



# Catholic Leadership Pathway

Aspiring Catholic School Leaders

2022-2023

# Introduction

Welcome to the Catholic Leadership Pathway. This pathway has been designed to accompany your local authority aspiring headteacher course. As prospective Catholic school leaders, this distinctive form of professional development and support will assist you as you prepare to lead communities of faith and learning. SCES, in partnership with the Archdiocese and local authorities have designed a programme of professional learning and support to accompany you as you discern this next step in your vocation.

The programme consists of four parts:

-  The Catholic Leadership Pathway Handbook
-  The Professional Reading and Reflection Journal
-  The Speaker and Participant Notes
-  The Calendar of CLPL and Networking Events

In **this handbook** you will find information and resources to support you as you begin this discernment process. On page 2 of this booklet, you will find the contact details of your diocesan adviser. Please feel free to get in touch with us at any time. We are here to support you in whatever way we can.

Your **Professional Reading and Reflection Journal** provides resources to complement and enhance your local authority senior leadership programme.

The **Speaker and Participant notes** are designed to accompany the various inputs you will receive as part of your local authority course. These can be accessed before or after these sessions and may be referred to by the course leader. At the end of these notes, you will find a summary of key church documents relating to Catholic school leadership.

Finally, in the **calendar of CLPL and networking events** we have identified some of the national opportunities for Catholic educators which may be of interest to you in the next year. We wish you every success and look forward to meeting you at our training sessions!

# Contents

<a href="#">The Church's Educational Mission</a>	pg.1
<a href="#">The Distinctive Nature of the Catholic School</a>	pg.2
<a href="#">The Nature and Purpose of Religious Education</a>	pg.4
<a href="#">The Vocation of the Catholic Leader</a>	pg.7
<a href="#">What are Gospel Values?</a>	pg.8
<a href="#">National and Diocesan Support</a>	pg. 11
<a href="#">Approval to Teach in a Catholic School</a>	pg. 13
<a href="#">RSHP in Catholic Schools</a>	pg. 15
<a href="#">PRD and CLPL</a>	pg. 16
<a href="#">Developing in Faith</a>	pg. 18
<a href="#">Useful Links</a>	pg.19

# The Church's Educational Mission

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The Church's educational mission is a natural extension of her obligation to proclaim the Gospel in word and action. The Church tells us that:

*“To fulfil the mandate she has received from her divine founder of proclaiming the mystery of salvation to all men and of restoring all things in Christ, Holy Mother the Church must be concerned with the whole of man's life, even the secular part of it insofar as it has a bearing on his heavenly calling. Therefore, she has a role in the progress and development of education.*”

Catholic Head Teachers, therefore, have a very particular role in leading and rooting every aspect of your school in the Gospel. They are called to ensure that the same educational standards found in all other schools are also met in their school whilst, at the same time, safeguarding and making known the unique motivation with which they engage in these activities: facilitating encounter with the person of Christ:

*“No less than other schools does the Catholic school pursue cultural goals and the human formation of youth. But its proper function is to create for the school community a special atmosphere animated by the Gospel spirit of freedom and charity, to help youth grow according to the new creatures they were made through baptism as they develop their own personalities, and finally to order the whole of human culture to the news of salvation so that the knowledge the students gradually acquire of the world, life and man is illumined by faith.”*

In a special way, Catholic school leaders are asked to ensure that through their leadership and continued formation of the staff in their care, they prepare young people to flourish as young Christians for the benefit of society:

*“So indeed the Catholic school, while it is open, as it must be, to the situation of the contemporary world, leads its students to promote efficaciously the good of the earthly city and also prepares them for service in the spread of the Kingdom of God, so that by leading an exemplary apostolic life they become, as it were, a saving leaven in the human community.*”

*Since, therefore, the Catholic school can be such an aid to the fulfilment of the mission of the People of God and to the fostering of the dialogue between the Church and mankind, to the benefit of both, it retains even in our present circumstances the utmost importance.”*

[Gravissimum Educationis](#)

# The Distinctive Nature of the Catholic School

Published by SCES

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Catholic schools are guided in all they do by a coherent vision of life and a corresponding philosophy of education. This faith-based vision sees the world as God's creation and human life as made in God's image and destined for everlasting life with God. Christians believe that Jesus Christ is "the Way, the Truth and the Life" and that we should try to follow his footsteps throughout our life's journey.

