

THE MONDAY MANUSCRIPT

Resources for educators in
Anglican schools.

ABSTRACT

Resources and information
to support religious
educators in Anglican
schools.

Vanessa Gamack
Anglican Schools Commission SQ

Contents

Pray Daily	2
Dying to Know – A Professional Learning Opportunity	3
Climate Pastoral Care – A Professional Learning Opportunity	5
Narragunnawali News – Professional Learning and Resources.....	7
The Roscoe Resources.....	9
An Ethics of Water - Water of Baptism, Water for Life.....	10
An Ethics of Social Media -	11
Tweet Others as You Wish to Be Tweeted	11
Stunning Digital Resources.....	13
NAIDOC WEEK – Always Was, Always Will Be.	15
A Brilliant Conversation with Russell Brand	17
The Purpose of Education	18

The image on the cover is from the Chapel at
St Luke’s Anglican School in Bundaberg.

Pray Daily

May we pray for our colleagues in all Anglican schools.

Date	School
July	
20	West Moreton Anglican College , Karrabin: Principal – Geoff McLay; Chaplaincy team – Louise Orpe, Brenda Davis & Juliana Bate; Chair of College Council – Ian Lupton; members of School Council; staff & students
21	All Saints Anglican School , Merrimac: Headmaster – Patrick Wallas; Chaplain – Ann McGuinness; Chair of School Council – John Fradgley; members of School Council; staff & students
22	St John's College UQ : Rose Alwyn – Warden; Chaplain – Ceri Wynne; Chair of Council – John Peden; members of College Council; staff & students
23	St Francis Theological College , Milton: Principal – †Jonathan Holland; Academic Dean – Peter Kline; staff; sessional lecturers & students
24	Anglican Schools Australia Management Committee and Member Schools: President – Peter Laurence
25	All Anglican Schools Business Managers/Bursars and Senior Leaders
26	State School Teachers

Dying to Know – A Professional Learning Opportunity

Many of you will know that our entire community has been saddened by the deaths of a number of past and present students. Some of you might remember the brilliant **Dr Sarah Winch**, who was the keynote speaker at one of our RE PD days on Philosophy and Ethics. Dr Winch is a keynote speaker at another conference talking about death, at Old Bishopsbourne on 8 August, 2020

<https://www.eventbrite.com.au/e/lets-talk-about-death-tickets-111573298740>

9.30am – 10.50am Workshop

Lecture Room 1

Aunty (Dr) Rose Elu – 20 mins

Dr John Rosenberg – 20 Mins

Discussion – 30 mins

Old Bishopsbourne

Dr Sarah Winch – 25-30 mins

Bishop Jonathan Holland – 10-15 mins

Discussion – 30 minutes

10.50am – 11.10am: Morning Tea

(Speakers swap rooms)

11.10 – 12.30: Workshop repeat

12.30 – 1.30/2.00pm: Death Café (BYO Lunch)

Guest Speakers

Associate Professor Sarah Winch

Associate Professor Sarah Winch is an Australian health care ethicist who advises government and industry. Sarah works at the intersection of social theory, philosophy and healthcare and is based at The University of Queensland, Faculty of Medicine. Her expertise is sought by the Australian media (radio, television, online blogs and information sites) and healthcare professional associations. She is a member of the Australian Health Ethics Committee contributing to national guidance on complex ethical issues on the conduct and governance of research, mitochondrial transfer, neonatal organ donation and healthcare resource allocation in pandemics. Sarah's theoretical interests involve understanding ways of knowing such as science, philosophy, mysticism, and how that translates to action, understanding and wisdom in healthcare. A prolific author, she contributes to, and critiques the



academic literature in her field and writes regularly for the community. Her latest book published by University of Queensland Press is "The Best Death. How to Die Well".

