

Living *Laudato Si'*

A Strategy Map

School Development Services

2018

Version 2

July 2018



Table of Contents

Living <i>Laudato Si'</i>	3
Introduction	3
Explanation of Appendices	3
Appendix A: Living <i>Laudato Si'</i> : A Strategy Map with prompting questions and focus readings	4
Appendix B: Living <i>Laudato Si'</i> : A Template.....	11
Appendix C: Living <i>Laudato Si'</i> : A Strategy Map: Examples of planning.....	15
Appendix D: Sensory aspirations: A dialogue map	16
Appendix E: Ideas for Creating an Integral Ecology	17
Appendix F: Developing an integral ecology in a school: Where to start? STAFF REFLECTIONS.....	18

Living *Laudato Si'*

Introduction

*Pope Francis, in his encyclical *Laudato Si'* urges us to take greater of our common home, planet Earth. So too, Brisbane Catholic Education asks schools to develop their own response to *Laudato Si'*. The following resource, structured around ideas contained within the **ASSISI Phases in Becoming Ecological Leaders** (p. 2) may assist in strategising your school's response (<http://catholicearthcare.org.au/project/assisi-resources/>).*

*While working with these documents, staff need a copy of *Laudato Si'*, available at http://w2.vatican.va/content/francesco/en/encyclicals/documents/papa-francesco_20150524_enciclica-laudato-si.html.*

Explanation of Appendices

Appendix A provides a template for developing a strategy map. It provides the relevant focus readings from *Laudato Si'* and prompting questions.

Appendix B provides a blank template.

Appendix C provides some examples of the level of detail recommended for the Awakening section.

Appendix D provides a worksheet for staff consideration and conversation: Sensory aspirations: A dialogue map.

Appendix E provides some ideas for creating an integral ecology.

Appendix F is a tool that schools may use to start the process of developing an integral ecology.

Assistance in the preparation of this strategy may be obtained from Gerry Conway, Manager: School Development Services, BCE.

On completion, schools are asked to load their strategy into Compass, so that it may be viewed as evidence within Domain 4 of the National School Improvement Tool.

This planning template, based on the ASSISI Framework, Catholic Earthcare Australia (2009), has been developed by Jacqui Remond (2018) with strategies, questions and *Laudato Si'* quotes. Awakening responses are suggested on page 15 by Rick Dalmau, January 2018.

Appendix A: Living *Laudato Si'*: A Strategy Map with prompting questions and focus readings

2018 – 2023 (Adjust as necessary)

STAGES OF STRATEGY	PLANNING	RELIGIOUS DIMENSION	FORMATION & LEARNING PROCESSES	WHOLE SCHOOL PLANNING	ETHICAL RESOURCE SHARING	CONNECTING WITH PLACE	INVITING COMMUNITY DIALOGUE
<p>1. Awakening What is happening to our common home?</p>		<p>Understanding all of creation as gift.</p> <p>How can we experience awe and wonder at the beauty of Creation and in the presence of our Creator? <i>Laudato Si'</i> (67, 234)</p>	<p>Understanding the need to prioritise ongoing Formation to develop an Integral Ecology with:</p> <ul style="list-style-type: none"> • Sacred scripture • Catholic Social Teaching • Ecological Theology • Best available Science • Ecological conversion <p><i>Laudato Si'</i> (202)</p>	<p>Understanding that <i>Laudato Si'</i> is central, permanent and core business for all Catholic organisations. I.e. mission.</p> <p>How do we turn away from fragmented thinking and being in the world to embrace a holistic worldview and develop an integral ecology as an organisation? (137, 164)</p>	<p>Understanding that Earth's resources are finite and should be used prudently.</p> <p>How can Earth's resources be shared in an ecologically sustainable manner? (41) (32)</p>	<p>Understanding our role as caretakers of earth.</p> <p>How can our grounds and properties provide opportunities to connect with creation and our creator? (67, 68, 217)</p>	<p>Understanding our place in the cosmos as deeply interconnected with all calls us to deepen community relationships participating in dialogue with the diversity of life.</p> <p>What relationships, partnerships and networks can we invite into dialogue in order to be in right relationship with creation, human family and our creator? (163, 219)</p>
2018	Objectives:						
	Strategies:						

