# Footsteps 2

## Overview

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| 3. Program description including structure | Unit Description The Footsteps 2 program builds on the Footsteps 1 program and provides opportunities for those involved in Marist ministries to critique, broaden and deepen their understanding of God’s mission in their lives and mission.  The unit evaluates different approaches Marists take to evangelisation. With a particular focus on primary sources, participants are invited to articulate, analyse and synthesise what it means for them to take up the challenge of Marcellin Champagnat ‘to make Jesus known and loved’ in today’s Marist schools and ministries.  Please see the Appendix A for the full program description including the curriculum and required academic readings. Learning Outcomes After completing this program, participants will have 1.0 Knowledge 1.1 Knowledge of the charism and resulting mission  of Marcellin Champagnat.  1.2. Knowledge of pedagogies that help young people connect with Jesus.  1.3. Knowledge of the pedagogical approach specific to Marist education. 2.0 Comprehension 2.1 To ability to understand Marist spirituality through the eyes of Marcellin Champagnat.   * 1. The ability to understand Marist life and mission today and be able to distinguish between a personal and professional response.   2. The ability to interpret Marist literature and discover where Marist spirituality emerges.  3.0 Application 3.1 The ability to learn how to share one’s understanding of faith with others in a Marist way.  3.2 The ability to investigate the edges/issues of young people that help them give expression to their faith.   * 1. To ability to explore successful evangelisation methodologies in Marist ministries over recent years.  4.0 Analysis 4.1The ability to analyse the diverse values and ethics evident in current educational settings.  4.2 The ability to identify and analyse the characteristic  features of Marist spirituality and pedagogy.  4.3 The ability to analyse a selection of early Marist  primary and secondary sources. 5.0 Synthesis 5.1 The ability to compile and synthesise information  about Marist education and spirituality.  5.2 The ability to produce a unique communication  about what it means to be Christian and Marist  today.  5.3 The ability to shape a description of Marist  education and spirituality into the future 6.0 Evaluation 6.1 The ability to evaluate the signs of the times and how they affect the current process of evangelisation.   * 1. The ability to evaluate the Marist Project in contemporary times.   2. The ability to act on this evaluation.  Achieving Learning Outcomes Class presentations, group discussions, personal research and good quality writing will help achieve these outcomes. |

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| 4. Duration of program and contact hours | Footsteps 2 Program (on-site)  10 sessions x 1.5 hours = 15 hours  Footsteps 2 Post-Program (off-site)  Skype Tutorials 4 x 2 hours = 8 hours  Tutor/Student Meeting 1 x 1 hour = 1 hour  A total of 24 hours face-to-face contact.  The program involves a minimum of 150 hours of student study effort. |

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| 5. Program Schedule | The program schedule will take the following shape. Members of our team listed under Section 6 will teach the Unit.  **Sunday**  7.30pm - 8.30pm Module 1  Marist Apostles  **Monday**  9.00am - 10.30am Module 2  Marcellin Champagnat’s Mission  11.00am - 12.30pm Module 3  Champagnat’s Global Mission  4.00pm - 5.30pm Module 3  Champagnat’s Global Mission  7.30pm – 9.00pm Module 4  Champagnat’s Marist Spirituality  **Tuesday**  9.00am - 10.30am Module 4  Champagnat’s Marist Spirituality    11.00am - 12.30pm Module 5  Champagnat’s Mission in  Australia  3.15pm – 4.45pm Module 5  Champagnat’s Mission in  Australia  **Wednesday**  9.00am - 10.30am Session 6  The Mission of Evangelisation  11.00am – 12.30pm Module 6  The Mission of Evangelisation |

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| 6. Presenters/Facilitators | Br John McMahon B.Sc (Hons) M. Ed, B.Theol,  Ph. D.  Dr Michael Green B.A., Grad Dip Ed Studs, M.Curr  Studies, D. Ed.  Mr Tony Clarke Grad. Dip. Ed., M.Theol  Br Michael Akers BA, Dip.Ed. B.Theol. M.Theol  Dr Frank Malloy Dip Teach B.Ed M.Ed Ph.D.  Br Robert O’Connor BA Dip School Admin MRelEd MPastoralStudies  Br Neville Solomon BA, DipSchoolAdmin, MRelEd,  MPastoralStudies  See Appendix B on Page 12 for copies of CVs and certified academic qualifications |

