



**“Human Excellence and Commitment”**  
JCAP Education Conference  
September 2017

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**Commitment to teaching the right values**

**Commitment and Freedom - “I seek no other liberty than that of being bound to Thee”**

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**Jesus and our own Commitment**

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**"No Longer I"  
(based on  
Galatians 2  
and 3)**

***Closer to Jesus***



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**No longer I, but  
Christ who  
lives within me**

**This poverty -  
A treasure rich  
beyond  
compare**



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**The life we live  
is not our own**



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**Christ lives within us**  
**The seed that must be sown**

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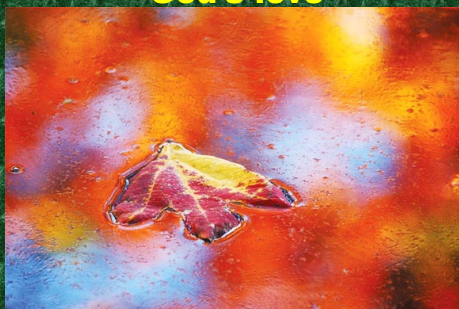
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**Formed in the pattern of God's love**



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**We die to rise with the Lord**



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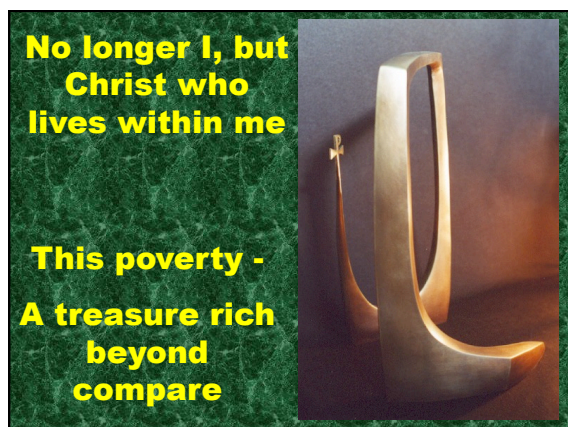
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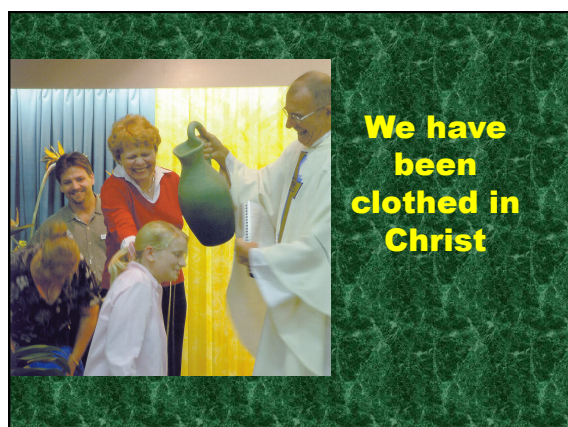
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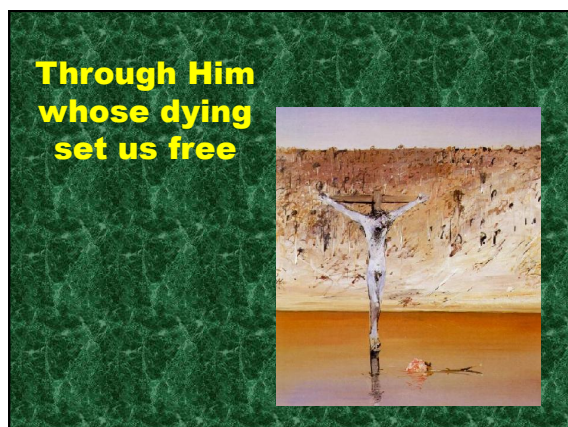
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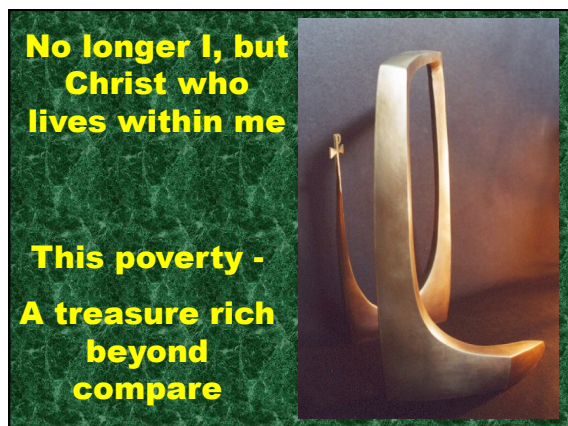
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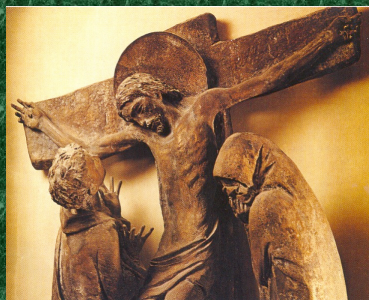
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**Then may we bear  
the Cross of Christ**



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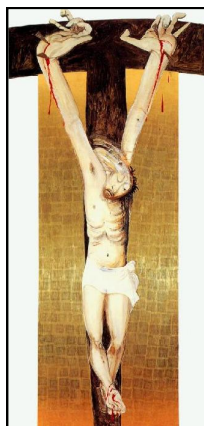
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**And wear the  
brand marks of  
Jesus in our  
flesh**



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**As wounded  
healers we  
become**



