



## CORNERSTONES

### TEACHER PREPARATION for PARTICIPATION IN CATHOLIC SCHOOLS

Teacher preparation for participation in Catholic Schools.

- A) Program framework
- B) Organization
- C) Subjects
- D) Module structure of each subject
- E) Contact

#### A) Program Framework

##### Framework

The Cornerstones program is designed to promote the following:

- Greater prominence and stronger orientation to critical interpretation and evaluation of culture
  - Present day cultural context expected to be foregrounded in an open and constructive way
  - Capacity and skills of discerning, interpreting and thinking critically are added as the opportunity to refute a closed theology
- Teachers as witness, moderator and specialist as a reconceptualist and dialogical strategy to promote post-critical belief
- Emphasis on using dialogue to establish an open and inquiring process – different interpretations of issues and problems are not avoided but used as a pedagogical dynamic.

##### Knowledge

1. Understand the faith dimension which underpins Catholic education
2. Identify and be familiar with foundational teachings, practices and documents for Catholic thought and action
3. Ground knowledge within its cultural context
4. Identify the features of a 'closed' theological outlook

##### Skills

5. Apply skills in critical interpretation and analysis of the impact of culture.
6. Approach the cultural aspects of Catholic knowledge and skills in an open and constructive way
7. Appreciate different interpretations of issues as a pedagogical dynamic rather than as a problem to be avoided

8. Communicate to students, parents and fellow teachers concerning the foundational teachings, practices and documents, their role in the church, and their importance to the life of the school.
9. Value and utilize dialogue as a mode of establishing an open and inquiring process
10. Access and utilize foundational teachings, practices and documents for catholic thought and action
11. Witness to, moderate and promote post-critical belief
<b>Application of knowledge and skills</b>
12. Implement strategies to promote post-critical belief
13. Exhibit an awareness of the features of contemporary culture and an openness to ground theological content within this ongoing context
14. Take responsibility for faith related school tasks and be accountable for their execution.
15. Develop an ongoing learning plan around the nature and ethos of the Catholic School
16. Build collaborative processes as integral to the Catholic school ethos and pedagogy
17. Be aware of the limitations of knowledge and skills acquired, work within these limits, and know where to seek further expertise

## B) Organization

<ul style="list-style-type: none"> <li>• <i>Duration</i>: Taught in a cycle over 2 years @ four subjects per year with one subject per school term</li> <li>• <i>Demand Hours</i>: 4 x (2hr modules + 3 hours reading, reflection, and discussion board/assessment) = 20 demand hours per subject</li> <li>• <i>Contact hours</i>: 4 modules x 2 hours per module = 8 contact hours per subject</li> <li>• <i>Sample Program</i>: Students can begin with any subject</li> <li>• <i>Online platform</i>: Blackboard + zoom</li> <li>• <i>Assessment</i>: Completion of four online posts x 500 words each per module, graded by the online lecturer as Met Requirements/Not Yet Complete = 2000 words per subject</li> <li>• <i>Mode</i>: Each subject can be taught in <b>extensive</b> mode and in <b>intensive</b> mode.</li> </ul>
--

## C) SUBJECTS

SUBJECT	CONTENT
Introduction to the Old Testament	<ul style="list-style-type: none"> <li>• The structure, nature and purpose of the Old Testament</li> <li>• Exodus and the formation of Israel</li> <li>• Hebrew prophecy and the role of the prophet in Israel</li> <li>• The Psalms and Writings – expressions of Israel’s relationship with God</li> </ul>
Introduction to the New Testament	<ul style="list-style-type: none"> <li>• Interpreting the person and mission of Jesus</li> <li>• Characteristics of the Gospels</li> <li>• New Testament Letters and early church growth</li> <li>• The Fourth Gospel and New Testament Christology</li> </ul>
Understanding the Gospels	<ul style="list-style-type: none"> <li>• The Gospel as the proclamation of the person and mission of Jesus Christ</li> <li>• Synoptic Gospels: Mark and Matthew</li> <li>• Luke’s two volume narrative</li> <li>• A unique approach: the Gospel of John</li> </ul>
Moral Decision Making	<ul style="list-style-type: none"> <li>• Conscience and its role in decision making</li> <li>• How is conscience formed to seek the good</li> <li>• Human dignity as a key element of Catholic moral framework</li> <li>• The pastoral care of pupils</li> </ul>
Catholic forms of prayer	<ul style="list-style-type: none"> <li>• Biblical prayer and meditation</li> <li>• Vocal prayer and contemplation</li> <li>• The Lord’s prayer and blessing prayers including Grace before and after meals</li> <li>• Catholic staples - The Hail Mary and the Rosary</li> </ul>
Introduction to the sacraments	<ul style="list-style-type: none"> <li>• The Sacramentality of all God’s creation</li> <li>• The community as sacrament of Christ</li> <li>• The foundations of Baptism and Eucharist</li> <li>• The spirituality and practice of reconciliation</li> </ul>
Introduction to Catholic Social Teachings	<ul style="list-style-type: none"> <li>• Biblical Foundations of Catholic Social Justice teaching</li> <li>• The dignity of the human person</li> <li>• The common good</li> <li>• The preferential option for the poor</li> <li>• Subsidiarity and Participation</li> <li>• Stewardship of Creation</li> <li>• Global Solidarity</li> <li>• Key points of a spirituality for justice</li> </ul>
Introduction to liturgy	<ul style="list-style-type: none"> <li>• Planning a worship service</li> <li>• Planning worship using music and our bodies</li> <li>• Hearing the word and responding to the word</li> <li>• Understanding the structure of the Mass</li> </ul>

