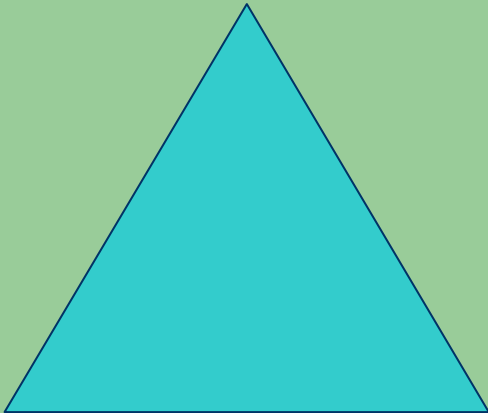


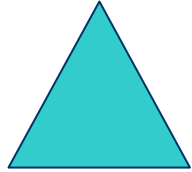
Coordinating Religious Education – A Trinitarian Image

RELIGIOUS EDUCATION
COORDINATORS

McAuley House

Thursday 28 January 2010

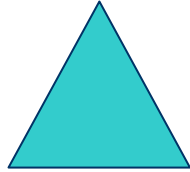




Song 'Creation' (*Sing for Life* 130)

Long, long ago, long, long ago
When all was darkness, deep and low.

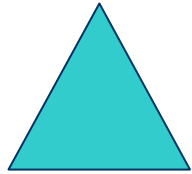
- 1 The voice of God called forth the light
To split the curtain of the night.
Then what was light he called the day,
While what was night in darkness lay.



Song 'Creation' (*Sing for Life* 130)

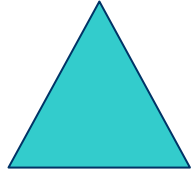
- 2 Then God divided earth and sea
And marked the place where each should be,
With mountains rising high and steep
And oceans spreading wide and deep.

- 3 The God called seeds to sprout and grow
And all the flowers that we know.
The trees and grass, both great and small
Blossomed when they heard his call.



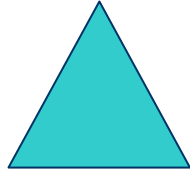
History

- The term – RE coordinator [Australia (1970), UK, USA, South Arica]



Your experience

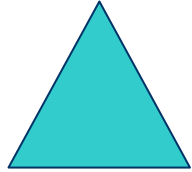
- How did you come to be an RE coordinator?
- What about your role is life-giving?
- What is death-dealing?



Song 'Creation' (*Sing for Life* 130)

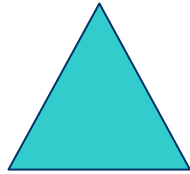
- 4 Then God said: 'Let the darkest night
Be filled with tiny glowing lights
He called the sun to light the day,
The moon to keep the dark away.

- 5 Then God called all that swim and fly,
The creatures of the sea and sky,
And all the creatures of the land
Were shaped and formed by God's good hands.



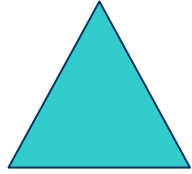
Song 'Creation' (*Sing for Life* 130)

6 When all was done God loved it all,
The dewdrop and the waterfall,
The timid creatures and the strong,
The robin's and the thrush's song.

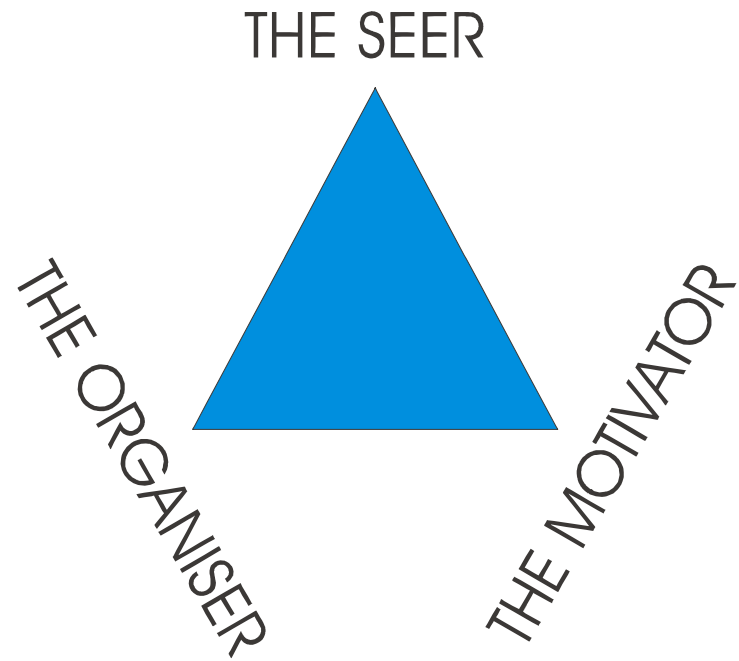


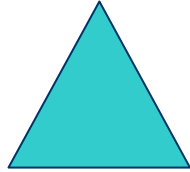
Creation

- God said: “Let us make human beings in our own image and likeness.”
THE SEER [Genesis 1:26]
- God took some earth and gave shape to a human being, Adam.
THE ORGANISER [Genesis 2:7a]
- God breathed life into Adam.
THE MOTIVATOR [Genesis 2:7b]



