Lourdes School of Mandaluyong
High School Department

THE JOYFUL JOURNEY TRAINING PROGRAM

INTRODUCTION :

Lourdes School of Mandaluyong envisions itself to be a Christian community of service preserving the value of quality education as manifested in the virtues of a fully-integrated Christian person. A fully-integrated Christian person is someone who believes and accepts that his life, like the rest of creations, is a gift from God and therefore tries his best to enrich his life in all aspects so that he can use that gift excellently through service. This vision entails sacrifice and dedication up to the point of Becoming Like Christ, who for the love of man, offered himself to die on the cross. Thus, the school's philosophy of life and education is Becoming Like Christ. LSM is one with the Church in building the kingdom of God towards the path to a lifelong journey to Holiness, Excellence and Service.

However, God did not promise that life is easy nor is following the footsteps of His son. It is a continuous process of renewal and commitment to be better every day. Therefore a companion for this difficult journey is necessary most especially for educators who form the hearts and minds of Lourdesians. The finalization of the Capuchin Franciscan Pedagogical Paradigm in 2018 and the rigorous process of reviewing the programs and practices of the school made way for a better understanding of the school's vision. It provided inspiration and enlightenment. Thus, the Joyful Journey Training Program, an excellent companion for educators and students, was conceived in the year 2021. It was implemented starting AY 2021-2022.

The program aims to develop and nurture formators and students to be like the Bl. Virgin Mary and St. Francis of Assisi who always had faith in God and used their lives to follow God's will for them. Members of the academic community should be trained in order to develop and manifest in their daily experiences the values of Gospel Brotherhood, Franciscan Minority and Christian Leadership.

OBJECTIVES:

1. To acknowledge that life of a Catholic is a challenging journey but will become joyful in itself if it is founded on faith in God's love and mercy;
2. To be equipped with the necessary information, skills, attitude and values needed to achieve a joyful journey;
3. To understand that the Capuchin Franciscan Pedagogical Paradigm is a vital instrument to realize the school's vision and mission and Philosophy of Life and Education;
4. To cascade the vision of the school in the curriculum and instruction and in all programs and activities.

The Joyful Journey Training Program is composed of 4 Es:

Education – pertains to all information that the participants need to know for the training
Encouragement – a provision for motivation and inspiration through awards and recognitions
Enforcement – a system of implementation, monitoring and interventions for employee and student performance

Evaluation – consists of evaluation tools to measure the progress and continuous success of the program

ON EDUCATION

Orientations and Training for Teachers, Academic Non-Teaching Personnel and Students include the following information and activities : (Please see Appendices)

1. Jim Kwik's Learning How to Learn Principles
2. Tips for a Healthy Heart Mind Body and Soul (based on Jim Kwiks book, Limitless)
3. Horaria
4. Franciscan Moment Questions for Reflection
5. Module 1 : On Orientation on the Capuchin Franciscan Pedagogical Paradigm
6. Module 2 : The HeArt of Teaching Seminar / Webinar
7. Module 3 : Seminar / Webinar on the Seven Habits of Highly Effective People
8. Creation of the document Educational Principles for Lourdesian Formation as a guide to improve student engagement, in depth treatment of lessons and application of learning in real life situations
9. Webinar on Sustainability
10. Webinar on Social Action Integration
11. Critiquing of Performance Tasks per Subject Area with APAs
12. PETA Integration Meetings focused on Sustainability and Social Action Oriented Projects
13. Learning Plan Critiquing by subject area based on the Educational Principles for Lourdesian Formation
14. Demonstration Teaching by Subject Area Coordinators and Teachers
15. Revision of the Lesson Budget into a Learning Journey Pathway for Students
16. Revision of the Learning Journey Tracker from one week to One Quarter
17. Orientation for administrators on the Joyful Journey Tracker for academic coordinators, APAs, APDs , teachers and guidance counselors.

ON ENCOURAGEMENT

A set of awards and recognitions are given to teachers to motivate them to apply what they have learned from the training provided to them.

SYSTEM OF RECOGNITION OF TEACHER ACHIEVEMENT AND FORMATION

As stipulated in LSM Supervisory Program, quality supervision spans to empowering and collaborating with teachers as evaluation and feedback are provided to improve instructional and management skills of teachers. This puts a premium not only on the areas for improvement but on celebration, success, growth and teamwork.

1. These awards have been designed to formally recognize the outstanding performance, contribution to the community and qualities of teachers as effective adviser, subject teacher, and moderator promoting the ideals of a Capuchin Franciscan institution. These awards are

given to encourage teachers to strive for excellence and to become proactive members of the school and community.

2. All teachers, including those with probationary status, who have met the standards, criteria, shall be recognized.

3. There can be two or more recipients of any award. However, should there be no qualified recipient, the awards shall not be given.

4. An Awards Committee (AC) shall be composed of the members of the Academic Council who shall determine qualified recipients of awards.

5. The awardees shall receive a certificate of recognition during a Professional Learning Community Session or any meeting attended by the high school faculty and administrators. A token or gift may also be given if the budget provides and a solicitation from suppliers will be allowed.

End of the Semester Awards

Title of the Award	**Criteria**	**Selection Process**
First Things First Award	75% of academic documents are submitted in advance with minimal things to improve	To be determined by SACs using the record of submission
Most Proactive Learning Plan Designer Award	Consistent submission of well-design learning plans that highlight the use of the following: 1. Meaningful pre-instruction activity 2. Challenging learning tasks that engage students with the content, the teacher and fellow students 3. Valuable integration activities that emphasize Capuchin Franciscan Values and life-wide learning 4. Appropriate assessment, closure	To be determined by SACs and APAs Observation Tool 3 may be used as evaluation instrument

	and post-instruction activity	
Best Demonstration Teacher Award (Subject Area Award Category)	Demonstration Teaching that shows well-executed lesson that highlights the following: 1. Good Communication Skills 2. Use of student-centered strategies 3. Meaningful values integration 4. Use of critical and analytical questions 5. Effective use of the LMS	All teachers will conduct a demo-teaching in the area during a meeting or peer-observation and will use of the formal observation tool to come up with a rating. The teacher with the highest score will be nominated by the SACs to receive the award. 1 awardee per SA
Schoology Champion of the Semester	Weekly Learning Package designed to achieve optimum learning which includes: 1. Advance organizer/ clear instructions on how the package will be used 2. Teacher-made slides/videos for acquisition of learning 3. Formative assessment activities for making meaning 4. Summative assessment to check transfer of learning	To be selected by Ms. Janette Esteban, the Schoology Learning Solutions Specialist. 1 awardee per grade level
Sharpest Saw Award	the highest number of trainings/webinars attended the greatest number of collegial sharing made during SAM learnings are applied in improving the strategies for	To be determined by SACs and APAs

	teaching and performing responsibilities	

End of the Year Awards

Title of the Award	**Criteria**	**Selection Process**
Ambassador of Synergy Award	Has a positive influence to fellow teachers to perform responsibilities with joy Has always been the go-to person when co-teachers need help Has shown joyful disposition towards work as seen during departmental and area meetings	To be nominated/voted by the faculty
Win-Win Ambassador of Innovation Award	Has shared strategies on how to do the work efficiently and effectively such as: 1. An innovative teaching strategy 2. Use of technology to manage adviser's/ teacher's/ moderator's task well 3. Initiated an activity that promote the school's mission and vision	To be nominated/voted by a member of the AC
21st Century Lourdesian Educator Award ● JUNIOR HIGH SCHOOL ● SENIOR HIGH SCHOOL	The tool based on **Educational Principles as Basis for Instruction for Lourdesian Education will be used** PRIZES:	Teaching demo (live or video) Teachers and subject area coordinator will choose one or more representatives from their area (60-40%)

• HIGH SCHOOL DEPARTMENT	Certificate And Cash Prize	The academic council will choose deserving representatives per category A panel of judges will choose the winners

ON ENFORCEMENT

A system of monitoring is used to ensure that learning takes place in the classroom and that Lourdesian formation is achieved. Monitoring includes different types of classroom observations such as pop-in, informal, formal and interdisciplinary classroom observations. A new system is also created to have an easier and up to date monitoring of teacher and student performance based on data. In this, adapted from the book Traction by Gino Wickman, subject area coordinators, APAs, APDs and guidance counselors will report on a weekly basis whether the target number or goal of each unit is achieved or not using the Joyful Journey Tracker. Based on the number reported, each unit head will also report on the interventions done or made in order to address the identified concern/s.

After monitoring, teachers are given commendations and interventions based on the needs . Intervention includes, individual conferences (IC) , peer demonstration teaching, reading and watching of educational materials for professional development, benchmarking, membership in professional organizations and use of community resources.