	Activities:						
	Who:						
	Professional Learning / capability required:						
STAGES OF STRATEGY	PLANNING	RELIGIOUS DIMENSION	FORMATION & LEARNING PROCESSES	WHOLE SCHOOL PLANNING	ETHICAL RESOURCE SHARING	CONNECTING WITH PLACE	INVITING COMMUNITY DIALOGUE
2. Discovering The Gospel of Creation		<p>Discovering the signs and symbols that give meaning to our relationship with our Creator and Creation.</p> <p>Planning prayer, liturgy and ritual around significant ecological days and feasts throughout the calendar year.</p> <p>How can we experience and express our gratitude through prayer, liturgy and ritual? (233)</p>	<p>Forming the leadership team to lead with <i>Laudato Si'</i> and together plan formation for all people in the organization.</p> <p>How can we enable formation for all? (210, 214, 216, 217, 218)</p>	<p>Forming a vision for the whole organization that enables the institution to develop an integral ecology and embed ecology in its governance, structures, policies, reporting, targets and measures, and indicators of success through ongoing reflection and learning.</p> <p>What resources are needed to create a <i>Laudato Si'</i> plan? (112, 114, 137, 141, 231)</p>	<p>Discovering a new perspective that “resources” are gifts of creation from God for everyone including those yet unborn.</p> <p>What is each person’s ecological footprint at home and what is the footprint of your organization? (147, 150, 151, 159, 211)</p>	<p>Discovering our deep connection to place as fundamental to expressing our identity.</p> <p>What is the cultural, biogeographical, and historical story, including symbols, customs, and ecosystems of this place? (144, 145, 146, 147)</p>	<p>Discovering the links and willingness of members of the community to be in dialogue and help flourish sustainable future.</p> <p>What are the questions that are emerging from the dialogue from people, creation and creator in community? (148, 232)</p>
2019	Objectives:						

	Strategies:						
	Activities:						
	Who:						
	Professional Learning / capability required:						
STAGES OF STRATEGY	PLANNING	RELIGIOUS DIMENSION	FORMATION & LEARNING PROCESSES	WHOLE SCHOOL PLANNING	ETHICAL RESOURCE SHARING	CONNECTING WITH PLACE	INVITING COMMUNITY DIALOGUE
3. Transforming		<p>Celebrating ecological days and events with your community making explicit the teachings from Sacred Scripture, CST, <i>Laudato Si'</i>, Science etc.</p> <p>Developing service projects that focus on the 'cry of the earth and the cry of the poor' and identifying intention to link <i>Laudato Si'</i> action with Sustainable Development Goal/s. (49)</p> <p>How can we recognize that each person is gifted with a unique ecological vocation? (131, 217)</p>	<p>Facilitating ecological conversion through enabling processes that foster and grow the development of an integral ecology both personally and for your organization.</p> <p>Integrating the concepts and content of <i>Laudato Si'</i> into all programs, including learning experiences with creation, such as pilgrimages on</p>	<p>Articulating the organisation's mission, vision, principles, objectives and reviewing policies and procedures so that they embed ecological sustainability and integral ecology into the everyday culture and practices of the organisation.</p> <p>What dialogue needs to be entered into for your whole organization to transform its governance and planning, reflected in your strategic plan? (137, 159, 160, 179, 232)</p>	<p>Undertaking an ecological audit of current resource use across your organization.</p> <p>Re-think, re-design and recreate a systems-based approach to minimize footprint. Capturing in an action plan your targets and measures so that you can monitor and evaluate effectively.</p> <p>Which areas of resource use cry out for action and development of an</p>	<p>Undertaking research to develop an ecological understanding of place (history of site, aspect, water flow, biodiversity, maps etc) and capture in a plan.</p> <p>What is the Creator's plan for this place? (85, 225)</p>	<p>Whole organization and community participation in dialogue to develop action plans that will transform people and place to an integral ecology.</p> <p>Developing processes to share strategies and prototypes that enable the plan to be integrated with whole community.</p> <p>How do we model an integral ecology?</p>

