








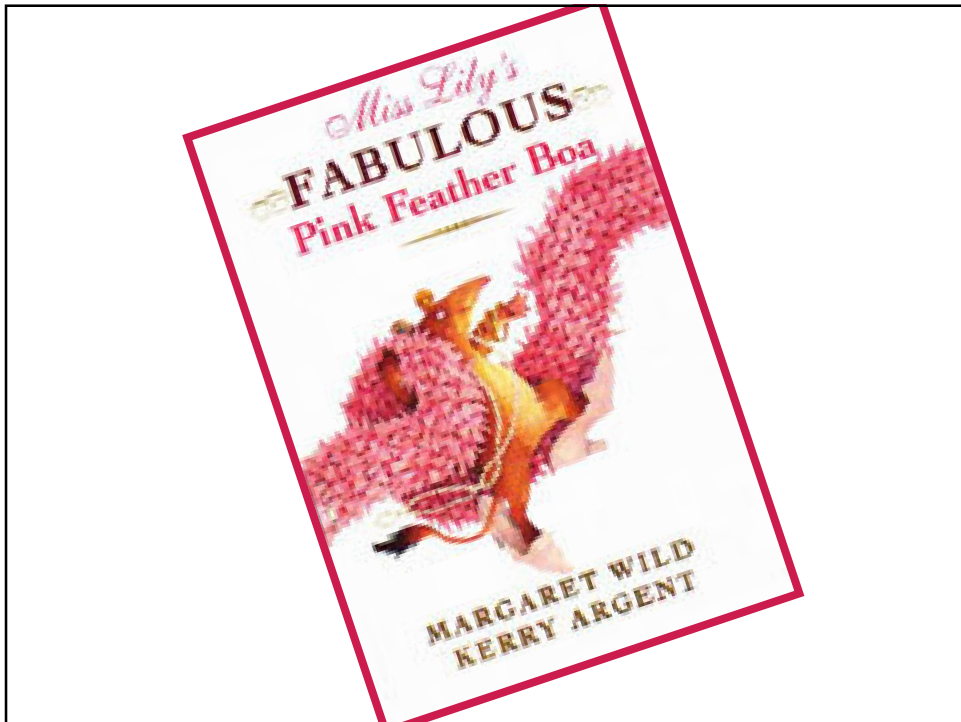
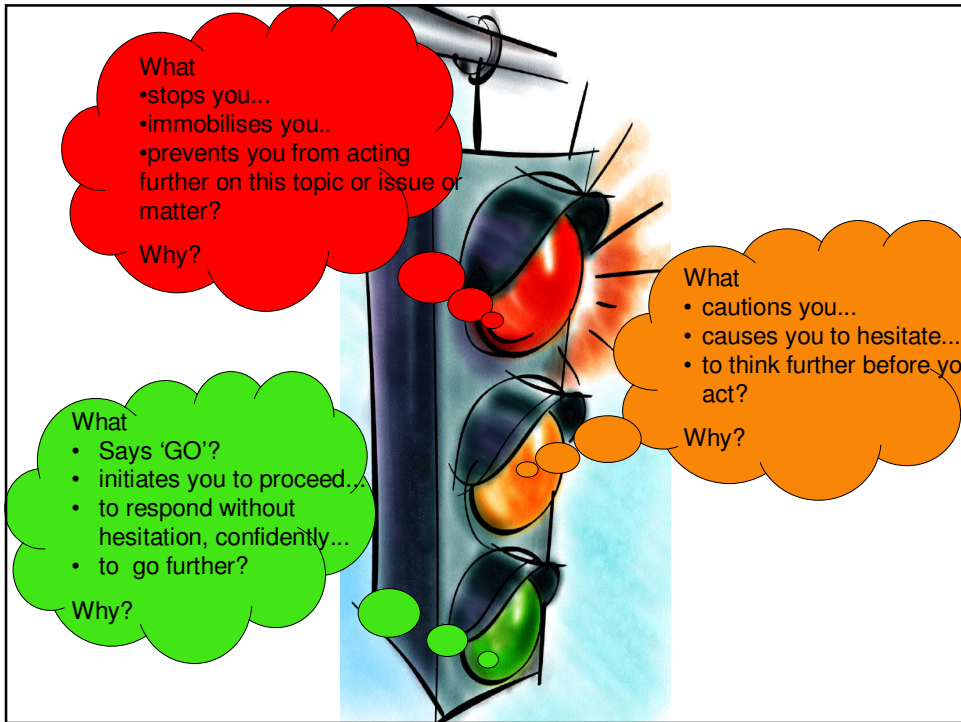
Using Story in Early Years Religious Education

