

Recontextualising Pedagogy 2021 National Conference Program

Day 1: Monday 29 November: 9am – 6pm (AEDT)

Note: All Keynotes and workshops are available online.

If you are attending in person please check your local COVIDSafe rules (including vaccination requirements).

9am – 10.30am

The following sessions are available through the same online session: [Click here to book online.](#)

9am: Prayer and Welcome: Very Rev. Dr Kevin Lenehan (Master, CTC)

9.15am: Keynote

Title: Recontextualising tradition.

Hub: VIC

Content: To recontextualise from the perspective of a religious tradition depends on a capacity to make that tradition meaningful, and this first involves a commitment to its meaningfulness. The best teachers of English are those who have seen beauty and truth shine from within a poem or a piece of prose, for no matter how any of the students in the class judge the same work, such educators teach with a passion that can only come from a genuine love of their subject. They do not need the affirmation of others before revealing this love. Instead, they bear witness to it constantly because they cannot do otherwise. The work has called to them unmistakably, and while students at first chuckle to think that their teacher can speak so passionately, they eventually come to know that there is something deeply consonant between the love and the work. In this paper, we will examine the notion that God reveals Godself by means of tradition, what it might mean that tradition is interrupted and develops in different contexts, and what it might mean that persons who have glimpsed something of God in tradition might come to be responsible for its development through recontextualisation.

Presenter: **Assoc. Prof. Robyn Horner** is a teaching and research academic at ACU with extensive experience in academic leadership. Her research focuses on the intersections of continental philosophy with theology, especially using hermeneutic phenomenology, together with a variety of post-structuralist tools of critique. She is currently completing a monograph on revelation, and recently published with Professor Claude Romano an edited book on the relationship between atheism and experience. Robyn teaches and supervises in the areas of enhancing Catholic identity, post-structuralism and French phenomenology, and theological recontextualisation.

10am: Questions and Dialogue

10.30am Break

11am: Session 1 Workshops

Click on the title to book into that workshop.

Leadership in the ECSI Space

Title: [Shifting Schools: A practical process to support schools in implementing their ECSI report recommendations.](#)

Hub: Townsville

Content: This workshop presents a practical strategy for reflecting upon and actioning **school ECSI report recommendations** in this programme. Townsville Catholic Education has produced a step-by-step process to guide principals and Catholic Identity teams in shifting their schools towards becoming recontextualised dialogue schools. Developed resources assist leaders to identify and prioritise areas for improvement based on analysis of data and an understanding of the three multivariate shifts. This process enables schools to embed Catholic Identity goals into strategic planning documents resulting in relevant, evidence-based activities and measurable outcomes

Questions explored include:

- How to ensure ECSI recommendations are actioned rather than gathering dust on the principal's shelf?
- How to provide systemic support for Catholic Identity teams to reflect upon and action their ECSI data?
- How to identify the shifts required to move schools towards becoming recontextualised dialogue schools?
- How to embed ECSI recommendations within the school's cyclical review process?

Presenter: **Sharyn Bell** has been an educator for 35 years, working in various roles including College Principal, System Curriculum Adviser, and Highly Accomplished and Lead Teacher Assessor. Sharyn has attained a Masters of Educational Leadership and is passionate about working with school leadership to develop explicit improvement agendas leading to better outcomes for students and staff. Currently a **Townsville Catholic Education** Religious Education Adviser, Sharyn is part of a service team seeking to enhance the Catholic Identity of schools in the Townsville Diocese through her work with leadership.

Teacher Practice for Recontextualisation

Title: [Entering the Tardis: Going back in time before coming forward.](#)

Hub: VIC

Content: This workshop explores the process of **recontextualising scripture** and the importance of the context which gave rise to what we read today. Authors and communities, what is happening to them and what they are concerned about, all matter. Participants will explore practical strategies that ground scripture in its original context and thus prepare for its movement, its re-contextualisation, from one era to another. From simple planning decisions to more creative classroom activities, much can be done; the journey need not be overwhelming!

Questions explored include

- What is ‘the hermeneutical gap’ and how can I befriend it?
- What does it mean to call scripture a *deliberate* piece of writing and what does this mean for my reading and study of passages?
- How can I speak of scripture as true?
- What interpretive strategies do I already have to draw on?
- How does prayer ease the finding of meaning in a new, contemporary, context?

Presenter: **Dr Margaret Carswell** is a teaching focussed academic at ACU, with extensive experience in Catholic Schools and the teaching of Religious Education. Her research and publications focus on the point at which Catholic biblical scholarship meets curriculum development, with a particular interest in classroom practices, methods, strategies and techniques which position passages for authentic meaning. Her work in critiquing the placement of scripture in religious education to enable a more hermeneutical engagement is recognised internationally. Margaret has worked in Catholic Education throughout Australia and overseas, where she has been and remains a critical friend, consultant, adviser, curriculum writer and team leader. Her current writing includes the production of school resources for primary and secondary schools in both Australia and England and Wales.

Teacher Professional Formation for Reconciliation

Title: [Recontextualisation and the search for relevance: A double-edged sword?](#)

Hub: VIC

Content: This workshop explores the **challenges faced by religious education (RE) teachers** of implementing a pedagogical approach that is both culturally plausible and explicitly engages with the Catholic faith tradition. A recontextualising pedagogy seeks to meet this challenge. An investigation sought to ascertain the perspectives of RE teachers and leaders as to their understandings of recontextualisation and its application in the RE classroom, utilising semi-structured interviews. The workshop examines key findings from the research including strategies which facilitated recontextualisation, such as: supportive, knowledgeable RELs; a trusting staff environment; using Scripture as narrative and making links to the experiences of students; a Pedagogy of Encounter; and reference to Catholic Social Teaching.

