ECSI Glossary of Key Terms and Definitions

POST CRITICAL BELIEF SCALE	A theoretical model that profiles and measures the different attitudes towards religion that exist in an individual or a population as a whole. These attitudes or styles are, Literal Belief, External Critique, Relativism and Post Critical Belief (second naiveté)
Symbolic Belief **Second Naiveté** or Post-Critical Belief ***(Preferred Stance)***	The style of belief which recognises that God is mystery, never completely contained by limited human language and that a relationship with God is mediated symbolically and sacramentally
Literal Belief or **First Naiveté**	The style of belief based on the literal interpretation of religious texts and statements Literal Belief
Literal Disbelief **External Critique**	The style of non-belief based on literal interpretation of religious texts and statements or on the lack of visible evidence
Symbolic Disbelief **Awareness of Contingency**	The recognition that aspects of belief are dependent on their historical situation and therefore contingent
Relativism	The style of belief that regards religions as interchangeable options, human constructions where belief in a transcendent God is excluded

MELBOURNE SCALE	A theoretical model identifying from a theological perspective, five 'types' of school or ways of operating in today's culture. These are: Institutional Secularisation, Institutional Reconfessionalisation, Christian Values Education, Recontextualisation and Confessional. Elements of all 'types' may be found in an actual school
Recontextualisation of Catholic school identity ***(Preferred Stance)***	The school type that seeks to establish a holistic Catholic identity in the context of a secular and pluralist society by bringing the Catholic tradition and the surrounding culture into dialogue
Confessional based school	A school where the structures and practices are unreflective, taken for granted and remain as a residue of the school's earlier and older Catholic background

Ref: 'Framing the Identity of Catholic Schools' Prof Dr Didier Pollefeyt & Drs J Bowen
CEB in collaboration and with thanks to CEM

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Christian Values Education (Values education in a Christian perspective)	The school type that emphasises values and norms shared with the general population
Institutional Reconfessionalisation or simply Reconfessionalisation	The school type that actively seeks to situate the school's practice and life within a Catholic counter-culture, set apart from, and, in some cases, rejecting the surrounding culture
Institutional Secularisation or simply Secularisation	The school type that is becoming, or has become, completely immersed in the surrounding culture. It has lost or is losing, its connection to the Catholic Tradition

VICTORIA SCALE	A theoretical model from a pedagogical perspective which explores the ways in which a Catholic school, in a multicultural and multi-religious society, manages the challenge of defining its identity and exercises solidarity with the wider community. The schools are defined in the following ways: Monologue, Dialogue, Colourful and Colourless
Dialogue school *(Preferred Stance)*	A school in the midst of cultural and religious plurality that emphasises and promotes its (Catholic) foundations and inspiration while seeking to serve all, whatever their perspective or world view
Monologue School	The school type that adopts a 'closed' pedagogy emphasising the identity of its own (Catholic) sub-cultural group
Colourful school	A secularised and pluralist school environment where people relate to each other in a social, engaged and respectful way
Colourless school	A secularised and pluralist school environment where the relation between individuals remains free of engagement or obligation

Confessional	Based on religious beliefs and convictions
Detraditionalising	A process where day to day life becomes less and less informed by tradition that has previously provided a framework for action

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Hermeneutics	The art or science of interpretation; meaning making
Individualisation	An ongoing process in which I am developing my own identity from the many choices I have before me. I choose what I believe, how I understand myself and others and how I choose to act
Pluralising	The process where different minority religions and cultural groups become more accepted and visible in a larger group or society
Secularising	The process of decline in the influence (or control) of religion in systems, civil affairs, society and policies