Catholic schools aim to help all students to develop their fullest potential, preparing them for life, informing their minds and forming their characters so that they can transform the world. This does not only entail the fullest possible human flourishing but a hope for the world to come. It means looking to a fullness of life with God which will never end and which makes sense of our whole human existence. It also means that eternal life is not "an imaginary hereafter" but "is present wherever God is loved and wherever his life reaches us."<sup>1</sup>

Catholic schools, working in partnership with parishes, play an important part in the Church's mission to proclaim the Good News of Jesus Christ to every generation. They are communities of faith and learning which are open, welcoming and inclusive. The Church expects that Catholic schools, working with parents and families, will seek to prepare pupils to find happiness and to lead lives of goodness, built upon Christian values, personal integrity and moral courage:

*Every educator in the school ought to be striving to form strong and responsible individuals who are capable of making free and correct choices, thus preparing young people to open themselves more and more to reality, and to form in themselves a clear idea of the meaning of life.<sup>2</sup>*

This aim is explicit not only in religious education programmes but in all aspects of a school's life. A vision of education inspired by Jesus Christ who came into our world so that we might "have life and have it in all its fullness" (John 10:10) is concerned with the development of the whole person and is the foundation of the Catholic school's learning and the hallmark of its ethos:

*The Catholic school . . . with its educational service that is enlivened by the truth of the Gospel . . . faithful to its vocation . . . appears as a place of integral education of the human person through a clear educational project of which Christ is the centre.<sup>3</sup>*

Pope Benedict XVI has made explicit the Church's understanding of the centrality of Christ in the Catholic school:

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<sup>1</sup> Spe Salvi, Pope Benedict XVI, N.31

<sup>2</sup> Lay Witnesses in Schools: Witnesses to Faith, Sacred Congregation for Catholic Education, 1982, No. 17

<sup>3</sup> The Catholic School on the Threshold of the Third Millennium, Congregation for Catholic Education, 1997, N4

*First and foremost every Catholic educational institution is a place to encounter the living God who in Jesus Christ reveals his transforming love and truth.<sup>4</sup>*

The challenge for the school is to provide structured opportunities of encounter with Jesus, opportunities to learn about His life, to understand His teaching, to develop the virtues and values which He promotes and to follow His witness in service to others. Such opportunities, provided across the life of the Catholic school, will promote genuine human growth for Catholic pupils and for those of other Christian denominations or other faiths or stances of living.

#### **Useful references:**

1. Catholic schools are guided in all it does by a vision of life and a philosophy of education which is “attentive to the needs of today’s youth and illuminated by the Gospel message” (The Religious Dimension of Education in a Catholic School, Congregation for Catholic Education, 1988, n22)
2. Catholic schools are communities of faith and learning, where “the life of faith need to be the driving force behind every activity in the school, so that the Church’s mission may be served effectively and the young people may discover the joy of entering into Christ is being for others.” (Pope Benedict XVI, addressing Catholic schools, Twickenham, 17th September 2010)
3. Catholic schools are a community of faith and learning which help young people to come to know Jesus Christ as the Son of God, to become familiar with His teaching and to use their own gifts and talents in order to give personal witness to Him in their daily lives. The context of Catholic schools in Scotland is expressed through the expectations in the Charter for Catholic Schools in Scotland. (Developing In Faith: Scottish Catholic Education Service pg 3)
4. Catholic schools offer a distinctive form of education through: • proclaiming Gospel values • nurturing relationships based on respect and dignity • promoting service to others • helping young people to know, to celebrate, to pray and to live the Catholic faith. (Shining the Light of Christ: Scottish Catholic Education Service)
5. Catholic schools are communities of faith and learning whose educational vision is based upon the teachings and values of the Catholic Church... Catholic schools aim to help students to develop their fullest potential, preparing them for life, informing their minds and forming their characters so that they can contribute with others, and above all with God, to the transformation of the world... Catholic schools are communities which are open, welcoming and inclusive. The Church expects that Catholic schools, working with parents and families, will seek to prepare pupils to find happiness and to lead lives of goodness, built upon Christian values, personal integrity and moral courage. (This is Our Faith: Scottish Catholic Education Service The Nature of the Catholic School (pg 8)

