CATHOLIC EDUCATION MELBOURNE

RELIGIOUS EDUCATION CONFERENCE 2018
19-20 JULY

Open New Horizons for Spreading Joy
Partnering to Learn

- Building a Culture of Learning Together
- Being Researchful, achieving the highest standards possible
- Improved student learning outcomes in Religious Education
The project seeks to generate enthusiasm for, and a reframing of, how Religious Education is understood and enacted in Catholic schools today, in light of the vision of Horizons of Hope.

Each school, in partnership with one, two or three others, developed a key question exploring rich, rigorous and relevant learning in Religious Education. Teachers and leaders are in the process of identifying, researching and developing an area of their own practice to contribute to the learning of their peers.
What was the process?

Schools were asked to identify one, two or three schools with and from whom they might learn, using any of the following criteria: geographical or contextual connections; learning focus connections; leadership connections; or building on existing partnerships.

School Collective Inquiries were connected to one of the following focus areas in Religious Education:

1. Understanding our students and local communities
2. Enacting a pedagogy that invites students into a space of dialogue for transformation
3. Assessing to understand the progression of every learner and their learning journey
4. Leading unit design for deep and authentic learning in our Catholic school
5. Building capacity to lead learning in our community that centers on the full flourishing of the human person.
Submitted applications were assessed on the strength of this application and offered support.

Out of 87 applications, 31 partnerships were invited to participate in the project with a grant of $5000 per school.

This included primary and secondary from all regions of the diocese.
The Bayside Collective

Sacred Heart Sandringham

St Agnes’ Highett

Stella Maris Beaumaris

courage always
R.E. Collective
our journey
The Power of a Provocation

Illuminate Questions
Radiate Passions
Intensify Investigations
Highlight Dreams
Heat up Prior Knowledge
Spark Curiosities
Ignite Inquiries
Enliven Engagement
Brighten Interests
Switch on Wonders

"Provocations: to stir thought, wonder, engagement, curiosity and questions with our learners."

#InquiryMindset
My question to you, as educators, is this: Do you watch over your students, helping them to develop a critical sense, an open mind capable of caring for today’s world? A spirit capable of seeking new answers to the varied challenges that society sets before us? Are you able to encourage them not to disregard the world around them? Does our life, with its uncertainties, mysteries and questions, find a place in the university curriculum or different academic activities? Do we enable and support a constructive debate which fosters dialogue in the pursuit of a more humane world?

(Pope Francis’ address to educators, students 2015)
What do I think and sense?

How does this impact on how I am in the world and as part of a Catholic learning community?
Our collective: CEM, Stella Maris, Sacred Heart, St Agnes
WHAT DO OTHERS THINK AND WHY?

WHAT WAS AT THE HEART?
WHAT QUESTIONS DO WE HAVE?
Collective submission

Partnering to Learn: Grants for Collectives in Religious Education 2018
Learning and Teaching

When
Applications close 1 December 2017. Project implementation for the duration of 2018.

Where
Partner schools will come together with regional staff to develop a project plan. Learning will take place 'on site' at schools.

Who should register?
- Schools who have begun to implement the Renewed RE Curriculum Framework
- Schools who can clearly identify their strengths and challenges in Religious Education
- Schools who are open to sharing their practice, reflecting on learning and engaging in research

What does partnering to learn mean for my school?
This project seeks to generate enthusiasm for, and a reframing of, how Religious Education is understood and enacted in Catholic schools today. This vision for Religious Education is closely aligned with the CEM Horizons of Hope educational framework.