Aunty (Dr) McRose Elu

Aunty Rose Elu was born on Saibai Island top western Torres Strait. Father side Chieftain Clan, (Saibai Koedal) Mother (Thabu Clan). Her family moved from Saibai Island in the late 1940's to the tip of Australia, the land was given to her family by the traditional owners currently known as SEISIA. Aunty Rose spent her childhood, primary & Secondary education at Bamaga. Aunty Rose left to do further extended studies in Melbourne and lived there for 17 years. She later moved up to Brisbane to do academic studies at the University of Queensland. She has a BA double major in Anthropology & Political Science, post graduate study at the University of Hawaii, including a PhD program on Customary Law. Aunty Rose has been a Public Servant for over 20 years, working for various State Government Departments. Aunty Rose is also a member in various Aboriginal and Torres Strait Islander organisations, including Association of Social Anthropology in Oceania, Association of Education in the Pacific. She is a worldwide traveller and has presented various papers at the Forums and Universities throughout the world, most recently at United Nations on Climate Change. Aunty Rose also sits on various committees at the Anglican Church of Australia, Church Warden Anglican Non-Geographic Parish, Diocese of Brisbane. Aunty Rose currently works for Relationships Australia Queensland as Relationship Counsellor and a Wellbeing and Community Engagement Officer.

Dr John Rosenberg

Dr John Rosenberg is a registered nurse with a clinical background in community-based palliative care. He has worked in universities for about 18 years as a teacher and researcher in the fields of palliative and end of life care. John's focus is on working with communities to build their 'death literacy' – that is, their collective capacity to respond to issues of dying, death and grief. John is the current president of Public Health Palliative Care International; this global association promotes social connections, in equal partnership with health care, to create compassionate communities that support their dying citizens. John describes himself as living in that awkward stage between birth and death.

The Right Rev'd Dr Jonathan Holland

Bishop Jonathan will offer a perspective on the theology of the afterlife following the keynote address by Associate Professor Sarah Winch.

Climate Pastoral Care – A Professional Learning Opportunity

There is a great conference online – 30 July – 1 August – with plenty for teachers.



Merle Conyer is a Keynote Speaker – talking about children and young people who experience anxiety about the warming world.

There is a workshop – Communing with Nature Through a Sit Spot Practice with Sarah van Erp which looks brilliant.

Please have a look at the programme for yourselves – and see if anything resonates with you!

The programme is [here](#) or have look on [Facebook](#).

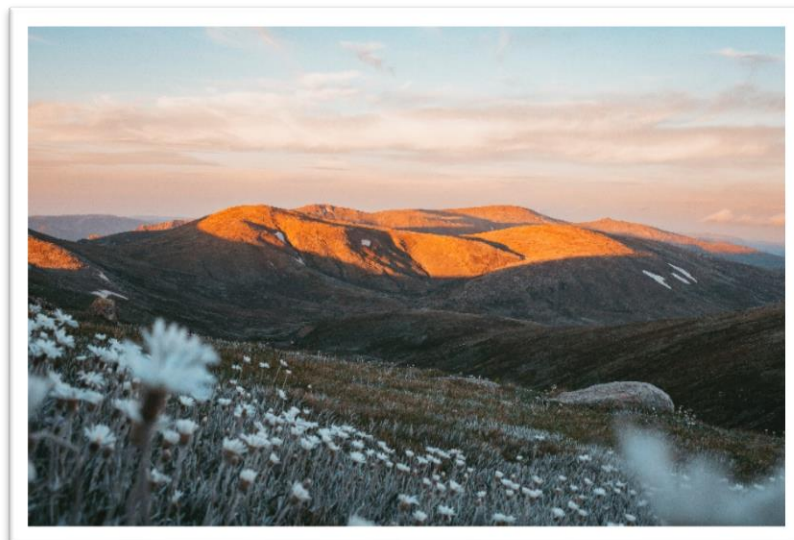


Photo by [Jade Stephens](#) on [Unsplash](#)

CLIMATE PASTORAL CARE CONFERENCE

Christian training in Care, Communication & Action

Online: 30th July - 1st August 2020

Registrations are now open!