Questions explored include

- What are the challenges of recontextualisation for teachers?
- How might leaders create dialogical environments?
- How does Pedagogy of Encounter support recontextualisation?

Presenters: **Adrian Lacey** and **Margaret Waldeck**

- Adrian is Education Officer, Religious Education Learning and Teaching at **Melbourne Archdiocese Catholic Schools** (MACS). His research interests include factors that facilitate student engagement in religious education. Adrian supports the team responsible for the implementation of a hermeneutical, dialogical approach to RE learning (*Pedagogy of Encounter*) in the Melbourne Archdiocese.
- Margaret is a team leader on the Catholic Mission and Identity Team for **Melbourne Archdiocese Catholic Schools** (MACS). A teacher in Catholic schools for over 20 years, 15 of these were spent as Religious Education Leader, in the Eastern Region of Melbourne. Holding a Master is Religious Education from Australian Catholic University, she has spent the last 10 years working in Melbourne Archdiocese Catholic Schools as a Learning Consultant in Religious Education. In her role as team leader, she spends a large part of her time supporting consultants, school leadership teams and religious education leaders in particular, working in school improvement with a focus on religious education outcomes for students.

Student Agency in Religious Education

Title: [Stop lecturing: Student agency in the RE classroom.](#)

Hub: Online

Content: This workshop explores student voice and agency within dialogical classrooms based on the experiences of some Sandhurst schools. We will present our learnings from our work with some of our schools and engagement in the *Recontextualising Pedagogy Victorian Research Project* and demonstrate ways to encourage dialogue leading to recontextualisation in the RE classroom. In the teaching and learning of Religious Education, in Sandhurst, we believe firmly in placing our learners and their contexts at the centre and in seeking ways to facilitate dialogue through linking life and faith in a Praxis approach. Responses from primary students indicate dialogue gives students agency: “We can have discussions about a topic instead of being told about them. In our RE class the teacher allows discussion: I like that.”

Secondary students described the ideal Religious Education Teacher as one who “creates a relaxed classroom and encourages discussion; is open, listens, encourages & respects students to share their opinions without passing judgement; and is interested in what we think.”

Questions explored include

- How can we ensure student voice is heard?
- What student data do we use to inform teaching and learning in religious education?

Presenters: **David Walker** and **Lee Pethybridge** work for **Catholic Education Sandhurst LTD** as Education Officers: Religious Education. Together they have been supporting schools in Sandhurst through all aspects of the ECSI surveys for a number of years including as part of the *Recontextualising Pedagogy Victorian Research Project* conducted by Catholic Theological College University of Divinity.

12pm: Session 2 Workshops

Leadership in the ECSI Space

No workshop

Teacher Practice for Recontextualisation

Title: [The invitation to prayer in Catholic schools: A student centred approach.](#)

Hub: VIC

Content: This workshop explores the ten characteristics of prayer in a Catholic Dialogue School and consider how these characteristics might be engaged to support staff theological formation. The ten characteristics of prayer have been developed by researchers at KU Leuven, in partnership with the Australian ECSI Professional Learning Consortium and Catholic Education Offices around Australia, and form the basis of the **Prayer Renewal Project** currently being piloted in twelve Australian Catholic schools. Participants in this workshop are invited to bring along a prayer that has been used recently in their school community (with students, staff or parents) and will be invited to engage the ten characteristics to recontextualise the prayer. The chosen prayer can be a single prayer, for example, a school prayer, or it can be a longer prayer experience, such as an opening prayer for a staff formation day.

Questions explored include:

- What is the Prayer Renewal Project?
- What are the ten characteristics of prayer in a Catholic Dialogue School?
- How do we engage the ten characteristics when preparing prayer experiences?
- How might we engage the ten characteristics of prayer in Catholic education communities to support the development of post-critical belief?

Presenter: **Dr Teresa Brown** is a teacher and researcher in the School of Theology at ACU. Having previously worked in Catholic secondary schools as a teacher and leader of Religious Education and Professional Learning, she now works with Catholic Education partners around Australia and with research partners at KU Leuven to support schools in the articulation, enhancement, and practice of their Catholic identity.

Teacher Professional Formation for Recontextualisation

Title: Wisdom method for recontextualisation: Strategies to open the hermeneutical space.

Hub: VIC

Content: This workshop will explore recontextualisation as discovering and opening the 'hermeneutical space' and present a wisdom framework to enhance the process. Wisdom will be defined as a way of participatory (or engaged) knowing and connected to human wholeness. A wisdom framework will be proposed with four dimensions to cultivate wholeness: compassion, contemplation, creativity, and communion. Practical strategies will be explored seeking to open the hermeneutical space in the process of engaging with texts in religious education.

Questions discussed include:

- How do we open the hermeneutical space in the process of recontextualisation in ways that responds to human wholeness?
- What are some practical ways to do this?

Presenter: **Dr Christopher Morris**, Catholic Theological College (University of Divinity), is a lecturer in areas of spirituality and meditation at Catholic Theological College. His research focuses on 'wisdom knowing' and ways to cultivate wholeness.

Student Agency in Religious Education

Title: Mary said Yes! Developing retreat experiences for students that invite dialogue and recontextualisation as they progress through secondary schooling.