Your school, in partnership with one, two or three others, will develop a key question exploring rich, rigorous and relevant learning in Religious Education. Teachers and leaders will identify, research and develop an area of their own practice to contribute to the learning of their peers. Your inquiry may be connected to one of the following focus areas in Religious Education:
1. Understanding our students and local communities
2. Enacting a pedagogy that invites students into a space of dialogue for transformation
3. Assessing to understand the progression of every learner and their learning journey
4. Leading unit design for deep and authentic learning in our Catholic school
5. Building capacity to lead learning in our community that centers on the full flourishing of the human person

How will I select my partner schools?
You are asked to identify one, two or three schools you might learn with and from using any of the following criteria: geographical or contextual connections; learning focus connections; leadership connections; or building on existing partnerships.
Please provide a brief statement describing the nature of the partnership

Through partnerships of the four schools and CEM, teachers will come together through a series of meetings to discuss, plan and moderate through a whole school approach that will enable staff to develop their knowledge of encounter. Through this partnership, teachers will provide opportunities for students to explain, interpret and reflect. Students will grow in asking deep questions that will consider the context in their lives. This partnership will allow teachers to come together and share experiences, dialogue and progressions in staff meetings, possible Professional Day days, google communities etc. RE Leaders of each school of the partnership will meet to develop their leadership through planning and coordination along with CEM staff.
WHAT DOES THE CATHOLIC CHURCH TEACH AND WHY?

Dialogue has the power to build bridges, to enable encounter and inclusion.

We need to progress towards a culture of encounter in which heart speaks to heart.

Faith is whole and entire, not something that you water down.

What is at the heart of the Catholic Church?
What do you see as the strengths and possibilities of this partnering opportunity?

What do you each anticipate you might need to grapple with along the way?

What is on your mind about this partnering opportunity?
PARTNERSHIP AGREEMENTS

**Intent**
What is the vision of the joint work and learning, and for maintaining high standards of excellence for all?

All have common understanding of the language in the RE curriculum document.

Hope the staff will be able to develop rich assessment tasks which makes meaning and real life connections to the students that can then be moderated by all based on the RE standards and dimensions.

Having a common goal. Making students faith real. *Connections to faith.* Accountability as a faith filled person.

Having trust and respect to learn together to design, understand and implement deep and authentic learning in our Catholic School.
PARTNERSHIP AGREEMENTS

**Partnering**
What can we do to ensure equity in this work and reduce dependency?

Challenging perceptions.
Relevant/real to our and the student’s lives.
Depthing of thought. **(but why?)**
Sharing resources/ideas.
Create common tasks across different schools and discuss how they worked and what you achieved after. (Planning units together).

Attend with an open mind and trust feedback from others in a safe environment. We all have the right to attend and share our ideas.
PARTNERSHIP AGREEMENTS

**Objectives of the Partnership** (school groups - use the five statements of intent and or the needs as outlined in your application.)

Consider the potential contribution of the partnership to each organisation's strategic directions?

Making the Catholic faith real and a relevant part of our lives within the design, planning, implementation and assessment of each unit of work incorporating explaining, interpreting and analysing.

Ensuring students make the link from their personal lives and Catholic faith.

Designing and assessing for deep authentic learning.
What are the principles we are committed to enacting?

Students find a connection between their everyday lives and their faith. Making strong student connections from their personal lives and their faith. As teachers finding a meaningful and valid way to assess. Creative rich assessment tasks and moderation of student work.

Whole school approach from P-6
Whole school common understanding of inquiry and RE
We will work collaboratively
Knowledge of our children
Deep and authentic learning
PARTNERSHIP AGREEMENTS

Mutual Trust and Respect
What mechanisms will be used to share concerns and to work through problems?

Using Coaching language
Positive, respectful, feedback
Open to the different perspectives.
Open to our own vulnerabilities
The Partnership
What will our partnership aspire to?

Future facing - looking to build the relationships within the collective - ongoing - possibilities of planning.

Support of Leadership within and across schools within the collective.
Whole school impact - sense of all learning.
Positive experience for all.

*Rich assessment which makes meaning and real life connections to the students that can then be moderated by all based on the RE standards and dimensions. Designing and assessing for deep authentic learning.*
HOW AM I CALLED INTO A DEEPER RELATIONSHIP WITH OTHERS AND GOD?

HOW DOES THIS IMPACT IN MY SPIRITUALITY?

WHO AM I IN THIS?

5 FOCUS AREA
Understanding our students and local communities

How can we better understand and listen to our students and community to strengthen our curriculum offerings and pedagogical approaches?

