

Curriculum in Catholic Schools...Is it distinctive?

Teacher Accreditation Program

18 May 2022

3 Readings, 3 Questions in dialogue

- **Horizons of Hope:** What is curriculum and what is particular to how a Catholic school enacts curriculum?
- **Educating to Fraternal Humanism:** How might the Catholic school contribute to educating for the common good across all curriculum areas?
- **Recontextualising Tradition:** How might Catholic schools support people (students and teachers) to explore or deepen their relationship with God/ the Transcendent?
- Process (30 minutes): Share your thinking around the readings and questions in breakout rooms of 3.
- Ensure each person has at least 5 minutes to share and has another 5 minutes to have their thinking clarified through the questioning process (this may be an opportunity for deeper discussion about their reflections).
- Please note any insights or questions that arise at the end to share through the chat. These will be attended to in the whole group share afterwards.

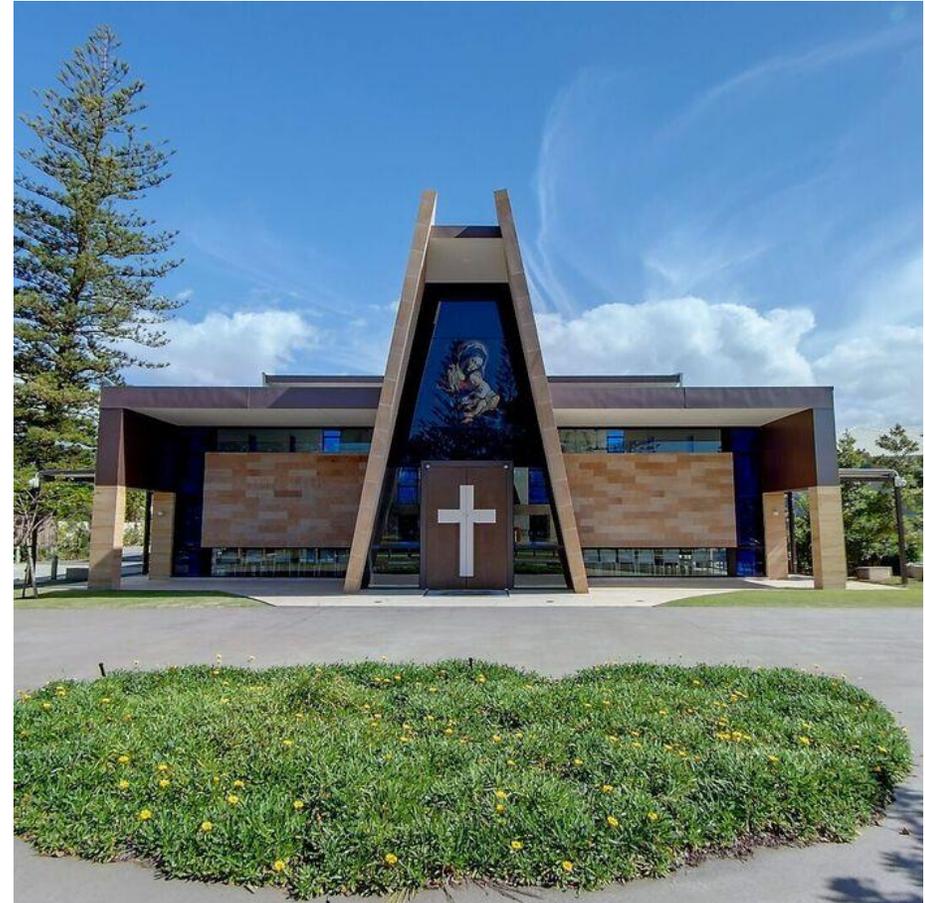
Whole group share

- Insights
- Questions
- Wonderings
- Connections



Curriculum, Identity and Learning

- Why do kids come to a Catholic school?
- What are some common learnings and skills (curriculum) offered that could be seen as distinctively Catholic?
- What opportunities are offered to learners in a Catholic school environment?
- How do teachers interpret curriculum for a Catholic school context?



