

ASSISI Phases in Becoming Ecological Leaders



STEP	WHOLE ORGANISATION PLANNING	LEARNING PROCESSES	ETHICAL RESOURCE USE	CULTIVATING GROUNDS	COMMUNITY RELATIONSHIPS	RELIGIOUS DIMENSION
1. Awareness	<p>Realisation that ecological sustainability needs to become a focus.</p> <p>Finding out about Earthcare and ASSISI.</p> <p>Understanding the need for a whole community approach.</p>	<p>Understanding the need to educate for ecological conversion and ecological sustainability.</p> <p>Seeing possibilities for ecological conversion and ecological sustainability.</p> <p>Some environmental issues may be in the process of being addressed.</p>	<p>Understanding that global resources are finite and should be used prudently.</p> <p>Realising that resources can be managed in an ecologically sustainable way.</p> <p>Individuals promote ecologically sustainable options.</p>	<p>Understanding our role as caretakers of Earth.</p> <p>Realising that grounds provide opportunities for interconnection with Creation and cultivating the garden planet.</p>	<p>Understanding our place in the community.</p> <p>Recognising the need for whole organisation and local community involvement in order to bring about ecological conversion and achieve ecological sustainability.</p>	<p>Understanding that 'integrity of creation' is a fundamental part of Catholic Social Teaching.</p> <p>Realising that ecological prayer and liturgy need to become part of the organisation's ethos.</p>
2. Discovering	<p>Discovering ASSISI.</p> <p>Participating in ASSISI's whole organisation planning and strategy process for ecological sustainability.</p> <p>Forming a planning committee with representatives from all the sub-committees.</p> <p>Developing an environmental management plan (EMP) as a subset of the organisation's strategic plan.</p> <p>Identifying and planning environmental projects in one or two key areas.</p> <p>Identifying early indicators of success in targeted areas.</p>	<p>Forming an ecological learning sub-committee to identify and assess formation and learning materials and to discover ecological links.</p> <p>Exploring and accessing relevant information about ecological conversion and ecological sustainability.</p>	<p>Discovering a new perspective that 'resources' are gifts of creation from God.</p> <p>All individuals within the organisation measure their individual ecological footprint.</p> <p>Forming an ecological audit sub-committee to conduct an ecological audit of the organisation using the Earthcare Energy Carbon Intelligence System (ECIS).</p>	<p>Forming a sub-committee to co-create the grounds of the organisation.</p> <p>Sub committee accesses information about the local catchment area and discovers the local endemic species.</p> <p>Sub committee makes contact with the local council to discover programs and funding available for grounds projects.</p>	<p>Initiating the ASSISI process.</p> <p>Forming a community sub-committee to assist with building living relationships both within the organisation and with local community groups.</p> <p>Inviting guests to address the community about ecological conversion and ecological sustainability.</p> <p>Organising professional learning opportunities through ASSISI Facilitators.</p>	<p>Whole organisation planning of:</p> <ul style="list-style-type: none"> Prayer/Liturgy/special feasts of the environment. Staff development with a focus on Creation theology. Developing prayer, liturgy and ritual around thanksgiving for the gifts of Creation
3. Transforming	<p>Holding ongoing conversation about ecological conversion and ecological sustainability.</p> <p>Integrating ecological sustainability as a core part of the strategic planning process.</p> <p>Transforming policies and practices so that they reflect ecological conversion and ecological sustainability.</p> <p>Reviewing indicators relevant to the target areas.</p>	<p>Conducting a learning materials audit.</p> <p>Facilitating educational processes to foster ecological conversion and ecological sustainability.</p> <p>Integrating specific ecological concepts and content into Programmes.</p> <p>Including hands-on activity based learning opportunities.</p>	<p>Conducting the ecological audit (ECIS).</p> <p>Observing, designing and constructing a systems approach to reduce, reuse and recycle and capturing this in an action plan.</p> <p>Setting benchmarks and further developing strategies to reduce the ecological footprint.</p>	<p>Conducting an audit of the school grounds.</p> <p>Encouraging participation in the audit process.</p> <p>Audit reveals relevant environmental issues.</p> <p>Subcommittee develops an action plan based on achievable objectives.</p>	<p>Organising professional learning opportunities through ASSISI to deepen understanding of and commitment to Ecological Conversion and Ecological Sustainability.</p> <p>Whole organisation and community participation in service projects for environmental refugees and targeted areas in the organisation.</p>	<p>Establishing special environment days on organisations calendar.</p> <p>Developing service projects for environmental refugees/Missions.</p> <p>Identifying each person's ecological vocation.</p>
