

Broome Diocesan REC Presentation

CEWA Faith Formation Report

Our hearts are restless, until they can find rest in you.
St Augustine



CATHOLIC EDUCATION
WESTERN AUSTRALIA

WHAT WE ARE GOING TO EXAMINE:

- Purpose of Catholic Schooling
- Overview of the Data
- Data Informing Practice:
Implications of the data for school and system
- Where to from Here?



EVANGELISATION

WITNESS

presence

- **staff example**
- **relationships**
- **solidarity**
- **participation in school life and activities**

charity

- **prayer for community**
- **special concern student with special needs**
- **social concerns eg apostolic groups**
- **educational efforts**

MINISTRY OF THE WORD

catechesis

- **liturgies**
- **school & class prayer**
- **liturgical year and feast days**
- **sacramental preparation**
- **retreats**
- **social service**

knowledge & experience

- **primary proclamation**
- **Catholic curriculum**
- **Religious Education**

**RELIGIOUS DIMENSION OF THE CATHOLIC SCHOOL
SHARED CONCERN**

"Catechesis is nothing other than ***the process*** of transmitting the ***Gospel***, as the Christian community has received it, **understands it, celebrates it, lives it** and **communicates** it in *many ways*."

(General Directory for Catechesis #105)





School Improvement

QCS Tool Components

<input type="checkbox"/>	Type	Name
<input checked="" type="checkbox"/>		101 Systematic Evangelisation Planning
<input checked="" type="checkbox"/>		102 Integrating Catholic Faith Life and Culture
<input type="checkbox"/>		201 Engagement with the School Community
<input type="checkbox"/>		202 Wider Community Partnerships
<input type="checkbox"/>		301 An Explicit Improvement Agenda
<input type="checkbox"/>		302 Analysis and Discussion of Data
<input type="checkbox"/>		303 A Culture that Promotes Learning
<input type="checkbox"/>		304 Targeted Use of School Resources
<input type="checkbox"/>		305 An Expert Teaching Team
<input type="checkbox"/>		306 Systematic Curriculum Delivery
<input type="checkbox"/>		307 Differentiated Teaching and Learning
<input type="checkbox"/>		308 Effective Pedagogical Practices
<input type="checkbox"/>		401 Staff Wellbeing
<input type="checkbox"/>		402 Pastoral Care of Students
<input type="checkbox"/>		Acknowledgements
<input type="checkbox"/>		Component Improvement Plan Template1
<input type="checkbox"/>		Component Improvement Plan template2

*Jesus the first and foremost evangeliser proclaiming
the Kingdom of God and calling it the Gospel*

*At the heart of **all catechesis** is not a book or a
theology but a person!*

(On Catechesis in Our Time no. 5)

*The fundamental task of catechesis is **to present**
Christ and everything in relation to him, leading
people to follow Christ in their lives.*

(General Directory of Catechesis, no.98)

CATECHESIS (an activity of evangelisation)

Exercising the Ministry of the Word *by providing experiences* of **God** that are the foundation of the Christian life: the Creed, the Sacraments, the Life in Christ and Christian Prayer.

CATECHESIS is nurtured through

- ⇒ the promotion of **knowledge of the faith**
- ⇒ the promotion of **liturgical participation**
- ⇒ the promotion of **moral formation**
- ⇒ teaching how to pray
- ⇒ educating for **participation in Church community life**
- ⇒ the promotion of **missionary initiation**

[GDC 85 -86]

***These activities are interdependent
and
cannot be considered in isolation.***

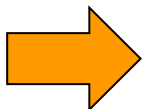
CATECHESIS (an activity of evangelisation)

Essential:

- **comprehensive and systematic**
- an apprenticeship of the entire Christian life
- **formational**

“Authentic catechesis is always an orderly and systematic initiation into the revelation that God has given of himself, to humanity in Jesus Christ, a revelation stored in the depths of the Church’s memory of Sacred Scripture, and constantly communicated from one generation to the next by a living active tradition...”

Pope John Paul II, Catechesis in Our Time



EVANGELISATION PLANNING

Children *need mature adults who have a good understanding of their own faith development* and of **theology** for them to model different ways of living faith and to help *them develop their understanding of God.*



So.....

If the answer is Jesus,

What is the QUESTION?

Discuss

CEWA Faith Formation Research Report



Painted Dog Research



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WESTERN AUSTRALIA

OBJECTIVES

- Understand *how staff regard faith formation*, especially the Catholic faith
- Identify the *faith formation journey* especially for Catholics
- Understand the *different faith needs* of staff depending on roles and circumstances
- Explore the journey that staff have taken in developing their faith and identify areas on that journey where their faith could have further matured
- Examine the key factors that *enhance or challenge* Catholic faith
- Extract common faith journey aspects that can be incorporated into future faith formation programs

PROCESS

1. Reference group
(primary, secondary, CEWA + Archdiocesan agencies)
2. Development of a 20 minute electronic survey
 - *Two key approaches:*
 - (i) Religious Commitment Inventory
 - (ii) Christian Faith Practices Scale
 - pre-tested (paper based & electronically)
3. Administered
 - CEWA staff (12 500 staff)
 - Quantitative sample size : $n = 4000$
 - Qualitative sample size: $n = 16$ *

WHAT IS A FAITH SEGMENT?

What Makes A Good Segment?



- Segments should be...

Identifiable

- The attributes of the segments must be measurable so the segment members can be identified.

Stable

- The segments should be relatively stable over time to minimise the impact of change.

Accessible

- Segments must be reachable through communication and distribution channels.

Substantial

- The segments should be large enough to justify the resources required to target them.

Actionable

- To justify separate offerings the segments must respond differently to different offerings.