Hub: Cairns

Content: After engaging in the **ECSI Prayer Renewal Project**, Rachel and Theresa decided to embark on a renewal of St Mary's retreat program. This review and renewal has been part of a four year process which is responding to ESCI recommendations to foster a dialogue school which "encourage the development of Catholic spirituality marked by solidarity within a plural context." This workshop will briefly overview the Retreat Renewal process and share the ways in which students are being invited to be co-creators of the **Mary said Yes! Retreat Program** 2022 and beyond. Participants will be invited to engage in an experience that invites and fosters student voice in the co-design and co-creation of Retreat programs.

Questions explored include:

- How do we provide opportunities for students to share authentic voice in the creation and delivery of School retreat programs?
- How do we invite students into processes of recontextualisation within a retreat program?
- How do we provide opportunities for students to nurture/enhance their experiences of retreat when they return to the school context?

Presenters: **Rachel McLean** and **Theresa Redgwell**

- Rachel is Leader Formation for **Cairns Catholic Education Services**. A passionate educational leader, Rachel is motivated by a pursuit of justice in all aspects of education: curriculum; pastoral care; leadership; outreach; and faith-based learning experiences. Her creative and disciplined approach to identifying needs, consulting and collaborating with communities and co-creating options for change has been honed through her experiences in Education settings in NSW, Queensland and Tanzania. Her faith is sustained through her practice of Ignatian Spirituality which forms and informs her ways of proceeding.
- Theresa is Assistant Principal Mission at **St Mary's Catholic College Woree**. Theresa's approach to education and leadership has been framed by the Gospel invitation of hospitality. In her current role as Assistant Principal Mission, this way of welcome has been animated for students and staff through: pastoral accompaniment; encouragement and empowerment of personal faith witness; and a collaborative and co-creating way of operating. Her desire to open dialogue and encourage spiritual and personal growth drives Theresa's way of proceeding.

1pm: Lunch

2pm: Session 3 Workshops

Leadership in the ECSI Space

Title: [Theological recontextualisation: An early practice or new ways of sharing the faith?](#)

Hub: VIC

Content: This workshop will explore recontextualisation, providing evidence that points to the openness of recontextualisation and the closedness of master narratives throughout the ages. I will highlight the urgent need of returning to the openness of the early church rather than fixing the tradition in 'golden era' of Christendom. Recontextualisation gives us new ways to share faith with others in contemporary plural contexts.

Questions explored include:

- Is recontextualisation really new, or is it a neglected practice due to our past hegemonic context?
- How does the master narrative of Christendom impact thinking about recontextualisation?
- What does the practice of theological recontextualisation in the early church reveal for us today?

Presenter: **Amer Youhanna** was awarded the degree of Bachelor of Theology from the Pontifical Urbaniana University and his Licentiate of Sacred Theology STL (Moral Theology) from the Pontifical Lateran University. Amer has been involved in Catholic schools in Melbourne for more than 10 years and since 2019 has been a member of the Catholic Mission and Identity Team at **Melbourne Archdiocese Catholic Schools**.

Teacher Practice for Recontextualisation

Title: [Our ongoing journey with the recontextualisation project: An authentic action research project from a teacher's perspective.](#)

Hub: VIC

Content: This workshop explores an authentic action research project focused on developing recontextualising strategies amongst staff, and for students, implemented by classroom teachers. Presenters share their experiences with the *Recontextualising Pedagogy Victorian Research Project*, over the past 2 years, as well as their ongoing journey with implementing this learning, into authentic classroom practise. Presenters invite participants to a dialogical approach to recontextualisation and an opportunity to offer and share learning.

Questions explored include

- How and why did the journey begin?
- What were the students and staff saying about current RE teaching and learning practices?
- How was this process facilitated through planning processes and systemic support?
- What evidence of progress was there, for both staff and students?
- Where to next?

Presenters: **Carmel Hanley, Leonie Leviston, Alice Marquand, and Rebekah Black**

- **Carmel** is the Deputy Principal at **Lumen Christi Primary School Delacombe**.
- **Leonie** is the Grade 2 Classroom Teacher and RE Leader at **Lumen Christi Primary School Delacombe**.
- **Alice Marquand** and **Rebekah Black** are Grade 5 & 6 Classroom Teachers at **Lumen Christi Primary School Delacombe**.
- This group of experienced and passionate educators participated in the *Recontextualising Pedagogy Victorian Research Project* sponsored by CTC 2018-2020.

Teacher Professional Formation for Recontextualisation

Title: Encounter: Catholic Identity

Hub: Cairns

Content: This workshop explores a re-imagining of the **Catholic Identity Framework** of the Cairns Diocese. Through a process of Theological reflection, it became apparent that a deeper understanding of the particular Australian context was required to grasp what it means to be a Catholic in Australia. Through **First Nations ways** of Knowing, Being, Doing and Valuing a synergistic relationship between this ancient wisdom and the invitation of Jesus to Encounter the other can be discovered. The new Catholic Identity Framework which taps into this relationship now underpins and informs Formation experiences in the Cairns Diocese. Participants in this workshop are invited to engage in a Formation experience of Encounter through a variety of First Nations Knowings before then exploring how recontextualisation occurred for themselves and those in the workshop.

Questions discussed include

- How do we honour and celebrate First Nations Peoples who continue to enrich our Catholic Story?
- How do we engage deeply with human frailty, conflict and forgiveness?
- How do we promote intentional engagement in dialogue and deep listening in formation in the Cairns Diocese?