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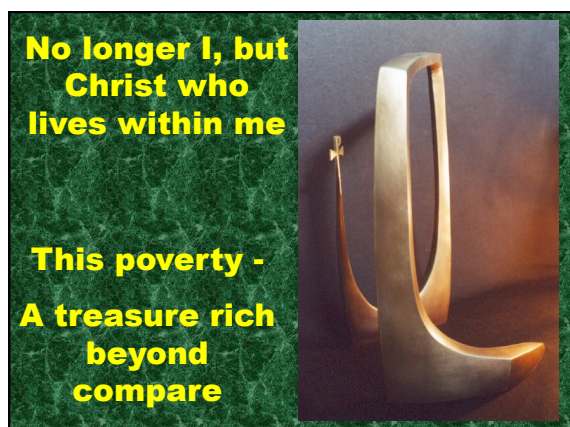
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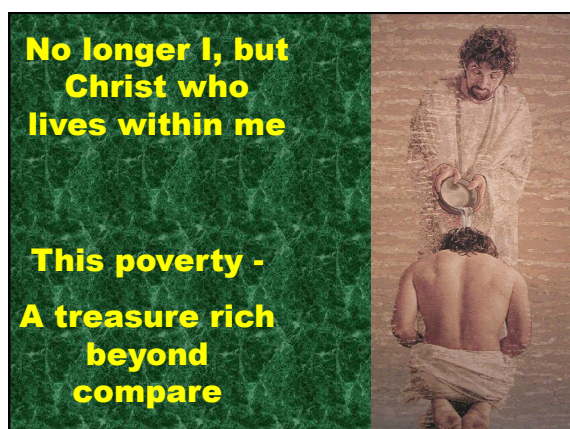
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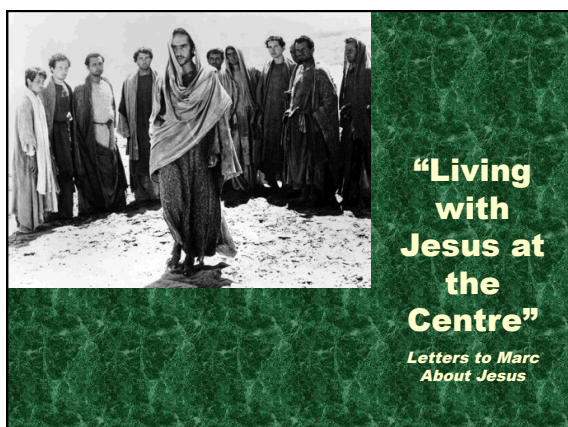
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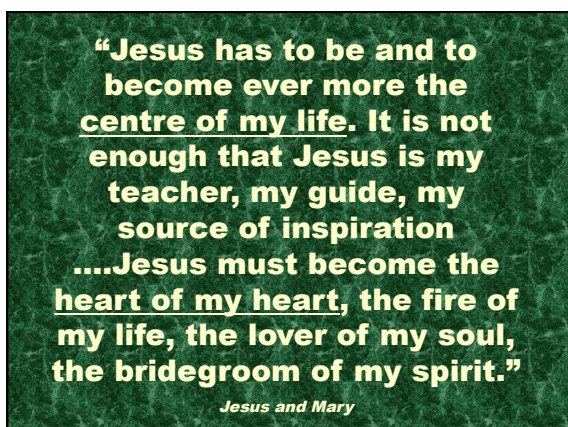
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**“ ‘Can we see Christ in the world?’ The answer is ‘No, we cannot see Christ in the world, but only through the Christ in us can we see Christ in the world.’ The answer reveals that the Christ within us opens our eyes to the Christ among **US.**”** *The Road to Peace*

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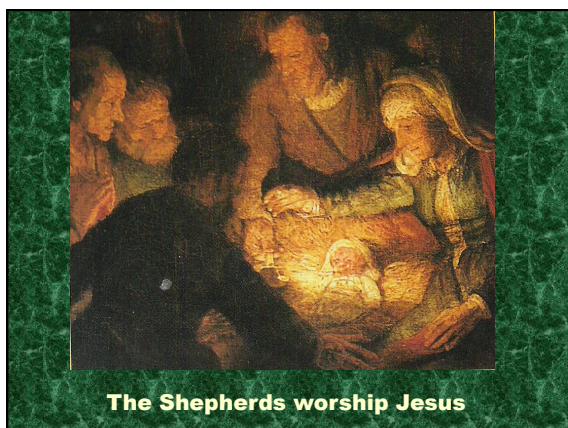
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**“Our lives are destined to become like the life of Jesus. The whole purpose of Jesus’ ministry is to bring us to the house of His **Father.**”**  
*Making All things New*

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**'Values-Neutral'  
Education is an  
impossibility**



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**Values are the  
rails that keep a  
train on track**

**Values have 3  
anchor bases:**

- ♣the head
- ♣the heart
- ♣the hand



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**Not all values are of  
equal worth**



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**Values might be reduced to 2 levels**

**Instrumental values**



**Intrinsic Values**



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*'We live in the shelter of each other'*

Irish Proverb

An Irish Blessing

May the road rise to meet you  
May the wind be always at your back  
May the sun shine warm upon your face  
The rain fall soft upon your fields  
And until we meet again, may  
God hold you in the palm of his hand.



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**'None of us is as strong as all of us'**



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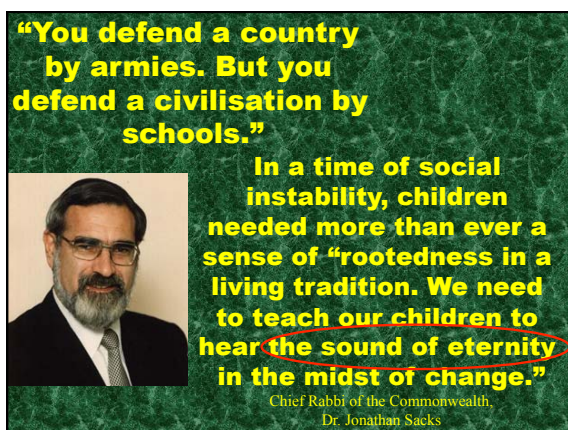
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**CONTEXT OF CHANGE**

Hugh Mackay refers to our age as

- An Age of Re-definition
- An Age of Discontinuity

Tom Bass, Sculptor: "If I have a pearl of wisdom to give you, It is accept that change is the most important and sacred thing there is."

Cardinal Newman: "To grow is to change, and to become perfect is to have changed many times."

