



When you think about a brand and why you support it, trust is at the centre of why you behave the way you do in relation to the brand.

Our New Zealand Catholic schools are well on the way to creating a brand which, among other things, has glittering excellence at its core. Part of strengthening our brand is the setting of exceptional expectations for exceptional students.

The beginning of a school year is a good time to reinvigorate a school's organisational culture since the culture of a school, "the way things are done around here," is fundamental to the brand that is projected to those both inside and outside of the school. Our Catholic values, ethos and spirituality are the energy that gives life to a school's culture and to its brand.

Part of any reinvigoration of culture is the mind set of innovation. Innovative ideas occur when people reflect and think. Such ideas often occur when you are in the shower, or an aircraft, exercising, in bed or simply relaxing!

Maybe, therefore, if we are to be full of ideas that will improve what we do, we need to create a work environment which encourages staff and students to think. It was Sir Ernest Rutherford who said, "We do not have much money therefore we need to think." Every staff room and Board of Trustees knows how to generate innovative ideas that will help lift quality education, which has glittering excellence at its core.

We wish you well and offer you support as you grow in hopefulness and strengthen your delivery of expectations for students that keep rising year by year.

Greetings

Greetings! We hope that the New Year is a fulfilling and hopeful one for you!

Ngā mihi nui ki a koe me tō whānau.

Catholic Institute of Aotearoa New Zealand Te Pūtahi Katorika ki Aotearoa (CIANZ)

We welcome the renaming of the Wellington Catholic Education Centre (WCEC) as CIANZ, which is the first step in the development of the NZ Church's national tertiary teaching and research institution. CIANZ will enable unified provision of courses for people working in pastoral ministry, teachers, chaplains, and Catholics interested in learning more about their faith. The Bishops are congratulated on this important step.

Catholic Early Childhood Religious Education Curriculum Statement Published

The National Centre for Religious Studies is congratulated on the publication of the New Zealand Catholic Early Childhood Religious Education Curriculum Statement. This document, which is aligned with Te Whāriki, is a world first: no other country has a statement which covers infants and toddlers as well as young children. Members of the working party, which met from 2004 onwards, are thanked and congratulated. Copies are available from ncrsnz@clear.net.nz.

Teachers' Perception of the Purpose of Classroom Religious Education in New Zealand Catholic Secondary Schools – Doctoral Thesis

Dr Kevin Wanden, Director of NCRS, is congratulated on the publication of his thesis. As well as outlining the perceptions described in the thesis title, the book contains an important chapter of conclusions and recommendations, which Principals and Proprietors would find worth considering. Each diocesan Catholic Education Office has a copy of the thesis. It can be bought from NCRS (\$40), email ncrsnz@clear.net.nz.

Winners of Senior Principals' Professional Scholarships

The most recent winners of Senior Principals' Professional Scholarships are: Dennis Fahey, Marcellin College, Auckland; Craig McKernan, St Francis Xavier School, Whangarei; Karl Zimmerman, St Anne's School, Whanganui; Margaret Coleman, Our Lady Star of the Sea School, Sumner. Congratulations are offered.

First Principalships in Catholic Schools – Congratulations

Christine Allen, Sacred Heart Girls' College, Hamilton
Debra Marshall-Lobb, Hato Paora College, Feilding
Sandra Connor, St Joseph's School, Hastings
Grant Miles, Chanel College, Masterton
Peter Ahern, St Joseph's School, Upper Hutt
Bernadette Leonard, St Joseph's School, Temuka
Lorraine Frances-Rees, St Joseph's School, Ashburton

Provide a Point of Difference

Catholic schools have a niche market within education, and therefore do well to stress what is different about them. This can be done for passers-by through highly visible signage, statues, symbols, use of lighting that highlights Catholic features, use of Saints' names etc. For those entering the school significant displays in the foyer, including permanent Catholic items, and changing displays of students' work in relation to Religious Education and Catholic Character, give a strong message.

"You can kill a person but you cannot kill an idea."

Medger Evans



"Look. They're playing with the toy they took away from me."

An Interesting Website

www.columban.org.au/our-works/JPIC-Justice-Peace-Integrity-of-Creation/ has a range of resources on climate and other social justice issues. Students and teachers may find it useful.

Promoting Seamless Catholic Education

St Mary's School, Northcote, Carmel College, Milford, and Rosmini College, Takapuna (all North Shore, Auckland) have produced an attractive joint flyer advertising the three schools. They are congratulated on an excellent initiative.

A Good Practice Reflecting a Growing Trend

As part of the school's Catholic Special Character goal in its Strategic Plan, staff members at St Pius X School in Titahi Bay led preparation of children and support for parents in the parish First Reconciliation programme. Seventeen children from the school and parish received First Reconciliation. The school has also pledged ongoing school support for the parish Sacramental programme.

A Thought

"If Jesus had been born in 1980, and begun his public ministry in 2010, would he have 'friended' the Twelve Apostles on Facebook instead of visiting the Sea of Galilee?" (Daniel Horan "Koinonia and the Church in the Digital Age", Review for Religious, Summer 2010)

Playgroups an Opportunity for Evangelisation, and for Building School Rolls

With the significant increase in live births in New Zealand in recent years, parishes and schools would do well to stimulate the setting up of parish playgroups, which are a gentle location for the evangelisation of young parents and a stimulus to their presence in parish life. Playgroups can also feed into preschool transition programmes, build up school rolls and provide an opportunity to explain the purpose of Catholic education to parents.

"This is the day that the Lord has made, let us be glad and rejoice in it."

Psalm 118

NZSS Athletics Championships Results:

Congratulations to Catholic Schools

NZ Catholic secondary schools make up less than 10% of the secondary student population, but in the NZ Secondary Schools Athletic Championships athletes from Catholic schools gained 35% of the boys' titles and 15% of the girls' titles. Of the five students named athletes of the championship, three were from Catholic schools: Joseph Miller, Aquinas College, Tauranga; Brad Mathas, Cullinane College, Whanganui; and Leesa Lealai-Salonoa, St Mary's College, Wellington. Brad and Leesa set new records. Other titles were won by: Joshua Hawkins, Declan Wilson, Dalton Coppins, Sacred Heart College, Auckland; Alex Gorrie, Kavanagh College, Dunedin; Nicholas Southgate, Rosmini College, Auckland; Tom Martin, Jesse Bryant, Patch Harnett, St Bede's College, Christchurch; Kyle Van der Merwe, Francis Douglas Memorial College, New Plymouth; Portia Bing, Baradene College, Auckland; Jean Kozyniak, Va Filemoni, St Catherine's College, Wellington; Suzannah Lynch, St Mary's College, Wellington.

Musical Resource Available

Christopher Hoyne has produced a 2 cd pack (instrumentals, vocals, lyrics, production details and visuals) of a 15 song journey through the life of Jesus. The songs could be used individually or as a school concert kit. Contact choyne01@optusnet.com.au.

Bishop Peter Cullinane's Statement on Ethical Strike Action

School Boards of Trustees and staff are alerted to a guest editorial statement by Bishop Peter Cullinane in the 30 January NZ Catholic.

The Changing Face of Catholic Schools

The July 2010 ethnic percentages in Catholic schools were: Pakeha/European 57%, Pasifika 15%, Māori 13%, Asian 11%, Other 3%, International students 1%. These percentages vary markedly from diocese to diocese.

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