Presenters: **Sharon O’Keefe** and **Antoinette Cole**

- **Sharon** is the Director of Identity and Outreach for **Cairns Catholic Education Services**. In a career spanning over 25 years, Sharon has gained extensive experience in the education sector, both in independent and Catholic secondary and primary schools in the United Kingdom, Tanzania and Australia with a focus on educational leadership, Catholic Identity, curriculum design and experiential learning. Sharon is currently completing her third Masters degree with a focus on, ‘How Pope Francis’s view of intercultural dialogue and inculturation further animates Cairns, Catholic Education ‘Encounter Catholic Identity Framework’, especially its dialogue with First Nations Peoples?’
- **Antoinette** is Leader Formation: First Nations with **Cairns Catholic Education Services**. As a transformative leader, Antoinette leads with her heart to inspire hope and shared vision amongst her colleagues. Using the strength of her own Torres Strait Islander identity, she leans into her own ways of knowing, being and doing to create opportunities to engage in dialogue and deep listening through the richness of story.

Student Agency in Religious Education

No workshop

3pm: Session 4 Workshops

Leadership in the ECSI Space

Title: [Leading the implementation and development of a recontextualising dialogue school: A case study.](#)

Hub: VIC

Content: This workshop explores the journey of a Melbourne Catholic primary school's implementation and development as a **Recontextualising Dialogue School**. This current single site case study will provide insights from the insider-researcher drawing upon interviews from a range of school members; including children, staff and parents, providing multiple perspectives on the school's development. Through the exploration of professional learning communities within the school and a number of key themes from the research data, further insights into the model of learning and leadership used to implement and develop this recontextualising dialogue school will be considered. Participants will be invited to dialogue with the presenter through reflections, questions and comments.

Questions explored include:

- What are the key contributing factors that impact on leading the implementation and development of a recontextualising dialogue school?
- What insights might others glean from this research for their own settings?

Presenter: **Christopher Reed** is the foundation Principal of **Mother Teresa Primary School Mt Ridley**, a position he has held since 2009. Chris has been a part of Catholic Education Melbourne for 33 years. His current research focuses on the key contributing factors that impact on leading the implementation and development of a Recontextualising Dialogue school.

Teacher Practice for Recontextualisation

Title: [The Aboriginal story through a recontextualising lens.](#)

Hub: VIC

Content: This workshop explores recontextualisation as experienced by Aboriginal people as they have strived to make Jesus 'real' in their own context. They have taken the scriptures and made them their own, bringing Jesus to life within their cultural context and faith walk. Sacred scripture, tradition, ecology and creation theology are points of reference for First Nations people, who have been recognised as the first astrologers. The workshop describes ways the Sandhurst Catholic Education have used dialogue to **weave together Aboriginal Education with Catholic Identity**. Through the **Fire Carrier program** our two stories have been made richer through this process using cultural practices while exploring a Christian approach to Ecological Spirituality.

Recontextualisation allows Catholic schools to face the challenge of re interpreting the Catholic faith while allowing schools to better understand how their Catholic Identity is expressed.

Questions explored include:

- What is the FIRE Carrier program?
- How does the FIRE Carrier program support the cultural requirements of schools?
- How does looking through the lens of the Aboriginal story bring you to your own awareness and understanding of your world views?
- What are some factors that will enable changed behaviours, attitudes, policies and structures to help us work interculturally?

Presenters: **Michael Chisholm, Louise Levy, and Troy Firebrace**

- **Michael** joined **Catholic Education Sandhurst LTD** in 2019 and previously worked in the tertiary education sector for La Trobe University dedicated to Indigenous academic programs and student services. Michael's work as the Aboriginal Education Officer has provided him with many opportunities to support all the schools within the Sandhurst Catholic school community with a purpose to engage with Aboriginal education. His work is dedicated to sharing his Aboriginal knowledge and worldviews to help inform the teaching and learning, curriculum, and pedagogical approaches to develop culturally rich school environments.
- **Troy** has been employed as an Aboriginal Education Officer by **Catholic Education Sandhurst LTD** since 2019. Previously Troy worked as a Professional Artist and Director of his own company Firebrace Designs Pty Ltd providing Aboriginal education and arts practice throughout Australia mainly based in Victoria. Currently Troy still works within both roles as an Artist and as an Aboriginal Education Officer as both feed into his life ambitions and passion. Troy strives to develop a better and wholesome education system for all students, from walks of life, insuring First Nations Culture and students have a voice in and outside schools.
- **Louise** is employed as the Aboriginal Education Officer for **Catholic Education Sandhurst LTD**. Louise has been working in this role for the past 13 years. She has studied in range of areas and has achieved qualifications in, Masters in organisational leadership, Diploma of Theology and Diploma Wayapa Wuurrk. Louise is also a qualified practitioner and accredited administrator and facilitator in Myers Briggs personality indicator. Her role in Catholic education has enabled Louise to develop many positive and practical ways of implementing Indigenous curricula and ceremony into the Catholic Identity context. Louise's interests outside of her occupation are, travelling and exploring other cultures through the lenses of her photography.

Teacher Professional Formation for Recontextualisation

Title: [Recontextualising the SMYLE :\) Professional development for small-school multi-age year level educators.](#)

Hub: Townsville

Content: This workshop explores a recontextualised professional development and formation program that supports teachers' teaching and learning practices in Religion. The **Townsville Catholic Education SMYLE project** supports teachers in small rural and remote multi-age schools to teach Religion competently and confidently. This workshop demonstrates strategies of teacher formation in scripture, early career teacher mentoring in Religion, and focused collaborative teacher networking across rural and remote schools. It has application for leaders interested in the development of teachers' efficacy in contemporary teaching and learning practices in Religion.

