2.4

Support Material Unit:2

for RE Framework Outcome 2.4

Topic: Change and continuity in Josephite ministry

STANDARD:	**2** (Years 4 & 5)
Believing	
KEY IDEA:	**4**

Website: Updated electronic copies of this and other Units are available at

http://re.cesa.catholic.edu.au

Status of Unit

The Support Material Units are designed to accompany the *Crossways Religious Education Framework* as a set of resources and samples to illustrate how each of the Framework Learning Outcomes could be expressed and achieved. It is assumed that teachers who choose to access these Support Material Units will adapt and develop them as a result of their own professional experience. In responding to local needs, school religious celebrations, special events and the other 'teachable moments', teachers are encouraged to develop their own units, faithful to the Framework Learning Outcomes. Such professional initiative is strongly encouraged.

This unit package suggests a topic and teaching and learning ideas that assist students achieve a particular RE Learning Outcome. There would be other topics and unit designs that would also enable students to achieve the Framework Learning Outcome. There may also be other Learning Outcomes that could be linked with this topic (see the *Exploring Other Possibilities* section). *Crossways* Section B-10 provides supporting documentation about how to interpret and use Support Material Units.

Some Support Material Units has been developed by Catholic Education South Australia utilising the Parramatta *Sharing Our Story* Curriculum, and grateful acknowledgment is given to the Parramatta Catholic Education Office for its permission to use and adapt its *Sharing Our Story* materials.

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UNIT OVERVIEW Change and continuity in Josephite Ministry Unit 2.4-1

Unit Focus

In this unit, students research the response of Mary MacKillop and the early Josephite Sisters to social issues of their day. They compare this with the ministry of Josephite charism today observing change and continuity.

STANDARD	ESSENTIAL LEARNINGS
2 (ie Years 4 & 5 typically) **STRAND: BELIEVING**	*Learners will engage with the Essential Learning of:* ***Identity -*** ***Interdependence –*** ***Thinking*** ***Futures*** ***Communication***

KEY IDEA	SPECIFIC UNIT OUTCOMES
Church and community **Students critically reflect on change and continuity in the praying, believing, living and celebrating Church as it engages the world**	*By the end of this unit, students should be able to:* 01 Research aspects of the life of the Catholic Church in Australia 1800-1900, in particular its response to social problems. **02** Examine the particular contributions made by Mary MacKillop and Julian Tenison Woods. **03** Research the life of Mary MacKillop and the Sisters of St. Joseph in terms of change and continuity in relation to ministry. **04** Discuss the relevance of the Josephite Charism as a model of faith for today.
F/W LEARNING OUTCOME	
2.4 *Towards the end of this Standard, the student…* **Researches and presents examples of the mission of the Church to proclaim the Good News Of Jesus**.	

CATHOLIC TRADITION STATEMENTS

Many of the following concepts are expanded in the *Theological and Educational Background* section, together with scripture references where relevant.	**Double Page**
• As members of the Catholic community people are invited into a personal relationship with God.	3.4
• Different religious traditions have their own ways of recognising and living the presence of God in their midst.	
• Jesus modelled a powerful example of God's love for all people. He demonstrated the need for Christians to be just; compassionate and inclusive in their treatment of others.	
• Members of the Christian community are called to discover their gifts and talents and use them for the good of the community.	
• When people use their gifts they are serving the community and helping to spread the Reign of God.	

INVITATION TO FAITH

Within this unit students can be invited to:

- Discuss the Church's work and its mission
- Reflect on their own relationship with God and on how they respond to this relationship.

STUDENT CONTEXT

At this age students often have the desire for greater relevance and personal meaning in their lives. They are exploring seemingly competing options about life e.g. faith, lifestyle sexuality, career and study. Consequently, identities may become fragile or confused, and undergo periods of formation and reformation. The Christian tradition has much to offer in affirming students' personal quests for identity and vocation.

FRAMEWORK OUTCOME SEQUENCE

Outcome 1.4	**Outcome 2.4**	Outcome 3.4
From previous Standard	*Outcome from this Standard*	*From next Standard*
Identifies special people, symbols, rituals and places associated with the Catholic community to develop a sense of identity	Researches and presents examples of the Church's mission to proclaim the Good News.	Evaluates the Church's mission to be an inclusive and celebrating Eucharistic community and explores the Church's work for religious unity and peace.

