

ACU Application

F04.25.01.02.01 D378.071294

Marian Theology and Educational Leadership

Unit Description

This program focuses on educational leadership from a Marian perspective. As first disciple of Jesus, Mary provides an accessible and time proven way of responding to the call of the Spirit and of leading those around her on a similar mission.

Participants will have the opportunity to study Mary as she has been understood across the centuries, to discover how the Catholic Church and educational organisations have taught about her and the ways in which Mary's approach to formation influences modern educational leadership and pedagogy today.

Marist life and mission in the tradition of Marcellin Champagnat, will provide one case study of how Marian leadership has been implemented across the last two centuries.

Please see Appendix A on page 3 for the full program description, including the curriculum and required academic readings.

Learning Outcomes

After completing this program, participants will have

Knowledge

1. A theological understanding of Mary for our contemporary world.
2. A knowledge of the preferred approaches to educational leadership given this understanding of Mary
3. A knowledge of the way Marcellin Champagnat and contemporary Marists incorporate Marian spirituality into their approach to educational leadership.

Comprehension

1. The ability to compare leadership from a Marian Perspective with other forms of educational leadership
2. The ability to interpret the signs of the times in relation to leadership from a Marian perspective.
3. The ability to extrapolate the principles of leadership from a Marian perspective to a new school context.

Application

1. The ability to apply Marian principles to school-decision making
2. The ability to review key leadership literature from a Marian perspective
3. The ability to utilise electronic resources to support leadership and learning from a Marian perspective.

Analysis

1. The ability to analyse the principles of leadership from a Marian perspective
2. The ability to analyse the nature of relationships and community in a Marian context
3. The ability to analyse organisational structures from a Marian perspective.

Synthesis

1. The ability to collate information about leadership from a Marian perspective and shape it into a new framework
2. The ability to produce a unique communiqué describing leadership from a Marian perspective
3. The ability to shape a description of leadership from a Marian perspective for the future.

Evaluation

1. The ability to reflect and make judgements based on internal evidence
2. The ability to make judgements based on external evidence
3. The ability to lead a Marian school community through a crisis or a significant period of change.

Achieving Learning Outcomes

Class presentations, group discussions, personal research and good quality writing will help achieve these outcomes.

Curriculum and Required Academic Readings

Module 1 Mary in the Gospels and the Christian Church

In this module we discuss the place of Mary in a cultural and educational context across the centuries, with particular reference to Marcellin Champagnat's approach in the nineteenth century. Resources used will include iconography and music.

Representative References:

- Boss, S. (Ed.) (2009). *Mary, The Complete Resource*. New York: Continuum.
- Coste, J. (1965). *Lectures on Society of Mary History*. Rome: Marist Fathers.
- Coyle, K. (1996). *Mary in the Christian Tradition*. Manila: Divine Word.
- de Botton, A., & Armstrong, J. (2016). *Art as Therapy*. London: Phaidon.
- Farrell, M. (2009). *She Who Believed Australian Images of Mary*. Strathfield: St Pauls.
- Green, M. (2017). *Galovic and the Marists*. Mascot: Marist Brothers and Michael Galovic.
- Green, M. (2011). *Who is Mary for today's Marists?* Paper presented at the 2011 Marian Lecture, Bendigo.
- Lanfrey, A. (2015). *History of the Institute Vol. 1 From Marlhes to the world (1789 - 1907)*. Rome: Marist Brothers.
- Sales, S. F. D. (2006 [1609]). *Introduction to the Devout Life*. London: Baronius.
- Verdon, T. (2005). *Mary in Western Art*. Manchester: Hudson Hills.
- Visel, J. (2016). *Icons in the Western Church*. Collegeville: Liturgical.

Module 2 Mary and Vatican II

Vatican II provided a watershed for the Catholic Church. It opened up educational institutions to new models for participating in Church, including a new way for the Marian paradigm as exemplified in *Lumen Gentium*.

