

Ladies and Gentlemen, thank you for attending the seminar and listening to the experience of integrating Catholic Social Teaching at St Columban's College, a Secondary College at Caboolture. My name is Daniel Out and I am the Acting Curriculum Leader for Humanities, Business and Language at the College

Approximately 1100 students (male and female) across grade 7 - 12

Second time St Columban's has been involved with ACU's Identity and Curriculum in Catholic Education: Action Research Seminar – first being Science/Year 12 Biology in 2015

Context

- Four Year 9 Classes: 2 History, 2 Geography – 4 different teachers
- Term 3, 2016

- **Year 9 History:** Industrial Revolution
- Catholic Social Teaching – **Principle of Common Good**

- **Year 9 Geography:** Biomes – Feeding the world
- Catholic Social Teaching – **Principle of Stewardship**

- UDHR already used in Humanities units - compare/contrast

Unit – CST Decision – clearest link to history and Geography AC content

Universal Declaration of Human Rights also used through Humanities – helps establish links with CST's

Context

- 9 Week unit for both Year 9 History & Geography
- St Columban's has a 7 day rotating timetable
 - 3 – 4 History/Geography lessons per week...Approximately 30-32 available lessons per unit of work
- CST implemented around week 4 – History/Geography content and knowledge taught prior to this.
- Therefore approximately 15 – 20 possible lessons for Integration of CST in Humanities.

Context of timetable to provide context of time available for implementation

Team:

- APRE (Raechel Fletcher)
- RE CL (Reuben Pather)
- Humanities CL (Deborah Holland and Daniel Out)
- Humanities staff (Lavinia Affleck, David Schmidt, Lucia Harkin and Derek Hughes)
- Dr. Jim Gleeson and Dr. Peta Goldberg

- I would like to introduce and acknowledge the members of the planning and implementation team - APRE (Raechel Fletcher), RE Curriculum Leader (Reuben Pather), Humanities Curriculum Leader (Deborah Holland – planning phase, Daniel Out – implementation phase), Humanities Teaching Staff (Lavinia Affleck, David Schmidt, Lucia Harkin and Derek Hughes) and finally Dr. Jim Gleeson

Resources

- Principles of Catholic Social Teaching
- Encyclical - Laudato Si
- Caritas Website <http://www.caritas.org.au/learn/catholic-social-teaching>
- UDHR <http://www.ohchr.org/en/udhr/pages/introduction.aspx>

Planning

PROCESS

- Deborah Holland met with Year 9 History/Geography teachers to discuss **initial ideas** for the Action Research project – [Brainstorming Ideas](#)
- **PD session** with team + Jim – **Collaboratively** refined the choice of CST and direction of project
- Teachers sent through additional ideas and information thought to be of use for the project
- Deborah collated resources in order to plan specific activities and learning outcomes

Initial meeting –

- Deborah met with Year 9 staff
- Background on project and CST provided to teachers
- Brainstorm of early ideas to establish links between Humanities content and CST's
- How could we actually implement this??

PD Session with Jim

- Team met again, this time with Jim in attendance
- Jim clarified objectives and provided further information on the principles of CST
- Team refined ideas, settled on History (Industrial Revolution) - Common Good, Geography (Biomes) – Stewardship
- Links to Laudato Si established as well

Planning

- Teachers went away and began to research and develop ideas to implement learning in classroom
- All ideas and resources communicated to Deborah
- Deborah collated resources, which she used to construct the specific activities used

