



Professional Learning and Formation Accreditation

A Guide for Staff Working in Australian Marist Schools

Marist
MARIST SCHOOLS AUSTRALIA

2024

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'The identity and success of Catholic education is linked inseparably to the witness of life given by the teaching staff. School staff who truly live their faith will be agents of a new evangelisation in creating a positive climate for the Christian faith to grow and in spiritually nourishing the students entrusted to their care. They will be especially effective when they are active practising Catholics, committed to their parish community and loyal to the Church and her teaching.'

John Paul II: Ecclesia in Oceania, 2001

BACKGROUND

It is the responsibility of all who work, teach and lead in Catholic schools to *"nurture a partnership in faith, hope and love among students, parents, staff and priests"* and to *"embrace evangelisation as a responsibility of the entire school community."*

- Vision Statement for Sydney Catholic Schools, p15

Catholic schools are an integral part of the evangelising mission of the Church and have a fundamental responsibility to educate and form children and young people in the living faith tradition of the Church. The leaders and Staff of Catholic schools hold a central place in the fulfilment of this purpose.

Marist Schools Australia (MSA), therefore, have a responsibility to put into place appropriate, supportive yet rigorous pathways for the preparation and ongoing professional learning and spiritual formation of its staff. This will assist all staff in Marist schools to introduce the students to the mystery of Christ and the living tradition of the Church.

This handbook is for those employed in Marist schools seeking Diocesan, University or Teacher accreditation. It supports the various models of Accreditation to Work Teach and Lead policies found in most Catholic Education Offices within Australia.

AIMS

Our Marist courses and programs are designed to respond fully to the accreditation requirements of each governing body by:

- ensuring that they contain academic knowledge and skills in the areas of theology, religious education and spiritual formation
- engaging all staff in the Catholic life of Marist schools
- responding to the changing needs and culture of Catholic schools
- providing opportunities for all staff to become familiar with and to be immersed in the life and culture of Catholic Marist education
- nurturing the spiritual formation, faith development and ongoing professional growth of all staff



The Four Accreditation Categories

There are four categories of accreditation that are applicable to staff in Marist schools:

Category A: University Recognition	Recognition that enables University students to gain 'recognised prior learning' (RPL) at AQF level 9.
Category B: Marist Schools Australia (MSA) Accreditation	Accreditation that meets the requirements for staff to 'Work, Teach and Lead' in Marist-governed schools.
Category C: Diocesan Accreditation	Accreditation that meets Diocesan requirements for staff to Work, Teach and Lead in Marist schools governed by a Diocese.
Category D: State/Territory Teacher Accreditation	Accreditation that meets professional teacher development.

These categories parallel similar categories for accreditation in other Catholic schools in most Australian dioceses. For the most part, the requirements for attaining accreditation are met by the same or equivalent processes that operate in those dioceses. Marist Schools Australia recognises the accreditation processes that operate in all Australian dioceses in which Marist schools are located.

A FRAMEWORK FOR FORMATION FOR MISSION IN CATHOLIC EDUCATION

Marist formation programs are aligned to the National Catholic Education Commission's (NCEC) key principles for Catholic Formation. As such as, the foundations of all our programs:

- encourage a personal relationship with Jesus
- encourage participation in a Catholic faith community
- are explicitly Christological
- are scripturally rich
- are ecclesially grounded
- encourage participation in the Eucharist
- encourage participation in wider faith communities

"Faith formation of Catholic school community members is Christ-centred. It is an intentional, ongoing and reflective process that focuses on the growth of individuals and communities from their lived experiences, in spiritual awareness, theological understanding, vocational motivation and capabilities for mission and service in the Church and the world."

A Framework for Formation for Mission in Catholic Education, NCEC, 2016

MARIST PROGRAMS ACCREDITATION GUIDE 2024

	CATEGORY A UNIVERSITY RECOGNITION	CATEGORY B MSA ACCREDITATION WORK/TEACH/LEAD	CATEGORY C DIOCESAN ACCREDITATION WORK/TEACH/LEAD	CATEGORY D STATE/TERRITORY TEACHER ACCREDITATION
In the Marist Way: New Staff Formation	✗	✓	3 hours	✗
Footsteps 1: Making Jesus Christ Known and Loved	✓	✓	15 hours	✗
Footsteps 2: Making Jesus Christ Known and Loved	✓	✓	15 hours	✗
Marist Pilgrimage and Study Tour	✓	✓	24 hours	✗
Marist Educational Leadership	✓	✓	24 hours	✗
Leadership from a Marian Perspective	✓	✓	24 hours	✗
Marist Solidarity Retreat	✗	✓	15 hours	✗
First Light: Reveal the Spirit National Program	✗	✓	4 hours	✗
The Art of Reading and Praying Scripture	✗	✓	4 hours	✗
Full of Grace: Mary For Us Today	✗	✓	4 hours	✗
Marist Methodology for Catholic Education	✓	✓	26 hours	✗
Middle Leaders Program	✗	✓	18 hours	✗
Our Living Marist Spiritual Heritage	✗	✓	4 hours	✗

CATEGORY A

University Recognition

A number of Marist courses and programs have university recognition.

The following programs have been recognized by the *Australian Catholic University* and the *University of Notre Dame* at Masters level (AQF Level 9) and by *BBI – The Australian Institute of Theological Education* (AQF Level 8)



Footsteps 1: Making Jesus Christ Known and Loved

To be eligible for a unit credit you must attend a Footsteps 1 program (15 hours) and complete an additional on-line component (10 hours). Assessment tasks equivalent of 5500 words are also expected.

Footsteps 2: Making Jesus Christ Known and Loved

To be eligible for a unit credit you must attend a Footsteps 2 program (15 hours) and complete an additional on-line component (10 hours). Assessment tasks equivalent of 5500 words are also expected.

Marist Pilgrimage and Study Tour

To be eligible for a unit credit you must attend the Marist Pilgrimage and Study Tour (20 hours) and complete an additional on-line component (4 hours). Assessment tasks equivalent of 5500 words are also expected.

Marist Educational Leadership

To be eligible for a unit credit you must attend the Marist Educational Leadership program (24 hours). Assessment tasks equivalent of 5500 words are also expected.

Leadership from a Marian Perspective

To be eligible for a unit credit you must attend the Leadership from a Marian Perspective program (24 hours). Assessment tasks equivalent of 5500 words are also expected.

The following course has been recognised by the *University of South Australia* as an alternative to their own Methodology course. To receive a Graduate Certificate in RE teachers can complete courses 1-3 below plus the Marist Methodology course through satisfactory completion of this course.



**University of
South Australia**

Marist Methodology

The Certificate contains four courses:

1. Scripture
2. Theology
3. Curriculum and
4. Methodology or **Marist Methodology**

Each Course has 26 contact hours and assessment tasks totaling 4,500 words or the equivalent. It is recognised by the University at Australian Qualifications Standard Level 8.

Further Information

Teachers wanting to gain credit in a tertiary course should be already enrolled through a tertiary institution which recognised Marist Tertiary studies and speak to the relevant Course Coordinator to confirm the process. Two assignments must be completed for the credit to be gained.

Teachers studying at other institutions are encouraged to explore whether they are able to use their Marist Tertiary studies towards credit in a unit of study. Further information may be sought through contacting Mr John Hickey, *Executive Officer | Marist Tertiary Education*.

For additional information please visit our website at www.mte.org.au or contact Mr. John Hickey at john.hickey@marists.org.au

CATEGORY B

Marist Schools Australia (MSA) Accreditation

The Marist school is coalesced around a distinctive Marist spirituality and a sense of family which are understood as to be, respectively, a particular school of Christian spirituality and a characteristic way of forming Christian community that are both well suited to the milieu of Catholic education.

Each member of staff is called take some responsibility for realising the fundamental purpose of the school, which Marists understand to be a sharing in the eternal work of Mary: to bring Christ-life to birth in young people, to nurture its growth in them, and to bring them into a sense of belonging within the Christian community.

Our Marist formation programs are designed to cater for all staff within the 'Five Accreditation Categories' that are found within most dioceses and Catholic Education Offices (CEO). They are:



Category A:

Accreditation to Work in a Marist School

Applicable to all staff

Category B:

Accreditation to Teach in a Marist School

Applicable to all teaching staff

Category C:

Accreditation for Leadership in a Marist School

Applicable to staff who have a position of middle-management

Category D:

Accreditation to Teach Religious Education in a Marist School

Applicable to teachers of Religious Education

Category E:

Accreditation for Senior Leadership of a Marist School

Applicable to Principals, Deputy Principals [howsoever named], and Directors of Mission [howsoever named].

These categories parallel similar categories for accreditation in other Catholic schools in most Australian dioceses. For the most part, the requirements for attaining accreditation are met by the same or equivalent processes that operate in those dioceses. Marist Schools Australia recognises the accreditation processes that operate in all Australian dioceses in which Marist schools are located.

Individuals are given appropriate *Accreditation to Work, Teach and Lead* dependent on the Marist programs and courses they engage with. For relevant course papers please see **Appendix 1.1**.

CATEGORY C

Diocesan Accreditation

All dioceses in Australia have guidelines for minimum requirements for spiritual formation and theological education for staff of Catholic schools. Wherever possible, Marist schools meet these requirements and participate in opportunities provided by dioceses for meeting them. In many cases, the programmes and opportunities offered by MSA will satisfy these requirements of the local diocese. As much as possible, agreements are put in place to formalise this understanding.