To view the full program and register visit: www.unitearth.org.au/climate-conference/

SPEAKERS:

Dr. Rebecca Huntley

Hear one of Australia's most experienced social researchers discuss: Why is it so hard to talk about climate change? (KEYNOTE Fri 12:45pm)

Merle Conyer

KEYNOTE: Responding to children and young people who are experiencing anxiety about our warming world (Fri 3pm)

Dr. Sally Gillespie

WORKSHOP: Holding Grief, Honouring Beauty, Healing our World: A reflective workshop on sustaining climate engagement (Fri 2pm)

Dr. Byron Smith

KEYNOTE: Deadly Growth: Cancer, COVID-19 and Climate (Thurs 8:15pm)
WORKSHOP: Emotional barriers to climate action (Fri 2pm)

Krystyna Kidson

WORKSHOP: All you need to have a transformative, therapeutic, Spirit-centred, climate-related conversation (Fri 5pm)

Rev. Dr. Stephen Robinson

KEYNOTE: Bushfires, Chaplaincy and Climate Change (Thurs 7:30pm)

Brooke Prentis

KEYNOTE: 250 years of advocacy for Creation and Climate Justice: Learnings from Aboriginal peoples (Sat, 12:15pm)
WORKSHOP: Hope and Grief in the face of climate inaction: Whiteness and #BlackLivesMatter (Fri, 3:45pm)

- + School Strike 4 Climate
- + Christian Students Uniting
- + Stories from Australian eco churches
- And more...

Main Program:

Thursday 7pm - 9pm

Friday 12pm - 6pm

Saturday 10am - 2pm

See the full program for bonus sessions...

Climate Anxiety and Pastoral Care

How to communicate climate change

How your church can take action



Sponsors:



Register now!

www.unitearth.org.au/climate-conference/

Narragunnawali News – Professional Learning and Resources

I have simply tried to cut and paste this email for you – so we have it all in one place. So many wonderful resources for you. Have a look!

Everything you need is on the website.

<https://www.narragunnawali.org.au/>

I love that the word Narragunnawali means peace, alive, wellbeing and coming together. What a truly wonderful word.

In our year of practising peacemaking – maybe you could spend extra time looking at the resources and ideas you will find on the website. There may be something that you can use in your classes. You have to hit Control and click to make the links work.



[Here's how you can take action against racism](#)

Schools and early learning services can counter racism by building awareness and understanding. The Narragunnawali platform has **helpful resources professional learning tools**, and practical ideas on how you can take action against racism.

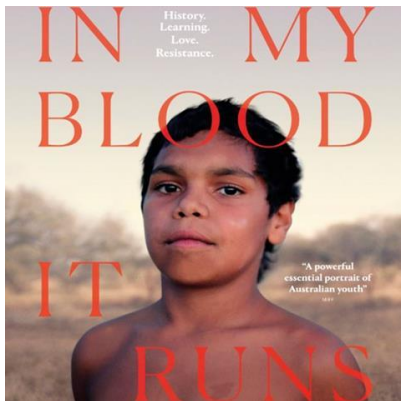
Take action in your community

Register now
for
free webinar
Wednesday
22 July

[REGISTER NOW: 22 July 10am-11am](#)

For the July installment of **Narragunnawali webinars**, we talk to Reconciliation Australia CEO **Karen Mundine** about living reconciliation and taking action against racism every day. This Q&A webinar will provide an in-depth discussion on two of the **minimally required RAP Actions**, and practical advice for implementing them.

Register now



[In My Blood It Runs now on ABC iView](#)

Reconciliation Australia is a proud education partner for the documentary [In My Blood It Runs](#), which showcases the challenges faced by the education sector in building **culturally competent classrooms**. Watch the film on [ABC iView](#) until 4 August and read about IMBIR and the [five dimensions of reconciliation](#).

Watch the documentary

[In My Blood It Runs and Reconciliation](#)



[Children's Day: We are the Elders of tomorrow, hear our voice.](#)

SNAICC is the national voice for Aboriginal and Torres Strait Islander children. The theme of 2020's National Aboriginal and Torres Strait Islander Children's Day on 4 August is **'We are the Elders of tomorrow, hear our voice.'** Hearing children's voices today ensures them being influential Elders and leaders tomorrow. [Register your events here.](#)