THE JOYFUL JOURNEY TRACKER

High School Department Score Card							
			MONTH 1				
	MEASURABLES	**GOAL**	WK 1	WK 2	WK 3	WK 4	WK 5
SACs	Learning Plan Submitted						
SACs	Objectives are SMART						
SACs	Strategies are aligned with Objectives and are Engaging						
SACs	Assessments are aligned with Objectives						
SACs	Content and Strategies Develop the Values of Gospel Brotherhood and Minority						
SACs	Assessments develop the value of Christian Leadership						

SACs	Uses Resource Person or Outside Organizations to Improve Instruction						
SACs	Gives Clear and Purposeful Assignments						
SACs	Learning Plan is Properly and Completely Implemented / Executed						
SACs	Learning is Taking Place in the Class						
SACs	Feedback was Given to Teachers						
SACs	Intervention Given Resolved the Concern						
For Inclusion in the Attendance Tracker							
TEACHERS	Formative Assessment Passed						
TEACHERS	Summative Output Submitted						
TEACHERS	Intervention Done						
	Parents Notified						
	Conferences Conducted with Parents						
	Referrals Made to SACs						
	Tutorial Given						
APAs	LPs Checked						
APAs	Learning Packages Checked						
APAs	Assessment Checked						
APAs	Classes Observed						
APAs	Feedback Given to SACs						
APAs	Students Who Performed Well						
APAs	Students Given Intervention						
APDs	Students Present						
APDs	Students Punctual						
APDs	Students with Good Behavior						
APDs	Students Given Intervention						

Counselors	Students Who are Well						
Counselors	Students Given Intervention						
Guidance Coordinator	Counselors Who Submitted Reports						
Guidance Coordinator	Routine Interviews Conducted						
Guidance Coordinator	Students Referred						
Guidance Coordinator	Cases Resolved						
PRHRDO	Employees Present						
PRHRDO	Employees Punctual						
PRHRDO	Employees with Good Behavior						
PRHRDO	Cases Investigated						
PRHRDO	Cases Resolved						
REGISTRAR	Number of Students Promoted						

A memo on the SUBMISSION of ACADEMIC DOCUMENTS will be issued to teachers or employees who fail to comply with the requirements of the job. The memo includes the type of reminder stated below :

- ✔ No concern
- ✔ Due Immediately
- ✔ Due Next Week
- ✔ Strong Reminder on this
- ✔ Gentle Reminder on this

The memo also states the next step of intervention if the employee still fails to submit the document/s on the agreed date and time.

- ✔ Conference with APA
- ✔ Issuance of a Written warning
- ✔ Suspension
- ✔ Conference with the Principal

The teacher should download the memo, affix signature and return it to the to the SAC.

Date:
Re: SUBMISSION OF ACADEMIC DOCUMENTS
To:

Be reminded that as agreed upon during our IC and based on the plan of action/intervention identified after, the submission of the academic documents indicated below is overdue. Please comply immediately.

Status of Submission	Document	Details
No Concern	Syllabus	
No Concern	Course Outline	
Due immediately	Action Plan for Excellence	
Due immediately	Learning Plans	
Due immediately	Learning Pathway	
Strong reminder on this	Test Question and Answer Key	
Due immediately	Summative Assessment	
Due immediately	Table of Specification	
Due immediately	PeTa Proposal/Plan	
Due immediately	Experiments	
Due immediately	Monthly Class Record	
Due immediately	Partial Grades	
Due immediately	Tentative Grades	
Due immediately	Test Question for Special Exam	
Due immediately	Others	

Please be informed that failure to comply with the agreement will result to conference with APA

Thank you!

Truly yours,

Subject Area Coordinator
Noted by:
Mrs. Dionelyn A. Luchavez
APA - JHS

Mrs. Barbara C. Lumanog
APA - SHS

Received by:

Subject Teacher

A stricter monitoring and intervention is also provided for students. Absences, Tardiness and Late and Non-Submission of requirements should be addressed immediately by the subject teachers. With one or two of these, the subject teacher should call the attention of the student at once, followed by the next interventions if the student shows no improvement at all:

1. Subject teacher confers with the student and informs the class adviser
2. Subject teacher notifies the parents regarding the concern
3. APD notifies the parents for a pattern in tardiness and absences
4. Subject teacher confers with the parents
5. Subject teacher refers the student to the SACs/ APA, APD, guidance counselor depending on the need of the student
6. The APA refers the student to the principal

ON EVALUATION

All existing evaluation tools are used such as the Performance Rating Scale for Teachers (PRST) however, the observation tool for Interdisciplinary Classroom Observations was revised to check if the learnings from the Joyful Journey Training Program are evident in the performance of both the students and teachers. The letters in bold and italicized are the changes made in the tool.

1. LESSON PLANNING: The teacher prepares one lesson plan.
2. The teacher states the lesson objectives correctly in clear and specific behavioral terms.
3. The teacher writes the lesson plan clearly in correct English or Filipino.

4. The teacher assigns clear and purposeful homework.

PRE - INSTRUCTION:

1. ***The teacher assigned readings or materials that the students studied in order to prepare for the lessons and activities.***
2. ***The teacher checked if the students read or studied the materials assigned to them without spending too much time on it.***
3. ***The teacher has a system of resolving problems on low performing students.***

INSTRUCTION:

4. ***Students are aware of the objectives of the lesson and know how to achieve them.***
5. ***Objectives state the application of lessons in real – life situations especially helping the needy or a particular community.***
6. ***Strategies used are relevant to the achievement of the objectives.***
7. ***The lesson development included presentation of data that gives the relevant and significant information about a certain issue.***
8. ***Students' learning is applied in addressing national and/or global issues.***
9. ***Both the students and the teacher are aware of the comprehensive data for both sides of the issue in order to make sound judgment and effective solutions to national / global issues.***
10. ***The teacher planned and executed the lesson in a manner that lesson development is focused on higher-order thinking skills.***

11. ***The students learned well about the relationship of the lesson in solving national and global issues while actively participating and enjoying the experience at the same time.***
12. ***Students were able to explain if they had achieved the objectives of the lesson.***
13. ***The students manifest learning from the lesson based on the results of assessment/activity.***
14. ***The lesson plan and execution are complete from pre-activity to post-activity in one session. (Post -activity may just be assigned but not necessarily be done in the same period.)***
    POST - INSTRUCTION:
15. ***The students are able to help a particular group of people based on the lesson that they studied.***

DELIVERY OF LESSONS:

1. The teacher displays mastery of subject matter.
2. The teacher presents the lesson in a logical sequence and organized manner.
3. The teacher uses appropriate and interesting motivation to introduce the lesson.
4. The teacher employs teaching strategies which are student- oriented and consider multiple intelligences.
5. The teacher uses instructional tools and teaching aids effectively to reinforce learning.
6. The teacher covers the subject matter thoroughly and in-depth.
7. The teacher integrates values appropriately and meaningfully in the lesson.
8. The teacher engages the students in a dynamic and meaningful discussion.
9. The teacher explains the lesson in a manner suited to the level of the students.
10. The teacher employs a good mix of low- and high- level questions.

CLASSROOM MANAGEMET and TEACHER'S PERSONALITY:

1. The teacher speaks in a clear well-modulated voice.
2. The teacher speaks in correct English or Filipino.
3. The teacher is properly attired and well-groomed for class.
4. The teacher has a wholesome attitude towards students.
5. The teacher maintains a positive disposition throughout the class.
6. The teacher sees to it that routine activities are observed.
7. The teacher sees to it that the physical (virtual) environment is clean and orderly.

STUDENT INVOLVEMENT:

1. The students are engaged in the development of lessons and not passive listeners or spectators.

2. The students manifest skills necessary for life-long learning such as research skills, facilitating skills, critical-thinking skills, creative or innovative skills, and collaborative skills.

3. The content covered and the methodology used by the teacher are neither very easy or shallow nor very difficult. The teacher used diagnostic assessment or activated prior knowledge or skills in order to determine the right level of discussion and appropriate strategy.

4. The students are given the opportunity to the highest level of potential to showcase the skills they learned based on the training and motivation provided by the teacher.

5. Students are free to use strategies that cater to their learning style and skill to manifest learn
6. All students are trained to participate in the class activities in spite of their individual differences.
7. The students manifest readiness for the lessons or activities in class and are able to learn from each other.
8. The students actively participate in class activities due to positive and negative reinforcement used by the teacher.
9. The students speak or interact with classmates most of the time.
10. Activities and assessment in class measure how students manifest their emotional and adversity quotient and not just intelligence quotient. The values of Excellence and Resilience are nurtured and developed.
11. Both the students and teachers are aware if the objectives of the lesson were achieved or not. The teacher uses the results of assessment in order to achieve the objectives and for students to perform better.
12. The students manifest a clear understanding of the expectations set by the teacher based on their performance. Rubrics and examples play a great role in achieving clear understanding.
13. The students manifest the values of perseverance and self-confidence in doing their tasks no matter how difficult and that making mistakes is not a dead end but a beginning of new learning.
14. The students manifest excellence in learning and character and used these values in helping God's creations especially the poor and the needy.
15. The students manifest communication skills.
16. The students exhibit preparedness for the lesson.
17. The students display critical thinking abilities.
18. The students participate actively in discussions and activities.

APPENDICES

JIM KWIK's LEARNING How to Learn Principles

1. BE **FAST**

F - **FORGET** temporarily your stored knowledge about the topic so you can absorb more information. You cannot fill a glass that is full.

A - Be an **ACTIVE** participant of learning. Learning is not a spectator sport so be more engaged. Share insights and ask questions. That's how you will learn more.

S - Every learning is **STATE** dependent. Be in a state where your mind is more open and your physical and emotional state are healthy.

T - Learn something as if you are going to **TEACH** it.

2. **You have not learned it if you have not used it.** Knowing is different from learning. Learning means you have applied what you have learned. If not, you have not learned it. You should be able to find the inspiration and the motivation to use and apply what you have learned.