Our Marist formation programs are designed to cater for all staff within the 'Five Accreditation Categories' that are found within most dioceses and Catholic Education Offices (CEO). They are:

Category A: Accreditation to Work	School Support Staff
Category B: Accreditation to Teach	All teaching staff who do not teach Religion
Category C: Accreditation for Leadership	Secondary Administration Coordinators, Secondary Student Coordinators, Secondary Studies Coordinators, Primary Coordinators
Category D: Accreditation to Teach Religion	Secondary Religious Studies Coordinators, and all permanent Teachers of Religion (Primary and Secondary)
Category E: Accreditation for Senior Leadership	Principals, Assistant Principals, Primary Religious Education Coordinators, Secondary Ministry Coordinators

Individuals may need to confirm accreditation under their relevant Diocesan policies and procedures. Course outlines and the relevant reference materials are listed in **Appendix 1.1**.



CATEGORY D

State/Territory Teacher Accreditation

Marist Schools Australia (MSA) provide particular programs that align with specific standards from the *Australian Professional Standards for Teachers (APST)* framework. Accreditation requirements differ from state/territory and you may need to confirm accreditation with your relevant authority.







Appendix 1.1

Accreditation Documents

Outline

This program aims to introduce staff who are new to Marist ministries, to the spirituality, ethics and values that underpin practice and wellbeing lived out in our communities. It has been designed to provide a common framework, direction and language for all new staff and assists them to understand that they are a part of a broader Marist network (and global network) of schools/ministries.

The content explored with the participants will enhance capacity and connectedness as they understand how core Marist values inform and underpin goals, pervade policy and aim to foster best practice. The course ensures that the defining characteristics of Marist education remain embedded and lived out in our ministries. Participants explore the professional responsibility that they are entrusted, and how to best model these values to the whole school community.

Program Objectives

This program aims to:

- provide support to the in-school formation process for staff who are new to Marist schools.
- introduction to the story and the spirituality of Marists in the tradition of St Marcellin Champagnat and its expression in the contemporary Catholic school.
- review Marist documentation as a means of examining the pedagogical style of Marist education.
- develop an understanding of the way Marists in Australia understand their mission as members of the Catholic community.

Marist Schools Australia Ltd Strategic Plan 2021 - 2024

- 1.1 Strengthening Marist schools as Christ-centred evangelising communities with strong connections to the life of the broader Catholic Church.
- 1.3 Strengthening the identity of Marist schools as authentic Catholic schools.
- 2.1 Strengthening Marist schools as communities of improved learning and teaching.

Australian Institute for Teaching and School Leadership (AITSL): Australian Professional Standards for Teachers

Domain: Professional Engagement

Standard 6: Engage in professional learning

- Focus area 6.2 Engage in professional learning and improve practice
- Focus area 6.3 Engage with colleagues and improve practice

Hours of accreditation: 3 hours

Knowledge component: 2 hours

Faith component: 1 hours

KNOWLEDGE COMPONENT

- to extend staff's knowledge of the scriptural and theological basis of the Catholic faith as reflected in the four sections of the Catechism of the Catholic Church (The Creed, Sacraments, Life in Christ, Christian Prayer).
- to understand that people of faith "in any state or walk of life are called to the fullness of Christian life and to the perfection of charity." This means that all Christians are called to be holy. *Catechism of the Catholic Church #2013.*
- to extend staffs' abilities to analyse the diverse values and ethics evident in current educational settings.
- extend staff's knowledge of Catholic educational pedagogy in the area of Religious Education as outlined in the General Directory for Catechesis.
- to explore ways in which school communities understand and carry out the mission of Jesus Christ. (GDC 175)

FAITH COMPONENT

1. OFFERING OPPORTUNITIES FOR SPIRITUAL FORMATION, REFLECTION, DISCERNMENT

- to examine selected pieces of Scripture and Christian writings. To identify what challenges arise from these sources in recognising the presence of God in daily living.

"The ministry of the word must always give prominence ... the Son of God enters human history, assumes human life and death, and brings about the new and definitive covenant between God and man. It is the task of catechesis to show who Jesus Christ is, his life and ministry, and to present the Christian faith as the following of his person." (GDC 41)

- to provide opportunities to deepen a personal relationship with Jesus Christ through prayer

2. FLOWING FROM AND SUPPORTING EVANGELISATION IN THE CATHOLIC FAITH OF THE SCHOOL COMMUNITY

- to identify and reflect on how the Christian story enables staff and the school to give witness to the way God is present and how it can contribute to the enrichment of the lives of all people.
- draw on expressions of contemporary mediums to share moments that capture God's presence with others, especially young people.
- equipping staff to contribute in the active building and shaping of a Catholic school community.

3. EQUIPPING STAFF TO CONTRIBUTE ACTIVELY TO SHAPING AND BUILDING A CATHOLIC SCHOOL COMMUNITY

- endeavours to help staff develop a worldview in which life, culture and faith are integrated (The Catholic School, 1977)
- to discuss the importance and practicalities of dialogue in Catholic schools
- to encourage staff to assume responsibility for the Church's mission and to be able to give Christian witness in society (GDC 175)

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Marist Schools Australia Ltd Strategic Plan 2021 - 2024.

Australian Institute for Teaching and School Leadership (AITSL): *Australian Professional Standards for Teachers*.

Outline

This is a 3-day residential program for staff who have been in Marist schools for two years or more. It explores Marist charism, identity, spirituality and pedagogy. It provides an opportunity for participants to strengthen their understanding and practice of Marist pedagogy using core documents, formation processes and community building. This understanding is enriched through gaining a greater appreciation of the Christian and Marist stories and the charism of St Marcellin Champagnat. It also provides a platform for participants to enrich and deepen their own faith journey through exploring contemplative and reflective practices of Marian spirituality.

Program Objectives

This program aims to:

- promote as a work of the Church the Marist way of making Jesus Christ known and loved
- enrich our appreciation of the story and spirituality of Marcellin Champagnat.
- provide an opportunity for participants to explore the unfolding context of their lives and faith journeys and to discern how these realities enrich their lives, spirituality and ministry
- promote and encourage ongoing connection with Marist life and mission, personally and professionally.
- identify and nurture a contemporary Marist way of forming and evangelising young people.

Through a process that:

- explores new possibilities, experiences, knowledge and ways of discerning which challenge participants at the level of heart and head;
- facilitates and supports a relational style of interaction and presentation;
- recognises and affirms the diversity of participants' experience and expectations through thoughtful, creative, rigorous and flexible program design.

Marist Schools Australia Ltd Strategic Plan 2021 - 2024

- 1.1 Strengthening Marist schools as Christ-centred evangelising communities with strong connections to the life of the broader Catholic Church.
- 1.3 Strengthening the identity of Marist schools as authentic Catholic schools.
- 2.2 Build staff capacity in leading impactful, contemporary pedagogy enriched by the Marist tradition.
- 4.3 Strengthen understanding of the intimate connection between prayer, resilience and well-being.

Australian Institute for Teaching and School Leadership (AITSL): Australian Professional Standards for Teachers

Domain: Professional Engagement

Standard 6: Engage in professional learning

- Focus area 6.2 Engage in professional learning and improve practice
- Focus area 6.3 Engage with colleagues and improve practice

Hours of accreditation: 15 hours

Knowledge component: 6 hours

Faith component: 9 hours

Proposed presenter/s: Members of the Marist Formation Team.
Selected members of school staff as guest presenters.

KNOWLEDGE COMPONENT

- to extend staff's knowledge of the scriptural and theological basis of the Catholic faith as reflected in the four sections of the Catechism of the Catholic Church (The Creed, Sacraments, Life in Christ, Christian Prayer).
- to understand that people of faith "in any state or walk of life are called to the fullness of Christian life and to the perfection of charity." This means that all Christians are called to be holy. *Catechism of the Catholic Church #2013*.
- to extend staff's knowledge of Catholic educational pedagogy in the area of Religious Education, as outlined in the *General Directory for Catechesis*. (GDC)

"Concerning the object of catechesis, which always seeks to promote communion with Jesus Christ, it is necessary to arrive at a more balanced presentation of the entire truth of the mystery of Christ". (GDC 30)

- to understand the Marist educational process as a way to "respect the particular circumstances of individuals and their families." *Church Documents on Catholic Education (101)*
- to encourage an understanding of the important service they offer as educators – to youth and to the Church. *Church Documents on Catholic Education (113)*
- to know that the Church exists in order to evangelize, i.e. to carry forth the Good News to every sector of the human race so that by its strength the Good News may enter into the hearts of human beings and renew the human race. (GDC 46)

FAITH COMPONENT

1. OFFERING OPPORTUNITIES FOR SPIRITUAL FORMATION, REFLECTION, DISCERNMENT

- to encourage a personal relationship with Jesus Christ through personal reflection and prayer
- to examine selected Gospel passages, Christian and Marist writings
- to identify what it means to build community:
 - the spirit of simplicity and humility (Mt. 18:3),
 - solicitude for the least among the brethren (Mt. 18:6),
 - particular care for those who are alienated (Mt. 18:12),
 - common prayer (Mt. 18:19),
 - mutual forgiveness (Mt. 18: 22),
 - fraternal love which embraces all these attitudes (Jn. 13:34).

"Continuing formation in faith is directed to the individual Christian in the journey towards holiness. It is also directed to the Christian community as such so that it may mature in its spiritual life, its love for God and neighbour and its openness to the world as a missionary community." (GDC 70)

"Believers, indeed, in the ordinary state of Christian life, individually or in age groups, are called to respond to the gift of God through prayer, participation in the sacraments, the liturgy, ecclesial and social commitment, works of charity and promotion of human values, such as liberty, justice and peace and the protection of creation." (GDC 157)

- to reflect on broader Christian and Marist narratives and how *"to get in touch with our inner selves to be able to discover a God of love who is revealed in the ordinary events of our lives."* (Message of the 22nd General Chapter of the Marist Institute).
- to reflect on how our mission is *"founded on the experience of being profoundly loved by Jesus, is to make him known and loved."*

2. FLOWING FROM AND SUPPORTING EVANGELISATION IN THE CATHOLIC FAITH OF THE SCHOOL COMMUNITY.

- to focus on the local Catholic faith community and to identify the Christian and Marist story influences.
- to promote the value of and practice of evangelisation.
- equipping staff to contribute actively to shaping and building a Catholic school community.
- draw on expressions of contemporary art and music to share moments that capture God's presence with others, especially young people.
- the Gospel message seeks inculturation because the Good News is destined for all peoples. (GDC 97)

In the Incarnation, the Word of God became man in space and time, an individual rooted in a specific culture. This is the original "inculturation" of the word of God and the model for all evangelization by the Church. (GDC 109)

"The core of Marcellin Champagnat's vision of mission was "to make Jesus Christ known and loved". He saw education as the way to lead young people to the experience of personal faith and of their vocation as "good Christians and virtuous citizens". [In the Footsteps of Marcellin Champagnat, A Vision for Marist Education Today (Rome: 1998)]

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Marist Schools Australia Ltd Strategic Plan 2021 - 2024.