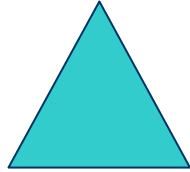
A Trinitarian Image





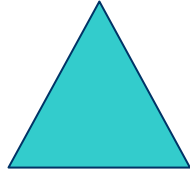
The Seer

- A vision for religious education
- A realization of the potential of religious education for human development
- Current understanding of the issues involved in religious education
- Deep knowledge of the possibilities available in the religious education curriculum and how this can be translated into practical programmes



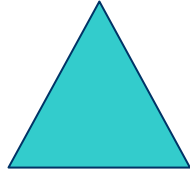
The Organiser (Coordinator)

- **Coordinate:** to bring (parts etc.) into a proper relationship; to work or cause to work together efficiently
- *I approach the role as a manager who is **bringing together** all of the expertise of colleagues and organizing the various strands to achieve a coherent programme of teaching and learning. (JR 9)*
- **Colleagues and strands** (people and programmes)



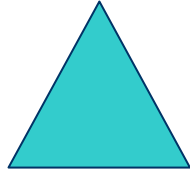
The Motivator

- Inspire and motivate students, other teachers and the administrative arm of the school
- Witness – the credibility of RE teachers is under constant scrutiny (*Modern man listens more to witnesses than teachers - Paul VI, Evangelii Nuntiandi 41*)
- Excellent rapport with people, especially members of the RE faculty (*The Understander of the Human – Richard Rymarz*)



A Trinitarian Image

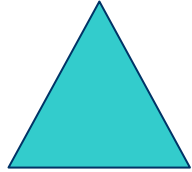
RYMARZ	GENESIS	ROLES
Seer	God imagines	Initiator
Organiser	God shapes	Coordinator
Motivator	God inspires	Animator



Song 'Creation' (*Sing for Life* 130)

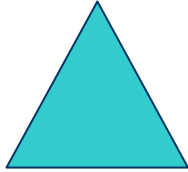
- 7 He searched the sea and sky above
To find one who would share his love.
When none was found, his plan unfurled,
God made a man to share his world.

- 8 He made a man and woman too
To share his world so bright and new,
To love the earth, the sea and sky,
The creatures, fish and birds that fly.



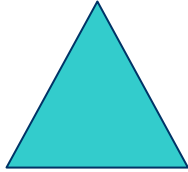
Song 'Creation' (*Sing for Life* 130)

- 9 God gave them all to man to show
His special love, long, long ago.
God gave them all to man to show
His special love, long, long ago.



Qualities Subject Knowledge

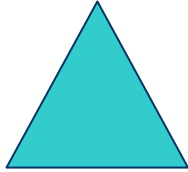
- support colleagues with subject knowledge
- obviously someone with a high degree of subject knowledge
- ability to disseminate ideas
- suggest lesson content ideas
- able to give advice to staff
- confident of subject knowledge
- knowing the key principles for learning about someone else's way of life (JR 28)
- understanding RE theory which is not the same as subject knowledge. (JR 28)



Skills

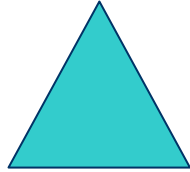
Effective RE coordinator needs to develop a complex range of skills (RR)

- being aware of what is being taught from Reception to Grade 7 and/or Grade 8 to Grade 12
- monitoring and assessment
- updating colleagues re national and local developments
- assessing progress in RE throughout the school
- auditing and developing resources
- modelling good practice in RE lessons
- making parents/governors aware of the content of RE in the school (JR 28)
- an awareness of the links between RE and other learning areas



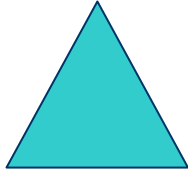
Skills

- raising the profile of RE in school
- fostering an interest in creativity in RE
- understanding the possibilities RE offers children in terms of attitudes and skills as well knowledge of other religions
- able to motivate teachers to understand their strengths and weaknesses and build on them (JR 28)
- able to *champion* RE in school being prepared to seek resources, training for colleagues and sufficient time to teach the subject (JR 16)
- supporting colleagues in the planning of schemes of work



