



Professional Learning and Formation Accreditation

A Guide for Staff Working in Australian Marist Schools

Marist
MARIST SCHOOLS AUSTRALIA

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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 2020

	CATEGORY A UNIVERSITY RECOGNITION	CATEGORY B MSA ACCREDITATION <i>WORK/TEACH/LEAD</i>	CATEGORY C DIOCESAN ACCREDITATION <i>WORK/TEACH/LEAD</i>	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	✗
Breathe: the Spirit of Life National Program	✗	✓	4 hours	✗
The Art of Reading and Praying Scripture	✗	✓	4 hours	✗
Marist Methodology	✓	✓	26 hours	✗

CATEGORY A

University Recognition

A number of Marist courses and programs have university recognition.

The following programs have been recognised by the *Australian Catholic University* at the Masters level (AQF Level 9):



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.

Students completing the aforementioned programs conducted by Marist Schools Australia will receive:

- 10cp unspecified credit into the Faculty of Education and Arts' 120cp AQF9 Masters and its nested courses that allow for electives.
- As a part of this credit agreement, students who successfully complete the aforementioned courses will need to apply to ACU for credit once they have enrolled into an ACU course.

The following program has been recognised by the *University* of South Australia. You may be given credit for a Graduate Certificate course through satisfactory completion of the program which is delivered as twelve, two hour modules in Adelaide.



Marist Methodology

The Certificate contains four courses:

1. Scripture
2. Theology
3. Curriculum and
4. Methodology.

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

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 Ryan Gato, *Executive Officer | Marist Tertiary Education*.

For additional information please visit our website at www.mte.org.au or contact Mr Ryan Gato at ryan.gato@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. Currently in NSW, MSA is an endorsed provider of the NSW Education Standards Authority (NESA) at the Proficient Level.



Our Scope of Endorsement is as follows:

Duration:	The period of endorsement for Marist Schools Australia is for five years from 24/04/2020 to 23/04/2025.
Career Stage:	Proficient Teacher
Category:	1
Recognised Course(s):	<ol style="list-style-type: none">1. In the Marist Way – New Staff Formation (2 hours) 2 hours of NSW Education Standards Authority (NESA) Registered PD addressing 6.1.2 and 6.2.2 from the Australian Professional Standards for Teachers towards maintaining Proficient Teacher Accreditation in NSW. <p>Standard 6.1.2 - Use the Australian Professional Standards for Teachers and advice from colleagues to identify and plan professional learning needs.</p> <p>Standard 6.2.2 - Participate in learning to update knowledge and practice targeted to professional needs and school and/or system priorities.</p>

Please refer to the NESA website for those seeking to gain teacher accreditation for the course(s) listed above at <https://educationstandards.nsw.edu.au>





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.

The *'In the Marist Way: New Staff Formation'* program meets the following accreditation requirements:

'We Marists' Document

- M1 Deepening in members their commitment in Christian discipleship.
- M2 Nurturing a culture of spiritual formation.

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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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.

The "Footsteps I - Making Jesus Christ Known and Loved," program meets the following accreditation requirements:

'We Marists' Document

- M1 Deepening in members their commitment in Christian discipleship.
- M2 Nurturing a culture of spiritual formation.
- M3 Enhancing a sense of Marist identity in individual members.

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.
- *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 Gospel message seeks inculturation because the Good News is destined for all peoples. (GDC 97)

“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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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.

The "Footsteps 2- Making Jesus Christ Known and Loved," program meets the following accreditation requirements:

'We Marists' Document

- M1 Deepening in members their commitment in Christian discipleship.
- M2 Nurturing a culture of spiritual formation.
- M3 Enhancing a sense of Marist identity in individual members.

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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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.

Learning Objectives

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

1. 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.
2. Analyse and compare recent understandings and developments in the theology of Mary since Vatican II.
3. Apply evolving perspectives on leadership from a Marian perspective in the theological and ecclesial context of Catholic schooling.
4. Articulate a conceptual framework for Marian leadership in a Marist school.

The *'Leadership From a Marian Perspective'* course meets the following accreditation requirements:

'We Marists' Document

- M1 Deepening in members their commitment in Christian discipleship.
- M2 Nurturing a culture of spiritual formation.
- M3 Enhancing a sense of Marist identity in individual members.

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)

- 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.” (Evangelii 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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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.

Learning Objectives

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

1. Explain the nature and purpose of educational leadership from a Marist perspective.
2. Analyse and compare Marist leadership with other forms of educational leadership.
3. Apply evolving perspectives on leadership and organisation in the theological and ecclesial context of Catholic education.
4. Articulate a conceptual framework for faith leadership in a Marist school.

The *'Marist Educational Leadership'* course meets the following accreditation requirements:

'We Marists' Document

- M1 Deepening in members their commitment in Christian discipleship.
- M2 Nurturing a culture of spiritual formation.
- M3 Enhancing a sense of Marist identity in individual members.

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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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.

Learning Outcomes

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

1. Identify significant Christian and Marist places and articulate their significance for current ministry practice in education.
2. Evaluate the links between Christian faith and Marist practice.
3. Demonstrate a critical understanding of 'mission' drawn from both Marist sources and biblical text.
4. 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.