Church Documents on Catholic Education (from Vatican II – 2017)

- [Gravissimum Educationis](#)

Vatican II Declaration on Christian Education, 1965

- [The Catholic School](#)

The Sacred Congregation for Catholic Education, 1977

- [Lay Catholics in Schools: Witness to Faith](#)

Sacred Congregation for Catholic Education, 1982

- [The Catholic School on the Threshold of the Third Millennium](#)

Sacred Congregation for Catholic Education, 1997

- [The Religious Dimension of Education in a Catholic School](#)

Sacred Congregation for Catholic Education, 1988

- [Consecrated Persons and their Mission in Schools](#)

Congregation for Catholic Education, 2002

- [Educating Together in Catholic Schools](#)

Congregation for Catholic Education, 2007

- [Educating to Intercultural Dialogue – Living in Harmony for a Civilization](#)

Congregation for Catholic Education (for Institutes of Study), 2013

- [Educating Today and Tomorrow: A Renewing Passion](#)

Congregation for Catholic Education (for Educational Institutions), 2014

- [World Congress Educating Today and Tomorrow](#)

Final Statement of the World Congress Educating Today and Tomorrow, 2015

- [Educating to fraternal humanism](#)

Building a “civilisation of love 50 years after Populorum progressio,

Congregation for Catholic Education 2017

Responding to changing times:

- Why is the Church concerned with education?
- Post Vatican II focus on God in the personal, in experience, in dialogue with and for the world
- Changes in pedagogy reflect this: relational and dialogical

Why do kids come to a Catholic school?

- Adolescents in Catholic schools reported significantly fewer symptoms of depression compared to those in Government and Independent schools. (School Influences on Adolescent Depression: A 6-Year Longitudinal Study Amongst Catholic, Government and Independent Schools, in Victoria, Australia. Journal of Religion and Health, January 2022. Horner et al.)
- “children in schools with an overt and explicit culture of service and commitment to social justice and prosocial activities, with a caring existential framework are the differentiating factors.”
- ‘When caring behaviour is intrinsically motivated...’ (Horner et al.)

What are the common learnings and skills (curriculum) offered that could be seen as distinctively Catholic?

- *Intrinsic Understanding that* seeking truth, beauty, goodness is inherently a communal, relational and life-long inquiry. (Evangelii Gaudium)
- *Intrinsic Understanding that* the human person is made in the image of a dialogical and relational God (Dei Verbum)
- *Intrinsic Understanding that* freedom of conscience and 'right' relationship (with self, God, others and creation) is integral to contributing to the common good through Christian solidarity (Educating to Fraternal Humanism)
- *Therefore...*Skills of dialogue, communication and critical thinking are intentionally developed through engaging with multiple perspectives on the big questions of life and faith.
- *Therefore...*Relationships of trust and respect are built and safe environments for learning established...'as standing on holy ground'
- *Therefore...*Learning is set in a global and eternal perspective: aiming at the good life with and for others in just institutions, building a 'civilization of love'

What opportunities are offered to learners in a Catholic school environment?

- Grappling with big ideas and eternal issues
- Centring on self as interconnected with God, all creation and others
- Growing identity and making meaning in dialogue with a Catholic religious and other perspectives
- Experiencing witnesses to faith community
- Experience of a hospitable and humble church: dialogue, symbol, prayer and liturgy
- Social outreach as call to responsibility and Christian solidarity



How might teachers interpret curriculum for a Catholic school context?

Christian education as globalising hope "...is fulfilled through establishing educational and pedagogical relationships that form to Christian love, that create groups based on solidarity, in which the common good is connected virtuously to the good of each of their components, transforming knowledge in line with the full realisation of the person and his or her belonging to humanity."

- (Educating to Fraternal Humanism, 2017,18)

"In a truly pluralist society, one no longer remains silent out of respect for the other, but one speaks from one's own insights, tradition and experience. One enters into conversation from one's own beliefs and convictions with religiously different conversation partners, not primarily to establish one's own great truth, but to foster the conversation itself, which enables living together in difference. Such a conversation teaches something first of all, *about one's own identity*."

- (Boeve: *Theology at the Crossroads*, 2016, p.171)

Where are you in this?

Know yourself:

Witness

Specialist

Moderator

Co-inquirer

Co-designer of curriculum

