

Learning Teaching and Leading in Religious Education

Module 4, Session 3: March 5, 2024

Let us Pray

God of all creation and Lord of history,

you work to keep open human possibilities beyond all human expectation.

May we not reduce what is possible to what is available and work for the good in all that we do,

Through Christ our Lord,

Amen



3 Sessions: Dialogical, relational learning

- 1 Dialogue as foundational to a Catholic School Identity: *A Focus on whole school*
- 2 Dialogical learning as asking soul deep questions: 5 step approach and teacher dialogue tools A and B: *A Focus on teacher preparation and teaching*
- 3 Examining classroom examples: *A focus on learners and their experience in [professional dialogue](#)*
- Project: *Demonstrating your learning*



Professional Dialogue as Courageous Enterprise...giving birth to a new culture

- “Today, we are called to have the necessary *parrhesía* (the obligation to speak the truth for the common good) to leave behind superficial approaches to education and the many short-cuts associated with utility, (standardized) test results, functionality and bureaucracy, which confuse education with instruction and end up atomizing our cultures.
- Instead, we should aim to impart an integral, participatory and polyhedral culture. We need the courage to generate processes that consciously work to overcome the existing fragmentation and the conflicts that we all bring with us. We need the courage to renew the fabric of relationships for the sake of a humanity capable of speaking the language of fraternity.
- The value of our educational practices will be measured not simply by the results of standardized tests, but by the ability to affect the heart of society and to help give birth to a new culture. **A different world is possible** and we are called to learn how to build it. This will involve every aspect of our humanity, both as individuals and in our communities.” *Pope Francis Global Compact on Education 2020*

Professional dialogue and assumptions about Knowledge

Rational approach

- Knowledge is seen as something to work at, to get, which gives one power/ control over the thing 'known'
- Knowledge is something we 'do' to the thing to be known....take apart, reason it out, acquire it
- Knowledge for expertise, results and progress

Relational approach

- Knowledge is seen as something one relates to, that reveals itself to one over time, in an ongoing relationship in a two way process, that one must grow to love the subject to understand it (Raimond Gaita)
- Knowledge begins through encountering value in the world...then wondering and seeking to understand it and problematise it, *re-think* it
- Knowledge for critical thinking, depth and understanding

Professional dialogue informing teacher/ leader judgment

- What are our aims and expectations?
- What understandings of knowledge do we assume and communicate?
- How do we explicitly *ask* students/ teachers to demonstrate their understanding?
- What do we value in their learning? (internal accountability)
- How do we communicate that?
- What do standards (external accountability) ask us to pay attention to? (is that what we value?)

Standards based in Wiggins and McTighe

Six Facets of Understanding by Grant Wiggins and Jay McTighe

Perspective

The ability to analyze and draw conclusions about contrasting viewpoints concerning the same event, topic or situation.

Interpretation

The creation of something new from learned knowledge, including the ability to critique, create analogies and metaphors, draw inferences, construct meaning, translate, predict and hypothesize.

Explanation

The ability to demonstrate, derive, describe, design, justify or prove something using evidence.

Application

The ability to use learned knowledge in new, unique or unpredictable situations and contexts, including the ability to build, create, invent, perform, produce, solve and test.

Empathy

The capacity to walk in another's shoes, including participating in role play, describing another's emotions and analyzing and justifying someone else's reaction

Self-knowledge

The ability to self-examine, self reflect, self-evaluate and express reflective insights, particularly the capacity for monitoring and modifying one's own comprehension of information and events.

Standards relate to critical thinking, identity growth and meaning making

Standards

- *Knowledge and Understanding:*
Explain using multiple perspectives
- *Reasoning and responding:*
Interpret with empathy
- *Personal and Communal Engagement:* Critically reflect and take ethical action based on learning

Facets of Understanding

- Explanation and Perspective
- Interpretation and Empathy
- Self-Knowledge and Application

