



Provincialate : 4A Chestnut Drive, Singapore 679330.

Tel: 67602461

website: www.chij-sisters.org

The Goal of Catholic Education

By Archbishop William Goh

A Catholic school has the mission to be a communion of persons that seeks to give a sacred gift.

Archbishop Salvatore Cordileone summarized our Catholic vision in this way:

"In Catholic schools we teach virtue and truth, and we hold out holiness as the Christian vocation of all students. The core mission of the Catholic Church is to provide an integrated education to young men and women, that is, knowledge and virtue combined. The connections between the two are provided by Catholic practice and teachings. We believe this is the formula for forming outstanding disciples of Jesus Christ."

Catholic schools aim to develop an understanding of this mission in light of the critical role of each teacher, since, "The nobility of the task to which teachers are called demands that, in imitation of Christ, the only Teacher, they reveal the Christian message not only by word but also by every gesture of their behaviour. This is what makes the difference between a school whose education is permeated by the Christian spirit and one in which religion is only regarded as an academic subject like any other". (The Catholic School, Sacred Congregation for Catholic Education 43).

Religious Education in our IJ Schools

Religious Education and Chaplaincy

RE – Walk with Jesus Series: This is the current which we suggest to do the following-

- a. Align with new MOE CCE curriculum to avoid duplication of work for the teachers in their teaching.
- b. Incorporate lessons on N Barre (his life, works, inspirational quotes, video clips of NBarre)

Incorporate in RE classes

- a. Every level has lessons on "The Legacy of N Barre"
- b. They include
 - i. History of France (economic & political situation of his times)
 - ii. His childhood & growth to bring Christ to others
 - iii. His life as a minim, as a theologian, philosopher, librarian, sacristan
 - iv. His encounter with God
 - v. Formation of charitable mistresses
 - vi. His maxims (Foundational documents)
- c. End lesson with prayer to N Barre (graces to his sainthood)
- d. Include students' contribution in terms of prayers & intercessions.
- e. Nine days novena to N Barre.

"Train the teachers" programme

There should be a training programme for those teaching RE classes as well learning about N Barre.

Enlist teachers from each IJ school to write out the "The Legacy of N Barre"



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Chaplaincy

Help can be given to prepare "The Intercessory Prayers" (for the church, leaders of nation, particular group and community. The introduction and conclusion are based on the feast day or the readings of the day)

Annual Meet of Chaplains

Retreat for chaplaincy team of schools (yearly)

Each CHIJ Secondary School shares

- (a) the framework, programmes and practices in the school that reflect the living out of the IJ Mission and the Catholic formation given to the pupils
- (b) how the school inspires our Catholic students to mature in their faith and develop their leadership to serve in the community now and in the future.

Here's the sharing by each of the five schools!

[CHIJ St Joseph's Convent](#)

[CHIJ Katong Convent](#)

[CHIJ St Nicholas' Girls](#)

[CHIJ St Theresa's Convent](#)

[CHIJ Secondary](#)

- We have a responsibility towards all pupils in giving them a holistic formation especially in their spiritual and moral formation. We have a special responsibility for the Catholics, to help them deepen their relationship with Jesus, know their faith, contribute to building community and be formed to be leaders in the Church at different levels.

- Personal witness to share the Good News with all.
- Ongoing Formation for RE Coordinators

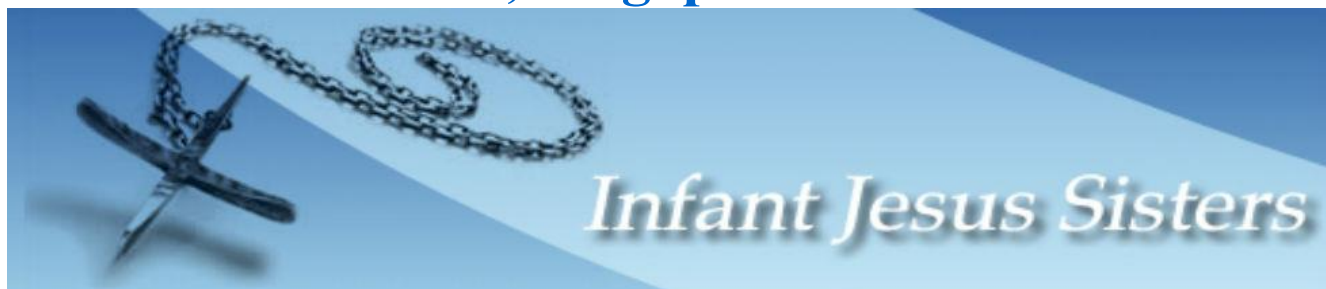
THE IDENTITY, MISSION AND ETHOS OF AN IJ CATHOLIC SCHOOL

The person of Jesus Christ is at the centre of an IJ Catholic School

The person of Jesus Christ is presented to pupils and to staff.