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The supermarket as metaphor

The shopping mall as cathedral

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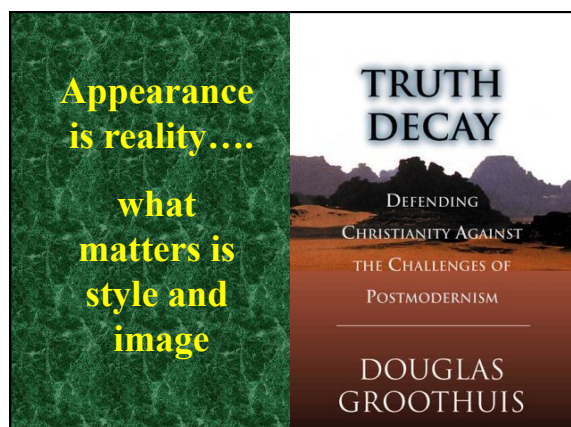
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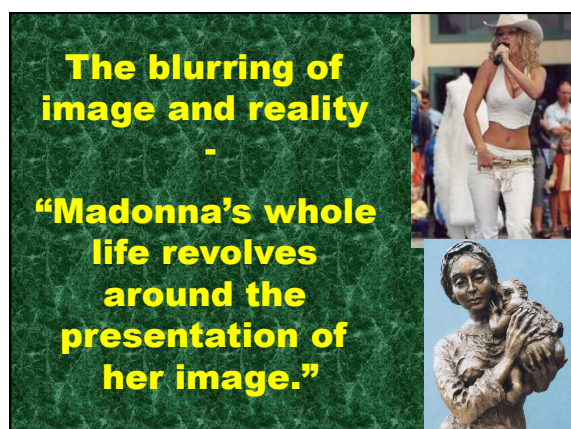
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**“We live in a society where the greatest virtue seems to be tolerance. Everything is to be accepted....Live and let live is the order of the day.”**

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**“We live in a context where the young people are in our schools in big numbers, but not in our churches. We live in a context where the practice of regular Sunday Eucharist may only be as much as 14%, generally speaking, and not being ostriches, we could presume that many of our colleagues on the staff in a Catholic school have drifted to a (similar) state ....” (Bishop Greg O’Kelly SJ – talk to the Xavier Staff, January, 2007)**

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**“We are now teaching  
the grandchildren of  
the unchurched.”**  
Catholic Primary School Principal in  
Canberra

**“...and parents are  
making their second  
Holy Communion.”**

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“I am alone  
in this  
classroom  
full of  
people.”



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**“As a religious educator, I  
know how hard it can be  
to teach a class whose  
religious inheritance, or  
literacy, is patchy....My  
job is to build a climate  
of affirmation where  
debate, not dogma,  
flourishes.”** Ann Rennie, “How the  
Spirit moves among Catholic kids”,  
Catholic News, November 8<sup>th</sup>, 2010

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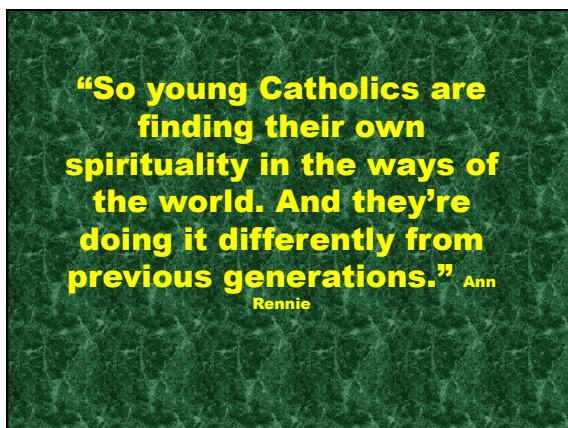
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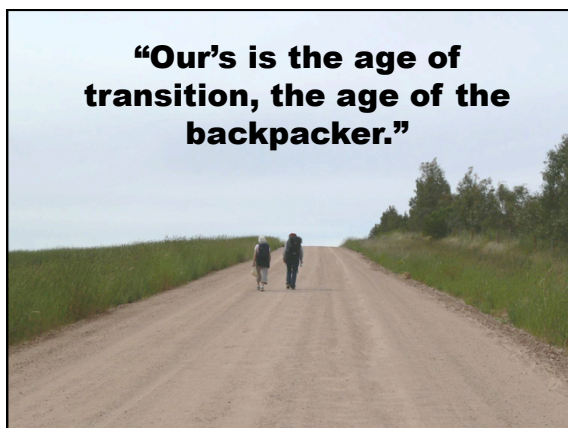
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**“Young people principally construct an identity in two ways – shopping and relationship.”** Timothy Radcliffe OP, **“Preaching to the Young”, in Dominican Approaches to Education**

**“The clothes...the brand names...the body piercing, the hair style all proclaim: ‘This is me.’”** Radcliffe op.cit

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**“The second way that identity is claimed is through networks of friends and family....Many young people root their identities in families that are broken and ‘irregular’.”** Radcliffe

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**“We must understand and enter into the stories that they (the young) tell of themselves and their world. Most believe in God, but a God who is there in the background to solve their problems and resolve their crises.” Radcliffe**

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**This is a very different God from the One that Ignatius portrays in The Spiritual Exercises – a very personal God who deals with us directly**

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**'If we do not stand for something, we will fall for anything'**  
(John Paul Mellencamp)

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**Are Values the same as 'outcomes'?** (David Hall  
FMS 22.5.2008)



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"Two battleships assigned to the training squadron had been at sea on manoeuvres in heavy weather for several days. I was serving on the lead battleship and was on watch on the bridge as night fell. The visibility was poor with patchy fog, so the captain remained on the bridge keeping an eye on all activities. Shortly after dark, the lookout on the wing of the bridge reported, 'Light, bearing on the starboard bow.' 'Is it steady or moving astern?' the captain called out. Lookout replied, 'Steady, captain,' which meant we were on a dangerous collision course with that ship. The captain then called to the signalman, 'Signal that ship: We are on a collision course, advise you change course 20 degrees.' Back came a signal, 'Advisable for you to change course 20 degrees.' The captain said, 'Send, I'm a captain, change course 20 degrees.' 'I'm a seaman second class,' came the reply. 'You had better change course 20 degrees.' By that time, the captain was furious. He spat out, 'Send, I'm a battleship. Change course 20 degrees.' Back came the flashing light, 'I'm a lighthouse'.  
We changed course."

