

Lasallian Professional Development

Monthly PD for the New Zealand Lasallian Family of schools - WE ARE ONE LASALLE!

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this issue

21st Century Strategies to help you grasp the idea of **GENEROSITY** and how this applies today in your own classes.

The origins of the 12 Virtues...

In 1785, just before the French Revolution, Brother Agathon, who was the fifth Superior General of the De La Salle Brothers, wrote a document called 'The Twelve Virtues of a Good Teacher'. The list of virtues is like sage advice that a teacher might receive from an experienced Year Level Dean or similar.

The 12 Virtues combines two important pieces of work of St. John Baptist De La Salle's. The spiritual vision of his Meditations and the practical pedagogy of his Conduct of Christian Schools.

The 12 Virtues help answer the fundamental question for teachers in Lasallian schools: *"If I am to touch the hearts of my students and teach them in the best possible way, what practices should I follow and what vision should I have for them?"*

Br Agathon reminds the teacher - if you have a problem in your class, look to your own behaviour first.

12 Virtues and 12 months of 2013. Each month, I aim to provide you with useful, modern strategies, that will allow you to bring De La Salle's ideas right into your own classrooms. I kindly acknowledge Br. Jeffery Calligan for his work on this material and real insight. Enjoy learning about generosity!

Mr. Kane Raukura

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The 12 Virtues of a Good Teacher - GENEROSITY

Generosity

This puts service before personal convenience. De La Salle wants teachers to be unselfish in their giving, always available and approachable whether in or out of the classroom.

Do you have the **GENEROSITY** that Paula shows below?

Generosity



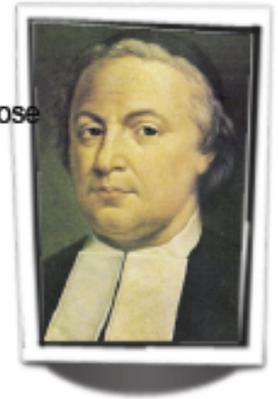
Paula's students exist in a world of rush and noise. She works hard to make her classes **oases of peace**.

She is not the sort of teacher that is in a "perpetual state of agitation". Her students do not talk too much because she doesn't either. Paula **listens carefully** to what they say and don't say. She knows that young people

learn to listen by being listened to.

GENEROSITY

A virtue that makes us voluntarily sacrifice our personal interests to those of our neighbor, conformably to the example of St. Paul, who said that he was "not seeking my own advantage but that of many so that they may be saved" (1 Cor. 10:33).



Strategy 0-3: Class Responsibilities

Purpose: Class members contribute to the life of the class community by performing services.

Description: On a regular schedule, the teacher will assign various classroom services to students who will willingly perform these for the smooth running of the classroom. The principle involved is that the teacher should not do any task that can be performed by a student.

In the *Conduct of Christian Schools*, De La Salle and the first community recommend 10 "officers" who performed tasks for the class. These included: Prayer Reciter, Holy Water Bearer, Rosary Carrier/Assistants, Bell Ringer, Monitors, Supervisors, Distributors and Collectors of Papers, Sweepers, Doorkeeper, and Keeper of the School Key.

The contemporary list of possible services below is not intended to be exhaustive. The needs of the class will determine the tasks to be performed.

- *Prayer Leader:* This student is responsible for leading the prayers that the class says. The Leader parts are pronounced clearly so that they can be heard clearly by all in the class. There is a tone of reverence and respect in the announcement, reverence and respect due to God and reverence and respect for the class itself.
- *Attendance Officer:* This student is the one who prepares the attendance report for class according with the reporting system of the class. When completed, this report is given to the teacher for verification and approval. The teacher is responsible for turning this report in.
- *Collector:* This student collects papers when they are to be handed in to the teacher. The method of passing in papers is to be arranged by the teacher. It is the task of the Collector to take the papers and arrange them as instructed by the teacher before handing them in to the teacher.
- *Distributor of materials:* When there are materials to be passed out to the class, the teacher gives the materials to this class officer who oversees the passing out of the materials involved. This can be books, papers, work materials, etc. The teacher simply oversees this. The actual distribution is done by this class officer.
- *Door-keeper:* This student sits near the door. When someone comes to the door, this student greets them and discovers what they desire. The student then communicates this to the teacher after asking the person at the door to wait a moment.
- *Board Eraser:* This student is responsible for cleaning the board (black board, white board, smart board...) in the classroom when the teacher indicates that this is desired. The student who holds this job will be careful NOT to clean the board until the teacher indicates it is to be cleaned. Often a teacher will want material to remain on the board. The student is trained only to remove material that the teacher indicates to be removed.
- *Mission Collector:* This student collects money for the missions or any other charity the classes wishes to assist. This student merely collects and counts the money. Both the money and the written account are given to the teacher immediately after the account is made. It may be advisable to appoint an assistant for the accounting so that there will be no discrepancy and so that there will be no temptation on the part of

the collector regarding an honest account and handing in of all the money collected. The teacher looks for ways to prevent any temptation to dishonesty in this matter.

● *Student Assistant:* Each row of students can be a row in which there are students who learn material easily and understand it well easily. These students are Learning Assistants to the other students in the row. When these students have completed their work they walk up and down the row assisting students who do not understand the work or who are having difficulties with it. Brighter students often learn the material more profoundly by teaching it. Slower students often are able to understand the explanation of a student who "gets" the material better than they are by listening to an added explanation of the teacher. This exercise of assistance helps the brighter student understand that his (her) brightness is a gift of God given them *for others* not for any prestige or pride on their part. Slower students will be served in such a way that they are not made to feel inferior or degraded by assistance. The entire class will be helped to understand the how and why of this assistance offered. The teacher presents it as one aspect of our community in the classroom where we help one another in every way possible.

● ...

Ecce quam bonum et quam iucundum, habitare fratres in unum.

Behold, how good and beneficial it is for brothers and sisters to live in unity.

Psalms 133