Homogeneous

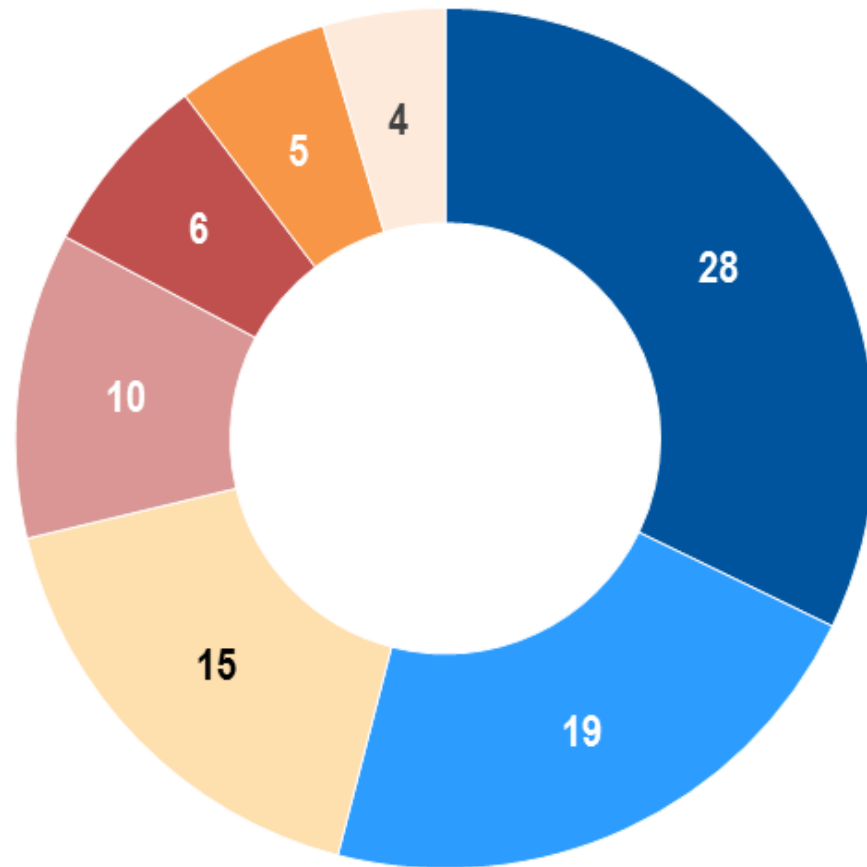
- Members of each segment are as similar as possible, but as different as possible to those in other segments





- The Faith Segments are:

- Non-Practising Believers
- Personally-Focused Faith
- Committed Strong Believers
- Church Going Believers
- The Doubtful
- Non-Believers
- Distracted Engagers



Description of Faith Segments

Non – Practising Believers (28%)

- Believe in God and say that religion is important to them, but don't regularly practise their faith

People – Focused Faithfuls (19%)

- More focused on informal, social relationships at their school than formal religious teachings
- Believe in God and say that religion is important to them, but don't regularly practise

Committed Strong Believers (15%)

- Very faith focussed, engage in a wide range of positive faith-related behaviours
- Have a lot experience in education and are likely to be in senior positions

Church Going Believers (10%)

- Faith focused, but not active; tend to be predominately working in primary



Description of Faith Segments

The Doubtful (6%)

- Have doubts about their faith and aren't focused on religious aspects of their faith
- Tend to work in secondary schools and have a feeling that faith doesn't fit with the 'real world' as it is today

Non-Believers (5%)

- Don't believe in religion, even if they do nominate themselves as having a faith
- Haven't worked in CEWA long and typically are in secondary schools

Distracted Engagers (4%)

- May believe in God, but currently feel distracted or disconnected from their faith



DISCUSS

Do these segments represent people on your staff?



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Motivators and Barriers to Faith

Motivator for Faith	Barrier to Faith
Persons individual situation	Persons individual situation

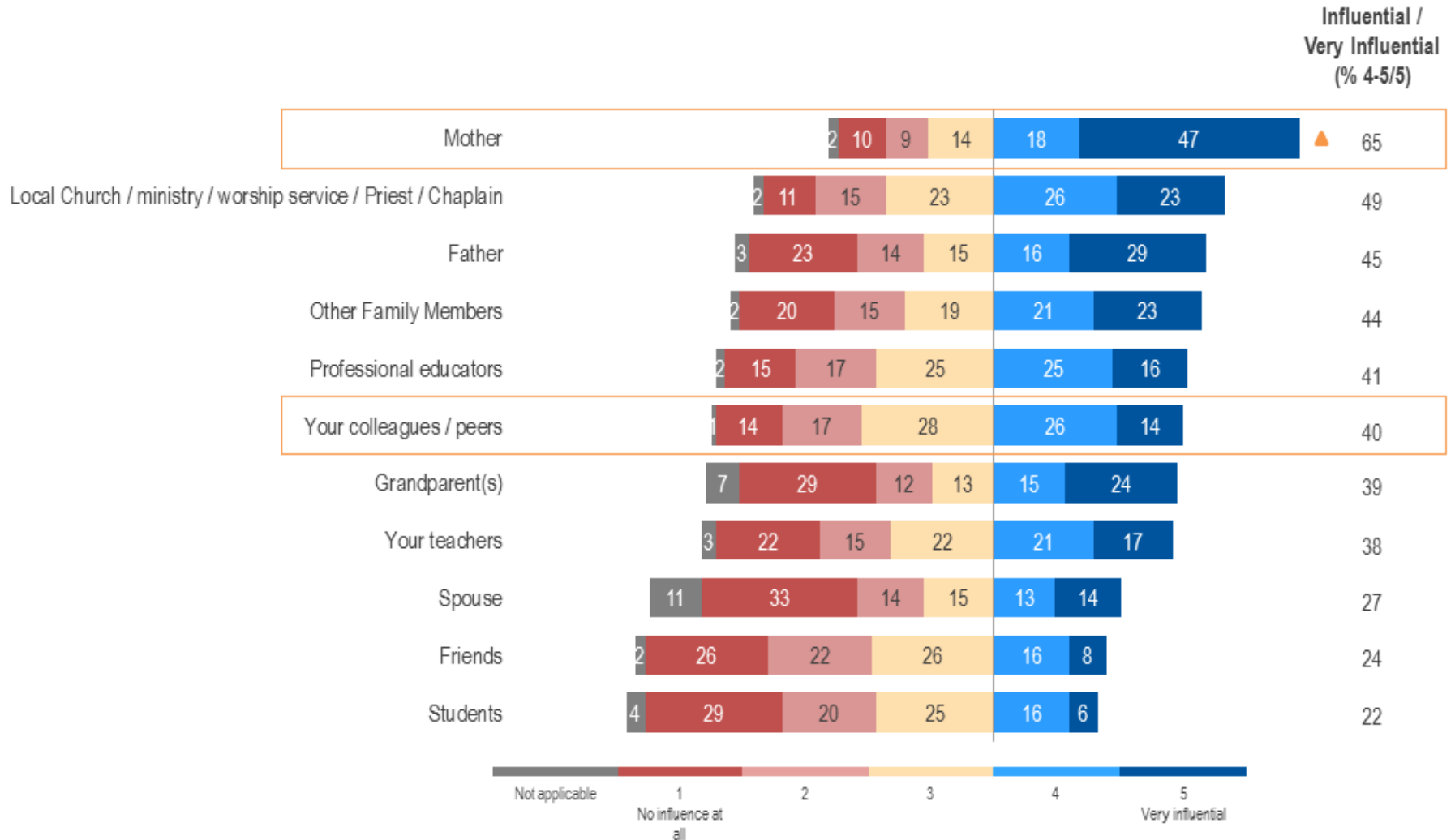
Ultimately, if a person has difficulty engaging with the formal aspects of their religion, they have great difficulty in building (or even maintaining) their faith.



