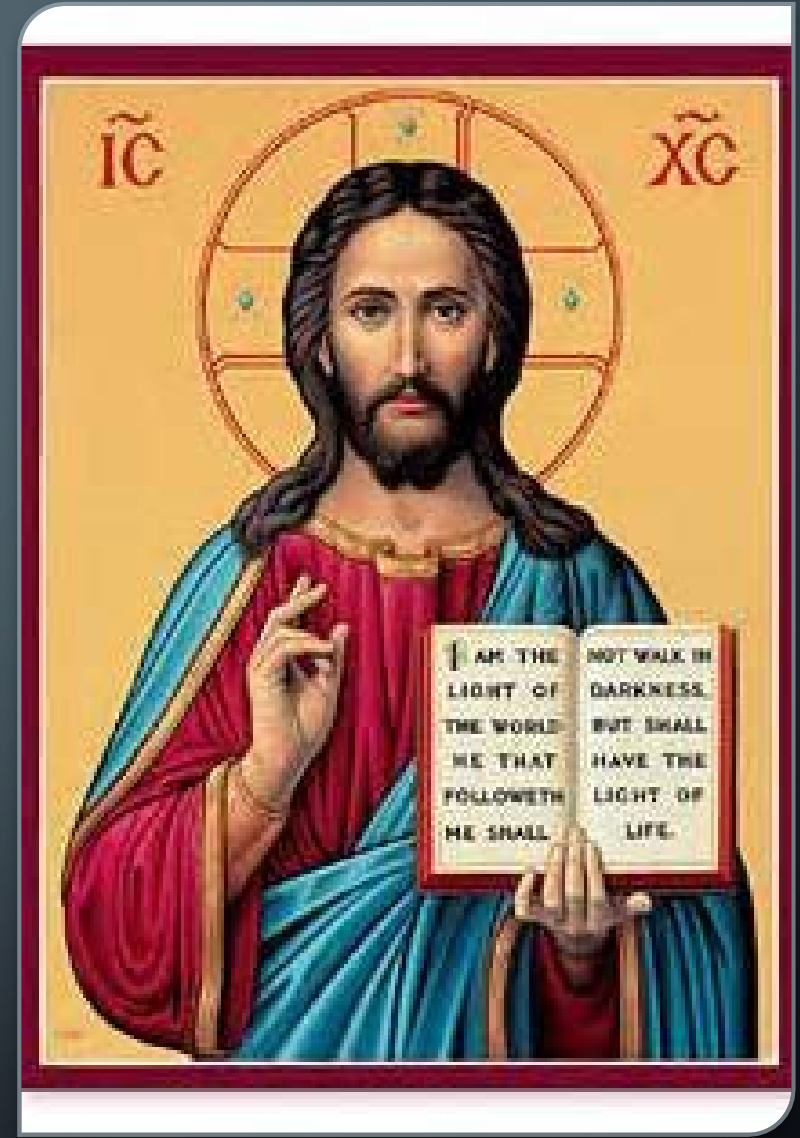


CHRIST IN THE CLASSROOM LOCAL RETREAT

Catechetical Certification for Catholic Schools
Office for Catholic Schools – Archdiocese of
Seattle

Task 2: Liturgical Education

FALL 2019



CIC Local Retreat Outcomes

- **Become familiar** with historical context of *Sacrosanctum Concilium* (SC) “The Dogmatic Constitution on Sacred Liturgy” and the relationship between liturgy and catechesis (CCC 1066 – 1075)
- **Value** the elements of the Sacred Space, Sacred Objects, Sacred Time, and Sacred Tradition.
- **Understand** the importance of the use of the Liturgical Calendar in Catechesis.
- **Develop and nurture** an ongoing respect for official Church teachings and Catholic tradition.
- **Embrace silence** as a vehicle for reflection, prayer and community building.
- **Assist the community** to recognize the presence of Christ and enter into communion with Him through active, full and conscious participation in the Liturgical celebrations and Sacraments of the Church.



Learning How to See Again

Talk I: Teaching and leading in a Catholic school has always come with many, sometimes overwhelming, responsibilities and challenges. We all face the challenge of rising anxiety in the nation and among our young people.

How do we find and maintain peace amid these challenges? This talk focuses on peace and prayer.

A person is seen from behind, standing on a mountain peak and looking out over a vast, hazy landscape under a warm, golden sky. The person is wearing a dark jacket and has their hands in their pockets. The landscape features rolling hills and mountains in the distance, with a soft glow from the sun low on the horizon. The overall mood is contemplative and serene.

“FELLOW DISCIPLES OF A SINGLE TEACHER”

-St. Augustine of Hippo, Sermons 23:2
quoted by Benedict XVI in his 17 April 2008 address to Catholic
Educators at the Catholic University of America

A glowing lightbulb with a blue-tinted background. The lightbulb is positioned on the right side of the frame, with its filament visible and glowing. The background is a solid blue color, and the lightbulb's glow creates a soft, warm light. The text is overlaid on a dark blue rectangular background that covers the left and center portions of the image.

THE GIFTS OF PEACE AND PRAYER

1. DEFINITION OF PEACE
2. THE NEED FOR PEACE
 - a) AS EDUCATORS
 - b) AS HUMANS
3. HOW TO CULTIVATE PEACE

A glowing incandescent light bulb is shown against a blue-tinted background. The bulb is lit, with a bright yellow-orange glow emanating from the filament. The glass of the bulb is visible, showing some reflections and a slightly textured surface. The background is a solid, muted blue color.

DEFINITION OF PEACE

THE OUTCOME OF A DISPOSITION TO TRUST GOD
WITH ALL OUR MIND, BODY, SOUL, AND EMOTIONS.

