APPENDIX 4  ENHANCING CATHOLIC SCHOOL IDENTITY PROJECT

Within Catholic Education Sandhurst the focus of much of the conversation and study is the quality of our schools. This is expanded by the Catholic Education Commission of Victoria (CECV) research, Enhancing the Catholic of School Identity Project in which each Deanery of schools is engaged. The research project uses the following research instruments:

**Enhancing Catholic School Identity Project (ECSIP)** aims to assist schools to better understand how their Catholic identity is expressed in work and practice and to support them in their future development. The central research questions are:

- How is Catholic identity lived and shaped?
- What is the preferred situation?
- What is the potential present in the school to realize its preferred Catholic Identity?

Schools receive instruments for self-assessment which enable them to enter into a process of analysis, reflection, and dialogue. These instruments also assist schools in the continuing development of Catholic identity in their particular context, and include:

- **The Profile Questionnaire** a short introductory set of questions to gather information about the respondents. This allows the results to be differentiated in terms of groups of respondents according to categories such as age, role, religion, and practice.

- **The Post Critical Belief Scale** assists schools in profiling and measuring four attitudes toward religion that exist within their Catholic education community (Literal Belief, External Critique, Relativism, and Symbolic Affirmation).

- **The Melbourne Scale** profiles the characteristics and responses of the school as an institution in a pluralist context. Part A identifies how community members perceive the Catholic school responding to its pluralist situation, while Part B identifies how the community would like the school to respond as a Catholic school.

- **The Victoria Scale** explores the ways in which a Catholic school, in a multicultural and multi-religious society, manages the twofold challenge of defining its individual character on the one hand, and exercising solidarity on the other. It has two parts: Part A identifies how community members perceive the Catholic school responding to this challenge, while Part B identifies how the community would like the school to respond as a Catholic school.

- **The Doyle Questionnaire** is a set of questions about relevant aspects of Catholic school identity that cannot be omitted from a thorough investigation of school identity and that may not be represented, or may be underrepresented, in the other questionnaires. Like the Melbourne and Victoria Scales, this questionnaire also has two parts.
The School Identity Portfolio is a collection of general information about a school’s identity and, specifically, about its Catholic identity. This material may include brochures, documents, policies, statistical data, pictures and images of the school, much of which may be already be available.

It is anticipated that participation in this project will assist schools explore, express and grow their identity as Catholic schools.