JOYFUL JOURNEY TIPS for BETTER ACADEMIC PERFORMNACE

In line with the school's Healthy Heart, Mind, Body and Soul (#HHMBS) Program, here are research-based Tips that will help Lourdesians perform better in school and in life.

A. Lifted from Chapter 8 , Energy from the book LIMITLESS (Upgrade Your Brain, Learn Anything Faster and Unlock Your Exceptional Life). Jim Kwik, the author, is an advocate for brain health and global education.

1. A good brain diet

The human brain requires 45 distinct nutrients to function best. While most of these nutrients are created by the brain itself, the rest are imported from our diet.

Refined sugar, for example, contributes to impaired brain function, leads to inflammation, and can even cause depression.

(Brain foods : avocados, blueberries, broccoli, dark chocolate, eggs, green leafy vegetables, salmon, sardines, caviar, turmeric, walnuts, water)

2. Brain Nutrients

Supplementing with phospholipid DHA (brain uses this to create healthy cell membranes) is important because our cell membranes form all the receptors involved in mood, executive functioning, attention and memory.

3. Exercise

In a study done at the University of British Columbia, researchers found that regular aerobic exercise appears to boost the size of the hippocampus, the brain area involved in verbal memory and learning

4. KILLING ANTS (Automatic Negative Thoughts)

If you regularly tell yourself that you can't do something, you won't do that thing. Only when you move on from this kind of destructive self-talk can you truly accomplish what you want to accomplish.

5. A Clean Environment

Removing clutter and distractions from your surroundings will make you feel lighter and improve your ability to focus.

6. A Positive Peer Group

The brain system involved in reward processing is also involved in the processing of social information, explaining why peers can have such a pronounced effect on decision making. Those you spend time with have a genuine effect on brain function.

7. Brain Protection

Accidents are unavoidable, but putting yourself in situations where brain injury is less likely improves your chances of avoiding the worst.

8. New Learning

We are all capable of increasing the capacities of our brain, as long as we keep learning, we continue to create new pathways in our brains.

9. Stress Management

Cortisol build up in our brain can lead it to cease functioning properly so it is critical to find ways to reduce or avoid stress.

10. Sleep

Increasing evidence has tied lack of sleep to a host of mental and physical disorders, including increased depression, irritability, impulsivity, cardiovascular disease and more. Aerobic and exercises and meditation help in better sleep.

B. Light as Medicine

According to Dr. Roger Seheult, in his interview entitled Sunlight: Optimize Health and Immunity (Light Therapy and Melatonin), published on January 22, 2022, exposure to sunlight plays a vital role in the promotion of a healthy body. Sunlight can affect our body up to the cellular level of mitochondria which generates most of the chemical energy needed to power the cell's biochemical reaction. He recommended the following:

1. Have sunlight exposure in the morning, preferably direct sunlight, facing the direction of the sunlight 30 seconds to 30 mins depending on the intensity of the sunlight, ideally up to 9:00 am only.
2. At night, reduce blue light and use warm and reddish light preferably placed at the bottom part of the room. No or very minimal blue light from gadgets' screen, preferably 2 hours before sleeping.

C. In his podcast entitled, The Most Powerful Strategy To Reprogram Your Mind, published in August 31, 2020, Dr Joe Dispenza shared that your thoughts can affect your brain, your body and your life. With their 4 – 5 day meditation program, 91% of their clients had more than 80% of change in their brain for the better based on brain and heart scans. They even conducted blood tests and saw tremendous instant physical healing.

He recommended the following:

1. Do meditation to rewire the brain by constantly imagining and practicing what you want to experience at present and in the future. He said that the brain does not recognize between a past, a present and a future thought or experience so try to put positive thoughts in your brain.
2. Always have a feeling of gratitude because the state of being grateful puts you in a state of receiving and if you are in the receiving state, you feel happy, joyful and generous.

ORARIA

(Spanish word for Time Table or Schedule / Recommended Schedule for Students and Employees)

- Waking Up (5:30 am)
- Prayer and Meditation for Positive Mindset
- Exercise (at least 20 mins per day)
- Breakfast
- Bath and Dressing Up
- Travel to School / Preparing materials and entering the meeting room
- RTC classes (7:30 am)
- Screen Break in between RTC classes attend to personal needs (stand-up, stretch, be physically active, look at something green away from the screen, hydrate)
- Angelus
- Lunch Break (12: 35 – 1:30 pm)
- Franciscan Moment (Time for Silence) (1:30 – 1:45 pm)
- FTC Tasks and Consultation 1:45 – 3:45
- Three o'clock Prayer
- Screen Break in between FTC Tasks : ideally every 30 mins to 1 hour to attend to personal needs (stand-up, stretch, be physically active, look at something green away from the screen, hydrate)
- Rest and Recreation (4:00 pm)
- Family Time / Dinner (7:00 pm)
- Gratitude Moment for Tasks Accomplished and Planning for Next Day's Tasks (8:00pm) (Apply the 3rd habit of Putting First Things First of the Seven Habits of Highly Effective People)
- Prayer (8 :30 pm) (No gadget beginning at 8:30 pm)
- Sleep Time (9 : 30 pm)

FRANCISCAN MOMENT QUESTIONS for REFLECTION
THREE CORE VALUES AS EXPLAINED BY Rev. FR. CESAR F. ACUIN, OFMCap.

GOSPEL BROTHERHOOD

Which subject and activity today gave me the opportunity
to show respect, mercy and care for myself?
to show respect, mercy and care for my brothers?
to show respect, mercy and care for the environment?

FRANCISCAN MINORITY

Which subject and activity today gave me the opportunity
to praise God for the gifts and talents He has given me?
to explore and improve my talents and to be resilient?
to utilize my talents for the service of others?
to be simple in the things that I said and did?
to prioritize others instead of myself ?

CHRISTIAN LEADERSHIP

Which subject and activity today gave me the opportunity
to be a good leader or to influence others to be good as well?
to help those who are weak and marginalized?
to bring those who are lost in faith and brought them back to God?

MODULE 1 : ORIENTATION ON THE CAPUCHIN FRANCISCAN PEDAGOGICAL PARADIGM (CFPP)

Objectives :
1. To understand the life of St. Francis as background of the Capuchin Franciscan Pedagogical Paradigm;
2. To understand that the paradigm is a continuous cycle of renewal and commitment to be better;
3. To be able to integrate the meaning of the paradigm in the context of curriculum and instruction

Methodology :

Webinar Type Discussion

The orientation focuses on the discussion of the following topics :

Life of St. Francis based on the following experiences :

- Troubadour Experience
- San Damiano Experience
- Greccio Experience
- Portiuncula Experience

- ❖ La Verna Experience
- ❖ Albacina – Camerino Experience

The Three Stages of the Paradigm based on the Model of St. Bonaventure

- ❖ Purgative Stage
- ❖ Illuminative Stage
- ❖ Unitive Stage

Expectations from the Educators and Students' Output

Specific Details and Explanations are found on the slides indicated below.

Evaluation :
Questions are given using a google form to evaluate the discussion.

1. What is the over-all goal and objective of our education?
2. What are the two Catholic Scholastic endeavors? You may use English terms. It does not have to be in Latin.
3. What is the meaning of Renovatio Christi?
4. What is the meaning of Sequela et Imitatio Christi?
5. What should serve as our "litmus test" amidst culture war?
6. We learned that the spiritual definition of purgation is the removal of anything immoral and sinful. In teaching, how shall you use it?
7. If the spiritual meaning of illumination is enlightenment, liberation of the person, how shall you apply it in teaching?
8. If union means to be converted and of being one with God, how shall you apply it in teaching or in education?
9. What do we mean by creativity and care in the application of union stage?
10. According to Bishop Barron, what is the role of Catholic Education?
11. Why is the training program entitled Joyful Journey?
12. What are the five stages of design thinking?
13. What are the 7 habits of highly effective people?
14. After the sessions today on the Capuchin- Franciscan Pedagogical Paradigm (CFPP), Bishop Barron's interview video and Joyful Journey Training program, what are your take-away realizations and insights?
15. For the union aspect, what concrete course of action do you have in mind to be able to apply what you have learned so far from today's sessions?

JOYFUL JOURNEY TRAINING PROGRAM
MODULE 2 : The HeArt of Teaching
Qualities and Responsibilities of an Effective Teacher
(Class Adviser, Subject Teacher, Club Moderator)

Introduction :

As Lourdesian educators, everyone is challenged to evangelize students and parents through "SENTIRE CUM ECCLESIA" that is to help the students to think and feel with the Church. Through the Capuchin Franciscan Pedagogy, LSM ensures that educational practices create a common ground for individual transformation for all stakeholders in the LSM community. This is highly deemed as a special role for teachers who serve as front liners in the education of the young.

OBJECTIVES:
After this module, the teachers are expected to :

1. understand the role of the teacher as class adviser, subject teacher, club moderator and many more, in the formation of the students;
2. be equipped with the skills and tools necessary in applying the Capuchin – Franciscan Pedagogical Paradigm in his/her dealings / encounters with students and parents;
3. apply the skills and values of a Lourdesian educator in dealing with students and parents.