Representative References:

- Dorrian, E. (1975). *The Marial Devotion of the Marist Brothers*. Maynooth: Marist Brothers.
- Flannery, O. (Ed.) (2014). *Vatican Council II: The Conciliar and post-Conciliar Documents New Revised Edition*. Collegeville: Liturgical Press.
- Ker, I. (2014). *Newman on Vatican II*. Oxford: Oxford.
- Wilde, M. (2007). *Vatican II A Sociological Analysis of Religious Change*. Princeton: Princeton.

Module 3 Contemporary Understandings of Mary

Theologians differ in their ways of understanding Mary today. These differences reflect particular stances on Church teaching, Church practice, the place of the feminine, conscience and particular moral issues. Such divergences are addressed in this module.

Representative References:

Congar, Y. (2016). *I Believe in the Holy Spirit*. New York: Crossroad.

Francis, P. (2013). *Evangelii Gaudium The Joy of the Gospel*. Strathfield: St Pauls.

Kilby, K. (2012). *Balthasar A (Very) Critical Introduction*. Grand Rapids: Eerdmans.

Pramuk, C. (2013). *Hope Songs, So Beautiful*. Collegeville: Liturgical.

Pramuk, C. (2015). *At Play in Creation*. Collegeville: Order of St Benedict.

Module 4 The Experience of Theological Reflection

Vatican II raised the importance of studying and interpreting Scripture, liturgical life and meditation. In this module we will discuss those by the Whiteheads, Groome and Lonergan, among others.

Representative References:

Lonergan, B. (1971). *Method in Theology*. Toronto: University of Toronto.

O'Collins, G. (2016). *Revelation*. Oxford: Oxford.

Mitchell, N. (2006). *Meeting Mystery*. Maryknoll: Orbis.

Osheim, A. (2016). *A Ministry of Discernment*. Collegeville: Liturgical Press.

Rueda, B. (1981). *Meditation*. Fratelli Maristi Delle Scuole. Rome.

Tetlow, J. (2016). *Always Discerning*. Chicago: Loyola.

Thompson, J. (2011). *The Theological Literacy, Beliefs, and Practices of Lay Administrators of Marianist-Sponsored Secondary Schools in the United States*. (Doctoral Dissertation), University of San Francisco, San Francisco. (11)

Turú, E. (2017, 25 March). *La Valla: the Lighthouse*. Letter of the Superior General. Rome.

Module 5 Contemporary Theories of Educational Leadership

This module considers current theories of educational leadership and those which best suit a Marian perspective. Particular reference will be made to the work of Donna Cross on Resilience and Self Esteem. Several case studies will be analysed.

Representative References:

- Boscardin, M. (2016). Transforming educational leadership to support personalised learning. *Australian Educational Leader*, 38(1), 6-14.
- Branson, C. (2009). *Leadership for an Age of Wisdom*. Heidelberg: Springer.
- Duignan, P. (2015). Authenticity in Educational Leadership: History, ideal, reality. *Leading & Managing*, 21(1), 1-21.
- Fullan, M. (2015). *Leadership in a Digital Age*. Strawberry Hills: The Australian Council of Educational Leaders.
- Munby, S. (2016). *Grown Up and Restless Leadership*. Paper presented at the Inspiring Leadership Conference, Birmingham. <https://www.educationdevelopmenttrust.com/~media/EDT/files/News/Grown-up-and-restless-leadership-Inspiring-Leadership-Steve-Munby.pdf>

Module 6 Contemplative Leadership

Contemplative practices are becoming more prominent in school programs. This module locates Mary in contemporary studies of contemplation.

