



# Aggiornamento

## small bites of theological conversation for people with questions

The word *aggiornamento* is Italian for “updating” and came to prominence as one of the aims for the Church of the Second Vatican Council.

The *Aggiornamento* Series consists of 2-3-hour (unless otherwise stated), individual, online modules that can be offered in bespoke combinations as short courses. The modules can be delivered asynchronously through Open Learning, with additional, synchronous consultation and support available on request. They seek to address and promote the expressed professional learning and accreditation needs of the Catholic educational community in Australia.

Modules are offered at three levels: beginner (100); intermediate (200); and advanced (300). They have been developed collaboratively by Professor Robyn Horner and Dr Teresa Brown, of the School of Theology at Australian Catholic University, and draw from the resources of experts in the field.

### Learning Outcomes

Taken together, the modules seek to address the following aims:

- to introduce you to the practice of thinking and talking about Catholic faith in dialogue with your experiences in the contemporary world
- to introduce you to the theological concepts and approaches that emerge from Vatican II
- to introduce you to the aims, purposes and language of the Enhancing Catholic School Identity (ECSI) research
- to enable you to practise skills of dialogue and recontextualisation
- to enable you to consider the ways in which you may apply your learning in specific school and diocesan contexts

### Enrolment and Cost

To enrol in the available modules in a given year, use the link from ACU’s [Xavier Centre for Theological Formation](#).

You can select either to enrol in all the modules or in individual modules.

The cost for asynchronous participation (access to the self-paced learning materials) is \$30 per module per person.

Schools, clusters or dioceses may negotiate offering of a module or bespoke combinations of modules delivered synchronously in Zoom for larger groups (15+) by contacting [robyn.horner@acu.edu.au](mailto:robyn.horner@acu.edu.au). Access to the learning materials plus guided learning in Zoom is \$50 per module per person (reduced rates for groups of 20+).

**To explore the modules, go to the next page.**

## EXPLORE THE MODULES

(click on the hyperlinked tiles below)

### GROUPED BY LEVEL

**BEGINNER  
MODULES**  
(100-LEVEL)

**INTERMEDIATE  
MODULES**  
(200-LEVEL)

**ADVANCED  
MODULES**  
(300-LEVEL)

### GROUPED BY THEME

ECSI Foundations and  
Scales

Foundations in Catholic  
Theology

The Church and  
Catholic Schools

Reflections on  
Stewardship of Creation

Understanding the  
Contexts of Catholic  
Schools

Dialogue and  
Perspective-Taking

Living Faith Today

Recontextualisation

Belonging to a Catholic  
School

Leading in a Catholic  
School

Reflections on Pedagogy

Guided Reading

## BEGINNER MODULES

[back to levels](#)



Module	Details
<p><b>101 The Contemporary Context</b></p>	<p><b>Learning intention:</b> To enable you to identify and describe various factors within the current context that affect how we engage with religion.</p> <p><b>Summary:</b> You will reflect on the ways that factors such as secularisation and pluralisation have changed how individuals engage with institutional religions. You will then engage with research in Australia about religious identity, before examining the implications for Catholic institutions.</p>
<p><b>102 A Personal God</b></p>	<p><b>Learning intention:</b> To enable you to identify the source of Christian belief in God: revelation.</p> <p><b>Summary:</b> You will consider the notion of Christian revelation as the possibility of coming to know God in person. You will then examine the teaching on revelation from the Vatican II document, <i>Dei verbum</i>, and consider two types of thinking about revelation: propositional and relational. Finally, we look at the idea of symbols and how Christians believe that God communicates to human beings by way of symbolic mediation.</p>
<p><b>103 The Great Tradition</b> Pre-requisite: 102 A Personal God</p>	<p><b>Learning intention:</b> To enable you to identify a Catholic understanding of tradition as it is expressed in Vatican II's <i>Dei verbum</i> and to consider contextual processes that affect the handing on of tradition.</p> <p><b>Summary:</b> You will consider the way in which tradition is understood in the context of Catholic faith and its connection with scripture as witness to God's revelation. We then examine the teaching on tradition from the Vatican II document, <i>Dei verbum</i>. Finally, we look at the contextual processes of detraditionalisation and individualisation to the extent that they affect the handing on of tradition and consider the ways in which these processes are reflected in your own contexts.</p>
<p><b>104 Experiences of Encounter and Dialogue</b></p>	<p><b>Learning intention:</b> To enable you to recognise the nature of dialogic encounter.</p> <p><b>Summary:</b> You will reflect on the experience of encounter as surprise, and examine biblical passages demonstrating Judaeo-Christian sources of openness to encounter as characteristic of openness to God. You will then consider some of Pope Francis' comments on dialogical encounter in <i>Fratelli tutti</i>.</p>
<p><b>105 Practising Dialogue: Rehearsing Perspectives on Topical Issues</b></p> <p><b>105a. Immigration detention in Australia</b></p> <p><b>105b. Raising the Jobseeker allowance in Australia</b></p> <p>Prerequisite: 104 Experiences of Encounter and Dialogue</p>	<p><b>Learning intention:</b> To enable you to explore and practise a dialogical approach to engaging with topical issues and to reflect critically on the particularity of different perspectives.</p> <p><b>Summary:</b> In this module, you will explore an understanding of dialogue. You will then be invited to engage a range of different perspectives on a current issue, consider where you stand in relation to this issue and articulate the basis upon which you have come to this perspective. You will be asked to think about how the consideration of different perspectives interrupted or shifted your initial understanding and reflect on the role and place of a Christian approach as you develop your own perspective.</p>
<p><b>106 Talking about Faith: An Invitation 1</b></p>	<p><b>Learning intention:</b> To enable you to participate in authentic dialogue about faith.</p> <p><b>Summary:</b> You will practise face to face dialogue, either virtually (by Zoom, where there are 10 participants ready to meet) or physically (where a group has been set up to facilitate face to face interaction).</p>
<p><b>107 Talking about Faith: An Invitation 2</b></p> <p>Prerequisite: 106 Talking about Faith: An Invitation 1</p>	<p><b>Learning intention:</b> To enable further participation in authentic dialogue about faith.</p> <p><b>Summary:</b> You will again practise face to face dialogue, either virtually (by Zoom, where there are 10 participants ready to meet) or physically (where a group has been set up to facilitate face to face interaction).</p>

