

Footsteps 1

Overview

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<p>3. Program description including structure</p>	<h2 style="text-align: center;">Unit Description</h2> <p>The program critiques Marist pedagogy, internationally and nationally at both the system and school levels. It evaluates the Marist enterprise within the context of the Catholic Church and local cultures.</p> <p>Participants have the opportunity to analyse and synthesise the nature of charism and its relationship to ministry and, in particular, its contribution to teaching and learning. Marcellin Champagnat's approach to teaching and learning provides a particular focus for this program.</p> <p>Special studies are made of key Marist teachers enabling participants to develop a conceptual framework for Marist teaching and learning.</p> <p>The program concludes by investigating ways this new knowledge can inform the participant's own practice of teaching in a Marist school.</p> <p>Please see the Appendix A for the full program description including the curriculum and required academic readings.</p> <h2 style="text-align: center;">Learning Outcomes</h2> <p>After completing this program, participants will have</p> <h3><i>1.0 Knowledge</i></h3> <ul style="list-style-type: none"> 1.1 A knowledge of the charism of Marcellin Champagnat. 1.2 A knowledge of the pedagogical approach specific to Marist education. 1.3 A knowledge of the principles underlying these specifics <h3><i>2.0 Comprehension</i></h3> <ul style="list-style-type: none"> 2.1 The ability to compare pedagogy from a Marist perspective with other forms of pedagogy 2.2 The ability to interpret the signs of the times in relation to teaching and learning from a Marist perspective 2.3 The ability to extrapolate the principles of Marist education to a new school context
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3.0 Application

- 3.1 The ability to apply Marist educational principles to the contemporary classroom
- 3.2 The ability to review key pedagogical literature from a Marist perspective
- 3.3 The ability to use electronic resources to support learning

4.0 Analysis

- 4.1 The ability to analyse a selection of early Marist primary and secondary sources
- 4.2 The ability to identify and classify the characteristic features of Marist spirituality and pedagogy
- 4.3 The ability to appreciate the diverse and sometimes conflicting theoretical approaches to culture, values and ethics in current educational settings

5.0 Synthesis

- 5.1 The ability to compile information about Marist teaching and learning into a new pattern
- 5.2 The ability to produce a unique communication describing teaching and learning from a Marist perspective
- 5.3 The ability to shape a description of Marist education into the future

6.0 Evaluation

- 6.1 The ability to make judgements based on internal evidence
- 6.2 The ability to make judgements based on external evidence
- 6.3 The ability to teach competently through a crisis or a significant period of change

Achieving Learning Outcomes

Class presentations, group discussions, personal research and good quality writing will help achieve these outcomes.

<p>4. Duration of program and contact hours</p>	<p>Footsteps 1 Program (on-site) 10 sessions x 1.5 hours = 15 hours</p> <p>Footsteps 1 Post-Program (off-site) Skype Tutorials 4 x 2 hours = 8 hours Tutor/Student Meeting 1 x 1 hour = 1 hour</p> <p>A total of 24 hours face-to-face contact.</p> <p>The program involves a minimum of 150 hours of student study effort.</p>
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5. Program Schedule	<p>The program schedule will take the following shape. Members of our team listed under Section 6 will teach the Unit.</p> <p>Sunday 7.30pm - 8.30pm Module 1 Interpreting the Signs of the Times</p> <p>Monday 9.00am - 10.30am Module 2 The Marist Project</p> <p>11.00am - 12.30pm Module 2 The Marist Project</p> <p>4.00pm - 5.30pm Module 3 Marcellin Champagnat's Gift</p> <p>7.30pm – 9.00pm Module 4 Marist Mission</p> <p>Tuesday 9.00am - 10.30am Module 5 Marist Pedagogy</p> <p>11.00am - 12.30pm Module 5 Marist Pedagogy</p> <p>3.15pm – 4.45pm Module 6 Evangelisation in the Contemporary Catholic School</p> <p>Wednesday 9.00am - 10.30am Session 7 Marists Evangelising Today</p> <p>11.00am – 12.30pm Module 7 Marists Evangelising Today</p>
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6. Presenters/Facilitators	<p>Br John McMahon B.Sc (Hons) M. Ed, B.Theol, Ph. D.</p> <p>Dr Michael Green B.A., Grad Dip Ed Studs, M.Curr Studies, D. Ed.</p> <p>Mr Tony Clarke Grad. Dip. Ed., M.Theol</p> <p>Br Michael Akers BA, Dip.Ed. B.Theol. M.Theol</p> <p>Mr Frank Malloy Dip Teach B.Ed M.Ed</p> <p>Br Robert O'Connor BA Dip School Admin MRelEd MPastoralStudies</p> <p>Br Neville Solomon BA, DipSchoolAdmin, MRelEd, MPastoralStudies</p> <p>See Appendix B on Page 12 for copies of CVs and certified academic qualifications</p>
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<p>7. Assessment</p>	<p>Assignment 1 (1500 words)</p> <p>Having gained knowledge and understanding of the teaching Methodologies of St Marcellin Champagnat and his early Brothers, provide a critical analysis of their efficacy and relevance for today.</p> <p><i>[Learning Outcomes: 1.1; 2.2; 3.1]</i></p> <p>Assignment 2 (1500 words)</p> <p>Synthesise and analyse the teaching methodologies of three Marist teachers.</p> <p><i>[Learning Outcomes: 4.2; 5.1; 5.2]</i></p> <p>Assignment 3 (2500 words)</p> <p><i>Evaluate what you have learnt about Marist methodology. Explain how you might apply this to the pedagogical context relevant to your current or future role..</i></p> <p><i>[Learning Outcomes: 6.1; 6.2; 3.1]</i></p> <p>Assessment criteria and rubric: Please see Appendix C.</p>
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8. Moderation of Assessments	<p>Assessments for ACU credit will be submitted by the students to the Faculty for marking within six months of completion of the program.</p> <p>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.</p>
9. Facilities	<p>The Hermitage, Mittagong:</p> <ul style="list-style-type: none"> • Presentation Room of 30 capacity • Flexible Learning Space • Presentation style/Tables for Group Work • Access to Data Projector/Sound System <p>4 x Break-out Rooms</p>
10. Certificate of Completion	<p>A Certificate will be presented to each student on successful completion of the program. Please see Appendix D for template of the Certificate.</p> <p>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.</p>