Representative References:

- Bevenour, V. (2015). *Unleashing Your Inner Leader*. Hoboken: Wiley.
- Bunting, M. (2016). *The Mindful Leader*. Milton: Wiley.
- Burch, V., & Irvin, C. (2016). *Mindfulness for Women*. London: Piatkus.
- Carter, J., Hougaard, R., & Stembridge, R. (2017). Assessment: How Mindful Are You? *Harvard Business Review*. Retrieved from https://hbr.org/2017/03/assessment-how-mindful-are-you?utm_medium=email&utm_source=newsletter_weekly&utm_campaign=insider&referral=03405
- Jefferson, M., & Anderson, M. (2017). *Transforming Schools Creativity, Critical Reflection, Communication, Collaboration*. London: Bloomsbury.
- Hasson, G. (2013). *Mindfulness*. Chichester: Capstone.
- Schuttloffel, M. (2013). Contemplative Leadership Practice: The Influences of Character on Catholic School Leadership. 17(1), 81-103.
- Sinclair, A. (2016). *Leading Mindfully*. Sydney: Allen & Unwin.

Module 7 Wellbeing for learning

Ongoing learning and formation are important for staff and students alike. This module considers how we can give greater emphasis to the education of the heart. Reference will be made to the 'Melbourne Declaration on Educational Goals for Young Australians'. There will also be a focus on wellbeing for learning with particular reference to the AITSL document 'Australian Professional Standards for Teachers', especially Standards 4 and 5 which refer to wellbeing.

Representative References:

- David, S. (Producer). (2016, 15 November, 2016). 3 Ways to Better Understand Your Emotions. [Weekly Hotlist] Retrieved from <http://bit.ly/2g9eVJz>
- Dimitriadis, N., & Psychogios, A. (2016). *Neuroscience for Leaders*. London: KoganPage.
- Dolan, G. (2017). *Stories for Work The Essential Guide to Business Storytelling*. Milton: Wiley.
- Neidhart, H., & Lamb, J. (2016). Australian Catholic Schools Today: School Identity and Leadership Formation. *Journal of Catholic Education*, 19(3), 49-65.
- Treston, K. (2017). Five Key Challenges for Leadership in Catholic Schools for 21st Century. from Australian Catholic University http://www.acu.edu.au/__data/assets/pdf_file/0010/89893/Five_Key_Challenges_For_Leadership.pdf
- Waters, L. (2017). *Visible Wellbeing in Schools: The powerful role of instructional leadership from Australian Council for Educational Leaders*

Module 8 Marian Perspectives on Christian Leadership

Here we develop a theoretical framework for these Marian perspectives on Christian leadership. Examples of other frameworks will inform this discussion.

Representative References:

- Branson, C. (2009). Clarifying the role of reflection in the leadership of educational change. Paper presented at the Australian Association for Research in Education Conference.
- Costelloe, T. (2017). *A Framework for Formation for Mission in Catholic Education*. Sydney: National Catholic Education Commission.
- Francis, P. (2013). *Evangelii Gaudium The Joy of the Gospel*. Strathfield: St Pauls.
- Rymarz, R. (2016). *Creating an Authentic Catholic School*. Toronto: Novalis.
- Turú, E. (2012). *He gave us the name of Mary*. Rome: Institute of the Marist Brothers.

Assessment

Assignment 1 A Case Study (2000 words)

Examine and analyse the Marian nature of the educational leadership within the organisation in which you work. Develop a conceptual framework for this analysis based on the face to face presentations and your examination of the literature. Identify and describe an issue or a problem that emerges from this analysis.

Assignment 2 Action Research (3500 words)

Use the conceptual framework you created in Assignment 1 as a starting point to:

- a. Analyse the issue or problem you identified in your case study
- b. Using the literature you have studied and your own experience, identify ways to redress this issue or problem
- c. Identify ways this strategy will enhance the organisation in which you work, as well as your own leadership style.