Australian Institute for Teaching and School Leadership (AITSL): *Australian Professional Standards for Teachers*.

Outline

This is a 3-day residential program for staff who have been in Marist schools for two years or more. It follows the Footsteps 1 Program and requires participants to delve deeper in their understanding of the Marist Charism and resulting mission of St Marcellin Champagnat. It explores Marist charism, identity, spirituality and pedagogy with a specific emphasis on how each of these enhance Marist education. This is done by interpreting a variety of Marist primary source materials eg, the letters of St Marcellin Champagnat. It provides an opportunity for participants to explore successful evangelisation methodologies in Marist ministries. Participants learn more about and evaluate the Marist Project in contemporary times. It also provides a platform for participants to continue to deepen their own faith journey through exploring contemplative and reflective practices of Marian spirituality.

Program Objectives

This program aims to:

- promote as a work of the Church the Marist way of making Jesus Christ known and loved.
- enrich our appreciation and knowledge of pedagogies that help young people connect with Jesus.
- provide an opportunity for participants to analyse the characteristics of Marist spirituality and pedagogy.
- produce a unique communication about what it means to be Christian and Marist today.
- help participants shape a description of Marist education and spirituality going into the future.

Through a process that:

- explores new possibilities, experiences, knowledge and ways of discerning which challenge participants at the level of heart and head;
- facilitates and supports a relational style of interaction and presentation;
- recognises and affirms the diversity of participants' experience and expectations through thoughtful, creative, rigorous and flexible program design.

Marist Schools Australia Ltd Strategic Plan 2021 - 2024

- 1.1 Strengthening Marist schools as Christ-centred evangelising communities with strong connections to the life of the broader Catholic Church.
- 1.3 Strengthening the identity of Marist schools as authentic Catholic schools.
- 2.2 Build staff capacity in leading impactful, contemporary pedagogy enriched by the Marist tradition.
- 4.3 Strengthen understanding of the intimate connection between prayer, resilience and well-being.

Australian Institute for Teaching and School Leadership (AITSL): Australian Professional Standards for Teachers

Domain: Professional Engagement
Standard 6: Engagement in professional learning

- Focus area 6.2 Engage in professional learning and improve practice
- Focus area 6.3 Engage with colleagues and improve practice

Hours of accreditation: 15 hours

Knowledge component: 6 hours

Faith component: 9 hours

Proposed presenter/s: Members of the Marist Formation Team.

KNOWLEDGE COMPONENT

- to extend staff's knowledge of the scriptural and theological basis of the Catholic faith as reflected in the four sections of the Catechism of the Catholic Church (The Creed, Sacraments, Life in Christ, Christian Prayer).
- to understand that people of faith "in any state or walk of life are called to the fullness of Christian life and to the perfection of charity." This means that all Christians are called to be holy. *Catechism of the Catholic Church #2013.*
- to extend staffs' abilities to analyse the diverse values and ethics evident in current educational settings.
- to translate the authentic essentials of the Gospel message into a definite cultural language appropriate to young people. "*Concerning the object of catechesis, which always seeks to promote communion with Jesus Christ, it is necessary to arrive at a more balanced presentation of the entire truth of the mystery of Christ*". (GDC 30)
- to understand the Marist educational process as a way to "respect the particular circumstances of individuals and their families." *Church Documents on Catholic Education (101)*
- to know that the Church exists in order to evangelize, i.e. to carry forth the Good News to every sector of the human race so that by its strength the Good News may enter into the hearts of human beings and renew the human race. (GDC 46)

FAITH COMPONENT

1. OFFERING OPPORTUNITIES FOR SPIRITUAL FORMATION, REFLECTION, DISCERNMENT

- to encourage a personal relationship with Jesus Christ through personal reflection and prayer
- to examine selected Gospel passages, Christian and Marist writings
- to use a variety of methodologies consisting of the following interactive elements:
 - listening to the culture of the people for an echo of the word of God
 - discerning what has an authentic Gospel value or is at least open to the Gospel
 - encouraging open dialogue
 - fostering an attitude of conversion to God

"Continuing formation in faith is directed to the individual Christian in the journey towards holiness. It is also directed to the Christian community as such so that it may mature in its spiritual life, its love for God and neighbour and its openness to the world as a missionary community." (GDC 70)

"Faith is destined to grow in the hearts of believers. Adhering to Jesus Christ sets in motion a process of continuing conversion which goes on for the whole of one's lifetime." (GDC 56)

- to reflect on how our mission is "founded on the experience of being profoundly loved by Jesus, is to make him known and loved."

2. FLOWING FROM AND SUPPORTING EVANGELISATION IN THE CATHOLIC FAITH OF THE SCHOOL COMMUNITY.

- to focus on the local Catholic faith community and to identify the Christian and Marist story influences.
- to promote the value of and practice of evangelisation.
- equipping staff to contribute actively to shaping and building a Catholic school community.
- to equip and prepare staff to be present as Christians in society and their school community through their professional, cultural and social lives, and to participate in the different ecclesial services offered.
- to provide a variety of prayer and liturgical experiences to promote individual communion and intimacy with Jesus.

"In the Incarnation, the Word of God became man in space and time, an individual rooted in a specific culture. This is the original "inculturation" of the word of God and the model for all evangelization by the Church." (GDC 109)

"The Church exists in order to evangelize, i.e. to carry forth the Good News to every sector of the human race so that by its strength the Good News may enter into the hearts of human beings and renew the human race." (GDC 46)

"The thrust to incarnate the Gospel requires the cooperation of all who live in the same cultural condition – clergy, pastoral workers, Catechists and laity." (GDC 206)

"The core of Marcellin Champagnat's vision of mission was "to make Jesus Christ known and loved". He saw education as the way to lead young people to the experience of personal faith and of their vocation as "good Christians and virtuous citizens." [In the Footsteps of Marcellin Champagnat, A Vision for Marist Education Today (Rome: 1998)]

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Marist Schools Australia Ltd Strategic Plan 2021 - 2024.

Australian Institute for Teaching and School Leadership (AITSL): Australian Professional Standards for Teachers.

Outline

The Marist Pilgrimage and Study Tour is a 19-day program to the source and origin of the Christian and Marist story. Beginning in the pre-Christian land of Jordan, this pilgrimage traces the Christian story from its origins in the Holy Land to the current centre of western Christianity in Rome. From Rome the pilgrimage directs its focus to Lyon and its French environs where the Marist Project was conceived and from where it began to flourish. In particular, the program aims to reflect and articulate the key aspects of the Christian and Marist story at the heart of Marist mission which is to 'make Jesus known and loved'.

By visiting some significant sacred places in the Holy Land, Rome and France, and studying a selection of Christian and Marist writings, participants will be challenged to deepen their understandings so that they can give witness to a more authentic understanding of God's mission informed by Marist spirituality and practice.

Program Objectives

On successful completion of this program, students will be able to:

- identify significant Christian and Marist places and articulate their significance for current ministry practice in education.
- evaluate the links between Christian faith and Marist practice.
- demonstrate a critical understanding of 'mission' drawn from both Marist sources and biblical text.
- use a variety of theological sources to present a critical synthesis of the core beliefs of Christian faith and mission, especially as they are understood within the Marist tradition.

Marist Schools Australia Ltd Strategic Plan 2021 - 2024

- 1.2 Enhancing the spiritual capacities of leaders in the Marist tradition.
- 1.3 Strengthening the identity of Marist schools as authentic Catholic schools.
- 4.2 Prioritise leadership formation and programs which address mental health, resilience, connection and a sense of belonging in staff and students.

Australian Institute for Teaching and School Leadership (AITSL): Australian Professional Standards for Teachers

Domain: Professional Engagement
Standard 6: Engage in professional learning

- Focus area 6.2 Engage in professional learning and improve practice
- Focus area 6.3 Engage with colleagues and improve practice

Hours of accreditation: 24 hours

Knowledge component: 18 hours

Faith component: 6 hours

KNOWLEDGE COMPONENT

- to extend staff's knowledge of the scriptural and theological basis of the Catholic faith as reflected in the four sections of the Catechism of the Catholic Church (The Creed, Sacraments, Life in Christ, Christian Prayer).
- to understand that people of faith "in any state or walk of life are called to the fullness of Christian life and to the perfection of charity." This means that all Christians are called to be holy. *Catechism of the Catholic Church #2013*.
- understand and appreciate the geographical and historical factors that influenced and gave rise to the Christian story.
- identify the spiritual, ecclesial and educational context of Marist origins.

"it shall help to interpret present-day human life in the light of the experiences of the people of Israel, of Jesus Christ and the ecclesial community, in which the Spirit of the Risen Jesus continually lives and works" (GDC, 117).

- analyse the letters written by St Marcellin Champagnat in order to determine the motivating forces underpinning his personal spirituality and pedagogy.

