

FOREWORD

PASTORAL CARE IN OUR CATHOLIC SCHOOLS

DIRECTIVES

**Catholic Board of Education
1st June 1993**

After much consultation and with the help of your precious feed-backs, I have finally drawn up the following Directives: "Pastoral Care in our Catholic Schools".

This "Statement" touches on values and practices that are important and should be given careful consideration in all our Catholic Schools. The "Action/Activities" Section offers some suggestions for the carrying out of the values mentioned above. These are not meant to be exhaustive. Further suggestions from schools will be most welcome. Since each school has its own history, its unique situation and its particular needs, the adoption of such activities will vary accordingly.

The term "Pastoral Care" for us implies the loving attention and concern we show to those under our care as we help them to grow into maturity, especially in the moral and spiritual dimensions. We do this with the same tender care as that shown by our Model, Christ Jesus, the Good Shepherd (the "Pastor") for us His sheep, for whom He went so far as to give up His very life. This same commitment is asked of us Catholic Educators. Yes, it is indeed a very high ideal for us, poor little shepherds and shepherdesses... And yet, this is possible, but only by the grace of the one True Shepherd with whom we need, therefore, to be constantly in contact!

I sincerely hope that these Directives will serve to unite our efforts to impart a truly "Catholic" Pastoral Care to our students and staff in all our Catholic Schools.

May the Lord continue to bless our efforts and make them fruitful for His glory!

Sr. Marie Remedios
Episcopal Delegate for Education

1st June, 1993.

PASTORAL CARE IN OUR CATHOLIC SCHOOLS

STATEMENT

INTRODUCTION

Mission of Catholic Schools

Catholic schools are very important as a means of spreading the Good News and of training young people whose lives are guided by Christian principles and values.

In our Diocese, our Catholic schools have contributed an invaluable service over the years to the people of Hong Kong. They share in the salvific mission of the Church and carry out Christ's command to His Apostles "Go and teach all nations".

What makes a Catholic school different from other schools is Christ, His life and teaching, as the Model for both teachers and students to follow. Its religious dimension is to be found in:

- a) the educational climate or atmosphere.
- b) the personal development of each student, Catholic and non-Catholic alike.
- c) the relationship established between culture (everyday life) and the Gospel, and
- d) the illumination of all knowledge with the light of faith
(cf "Religious Dimension of Education in a Catholic School" Introduction)

In our schools, only some of the teachers are Catholics and the vast majority of students are non-Catholics. We must respect the religious freedom and the personal conscience of individuals. This freedom is explicitly recognised by the Church.

On the other hand, a Catholic school cannot give up its own freedom to teach the Gospel and to offer a formation based on values to be found in a Christian education. This is its right and its duty. To proclaim, teach or offer is not to impose. To impose suggests a moral violence which is forbidden both by the Gospel and by Church law.

DIRECTIVES

We, Catholic Educators, have something very valuable to share: the light of our faith. These directives or guidelines are meant to help us foster and develop the unique charism of our Catholic schools. They do not cover every

aspect of school life in detail. Each school has its own traditions, experience and particular circumstances, but we are united in our desire to make our schools more apostolically effective.

In order to carry out our mission in Hong Kong, the following are some directives or guidelines:-

1. All Teachers

All teachers should have opportunities during the school year of sharing, renewal and reflection on their career, their joys, successes and the areas of needed growth and development in the school. This can be done by setting aside special days for the School Staff to gather together in a relaxed atmosphere to reflect.

2. Catholic Teachers

The main responsibility for creating the unique Christian atmosphere in our schools rests with the Principal and the teachers, as individuals and as a group. The Catholic teachers in particular are very precious as sharers of the light of their Christian faith, love and spirit. Without them the school would cease to be a Catholic School.

Catholic Teachers play a very important role as living examples of their faith and Christian values in the school. Often they are called upon to teach religion or ethics and to care for the religious activities in the school. Their involvement in religious activities should be taken into account by Heads of schools when assigning them other duties.