Rationale:

“Every individual has a personal narrative, a story of experiences that colour what they question, the answers they seek, the possibilities they see, and the ways they come to know truth. The mission of Jesus brings a hope and possibility for each person. Teachers come to know and understand the life experiences of each student in their care – the rich tapestry and diversity of student family lives, the local and global communities in which they belong and the interests, passions, aspirations and questions they have in their life and for the future. It is this feeling of being known, valued and understood that provides the foundation for learning and success.”

Horizons of Hope, Vision and Content p.22

Renewed RE Curriculum Framework Resources:
The Learner, Diversity and Religious Education pp. 4-6; The Three Worlds pp. 15-16

Renewed RE Curriculum Framework Resources:
Assessment in Religious Education pp. 22-25

Enacting a pedagogy that invites students into a space of dialogue for transformation

How do our pedagogical choices invite students into dialogue?

Rationale:

“Dialogue is a communal search for truth. It is based on trust, deep listening of another’s narrative and openness to being transformed. Catholicism is a pedagogy in which the learning community engages in authentic dialogue that produces ideas, revises tensions, and provokes further exploration. Each learner brings their own story and worldview to the dialogue and, as a participant, is both inquirer and learner. It creates a space for substantive conversation that does not have a fixed outcome. Rather, it approximates and embalms a multiplicity of voices and worldviews in its search for understanding and new possibilities. Learners come to their own silence around questions that matter in dialogue with the Catholic tradition... The pedagogical choices of educators honour students’ critical and creative thinking within the curriculum – their search for truth, and their conscious imagining and reshaping of themselves and the world around them.”

Horizons of Hope, Pedagogy p. 7 and Curriculum p.5

Renewed RE Curriculum Framework Resources:
Designing for Learning pp 8-12

Renewed RE Curriculum Framework Collective - Focus Areas

Building capacity to lead learning in our community that centres on the full flourishing of the human person

How do we actively create and shape a culture that inspires learning for all?

Rationale:

“The capacity to navigate the current landscape – to lead together, to work from evidence, to animate and support learners, and to lead in faith and transformation – presents us with great opportunities and enduring challenges. Catholic educators are called to meet these opportunities and challenges with courage and with faith, hope and love for their students.”

Horizons of Hope, Vision and Content p. 16

Renewed RE Curriculum Framework Resources:
The Role of the Teacher and Leader of Religious Education in a Catholic Learning Community pp. 13-14

Leading unit design for deep and authentic learning in our Catholic School

What are we designing for and how do we best collaborate to enable this?

Rationale:

“Living and learning creatively in communities helps everyone understand what it means to be truly human within a Catholic worldview. Curriculum design in a Catholic school provides opportunities for the learning community to actively engage in collaborative, socially connected and relevant learning with community partners, entrepreneurial educators design curriculum that moves learners beyond the boundaries of the traditional school. The design sets best, engaged families and local and global communities to support, extend and challenge learning.”

Horizons of Hope, Curriculum p. 6

Renewed RE Curriculum Framework Resources:
Appendix 2 (Teacher Dialogue Tool) pp. 45-47; The Five Content Areas pp. 16-19; Learning Progression pp. 20-27
MEETING 2

- Students and teachers to complete the surveys assigned by the CEM (1-6) lower year levels will discuss with teacher and complete the surveys as a whole
- Bring in Inquiry planners for Term 2- Time.......... 
- Have samples of work from all year levels (P-6). Have below, at and above standard from each year level.
What is the Pedagogy of Encounter??

Religious Education Pedagogy
Teacher Survey

Instructor: [Instructor Name]  
Contact: [Contact Information]

Your email address [TeacherEmail@school.edu.au] will be recorded when you submit this form. Need help? Contact [Support Email].

CATHOLIC EDUCATION MELBOURNE
Spider Web Activity- individual- school
MEETING 3

Where are you at??

