

# STEWARDSHIP

## Pastoral and Organisational Framework in the Cairns Diocese

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**Catholic  
Education Services**  
Diocese of Cairns

*Learning with Faith and Vision*

# Introduction

By Bishop James Foley

My dear brothers and sisters in Christ,

Our Local Church is a community of believers, one family under God. We are bound together as brothers and sisters in a unity of faith, goodness and holiness of life and in a peaceful accord.

The mission of the Local Church is God-given and universal: "Go out then to all peoples everywhere and make them my disciples: baptise them in the name of the Father, the Son, and the Holy Spirit and teach them to obey everything I have commanded you" (Matthew 28:10,20).

The mandate of Catholic Education Services draws from the mission of the Church in proclaiming and living God's Kingdom. As an executive arm of the Diocese, the Service is delegated to undertake responsibilities which serve, support and advocate for all educational ministries.

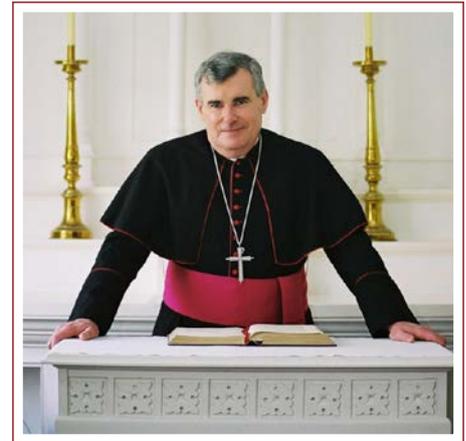
Catholic Education Services complements other services and operates within the overall governance parameters of Diocesan Boards. With these structures as its guide, Catholic Education Services continues a tradition of bringing faith and vision into life, in being and building the Kingdom of God. It is within this sacred vision that I endorse its ministry and welcome all into sharing its mission.

May this statement begin to answer your inquiries as to its purpose and so shape our overall communion within the Diocese.

Yours truly in Christ,

+ James Foley DD DPh

BISHOP OF CAIRNS



***Walking His Way  
Telling His Truth  
Living His Life***

(Synod of Bishops,  
Special Assembly for Oceania, 1997)

# Pastoral Framework

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## Purpose

The purpose of this document is to provide an introduction to Catholic Education Services (CES). It is a statement about culture, relationships, ministry and resourcing. It is an outline of the foundations that underpin its ministry and a guide to the provision of services and associated stewardship within the overall life of the diocesan Church.

## Christ as our Centre

The tradition and mission of Catholic Education is found in the life and ministry of Jesus. It is His vision that is taught, modelled and used as a basis for all that occurs. It is a vision centred on the reign of God; the Good News that God is at work in our world, liberating and transforming all aspects of human existence and creation.

## Church Mission

As Christians today, we recognise that we are people of God and carry on the Church's mission of:

- Service (especially to the marginalised of our society)
- Community formation
- Teaching and witness
- Worship and celebration

As Catholic educators our core identity is embedded in the mission of Church. The essence of our educational philosophy is the Christian view of the human person made in the image of God (Gen 1:27), and the Christian vocation to be and to build the Kingdom of God as disciples of Christ.

## Vision and Mission

The vision of Catholic Education is to offer life-long and quality Catholic education so that each person may know and come to identify more fully with the living Spirit of Christ. Within the diocese this vision is elaborated as entailing:

Through their involvement in the Catholic faith community, students are able to reach their full potential through the enhancement of their educational, personal and spiritual dimensions. They and the communities in which they live and study are sustained and enriched by the life-giving relationships that they develop.

CES exists as part of the diocesan curia and assists the Bishop in directing pastoral action through educational administration and support. CES expresses its mission as follows:

We are a community of people who support the mission of the Church in the provision of quality, innovative education. We provide leadership, service, and stewardship to those involved in the life project of Catholic Education. We seek to be a positive influence in our work within the Church and in the broader community. In the spirit of Christ, we undertake our work through life-giving relationships founded on collaboration, communication, integrity and respect. We look to the future with enduring hope that the human potential for growth and goodness will be realised.