			country, retreats and immersions. What does ecological conversion mean and how might it become manifest? (216-221)		ethics of ecology? (206, 208, 209, 212)		(194, 199, 200, 202, 214, 225)
2020	Objectives:						
	Strategies:						
	Activities:						
	Who:						
	Professional Learning /capability required:						
STAGES OF STRATEGY	PLANNING	RELIGIOUS DIMENSION	FORMATION & LEARNING PROCESSES	WHOLE SCHOOL PLANNING	ETHICAL RESOURCE SHARING	CONNECTING WITH PLACE	INVITING COMMUNITY DIALOGUE
4. Sustaining		Embedding the teachings of <i>Laudato Si'</i> across the organization i.e. all curriculum units updated to <i>Laudato Si'</i> , all KPIs and success criteria. (93, 155, 160)	The organization is in a visible process of continuous learning and systems improvement and formation for staff and parents. (140, 147, 158)	Ensuring governance structures, policies and processes are reviewed in light of <i>Laudato Si'</i> to more deeply reflect values, mission, vision, strategic plans show a commitment to informed and equitable ecological decision making. (142, 156, 159)	Ensure regular monitoring, tracking, and evaluation of resource consumption and production including procurement. (141, 161 – 162)	Dialogue and actions to carry out developing an integral ecology masterplan of the site, monitor implementation and evaluate progress. (143, 148, 150 – 151, 153)	Working with diverse ecological vocations within the organisation and community to develop an integral ecology. (144 – 146, 149)

2021	Objectives:						
	Strategies:						
	Activities:						
	Who:						
	Professional Learning / capability required:						
STAGES OF STRATEGY	PLANNING	RELIGIOUS DIMENSION	FORMATION & LEARNING PROCESSES	WHOLE SCHOOL PLANNING	ETHICAL RESOURCE SHARING	CONNECTING WITH PLACE	INVITING COMMUNITY DIALOGUE
5. Celebrating		Outreach to other organisations in the local Diocese/Province as part of the organisation's ecological	All programs, resources and materials reflect integral ecology and everyone	Living <i>Laudato Si'</i> plans have been in dialogue and action across the organization and integration is occurring	Celebrate Living <i>Laudato Si'</i> - Plan is being followed and targets are being met and reviewed to	<i>Laudato Si'</i> Plan is being implemented and the organization is fully engaged in	Celebrate joint initiatives and invite other organisations to address your

		mission and potentially beyond. (188, 193, 199 – 201)	understands and shares in an ongoing ecological conversion and formation programs are part of the organisations ongoing processes. (191 – 192, 194, 196)	effectively. Celebrating success with the whole organization is planned and communicated effectively. (167, 176 – 178, 180, 197)	reach zero footprint as quickly as possible and move toward a prosumer profile as a leading organization. (165, 179, 187, 189 – 190, 195)	activities and are being valued as integral ecological assets. (180, 183, 185)	group and share your journey towards ecological conversion and an integral ecology. (181, 184 – 185)
2022	Objectives:						
	Strategies:						
	Activities:						
	Who:						
	Professional Learning / capability required:						
STAGES OF STRATEGY	PLANNING	RELIGIOUS DIMENSION	FORMATION & LEARNING PROCESSES	WHOLE SCHOOL PLANNING	ETHICAL RESOURCE SHARING	CONNECTING WITH PLACE	INVITING COMMUNITY DIALOGUE