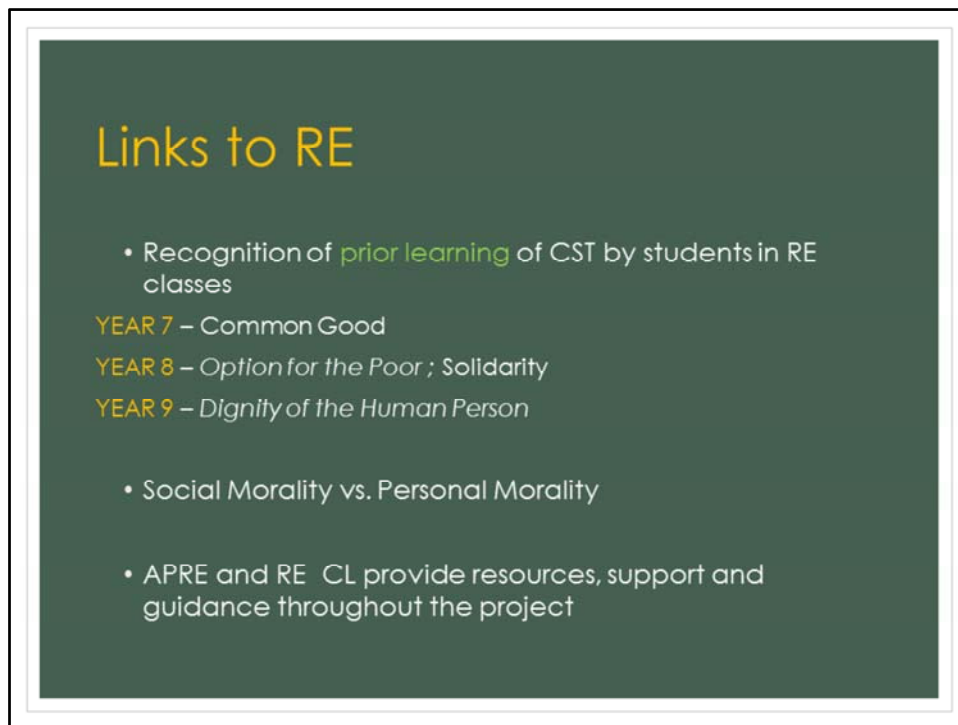
Planning

Process:

- Jim met with Daniel and Deborah to discuss / finalise method and action plan
 - Intentional explicit teaching activities to introduce CSTs
 - Teacher reflection strategy
 - CST integrated into unit plan
 - Relevant teachable moments - opportunistically used in addition to the planned lessons
- Jim to visit 9 Geography class (Dave's)

Second meeting with Jim

- Jim met Daniel and Deborah to discuss method and action plan, ideas and resources finalised
 - New ideas adopted from meeting:
 - Intentional explicit teaching activities to introduce CSTs
 - Teacher reflections strategy
 - CST integrated into unit plan
 - Relevant teachable moments - opportunistically used in addition to the planned lessons
- Decided that Jim would visit classes where possible



Recognition of prior learning (students)

YEAR 7 – Doing Good Avoiding Evil

- Common Good
- Moral Unit/Personal Character

YEAR 8 – Mission Matters

- Option for the poor
- Solidarity
- Virtuous life/Love, hope and faith

YEAR 9 – Restoring the Balance, Learning from the Past, Responding to New Ways

- Dignity of the human person
- Created in the image of God (creation in Genesis)

Intended Outcomes

STUDENT

- Identify CST relevant to Humanities (History, Geography, Civics)
- Establish links between Humanities and Religion
- Using CST to Inform student choices and actions post schooling / create lifelong learning
- Acknowledge the relevance of CST to the discussion on contemporary global, regional and local issues

TEACHER

- Evaluate process and success of Implementing CST across curriculum areas other than RE

Identify CST relevant to Humanities (History, Geography, Civics)

- Where and How to do the relevant CST's fit in and inform us on the issues raised in the content

Using CST to inform student choices and actions post schooling / create lifelong learning

- Getting to to care about these issues, promote action in the future

Acknowledge the relevance of CST to the discussion on contemporary global, regional and local issues

- How does knowledge of the Catholic Tradition and Wisdom of the Church contribute to their ability to interact with issues



A quick run down on the units.

History is a unit on the Industrial Revolution, investigating through the exploration of primary and secondary sources, the changes and effects of ideas, developments and technologies on the people of the time. Did it make a better world? As well as a general overview of the causes of the IR, and the achievements/ inventions the main focus is on the experiences of men, women and particularly children and their changing way of life. Lots of first hand accounts of children working in dangerous textile mills or down the mines.

Geography is a unit on Biomes, investigating the different biomes of the world, with an emphasis on food production and food security, and the challenges and constraints these issues bring. As well as a general overview of the distribution and distinctive characteristics (climates, soils, vegetation and productivity) and the human alterations and environmental effects to produce food, industrial materials and fibres, students focus is on a particular crop (tea, coffee, fish or cattle farming), in the developing world and the effects of its production on biomes and workers & consumers..