<p><b>108 The Faithful Imagination: Rehearsing Different Perspectives on Faith</b></p>	<p><b>Learning intention:</b> To introduce you to the various believing styles and attitudes about faith that people hold, and to enable you to practise perspective-taking on faith so as to develop skills in dialogue that respect and reflect a Catholic understanding of human dignity.</p> <p><b>Summary:</b> You will be introduced to the Post-Critical Belief (PCB) Scale, a tool that measures the typical believing styles or attitudes towards belief that people hold. You will be invited to think about your own attitude towards belief (where you stand on the PCB Scale), what this means for how you engage with the contents of faith, and how you might approach dialogue with people who hold attitudes towards belief that are different from your own. Through a process of perspective-taking, you will be invited to “step into the shoes” of people who hold the different believing styles and to bring to mind Catholic teaching on the dignity of the human person as you engage in open and respectful dialogue.</p>
<p><b>109 The Moral Imagination: Rehearsing Different Perspectives on Morality</b></p>	<p><b>Learning intention:</b> To enable you to engage critically with the particularity of different perspectives when developing your own response to contemporary moral issues.</p> <p><b>Summary:</b> You will explore the particularity of two principles of Catholic Social Teaching (namely, the principles of human dignity and the common good) as you engage with a variety of perspectives on the issue of the use of stem cells from aborted fetuses in the development of COVID-19 vaccines. This issue was given considerable coverage in the media and the responses from senior leaders in the Australian and New Zealand Churches were varied. As you explore the various perspectives, you will be invited to reflect critically on the basis upon which moral decisions are made, and the ways in which critical reflection and dialogue about different perspectives can help you to discern where you stand on moral issues.</p>
<p><b>110 Recontextualising Mk 5: 25-34 The Woman with the Haemorrhage</b></p>	<p><b>Learning intention:</b> To introduce you to a stepped approach to recontextualisation.</p> <p><b>Summary:</b> You will be introduced to a 4-step approach to recontextualisation. You will then practise recontextualisation through application of the 4-step approach to the Gospel story of the Woman with the Haemorrhage (Mark 5:25-34).</p>
<p><b>111 Discovering prayer in Catholic schools</b></p>	<p><b>Learning intention:</b> To enable you to reflect critically on the role and place of prayer in Catholic schools, in light of the recommendations of the Enhancing Catholic School Identity research.</p> <p><b>Summary:</b> You are introduced to the 10 Characteristics of Prayer in a Catholic Dialogue school and invited to consider the ways in which these 10 characteristics might inform the development of prayers that reflect your own school contexts.</p>
<p><b>112 Talking about ethics in Catholic schools (planned)</b></p>	<p><b>Learning intention:</b> To enable you to reflect critically on the role and place of ethics in Catholic schools.</p>
<p><b>113 Talking about sexuality in Catholic schools (planned)</b></p>	<p><b>Learning intention:</b> To enable you to reflect critically on the teaching of sexuality in Catholic school.</p>
<p><b>114 Experiencing the Sacraments in Catholic Schools</b></p>	<p><b>Learning intention:</b> To introduce you to the sacramental theology of the Second Vatican Council and to support you to reflect on the role of the sacraments in Catholic schools today.</p> <p><b>Summary:</b> You are introduced to central themes related to sacramental theology, namely, revelation, the Paschal mystery and the sacramental principle, and consider how these themes support an understanding of the role of the Catholic sacraments for living Catholic faith. You are encouraged to reflect on your experience of sacraments in light of your learning in this module.</p>
<p><b>115 Sharing liturgy and Eucharist in Catholic schools (planned)</b></p>	<p><b>Learning intention:</b> To enable you to reflect on the role of liturgy and Eucharist in the enhancement of Catholic identity and to bring these insights into dialogue with the aims and recommendations of the ECSI research.</p>

<p><b>116 The Mission and Identity of Catholic Schools</b></p>	<p><b>Learning intention:</b> To enable you to understand the ways in which the mission and identity of Catholic schools has changed since the Second Vatican Council, and to consider how the mission of Catholic education might be realised today.</p> <p><b>Summary:</b> You will examine the key documents of the Congregation for Catholic Education (now Dicastery for Culture and Education) since Vatican II, and reflect critically on the implications for Catholic schools today.</p>
<p><b>117 The Catholic school in the time of Pope Francis</b></p>	<p><b>Learning intention:</b> To introduce you to Pope Francis’ view of the Church’s mission, particularly as it relates to Catholic schools.</p> <p><b>Summary:</b> You will examine key documents of Pope Francis and the Dicastery for Culture and Education to develop an understanding of important themes pertaining to the mission of Catholic schools today.</p>
<p><b>118 <i>Laudate si’</i> Revisited</b></p>	<p><b>Learning intention:</b> To introduce you to Pope Francis’ view of environmental protection.</p> <p><b>Summary:</b> You will examine the two major environmental texts written by Pope Francis.</p>
<p><b>119 <i>Christus vivit</i> (planned)</b></p>	<p><b>Learning intention:</b> To enable you to engage with a Church document, to assist you to make connections between previous and new knowledge and to consider the implications of your learning for your personal and professional practice.</p> <p><b>Summary:</b> You will engage with the recent document of Pope Francis: Post-Synodal Apostolic Exhortation, <i>Christus vivit</i> (2019). You will complete a Reading Scaffolding Process (RSP) as you read the document (for the second time), then meet with a group of participants for a facilitated discussion.</p>
<p><b>120 Literal(ist) versus Post-Critical Thinking</b></p>	<p><b>Learning intention:</b> To enable you to practise moving between literal and post-critical readings of biblical and traditional texts.</p> <p><b>Summary:</b> You will practise a process for moving beyond a literal(ist) understanding, to critical and post-critical readings of a literary text. Then, engaging with Genesis 22:1-19, the story of Abraham and Isaac, you will explore how using a similar process supports deeper engagement with, and reflection on, a biblical text.</p>
<p><b>121 Environmental Spirituality 1</b></p>	<p><b>Learning intention:</b> To equip you with a Catholic model for human growth rooted in the individual’s relationship with the whole community of creation.</p> <p><b>Summary:</b> Environmental Spirituality 1 will help you explore spiritual growth as a phenomenon rooted in and developing out of the self’s relationship with the natural world. Explorations will emerge from a study of Saint Francis’s life in conversation with key Franciscan texts belonging to the genre of mystical itinerary: <i>The Journey of the Mind to God</i> and <i>The Six Days of Creation</i> (Bonaventure).</p>
<p><b>122 Environmental Spirituality 2</b></p> <p>Prerequisite: 112 Environmental Spirituality 2</p>	<p><b>Learning intention:</b> To engage you in contemplative practices that enable reconnection with the natural world.</p> <p><b>Summary:</b> Building on Environmental Spirituality 1, this day-long synchronous module will introduce you to the provocative image of the soul as tree in Catherine of Siena’s <i>Dialogues</i>, using techniques from forest therapy (a research-based public health practice) and <i>lectio divina</i> to explore what it might mean to be a self on pilgrimage in company with the whole of creation.</p>
<p><b>123 Catholic School as Host or Hostage? The Hidden Curriculum of Catholic Schools (planned)</b></p>	<p><b>Learning intention:</b> To enable you to analyse the attitudes that promote or prohibit flourishing in Catholic identity.</p> <p><b>Summary:</b> In this module, you will analyse the behaviours and attitudes that promote or prohibit flourishing in Catholic identity, and the ways in which a school’s hidden curriculum can sabotage efforts to create a Catholic Dialogue School.</p>

## INTERMEDIATE MODULES

[back to levels](#)



