Implementing the Australian Curriculum within the context of the Catholic Worldview
What is Catholic curriculum and can it exist in Australia?

“A Catholic Curriculum (is one which) assists young people to engage constructively with the wisdom and faith of the community in a way which is meaningful to them, living as they do, in a particular cultural and historical setting, with the life chances this setting has to offer, and the constraints that it imposes on them in establishing their identity as individuals and members of the community”.

(D’Orsa)
The Australian Context:

- Isabella Rosson
- George Morley
- St Mary MacKillop
- Australian Curriculum
10 Worldview Statements

The Catholic Worldview is a comprehensive perception of the universe, revealed to us in Jesus, that provides insights into the meaning of life and how to live it.

The Catholic Worldview is experiencing life through the eyes of our Catholic faith.

The Catholic Worldview perceives:

- God as Trinity, a communion of Persons who love us and invite us to share in their divine life for all eternity;
- the action of the Spirit in the world, inviting and empowering all people to respond to the divine love;
- Jesus as God’s Son, who saved us through his life, death and resurrection, and through whom we enter into the life of God;
- the meaning and purpose of life as grounded in God’s love for us and our response as disciples of Jesus;
- the Church as the communion of disciples that makes present to the world the mystery of Jesus and, through its sacramental life, makes us part of that mystery;
- the presence of God in our daily life, in the Eucharist, in the Sacred Scriptures and in the living tradition of the Church;
- the cross of Jesus in the struggles and hardships of life and approaches them as Jesus did his cross, with trust and confidence in God;
- each human being as a unique person created in the image of God, having an inalienable dignity that is always to be respected;
- an imperative to proclaim to others the love we receive from Jesus, by loving them as Jesus loves us;
- an obligation to work to create social conditions in which the unique dignity of each person is respected and all human rights protected.
Implementing the Catholic Worldview

2005
Commonwealth Values Education project

2007
Posters
“Our Values, Our Mission”
Catholic Schools at a Crossroads

2013
Implementation of the Australian curriculum through NSW Board of Studies syllabuses (English and Mathematics) and in the explicit context of the Catholic Worldview.
Broken Bay Catholic Worldview:

The Catholic Worldview is a comprehensive perception of the universe, revealed to us in Jesus, that provides insights into the meaning of life and how to live it.

Catholic Schools in the Diocese of Broken Bay exist to educate and form young people in Catholic discipleship: offering them experiences of following Jesus as members of the Catholic community.
The Catholic Worldview is a comprehensive perception of the universe, revealed to us in Jesus, that provides insights into the meaning of life and how to live it.

The Catholic Worldview is experiencing life through the eyes of our Catholic faith.
• The Religious Education (RE) curriculum is sound, attractive and professionally taught by teachers with appropriate RE qualification. Other disciplines also consider the Catholic dimension of their subject areas (P10)

• The life and activity in the school would be the context for a personal encounter with Christ (P13)

• Schools will have as their goal the formation of Christian disciples, with appropriate worldview, character and behaviour (P14)
The voice of Catholic School Leaders:

- Time
- Professional Learning
- Theological Language
- System support
- Curriculum and Pedagogy issues
- Socialisation and community engagement
- Articulating charism
- School Leadership issues
## Stage 5 History
### Overview – The Making of the Modern World

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<th>Syllabus outline</th>
<th>Areas of inquiry</th>
<th>Relevance of the Broken Bay Catholic Worldview</th>
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<td><strong>The nature &amp; significance of the Industrial revolution</strong></td>
<td>• Formation of capitalism&lt;br&gt;• Emergence of a class system&lt;br&gt;• Economic and social inequality</td>
<td>• Justice: obligation to work to create social conditions in which the dignity of each person is respected &amp; all human rights are protected</td>
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<td><strong>The nature &amp; extent of the movement of peoples in the period</strong></td>
<td>• Slave trade&lt;br&gt;• Convict transportation</td>
<td>• Human Dignity: respecting the dignity and rights of each person</td>
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<td><strong>The extent of European imperial expansion and different responses</strong></td>
<td>• Colonisation – Asia, Africa (treatment of indigenous people)&lt;br&gt;• Nationalism</td>
<td>• Human Dignity: respecting the dignity and rights of each person&lt;br&gt;• Love: to proclaim to others the command “to love one another as I have loved you”</td>
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<td><strong>The emergence and nature of significant economic, social and political ideas in the period</strong></td>
<td>• Social discontent in European cities&lt;br&gt;• Widening ‘gap’ between classes&lt;br&gt;• Formation of Trade Union movement&lt;br&gt;• Positional stance of the Catholic Church on working classes Ref: <em>(On Capital and Labour)</em>&lt;br&gt;• Emergence of Marxism as an alternative political idea</td>
<td>• Justice: obligation to work to create social conditions in which the dignity of each person is respected &amp; all human rights are protected&lt;br&gt;• Human Dignity: respecting the dignity and rights of each person&lt;br&gt;• Love: to proclaim to others the command “to love one another as I have loved you”</td>
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<td><strong>The inter-war years between WW I and WW II</strong></td>
<td>• Fairness of the Versailles Treaty for Germany&lt;br&gt;• Conspicuous consumption of the 1920’s&lt;br&gt;• Economic and social problems resulting from the Wall St crash</td>
<td>• Justice: obligation to work to create social conditions in which the dignity of each person is respected &amp; all human rights are protected&lt;br&gt;• Human Dignity: respecting the dignity and rights of each person&lt;br&gt;• Love: to proclaim to others the command “to love one another as I have loved you”</td>
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Paradoxes and Possibilities of the Australian Curriculum

An opportunity to ‘understand the Catholic faith re-interpreted in a contemporary cultural context.’

(Pollefeyt and Bouwens)