



TASMANIAN
CATHOLIC
education office

The Archbishop's Charter for Catholic Schools



Catholic Schools are a vital expression of the mission of the Church in the Archdiocese of Hobart. They are the means by which not only students, but also families and the staff experience the richness and beauty of the Christian life. The Archbishop's Charter outlines the pastoral priorities of the Archbishop which inspire and guide the work of Catholic Schools.

This second edition of the Charter builds on the work achieved in our schools through the first Charter issued by Archbishop Doyle in 2008. This second iteration of the Charter seeks to better align its priorities with that of the Archdiocesan Vision and Mission Statement, Archdiocesan Pastoral Plan, Tasmanian Catholic Education Commission (TCEC) Vision and Mission Statement and Catholic Education Tasmania (CET) strategic priorities.

The alignment of these key documents will facilitate a better implementation of the Charter by schools.

This Charter sees the original eleven focus areas reformatted into four domains:

1. Catholic Identity
2. Learning
3. Leadership
4. Mission

This second edition of the Charter is a refresh of the 2008 Charter and will continue to guide the work of all those who are involved with Catholic education in the Archdiocese of Hobart.

The person of Jesus Christ is central to our Catholic schools which promote missionary discipleship in order that our students can play their part in evangelising the world with the Gospel of Christ. This Charter will continue to demonstrate to families the commitment of our schools to their Catholic identity.



Julian Porteous DD
Archbishop of Hobart

The Archbishop's Charter for Catholic Schools

Catholic schools, which always strive to join their work of education with the explicit proclamation of the Gospel, are a most valuable resource for the evangelisation of culture, even in those countries and cities where hostile situations challenge us to greater creativity in our search for suitable methods.

EVANGELII GAUDIUM (134)

1. Catholic Identity
2. Learning
3. Leadership
4. Mission

Preamble

The Archbishop's Charter for Catholic Schools draws inspiration from Sacred Scripture and key Church documents.

The Catholic school is Christ-centred, guided by the light of Christ, which "gives light to everyone who comes into the world." (Jn 1:9). As a consequence, our schools and colleges, in collaboration with parents and guardians as the primary educators, have a vital role in the evangelising and educational mission of the Church and in contributing to the common good of society. Through its educational programs the Catholic school strives to provide students the way to realise their full human potential.¹

Catholic schools and colleges are an important part of the evangelising mission of the Church.² As an ecclesial entity where faith, culture, and life are brought into harmony, the Catholic school should be a place of real and specified pastoral ministry in communion with the local Bishop.³

The Catholic school is committed to educate the whole person founded on the conviction that human beings have a transcendent destiny and that education of the whole person must form the spiritual, intellectual, physical, psychological, social, moral, aesthetic and religious capacities of each child.⁴

Our goal as Catholic educators is the integral formation of the human person, which includes "preparation for professional life, formation of ethical and social awareness, developing awareness of the transcendental, and religious education".⁵ As a consequence, our curriculum and instruction should foster the desire to seek wisdom and truth; the preference for social justice; the discipline to become self-learners; the capacity to recognise right moral action and the desire to transform and enrich the world with the love of Christ.

In order to achieve these goals, Catholic educators are to be role models giving witness to their students in their daily interactions, by their life and their commitment to the mission of the Church.⁶

Catholic education places an emphasis on the school as a community of faith.⁷ Teachers, along with parents and guardians as the primary educators of their children, work to foster appreciation of the different gifts that build up a learning and faith community and strengthen academic excellence.⁸

The Catholic school should pay especially close attention to the quality of interpersonal relations between staff and students, ensuring that the student is seen as a person whose intellectual growth is harmonised with spiritual, religious, emotional, and social growth.⁹