Module	Details
<p><b>201 Reflecting on Our Contemporary Context</b></p>	<p><b>Learning intention:</b> To enable you to analyse and reflect on the implications of various factors within the current context that affect how we engage with religion.</p> <p><b>Summary:</b> You will reflect on the ways that factors such as secularisation, pluralisation, detraditionalisation and loss of communal memory have changed how individuals engage with institutional religions. You will then engage with research in Australia about religious identity, before examining the implications for Catholic institutions.</p>
<p><b>202 Vatican II: Perspectives on Revelation</b></p>	<p><b>Learning intention:</b> To enable you to distinguish between the concept of revelation as God’s self-communication, and the concept of revelation as a body of dogma and doctrines.</p> <p><b>Summary:</b> You will examine the distinctiveness of Christian revelation, especially as it is articulated at Vatican II. We will consider the document <i>Gaudium et spes</i> in light of its emphasis on the importance of reflecting on the context of the modern world. We will then examine <i>Dei verbum</i> in order to draw out two important lines of thought about revelation in the Church.</p>
<p><b>203 Vatican II: Perspectives on Tradition</b></p> <p><b>Prerequisite:</b> 202 Vatican II: Perspectives on Revelation</p>	<p><b>Learning intention:</b> To enable you to reflect critically on a Catholic understanding of tradition as it is expressed in Vatican II’s <i>Dei verbum</i> and to consider contextual processes that affect the handing on of tradition.</p> <p><b>Summary:</b> You will consider how tradition is understood in the context of Catholic faith and its connection with scripture as witness to God’s revelation. You will then examine the teaching on tradition from the Vatican II document, <i>Dei verbum</i>, and consider three understandings of the content of tradition expressed in the document: apostolic preaching, what was handed on by the apostles, and the growth in understanding that has taken place through the history of the Church. Finally, we will look at the contextual processes of detraditionalisation and individualisation to the extent that they affect the handing on of tradition and consider how these processes are reflected in your own contexts.</p>
<p><b>204 The PCB Scale: How do we believe?</b></p>	<p><b>Learning intention:</b> To introduce you to the Enhancing Catholic Schools Identity (ECSI) Research and the Post-Critical Belief Scale, and to enable you to consider where you stand in relation to faith.</p> <p><b>Summary:</b> You will explore the aims and purposes of the Enhancing Catholic School Identity (ECSI) research and examine in detail the PCB Scale, a tool that measures the typical believing styles or attitudes towards belief that people hold. You will be invited to think about your own attitude towards belief (where you stand on the PCB Scale), and what this means for how you engage with the contents of faith. You will be encouraged to think about the challenges that your attitude towards belief might pose for you in your professional role, particularly if you are working in a Catholic school or diocesan Catholic Education Office.</p>
<p><b>205 The Melbourne Scale: Who do you say that I am?</b></p> <p><b>Prerequisite:</b> 204 The PCB Scale: How do we believe?</p>	<p><b>Learning intention:</b> To introduce you to the Melbourne Scale, and to enable you to reflect critically on the implications of the various theological identity options on the scale for the Catholic identity of your school or workplace.</p> <p><b>Summary:</b> You will examine in detail the second scale in the Enhancing Catholic School Identity (ECSI) Research, namely, the Melbourne Scale. You will be invited to think about theological perspectives on Catholic identity and to consider how these theological perspectives shape your personal identity and that of your school or workplace. Additionally, you will be asked to consider the challenges that your learning poses for you in your professional role, particularly if you are working in a Catholic school or diocesan Catholic Education Office.</p>
<p><b>206 The Victoria Scale: How do we relate to others?</b></p>	<p><b>Learning intention:</b> To introduce you to the Victoria Scale and to enable you to reflect critically on the implications of the various pedagogical identity options on the scale for the Catholic identity of your school or workplace.</p>

<p><b>Prerequisite:</b> 205 The Melbourne Scale: Who do you say that I am?</p>	<p><b>Summary:</b> You will examine in detail the third scale in the Enhancing Catholic School Identity (ECSI) Research, namely, the Victoria Scale. You will be invited to think about the pedagogical identity options for Catholic schools and to consider how these pedagogical identity options shape your personal and professional identity. Additionally, you will be invited to think about the challenges that your learning poses for you in your professional role, particularly if you are working in a Catholic school or diocesan Catholic Education Office.</p>
<p><b>207 What is Recontextualisation?</b></p>	<p><b>Learning intention:</b> To enable you to gain an understanding of symbols and their recontextualisation.</p> <p><b>Summary:</b> You will examine the relationships between symbols and their contexts, considering how different contexts can cause the symbol to resonate differently. You will also explore the differences between updating and recontextualising.</p>
<p><b>208 Practising Recontextualisation</b></p> <p><b>Prerequisite:</b> 207 What is Recontextualisation?</p>	<p><b>Learning intention:</b> To enable you to practise using a four-stepped approach recontextualisation.</p> <p><b>Summary:</b> You will undertake two guided recontextualisations using a tool developed by the authors: “Four Steps to Recontextualisation.” The first recontextualisation is of Genesis 8:9-15, and the second is of Deuteronomy 30:15- 20.</p>
<p><b>209 Recontextualising Tradition</b></p> <p><b>Prerequisite:</b> 208 Practising Recontextualisation</p>	<p><b>Learning intention:</b> To enable you to focus on recontextualisation of a theological element that has been considered extensively in the Christian tradition.</p> <p><b>Summary:</b> You will examine the Christian belief in salvation through Christ—its biblical basis and a variety of interpretations in tradition of how salvation is effected.</p>
<p><b>210 Recontextualising Jn 8:1-11 The Woman Caught in Adultery</b></p>	<p><b>Learning intention:</b> To enable you to practise using a four-stepped approach recontextualisation.</p> <p><b>Summary:</b> You will practise recontextualisation through application of the four-step approach to the Gospel story of the Woman Caught in Adultery, John 8:1-11.</p>
<p><b>211 Recontextualising Acts 2: 1-21 The Day of Pentecost</b></p>	<p><b>Learning intention:</b> To enable you to practise using a four-stepped approach recontextualisation.</p> <p><b>Summary:</b> You will engage critically with the Lukan account of the Pentecost in Acts 2 using a four-step approach to recontextualisation, which allows for an exploration and consideration of different perspectives. You will be invited to bring these perspectives into dialogue with your own perspectives. You are asked to consider how a recognition of the pluralising contemporary context might interrupt particular interpretations of the text. At the end of the module, you will be invited to think about the hermeneutical processes we have used for thinking and reflection, and to name explicitly the impact that the use of these processes have had on your engagement with the text.</p>
<p><b>212 Catholic Dialogue Schools</b></p>	<p><b>Learning intention:</b> To enable you to engage with research on Catholic Dialogue Schools, to assist you to make connections between previous and new knowledge and to consider the implications of your learning for your personal and professional practice.</p> <p><b>Summary:</b> You will engage with a recent article on Catholic schools: Didier Pollefeyt &amp; Michael Richards, “Catholic Dialogue Schools, Enhancing Catholic School Identity in Contemporary Contexts of Religious Pluralisation and Social and Individual Secularisation,” <i>Ephemerides Theologicae Lovanienses</i> 91, no. 1 (2020): 77-113. You will complete a Reading Scaffolding Process (RSP) as you read the document (for the second time), then meet with a group of participants for a facilitated discussion.</p>
<p><b>213 Religious Education as Opening the Hermeneutical Space</b></p>	<p><b>Learning intention:</b> To enable you to engage with research on the “hermeneutical space,” to assist you to make connections between previous and new knowledge and to consider the implications of your learning for your personal and professional practice.</p> <p><b>Summary:</b> You will engage with a recent article on Religious Education: Didier Pollefeyt, “Religious Education as Opening the Hermeneutical Space,” <i>Journal of Religious Education</i> 68, no. 2 (2020): 115-24. You will complete a Reading Scaffolding Process (RSP), then meet with a group of participants for a facilitated discussion.</p>