Stephen Covey, *The Seven Habits of Highly Effective People*

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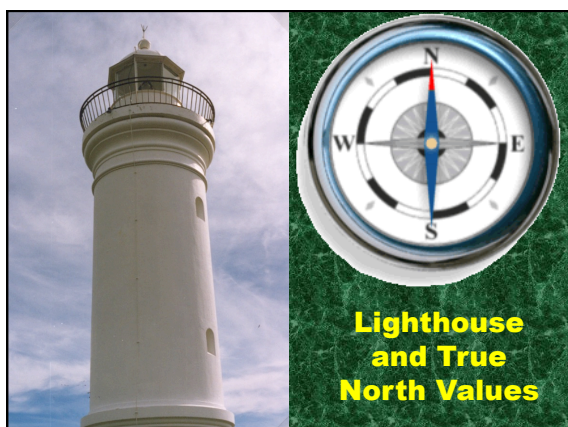
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***"Some things are true whether we think so or not; some things are good whether they suit our interests or not; some things are just whether or not they go counter to what we immediately want; some things are beautiful whether we happen to like them or not; some things are sacred whether we are willing to recognise them or not."***

*Max Charlesworth, "Liberal Education and Religious Values", an Address at the University of W.A., April, 1988*

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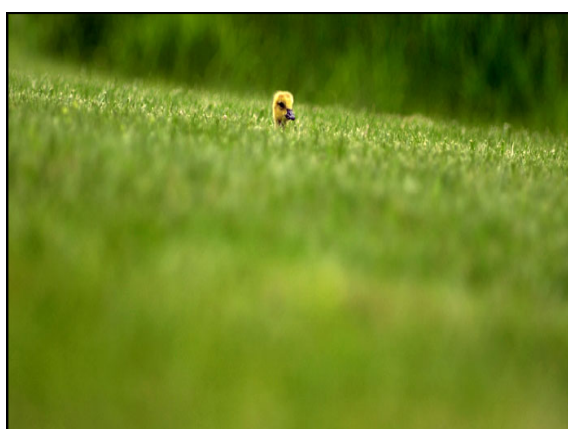
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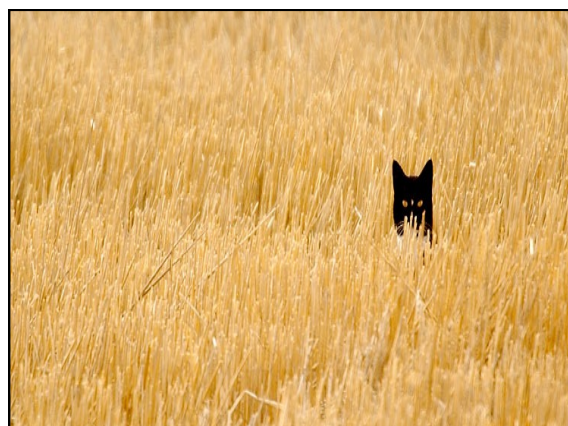
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**Values and the 10 Commandments**

<b>Commandment</b>	<b>Value</b>
"I am the Lord Your God..."	Perspective
"You shall not take the name.."	Respect
"Remember the Sabbath..."	Celebration
"Honor your father..."	Roots/ Family
"You shall not kill..."	Choose Life
"You shall not...adultery"	Fidelity
"You shall not steal"	Stewardship
"You shall not... bear false"	Truth
"You shall not covet... wife"	Justice
"You shall not covet... goods"	Justice

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**Values of Being and Values of Giving - Richard and Linda Eyro,  
Teaching our Children Values**

<i>Values of Being (who we are)</i>	<i>Values of Giving (what we give)</i>
Honesty →	
Courage →	
Peaceability →	
Self-reliance, Potential →	
Discipline, Moderation →	
Fidelity, Chastity →	
←	Loyalty, Dependability
←	Respect
←	Love
←	Unselfishness, Sensitivity
←	Kindness, Friendliness
←	Justice, Mercy

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**THESE ARE THE THINGS I LEARNED AT KINDERGARTEN :**

- \* Share everything.
- \* Play fair.
- \* Don't hit people.
- \* Put things back where you found them.
- \* Clean up your own mess.
- \* Don't take things that aren't yours.
- \* Say you're sorry when you hurt somebody.
- \* Wash your hands before you eat.
- \* Flush.
- \* Warm cookies and cold milk are good for you.
- \* Live a balanced life – learn some and think some and draw and paint and sing and dance and play and work every day some.
- \* Take a nap every afternoon.
- \* When you go out into the world, watch out for traffic, hold hands, and stick together.
- \* Be aware of wonder. Remember the little seed in the Styrofoam cup : The roots go down and the plant goes up and nobody really knows how or why, but we are all like that.
- \* Goldfish and hamsters and white mice and even the little seed in the Styrofoam cup – they all die. So do we.
- \* And then remember the Dick-and-Jane books and the first word you learned – the biggest word of all – LOOK.

From Robert Fulghum, All I really Needed to Know I learned in Kindergarten

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In my Senior Religious Education Class on 'Ethics', the following is a selection of 'lighthouse statements' which I have used and elaborated for my students:

- human life is sacred/precious at every point along the continuum from fertilisation to death
- Rights and Responsibilities are co-relative; neither makes any sense without the other
- the dignity of every human being is to be respected
- it is essential that I follow an informed conscience
- what is legal is not necessarily moral
- keep searching for the truth and when you find it, act on it, and it will set you free.
- with privilege goes responsibility.
- the quality of any community must be measured by the way it treats its weakest members.
- a strong community is a hospitable community.
- everyone has the right to be happy.