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<sup>4</sup> Address to Catholic Educators, Pope Benedict XVI, Washington DC, 17th April 2008

# The Purpose of Religious Education in the Catholic School

## Section One *This is Our Faith* (pg. 9 – 14)

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The central purpose of religious education in the Catholic school is to assist learners to make an informed, mature response to God’s call to relationship. Religious education is designed to engage learners in an educational process which, showing fidelity to God and to the person, will:

- assist them to develop their knowledge and understanding of significant aspects of Catholic Christian faith (including an awareness of other Christian traditions and other world religions)#
- develop the skills of reflection, discernment, critical thinking and deciding how to act in accordance with an informed conscience in relation to matters of morality
- exemplify and foster the beliefs, values and practices which are compatible with a positive response to Christ’s invitation to faith: “Follow me . . . (Mark 1:18)”

### Knowledge and Understanding

Together with all other curricular areas and school activities, religious education operates within the context of the Catholic school, the nature of which is as described above. The knowledge and understanding nurtured within religious education is based firmly on the sources of Catholic Christian belief and practice. These sources are: Scripture, especially the four Gospels, the rest of the New Testament and the ongoing Tradition of which Scripture is a part, found in the official documents of the Church. Wherever the Church’s teaching about beliefs and morals is part of the content of religious education, this must be based on Sacred Scripture and Tradition, of which the Catechism of the Catholic Church is an authoritative, faithful and sure presentation.

The factors which determine the specific content for particular stages relate to:

- the importance of religious education being ‘Good News’, relevant to the age, stage and experience of the learner in whose life the Holy Spirit is already at work
- the importance of the overall programme of study constituting a systematic and developing study of the various sources of Catholic Christian faith.

Thus, religious education will involve a process of continual dialogue between the life experience of the learner and the various elements of Catholic Christian faith.

### Skills

To ensure that learners are appropriately equipped to develop a mature response to God’s invitation, religious education in Catholic schools aims to develop in them:

- the capacity to interpret their experiences and the teachings of the Church
- the skills of critical thinking and analysis in searching for meaning in life
- the skills to express a coherent understanding of faith and life
- awareness of, and respect for, the views and ways of life of others
- the ability to make moral decisions with an informed conscience
- the capacity to participate effectively in faith celebrations, rituals and prayer.

### **Beliefs, Values and Practices**

Central to Catholic Christian faith is the person of Jesus Christ whose invitation to all people to live life in all its fullness presents the challenge which lies at the heart of religious education. Ways of responding to this challenge are facilitated through regular reflection upon the impact of the message of Catholic Christian faith on learners' understanding of life and on their personal response to God.

Such reflective consideration leads to the growth of knowledge and understanding and provides opportunities for the development of beliefs, values and practices which result in the making of religious and moral decisions and commitments in life. Contexts for such opportunities may include:

- appropriate experiences and celebration of prayer, reflection, meditation and liturgy
- consideration of relevant life situations which present moral challenges
- experience of engaging with the community of faith in home, school and parish
- participation in acts of charity and service for communities, locally and globally.

## **The Nature of Religious Education in the Catholic School**

Religious education in the Catholic school is distinctive because of its focus on the faith development of children and young people within the context of a faith community.

### **The Faith Community**

The Catholic Church, founded on the faith of the Apostles, responds under the guidance of the Holy Spirit to the revelation of God, Father, Son and Holy Spirit. Jesus gave the Church a missionary mandate to evangelise:

- “proclaim” (Mark 16: 15)
- “make disciples and teach” (Matthew 28: 19-20)
- “be my witnesses” (Acts 1: 8)
- “baptise” (Matthew 28: 19)
- “do this in remembrance of me” (Luke 22: 19)
- “love one another” (John 15:12).