Bibliography

- Adams, J. (2016). *Mindful Leadership for Dummies*. Chichester: Wiley.
- Arbués, B. (Ed.) (1998). *In the Footsteps of Marcellin Champagnat A Vision for Marist Education Today*. Rome: The International Marist Education Commission.
- Bachelard, S. (2012). *Experiencing God in a Time of Crisis*. Miami: Convivium.
- Bacik, J. (1980). *Apologetics and the Eclipse of Mystery*. London: University of Notre Dame.
- Bacik, J. (2014). *Humble Confidence*. Collegeville: Liturgical.
- Bauerschmidt, F., & Buckley, J. (2017). *Catholic Theology*. Chichester: Wiley.
- Bevenour, V. (2015). *Unleashing Your Inner Leader*. Hoboken: Wiley.
- Boscardin, M. (2016). Transforming educational leadership to support personalised learning. *Australian Educational Leader*, 38(1), 6-14.
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- Brueggemann, W. (2011). *Disruptive Grace*. Minneapolis: Fortress.
- Brueggemann, W. (2014). *Ice Axes for Frozen Seas*. Waco: Baylor University.
- Brueggemann, W., & Linafelt, T. (2012). *An Introduction to the Old Testament*. Louisville: Westminster John Knox.
- Bunting, M. (2016). *The Mindful Leader*. Milton: Wiley.
- Burch, V., & Irvin, C. (2016). *Mindfulness for Women*. London: Piatkus.
- Carter, J., Hougaard, R., & Stembridge, R. (2017). Assessment: How Mindful Are You? *Harvard Business Review*. Retrieved from https://hbr.org/2017/03/assessment-how-mindful-are-you?utm_medium=email&utm_source=newsletter_weekly&utm_campaign=insider&referral=03405
- Coates, G. (2000). *Marcellin in the Footsteps of Mary*. Marcellin College, Bulleen.
- Congar, Y. (2016). *I Believe in the Holy Spirit*. New York: Crossroad.
- Coste, J. (1965). *Lectures on Society of Mary History*. Rome: Marist Fathers.
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- Coyle, K. (1996). *Mary in the Christian Tradition*. Manila: Divine Word.
- David, S. (Producer). (2016, 15 November, 2016). 3 Ways to Better Understand Your Emotions. [Weekly Hotlist] Retrieved from <http://bit.ly/2g9eVJz>

- de Botton, A., & Armstrong, J. (2016). *Art as Therapy*. London: Phaidon.
- Dimitriadis, N., & Psychogios, A. (2016). *Neuroscience for Leaders*. London: KoganPage.
- Dolan, G. (2017). *Stories for Work The Essential Guide to Business Storytelling*. Milton: Wiley.
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- Doyle, O. (2017). *Mindfulness at Work*. London: Orion.
- Duignan, P. (2015). Authenticity in Educational Leadership: History, ideal, reality. *Leading & Managing*, 21(1), 1-21.
- Dunne, T. (1985). *Lonergan and Spirituality*. Chicago: Loyola University.
- Dupré, J. (2010). *Full of Grace*. New York: Random House.
- Estaún, A. (Ed.) (2007). *Water from the Rock*. Rome: Institute of the Marist Brothers.
- Farrell, M. (2009). *She Who Believed Australian Images of Mary*. Strathfield: St Pauls.
- Flannery, O. (Ed.) (2014). *Vatican Council II: The Conciliar and post-Conciliar Documents New Revised Edition*. Collegeville: Liturgical Press.
- Francis, P. (2013). *Evangelii Gaudium*. Strathfield: St Pauls.
- Fullan, M. (2015). *Leadership in a Digital Age*. Strawberry Hills: The Australian Council of Educational Leaders.
- Green, M. (2017). *Galovic and the Marists*. Mascot: Marist Brothers and Michael Galovic.
- Green, M. (2011). *Who is Mary for today's Marists? Paper presented at the 2011 Marian Lecture, Bendigo*.
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- Jefferson, M., & Anderson, M. (2017). *Transforming Schools Creativity, Critical Reflection, Communication, Collaboration*. London: Bloomsbury.
- Johnson, E. (2003). *Truly Our Sister*. New York: Continuum.
- Ker, I. (2014). *Newman on Vatican II*. Oxford: Oxford.
- Kerr, F. (2007). *Twentieth-Century Catholic Theologians*. Malden: Blackwell.
- Kilby, K. (2012). *Balthasar A (Very) Critical Introduction*. Grand Rapids: Eerdmans.
- Lanfrey, A. (2015). *History of the Institute Vol 1 From Marlhés to the world (1789 - 1907)*. Rome: Marist Brothers.
- Lonergan, B. (1971). *Method in Theology*. Toronto: University of Toronto.
- McDonagh, E. (2014). *Performing the Word*. Blackrock: Columba.
- McMahon, J. (2016). *Catholic Schools and Universities: A Global View*. *Champagnat*, 18(1), 21-27.
- Metzger, B. (Ed.) (1989). *The Holy Bible New Revised Standard Version*. Glasgow: Collins.
- Martini, C. (2008). *The Gospel Way of Mary*. Frederick: The Word Among Us Press.