Appendix A

(Referring to Item 3)

Curriculum and Required Academic Readings

(Assessment is covered in Item 7 above)

Module 1 Interpreting the Signs of the Times

Today's world invites Marists to reimagine what they can contribute to the mission of the Church. With this in mind, we analyse the signs of the times and how they affect Marist mission.

Representative References:

- Abbott, W. (Ed.). (1966). *The Documents of Vatican II*. London: Chapman.
- Cordes, P. (1992) *Charisms and new Evangelisation*. Maynooth: St Paul Publications.
- Gittins, A. (2007). *Called to be Sent*. Liguori: Liguori.
- Groody, D. (2009) *Globalization, Spirituality and Justice*, Orbis, New York.
- Hanna, T. (2006) *New Ecclesial Movements*. Strathfield: St Pauls.
- Nolan, A. (2009) *Hope in an Age of Despair*. Maryknoll: Orbis.
- O'Connell, M. (2009) *Compassion: Loving our Neighbour in an Age of Globalisation*, Orbis, New York.
- O'Leary, D. (2008) *Begin with the Heart*. Blackrock: Columba.
- Sullivan, J. (2000) *Catholic Schools in Contention*. Dublin: Veritas.

Module 2 The Marist Project

Here we study the Marist Project launched in France in 1816 and examine its contribution to education of the time.

Representative References:

- Doyle, W. (2002) *The Oxford History of the French Revolution (2nd Edition)*, Oxford, New York.
- Estaún, A. (Ed.). (2007) *Water from the Rock*. Rome: Institute of the Marist Brothers.
- Farrell, K. (1984) *Achievement from the Depths*. Drummoyne: Marist Brothers.
- Forissier, A. (1992) *For a Marian Church*. Slough: St Paul Publications.
- Kerr, D. (2000). *Jean-Claude Colin, Marist*. Blackrock: The Columba Press.
- Larkin, C. (1995) *A Certain Way*. Rome: Center for Marist Studies.
- Niland, M. (2001) *Hidden Fruitfulness*. Blackrock: The Columba Press.
- Sammon, S. (2003) A Revolution of the Heart. *Circular*, XXXI(1), 1-75.
- Williams, K. (2011) Faith and the French: Catholicism and education in France *International Studies in Catholic Education*, 3(2), 184-197.

Module 3 Marcellin Champagnat's Gift

Marcellin proved to be a gifted educator. People of all ages sought to learn from him. Here we examine this gift and the influence it had on those around him.

- Balko, A. (2001). *Reflections on our Origins*. St Chamond: Marist Brothers.
- Faith Formators' Course Booklet*. (2009). Brisbane: Marist Brothers.
- Furet, J. (1989) *Life of Joseph Benedict Marcellin Champagnat*. Rome: Marist General House.
- Gibson, R. (1971). *Father Champagnat*. Rome: Marist Brothers.
- Lydon, J. (2009) Transmission of the charism: a major challenge for Catholic education
International Studies in Catholic Education 1(1), 42-58.
- McMahon, F. (1988) *Strong Mind, Gentle Heart*. Drummoyne: Marist Brothers.
- Sammon, S. (2014) *A heart that knew no bounds: The life and mission of Saint Marcellin Champagnat*. New York: CreateSpace Independent.
- Sester, P. (Ed.). (1991). *Letters of Marcellin J.B. Champagnat* (Vol. 1). Rome: Marist Brothers.