<p><b>214: The ECSI Web-Module</b> This module takes 30-- 50 hours to complete.</p>	<p><b>Learning intention:</b> To enable you to understand and interpret the three main scales of the ECSI research: The Post-Critical Belief Scale, the Melbourne Scale, and the Victoria Scale.</p> <p><b>Summary:</b> This module provides you with a theoretical and methodological framework for the ECSI instruments, gives you the opportunity to undertake the ECSI surveys, and provides you with the skills necessary to interpret the ECSI data. The module is hosted on the KU Leuven server in Belgium. Completion of the ECSI scales as part of this module is entirely anonymous.</p>
<p><b>215 Faith in Dialogue (planned)</b></p>	<p><b>Learning intention:</b> To enable participants to engage with research on the role of the Catholic school in hosting dialogue, to assist them to make connections between previous and new knowledge and to consider the implications of their learning for their personal and professional practice.</p> <p><b>Summary:</b> Participants engage with a recent article on the Catholic Dialogue School: Boeve, Lieven. "Faith in Dialogue: The Christian Voice in the Catholic Dialogue School." <i>International Studies in Catholic Education</i> 11, no. 1 (2019): 37-50. You will complete a Reading Scaffolding Process (RSP) as you read the document (for the second time), then meet with a group of participants for a facilitated discussion.</p>
<p><b>216 Theologising with Children</b></p>	<p><b>Learning intention:</b> To enable you to engage with research on children doing theology, to assist you to make connections between previous and new knowledge and to consider the implications of your learning for your personal and professional practice.</p> <p><b>Summary:</b> You will engage deeply with Annemie Dillen's work on Catholic Religious Education, especially her chapter on theologising with children: Dillen, Annemie. "Theologizing with Children: A New Paradigm for Catholic Religious Education in Belgium." In <i>International Handbook of Catholic Education: Challenges for School Systems in the 21st Century</i>, edited by Gerald Grace and Joseph O'Keefe, 347-66.</p>
<p><b>217 Openness to Faith: Teacher Dispositions (planned)</b></p>	<p><b>Learning intention:</b> To enable you to engage with research on the importance of teacher dispositions in the Catholic school, to assist you to make connections between previous and new knowledge and to consider the implications of your learning for your personal and professional practice.</p> <p><b>Summary:</b> Using the article by Robyn Horner, Didier Pollefeyt, Jan Bouwens, Teresa Brown, Christiaan Jacobs-Vandegeer, Maeve Heaney, and Michael Buchanan, "Openness to Faith as a Disposition for Teachers in Catholic Schools," <i>International Journal of Practical Theology</i> 24.2 (2020): 231-51, you will collaborate to identify and analyse examples of attitudes (or "dispositions") that may be helping or hindering your goal of developing a Recontextualising Catholic Dialogue School.</p>
<p><b>218: The ECSI Surveys</b></p>	<p><b>Learning intention:</b> To enable you to undertake the three main scales of the ECSI research: The Post- Critical Belief Scale, the Melbourne Scale, and the Victoria Scale.</p> <p><b>Summary:</b> This module gives you the opportunity to undertake the ECSI surveys. The surveys are completed anonymously and are hosted on the KU Leuven server in Belgium.</p>
<p><b>219 Reading and Interpreting School Data</b></p> <p><b>Prerequisites:</b> 204 The PCB Scale: How do we believe?; 205 The Melbourne Scale: Who do you say that I am?; 206 The Victoria Scale: How do we relate to others?</p>	<p><b>Duration:</b> Approximately 4 hours.</p> <p><b>Learning intention:</b> To enable you to test your capacity to read and interpret their schools' ECSI data, and consider the implications of the data for the enhancement of Catholic identity in your school.</p> <p><b>Summary:</b> This module recapitulates learning from earlier modules (especially 204, 205 and 206), teaches you how to read and interpret the ECSI graphs, and asks you to take that learning further by exploring the notion of "the three shifts".</p>
<p><b>220 Multiple Choice quiz on the ECSI vocabulary</b></p>	<p><b>Learning intention:</b> To enable you to check your understanding of the ECSI terminology.</p> <p><b>Summary:</b> You will undertake a 10-question quiz (randomly generated from 60 questions). The quiz can be undertaken multiple times until the passmark of 80% is achieved.</p>



## ADVANCED MODULES

[back to levels](#)



Module	Details
<p><b>301 Making “The Three Shifts”</b></p>	<p><b>Learning intention:</b> To enable you to develop activities that will prompt staff to make a shift and provide evidence for school review of positive change in enhancing your school’s Catholic identity.</p> <p><b>Summary:</b> Using “the three shifts” developed by Didier Pollefeyt, Jan Bouwens and Michael Richards, in this module you will take a deep dive into analysing your school data with a view to developing a strategic plan to undertake one of the shifts: the religiosity shift, the recontextualising shift, or the hermeneutic shift.</p>
<p><b>303 A Recontextualising Catholic Dialogue School Checklist (in preparation)</b></p>	<p><b>Learning intention:</b> To enable you to envisage what a school that is moving towards the normative position on each scale would look like.</p> <p><b>Summary:</b> What does a Recontextualising Catholic Dialogue School look like? You will analyse and evaluate a checklist to enable you to evaluate progress in your schools.</p>

## ECSI Foundations and Scales

[back to themes](#) 

Module	Details
<b>108 The Faithful Imagination: Rehearsing Different Perspectives on Faith</b>	<p><b>Learning intention:</b> To introduce you to the various believing styles and attitudes about faith that people hold, and to enable you to practise perspective-taking on faith so as to develop skills in dialogue that respect and reflect a Catholic understanding of human dignity.</p> <p><b>Summary:</b> You will be introduced to the Post-Critical Belief (PCB) Scale, a tool that measures the typical believing styles or attitudes towards belief that people hold. You will be invited to think about your own attitude towards belief (where you stand on the PCB Scale), what this means for how you engage with the contents of faith, and how you might approach dialogue with people who hold attitudes towards belief that are different from your own. Through a process of perspective-taking, you will be invited to “step into the shoes” of people who hold the different believing styles and to bring to mind Catholic teaching on the dignity of the human person as you engage in open and respectful dialogue.</p>
<b>120 Literal(ist) versus Post-Critical Thinking</b>	<p><b>Learning intention:</b> To enable you to practise moving between literal and post-critical readings of biblical and traditional texts.</p> <p><b>Summary:</b> You will practise a process for moving beyond a literal(ist) understanding, to critical and post-critical readings of a literary text. Then, engaging with Genesis 22:1-19, the story of Abraham and Isaac, you will explore how using a similar process supports deeper engagement with, and reflection on, a biblical text.</p>
<b>204 The PCB Scale: How do we believe?</b>	<p><b>Learning intention:</b> To introduce you to the Enhancing Catholic Schools Identity (ECSI) Research and the Post-Critical Belief Scale, and to enable you to consider where you stand in relation to faith.</p> <p><b>Summary:</b> You will explore the aims and purposes of the Enhancing Catholic School Identity (ECSI) research and examine in detail the PCB Scale, a tool that measures the typical believing styles or attitudes towards belief that people hold. You will be invited to think about your own attitude towards belief (where you stand on the PCB Scale), and what this means for how you engage with the contents of faith. You will be encouraged to think about the challenges that your attitude towards belief might pose for you in your professional role, particularly if you are working in a Catholic school or diocesan Catholic Education Office.</p>
<b>205 The Melbourne Scale: Who do you say that I am?</b>  <b>Prerequisite:</b> 204 The PCB Scale: How do we believe?	<p><b>Learning intention:</b> To introduce you to the Melbourne Scale, and to enable you to reflect critically on the implications of the various theological identity options on the scale for the Catholic identity of your school or workplace.</p> <p><b>Summary:</b> You will examine in detail the second scale in the Enhancing Catholic School Identity (ECSI) Research, namely, the Melbourne Scale. You will be invited to think about theological perspectives on Catholic identity and to consider how these theological perspectives shape your personal identity and that of your school or workplace. Additionally, you will be asked to consider the challenges that your learning poses for you in your professional role, particularly if you are working in a Catholic school or diocesan Catholic Education Office.</p>
<b>206 The Victoria Scale: How do we relate to others?</b>  <b>Prerequisite:</b> 205 The Melbourne Scale: Who do you say that I am?	<p><b>Learning intention:</b> To introduce you to the Victoria Scale and to enable you to reflect critically on the implications of the various pedagogical identity options on the scale for the Catholic identity of your school or workplace.</p> <p><b>Summary:</b> You will examine in detail the third scale in the Enhancing Catholic School Identity (ECSI) Research, namely, the Victoria Scale. You will be invited to think about the pedagogical identity options for Catholic schools and to consider how these pedagogical identity options shape your personal and professional identity. Additionally, you will be invited to think about the challenges that your learning poses for you in your professional role, particularly if you are working in a Catholic school or diocesan Catholic Education Office.</p>