Methodology :

PURGATIVE STAGE : ROLE PLAYING
Each speaker will role play about a situation given to him /her by the organizers of the training. He/She should be able to display the good qualities and skills of an effective teacher. He/She is given 10-15 minutes to finish the task. He/She may ask help from co-teachers to serve as participants in the role playing. The following are the situations provided:

1. Ms. Viray talking to her class/students on submissions or concerns of the different offices like
    1. OSA (General Assembly , List of Class Officers, List of Club Names,
    2. APA(non-submission of requirements),
    3. APD(reminders on absences/tardiness each subject)

0. Ms. Cruz talking to her advisory class/ Math class:

    1. On a Monday HR period or ICLP
    2. To a student who have concerns on absences/tardiness, submission of requirements
    2.3 On monitoring of students' behavior

0. Ms. Abadilla talking to her advisory class/Filipino class:

    1. On a Monday HR period or ICLP
    2. To a student who have concerns on absences/tardiness, submission of requirements
    3. Handling disciplinary concerns

0. Mrs Bolinao on Conference with Parents
    1. specially dealing with difficult parents
    2. students with concern on academic performance

0. Mr. Gonzales on how to identify and to handle a student confiding a complicated or delicate matter
    1. personal problems
    2. domestic concerns, etc

PURGATIVE STAGE : PANEL DISCUSSION
Each speaker will share experiences to answer the following questions:

1. What do you do to help your class perform better?
2. What is your motivation in helping your class perform better?
3. When do you think is the best time to do interventions? What are the warning signs that you see that tells you that you have to talk to a student or to the parent?
4. What are the concerns that you personally encountered in performing your role as an adviser/subject teacher/club moderator?
5. How are you able to do it consistently in spite of reasons of not having load allowance from school, wrong phone number given by students, too many workload of an adviser/teacher, and parents with busy schedule?

PURGATIVE STAGE : Talk on the Qualities of an Effective Teacher/Adviser/Club Moderator by Rev. Jose Eduardo A. Mayo, OFM Cap. Campus Minister

<u>Qualities and Responsibilities on an Effective Teacher</u>

1. Familiarity with the meaning and principles of the school's mission and vision
2. Ability to relate well with students while maintaining professional distance
3. Ability to communicate well the message and values of the school upholds as a Catholic school
4. Ability to make corrections and make sound moral judgment
5. Ability to identify students who need help
6. Trustworthy and with genuine care where students feel welcome and safe
7. Good listener (no judgement; no bias)
8. Like the Good Shepherd (will prioritize the least, the lost and the needy)

ILLUMINATIVE STAGE:
REFLECTION : Audience may be asked via an app (like mentimeter, googleforms,padlet, peardeck) the following questions:
After this session, what changed in your perspective as a teacher?
Which among the qualities of a teacher mentioned do you already have?
Give at least 3.
Which among the qualities of a teacher mentioned do you need to improve on?
Give at least 3.

UNITIVE STAGE:
WORKSHOP : All participants will be grouped randomly to create a role playing about the common concerns of students and parents. They should be able to use or show the qualities

and skills of an effective teacher. The group will role play on the problems and solutions for students who are always absent and late or who do not submit requirements or who misbehave or who have disciplinary concerns. They should be able to show from identifying students who need help to having a conference with the student and with the parent. The following situations will be given :

1. Spoiled or tolerated by parents
2. With domestic concern : financial problems
3. With domestic concern : marital problems (always quarelling)
4. With addiction of any kind
5. With difficulty adjusting to the online platform

Miscellaneous:

Evaluation c/o Guidance Center

Certificate and monetary token will be given to speakers and prizes for the workshop participants will also be provided. Budget will come from the OSA funds.

Program Flow:

SCHEDULE	ACTIVITY	PERSON-IN-CHARGE
8 : 00 -8:30	Checking of Attendance	Emcee : Ms. Marian Ligon
	Prayer	Ms. Diane Pakinggan
	#HHMBS Ice Breaker	Mr. Jayson Dollisen
8:30 – 10:00	Role Playing/Panel Discussion	Ms. Abadilla, Ms. Bolinao, Ms, Cruz, Ms. Viray, Mr. Gonzales
10:00 – 10:30	Health Break	
10:30- 11:00	Role Playing/ Panel Discussion	Ms. Abadilla, Ms. Bolinao, Ms, Cruz, Ms. Viray, Mr. Gonzales
11:00 – 12: 00	Talk on Qualities of an Effective Teacher	Rev. Jose Eduiardo A. Mayo, OFM Cap
12:00 – 12:15	Instructions for Workshop	Ms. Kristine Guevara
12:15 – 1:15	Health Break	
1:15 -1:30	Preparation for the Workshop	
1:30 – 2:30	Presentation of the Workshop	
2:30 – 3:30	Awarding of Token to the Speakers	Emcee : Ms. Marian Ligon
	Awarding of Prizes	Emcee : Ms. Marian Ligon
	Sharing of Insights	Mr. Berdon Manlutac Ms. Queenie Ku Mr. Mark Luchavez

	Closing Prayer	**Mr. Ajerico V. Abejo III**

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Approved :

(SGD.) Rommel O. Florentino
High School Principal
Evaluation on the Heart of Teaching Webinar

1. Please evaluate the following:
2. Topic / Content
3. Speaker Clarity
4. Speaker's response to inquiries
5. Time Allotment
6. Date
7. Attendees' Participation
8. The objective of the activity were clear.
9. The objective of the activity were achieved.
10. My favorite part in the event is/are:
11. I learned that...
12. Because of this I am challenged to...
13. Comments and suggestions:

MODULE 3 : SEVEN HABITS OF HIGHLY EFFECTIVE PEOPLE by Stephen Covey.

Objectives :

1. To understand the habits of highly effective people as tools for true success;
2. To be able to explain the 7 Habits of Highly Effective People in the light of the CFPP.
3. To be able to apply the 7 habits by identifying the habits they need to improve on and find ways to improve them.

Methodology :

Webinar Type Discussion of Each of the Seven Habits of Highly Effective People. After each habit presented, guide questions are given to participants to answer and share to the group.

Guide Questions:

Habit 1 : BE PROACTIVE
What is the difference between reactive and proactive ? Please share :
an example when you were reactive / proactive. How did it affect you, your work, your health or relationship?

HABIT 2 ; BEGIN WITH THE END IN MIND
What do you really want in life when you have to meet your Creator? What are your daily thoughts, words, decisions and actions? Are they leading you to what you want in life?

HABIT 3 : PUT FIRST THINGS FIRST
What are your distractions? Compute the number of hours you are spending to scroll your phone for nothing. How much time do you allot for exercise, for family, for learning, for your hobby? Do you calendar these?

HABIT 4 : THINK WIN - WIN
Is it bad to be competitive? How can we achieve this habit? What will it take for a person to have this habit? How can Habit 4 help us perform our responsibilities as Lourdesian Formators?

HABIT 5 : SEEK FIRST TO UNDERSTAND, THEN TO BE UNDERSTOOD
What do you think hinders us from listening to other people ? Please share an example when you used or not used this habit. What was the effect?

HABIT 6 ; SYNERGIZE
In our profession as teachers in LSM, how will having synergy help us become better educators?

HABIT 7 : SHARPEN THE SAW
Which habit do you need to sharpen ? What do you think are the things that will stop you from sharpening that habit? How will you solve it?

Explain the relationship between the CFPP and the Seven Habits of Highly Effective People.

SEVEN HABITS OF HIGHLY EFFECTIVE PEOPLE SUMMARIZED
https://www.franklincovey.com/the-7-habits/

Habit 1: Be Proactive is about taking responsibility for your life. Proactive people recognize that they are “response-able.” They don’t blame circumstances, conditions, or conditioning for their behavior. They know they can choose their behavior. Reactive people, on the other hand, are often affected by their physical environment. They find external sources to blame for their behavior. If the weather is good, they feel good. If it isn’t, it affects their attitude and performance, and they blame the weather.

All these external forces act as stimuli that we respond to. Between the stimulus and the response is our greatest power—we have the freedom to choose our response. One of the most important things we choose is what we say. Our language is a good indicator of how we see ourselves.

A proactive person uses proactive language—I can, I will, I prefer, etc. A reactive person uses reactive language—I can't, I have to, if only. Reactive people believe they are not responsible for what they say and do—they have no choice.

Proactive people focus their efforts on their Circle of Influence®. They work on the things they can do something about: health, children, or problems at work.

Reactive people focus their efforts in the Circle of Concern™—things over which they have little or no control: the national debt, terrorism, or the weather. Gaining an awareness of the areas in which we expend our energies is a giant step in becoming proactive.

The Freedom to Choose
Instead of reacting to or worrying about conditions over which they have little or no control, proactive people focus their time and energy on things they can control. The problems, challenges, and opportunities we face fall into two areas—Circle of Concern and Circle of Influence.

Habit 2: Begin With the End in Mind is based on imagination—the ability to envision in your mind what you cannot at present see with your eyes. It is based on the principle that all things are created twice. There is a mental (first) creation, and a physical (second) creation. The physical creation follows the mental, just as a building follows a blueprint.

If you don't make a conscious effort to visualize who you are and what you want in life, then you empower other people and circumstances to shape you and your life by default. It's about connecting again with your uniqueness and then defining the personal, moral, and ethical guidelines within which you can most happily express and fulfill yourself.

