

Marist Methodology for Catholic Education 2018



As at 20 March 18

Outline of the Course 2018

Theme 1	The Australian Marist Community	Br John McMahon	Thursday 22 Mar 4.00 pm – 6.00 pm
Theme 2	The Catholic School In the Marist Tradition	Br John McMahon	Thursday 5 April 4.00 pm – 6.00 pm
Theme 3	A Catholic View of the Human Person and Marist Pedagogy	Julie Trinidad	Thursday 3 May 4.00 pm – 6.00 pm
Theme 4	Youth of today	Steve Byrne	Thursday 17 May 4.00 pm – 6.00 pm
Theme 5	Marist Mission in a Context of Diversity	Steve Byrne	Monday 28 May 4.00 pm – 6.00 pm
Theme 6	Marist Spirituality	Br John McMahon	Thursday 14 June 4.00 pm – 6.00 pm
Theme 7	Scriptural Foundations Of Marist life and Mission/Professional Project	Steve Byrne	Thursday 28 June 4.00 pm – 6.00 pm
Theme 8	Prayer	Jennifer Callanan/ Daniel Lynch	Thursday 2 August 4.00 pm – 6.00 pm
Theme 9	Marist Pedagogy and Spirituality	Br John McMahon	Friday 10 August 8.30 am – 10.30 am
Theme 10	Marist Pedagogy and Social Justice	Br John McMahon	Friday 10 August 11.00 am – 1.00 pm
Theme 11	Pastoral Reflection	Steve Byrne	Thursday 6 September 4.00 pm – 6.00 pm
Theme 12	Professional Peer Presentations	Steve Byrne	Wednesday 26 September 4.00 pm – 6.00 pm

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Provider

This course in Methodology for Catholic Education is a course in the Graduate Certificate Programme, level 8, provided by Marist Schools Australia and Sacred Heart College, in partnership with the Catholic Education South Australia (CESA) and the University of South Australia. The other three courses in the Graduate Certificate Programme are 1. Scripture, 2. Theology and 3. Curriculum Design for Catholic Education. The 'Methodology' course is usually the final course in the sequence.

Context

Catholic schools were instituted as an alternative system of educational provision in Australia to ensure that a mode of schooling was available to parents that infused Catholic values and perspective through all the learning areas of the curriculum, and across all aspects of school life. Thus Catholic schools rely upon all teachers across all learning areas to contribute to the mission of Catholic education, by opening up Catholic values and perspectives across the curriculum. The Graduate Certificate courses in *Curriculum Design* and *Curriculum Methodology* explore and evaluate contemporary philosophies of education that affect pedagogy and the principles of curriculum development for a Catholic school. Whilst the Key Learning Area of Religious Education opens up the Catholic tradition in a direct and explicit way, the mission of the Catholic school is fully realised when each of the Key Learning Areas contributes to the Catholic formation of the student. In this broad sense, every teacher in a Catholic school is a Religious Education teacher.

Sacred Heart College was founded by the Marist Brothers in 1897 as a Catholic school in the Marist tradition of education. The College began at Port Adelaide and in 1914 moved to Somerton Park. In 1977 Catholic Education was reorganised in the South West Region of Adelaide. At this time the Senior School became coeducational and today educates over 1000 students. There are an additional 600 boys at the Middle School Campus at Mitchell Park. Boarding has always been an important feature of the College. Today over 100 boys and girls from across South Australia and beyond take advantage of this opportunity.

Across the years Sacred Heart College has become known for its excellent academic record. This results from the well qualified and highly professional staff who expect high standards from their students. Staff are keen to keep learning and look for rich and varied academic opportunities. The religious dimension of the College

continues to be important drawing 'faith, life and culture into harmony' (C87). Parents are always a vital part of the Sacred Heart College community.

Pre Requisites

Participants seeking credit need a Bachelor's degree or the equivalent. Those seeking accreditation with Catholic Professional Formation are welcome. Those auditing the course simply need a commitment to learning. Completion of the Scripture and Theology units of the Grad Cert is preferred but not essential.

Delivery Mode and Location

The delivery of the Course is over 26 hours of face-to-face allocated time. The Course is being taught in the Br Joseph Room, Paringa Hall, at Sacred Heart College Senior, 195-235 Brighton Road, Somerton Park SA 5044 Tel. 08 8294 2988.

Participation

Participation at all sessions, for the complete session, is required. If a topic is missed there will be an additional work requirement of approximately **500 words** for the topic.