<p><b>214: The ECSI Web-Module</b></p>	<p><b>Duration:</b> 30-50 hours</p> <p><b>Learning intention:</b> To enable you to understand and interpret the three main scales of the ECSI research: The Post-Critical Belief Scale, the Melbourne Scale, and the Victoria Scale.</p> <p><b>Summary:</b> This module provides you with a theoretical and methodological framework for the ECSI instruments, gives you the opportunity to undertake the ECSI surveys, and provides you with the skills necessary to interpret the ECSI data. The module is hosted on the KU Leuven server in Belgium. Completion of the ECSI scales as part of this module is entirely anonymous.</p>
<p><b>218: The ECSI Surveys</b></p>	<p><b>Learning intention:</b> To enable you to undertake the three main scales of the ECSI research: The Post- Critical Belief Scale, the Melbourne Scale, and the Victoria Scale.</p> <p><b>Summary:</b> This module gives you the opportunity to undertake the ECSI surveys. The surveys are completed anonymously and are hosted on the KU Leuven server in Belgium.</p>
<p><b>219 Reading and Interpreting School Data</b></p> <p><b>Prerequisites:</b> 204 The PCB Scale: How do we believe?; 205 The Melbourne Scale: Who do you say that I am?; 206 The Victoria Scale: How do we relate to others?</p>	<p><b>Duration:</b> Approximately 4 hours.</p> <p><b>Learning intention:</b> To enable you to test your capacity to read and interpret their schools’ ECSI data, and consider the implications of the data for the enhancement of Catholic identity in your school.</p> <p><b>Summary:</b> This module recapitulates learning from earlier modules (especially 204, 205 and 206), teaches you how to read and interpret the ECSI graphs, and asks you to take that learning further by exploring the notion of “the three shifts”.</p>
<p><b>220 Multiple Choice quiz on the ECSI vocabulary</b></p>	<p><b>Learning intention:</b> To enable you to check your understanding of the ECSI terminology.</p> <p><b>Summary:</b> You will undertake a 10 question quiz (randomly generated from 60 questions). The quiz can be undertaken multiple times until the passmark of 80% is achieved.</p>
<p><b>301 Making “The Three Shifts”</b></p>	<p><b>Learning intention:</b> To enable you to develop activities that will prompt staff to make a shift and provide evidence for school review of positive change in enhancing your school’s Catholic identity.</p> <p><b>Summary:</b> Using “the three shifts” developed by Didier Pollefeyt, Jan Bouwens and Michael Richards, in this module you will take a deep dive into analysing your school data with a view to developing a strategic plan to undertake one of the shifts: the religiosity shift, the recontextualising shift, or the hermeneutic shift.</p>
<p><b>303 A Recontextualising Catholic Dialogue School Checklist (in preparation)</b></p>	<p><b>Learning intention:</b> To enable you to envisage what a school that is moving towards the normative position on each scale would look like.</p> <p><b>Summary:</b> What does a Recontextualising Catholic Dialogue School look like? You will analyse and evaluate a checklist to enable you to evaluate progress in your schools.</p>

## Foundations in Catholic Theology

[back to themes](#) 

Module	Details
<b>102 A Personal God</b>	<p><b>Learning intention:</b> To enable you to identify the source of Christian belief in God: revelation.</p> <p><b>Summary:</b> You will consider the notion of Christian revelation as the possibility of coming to know God in person. You will then examine the teaching on revelation from the Vatican II document, <i>Dei verbum</i>, and consider two types of thinking about revelation: propositional and relational. Finally, we look at the idea of symbols and how Christians believe that God communicates to human beings by way of symbolic mediation.</p>
<b>103 The Great Tradition</b> <b>Pre-requisite:</b> 102 A Personal God	<p><b>Learning intention:</b> To enable you to identify a Catholic understanding of tradition as it is expressed in Vatican II's <i>Dei verbum</i> and to consider contextual processes that affect the handing on of tradition.</p> <p><b>Summary:</b> You will consider the way in which tradition is understood in the context of Catholic faith and its connection with scripture as witness to God's revelation. We then examine the teaching on tradition from the Vatican II document, <i>Dei verbum</i>. Finally, we look at the contextual processes of detraditionalisation and individualisation to the extent that they affect the handing on of tradition and consider the ways in which these processes are reflected in your own contexts.</p>
<b>104 Experiences of Encounter and Dialogue</b>	<p><b>Learning intention:</b> To enable you to recognise the nature of dialogic encounter.</p> <p><b>Summary:</b> You will reflect on the experience of encounter as surprise, and examine biblical passages demonstrating Judaeo-Christian sources of openness to encounter as characteristic of openness to God. You will then consider some of Pope Francis' comments on dialogical encounter in <i>Fratelli tutti</i>.</p>
<b>120 Literal(ist) versus Post-Critical Thinking</b>	<p><b>Learning intention:</b> To enable you to practise moving between literal and post-critical readings of biblical and traditional texts.</p> <p><b>Summary:</b> You will practise a process for moving beyond a literal(ist) understanding, to critical and post-critical readings of a literary text. Then, engaging with Genesis 22:1-19, the story of Abraham and Isaac, you will explore how using a similar process supports deeper engagement with, and reflection on, a biblical text.</p>
<b>202 Vatican II: Perspectives on Revelation</b>	<p><b>Learning intention:</b> To enable you to distinguish between the concept of revelation as God's self-communication, and the concept of revelation as a body of dogma and doctrines.</p> <p><b>Summary:</b> You will examine the distinctiveness of Christian revelation, especially as it is articulated at Vatican II. We will consider the document <i>Gaudium et spes</i> in light of its emphasis on the importance of reflecting on the context of the modern world. We will then examine <i>Dei verbum</i> in order to draw out two important lines of thought about revelation in the Church.</p>
<b>203 Vatican II: Perspectives on Tradition</b> <b>Prerequisite:</b> 202 Vatican II: Perspectives on Revelation	<p><b>Learning intention:</b> To enable you to reflect critically on a Catholic understanding of tradition as it is expressed in Vatican II's <i>Dei verbum</i> and to consider contextual processes that affect the handing on of tradition.</p> <p><b>Summary:</b> You will consider how tradition is understood in the context of Catholic faith and its connection with scripture as witness to God's revelation. You will then examine the teaching on tradition from the Vatican II document, <i>Dei verbum</i>, and consider three understandings of the content of tradition expressed in the document: apostolic preaching, what was handed on by the apostles, and the growth in understanding that has taken place through the history of the Church. Finally, we will look at the contextual processes of detraditionalisation and individualisation to the extent that they affect the handing on of tradition and consider how these processes are reflected in your own contexts.</p>
<b>209 Recontextualising Tradition</b> <b>Prerequisite:</b> 208 Practising Recontextualisation	<p><b>Learning intention:</b> To enable you to focus on recontextualisation of a theological element that has been considered extensively in the Christian tradition.</p> <p><b>Summary:</b> You will examine the Christian belief in salvation through Christ—its biblical basis and a variety of interpretations in tradition of how salvation is effected.</p>