The values and attitudes of Christ are modelled by the adults of the school community.

Pupils are encouraged to make the values and attitudes of Jesus Christ their own. This is expressed in their behaviour, practices and actions especially in the choices they make and in their respect for the dignity of the other person.



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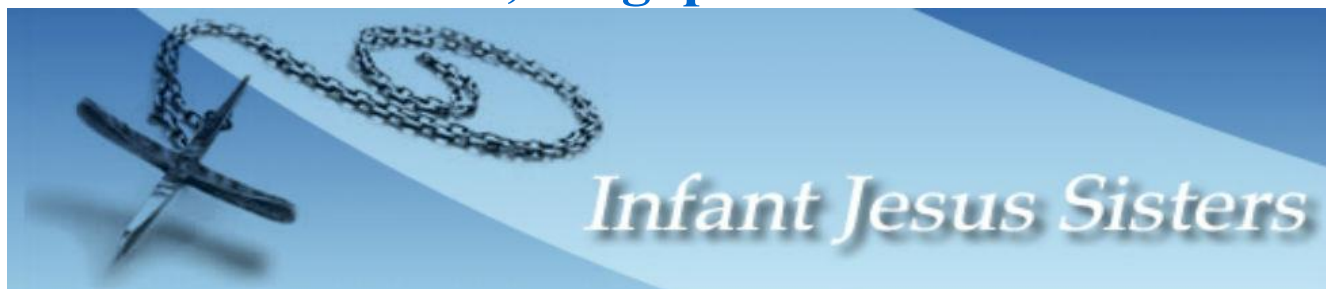
The Hallmarks of a Catholic School

Inspired by a Supernatural Vision	Founded on a Christian Anthropology	Animated by Communion and Community	Imbued with a Catholic Worldview throughout its Curriculum	Sustained by Gospel Witness
<p>the formation of young men and women to be good citizens in the world as well as persons who love God and neighbour.</p> <p>Transcendence Prepare them for heaven</p>	<p>concept of the human person created and loved by the Creator</p> <p>has dignity and is to be respected</p>	<p>Catholic schools build inclusive and life-giving communities where every person appreciate that each has something to give and something to receive</p>	<p>Our faith is not to be restricted to our Religious Studies classes only the core values of our faith should be seen in the Curriculum Faith and Culture What is good beautiful and true Catholic Social Teaching The Common Good</p>	<p>Catholic educators are expected to be models for their students by bearing transparent witness to Christ and to the beauty of the gospel"</p>

The Mission of an IJ Catholic School

To build a Christ-centred
school community where all work together
for the promotion of truth, justice, freedom and love,
with special reference to the needs of the persons who are disadvantaged in any way