OR

At the discretion of the consultant, participation in an alternative session may be negotiated.

Aim of Course

The aim of this course is to *research, explore and apply* a range of contemporary educational principles and approaches within the learning environment. The art and science of education is considered from a Catholic perspective, in the Marist tradition, reflecting a specific understanding of the human person. Participants will reflect on key learning principles and develop professional practices in the light of these principles. They will critically reflect upon the ways in which the Catholic understanding of the human person impacts on learning in a Marist school environment.

Course Coordinator

Mr Steve Byrne, Principal Sacred Heart College steve.byrne@shcs.sa.edu.au

Course Committee

Steve Byrne, Br John McMahon, Julie Trinidad (CESA Liaison)

Course Structure + Content

The course aims to help teachers apply Marist pedagogy in their professional practice serving to promote the flourishing of life for every child and the flourishing of the human community in light of the Catholic Christian understanding of the human person (or Catholic Christian Anthropology (CCA))

The basic structure of the course is:

- *Explore* and engage with Catholic beliefs and Marist traditions/spirituality as they shape the learning environment.
- *Research, implement and evaluate* teaching and learning principles informed by Marist tradition in teaching methodology.
- *Engage with and reflect upon* course content and readings.
- *Insight sharing* – Participants present their insights for reflection and discussion with their peers

Learning Outcomes

At the end of this course participants will be able to:

1. *Identify* Catholic beliefs and values, from a Marist perspective that directly shape contemporary educational practice.
2. *Critically reflect* on educational theories and one's own professional practice in the light of Marist methodology.
3. *Evaluate* the strengths and weaknesses of selected theories and practices as they apply to the teaching of contemporary youth.
4. *Implement and make explicit* a variety of educational theories and practices forming, informing and transforming professional practice.

Core Texts

Balko, A. (2001). The Marist Charism of St Marcellin Champagnat. *Champagnat A Journal of Marist Education*, 4(1), 21-42.

Bellofiore, P. (2014). Marist Leadership: then and now. *Champagnat An International Marist Journal of Charism in Education*, 16(1), 9-19.

Bergeret, M. (2000). The Marist Teaching Tradition. *Champagnat A Journal of Marist*

Education, 3(1), 1-21.

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

Crowe, J. (2000). Heirs of Marcellin Champagnat in Western Countries in the 21st Century - Some Intuitions. *Champagnat A Journal of Marist Education*, 3(1), 49-61.

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

Green, M. (1999). Charismic Culture encountering the Gospel in Marist Schools. *Champagnat A Journal of Marist Education*, 2(2), 29-52.

Groome, T. (1980). *Christian Religious Education*. New York: Harper & Row.

Groome, T. (1998). *Educating for Life*. Allen: Thomas More.

Herrick, P. (2001). The Establishment of an International Marist Network of Schools. *Champagnat A Journal of Marist Education*, 4(1), 43-54.

Hilton, M. (1999). Shared mission - a challenge for all. *Champagnat A Journal of Marist Education*, 2(2), 1-27.

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

McMahon, J. (2007). Formation in charism: an emerging framework. *Champagnat a Marist journal of education*, 9(2), 10-16.

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.

Sammon, S. (1999) *Saint Marcellin Champagnat* Rome, Institute of the Marist Brothers.

Slater, L. (2005). Leadership for collaboration: An affective process. *International Journal of Leadership in Education*, 8(1), 321-333.

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

Turú, E. (2011). *Constitutions and Statutes*. Rome: Marist Brothers of the Schools.

Winmill, J. (2014). Shine From Within. *Champagnat An International Marist Journal of Charism in Education*, 16(1), 29-36.

Assessment

Assessment Co-ordinator: Steve Byrne, in liaison with Julie Trinidad (CESA)

Paper 1: Reflection Paper (1000 words) Due 8 June 2018

Discuss how Marist Pedagogy animates and promotes the Catholic view of the human person and the Mission of the Church. Include some reference to your own teaching practice. Refer to a minimum of two of the set readings from the course in your response.

Paper 2: Learning Journal (2000 words) Due 31 August 2018

The learning journal has two components.

- 1) **Course Content** Reflective journaling in *session time* (on the content explored).
- 2) **Readings** Reflection and journaling in your *own time*.

Critically engage with at least one set reading from **three different themes**. These readings are not to come from Themes 1 or 10. These readings are accessed and reflected on **in your own time**, not during sessions. (Approximately 300 words per reading). You could relate the reading to A) Your own emerging questions/priorities/challenges as you participate in this course; and/or B) Your vocation as a Marist educator.