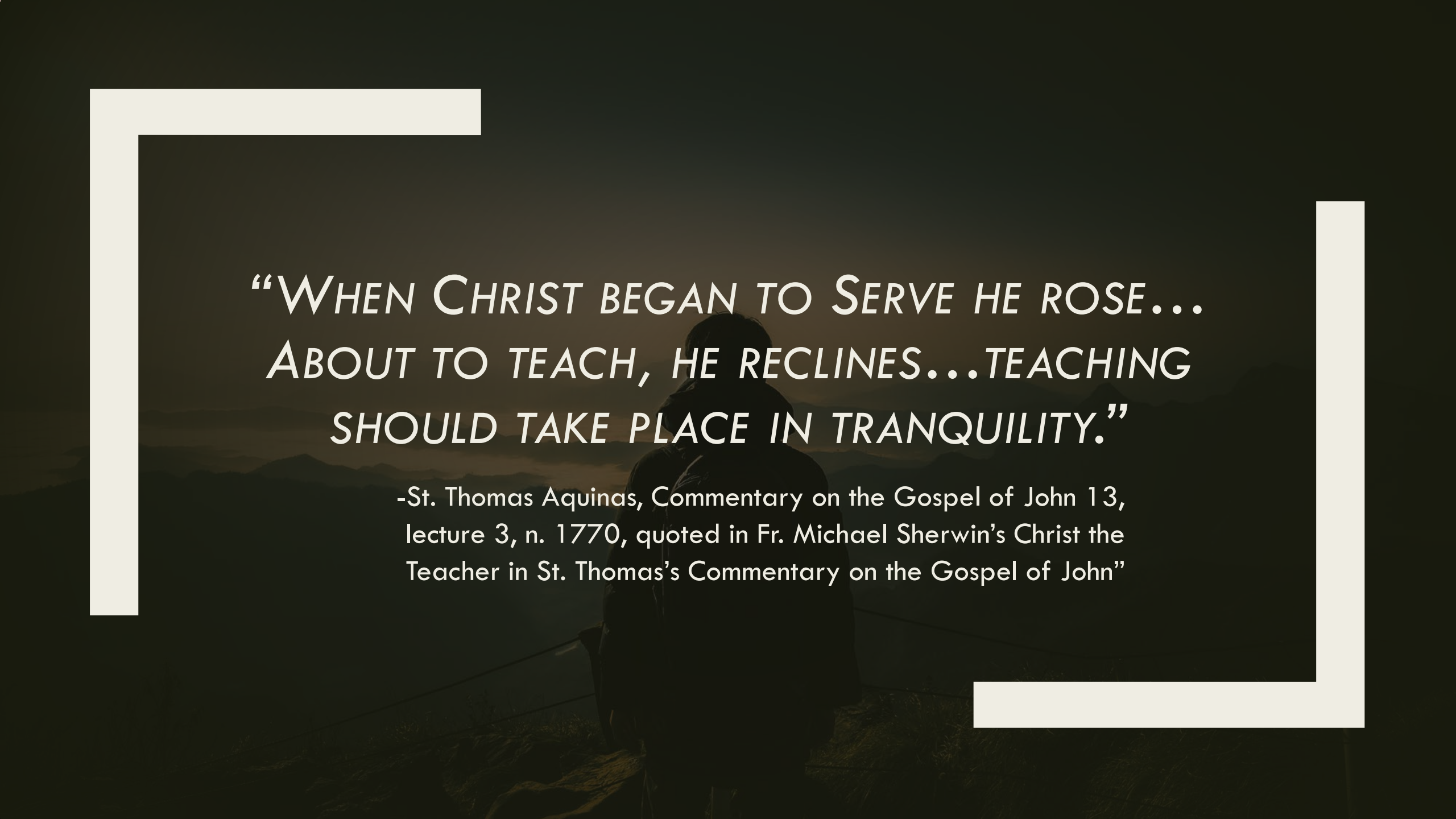
PEACE OF THE BODY, PEACE OF THE MIND,
PEACE OF THE SOUL.....THAT'S PEACE.

A glowing lightbulb is shown against a blue background. The lightbulb is illuminated, with a bright yellow-orange glow emanating from the filament. The glass of the bulb is clear, and the internal structure, including the filament and support wires, is visible. The lightbulb is positioned on the right side of the frame, with its base at the bottom and its top towards the right edge. The background is a solid, light blue color.

THE NEED FOR PEACE

a) AS EDUCATORS

b) AS HUMANS



*“WHEN CHRIST BEGAN TO SERVE HE ROSE...
ABOUT TO TEACH, HE RECLINES...TEACHING
SHOULD TAKE PLACE IN TRANQUILITY.”*

-St. Thomas Aquinas, Commentary on the Gospel of John 13,
lecture 3, n. 1770, quoted in Fr. Michael Sherwin's Christ the
Teacher in St. Thomas's Commentary on the Gospel of John”

REFLECTION TIME

1. What moments of anxiety have challenged me or our school community?



REFLECTION TIME

2. *Going through the motions of religion vs. coming to have a deeply personal and trusting relationship with God through some aspect of the Catholic Church's Liturgical/Sacramental/Spiritual Life: Do I know a story or have I had an experience which illustrates that?*



REFLECTION TIME

3. *Much activity, “busy-work,” needing to do something or “fix something” vs. calm listening and deeply engaged, attuned, responsive, sympathetic attention: Do I know a story or have I had an experience which illustrates the difference?*



