



## FRAMING PAPER VIDEOS

# Religious Education in Australian Catholic Schools Professional Learning Resource

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**CATHOLIC  
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# INTRODUCTION



## How to use this resource

Each of the videos in this professional learning resource unpacks an aspect of the [\*Framing Paper on Religious Education in Australian Catholic Schools\*](#) available via the [NCEC website](#).

The videos have been produced to:

- support Religious Education teachers and leaders by providing discussion of Religious Education as the learning area at the heart of the Catholic school and as complementary to learning and teaching in other areas
- bring benefit to teachers and leaders of Religious Education by providing an insight into the place of Catholic theology in Religious Education
- clearly present the uniqueness in Religious Education of Catholic theology and teaching that shapes a Catholic worldview
- open discussion to the variety of learners and diversity of views in the Religious Education classroom and insight into inclusive practice
- encourage discussion of the practical considerations needed for an engaging Religious Education program
- provide insight into evangelisation and catechesis within Religious Education

The resources below are designed to be unpacked in one hour sessions where the video and the framing paper provide the stimulus for the discussion. They will be utilised in different ways at different times for school communities, and can support:

- professional learning communities with a Religious Education focus
- preparation for school renewal and improvement processes
- new staff induction at school and system level
- Religious Education leaders' days
- leadership development programs

This professional learning opportunity can assist teachers in meeting the AITSL standards for professional renewal. In particular these sessions focus on:

- **Standard 1:** Know students and how they learn
- **Standard 6:** Engage in professional learning

# VIDEO 1



## Video 1: Religious Education

This video focuses on:

- the aims of Religious Education (RE) (p7)
- responding to contexts (p11)
- skills/dispositions (p17 diagram)

In the discussion the focus is on:

- Scripture as central to learning and teaching (p18) and effective pedagogy (p18)

### Process suggestions



1. **Watch** the video together.



2. **Review** the section of the video where Bishop Mark Edwards says: “expands students’ spiritual awareness and religious identity, fosters students’ capacities and skills for discerning, interpreting, thinking critically, seeking truth and making meaning and challenges and inspires students to serve others and engage with the Church and the world”. **Discuss** the difference between spiritual awareness and religious identity.

- How does your school pedagogical approach to Religious Education foster skills for discerning, interpreting, thinking critically, seeking truth and making meaning in RE?
- What is it about your school that challenges and inspires students to serve others; to engage with the world; to engage with Church?
- Is there room for improvement in these areas?

3. **Look** at the petal diagram that has been represented in the video. This is also illustrated on page 17 of the [\*Framing Paper on Religious Education in Australian Catholic Schools\*](#). In small groups, share some skills and dispositions that you have engaged with recently in your teaching of Religious Education or that you believe are especially critical. Explain why.

4. There are several questions posed in the discussion section of the video. Following each question, take a minute to stop and discuss your responses to these questions as a group.



The **questions** are:

- What factors do you consider for engaging the learner?
- What atmosphere or environment do you intentionally plan to enable the Religious Education classroom?

## VIDEO 2



### Video 2: The learning area at the heart of the school

This video focuses on:

- the introduction to the framing paper (p5)

In the discussion the focus is on:

- the principles and practices that inform learning and teaching in other learning areas are expected and evident in the Religious Education classroom (p18)
- Religious Education as a learning area (p18)
- priority given to, and leadership of, Religious Education (p18 & 19)

#### Process suggestions



1. **Watch** the video together.

2. In the opening section there are some key questions asked referring to Religious Education at the heart of the Catholic school. **Discuss** these questions:

- How is Religious Education at the heart of your school?
- How does this come to life in school policy and process?
- How is this reflected in attitude and action... how is this lived in your school?
- How are teachers of Religious Education leaders of learning across the curriculum?



3. **Discuss** what it might mean for Religious Education 'to bring faith into life?'

4. There are several questions posed in the discussion section of the video. Following each question, take a minute to stop and discuss your responses as a group to these.



The **questions** are:

- Good Religious Education should reflect the same principles and expectations that exist across other areas of the curriculum. How do you see this happening across the curriculum?
- All learning areas are expected to have rigorous scaffolded assessment that allows educators to make decisions as to whether learning outcomes have been achieved. What about assessment and Religious Education?
- The quality of learning and teaching in Religious Education needs to be as strong and effective as other areas of the curriculum. How do you enable this?
- How can the leadership of Religious Education be most effective?
- **Discuss** the importance of good professional development for Religious Educators.





## VIDEO 3



### Video 3: Religious Education in the mission of the school

This video focuses on:

- Religious Education in the Mission of the Catholic School (p6)
- the Religious Education teacher (p5)

In the discussion the focus is on:

- the teacher as witness (p19)
- student learning interacts with the religious life of the school and parish (p18)
- collaboration and engagement with families (p18)

#### Process suggestions



1. **Watch** the video together.



2. In the opening section of this video there are some key phrases used. **Discuss** both your understandings of these words and explore what they mean for the context of Catholic education (mission and evangelisation).

3. **Discuss** the interaction between Religious Education and the life of the school community.

4. The second speaker discusses the qualities of the Religious Education teacher. List the qualities and attributes you think the Religious Education teacher needs. Share and **discuss**.



5. For personal **reflection**:
  - What do you believe you bring to the Religious Education (RE) classroom?
  - Being a teacher of RE asks something of you. What do you think that might be?
  - What specific skills, knowledge and attitudes does the successful teacher of RE require?
  - If witness is a key factor, how do you think it impacts on students?
  - What do you think your students' parents think about your RE classes?



6. There are several questions posed in the discussion section of the video. At the end of each question, take a minute to stop and discuss your responses as a group. The **questions** are:
  - What impact does the faith of the RE teacher have for students?
  - How is the learning and teaching of RE complemented in other aspects of the school?
  - What have been some of the key experiences or moments that you have noticed in students, that have made a connection between Religious Education and life?
  - What is the place of the parish in the faith formation of the school?
  - How do we engage parents in RE?

## VIDEO 4



### Video 4: Learners

This video focuses on:

- Learners (p12)

In the discussion the focus is on:

- pedagogical approaches that are culturally and developmentally appropriate (p19)
- engagement with local communities, particularly for Aboriginal and Torres Strait Islander learners (p19)
- pedagogy in the early years of schooling (p19)
- curriculum in the senior years through a variety of pathways (p19)

#### Process suggestions



1. **Watch** the video together.

2. Take a moment to stop, reflect on and **discuss** the variety of learners in your classroom.



3. **Discuss** the current factors that may be influencing the learners in your classroom.

4. "Learners live in a variety of worlds." **Discuss** the impact of some of these worlds on your learners.

5. Learners come to the Religious Education (RE) classroom with different experiences of faith and religion or are new to this space. **Discuss** the range of students in your learning community and how this might impact their learning.

6. **Discuss** how RE can be a part of the faith journey of students.

7. There are three key words presented, take time to **discuss** their meaning - catechesis, new evangelisation and primary proclamation.



6. Consider the following **questions** together:

- How do you acknowledge the strength in the cultural diversity of your classroom?
- How do you engage local Aboriginal communities to enhance learning in RE?
- For those teaching RE in the early years, what strategies do you use to engage your learners?
- How do you plan learning informed by the multiple entry points of your learners?