Six-Facet Rubric: Understanding by Design

Explained	Meaningful	Effective	In Perspective	Emphatic	Reflective
<i>Sophisticated and Comprehensive:</i> an unusually thorough, elegant, or inventive account (model, theory, explanation); fully supported, verified, justified; deep and broad; goes well beyond the information given	<i>Insightful:</i> a powerful and illuminating interpretation or analysis of the importance, meaning, significance; tells a rich and insightful story; provides a revealing history or context.	<i>Masterful:</i> Fluent, flexible, efficient, able to use knowledge and skill and adjust understandings well in diverse and difficult contexts—masterful ability to transfer.	<i>Insightful and Coherent:</i> a thoughtful and circumspect viewpoint; effectively critiques, encompasses other plausible perspectives; takes a long and dispassionate critical view of the issues involved.	<i>Mature:</i> disciplined, disposed and able to see and feel what others see and feel; unusually open to and willing to seek out the odd, alien, or different; able to make sense of texts, experiences, events that seem weird to others.	<i>Wise:</i> deeply aware of the boundaries of own and others' understanding; able to recognize own prejudices and projections; has integrity—able and willing to act on understanding.
<i>Systematic:</i> an atypical and revealing account, going beyond what is obvious or what was explicitly taught; makes subtle connections; well supported by argument and evidence; novel thinking displayed.	<i>Revealing:</i> a thoughtful interpretation or analysis of the importance, meaning, significance; tells an insightful story; provides a helpful history or context.	<i>Skilled:</i> competent in using knowledge and skill and adapting understandings in a variety of appropriate and demanding contexts.	<i>Thorough:</i> a fully developed and coordinated critical view; makes own view more plausible by a fair consideration of the plausibility of other perspectives; makes apt criticisms, discriminations, and qualifications.	<i>Sensitive:</i> disposed to see and feel what others see and feel; open to the unfamiliar or different; able to see the value and work that others do not see.	<i>Circumspect:</i> aware of own ignorance and that of others; aware of own prejudices.
<i>In-depth:</i> an account that reflects some in-depth and personalized ideas; student is making the work his own, going beyond the given; there is supported theory, but insufficient or inadequate evidence and argument.	<i>Perceptive:</i> a reasonable interpretation or analysis of the importance, meaning, or significance; tells a clear and instructive story; provides a revealing history or context.	<i>Able:</i> limited but growing ability to be adaptive and innovative in the use of knowledge and skill.	<i>Considered:</i> a reasonably critical and comprehensive look at major points of view in the context of her own; makes clear that there is plausibility to other points of view.	<i>Aware:</i> knows and feels that others see and feel differently and is somewhat able to empathize with others.	<i>Thoughtful:</i> generally aware of what he does and does not understand; aware of how prejudice and projection occur without awareness.

Level 5	drawing on a variety of resources and viewpoints (including historical) to support an accurate account	and the cultural context by exploring issues and questions with openness and <u>empathy</u> ; <u>demonstrating</u> a grasp of some of the complexity involved	insights by demonstrating self-awareness and capacity for deep listening. They integrate new insights by articulating how <u>this supports</u> , challenges or changes their stance
Level 6	Students explain the Catholic Tradition and its elements by giving a thorough account and evaluating it in light of at least two other perspectives	Students interpret their life in dialogue with the Catholic Tradition and the cultural context by making sense of differing views and evaluating their understandings and interpretations	Students reflect on experiences that provoke spiritual and religious insights by beginning to formulate a language around moments of encounter. They integrate new insights by describing possible implications for local or global contexts
Level 7	Students explain the Catholic Tradition and its elements by comparing and contrasting their understanding with at least two other perspectives	Students interpret their life in dialogue with the Catholic Tradition and the cultural context by making sense of how religious beliefs illuminate human experiences/ issues	Students reflect on experiences that provoke spiritual and religious insights by demonstrating openness to ambiguity, beauty and mystery They integrate new insights by highlighting the complexity of significant issues and proposing a personal stance
Level 8	Students explain the Catholic Tradition and its elements by presenting a well-developed, evidence - based argument to support their reasoning	Students interpret their life in dialogue with the Catholic Tradition and the cultural context by critically analysing the complexity and significance of a variety of perspectives on issues	Students reflect on experiences that provoke spiritual and religious insights by considering what has shaped their religious views, ethical and spiritual lives. They integrate new insights by evaluating possible responses to demanding local and global issues
Level 9	Students explain the Catholic Tradition and its elements by drawing on reputable resources and critically and comprehensively examining other points of view	Students interpret their life in dialogue with the Catholic Tradition and the cultural context by critically evaluating differences in interpretation, demonstrating sensitivity to other points of view and openness to religious imagination	Students reflect on experiences that provoke spiritual and religious insights by challenging their assumptions about life, the sacred and religion. They integrate new <u>insights by</u> revealing connections and disconnections between their personal stance and possible responses to cultural, historical and

Teacher professional dialogue

- ...informs teacher judgment as a collegial group
- ...assists in seeing a learning progression through the curriculum/standards
- ...helps identify where to next for the learning
- ... helps teachers understand deep learning and creates high expectations
- ...is not about judging faith
- ...is not about judging students' behaviour
- ...is not about fail or pass

