

School Leaders Academy



INSTITUTE FOR
CATHOLIC LIBERAL
EDUCATION

Faculty Formation and Introduction to Curriculum

Rosemary Vander Weele

School Leadership Academy

Webinar

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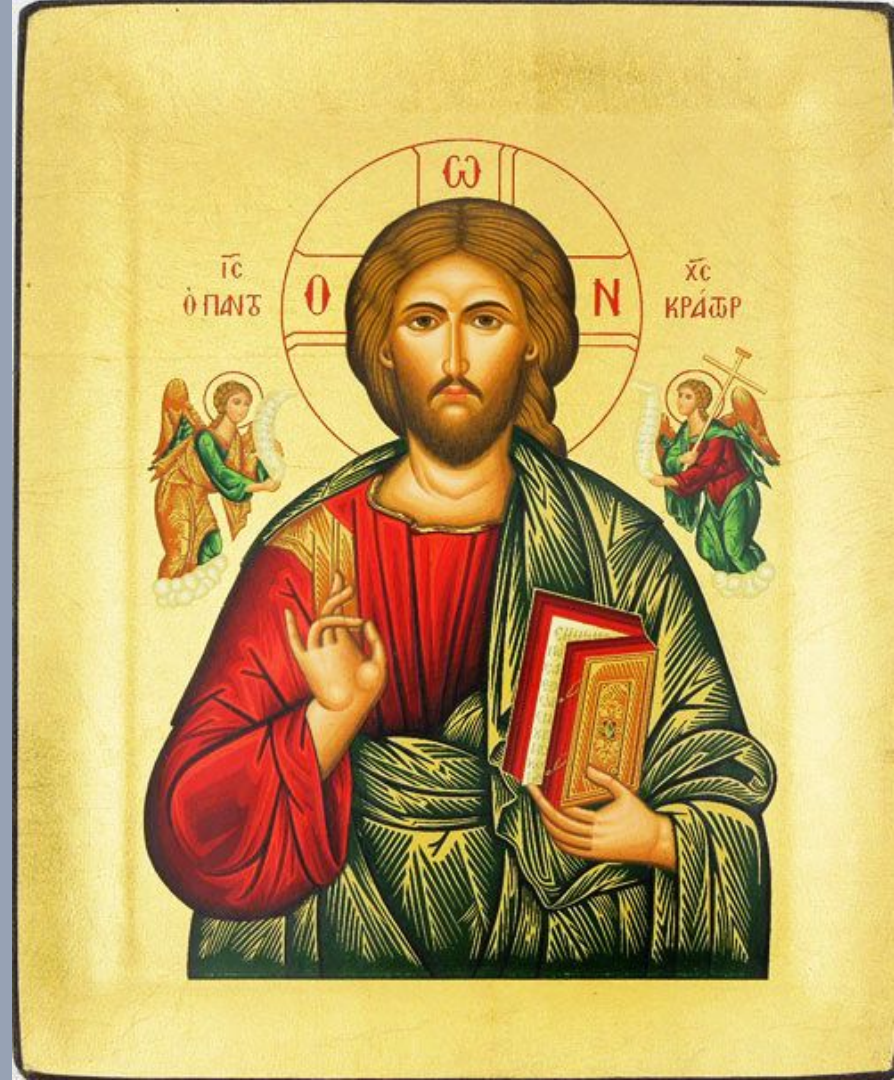
OPENING PRAYER



Dear Jesus, help me to spread Thy fragrance everywhere I go. Flood my soul with Thy spirit and love. Penetrate and possess my whole being so utterly that all my life may only be a radiance of Thine. Shine through me and be so in me that every soul I come in contact with may feel Thy presence in my soul. Let them look up and see no longer me but only Jesus. Stay with me and then I shall begin to shine as you shine, so to shine as to be a light to others. Amen.



Following
the Footsteps
of the
Master Teacher



9 Ways to reclaim and renew the vocation of teaching

1. Create Opportunities for Leisure



“Leisure is a form of silence, of that silence on which is the prerequisite of the apprehension of reality: only the silent hear and those who do not remain silent do not hear. Silence, as it is used in this context, does not mean “dumbness” or “noiselessness”; it means more nearly that the soul’s power to “answer” to the reality of the world is left undisturbed.”