## The Church and Catholic Schools

[back to themes](#) 

Module	Details
<p><b>116 The Mission and Identity of Catholic Schools</b></p>	<p><b>Learning intention:</b> To enable you to understand the ways in which the mission and identity of Catholic schools has changed since the Second Vatican Council, and to consider how the mission of Catholic education might be realised today.</p> <p><b>Summary:</b> You will examine the key documents of the Congregation for Catholic Education (now Dicastery for Culture and Education) since Vatican II, and reflect critically on the implications for Catholic schools today.</p>
<p><b>117 The Catholic school in the time of Pope Francis</b></p>	<p><b>Learning intention:</b> To introduce you to Pope Francis’ view of the Church’s mission, particularly as it relates to Catholic schools.</p> <p><b>Summary:</b> You will examine key documents of Pope Francis and the Dicastery for Culture and Education to develop an understanding of important themes pertaining to the mission of Catholic schools today.</p>

## Reflections on Stewardship of Creation

[back to themes](#) 

Module	Details
<p><b>118 <i>Laudate si`</i> Revisited</b></p>	<p><b>Learning intention:</b> To introduce you to Pope Francis’ view of environmental protection.</p> <p><b>Summary:</b> You will examine the two major environmental texts written by Pope Francis.</p>
<p><b>121 Environmental Spirituality 1</b></p>	<p><b>Learning intention:</b> To equip you with a Catholic model for human growth rooted in the individual’s relationship with the whole community of creation.</p> <p><b>Summary:</b> Environmental Spirituality 1 will help you explore spiritual growth as a phenomenon rooted in and developing out of the self’s relationship with the natural world. Explorations will emerge from a study of Saint Francis’s life in conversation with key Franciscan texts belonging to the genre of mystical itinerary: <i>The Journey of the Mind to God</i> and <i>The Six Days of Creation</i> (Bonaventure).</p>
<p><b>122 Environmental Spirituality 2</b></p> <p><b>Prerequisite:</b> 112 Environmental Spirituality 2</p>	<p><b>Learning intention:</b> To engage you in contemplative practices that enable reconnection with the natural world.</p> <p><b>Summary:</b> Building on Environmental Spirituality 1, this day-long synchronous module will introduce you to the provocative image of the soul as tree in Catherine of Siena’s <i>Dialogues</i>, using techniques from forest therapy (a research-based public health practice) and <i>lectio divina</i> to explore what it might mean to be a self on pilgrimage in company with the whole of creation.</p>

## Understanding the Contexts of Catholic Schools

[back to themes](#)




Module	Details
<p><b>101 The Contemporary Context</b></p>	<p><b>Learning intention:</b> To enable you to identify and describe various factors within the current context that affect how we engage with religion.</p> <p><b>Summary:</b> You will reflect on the ways that factors such as secularisation and pluralisation have changed how individuals engage with institutional religions. You will then engage with research in Australia about religious identity, before examining the implications for Catholic institutions.</p>
<p><b>201 Reflecting on Our Contemporary Context</b></p>	<p><b>Learning intention:</b> To enable you to analyse and reflect on the implications of various factors within the current context that affect how we engage with religion.</p> <p><b>Summary:</b> You will reflect on the ways that factors such as secularisation, pluralisation, detraditionalisation and loss of communal memory have changed how individuals engage with institutional religions. You will then engage with research in Australia about religious identity, before examining the implications for Catholic institutions.</p>

## Dialogue and Perspective-Taking

[back to themes](#) 

Module	Details
<p><b>105 Practising Dialogue: Rehearsing Perspectives on Topical Issues</b></p> <p><b>105a. Immigration detention in Australia</b></p> <p><b>105b. Raising the Jobseeker allowance in Australia</b></p> <p><b>Prerequisite:</b> 104 Experiences of Encounter and Dialogue</p>	<p><b>Learning intention:</b> To enable you to explore and practise a dialogical approach to engaging with topical issues and to reflect critically on the particularity of different perspectives.</p> <p><b>Summary:</b> In this module, you will explore an understanding of dialogue. You will then be invited to engage a range of different perspectives on a current issue, consider where you stand in relation to this issue and articulate the basis upon which you have come to this perspective. You will be asked to think about how the consideration of different perspectives interrupted or shifted your initial understanding and reflect on the role and place of a Christian approach as you develop your own perspective.</p>
<p><b>108 The Faithful Imagination: Rehearsing Different Perspectives on Faith</b></p>	<p><b>Learning intention:</b> To introduce you to the various believing styles and attitudes about faith that people hold, and to enable you to practise perspective-taking on faith so as to develop skills in dialogue that respect and reflect a Catholic understanding of human dignity.</p> <p><b>Summary:</b> You will be introduced to the Post-Critical Belief (PCB) Scale, a tool that measures the typical believing styles or attitudes towards belief that people hold. You will be invited to think about your own attitude towards belief (where you stand on the PCB Scale), what this means for how you engage with the contents of faith, and how you might approach dialogue with people who hold attitudes towards belief that are different from your own. Through a process of perspective-taking, you will be invited to “step into the shoes” of people who hold the different believing styles and to bring to mind Catholic teaching on the dignity of the human person as you engage in open and respectful dialogue.</p>
<p><b>109 The Moral Imagination: Rehearsing Different Perspectives on Morality</b></p>	<p><b>Learning intention:</b> To enable you to engage critically with the particularity of different perspectives when developing your own response to contemporary moral issues.</p> <p><b>Summary:</b> You will explore the particularity of two principles of Catholic Social Teaching (namely, the principles of human dignity and the common good) as you engage with a variety of perspectives on the issue of the use of stem cells from aborted fetuses in the development of COVID-19 vaccines. This issue was given considerable coverage in the media and the responses from senior leaders in the Australian and New Zealand Churches were varied. As you explore the various perspectives, you will be invited to reflect critically on the basis upon which moral decisions are made, and the ways in which critical reflection and dialogue about different perspectives can help you to discern where you stand on moral issues.</p>