BIG CONCEPT IDEAS

STANDARDS

UNPACKING SURVEYS

RE INQUIRY
STAND-ALONE
PARTS

MAKING LINKS

MODERATION

DESCRIPTORS
<table>
<thead>
<tr>
<th>Level:</th>
<th>Year 1/2</th>
<th>Team - Kate Janet James Lib Kim</th>
<th>Term: Two</th>
<th>Duration: 11 Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Broad Concept:</td>
<td>Science Focus - Earth and Space Science Curiosity - Weather in my World</td>
<td>Achievement Standard - Children identify and describe the changes to objects, materials, resources, living things and things in their local environment. They suggest how the environment affects them and other living things.</td>
<td></td>
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</tr>
<tr>
<td>Provocation:</td>
<td>Series of discussion pictures on PowerPoint of extreme weather events. Children observe changes in the sky and landscape and how daily and seasonal changes affect everyday life. They recognise that Earth's resources are used in a variety of ways.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Big Question:</td>
<td>What causes our weather to change?</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Focus Questions:</td>
<td>What are the seasons and what causes them? How does the weather affect our daily life? How do extreme weather events and how are they caused? How do extreme weather events affect our environment? How does the weather affect the use of Earth's resources? Why do God give us our environment? How can we show appreciation for the resources in nature which God has given us? What actions do we take to care for our world?</td>
<td></td>
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</tr>
<tr>
<td>Key Understandings:</td>
<td>There are observable changes that occur in the sky and landscape. There are different seasons with different seasons weather changes. There are many living and lifestyle. There are weather phenomena. Earth's resources can be used advantageously in our lives to help us live comfortably and happily. RE: God has given us the gift of our world. It is our responsibility as a Catholic community to be Stewards of Creation and care for our world now and for the future. We need to reflect on our actions and how they affect our community.</td>
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</tbody>
</table>
## INQUIRY AND RE PLANNER

### Level: 1/2 RE Achievement Standard

<table>
<thead>
<tr>
<th>Scripture &amp; Jesus</th>
<th>Church &amp; Community</th>
<th>God, Religion &amp; Life</th>
<th>Prayer, Liturgy &amp; Life</th>
<th>Morality &amp; Justice</th>
</tr>
</thead>
<tbody>
<tr>
<td>P&amp;CE - Students reflect on the use of the Word of God for the community of the People of God OT - read the story if Noah Read about Moses and the Red Sea - the escape from Egypt.</td>
<td>God Religion and Life - K &amp; U Explain the concepts of beauty and goodness in relation to God as Creator R &amp; R Interpret the world through a lens of relationship with the sacred P &amp; CE students reflect on relationships with God, self, others and creation God Religion and Life K &amp; U Explain stewardship in the Catholic Tradition R &amp; R Interpret human impact on the environment, evaluating it in the light of the Catholic understanding of stewardship P &amp; CE Reflect on their connection with the environment and how they might care for it</td>
<td>R&amp;R – interpret the signs, symbols and actions of key liturgical events and celebrations in relation to own experiences</td>
<td>Morality and Justice - K &amp; U Explain key scripture stories of love and care for the environment in relation to local issues R &amp; R - interpret the meaning of stewardship in relation to local community actions P &amp; CE Reflect on how people can be Stewards of Creation</td>
<td></td>
</tr>
</tbody>
</table>
# INQUIRY AND RE PLANNER

## Learning Areas:
- English - shared reading and literacy activities
- Maths - data incidentally.
- Indigenous weather and the seasons
- Digital technology - data and information - collecting and interpreting data.

## Capabilities:
- Critical and creative thinking
  - Questions and possibilities
    - Identify, describe and use different kinds of question stems to gather information and ideas (VCCCTQ001)
  - Reasoning
    - Consider the reasons and experiments that support and defend ideas and illustrate meanings.

## Tuning In:
**How do we engage students in the topic?**
- **Gauge interest**: Attitudes and what they believe.

**We need to provide opportunities for students to share their prior knowledge and ideas, introduce terms, identify gaps in their knowledge and misconceptions, and allow this to:**

**First five days talk and immerse the children in all the different types of weather patterns.**

- **Lesson 1: Wondering about the weather**
  - To capture students interest and find out what they think they know about how daily and seasonal changes in our environment, including the weather affect daily life.

**Activity 2**: Introduction to charting of the weather

- **Lesson 2: Overcast cloudy days (focus on how clouds are made)**
  - To identify the different types of clouds and examine adjectives used to describe them and how they are formed.