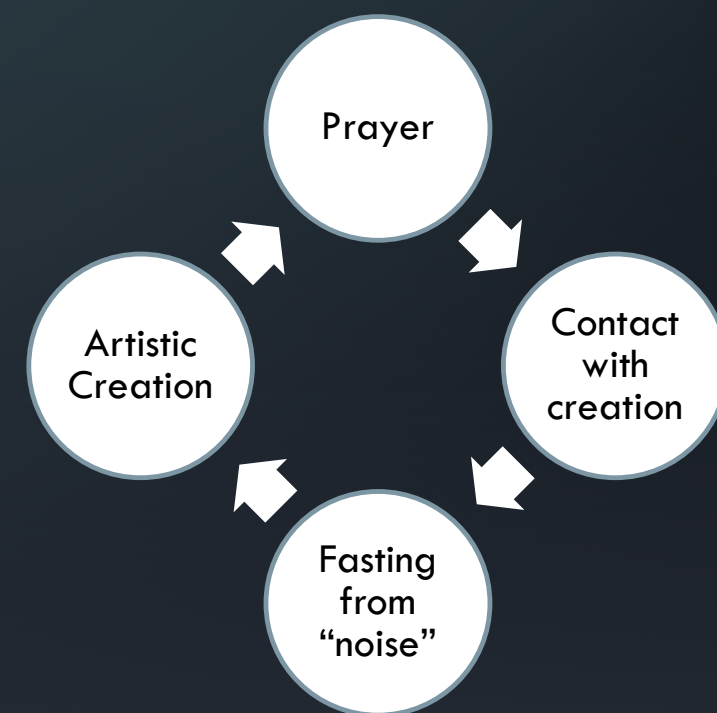


HOW TO CULTIVATE PEACE

- CULTIVATING THE GIFT OF PRAYER
- BELIEVING AND TRUSTING IN GOD'S UNCONDITIONAL LOVE FOR EACH OF US



CULTIVATING PEACE & THE ABILITY FOR “ACTIVE PARTICIPATION”



REFLECTION TIME

Sacrosanctum Concilium (SC: 11, 12, 14) and

- 4. The good impact of personal prayer or Eucharistic Adoration, engagement with God's creation, artistic activity . . . Or the negative impact of the lack of one or more of those things: Do I know a story or have I had an experience which illustrates that?*





The Love of Learning and the Desire for God

Talk II: Sometimes the best way to understand where we are and where we are going is by taking a look at where we come from.

This talk tells the twin stories of Catholic education and the Liturgy. Early on, Christians were asking, “Can education and faith be connected?”



OUR JEWISH ROOTS

OUR OLD TESTAMENT STORIES TEACH US
HOW THE JEWISH PEOPLE TRIED TO ENCOUNTER GOD TO
FIND HARMONY AND BALANCE IN THEIR LIVES.

A glowing light bulb with a visible filament, set against a dark blue background. The bulb is positioned on the right side of the frame, with its light emanating from the top. The filament is clearly visible, and the glass of the bulb is slightly textured. The background is a solid, dark blue color.

THE COMING OF CHRIST

THE COMING OF CHRIST BRINGS THE GIFT OF THE SACRAMENTS
WHICH TRANSFORM AND TRANSCEND TIME.
JESUS BECOMES THE BREAD OF LIFE... THE ONE TRUE SACRIFICE.



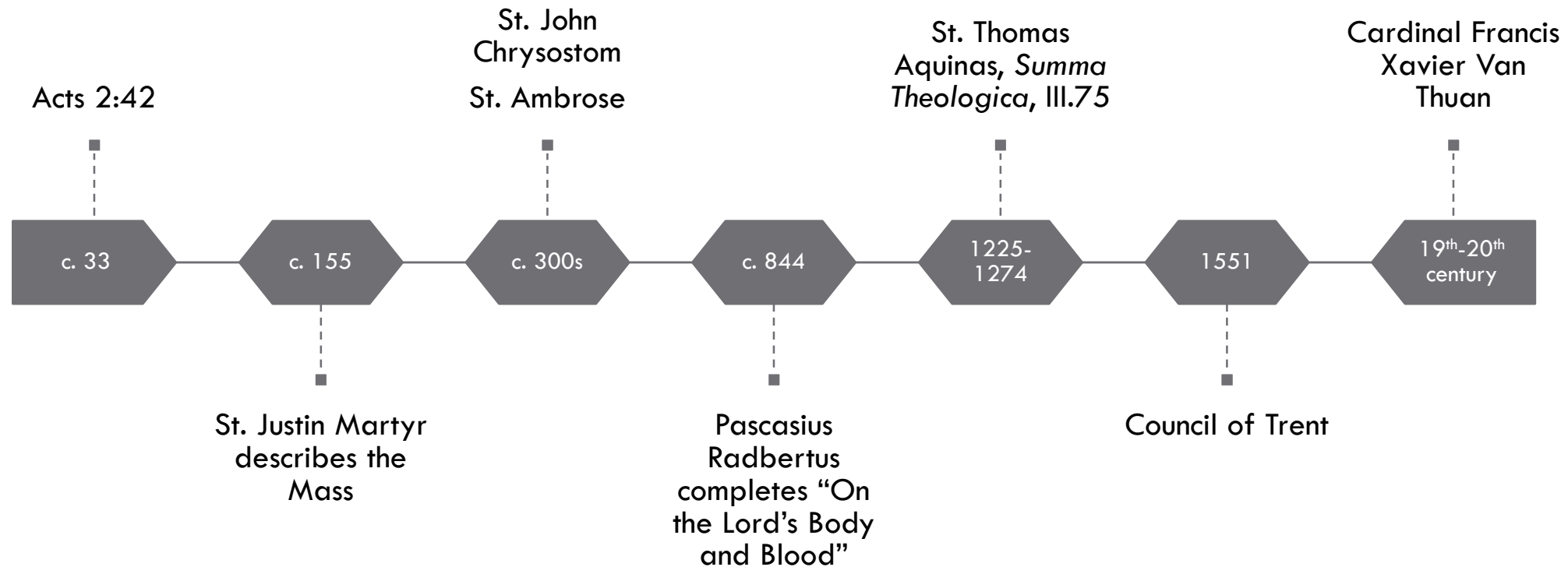
THE MASS THROUGH THE AGES

CATHOLICS BELIEVE THAT THE BREAD AND WINE
ARE THE REAL, LITERAL, BODY AND BLOOD OF JESUS. (JOHN 6)

HOW DID THIS UNDERSTANDING COME TO BE?