Influencers on Faith Development



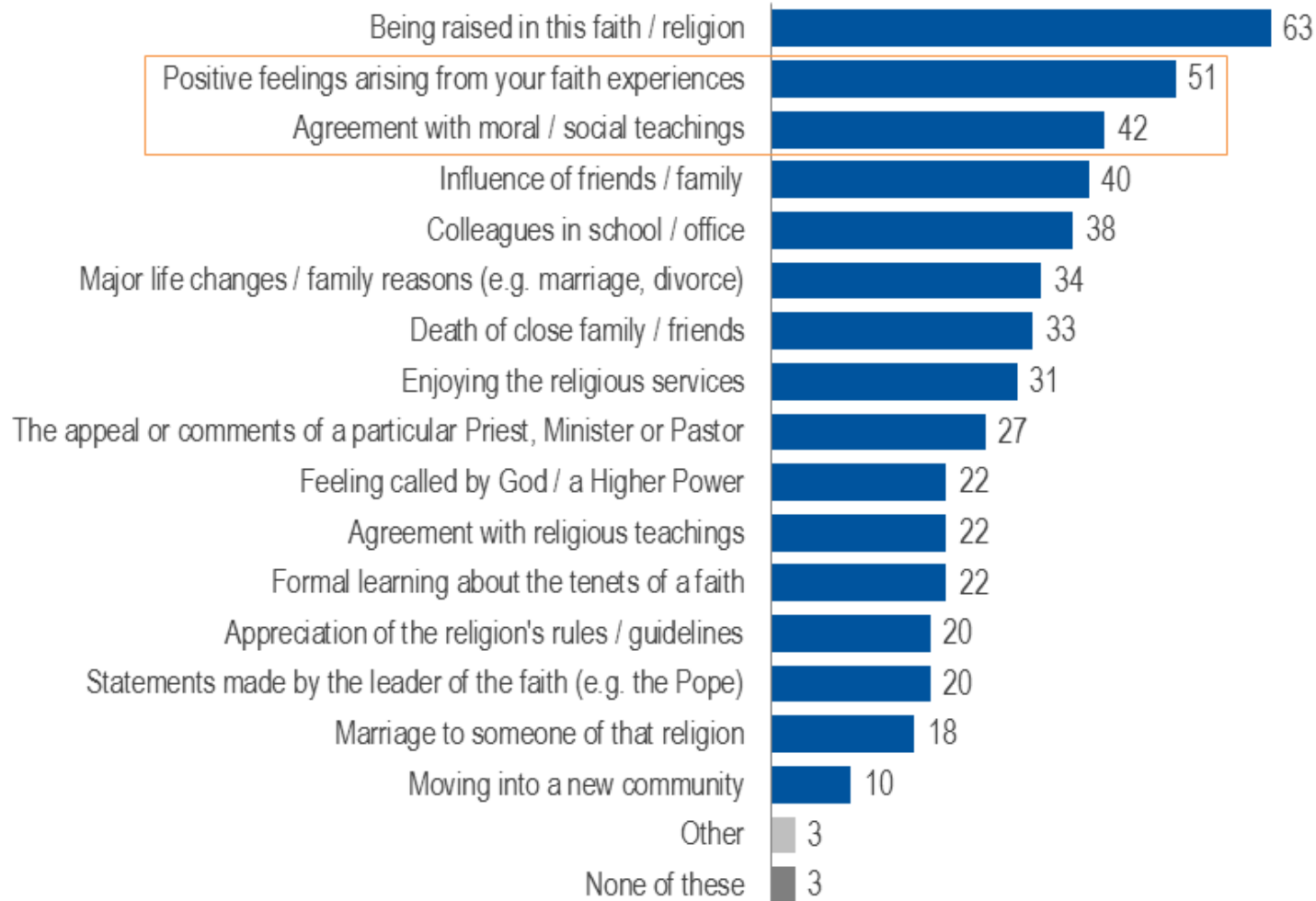
- Two in five consider their colleagues / peers to be influential.



Factors / Events That Strengthen Faith



- Social aspects (such as influence of family or colleagues, or life changes) have a more obvious impact on faith strength than official statements or direct teachings.



Q15. From the list below, please select those items that you feel have encouraged your faith or helped strengthen it. Base: All respondents (n=3931)

*Results below 3% not shown.

Motivators to Faith: Faith Segments

Non-practising Believers (28%):

- Being raised in the faith and having positive feelings about their faith
- Colleagues can also be an influence

Personally-focused Faith (19%):

- Surrounded by colleagues of same faith denomination
- Death of a close family member/ friend reinforced faith

Committed Strong Believers (15%)

- High number of motivators, including being raised Catholic

Church Going Believers (10%)

- Raised in a faith
- Positive faith experiences
- Influence of friends and family

The Doubtful (6%)

- More likely influenced by colleagues

Non-Believers (5%)