## Learning Framework

Central to CES is a view about learning, teaching and leadership that is authentic. Such a view is captured in a Kingdom vision which recognises processes of being and becoming for all God's people. It is illustrated in the Diocesan Learning Framework:

***Aspiring to Be and Become***

***People of hope, joy, courage and wisdom***

***Communicators who are effective and creative***

***Learners who are inquiring and reflective, seeking truth***

***Participants and producers who are independent and interdependent***

***Citizens of the world who are responsible, ethical and resourceful***

***People enriched by a spiritual appreciation of self, God, neighbour and life***

***I came that they may have life, and have it abundantly***

(John 10:10)

# Responsibilities & Relationships

## Bishop, Vicar and Clergy

As the chief pastor of the diocese, the diocesan Bishop governs the particular Church in legislative (policy), executive and judicial terms. While holding executive authority himself, executive or operational authority can be exercised through an Episcopal Vicar. The Episcopal Vicar, by law, has the same executive power as that of the diocesan Bishop (canon 479). In broad terms, within the Diocese of Cairns, the Vicar carries the executive (operational) responsibilities of the Bishop, while the Bishop has a particular focus on legislative and judicial aspects of governance.

The pastoral care of the community of Christ's faithful within a parish is entrusted to the parish priest. In all Catholic parish educational matters, CES operates in partnership with the parish priest who is called to share in the ministry of the Bishop in teaching, sanctifying and governing with the cooperation of others, in accordance with Canon law.

The nature of this partnership arrangement calls for an understanding of respective diocesan and parish responsibilities and a commitment to interdependence and co-responsibility in mission.

***'The core of our organisational relationship is our interdependent, co-responsibility in mission.'***

## Board of Governance

Appointed by the Bishop, the Catholic Education Board of Governance operates within the general pastoral and educational goals of the diocese. The aim of the Board is to help Catholic Education identity take shape within the diocese. It does this by developing and monitoring its educational Vision and Mission Statements, its Strategic Priorities (annual and longer term), and through its educational policy process.

The Board's role in policy development is visionary, developmental, coordinative and evaluative. The Board engages in policy development through the shared wisdom process.

The Board also cooperates with, and supports the Queensland Catholic Education Commission (QCEC), the National Catholic Education Commission (NCEC) and the Australian Bishops in furthering the ideals of Catholic Education in Australia.

## Schools, Parishes, Agencies and Commissions

Schools, Parishes, Educational Agencies and Commissions constitute an interdependent community of schools and services drawing support and ownership within parish and local community, but also operating in communion with one another, under the Bishop.

CES acts in partnership with priests, parents, school staff and parish communities. This entails regular pastoral contact, necessitates clear communication, and the establishment of trust and mutual support across the diocese.

CES also works collaboratively with schools supported by Religious Institutes with Diocesan Councils (e.g. Priests' Council, Parents & Friends, Ministry for Pastoral Vision, Finance Council, etc) and with community services in the promotion of a common vision and shared responsibility for the good of the whole diocese. A spirit of openness and participation characterises this collaborative relationship between all diocesan agencies and groups.

## Relationships within Diocese and Community



# Ministry Design

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Central to Catholic Education Services are its people, their delegated responsibilities and the particular duties that emerge from these.

## Delegations

At a diocesan level, the professional needs and organisational complexity within Catholic Education necessitate the appointment, by the Bishop, of a delegate to act on his behalf. This delegation is made to the person holding the position of Executive Director. It is out of this delegation, and the responsibilities associated with it, that the administrative relationships between CES, diocesan and parish schools, and agencies take shape. While the detail of these relationships will vary from time to time, the following current delegated responsibilities generally apply:

1. To develop, establish and model the distinctive Catholic Identity within schools and colleges
2. To develop and monitor Strategic and Annual plans
3. To provide Human Resources support to schools, colleges and CES
4. To coordinate communication and collaboration within and beyond Catholic education
5. To provide oversight of the financial and physical resources of schools, colleges and CES
6. To develop and maintain communication, decision making and associated management systems
7. To act for and on behalf of the diocese in all matters related to employment
8. To support the professional development of all staff
9. To represent and advocate for Catholic Education
10. To be accountable to the Bishop, Vicar and Board of Governance through seeking authorisation, consulting and informing on matters of Catholic Education within the Diocese.