**L1: Weather vs Climate**
- [https://www.weatherkids.com](https://www.weatherkids.com)
- [https://www.youtube.com/watch?v=YbAWny74s](https://www.youtube.com/watch?v=YbAWny74s)

**Note**: A few words will need to be unpacked so watch the video to explain and define.

**Weather Journal**
- [https://www.youtube.com/watch?v=Uo8lbeVh](https://www.youtube.com/watch?v=Uo8lbeVh)
- [https://www.youtube.com/watch?v=DigBiR3Fe](https://www.youtube.com/watch?v=DigBiR3Fe)

**L2: Clouds**
- **facts** [http://www.sciencekids.co.nz/sciencefacts/weather.html](http://www.sciencekids.co.nz/sciencefacts/weather.html)
- how clouds are made (slow down speed of video) [https://www.youtube.com/watch?v=DigBiR3Fe](https://www.youtube.com/watch?v=DigBiR3Fe)
- different types of clouds (turn sound off distract...)**
### INQUIRY AND RE PLANNER

**Assessment:**
What are the opportunities for assessment? How can students and teachers monitor progress? What strategies can we use to cater for different learning styles and monitor progress? How can we allow for peer, self, and teacher assessment?

- Oral presentation - Weather Report - Children write, record and present a weather report playing the role of the weather presenter.
- Children make a poster about the Water Cycle.
- Children choose from a set of weather topics and research facts about their chosen area. They must follow a set of guidelines to produce a number of items. They may dress up and role play as part of their presentation.

**Year 1** - Compose a set of four open ended questions to be written about their topic and put into a question box.
**Year 2** - compose a set of eight open ended questions to be written about their topic and put into a question box. Children must be able to answer the questions as well as the answers.

- Design a poster that must show information about your topic.
- Children need ideas on the poster which may include subheadings.
- Give children an outline to show which ideas to tick off as they are completed.

- Stand alone lessons about The Resurrection
  [https://www.youtube.com/watch?v=0PSeoPdKOFQ](https://www.youtube.com/watch?v=0PSeoPdKOFQ)
- Listen to and watch a clip about the Resurrection and discuss.
This artwork is called ‘A Dignified World’. In the world that God has created for us, there are many different colours. They surround us. Sometimes make us feel happy, somber, gloomy, excited and even angry. But colours can also represent things. That includes Human Dignity. The main colour that represents dignity is purple/indigo, but in this mandala, I used many colours, that represent the qualities a person would have if they were dignified.

This picture may just look like a mandala using nice colours, but this mandala represents something bigger. On the sides of the picture there are many qualities, written in the colours that they represent. So the mandala represents a world, a world where everyone is dignified. A world where everyone is always looking out for each other. Where there is no poverty, no pollution. And people rule because they want to lead, not because of the riches. Our world is far from this one, but if we all start to think a little more about each other, maybe all of us, as one people, can work towards a dignified world.

John 3:16 ESV / 72 helpful votes

For God so loved the world, that he gave his only Son, that whoever believes in him should not perish but have eternal life, by showing dignity.

<table>
<thead>
<tr>
<th>Progression Levels</th>
<th>Knowledge and Understanding: seeking truth</th>
<th>Reasoning and Responding: making meaning</th>
<th>Personal and Communal Engagement: living story</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>Students explain the Catholic Tradition and its elements by providing an account which draws on personal experiences and the perspectives of others.</td>
<td>Students interpret their life in dialogue with the Catholic Tradition and the cultural context by identifying their own and other people’s issues.</td>
<td>Students reflect on experiences that provide spiritual and religious insights by connecting their thoughts with those of their peers and articulating a personal preference. They incorporate new insights by identifying possible implications for community context.</td>
</tr>
</tbody>
</table>
| Level 2            | Students explain the Catholic Tradition and its elements by providing an account which draws on personal experiences and the perspectives of others. | Students interpret their life in dialogue with the Catholic Tradition and the cultural context by identifying their own and other people’s issues. | Students reflect on experiences that provide spiritual and religious insights by connecting their thoughts with those of their peers and articulating a personal preference. They incorporate new insights by identifying possible implications for community context.
NEXT.....
Achievement Standards

What is........................
Purposeful Teaching/Assessment.
What does **explain** look like?
What does **interpret** look like at each level?
What does **reflect** look like at each level?