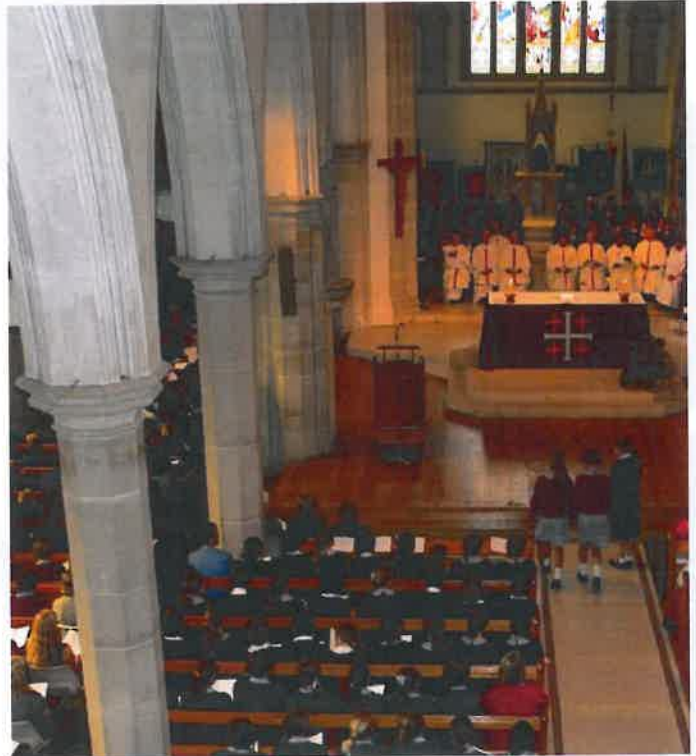
By reason of their evangelising mission, Catholic schools and colleges should be available to all people who desire a Catholic school education for their children.¹⁰

Finally, Canon Law states, "Pastors of souls have the duty of making all possible arrangements so that all the faithful may avail themselves of a Catholic education".¹¹ Therefore, Catholic schools and colleges have a formal and defined relationship with the Bishop guided by a spirituality of ecclesial communion, and should work to establish a relationship marked by mutual trust, close cooperation, continuing dialogue and respect for the Bishop's legitimate authority.¹²

Responding to the Charter

Go therefore and make disciples of all nations, baptising them in the name of the Father and of the Son and of the Holy Spirit, and teaching them to obey everything that I have commanded you. And remember, I am with you always, to the end of the age.

(Matt 28: 19, 20)



This Charter for Catholic Schools continues to provide the basis for the Archbishop to 'mandate' Catholic schools and colleges within the Archdiocese of Hobart. It represents an authoritative command to act on behalf of the Church. The mandate of the Archbishop represents his formal commissioning – his 'sending forth' of a Catholic school or college community to act as an evangelising agent of the Archdiocese.

The Charter should continue to guide the operation, self-evaluation and strategic planning of every school within the Tasmanian Catholic education community.

This second edition of the Archbishop's Charter for Catholic Schools is a generic document that should be interpreted authentically to reflect the unique nature and circumstances of each Catholic school and college within the Archdiocese. In particular, special attention should be given to acknowledging the Charism of the Founding Orders and links to the parish community.

Schools and colleges will respond in writing to the revised Charter around the four domains:

1. Catholic Identity
2. Learning
3. Leadership
4. Mission

Once completed, each school and college is required to send a draft copy to the Director for review and subsequent presentation to the Archbishop. Any requests or clarifications from His Grace will be conveyed through the Director.

Upon the Archbishop's approval, the Director (or delegate) will inform the school or college of the successful endorsement from the Archbishop.

Following this, each individual school or college will organise, through the Archbishop's Office, a suitable date for an endorsement ceremony.

This endorsement is required as part of the validation process.

1 Catholic Identity

The person of Christ is at the heart of Catholic education. Therefore we are committed to nurturing our students to proclaim and be witnesses to a distinctively Catholic identity. All its members are called to a personal relationship with Jesus himself and each member of the Catholic school community strives to give Christian witness through words, attitudes and actions.

Christ's teachings and the Gospel message permeate Catholic school life. School communities give witness to their distinctive educational, spiritual, moral and social purpose within the evangelising mission of the Church.