Children's Day 4 August



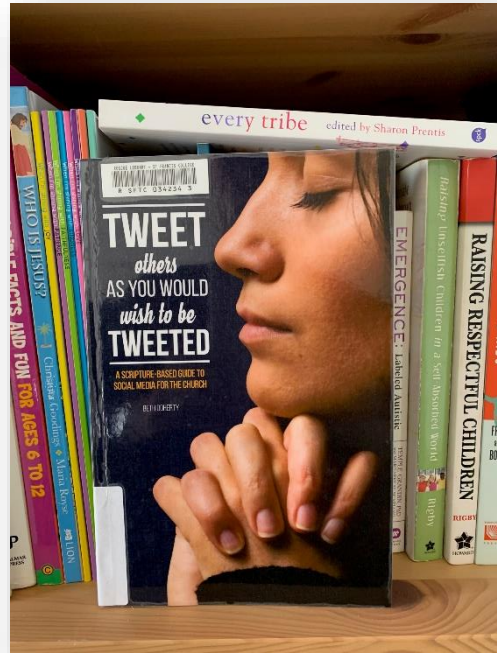
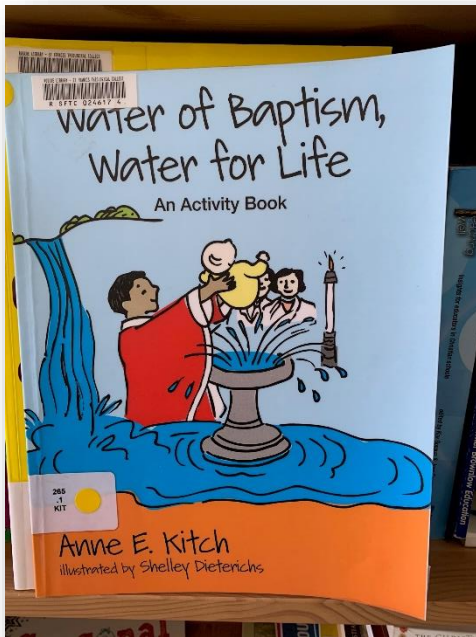
[New Features on Narragunnawali Platform](#)

The Narragunnawali Platform has exciting updates:

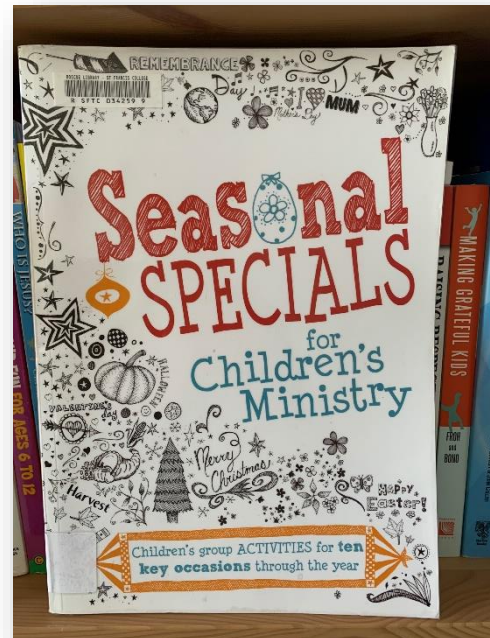
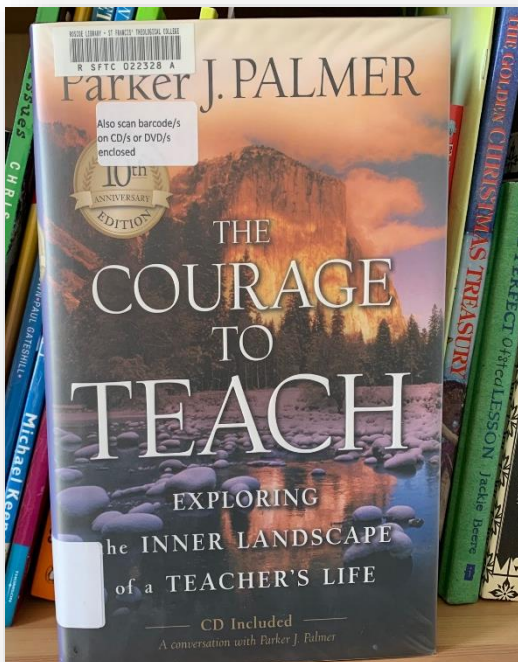
- **Bookmark Schools** to keep track of a school or service's RAP status, without being part of the RAP Working Group.
- **Help retrieving a registration form**, for more efficient RAP creation.
- **Revamped 'Your RAP' page** with accompanying FAQs.

