

CATHOLIC SOCIAL TEACHING

SCHOOL AUDIT FOR TEACHERS

Principles of Catholic Social Teaching (CST)

- Dignity of the Human Person
- Solidarity
- The Common Good
- Participation and Subsidiarity
- Preferential Option for the Poor
- Care for our Common Home

For more information about each of these principles see page 5 or visit: www.caritas.org.au/cst

Task: Think about the level of attainment for each of the following factors using the scale of 1 (meaning low) to 5 (meaning high).

Level	Curriculum
	All the principles of CST, including integral ecology, are taught explicitly.
	Religious Education (RE) curriculum includes a deep understanding of the difference and relationship between charity and justice.
	Students use a discernment framework. E.g. See, Judge, Act.
	CST is embedded in all curriculum areas, not just RE. E.g. links between disciplines such as science and caring for creation are made.
	The curriculum reflects an awareness of Australia's place as part of a regional and global community enabling students to be active global citizens.
	The curriculum challenges stereotypes of other countries and cultures.
	Curriculum reflects concern about local, national and global issues such as homelessness, poverty, conflict, refugees, sustainable development, justice for First Australians and ecological justice etc.
	Students are educated in the necessity of, and means for, participating in the political process.
	Curriculum is tailored to meet the needs of the students.
	Subject areas allow for students to demonstrate active citizenship.

Level	Teachers / Staff
	Teachers are aware of Catholic Social Teaching principles and how to apply them.
	Ongoing professional development is available to teachers to increase their knowledge of CST and integral ecology.
	All teachers believe they are social and ecological justice educators; integrating CST into their teaching and learning regardless of subject area.
	Teachers/staff model CST in their interactions with students, parents, the larger community and each other.
	The school community builds links and partnerships with Catholic agencies to promote CST, integral ecology and the social mission of the Church.

“Let us form in the heart of the child and the young person the lofty ideal of loving, of preparing oneself to serve and to give oneself to others. Anything else would be education for selfishness.”

Archbishop Oscar Romero

Level	Policies and Practices
	Policies reflect the principles of CST. E.g. Enrolment Policy, Behaviour Management Policy, student leadership program, homework, Code of Conduct etc.
	The school leadership team and advisory council/board regularly reviews policies and procedures in light of CST.
	Policies and practices are developed and undertaken to enhance the family unit.
	Students, parents, and staff are invited to share in the decision making processes of the school where relevant.
	Opportunities are developed for students, parents, staff and the parish community to participate in school and parish life.
	Financial provisions are made to ensure students of families experiencing financial hardship have access to a Catholic School education.
	Serious efforts are made to welcome students with additional needs to the school.

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Level	Outreach / Service Learning
	Opportunities are developed for students, staff and parents to participate in social analysis to critically examine and address systemic causes of injustice.
	Students are regularly challenged to assist those less fortunate than themselves.
	Opportunities are provided for participants to share their experiences of social outreach.
	Service Learning activities are designed and evaluated with a CST framework such as 'See, Judge, Act' or the 'Pastoral Spiral'
	The wider school community (parents, P&F, school board/council, parishioners) is actively educated about CST and charity and justice. E.g., via newsletters, workshops, fundraising activities.
	Age-appropriate action and advocacy groups are available for students to participate in.

“Environmental education...needs educators capable of developing an ethics of ecology, and helping people, through effective pedagogy, to grow in solidarity, responsibility and compassionate care.”

Pope Francis, *Laudato Si'* n210

Level	Resources
	Waste is reduced and managed through recycling as much as possible.
	Water and electricity are used wisely and students and staff are encouraged to practice stewardship of all resources.
	Food is grown at the school where possible and efforts are made to source local produce.
	Student/staff uniforms and school supplies are Fairtrade and sustainably sourced.
	Access to technology is fair.
	School premises are inviting and well maintained.

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Level	Prayer and Worship
	There is an emphasis on the social dimension of prayer.
	Engaging liturgical celebrations are provided for students.
	Ecological spirituality is promoted (Laudato Si' Goal 6). E.g. promoting creation-based liturgical celebrations, developing ecological catechesis, retreats and formation programs.

Level	Fundraising
	Fundraising is recognised as a form of ministry in meeting the needs of others.
	Fundraising is an invitation to participate in the vision and mission of the school and church.
	Fundraising events are environmentally friendly. E.g. plastic free if possible, use recycled materials, have as little impact as possible on the local environment.
	Fundraising products are ethical. E.g. Fair trade chocolate is used to ensure no child labour, etc.
	School fundraising activities are reviewed regularly against the principles of CST to ensure it is meaningful and effective.

“Just as the social mission of the Church is central to the practice of Christian witness and discipleship, so the core dimensions of social teaching – justice, mercy and love – are integral to Catholic education. They must not be treated as tangential or optional, but as a core element of educational and catechetical programs and formative experiences .”

Sydney Catholic Schools

Catholic Social Teaching: A framework for faith in action, 2012

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CATHOLIC SOCIAL TEACHING (CST) GUIDE



Catholic Social Teaching (CST) principles cover all spheres of life – the economic, political, ecological, personal and spiritual. The principles are inspired by scripture and the writings of the Pope and other Catholic leaders about social issues. **Caritas Australia's work is shaped by the tradition of Catholic Social Teaching.**



HUMAN DIGNITY

We believe every human being is created in the image and likeness of God and therefore has inherent dignity that should always be safeguarded.



SOLIDARITY

We believe we are part of one human family and have a responsibility to help each person achieve their full potential.



THE COMMON GOOD

We believe the good of each human person is intimately related to the good of the whole community. We are all responsible for each other.



SUBSIDIARITY AND PARTICIPATION

We believe all people have the right to participate in decisions that affect their lives. Subsidiarity requires that decisions are made by people closest and most affected by the issues and concerns of the community.



CARE FOR OUR COMMON HOME

We believe that care for our common home is vital for the common good of all people. We believe a true ecological approach is a social approach. We are to be protectors of creation and of one another.



PREFERENTIAL OPTION FOR THE POOR

We believe in prioritising the women, men and children most vulnerable to extreme poverty and injustice.