Questions discussed include:

- What strategies have been implemented to engage teachers to interpret scripture in a hermeneutical way and to transfer to contemporary teaching and learning practices in Religion?
- How does networking enable early career teachers to become competent and confident teachers of Religion?
- How important is teacher efficacy in the implementation of professional development and formation across geographically-challenged multi-age year level schools?

Presenters: **Sharyn Bell, Mary Mudge, and Lee-Ann Barton**

- **Sharyn** has been an educator for 35 years, working in various roles including College Principal, System Curriculum Adviser, and Highly Accomplished and Lead Teacher Assessor. Sharyn has attained a Masters of Educational Leadership and is passionate about working with school leadership to develop explicit improvement agendas leading to better outcomes for students and staff. Currently a **Townsville Catholic Education** Religious Education Adviser, Sharyn is part of a service team seeking to enhance the Catholic Identity of schools in the Townsville Diocese through her work with leadership.
- **Lee-Ann** is a Religious Education Adviser with **Townsville Catholic Education**. She has 33 years teaching experience in pre-primary, primary and secondary schools in Queensland and South Australia and has held leadership positions with Catholic Education as Adviser and Consultant. Lee-Ann has attained Masters in Educational Leadership, Religious Education, Leadership and Management, Early Childhood Education, ECEC and Information Technology. Some of her accomplishments have been the construction and operation of 14 kindergartens on Catholic school sites and child care centres, and the Early Years Project initiative in Townsville Catholic Education schools. She was consultant for the recently published book: *Inquiring, Connecting Learning - Framework for Early Years Spirituality and Religious Education*.
- **Mary** is the System Learning and Teaching Adviser - Religious Education with **Townsville Catholic Education**, having spent 40 years in school and system leadership and teaching roles in urban and regional settings in the Townsville Diocese. Mary has made noteworthy contributions as an APRE and as member of committees, boards and councils in local, state and national forums. She has a passion for life-long learning and holds a particular interest in understanding the encounter between people's relationship with the living Christ and their continual search for meaning, identity and spirituality.

Student Agency in Religious Education

No workshop

Wednesday, 6 October 2021

Page 13 of 23

4pm: Break

5pm – 6pm

The following sessions are available through the same online session. [Click here to book online.](#)

5pm: Twilight Keynote

Title: Theologising with children: Multiple faces of student's agency.

Hub: Online

Content: In the last few decades, theologians and religious educators have written about theologizing with children, starting from the guiding idea of childhood studies that children are active agents and not just passive recipients of a religious tradition. There are, however, two main reasons why this approach needs further discussion. Firstly, it does not seem to be obvious in practice: some teachers, church leaders, policy makers or theologians are not able or not willing to integrate this approach with a focus on children's agency. Secondly, the literature on the concept 'agency' has been evolving, and could help teachers to understand why and how student's agency is valuable and possible within the field of religious education. In this address I will explain core elements of the ongoing discussions on theologizing with children. I will explain the concept in relation to various models of religious education, especially the hermeneutical-communicative model of RE, but also the way in which it is used in Germany and the Netherlands. Secondly, I will explain various interpretations and forms of the term 'agency', as it is used in social sciences and especially also in feminist theories. Thirdly, I explore how agency (in its multiple faces) is stimulated by the practice of theologizing with children. I will also discuss some tensions or hermeneutical challenges in relation to the use of the concept 'agency' within the field of religious education. Finally, I formulate good practices for teachers.

Presenter: **Dr Annemie Dillen** (Lier, 1978) is Professor in Pastoral and Empirical Theology at the Faculty of Theology and Religious Studies, **KU Leuven**. Her research focuses on theology regarding families and children, domestic violence, religious education in families, empirical theology, and fundamental practical theological reflections. In addition to articles in journals and edited volumes, she has published a number of books (as author and editor), such as: Dillen, A. & S. Gärtner, *Discovering Practical Theology: Exploring Boundaries*, Leuven, Peeters, 2020; and many other books in Dutch, including a comprehensive overview of the ethical perspectives of the work of Ivan Nagy and other writings which focus on theology and ethics from the perspectives of children and the family. Annemie Dillen was also the editor of a number of English volumes: Dillen, A. & A. Vandenhoeck (eds.), *Prophetic Witness in World Christianities. Rethinking Pastoral Care and Counselling* (International Practical Theology, 13), Münster, Lit-verlag, 2011; Dillen, A. & D. Pollefeyt (eds.), *Children's Voices. Children's Perspectives in Ethics, Theology and Religious Education* (betl), Leuven, Peeters, 2010; Dillen, A. (ed.), *When 'Love' Strikes. Social Sciences, Ethics and Theology on Family Violence*, Leuven, Peeters, 2009. Her latest work is: Dillen, A. & A. Casteel, "Crossing Borders, Changing Faith" in *Religion, Migration and Existential Wellbeing*, London, Routledge, 2021.

5.40pm Dialogue and Questions

6pm Close

Day 2: Tuesday 30 November: 9am – 4pm AEDT

9am – 10.30am

The following sessions are available through the same online session: [Click here to book online.](#)

9.00am: Prayer Dialogue: What stayed with you from yesterday?

9.20am: Keynote

Title: Catholic Identity in a time such as this

Hub: Parramatta

Content: In this presentation Bishop Long explores the challenges and opportunities for Catholic Identity in the present context.