- A quarter don't see faith motivators

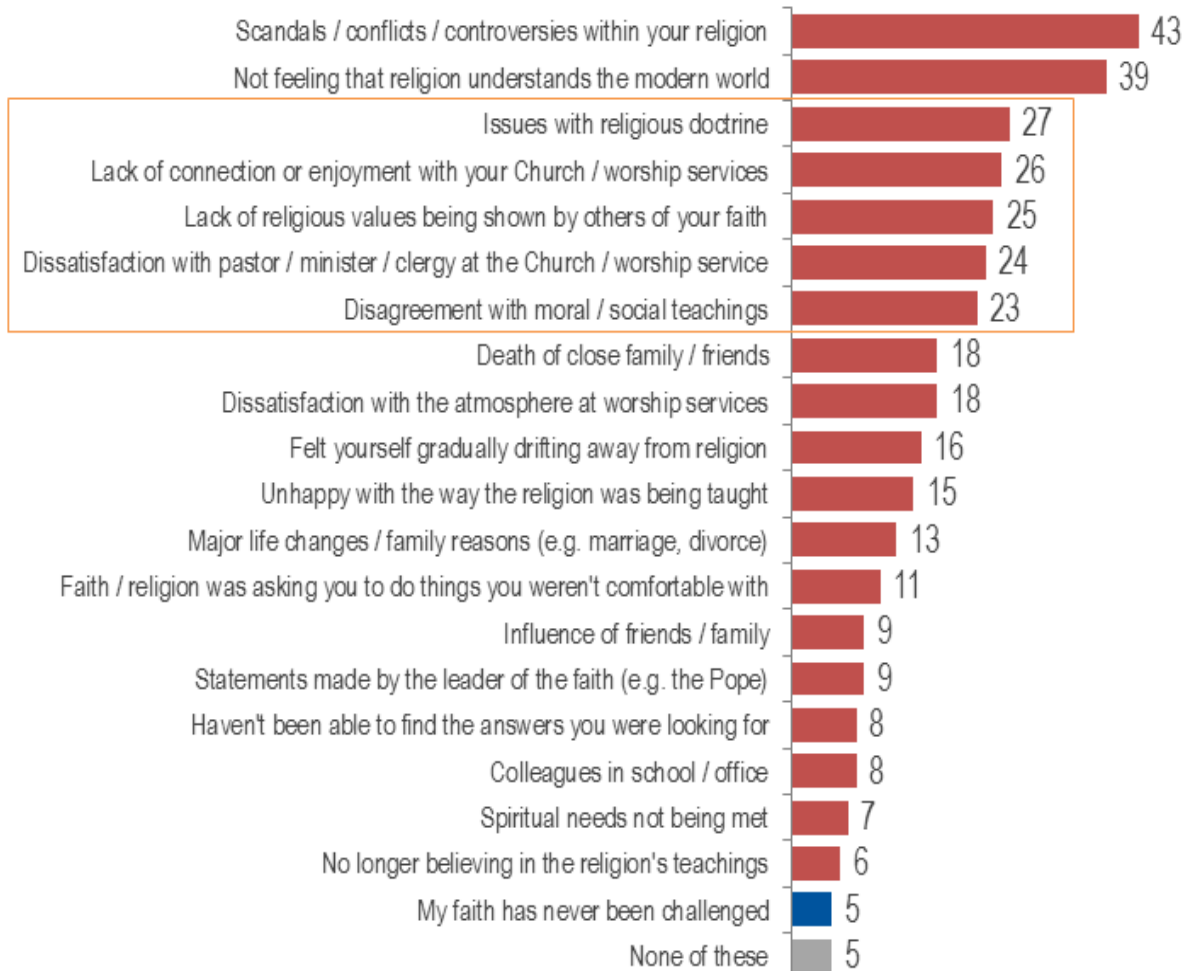
Distracted Engagers (4%)

- Being raised in a faith
- Getting positive feelings from faith experiences.

Factors / Events That Challenge Faith



- Not engaging with key doctrines, negative experiences with faith leaders and not agreeing with specific teachings form a second 'tier' of faith barriers among staff.



Q17. From the list below, please select those items that you feel have **challenged** your faith in your life. Base: All respondents (n=3931)

*Results below 5% not shown

Barriers to Faith: Faith Segments

Non-practising Believers (28%):

- scandals,
- not enjoying worship

Personally-focused Faith (19%):

- Not feeling that the Church has kept up with the modern world, especially moral teachings
- Scandals
- Death of family member

Committed Strong Believers (15%)

- Behaviour of others in their faith

Church Going Believers (10%)

- Scandals and controversies
- Issues with moral doctrine
- Dissatisfaction with priest

The Doubtful (6%)

- Large number of barriers
- Feeling faith doesn't understand the modern world
- Not connecting with faith teachings

Non-Believers (5%)

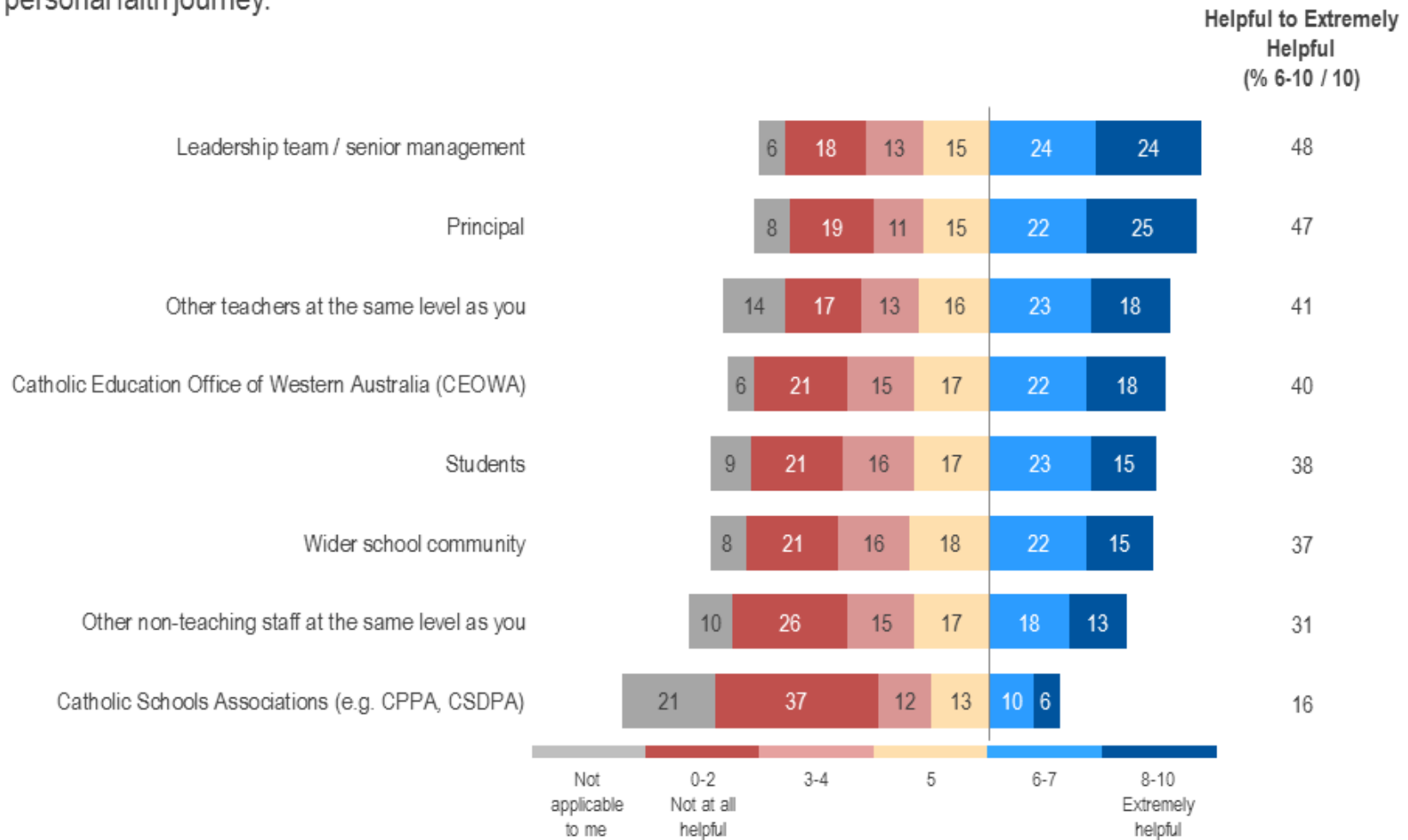
- Didn't like how they were taught religion
- No longer believing in their faith