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| 7. Assessment | Assignment 1 (1500 words)  Critique approaches to evangelisation currently in use in Australia.  *[Learning Outcomes: 4.1; 4.2; 5.2]*    Assignment 2 (1500 words)  Analyse Marist approaches to evangelisation as outlined in the literature.  *[Learning Outcomes: 1.2; 1.3; 2.3]*  Assignment 3 (2500 words)  Given today’s challenges, propose how contemporary Marist educators might carry out their mission most effectively with particular reference to evangelisation.  *[Learning Outcomes: 3.1; 3.2; 6.1]*  Assessment criteria and rubric: Please see Appendix C. |

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| 8. Moderation of Assessments | Assessments for ACU credit will be submitted by the students to the Faculty for marking within six months of completion of the program.  All presenters have at least a Masters degree. Where the team does not include a person with a doctorate, such a person will still act as supervisor of the program for academic purposes. This will involve the person with a doctorate making periodic visits to the program as well as having formal meetings with the presenters. |

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| 9. Facilities | The Hermitage, Mittagong:   * Presentation Room of 30 capacity * Flexible Learning Space * Presentation style/Tables for Group Work * Access to Data Projector/Sound System   4 x Break-out Rooms |

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| 10. Certificate of Completion | A Certificate will be presented to each student on successful completion of the program. Please see Appendix D for template of the Certificate.  Attendance at all sessions of the unit is compulsory. A record of student attendance for each day of the unit will be kept. Should significant personal circumstances (similar to those defined in the University Assessment Policy, Section 9) arise, application is to be made to the Lecturer, using the form relating to Special Circumstances. In such situations special arrangements will need to be made with the Lecturer. These will normally involve additional work to substitute for what has been missed. |

## Appendix A

(Referring to Item 3)

#### Curriculum and Required Academic Readings

(Assessment is covered in Item 7 above)

##### Module 1 Marist Apostles

As this program follows on from Footsteps 1, we consider our experience as Marist apostles since the previous program and a methodology for depthing the analysis of our stories.

Representative References:

Comby, J. (1996) *How to Understand the History of Christian Mission*. London: SCM.

Denning, S. (2005). *The Leader's Guide to Storytelling*. San Francisco: Jossey-Bass.

Elias, J. (2002). *A History of Christian Education*. Malabar: Krieger.

Estaún, A. (Ed.). (2009). *Gathered Around the Same Table*. Rome: Institute of the Marist Brothers.

*In the Footsteps of Marcellin Champagnat A Vision for Marist Education Today*. (1998). Rome: The International Marist Education Commission.

Lewry, O. (1969) *The Theology of History*. Cork: Mercier.

McMahon, F. (2005). *Abundance of the Heart*. Drummoyne: Marist Brothers.

Sester, P. (Ed.) (1991). *Letters of Marcellin J.B. Champagnat* (Vol. 1). Rome: Marist Brothers.

*The Holy Bible New Revised Standard Version*. (1989). Glasgow: Collins.

##### Module 2 Marcellin Champagnat’s Mission

Marcellin Champagnat embraced God’s mission with passion. It involved justice, particularly through the education of poor youth.

Representative References:

Farrell, K. (1984) *Achievement from the Depths*. Drummoyne: Marist Brothers.

Furet, J. (1868). *Opinions, Conferences, Sayings and Instructions of Marcellin Champagnat*. Rome: Marist Brothers.

Furet, J. (1989) *Life of Joseph Benedict Marcellin Champagnat*. Rome: Marist General House.

McMahon, J. (1999). Transformational Leadership for Marist Schools. *Champagnat A Journal of Marist Education, 2*(2), 53-73.

