

Catholic Earthcare Steps to Ecological Dialogue



Certification Criteria

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	Affirming Ecological Practice	Ecological Dialogue Creating Change Actions	Ecological Dialogue and Conversion Creating Sustained Change	Deep Ecological Conversion Creating Cultural Change	Living an Ecological Vocation
<p>Ecological education can take place in a variety of settings: at school, in families, in the media, in catechesis and elsewhere.</p> <p>Good education plants seeds when we are young, and these continue to bear fruit throughout life. [LS 213]</p>	<p>A school certified at this level is entering the Catholic Earthcare process with the goal of identifying and celebrating its achievements within their community.</p> <p>It is anticipated that a school would undertake this level early in the year and then move onto the 2-star level for the remainder of the year.</p> <p>The school at this stage uses its links between its charism and ecological dialogue to drive commitment to change.</p>	<p>A school certified at this level is now committing to a whole of school ecological and implement its first change actions.</p> <p>The school at this stage uses its links between its charism and ecological dialogue to drive commitment to change.</p>	<p>A school certified at this level demonstrates a strong commitment to ecological dialogue through a documented journey of student led change actions.</p> <p>It also gains leverage off its alignment between its on-going ecological dialogue and practices to build cultural change, in harmony with its school charism and mission.</p>	<p>A school certified at this level would demonstrate a profound ecological conversion within a wholistic ecological vision, whereby the effects of people's encounter with Jesus Christ become evident in their relationship with the world around them (Geoff Lacey).</p> <p>Its planning and actions to care for our common home are aligned to and gain strength from the schools' charism and mission as it pursues to address the interrelatedness of the cry of the earth and cry of the poor.</p> <p>Change plans and activities will largely result from the school being of supportive of student led change actions</p>	<p>A school certified at this level would hold a wholistic ecological vision rooted in our church teachings and demonstrate continuous improvement in attaining ecological goals because it has undergone a profound transformation and ecological conversion towards an ecological vocation.</p> <p>Its spirituality is one of full engagement with the world—a vibrant, creative life, characterised by justice, non-violence, ecological practice, and building community. This vocation is also a journey, a pilgrimage of a kind that differs greatly from one person to another. Generally, in sharp contrast to the practice of global capitalism, it will start from the local, with a strong sense of the place in which we live and all that is special to it. (Geoff Lacey)</p> <p>Its planning and actions to care for our common home are aligned to and gain strength from the schools' charism and mission as it pursues to address the interrelatedness of the cry of the earth and cry of the poor.</p> <p>Change plans and activities will largely result from the school being of supportive of student led change actions</p>
<p>Step 1 (a) Formation of the Heart through ecological literacy</p> <p>"We are losing our attitude of wonder, of contemplation, of listening to creation and thus we no longer manage to interpret within what Benedict XVI calls 'the rhythm of the love-story between God and man.'" + Pope Francis</p>	<p>Audit current practices.</p>		<p>Conduct a whole of staff ecological contemplative/ reflection activity to engage ancillary, administration and teaching staff with connection to country and our ecology.</p> <p>Include an understanding of indigenous perspectives with regards Caring for Country within your local context.</p>	<p>With an integral ecology as the focus:</p> <p>Conduct a whole of staff ecological contemplative/ reflection activity to engage ancillary, administration and teaching staff with connection to country and our ecology.</p> <p>Design and deliver a school community engagement event/ activity focussed on eco-literacy. This could be more practically oriented such as a tree planting day engaging families. Linked back to the schools' mission and operational plan.</p> <p>Include an understanding of indigenous perspectives with regards Caring for Country within your local context.</p>	<p>With an integral ecology as the focus:</p> <p>Conduct a whole of staff ecological contemplative/ reflection activity to engage ancillary, administration and teaching staff with connection to country and our ecology.</p> <p>Foster engagement with community-based ecology groups and sponsor regular school activities in partnership with these external groups. Link it back to the schools' mission and operational plan.</p> <p>Include an understanding of indigenous perspectives with regards Caring for Country within your local context.</p>