<p><u>Christ-centred Community</u> The IJ community rests on the central Christian belief of the worth and dignity of each person. It therefore demands a continuing effort by all in the development of an inclusive "community" anchored on the example of Christ as revealed in the Gospels. The driving force of this community is therefore inspirational. Students who join a CHIJ School are welcomed into a faith-based community where growth and formation</p>	<p>The IJ <u>community</u> rests on the central Christian belief of the worth and dignity of each person. It therefore demands a continuing effort by all in the development of an inclusive "community" anchored on the example of Christ as revealed in the Gospels. The driving force of this community is therefore inspirational. Students who join a CHIJ School are welcomed into a faith-based community where growth and formation flow from the Christian values that underpin the</p>	<p>Working Together It is a collaborative, integrated relationship where all persons who form the school community give generously of themselves and receive likewise. It provides the element which encourages a harmonious atmosphere and provides that extra support in times of need. A culture of encounter and dialogue is promoted</p>	<p><u>With special reference to the needs of the disadvantaged in any way:</u> This requires a sensitive alertness to identify students who are not coping with school life and to offer or seek out the assistance that will help each better handle the situations which burden them. This sensitive helping disposition is not meant to be restricted to the school situation but to be extended to the wider community, wherever one encounters the weak or the burdened</p>
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flow from the Christian values that underpin the efforts of the school.	efforts of the school.		
<p>Promotion of Truth It is an honest and genuine quest in the pursuit of knowledge; it is the art of guiding students to become critical thinkers by rejecting the trivial in order to focus on things that are worthwhile. It is the cultivation of an attitude that appreciates the value of learning, conveys the excitement that learning brings and fosters the desire for its pursuit. It is the application of resources in the stimulation of intellectual curiosity.</p>	<p>Promotion of Justice It is to be witness to the living out of justice in all school relationships and transactions to ensure that the conditions for learning are conducive to the development of every person fully according to her ability. It is to foster in the students a sense of fairness, a compassion for the weak and the less endowed, so that students also participate in each other's growth and well-being.</p>	<p>Promotion of Freedom It is the 'freeing of oneself' from self-interest, from selfishness, from captive addiction to the shallow and inconsequential – so as to be free to make discerning choices and to reach out in sincerity and honesty to others. It is the cultivation of a personal disposition which will 'free oneself' to be of genuine service in the development and growth of others, particularly the less able and more vulnerable.</p>	<p>Promotion of Love It is the all-embracing virtue which binds and integrates everything – the ultimate glue! It is the underlying inspiration that prompts students and the school community to rise above themselves and to reach out in compassion to the wider community. St Paul – "Love is patient. Love is kind. Love is not jealous; it does not put on airs. Love is never rude, it is not self-seeking, it is not prone to anger, neither does it brood over injuries. Love does not rejoice in what is wrong, but rejoices with the truth. There is no limit to Love's forbearance, to its trust, its hope, its power to endure. Love never fails" {St Paul's Letter to the Corinthians 13:4- 8</p>

Simple Dans Ma Vertu, Forte Dans Mon Devoir (French version)
Simple in Virtue, Steadfast in Duty (English version)

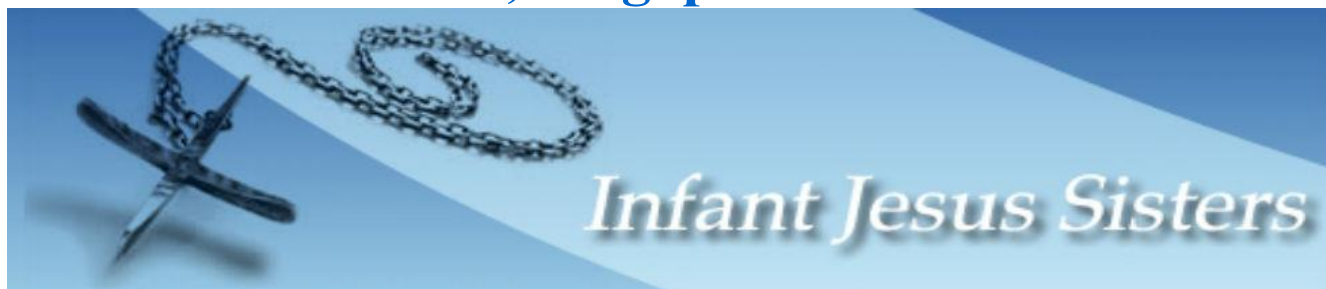
This motto is easy to remember but requires a lifetime of practice.

Simple in Virtue

This translates into the cultivation of a personal honesty that frees us to relate to others with respect, openness and sincerity, and to become disinterested seekers of truth, wisdom and all that is good. It is the core from which we operate.

Steadfast in Duty

This translates into the strength of character necessary to commit oneself to a goal. It embraces the capacity to rise above the difficulties and obstacles encountered in the execution and completion of any task or duty undertaken in the service of others.



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Religious Education and Ethical Formation – helping pupils have a moral compass and a spiritual anchor.

A religious dimension permeates the entire education. Since every programme in the school can be a means to discover God, all teachers share a responsibility for the religious dimension of the school. However, the integrating factor in the process of discovering God and understanding the true meaning of human life is theology as presented through religious and spiritual education.

Religious and spiritual formation is integral to IJ education especially for Catholic pupils; it is not added to, or separate from, the educational process.