Informing teacher judgment; Reflecting on student learning

Name/ Aim of the unit:

Conceptual understandings to be developed:

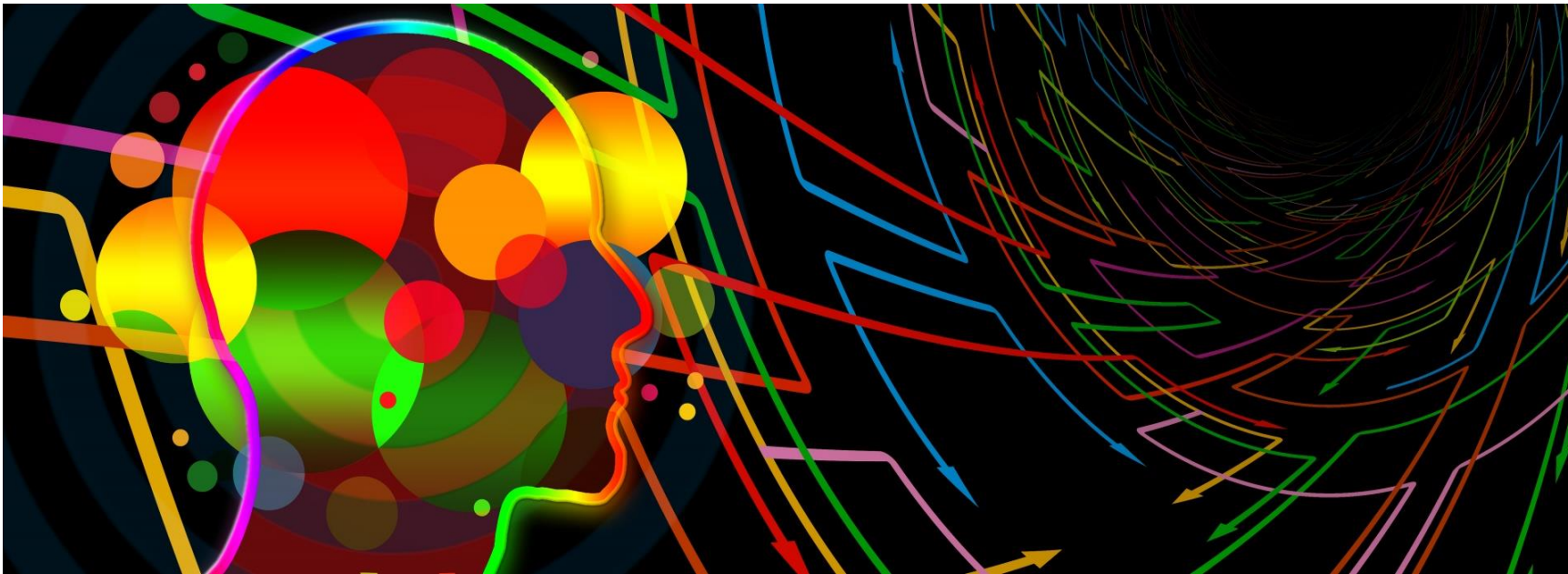
Describe Student evidence: What did I ask of the student?	What did I expect to see from this student? Why am I seeing/ not seeing this?	What am I seeing that I value in this learning? (<u>internal</u> accountability)	What am I seeing in relation to the RE standards/ Wiggins & McTighe rubric or Teacher Tools (external accountability)	Where to next for the student?

Chat rooms: 25 minutes

- **6 minutes** *uninterrupted* each (please elect a time keeper) to describe the learning artefact, and talk about your reflections as indicated in the prepared sheet
- **7 minutes** as a group to discuss similarities, insights, and what you are noticing about teacher judgment and internal and external accountabilities
- Elect a spokesperson to feedback to the main group any insights, new learning, thoughts on the process and how it might be adapted/ used in your context

Whole Group Share

- What insights about your teaching approach can you share?
- What reflections do you have on the process?
- How might this be adapted for your context?



School Group (no more than 3) or individual Project

- Modify *or create* a lesson *or a leadership session* and say how and why you modified it to better reflect a dialogical pedagogy. Indicate what tools were helpful in extending your approach; eg: Teacher dialogue tools A or B, Wiggins and McTighe rubric, RE standards, other. (3 mins)
- Identify how student/ teacher learning was impacted (using student reflections or a student learning artefact or a teacher reflection) (4 mins)
- Describe what you believe to be the best pedagogy appropriate for your school context as demonstrated in your project. (5 mins)