Distracted Engagers (4%)

- Scandals, controversies
- Currently time poor

Influence of people and organisations

- It isn't clear if these people and institutions haven't provided the level of support needed, or just aren't important in the staffs' personal faith journey.



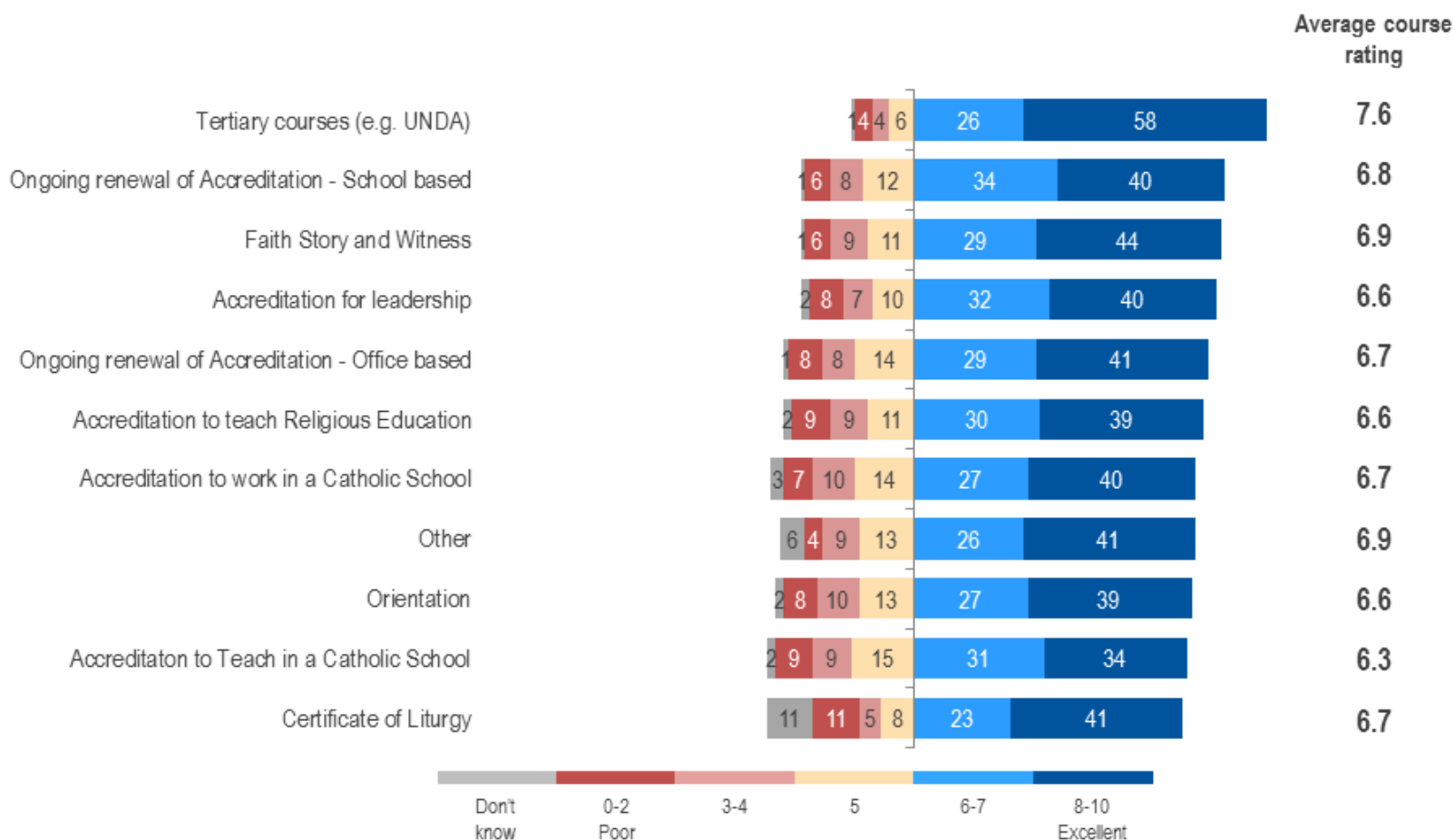
Q26. How helpful have the following been of your personal Catholic faith formation at your current school or institution? Where more than one person or group may be considered below, please think of your most recent experiences.