One of the best ways to incorporate Habit 2 into your life is to develop a Personal Mission Statement. It focuses on what you want to be and do. It is your plan for success. It reaffirms who you are, puts your goals in focus, and moves your ideas into the real world. Your mission statement makes you the leader of your own life. You create your destiny and secure the future you envision.
Begin With the End in Mind means to begin each day, task, or project with a clear vision of your desired direction and destination, and then continue by flexing your proactive muscles to make things happen.
Habit 3: Put First Things First is the exercise of independent will toward becoming principle-centered. Habit 3 is the practical fulfillment of Habits 1 and 2. Habit 1 says, "You are the creator. You are in charge." Habit 2 is the first mental creation, based on imagination, the ability to envision what you can become. Habit 3 is the second creation, the physical creation. This habit is where Habits 1 and 2 come together. It happens day in and day out, moment-by-moment. It deals with many of the questions addressed around time management. But that's not all; habit 3 is about life management as well—your purpose, values, roles, and

priorities. What are “first things?” First things are those things you find of most worth. If you put first things first, you are organizing and managing time and events according to the personal priorities you established in Habit 2.
We spend our time in one of four ways, depending on the two factors that define an activity: urgent and important. Urgent means it requires immediate attention. Urgent things act on us and are usually visible. For example, a ringing phone is urgent. Important things, on the other hand, have to do with results. It contributes to our mission, values, and high-priority goals. We react to urgent matters. Important matters that are not urgent require more initiative, more proactivity.
Habit 4 : Think Win-Win isn’t about being nice, nor is it a quick-fix technique. It is a character-based code for human interaction and collaboration.
Most of us learn to base our self-worth on comparisons and competition. We think about succeeding in terms of someone else failing—if I win, you lose; or if you win, I lose. Life becomes a zero-sum game. There is only so much pie to go around, and if you get a big piece, there is less for me; it’s not fair, and I’m going to make sure you don’t get anymore. We all play the game, but how much fun is it really?
Win-win sees life as a cooperative arena, not a competitive one. Win-win is a frame of mind and heart that constantly seeks mutual benefit in all human interactions. Win-win means agreements or solutions are mutually beneficial and satisfying. We both get to eat the pie, and it tastes pretty darn good!
To go for win-win, you not only have to be empathic, but you also have to be confident. You not only have to be considerate and sensitive, but you also have to be brave. That balance between courage and consideration is the essence of real maturity and is fundamental to win-win.

Many people think in terms of either/or: either you’re nice or you’re tough. Win-win requires that you be both. It is a balancing act between courage and consideration.

There are three vital character traits that are essential to this paradigm:

Integrity: sticking with your true feelings, values, and commitments.
Maturity: expressing your ideas and feelings with courage and consideration for the ideas and feelings of others.
Abundance Mentality: believing there is plenty for everyone.
Habit 5 : Seek First to Understand , Then to Be Understood : Communication is the most important skill in life. You spend years learning how to read, write, and speak. But what about listening? What training have you had that enables you to listen so you really, deeply understand another human being? Probably none, right?
If you’re like most people, you probably seek first to be understood; you want to get your point across. In doing so, you may ignore the other person completely, pretend that you’re listening, selectively hear only certain parts of the conversation or attentively focus on only the words being said, but miss the meaning entirely. So why does this happen?
Because most people listen with the intent to reply, not to understand. You listen to yourself as you prepare in your mind what you are going to say, the questions you are going to ask, etc. You filter everything you hear through your life experiences, your frame of reference. You check what you hear against your autobiography and see how it measures up. Consequently, you decide prematurely what the other person means before they finish communicating. Do any of the following sound familiar?

You might be saying, “Hey, wait a minute. I’m just trying to relate to the person by drawing on my own experiences. Is that so bad?” In some situations, autobiographical responses may be appropriate, such as when another person specifically asks for help from your point of view or when there is already a very high level of trust in the relationship. Because you so often listen autobiographically, you tend to respond in one of four ways:
Evaluating: You judge and then either agree or disagree.
Probing: You ask questions from your own frame of reference.
Advising: You give counsel, advice, and solutions to problems.
Interpreting: You analyze others’ motives and behaviors based on your own experiences.

Habit 6 : Synergize : To put it simply, synergy means “two heads are better than one.” Synergize is the habit of creative cooperation. It is teamwork, open-mindedness, and the adventure of finding new solutions to old problems. But it doesn’t happen on its own. It’s a process, and through that process, people bring all their personal experience and expertise to the table.

Together, they can produce far better results than they could individually. Synergy lets us discover jointly things we are much less likely to discover by ourselves. It is the idea that the whole is greater than the sum of the parts. One plus one equals three, or six, or sixty—you name it.

When people begin to interact together genuinely, and they’re open to each other’s influence, they begin to gain new insight. The capability of inventing new approaches is increased exponentially because of differences.

Valuing differences is what really drives synergy. Do you truly value the mental, emotional, and psychological differences among people? Or do you wish everyone would just agree with you so you could all get along? Many people mistake uniformity for unity and sameness for oneness. One word—boring! Differences should be seen as strengths, not weaknesses. They add zest to life.
You know you are synergizing when you:
Have a change of heart.
Feel new energy and excitement.
See things in a new way.
Feel that the relationship has transformed.
End up with an idea or a result that is better than what either of you started with (3rd Alternative).
Habit 7 : Sharpen the Saw means preserving and enhancing the greatest asset you have—you. It means having a balanced program for self-renewal in the four areas of your life: physical, social/emotional, mental, and spiritual.

As you renew yourself in each of the four areas, you create growth and change in your life. Sharpen the Saw keeps you fresh so you can continue to practice the other six habits. You increase your capacity to produce and handle the challenges around you. Without this renewal, the body becomes weak, the mind mechanical, the emotions raw, the spirit insensitive, and the person selfish. Not a pretty picture, is it?

You can pamper yourself mentally and spiritually. Or you can go through life oblivious to your well-being. You can experience vibrant energy. Or you can procrastinate and miss out on the benefits of good health and exercise. You can revitalize yourself and face a new day in peace and harmony. Or you can wake up in the morning full of apathy because your get-up-and-go has got-up-and-gone. Every day provides a new opportunity for renewal—a new opportunity to recharge yourself instead of hitting the wall. All it takes is the desire, knowledge, and skill. Feeling good doesn't just happen.
Living a life in balance means taking the necessary time to renew yourself. It's all up to you. You can renew yourself through relaxation. Or you can totally burn yourself out by overdoing everything.

These videos are used to explain the Seven Habits of Highly Effective People by Stephen Covey

https://www.youtube.com/watch?v=WFc08j9eorQ&t=4s

https://www.youtube.com/watch?v=5LbCRx1UbWY&t=0s

Evaluation :

1. Considering each of the 7 Habits of Highly Effective People, give an honest rating on how often you have been practicing each habit as of today based on the given 5-point scale.
2. The training was relevant to my needs.
3. The ideas presented were helpful.
4. The time was sufficient.
5. The content was organized.
6. The participants were encouraged to ask questions.
7. The training met my expectations.
8. The objectives of the training were attained.
9. The facilitators gave clear and effective instructions.
10. How likely will you apply what you've learned today?
11. Other Comments & Suggestions:

Educational Principles as Basis for Instruction for Lourdesian Education	**Evaluation Tool**
1. The teacher as a facilitator of learning promotes active engagement of students with the content, teacher and fellow students in the learning process. The students must not be viewed as a passive depository of information that will be provided by the teacher in a traditional lecture.	The students are engaged in the development of lessons and not passive listeners or spectators.
0. The student is a life-long learner. The teacher as facilitator of learning forms the students in such a way that even without the teacher, the students can learn on their own, especially when he leaves LSM. The students should be formed to be continuously searching for truth and wisdom even if they have graduated from school.	The students manifest skills necessary for life-long learning such as research skills, facilitating skills, critical-thinking skills, creative or innovative skills, and collaborative skills.
The students are not tabula rasa or blank slates. They are born with abilities and qualities that make them capable of learning. As they grow, they have acquired information, experiences and values that can be used by the teacher to further develop the students' view of himself and the world around them. It's important that the teacher does not assume what the students know and do not know. Giving diagnostic assessment and activating previous knowledge and experiences are significant for a better instruction. The students may be bored if the lesson is too easy or they may get anxious if they cannot relate to the lesson because they have not acquired the necessary prerequisite skills for the current lesson. Both these reasons will make the students lose respect for the subject and the teacher. Teachers should not also assume what the students can do or cannot do. Students are imbued with gifts that need to be tapped, discovered or nurtured. When given the proper training and inspiration, they can do great things more than the teacher can do or imagine.	The content covered and the methodology used by the teacher are neither very easy or shallow nor very difficult. The teacher used diagnostic assessment or activated prior knowledge or skills in order to determine the right level of discussion and appropriate strategy. The students are given the opportunity to the highest level of potential to showcase the skills they learned based on the training and motivation provided by the teacher.
0. Not all students are the same. They have different genes, family background, skills, interests and experiences. The teacher should bear in mind that the students have individual differences. Strategies for instruction should be flexible and should cater to multiple intelligences to accommodate individual differences. In the same manner that results of assessment should be treated and used for the improvement of instruction and individual students.	Students are free to use strategies that cater to their learning style and skill to manifest learning. All students are trained to participate in the class activities in spite of their individual differences.