[Check out the new features](#)

The Roscoe Resources



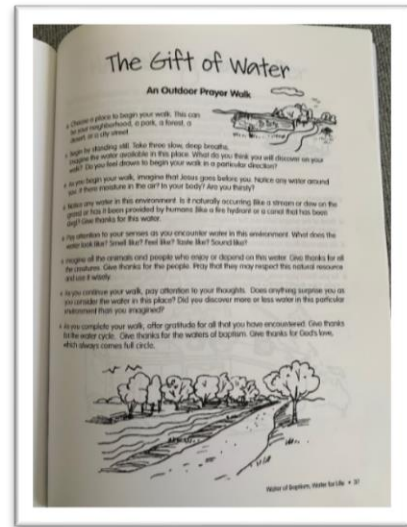
Here are 4 fabulous books that are filled with ideas for you to use as you teach Religious Education. Thank you to Eve James!



An Ethics of Water - Water of Baptism, Water for Life

This amazing book, **Water of Baptism, Water for Life**, by Anne E. Kitch, is an **entire unit** – ready to go. This book will help you explore everything from the environment to the meaning of life.

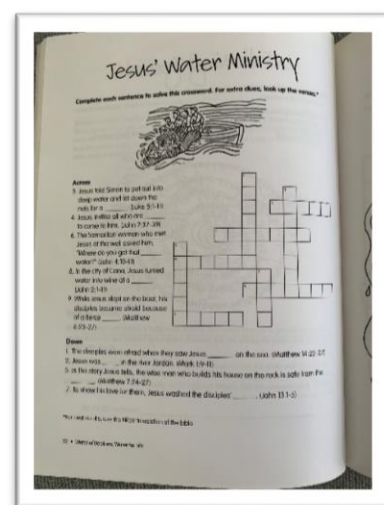
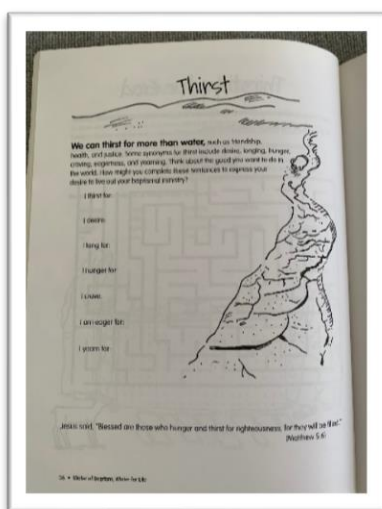
The book starts by exploring water – where it is, how we use it, why we need it and how it makes us feel. This is a great way to start your unit. The reader is then linked to the language of Jesus. Jesus said, “Whoever gives even a cup of cold water to one of these little ones in the name of a disciple – truly I tell you, none of these will lose their reward.” Matthew 10:42



Then we look at how theology and the stewardship of creation are linked to water. What is brilliant is that this book guides the student to consider an ethics of water.

You and your students will be inspired by the activities and suggestions in this book. It is so much more than a book about baptism. Students will learn about the water cycle and then reflect on water. There is a linking between nature and the spiritual, symbolism and the natural world. Students will see God's hand in water, hear stories about water and delve deeply into the wonder of God.

You really do need to borrow this book! Contact Eve at the Roscoe Library.



An Ethics of Social Media - Tweet Others as You Wish to Be Tweeted

If you are looking at ways to engage young people – then why not explore social media from a Christian ethics point of view.

Social media is certainly not my 'strength'. However - this little book gave me so much to think about.

What is “**Seven social networks, seven deadly sins and seven heavenly virtues**” all about?

This is clever – and so interesting!

There is a little guide – and this is only a very brief summary – but I could see students developing their own Guide to Social Media – based on the book – which is based on the Bible!

The Seven Deadly Sins	
Pride	The 'selfie' culture. What about humility? Are you seeking affirmation?
Envy	How many likes, friends or followers – can really upset some people. Does that really equate with your worth as a person?
Gluttony	Are you always hungry for Facebook? Miss out on being with people because you need to see the next feed?
Lust	Don't post porn, don't click on porn – and if you are struggling, seek help. As a counsellor – no one ever came to me and said they were so glad that they had become addicted to pornography.
Anger	Try not to have a meltdown online. Think rationally. Pause. Breathe.
Greed	Try to avoid oversharing.
Sloth	Don't spend all your time online.

