Faculty of Theology and Philosophy

Professional Formation Activities in Theology and Catholic Identity 2023

Aggiornamento Series in Open Learning ECSI101

CORE: Complete 12 introductory fully online modules in Open Learning

Self-paced

$30 per module

Payable upfront $360 through payment portal.

Complete all modules and receive 36 hours towards Catholic School or RE accreditation.

101 The Contemporary Context

102 A Personal God

103 The Great Tradition

104 Experiences of Encounter and Dialogue

105 Practising Dialogue: Rehearsing Perspectives on Topical Issues

106 Talking about Faith: An Invitation

108 The Faithful Imagination: Rehearsing Different Perspectives on Faith

109 The Moral Imagination: Rehearsing Different Perspectives on Morality

214 Mini Doing the ECSI Scales

110 Recontextualising Mark 8:25-34 (The Woman with the Haemorrhage)

210 Recontextualising John 8:2-11 (The Woman Caught in Adultery)

211 Recontextualising Acts 2: 1-21 (The Day of Pentecost)

Add-on 1: Be guided through the modules in learning community Zoom sessions of 1.5 hours on the dates below (Wednesdays 4.00-5.30pm).

Add $20 per module, i.e. *total payable* upfront $600 through payment portal.

Minimum 10 participants for learning community to proceed.

Complete all modules and receive 36 hours towards Catholic School or RE accreditation.

Wednesday April 26 4.00-5.30pm (RH and TB)

Wednesday May 10 4.00-5.30pm (RH)

Wednesday May 24 4.00-5.30pm (RH/TB)

Wednesday June 7 4.00-5.30pm (RH/TB)

Wednesday June 21 4.00-5.30pm (TB)

Wednesday July 12 4.00-5.30pm (RH)

Wednesday July 26 4.00-5.30pm (TB)

Wednesday August 9 4.00-5.30pm (TB)

Wednesday August 23 4.00-5.30pm (RH)

Wednesday September 13 4.00-5.30pm (RH)

Wednesday October 4 4.00-5.30pm (RH)

Wednesday October 18 4.00-5.30pm (TB)

Add on 2: Complete the full version of 214 The ECSI Web-Module (35-50 hours of online learning) to become more expert in the ECSI research.

Add $400 payable upfront through payment portal, i.e. *total payable* upfront $1000 through payment portal. Receive 83 hours towards Catholic School or RE accreditation.

RSVP: Registration and payments due in full 06 April 2022. To register and pay, contact:

- Dr Gina Bernasconi Catholic Education Diocese of Ballarat: gbernasconi@ceoballarat.catholic.edu.au
- Mr David Walker Catholic Education Diocese of Sandhurst: dwalker@ceosand.catholic.edu.au
- Mr Dominic Ryan Diocese of Sale Catholic Education Ltd: dryan@doscel.catholic.edu.au

OTHER QUESTIONS? CONTACT Associate Professor Robyn Horner ACU: robyn.horner@acu.edu.au

Meet the Creators of the *Aggiornamento* Resources in *Open Learning* and Facilitators of *Aggiornamento* Learning Communities

Associate Professor Robyn Horner is a teacher and researcher in the School of Theology and the Institute for Religion and Critical Enquiry at Australian Catholic University. In another lifetime, she taught Music and Religious Education in Catholic primary and secondary schools in Victoria. She 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.

Dr Teresa Brown is a teacher and researcher in the School of Theology at Australian Catholic University, having previously worked in Catholic secondary schools as a teacher and leader of Religious Education and Professional Learning. She 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.

About *Open Learning*

"OpenLearning is an online learning platform that goes beyond content delivery to focus on community, connectedness, and learner engagement."
Open Learning hosts many different providers to deliver high-quality learning materials for short courses, micro-credentials and award programs.

