

MOVING FROM

Theory to Practice

Religious Educators in the Classroom



Edited by
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This book could not be more timely. For too long, and in too many places, academic reflection on RE, ecclesial frameworks for the subject and advanced practice in the classroom have functioned in a tri-partite rather than tri-une manner. In gathering the insights of impressive contributors, the editors not only demonstrate the creative vitality of RE in their national context, they model an inter-dependent vision of RE which has relevance for dioceses, theologians and practitioners across the globe.

Prof Anthony Towey
Aquinas Centre for Theological Literacy
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This work admirably succeeds in its stated aim to throwing light onto Religious Education theory as it finds expression in living, breathing, professional practice in the classroom. Its eighteen chapters by RE practitioners, many of whom are classroom teachers, makes a significant contribution to the practical grounding of RE discourse in Australia. Many contributors provide pedagogical responses within the Enhancing Catholic School Identity space and many directly draw on the national RE framing paper. This volume enlarges the canvas of RE, addressing for example, spirituality, meditation, youth ministry and liberal arts among others. Most chapters helpfully conclude with issues and challenges for the way forward. This is a highly relevant work that celebrates the critical role of the classroom teacher.

John McGrath – Senior Education Officer
Faith Formation & Religious Education

CONTENTS

Introduction	1
Chapter 1	9
Godly Play in the Classroom Some significant perspectives – Brendan Hyde	
Chapter 2	24
Cavalletti in the Classroom Some new perspectives for RE teachers – Anne-Marie Irwin	
Chapter 3	41
Making Jesus Real (MJR) New classroom approaches – Marty Ogle	
Chapter 4	60
'How Can I, Unless Someone Guides Me?' Considerations for using scripture in the classroom – Alison Gore	
Chapter 5	75
'God is in the Cell and Outside the Cell' Practical approaches for teaching spirituality in today's Religious Education classroom – Peter Mudge	
Chapter 6	92
Using Meditation in Religious Education Exploring the Examen in the classroom – Laura Avery & Michelle Dermody	
Chapter 7	108
Mercy and Dialogue Pope Francis and the Religious Education classroom – Catherine Brown	
Chapter 8	123
Religious Education as a Catholic Hermeneutic Space – Paul Sharkey	
Chapter 9	141
Religious Education Curriculum Renewal in Victorian Catholic Schools Enhancing religious learning for all students in the light of the ECSI approach – Kevin Lenehan, University of Divinity	

Chapter 10	159
<i>Pedagogy of Encounter in the Classroom</i>	
– Rina Madden, Ann France, Julie O'Donnell & Leeanne Butler	
Chapter 11	177
<i>Studies in Catholic Thought</i>	
A liberal arts approach to religious education in the classroom	
– Renée Köhler-Ryan & Janina Starkey	
Chapter 12	193
<i>Religious Education and Youth Ministry</i>	
Moving to classroom praxis	
– Angelo Belmonte & Amber Calleja	
Chapter 13	210
<i>Normativity of the Future</i>	
A challenge to change	
– Karen Bergin & Ide Garvey	
Chapter 14	227
<i>Capabilities and Dispositions in Religious Education</i>	
– Michael Vial	
Chapter 15	248
<i>Getting into the Classroom</i>	
Some pathways for the Sydney Catholic Schools'	
Religious Education curriculum	
– David Ivers	
Chapter 16	267
<i>Spiritual and Religious Capabilities for Deeper Learning in Religious Education</i>	
– Christine Robinson & Chris Hackett	
Chapter 17	291
<i>Using Resources in Religious Education</i>	
Insights into classroom practice	
– Richard Rymarz	
Chapter 18	306
<i>Other Religions & No Religion</i>	
A classroom approach to interreligious dialogue in religious education	
– Toni Foley & Maree Dinan-Thompson	

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NOTES

1. These include Catholic Schools' Offices in the Archdioceses of Sydney, Melbourne, and Hobart, and in the Dioceses of Ballarat, Lismore, Broken Bay, Rockhampton, Cairns, Bathurst, and the dioceses in western Australia, although it should be noted that the extent to which Godly Play techniques are advocated varies considerably.
2. Some Catholic schools in Australia have established dedicated spaces and rooms set up to contain Godly Play materials and presentations for sacred stories, parables and liturgical actions, enabling children to make meaning, to respect their experience of the presence and action of God in their own lives, and to give expression to such encounters.