Presenter: **Most Reverend Vincent Long Van Nguyen OFM Conv DD STL
Fourth Bishop of Parramatta**

Bishop Vincent Long was born in 1961 in Dong Nai in Vietnam. Since the fall of Saigon in 1975, his family has been dispersed: his mother, a brother and a sister are in Melbourne, three brothers are in Holland, a sister remains in Vietnam, and Bishop Vincent is now in Parramatta. In 1984, he became a professed Conventual Franciscan friar (OFM Conv) and studied for the priesthood in Melbourne. After his priestly ordination on 30 December in 1989, he was sent to Rome for further studies and was awarded a licentiate in Christology and Spirituality from the Pontifical Faculty of St Bonaventure. He served as an assistant and then parish priest for seven years in Kellyville within the Diocese of Parramatta and for seven years in Springvale in Victoria before being elected Superior of the Order of Friars Minor Conventuals in Australia in 2005. He served as Assistant General in Rome from 2008 until 2011, responsible for the Asia-Oceania section of his Order.

In 2011, he was appointed Auxiliary Bishop of Melbourne in which role he served for nearly five years. Bishop Vincent is the first Vietnamese born bishop to lead a diocese outside of Vietnam and the first Vietnamese born bishop in Australia. During that period, he was Episcopal Vicar for Justice and Peace and for Social Services and was Chair of the Catholic Education Commission (Victoria). Nationally, Bishop Vincent is the Chair, Bishops Commission for Social Justice, Mission and Service. On 5 May 2016, he was appointed the fourth Bishop of Parramatta in succession to Bishop Anthony Fisher OP following his appointment as Archbishop of Sydney in 2014. On 16 June 2016, Bishop Vincent Long OFM Conv was installed as the fourth Bishop of Parramatta at St Patrick's Cathedral, Parramatta.

10am: Questions and Dialogue

10.30am: Break

11am: Session 5 Workshops

Leadership in the ECSI Space

Title: [A sector approach to recontextualising religious education curriculum and pedagogy.](#)

Hub: SA

Content: This workshop explores how recontextualisation has been integral to the recent redesign of **South Australia's Religious Education curriculum** and in the **design of its dedicated and interactive website**. Situating RE as a learning area at the heart of Catholic school's identity, the key driver for the redesign has been to optimise the quality of students' learning experience in RE.

The workshop has two parts. Firstly, the system redesign processes and the resulting curriculum features which recontextualise RE so that "students can engage in an open narrative and dialogue between the richness of the Catholic tradition and their personal experiences and contemporary cultural contexts" (NCEC *Framing Paper for RE*, 2018); key features of the curriculum include recontextualised expressions of 'knowledge content' and the foregrounding of skills and dispositions that are important in holistic learning in RE. Secondly, how an interactive Crossways website seeks to support and animate the recontextualisation of pedagogical practice in RE, featuring a contemporary approach to the learning design process.

Questions explored include

- How has ESCI research influenced a system understanding of quality learning in RE?
- What system curriculum features will support the RE teacher's design of quality learning for all students in RE?

Presenters: **Michael Vial**, and **Marcia Burgess**.

- Michael is the Manager Religious Education and Faith Formation for **Catholic Education SA (CESA)**. He is interested in supporting school leaders in their religious leadership, developing RE curriculum and pedagogy, exploring contemporary Catholic identity of schools, and fostering the formation of staff. Michael is a member of the NCEC Faith Formation and RE Standing Committee.
- Marcia is the Senior Education Advisor: Religious Education Curriculum at **CESA**. She leads a team of advisors that developed the new Crossways curriculum and its interactive website. Marcia lectures in RE Curriculum Design for **UniSA** and has a passion for RE curriculum, pedagogy and the science of learning.

Teacher Practice for Recontextualisation

Title: [Authentic dialogue and teacher professional identity.](#)

Hub: Brisbane

Content: This workshop explores how opportunities for teachers to promote the spiritual and faith development of their students arise during moments of authentic dialogue. Teachers and students are engaged in countless interactions on any school day, and such interactions occur at multiple levels, including general classroom discourse. Authentic dialogue occurs during temporary, spontaneous conversations where teachers are invited by their students to be engaged at a deeper, personal, existential level around fundamental questions of meaning and value. An understanding of **teacher-student authentic dialogue**, and the centrality of the teacher-student relationship for enabling such dialogue, provides an important insight into the Catholic Dialogue school's expectations for student development. This workshop draws on the findings from the presenter's doctoral thesis which explored the broader issue of how teachers in Catholic schools understand their roles in promoting students' intellectual, social and personal, and faith development.

Questions explored include

- How do teachers in Catholic schools understand their roles in promoting students' intellectual, social and personal, and faith development?
- How do these understandings inform the promotion of the Catholic Dialogue school's expectations for student development?
- Why is the person of the teacher central to the mission of contemporary Catholic schools?

Presenter: **Brett Rangira** has been a teacher and has held school and system leadership roles in Catholic education for over thirty years. During this time, he has taught secondary school Mathematics, Chemistry, Physics and Religious Education, and he has served school communities in Head of Department, Assistant Principal, and Deputy roles. Throughout his career he has been deeply fascinated with questions that explore the fundamental nature and purpose of Catholic education. He has recently completed his doctoral studies and his research project explored the nature of the professional identity of teachers in Catholic secondary schools. He is currently associated with **ACU**.

Teacher Professional Formation for Recontextualisation

Title: [Illuminate RE! A bespoke approach to professional learning for teachers of religious education premised upon the ECSI theological constructs.](#)

Hub: Brisbane

Content: This workshop outlines at a strategic and operational level an approach to ensure consistency across a system of schools in the contemporised teaching and learning of Religious Education, giving a snapshot of the background, context, data and differentiated professional learning developed and delivered by the Toowoomba Catholic Schools Office Formation & Identity Team.