Living Faith Today	
<a href="#">back to themes</a> 	
Module	Details
<b>106 Talking about Faith: An Invitation 1</b>	<p><b>Learning intention:</b> To enable you to participate in authentic dialogue about faith.</p> <p><b>Summary:</b> You will practise face to face dialogue, either virtually (by Zoom, where there are 10 participants ready to meet) or physically (where a group has been set up to facilitate face to face interaction).</p>
<b>107 Talking about Faith: An Invitation 2</b>  <b>Prerequisite:</b> 106 Talking about Faith: An Invitation 1	<p><b>Learning intention:</b> To enable further participation in authentic dialogue about faith.</p> <p><b>Summary:</b> You will again practise face to face dialogue, either virtually (by Zoom, where there are 10 participants ready to meet) or physically (where a group has been set up to facilitate face to face interaction).</p>
<b>108 The Faithful Imagination: Rehearsing Different Perspectives on Faith</b>	<p><b>Learning intention:</b> To introduce you to the various believing styles and attitudes about faith that people hold, and to enable you to practise perspective-taking on faith so as to develop skills in dialogue that respect and reflect a Catholic understanding of human dignity.</p> <p><b>Summary:</b> You will be introduced to the Post-Critical Belief (PCB) Scale, a tool that measures the typical believing styles or attitudes towards belief that people hold. You will be invited to think about your own attitude towards belief (where you stand on the PCB Scale), what this means for how you engage with the contents of faith, and how you might approach dialogue with people who hold attitudes towards belief that are different from your own. Through a process of perspective-taking, you will be invited to “step into the shoes” of people who hold the different believing styles and to bring to mind Catholic teaching on the dignity of the human person as you engage in open and respectful dialogue.</p>
<b>109 The Moral Imagination: Rehearsing Different Perspectives on Morality</b>	<p><b>Learning intention:</b> To enable you to engage critically with the particularity of different perspectives when developing your own response to contemporary moral issues.</p> <p><b>Summary:</b> You will explore the particularity of two principles of Catholic Social Teaching (namely, the principles of human dignity and the common good) as you engage with a variety of perspectives on the issue of the use of stem cells from aborted fetuses in the development of COVID-19 vaccines. This issue was given considerable coverage in the media and the responses from senior leaders in the Australian and New Zealand Churches were varied. As you explore the various perspectives, you will be invited to reflect critically on the basis upon which moral decisions are made, and the ways in which critical reflection and dialogue about different perspectives can help you to discern where you stand on moral issues.</p>
<b>120 Literal(ist) versus Post-Critical Thinking</b>	<p><b>Learning intention:</b> To enable you to practise moving between literal and post-critical readings of biblical and traditional texts.</p> <p><b>Summary:</b> You will practise a process for moving beyond a literal(ist) understanding, to critical and post-critical readings of a literary text. Then, engaging with Genesis 22:1-19, the story of Abraham and Isaac, you will explore how using a similar process supports deeper engagement with, and reflection on, a biblical text.</p>

## Recontextualisation

[back to themes](#) 

Module	Details
<b>207 What is Recontextualisation?</b>	<p><b>Learning intention:</b> To enable you to gain an understanding of symbols and their recontextualisation.</p> <p><b>Summary:</b> You will examine the relationships between symbols and their contexts, considering how different contexts can cause the symbol to resonate differently. You will also explore the differences between updating and recontextualising.</p>
<b>110 Recontextualising Mk 5: 25-34 The Woman with the Haemorrhage</b>	<p><b>Learning intention:</b> To introduce you to a stepped approach to recontextualisation.</p> <p><b>Summary:</b> You will be introduced to a 4-step approach to recontextualisation. You will then practise recontextualisation through application of the 4-step approach to the Gospel story of the Woman with the Haemorrhage (Mark 5:25-34).</p>
<b>208 Practising Recontextualisation</b>  <b>Prerequisite:</b> 207 What is Recontextualisation?	<p><b>Learning intention:</b> To enable you to practise using a four-stepped approach recontextualisation.</p> <p><b>Summary:</b> You will undertake two guided recontextualisations using a tool developed by the authors: “Four Steps to Recontextualisation.” The first recontextualisation is of Genesis 8:9-15, and the second is of Deuteronomy 30:15- 20.</p>
<b>209 Recontextualising Tradition</b>  <b>Prerequisite:</b> 208 Practising Recontextualisation	<p><b>Learning intention:</b> To enable you to focus on recontextualisation of a theological element that has been considered extensively in the Christian tradition.</p> <p><b>Summary:</b> You will examine the Christian belief in salvation through Christ—its biblical basis and a variety of interpretations in tradition of how salvation is effected.</p>
<b>210 Recontextualising Jn 8:1-11 The Woman Caught in Adultery</b>	<p><b>Learning intention:</b> To enable you to practise using a four-stepped approach recontextualisation.</p> <p><b>Summary:</b> You will practise recontextualisation through application of the four-step approach to the Gospel story of the Woman Caught in Adultery, John 8:1-11.</p>
<b>211 Recontextualising Acts 2: 1-21 The Day of Pentecost</b>	<p><b>Learning intention:</b> To enable you to practise using a four-stepped approach recontextualisation.</p> <p><b>Summary:</b> You will engage critically with the Lukan account of the Pentecost in Acts 2 using a four-step approach to recontextualisation, which allows for an exploration and consideration of different perspectives. You will be invited to bring these perspectives into dialogue with your own perspectives. You are asked to consider how a recognition of the pluralising contemporary context might interrupt particular interpretations of the text. At the end of the module, you will be invited to think about the hermeneutical processes we have used for thinking and reflection, and to name explicitly the impact that the use of these processes have had on your engagement with the text.</p>

## Belonging to a Catholic School

[back to themes](#) 

Module	Details
<b>111 Discovering prayer in Catholic schools</b>	<p><b>Learning intention:</b> To enable you to reflect critically on the role and place of prayer in Catholic schools, in light of the recommendations of the Enhancing Catholic School Identity research.</p> <p><b>Summary:</b> You are introduced to the 10 Characteristics of Prayer in a Catholic Dialogue school and invited to consider the ways in which these 10 characteristics might inform the development of prayers that reflect your own school contexts.</p>
<b>114 Experiencing the Sacraments in Catholic Schools</b>	<p><b>Learning intention:</b> To introduce you to the sacramental theology of the Second Vatican Council and to support you to reflect on the role of the sacraments in Catholic schools today.</p> <p><b>Summary:</b> You are introduced to central themes related to sacramental theology, namely, revelation, the Paschal mystery and the sacramental principle, and consider how these themes support an understanding of the role of the Catholic sacraments for living Catholic faith. You are encouraged to reflect on your experience of sacraments in light of your learning in this module.</p>
<b>120 Literal(ist) versus Post-Critical Thinking</b>	<p><b>Learning intention:</b> To enable you to practise moving between literal and post-critical readings of biblical and traditional texts.</p> <p><b>Summary:</b> You will practise a process for moving beyond a literal(ist) understanding, to critical and post-critical readings of a literary text. Then, engaging with Genesis 22:1-19, the story of Abraham and Isaac, you will explore how using a similar process supports deeper engagement with, and reflection on, a biblical text.</p>
<b>112 Talking about ethics in Catholic schools (planned)</b>	<p><b>Learning intention:</b> To enable you to reflect critically on the role and place of ethics in Catholic schools.</p>
<b>113 Talking about sexuality in Catholic schools (planned)</b>	<p><b>Learning intention:</b> To enable you to reflect critically on the teaching of sexuality in Catholic school.</p>
<b>115 Sharing liturgy and Eucharist in Catholic schools (planned)</b>	<p><b>Learning intention:</b> To enable you to reflect on the role of liturgy and Eucharist in the enhancement of Catholic identity and to bring these insights into dialogue with the aims and recommendations of the ECSI research.</p>
<b>123 Catholic School as Host or Hostage? The Hidden Curriculum of Catholic Schools (planned)</b>	<p><b>Learning intention:</b> To enable you to analyse the attitudes that promote or prohibit flourishing in Catholic identity.</p> <p><b>Summary:</b> In this module, you will analyse the behaviours and attitudes that promote or prohibit flourishing in Catholic identity, and the ways in which a school's hidden curriculum can sabotage efforts to create a Catholic Dialogue School.</p>