Base: Those who indicated they were Christian (n=3668)

Performance Rating of Accreditation Activities

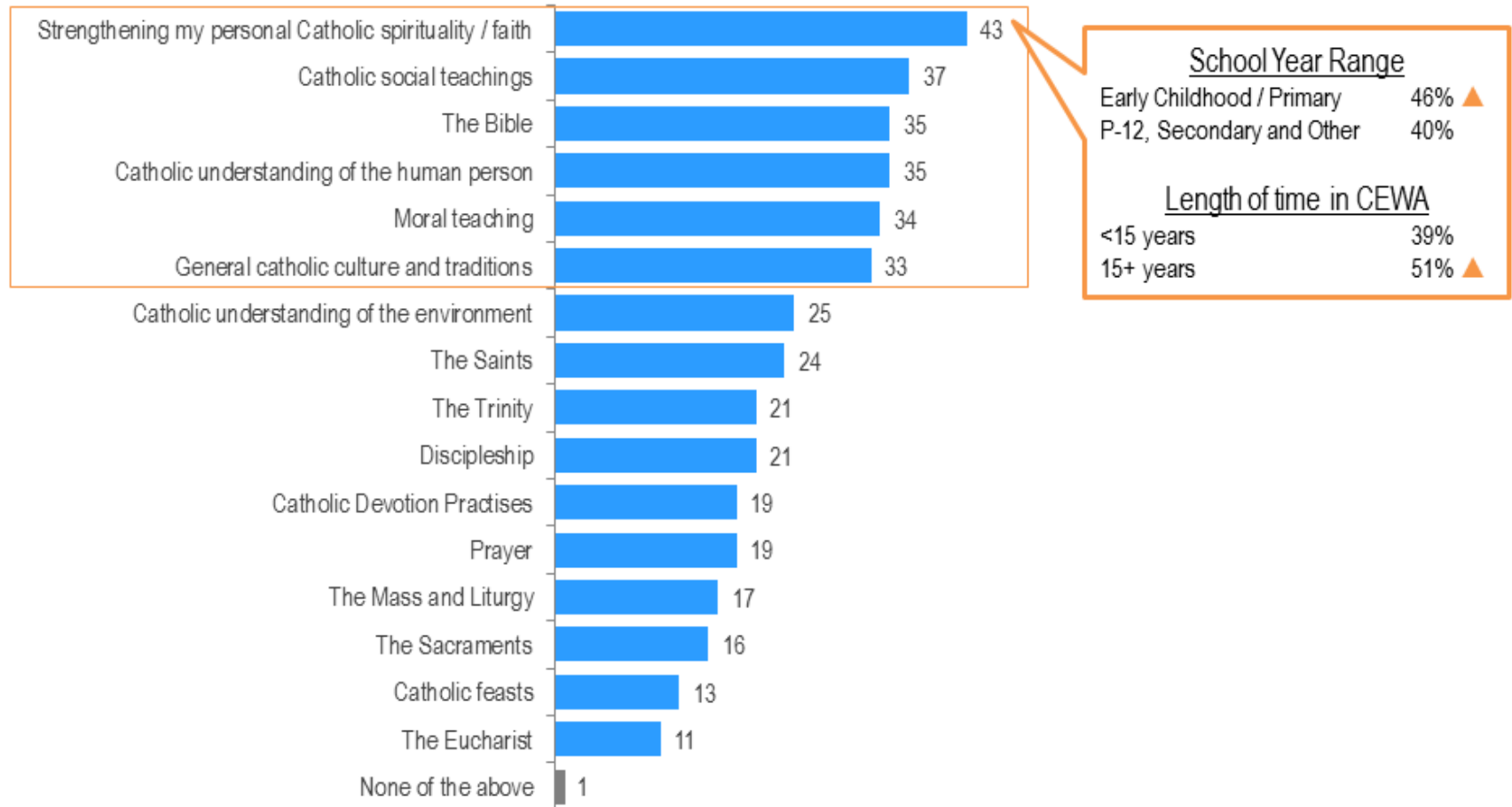


- Overall ratings of the accreditation programs and courses was positive, with tertiary courses achieving the highest results.



Identified areas for growth

- Two in five want to know more about strengthening their personal Catholic faith, while roughly a third are interested in Catholic social teachings, the Bible, moral teachings and the General Catholic culture and traditions.

