

# SAINT MICHAEL ARCHANGEL SCHOOL. BELO HORIZONTE

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## **How do you understand a full-time, comprehensive school?**

It is a school open to the educational community and the school presence, understanding the school as a PLACE OF ENCOUNTER of people and groups, mainly attending to the school project that contemplates the pedagogical and academic quality, the cultivation of human relations, everything related to the pastoral project and in support of the needs of the school presence project.

## **How to coordinate formal education with non-formal school programs?**

This coordination becomes absolutely necessary, so as not to fall into that figure of "scrap quilt", where all kinds of groups and after-school activities fit offline or with the school, preventing each group from performing isolated tasks, according to individual interests, without creating communion.

Coordination takes effect from the COLEGIOS PROJECT of the Piarist Demarcation itself, which envisages a broad and bold educational action. From this project are born the annual programs that guide the activities that are carried out in the Center, giving a common horizon based on the charism and mission of schools and defining a coherent style.

The Principal coordinates all the educational activities of the school, on behalf of the Provincial and the Provincial Congregation, with the assistance of the Ownership Team, which oversees the activities of the school as a whole in regular meetings. Logically, the Presence Team and the Council of the Local Fraternity can assist in the identification of proposals that the school can take, considering the valuation of the Holder and the specifications of Brazilian laws.

It is important to reaffirm that extracurricular pastoral activities: Calasanz Movement and Liturgy, accompanied by Pastoral Coordination, are important elements in the loyalty and commitment of families. From them, the school community is present at school on a different schedule than classes, being an important reference in the education of the faith.

## **How to build a Christian community from school?**

The Schools Project envisages the objective of making the school a place of Christian Community, considered fundamental to a school. The Ownership Team is responsible for the Pastoral Team. It is important to highlight the presence of religious and members of the School fraternity in the elaboration of the project.

To form the Christian Community, three fundamental dimensions are worked on in the school which, by their nature, need free and voluntary belonging to the group that promotes it, since the Christian community is born and grows from the faith. These dimensions are the following: initial and permanent catechesis, developed in small groups, overcoming the dynamics of focusing on the sacraments to focus on the human person and his human and spiritual development; the celebration of faith in community, especially the Sunday Eucharist; the development of charity, understood biblically and encompassing the levels of assistance, human promotion and social justice. In this way the three fundamental, basic and common ministries of all the baptized are answered: Word, Eucharist and Fraternal Love, assuming the preferential evangelical option for the poor.

The Pedagogy and Pastoral teams develop and accompany this whole process, involving educators, parents of students and young alumni who remain connected to the school. We realized that a living, committed and committed community is possible in the construction of the Kingdom among us and, consequently, a visible and growing sense of belonging to the school mission.

#### **4. What steps is your school taking to achieve this comprehensive model?**

First, act on the model of schools offered by schools: with projects, teams and managers, working in a collegiate or synodal way.

Second, the Ownership, Pedagogical and Pastoral teams were created, with their own projects, that arise from the School Project.

Thirdly, promote the project and pastoral team, enhancing the essential dimensions of a Christian community:

Renewed catechesis, centered on the human person, for all ages, developed in groups of faith, with special attention to young people and adults.

Proposal of the Sunday Eucharist based on groups of faith.

Schedule social action and preferential evangelical choice for the poor in all areas of school life: vision of the human being and society in classes, in extracurricular activities (cultural, sports, etc.), in meetings and meetings with teachers, parents and other educators, in social campaigns for human promotion, etc.

#### **5. What are the links of the educational project to the social environment of the school and to families?**

Our schools are a benchmark of educational and social commitment in their environment and are highly praised for it.

Families participate in this life and get involved in school proposals. Of course, some embrace more intensely and others less. Through well-organized communication, everyone receives information about school proposals. In general, collaboration is good, although it needs to intensify and improve.

It is interesting to note the concern and care of the school community with Itaka's annual campaigns, local social center campaigns, as well as help to the initiates who need it.

Pastoral projects, carried out in partnership with Religious Education, Socio-Emotional Education and related disciplines, as well as groups of the Calasanz Movement, collaborate in raising awareness of the educational community in relation to social justice and each other's commitment to the pursuit of the common good.