<p>Step 1 (b) Formation of the Heart through understanding our Theological and Moral imperative to Care for Our Common Home</p>	<p>Audit current practices.</p>	<p>Make formal connections between the school's charism and mission and your understanding of caring for our common home.</p> <p>Celebrate the Season of Creation.</p> <p>Undertake the Professional development of staff around the faith dimension of Caring for Our Common Home.</p>	<p>Make formal connections between the school's charism and mission and your understanding of caring for our common home.</p> <p>Celebrate the Season of Creation.</p> <p>Undertake the professional development of staff around the faith dimension of Caring for Our Common Home.</p> <p>Or</p> <p>Combine 'Formation of the Heart' activities (a) and (b) to deliver professional development to the whole school staff within a natural setting, resulting in both ecological</p>	<p>Make formal connections between the school's charism and mission and your understanding of caring for our common home.</p> <p>Formally celebrate the Season of Creation with a whole of school focus, including parish and the parent community.</p> <p>Undertake the professional development of staff around the faith dimension of Caring for Our Common Home with a particular emphasis upon an 'integral ecology' approach: Social justice and ecological justice.</p> <p>Animate parish and parents through opportunities to understand the intent and theology of church teachings aimed at caring for our common home.</p>	<p>Make formal connections between the school's charism and mission and your understanding of caring for our common home.</p> <p>Formally celebrate the Season of Creation with a whole of school focus, including parish and the parent community.</p> <p>Undertake the professional development of staff around the faith dimension of Caring for Our Common Home with a particular emphasis upon an 'integral ecology' approach: Social justice and ecological justice.</p> <p>Animate parish and parents through opportunities to understand the intent and theology of church teachings aimed at caring for our common home.</p>

			awareness raising around connection to mother earth and deepening staff understanding of what we are called to do from church teachings.	Staff take a leadership role in bringing together other schools for cluster PD opportunities to help animate beyond the school boundary.	Staff take a leadership role in bringing together other schools for cluster PD opportunities to help animate beyond the school boundary. The school can demonstrate a significant innovation that takes the core message and theology of caring for our common home into a planned and regular animation of others., external to the school community.
<p>Step 2</p> <p>Build an Apostolate</p>	<p>Form a Committee Membership: Teachers, students and parents.</p> <p>The school's Earthcare coordinator is identified.</p> <p>Meetings The Earthcare committee meets to manage the audit process</p> <p>Minutes of meetings are kept and progress reported back to the school community.</p>	<p>Form a Committee Membership: Teachers, students and parents.</p> <p>The school's Earthcare coordinator is identified.</p> <p>Meetings The Earthcare committee meets at least once per term.</p> <p>Students share responsibility with adults to run the committee e.g. chairing, voting, taking minutes under teacher mentoring</p>	<p>Form a 'student led' committee Membership: Students from all year levels (secondary), most year levels (primary).</p> <p>Staff: includes representation from leadership team, parent body and grounds/ facilities staff.</p> <p>The school's Earthcare coordinator is identified.</p> <p>Meetings The Earthcare committee meets at least twice per term.</p> <p>Students share responsibility with adults to run the committee e.g. chairing, voting, taking minutes under teacher mentoring</p>	<p>Form a 'student led' committee Membership: Students from all year levels (secondary), most year levels (primary).</p> <p>Staff: includes representation from leadership team, parent body and grounds/ facilities staff.</p> <p>The school's Earthcare coordinator is identified.</p> <p>Meetings The Earthcare committee meets at least twice per term.</p> <p>Students take responsibility to run the committee under mentorship by adults e.g. chairing, voting, taking minutes under teacher mentoring</p> <p>The Earthcare committee has a budget allocation and a dedicated staff time allocation.</p>	<p>Form a 'student led' committee Membership: Students from all year levels (secondary), most year levels (primary).</p> <p>Staff: includes representation from leadership team, parent body and grounds/ facilities staff.</p> <p>The school's Earthcare coordinator is identified.</p> <p>Meetings The Earthcare committee meets at least twice per term.</p> <p>Students take responsibility to run the committee under mentorship by adults e.g. chairing, voting, taking minutes under teacher mentoring.</p> <p>The Earthcare committee has a budget allocation and a dedicated staff time allocation.</p>