Therefore all schools

- i. *Have a Vision and Mission statement that clearly articulates the centrality of Jesus and our Catholic Faith in all aspects of the development and life of the school.*
- ii. *Incorporate concepts from the Archdiocesan Vision and Mission statement, the Tasmanian Catholic Education Commission's Vision and Mission statement, and the charisms of the relevant founding orders.*
- iii. *In consultation with the Parish Priest, Archdiocesan pastoral agencies and the Tasmanian Catholic Education Office, have a plan for the induction and ongoing formation of students, families and staff in Catholic teaching.*
- iv. *Explore strategies that will encourage students and their families to regularly attend their local parish Mass and take a more active role in the parish community.*
- v. *Develop strategies and set long term targets to progressively increase the cohort of baptised Catholic students at all entry levels (especially Kindergarten and Year 7). In accordance with Tasmanian Catholic Education Commission policy, ensure families (prior to enrolment) are fully aware of the Catholic identity of the school and the expectations that this brings.*
- vi. *Develop a statement that clearly outlines the expectations for all staff employed at the school, especially in terms of explicit support for the Catholic vision and mission of the school.*
- vii. *Ensure all members of the school community have full access to the school chapel or parish church for prayer and encourage staff and students to make regular use of the school chapel or parish church for daily prayer.*
- viii. *Where possible, arrange with the local priest for a weekly celebration of Mass and regular availability for the Sacrament of Reconciliation.*
- ix. *Ensure that the school environment is a visible witness to the Catholic identity and mission of the school; through the placement of a crucifix in each classroom, meeting room, office and hall, in addition to the general use of Catholic imagery, symbolism and iconography throughout the school buildings and grounds.*

2 Learning

All our learning programs enable students to have an opportunity to hear the Gospel message in such a way that they make a personal decision to embrace the Christian faith and become disciples of Jesus Christ. All our learning programs support students' growth in human and Christian virtues so that they grow as integrated human beings.

Our entire curriculum, including Religious Education, seeks to promote and deepen each students' understanding of the Catholic faith and their commitment to Christian values. All teachers, across all areas of the curriculum, have a responsibility to inculcate in their students Christian values and a capacity for moral and ethical judgment. In essence our challenge is to evangelise the curriculum.



Therefore all schools

- i. Give a central place to the teaching and assessment of the Archdiocesan 'Good News for Living' Religious Education curriculum.
- ii. Ensure that the curriculum is explicitly infused with the Catholic faith, in particular its central concepts and principles across all Key Learning Areas.
- iii. Provide a comprehensive curriculum that emphasises educational 'excellence' and a commitment to the quest for truth through the integration of faith and reason.
- iv. Implement comprehensive faith formation and pastoral care programs that are underpinned by Catholic doctrinal, moral and social teachings.
- v. Work with parishes to encourage students to undertake preparation for the Sacraments of the Church in their local parish community.
- vi. Ensure that learning programs enable all members, especially the marginalised, to participate with dignity and confidence in the full academic, social and spiritual life of the school.
- vii. Enable students completing Catholic schooling to form sound understandings of Catholic teachings and tradition and have a deep respect for the sanctity of human life and the dignity of marriage and family.
- viii. Ensure that students have a good knowledge of Catholic social teaching and bear witness by their actions.

3 Leadership

Leadership is Christ-centered and is marked by a spirit of service. It is dedicated to the building up of the school community as a community of faith. Leadership that is Christ-centered is open to the working of the Holy Spirit and should be prayerful, collaborative and consultative, respecting the dignity of all.

Catholic leadership is about responding to Christ's command "go into the world and preach the Gospel to the whole creation" (Mark 16:15). This is fundamental to our baptismal call to evangelise through the proclamation of the word, through personal witness and through service.