0. The student learns twice when he explains. Learning by doing.	The students manifest readiness for the lessons or activities in class and are able to learn from each other.
0. Positive and negative reinforcement both motivate learning.	The students actively participate in class activities due to positive and negative reinforcement used by the teacher.
0. Ratio of speaking time between teacher and students.	The students speak or interact in the class most of the time.
0. Students' success greatly depends on the teacher.	The teacher should not blame the students for underperforming in class. Instead, the teacher should reflect and adjust his/her strategies based on the needs of the students for them to perform better.
0. Emotional intelligence versus Intelligence quotient and Adversity Quotient	Activities and assessment in class measure how students manifest their emotional and adversity quotient and not just intelligence quotient. The values of Excellence and Resilience are nurtured and developed.
0. Assessment is not just the end, but also a means to achieve the goals of instruction.	Both the students and teachers are aware if the objectives of the lesson were achieved or not. The teacher uses the results of assessment in order to achieve the objectives and for students to perform better.
0. Communication gap	The students manifest a clear understanding of the expectations set by the teacher based on their performance. Rubrics and examples play a great role in achieving clear understanding.
0. Learning is a journey or a process. It will take a lot of experience and effort before getting to the destination.	The students manifest the values of perseverance and self-confidence in doing their tasks no matter how difficult and that making mistakes is not a dead end but a beginning of new learning.
0. Excellence and Character, Minority, Gospel Brotherhood and Christian Leadership.	The students manifest excellence in learning and character and used these values in helping God's creations especially the poor and the needy.
Pre- instruction activity	

0. Ask them to read or watch something then give guide questions to answer in the notebook or to be submitted in Schoology or prepare for presentation in class whether, group, individual or diad. (See examples of Pre-Instruction activities provided by Ms. Alma Dayag.)	The teacher assigned readings or materials that the students will study in order to prepare for the lessons and activities.
0. Reinforcement or checking if the students answered the pre-instruction or if they prepared for the lesson for the day. Give a short quiz in Kahoot, Quiziz, Google form or Assessment feature of Schoology. 0.	The teacher checked if the students read or studied the materials assigned to them without spending too much time on it.
0. The teacher should check if the boys really prepared for the class. If the teacher failed to establish this routine, giving pre-instruction activities is useless. It's very important that results of these pre-instruction activities should be reflected in the class record and be used to assess student performance.	The teacher has a system of resolving problems on low performing students.
0. Giving feedback should be immediate and effective. If upon seeing the results, the teacher noticed that a student failed, a conference should be made immediately. If failing happens for the second time, a notice or a conference with parents should be made immediately to ensure that the attention of both the parent and the child is called. The parents will appreciate it if we give the feedback early rather than waiting for several instances of failure before they are informed. The subject teacher should be the one informing the parents although the adviser should also be informed of such feedback. Please take note that these are just pre-instruction activities. We are not talking about quizzes or other requirements yet.	Low performing students show improvement in their performance.
Instruction Activity	
0. Objectives of the lesson should be stated or provided to the students at the beginning of the session so they are guided and mentally prepared for the meeting.	Students are aware of the objectives of the lesson and know how to achieve them.
0. Objectives should be identified based on the UBD principle of "Begin with the end in mind'. The objectives of a lesson should not end with learning the knowledge and skills. Learning the knowledge and acquiring the skills should be the means to achieve an objective and not the end. Learning knowledge and acquiring skills should be used to do something for the benefit of the people, especially the needy. In guiding or training the teacher, the objective should be clear to the teacher, meaning he or she should be able TO ANSWER the IMPORTANT questions such as " WHY ARE	Objectives state the application of lessons in real – life situations especially helping the needy or a particular community.

YOU TEACHING THIS LESSON ? “ OR “WHY SHOULD THE STUDENTS LEARN ABOUT THIS LESSON ? “ Where and how will they apply what they learned in real life? Who will benefit from this lesson in real life?	
0. When looking at the end in mind, one crucial aspect is the means to the end which is the strategy. An objective may be good or correct but if the teacher did not use the appropriate strategy to achieve the goal, instruction will fail. The teacher should be able to answer the question, will my strategy achieve my objective? For example, the objective is to help raise awareness on a certain issue and be able to come up with solutions on a specific problem, but the strategy is discussion on definition of terms. When identifying the objective, a parallel strategy should be identified as well.	Strategies used are relevant to the achievement of the objectives.
0. In depth treatment of the lesson should be a priority in planning the development of the lesson. The nature of issues that should be discussed should deal with national and global issues. Presenting the data about these issues are crucial in establishing the causes of the problems and in finding ways how the students can help solve these issues.	The lesson development included presentation of data that gives the relevant and significant information about a certain issue. Students' learning is applied in addressing national and/or global issues.
0. In discussing issues, two sides of the issues should be presented. When presenting both sides of the issues, comprehensive data should be presented to the class either by the teacher or the students. No teacher or students should discuss an issue based on personal opinion or hearsay alone. Expressing one’s opinion without data is dangerous in forming young minds as students believe what the teachers say and do. The opinion of a teacher is not just his own as he carries the name of the school so he / she should be careful by always relying on valid data and reliable sources. The teacher should also be aware of the issues by reading or studying different sources. When reading or watching about an issue, the teacher should be able to discern what is the source saying and why he/she is saying it in order to critically see if there are motives or biases behind the article or material.	Both the students and the teacher are aware of the comprehensive data for both sides of the issue in order to make sound judgment and effective solutions to national / global issues.
0. Knowledge - level discussion should not occupy the majority of the class time. Instead, the time in class should be utilized for in depth discussion such as application, analysis, synthesis, evaluation.	The teacher planned and executed the lesson in a manner that lesson development is focused on higher-order thinking skills.
0. Instruction should NOT be a monopoly of the teacher. As stated in the CFPP, students should be able to experience	The students learned well about the relationship of the lesson in solving

learning, reflect on what they learned and act or do better based on their experiences and reflections. These will not materialize if students are just seated and receiving information from the teachers or just answering questions given by the teachers. Students should be given the time to engage in learning. Students should be given the chance to interact with their classmates and discuss the lessons and issues. Teachers should prepare the lesson in a manner that all students will be able to recite or participate or engage. Students are interested in a lesson if they are involved. Students gain more confidence if they are able to express themselves or experience success. Learning takes place when students are immersed in learning whether they fail or succeed. And students enjoy the class if they are interacting with and learning from and with their classmates. However, interactive or engaging lesson discussion can only be achieved if the teacher was able to prepare the students in the PRE-INSTRUCTION activity.	national and global issues while actively participating and enjoying the experience at the same time.
0. Instruction should be summarized or concluded with a valuing or a closure activity. It should be ended with something that the students will bring as a synthesis of everything that transpired in the class. It should be something that they can apply in real life, especially helping others in real life.	Students were able to explain if they had achieved the objective of the lesson.
0. Learning should be assessed. Assessment is very important as it answers the question , “ Did my students learn? “or How will I know if the students learned ? When planning the lesson, after identifying the objectives and the strategy, a parallel assessment should be identified next. There should be a measure of whether the students learned something from the lesson in that period. It does not always have to be in the form of a quiz. It could be a group discussion that the teacher gave that showed the students’ knowledge and analytical or critical thinking skills. Anything that measures if the students learned or contributed something or not. Again, it would be better if everyone can show or manifest learning. Aside from the Quiz, PETA and Quarterly Exams, minor assessments should be done. This is also a way of communicating to the students that they should be active and engaged in class because they will be assessed in that period.	The students manifest learning from the lesson based on the results of assessment.
0. Finally, instruction should be planned in such a way that it is complete, meaning there should be motivation, lesson activity, valuing/closure and assessment (not necessarily in this order) . If a topic cannot be done in a complete manner in	The lesson plan and execution are complete from pre-activity to post-activity in one session. (Post -activity may just be assigned but

one meeting, the teacher should improve in chunking lessons and planning skills.	not necessarily be done in the same period.)
Post – Instruction Activity	
Enrichment or assessment activities comprise post – instruction. After the period, an activity or an assignment should be given in order for the students to master a skill or to finish a task. It can also be a valuable activity. It can be a major or a minor activity that will help synthesize or complete the lesson. It can be submitted at the next meeting or at a later time. This activity will answer the questions, Why do I need to learn this lesson? How can I apply this in real life? Who will benefit from this lesson in real life?	The students were able to help a particular group of people based on the lesson that they studied.

