



School Board Meeting Starters

Becoming familiar with the new Religious Education Curriculum

Purpose: An opportunity to reflect on our Catholic Character, as a school and a board, at the start of each Board meeting by reading and discussing a snippet from [Tō Tātou Whakapono Our Faith](#), the new Religious Education Curriculum. (10-15 minutes)

N.B. The new Religious Education Curriculum for Catholic primary and secondary schools in Aotearoa has been approved by the NZ Bishops, and NCRS is working hard to develop resources to support its implementation. Due to the impact of Covid, and NCRS's desire to have as much support as possible in place, schools are encouraged to **engage with the document in 2023** but there is no expectation that it be adopted until 2024.

This is one way of engaging with the document.

Text and Discussion Questions:

Meeting	Text (<i>Quotes from the new RE Curriculum - Tō Tātou Whakapono</i>)	Discussion Question?
1	<p>Te Kupu Whakamānawa o ngā Pīhopa Bishops' Foreword The call of Jesus, Light of the World, is as profound today as it was on the shores of Galilee when he first said to Simon and Andrew, "Follow me." (Mt 4.19) The Gospels show us that the journey of following him is often demanding but it is never a path taken alone. Jesus walks with us and nurtures us as we grow in his love, in the light of his Gospel. (p. 6)</p>	<p>In what ways does our school respond to Jesus' call to follow him?</p>
2	<p>Te Pūtake The Purpose of Religious Education Catholic schools share in the mission of the Church to spread the Good News of Jesus Christ throughout the world. They provide a Catholic faith environment which supports young people to develop knowledge, skills and values to become active and committed members of the faith community and to contribute richly to national and global society. (p. 8)</p>	<p>In what ways do we see our young people engaging with the wider community?</p>
3	<p>Te Mātauranga Hāhi me te Mātauranga Kē RE and the NZ Curriculum Religious Education learning experiences and outcomes must be tailored to particular school communities if they are to touch the hearts and minds of the young people. Cultural voices, particularly of tangata whenua, and of all cultures who contribute to the Aotearoa New Zealand Catholic Church today, are to be heard, included and celebrated. (p. 12)</p>	<p>In what ways does our school hear, include and celebrate cultural voices?</p>



4	<p>Ngā Ariā o te Mātauranga Whakapono Applying Pedagogy for Religious Education</p> <p>There is a transformative dimension to RE which is linked to the cycle of reflection leading to action, leading to reflection. New thinking, ideas and ways of being and doing can emerge when young people are supported in challenging social constructs, secular models or social media, and integrating a Catholic worldview into their understandings. It's important that they be given creative opportunities to see the world anew and to grow and respond. (p. 16)</p>	<p>In what ways does our school model a Catholic worldview?</p>
5	<p>Ngā Mokopuna Our Learners</p> <p>The young people who come into our Catholic Religious Education classrooms are a diverse group — diverse across Aotearoa, but also often diverse within a single school. They represent a range of cultures, socioeconomic backgrounds, academic ability and styles of faith engagement. (p. 18)</p>	<p>Who are the young people in our school? (What language do we use to describe them?)</p>
6	<p>Ngā Mokopuna Our Learners <i>[Because they are in our school]</i> Young people are part of their local parish to which they have varying degrees of connection. Some families have regular involvement in the life of the Church, others have occasional involvement or have no connection other than through the school.</p>	<p>In what ways is our school connected to our local parish(es), and the parish to us?</p>
7	<p>Te Tikanga-rua Being Bi-Cultural</p> <p>Māori are tangata whenua of Aotearoa which is home in a way that no other land may be, and in a way that no other people may understand or feel. At the same time there is a spirit of welcome and being 'family' that calls to be fostered and celebrated particularly in Catholic schools and within the RE programme. It is a spirit deeply embedded in the call of Jesus to be people of aroha. (pp. 22-23)</p>	<p>In what ways does our school show that we are people of aroha?</p>
8	<p>Te Hikoi Wairua Spiritual Journey</p> <p>Within the Catholic School, creativity and openness to deepening personal spirituality is a key aspect of a holistic education. Knowledge of grace, our personal call to holiness, the wisdom of the Church, justice and prayer provide a gift which encourages engagement and exploration about what it means to be a spiritual being. (p. 25)</p>	<p>In what ways does our school creatively support the spiritual growth of young people?</p>