An IJ Catholic education tries to foster the creative Spirit at work in each person, offering the opportunity for a faith response to God while at the same time recognizing that faith cannot be imposed. In all classes, in the climate of the school, and most especially in formal classes in religion, every attempt is made to present the possibility of a faith response to God as something truly human and not opposed to reason, as well as to develop those values which are able to resist the secularism of modern life.

An IJ school does everything it can to respond to the mission given to the IJ Sisters and the Associates. Every

aspect of the educational process can lead, ultimately, to worship of God present and at work in creation, and to reverence for creation as it mirrors God. Worship and reverence are parts of the life of the school community; they are expressed in personal prayer and in appropriate community forms of worship. The intellectual, the imaginative and affective, the creative, and the physical development of each student, along with the sense of wonder that is an aspect of every course and of the life of the school as a whole; all can help students to discover God active in history and in creation.

Formal religious education needs to be given to Catholic girls especially and Ethics to the other pupils – this should be rigorous and intellectual in its content. IJ schools are to prepare Catholic leaders for the Church and society.

Chaplaincy Team and Religious Education

Areas of Chaplaincy Activity	Characteristics of Catholic IJ Education	Some questions which may help
Encounter with Jesus Christ	Christ is proposed as the model of human life. Everyone can draw inspiration and learn about commitment from the life and teaching of Jesus, who witnesses to the love and forgiveness of God, lives in solidarity with all who suffer, and pours out his life in the service of others	<ul style="list-style-type: none"> • How is Jesus Christ presented in the school? • Could it be said that the presentation has a high impact? • Do the various aspects of the witness of Christ's life get told? • Is the presentation of Jesus perceived as 'good news'?
Personal Philosophy of Life	The educational process has one common goal: the formation of a balanced person with a personally developed philosophy of life	<ul style="list-style-type: none"> • How are pupils encouraged to form their own philosophy of life? • Are role models put before them in a regular and attractive way? • How does the school educate its pupils emotionally?

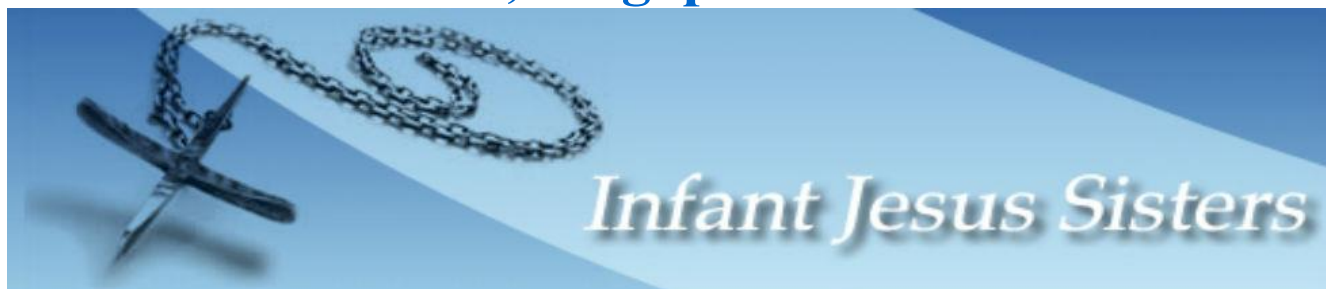


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. Prayer	IJ education offers a progressive initiation to prayer, following the example of Christ who prayed regularly to his Father. All are encouraged to praise and thank God, to pray for one another, and to ask God's help in meeting the needs of the larger human community.	-Is the school a 'school of prayer', instructing pupils and staff how to prayer and affording opportunities and encouragement to do so? -Are prayers used in more than a routine way in the school day? - Are the students taught the prayer of the heart as advocated by our founder, Blessed Nicolas Barre?
Worship A priest is invited to be the chaplain for the Sacraments	A CHIJ School is a community of faith which expresses this faith through appropriate religious or spiritual celebrations	<ul style="list-style-type: none"> • Does the school have a planned calendar of liturgical celebrations which reflect the great seasons and feasts of the Church's year and also the feast days of the IJ tradition? • Are many pupils and staff involved in a variety of ways in school liturgy (choir, altar servers) Does the school plan spiritual celebrations outside the liturgy (at assemblies, on special occasions)? • Talents are gifts to be developed for the good of the human community through social outreach
Social Outreach IJHCC (including IJ Youth Mission)	Talents are gifts to be developed for the good of the human community. All IJ pupils and staff are to be helped to develop their consciousness for the disadvantaged in any way and to be inducted to know the social arm of the IJ mission in Singapore – IJHCC There are opportunities in IJ education for actual contact with the world of the disadvantaged and for them to put their compassion in action	<ul style="list-style-type: none"> • Does the school have a clear focus on and engagement with service of others? • Are there many and varied opportunities for pupils to contribute to the common good? • In its outreach to the poor and disadvantaged, are the pupils conscious of the mission of the IJs throughout the world and especially in Singapore and Asia?
Leadership	The goal of IJ education today is to educate leaders in service and work for the common good, respecting the dignity of each person, speaking up for the disadvantaged, and doing the "more" for the good of others and the community	<ul style="list-style-type: none"> • What opportunities are given to pupils to fulfil leadership roles? • Does the school specifically aim to form "leaders in service"? • Are there opportunities for religious, spiritual and liturgical leadership? • Does the chaplaincy team