The Seven Heavenly Virtues	
Faith	Share beauty online
Hope	Convey positive messages – give hope and affirm others
Charity	Be charitable to others; share generously; give encouragement
Fortitude	Have the strength to walk away; the strength to deal with insult; behave appropriately in the face of adversity
Justice	Treat others as you would wish to be treated; actively promote justice and peace
Temperance	Try not to spend all day online
Prudence	Think carefully before messaging

This little book of 20 short and intriguing chapters could easily be used as the basis for a unit on Luke 6:31 – Do to others as you would have them do to you.

Each chapter is linked to a Bible verse and there is a Tip at the end of each chapter. There is plenty of wisdom in this book and I am sure that the content would provoke great discussions and an abundance of critical thinking. It is probably Catholic in teaching and definitely for older students – but you could certainly take the ideas and adapt them for your class.

Chapter 16 in the book – “The Spirit of the Lord is Upon Me” looks at the importance of Social Justice. How can people use social media to work for social justice? How could your class use the internet to raise awareness of the inequality that exists in our world?

If you would like to use this book, just contact the Library Manager - the totally brilliant and ever supportive, Eve James, at the Roscoe Library.

Stunning Digital Resources

Did you know that the St Luke's Resources are available in a digital format? They also come with plenty of teaching ideas.



I encourage you to go to their website and look at all the resources and ideas. <https://innovativeresources.org/resources/digital-applications/choosing-strengths-digital-cards/>

Can-Do Dinosaurs is designed to introduce children aged 3 to 7 to the critical skills needed for learning, safety, self-reflection, resilience and interrelationships. The cards are ideal for helping children overcome fears, develop confidence, build friendships and make good decisions. They're also great for helping children acquire the skills of turn-taking, listening and assertiveness!

Giving praise

Use the cards to promote positive behaviours by noticing what your students or children do well. Acknowledge them with the appropriate card. Parents and teachers may also like to remind children of their special strengths by surprising them with a *Can-Do Dinosaur* sticker. Put a sticker in a child's lunchbox, school drawer, or on their bed pillow.

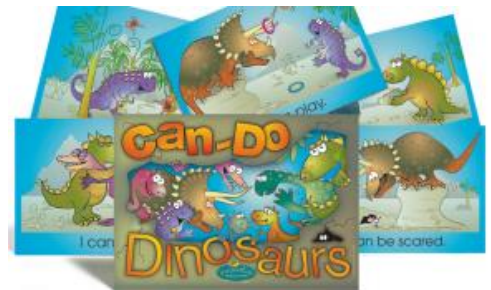
Keeping safe

Invite children to scan the cards and pick skills that could be used to stay safe (eg. 'I can tell others', 'I can be angry' and 'I can be safe'). Which of these skills need practice? Which ones come more easily? Invite each child to pick a card and demonstrate how they do the action shown on the card.

Building new skills

Can-Do Dinosaurs can be used in various ways to support children's development of new skills. For example, you might begin by asking the child:

- Which card shows something you are really good at?
- Which card shows a skill you would like to learn?
- Who could help you learn that new skill?



Tell a story

Spread the cards out on the floor. Invite the child or children to pick a card and tell a story about the time they used that skill.

Make a frieze

The 28 *Can-Do Dinosaur* cards can be strung together to make a colourful and attractive frieze for a classroom, a child's bedroom or a space where children receive health or welfare services.

A long-lasting frieze can be created by running the cards through a laminating machine, leaving enough laminate around the sides of each card for a hole to be punched through ready for twine, or for a pin or peg to be used to hang the cards. Or you can simply use a reusable adhesive to stick the cards to the walls!

Memory Game

Spread two packs of *Can-Do Dinosaurs* face down on the floor. Take turns to see who can turn over two matching cards. When a child turns over matching cards, invite them to tell a story about that particular skill and how it can be used to stay safe or help others.

The cards are ideal for helping children overcome fears, develop confidence, build friendships and make good decisions.



Ideas
Bank

Choosing Strengths



Strengths are not only qualities that we have—such as determination, patience, creativity or cooperation—but they are also choices we make. We can actively choose to develop and make particular strengths our own. Learning to make wise choices is a crucial skill. It is at the heart of change-oriented conversations and self-esteem building with children, young people and adults alike.