<p>Step 3</p> <p>Prepare Ye The Way</p>	<p>Collect data and select a theme Undertake an audit of what the school is currently doing.</p>	<p>Collect data and select a theme Undertake an audit of what the school is currently doing.</p> <p><i>Student led environmental reviews are available for download</i></p> <p>Form a strategic plan with prioritised goals and set targets</p> <p><i>Student led Action Plans are available for Download</i></p> <p>Identify one theme to work on for the year Develop targets Nominate people responsible for managing the theme for the year.</p> <p>Connect to the curriculum The school demonstrates links between the theme and their school curriculum.</p> <p><i>A Curriculum Audit Tool is available for Download (basic and detailed against ACARA references)</i></p> <p>Note: <i>While these initiatives form part of a whole school approach to implementing sustainable actions, direct connections to your curriculum need to be made.</i></p>	<p>Collect data and select a theme Undertake an audit of what the school is currently doing.</p> <p><i>Student led environmental reviews are available for download</i></p> <p>Form a strategic plan with prioritised goals and set targets</p> <p><i>Student led Action Plans are available for Download</i></p> <p>Demonstrate advancement of first theme and introduce a second theme to demonstrate steps in ecological dialogue and conversion.</p> <p>Connect to the curriculum The school demonstrates links between the two themes and their school curriculum.</p> <p><i>A Curriculum Audit Tool is available for Download (basic and detailed against ACARA references)</i></p> <p>Note: <i>While these initiatives form part of a whole school approach to implementing sustainable actions, direct connections to your curriculum needs to be made.</i></p>	<p>Collect data and select a theme Undertake an audit of what the school is currently doing.</p> <p><i>Student led environmental reviews are available for download</i></p> <p>Form a strategic plan with prioritised goals and set targets</p> <p><i>Student led Action Plans are available for Download</i></p> <p>Demonstrate advancement of current themes and introduce a third theme to demonstrate a profound ecological conversion Whereby the effects of people's encounter with Jesus Christ become evident in the relationship with the world around them. (Geoff Lacey)</p> <p>Has demonstrated the integration of Social Justice ('cry of the poor') with Ecological Justice (cry of the earth').</p> <p>At least one theme must involve/ engage with a group external to the school community.</p> <p>Connect to the curriculum The school demonstrates links between the three themes and their school curriculum.</p> <p><i>A detailed Curriculum Audit Tool is available for Download</i></p> <p>Note: <i>While these initiatives form part of a whole school approach to implementing sustainable actions, at this stage the school is moving towards most year levels demonstrating curriculum links to the various themes and initiatives.</i></p>	<p>Collect data and select a theme Undertake an audit of what the school is currently doing.</p> <p><i>Student led environmental reviews are available for download</i></p> <p>Form a strategic plan with prioritised goals and set targets</p> <p><i>Student led Action Plans are available for Download</i></p> <p>Demonstrated continuous development of existing themes and introduction of new themes as the school undergoes a profound transformation and ecological conversion towards an ecological vocation.</p> <p>Your annual audit will determine how well you are maintaining your efforts.</p> <p>Has demonstrated the integration of Social Justice ('cry of the poor') with Ecological Justice (cry of the earth').</p> <p>At least one theme must involve/ engage with a group external to the school community.</p> <p>Connect to the curriculum Living an ecological vocation demands a comprehensive overview of ecological initiatives engagement with the school's curriculum.</p> <p><i>A detailed Curriculum Audit Tool is available for Download</i></p> <p>Note: <i>Demonstration of continuous improvement or maturation in curriculum development is required to maintain this top certification standard.</i></p>
<p>Step 4</p> <p>Create Discipleship</p>	<p>Communicate the Plan The environmental review is shared within the school community.</p>	<p>Communicate the Plan The environmental review is shared within the school community.</p> <p>The action plan is shared with the whole community</p> <p>Minutes of meetings are kept and progress reported back to the school community.</p> <p>At least one article a term is published in the school newsletter.</p> <p>A photo of the Earthcare Committee is displayed in school media.</p>	<p>Communicate the Plan The environmental review is shared within the school community.</p> <p>The action plan is shared with the whole community</p> <p>Minutes are placed on a <u>dedicated</u> school notice board and a summary reported in the school's newsletter.</p> <p>Year level representatives report on the minutes to students.</p> <p>Decisions and actions are reported in the school newsletter.