Maestri, W. (1987). *Mary: model of Justice*. New York: St Paul.

Norris, T. (2006). *Getting Real about Education*. Blackrock: The Columba Press.

Sammon, S. (2003) A Revolution of the Heart. *Circular, XXXI*(1), 1-75.

Sester, P. (Ed.) (1991). *Letters of Marcellin J.B. Champagnat* (Vol. 1). Rome: Marist Brothers.

##### Module 3 Champagnat’s Global Mission

Marist Mission relies on communal support and involvement. Here we examine some of the first Marist Brothers and analyse their contribution to the establishment of Marcellin Champagnat’s Mission.

Representative References:

Delorme, A. (2009) *Our First Brothers Marvellous Companions of Marcellin*. Rome: Institute of the Marist Brothers.

Estaún, A. (Ed.). (2007) *Water from the Rock*. Rome: Institute of the Marist Brothers.

Estaún, A. (Ed.). (2009) *With Mary, go in haste to a new land!* Rome: Institute of the Marist Brothers.

Greiler, A. (Ed.). (2009) *Catholic Beginnings in Oceania*. Hindmarsh: ATF Press.

*In the Footsteps of Marcellin Champagnat A Vision for Marist Education Today*. (1998). Rome: The International Marist Education Commission.

Larkin, C. (1995). *A Certain Way*. Rome: Center for Marist Studies.

McCane, L. (2004). *Melanesian Stories*. Madang: Marist Brothers.

Sammon, S. (2005) Marvelous Companions. *Circular, XXXI*(2).

Wiltgen, R. (1979) *The Founding of the Roman Catholic Church in Oceania 1825 to 1850*. Canberra: ANU Press.

##### Module 4 Champagnat’s Marist Spirituality

Here we examine the nature of Marist spirituality, how we can nourish it and how we might share it with others.

Representative References:

Buchanan, M., & Rymarz, R. (2008). *An Introduction to Catholic Education: Current Perspectives*. Terrigan: David Barlow Publishing.

Estaún, A. (Ed.). (2007) *Water from the Rock*. Rome: Institute of the Marist Brothers.

Furet, J. (1868). *Opinions, Conferences, Sayings and Instructions of Marcellin Champagnat*. Rome: Marist Brothers.

Howard, C. (1992). Marist Apostolic Spirituality. *Circular, XXIX*(8), 421-520.

Lanfrey, A. (2003). Essay on the origins of spirituality. *Marist Notebooks (1990), 19*, 18-51.

Leavey, C., Hetherton, M., Britt, M., & O'Neill, R. (1992). *Sponsoring Faith in Adolescence*. Newtown: E.J.Dwyer.

Lee, J. (Ed.). (1985). *The Spirituality of the Religious Educator*. Birmingham: REP.

Neufeld, K. (1995). Spirituality. In W. Beinert & F. Fiorenza (Eds.), *Handbook of Catholic Theology* (pp. 673). New York: Crossroad.

Sester, P. (1999). The Marist Apostolic Spirituality of Father Champagnat. *Marist Notebooks*(15), 15-30.

Turú, E. (2012). *He gave us the name of Mary*. Rome: Institute of the Marist Brothers.

Waaijman, K. (2002). *Spirituality*. Leuven: Peeters.

Wakefield, G. (Ed.). (1989). *A Dictionary of Christian Spirituality*. London: SCM.

##### Module 5 Champagnat’s Mission in Australia

Here we examine and evaluate the history of Marist Mission in Australia. We study what influenced the events that took place and the people who influenced them. In this way we can help to create a more informed future.

Representative References:

Clerkin, C. (2010) ‘Good Christians and good citizens’: the early years of Marist education in Oceania: 1830s-1900s, *International Studies in Catholic Education,* 2(1), 95-111.

Doyle, A. (1972). *The Story of the Marist Brothers in Australia 1872 - 1972*. Drummoyne: The Marist Brothers of the Schools.

Farrelly, M. (1990). *A History of Marist College Ashgrove to 1990*. Ashgrove: Marist Brothers.