FAITH COMPONENT

1. OFFERING OPPORTUNITIES FOR SPIRITUAL FORMATION, REFLECTION, DISCERNMENT

- to examine selected pieces of Scripture and Christian writings. To identify what challenges arise from these sources in recognising the presence of God in daily living.
- to encourage a personal relationship with Jesus Christ through personal reflection and prayer
- to examine selected Marist writings and texts that refer to the importance of reflection and discernment

2. FLOWING FROM AND SUPPORTING EVANGELISATION IN THE CATHOLIC FAITH OF THE SCHOOL COMMUNITY

- to identify and reflect on how the Christian story enables staff and the school to give witness to the way God is present and how it can contribute to the enrichment of the lives of all people.
- draw on expressions of contemporary mediums to share moments that capture God's presence with others, especially young people.
- equipping staff to contribute in the active building and shaping of a Catholic school community.

3. EQUIPPING STAFF TO CONTRIBUTE ACTIVELY TO SHAPING AND BUILDING A CATHOLIC SCHOOL COMMUNITY

- endeavours to help staff develop a worldview in which life, culture and faith are integrated (The Catholic School, 1977)
- to discuss the importance and practicalities of dialogue in Catholic schools
- to encourage staff to assume responsibility for the Church's mission and to be able to give Christian witness in society (GDC 175)

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Marist Schools Australia Ltd Strategic Plan 2021 - 2024.

Australian Institute for Teaching and School Leadership (AITSL): *Australian Professional Standards for Teachers*.

Outline

The program focuses on educational leadership from a Marist perspective, internationally and nationally at both the system and school levels. It addresses the Marist enterprise within the context of the Catholic Church and local cultures.

Students will have the opportunity to study the nature of charism and its role in developing social movements across history and its contribution to educational leadership through decision making processes. Leadership in a number of individual Marist schools will be studied in depth.

Special studies will be made of key Marist leaders enabling participants to develop a conceptual framework of leadership from a Marist perspective with its inherent characteristics.

Program Objectives

On successful completion of this program, students will be able to:

- explain the nature and purpose of educational leadership from a Marist perspective.
- analyse and compare Marist leadership with other forms of educational leadership.
- apply evolving perspectives on leadership and organisation in the theological and ecclesial context of Catholic education.
- articulate a conceptual framework for faith leadership in a Marist school.

Marist Schools Australia Ltd Strategic Plan 2021 - 2024

- 1.2 Enhancing the spiritual capacities of leaders in the Marist tradition.
- 1.3 Strengthening the identity of Marist schools as authentic Catholic schools.
- 2.2 Build staff capacity in leading impactful, contemporary pedagogy enriched by the Marist tradition.
- 2.4 Identify researched evidenced based organisational and structural aspects of school leadership and management that promote improved learning outcomes.
- 4.3 Strengthen understanding of the intimate connection between prayer, resilience and well-being.

Australian Institute for Teaching and School Leadership (AITSL): Australian Professional Standards for Teachers

Domain: Professional Engagement

Standard 6: Engage in professional learning

- Focus area 6.2 Engage in professional learning and improve practice
- Focus area 6.3 Engage with colleagues and improve practice

Hours of accreditation: 24 hours

Knowledge component: 22 hours

Faith component: 2 hours

KNOWLEDGE COMPONENT

- to extend staff's knowledge of the scriptural and theological basis of the Catholic faith as reflected in the four sections of the Catechism of the Catholic Church (The Creed, Sacraments, Life in Christ, Christian Prayer).
- to analyse how Christian education and leadership is seen as a work of evangelisation and mission (Lumen Gentium, n. 17).

"we need leadership capable of striking out on new paths and meeting the needs of the present with concern for all and without prejudice towards coming generations" (Educating to Fraternal Humanism, n. 21)

- to identify how Christian education needs to be envisaged within the context of faith of a poor Church for the poor (Lumen Gentium, n. 8), in line with one of the pivotal points of the Church's current message.
- to articulate how Catholic schools are educational communities where learning thrives on the integration between research, thinking and life experience. (Educating Today and Tomorrow, 2014).
- to explore the purpose of Catholic education; that is, to allow students to fully take on the cultural, social and religious responsibilities that are required of them.

FAITH COMPONENT

1. OFFERING OPPORTUNITIES FOR SPIRITUAL FORMATION, REFLECTION, DISCERNMENT

- to examine selected pieces of Scripture and Christian writings. To identify what challenges arise from these sources in recognising the presence of God in daily living.
- to encourage a personal relationship with Jesus Christ through personal reflection and prayer
- to examine selected Marist writings and texts that refer to the importance of reflection and discernment

2. FLOWING FROM AND SUPPORTING EVANGELISATION IN THE CATHOLIC FAITH OF THE SCHOOL COMMUNITY

- to identify and reflect on how the Christian story enables staff and the school to give witness to the way God is present and how it can contribute to the enrichment of the lives of all people.
- draw on expressions of contemporary mediums to share moments that capture God's presence with others, especially young people.
- equipping staff to contribute in the active building and shaping of a Catholic school community.

3. EQUIPPING STAFF TO CONTRIBUTE ACTIVELY TO SHAPING AND BUILDING A CATHOLIC SCHOOL COMMUNITY

- endeavours to help staff develop a worldview in which life, culture and faith are integrated (The Catholic School, 1977)
- to discuss the importance and practicalities of dialogue in Catholic schools
- to encourage staff to assume responsibility for the Church's mission and to be able to give Christian witness in society (GDC 175)

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- Marist Schools Australia Ltd Strategic Plan 2021 - 2024.
- Australian Institute for Teaching and School Leadership (AITSL): *Australian Professional Standards for Teachers*.

Outline

This program offers a theological understanding of Mary for our contemporary world. As first disciple of Jesus, Mary provides an accessible and time proven way of responding to the call of the Spirit and of leading those around us on a similar mission.

Students will have the opportunity to study Mary as she has been understood across the centuries in revealing the person of Jesus. They will also consider the impact Vatican II has made on this approach to Christology and they will examine the ways in which Mary continues to influence modern educational leadership and pedagogy.

Program Objectives

On successful completion of this program, students will be able to:

- use a variety of theological sources to present a critical analysis around leadership from a Marian perspective, especially as they are understood within the practice of education.
- analyse and compare recent understandings and developments in the theology of Mary since Vatican II.
- apply evolving perspectives on leadership from a Marian perspective in the theological and ecclesial context of Catholic schooling.
- articulate a conceptual framework for Marian leadership in a Marist school.

Marist Schools Australia Ltd Strategic Plan 2021 - 2024

- 1.2 Enhancing the spiritual capacities of leaders in the Marist tradition.
- 1.3 Strengthening the identity of Marist schools as authentic Catholic schools.
- 2.2 Build staff capacity in leading impactful, contemporary pedagogy enriched by the Marist tradition.
- 4.3 Strengthen understanding of the intimate connection between prayer, resilience and well-being.

Australian Institute for Teaching and School Leadership (AITSL): Australian Professional Standards for Teachers

Domain: Professional Engagement

Standard 6: Engage in professional learning

- Focus area 6.2 Engage in professional learning and improve practice
- Focus area 6.3 Engage with colleagues and improve practice

Hours of accreditation: 24 hours

Knowledge component: 22 hours

Faith component: 2 hours

KNOWLEDGE COMPONENT

- to extend staff's knowledge of the scriptural and theological basis of the Catholic faith as reflected in the four sections of the Catechism of the Catholic Church (The Creed, Sacraments, Life in Christ, Christian Prayer).
- to analyse how Christian education and leadership is seen as a work of evangelisation and mission (Lumen Gentium, n. 17).

"we need leadership capable of striking out on new paths and meeting the needs of the present with concern for all and without prejudice towards coming generations" (Educating to Fraternal Humanism, n. 21)

- to identify how Christian education needs to be envisaged within the context of faith of a poor Church for the poor (Lumen Gentium, n. 8), in line with one of the pivotal points of the Church's current message.
- to articulate how Catholic schools are educational communities where learning thrives on the integration between research, thinking and life experience. (Educating Today and Tomorrow, 2014).
- to explore the Marian dimension of the Church and discuss the place of Mary in a cultural and educational context across the centuries since the time of Jesus.

"There is a Marian "style" to the Church's work of evangelization. Whenever we look to Mary, we come to believe once again in the revolutionary nature of love and tenderness." (Evangelli Gaudium, n.288).

FAITH COMPONENT

1. OFFERING OPPORTUNITIES FOR SPIRITUAL FORMATION, REFLECTION, DISCERNMENT

- to examine selected pieces of Scripture and Christian writings. To identify what challenges arise from these sources in recognising the presence of God in daily living.
- to encourage a personal relationship with Jesus Christ through personal reflection and prayer
- to examine selected Marist writings and texts that refer to the importance of reflection and discernment

2. FLOWING FROM AND SUPPORTING EVANGELISATION IN THE CATHOLIC FAITH OF THE SCHOOL COMMUNITY

- to identify and reflect on how the Christian story enables staff and the school to give witness to the way God is present and how it can contribute to the enrichment of the lives of all people.
- draw on expressions of contemporary mediums to share moments that capture God's presence with others, especially young people.
- equipping staff to contribute in the active building and shaping of a Catholic school community.

3. EQUIPPING STAFF TO CONTRIBUTE ACTIVELY TO SHAPING AND BUILDING A CATHOLIC SCHOOL COMMUNITY

- endeavours to help staff develop a worldview in which life, culture and faith are integrated (The Catholic School, 1977)
- to discuss the importance and practicalities of dialogue in Catholic schools
- to encourage staff to assume responsibility for the Church's mission and to be able to give Christian witness in society (GDC 175)

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Marist Schools Australia Ltd Strategic Plan 2021 - 2024.

Australian Institute for Teaching and School Leadership (AITSL): Australian Professional Standards for Teachers.

Outline

A 3-day program where participants encounter the living spirituality of the desert and witness the Marist ministry of solidarity in Central Australia.