4. Sustaining	<p>Developing action plans in all focus areas to give substance to the audit findings.</p> <p>Integrating ecological sustainability into all elements of organisational planning, including the EMP.</p> <p>Developing a clear succession plan for those in positions of responsibility.</p> <p>Ensuring governance structures and processes reflect a commitment to informed and equitable ecological decision-making.</p> <p>Organisations are invited to seek Earthcare accreditation.</p>	<p>The organisation is in a visible process of continuous learning and systems improvement.</p> <p>There is a marked difference in attitudes towards sustainable practices revealed in social, spiritual and behavioural practices and technical and logistical systems.</p>	<p>Ongoing reports (ECIS) enable sustainable limits of consumption to be discerned.</p> <p>Sub-committee communicates regular updates about its ecological footprint.</p> <p>Audit sub-committee presents to the Planning committee a proposal for offsetting, a proposal to seek Earthcare accreditation and the action plan which is integrated into the EMP.</p>	<p>Carrying out agreed strategies and actions.</p> <p>The action plan has been passed on to the environment planning committee, prioritised and integrated into the EMP.</p> <p>The EMP is in place and strategies are progressively implemented.</p> <p>Evaluation and review structures are established.</p>	<p>Collaborative partnerships are formed and the local community become involved with the organisation in a process of continuous learning and systems improvement.</p> <p>Participating in forums, projects and programmes through a network of supporting organisations.</p> <p>Working with one's ecological vocation within the organisation and local community.</p>	<p>Embedding of Catholic Social Teaching about ecology, sustainable living, creation theology and creation spirituality across the organisation.</p> <p>Developing each person's ecological vocation.</p>
5. Celebrating	<p>Action plans have been finalised in all focus areas. The planning committee has integrated and prioritised action plans.</p> <p>Together with community partners areas of needs are recognised in both local and global contexts and appropriate responses devised (including immersion programs).</p> <p>Opportunities are provided for celebrating success across all dimensions.</p> <p>Opportunities are provided for whole organisation collaboration and learning across committees.</p> <p>Effective integration has been achieved with national initiatives.</p>	<p>All programmes, resources and materials reflect the ecological dimension.</p> <p>Everyone in the organisation understands and shares their ecological conversion.</p> <p>Immersion programmes have been incorporated as part of the organisation's learning experiences, which expose the whole organisation to the links between environmental degradation, poverty and injustice.</p>	<p>The EMP is being followed, purchasing is being integrated and ongoing data collection is used to evaluate the effectiveness of the plan.</p> <p>The organisation and community members participate in activities that exemplify 'best practice'.</p>	<p>The organisation is fully engaged in caretaking and enjoying the grounds.</p> <p>The grounds are being used as an educational resource.</p> <p>The grounds are valued as an ecological asset to the organisation.</p> <p>Regular organisational events are held in the grounds.</p> <p>Progress is reported and the EMP is reviewed.</p>	<p>Celebrating joint initiatives.</p> <p>Inviting National and International guests involved in ecological conversion and ecological sustainability, to address the organisation and broader community at learning forums.</p> <p>Identifying local and global needs and mobilising the network of organisations to form project groups to respond to the needs.</p> <p>Collaborating to apply for major grants.</p>	<p>Outreach to other organisations in the Diocese as part of the organisation's ecological mission.</p> <p>Involvement in diocesan-wide environmental service projects.</p> <p>Reaching out to the broader community where there is need.</p> <p>Celebrating the diversity of ecological vocations in the organisation and community.</p>
6. Leading	<p>The organisation shows commitment to an EMP as part of the organisation's strategic plan.</p> <p>Effective action plans are in place and are regularly reviewed.</p> <p>Objectives for all focus areas are being met. Progress is reported in the organisation's annual report.</p> <p>The organisation is a model for others to follow and a logical and holistic plan is evident.</p> <p>Organisations are invited to participate in a whole system review to ensure ongoing learning and improvement.</p> <p>The learning community connects with other communities to create a new strategic plan to tackle larger local and global environmental and social issues.</p>	<p>The organisation offers programmes, resources, materials and lived experience to others in local and global contexts.</p> <p>Successful immersion programmes are a feature of organisational life, with international participation.</p>	<p>All objectives for ethical resource use are achieved: purchasing, resource use and waste management are integrated across the whole organisation.</p> <p>"Best practice" is employed emphasising sustainability of resources and minimal environmental impact.</p> <p>Learning opportunities are incorporated and encouraged. Progress is visible and is reported. The organisation is an example for others to follow.</p>	<p>The way the grounds are cultivated is consistent with the principles of ecological sustainable development.</p> <p>A personal commitment to the grounds is demonstrated.</p> <p>The grounds are a diverse learning environment that contribute ecological value to the local and global environments and are a model for others to follow.</p>	<p>Networking at Local, National and International levels.</p> <p>Organisation and local community witness to the community at large with exemplary projects and programmes.</p> <p>Sustained outreach to social justice projects locally and globally.</p> <p>Working alongside other organisations and communities in helping them on their journey to ecological sustainability.</p> <p>Initiating joint venture projects.</p>	<p>Continued integration of religious education and ecological conversion in whole organisation planning.</p> <p>Communication, liturgy, prayer reflect a whole organization commitment to an ecological vocation.</p> <p>Sharing with organisations in other locations.</p> <p>Leading the development of ecological vocations in the community.</p>

Adapted Jacqui Remond and Megan Seneque (2009) from On Holy Ground NSW to include phase names from DEECD The Victorian EIS Implementation Guide 2007 and developed to suit Catholic Organisations.