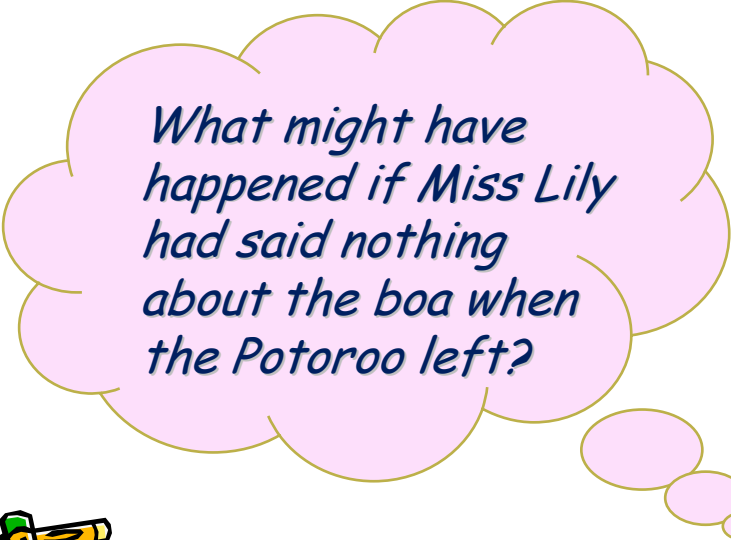

Overview

In this session we are going to explore:


-  Story in the classroom religion program;
-  Various theories regarding young children's learning including their spiritual and religious developments;
-  *Pedagogical Learner Knowledge* which places the learner at the centre of all our decision making regarding our teaching & learning;
-  *Pedagogical Content Knowledge* which focuses on those particular strategies we use that make the content more accessible to our learners;
-  Teacher's own *background knowledge* of the content matter.







What might have happened if Miss Lily had said nothing about the boa when the Potoroo left?

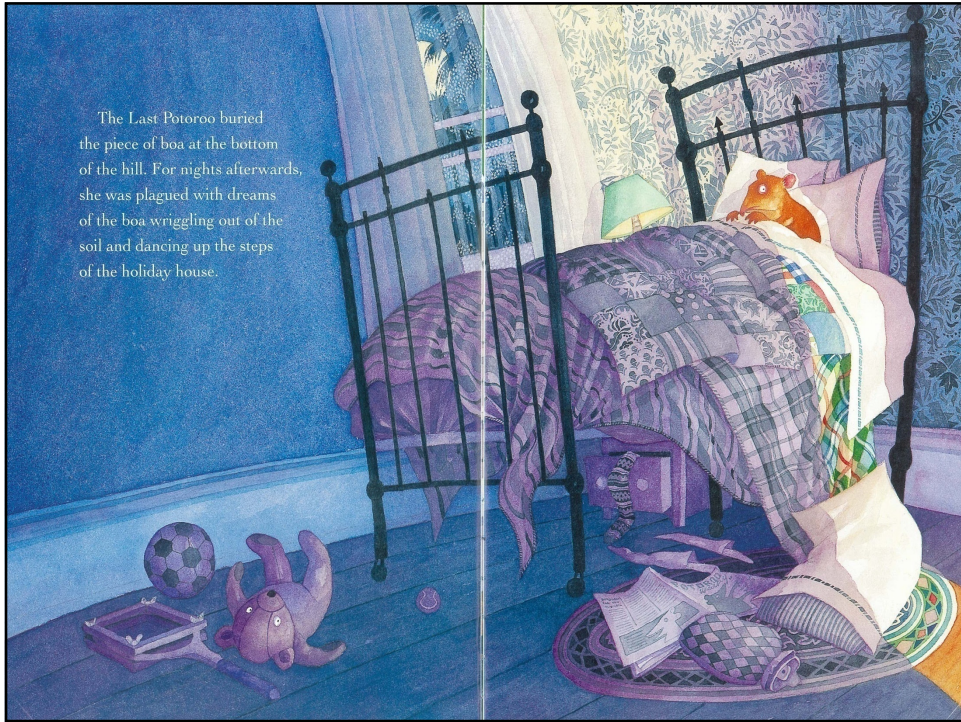


The Sacrament of Penance:



- Concepts of reconciliation include:
 - Conversion
 - A new heart / change of heart
 - Need for harmony – right relationships
 - Seeking forgiveness
 - Being forgiven
 - Structure has four basic steps:
 1. Contrition > Remorse > I feel badly.
 2. Confession > Admission > I admit and say sorry.
 3. Satisfaction > Penance > Make amends.
 4. Absolution > Forgiveness > I am forgiven and reconciled.
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The Last Potoroo buried the piece of boa at the bottom of the hill. For nights afterwards, she was plagued with dreams of the boa wriggling out of the soil and dancing up the steps of the holiday house.