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***"Each totemic ancestor, while travelling through the country, was thought to have scattered a trail of words and musical notes along the line of his footprints, and....these Dreaming-tracks lay over the land as 'ways' of communication between the most far-flung tribes. 'A Song', Arkady said, 'was both map and direction-finder. Providing you knew the song, you could always find your way across the country. 'And would a man on 'Walkabout' always be travelling down one of the Songlines?' 'Yes!'".***

Bruce Chatwin in 'Songlines'

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**Jesus – our  
Lighthouse  
and Writer  
of Song  
Lines**

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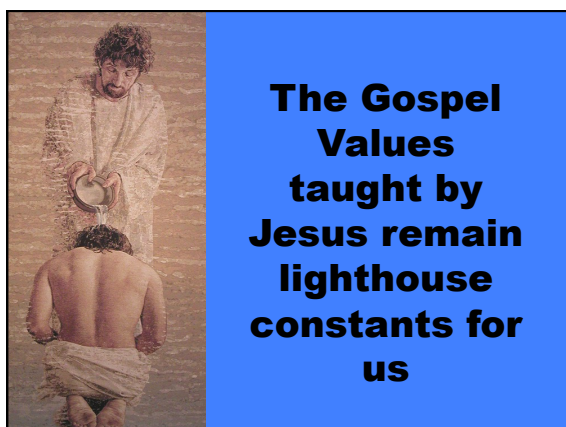
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*Connectedness to school, family, and religious groupings is the most powerful protective factor against risk behaviour by young people*

M. Resnick et al, 1997

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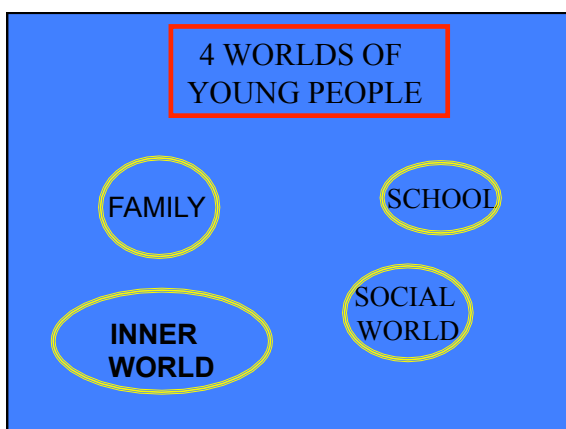
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**“Good teachers possess a capacity for connectedness ....The connections made by good teachers are held not in their methods but in their hearts...”**  
P.Palmer, The Courage to Teach

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**THE SHIFT FROM CHARACTER EDUCATION TO THE DECISION-MAKING MODEL – CONSEQUENCES**

- + It has turned classroom discussions into "bull sessions" where opinions go back and forth but conclusions are never reached.
- + It has resulted in classrooms where teachers act like talk show hosts, and where the merits of wife swapping, cannibalism, and teaching children to masturbate are recommended topics for debate.
- + For students, it has meant wholesale confusion about moral values : learning to question values they have scarcely acquired, unlearning values taught at home, and concluding that questions of right and wrong are always merely subjective.
- + It has created a generation of moral illiterates : students who know their own feelings but don't know their culture.
- + It has led to the creation of sex education classes where, on the one hand, students are encouraged to explore every conceivable option, and on the other, "Safe Sex" is an ironclad doctrine which cannot be questioned.

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Another key teaching tool in the decision-making approach is the open-ended discussion of an ethical dilemma.

Here are three commonly used examples of these dilemmas :

-A man's wife is dying of a rare kind of cancer. A local druggist has developed a cure for this type of cancer but demands far more than the man can afford to pay. Later the husband breaks into the store and steals the drug. Should he have done that?

-A girl and boy are in love but they live on two separate islands and the bridge joining the islands has been destroyed by a storm. It may be months before they can see each other again. The owner of a sailboat offers to take the girl across but only on the condition that she sleep with him. What should she do?

-A band of settlers is hiding from marauding Indians. A mother is faced with the choice of suffocating her infant son to prevent him from crying out, or allowing him to live and risking the lives of all the settlers. What should she do?

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There was once a rabbi in a small Jewish village in Russia who vanished every Friday morning for several hours. The devoted villagers boasted that during these hours their rabbi ascended to Heaven to talk with God. A sceptical newcomer arrived in down determined to discover where the rabbi really was.

One Friday morning the newcomer hid near the rabbi's house, watched him rise, say his prayers and put on the clothes of a peasant. He saw him take an axe and go into the forest, chop down a tree and gather a large bundle of wood. Next the rabbi proceeded to a shack in the poorest section of the village in which lived an old woman and her sick son. He left them the wood which was enough for a week. The rabbi then quietly returned to his own house. The story concludes that the newcomer stayed on in the village and became a disciple of the rabbi. And whenever he hears one of his fellow villagers say, "On Friday morning our Rabbi ascends all the way to Heaven", the newcomer quietly adds, "If not higher".

Christina Hoff Sommers, Teaching the Virtues, pp 20-21

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**In sum, I want to argue that we need to teach both values and virtues to our young people if we are to give them a well-rounded education. Virtues are values in action. Values are the inspiration behind good habits in practice.**

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**There is nothing new in this focus on character formation in education. Well before Christ, Aristotle was teaching that moral virtues, like crafts, are acquired by practice and habit.**

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In the 4th Century B.C.  
**Aristotle put forward 4 key cardinal virtues**

- courage
- temperance
- wisdom
- justice

**to these 4, Thomas Aquinas added the theological virtues**

- faith
- hope
- charity

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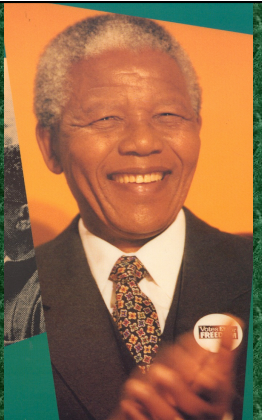
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**Character "is what we are when no one sees but God."**  
(Os Guinness)



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**Some of the background to this so-called 'Virtue Theory' lies in the work of Alasdair MacIntyre who argued, in his famous book, After Virtue, that in practice we develop dispositions to act in certain ways. Practice forms habits. These habits make us who we are. In brief, there is a crucial link between habit and virtue.**

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**The great thirteenth century theologian, Thomas Aquinas, elaborated this thinking by highlighting the fact "that most of what we do primarily affects us...if it is done well, it betters us; if done poorly, it worsens us. For example, a good run makes the runner run better. A poised dance makes the dancer dance better... The effects of these activities redound to the agent. This is an important and wonderful insight, which says in effect, 'we become what we do.'"**

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**“If you want to feel good, you must act well, with kindness and dignity.”**  
**Jonathan Short, *An Intelligent Life***