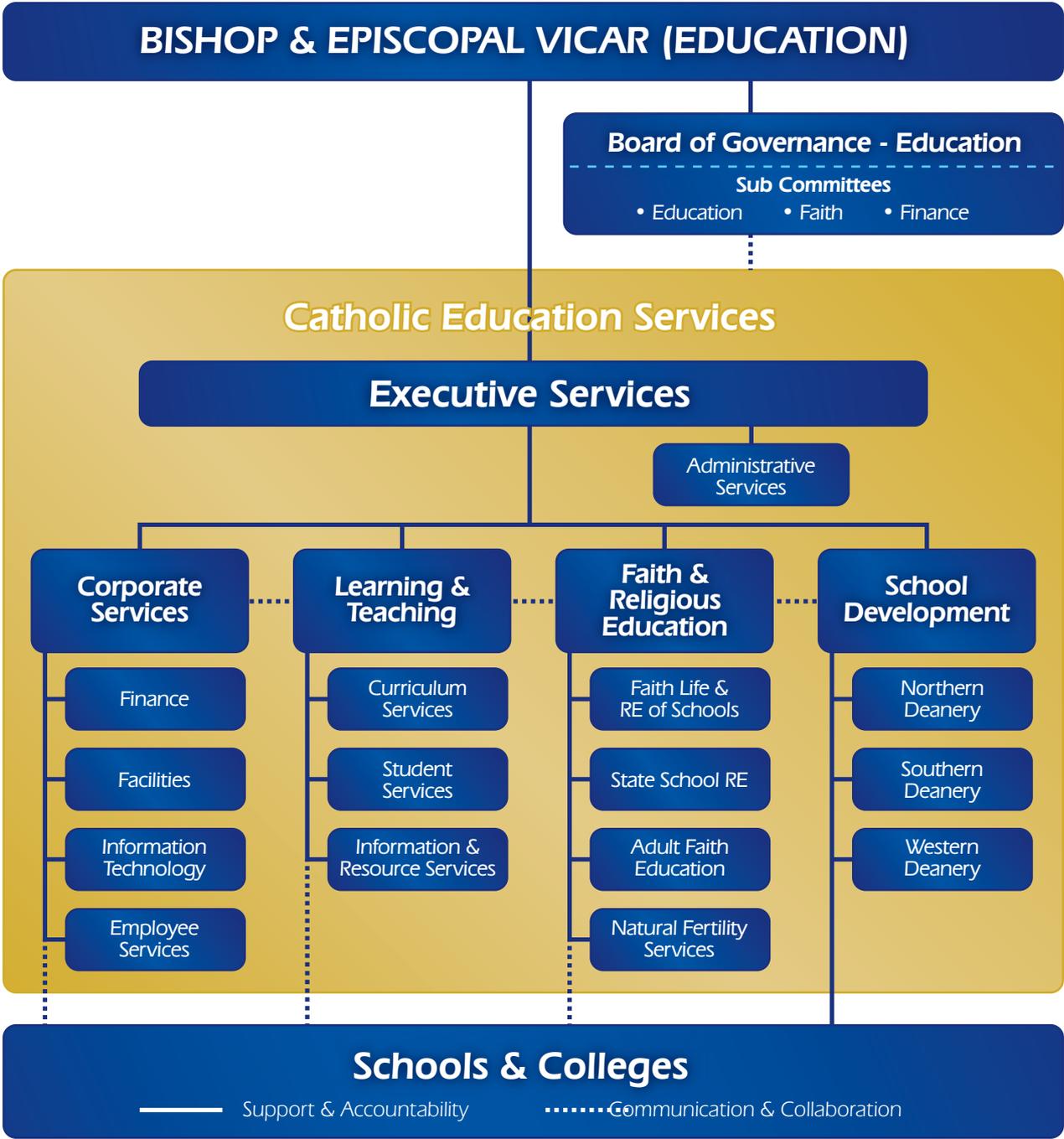
## Structure

CES staff form one community and are committed to a shared vision and a common set of responsibilities for all members. These include a commitment to community, support for policy, appropriate representation and the alignment of skills to serve the overall mission.

The responsibilities delegated to CES have given rise to an organisational structure reflective of diocesan tradition and service development needs. This organisational design includes service teams of: Executive Services, School Development, Corporate Services, Learning & Teaching, Faith & Religious Education. As well, smaller and more focused team units constitute each of these functional groups. Each of the smaller units is generally oversighted by a team manager who in association with other senior staff, form the wider team.