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		provide formation for leadership?
Involvement in the Life of the Church	In ways proper to a school, concrete experiences of church life are available to all students through participation in church projects and activities. E.g. Catholic Education Week, Catholic Education conference	Does the school deliberately make experiences of church available to pupils and ensure a majority are involved in them? How does the school ensure it is not an isolated island but engaged with the activity of the wider church? How does the school join in programmes and activities for the school?

Pastoral Care in the school - Structures, Approaches and Policies

Growth in the responsible use of freedom is facilitated by the personal relationship between student and teacher. Teachers and administrators, both IJs and lay, are more than academic guides. They are involved in the lives of the students, taking a personal interest in the intellectual, affective, moral and spiritual development of every student, helping each one to develop a sense of self-worth and to become a responsible individual within the community. While they respect the privacy of students, they are ready to listen to their cares and concerns about the meaning of life, to share their joys and sorrows, to help them with personal growth and interpersonal relationships. In these and other ways, the adult members of the educational community guide pupils in their development with a set of values leading to life decisions that go beyond self: that include a concern for the needs of others. They try to live in a way that offers an example to the students, and they are willing to share their own life experiences. The concern for total human development as a creature of God which is the 'Christian humanism' of an IJ education emphasises the happiness in life that is the result of a responsible use of freedom, but it also recognizes the reality of sin and its effects in the life of each person. It therefore tries to encourage each student to confront this obstacle to freedom honestly, in a

growing self-awareness and a growing realisation that forgiveness and conversion are possible through the redemptive love and the help of God. Teachers and administrators assist students in this growth by being ready to challenge them, helping students to reflect on personal experiences so that they can understand their own experience of God; while they accept their gifts and develop them, they also accept limitations and overcome these as far as possible. The educational programme, in bringing students into realistic contact with themselves, tries to help them recognize these various influences and to develop a critical faculty that goes beyond the simple recognition of true and false, good and evil. At least, one teacher is a point of reference for each pupil. Every pupil is known by at least one teacher in the school, a mentor-mentee relationship.



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Our Founder, Blessed Nicolas Barre

It was Father Nicolas Barre's experience of God's magnanimous and abundant love for him and the people that inspired him to respond to God's call to be the instrument in founding the Infant Jesus Sisters. As he grew closer to God, he became more aware of the plight of the poor and decided to act in providing education for children and young people especially girls. He felt strongly that a holistic education was the way to lift them from poverty and give them self-esteem, dignity and meaning in life. His love for God influenced his way of thinking and acting. Although he experienced misunderstanding, rejection and difficulties in his life and work, he was so secure in God's unconditional love for him that he was able to surmount all the challenges with courage to fulfil his mission and purpose in life. His deepest aspiration was to help all children and persons to know that God loves each of them and that He sent His only son, Jesus, to show them the way to salvation.

Prayer of an IJ girl (true blue)

O God, like Blessed Nicolas Barre, may I also believe that you truly love me. Help me dwell in the sunshine of your great love, O Lord, so that whatever I may go through in my life, studies, work and relationships, at home, in school and in society, I may have complete trust in your love and providence. Help me to hold firm to your unconditional and excessive love for me and grant me your peace as I face the challenges on my journey as a citizen of the world. Teach me to be generous in using my gifts, talents, expertise and experience in serving others especially the disadvantaged, the last, the least and the lost, without counting the cost. Help me always to respect the dignity of each person I encounter and to work for the common good. Amen