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**A student who understands both will realise that values and virtues are inseparable. He will know the “difference between values that are subjective (a preference for frozen yoghurt over ice cream) and values that are objective (the obligation under justice to share food with someone who is hungry, the obligation under temperance not to gorge yourself to the point of throwing up).”**

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**“If the times are bad then let us be better  
Then the times will be better, for we are the times”**  
**St. Augustine**

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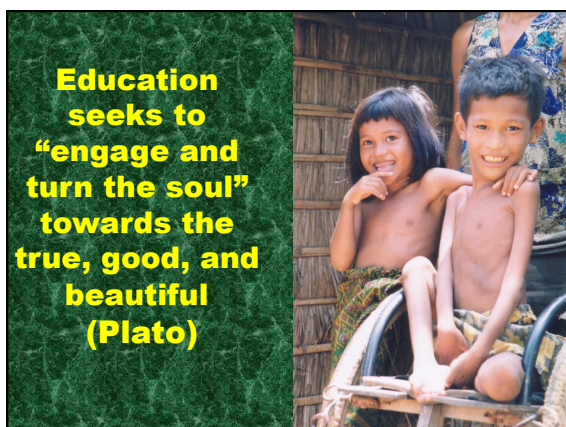
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**Education seeks to “engage and turn the soul” towards the true, good, and beautiful (Plato)**

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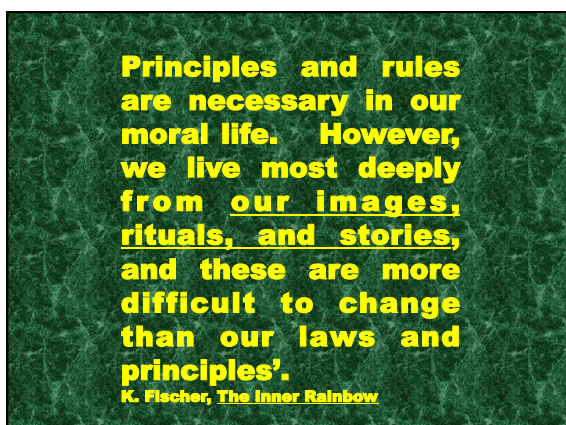
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**Principles and rules are necessary in our moral life. However, we live most deeply from our images, rituals, and stories, and these are more difficult to change than our laws and principles’.**

**K. Fischer, *The Inner Rainbow***

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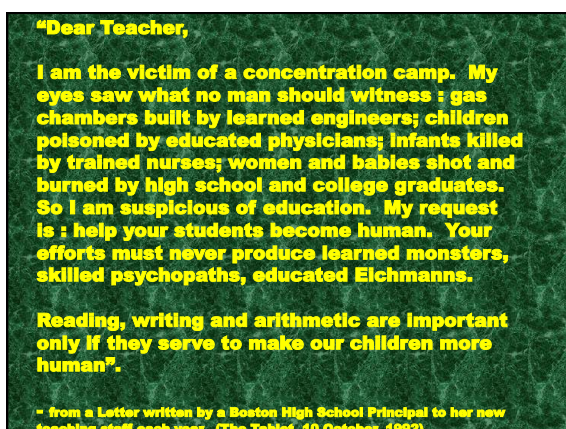
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**“Dear Teacher,**

**I am the victim of a concentration camp. My eyes saw what no man should witness : gas chambers built by learned engineers; children poisoned by educated physicians; infants killed by trained nurses; women and babies shot and burned by high school and college graduates. So I am suspicious of education. My request is : help your students become human. Your efforts must never produce learned monsters, skilled psychopaths, educated Eichmanns.**

**Reading, writing and arithmetic are important only if they serve to make our children more human”.**

**- from a Letter written by a Boston High School Principal to her new teaching staff each year. (The Tablet, 10 October, 1992)**

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*“Young people will listen to witnesses before they will listen to teachers, and to teachers only if they are witnesses”*



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**I have come to a frightening conclusion. I am the decisive element in the classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher I possess tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humour, hurt or heal. In all situations it is my response that decides whether a crisis will be escalated or de-escalated, and a child humanised or de-humanised.**

**From Ginott, *Teacher and Child*, 1972, p.15**

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**From hundreds of comments about good teaching collected from the students some common strands emerged. In general the students described a good teacher in the following terms :**

- **The teacher -**
  - ❖ Explains well so you can understand
  - ❖ Helps you with your work
  - ❖ friendly and easy to get on with, fair, straightforward
  - ❖ Makes lessons interesting and enjoyable
  - ❖ Cares about you, is always ready to listen, understands you
  - ❖ Has a sense of humour
  - ❖ Controls the class well
  - ❖ Knows what he is she is talking about

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**From Paul's 2<sup>nd</sup> Letter to Timothy (4:2-5)**  
“...preach the word, be urgent in season and out of season, convince, rebuke, and exhort, be unfailing in patience and in teaching. For the time is coming when people will not endure sound teaching, but having itching ears they will accumulate for themselves teachers to suit their own likings and will turn away from listening to the truth and wander into myths. As for you, always be steady, endure suffering, do the work of an evangelist, fulfil your ministry”.

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**If Values are the rails  
that keep us on track  
and Virtues are values  
in action, then  
Spirituality is the fire  
and fuel for our engine**

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**PRAYERFULNESS**  
or  
“Dialogue with your heart”

- SOUL = *the CANDLE*
- GOD = *the FLAME*
- PRAYER = *LIGHTING the CANDLE*
- SPIRITUALITY = *KEEPING the flame ALIGHT*

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**KEEPING THE FLAME ALIGHT**



Praying, from my youngest years, has gone through four phases:

- ♥I talked at God
- ♥I talked to God
- ♥I listened to God
- ♥I listen now for God

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**Prayer is most aptly described as 'letting God love me.'**

**God does**

**My task is to notice, to remember, and to stake my life on those memories**

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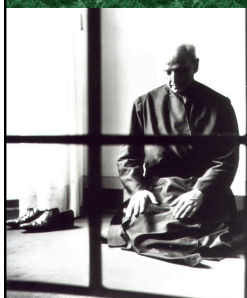
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**"If you want to pray, you are already praying."**