Paper 3: Reflective Practice (1500 words) Due 28 September 2018

Investigate a learning theory or principle explored during this course. Implement an aspect with your class. Use readings and/or other research to support your investigation.

Reflect on the following aspects:

- In what ways has your engagement with the theory / principle deepened your understanding of learning?
- How has it made a difference to your understanding and practice and how do you communicate this to others?
- In what ways is this reflective of Catholic ethos and Marist Methodology?

- What knowledge, skills, perspectives or resources did you have to consider?
- In what ways has it deepened your understanding of yourself as an educator in a Catholic school?

Assessment Submission Procedures

All assignments are required to be submitted via 'Turnitin', for verification of original work. Unless an extension has been granted, submissions are to be uploaded by **5pm on the due date**. Please see procedures following.

Assessment Extension Procedures

It is expected that all course assessment requirements be passed in by **5pm on the due date** set by the course presenter. If necessary, and in consultation with the presenter (via email), participants have an **initial** two weeks to submit the assessment. In extenuating circumstances a further two week extension may then be granted at the discretion of the presenter.

Under extraordinary circumstances, a final decision about extending due dates will rest with the Course Coordinator. Please speak with your Course Coordinator first.

Credit towards the UniSA Graduate Certificate Course (Program Code: LCEP)

Upon successful completion of this course, students should apply to UniSA for credit. The equivalent UniSA course is 'EDUC 5226: Professional Practice 3: Teaching Methodologies in Catholic Education'. The 'Application for Credit' form can be accessed here: <http://i.unisa.edu.au/Campus-Central/Student-Forms/Student-Forms-Credit/>

The completed form can be emailed (campuscentral.mawsonlakes@unisa.edu.au) or faxed (83023550) or posted (Campus Central, University of South Australia, Mawson Lakes Bvd, Mawson Lakes 5095).

Outline of the Course

Theme 1: The Australian Marist Community

This theme serves to contextualise the course in the contemporary Australian Marist Community and provide background to the development of the tradition, internationally, nationally and locally. The theme serves to invite participating teachers to see themselves as part of this community and, in so doing engage not only their intellect but also their heart.

- The Fourvière Pledge and the role of lay men and women.
- The evolution of the Marist Family.
- Vatican II and the Church as the People of God.
- The Champagnat Movement of the Marist Family founded in 1986.
- The development of the Australian Marist Community.
- Planning for a Marist Association of Christ's Faithful.

Resourcing:

Flannery, O. (Ed.) (2014). *Vatican Council II: The Conciliar and post-Conciliar Documents New Revised Edition*. Collegeville: Liturgical Press

Sgherza, P. (2017). *The Learning Style Inventory Overview*. Paper presented at the The Art of Facilitation, Mittagong.

Turú, E. (2017). *Opening of the XXII General Chapter*. Paper presented at the 22nd General Chapter, Rionegro.

Turú, E. (2014, 28 October). *Just a Tent as the Heart of our Future*. Letter of the Superior General. Rome.

Theme 2: The Catholic School in the Marist Tradition

Marcellin Champagnat and the early Marists always wanted to be a vital part of the Catholic Church. They saw their work as educating young people to enable them to nourish their faith ready for their mission of Christian education.

- The Gospel imperative 'Go teach all nations'.
- St Marcellin Champagnat: 'Every Diocese fits into Plans'.
- Charism and ecclesial movements.
- The nature, purpose and identity of the Catholic school within today's reality.
- The role of the Marist educator within Catholic Education.
- The practical application of these gospel values in the school and the classroom.

Resourcing:

Francis, P. (2017). Letter of Pope Francis. *Marist News*, IX(473), 1-2.

Green, M. (Producer). (2016, 26th July). To gather. To assemble. *Ekklesia*.

Retrieved from

<http://static1.squarespace.com/static/51240d5fe4b03a5603cfea56/t/5796b8b29f7456e1da040e63/1469495481314/MSA+Newsletter+9+-+26+July+2016.pdf>

Lee, M. (2016). The Institutionalisation of Charism in a Faith-Based School. *Champagnat*, 18(2), 7-14.

Lydon, J. (2009). Transmission of the charism: a major challenge for Catholic education. *International Studies in Catholic Education*, 1(1), 42-58.

McMahon, J. (2016). Catholic Schools and Universities: A Global View. *Champagnat*, 18(1), 21-27.