</p> <p>At least one article about the years ecological focus is published in the school newsletter each term.</p> <p>A photo of the Earthcare Committee is displayed in school media.</p>	<p>Communicate the Plan The environmental review is shared within the school community.</p> <p>The action plan is shared with the whole community</p> <p>Minutes are placed on a <u>dedicated</u> school notice board and a summary reported in the school's newsletter.</p> <p>Year level representatives report on the minutes to students.</p> <p>Decisions and actions are reported in the school newsletter.</p> <p>Regular articles/ reports are promoted in the school newsletter (more than one per term).</p> <p>A photo of the Earthcare Committee is displayed in school media.</p>	<p>Communicate the Plan The environmental review is shared within the school community.</p> <p>The action plan is shared with the whole community</p> <p>Minutes are placed on a <u>dedicated</u> school notice board and a summary reported in the school's newsletter.</p> <p>Year level representatives report on the minutes to students.</p> <p>Decisions and actions are reported in the school newsletter.</p> <p>Regular articles/ reports are promoted in the school newsletter (more than one per term).</p> <p>A photo of the Earthcare Committee is displayed in school media.</p>

	<p>Involve all stakeholders in decision making and resulting actions</p> <p>The community is involved in a shared decision making about next steps in the ecological dialogue.</p>	<p>Involve all stakeholders in decision making and resulting actions</p> <p>The principles of subsidiarity and collegiality are used for discernment.</p>	<p>The school website carries direct references to the schools catholic Earthcare program or equivalent local name.</p> <p>Involve all stakeholders in decision making and resulting actions</p> <p>The principles of subsidiarity and collegiality are used for discernment.</p>	<p>The school website carries direct references to the schools catholic Earthcare program or equivalent local name.</p> <p>Earthcare activities are included in the school's governance structures such as parent meetings, and council or board meetings.</p> <p>Earthcare activities are communicated outside of the school through media channels.</p> <p>Involve all stakeholders in decision making and resulting actions</p> <p>The principles of subsidiarity and collegiality are used for discernment.</p>	<p>The school website carries direct references to the schools catholic Earthcare program or equivalent local name.</p> <p>Earthcare activities are included in the school's governance structures such as parent meetings, and council or board meetings.</p> <p>Earthcare activities are communicated outside of the school through media channels and demonstrate cooperative ventures with community groups.</p> <p>Involve all stakeholders in decision making and resulting actions</p> <p>The principles of subsidiarity and collegiality are used for discernment.</p>
<p>Step 5</p> <p>Empower Others</p>	<p>Remove barriers and sponsor initiatives</p> <p>Demonstrate how actions are aligned to the charism and vision of the school.</p>	<p>Remove barriers and sponsor initiatives</p> <p>Demonstrate how actions are aligned to the charism and vision of the school.</p> <p>Identify and manage obstacles to change.</p>	<p>Remove barriers and sponsor initiatives</p> <p>Demonstrate how actions are aligned to the charism and vision of the school.</p> <p>Identify and manage obstacles to change.</p> <p>Encourage risk-taking and non-traditional ideas, activities, and actions.</p>	<p>Remove barriers and sponsor initiatives</p> <p>Demonstrate how actions are aligned to the charism and vision of the school.</p> <p>Demonstrate connectivity to like-minded groups and people outside of the school community.</p> <p>Identify and manage obstacles to change.</p> <p>Encourage risk-taking and non-traditional ideas, activities, and actions</p>	<p>Remove barriers and sponsor initiatives</p> <p>Demonstrate how actions are aligned to the charism and vision of the school.</p> <p>Demonstrate connectivity to like-minded groups and people outside of the school community.</p> <p>Identify and manage obstacles to change.</p> <p>Encourage risk-taking and non-traditional ideas, activities, and actions.</p>
<p>Step 6</p> <p>Harvest Easy Wins</p>	<p>Build momentum 'early and often'</p> <p>Demonstrate quick achievements and their meaning to your mission to build momentum.</p> <p>Recognize and reward people involved in the process.</p> <p>Choose achievable goals by picking the low hanging fruit</p> <p>Identify an obvious issue or theme to work with, going forward.</p>	<p>Build momentum 'early and often'</p> <p>Demonstrate quick achievements and their meaning to your mission to build momentum.</p> <p>Reflect upon and acknowledge improvements in processes and outcomes improvements throughout the year.</p> <p>Demonstrate recognition and reward of people involved in the improvements.</p> <p>Choose achievable goals by picking the low hanging fruit</p> <p>Consolidate achievements with your single theme and start identifying areas for improvement and another theme for next year.