Training and developing their spiritual lives is very important. There should be opportunities for them to develop a deeper knowledge of their faith and their spiritual lives both as individuals and as a group. This can be done in retreats, in prayer groups etc.

Since a school can hardly be called a Catholic school if there are no Catholic teachers, every effort should be made, all things being equal, to employ good Catholic teachers.

It is most valuable to have a Pastoral Team in the school, made up of a number of good and dedicated Catholic teachers, who are interested in developing their own and the students' spiritual life. This Pastoral Team should seek the help and support of a Chaplain, and be responsible for Catholic activities. Through them, a religious atmosphere is maintained in the school, and the students will be inspired by their faith, commitment and loving service, since example speaks louder than words.

3. Non-Catholic Teachers

While we respect the freedom and personal conscience of non-Catholic teachers, we should help them to understand our aims, the philosophy of the school, and our role in promoting Christian values based on love and service. We expect them to be united with us in promoting a school which is a caring community, inspired by love and respect for each individual and where we are willing to serve each other. All teachers are expected to help the students develop their self-control and sense of responsibility.

4. All Students

Students to-day are exposed to a secular, materialistic, pleasure-loving, freedom-to-do-what-you-like kind of atmosphere. There is little thought given to God as the Centre of their lives or to Christian values as directive for their behaviour. They need our help in developing into people who have respect for themselves and others, who have learned self-discipline and are willing to care for and to serve generously people in need. They need the Good News of God's love and to discover the real meaning and value of their lives. To help them achieve this is the mission of the Catholic School.

5. Catholic Students

Nowadays, because of the society in which we live and the pressures on family life, the development of the students' faith and prayer-life, their understanding of the importance of the Eucharist, the Sacraments and Christian moral teaching will largely depend on what help, instruction and experience they receive at school. For this reason, whenever possible, the intake of Catholic applicants for discretionary places should be given priority.

Students naturally like to feel they belong to a group. Support from their peers is important for them. In our schools we should have a Catholic Society and encourage small prayer groups, Bible study groups, the Legion of Mary, Basic Christian Communities, Christian Life Communities etc. In these they can experience, share and pray together. Together they can learn and grow in faith.

It is very valuable to provide outlets for the students' generosity and self-sacrifice by having them participate in service projects within the school and outside. Christian love is shown in action.

6. Non-Catholic Students

It is our duty to introduce all students to Christ and His teaching since we are all children of the one same Father. Religious education must be a priority

in our schools, therefore there should be at least a minimum of 2 periods a week/cycle for this. We must share with the students our moral and Christian values so that they too can contribute to the Christian atmosphere of the school.

One may begin with life-centredness and then lead on to Christ, or vice-versa, whichever way proves to be more efficacious, as long as one can ultimately achieve the apostolic goal of making Christ known and loved in the reality of each person's life.

Opportunities of doing this can be in class, in assemblies, para-liturgies using the Bible etc.

7. Relations with the Parish

Since the Catholic school shares in the evangelizing mission of the Church, it is important to develop a very good relationship with the clergy of the Parish in which the school is situated. They can both help each other and serve each other, collaborating closely for greater witness and effectiveness.

8. Relations with Parents

Parents are the first educators of their children and their involvement in the school's educational programme and planning, even from the earliest years of schooling, is desirable. Since their interest and co-operation with the school is essential, the school should provide opportunities for parents to come to the school when the aims, philosophy of the school, the services provided etc. can be explained, while parents can speak about their problems and worries. This can be done by having a Parent-Teacher Association, a Parents' Day, inviting parents to some school activities etc. Catholic parents should be invited to religious celebrations whenever possible.

ACTION / ACTIVITIES

These suggested activities are to be applied according to the various needs and circumstances of individual schools.