6. Leading		<p>Leading ecological praxis through modelling 'Integral Ecology' as central to catholic identity and a future for all. The mission is evident in the attitude, skills and competency of the people (embodied) and embedded across the whole organization as Christ's ambassadors who deeply care for our common home. (202 – 203, 204 – 205)</p>	<p>The school offers <i>Laudato Si'</i> induction and ongoing formation programs, resources, materials and lived experience to others on this journey locally and globally. Ongoing learning about God's Creation and how to care for our common home is central to organizational life.</p>	<p>Commitment is shown to continued development of an integral ecology as core to the organization. The organization is a model for others to follow and a logical and holistic plan is evident and lived by the whole community.</p>	<p>The school is known for its use of ethical resources and regular invitations are received from other organisations to assist them to become responsible ambassadors of our common home.</p>	<p>The school is a living example of <i>Laudato Si'</i> in its own unique context which is evident in every dimension of the place i.e. the buildings and grounds, biodiversity and every person who readily shares stories about this unique place on Earth and the joy received in caring for our common home.</p>	<p>Networking on <i>Laudato Si'</i> inspired action at local, national and international levels. <i>Laudato Si'</i> projects and initiatives are exemplars that inspire others to authentically contextualise living <i>Laudato Si'</i>.</p>
2023	Objectives:						
	Strategies:						
	Activities:						
	Who:						
	Professional Learning / capability required:						

Appendix B: Living *Laudato Si'*: A Template

2018 – 2023 (Adjust as necessary)

STAGES OF STRATEGY	PLANNING	RELIGIOUS DIMENSION	FORMATION & LEARNING PROCESSES	WHOLE SCHOOL PLANNING	ETHICAL RESOURCE SHARING	CONNECTING WITH PLACE	INVITING COMMUNITY DIALOGUE
1. Awakening							
2018	Objectives:						
	Strategies:						
	Activities:						
	Who:						
	Professional Learning / capability required:						
STAGES OF STRATEGY	PLANNING	RELIGIOUS DIMENSION	FORMATION & LEARNING PROCESSES	WHOLE SCHOOL PLANNING	ETHICAL RESOURCE SHARING	CONNECTING WITH PLACE	INVITING COMMUNITY DIALOGUE
2. Discovering							
2019	Objectives:						
	Strategies:						
	Activities:						

	Who:						
	Professional Learning /capability required:						
STAGES OF STRATEGY	PLANNING	RELIGIOUS DIMENSION	FORMATION & LEARNING PROCESSES	WHOLE SCHOOL PLANNING	ETHICAL RESOURCE SHARING	CONNECTING WITH PLACE	INVITING COMMUNITY DIALOGUE
3. Transforming							
2020	Objectives:						
	Strategies:						
	Activities:						
	Who:						
	Professional Learning /capability required:						
STAGES OF STRATEGY	PLANNING	RELIGIOUS DIMENSION	FORMATION & LEARNING PROCESSES	WHOLE SCHOOL PLANNING	ETHICAL RESOURCE SHARING	CONNECTING WITH PLACE	INVITING COMMUNITY DIALOGUE
4. Sustaining							
2021	Objectives:						

	Strategies:						
	Activities:						
	Who:						
	Professional Learning /capability required:						
STAGES OF STRATEGY	PLANNING	RELIGIOUS DIMENSION	FORMATION & LEARNING PROCESSES	WHOLE SCHOOL PLANNING	ETHICAL RESOURCE SHARING	CONNECTING WITH PLACE	INVITING COMMUNITY DIALOGUE
5. Celebrating							
2022	Objectives:						
	Strategies:						
	Activities:						
	Who:						
	Professional Learning /capability required:						
STAGES OF STRATEGY	PLANNING	RELIGIOUS DIMENSION	FORMATION & LEARNING PROCESSES	WHOLE SCHOOL PLANNING	ETHICAL RESOURCE SHARING	CONNECTING WITH PLACE	INVITING COMMUNITY DIALOGUE
6. Leading							
2023	Objectives:						

	Strategies:						
	Activities:						
	Who:						
	Professional Learning /capability required:						