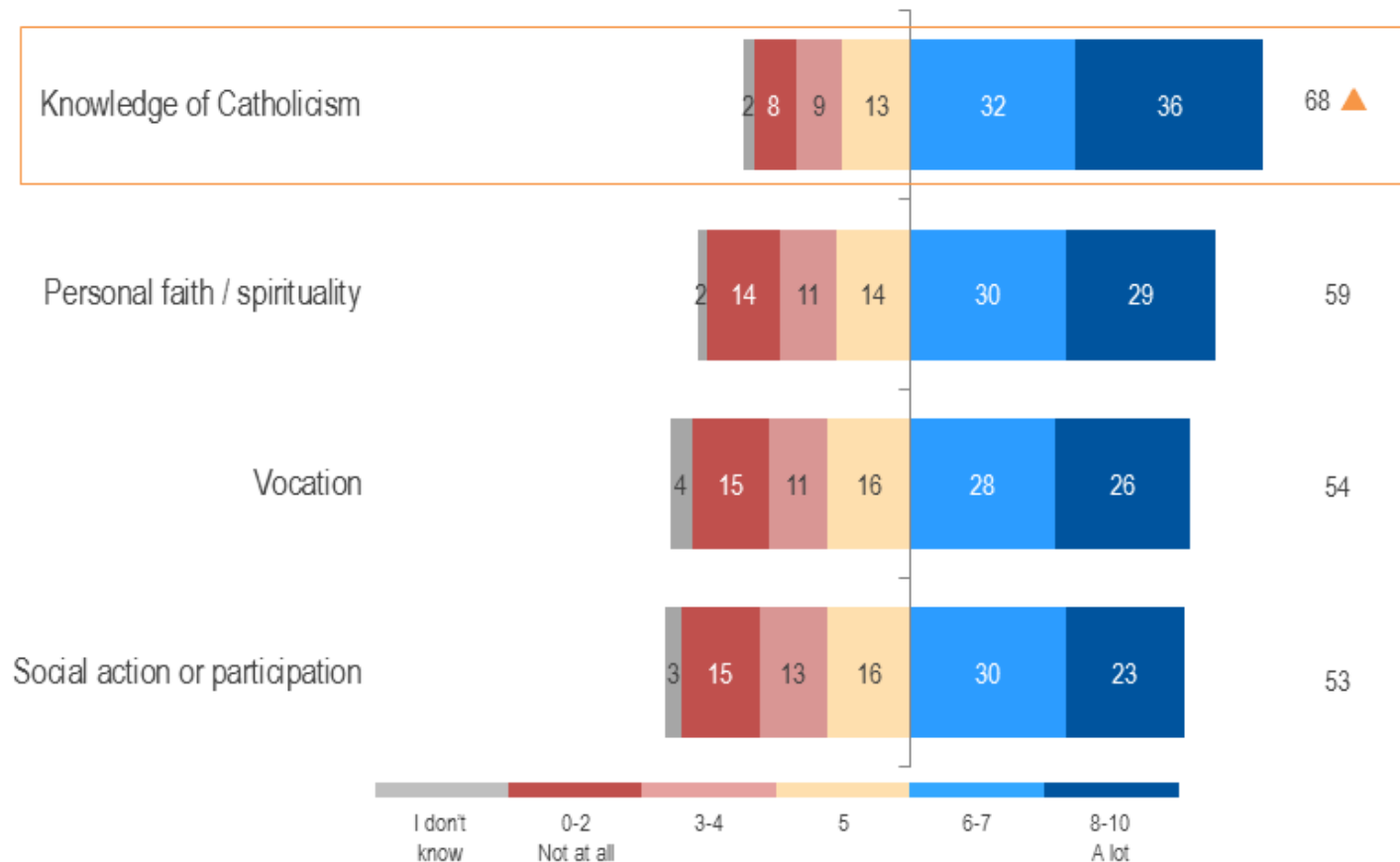


Program Enrichment

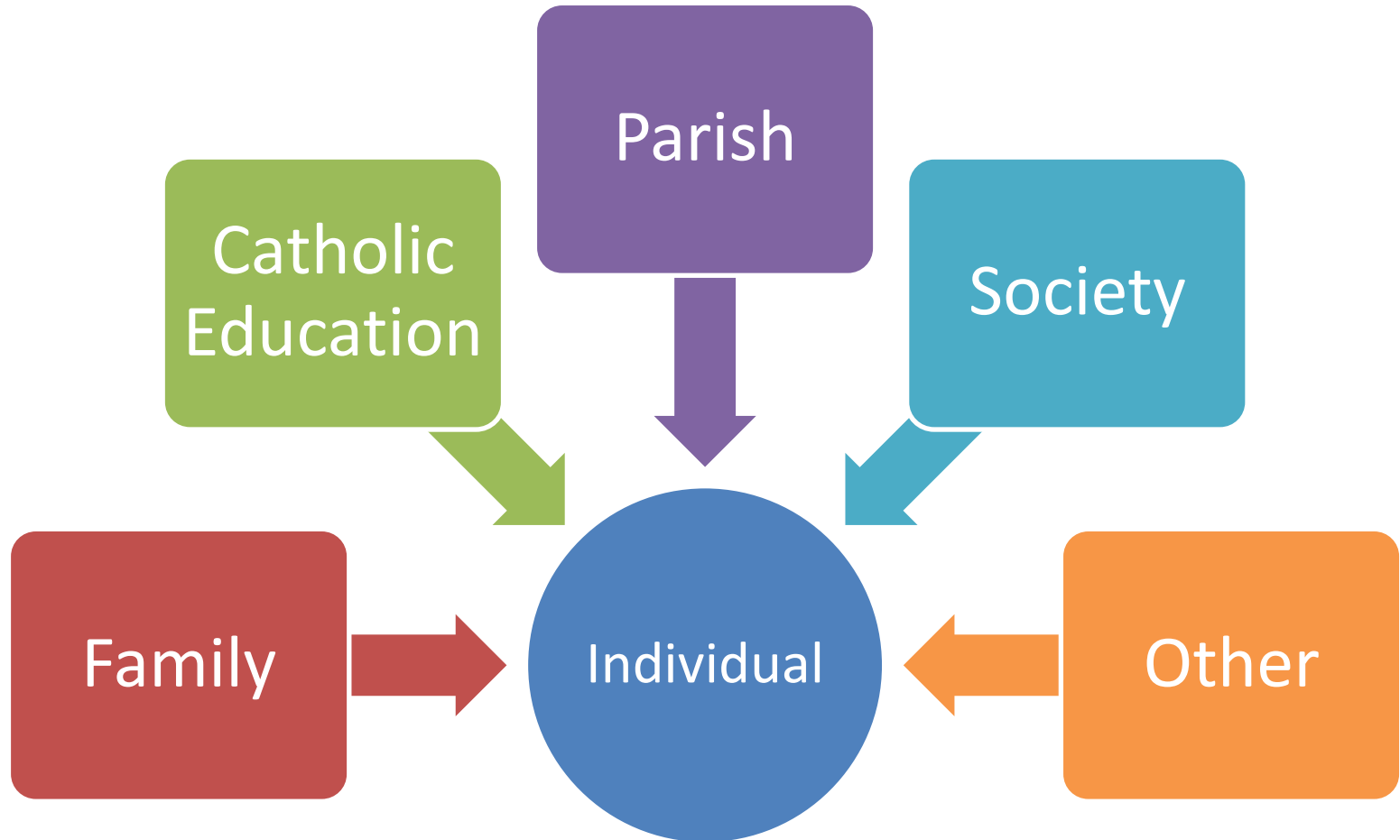


- Although staff are leaving these programs with increased knowledge, there are still gaps in linking these learnings with their job or personal life.