1. Religious Atmosphere

- 1.1 This democratic, family-like spirit of loving concern, of justice and of kindness in mutual relationships has to be lived out concretely in the daily administration and management of the school, by all concerned.
- 1.2 A Religious Board or Corner could be set up to put up the "Golden Words of the Bible", the news of the Diocese and the Parish, the works of the prize-winners in Poster and Slogans Competitions on themes such as "Love" and "Peace", etc. Meditation, and recitation of the Rosary in the Month of Our Lady and other devotional practices could be introduced.
- 1.3 Short and simple liturgies such as morning prayers, Bible reading, hymn-singing and Rosary-saying at assembly could be organized to help students form a habit of reading the Bible and saying prayers, and attention should be paid in teaching students the right attitude towards such practices.
- 1.4 Special Liturgical or Prayer Services on special occasions could be organized (e.g. at the beginning and the end of the school year, Patron's Day, Christmas, etc.) for the whole school or for Catholic students and staff, according to the needs and situation of each school and its traditions.
- 1.5 Social service activities and campaigns which express Christian love and care such as paying visits to the Handicapped, the Home for the Aged, or an Orphanage are also useful ways to foster a good atmosphere.
- 1.6 The physical presence of Religious images (e.g. crucifix, statues of Our Lady, pictures of the Saints etc.) often help the viewer to raise the mind and thought to God and to higher values.

2. School Administrators

- 2.1 Management Committees and Heads are to give proper encouragement and support to Catholic Teachers in their difficult task of keeping alive the spirit of Christ in their teaching and in the animating of Catholic activities.
- 2.2 Two or three days per year could be set aside as formation days for staff members, with special gatherings/activities for Catholic staff members (including non-teaching staff).
- 2.3 As Religious Education is an important subject in Catholic schools, due recognition should be given it by the consolidation of a Senior

administrative post for the properly qualified Religious Education Panel chairperson, if and when this is possible.

- 2.4 Sufficient periods of Religious Education (a minimum of 2 periods per week/cycle) should be given to each class (3-4 periods for examination classes). These should not easily be sacrificed for the sake of other subjects.

3. Catholic Teachers

- 3.1 Special functions could be arranged for Catholic teachers to give them a greater sense of solidarity and support (Catholic Teachers Day, Liturgies, ...) and to help them understand the school founder's charism, educational philosophy and policy.
- 3.2 They should be encouraged to join retreats and up-dating courses in Religious Education, counselling etc. in order to give them better preparation to be effective Religious Education teachers.
- 3.3 Audio-Visual Aids from the Diocesan Catechetical Centre and the Diocese Audio-Visual Centre could help to enliven Religious Education lessons, which should preferably be taught in a language more easily understood by students in order to make the personal sharing of the students more spontaneous and natural.
- 3.4 With the shortage of personnel, schools might consider sharing the same chaplain for valuable guidance to students and teachers alike.
- 3.5 Catholic teachers not teaching in Catholic Schools should be notified of vacancies in Catholic schools and be encouraged to apply for employment.
- 3.6 Catholic teachers should be encouraged to read Catholic newspapers and periodicals for greater sensitivity and involvement in local Church affairs, and to guide and encourage students to do the same (e.g. using such newspapers for dictation, essays, quizzes, etc.)
- 3.7 A Core Group/Pastoral Team could be set up to be responsible for religious functions, curriculum planning and revision, teaching aids, Catholic activities, etc.

4. Catholic Students

- 4.1 Catholic activities for students may include liturgies, Catholic Week, Catholic book exhibitions, retreats, visits to Churches, Religious Education quizzes, Bible story-telling, competitions, Bible camps, videos on spiritual themes with discussions, service projects etc. Such activities during long vacation are also an effective means of Christian education and a practical way of caring for our students.
- 4.2 Catholic students should be encouraged to help in the Parish as members of the choir, the Altar Society, the Legion of Mary, etc.