Neidhart, H., & Lamb, J. (2016). Australian Catholic Schools Today: School Identity and Leadership Formation. *Journal of Catholic Education*, 19(3), 49-65.

Sammon, S. (1999) *Saint Marcellin Champagnat* Rome, Institute of the Marist Brothers.

Treston, K. (2017). Five Key Challenges for Leadership in Catholic Schools for 21st Century. from Australian Catholic University
http://www.acu.edu.au/data/assets/pdf_file/0010/89893/Five_Key_Challenges_For_Leadership.pdf

Theme 3: 'A Catholic View of the Human Person and Marist Pedagogy'

A key purpose of this Methods course is to support teachers to develop a theological appreciation of the Catholic faith's anthropological principles – that of a positive anthropology – and to develop a clear line of sight between this view of the human person and each educator's mission in a Catholic school to enact a pedagogy that honours, promotes and nurtures each human person and an integral ecology. This theme shows how, in this context, Marist pedagogy supports children and youth to experience the "fullness of life" as understood from a CCA view.

- Understanding of the Catholic Christian view of the human person to develop a holistic curriculum: physical, emotional, social, intellectual, spiritual-historical and contemporary.
- Catholic identity in the curriculum.
- Differentiated learning.
- Teacher-student and teacher-teacher relationships.
- The educator as Christian role model; the reflective teacher.
- The development of Marist pedagogy from an historical perspective.

Resourcing:

Catholic Education SA 2007, *Crossways – religious education supporting the integration of faith, life and culture: religious education framework for SA Catholic schools, Sections A and B1*. Catholic Education SA, Thebarton SA. <http://re.cesa.catholic.edu.au>

Groome, T. (2011). *To Teach (and Learn) as Jesus Did Will there be faith?* (pp. 19-50). New York: Harper One.

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

Theme 4: Youth of Today

Having taken the broader view of the human person in Theme 3 enables us, when focusing on children and youth, to place them within the CCA discussion and gives each full value as a “human person”. This order reflects Karl Rahner’s logic, as referenced in *Children: Close to the Mystery of God* (CESA, 2015) that “Childhood itself has a direct relationship with God. It touches upon the absolute divinity of God not only as maturity, adulthood and the later phases of life touch upon this, but rather in a special way of its own” (p.7)

- The realities of today’s mission of working with young people in Catholic schools and the issues most affecting their lives.
- The current realities of young people and their faith, including the delivery of Religious Education and how a teacher might respond to these realities.
- The vocation of the teacher in leading the young person to “fullness of life”.
- The role of Catholic Marist schools in meeting the needs of young people.
- REMAR and Marist Young Adult Ministry.
- The Journey of Youth Today: Do we really know the destination?
- Faith and Zeal: Young people are asking, “Faith IN what? Zeal FOR what?”
- A New Vision for the Future

Resourcing:

Annual Youth Survey 2012 – 2015. (2016). Retrieved from <https://www.missionaustralia.com.au/what-we-do/research-evaluation/youth-survey>

CESA (2015) *Children: Close to the Mystery of God* – a stimulus paper

Chimamanda, N. (Producer). (2009, July). The danger of a single story. Retrieved from http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story#t-23217

Theme 5: Marist Mission in a Context of Diversity

Marist educators strive to be highly responsive to the contemporary world of multi-faith, no faith and multiculturalism which shapes the lives of our children and young people. The final two topics in this theme explore applicable classroom strategies that engage in these complexities of the context of diversity.

- The Catholic worldview in today's multi-faith, no faith and multi-cultural reality.
- The Mission Statements coming from the Marist Mission Assemblies in Mendes (2007) and Nairobi (2014).
- The diversity of the international Marist mission.
- Strategies for a multi-faith, no faith and multi-cultural classroom.
- Strategies for a multi-faith, no faith and multi-cultural staff.

Resourcing:

Benedict XVI, (2009) *Encyclical Letter, Caritas In Veritate*, Vatican City, Rome.

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

Turú, E. (2015, 25 March). *Montagne: the dance of mission*. Letter of the Superior General. Rome.

Theme 6: Scriptural Foundations of Marist life and mission

Marcellin Champagnat loved to study Scripture. He frequently made reference to the Bible in his talks to parishioners in the parish of La Valla.

- The place of the Word in the Catholic Church
- An overview of Holy Scripture: the structure and books of the Bible.
- The Johannine and Pauline emphases of the French school of spirituality, as reflected in the writings and emphases of St Marcellin
- The use of Scripture by the founding Marist generation
- Praying and using the Scriptures in Marist life and mission today.