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https://heylink.me/LSMCampusMinistry/

Franciscan Pedagogical Paradigm

	Purgation	Illumination	Union
	Acquisition	*Make Meaning*	*Transfer*
	Current Action	*Reflect & Pray*	*New Action*
CONTENT	**Mastery and Retention**	**Process and Application**	**Appropriation and Expansion**
FOCUS	**Anchoring on Status:** -Identify Growth Areas -Creative and Effective Teaching Strategies -Student Equip-*ment*	**Process Fine-tuning:** -Sharp Analysis Skills and Critical Thinking -Principle-oriented -Challenge-directed	**Clarity of Goal:** -Persevering Focus -Efficient Strategies in Application and Sustainability -Student Empowerment
GOALS	**Excellence Honesty True Knowledge Wisdom Knowledge**	**Character Prudence Truthful Conclusions Wise Decisions**	**Holiness and Service Confidence True Assimilation Wise Action**

Franciscan Pedagogical Paradigm

Areas	Purgation	Illumination	Union
	Acquisition	*Make Meaning*	*Transfer*
	Current Action	*Reflect & Pray*	*New Action*
FACILITATOR SKILLS	**-Mastery, wisdom, creativity -Able to ask the right questions -Alert to opportunities of supplemental learning -Purposeful pushing of limits; charitably challenge growth -Affirm goodness -Honestly identify weaknesses and shadows -Able to give appropriate and concrete examples -Consistency in focus; flexibility in path**		
Nat. Sciences	**Transfer of content, theories, and procedures**	**Experimentation, problem-solving, proofs demonstration**	**Innovative application research or projects**
Maths	**Transfer of content, theories, and procedures**	**Projects, problem-solving, proofs demonstration**	Values Development: **Discipline of the mind**
Social Sciences	**Transfer of content, theories, and procedures**	**Making meaning of Events, Realities, and Theories**	**Creation of position/proposal papers and essays**

Franciscan Pedagogical Paradigm

Bonaventurean Categories (*De triplici viae*)	Purgation	Illumination	Union
Objective of Activities	Collection and Curation of Experience and Content	Enlightened Analysis	Individual and/or Communal Expression of and/or Response to Learning
Description of Activities	Experiential Focus	Normative, Integrative Thinking	Integrative Action
Student and Teacher Focus	Attentiveness to Experience and Content	Catholicity in Humanities and Sciences	Charitable Engagement and/or Transformation of Reality
Required Action	Compassion Cheer	Competence Collaboration	Creativity Care

Franciscan Pedagogical Paradigm

Instruction	Purgation	Illumination	Union
	Acquisition	*Make Meaning*	*Transfer*
	Current Action	*Reflect & Pray*	*New Action*
Objective	Excellence	Character	Holiness and Service
Integration of Catholicity	Implicit/Subliminal Supplemental	Commentary Assessment	Conversion Advocacy
Assessments	**Objective**: Recitations, Memorizations, Enumerations, etc. (**Mastery and Retention**)	**Evaluative**: Reflection, Reaction, and Position Papers or Outputs (**Critical Thought, Reason, and Principled Judgment**)	**Integrative**: researches, experiments, creative outputs (**Holistic and integrative demonstration**)
Teacher Role	Director Provider	Challenger Provocateur	Coach Consultant
Learner Role	Directee Receiver	Investigator Thinker	Director Initiator

Points of Reflection for Formators
CAPUCHIN FRANCISCAN PEDAGOGY

	Purgation	Illumination	Union
Pedagogical Moments	ENCOUNTER	CONVERSION	DISCIPLESHIP
	See	Judge	Act
	Current Action	Reflect & Pray	New Action
	Acquisition	Make-meaning	Transfer
Intellectual Formation	Mastery (Cognition)	Understanding (Coherence)	Outcome (Competence)
Intellectual standards	Knowledgeable Curious	Conversant Critical	Problem-solver Servant-Leader
Will Formation	Self-knowledge	Self-understanding	Self-mastery
Will Standards	Minor Humble	Reflective Insightful	Fraternal Kind
Becoming Like Christ	Christ-person	Christ-mind	Christ-like

Points of Reflection for Formators
CAPUCHIN FRANCISCAN PEDAGOGY

	St. Bonaventure (*De triplici viae*)		
	Purgation	Illumination	Union
1. Learning is part of the Christian conversion process where the individual attains growth in Christian faith and rightful conduct for the renewal of the Church and society	Awareness of Current Action	Reflect Pray	Inauguration of New Action
1.1 The Student → HUMILITY	Honest	Wise	Brave
1.2 The Teacher → GUMPTION	Patient	Prudent	Transformative
1.3 The Teacher-Student relationship	Instructive	Mentorship	Moderation & Facilitation
1.4 The Learning Process	Acquisition & Mastery	Making Meaning	Transfer & Metanoia
1.5 The Learning Environment	Primarily the Classroom	Bridging Life and Classroom	Primarily Life Situation
1.6 The Learning Output	Excellent Assessment	Insightful Analysis	Authentic Manifestation

General Notes for Formators
CAPUCHIN FRANCISCAN PEDAGOGY

CHARITY
= Mercy (context) **+ Justice** (objectivity)

EXCELLENCE
= Instruction + Transfer

WISDOM
metanoia

We must be careful that we are
FORMATORS
and not *DEFORMATORS*!
Ours is to form and mold the boys into the pattern of Christ, not to distort or deform them according to the whims of the world.

Points of Reflection for Formators
CAPUCHIN FRANCISCAN PEDAGOGY

	Purgation	Illumination	Union
Pedagogical Moments	ENCOUNTER	CONVERSION	DISCIPLESHIP
	Fides quarens intellectum	Sentire cum Ecclesia	Imitatio et Sequela Christi
Objective of Activities	Experiential	Normative, Integrative Thinking	Integrative Action
Description of Activities	Attentiveness to Experience and Content	The Catholic worldview through the Humanities and Sciences	Charitable Engagement and/or Transformation of Reality
Student and Teacher Focus	Attentiveness to Experience and Content	The Catholic worldview through the Humanities and Sciences	Charitable Engagement and/or Transformation of Reality
Required Action	Compassion Cheer	Competence Collaboration	Creativity Care

General Notes for Formators
CAPUCHIN FRANCISCAN PEDAGOGY

Who is the *Master*/Learner?
receiver, journeyer, leader, follower, source, subject of growth

Who is the Formator/Educator?
source, facilitator, provocateur, guide, moderator, taskmaster

What is their relationship?
mutual, dynamic, authority-aware, expertise-defined, objectively founded, collaborative

General Notes for Formators
CAPUCHIN FRANCISCAN PEDAGOGY

What is their context?
temporal, eternal

How does learning happen?
experience, encounter

What fruits must be seen for the event of learning to be proved?
metanoia

General Notes for Formators
CAPUCHIN FRANCISCAN PEDAGOGY

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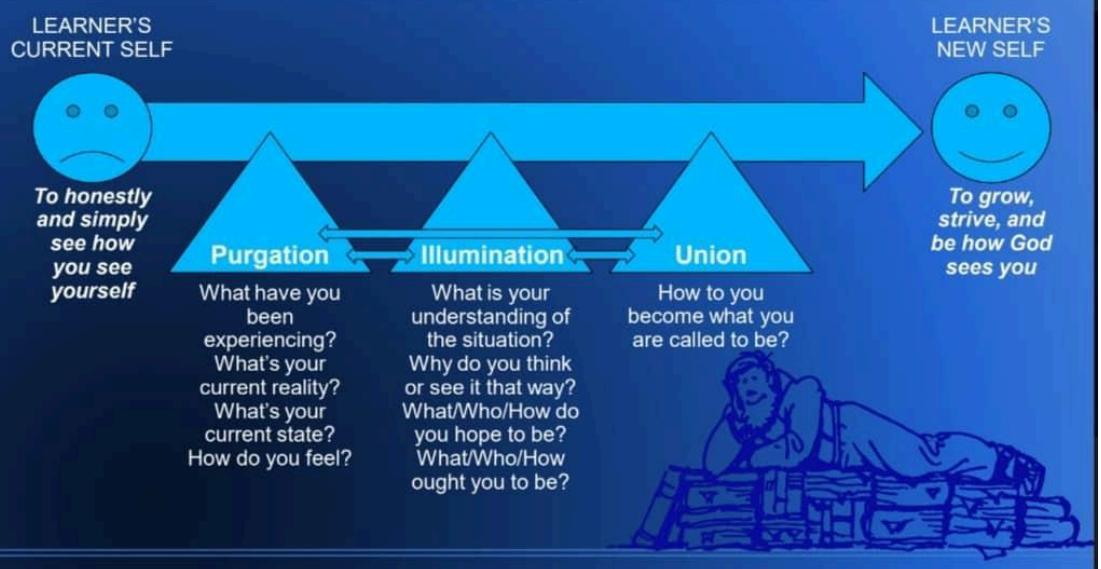
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metanoia

The Bonaventurean Dynamic
A FORMATOR'S JOURNEY MAP



General Notes for Formators
CAPUCHIN FRANCISCAN PEDAGOGY

All are learners:

They are gifted: Human person imbued with will and intellect (learning objects), content equally focuses on mastery of subject matter (intellectual) and its formative value (will)—a school for both head and heart

They are contextualized: Human person is historical, social, and relational (learning contexts), where learning is seen in a historical continuum, within a social milieu, and with a communitarian and interpersonal dimension

They are existential: Human person is embodied spirit, moral (learning subjects), leading to a meaningful liturgical life and a relevant social involvement

THE CAPUCHIN FRANCISCAN FORMATOR

The student is not above the teacher,
nor a servant above his master.

Jesus Christ
Mt. 10:24

The Formative Journey:
Facilitating Profound Insight into Experience of Ongoing Growth (Conversion)

CALLING/ATTRACTION;
PROVOCATION/CHALLENGE
←COPING/MAKING MEANING→
DOING/BEING

ENCOUNTER
←EVALUATION→
RE-ENCOUNTER

THE CAPUCHIN FRANCISCAN FORMATOR

Formation is a Journey

1. A Journey always begins with the destination in mind
2. The experience of self as Origin and the Paradox of the Call (Lk 9:24)
3. Resolving the Paradox
   - movement from negative to positive
   - confrontation with definitions (changing or shifting meaning)
4. Compassion as solidarity and accompaniment (Phil 2:7)

THE CAPUCHIN FRANCISCAN FORMATOR

The teacher who walks in the shadow of the temple, among his followers,
gives not of his wisdom but rather
of **his faith** and **his lovingness**.
If he is indeed wise he does not bid you enter the house of his wisdom,
but rather leads you to the threshold of your own mind.