The Church, inspired by the Holy Spirit, proclaims and spreads the Gospel through proclamation, witness, teaching, sacraments, love of neighbour'. However, as part of the

overall process of evangelisation, the Church is also involved in catechesis – the handing-on of faith within the community of believers<sup>5</sup>.

Those working within Catholic school communities today continue the Church's work of responding to the revelation of God and so participate in its twofold mission of evangelisation and catechesis. Because of its focus on faith development, religious education in the Catholic school endeavours to promote the relevance of the Catholic faith to everyday human life and experience. In this regard, it is understood that God's grace is at work in all people's lives and that theological concepts addressed in religious education make explicit what has, at a deeply human level, already been experienced to varying degrees.

Teachers in Catholic schools need to be aware of the spectrum of faith commitment among learners, so as to be able to assist them in their personal search for meaning, value and purpose in their lives and in their personal response to the revelation of God. For all learners, religious education contributes to this personal search and, as such, should be central to their educational development.

*“Students will surely have many different levels of faith response; the Christian vision of existence must be presented in such a way that it meets all of these levels, ranging from the most elementary evangelisation all the way to communion in the same faith.”* (Lay Catholics in Schools: Witnesses to Faith, (LCS) Sacred Congregation for Catholic Education, 1982, No. 28)

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<sup>5</sup> *Catechesi Tradendae* (CT), Apostolic Exhortation, Pope John Paul II, 1979, No. 18

# The Vocation of the Catholic Leader

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Vocation may be a word that we use often in Catholic schools, but the meaning and personal understanding of this word will vary greatly amongst staff depending on personal experience, knowledge of faith, and experience of catechises, prayer or worship. Head teachers are no exception to this. It is important, therefore, to take time for your own spiritual development, perhaps most especially at the times when you feel you are too busy. Faith, knowledge, and ownership of your own vocation, is subject to the same rules as any other relationship – it requires attention, interaction and growth in order to appropriately serve the immense calling of every Catholic teacher:

*“The teacher under discussion here is not simply a professional person who systematically transmits a body of knowledge in the context of a school; **“teacher” is to be understood as “educator” - one who helps to form human persons.**”*

Your own vocation as a Catholic Leader, and how you express this, will have a direct impact on your whole school community. You are called, specifically within your role as a leader, to lead and form your staff and pupils through your witness to your own vocation. In this way you facilitate the continued growth of both your staff and the young people in your care, ensuring a shared understanding of vocation and commitment to the betterment of human society:

*“The vocation of every Catholic educator includes the work of ongoing social development: to form men and women who will be ready to take their place in society, preparing them in such a way that they will make the kind of social commitment which will enable them to work for the improvement of social structures, making these structures more conformed to the principles of the Gospel. Thus, they will form human beings who will make human society more peaceful, fraternal, and communitarian.”*

[Lay Catholic in Schools: Witnesses to Faith](#)

# What are Gospel Values?

From Christ at the Centre, Mgr. Marcus Stock

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The use of the term ‘values’ in relation to the content and message of the Gospel is relatively modern. Indeed the use of the term ‘values’ relating to moral beliefs and attitudes is also quite recent. It is important to understand what lies behind the use of this term today.

The German philosopher, Friedrich Nietzsche (1844-1900) used the term ‘values’ in opposition to any concept of an objective moral law. For Nietzsche values were subjective and relative; for him there are no objective virtues or vices, good or evil, right or wrong that are true for all and for all time. ‘Values’, in this sense, are subjective and refer to whatever an individual thinks is right or true for a particular set of circumstances and at a certain point in time.

This use of the term values has been absorbed into the vocabulary of modern society. In this context, values are often subjective, regarded as a question of personal preferences - what is right for ‘me’ or the community to which I belong. However, modern society still talks of, and to varying degrees promotes, a set of core human values or principles that are objective, trans-cultural, and universal, for example: responsibility, compassion, respect for others and honesty. Such core values and principles lay at the heart of the laws and ethics that govern societies and nations.