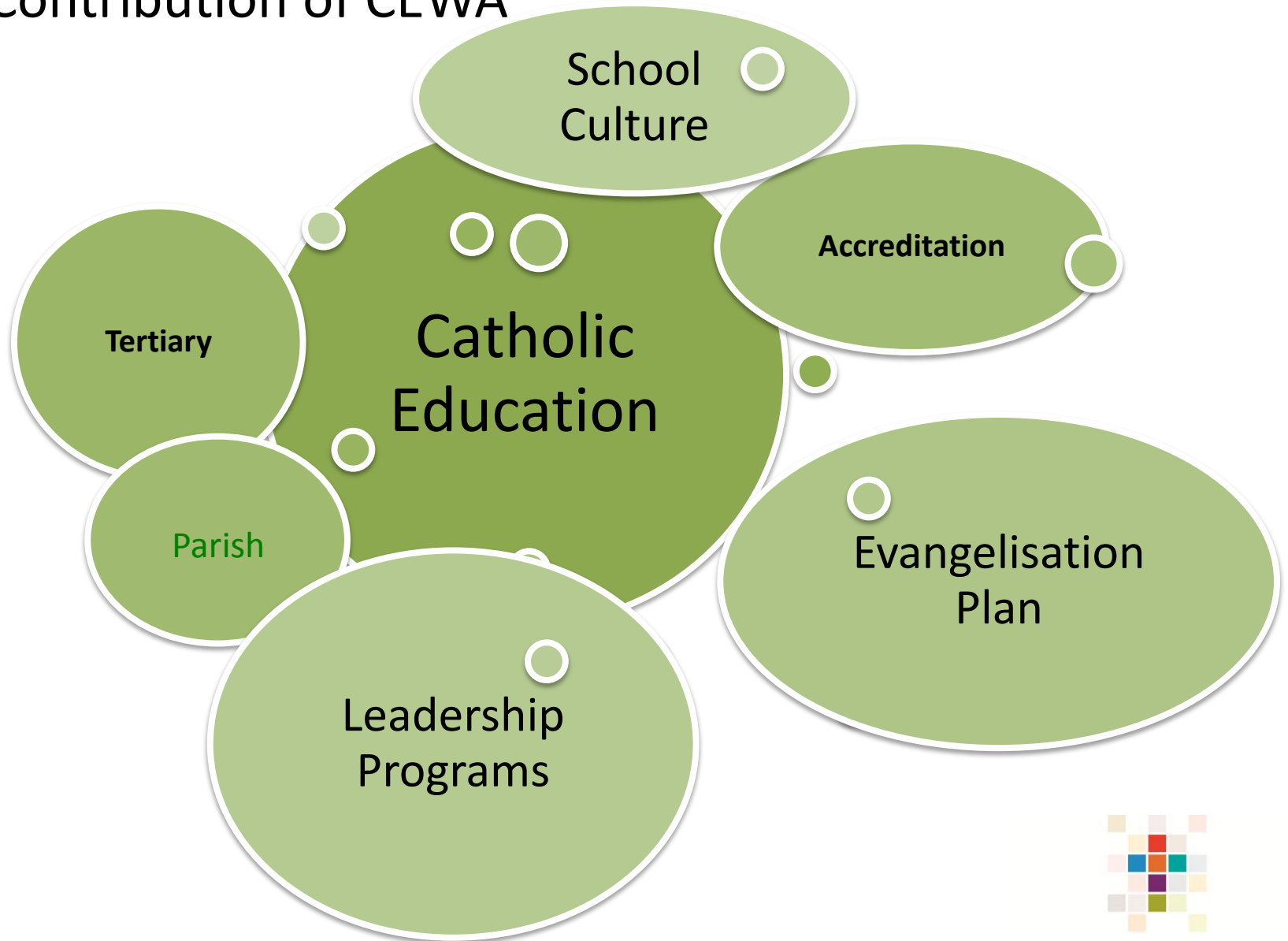
A little to a lot
(%6-10 / 10)



Formation and Development of Faith



Contribution of CEWA



Catholic school responding to the data

“schools play a crucial role in the ongoing formation of their staff.”

What are the issues you face/have faced in nourishing the faith of your staff?



Catholic school responding to the data

Discuss ways the data can be used by schools?
Share with group.

More specifically, how does the data inform evangelisation planning needs of staff?



In the busyness of school life, how can we sustain the formation of staff as a priority of Catholic schooling?



Reflect on the following quotes and discuss in your tables how these quotes speak to about your leadership in the maintaining the Catholic faith at your school.



The conditions of society in which we live oblige all of us therefore to revise methods, to seek by every means to study how we can bring the Christian message to people...

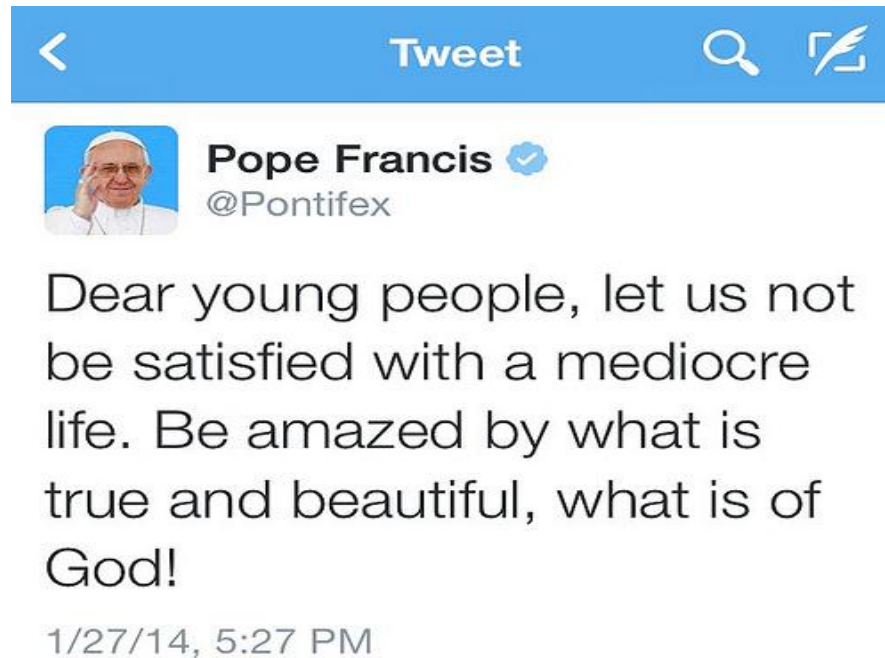
...it is absolutely necessary for us to take into account a heritage of faith that the Church has the duty of preserving in its untouchable purity, and of presenting it to the people of our time, in a way that is as understandable and persuasive as possible...

Paul VI (1975) Evangelii Nuntiandi par.3)



At the same time, today's vast and rapid cultural changes demand that we constantly seek ways of expressing unchanging truths in a language which brings out their abiding newness. *"Deposit of faith is one thing... the way it is expressed is another* (John XXIII – opening of Vatican Council II)".

Pope Francis EG, 41



*Being Christian is not the result of an ethical choice or a lofty idea, but the **encounter** with an event, **a person**, which gives life a new horizon and a decisive direction.* Pope Benedict XVI, Deus Caritas Est (no. 1)
cited by Pope Francis, Joy of the Gospel



It is impossible to believe on our own. Faith is not simply an individual decision which takes place in the depths of the believer's heart... By its very nature, faith is open to the "We" of the Church; it always takes place within her communion.

(Pope Francis, Lumen Fidei, no. 39)