The retreat offers a rich experience of indigenous culture and provides spaces for reflection upon our world and our individual faith journeys. Spending significant time with the local community of Santa Teresa, participants are able to gain an appreciation of how the Marist story is being lived and loved. Providing a rich background of desert environs, it is a retreat that connects with the lands, its people and the Marist mission.

Program Objectives

This program aims to:

- promote a space where indigenous and non-indigenous people alike come together to share pathways for the advancement of acceptance, understanding and healing across cultures
- come to a greater appreciation and deeper understanding of indigenous culture and spirituality
- learn of the Marist Mission in Central Australia and explore the similarities and diversities of Aboriginal identities and communities
- be empowered to live more fully the Marist mission within our own ministry

Marist Schools Australia Ltd Strategic Plan 2021 - 2024

- 1.2 Enhancing the spiritual capacities of leaders in the Marist tradition.
- 2.2 Build staff capacity in leading impactful, contemporary pedagogy enriched by the Marist tradition.
- 4.3 Strengthen understanding of the intimate connection between prayer, resilience and well-being.

Australian Institute for Teaching and School Leadership (AITSL): Australian Professional Standards for Teachers

Domain: Professional Engagement
Standard 6: Engage in professional learning

- Focus area 6.2 Engage in professional learning and improve practice
- Focus area 6.3 Engage with colleagues and improve practice

Hours of accreditation: 15 hours

Knowledge component: 6 hours

Faith component: 9 hours

KNOWLEDGE COMPONENT

- to extend staff's knowledge of the scriptural and theological basis of the Catholic faith as reflected in the four sections of the Catechism of the Catholic Church (The Creed, Sacraments, Life in Christ, Christian Prayer).

- to understand that people of faith are called to express the Gospel to all cultures of the world (GDC 109).
- to focus on the building and understanding of faith and spirituality from both Aboriginal and Torres Strait Islander and non-indigenous perspective.
- to analyse how the Catholic faith esteems and embraces all cultures, particularly Aboriginal culture. *"Always and everywhere the Gospel uplifts and enriches cultures with the revealed message of a loving and merciful God"* (JP2, 1986)
- through shared stories staff will explore the key issues relating to identity and acknowledges the different perspectives of what identity means to Aboriginal and Torres Strait Islander peoples and how it differs within different communities.
- to analyse what is meant by 'mission' in relation to the Church and the Marist way. All people of faith are called to *"present itself as a valid service to evangelization of the Church with an accent on missionary character"* (GDC, 33).

FAITH COMPONENT

1. OFFERING OPPORTUNITIES FOR SPIRITUAL FORMATION, REFLECTION, DISCERNMENT

- to examine selected pieces of Scripture and Christian writings. To identify what challenges arise from these sources in recognising the presence of God in daily living.
- to encourage a personal relationship with Jesus Christ through personal reflection and prayer
- to examine selected Marist writings and texts that refer to the importance of reflection and discernment

"In this day, we believe there is a strong movement for people to come to the desert of Australia in search of clues to the deeper aspects of life; to understand the spirit of this great land and its indigenous people, and through this, to nurture their own life and the spirit within." Woods, D. (2018).

2. FLOWING FROM AND SUPPORTING EVANGELISATION IN THE CATHOLIC FAITH OF THE SCHOOL COMMUNITY

- to identify and reflect on how the Christian story enables staff and the school to give witness to the way God is present and how it can contribute to the enrichment of the lives of all people.
- draw on expressions of contemporary mediums to share moments that capture God's presence with others, especially young people.
- equipping staff to contribute in the active building and shaping of a Catholic school community.

3. EQUIPPING STAFF TO CONTRIBUTE ACTIVELY TO SHAPING AND BUILDING A CATHOLIC SCHOOL COMMUNITY

- endeavours to help staff develop a worldview in which life, culture and faith are integrated (The Catholic School, 1977)
- to discuss the importance and practicalities of dialogue in Catholic schools
- to encourage staff to assume responsibility for the Church's mission and to be able to give Christian witness in society (GDC 175)

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Marist Schools Australia Ltd Strategic Plan 2021 - 2024.

Australian Institute for Teaching and School Leadership (AITSL): *Australian Professional Standards for Teachers*.

Outline

The National Staff Spirituality Program invites participants to reflect upon the presence of God as revealed in the world and to be transformed by the Spirit for the evangelising mission of making Jesus known and loved.

"You do not become good by trying to be good, but by finding the goodness that is already within you and allowing that goodness to emerge. But it can only emerge if something fundamental changes in your state of consciousness."

These words from Eckhart Tolle express the indwelling of the Holy Spirit and the importance of becoming aware of the light within us. Through this awareness, we are transformed and spiritually gifted to be God's light for others.

Participants will:

- grow in an understanding of the Holy Spirit as God's presence in the world.
- deepen an awareness of the Holy Spirit, recognising its wisdom, power, healing and beauty.
- discover ways that the Spirit is revealed through encounter and relationship.
- explore ways that the Holy Spirit is a gift to be shared with others.

The program provides opportunities to:

- enter more deeply into the human experience of the world through art, environment and society.
- facilitate a contemplative approach which invites participants to be more open to the gifts of the spirit and thus grow their capacity for self-reflection, both personally and professionally, to enhance classroom effectiveness (see Australian Professional Standards for Teachers [APST] 6.2 and 6.3)
- examine the example of discipleship contained in the scriptures with particular reference to Mary Magdalene's encounter of Jesus.
- discern how Catholic educators assist students to encounter the inner world of the Spirit.

Marist Schools Australia Ltd Strategic Plan 2021 - 2024

- 1.2 Enhancing the spiritual capacities of leaders in the Marist tradition.
- 2.2 Build staff capacity in leading impactful, contemporary pedagogy enriched by the Marist tradition.
- 4.3 Strengthen understanding of the intimate connection between prayer, resilience and well-being.

Australian Institute for Teaching and School Leadership (AITSL): Australian Professional Standards for Teachers

Domain: Professional Engagement
Standard 6: Engage in professional learning

- Focus area 6.2 Engage in professional learning and improve practice
- Focus area 6.3 Engage with colleagues and improve practice

Hours of accreditation: 4 hours

Knowledge component: 2 hours

Faith component: 2 hours

Proposed presenter/s: Members of the Marist Formation Team.

Selected members of staff who will be trained to animate groups.

KNOWLEDGE COMPONENT

- to examine the Gospel of John, in particular the life of Mary Magdalene and her encounter of the resurrected Christ.
- to extend staff's knowledge of Catholic education and mission in the area of the spiritual gifts of the Holy Spirit and how these animate the faith community.

"The moral life of Christians is sustained by the gifts of the Holy Spirit. These are permanent dispositions which make man docile in following the promptings of the Holy Spirit." (CCC 1830)"

- to extend staff's knowledge of the scriptural and theological basis of the Catholic faith as reflected in the four sections of the Catechism of the Catholic Church (The Creed, Sacraments, Life in Christ, Christian Prayer).

"Concerning the object of catechesis, which always seeks to promote communion with Jesus Christ, it is necessary to arrive at a more balanced presentation of the entire truth of the mystery of Christ". (GDC 30)

"Continuing formation in the faith is directed not only to the individual Christian, to accompany them in their journey towards holiness, but also to the Christian community as such so that it may mature also in its interior life of love of God and of the brethren as well as in its openness to the world as a missionary community." (GDC 70)

FAITH COMPONENT

1. OFFERING OPPORTUNITIES FOR SPIRITUAL FORMATION, REFLECTION, DISCERNMENT

- to explore a contemplative approach to life and to develop a greater capacity for selfreflection through Christian meditation. Contemplation is at the heart of Marist spirituality and leads us to discover the depths of our humanity.
- to examine selected Gospel passages, Christian writings and Marist primary sources. To identify what challenges arise from these sources in recognising the presence of God in daily living.

"The ministry of the word must always give prominence ... the Son of God enters human history, assumes human life and death, and brings about the new and definitive covenant between God and man. It is the task of catechesis to show who Jesus Christ is, his life and ministry, and to present the Christian faith as the following of his person". (GDC 41)

"Believers, indeed, in the ordinary state of Christian life, individually or in age groups, are called to respond to the gift of God through prayer, participation in the sacraments, the liturgy, ecclesial and social commitment, works of charity and promotion of human values, such as liberty, justice and peace and the protection of creation." (GDC 157)

- to reflect on broader Christian and Marist narratives and how “to get in touch with our inner selves to be able to discover a God of love who is revealed in the ordinary events of our lives.” (Message of the 22nd General Chapter of the Marist Institute).
- to reflect on how our mission is “founded on the experience of being profoundly loved by Jesus, is to make him known and loved.”
- explore key skills that cultivate awareness and attentiveness to the presence of God in everyday life:

*“Initiatives of spiritual formation which seek to reinforce conviction, open new prospectives and encourage perseverance in prayer and in the duties of following Christ.”
(GDC 157)*

2. FLOWING FROM AND SUPPORTING EVANGELISATION IN THE CATHOLIC FAITH OF THE SCHOOL COMMUNITY.

- to focus on the local school community and to identify the Christian and Marist story influences.
- to identify and evaluate how the Christian story enables the school to give witness to the way God is present in the beauty of our school place and how it contributes to the enrichment of the lives of each other and our young people.
- equipping staff to contribute actively to shaping and building a Catholic school community.
- draw on expressions of contemporary art and music to share moments that capture God’s presence with others, especially young people.

“The core of Marcellin Champagnat’s vision of mission was “to make Jesus Christ known and loved”. He saw education as the way to lead young people to the experience of personal faith and of their vocation as “good Christians and virtuous citizens”. [In the Footsteps of Marcellin Champagnat, A Vision for Marist Education Today (Rome: 1998)]

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- Australian Institute for Teaching and School Leadership (AITSL): Australian Professional Standards for Teachers.

Outline

"All scripture is inspired by God and is useful for teaching, for reproof, for correction, and for training in righteousness, so that everyone who belongs to God may be proficient, equipped for every good work."