WHO WERE SOME OF THE SCHOLARS OF THE EARLY CHURCH?

The Mass, the Eucharist, and Christians through the ages



A glowing incandescent light bulb is shown against a blue-tinted background. The bulb is lit, with a bright yellow-orange glow emanating from the filament. The glass of the bulb is visible, showing some internal structure and a slight reflection. The background is a solid blue color with a subtle gradient.

ENCOUNTER WITH THE GREEKS: OUR GREEK ROOTS

AS EARLY CHRISTIANS ENCOUNTERED GREEK CULTURE,
THEY WERE CHALLENGED BY NEW IDEAS.....

- A CALL FOR EXCELLENCE AND A DEEP LOVE OF LEARNING
- CHOOSING COURAGEOUS SACRIFICES

REFLECTION TIME

1. *The Eucharist is truly Christ's body and blood. Coming to a full understanding of the mind-blowing significance of that teaching for the first time: Do I know a story or have I had an experience which illustrates that?*



REFLECTION TIME

2. *The Mass is the source and summit of Christian life. What would it look like for me, for my school community, to live that way, so that our story was part of the Christian story of the mass through the ages?*



REFLECTION TIME

3. *Greek “arete” - doing what is noble, good, right, excellent, beautiful, for its own sake, making a courageous sacrifice with no chance of personal gain—unless you count the “gain” of doing something worth doing and the “gain” of becoming fully human, truly great. Do I know a story or have I had an experience which illustrates that?*





The Love of Learning and the Desire for God

Talk III: “Can education and faith be connected? The answer is YES!

In this talk, we’ll learn that the love of learning and the desire for God come together in the liturgical/sacramental life of the Church.

A glowing light bulb is positioned on the right side of the image, with its light reflecting off the glass. The background is a solid blue color. The light bulb's filament is visible, and the glass is slightly textured. The overall mood is serene and hopeful.

THE COMING OF CHRIST

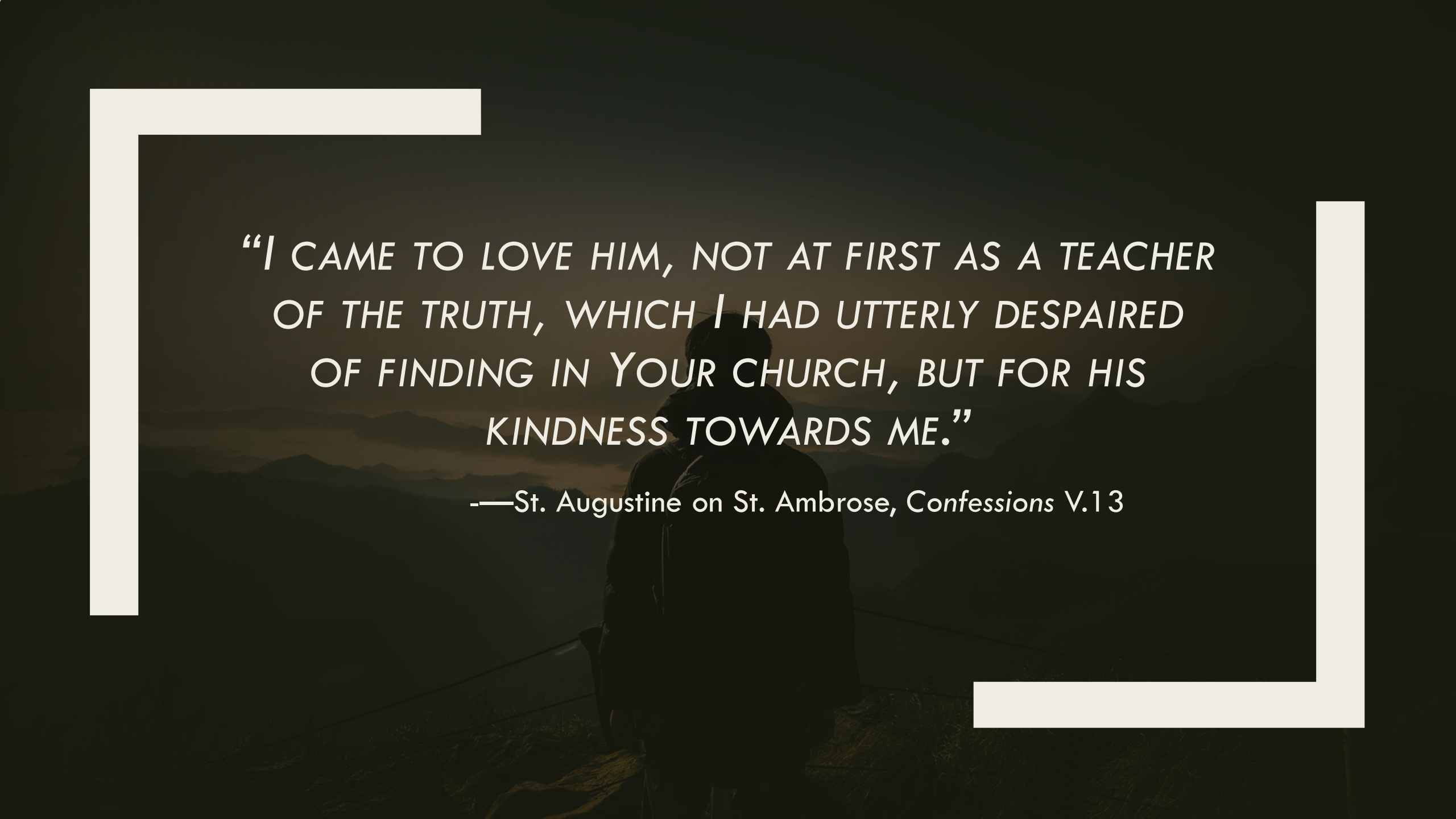
JUST LIKE THE WOMAN AT THE WELL,
WE MEET JESUS AND WE ARE TRANSFORMED!