- 4.3 It is laudable to have Catechetical instruction classes available for Catholics as well as for non-Catholic students who are interested.
 - 4.4 Dedicated Catholic teachers should be chosen to look after the Catholic students, to understand their family background, their study habits, spiritual needs etc., and to encourage them to frequent the Eucharistic Celebration and the Sacraments.
 - 4.5 Special leadership training camps for our Catholic youth would be an ideal way of forming young apostles to witness effectively within their own peer groups.
5. School/Parish Relationship
- 5.1 To foster and maintain a good relationship and communication with the Parish, it is advisable that the school provide the parish with the names and up-dated addresses of Catholic students annually.
 - 5.2 The school may invite the priests of the Parish to participate in its religious functions, to hear Confession at school or at the Parish Church and to hold various religious ceremonies.
 - 5.3 The school should co-operate with the Parish in preparing and making arrangements for Catholic students to attend Holy Communion and Confirmation classes and to join interest groups such as The Little Fellows of Christ, Children's Choir, Altar Boys' Association and Catholic Scouts/Guides, etc.
 - 5.4 It is advisable to introduce Catholic graduates to the Parish's catechetical class or other groups so that their spiritual care will not be terminated when they leave school.
 - 5.5 The school may send representatives to attend the Parish Council and Parish functions, always in agreement with the Parish Priest and his collaborators. This will help improve mutual understanding of each other's needs and problems, and increase co-operation especially in the use of school premises and staff.
6. School/Parents Relationship
- 6.1 Schools are encouraged to have a Parent-Teacher Association for better communication between the family and the school in the formation of their children.
 - 6.2 Inviting parents to religious celebrations in school may be a good means for parents to be more involved in their children's religious life and, at the same time, also be influenced by their children's interest and devotion.
 - 6.3 The school could also help the family by giving counselling, guidance and family-life education when appropriate, either to individuals or to groups with the help of experts.

序

經多時的諮詢及匯集各位寶貴的意見後，這份名為「公教學校之牧民工作」的指令終於完成了。

這份「聲明書」內容主要涉及所有公教學校應特別注重及考慮的價值與措施。

在「行動／活動」部份中，我們為把這些價值觀付諸實行提出若干建議，但可做的當然不限於此，希望各位繼續提供意見。因每所學校有不同的歷史、獨特的環境及特殊的需要，在舉行這些活動方面將相應地有所分別。

對我們來說，「牧民工作」一詞的意義，就是我們必須愛護、關心那些我們照顧的人，並協助他們成長，尤其是在道德與靈性方面，使他們臻於成熟。我們亦應以耶穌基督為榜樣；祂就是善牧，祂溫柔而細心地照顧祂的羊羣，甚至為祂的羊捨棄了自己的性命。我們作為公教的教育者，亦應懷著同樣的熱誠，肩負起我們的責任。誠然，對我們這些能力有限的牧者來說，這是一個非常高超的理想，但絕非不可能的事。不過我們必須經常與那位唯一真正的善牧保持接觸，因為只有從祂那裡我們才可以得到所需的恩寵，去達到這個理想。

我懇切地希望這些指引能幫助大家同心協力，給予我們所有公教學校的師生真正「至公」的，即全面普及的牧民照顧。

願上主繼續降福我們，使我們的努力得以開花結果，讓光榮歸於上主！

李永援修女

一九九三年六月一日

公教學校之牧民工作

指令

天主教教育委員會
一九九三年六月一日

公教學校之牧民工作 聲 明 書

仰的光照。以下指引旨在幫助大家培養及發展公教學校獨有的超凡特色，而並非全面地針對學校生活的細節。每間學校都有自己的傳統、經驗及特殊環境，但我們有一個共同的理想，就是在我們的學校裡，有效地完成宗徒的使命。

1. 全體教師

在學年中，所有教師均應有機會去分享他們在教育事業上的成就與喜樂，並在學校需要改善、成長及發展方面，有機會加以反映、更新。為達到以上目的，校方可於學年中安排數天，讓教職員在輕鬆的環境中相聚，共同反思。

2. 公教教師

學校能擁有獨特的基督徒生活氣氛，實在有賴校長和各位老師個人及團體的努力。在這方面，公教教師的貢獻尤其珍貴，因為他們能夠與他人分享他們身為基督徒的信德、愛德、和基督精神，沒有了他們這方面的助力，學校便不再是一所公教學校了。