Therefore all schools

- i. Ensure that all candidates being considered for appointment to leadership positions meet Accreditation Standards for Leadership in a Catholic School.*
- ii. Ensure that school leadership formation nurtures links with the broader ministry priorities of the parish and the Universal Church.*
- iii. Ensure that the Parish Priest (or his delegate) is directly involved in the selection of Senior Leadership personnel and that all appointments of permanent staff meet selection and accreditation requirements to work, teach and teach Religious Education.*
- iv. Give priority to the appointment of staff who will explicitly nurture the Catholic identity and mission of the school (e.g. School Chaplain; Pastoral Associate; Coordinators of Mission).*
- v. Assist school governance bodies in the formation of its members to develop a deep understanding of the Catholic identity and mission of the school.*
- vi. Ensure that student leadership is provided with formation opportunities to enable them to make a significant contribution to the Catholic identity and mission of the school.*
- vii. Ensure staff recruitment practices give priority to the selection of professionally competent personnel who have a deep and personal commitment to the Catholic faith especially in the context of the teaching of Religious Education.*

4 Mission

The Catholic school exists as part of the evangelising mission of the Church. It is ecclesial in nature,¹³ a place where faith, culture, and life are brought into harmony. The Catholic school is a place of real and specified pastoral ministry in communion with the local Bishop.¹⁴

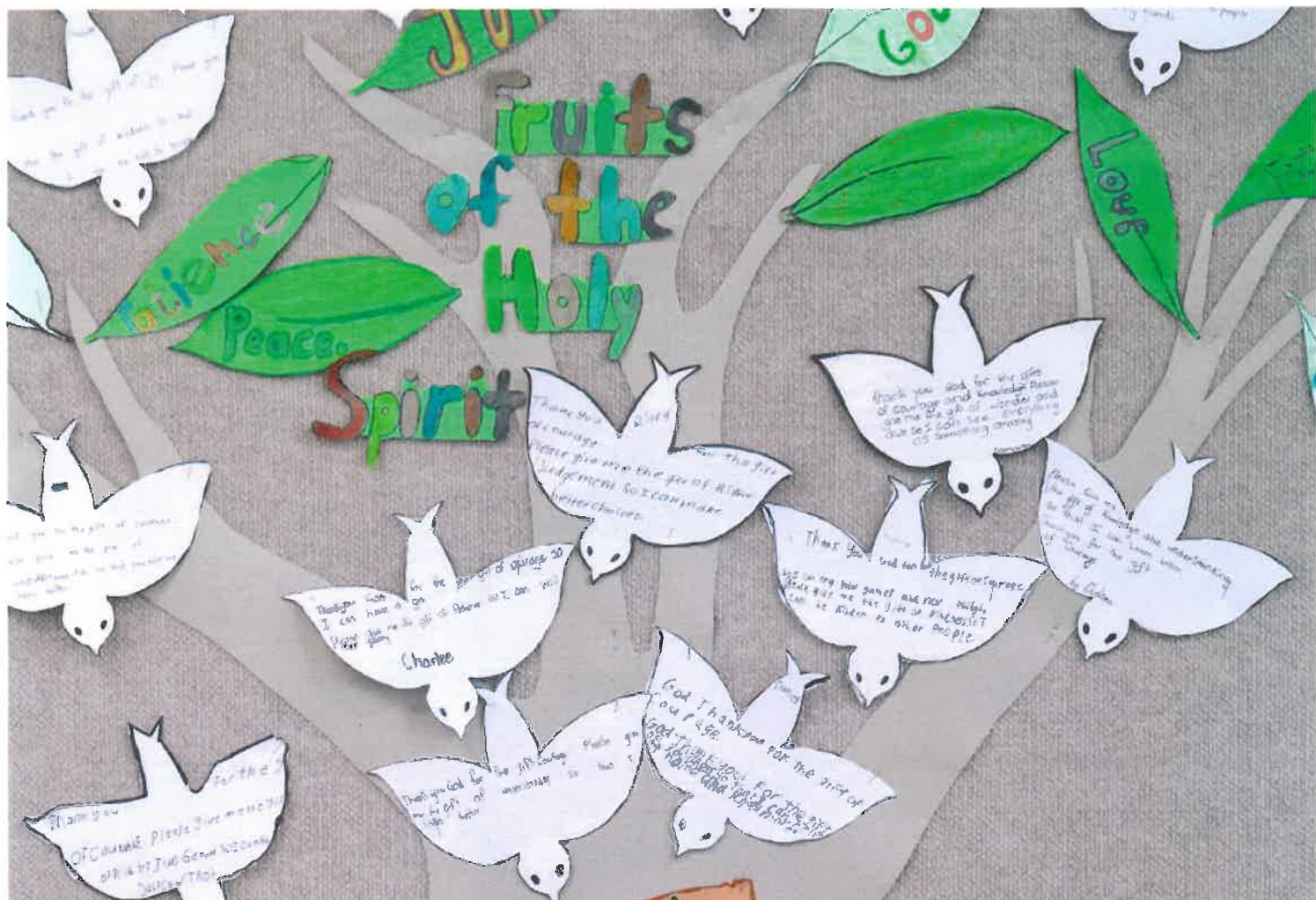
By reason of their evangelising mission the Catholic school should be available to all families who desire a Catholic education for their children. We are committed to be in solidarity with the powerless and the marginalised, to live out Catholic social teaching promoting social justice, stewardship and the common good.¹⁵