Blessed Pope John Paul II, in his writings and homilies, consistently used the term ‘values’ in ways that challenge modern societies and cultures to re-discover the foundation of their core values and principles: “An urgent task awaits you: to re-establish the bonds which have been strained and sometimes broken between the cultural values of our time and their lasting, Christian foundation.”<sup>6</sup>

This is reflected in statements of the Church relating specifically to Catholic schools: “For this reason the Catholic school, in committing itself to the development of the whole man, does so in obedience to the solicitude of the Church, in the awareness that all human values find their fulfilment and unity in Christ.”<sup>7</sup>

The term ‘Gospel values’ is commonly used in Catholic schools and other Catholic institutions; however, unless the term is unpacked and a common understanding formed of what true Gospel values are, there is a danger that what should be an objective Christian foundation, will itself become a random list of subjective values.

Whilst other ‘values’ may be found within the four Gospels and New Testament writings, it is the Beatitudes which: “...depict the countenance of Jesus Christ and portray his charity”.<sup>8</sup> Gospel values cannot therefore be values chosen subjectively from the vast corpus of the Old and New Testaments but are objective values revealed to us through Christ’s proclamation.

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<sup>6</sup> Pope John Paul II, Address to the Members of the Pontifical Council for Culture, “Letting the Gospel take root in every culture”, 10 January 1992, §6.

<sup>7</sup> The Catholic School on the Threshold of the Third Millennium, Congregation for Catholic Education, 1997, §9.

<sup>8</sup> Catechism of the Catholic Church §1717

Such objective values are to be found rooted in the Beatitudes, the proclamation of Christ's Sermon on the Mount. The Beatitudes also "...reveal the goal of human existence, the ultimate end of human acts"<sup>9</sup> and as such are the objective 'values' given by Christ himself.

Whilst not definitive, the Gospel values based on the Beatitudes may be summarized as follows:

"Blessed are the poor in spirit, for theirs is the Kingdom of heaven"<sup>10</sup>

Values: Faithfulness & Integrity

"Blessed are those who mourn, for they shall be comforted"

Values: Dignity & Compassion

"Blessed are the meek, for they shall inherit the earth"

Values: Humility & Gentleness

"Blessed are those who hunger and thirst for righteousness, for they shall be satisfied"

Values: Truth & Justice

"Blessed are the merciful, for they shall obtain mercy"

Values: Forgiveness & Mercy

"Blessed are the pure in heart, for they will see God"

Values: Purity & Holiness

"Blessed are the peacemakers, for they shall be called children of God"

Values: Tolerance & Peace

"Blessed are those who are persecuted for righteousness' sake, for theirs is the kingdom of heaven. Blessed are you when they insult you and persecute you and utter every kind of slander against you because of me. Be glad and rejoice for your reward is great in heaven; they persecuted the prophets before you in the very same way"

Values: Service & Sacrifice

*Gospel values "...are a guarantee of peace and of collaboration among all citizens in the shared commitment to serving the common good".<sup>11</sup>*

Rooted in the teaching of Christ, these Gospel values should constitute the targets and outcomes of the educational enterprise in every Catholic school.

For this to be possible, these Gospel values need to be explicitly named, their meaning unpacked and pupils helped to understand how they relate to their lives both at school, at home and in society. This enterprise is not in addition to the quest for high academic standards and vocational excellence but integral to it: "Catholic schools, while providing a quality

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<sup>9</sup> bid. §1719.

<sup>10</sup> Matthew 5:3-12

<sup>11</sup> Pope John Paul II, 31 October 2004 Angelus Address on the occasion of the signing of the new European Constitution (29 October 2004).

education, hold up Christian values to children, inviting them to build their own lives on them. Teaching these values, for those who know how to accept and live them consistently, yields highly positive results - as experience confirms - at the personal, family and professional levels.”<sup>12</sup>

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<sup>12</sup> Pope John Paul II, Address to Teachers and Students of the Catholic Villa Flaminia Institute, Rome, 23 February 1997.

# National and Diocesan Support

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## The Scottish Catholic Education Service

### Religious Education Departments Across Dioceses

*Supporting schools and parishes across dioceses*

The Religious Education Department within any diocese participates in the Church's mission of evangelisation through supporting parishes and schools in the delivery of Religious Education and Catechesis. This is achieved by the provision of resources faithful to the Teachings and Traditions of the Church and offering opportunities for professional and faith formation for teachers and catechists.