Khalil Gibran
On Teaching

The General Franciscan Pedagogical Paradigm

Four Key Characteristics of the Franciscan Tradition

Franciscans believe in the goodness of God and the beauty of creation.
Franciscans believe in the fraternity of all men and women and, indeed, of all creation.
Franciscans believe what the Scriptures say—"all were created for Him; He is before all else that is."
Franciscans don't believe that any situation is perfect.

Fr. David Couturier, OFMCap

The Capuchin Element

Stress on the roles of Affective Prayer, Reflection, Fraternity, Simplicity, Minority as Values and Tools in the Journey

These manifest as…

…Compassion (to feel with; empathy; solidarity)
…Cheer (optimism; affirmation; focus on goodness and potentiality)
…Competence (mastery of skills either intellectual or emotive)
…Collaboration (building communities of learning; openness and sharing of mind and heart)
…Care (concrete, relevant, charity-motivated action)
…Creativity (openness to novel approaches; principled spontaneity; directed innovation)

The General Franciscan Pedagogical Paradigm

Franciscan University of Steubenville, Ohio

Statement of Charisms

1. On-going Conversion (transformation to Christ)
2. Upholding the Dignity of the Human Person
3. Family (Community in Love)
4. Dynamic Orthodoxy (fidelity to Scripture and Tradition)
5. Evangelization and Witness
6. Hospitality to the Poor
7. Joy in Creation

The General Franciscan Pedagogical Paradigm

Neumann University, Philadelphia

Core Values

REVERENCE: We honor as sacred the worth and dignity of each person.
We celebrate our relationship as sisters and brothers with one another and all creation.
We create a compassionate, welcoming, and reconciling community.

INTEGRITY: We speak the Truth in Love.
We act fairly, honestly, and ethically at all times.
We accept responsibility for the consequences of our actions.

SERVICE: We serve with humility, compassion, and love.
We challenge unjust structures and work for social transformation.
We embrace service as a life-long commitment.

EXCELLENCE: We perform to the best of our ability the responsibilities entrusted to us.
We practice cooperation, rather than competition, in the quest for excellence.
We foster academic achievement through a strong teaching-learning community.

STEWARDSHIP: We receive gratefully, use carefully, and share generously the resources available to us.
We care for creation as a sacred Gift from God.
We promote Catholic Social Teaching by working for peace with justice for all.

The General Franciscan Pedagogical Paradigm

Association of Franciscan Colleges and Universities

Characteristics of Franciscan Higher Education

Franciscan education is relational by…

…taking a stance of service to students as a guiding principle;
…promoting communities of learning;
…inviting students into a pursuit of responsible citizenship;

The General Franciscan Pedagogical Paradigm

Association of Franciscan Colleges and Universities

Characteristics of Franciscan Higher Education

Franciscan education is Gospel-oriented by…

…asking students to approach their life and career choice as a vocation and a process of ongoing formation;
…helping students to pursue their studies and social activities within an ethical framework;
…measuring the impact of an education by the degree to which it serves the larger communities in which students live and work.

The General Franciscan Pedagogical Paradigm

Association of Franciscan Colleges and Universities

Characteristics of Franciscan Higher Education

The Franciscan Tradition balancing both orthodoxy and orthopraxy is grounded in Gospel values. Thus, a Franciscan education…

…supports every person on his or her lifelong journey of conversion;
…contributes an intellectual tradition that reflects an acknowledgement of faith and an ethical and moral response to God's love; and
…models a response to the personal call to leadership through service.

The General Franciscan Pedagogical Paradigm

Association of Franciscan Colleges and Universities

Characteristics of Franciscan Higher Education

Franciscan education is sacramental by…

…fostering learning as a gift to be shared not a resource to be managed;
…empowering the individual student to utilize her or his gifts and learning abilities;
…encouraging students to engage in serious scholarship, critical thinking and dialogue with their teachers and peers

The General Franciscan Pedagogical Paradigm

Association of Franciscan Colleges and Universities

Characteristics of Franciscan Higher Education

The Franciscan Tradition holds a sacramental view of the world and of the human person as a reflection of God's overflowing goodness. Thus, a Franciscan education…

…celebrates diversity as an expression of God's generous love incarnate both in Jesus Christ and the human family;
…emphasizes responsibility for creation honoring the dignity of every creature as a particular gift of God with special care for the suffering and marginalized; and
…provides opportunities to contemplate and communicate the reality of God's abundant goodness and beauty

The General Franciscan Pedagogical Paradigm

Association of Franciscan Colleges and Universities

Characteristics of Franciscan Higher Education

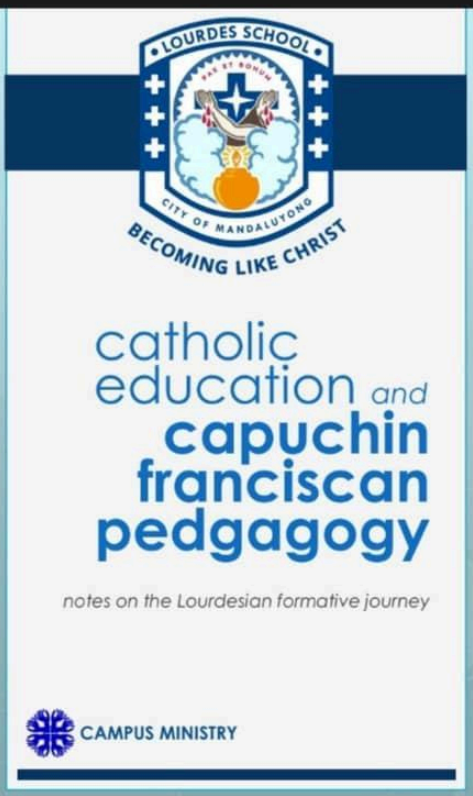
The Franciscan Tradition emphasizes building relationships. Thus, a Franciscan education…

…works from a stance of *minoritas*, accountability, transparency, and simplicity;
…promotes peacemaking seeking to heal divisions through a sense of familial communion; and
…engages the world with the attitude of justice to "repair God's house" through a culture of social responsibility."

Franciscan Pedagogical Paradigm

Journey Guide	Purgation	Illumination	Union
	Acquisition	*Make Meaning*	*Transfer*
	Current Action	*Reflect & Pray*	*New Action*
Formative Goals, and Areas of Instructional Concentration/ Focus	**Skills mastery; Instruction in Behavior & Decorum**	**Motivation-building; Values instruction & formation**	**Empowerment; Commitment; Support** (Affirmation or Reinforcement)
Integration of Catholicity	**Implicit/Subliminal** *and/or* **Supplemental**	**Commentary** *and/or* **Assessment**	**Piety, Community Service,** *and/or* **Advocacy**
Grade School	**K-4**	**4-5**	**5-6**
Junior High	**7-8**	**8-9**	**9-10**
Senior High	**11**	**11-12**	**12**
Institution	**Grade School**	**Junior High**	**Senior High**

NB: Each subject and year level has its own natural Purgative, Illuminative, and Unitive moments; this *Journey Guide* merely identifies predominant moods of particular areas in reference to others in the same category. This can be useful when evaluating articulation—especially in seeing its formative dimension—but without prejudice to the actual and concrete demands of an area's components. E.g., it is possible to check if the general approach of JHS is illuminative without necessarily affecting or changing the purgative demands of Grade 7-8 Maths.



Franciscan Pedagogical Paradigm

Areas	Purgation	Illumination	Union
	Acquisition	*Make Meaning*	*Transfer*
	Current Action	*Reflect & Pray*	*New Action*
FACILITATOR SKILLS	**-Mastery, wisdom, creativity -Able to ask the right questions -Alert to opportunities of supplemental learning -Purposeful pushing of limits; charitably challenge growth -Affirm goodness -Honestly identify weaknesses and shadows -Able to give appropriate and concrete examples -Consistency in focus; flexibility in path**		
Languages	**Honing grammar, syntax, and vocabulary; Developing reading skills and habits; Developing writing and research skills**	**Focus on reading comprehension and engagement; Rhetorics and effective communication skills; Drawing meaning**	**Creation of literature**
TLE	**Transfer of content, theories, and procedures**	Values Development: **Problem-solving skills: Creative/*Maparaan***	**Creation of projects relevant to the community**

Franciscan Pedagogical Paradigm

Areas	Purgation	Illumination	Union
	Acquisition	*Make Meaning*	*Transfer*
	Current Action	*Reflect & Pray*	*New Action*
FACILITATOR SKILLS	**-Mastery, wisdom, creativity -Able to ask the right questions -Alert to opportunities of supplemental learning -Purposeful pushing of limits; charitably challenge growth -Affirm goodness -Honestly identify weaknesses and shadows -Able to give appropriate and concrete examples -Consistency in focus; flexibility in path**		
MAPEH: Music and Arts	**Transfer of content, theories, and procedures**	**Drawing meaning from music and artwork**	**Creation of artistic and musical work**
MAPEH: PE	**Transfer of content, theories, and procedures**	**Application of skills in action**	**Improving of skills in personalized skills and techniques**
		Values Development: **Sportsmanship; Teamwork**	