Each of the 36 beautifully designed, full-colour cards in the *Choosing Strengths* set features the phrase 'I can choose to be ...' followed by a strength that anyone can choose to practise and make their own.

Openers for a workshop, meeting or gathering:

- Pick a card that catches your eye for some reason. Why did you pick it?
- Pick a card that says something about why you are here/what you would like to get out of the event.
- Pick 1-3 and introduce yourself using them.
- Pick a card that is a strength you think you have—or that someone else has noticed in you.

Adding strengths to your repertoire:

- Think of a challenge you are facing. Pick a card that you think would be helpful. If you were choosing to practice this strength, what would we see you doing? What would you notice in your body, breath, thoughts, movements, speech. What wouldn't you be doing?
- What is the first step to choosing to do more of this in the next few days?
- How will you know when you are beginning to choose this strength?
- Are there other strengths that can help you along the way?
- When could you use this new strength the most?



Valuing strengths in teams and families:

- Pick cards for family or team members. How could you learn some of these strengths from them?
- Which cards do your family/team/community choose often?
- Which cards would you like to see your team/family/community choose more often?

Fun in the classroom:

- Place the cards in a bag or box and use as a 'lucky dip'. Students in classrooms can choose a strength of the day or week to study and notice—this is a way to build a strengths culture in your classroom or school.
- Charades: random cards are dealt to a person or team and they act them out as a game of charades.
- Pick card and write or act out a story about it. When did you or your fictional character experience this quality? What did others notice when the quality was shown? How would the absence of this quality have changed the outcome or story?
- Pick 3-6 cards and tell a story with them all in it. Now, pick another card and change the ending of the story!

Each of the 36 beautifully designed, full-colour cards in the *Choosing Strengths* set features the phrase 'I can choose to be ...' followed by a strength that anyone can choose to practise and make their own.



CHOOSING STRENGTHS

36 laminated full-colour cards, 200 x 120mm
Polypropylene tabulated box, 36-page booklet.
ISBN: 1 920945 66 7
Authors: Russell Deal with Karen Masman
Designer and photographer: Tim Lane

Product Code: 2400 \$49.50 inc. GST



Innovative Resources

62 Collins Street Kangaroo Flat Victoria 3555 Australia
p: +61 3 5446 0500 f: +61 3 5447 2099 e: info@innovativeresources.org w: innovativeresources.org

NAIDOC WEEK – Always Was, Always Will Be.

Here is an update from **Common Grace** - copied from their email for you.

“Due to COVID-19 July NAIDOC Week was postponed until **5 - 18 November** but together we, and many Aboriginal and non-Aboriginal peoples have celebrated NAIDOC Week from the first Sunday to second Sunday in July, honouring William Cooper’s legacy, and we will do so again in November. Have you made sure Sunday 8 November or Sunday 15 November are in your church calendar? While you are looking at your church calendar why not put in Aboriginal Sunday 24 January 2021, National Reconciliation Week 27 May to 3 June 2021, and NAIDOC Week 2021 4 - 11 July.

This year’s NAIDOC Week theme is **“Always Was, Always Will Be”** and so we invite you to journey with this theme through to November and beyond. [Over this past week of July NAIDOC, we have celebrated and invited you into deep listening.](#)

Deep listening to Aboriginal and Torres Strait Islander Christian Leaders as we shared quotes on the personal meaning of ‘Always Was, Always Will Be’.



Photo by [Arun Clarke](#) on [Unsplash](#); Dandenong Ranges

Deep listening through an interactive zoom Weaving and Yarning Circle where 100 Common Grace supporters connected with Aboriginal and Torres Strait Islander Christian Leaders and learnt the basics of weaving! Thank you to Aunty Sue Hodges, Brooke Prentis, Safina Stewart and Bianca Manning for leading this space. We hope to hold more of these in the future!"

Deep listening through reflections from non-Indigenous friends who shared about opening our hearts and minds, repentance, and acknowledgement. If you missed any of these blog posts you can read them here:

[Listening through Open Hearts and Still Minds](#)

Amy Hickman shares her experience, as a non-Indigenous person, of learning how to deeply listen as she walks with and learns from Aboriginal Christian Leader Aunty Jean Phillips.