公教教師尤其重要的任務，是在學校生活中樹立榜樣，反映基督徒的信仰與價值觀，他們往往要給學生上宗教課或倫理課，並負責校內的宗教活動，校長在分派其他任務予這些教師時，亦應考慮到他們已經在宗教活動方面有所承擔。

另一方面，公教教師的訓練及他們在靈修生活上的成長也是十分重要的，他們要更深刻地認識自己個人及團體的信仰和靈修生活。退省、祈禱小組等活動，都能提供適當的機會。

既然一所沒有公教教師的學校不可能稱為一所公教學校，那麼，在應徵者大家都具備同等條件的情況下，校方應盡量聘請優良的公教教師。

如果學校能成立一個牧民小組，那將是彌足珍貴的，這小組的成員應是一羣熱心的公教教師，他們會致力於自己及學生在靈修生活方面的成長，這小組應尋求一位學校司鐸的支持及協助，並負責校內的公教活動。如此，校內便能維持適當的宗教氣氛，而小組成員的信德、熱誠及充滿愛心的服務精神，對學生將會產生很大的感染力，因為身教重於言教。

3. 非公教教師

我們在尊重非公教教師的個人良知及自由之餘，亦應協助他

導言

在傳播福音和培育年青人方面，公教學校擔當著非常重要的角色，其使命在於引導年青人過基督化的生活，並培養基督徒的價值觀。

基督的一生及祂的教誨，已為我們立下模範，讓我們知所追隨，在我們的香港教區，公教學校多年來已貢獻良多。

這些公教學校分擔著教會的救靈使命，並按基督給予宗徒的指示，教導萬民。

公教學校與其他學校不同之處，在於前者之宗教層面，其特色如下：

甲、公教學校重視教育風氣及氣氛。

乙、公教學校致力於每個學生的個人發展，無論是否教友。

丙、公教學校著意於確立文化或日常生活與福音之間的密切關係。

丁、公教學校會從信仰角度灌輸每項知識，以信德之光啟發莘莘學子。

(請參閱天主教學校教育的宗教幅度導言部份)

在我們的學校中，公教教師比例不多，而絕大部份學子亦非教友，我們必須尊重每人的個人良知及信仰自由，這一點是教會確認的。

話雖如此，公教學校絕不能放棄其傳播福音的自由，並應按基督徒的教育及價值觀，培育學生，這是公教學校的權利，亦是公教學校的義務。宣揚福音，教導學生認識福音的價值並不等於把這些價值強加於學生身上，因為強迫學生去接受便成為一種道德上的暴力行為，而這是福音及教會法律所不容的。

指引

作為公教的教育者，我們彼此分享著一份瑰寶，那就是我們信

可從基督的教誨開始，教導學生如何把基督的精神注入生活中，只要能有效地令學生認識及愛慕基督，並在每個人的生活中實踐祂的教誨，則任何方法都是值得嘗試的，包括班中的討論、早會、研讀聖經的聚會及禮儀等。

7. 與堂區的聯繫

既然公教學校分擔着教會的福音傳播使命，學校便極需要與所屬堂區的神職人員建立起良好的聯繫和密切的關係，以便互相幫助，彼此服務，並緊密合作，以期更能為我們的信仰作証，更有效地傳教。

8. 與家長的聯繫

首先教育孩子的人，便是他們的父母。我們希望家長能從子女入學開始便參與學校的教育程序與計劃。正因我們極需要家長對學校的關心與合作，校方應提供機會讓家長親臨學校。一方面我們可向他們解釋我們辦學的宗旨和理想，學校的運作等等；另一方面，家長也可以提出他們的問題和疑慮，加以討論，要達到這些目的，我們可以成立家長教師會，舉行家長日，邀請家長參加某些學校活動等；可能的話，公教家長更可應邀出席宗教慶典與活動。