Resourcing:

Champagnat, M (1840) *The Spiritual Testament of Marcellin Champagnat*, in Furet, J.B. (1856; 1989) *The Life of Marcellin Champagnat*. Marist Brothers, Rome.

Holy See (2008) *Final Message of the Synod on the Word of God*. Online: www.zenit.org/en/articles/final-message-of-word-of-god-synod

Pope Benedict XVI (2010) *Verbum Domini. Apostolic Exhortation following the Synod on the Word of God*. Online:

www.vatican.va/holy_father/benedict_xvi/apost_exhortations/documents/hf_ben-xvi_exh_20100930_verbum-domini_en.html

Sester, P. (Ed.) (1991) *Letters of Marcellin J.B. Champagnat* (Vol. 1). Rome: Marist Brothers. Letters #63, #70.

Online: www.champagnat.org/510.php.

The Holy Bible, preferably a Catholic study edition, e.g. New Revised Standard Version (available as an app: *Olive Tree*), Jerusalem Bible (online: www.catholic.org/bible), New American Bible (online: www.usccb.org/bible/books-of-the-bible/index.cfm)

The Liturgy of the Hours (also known as the *Divine Office*, or the *Prayer of the Church*). Online and app: www.universalis.com. Other Scripturally-based daily prayer, available as apps, e.g. *Laudate*; *Glenstal*)

Theme 7: Marist Spirituality

Marists understand their Project to be a sharing in Mary's work (WFR11).

- The meaning of 'spirituality'; the meaning of "Christian spirituality".
- The relationship between spirituality and religion.
- The French school of Spirituality
- From an historical perspective, St Marcellin Champagnat's spirituality for educators.
- The relevance of St Marcellin Champagnat's spirituality for the spirituality of an educator in a Catholic school in the twenty first century.
- Ways in which Marist spirituality can be brought to life in a relevant way in today's Catholic school.

Resourcing:

Estaun, A (Ed) (2007) *Water from the Rock (WFR) Marist Spirituality* Rome, Institute of the Marist Brothers.

Maoudis, C. (2015). On being a Marist leader and teacher. *Champagnat*, 17(2), 17-23. (some excellent references at the end of this article)

Furet, J (1868) *Opinions, Conferences, Sayings and Instructions*, Grugliasco, Marist Brothers.

Green, M. (2017). *Galovic and the Marists*. Mascot: Marist Brothers and Michael Galovic.

McMahon, J. (2016). *Mystical Attentiveness*. Templestowe.

Marist Brothers of the Schools (1931) *The Teacher's Guide*, Grugliasco, Marist Brothers.

Palmer, P. (Producer). (2009). Inner Authority. Retrieved from <https://www.youtube.com/watch?v=Y8KekrO5k8s>

Turú, E. (2017, 25 March). *La Valla: the Lighthouse*. Letter of the Superior General. Rome.

Turu, E. (2011) *He gave us the name of Mary*, Rome, Institute of the Marist Brothers

Theme 8: Prayer

Prayer is an integral part of Marist spirituality. It serves to nurture and support both educator and child/young person to know God, experience God's love and to recognise the call to be God's agent in the world. This theme focuses practically on how educators can give life to prayerfulness in the school and classroom, providing the clear line of sight between CCA and Marist pedagogy.

- The interconnectedness between faith, service and the community in the Marist Tradition. (based on scripture in the writings of Marcellin Champagnat.)
- An awareness of and naming the presence of God in all things – the spirituality of the educator.
- Prayer and Adolescents. How our image of God influences the way we pray.
- Why are Prayer and Ritual important as a spiritual practice?
- Christian Meditation as a Marist practice in today's classroom.
- Various ways of praying both individually and with students – an integration of faith and life.

Resourcing:

CESA, (2015) Being with God: A Crossways Companion Document

Leonard, R. (2013). *Why Bother Praying*. Strathfield: Paulist.

Palmer, P. (2009). Circles of Trust in Life. Retrieved from <https://www.youtube.com/watch?v=tEKuPc9hqOI>

Sester, P. (Ed.) (1991) *Letters of Marcellin J.B. Champagnat 2 Volumes*, Rome, General House of the Marist Brothers

'Sparks of Life – Rituals for Children.' By Margaret Abbott and Jennifer Callanan 2003 MediaCom Education Inc.