## D) MODULE STRUCTURE OF EACH SUBJECT

<b>MODULE</b> <b>[Approx 2hrs including short breaks]</b>		<b>Learning Outcomes</b>
<b>Introduction:</b> 10 MIN	Introductory material	Model 8. Communication skills 9. Value dialogue
<b>Content:</b> 50 MIN	Input on topic as it relates to the Catholic School, backed up by an appropriate amount of notes, readings, podcasts, videos: all available on site The input session is recorded for those who miss out and those with poor connection (remote area)	<b>Knowledge</b> outcomes: 1 to 4.  10. Access and utilize foundational material for thought and action
<b>Discussion:</b> Depending on cohorts and particular schools can be run by a senior teacher from the school and by online lecturer 30-40 MIN	Areas for discussion: <ul style="list-style-type: none"> <li>• Clarification of content</li> <li>• How this learning impacts me personally?</li> <li>• Identify where this learning is at play in the Catholic school.</li> <li>• How has this input affected your understanding of the Catholic school?</li> <li>• What questions around this topic to students ask?</li> <li>• What questions around this topic to parents ask?</li> </ul>	5. Apply skills in critical interpretation ...  6. Approach the cultural aspects of Catholic ...  7. Appreciate different interpretations ...  11. Witness, moderate and promote post-critical belief ...
<b>Closing session</b> 15 MIN	<ul style="list-style-type: none"> <li>• Sharing of discussion points</li> <li>• Recapitulation of key content in light of discussion points</li> <li>• Reference to the upcoming session in two weeks time.</li> </ul>	8. Communicate ...
<b>Assessment:</b> Posts are read and commented on by online lecturer	500 word discussion board post on the reading: <ul style="list-style-type: none"> <li>• What are the main points (300 words approx.)</li> <li>• How has this impacted on you personally (100 words approx.)</li> <li>• How has this impacted on you professionally: e.g. things I have seen, things I have tried, etc. (100 words approx.)</li> </ul> <p>There can be variations on these across the range of subjects: e.g.</p> <ul style="list-style-type: none"> <li>• A newsletter piece I wrote on a topic</li> <li>• A discussion I had with a parent/class/teacher on the topic</li> <li>• A feature I introduced into classroom practice on the topic</li> <li>• Other ...</li> </ul>	10. Access and utilize foundational material for thought and action  12. Implement strategies to promote post-critical belief ...  13. Exhibit awareness of features of contemporary culture ...  14. Take responsibility for faith related school tasks ...
<b>Support and Resources</b>	<ul style="list-style-type: none"> <li>• Online lecturer available for discussion by email and phone</li> <li>• A nominated teacher in each school or Schools Office available for discussion</li> <li>• Schools Office support</li> </ul>	15. Develop an ongoing learning plan ...  16. Build collaborative processes as integral ...

	<ul style="list-style-type: none"><li>• Further reading and resources:<ul style="list-style-type: none"><li>○ Provided by the Schools Office</li><li>○ Provided by BBI-TAITE</li></ul></li></ul>	17. Be aware of the limitations of knowledge ...
--	--	--

## E) CONTACT

For information about our Cornerstones program please contact:

**Prof Gerard Moore**

**0491 201 214**

**[gmoore@bbi.catholic.edu.au](mailto:gmoore@bbi.catholic.edu.au)**