Staff Meeting (3 schools).

Learning Intention:
To understand the achievements standards as a learning continuum.

Success Criteria:
We will be able to make more informed judgements about student learning.
We will make decisions that will benefit student progress.

To plan in teams (3 school) using 3 dimensions (explain, interpret and reflect) in the learning and teaching process, both learning and assessment will attend to the full flourishing of the learner.
WHAT DO I THINK NOW AND WHY?

HOW HAVE I GROWN?

WHAT INFLUENCES MY THINKING?

WHAT FURTHER QUESTIONS DO I HAVE?

WHAT WILL I DO DIFFERENTLY NOW?
Pedagogy of Encounter Diagram

- **What do I think and sense?**
  - Looking at the concept/topic as it is experienced today and as a religious issue, using a provocation to raise questions.

- **What do I think about this?**

- **What questions does this raise for me?**

- **Why am I responding in this way?**

- **How does this impact on who I am in the world, and as part of a Catholic learning community?**

- **What do others think and why?**
  - Seeking different views, including religious perspectives and interpretations, through dialogue and discussion. Going deeper into different worldviews to reveal alternative visions of, and for, the world.

- **What is at the heart of this topic for each perspective?**

- **Are there hidden worldviews to uncover?**

- **What visions for life do these perspectives reveal?**

- **What connects with my experience or thinking? What challenges me?**

- **What questions do I have now?**

- **How am I called into a deeper relationship with others and God?**
  - Exploring a different way of knowing through experiences that open us to the sacred: praying and celebrating, using symbol and ritual and reflecting on sacred text and art.

- **How does this experience (of prayer, celebration, reflection, theologising about the concept) call me to be more?**

- **How does this impact on my spirituality?**

- **How do I explore my inner voice?**

- **Who am I in this?**

- **How am I becoming conscious of a higher, deeper, more valued reality, beyond the senses?**

- **What does the Catholic Church teach and why?**
  - Seeking the Church’s perspective and interpretations through dialogue and discussion.

- **What’s at the heart of this topic for the Catholic Church?**

- **What might different members of the Church bring to this?**

- **What visions for life does this perspective reveal?**

- **Why does the Church put this view?**

- **How is this different from other religious perspectives?**

- **How might it challenge secular positions?**

- **What connects with my experience or thinking?**

- **What challenges my thinking?**

- **What are my questions now?**
Questions and Feedback
QUESTIONS?
The Federation

The Federated Schools of

Holy TRINITY PARISH

St Catherine’s Moorabbin  St Paul’s Bentleigh  St Peter’s Bentleigh East
WHO WE ARE

- ST CATHERINE’S MOORABBIN
- ST PETER’S BENTLEIGH EAST
- ST PAUL’S BENTLEIGH
WHY THE RE COLLECTIVE????

- Develop and enhance the Federation.
- Three heads looking at the same problem initiated further learning and understanding.
WHEN DID WE BEGIN??????

- 2017 - we were in the Southern Region RE Collective.
- Our team was made up of the Mission & Faith Leader, One L & T, One REC, Three classroom teachers
- End of 2017- we applied for the RE Grant
- Start of Term 2 we met for the first time: Team is now made up of The four Principals when they can attend, The Mission & Faith Leader, three L & T, one REC and two classroom teachers
FROM A CLASSROOM TEACHER PERSECTIVE

- Process involved in preparing a unit of work within the new Framework.
- How being a member of the Committee has enhanced your learning and understanding of the new RE Framework
Video of Practice
HOPES AND ASPIRATIONS

- To have a deeper understanding and knowledge of the RE Framework
- The creation of confidence among teachers in teaching the RE Framework
- Realisation that each school deals with Inquiry differently.
- Meeting first with each school in the way which best suits them and then meeting as all staff in the three schools.
Questions and Feedback
What would you like to know?
Thank you

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rcosta@shsandrringham.catholic.edu.au