Theme 9: Marist Pedagogy and Spirituality

Spirituality has permeated Marist pedagogy since the times of Marcellin Champagnat. Throughout, it has enriched the Catholic school educative endeavour by attending deeply and practically to supporting children and young people to experience being known and loved by Jesus through Scripture, prayer and positive relationships. Further this spirituality responds both to developments within the Church as well as to the cultures of the day. It is a pedagogy for the fullness of life.

- An historical (French school of spirituality) and scriptural (Pauline theology) understanding of the expression “to make Jesus known and loved” as used by St Marcellin Champagnat
- Ways in which this expression might be interpreted in today’s Catholic Marist classroom.
- Methods and systems of “making Jesus known and loved” through good pedagogy – the characteristics of Marist education.
- Managing positive relationships with students and classes.
- Effective communication with students that reflects the core gospel values of inclusion, respect, justice and love (as based on the writings of St Marcellin Champagnat).

Resourcing:

Florczak, R. (2016). What Marcellin Champagnat can teach us about Communicating. *FMS Marist Notebooks*, 34, 69-85.

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

Laufenberg, D. (Producer). (2010). How to learn? From mistakes. Retrieved from <https://www.youtube.com/watch?v=up4hFj-jcTY>

Sester, P. (Ed.) (1991) *Letters of Marcellin J.B. Champagnat 2 Volumes*, Rome, General House of the Marist Brothers

Tetlow, J. (2016). *Always Discerning*. Chicago: Loyola.

Theme 10 – Marist Pedagogy and Social Justice

Solidarity continues to be an important part of Marist pedagogy. ‘The option for the poor’ has been expressed when deciding on places where Marists would carry out their mission as well as in the way their mission is carried out. Identifying who are the poor in our school communities helps teachers consider how a pedagogy that enacts Catholic Social Teaching might advocate for the human dignity of these children in authentic and impactful ways.

- The call to justice in the time of Marcellin Champagnat (1789 – 1840)
- The influence of Pope Leo XIII’s encyclical *Rerum Novarum* (1891)
- The Church’s post Vatican II call to social justice
- Marist Solidarity across today’s world (Africa, Syria, Amazon, Central Australia) How does Marist Pedagogy engage with Catholic Social Teaching in today’s schools and classrooms?
- Identifying who are “the poor” in our school communities.

Resourcing:

Arbués, B. (Ed.) (1993). *Brothers in Solidarity*. Rome: Institute of the Marist Brothers of the Schools.

Bigotto, G. (2007). *Walking till the end of love*. Roma: Fratelli Maristi.

Francis, P. (2015). *Laudato Si'*. Strathfield: St Paul's.

Johnson, E. (2015). Hearts on Fire: A Revolutionary Song *Abounding in kindness* (pp. 302-312). New York: Orbis.

Malone, M. (2017). Looking For Hope in Gaza. *America* (July 10), 18-19.

Robinson, K. (2015). Introduction: One Minute to Midnight *The Grassroots Revolution That's Transforming Education* (pp. xiii-xxiv). New York: Viking Penguin. *The blood of love The Martyrs of Algeria (1994-1996)*. (1996). Rome: Marist Brothers.

Turú, E. (2011). *Constitutions and Statutes*. Rome: Marist Brothers of the Schools.

Key Website:

Australian Marist Solidarity: <http://www.australianmaristsolidarity.net.au/>

Theme11: Pastoral Reflection

Being able to communicate clearly and accurately about what is really taking place in the classroom is an important skill.

- Developing capacity as a reflective practitioner.
- Champagnat Figures today.
- Communicating good teaching and learning practice with others.
- Designing and implementing a Marist Scale theme in your classroom
- **Resourcing:**

Massam M. 2004, Teaching, Learning and Reflective Practice, Presentation / Lecture: ALA Conference
<http://www.ala.asn.au/c321/+ALA+44th+Annual+National+Conference+2004.aspx> (*Online: Theme 9, Reading 2*)

Palmer, Parker J. 2007, *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life (Tenth Anniversary Edition)*. Wiley, San Francisco, Chapter 1: "The Heart of a Teacher: Identity and Integrity in Teaching" (*Online: Theme 8, Reading 1*)

Palmer, P. (Producer). (2010). Teaching and Leading 1. Retrieved from <https://www.youtube.com/watch?v=5YBEhY8d8IE>

Robinson, K. 2009, *The Element, How Finding Your Passion Changes Everything*, Viking, New York, pp xi-xiv, 1-26. (*Online: Theme 8, Reading 2*)

Theme 12: Marist Methodology Forum – Professional Peer Presentations

This is a negotiated time for participants to present their learning from this course to their peers. This may take place in the participants' own school, or during the course at the discretion of the consultant.