(2 Tim 3:16:17)

A series of 4 x 1-hour e-learning modules examining different methods of reading and praying Scripture. Each module focuses on a distinctive methodology to interpret and pray the Divine Word of God. The modules will concentrate on selected Scripture passages from both the Old and New Testament.

1. Module 1 – An Introduction to Scripture
2. Module 2 – Lectio Divina
3. Module 3 – Visio Divina
4. Module 4 – Imaginative Prayer

Course Objectives

This program aims to:

- understand and experience how God speaks to us through Sacred Scripture
- gain the necessary skills and insights to effectively interpret and pray with the living and active Word
- appreciate the wisdom contained in Scripture and its relevance to everyday life
- provide opportunities to deepen a personal relationship with Jesus Christ through prayer and study of Scripture

Marist Schools Australia Ltd Strategic Plan 2021 - 2024

- 1.1 Strengthening Marist schools as Christ-centred evangelising communities with strong connections to the life of the broader Catholic Church.
- 1.3 Strengthening the identity of Marist schools as authentic Catholic schools.

Australian Institute for Teaching and School Leadership (AITSL): Australian Professional Standards for Teachers

Domain: Professional Engagement

Standard 6: Engage in professional learning

- Focus area 6.2 Engage in professional learning and improve practice
- Focus area 6.3 Engage with colleagues and improve practice

Hours of accreditation: 4 hours

Knowledge component: 2 hours

Faith component: 2 hours

KNOWLEDGE COMPONENT

The intention of this component is to support staff in their knowledge of the content of the Catholic faith and reading and praying the scriptures.

- to recognise that 'Sacred Scripture' is the Word of God, both incarnate and living, which was formed under the presence and inspiration of the Holy Spirit (Catechism of the Catholic Church #81 & #108)
- to acknowledge that the books of Scripture firmly and faithfully, teach us without error, God's truth and plan of salvation (Catechism of the Catholic Church #107)
- to extend staff's knowledge of the scriptural and theological basis of the Catholic faith as reflected in the four sections of the Catechism of the Catholic Church (The Creed, Sacraments, Life in Christ, Christian Prayer).
- to understand that people of faith "*in any state or walk of life are called to the fullness of Christian life and to the perfection of charity. This means that all Christians are called to be holy.*" (Catechism of the Catholic Church #2013).
- to extend staff's knowledge of catechesis, which always seeks to promote communion with Jesus Christ, it is necessary to arrive at a more balanced presentation of the entire truth of the mystery of Christ. (Catechism of the Catholic Church #30)
- to appreciate "*through all the words of Sacred Scripture, God speaks only one single Word, his one Utterance in whom he expresses himself completely: You recall that one and the same Word of God extends throughout Scripture.*" (Catechism of the Catholic Church #102)
- to "*be attentive to what the human authors truly wanted to affirm, and to what God wanted to reveal to us by their words.*" (Catechism of the Catholic Church #109)

FAITH COMPONENT

1. OFFERING OPPORTUNITIES FOR SPIRITUAL FORMATION, REFLECTION, DISCERNMENT

- to examine selected pieces of Scripture and Christian writings. To identify what challenges arise from these sources in recognising the presence of God in daily living.

"The ministry of the word must always give prominence ... the Son of God enters human history, assumes human life and death, and brings about the new and definitive covenant between God and man. It is the task of catechesis to show who Jesus Christ is, his life and ministry, and to present the Christian faith as the following of his person." (GDC 41)

"Believers, indeed, in the ordinary state of Christian life, individually or in age groups, are called to respond to the gift of God through prayer, participation in the sacraments, the liturgy, ecclesial and social commitment, works of charity and promotion of human values, such as liberty, justice and peace and the protection of creation." (GDC 157)

- to provide opportunities to deepen a personal relationship with Jesus Christ through prayer and study of Scripture

2. FLOWING FROM AND SUPPORTING EVANGELISATION IN THE CATHOLIC FAITH OF THE SCHOOL COMMUNITY

- to identify and reflect on how the Christian story enables staff and the school to give witness to the way God is present and how it can contribute to the enrichment of the lives of all people.
- draw on expressions of contemporary mediums to share moments that capture God's presence with others, especially young people.
- equipping staff to contribute in the active building and shaping of a Catholic school community.

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Marist Schools Australia Ltd Strategic Plan 2021 - 2024.

Australian Institute for Teaching and School Leadership (AITSL): *Australian Professional Standards for Teachers*.

Outline

A series of 4 x 1 hour e-learning modules that examine the influence of Mary in the Christian tradition. The modules will explore how Mary has remained a religious symbol of enduring power in Christian imagination for over 2000 years, as well as learning of her prophetic influence for our times.

Module 1 – Mary, Mother and First Disciple of Jesus

Module 2 – Mary, Mother of God

Module 3 – Mary, Mother of the Church

Module 4 – Mary, Mother He Gave Us

Program Objectives

The objectives for this course are as follows:

- to understand Mary as Mother and first disciple through the lens of scripture and tradition
- to help participants gain a deeper understanding of the person of Mary and her witness of faith for Christians, Catholics and Marists
- to explore Mary as Mother of God and her impact on Marian Spirituality
- to appreciate contemporary Church teaching about Mary and her role as Mother of the Church
- to discover Mary as model for mission

Marist Schools Australia Ltd Strategic Plan 2021 - 2024

- 1.1 Strengthening Marist schools as Christ-centred evangelising communities with strong connections to the life of the broader Catholic Church.
- 1.3 Strengthening the identity of Marist schools as authentic Catholic schools.

Australian Institute for Teaching and School Leadership (AITSL): Australian Professional Standards for Teachers

Domain: Professional Engagement

Standard 6: Engage in professional learning

- Focus area 6.2 Engage in professional learning and improve practice
- Focus area 6.3 Engage with colleagues and improve practice

Hours of accreditation: 4 hours

Knowledge component: 2 hours

Faith component: 2 hours

KNOWLEDGE COMPONENT

The intention of this component is to support staff in their knowledge of the content of the Catholic faith and Marian Spirituality.

- to consider Mary's place in the mystery of the Church as Mother (Catechism of the Catholic Church #963)

- to acknowledge Mary's Divine Motherhood as Theotokos and mother of Jesus (Catechism of the Catholic Church #495)
- to extend staff's knowledge of the scriptural and theological basis of the Marian spirituality and doctrine as reflected in the Catechism of the Catholic Church (Catechism of the Catholic Church #484-487).
- to understand how the Church has developed an understanding of Mary through the dogma of the Immaculate Conception and the dogma of the Assumption of Mary (Catechism of the Catholic Church #490-493 and #996).
- to extend staff's knowledge of catechesis, which always seeks to promote communion with Jesus Christ, it is necessary to arrive at a more balanced presentation of the entire truth of the mystery of Christ. (Catechism of the Catholic Church #30)
- to develop and understanding of Christian education as a work of evangelization/mission (Lumen Gentium, n. 17).
- to envisage Christian education within the context of faith of a poor Church for the poor (Lumen Gentium, n. 8)

FAITH COMPONENT

1. OFFERING OPPORTUNITIES FOR SPIRITUAL FORMATION, REFLECTION, DISCERNMENT

- to examine selected pieces of Scripture and Christian writings on the role of Mary in tradition, liturgy, social justice and discipleship. To identify challenges that arise from these sources in recognising the presence of God in daily living.

"The ministry of the word must always give prominence ... the Son of God enters human history, assumes human life and death, and brings about the new and definitive covenant between God and man. It is the task of catechesis to show who Jesus Christ is, his life and ministry, and to present the Christian faith as the following of his person." (GDC 41)

"Believers, indeed, in the ordinary state of Christian life, individually or in age groups, are called to respond to the gift of God through prayer, participation in the sacraments, the liturgy, ecclesial and social commitment, works of charity and promotion of human values, such as liberty, justice and peace and the protection of creation." (GDC 157)

- to provide opportunities to deepen a personal relationship with Jesus Christ through prayer, the study of Scripture and Mary's example of Christian discipleship.

2. FLOWING FROM AND SUPPORTING EVANGELISATION IN THE CATHOLIC FAITH OF THE SCHOOL COMMUNITY.

- to identify and reflect on how the Christian story enables staff and the school to give witness to the way God is present and how it can contribute to the enrichment of the lives of all people.
- draw on expressions of contemporary mediums to share moments that capture God's presence with others, especially young people.
- equipping staff to contribute in the active building and shaping of a Catholic school community.

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Marist Schools Australia Ltd Strategic Plan 2021 - 2024.

Australian Institute for Teaching and School Leadership (AITSL): *Australian Professional Standards for Teachers*.

Outline

The course aims to help teachers apply Marist pedagogy in their professional practice serving to promote the flourishing of life for every child and the flourishing of the human community in light of the Catholic Christian understanding of the human person (or Catholic Christian Anthropology (CCA))

The basic structure of the course is:

- explore and engage with Catholic beliefs and Marist traditions/spirituality as they shape the learning environment.
- research, implement and evaluate teaching and learning principles informed by Marist tradition in teaching methodology.
- engage with and reflect upon course content and readings.
- insight sharing – Participants present their insights for reflection and discussion with their peers

Program Objectives

At the end of this course participants will be able to:

- identify Catholic beliefs and values, from a Marist perspective that directly shape contemporary educational practice.
- critically reflect on educational theories and one's own professional practice in the light of Marist methodology.
- evaluate the strengths and weaknesses of selected theories and practices as they apply to the teaching of contemporary youth.
- implement and make explicit a variety of educational theories and practices forming, informing and transforming professional practice.

Marist Schools Australia Ltd Strategic Plan 2021 - 2024

- 1.3 Strengthening the identity of Marist schools as authentic Catholic schools.
- 2.1 Strengthening Marist schools as communities of improved learning and teaching.
- 2.2 Build staff capacity in leading impactful, contemporary pedagogy enriched by the Marist tradition.