- Mitchell, N. (2006). *Meeting Mystery*. Maryknoll: Orbis.
- Munby, S. (2016). *Grown Up and Restless Leadership*. Paper presented at the Inspiring Leadership Conference, Birmingham. <https://www.educationdevelopmenttrust.com/~media/EDT/files/News/Grown-up-and-restless-leadership-Inspiring-Leadership-Steve-Munby.pdf>
- Neidhart, H., & Lamb, J. (2016). Australian Catholic Schools Today: School Identity and Leadership Formation. *Journal of Catholic Education*, 19(3), 49-65.
- O'Collins, G. (2016). *Revelation*. Oxford: Oxford.
- Osheim, A. (2016). *A Ministry of Discernment*. Collegeville: Liturgical Press.
- Paul VI, P. (2006). *Evangelii Nuntiandi*. Strathfield: St Pauls.
- Pelikan, J. (1998). *Mary Through the Centuries: Her Place in the History of Culture*
- Pramuk, C. (2013). *Hope Songs, So Beautiful*. Collegeville: Liturgical.
- Pramuk, C. (2015). *At Play in Creation*. Collegeville: Order of St Benedict.
- Rausch, T. (2012). *Eschatology, Liturgy and Christology*. Collegeville: Liturgical.
- Rueda, B. (1981). *Meditation*. Fratelli Maristi Delle Scuole. Rome.
- Rymarz, R. (2016). *Creating an Authentic Catholic School*. Toronto: Novalis.
- Sales, S. F. D. (2006 [1609]). *Introduction to the Devout Life*. London: Baronius.
- Sinclair, A. (2016). *Leading Mindfully*. Sydney: Allen & Unwin.
- Sutton, M., & Portier, W. (2014). *Handing on the Faith*. Maryknoll: Orbis.
- Tetlow, J. (2016). *Always Discerning*. Chicago: Loyola.
- Thompson, J. (2011). *The Theological Literacy, Beliefs, and Practices of Lay Administrators of Marianist-Sponsored Secondary Schools in the United States*. (Doctoral Dissertation), University of San Francisco, San Francisco. (11)
- Treston, K. (2017). *Five Key Challenges for Leadership in Catholic Schools for 21st Century*. from Australian Catholic University http://www.acu.edu.au/__data/assets/pdf_file/0010/89893/Five_Key_Challenges_For_Leadership.pdf
- Turú, E. (2017, 25 March). *La Valla: the Lighthouse*. Letter of the Superior General. Rome.
- Turú, E. (2012). *He gave us the name of Mary*. Rome: Institute of the Marist Brothers.
- Verdon, T. (2005). *Mary in Western Art*. Manchester: Hudson Hills.
- Visel, J. (2016). *Icons in the Western Church*. Collegeville: Liturgical.
- von Balthasar, H. (1989). *Mary for Today*. Homebush: St Paul.
- Waters, L. (2017). *Visible Wellbeing in Schools: The powerful role of instructional leadership from Australian Council for Educational Leaders*
- Wilde, M. (2007). *Vatican II A Sociological Analysis of Religious Change*. Princeton:Princeton.
- Williams, H. (2017). *St Francis de Sales*. Melbourne.