General Resource List

Notable Web Sites

Institute of the Marist Brothers, Rome - <http://champagnat.org/>

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

Ken Robinson clips –

<http://www.youtube.com/watch?v=wX78iKhInsc> How to escape education's death valley

<http://www.youtube.com/watch?v=I1A4OGiVK30> Educating the Heart and Mind

<http://www.youtube.com/watch?v=3TAqSBMZDY8> The Element

Palmer, P. (Producer). (2010). Teaching and Leading 1. Retrieved from <https://www.youtube.com/watch?v=5YBEhY8d8IE>

For further information please contact

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Br John McMahon at john.mcmahon@marists.org.au

General Bibliography

Green, M.C (1997) *The charismatic culture of Marist secondary schools in the Province of Sydney*. Unpublished Doctoral dissertation, University of Sydney.

McMahon, J (1992) *Educational Vision: A Marist Perspective* Unpublished Doctoral Thesis, University of London Institute of Education. Available at <http://www.johnmcmahon.id.au/educational-vision/>

Resources for Marist Methodology available at the Sacred Heart College Senior Resource Centre

Title	Author	Copies	Classification
Achievement from the depths: a critical historical survey of the life of Marcellin Champagnat 1789-1840	Farrell, Keith B	2	271 CHA
Brother Stephen Debourg FMS - 1873-1953	Pratt, Br. Columbanus	2	271 CHA
Canonisation of Marcellin Champagnat		4	271 CAN
Champagnat	Dominguez, Gregory; Sanz,	1	271 SAN
Champagnat: A journal of Marist Vol.11		3	TR PER
Champagnat: A journal of Marist Vol.12		4	TR PER
Champagnat: A journal of Marist Vol.13		4	TR PER
Champagnat: A journal of Marist Vol.14		3	TR PER
Champagnat: A journal of Marist Vol.15		2	TR PER
Champagnat 1789-1840 [Picture]		1	271 CHA
Evangelizers in the midst of youth: reference document for the Marist Institute		2	271.092 EVA
A heart that knew no bounds: Saint Marcellin Champagnat - the life and mission	Sammon, Sean D	4	271 SAM
In the footsteps of Marcellin: a vision for Marist education today		1	TR 271 IN
In the Marist tradition: Sacred Heart College Adelaide 1897-1997	Donovan, P.F	2	371.009423 2
Letters of Marcellin Champagnat 1789-1840 : founder of the Institute of the Marist Brothers. Vol.1 : texts	Champagnat, Marcellin J.B;	1	271 CHA

Letters of Marcellin Champagnat 1789-1840 : founder of the Institute of the Marist Brothers. Vol.2 : references	Champagnat, Marcellin J.B;	1	271 CHA
Life of Blessed Marcellin Joseph	Bicentenar Baptist, John Br	2	271 BAP
Life of Father Champagnat		2	271 CHA
Living on the edge [DVD]		3	371.071 LIV
Marcellin's dream. Live it today!		1	271 MAR
Marcellin Champagnat: class text	Dominguez, Gregory; Sanz,	36	271 SAN
Marcellin Champagnat 1789-1989 teaching kit : secondary units		1	TR 271 MAR
The Marist Brothers in New Zealand, Fiji and Samoa 1876-1976	Gallagher, Pat	1	271 GAL
Marist retreats. Facilitator's handbook		1	TR 269 Mar
Marist retreats. Leader's handbook	Prout, Harry	1	TR 269 Mar
Marist Schools Australia [Web site]		1	270 MAR
One hundred years of boarding 1905-2005. Sacred Heart College, Adelaide	Pratt, Columbanus	6	371.009942 32 PRA
The quest for higher things: a history of the Marist Brothers' hundred years in Kilmore, with special attention to the foundation	Braniff, Valerian	1	373.945 BRA
A short life of Marcellin Champagnat	Dennis, Noel	many	Book Hire Area
The story of the Marist Brothers in Australia : 1872-1972	Doyle, Alban	2	271 DOY
Strong mind, gentle heart: Joseph Benedict Marcellin Champagnat (1789-1840)	McMahon, Frederick	2	271 CHA

Resources for Marist Methodology available at the Sacred Heart College Middle School Resource Centre