A person with a backpack is seen from behind, standing on a mountain trail and looking out over a vast landscape at sunset. The sky is a mix of orange, yellow, and dark blue, with silhouettes of mountains in the distance. The person is wearing a dark jacket and a backpack. The overall mood is contemplative and serene.

*ORIGEN “SOUGHT TO CHANGE THE LIVES OF
HIS STUDENTS BY ESTABLISHING A PERSONAL
AND INTIMATE RELATION WITH THEM.”*

-Robert L. Wilken, “Alexandria: A School for Training in
Virtue.”



*“I CAME TO LOVE HIM, NOT AT FIRST AS A TEACHER
OF THE TRUTH, WHICH I HAD UTTERLY DESPAIRED
OF FINDING IN YOUR CHURCH, BUT FOR HIS
KINDNESS TOWARDS ME.”*

—St. Augustine on St. Ambrose, Confessions V.13

REFLECTION TIME

1. *A teacher who showed the true love of Christ to a student and transformed that student's life: Do I know a story or have I had an experience which illustrates that?*



REFLECTION TIME

2. *An event, a work of art, a project, etc. – something where education and faith came together in a beautiful way and then impacted someone for the good in unforeseeable ways: Do I know a story or have I had an experience which illustrates that?*



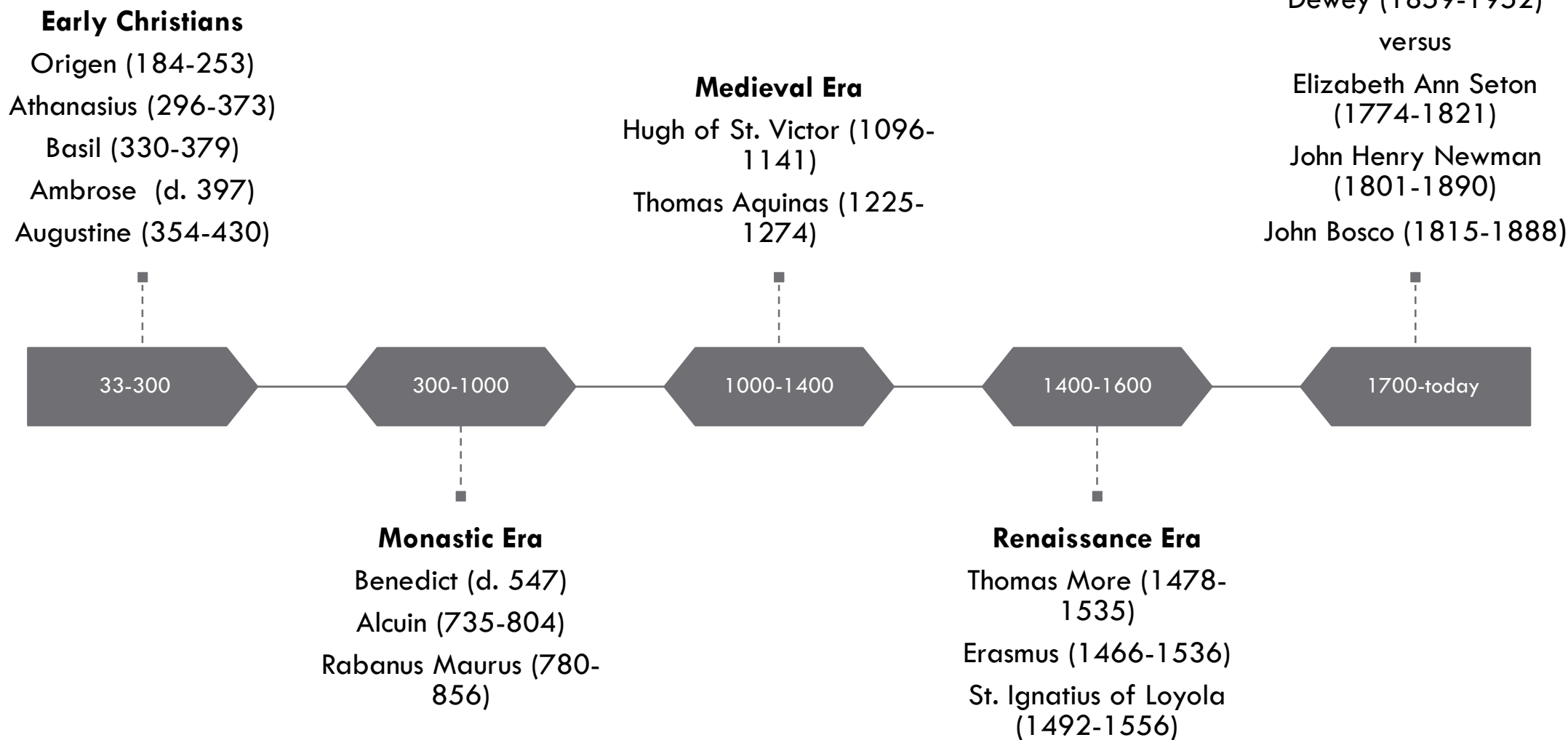
A glowing lightbulb with a visible filament, set against a dark blue background. The lightbulb is positioned on the right side of the frame, with its glow illuminating the surrounding area. The filament is a complex, coiled structure that glows with a warm, yellow-orange light. The background is a deep, solid blue, providing a stark contrast to the bright light of the bulb.