Josef Pieper, *Leisure the Basis of Culture*

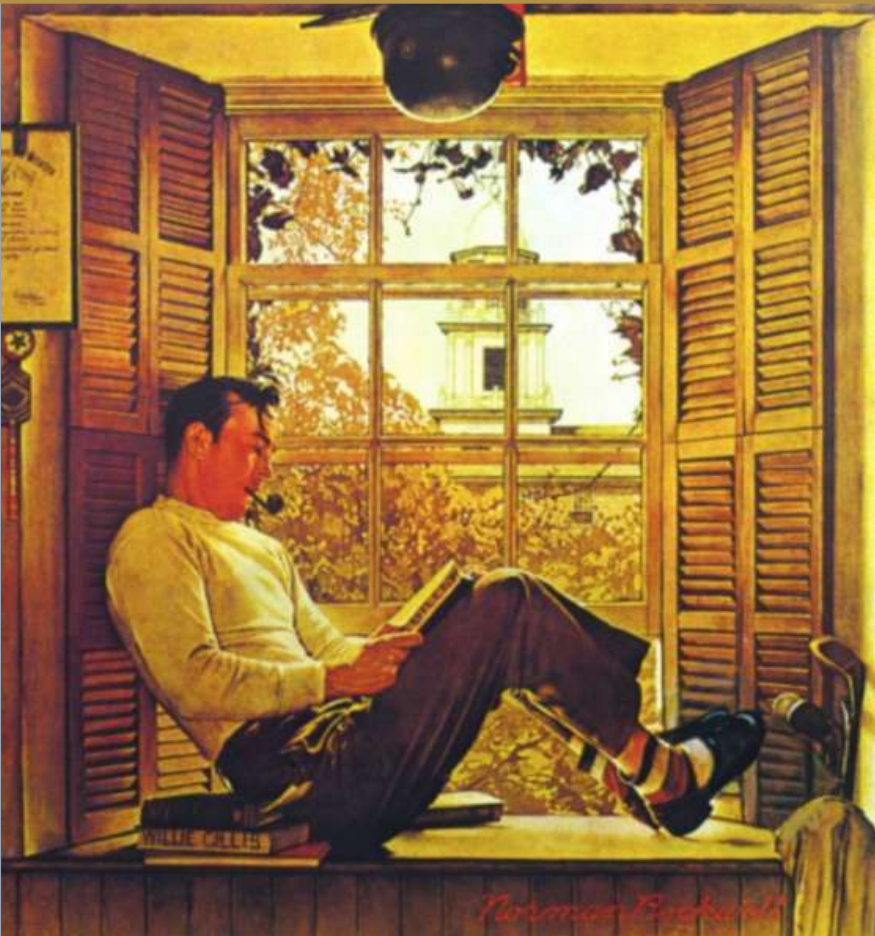
2. Enter into the Narrative

“The true educator will know how to rouse his students to the wonder and enthusiasm for the beauties discovered in classical literature, and make that very wonder and enthusiasm an incentive towards a more intense realisation of, and esteem for, the complete truth and supreme beauty expressed by the Christian artists.”

Fr. Edward Leen, *What is True Education*



3. Reject Utilitarianism



“The educator’s task is to conceive rightly what it is the child has to become-- not in the narrow sense of vocation, but in the broad sense of human life--and then compel reluctant human nature to submit to the process which is required to forge the boy to manhood.”

Fr. Edward Leen, *What is True Education*

4. Teach through experiences and the senses

“Poetic experience indicates an encounter with reality that is non-analytical, something that is perceived as beautiful, awful (awe-*full*), spontaneous, mysterious....this is a common experience, when the mind, through the senses and emotions, *sees* in delight, or even in terror, the significance of what is really there.”

James Taylor, *Poetic Knowledge*



5. Use Technology Properly



The two dimensional aspect of technology can never replace the poetic learning. Use technology as you would a pencil; a tool to assist in education.

6. Raise Expectations Rightly



“The men whose reputation for wisdom stood highest were nearly the most lacking in it, while others who were looked down on as common people were much more intelligent.”

Plato, *Apology*, 22

7. Enjoy your lessons

“There is no such thing as a boring lesson, just boring teachers.”

G.K. Chesterton



8. Pray Everyday



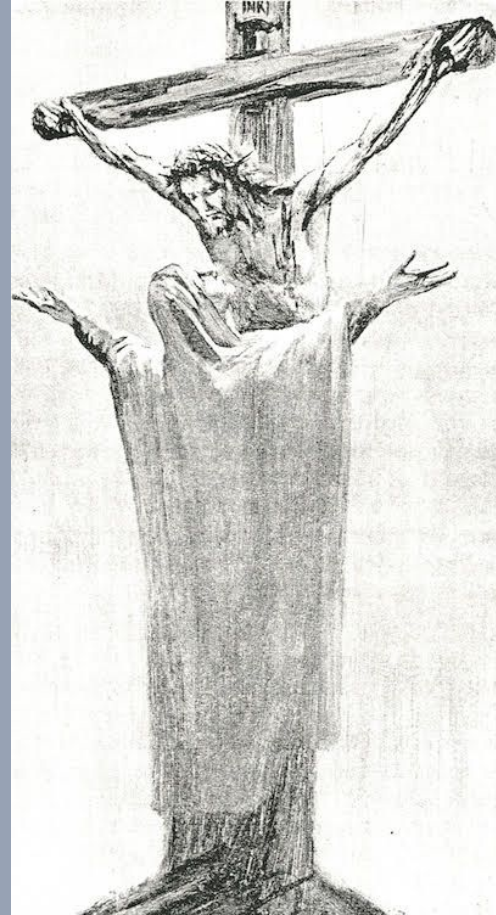
“Pray as if everything depended on God, act as if everything depended on you.”