Australian Institute for Teaching and School Leadership (AITSL): Australian Professional Standards for Teachers

Domain: Professional Engagement

Standard 6: Engage in professional learning

- Focus area 6.2 Engage in professional learning and improve practice
- Focus area 6.3 Engage with colleagues and improve practice

Hours of accreditation: 26 hours

Knowledge component: 18 hours

Faith component: 8 hours

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- Marist Schools Australia Ltd Strategic Plan 2021 - 2024.
- Australian Institute for Teaching and School Leadership (AITSL): *Australian Professional Standards for Teachers*.

Outline

The icon of the Three Violets is well known in our Marist schools for its representation of the virtues of Humility, Simplicity and Modesty. This three part program explores how these virtues can be expressed and practised professionally by school leaders with their staff and students. The virtue of HUMILITY is seen through the courage to be vulnerable to new paradigms and practices. It is the discipline of thinking again and anew.

SIMPLICITY is the capacity to be authentic in promoting the Culture of the Encounter - This is done through the art of accompaniment.

MODESTY invites us to share power with others thus, bringing others fully alive and allow them to shine. Modesty forgives, animates and renews. (AITSL 6.1.1)

During periods of uncertainty and transitions, leaders are called to engage the very best imagination and work with innovation to adapt to the changes presented. Marist leaders are constantly called to renewal in faith and praxis. In order to do this, one needs to be open to humility and have the courage to be vulnerable. The aim of this formation program is to explore the call of our leadership in a contemporary way tempered with both strength and flexibility, in order to renew and re-invent the practice of our Marist leadership role today.

'Therefore we do not lose heart. Though outwardly we are wasting away, yet inwardly we are being renewed day by day.' 2 Cor 4:16

Program Objectives

- to explore how we perceive our leadership role as an ongoing evolution of our humanity and the call to bring Christ Life to reality
- to engage with the wisdom of Marist documents and contemporary leadership concepts in creating a trusting family spirit, open to pastoral dialogue and professional feedbacks (AITSL 6.6.3)
- to examine our personal models of leadership and the reinvention of charism in our own particular schools settings today. (AITSL 6.6.2)
- to nurture the authority and confidence in the person's own role as Marist leaders engaged in transformational relationships with colleagues and young people.

Marist Schools Australia Ltd Strategic Plan 2021 - 2024

- 1.3 Strengthening the identity of Marist schools as authentic Catholic schools.
- 2.2 Build staff capacity in leading impactful, contemporary pedagogy enriched by the Marist tradition.
- 4.2 Prioritise leadership formation and programs which address mental health, resilience, connection and a sense of belonging in staff and students.

Australian Institute for Teaching and School Leadership (AITSL): Australian Professional Standards for Teachers

Domain: Professional Engagement

Standard 6: Engage in professional learning

- Focus area 6.2 Engage in professional learning and improve practice
- Focus area 6.3 Engage with colleagues and improve practice

Hours of accreditation: 18 hours

Knowledge component: 12 hours

Faith component: 6 hours

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Marist Schools Australia Ltd Strategic Plan 2021 - 2024.

Australian Institute for Teaching and School Leadership (AITSL): Australian Professional Standards for Teachers.

Outline

A series of 4 x 1 hour e-learning modules that examine the influence of St Marcellin in the Christian tradition. The four modules focus primarily on the life and influence of St Marcellin Champagnat and the spiritual heritage he has gifted the Church. We call this living heritage today, Marist Spirituality, and we will discover initially how the origins began with the life and spirituality of Marcellin Champagnat, saint, priest and founder of the Marist Brothers and has been handed to Marists of Champagnat today.

Module 1 – Father Champagnat, the Founder and his Spirituality Part 1

Module 2 – Father Champagnat, the Founder and his Spirituality Part 2

Module 3 – Saint Marcellin’s writings

Module 4 – Source of Life: A Living Marist Spirituality

Program Objectives

The objectives for this course are as follows:

- to discover the personality, character and story of Saint Marcellin using primary historical sources.
- to appreciate Champagnat’s personal spirituality that grew from his life experiences and helped shape his mission as part of the Catholic Church.
- to understand the spiritual heritage continued to be developed and expressed by the early Brothers as the ‘spirit of the Marist Institute’.
- to recognise the spiritual heritage began to be expressed, refined and articulated in the document ‘Water From The Rock’.
- to appreciate the living aspect of Marist spirituality expressed for Marists today in their ministry as part of the Marist Association of Saint Marcellin Champagnat.

Marist Schools Australia Ltd Strategic Plan 2021 - 2024

- 1.1 Strengthening Marist schools as Christ-centred evangelising communities with strong connections to the life of the broader Catholic Church.
- 1.3 Strengthening the identity of Marist schools as authentic Catholic schools.

Australian Institute for Teaching and School Leadership (AITSL): Australian Professional Standards for Teachers

Domain: Professional Engagement

Standard 6: Engage in professional learning

- Focus area 6.2 Engage in professional learning and improve practice
 - Focus area 6.3 Engage with colleagues and improve practice
- Hours of accreditation:** 4 hours

Knowledge component: 2 hours

Faith component: 2 hours

KNOWLEDGE COMPONENT

The intention of this component is to support staff in their knowledge of the content of the Catholic faith, Saint Marcellin's charism and Marist Spirituality.

- to understand how charisms are graces of the Holy Spirit which directly and indirectly benefit the Church, to her building up and the needs of the world (Catechism of the Catholic Church #799).
- to consider Saint Marcellin's place in the mystery of the Church and his charism that has been handed on as a witness to God's love for humanity so that followers may have a share in this spirit (Catechism of the Catholic Church #2684)
- to acknowledge Mary's Divine Motherhood as Theotokos and mother of Jesus (Catechism of the Catholic Church #495)
- to appreciate Marial spirituality that has flowed from the Mother of Jesus so the Church venerates in Mary the purest realization of faith (Catechism of the Catholic Church #149)
- to extend staff's knowledge of the scriptural and theological basis of the Marian spirituality and doctrine as reflected in the Catechism of the Catholic Church (Catechism of the Catholic Church #484-487).
- to extend staff's knowledge of catechesis, which always seeks to promote communion with Jesus Christ, it is necessary to arrive at a more balanced presentation of the entire truth of the mystery of Christ. (Catechism of the Catholic Church #30)
- to develop and understanding of Christian and Marist education as a work of evangelisation/mission (Lumen Gentium, n. 17)
- to envisage Christian and Marist education within the context of faith of a poor Church for the poor (Lumen Gentium, n. 8)

FAITH COMPONENT

1. OFFERING OPPORTUNITIES FOR SPIRITUAL FORMATION, REFLECTION, DISCERNMENT

- to examine selected pieces of Scripture and Christian writings on the role of Saint Marcellin in tradition, liturgy, social justice and discipleship and developing place of Marist Spirituality in the lives of believers. To identify challenges that arise from these sources in recognising the presence of God in daily living.

"Initiatives of spiritual formation which seek to reinforce conviction, open new perspectives and encourage perseverance in prayer and in the duties of following Christ. A systematic deepening of the Christian message by means of theological instruction, so as truly to educate in the faith, encourage growth in understanding of it and to equip the Christian for giving the reason for his hope in the present world." (GDC 71)

"Believers, indeed, in the ordinary state of Christian life, individually or in age groups, are called to respond to the gift of God through prayer, participation in the sacraments, the liturgy, ecclesial and social commitment, works of charity and promotion of human values, such as liberty, justice and peace and the protection of creation." (GDC 157)

- to provide opportunities to deepen a personal relationship with Jesus Christ through prayer, the study of Scripture and Marcellin's example of Christian discipleship.

2. FLOWING FROM AND SUPPORTING EVANGELISATION IN THE CATHOLIC FAITH OF THE SCHOOL COMMUNITY.

- to identify and reflect on how the Christian story enables staff and the school to give witness to the way God is present and how it can contribute to the enrichment of the lives of all people.
- draw on expressions of contemporary mediums to share moments that capture God's presence with others, especially young people.
- equipping staff to contribute in the active building and shaping of a Catholic school community.

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MSA Staff Accreditation Policy

MSA Ltd Policy

Staff Accreditation to Work and Teach in a MSA Ltd College

1. POLICY AUTHORITY

The Board of Marist Schools Australia Limited ('Board') is the governing authority for the MSA Ltd schools in Australia ('Colleges'). The Board is committed to strong leadership and robust governance of the Colleges and exercises its authority and responsibilities through the National Director of MSA Ltd ('National Director').

Based on the principle of subsidiarity and in keeping with the Board's Delegations Schedule, the National Director delegates duties, functions, powers and authorities to the Regional Directors, the Head of Business and College Principals, particularly in areas pertaining to the educational, administrative and operational functions of the College.

2. POLICY STATEMENT

A Marist school, as a ministry of the Church and a community within it, exists to make Jesus Christ known and loved through the Christian education of young people. The Gospel of Jesus Christ and the traditions and teachings of the Catholic faith are at its heart. A Marist school is also coalesced around a distinctive Marist spirituality. In the tradition of St Marcellin Champagnat, this calls for a sharing in the eternal work of Mary and the nurturing of a sense of family within the Christian community.

Each member of staff is expected to take some responsibility for realising these fundamental purposes of the school. It is essential that staff have sufficient knowledge, understanding and appreciation of the College's Catholic identity and Marist spirituality and a readiness and a competence to share in it in ways that are appropriate to their roles in the College.

To ensure that realisable standards and strategies are in place for this to occur, the Board has approved five categories of accreditation that are applicable to staff:

- a. **Accreditation to Work in a Marist College** (applicable to all staff)
- b. **Accreditation to teach in a Marist College** (applicable to all teaching staff)
- c. **Accreditation for Leadership in a Marist College** (applicable to staff who have a position of middle-management)
- d. **Accreditation to Teach Religious Education in a Marist College** (applicable to teachers of Religious Education)
- e. **Accreditation for Senior Leadership of a Marist College** (applicable to Principals, Deputy Principals [howsoever named], and Directors of Mission [howsoever named]).