Action Plan

- Knowledge and principles for Industrial Revolution and Biomes
- Human Impact/Involvement In both areas– case studies
- **Evaluative Process – Pre Test:** Qualitative visual survey eliciting student responses to CST and subject related pictures
- Planned intentional **explicit** teaching of the selected CST principles
- **Evaluative Process – Post Test:** Identical to pre-test – gauge new thinking
- Teacher De-brief and reflection

Classroom CST Activities Explained

PRE-TEST:

- Qualitative visual survey
- Different survey for each discipline– Geography or History
- Students wrote their **original definitions** of Social Justice terms – *Social justice, Universal Declaration of Human Rights, Catholic Social Teaching, Stewardship or Common Good*
- [Geography pre-test survey](#)
- [History pre-test survey](#)

Survey

- Feelings, Who/What is responsible?
 - Original definitions/understanding on SJ terms – give teacher, and themselves, indication of knowledge at early point
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- Show examples (brief)

Classroom CST Activities Explained

EXPLICIT CLASS EXERCISES: (similar process for each discipline)

- Student **inquiry based** approach into relevant CST's.
- Student worksheet had relevant passage from Papal encyclical "Laudato Si" – summary exercise
- Analysis of Biblical passages relevant to Stewardship or Common Good
- Journal entry placing themselves into the relevant context to provide an **opportunity** to demonstrate an understanding of the relationship between the CST and History/Geography focus.
- **History explicit task**
- **Geography explicit task**

Explicit Class Exercises

- Designed as inquiry based learning (familiar strategy for Humanities students, assists with learning)
- Use of Laudato Si and Biblical passages to broaden understanding of CST concepts
- Journal – chance to put understanding into their own words, give insight into how they are engaging with content

Handouts given

Classroom CST Activities Explained

- **POST – TEST:**
- Identical to pre-test (Qualitative visual survey eliciting student responses to CST related picture)
- Students wrote their new understanding of Social Justice terms – *Social justice, UDHR, CST, Stewardship or Common Good*
- Designed to gauge students' new thinking on relevant CST (Stewardship or Common Good)

Post Test

- Identical to pre-test, deliberate, helps students to see how far they have come with content
- Students wrote down new understanding of SJ terms (ideally there would be advancement of knowledge)

Student Learning Outcomes

Method of Data Collection:

- Pre and post surveys
- Teacher reflections: Individual and group responses – reflective practice
 - Template for teacher reflections on fusion of CST

Using same images and words to elicit initial and subsequent responses to situations from content of units and CSTs & Catholic identity

Student Learning Outcomes

Pre and post survey (History/Geography)

- Knowledge of CST was **greater** at post- than pre -test
 - Common terminology found in responses highlighting 'feelings':
 - *Disgraced, Cruel, Annoyed, Upsetting, Anger*
 - *Pride, Empathy, Respect, Excitement*
 - Common terminology found in responses highlighting 'Responsibility':
 - *Government, Society, Global Corporations, Employers, Humans*
 - *Teachers, God, Nature, Society Development*

Pre and Post Survey

- In general Knowledge of CST was greater at post level
- Commonality of terminology in responses across classes shows benefit of coordinated class approach

Student Learning Outcomes

Catholic Social Teaching

Pre Test Student Understanding:

- *"A set of laws/guidance made by the Catholic Church to make you into a better Catholic."*
- *"I think it is the preaching of the Catholic Church to non-believers through missionaries."*
- *"Catholic Social Teaching is being educated about God."*

Post Test Student Understanding:

- *"Catholic Social Teaching is about women's rights, poverty, education and clean water."*
- *"CST's are 10 themes that encourage, bring purpose and give us a better understanding of social justice."*
- *"Catholic Social Teaching is defined by human dignity. Human dignity is defined by respect."*

CST understanding

- Some examples chosen – general findings across all 4 classes
- Differences of pre and post test understanding shows a greater grasp of the concept

Student Learning Outcomes

Common Good (History Example)

Pre Test Student Understanding:

- "General understanding of what's right and wrong."
- "Do the right thing by people and treat people right."
- "Common good is the benefits and interest of all"

Post Test Student Understanding:

- "Common good is the simple things that everybody should do that benefits everyone in the world and society"
- "Doing the right thing and spreading it (positively) around the world for the people who need it e.g. Poverty, hunger"
- "Common good is making a difference where it not only benefits one side, but both sides, such as decisions that affect the wellbeing of the rich and poor."