</p>	<p>Build momentum 'early and often'</p> <p>Demonstrate quick achievements and their meaning to your mission to build momentum.</p> <p>Reflect upon and acknowledge improvements in processes and outcomes improvements throughout the year.</p> <p>Demonstrate recognition and reward of people involved in the improvements.</p> <p>Choose achievable goals by picking the low hanging fruit</p> <p>Consolidate achievements with your themes and start identifying areas for improvement and another theme for next year.</p>	<p>Build momentum 'early and often'</p> <p>Demonstrate quick achievements and their meaning to your mission to build momentum.</p> <p>Reflect upon and acknowledge improvements in processes and outcomes improvements throughout the year</p> <p>Demonstrate recognition and reward of people involved in the improvements.</p> <p>Choose achievable goals by picking the low hanging fruit</p> <p>Consolidate achievements with your themes and start identifying areas for improvement and another theme for next year.</p>	<p>Build momentum 'early and often'</p> <p>Demonstrate quick achievements and their meaning to your mission to build momentum.</p> <p>Reflect upon and acknowledge improvements in processes and outcomes improvements throughout the year.</p> <p>Demonstrate recognition and reward of people involved in the improvements.</p> <p>Choose achievable goals by picking the low hanging fruit</p> <p>Consolidate achievements with your themes and start identifying areas for improvement.</p>
<p>Step 7</p> <p>Sustain and Go Forth</p>	<p>Embed action plans within renewal processes</p> <p>Articulate the connections between the school's charism, new behaviours and organizational success.</p> <p>Track progress and energise others through networking</p> <p>Record all achievements and communicate these through formal meetings within the school community.</p>	<p>Embed action plans within renewal processes</p> <p>Articulate the connections between the school's charism, new behaviours and organizational success.</p> <p>Track progress and energise others through networking</p> <p>Record all achievements and communicate these through formal meetings within the school community.</p> <p>Gently raise the bar in each cycle of action</p> <p>Deepen your commitment to your current theme and introduce a second theme.</p> <p><i>An Evaluation tool is available for download</i></p>	<p>Embed action plans within renewal processes</p> <p>Articulate the connections between the school's charism, new behaviours and organizational success.</p> <p>Track progress and energise others through networking</p> <p>Record all achievements and communicate these through formal meetings within the school community.</p> <p>Gently raise the bar in each cycle of action</p> <p>Deepen commitments to existing themes and integrate a second theme.</p> <p><i>An Evaluation tool is available for download</i></p>	<p>Embed action plans within renewal processes</p> <p>Articulate the connections between the school's charism, new behaviours and organizational success.</p> <p>Track progress and energise others through networking</p> <p>Record all achievements and communicate these through formal meetings within the school community.</p> <p>Gently raise the bar in each cycle of action</p> <p>Demonstrate the integration of multiple themes over time into the culture and fabric of the school.</p> <p><i>An Evaluation tool is available for download</i></p>	<p>Embed action plans within renewal processes</p> <p>Articulate the connections between the school's charism, new behaviours and organizational success.</p> <p>Track progress and energise others through networking</p> <p>Record all achievements and communicate these through formal meetings within the school community.</p> <p>Gently raise the bar in each cycle of action</p> <p>Demonstrate the integration of multiple themes over time into the culture and fabric of the school.</p> <p><i>An Evaluation tool is available for download</i></p>
<p>Step 8</p> <p>Animate Others</p>	<p>Build your mission by connecting to the like-minded. Share, educate and celebrate</p> <p>Share your findings with the school community and celebrate the good works already happening.</p>	<p>Build your mission by connecting to the like-minded. Share, educate and celebrate</p> <p>Host a celebration / sharing event within your school to thank, recognise and support the current initiative and build momentum for the next year.</p>	<p>Build your mission by connecting to the like-minded. Share, educate and celebrate</p> <p>Be part of, or host a celebration or sharing event annually, attended by other schools.</p>	<p>Build your mission by connecting to the like-minded. Share, educate and celebrate</p> <p>Host a sharing event for your school and demonstrate leadership in the animation of other schools.</p>	<p>Build your mission by connecting to the like-minded. Share, educate and celebrate</p> <p>Host a sharing event for your school and demonstrate leadership in the animation of other schools.</p>