



Catholic Social Teaching Self-Review for Schools and Teachers





Principles of Catholic Social Teaching (CST)

- Human Dignity
- Solidarity
- Promotion of Peace
- Subsidiarity
- Preferential Option for the Poor and Vulnerable
- Distributive Justice
- Stewardship
- Participation
- Common Good

For more information about each of these principles visit: www.caritas.org.nz

Background

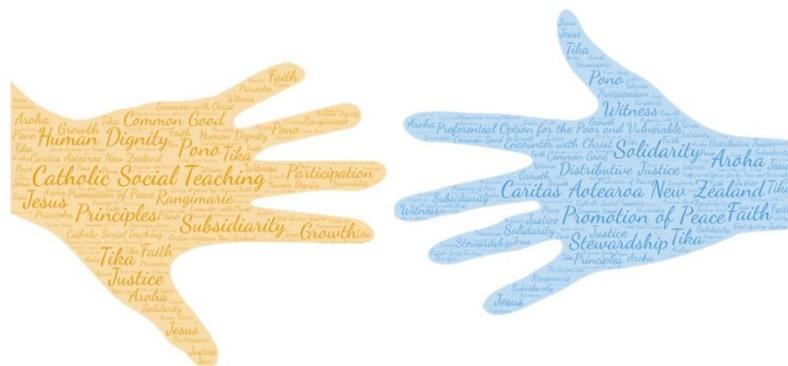
With a stronger emphasis on Catholic social teaching within the new Religious Education curriculum, more schools are looking at how they are able to integrate the CST principles not only into their RE programme, but also into their wider school curriculum planning, policy development, fundraising and school environment.

This resource has been designed as a starting point to help schools evaluate their current journey using the Catholic social teaching principles. Schools around Aotearoa New Zealand are at different stages of this journey and how they use this document will vary.

Through carrying out a self-review, it will provide teachers and schools the opportunity to affirm what they are already doing regarding the explicit teaching of the CST principles, as well as providing a possible future development focus.

The Catholic Education of School-Aged Children (2014) outlines how the CST principles can help provide a framework to how a school operates, how students can use them in their relationships with one another and how they can take part in the life of the school. It is through this experience that students will start to see the CST principles as part of their everyday life and faith.

This is not designed to be an arduous process, rather an opportunity to start the dialogue and the journey.





How to use this self-review:

1. Identify which CST principles that your school is currently covering or working with.
2. Think about each CST principle and how as a school each principle is being covered or integrated into the school at the various levels. For example, as part of the curriculum, management practices, policies and procedures, and governance at board level.

OR

3. Use this list to complete a general self-review of the school's current use of the CST principles.
4. Use a scale of 1 (meaning low) to 5 (meaning high) for each point.
5. You may wish to complete it individually, part of a staff meeting, as a management team, or at a board meeting.
6. Collate the responses.
7. Once completed, decide on next steps as a school. This will vary from school to school. Each school is on their own journey.





Dimension 1: Te Tūataki ki a Te Karaiti – Encounter with Christ	
	There is an emphasis on the social dimension of prayer.
	Engaging liturgical celebrations are provided.
	Opportunities are developed for students, parents, staff and the parish community to participate in school and parish life.
	Opportunities are developed for students, staff and parents to participate in social analysis to critically examine and address systemic causes of injustice (Take up a cause and look at how it can be addressed).
	Opportunities are provided for students/staff/school community to share their experiences of social outreach using a range of mediums (newsletters, school aps, social media).
	Social justice activities are designed and evaluated with a CST framework such as ‘See, Think, Judge, Act’.
	Age-appropriate action and advocacy groups are available for students to participate in.
	Ākonga are able to articulate a spiritual, Gospel-based basis for the school’s emphasis on social justice.
	Ākonga have the opportunity to encounter Christ through Māori wairua/spirituality and through the lens of their individual culture, whatever that is.

It is not enough to say we are Christians. We must live the faith, not only with our words, but with our actions.

