarded through the years for it corresponds to three dimensions: knowledge, worship, and action. As the person grows into a deeper knowledge of his faith, so, too, must he grow in his relationship with God as manifested in prayer and love for the Word of God, active participation in the Eucharist and liturgical services, and frequent reception of the sacraments, so too, must it be manifested in his moral life as he grows in solidarity with all human beings in their day to day conditions. In this sense, knowledge and formation should lead to worship and the life of the Church and must essentially lead to Christian action and a deeper sense of community as its fruits. Each program component must therefore be related to the whole program and should be conducted in conjunction with other program components.

PERSONS RESPONSIBLE FOR THE PROGRAMS

The Campus Ministry Program shall be headed by the Campus Minister who reports directly to the School Rector. The Campus Minister is primarily tasked with and who shall have the following functions:

- 1. supervises, follows up, and evaluates the implementation of all Campus Ministry Programs;

2. initiates and implements projects and activities for the continuous improvement of students and employees in the area of values formation and spiritual growth;
3. provides appropriate inputs to the policy and decision-making processes of the school in the area of spiritual growth and development;
4. takes charge of the implementation of the Christian Living and Values Education / CLED GMRC curriculum in coordination with the principals of both departments; Living and Values Education / CLED GMRC
5. evaluates the contents of the Christian Living and Values Education / CLED GMRC curriculum;
6. plans conducts, supervises, and evaluates liturgical activities, retreats, recollections, and pastoral guidance activities;
7. is available for consultation on spiritual matters and other related issues and pastoral counseling to all members of the school community;
8. supervises and gives direction to the social action activities of the school;
9. coordinates with the Social Action Coordinator and the Christian Living and Values Education Coordinators regarding the effective implementation of the Campus Ministry Program;
10. prepares the budget of the Campus Ministry unit based on its projects and activities;
11. helps promote and maintain good morale, closer rapport, and camaraderie in the school community, and
12. performs other duties as may be assigned by the Rector.

In the implementation of the major tasks of the program, the Campus Minister shall be assisted by:

1. A full-time assistant to the Campus Ministry Office. He will have the following functions:
 - a. He prepares the liturgy/liturgical rites for all community masses and liturgical and paraliturgical functions;
 - b. prepares the songs and responses in powerpoint presentations during all community masses,
 - c. prepares the venues for community liturgical and paraliturgical activities;
 - d. assigns Lay Ministers, Readers, Servers in all community liturgical and paraliturgical functions and takes care of the formation of various liturgical-pastoral committees;
 - e. procures all materials needed for students' and employees and recollections
 - f. coordinates with Retreat Facilitators regarding arrangements for retreats and recollections;
 - g. accompanies all retreats and recollections of students and facilitates the same;
 - h. assists the CL teacher in the physical arrangement of the venue for Class Masses;
 - i. attends all functions of the Campus Ministry and its component arms;
 - j. keeps records of all Campus Ministry activities and documentations thereof;
 - k. prepares letters and memoranda of the Campus Minister;
 - l. coordinates with Department Heads regarding the *Bibliarasa*, catechesis and other related activities
 - m. assist the SAP coordinator in the immersion activity;
 - n. prepares and arranges the seminar for parents of first communicants and confirmands;
 - o. performs other duties related to the Campus Ministry as may be required from time to time.
2. The Subject Area Coordinator for Christian Living and Values Education/ CLED GMRC whose functions are the following:
 - a. He helps improve and update the instructional and professional competencies of teachers through regular classroom supervision, conferences, in-service training, and other professional growth activities;