These categories parallel similar categories for accreditation in other Catholic schools in most Australian dioceses. The Board recognises the accreditation processes that operate in all Australian dioceses in which Colleges are located and strongly encourages staff to participate in opportunities

provided by dioceses for meeting accreditation obligations. Where the minimum standards of this policy exceed those of the local diocese, members of staff in Marist Colleges are required to satisfy these additional requirements.

It is primarily the responsibility of each member of staff to meet and continue to meet the requirements for the relevant category of accreditation outlined in this policy and for keeping records that are relevant to this.

It is the responsibility of the Principal to ensure that:

- adequate support and opportunities are afforded each member of staff to meet the minimum standards for accreditation;
- as a condition of employment, each prospective member of staff is aware of the content of this policy and has committed to it;
- the College has formal mechanisms in place for credentialling, recording and updating the accreditation records of all staff and that these mechanisms use or cooperate with relevant diocesan arrangements;
- a report of the accrued accreditation status of staff is provided to the Regional Director and Regional Council as required.

3. PURPOSE

This policy presents information about the minimum standards of accreditation required of staff in Marist Colleges, based on their roles and responsibilities. It also outlines the responsibilities of the Principal in ensuring that staff are aware of, and supported to fulfil, their accreditation requirements.

4. SCOPE

This policy applies to all staff and prospective staff in Marist Colleges.

5. APPLICATION

5.1 Staff fulfillment of accreditation requirements

- 5.1.1 The requirements for the five categories of accreditation are outlined in the Appendix. It is the responsibility of each staff member to fulfil the appropriate accreditation requirements according to the relevant category(s) and specifications outlined therein.
- 5.1.2 The relevant category(s) of accreditation that applies to each staff member is to be outlined in offers of employment. A copy of this policy, or its relevant provisions, is to be provided to prospective members of staff.
- 5.1.3 Before employment agreements are finalised, new staff are to provide the Principal with any documents that certify their accreditation status as granted by their previous school and/or local diocese.
- 5.1.4 For the most part, the requirements for attaining accreditation in a Marist College are met by the same or equivalent processes that operate in the diocese. Where additional formation or education is necessary, this will be outlined in the staff member's employment agreement, along with a timeframe for meeting the requirements. Provisional accreditation may be granted by the Principal and an attendant agreement secured that the requirements are met within a five-year period.
- 5.1.5 Where a staff member is appointed to a senior leadership role, and the staff member does not have a professional background in Catholic education or a Marist community, then an orientation program is to be developed. This may require enrolment in theological studies,

participation in designated Marist spiritual formation, an individualised reading program, and/or spiritual accompaniment.

- 5.1.6 It is the responsibility of each staff member to keep records of their accreditation accruals relevant to their category(s) of accreditation.

5.2. Principal and School Responsibilities

- 5.2.1 The Principal is to ensure that, as a condition of employment, each prospective member of staff is aware of the content of this policy and has committed to it. This is usually achieved through staff signing an agreement with the essentials of the policy included in it, or, in the case of senior leaders, the inclusion of the relevant provisions of this policy in the formal employment agreement.
- 5.2.2 During the first half year of appointment, each staff member is to receive adequate induction from the school about its Catholic identity and Marist spirituality, along with the ways in which staff are expected to support this. Professional learning programs and other experiences that assist staff to fulfil accreditation requirements are to be presented to them. This includes programs/opportunities offered at the school level, by the local diocese and by MSA Ltd.
- 5.2.3 As necessary, Principals offer and allow staff the time and opportunity to meet their relevant obligations under this policy.
- 5.2.4 Principals are responsible for inviting and supporting staff to participate in courses and programs in the Catholic tradition, Marist spirituality and Marist educational practice. As well as the benefits that accrue to individuals, such opportunities build Marist capacity in the College.
- 5.2.5 The College is to have formal mechanisms for credentialling, recording, and updating the accreditation status of all staff. Where possible, these mechanisms should use or cooperate with relevant diocesan arrangements.
- 5.2.6 The Principal will be required to provide periodic reports to the Regional Director and Regional Council on the accrued accreditation status of staff.

6. APPENDIX

Accreditation to Work and Teach in a Marist College – Minimum requirements for each category of accreditation.

7. RELATED POLICIES

- MSA Ltd Policy: Principal – Role and Responsibilities
- MSA Ltd Policy: Appointment of a Deputy Principal and Senior Leaders
- MSA Ltd Policy: Staff Recruitment Practices

8. MONITORING AND REPORTING

The **National Director** is responsible for reporting to the MSA Ltd Board and applicable Board Committees against prescribed governance delegations and policy directives issued by MSA Ltd.

Regional Directors are responsible for monitoring the implementation of this policy, and for providing reports to the National Director.

Principals are responsible for ensuring compliance with the obligations outlined in this policy and reporting to the Regional Director.

9. BREACH OF POLICY

Where there is a breach of this policy, the National Director may initiate disciplinary procedures.

10. POLICY HISTORY AND REVIEW SCHEDULE

Approved by	MSA Ltd Board
Person(s) Responsible	National Director
Date(s) Reviewed or Updated	December 2021
Next Review Date	December 2024

Accreditation to Work and Teach in a Marist College

MINIMUM REQUIREMENTS FOR EACH CATEGORY OF ACCREDITATION

Category	Minimum initial standard	Currency
A Applicable to all staff	<p>Participation in scheduled orientation program(s), usually of 4-6 hours in total, which includes these topics:</p> <ul style="list-style-type: none"> ▪ Mission of the Catholic school ▪ Fundamentals of Catholic teaching and practice ▪ What it means to work in a Catholic school ▪ Introduction to Marist spirituality and Marist education ▪ The vision, priorities, and practices of the College. 	<ul style="list-style-type: none"> ▪ A minimum of 15 hours over each period of 5 years, through programs and events offered or organised by the school. ▪ It is expected that each College would offer one PL opportunity each year on these topics for all staff.
B Applicable to all teaching staff	<p>In addition to A, teachers will be professionally qualified to teach their allocated subjects. Their orientation shall additionally include, within the first twelve months (if not already done in previous employment or study):</p> <ul style="list-style-type: none"> ▪ The place of Scripture and Sacraments in Catholic life ▪ The parochial and diocesan structures of the Church, and the role of agencies such as diocesan education offices ▪ The structure and spread of the Marist Brothers' Institute and the Australian Marist Community ▪ Pastoral care in the Catholic school ▪ Basic Catholic social teaching ▪ Basic Catholic moral teaching ▪ Further study in Marist spirituality and Marist educational practice, and the contribution of the spiritual families of the Church. 	<ul style="list-style-type: none"> ▪ A minimum of 30 hours of formation over each period of 5 years. Typically this requirement would be met by attendance at staff faith formation days and ongoing reading provided by the College. ▪ A full day of faith formation (or equivalent opportunity) would normally be offered by each College each year.
C Applicable to staff who have a position of middle-management	<p>In addition to B, middle managers require at least 4 units of post-graduate study in theology, religious education, and/or Catholic school leadership.</p> <p>Where this qualification is not held, middle managers shall enrol in a graduate certificate or masters program. Alternatively, they may complete within two years of appointment the equivalent of four days (24 hours) of approved study and/or approved (and examined reading) in Christian spirituality, education and/or leadership. Topics suitable for such study include:</p> <ul style="list-style-type: none"> ▪ Theology ▪ Christian spirituality ▪ Missiology and the Catholic Church ▪ Scripture ▪ Faith formation of staff ▪ Liturgy ▪ Catholic life and culture ▪ Catholic social teaching ▪ Religious education ▪ Catholic values across the curriculum ▪ Culture of Catholic schools ▪ Marist spirituality ▪ Marist education. 	<ul style="list-style-type: none"> ▪ A minimum of 45 hours over each period of 5 years. This would typically involve the requirements as described for Category B (30 hours) plus at least 15 hours of personalised formation in the approved areas. ▪ Often the latter 15 hours would be met by attendance at a programme offered by MSA Ltd or by the diocesan Catholic Education Office.

<p>D</p> <p>Applicable to teachers of Religious Educationⁱ</p>	<p>In order to be accredited as a teacher of religious education, teachers must have completed:</p> <ul style="list-style-type: none"> ▪ Undergraduate studies which include a minimum of SIX approved units in religious education/theology <i>OR</i> ▪ A minimum of four approved postgraduate units of study in religious education/theology <i>OR</i> ▪ the completion of diocesan or Marist approved qualification in religious education/theology from an endorsed provider. <p>Upon individual application, teachers may also be accredited to teach religious education if they have previously been accredited to teach religious education in another State or Territory of Australia, provided their previous accreditation was based on similar criteria to those above.</p>	<p>As for Category C</p>
<p>E</p> <p>Applicable to Principals, Assistant Principals named and Directors of Mission [howsoever named]</p>	<p>Senior leaders in MSA Ltd Colleges meet the criteria for Categories C and D. Additionally, they have four units in post graduate theology that would be recognised within a Masters degree.</p>	<ul style="list-style-type: none"> ▪ A minimum of seventy-five hours of formation over each period of five years. ▪ Typically, this formation would consist of attendance at staff faith formation days (30 hours), relevant PL, relevant conferences, and/or formal tertiary studies in theology (45 hours).

ⁱ It is generally expected that all teachers of Religious Education are Catholic and will display a demonstrable commitment to the teachings of the Catholic Church in the area of faith and morals along with active participation in a Catholic Eucharistic community. In special circumstances, teachers from other Christian denominations, notably the Orthodox tradition, may be granted provisional accreditation to Teach Religious Education. For Marist diocesan schools, such approval must be sought through their Catholic Education Office. For Marist College, such approval must be sought through the National Director.

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