行動／活動

以下提議的活動，應根據個別學校的特殊環境及需要而舉辦：

1. 宗教氣氛

- 甲、在學校日常的行政及管理，有關人士都應具體地反映出一種民主、家庭般的互相愛護與關懷、正義的精神及友善的態度。
- 乙、校方可設立宗教事務壁報版或撥出校舍一角，用作表題「聖經金句」，教區堂區動態，以「愛」或「和平」等為題的海報及標語設計比賽的得獎作品等。默想、聖母月的誦唸玫瑰經及其他崇拜活動都可在此處加以推廣。
- 丙、簡短的宗教禮儀，如早禱、聖經誦讀、聖詩詠唱及在早會中誦唸玫瑰經——這些都能幫助學生養成閱讀聖經和祈禱的習慣，而教師更要留意教導學生對這些活

們了解我們辦學的宗旨及理想，並明白我們在愛和服務他人的基礎上，要盡力提倡基督的價值觀。我們期望他們與我們共同努力，使學校成為一個互相關懷與愛護，互相尊重及互助的團體。全體教師亦應協助學生養成有自制能力與負責任的美德。

4. 全體學生

今天的學生，活在一個缺乏宗教信仰而崇尚物質的社會裡，圍繞著他們的是節奏緊逼，尋求享樂，想做就去做的風氣，他們很少會以天主為他們生活的中心，或以基督徒的價值觀作為行為上的指標，他們亟需我們的幫助，使他們能尊重自己，尊重別人，並學會自律及樂於助人的精神，他們需要認識天主的愛，並領悟到人生的真正意義和價值。公教學校的使命就是幫助他們達致這境地。

5. 公教學生

在今日的社會裡，家庭所受的壓力十分龐大，學校因此要肩負起比前較大的責任，去培養學生的信仰及祈禱生活，讓他們認識到聖體聖事及其他聖事的重要，和基督徒應有的道德觀念。學生在學校裡應得到這方面的幫助、教導和體驗。校方在運用自行分配學位的權力時，應盡量優先考慮天主教友的申請者。

自然，學生都希望能感到自己屬於某個團體，並得到友儕的支持。我們的學校裡應成立天主教同學會，並鼓勵學生組織祈禱小組、聖經研習小組、聖母軍、基本基督團等。通過這些組織及活動，學生可以共同體驗、分享、祈禱、共同學習及在信仰中成長。

我們亦應讓學生有機會參與校內及校外的服務計劃，從而發揮他們的慷慨犧牲精神。基督徒的愛心是要見諸行動的。

6. 非公教學生

我們有責任讓所有學生認識基督和祂的教誨，因為我們同是天父的兒女。因此，宗教教育應在我們的學校中佔有重要的地位，每星期或週期裡最少要有兩節宗教課。我們必須與學生分享我們作為基督徒的道德觀及價值觀，讓他們接受、實踐，從而使學校更充滿基督徒生活的氣氛。

我們可從討論日常生活的事物開始，引導學生認識基督，也

聽教材，使宗教課更生動，更有趣味，而宗教課亦應以學生易懂的語言進行，務求學生能自發及自然地分享個人的感受及經驗。

- 丁、因人手短缺關係，數間學校可考慮邀請同一位司鐸，為教師及學生提供寶貴的指導。
- 戊、公教學校若有空缺，應設法讓那些在非公教學校任教的公教教師知悉，並鼓勵他們應徵。
- 己、應鼓勵公教教師多讀公教報章及定期刊物，使他們對教會事務有更大程度的興趣和參與。教師亦可選用這些報章作為默書、作文課或問答比賽的素材，令學生也多接觸這些刊物。
- 庚、校內可成立核心牧民小組，負責一切宗教慶典、課程的策劃與修訂、輔助教材、公教活動等。