- b. plans and implements the objectives and course syllabi of the Christian Living and Values Education Area Living / CLED GMRC per level;
- c. oversees the integration of content and activities in the subject areas;
- d. checks the syllabi, course outline, skill plans, class records, and tentative grading sheets of teachers;
- e. prepares action plan based on the approved academic and supervisory program;
- f. supervises teachers on student activities in the subject area;
- g. visits classes according to the approved supervisory program to observe classroom activities;
- h. assists the APA in the selection of teachers to handle classes in the regular class program and in the academic assistance program;
- i. prepares and submit to the APA the subject area's consolidated request for supplies, materials, and equipment;
- j. heads committees per subject area to evaluate textbooks and other instructional materials to be used in the classroom;
- k. orients the faculty members into the subject area;
- l. participates in the formative and summative evaluation of teachers' performance;
- m. assist in the improvement of teaching techniques and methodology;
- n. gives demonstration teachings when needed and conducts/ recommends seminars and workshops to subject area teachers for their professional growth;
- o. periodically evaluates the teachers on their teaching ability and competence;
- p. communicates to teachers policies and procedures agreed upon during Academic Council meetings;
- q. conducts area meetings with teachers for planning and evaluating action plans in the subject area;
- r. conducts research and investigations on methods, strategies, approaches, and techniques of instruction, whether diagnostic, developmental, or evaluative;
- s. sits as a member of the Academic Council;
- t. acts as official chairperson to students in academic contests and similar activities;
- u. acts as a coach to students in off-campus academic contests;
- v. informs the APA regarding plans and activities to be conducted in the subject area;
- w. coordinates with other offices including other SACs regarding plans, activities, and needs in the subject area;
- x. assigns substitute teachers for teachers who are absent or who are assigned to other duties;
- y. helps promote and maintain good morale, close rapport, camaraderie, and cooperation within the area and the LSM community, and
- z. performs other jobs analogous to and/or implied in the enumerated duties and responsibilities.

3. The Coordinator for Social Action

- a. He implements the Social Action Program of LSM in coordination with the different sectors of the community;
- b. coordinates all social action activities of the school including those done by other sectors to ensure the alignment of these activities with the thrust of the Campus Ministry Program;
- c. plans and implements social action projects and activities;
- d. evaluates the LSM Action Plan Program;
- e. liaises and coordinates with government and non-government entities in the conduct of social action activities;
- f. prepares the budget of the social action unit and submits the same to the Campus Minister for approval;
- g. helps promote and maintain good morale, class rapport, and camaraderie in the school community and
- h. performs other duties as may be assigned by the Campus Minister.

EVALUATION:

Just like any other academic program, the CLVE and CLED GMRC curriculum is evaluated in terms of its content, its relevance to present-day realities, and its strategies and objectives for each curriculum year. Congruent to this should be the evaluation of the Christian Living teachers as to their academic preparation and classroom strategies, their continuing education, and professional development. However, the CLVE and CLED GMRC curriculum does not simply end with knowledge and skills if it is to fulfill its function as simply not the formation of the intellectual faculties but the formation of the whole person as manifested in concrete day-to-day actions. Herein lies the difficulty of evaluation. It is also to be remembered that change in attitude or values is not automatic given a set of knowledge and skills that are learned through life. Sometimes, it may take time even beyond the formal education years when the values and attitudes as by-products of the informal proclamation of the faith may clearly be seen. It must be remembered, too, that in the formation of faith, it is not simply the action of the teacher or the student that is involved, but more so, and more importantly, the action of the Holy Spirit, guiding, enlightening, clarifying, sanctifying, and perfecting.

The same holds true for formation programs and other activities geared not only toward the formation of the intellect but also more importantly towards the formation of the heart. What we can see in the meantime are outward manifestations of that formation that happens in the individual for example:

- a. greater love for the Eucharist and other spiritual activities as manifested in increased enthusiasm, frequent reception of the sacraments, prayers that tends towards adoration and thanksgiving rather than a petition;
- b. increased participation in liturgical services;
- c. more meaningful and lively celebrations;
- d. greater awareness of the needs of others and the growing sense of community and the ability to become aware of the implications of one's actions on the community;
- e. reflective and prayerful lives;
- f. increased volunteerism;
- g. less pride and more humility and self-criticism;
- h. joyful acceptance of suffering and adversity;
- i. participation in church-led advocacy programs;
- j. increased Bible reading and study
- k. greater appreciation for silence and reflection and
- l. growth in the formation of conscience.