Participants will explore how **Toowoomba Catholic Schools (TCS) are contemporising the teaching of RE** so it is a consistently rigorous learning area leading to high levels of student engagement and successful outcomes. Participants will learn how the Formation and Identity Team from TCS utilised ECSI theology to implement a pedagogy of dialogue that balances: System, school, classroom engagement; Surface, deep, transfer of learning; Witness, specialist, moderator roles of the teacher

Questions explored include:

- What does it mean for our schools to be '*Distinctively Catholic*' today?
- How can Religious Education be *Revisited, Refreshed, Refined and Renewed* to meet the changing contexts and needs of schools, and be relevant for students, staff and parents?

Presenters: **Dr Ken Avenell, Angela Travers, Lisa Cavanagh, and Lee-Ann Weekes**

- **Ken** is the Director Formation and Identity for **Toowoomba Catholic Schools** and has a Master of Educational Leadership; Doctor of Education and Diploma of Theology.
- **Lisa** is Education Officer at **Toowoomba Catholic Schools** and has a Master of Religious Education and Master of Special Education. She is an integral part of the Formation and Identity Team at Toowoomba Catholic Schools.
- **Angela** is the Manager for the Formation and Identity Team at **Toowoomba Catholic Schools**. She has a Master of Educational Leadership and Master of Religious Education.
- **Lee-Ann** is an Education Officer with **Toowoomba Catholic Schools**. She has a Master of Educational Leadership and is an integral member of the Formation and Identity Team at Toowoomba Catholic schools.

Student Agency in Religious Education

Title: Empowering students in religious education.

Hub: VIC

Content: This workshop will explore how the structure at St Joseph's supports students to make meaning of their lives through Religious Education. The workshop will **describe and evaluate the impact of key support structures** such as the implementation of teacher dialogue sessions and the role of Staff Faith Formation and close connection with Parish. The workshop will demonstrate ways a focus on student dialogue in teaching and learning in Religious Education fosters engagement in Religious Education. High impact teaching and learning strategies have been developed overtime and the challenges and success of implementing these will be discussed.

Questions explored include:

- What does meaning-making look like for students foundation to year 6?
- How can we support students to enter the hermeneutical space?
- How can we support staff in their faith formation?
- What teaching and learning strategies help engage students in Religious Education?

Presenters: **Jack O'Toole** and **Mieke Lochrie**

- Jack is Deputy Principal and Religious Education Leader at **St Joseph's School Hawthorn**. For more than a decade, St Joseph's leadership teams have promoted a culture of dialogue and fostered teacher professional learning in Religious Education through regular dialogue sessions which unpack the learning foci and open the theology underpinning these.
- Mieke is the 5/6 Classroom Teacher and Faith Formation Leader at **St Joseph's School Hawthorn**. For more than a decade, St Joseph's leadership teams have promoted a culture of dialogue and fostered teacher professional learning in Religious Education through regular dialogue sessions which unpack the learning foci and open the theology underpinning these.

12pm: Panel Discussion

Title: [Recontextualising Pedagogy Victorian Research Project.](#)

Hub: VIC

Content: This panel discussion offers multiple perspectives of the experiences and findings from the *Recontextualising Pedagogy Victorian Research Project* sponsored by CTC, University of Divinity, 2018-2019. This project investigated how teachers understood recontextualisation and ways system leaders could work with schools to support recontextualisation as an approach in professional formation and in classroom teaching. The panel discussion will bring to light some of the findings from the project as well as some of the challenges involved in the dialogical approach undertaken. The project sought to illuminate through practice Pollefeyt & Bouwen's 5 criteria for recontextualisation and these will also be discussed by the panel.

Presenter: *Chaired by:*

Dr Christiaan Jacobs-Vandegeer, who is a researcher in the Institute for Religion and Critical Inquiry at ACU, Melbourne campus. His primary areas of interest are the theology of grace, interreligious dialogue and the thought and legacy of Bernard J. F. Lonergan.

Panel members:

- **Dr Rina Madden** is a lecturer in Pastoral and Spiritual Studies and Religious Education at Catholic Theological College (University of Divinity). She is also Project Officer for the *Recontextualising Pedagogy Victorian Project* sponsored by CTC and for this National Conference.
- **Dr Gina Bernasconi** is Education Officer: Enhancing Catholic School Identity for the **Diocese of Ballarat Catholic Education**.
- **Sharon Kenyon Smith** is principal at **St Joseph's Primary School Hawthorn**
- **Carmel Hanley** is the Deputy Principal at **Lumen Christi Primary School Delacombe**, in the diocese of Ballarat in Victoria.
- Alice Marquand is the Grade 5 & 6 Classroom Teacher at **Lumen Christi Primary School Delacombe**.
- Chris Dainton is Deputy Principal Catholic Identity at **St Mary of the Angels Catholic College, Nathalia**.

1.30pm: Lunch

2.30pm: Session 6 Workshops

Leadership in the ECSI Space

Title: [Go get a flock of sheep: A process supporting schools to express a recontextualised contemporary catholic identity.](#)

Hub: Townsville

Content: This workshop provides a practical and proven approach that makes hermeneutical understanding, dialogue and recontextualisation the language and lived experience of the school. Do you still 'see' the symbol of faith in the dedicated space at your place? Is the dedicated space recognised as a significant physical representation of the spirit of the ethos? Are you interested in applying a process that will support the shift towards recontextualisation and multi correlation? Do you place value on faith and religiosity? How do you elicit an active response to the challenge of hermeneutics and Post-Critical Belief? The approach described in this workshop sustains the centrality, significance and importance of the **symbols, story and scripture and their relationship to school life** and provides opportunity so matters of faith are reinterpreted, open to change and renewal and receptive to complex faith questions within a hermeneutical process.