4. 公教學生

- 甲、為學生安排的公教活動可包括宗教禮儀、公教週、公教書籍展覽、退省、參觀教堂及朝拜、宗教教育問答比賽、聖經故事演講、各類比賽、聖經研習營、觀賞及討論以靈修為主題的錄影帶、社會服務計劃等。在長假期間舉辦這些活動，更能有效地給予學生基督精神的教育，並能在假期中實際地照顧到學生的精神生活。
- 乙、應鼓勵公教同學協助堂區事務，例如參加歌詠團、輔祭會、聖母軍等。
- 丙、校內大可開辦要理研習班，除公教學生外，有興趣的非公教學生亦可參加。
- 丁、應委派熱心的公教教師去照顧公教學生，了解他們的家庭背景、讀書習慣、精神上的需要等，並鼓勵他們勤領聖體及其他聖事。
- 戊、可舉辦特別的領袖訓練營，培育年青的教友，令他們在友儕中成為年青使徒有效地為他們的信仰作證。

5. 堂區與學校的關係

- 甲、學校每年應把公教學生的名單及最新住址呈交堂區登

動持正確的態度。

- 丁、在特別的節日或慶典場合（如開學禮及散學禮、主保瞻禮、聖誕節等），校方可按每間學校的特殊傳統、環境及需要，為天主教員生或全校舉辦特別的宗教禮儀或祈禱聚會。
- 戊、能夠反映基督徒對別人的愛心與關懷的社會服務，如探訪傷殘人士、老人院、孤兒院等，亦有助於培養良好的風氣。
- 己、宗教聖物或聖像的擺設（如十字架、聖母像、聖人畫像等）往往能引領人的心神歸依上主，並引發出高尚的情操。

2. 學校行政人員

- 甲、校董會與校長應給予公教教師適當的鼓勵與支持，使他們得以在教學中及公教活動中充份地反映及激勵出基督的精神，因為這些任務都是艱巨的。
- 乙、每年可撥出兩至三天作為教職員的培育日，包括特別為公教教職員舉辦的聚會或活動。
- 丙、宗教教育在公教學校中是非常重要的科目。為表示我們對此科的重視，在可能的情況下，校方應為那些有適當資歷的宗教教育科主任，落實地保留一個高級行政職位。
- 丁、每班應有足夠的宗教教育課（每星期／週期最少兩節，而參加公開試的班級則應有三至四節），這些宗教課不應隨便由其他科目取代。

3. 公教教師

- 甲、校方亦應為公教教師安排特別的活動（如公教教師日或其他宗教禮儀），讓他們感到彼此間的團結與支持，並了解創校者的超凡獨特之處，教育理想及政策。
- 乙、應鼓勵他們參加退省、宗教教育及輔導方面的進修課程，訓練他們成為良好的宗教教育導師。
- 丙、教區教研中心和「教區視聽中心」都可借出適當的視

記。此舉可加強學校與堂區之間的溝通，並發展及維持兩者之間的良好關係。

- 乙、校方可邀請堂區的司鐸參與校內的宗教活動，並在校內或聖堂為學校師生舉行告解聖事，及各種宗教禮儀活動。
- 丙、學校應與堂區合作，為公教學生準備及安排他們參加初領聖禮和堅振道理班，與及堂區的興趣小組，如基督的小朋友會、兒童歌詠團、輔祭會、天主教男/女童軍等。
- 丁、學校應介紹天主教的畢業生，參加堂區開辦的要理研習班或其他小組，使他們在離校之後，仍能得到靈修方面的照顧。
- 戊、校方可派出代表，出席堂區議會的會議及其他堂區活動，並與主任司鐸和合作者互相呼應。此舉能使學校與堂區更加了解對方的需要和問題，加強合作，尤其是在校舍和人手的運用方面。

6. 學校與家長的關係

- 甲、我們鼓勵各校成立家長教師會去促進家庭與學校之間的溝通，令兒童得到更佳的培育。
- 乙、邀請家長參加校內的宗教慶典和活動可令家長更積極參與子女的宗教生活。同時，父母亦可因此感染到子女在這方面的興趣和熱忱。
- 丙、學校亦可在適當的時候，提供輔導、指引和家庭生活教育與個別家庭或小組成員。在這方面，學校可邀請專家或經驗豐富的人士協助。