**(Thomas Merton)**



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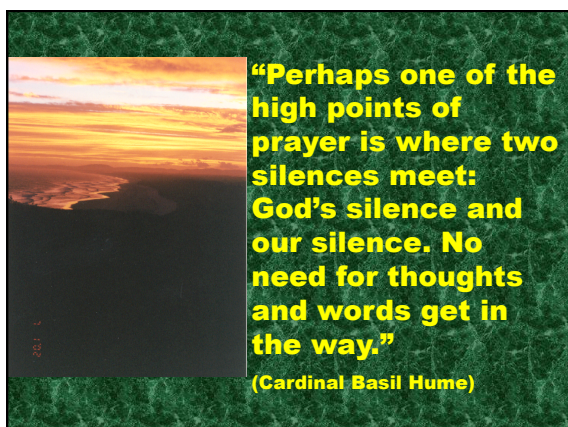
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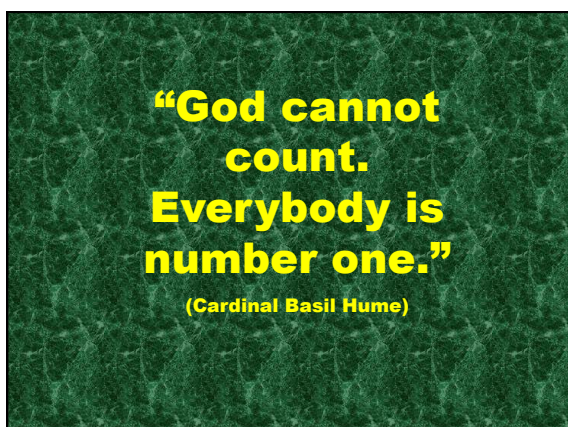
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**“If you look at a work of art, you will always see something of the artist...We leave part of ourselves in what we create, and that is a simple thought about God.”** (Cardinal Basil Hume)

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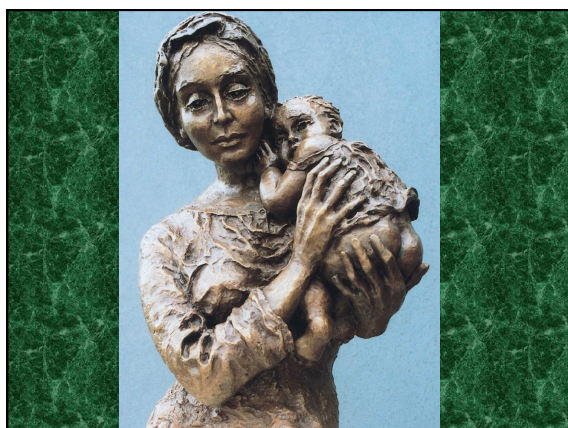
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**“No prayer of asking is ever refused. You don’t necessarily get the thing you asked for but you get the thing that draws you closer to God and *that’s* what matters.”** (Cardinal Basil Hume)



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**Some children's Prayers**

**"Dear God, I do not think anybody could be a better God. Well I just want you to know but I am not just saying that because you are God. Charles"**

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**"Dear God. I didn't think orange went with purple until I saw the sunset you made on Tue. That was cool. Eugene."**

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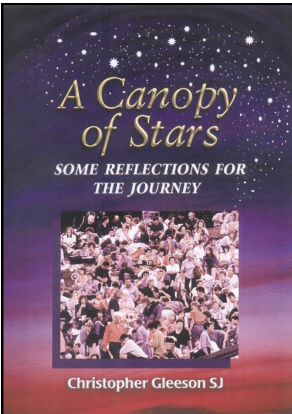
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**"Dear God. It is great the way you always get the stars in the right places. Jeff"**

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**“Dear God, I don’t ever feel alone since I found out about you. Nora”**



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**“Dear God, If you watch in church on Sunday I will show you my new shoes. Mickey D.”**

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**“Dear God, I bet it is very hard for you to love all of everybody in the whole world. There are only four people in our family and I can never do it. Nan”**