## Leading in a Catholic School

[back to themes](#)



Module	Details
<p><b>301 Making “The Three Shifts”</b></p>	<p><b>Learning intention:</b> To enable you to develop activities that will prompt staff to make a shift and provide evidence for school review of positive change in enhancing your school’s Catholic identity.</p> <p><b>Summary:</b> Using “the three shifts” developed by Didier Pollefeyt, Jan Bouwens and Michael Richards, in this module you will take a deep dive into analysing your school data with a view to developing a strategic plan to undertake one of the shifts: the religiosity shift, the recontextualising shift, or the hermeneutic shift.</p>
<p><b>303 A Recontextualising Catholic Dialogue School Checklist (in preparation)</b></p>	<p><b>Learning intention:</b> To enable you to envisage what a school that is moving towards the normative position on each scale would look like.</p> <p><b>Summary:</b> What does a Recontextualising Catholic Dialogue School look like? You will analyse and evaluate a checklist to enable you to evaluate progress in your schools.</p>

## Reflections on Pedagogy

[back to themes](#) 

Module	Details
<b>213 Religious Education as Opening the Hermeneutical Space</b>	<p><b>Learning intention:</b> To enable you to engage with research on the “hermeneutical space,” to assist you to make connections between previous and new knowledge and to consider the implications of your learning for your personal and professional practice.</p> <p><b>Summary:</b> You will engage with a recent article on Religious Education: Didier Pollefeyt, “Religious Education as Opening the Hermeneutical Space,” <i>Journal of Religious Education</i> 68, no. 2 (2020): 115-24. The module consists of completing a Reading Scaffolding Process (RSP) as you read the article (for the second time), then meeting with a group of participants in this module for a facilitated discussion.</p>
<b>216 Theologising with Children</b>	<p><b>Learning intention:</b> To enable you to engage with research on children doing theology, to assist you to make connections between previous and new knowledge and to consider the implications of your learning for your personal and professional practice.</p> <p><b>Summary:</b> You will engage deeply with Annemie Dillen’s work on Catholic Religious Education, especially her chapter on theologising with children: Dillen, Annemie. “Theologizing with Children: A New Paradigm for Catholic Religious Education in Belgium.” In <i>International Handbook of Catholic Education: Challenges for School Systems in the 21st Century</i>, edited by Gerald Grace and Joseph O’Keefe, 347-66.</p>

## Guided Reading

[back to themes](#) 

Module	Details
<b>212 Catholic Dialogue Schools</b>	<p><b>Learning intention:</b> To enable you to engage with research on Catholic Dialogue Schools, to assist you to make connections between previous and new knowledge and to consider the implications of your learning for your personal and professional practice.</p> <p><b>Summary:</b> You will engage with a recent article on Catholic schools: Didier Pollefeyt &amp; Michael Richards, “Catholic Dialogue Schools, Enhancing Catholic School Identity in Contemporary Contexts of Religious Pluralisation and Social and Individual Secularisation,” <i>Ephemerides Theologicae Lovanienses</i> 91, no. 1 (2020): 77-113. You will complete a Reading Scaffolding Process (RSP) as you read the article (for the second time), then meet with a group of participants for a facilitated discussion.</p>
<b>213 Religious Education as Opening the Hermeneutical Space</b>	<p><b>Learning intention:</b> To enable you to engage with research on the “hermeneutical space,” to assist you to make connections between previous and new knowledge and to consider the implications of your learning for your personal and professional practice.</p> <p><b>Summary:</b> You will engage with a recent article on Religious Education: Didier Pollefeyt, “Religious Education as Opening the Hermeneutical Space,” <i>Journal of Religious Education</i> 68, no. 2 (2020): 115-24. You will complete a Reading Scaffolding Process (RSP), then meet with a group of participants for a facilitated discussion.</p>
<b>216 Theologising with Children</b>	<p><b>Learning intention:</b> To enable you to engage with research on children doing theology, to assist you to make connections between previous and new knowledge and to consider the implications of your learning for your personal and professional practice.</p> <p><b>Summary:</b> You will engage deeply with Annemie Dillen’s work on Catholic Religious Education, especially her chapter on theologising with children: Dillen, Annemie. “Theologizing with Children: A New Paradigm for Catholic Religious Education in Belgium.” In <i>International Handbook of Catholic Education: Challenges for School Systems in the 21st Century</i>, edited by Gerald Grace and Joseph O’Keefe, 347-66.</p>
<b>215 Faith in Dialogue (planned)</b>	<p><b>Learning intention:</b> To enable participants to engage with research on the role of the Catholic school in hosting dialogue, to assist them to make connections between previous and new knowledge and to consider the implications of their learning for their personal and professional practice.</p> <p><b>Summary:</b> Participants engage with a recent article on the Catholic Dialogue School: Boeve, Lieven. “Faith in Dialogue: The Christian Voice in the Catholic Dialogue School.” <i>International Studies in Catholic Education</i> 11, no. 1 (2019): 37-50. You will complete a Reading Scaffolding Process (RSP), then meet with a group of participants for a facilitated discussion.</p>
<b>217 Openness to Faith: Teacher Dispositions (planned)</b>	<p><b>Learning intention:</b> To enable you to engage with research on the importance of teacher dispositions in the Catholic school, to assist you to make connections between previous and new knowledge and to consider the implications of your learning for your personal and professional practice.</p> <p><b>Summary:</b> Using the article by Robyn Horner, Didier Pollefeyt, Jan Bouwens, Teresa Brown, Christiaan Jacobs-Vandegeer, Maeve Heaney, and Michael Buchanan, “Openness to Faith as a Disposition for Teachers in Catholic Schools,” <i>International Journal of Practical Theology</i> 24.2 (2020): 231-51, you will collaborate to identify and analyse examples of attitudes (or “dispositions”) that may be helping or hindering your goal of developing a Recontextualising Catholic Dialogue School.</p>
<b>119 <i>Christus vivit</i> (planned)</b>	<p><b>Learning intention:</b> To enable you to engage with a Church document, to assist you to make connections between previous and new knowledge and to consider the implications of your learning for your personal and professional practice.</p> <p><b>Summary:</b> You will engage with the recent document of Pope Francis: Post-Synodal Apostolic Exhortation, <i>Christus vivit</i> (2019). You will complete a Reading Scaffolding Process (RSP), then meet with a group of participants for a facilitated discussion.</p>