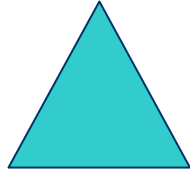
Personal qualities

- having an open mind
- being helpful, willing and approachable
- communicating well with others – able to give advice and support to colleagues
- enthusiasm
- seeing the value of difference
- taking an interest in the different backgrounds of children and staff
- ability to inspire colleagues with confidence
- being aware and sensitive to the difficulties some teachers have in teaching RE
- a determination to fight for RE



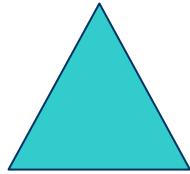
Personal qualities

- encouraging colleagues to try new ideas
- willing to use a wide range of techniques and strategies to enthuse pupils
- sensitivity and wisdom in helping colleagues recognize that RE *does* make a valuable contribution to children's learning (JR 10)



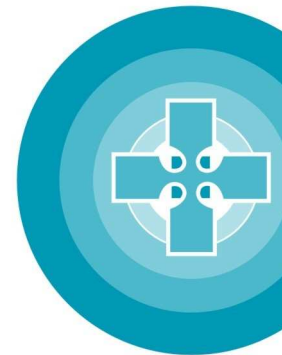
Personal and Professional Development

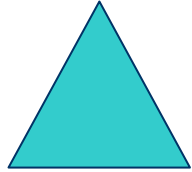
- What opportunities are there for me as an RE coordinator to develop myself personally and professionally?
- How can I avail of these opportunities?



Development Opportunities

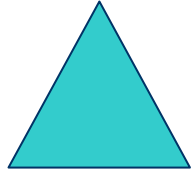
- Professional Society of Religious Educators
- RE Programmes at St Augustine College





Leadership and Management

- The one factor that affects the quality of RE more than any other is the leadership of the subject. (www.ofsted.gov.uk HMI 2001) (JR 8)

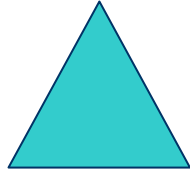


Leadership and Management

RE Coordinators exercise leadership by:

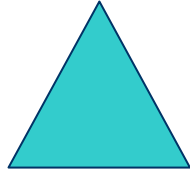
- inspiring faith;
- sharing the vision;
- building community;
- enriching learning; and
- managing resources

(CEO Canberra & Goulburn)



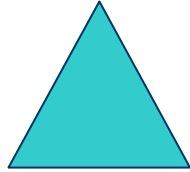
Leadership and Management

- Sue Foster states that “probably the single most significant influence on the position of RE in any school is the support of the headteacher and the senior management team (1999: 7) (JR 16)



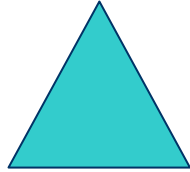
Leadership and Management

- The need to 'champion' the subject will depend on the coordinator but it is largely an indication of the status of RE in the school. Headteachers, governors, staff, parents and pupils may be involved in either raising or lowering the status of the subject by their own perceptions of what RE is about. (JR 17)



Advertisement

- (apologies to Lat Blaylock)
- **WANTED:** RE Coordinator for Hopeville RC Primary School
- **PERSON SPECIFICATION:** The successful candidate will have the wisdom of Solomon, the patience of Job, the personal charisma of the Holy Spirit and the strength and stamina of Samson. An ability to walk on water would be an advantage but candidates without this qualification may be considered.

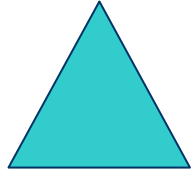


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RESPONSIBILITIES INCLUDE:

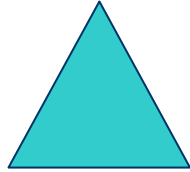
- ending xenophobia
- eliminating prejudice
- resourcing all other teachers so that they know what they are doing
- answering all theological questions from four to eighteen year olds
- providing grief counselling following the loss of hamsters, goldfish etc.
- eagerness to tidy the RE room and library on a daily basis

REMUNERATION PACKAGE: no salary but a year's free supply of Church and departmental documents.



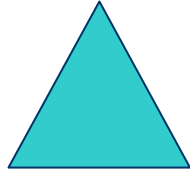
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Is
there
anybody
out
there?



