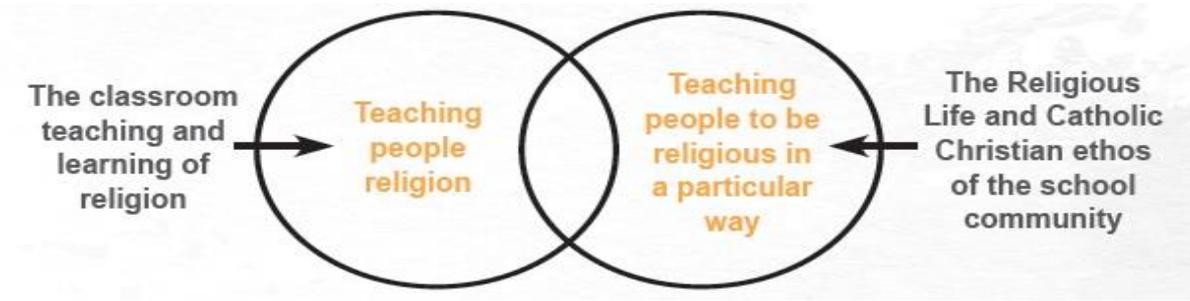


# Model for Religious Education at Our Lady of Mt Carmel



At Our Lady of Mt Carmel Primary School, teaching students religion and teaching our community to be religious draw upon the Catholic Christian tradition in ways that are mindful of the Coorparoo Parish and the ecumenical and multi-faith realities of our contemporary culture.

Our school community seeks to understand and utilise the distinctiveness and complementarity of these two dimensions of Religious Education in the education and the formation of students. Our school programs, activities and experiences for the classroom learning and teaching of religion and the religious life of the school are responsive to religious diversity, while being faithful to the Catholic Christian identity of Mt Carmel. We endeavour to cater for all faith requirements within our school while remaining true to our Catholic foundations.

The fullness of the *Vision for Religious Education* is realised through the intersection of both dimensions. For example, participation in service learning activities without a deep understanding of the related Catholic social teachings does not effectively enable the fulfilment of the *Vision for Religious Education*. At Mt Carmel we endeavour to instil an understanding of these social teachings by informing the teachers of the social justice focus at the planning stage of each term. The children are then given the necessary background to the social teaching focus for the term i.e Caritas and the Walk for Water initiative. Classroom learning and teaching about Catholic social teachings incorporates active participation in, and critical reflection on, social justice initiatives. Engagement in both dimensions is needed as the school is encouraged to be involved with Parish initiatives i.e World Day of Prayer and the Mt Carmel feast day.

As Moran (1991) observes:

*Religious education requires that those of us who appropriate the term “teacher” know which of the two processes we are engaged in at a particular time and place. The tragedy would be that, for lack of clarity about this distinction, institutions end up doing neither: their academic inquiry is not challenging enough and their formation is not particular enough. Endless talk about Christianity is not religious education. What deserves that title is teaching people religion with all the breadth and depth of intellectual excitement one is capable of - and teaching people to be religious with all the particularity of the verbal and nonverbal symbols that place us on the way (p.256).*

In summary, the *Vision for Religious Education* and the *Model for Religious Education* take a big picture view; for while both take place within the physical and temporal context of Mt Carmel, we are all Life Long Learners and as a school we are only a snap shot of the religious journey. We at Mt Carmel strive to engage the whole community, school and parish in all of the social teaching focuses we support.