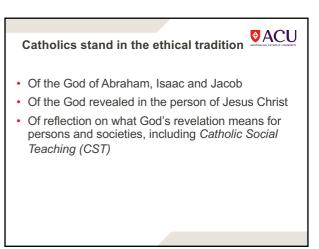


# "He has told you, O mortal, what is good; and what does the Lord require of you but to do justice, and to love kindness, and to walk humbly with your God?" Micah 6:8 New Revised Standard Version, Anglicised Catholic Edition (NRSVACE) "When he came to Nazareth, where he had been brought up, he went to the synagogue on the sabbath day, as was his custom. He stood up to read, and the scroll of the prophet Isaiah was given to him. He unrolled the scroll and found the place where it was written: 'The Spirit of the Lord is upon me, because he has anointed me to bring good news to the poor. He has sent me to proclaim release to the captives and recovery of sight to the blind, to let the oppressed go free, to proclaim the year of the Lord's favour." Luke 4: 16-19

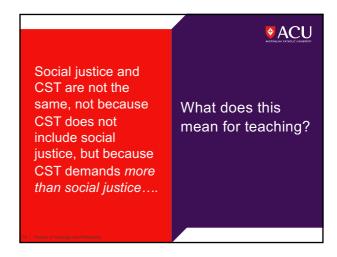


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Catholic Social Teaching
frames how Catholics think and
act justly as well as mercifully
and humbly





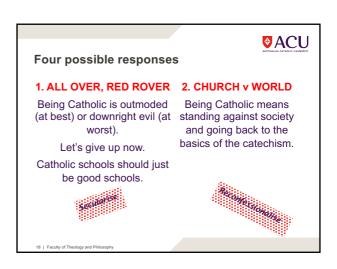


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# **Four Pedagogical Approaches**

How can Catholic schools continue to be Catholic when society has changed to such an extent that many people struggle to understand what being Catholic means?

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## The Melbourne Scale

The Melbourne Scale has been designed to measure support for the four possible responses to the question of maintaining a Catholic identity we have just discussed. It also and tests the outcomes of each

response type.

## Survey says....

- The All-Over-Red-Rover response obviously leads to Catholic schools taking on a secular identity, which is imparted to
- The Church-v-World response leads to schools with a strong Catholic identity but leads to students tending to resist that imposed identity.

- The Make-it-Relevant response also leads to Catholic schools taking on a secular identity and to students seeing no value in being Catholic.
- Only the Make-Meaning option shows any promise of schools maintaining a strong Catholic identity while also helping students make sense of their lives in relation to that identity.

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rights should not be influenced by race, gender, disabilities, or other factors

Culture

economic, political and social rights and opportunities

everyone deserves equal

 crucial for preparing young people to become responsible alobal citizens

# Catholicism

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- everyone deserves equal economic, political and social rights and opportunities
- rights should not be influenced by race, gender, disabilities, or other factors
- crucial for preparing young people to become responsible global citizens

What type of pedagogical approach does this imply?

Social justice seems like a good bridge between

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What type of approach to teaching RE are we using if we use social justice as the bridge between Catholicism and culture?

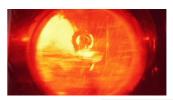


- All-Over-Red-Rover
- · Church-v-World
- · Make-it-Relevant
- Make-Meaning

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### Survey says:

The Make-it-Relevant response leads to Catholic schools taking on a secular identity and to students seeing no value in being Catholic.





## Take home messages

- All social justice activities in Catholic schools and agencies need to be grounded in an explicit awareness of why Catholic faith urges us to think and act justly and mercifully (and walk humbly, too).
- Teachers and students need a thorough grounding in Catholic Social Teaching (not a selective one) and assistance in making multiple connections with student experience and points of view ("multi-correlations").
- 3. For Catholics, social justice is done out of *love for God and the other* (person, creature, world), not "because it is the right thing to do."
- 4. How can we make our justice activities reflections of God's loving mercy? (Not in an "I'm not worthy" kind of way, but in a way that genuinely reflects God's love for the other?) [e.g. The nursing home visit example.]
- NB: God's loving mercy is reflected in the preferential option for the poor, not because poverty is valued for its own sake, but because our attention should go first to those who need it most.

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