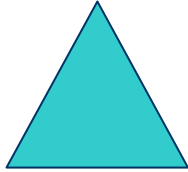
Roles and privileges

- Status given to RE coordinators within schools (RR)
- A position on the school management team (HOD Religious Education)
- Adequate time to do the job
- A budget
- Opportunity for professional and personal development



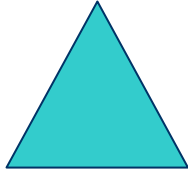
Selection Criteria (CEO Melbourne 2005)

- **Selection Criteria (CEO Melbourne: Leadership in Catholic Schools: The Role of the Religious Education Coordinator, August 2005)**
- **In appointing a Religious Education Coordinator, essential selection criteria include:**
 - **A Catholic who has demonstrated commitment to the beliefs and practices of the Catholic Church**
 - **Graduate Diploma in Religious Education (or equivalent)**
 - **Victorian Institute of Teaching registration**
 - **Substantial and successful experience of teaching religious education**
 - **Substantial and successful experience in teaching and learning**
 - **An understanding of the nature, purpose and practice of religious education**
 - **Demonstrated leadership skills.**



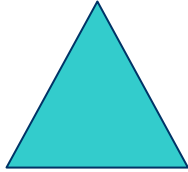
Essential Criteria for Selection (Archdiocese of Sydney, 2007)

- The selection of a Religious Education Co-ordinator is based upon the suitability of the applicant for the particular appointment and the degree to which he/she meets the following essential criteria:
Qualifications and Experience
- A Catholic with an appreciation of and active commitment to Catholic life and practice.
- Four year trained classification.
- Credible academic strength in the field of Religious Education appropriate to the position of coordinator.
- Accreditation to teach Religious Education.
- In general, at least five years experience in teaching Religious Education.



Religious Leadership

- A commitment to and ability to articulate an understanding of the Catholic tradition and its contemporary expression.
- A demonstrated knowledge of and ability to assist in promoting the Catholic life of the school and the Religious Education program.
- A capacity to develop and enhance school/parish relationships and school/ family links in relation to faith development.

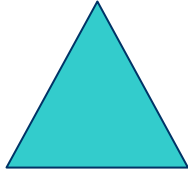


Leadership for Learning

- Credibility as an effective classroom teacher.
- Familiarity with Religious Education curriculum documents and demonstrated ability to reflect the spirit of these documents in classroom practice.
- Capacity to lead staff in the implementation of these curriculum documents.

Human Resources Leadership

- Capacity to lead and develop staff at individual and whole school level.

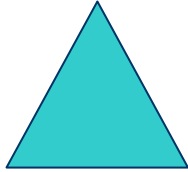


Strategic Leadership

- Capacity to contribute to the development and systematic implementation of the school's Strategic Leadership and Management Plan.

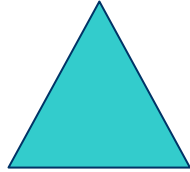
Organisational Leadership

- Effective management skills.
- Effective skills in information, communications and technology.



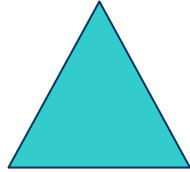
Personal Dimensions

- Demonstrated ability to successfully engage in the personal dimensions of leadership.
- Proven ability to work cooperatively as an effective team member.
- Capacity to learn and commitment to continuing development.
- For specific schools, additional desirable criteria may be developed by the Principal and/or relevant CEO personnel and applied at the time of short-listing.



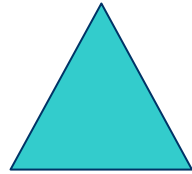
Resources

- *Signs of God's Presence* (CaSPA-CIE)
- *The Roles and Responsibilities of the Religious Education Co-ordinator in a Catholic School* (CSO Johannesburg & Pretoria)
- Judith Robinson. 2006. "What Makes a Good Primary RE Coordinator?"
http://www.farmington.ac.uk/documents/new_reports/TT193.pdf
- Richard Rymarz. 1998. "The Religious Education Coordinator and the Curriculum: A Fourfold Approach" *Word in Life* 46(2), pp 28-32



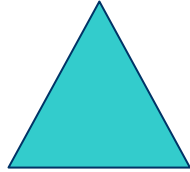
Where to Now?

- From vision
- Horizons and heights: see like the sun
- Through discernment – seeing the potential in your situation and prioritising
- To practice



What's in a Name?

- RE Coordinator?
- HOD Religious Education?



A Trinitarian Image

RYMARZ	GENESIS	ROLES
Seer	<i>God imagines</i> Initiator	Leader
Organiser	<i>God shapes</i> Coordinator	Manager
Motivator	<i>God inspires</i> Animator	Coach