EXPLORING OTHER POSSIBILITIES

RE Framework Outcome	**2**	Other Options	x.x

CURRICULUM LINKS

Other Learning Areas:

The Arts: Drama, Music and Visual Arts

English: Text and Context, Language

ICT

Society & the Environment: Society and Cultures

Made in the Image of God (formerly FLE)

Being Sexual

THEOLOGICAL AND EDUCATIONAL BACKGROUND

One of the insights of the Vatican II Council is the understanding that God reveals Godself within history, and particularly in the life of Jesus Christ. The life, death and resurrection of Jesus reveal the nature of faith, for Jesus in every aspect of his life is one who entrusts his whole being to God and strives to do God's will. When we look at the ministry of Jesus we see that he also calls others to live a life of faith. All Christian ministry is rooted in the mission and ministry of Jesus and his proclamation of the reign of God and in undertaken on behalf of the community.

The Vatican 11 Council explored the 'Communion of Saints, a rich symbol that speaks to us of relationship and helps us to understand that we belong to a community of people living and dead who are graced by God and who are in turn, models of faith. The saints are our companions as we strive to live the Christian life today. In the 'communion of saints' we find women who have courageously given flesh to Gospel values and who are models of discipleship and people of faith.

The saints are best understood within their own historical and cultural contexts, for only then can we really appreciate the radical nature of their lives. They see the needs of the people of their time and strive to respond to such needs. Without this attention to context the saints can too easily become romanticised to the point where they can seem irrelevant to our lives today.

Pope John Paul 11 declared Mary MacKillop 'Blessed' in Sydney, Australia in 1995. Her canonisation in Rome followed 16 years later, giving Australia its first canonised saint. Pope Benedict XVI proclaimed Mary's sainthood during a Canonisation Mass, in the presence of many thousands of people and streamed live around the world. Mary's canonisation invites us to come to a new conversion of heart so that we, like her, can continue to make a difference in our world.

The Sisters of St. Joseph of the Sacred Heart were founded in Penola, South Australia in 1866 by Mary MacKillop, and an English priest Reverend Julian E Tenison Woods. From the beginning they have lived among people, sharing daily life and responding to the needs of the day.

Today, men and women who are imbued with the charism of Mary MacKillop and Julian Woods are working with the Sisters or within different Josephite bodies which strive to serve God's people in a Josephite way in order to further God's reign.

Matt 4: 18-22 The call of the disciples

Matt 5-7 The Gospels change our values

Lk 3: 16-20 The beginning of the Galilean ministry.

RESOURCES

Teachers are encouraged to explore and use a wide range of contemporary resources and literacies. Following is a small section.

General

- CRIS http://www.adelaide.catholic.org.au/sites/CatholicResourceandInformationService/
- Your own school's library database and RE intranet site.

Student

Bernadette Doyle, Lila El-Hage, Anne Walsh, *The Story of Mary MacKillop: Australia's first saint,* John Garratt Pub, 2010

Key References

Teacher

'The Catholic Church in South Australia', David Hilliard.

www.adelaide.catholic.org.au

Bernadette Doyle, Lila El-Hage, Anne Walsh, *The Story of Mary MacKillop: Teacher Text,* John Garratt Pub, 1995.

Web and eLearning

A major website of the Sisters of St Joseph with a number of drop-down menus and links covering most significant people, events and topics in the Mary MacKillop and Josephite story from the past and into the present.

http://www.sosj.org.au/about/index.html

A website from Flinders ranges research. Has numerous links to people, places and events in the Mary MacKillop story.

http://www.southaustralianhistory.com.au/mackillop.htm

A website from Catholic Australia and has links to Mary MacKillop under the headings 'Her Personality' and 'Her Spirit'

http://www.catholicaustralia.com.au/page.php?pg=prayer-marymckillop

This website contains information and links related to Mary MacKillop Place at Mount Street North Sydney.

http://www.marymackillopplace.org.au/about/index.asp

This website provides information about the beatification and process for canonisation of Blessed Mary MacKillop.