[Listening through Repentance](#)

Pastor Helen Wright shares her church's journey of reentering space and place post COVID-19 restrictions by living out the reality of Always Was Always Will Be and seeking to build deeper friendships with Aboriginal and Torres Strait Islander Christian Leaders.

[Listening through Art and Acknowledgement of Country](#)

As we enter the acknowledgement of "Always Was, Always Will Be", Pearl Taylor reflects on Listening through Art and Acknowledgement of Country.

We look forward to celebrating again from 8 - 15 November 2020!

Yours in friendship,

Brooke, Bianca, Aunty Sue, Safina and the Common Grace team

Common Grace

<http://www.commongrace.org.au/>

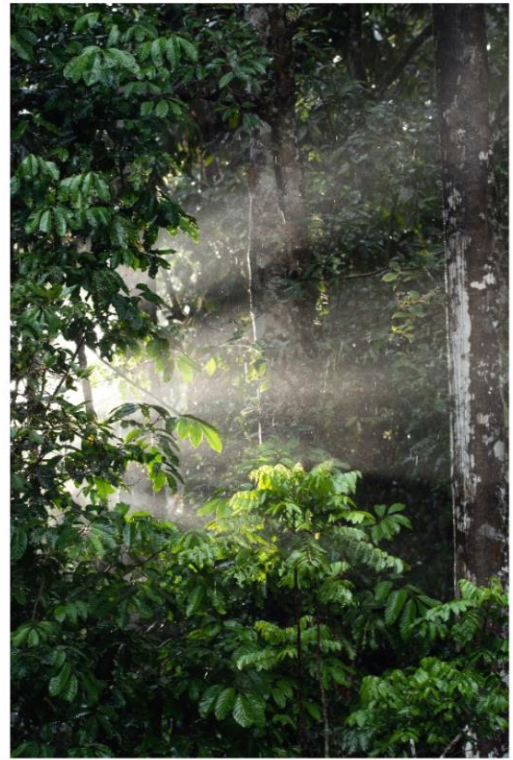


Photo by [David Clode](#) on [Unsplash](#); Peeramon, Qld

A Brilliant Conversation with Russell Brand

<https://www.youtube.com/watch?v=rP90xQqBeHo>



Please take time to watch this and maybe talk about some of the big ideas with your older students.

Listen to this – about the Church!



The Purpose of Education



Sometimes, as teachers of Religious Education, we find ourselves having to defend our subject, even within the context of an Anglican school. I have often enjoyed talking with school leaders about the importance of teaching **ethics, philosophy, psychology and critical thinking** – not to mention **history and geography** – which are all part of an academically rigorous programme of **religious education**.

So, I was very interested to listen to **ACARA's CEO, David de Carvalho**, as he reflected on the **purposes of education** and the **fundamental things that make education important**.

My own summary of his talk – The Enduring Purposes of Education

What can you learn from Shakespeare?

1. Notion of a person of good character
2. Lessons about power
3. Learning about relationships
4. Exploring morality
5. Communication
6. Self-awareness
7. Problem solving

What is the fundamental purpose of education? Is the only purpose around finding a job? This is the most basic function of education. BUT – this is not the most important purpose of education.

Education also serves other functions, other values.

Values

Personal	Education empowers students to understand themselves as people who can make their own contribution to changing the world for the better.
Cultural	Education inducts students into society's systems for interpreting the world and their place in it.
Social	Education encourages collaboration and cooperation and social cohesion.
Vital	Education provides the knowledge, skills and attributes that will help students gain paid work.

So, where does Religious Education sit in this analysis?

David de Carvalho states that education helps us to grapple with the big questions – such as the **meaning of life**. He says that what we need as individuals is to come to our own sense of what our own lives mean and what purpose is going to drive us forward in the way we live our life and education is crucial to that.

“We need to become our own person.”

We need to become **people of integrity, authenticity and wisdom**. Education empowers us to **become agents of change – better human beings** – and that we can **help make our world a better place**.

Ultimately education is about helping young people understand that they have minds and that they can use them to shape the world and themselves to become better.

Does Religious Education have a role to play in the purpose of education? I think the links are self-evident! What do you think?