Questions explored include

- How does a school sustain the significance of the dedicated space as the use of the space declines and the memory of the story dissipates?
- How can we best relate the experience of the Catholic school to the richness of the living Tradition, and integrate it in a way that moves the members in their life journey?
- How do we respond to the feedback provided by the ECSI Surveys and challenge staff, students and community to delve deeper into recontextualisation and dialogue?

Presenter: **Mary Mudge** is the System Learning and Teaching Adviser - Religious Education with **Townsville Catholic Education**, having spent 40 years in school and system leadership and teaching roles in urban and regional settings in the Townsville Diocese. Mary has made noteworthy contributions as an APRE and a member of committees, boards and councils in local, state and national forums. She has a passion for life-long learning and holds a particular interest in understanding the encounter between people's relationship with the living Christ and their continual search for meaning, identity and spirituality.

Teacher Practice for Recontextualisation

Title: [Why provocations are a valuable tool in the RE classroom: AKA Sneaky Jesus!](#)

Hub: VIC

Content: This workshop explores how effective use of **provocations in the RE classroom** serves to provide a vehicle that **stimulates student thinking**. These provocations need not be specifically Catholic, rather through scaffolding and the specialist knowledge of the teacher, students are guided towards entering a hermeneutical space. This opens up opportunities for learners to explore how they encounter the provocation in their contemporary world and begin to re-interpret the Catholic Tradition in their own contexts. Questions explored include

- What criteria needs to be met for provocations to be effective in Recontextualising the Catholic Tradition?
- How might careful and deliberate use of provocation allow for new meaning to be formed in the attempt to situate the truths of the Gospel in our lives today?
- Who might be responsible for choosing provocations?

Presenters: **Nelson Graham** and **Eloise Meyer**

- **Nelson** works for **Melbourne Archdiocese Catholic Schools** as a Learning Consultant in Religious Education for the Northern Region. From his previous primary school-based role as a Religious Education Leader, Nelson brings his experience and love of learning and teaching from school settings into his present role. His main aim in working with teachers is to engage them in experiences of learning and teaching that brings the Catholic Tradition into today's world. Within the parishes he has belonged to, Nelson has been involved in music ministry for over two decades. It is through coupling of the love of song with the Catholic story that Nelson continues to work with adults and students to help them engage in a deeper understanding of the Catholic Faith through music.
- **Eloise** is the Religious Education Leader at **St Ambrose Parish Primary School in Woodend**, Victoria, and is currently studying for a master's degree in educational leadership. She has worked within her own school and others to unpack the Religious Education Curriculum and has previously presented at the Northern Region Network Meeting for Religious Education Leaders. Eloise draws on a rich background in Catholic education and is highly motivated by her knowledge of her students and the community, often using music as a vehicle to engage them, both through Religious Education and in her role as a Performing Arts Teacher and Leader. She is passionate about creating opportunities for meaningful connections with the Catholic Tradition, the Gospel, and the core messages of the Catholic Faith. Eloise's engagement with students, families, teachers, and leaders clearly reflects this passion.

Teacher Professional Formation for Recontextualisation

Title: [Forming teachers and leaders for recontextualisation: Engaging scripture, tradition and context.](#)

Hub: VIC

Content: One of the questions most often asked by those who engage with the aims and recommendations of the Enhancing Catholic School Identity Research is: **“How do we recontextualise?”** This workshop explores a four-step approach to recontextualising scripture, tradition and context. This approach has been developed as a result of our experience working with teachers and leaders in Catholic education. It is a process that supports deep listening to and authentic engagement with scripture and tradition, and a critical and reflexive engagement with today’s diverse contexts and experiences. As a process that can be used for the theological formation of staff, the four-step approach puts into practice the insights of the three shifts recommended by the ECSI research: the Hermeneutical Shift, the Catholic Identity Shift and the Recontextualisation Shift. In this way, it supports the development of post-critical belief in Catholic educators, in turn, supporting classroom practice towards a Catholic Recontextualising Dialogue School. Questions explored include:

- How do we recontextualise?
- How might we support the development of post-critical belief in teachers in leaders in Catholic schools?
- How might we work with staff to support the three ECSI shifts: hermeneutics, religious identity and recontextualisation?

Presenters: **Assoc. Prof. Robyn Horner** and **Dr Teresa Brown**

- Robyn is a teaching and research academic at **ACU** with extensive experience in academic leadership. Her research focuses on the intersections of continental philosophy with theology, especially using hermeneutic phenomenology, together with a variety of post-structuralist tools of critique. She is currently completing a monograph on revelation, and recently published with Professor Claude Romano an edited book on the relationship between atheism and experience. Robyn teaches and supervises in the areas of enhancing Catholic identity, post-structuralism and French phenomenology, and theological recontextualisation.
- Teresa is a teacher and researcher in the School of Theology at **ACU**. Having previously worked in Catholic secondary schools as a teacher and leader of Religious Education and Professional Learning, she now works with Catholic Education partners around Australia and with research partners at **KU Leuven** to support schools in the articulation, enhancement, and practice of their Catholic identity.

Student Agency in Religious Education

No workshop

3.30pm: [Plenary Session Reflection and Discussion Process](#)

4pm: Close

Thank for you coming!