- Pope Francis -





Dimension 2: Te Whakatupu mā Te Mātauranga – Growth in Knowledge	
	Kaiako are aware of Catholic social teaching principles.
	Ongoing professional development is available to teachers to increase their knowledge of CST.
	All teachers believe they are justice educators and integrate CST into their teaching and learning regardless of the curriculum area.
	Teachers and staff model CST in their interactions with students, parents, the parish, the local community and each other.
	The school community builds links and partnerships with Catholic agencies to promote CST and the social mission of the Church.
	All the principles of CST are taught explicitly, as an integral component of living faith.
	Teachers through the Religious Education curriculum aim to include a deeper understanding of the difference and relationship between charity and justice.
	Students use a discernment framework. E.g. See, Think, Judge, and Act.
	CST principles are embedded in all curriculum areas, not just Religious Education.
	Classroom programmes reflect an awareness of New Zealand’s place as part of a regional and global community enabling students to be active global citizens.
	Classroom/schoolwide programmes reflect concern about local, nation and global issues such as homelessness, poverty, conflict, refugees, sustainable development, the impact of climate change etc.
	Students are educated in the view of being life long learners to take part fully in society.
	School programmes are developed to ensure they meet the needs of all students.
	Curriculum areas allow for all students to critique and respond to issues with a social justice lens.
	The school uses the Caritas material on Catholic social teaching.

Respect for the dignity of the human person is the foundation of any just society. From a Catholic perspective, it also forms the foundation of all our Church’s social teachings.

- Salvatone J. Cordileone -





Dimension 3: Te Whakaatu Karaitiana – Christian Witness	
	Students are regularly challenged to assist those less fortunate than themselves.
	The school actively educates the wider school community (parents, school board of trustees, parishioners etc) about Catholic social teaching, love and justice. For example, via newsletters, workshops, fundraising activities.
	The school community works to reduce waste and increase promotion of recycling.
	Water and electricity are used wisely and students and staff are encouraged to practice stewardship of all resources.
	Financial provisions are made to ensure students of families experiencing financial hardship have access to a Catholic school education and are not excluded from any school activities.
	Fundraising is recognised as a form of ministry through its purpose of ‘Why’ and ‘How’ it meets the needs of others.
	Fundraising is an invitation to participate in the vision and mission of the school and church through the process of ‘See, Think, Judge, Act’.
	Fundraising products are ethical. E.g. Fair trade chocolate is used to ensure no child labour etc.
	School fundraising activities are reviewed regularly against the principles of Catholic social teaching.
	Pastoral care systems are responsive to the needs of ākongā and reflect Gospel values and Catholic social teaching.
	Behavioural management processes are fair, clear to all, and guided by restorative practice, linked to Catholic social teaching.
	The school recognises cultural diversity of Aotearoa and works to ensure that ākongā develop an understanding of this diversity, and that all cultures are honoured and respected.
	The school recognises Māori as tangata whenua, and has an understanding of the principles of protection, partnership and participation.
	Authentic consultation is held with the Māori community/local iwi to help resolve any barriers to partnership and participation.

The ones who have a voice must speak for those who are voiceless.

- Oscar Romero -





Dimension 4: Te Kaitiakitanga me to Whakapakari i te Tuakiri Katorika – Safeguarding and Strengthening Catholic Character	
	Policies, procedures and school systems reflect the principles of CST. E.g. Enrolment policy, behaviour management policy, student leadership programmes, homework etc.
	The leadership team/school board regularly reviews policies and procedures in light of CST.
	Policies and practices are developed and undertaken to enhance the family/whanau unit.
	Students, parents and staff are invited to share in the decision making process of the school where relevant.
	Access to technology and resources is fair to all students.
	School premises are inviting to visitors and well maintained.
	The Board of Trustees are engaged in an on going programme of Catholic Character formation which includes the principles of Catholic social teaching and their application to Board responsibilities.
	The enrolment policy and practice of the school does not discriminate on the basis of race, disability, academic potential, sporting ability or socio-economic situation.
	The Board of Trustees works to include the values of Catholic social teaching in policy design, Charter, Strategic and Annual planning.

NEXT STEPS:

To honour and act on the principle of _____
 in our school we _____

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