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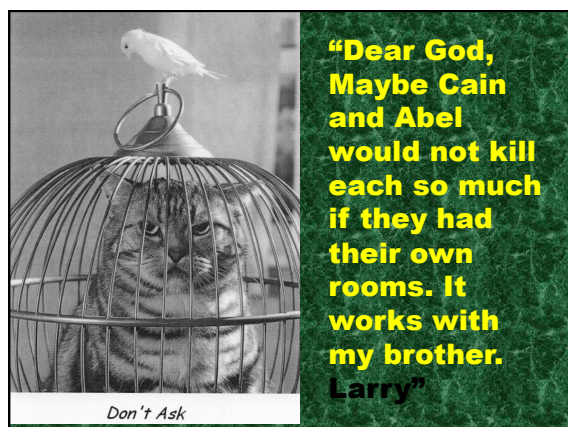
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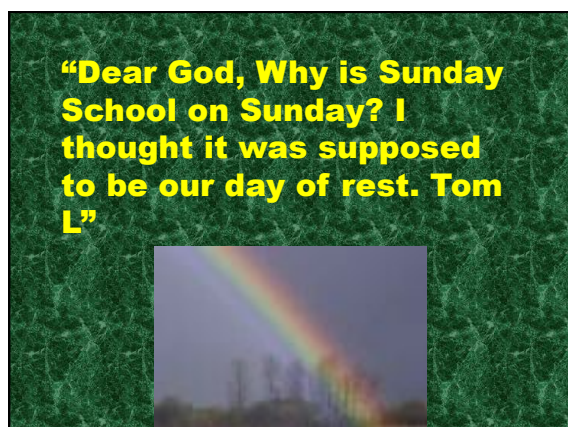
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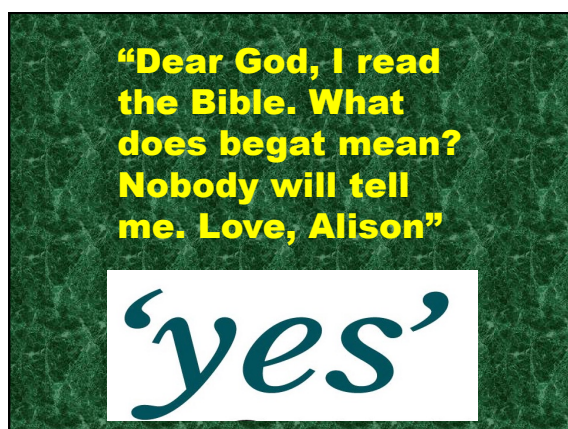
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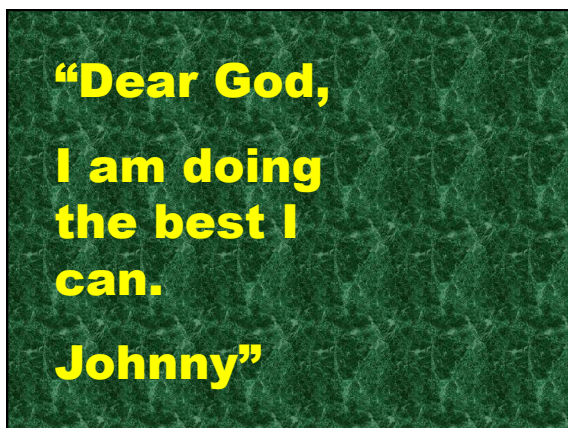
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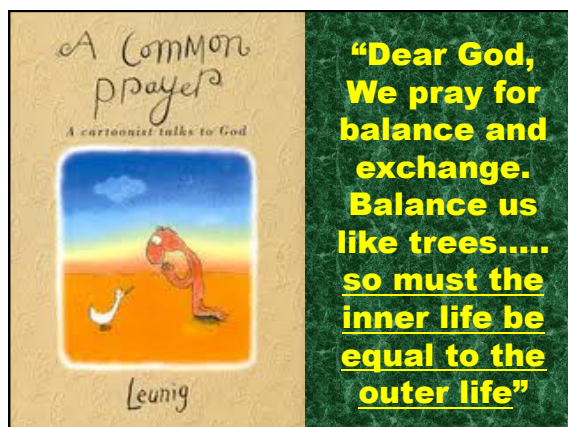
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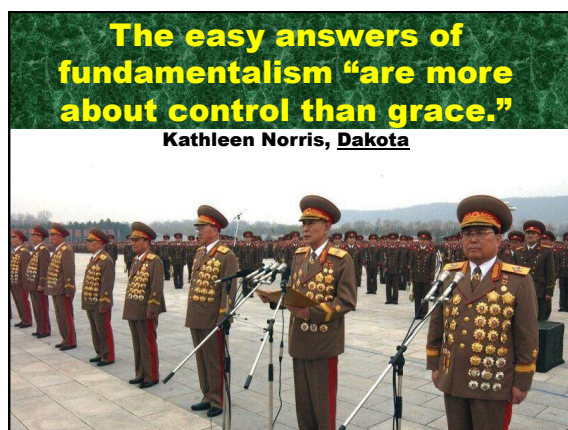
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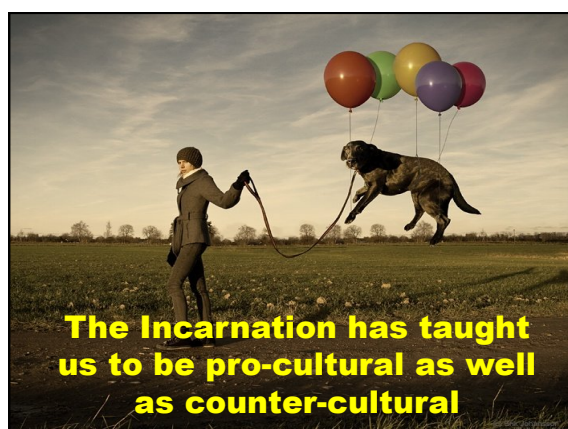
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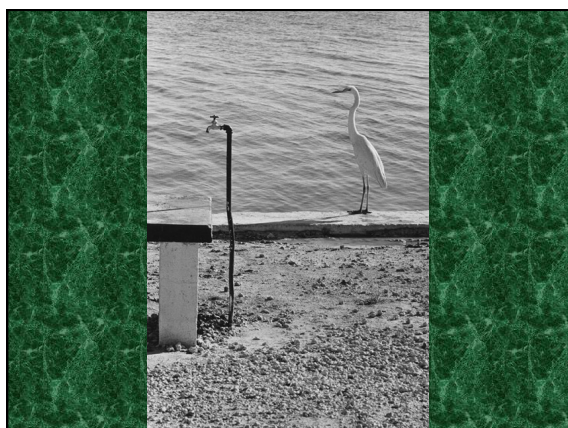
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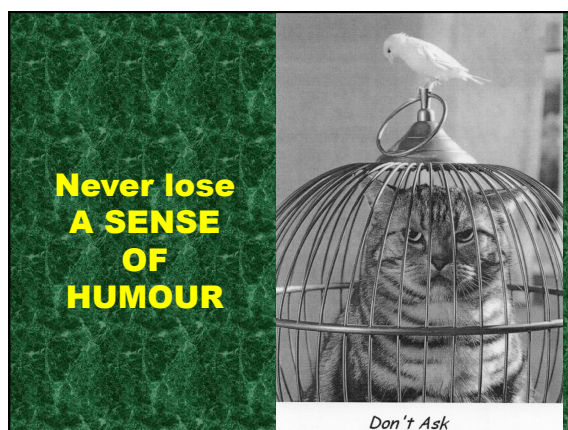
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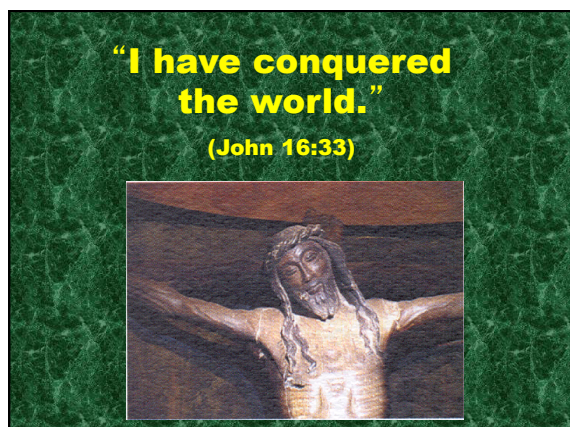
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