Module 4 Marist Mission

Here we analyse Champagnat's Marist Mission and the contribution it makes to developing a Marian Church.

Representative References:

- Behold Thy Mother!* (1931). Grugliasco: The Marist Brothers of the Schools.
- Bigotto, G. (2000). *Mary the Mother of Jesus*. Nairobi: Paulines.
- Coyle, K. (1996). *Mary in the Christian Tradition*. Mystic: Twenty-Third Publications.
- Dupré, J. (2010) *Full of Grace*. New York: Random House.
- Estaún, A. (Ed.). (2009). *With Mary, go in haste to a new land!* Rome: Institute of the Marist Brothers.
- Johnson, E. (1994) *She Who Is*. New York: Crossroad.
- Macquarrie, J. (1990). *Mary for all Christians*. London: Collins.
- Sammon, S. (2009). In her arms or in her heart. *Circular*, XXXI(5).
- Turú, E. (2012). *He gave us the name of Mary*. Rome: Institute of the Marist Brothers.

Module 5 Marist Pedagogy

Here we make an examination of the Marist Characteristics and how they apply to Marist teaching and learning.

- Bergeret, M. (2000) The Marist Teaching Tradition. *Champagnat A Journal of Marist Education*, 3(1), 1-21.
- Brambilia, A. (1998). Fr Champagnat's Ideas on the Education of Children. *Marist Notebooks*(13), 5-38.
- Estaún, A. (Ed.). (2007). *Water from the Rock*. Rome: Institute of the Marist Brothers.
- Farrelly, M. (1997) *A Simple Gift The Uniqueness of Marcellin Champagnat's Educational Charism*, Drummoyne.
- In the Footsteps of Marcellin Champagnat A Vision for Marist Education Today*. (1998). Rome: The International Marist Education Commission.
- The Teacher's Guide* (1931). Grugliasco: Marist Brothers of the Schools

Module 6 *Evangelisation in the contemporary Catholic school*

With the rise of government requirements of accountability, Catholic schools have many pressures on their resources. Here we analyse the characteristics of evangelisation in today's Catholic schools.

- Dulles, A. (2009). *Evangelization for the Third Millennium*. New York: Paulist.
- Earl, P. (2007). Challenges to Faith Formation in Contemporary Catholic Schooling in the USA: Problem and Response. In G. Grace & J. O'Keefe (Eds.), *International Handbook of Catholic Education* (pp. 37-60). Dordrecht: Springer.
- Educating Together in Catholic Schools*. (2008). Strathfield: St Pauls.
- Francis, P. (2013). *Evangelii Gaudium*. Strathfield: St Pauls.
- Goussin, J. (2003). *The Mission of Human and Christian Education*. East Bentleigh: Lasallian Education Services.
- Haring, B. (1990). *Evangelisation Today*. Slough: St Paul.
- Lydon, J. (2009) Transmission of the charism: a major challenge for Catholic education *International Studies in Catholic Education* 1(1), 42-58.
- Neidhart, H. & Lamb, J. (2013). Forming Faith Leaders in Catholic Schools. *ACEL Leading & Managing*, 19(2), 70-77.
- Paul VI, P. (2002). *Evangelii Nuntiandi*. London: Catholic Truth Society.

Module 7 *Marists Evangelising Today*

Evangelisation is at the core of the Marist Mission. Here we attempt to synthesise and evaluate the evangelisation process in the Marist context.

- 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.
- Green, M. (2014) New Wineskins: Reimagining Australia's Marists. *International Studies in Catholic Education*, 2014, 6(2), 148-163.
- 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.
- Ryan, G. (1989). *A Guide for the Marist Educator*. Rome: Marist Publications.

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.

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

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

STUDENT:

Assignment Grade

Topic components:

CRITERIA		Not Satisfactory – Satisfactory – Above Satisfactory – Outstanding
Sources	Explicitly and accurately uses a range of appropriate sources in significant and insightful ways	
Development of points	Points made are relevant, clear and well developed (e.g. via discussion or illustration).	
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	
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.	
Presentation	Clear presentation (e.g. sufficient margin, line spacing and sound paragraphing). Absence of grammatical and spelling errors.	
Referencing	APA referencing is used correctly for the citations and Reference List.	