The RE Department within each diocese aims to provide quality CLPL provision for all those involved in Catholic education. Information about the courses offered by each diocese are detailed below. You can access CLPL in any diocese and can find an overview of CLPL offered nationally on the SCES website: [Scottish Catholic Education Service | SCES | CLPL Events Calendar](#).

## The Archdiocese of Glasgow Religious Education Department



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Our CLPL menu can be downloaded from our website: [www.rercglasgow.org](http://www.rercglasgow.org) or accessed via your local authority CPD manager (for those authorities within the Archdiocese). As well as the CLPL Menu, members of the Department are happy to tailor courses to the needs of individual schools, learning communities and parishes.

**The Diocese of Paisley Religious Education Department**

**The Diocese of Motherwell Religious Education Department**

# Approval to Teach in a Catholic School

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## Church Approval

All teachers must be approved to teach in Catholic schools within the Archdiocese of Glasgow. This should be done before starting in post. Every time a teacher moves school or changes post within a school new approval must be given. Teachers should complete Forms A and B which can be downloaded from <http://sces.org.uk/church-approval/>

All teachers who seek approval must provide a reference from a suitable person who can testify to the teacher's personal "religious belief and character". The reference for a Catholic teacher must be provided by the teacher's parish priest who should be able to testify to the teacher's personal "religious belief and character".

The relevant legislation on the management of denominational schools in Scotland states: "A teacher appointed to any post on the staff of any such school by the education authority. . . shall be required to be approved as regards religious belief and character by representatives of the church or denominational body in whose interest the school has been conducted. "

[Guidance for teachers seeking Approval](#)

Approval to teach in a denominational School must be obtained from the denominational body for "any post". The Roman Catholic diocese where a Catholic school is located is the denominational body in whose interest the Local Authority hold, maintain and manage Catholic schools in Scotland. Therefore, applicants for any post within a Catholic school must be approved by the Bishop of the Diocese in order to be appointed. To enable Councils to fulfil their statutory responsibilities, the Catholic Church requires to be assured that the personal "religious belief and character" of a teacher is appropriate to the duties associated with the teaching post for which he/she has applied.

When seeking approval, a teacher must demonstrate how his/her personal "religious belief and character" enables him/her to undertake the duties of the particular teaching post within the context of a Catholic school, with its particular mission, values and ethos, as outlined in [A Charter for Catholic Schools in Scotland](#).

For Catholic teachers, whose teaching posts impact on the teaching of Religious Education, teachers will be expected to provide evidence of having obtained an appropriate teaching qualification in Catholic Religious Education – The Catholic Teacher Certificate, and that they meet the requirements of the [instrument for approval](#).

## The Charter for Catholic Schools in Scotland

The Charter for Catholic Schools in Scotland summarizes the key characteristics which all Catholic schools in Scotland strive to feature through the experiences and the service which

they offer. It provides a useful set of reference points for school staff and parents to use in their school evaluation and planning.



## Charter for Catholic Schools in Scotland



The mission of the Catholic school is to develop as a community of faith and learning, providing the highest quality of education, and offering formation through the promotion of Gospel values, through celebration and worship, and through service to the common good.

**All Catholic schools in Scotland**, in honouring Jesus Christ as the Way, the Truth and the Life, will feature the following characteristics:

- a commitment to the integrated education and formation of the whole person, in close partnership with parents as the first educators of their children;
- an inclusive ethos which aims to honour the life, dignity and voice of each person, made in the image of God;
- a commitment to the search for wisdom in life and to the pursuit of excellence, through the development of each person's unique God-given talents;
- a commitment to the spiritual formation of the school community, through the shared experience of prayer and liturgy, and in partnership with local parishes;
- the provision of religious education programmes which will enable young people to develop their understanding of Gospel values and of how to apply them to life;
- a commitment to uphold the moral teaching, faith tradition and sacramental life of the Catholic Church;
- a commitment to communicate Catholic social teaching and thereby to promote social justice and opportunity for all;
- a commitment to ecumenical action and the unity of Christians;
- the promotion of respect for different beliefs and cultures and for inter-faith dialogue;
- a commitment to support the continuing professional and spiritual development of staff.