http://www.sosj.org.au/mary/sainthood.html

DVD

- 'Mary' – a film by Kay Pavlo; Australian Film Corporation, 1994 (90 min)
- 'That Very Troublesome Woman – The Dramatic Search for Mary MacKillop' written by Dion Boehme and produced and directed by John Mabey – 60 minutes

Museum Displays

Gallery 1 19th and 20th Centuries:
- Mary MacKillop and Julian Tenison Woods
- 10 pioneering Sisters
- Evolving Sisters' ministries
- Canonisation

Gallery 2: 21st Century:
- An expanding understanding of what it means to be *'Josephite'*

TEACHING, LEARNING AND ASSESSMENT STRATEGIES

The variety of strategies below are grouped into the four quadrants of the *Integral Learning Theory Model* of Julia Atkin (http://www.sacsa.sa.edu.au/link.asp?ID=FRAMEWORK:K2.2B:TAG).

Quadrant A (Blue): KNOW THE THEORY - Strategies that involve clarifying, analysing, defining, debating, formulating, establishing procedures.

- Design a concept map illustrating change and continuity in relation to Josephite Ministry past and present. (O1)
- Students debate the topic, "Making a positive response to the needs of our world is an essential ingredient of Christian faith."
- Visit the Mary MacKillop museum giving focus to information about the response of Mary MacKillop, Julian Tenison Woods and the early sisters' response to social problems.
- Write a report on your findings: 'What I have discovered about the ways in which Mary MacKillop and the early Sisters responded to social problems'

STANDARD:	**2**	(ie, Years 4 & 5 typically)	
KEY IDEA: Church and community	**4**	Students critically reflect on change and continuity in the praying, believing, living and celebrating Church as it engages the world	**STRAND:** Believing
RE F/W LEARNING OUTCOME 2.4	**03**	Research the life of Mary MacKillop and the Sisters of St. Joseph in terms of change and continuity in relation to ministry.	
	04	Discuss the relevance of the Josephite Charism as a model of faith for today.	

Quadrant B (Green): KNOW THE FACTS AND HOW TO - Strategies that involve gathering information, following rules and procedures, consolidating facts, developing skills

- Visit the Mary MacKillop Museum* and record past and present examples of Josephite ministry, giving focus to change and continuity
- Brainstorm and record what you know about the life and ministry of Mary MacKillop and Julian Tenison Woods.
- Visit the Josephite website to discover the variety of ministry undertaken by the Josephite Sisters today.
- Interview a member of the Sisters of St. Joseph of the Sacred Heart to discover ways in which the members of this Order understand the significance of Josephite ministry today.
- In small groups research aspects of the life of the Catholic Church in Australia in Australia, between 1800-1900.

* *Situated at 19 Phillips Street, Kensington, SA*
For enquiries/school group bookings:
Phone: 08 8130 5900 email: infosa@sosj.org.au

TEACHING, LEARNING AND ASSESSMENT STRATEGIES

Assessment: strategies listed on this double page can be selected and negotiated with students for assessment purposes, and can include: Self, Peer and Teacher assessment, Informal/Formal and Formative/Summative assessment, assessment *for*, *of* and *as* learning, etc.

Quadrant D (Yellow): KNOW CREATIVELY AND LATERALLY - Strategies that involve exploring, designing, developing models, finding patterns, metaphor-making, connecting

- Develop a KWL chart around the theme: The Australian church 1800-1900.
- Design a pamphlet that describes the ministry of the Sisters of St. Joseph of the Sacred Heart today.
- Create a class mural illustrating Australian society, it's social problems and the early Josephite response to these.
- Following a visit to the Mary MacKillop museum, create posters illustrating examples of ministry of the early Josephite Sisters.
- Create masks portraying the qualities of Josephite charism.

Unit Outcomes

O1 Research aspects of the life of the Catholic Church in Australia 1800-1900, in particular its response to social problems.

O2 Examine the particular contributions made by Mary MacKillop and Julian Tenison Woods.

O3 Research the life of Mary MacKillop and the Sisters of St. Joseph in terms of change and continuity in relation to ministry.