Christian Morality

Three models of Church morality:

- *Teleological* model views Christian moral life in terms of the goal or end (telos) – eternal union with God.
- *Deontological* model views Christian moral life in terms of duty, law, obligation.
- *Relational* model views Christian moral life primarily in terms of relationship with
 - ✓ God
 - ✓ Neighbour
 - ✓ World
 - ✓ Self



Christian Morality

To love as Jesus loved.





Pedagogical Learner Knowledge

Pedagogical learner knowledge, PLK as the term implies, has at the heart of its pedagogical concern, the student. PLK refers to that deep knowledge teachers have of their students that enables them to provide the most effective teaching and learning strategies and activities. Teachers need to implement activities that appropriately and effectively meet the needs of their learners and consider students' characteristics, dispositions and learning styles.








Pedagogical Learner Knowledge

- Piaget:

-  Constructivist learning;
-  Use concrete materials.



- Vygotsky:

-  Social-constructivist model of learning;
-  Learning is dialogical and language acquisition develops internal thinking processes;
-  Scaffolding & ZPD;
-  Learning leads development;
-  Play is important.





Pedagogical Learner Knowledge



- Bronfenbrenner:

-  Bioecological theory
-  Interaction with people, objects & symbols affect children's understandings, capabilities & dispositions;

- Brain Researchers:

-  Sensory input critical;
-  Memory strengthened through positive emotions.

- Reconceptualists:

-  Rejection of 'universal child'
-  Agency & voice.



Pedagogical Learner Knowledge

Fowler – Religious Development:

Stage 2: Intuitive Faith (Early Childhood)

- Copy & reproduce behaviour of closely related adults;
- Make meaning by intuition & imitation;
- Imagination very significant for faith development;
- Don't differentiate fact & fantasy;
- Construct their image of ultimate in terms of stories and concrete symbols which surround them;
- Images influenced by media, family experiences.



Pedagogical Learner Knowledge

Fowler – Religious Development:

Stage 3: Mythical-Literal:

- Take on stories of particular group;
- Differing real & fantasy;
- Insists on proof;
- Sense of fairness;
- Significant others;
- Developing formal operational thinking skills;
- Senses need of more personal relationship with ultimate.



Pedagogical Learner Knowledge

Hay & Nye – Spiritual Development:
All children have an innate spirituality & suggest three
categories of spiritual sensitivity:

<i>Awareness Sensing:</i> <ul style="list-style-type: none">• Here & now• Tuning• Flow• Focusing	<i>Mystery Sensing:</i> <ul style="list-style-type: none">• Awe & wonder• Imagination	<i>Value Sensing:</i> <ul style="list-style-type: none">• Delight & despair• Ultimate goodness• Meaning
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Children learn through...

- ✏ personal experience & participation;
- ✏ imagination;
- ✏ senses – sight, touch, smell, taste, sound;
- ✏ emotions – enjoyment, security, strong relationships
- ✏ play;
- ✏ interaction;
- ✏ concrete materials;
- ✏ scaffolding;
- ✏ explicit and intentional teaching.