**All staff appointed to a Catholic school** are expected to support and promote the aims, mission, values and ethos of the school, as illustrated in this Charter.

For more information, contact SCES. Tel: 0141 556 4727, email: [mail@sces.uk.com](mailto:mail@sces.uk.com) or visit [www.sces.uk.com](http://www.sces.uk.com)

# RSHP in Catholic Schools

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**God's Loving Plan** and **Called to Love** provide us with a comprehensive set of resources which support the delivery of education about relationships and aspects of health education, designed for young people from P1 through to S6. They are built on a Catholic Christian vision of loving relationships and marriage. The Catholic Bishops of Scotland recommend the proper and judicious use of these resources **by eligible teachers who have been appropriately trained** to ensure that their approach is both faithful to Church teaching and cognisant of statutory guidance.

CLPL opportunities for all stages of RSHP in Catholic schools is provided annually by the RE Department for any **Catholic teachers in receipt of the CTC**. More information on these opportunities can be found in the relevant calendar here: <https://www.recglasgow.org/clpl-events--resources.html> or on your local authority CPD manager.

To further understand the relationship between government guidance and RSHP in Catholic schools, please also see SCES' RSHP Circular Advice here:



RSHP Circular Advice final.pdf



# PRD and CLPL

## A Vision for Catholic School CLPL

The need for a distinctive form of professional learning provision for teachers working in Catholic schools emerges directly from the particular responsibilities of teachers as a member of a community of faith and learning. In this context, all teachers are expected to support the aims, mission, ethos and values of the Catholic school and this process should always include a discussion on CLPL opportunities specifically designed for those working in Catholic schools.

All teachers involved in this dialogue should have access to relevant and accurate information about such opportunities.

SCES has published the following to support the PRD process and purposeful CLPL which can be downloaded here: <https://sces.org.uk/download/prd-process-within-catholic-schools/>

The Archdiocese of Glasgow RE Department aim to provide quality CLPL provision for teachers, catechists and senior managers on catechesis, the RE curriculum and the Catholic vision of education. As well as the CLPL Menu, members of the Department are happy to tailor courses to the needs of individual schools, learning communities and parishes.

Catalogues are emailed to all schools in each year and can also be accessed via our website: <https://www.rercglasgow.org/clpl-events--resources.html> Bookings can be made by contacting Christine Burke. All courses are also available on your local authority CPD Manager.

**CLPL process for Teachers in Catholic Schools (Power point):** This power point is available for use by SMT to inform and remind staff about the documents used in Scottish Catholic schools when planning for CLPL. It focuses in particular on the use of 'Companions on the Journey' to aid individual teachers' own CLPL pathway, which may be of particular use in the PRD process. Information about sourcing CLPL opportunities is also given.

**National Strategy for CLPL:** 'Companions on the Journey' is the strategy paper published by SCES in 2015 which outlines the visions and expectations for all teachers in Catholic Schools in Scotland. Within the paper, staff are reminded that they should include the six areas of the framework as they plan their pathway for Career Long Professional Learning (CLPL). Suggestions of appropriate CLPL, which is linked to the GTCS Professional Standards, is given for each level of a teacher's career.



**Explanation of the 6 CLPL areas for Catholic Schools:** This page offers an explanation of what the 6 areas from 'Companions on the Journey' mean for your personal, professional and spiritual learning.

**Professional Review and Development within a Catholic School:** This document gives background information about the use of 'Companions on the Journey' to support the PRD process required by the GTC and underlines that all teachers in a Catholic school must include a faith dimension to their PRD. Within this document, the PRD process is explained and examples of reflective questions are given.

**Resources, Articles and Blogs to Guide Teachers' Career Long Professional Learning in a Catholic School:** This bank of resources supports teachers in the minimum requirements of CLPL for a Catholic Teacher in Scotland and gives direct e-links to website pages, pdfs and articles which focus on the six themes of 'Companions on the Journey'. The articles and resources can be used by individual teachers to inform and develop their knowledge, or by staff groups to guide professional reading and reflection.