Therefore all schools

- i. *Have a role to play in fostering missionary discipleship¹⁶ as part of the evangelising mission of the local and Universal Church.*
- ii. *Ensure that no family is precluded from enrolment on the basis of financial capacity.*
- iii. *In the allocation of resources, give priority to the provision of services for students with additional needs to ensure the schools are places of welcome for all.*
- iv. *Develop strategies to encourage the disadvantaged and marginalised, especially Catholic families, mindful of the explicit strategies required to both attract and involve indigenous and humanitarian entrant families from the broader parish community.*
- v. *Provide opportunities for students and staff to have a theological understanding of God's creation of the universe, including the human person, and the duty He has given to humanity to care for His creation of the earth.*
- vi. *Generate an outreach program that provides the opportunity for students to be involved in a variety of activities that emphasise the Catholic principle of the Common Good, particularly those that are linked to parish and Archdiocesan initiatives (notably Catholic Mission, Caritas and the Samaritan Fund).*

Fruits of the Holy Spirit



Knowledge

REVERENCE

COURAGE

WISDOM

RIGHT
JUDGEMENT

GIFTS OF
THE HOLY
SPIRIT!

- ¹ *The Catholic School*, 34, 35
- ² *The Catholic School*, 9; *The Catholic School on the Threshold of the Third Millennium*, 5, 11; *The Religious Dimensions of Education in a Catholic School*, 33
- ³ *The Catholic School*, 44; *The Catholic School on the Threshold of the Third Millennium*, 14;
- ⁴ *The Catholic School*, 29
- ⁵ *The Catholic School*, 31
- ⁶ *The Catholic School on the Threshold of the Third Millennium*, 19; *Lay Catholics in Schools*, 37
- ⁷ *Lay Catholics in Schools*, 22, 41
- ⁸ *Lay Catholics in Schools*, 78
- ⁹ *The Catholic School on the Threshold of the Third Millennium*, 18
- ¹⁰ *Gravissimum Educationis*, 6; *Code of Canon Law, Canons 793 #2*
- ¹¹ *Canon 794*
- ¹² *Canon 803 #1 and #3*
- ¹³ *The Catholic School on the Threshold of the Third Millennium*, 12
- ¹⁴ *The Catholic School*, 44; *The Catholic School on the Threshold of the Third Millennium*, 14; *The Religious Dimension of Education in a Catholic School*, 34
- ¹⁵ *The Common Good: People exist as part of society. Every individual has a duty to share in promoting the welfare of the community and a right to benefit from that welfare. This applies at every level: local, national and international. Public authorities exist mainly to promote the common good and to ensure that no section of the population is excluded. (See Sollicitudo Rei Socialis, John Paul II, 1987*
- ¹⁶ "In virtue of their baptism, all the members of the People of God have become missionary disciples (cf. Mt 28:19). All the baptised, whatever their position in the Church or their level of instruction in the faith, are agents of evangelisation" (*Evangelii Gaudium* #120).



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