Pedagogical Content Knowledge

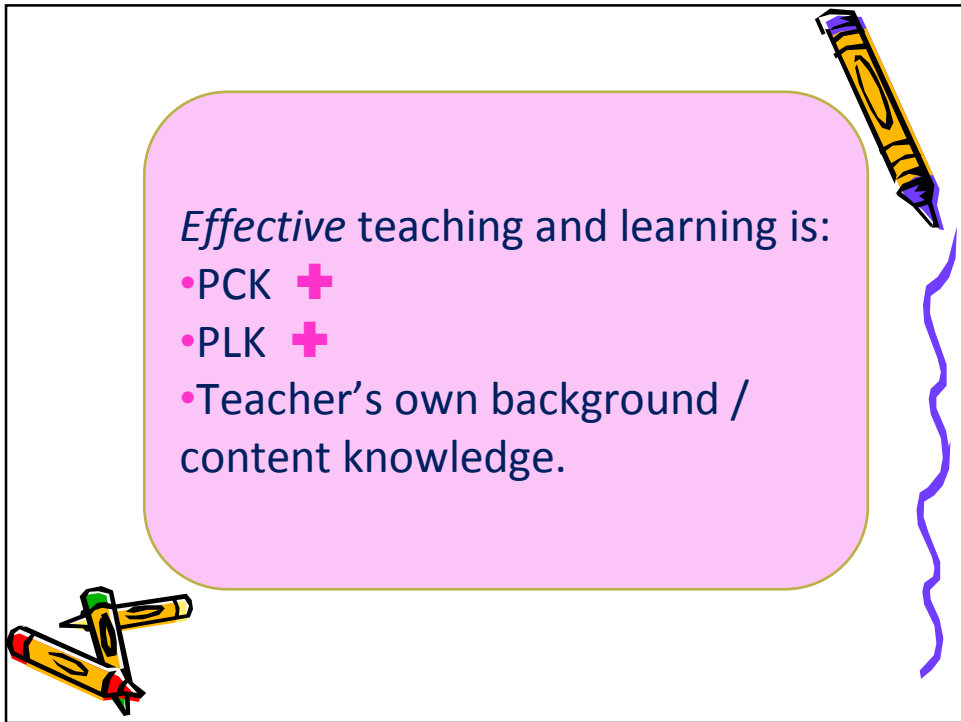
Pedagogical content knowledge, PCK can be most simply explained as that knowledge about how to present the subject matter most effectively. In other words, which particular examples, stories, concrete materials and so on, that transform the content so that it affords students' deep understanding of the concepts and essential learnings of the content (Smith & Lovat, 2003, p. 147).



Pedagogy

-  Play
-  Creative arts
-  Construction
-  Intentional teaching – balance between *child-centred* and *teacher-directed*
-  Investigations
-  Provocations
-  Real-life situations
-  Routines & transitions



A yellow crayon with a blue eraser is positioned at the top right. A blue wavy line extends downwards from the crayon. In the bottom left corner, two crayons are shown: one yellow with a red eraser and one green with a yellow eraser.

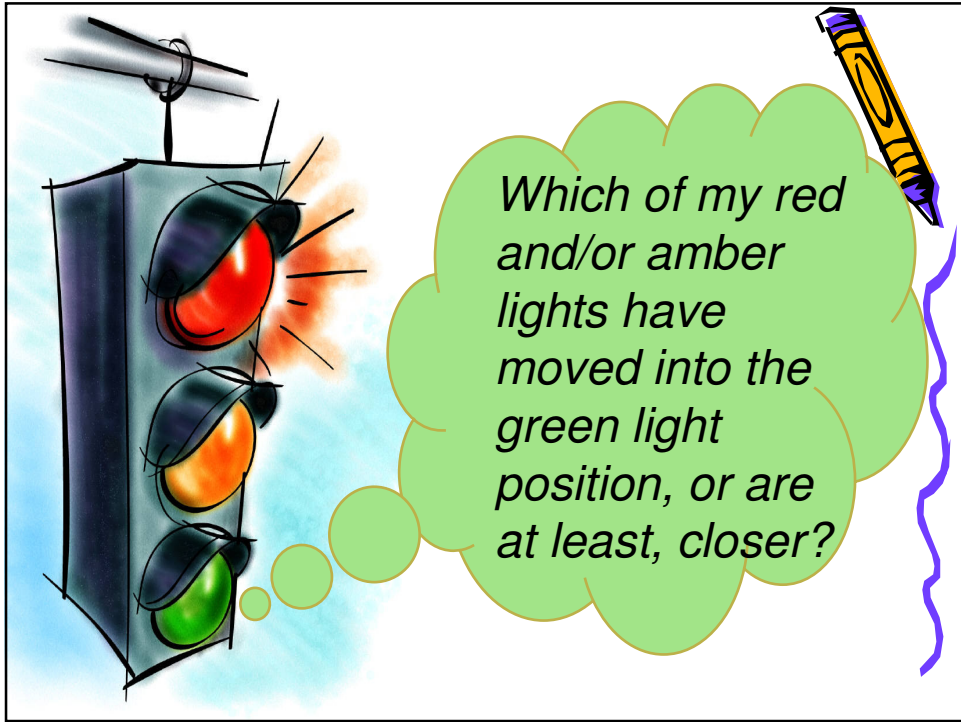
Effective teaching and learning is:

- PCK +
- PLK +
- Teacher's own background / content knowledge.

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Provocation

Should we always forgive someone when they say sorry?



Which of my red and/or amber lights have moved into the green light position, or are at least, closer?