Appendix C: Living *Laudato Si'*: A Strategy Map: Examples of planning

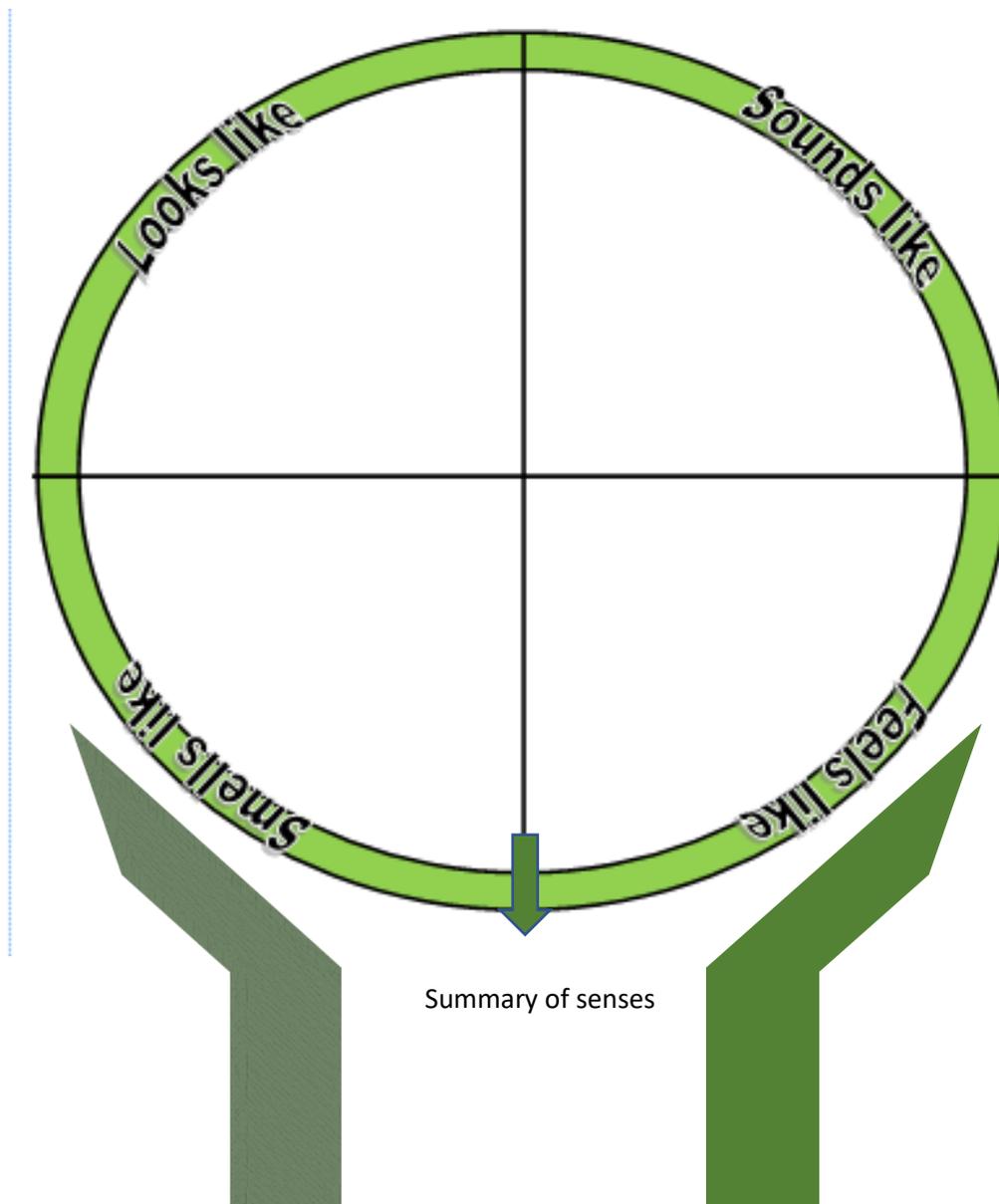
2018 – 2023 (Adjust as necessary)