**CLPL Calendar of Activities:** Once CLPL needs have been identified, colleagues may look to partners from the Diocese, SCES, Glasgow University and the wider Catholic community to help achieve their professional learning targets. Each CLPL Provider produces a yearly overview of the CLPL opportunities they provide. To assist teachers in identifying appropriate courses or events, each opportunity clearly shows which CLPL area from '*Companions on the Journey*' it supports. These can be booked via the SCES website or directly through the diocese.

**CLPL Case Studies:** These case studies are examples of CLPL pathways which teachers at all levels in their career took to meet the six CLPL areas as outlined in '*Companions on the Journey*'. Whilst not exhaustive, they provide clear examples of what appropriate CLPL for a Scottish Catholic teacher may look like. They can be used to prompt discussion with colleagues, to offer suggestions of pathways within the vocation to teach and to support staff who are looking for ideas and suggestions on the variety of CLPL available.

More information can be found at: <https://sces.org.uk/companions-on-the-journey-2/>

# Developing in Faith

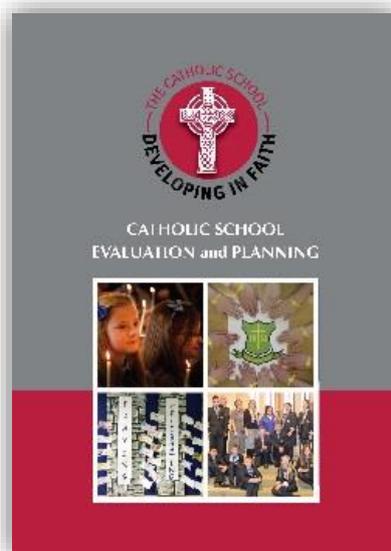
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The purpose of the resource *The Catholic School: Developing in Faith* is to help school leaders incorporate into their school evaluation and planning processes an appropriate focus on the particular mission of the Catholic school. This is in line not only with national developments in Scotland but also with the Church's universal call for a renewed focus on Catholic school identity. It builds on the great efforts which have been made to strengthen the rationale for Catholic education in our country and to exemplify excellence in all we do.

The document uses the well-established *Charter for Catholic Schools in Scotland* as the foundation of a set of themes which cover the main activities of a Catholic school community. Schools are asked to incorporate these 5 themes over a number of years into their normal processes of school evaluation and planning for improvement. The choice of themes and their sequence of coverage is for each school to decide, in the light of its own content and stage of development. It is intended that the information which will be provided by schools will enable the sharing the best of practice against each of the themes. The SCES website will feature exemplar materials and other documents to support effective use of the document. These will include discussion points and presentations for staff, parents and pupils.

It is intended that all schools will make use of the document, with a focus on ONE theme during each academic session. In May of each year SCES will prompt schools to send a short report, highlighting the outcomes of their evaluation of this theme and detailing any proposed actions.

Some helpful resources on using Developing in Faith in conjunction with HGIOS4 and SIP's can be found here: <https://www.rercglasgow.org/aphta-developing-in-faith-resources.html>



# Useful Links

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- SCES CLPL Calendar: [Scottish Catholic Education Service | SCES | CLPL Events Calendar](#)
- Charter for Catholic Schools: <http://sces.org.uk/charter-for-catholic-schools/>
- Catholic Deputes Scotland: [Catholic Deputes Scotland \(google.com\)](#)
- Resources, Articles and Blogs for CLPL: [Scottish Catholic Education Service | SCES | Everything you need for planning CLPL in a Catholic school](#)
- University of Glasgow School of Education: <http://www.gla.ac.uk/schools/education/>
- The St Andrew's Foundation: <http://www.gla.ac.uk/schools/education/standrewsfoundation/>
- The RE Department Archdiocese of Glasgow: [www.rercglasgow.org](http://www.rercglasgow.org)
- The Diocese of Paisley: [Diocese of Paisley | Catholic Education & Adult Formation | Paisley, UK \(rcdop.org.uk\)](#)
- The Diocese of Motherwell: [Education \(rcdom.org.uk\)](#)

Archdiocese of Glasgow  
**RE Department**



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