Quadrant C (Red): KNOW BY RELATING AND FEELING - Strategies that involve discussing, experiencing, sensing, intuiting, relating to self/others, expressing, developing attitudes

- Students work in groups to present their findings using creative processes such as drama, dance, collage and poetry.
- Following a visit to the Mary MacKillop museum, research in pairs, the life and ministry of someone who was significant in the life of Mary MacKillop. Create a series of "Who am I?" cards. Find another pair, swap cards and try to guess the identity of the person.
- In small groups discuss the relevance of Josephite ministry past and present. Consider, 'In the past did Mary MacKillop and the early Sisters respond effectively to the social needs of their time? Are those involved with the Josephite charism today doing so?
- Drawing on this unit of work students could prepare a liturgy based on the theme: Mary MacKillop a model of faith in action.

A SAMPLE UNIT OF TEACHING, LEARNING AND ASSESSMENT STRATEGIES

The following teaching and learning pathway models how teaching, learning and assessment strategies from the previous pages can be selected and structured into a teaching program.

Topic Name: Change and continuity in Josephite ministry. Unit x.x-x

STANDARD: 2.4	(ie, Years 4 & 5 typically)	**ELs:** C, T
Key Idea: Church and community **Students critically reflect on change and continuity in the praying, believing, living and celebrating Church as it engages the world**		
SPECIFIC LEARNING OUTCOMES	**O1**	Research aspects of the life of the Catholic Church in Australia 1800-1900, in particular its response to social problems.
	O2	Examine the particular contributions made by Mary MacKillop and Julian Tenison Woods.
	O3	Research the life of Mary MacKillop and the Sisters of St. Joseph in terms of change and continuity in relation to ministry.
	O4	Discuss the relevance of the Josephite Charism as a model of faith for today.

ASSESSMENT APPROACH OVERVIEW ***for assessment for/of/as learning.***	**Outcome links**
The following teaching and learning pathway models how teaching, learning and assessment strategies from the previous pages can be selected and structured into a teaching program.	O1 & O3 O2

01		**Notes**
Focussing and Introductory Activities		
❖ In small groups research aspects of the life of the Catholic church in Australia, between 1800-1900, particularly its response to social problems and develop a KWL chart around this theme.	**T**	**If all the unit outcomes are covered at the depth suggested here, this unit would have …. lessons of 45 mins.**
Students work in groups to present their findings using creative processes such as drama, dance, collage and poetry.	**C**	
O2 Examine the particular contributions made by Mary MacKillop and Julian Tenison Woods.		**2-3 lessons**
❖ Brainstorm what is already known about the life and ministry of Mary MacKillop and Julian Tenison Woods noting their response to social problems.	**T** **I**	

❖ Visit the Mary MacKillop museum noticing any information about the response of Mary MacKillop, Julian Tenison Woods and the early sisters' to social problems.

TO3 Research the life of Mary MacKillop and the Sisters of St. Joseph in terms of change and continuity in relation to ministry.

T
I

3-4 lessons
Alternatively following
After visit to the museum, in small groups create posters illustrating examples of ministry of the early Josephite Sisters.

❖ Create a class mural illustrating Australian society, its social problems and the early Josephite response to these.

It would be helpful to have displayed some photographs of life in Australian cities /rural areas between 1800-1900

❖ Write a report on your findings: 'What I have discovered about the ways in which Mary MacKillop and the early Sisters responded to social problems'.

T
I

O4 Discuss the relevance of the Josephite Charism as a model of faith for today.

F

2 lessons

❖ In small groups discuss the relevance of Josephite ministry past and present- consider, 'In the past did Mary MacKillop and the early Sisters respond effectively to the social needs of their time? Are those involved with the Josephite charism today doing so?'

T
I
F

❖ Drawing on this unit of work students could prepare a liturgy based on the theme: Mary MacKillop a model of faith in action.

C

❖

❖

Crossways Section B-10 provides supporting documentation about how to interpret and use this and other Support Material Units.

Essential Learnings and Key Competencies Legend

Essential Learnings		Key Competencies	
C	Communication	**KC1**	Collecting, analysing and organising information
F	Futures	**KC2**	Communicating ideas and information
Id	Identity	**KC3**	Planning and organising activities
In	Interdependence	**KC4**	Working with others in teams
T	Thinking	**KC5**	Using mathematical ideas and techniques
		KC6	Solving problems
		KC7	Using technology