THE LOVE OF LEARNING AND THE DESIRE FOR GOD COME TOGETHER

CHRISTIANS YEARNED FOR THE LOVE OF LEARNING AND A TRUE
RELATIONSHIP WITH GOD.

HOW CAN WE BRING THIS TRUTH ALIVE IN OUR COMMUNITY?

Catholic Education through the Ages

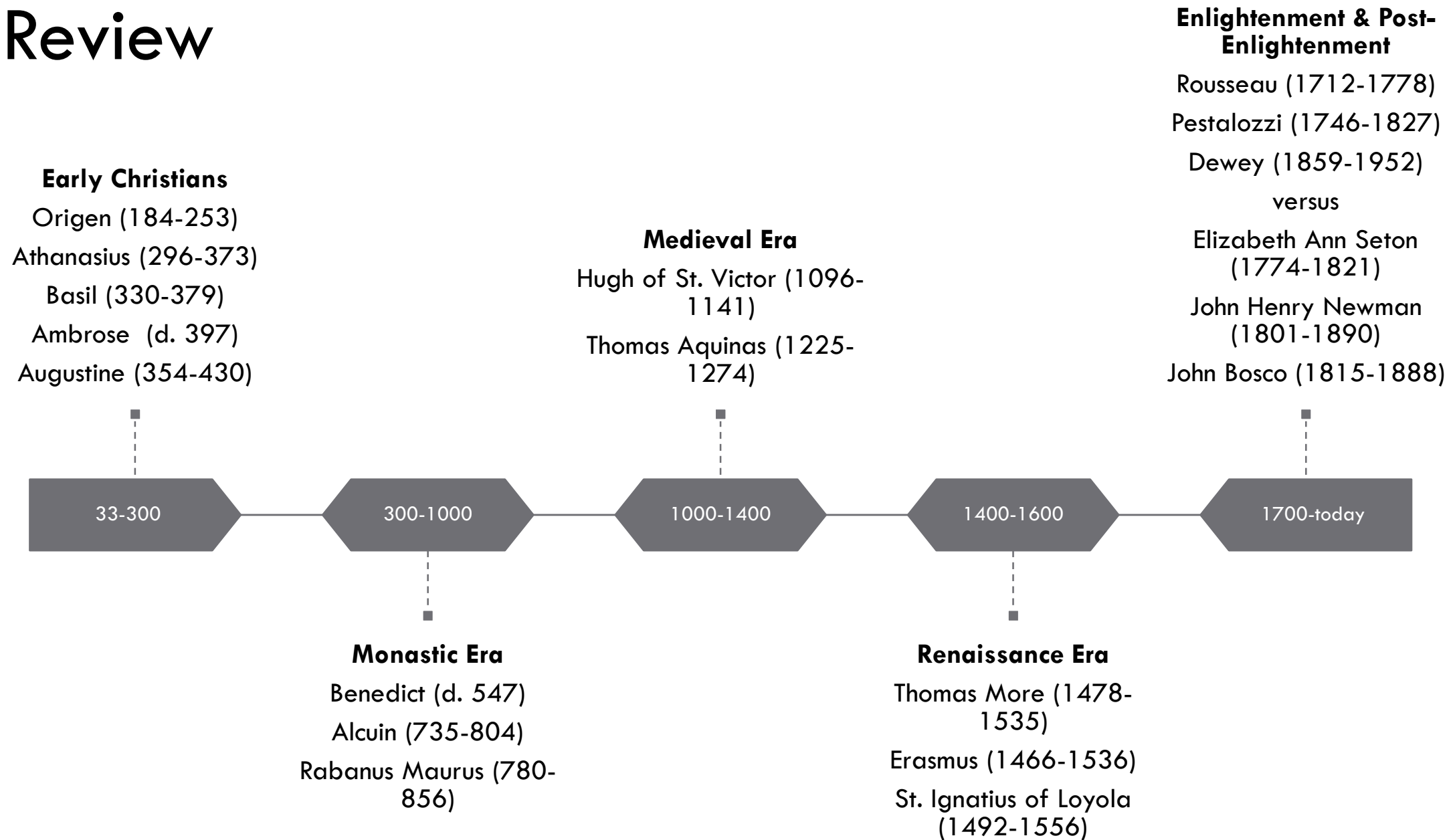


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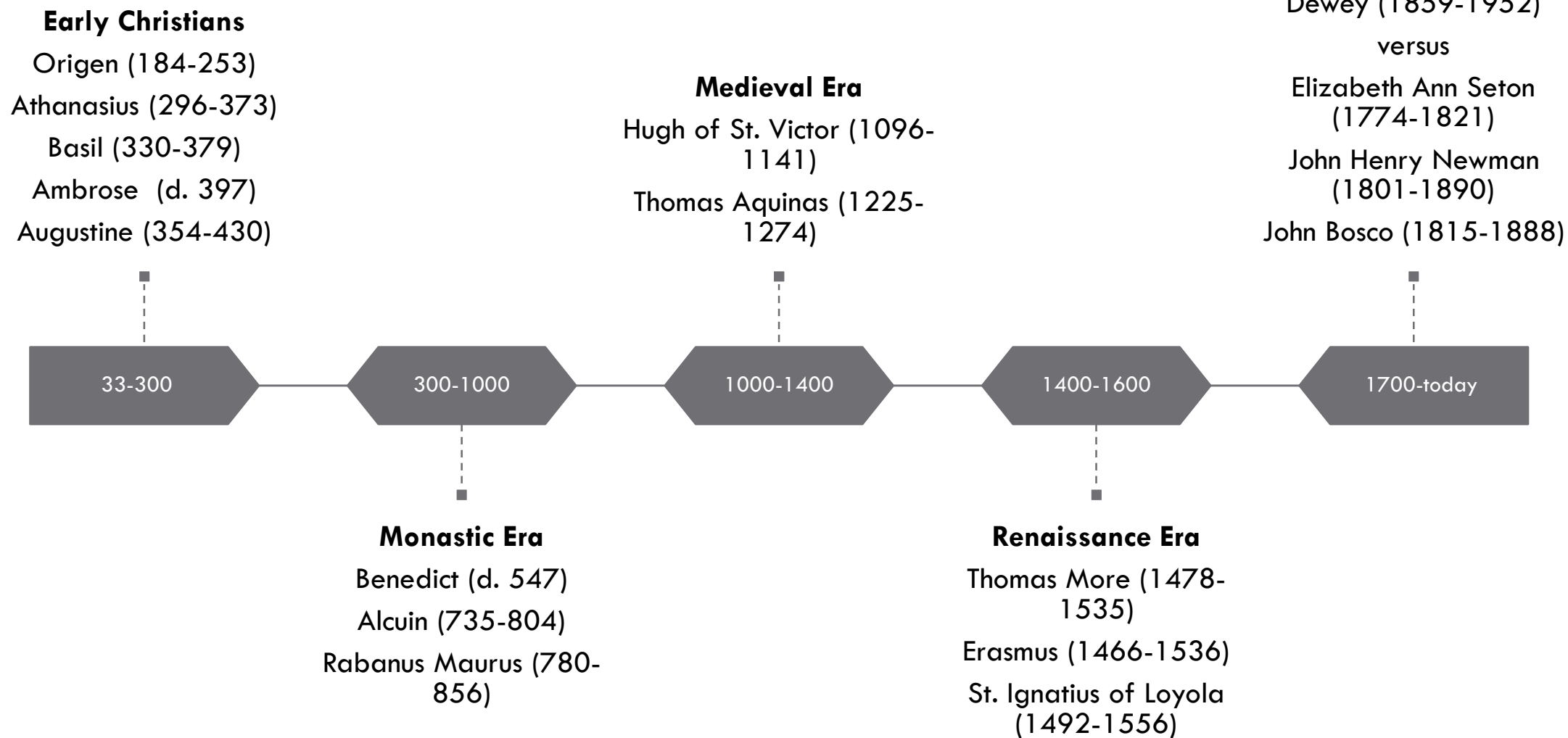
THE SITUATION TODAY

WE RECOGNIZE THAT CATHOLIC EDUCATION CAN CHANGE LIVES.
WE ARE INVITED TO INTRUDE INTO THE FAITH LIVES OF OUR STUDENTS.
WITH THIS PRIVILEGE, COMES RESPONSIBILITY.

Review



Our Time: Our Connection to Timeline





Integrating Our Faith in the Life of the School

Talk IV: With a deeper understanding of the connection between Catholic education and the liturgical/sacramental life of the Church, we can begin to explore how this looks lived out on a daily basis.

A glowing light bulb with a visible filament, set against a dark blue background. The bulb is positioned on the right side of the frame, with its light emanating from the top. The filament is clearly visible, and the glass of the bulb is slightly textured. The background is a solid, dark blue color.

STARTING WITH MYSELF

WHAT IS THE CONNECTION BETWEEN CATHOLIC EDUCATION
AND LITURGICAL/SACRAMENTAL LIFE OF THE CHURCH IN YOUR EYES?

A glowing incandescent light bulb is shown against a blue-tinted background. The bulb is lit, with a bright yellow-orange glow emanating from the filament. The glass of the bulb is visible, showing some reflections and a slightly textured surface. The background is a solid, muted blue color.

LEADING THE OTHERS

Can we think about ways to support our teachers, staff and community to find creative, organic ways to connect faith and reason in our own communities?

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STARTING THE CONVERSATION

- a) TIME
- b) SPACE
- c) INTEGRATING THE SCHOOL



INVOLVE THE TEACHERS AND STAFF

1



2

What do you
need?

Brainstorming
and Pitches



a) TIME

b) SPACE

c) INTEGRATING
THE SCHOOL

- Teachers & Staff
- Students & Parents
- Curriculum & Pedagogy
- And Beyond

REFLECTION TIME

- 1. Is Jesus the single most transformative thing in my life? Am I willing to “make a bet” – to invest time, attention, energy in the things which could put Christ at the center of my life? Where can I start?*



REFLECTION TIME

2. *Do I make it possible for my teachers and staff to put Christ at the center of their lives? How could I help them?*