The '*Marist Pilgrimage and Study Tour*' program meets the following accreditation requirements:

'We Marists' Document

- M1 Deepening in members their commitment in Christian discipleship.
- M2 Nurturing a culture of spiritual formation.
- M3 Enhancing a sense of Marist identity in individual members.

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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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

The *'Marist Solidarity Retreat'* program meets the following accreditation requirements:

'We Marists' Document

- M1 Deepening in members their commitment in Christian discipleship.
- M2 Nurturing a culture of spiritual formation.
- M3 Enhancing a sense of Marist identity in individual members.

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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Outline

1. Session 1 (30 mins) (led by an MLF team member)
2. Session 2 (30 mins) (led by an MLF team member)
3. Small Group Reflection (20mins) (facilitated by selected school staff)
4. Session 3 (40 mins) (led by an MLF team member)
5. Session 4 (90 mins) (led by an MLF team member)

Program Objectives

“The Spirit of God has made me; the breath of the Almighty gives me life.” – Job 33:3-4

God’s Spirit breathes life into all of creation, and it is that breath that provides life to all living things. The Christian life is one powered by the breath of God, transforming and calling us to be people who participate in the mission of Jesus: of building and empowering others into freedom.

Building upon our previous theme One Wild and Precious Life, we continue to examine how life on Earth is a sacred reality entrusted to each of us and of our responsibility to nurture harmonious relationships with all living things. We are challenged to take up Pope Francis’ invitation to become guardians of creation and indeed all members of our human family; reminding us of God’s desire for us to live in communion. Our response leads us to reflect on our call to mission: a mission that leads us out of fear and introspection to a renewed realisation of the importance of unity and human fraternity. As we live each day, the Holy Spirit continuously empowers us, breathing the glory and goodness of God into our every moment.

The aims of the program are to:

- grow in awareness of our responsibility towards creation (Earth) and to all its members, especially humanity, and, in particular, the poor
- explore how all Christians are called to grow together in unity and mission
- facilitate a rediscovery of the Love of God and the dignity of the human person
- discern ways in which to care for our common home as individuals and as a community
- examine how living a life animated by the Holy Spirit brings freedom and inspires us to give witness to Christ by our words and actions
- draw on contemporary and indigenous expressions of art and music to share moments of the Divine with others, especially young people

As Cardinal Walter Kasper reminds us, *‘unity is a gift from above, stemming from and growing towards communion with the Father, Son and Holy Spirit.’* (A Handbook of Spiritual Ecumenism, pp. 10-11).

The “Breathe - *the Spirit of life*,” program meets the following accreditation requirements:

‘We Marists’ Document

- M1 Deepening in members their commitment in Christian discipleship.
- M2 Nurturing a culture of spiritual formation.
- M3 Enhancing a sense of Marist identity in individual members.

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 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 examine Pope Francis’ encyclical *Fratelli Tutti* (English: All Brothers), on fraternity and social friendship. It provides tangible ways on how to build a more just and fraternal world in our ordinary relationships, in social life, politics and institutions.
- 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)

“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 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 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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“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)

Outline

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

‘The Art of Reading Scripture’ course meets the following accreditation requirements:

‘We Marists’ Document

- M1 Deepening in members their commitment in Christian discipleship.
- M2 Nurturing a culture of spiritual formation.

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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Outline

Our journey towards freedom: desire for God and wholeness in our lives.

Our desire for God and wholeness is a journey towards freedom and an uncovering of what it means to be human. It calls us to examine the brevity and meaning of our lives, to reveal how all life is interconnected, and to consider how we might make the most of this one wild and precious life. Our response leads to a process of conversion and transformation, calling us to live with a deeper commitment to human dignity, thus inviting us to be a source of unity, in the creation of one new humanity.

Program Objectives

This program aims to:

- explore the nature of being human and to articulate its fundamental relationships - with one's self, with others, with God and with creation
- examine the concept of one global community of life, of one human and eucharistic family, which is deeply interconnected with all life systems
- grow in awareness of the impact and implications of the disconnect and disharmony that we experience within ourselves, with others, with God and with creation
- engage in open dialogue that explores the universal sacredness and fundamental dignity of all people using a variety of contemporary mediums.

Session 1

We will be invited to engage in “seeing” with “fresh eyes” the world we live in, drawing on the latest developments in science and cosmology to gain a greater awareness of interconnectedness. We will be invited to observe the effects of being disconnected and its implications.

Session 2/3 – Workshops

A series of workshops that explore various mediums and how they reveal what it means to be human and in doing so appreciate our call to greater freedom and wholeness.

Session 4

Drawing on the expert groups in each of the workshops, this session invites people to reflect and explore the future by looking at how we can live as “one new humanity” and the implications this has on our vocation with young people and how it can evolve our practices and communities to act according to the “whole.” The “One Wild and Precious Life - *Creating One New Humanity*,” program meets the following accreditation requirements:

‘We Marists’ Document

- M1 Deepening in members their commitment in Christian discipleship.
- M2 Nurturing a culture of spiritual formation.
- M3 Enhancing a sense of Marist identity in individual members.

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 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 examine Pope Francis' Exhortation *Gaudete et Exsultate* (English: Rejoice and Be Glad, from Matthew 5:12), on the call to holiness in today's world. It addresses the universal call to holiness, with a focus "to repropose the call to holiness in a practical way for our own time."
- 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)

"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 encourage a personal relationship with Jesus Christ
- 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)

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