Module number and title	Learning intention	Summary
101 The Contemporary Context	To enable participants to identify and describe various factors within the current context that affect how we engage with religion.	Participants reflect on the ways in which factors such as secularisation and pluralisation have changed how individuals engage with institutional religions. Participants will then engage with research in Australia about religious identity, before examining the implications for Catholic institutions by means of the Enhancing Catholic School Identity research.
102 A Personal God	To enable participants to identify the source of Christian belief in God: revelation.	Participants consider the notion of Christian revelation as the possibility of coming to know God in person. They then examine the teaching on revelation from the Vatican II document, *Dei verbum*, and consider two types of thinking about revelation: propositional and relational. Finally, they look at the idea of symbols and how Christians believe that God communicates to human beings by way of symbolic mediation.
103 The Great Tradition	To enable participants to identify a Catholic understanding of tradition as it is expressed in Vatican II's *Dei Verbum* and to consider contextual processes that affect the handing on of tradition.	Participants consider the way in which tradition is understood in the context of Catholic faith and its connection with scripture as witness to God's revelation. They then examine the teaching on tradition from the Vatican II document, *Dei verbum*, and consider three understandings of the content of tradition expressed in the document: apostolic preaching, what was handed on by the apostles, and the growth in understanding that has taken place through the history of the Church. Finally, they look at the contextual processes of detraditionalisation and individualisation to the extent that they affect the handing on of tradition and consider the ways in which these processes are reflected in their own contexts.
104 Experiences of Encounter and Dialogue	To enable participants to recognise the nature of dialogic encounter.	Participants will reflect on the experience of encounter as surprise and examine biblical passages demonstrating Judaeo-Christian sources of openness to encounter as characteristic of openness to God. They will then consider some of Pope Francis' comments on dialogical encounter in *Fratelli Tutti*.
105 Practising Dialogue: Rehearsing Perspectives on Topical Issues	To enable participants to explore and practise a dialogical approach to engaging with topical issues and to reflect critically on the particularity of different perspectives.	The notion of dialogue underpins the recontextualisation of Catholic identity as one of the aims of the Enhancing Catholic School Identity (ECSI) Research. In this module, participants will explore the understanding of dialogue that underpins the ECSI Research. They will then be invited to engage a range of different perspectives on a current issue, namely *Australia's Immigration Detention Policies*, consider where they stand in relation to this issue and articulate the basis upon which they have come to this perspective. They will be asked to think about the ways in which the consideration of different perspectives interrupted or shifted their initial understanding and to reflect on the role and place of the Christian approach as they develop their own perspective.
106 Talking about Faith: An Invitation 1	To enable participation in dialogue about faith.	Participants practise face to face dialogue, either virtually (by Zoom, where there are 10 participants ready to meet) or physically (where a group has been set up to facilitate face to face interaction).
108 The Faithful Imagination: Rehearsing Different Perspectives on	To introduce participants to the various believing styles and attitudes about faith that people hold (reflected on the Post-Critical Belief Scale), and to enable	Participants will be introduced to the Post-Critical Belief (PCB) Scale, a tool that measures the typical believing styles or attitudes towards belief that people hold. They will be invited to think about their own attitude towards belief (where they stand on the PCB Scale), what this means for how they engage with the contents of faith, and how they might approach dialogue with people who hold attitudes towards belief that are different from their own. Through a process of perspective-taking, participants will be invited to

Faith	participants to practise perspective-taking on faith so as to develop skills in dialogue that respect and reflect a Catholic understanding of human dignity.	"step into the shoes" of people who hold the different believing styles and to bring to mind Catholic teaching on the dignity of the human person as they engage in open and respectful dialogue.
109 The Moral Imagination: Rehearsing Different Perspectives on Morality	To enable participants to engage critically with the particularity of different perspectives when developing their own response to contemporary moral issues.	Participants explore the particularity of two principles of Catholic Social Teaching (namely, the principles of *human dignity* and the *common* good) as they engage with a variety of perspectives on the issue of *the use of stem cells from aborted foetuses in the development of COVID-19 vaccines*. This issue has been given considerable coverage in the media and the responses from senior leaders in the Australian and New Zealand Churches have been varied. As participants explore the various perspectives, they will be invited to reflect critically on the basis upon which moral decisions are made, and the ways in which critical reflection and dialogue about different perspectives can help them to discern where they stand on moral issues.
214 Doing the ECSI Scales	To enable participants to understand and interpret the three main scales of the ECSI research: The Post-Critical Belief Scale, the Melbourne Scale, and the Victoria Scale.	This module provides participants with a theoretical and methodological framework for the ECSI instruments, allows them the opportunity to undertake the ESCI surveys, and provides them with the skills necessary to interpret the ECSI data. The module is hosted on the KU Leuven server in Belgium.
110 Recontextualising Mark 5: 25-34 The Woman with the Haemorrhage	To introduce participants to a stepped approach to recontextualisation.	Participants will be introduced to a 4-step approach to recontextualisation. They will then practise recontextualisation through application of the 4-step approach to the Gospel story of the Woman with the Haemorrhage (Mark 5:25-34).
210 Recontextualising John 8:1-11 The Woman Caught in Adultery	To introduce participants to a fourstep approach to recontextualisation and to enable them to engage this approach in the recontextualisation of the story of the Woman Caught in Adultery.	Participants will be introduced to a 4-step approach to recontextualisation. They will then practise recontextualisation through application of the 4-step approach to the Gospel story of the Woman Caught in Adultery, John 8:1-11.
211 Recontextualising Acts 2: 1-21 The Day of Pentecost	To introduce participants to a stepped approach to recontextualisation and to practise using this approach.	Participants engage critically with the Lukan account of the Pentecost in Acts 2**.** They will be taken through a four-step approach to recontextualisation, which allows for an exploration and consideration of different perspectives, and they will be invited to bring these perspectives into dialogue with their own perspectives. Moreover, they will be asked to consider the ways in which a recognition of the pluralising contemporary context might interrupt particular interpretations of the meaning of the narrative. At the end of the module, participants will be invited to think about the hermeneutical processes they use for thinking and reflection, and to name explicitly the impact that the use of these processes have had on their engagement with the text.