Common Good understanding

- History examples chosen – similar result in Geography
- Again shows the development of CST concepts within students

Teacher Observations on Student Outcomes

Teacher A (History) on students outcomes:

- Felt there was a *good connection* between Humanities and Catholic Social Teaching
- *Heightened* awareness that choices make a difference to people's lives
- *Increased* awareness of exploitation, social justice and common good
- Students developed *empathy* in relation to for example child labour where, *"many were standing up for the rights of the children... empathy towards those living in slums and facing cholera"*.
- ...*"the CST teachings deepened the students' understanding of the importance and relevance of discussing and reflecting on these issues."*

Teacher Observations on Student Outcomes

Teacher B (History) on student outcomes:

- Felt that students were *unclear at times*, regarding the principle of the common good and its relevance to Industrial Relations.
- Students has *compassionate responses* to pre-test slides, however remarked on the post-test that "*students were not convinced of links to faith-based identity*" and that there were "*only minor differences to initial outcomes*" in the post-test.

Teacher C (Geography) student outcomes:

- CST in Geography shows promise in *engaging* students at a *higher-order thinking level*, whilst developing knowledge about Religion and Geography at the same time
- Activities had *clear links* to skills of Geography increasing student outcomes.

Teacher Observations on Student Outcomes

Overall:

- Natural and easy relationship between CST and Humanities
- Compassionate student responses were encouraging
- Stronger awareness of CST in post survey
- Geography Students questioned the nature of stewardship
- Students thinking ethically with Catholic 'lens'
- Empathy responses strengthened (Humanities focus) - potential to lead to action
- Students valued reflection and discussion on such issues
 - **However**, students **retreated** when terms like 'Catholic' were used
- Knowledge of humanities past / present involvement and impact in these CST issues also increased

Natural easy relationship between CST and Humanities

Compassionate student responses to images in survey in both pre and post tests

In most cases there was a stronger awareness of CST in post survey

Geography Students started to question the nature of stewardship

Enabled students to think ethically (unpack – both in general and with Catholic 'lens')

Empathy responses apparent (strengthened these responses; is one of Humanities focus) - lead to action – potential

Students enjoy and enthusiastic about discussing SJ issues, some do retreat/withdraw with RE label becomes apparent
CST teaching deepened students understanding on the importance and relevance of discussing and reflecting on such issues

Teacher reflections – Lessons Learnt

- *“More work needs to be done with students around UDHR and Catholic Social Teaching”* (Teacher A)
- *“Would do a better job if I had to do it again” and “would continue to remind students more strongly, more consistently, of the CST”* (Teacher A)
- CST is best dealt with *‘indirectly’* rather than *‘overtly’* (Teacher B)
- Teacher B highlighted the *‘limited time’* available to effectively integrate project
- Teacher B noted that *“knowledge of CST is limited”* for both teacher and students
- Next time would, *“Spend more time introducing terms, softening them and linking to CSTs”* (Teacher D)

Teacher Reflections

Considerations

- **Develop teacher capacity** to respond to hesitation from students i.e. "Why are we doing RE in Geography?"
 - Issue also exists in other curriculum areas i.e. Same for Mathematics...
- Students response to '**overt Vs subtle**' shows benefit of embedding RE into units
- Greater range of gauging/measuring outcomes- short & longer term
- **Lack of consistent** terminology surrounding CST hinders students understanding
- Some terminology is **too complex** for middle phase learners – leads to students switching off

Moving Forward – School Implications

- **Scope and Sequence** across curriculum areas
 - **Link with RE curriculum**, i.e. If 9RE covering Stewardship in term 3, 9 Geography could cover Biomes at same time – helps to develop learning in students
- **PD** to improve teacher knowledge of CST school wide
 - Interpreting Biblical passages to apply to Humanities context
- **Time is crucial** - More time to 'drip feed' would lead to more authentic use of CST.
 - Needs time to allow students to develop capacity
- **Planning** – Teachers given more opportunity to collaborate and plan for integration as a team
- Use of posters to enhance awareness of CSTs – Visible learning.
 - Reminders to students that CST isn't 'Religion' specific

Thank You