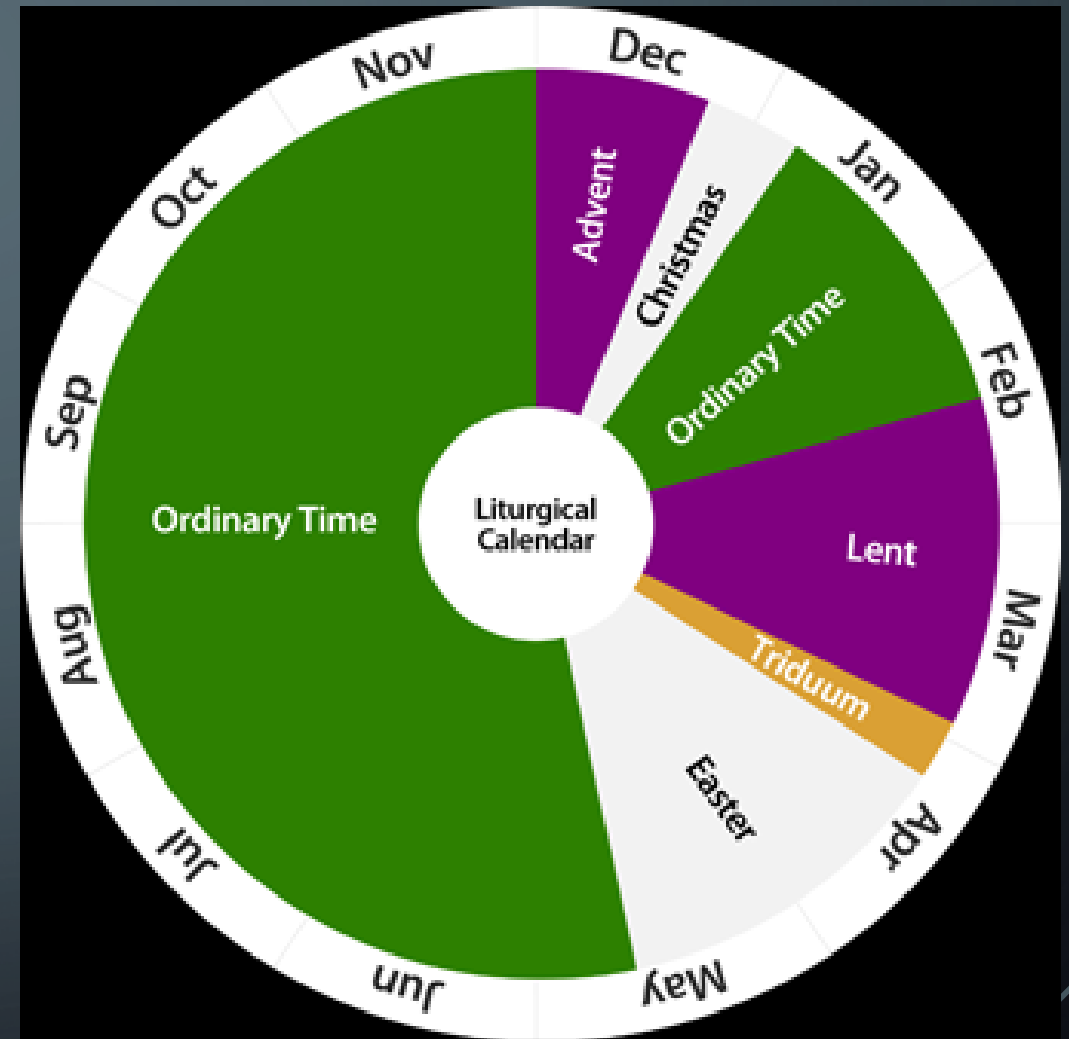
REFLECTION TIME

3. *How can we integrate education and faith in terms of “time”?*
4. *How can we integrate education and faith in terms of “space”?*
5. *How could we foster structures which would support relationships between the different members of the community, as well as connections between education and faith in our curriculum?*



TIME: During the first two centuries ad, the Greco-Roman world adopted the planetary seven-day week of the astrologers. Christian writers of the 2nd century came to view Sunday, “the Lord's day,” as a symbol of Christianity in distinction from Judaism.

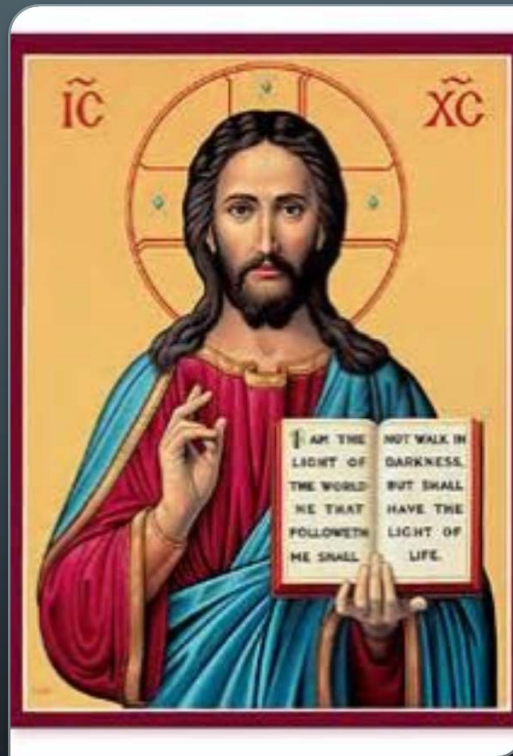
OUR TIME: The Roman Catholic Church sets aside certain days and seasons of each year to recall and celebrate various events in the life of Christ. The liturgical year begins on the first Sunday of Advent, the time of preparation for both the celebration of Jesus' birth, and his expected second coming at the end of time, and concludes on the Solemnity of Christ the King, in late November.



OUR TIME, OUR VISION, OUR MISSION, OUR MOMENT

SHARED MISSION

In a spirit of communion, solidarity and subsidiarity, the Office for Catholic Schools provides high quality professional development, resources, and best practices to expand the evangelizing mission of our Church as we help one another form the school leaders God has designed for **our time**.



SHARED VISION

Be courageous! We are Catholic School leaders who discover God's Kingdom as each responds in relationship to Jesus' unique call.

Closing Prayer for Our Time - Our Mission

Lord, make me an instrument of your peace.
Where there is hatred let me sow love;
Where there is injury, pardon;
Where there is doubt, faith;
Where there is despair, hope;
Where there is darkness, light;
And where there is sadness, joy.

O, Divine Master, grant that I may
not so much seek to be consoled as to console,
to be understood as to understand;
To be loved as to love;
For it is in giving that we receive;
it is in pardoning that we are pardoned;
And it's in dying that we are born to eternal life.

Amen.