## Enabling Systems

Releasing the Spirit in organisational life is central to CES operations. Values which underpin leadership and management responsibilities seek to create a culture of service and communion and include: collegiality, subsidiarity and common good. Leadership is reviewed as an expression of Christian Baptism and management entails the application of systems for efficiency and effectiveness. These enabling systems energise, liberate and allow for the sharing of wisdom.



# Ministry Resourcing

## Resourcing (Schools)

Governments (State and Commonwealth) provide financial resources on a needs basis to an approved authority. The expectation is that distribution of these resources be on a similar principle of need by the contracted authority to its constituent groups.

- Commonwealth - to the Corporation of the Roman Catholic Bishops of Queensland, of which QCEC is the delegated agent.
- State - to the Corporation of the Roman Catholic Diocese of Cairns, of which CES is the delegated agent.
- Within the Cairns Diocese, the further stewardship of resources occurs within the following parameters.
- Diocesan and Parish Secondary Schools:
  - These schools are funded directly and are not subject to further distribution of funding based on diocesan needs. That means that funds paid to secondary schools are wholly retained for use within the school.
  - Budgets are prepared locally by the College Administration Team and progress via the School Board to the Diocesan Finance Council having being reviewed by the Diocesan Board of Governance (Education).
- Parish Primary Schools:
  - The allocation of recurrent funds to Parish Schools is via the staffing formula. Differentiation of support is based on student profile, school numbers, isolation, school resourcing levels, socio economic status. Recurrent funding for salaries, administration and support are managed by CES. Parameters of management, inclusive of consultation with schools and colleges, are established by the Education Board. In turn, the Diocesan Finance Council authorises and monitors financial operations on behalf of the Bishop.
  - Local budgets are prepared and authorised within the Parish, with monitoring by the Finance Committee of the Diocesan Education Board.

## Resourcing (CES)

CES is supported from three financial sources:

1. Personnel and operational costs funded from a percentage of recurrent government grants to provide administration, student and school services;
2. Personnel and operational costs funded from specific targeted programs designed to enhance the quality of educational programmes within schools;
3. Personnel and operational costs funded from diocesan resources for specific purposes (e.g. state schools' religious education, workplace health and safety).

The complement of CES staff is within the limits endorsed by the Catholic Education Board. It is comparable with that of other Catholic Education Offices of equivalent size and does not exceed provision applicable in the broader educational environment.

## Accountability

Within CES, policy accountability is to the Bishop of the diocese through the Education Board of Governance. The work of the Board reflects diocesan pastoral priorities and is carried out in collaboration and co-operation with the Diocesan Finance Council. Matters of extraordinary administration and day to day support, specifically to the Executive Director, is provided by the Episcopal Vicar.

Pastoral accountability is met through the development and review of strategic and operational activities. This occurs annually, is reflected in budget processes and arises from consultative practices. Annual planning is connected to a five year plan which is integrated with overall diocesan priorities. The CES Annual Report is a primary mechanism for reporting to the diocesan community.

## Symbol and Motto

### Symbol

Central to the symbol of Catholic Education is the cross.

- The open and welcoming representation of the cross symbolises that all students are welcome, accepted, and encouraged to become the best human beings they are capable of becoming. As both education and faith, by their nature, are a dynamic progression along the journey of life, the stepping stones/dots along the arms of the cross suggest on-going development.
- The embracing hands around the cross allow many interpretations - a protecting, caring

community and environment; the coastline bordering the diocese to the East and the burnt Australian interior to the West; the outline of a candle flame signifying the Holy Spirit.

- The flame at the centre of the cross symbolises the spirit of faith central to Catholic Education. The uppermost flicker of the flame is a natural extension of the coast line and acknowledges the islands of the Torres Strait as the northernmost tip of the diocese.

The colours of the symbol reflect those of the crest of the Diocese of Cairns - blue, red, white and gold, and also speak of the geography and location.

### Motto

Our motto: **Learning with Faith and Vision** is suggestive of dynamic, quality, Christ-based education with a vision to the future and the life-long learning that students and staff embark upon.



## Catholic Education Services Diocese of Cairns

*Learning with Faith and Vision*

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