Title	Author	Copies	Classification
Saint Marcellin Champagnat- The life & mission	Sammon, Sean D	8	248/SAM T/R
Travellers in Hope (Story of Blessed Marcellin Champagnat & his fellow founders of the Society)	McMahon, Br. Fredrick	1	922/MEM T/R
Achievement from the Depths	Farrell. Br. Stephen	3	922/MAR T/R
Listen to the words of your Father		3	922/LIS T/R
Marcellin Champagnat 1789-1989 Teaching Units		5	248/MAR T/R
A certain way- an exploration of Marist Spirituality	Larkin. Craig	2	248/LAR T/R
Marcellin Champagnat & the story of a community of educators		15	T/R
Champagnat – A journal of Marist Education		1	T/R
Champagnat: A journal of Marist Vol. 10	Number 3	3	T/R
Champagnat: A journal of Marist Vol. 8	Number 3	1	T/R

Champagnat: A journal of Marist Vol. 13	Number 2 and number 4	1	T/R
Evangelizers in the midst of youth		2	271/INT T/R
Releasing the angel	Christopher Gleeson	1	371.1 GLE T/R
Water from the rock		3	T/R
Marist Milestones: A Champagnat pilgrimage	McMahon, Fredrick	1	263/MCM T/R
Marist Notebooks		1	T/R
Gathered around the same table		2	T/R
Champagnat – A story of life	Soela, Vanderlei	1	T/R
Educational Vision: A Marist perspective	McMahon, John Richard	1	T/R
Oh! Brother	Stephens, Br.Austin	1	T/R
The Marist of Moorak	O'Connor, Brian J	1	T/R
Circular – Walk peacefully, yet with a sense of urgency		1	T/R
Marcellin Champagnat – Founder of the Marist Brothers 1789-1840	Crowe, Desmond fms	1	T/R
Champagnat education Commission- Marist Brothers province of Melbourne		1	T/R

Life of Joseph Benedict Marcellin Champagnat		1	T/R
Constitutions & Statues		1	T/R
Opening address of the XIX General Chapter	Howard, Charles	1	T/R
Champagnat – Sources for a renewed understanding		1	T/R
Br Charles Howard		1	T/R

ASSIGNMENT COVER SHEET

For Assessment 1 (1000 words)

Reflection Paper

STUDENT (FULL NAME):

Please print clearly

SCHOOL:

Email Address:

UNIT:

Marist Methodology 2018

COURSE PRESENTER:

Br John McMahon/Steve Byrne

DUE DATE:

8 June 2018

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Signed:		Date:
Office Use Only		
Date Received	Date Returned	Consultant Initial

Graduate Certificate in Catholic Education

ASSIGNMENT COVER SHEET

For Assessment 2 (2000 words)

Learning Journal

STUDENT (FULL NAME):

Please print clearly

SCHOOL:

Email Address:

UNIT:

Marist Methodology 2018

COURSE PRESENTER:

Br John McMahon/Steve Byrne

DUE DATE:

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Graduate Certificate in Catholic Education

ASSIGNMENT COVER SHEET

For Assessment 3 (1500 words)

Reflective Practice

STUDENT (FULL NAME):

Please print clearly

SCHOOL:

Email Address:

UNIT:

Marist Methodology 2018

COURSE PRESENTER:

Br John McMahon/Steve Byrne

DUE DATE:

28 September 2018

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GRADUATE CERTIFICATE IN CATHOLIC EDUCATION
TEACHING METHODS, LEARNING ABOUT LEARNING

Theme 11: Professional Peer Presentations

This is a negotiated time to present your learning from this course to your peers. This may happen in your own school, or in the course at the discretion of the consultant. If the presentation occurs in your school community please fill in the following details.

Name _____

School _____

Details of presentation (who, what, where and date)

Signature _____ Date _____

Signature (Principal, Deputy, APRIM or REC) _____

ASSIGNMENT COVER SHEET

STUDENT (FULL NAME):

Please print clearly

SCHOOL:

Email Address:

SEMESTER & YEAR:

Semester_____, **2018**

COURSE:

Teaching Methods

COURSE PRESENTER:

ASSIGNMENT #1 <input type="checkbox"/>	ASSIGNMENT #2 <input type="checkbox"/>	ASSIGNMENT #3 <input type="checkbox"/>
Reflection Paper - 1000 words	Learning Journal – 2000 words	Reflective Practice and Response – 1500 words

DUE DATE:_____

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