Fogarty, R. (1959). *Catholic Education in Australia 1806 - 1950*. Melbourne: Melbourne University Press.

Green, M. (2014) New Wineskins: Reimagining Australia’s Marists. *International Studies in Catholic Education, 2014, 6(2),* 148-163*.*

McMahon, J. (1992). *Educational Vision: A Marist Perspective.* (Doctor of Philosophy), University of London Institute of Education, London.

Naughtin, M. (1981). *A Century of Striving*. Hunters Hill: St Joseph's College.

Synan, P. (2014) *Strive After Better Things,* Sale, Lookups Research

The social teaching of the Church (1992) *Common Wealth for the Common Good* (pp. 13-29). North Blackburn: Australian Catholic Bishops Conference.

##### Module 6 The Mission of Evangelisation

Marists, both individually and collectively, endeavour to adopt methodologies which help young people connect with Jesus. This occurs both within and beyond the classroom.

Representative References:

Estaún, A. (Ed.). (2009) *With Mary, go in haste to a new land!* Rome: Institute of the Marist Brothers.

*Faith Formators' Course Booklet*. (2009). Brisbane: Marist Brothers.

Francis, P. (2013) *Evangelii Gaudium*. Strathfield: St Pauls.

Incerti, F. (Ed.) (2011). *Evangelizers in the midst of youth*. Rome: Institute of the Marist Brothers.

Pujia, D. (1998) Evangelisation & the Marist Educator. *Champagnat A Journal of Marist Education, 2*(1), 1-19.

Putney, M. (1998) Evangelisation in Today's Marist School. *Champagnat A Journal of Marist Education, 1*(1), 33-48.

White, D. (2008) Restoring Venice: a call to New Evangelisation. In A. Benjamin & D. Riley (Eds.), *Catholic Schools Hope in Uncertain Times*. Mulgrave: john Garratt.

#### Supporting Academic Readings

Capelle, N. (2012) The Religious Institute of Catholic education: the Brothers of the Christian Schools in the twentieth century, *International Studies in Catholic Education,* 4(1), 68-81.

*Church Documents on Catholic Education 1965-2002*. (2004). Strathfield: St Pauls.

#### Journals

International Studies in Catholic Education (Ed. Grace, G.)

Marist Notebooks (Ed. Lanfrey, A.)

#### Web Sites

Australian Marist Solidarity <http://maristsolidarity.net.au/australian-marist-solidarity>

Marist Brothers <http://en.wikipedia.org/wiki/Marist_Brothers>

Marist Brothers <http://www.champagnat.org/>

Marist Schools Australia <http://msa.edu.au/>

## Appendix C

(Referring to Item 7)

#### Assessment Criteria & Rubric

**Assignment Grade**

**STUDENT:**

**Topic components:**

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| **CRITERA** | | **Not Satisfactory – Satisfactory - Above Satisfactory - Outstanding** |
| Sources | Explicitly and accurately uses a range of appropriate sources in significant and insightful ways | Not Satisfactory  Outstanding |
| Development of points | Points made are relevant, clear and well developed (e.g. via discussion or illustration). | Not Satisfactory  Outstanding |
| Argument | Assignment has a clear, logical structure that contains a systematic and coherent narrative, covering the set topic comprehensively and persuasively. A clear sense of their own values, what they mean and how these impact on their leadership. | Not Satisfactory  Outstanding |
| Critical Perspective and links with Leadership | Evidence of using the tool for self-reflection. A convincing attempt is made to offer a fresh approach to part or all of the topic. Links with their own leadership are clearly expressed. | Not Satisfactory  Outstanding |
| Presentation | Clear presentation (e.g. sufficient margin, line spacing and sound paragraphing). Absence of grammatical and spelling errors. | Not Satisfactory  Outstanding |
| Referencing | APA referencing is used correctly for the citations and Reference List. | Not Satisfactory  Outstanding |

## Appendix D

(Referring to Item 10)

#### Certificate of Completion



**Footsteps 2 Program**

from ………….…………… to ……..…………………