STAGES OF STRATEGY	PLANNING	RELIGIOUS DIMENSION	FORM. & LEARNING	WHOLE SCHOOL	ETHICAL RESOURCE SHARING	CONNECTING WITH PLACE	INVITING COMMUNITY DIALOGUE
1. Awakening							
2018	Objectives:	Understanding the Theological Anthropology of Pope Francis in LS (viz. Miller p 95f)			To understand what the school does with energy, water, waste and native biodiversity conservation	To understand the place of the school in its ecologies through experiences.	To establish relationships with the broader community including the biome and the original peoples
	Strategies:	Study St Francis because he takes us to the heart of what it is to be human (Miller p.97)			Study the Data presented in the <i>Laudato Si'</i> Tracker Power BI coming from Resource Adviser™ with Performance Analytics Module™	Study Atlas of Living Australia and find your schools place; Identify your school within the Bio Regions of Australia; Local original language and nation	Invite Aboriginal Elders and long time older neighbours visit the school
	Activities:	Art and Music search (see Chiesa Nuova Chicago)				Identify any remnant plants from the Interim Biogeographical Regionalization for Australia IBRA), animals, birds from the IBRA	Visit Regional Art Galleries and explore local histories
	Who:	APRE's via IMARE invite everyone to awaken				Staff; outside subject area specialists	
	Professional Learning/capability required:	Guided reading of LS (1-16 with commentaries like Miller pp. 77-126)				Visits to Ngutana- Lui	

Appendix D: Sensory aspirations: A sensory map

Schools are asked to dialogue about what it is that they want to **sense** in their new or renewed school. This document provides architects with a set of descriptors developed in dialogue for how the staff and students want to **feel** (through sight, touch, smell and sound) within the school's ecology. This X chart may be replicated for use for any of the design elements under consideration, but its focus is for use in planning an overall response to an integrated ecology (the built school within its environment within its geography).

Participants are asked to give brief, preferably one word or two-word phrases to describe how their ideal place of learning and working will look like, feel like, smell like and sound like. A synthesis of the collective dialogue is developed and recorded in the summary section.



Appendix E: Ideas for Creating an Integral Ecology

This section contains some ideas on how a school community might live *Laudato Si*.



Water: Rainwater to be harvested for use in toilets, gardens and permaculture programs. On site stormwater management would be an occasion for the College to understand the impact it has on its catchment from gross pollutants, turbidity, hydrocarbons, heavy metals and e coli. The College's SEMP could address how the College can minimise these impacts.



Energy: Energy efficient appliances are to be purchased and maintained into the future. The College's SEMP could address how it uses energy whether that is electricity, gas or even wind or solar generated electricity over time. The College could benefit from accessing grants where available to support the installation of renewable energy systems.



Waste: Planning for secure waste bins and a community health and well-being program that minimises litter will in turn minimise scavenger wildlife and animals and encourage more native wildlife on the College site. These waste bins could be themed according to recycling materials as part of a whole of College approach to managing waste systems.



Greening and Biodiversity: A vegetation/landscaping plan should be developed in concert with the master planning process to ensure native trees, bushes, and groundcovers are maximised and exotic species limited to ensure increased biodiversity of bird and insect life.



Health and Well-Being: As part of the development of a *healthier eating* focus within the College and with linkages to College programs, the College tuckshop/cafeteria will model behaviours and food menu design and influence student choices for healthier options.

For the school to maximise this opportunity within such a facility, it would also need to undertake a wide-ranging process of consultation and education with students, parents and staff regarding nutrition and diet so that the cafeteria menus are driven from best practice, particularly as articulated in Queensland Government Tuckshop Guidelines.

Integration with a garden program would further enhance both curriculum and a whole of College approach to health and wellbeing that involves modeling habits and practices as well as being a service to students.



Transport: Master planning for secure student bike storage is important to partner with local government plans for integrated bikeways across the community. **There is also a need to plan for Year 12 student vehicles and parking.**

Creating integrated systems of ecological sustainability will take time, effort and strategic direction from leadership, staff, students and community. Indicators for a sustainable school will provide a guide to good practice, and more detailed information can be found in *Educating for a Sustainable Future*.

<http://www.environment.gov.au/system/files/resources/1b93d012-6dfb-4ceb-a37f-209a27dca0e0/files/sustainable-future.pdf>

Appendix F: Developing an integral ecology in a school: Where to start? STAFF REFLECTIONS

1. How can we integrate *Laudato Si'* into our school and curriculum practices?
2. How can we grow in ecological spirituality?
3. What does "integral ecology" mean?
4. How can we truly educate our community to care about creation?
5. What would an integral ecology look like, feel like, sound like, smell like in our school?