St. Augustine.

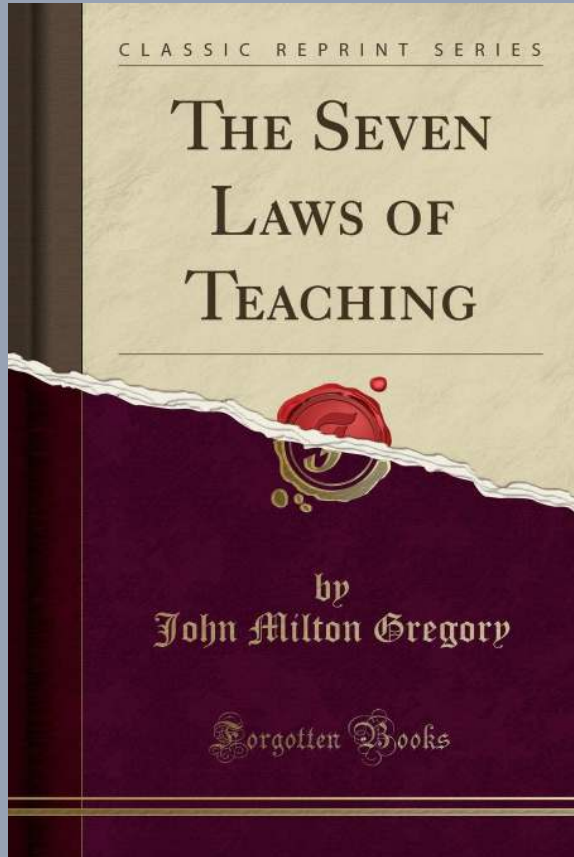
9. Live a Sacrificial Life

And he called to him the multitude with his disciples, and said to them, “If any man would come after me, let him deny himself and take up cross and follow me.”

Mark 8: 34



The 7 Laws of Teaching



- Published in 1884
- Clear and Simple suggestions to master the art of teaching
- Used to guide Sunday school teachers
- Focuses on developing capacities and acquiring experience in students

The 7 Laws of Teaching

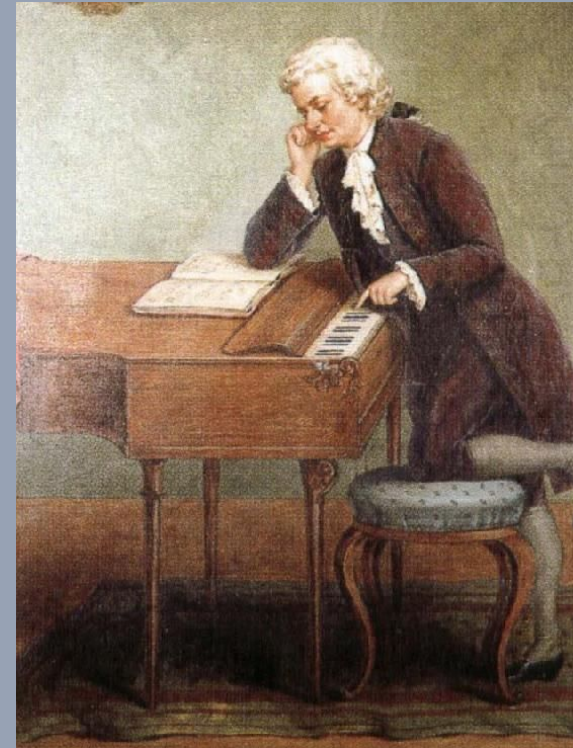


1. The Law of the Teacher
2. The Law of the Learner
3. The Law of Language
4. The Law of the Lesson
5. The Law of the Teaching Process
6. The Law of the Learning Process
7. The Law of Review and Application

Law # 1: The Law of the Teacher

The teacher must know that which he would teach.

- Confidence in the lesson will provide less reliance on textbooks
- Prepare each lesson with fresh study
- Use analogies to familiar facts
- Study the lesson until you can present in clear language
- Use the natural order of things; start simple move to complex
- Find ways to relate the information to students' lives'
- Complete mastery of a few things is better than an ineffective smattering of many



Law # 2: The Law of the Learner

The learner must attend with interest to the material to be learned.

- Knowledge cannot be passed like material from one vessel to another.
- The mind responds to that which makes an appeal to the senses.
- Two ways to lose the attention of students:
 - Apathy
 - Distraction



Law # 3: The Law of Language

The language used in teaching must be common to teacher and learner.

- The power of thought rests largely upon the fabric of speech.
- Talking is thinking, for **ideas must precede words**.
- Know the language of your students, learn what words they use and what meaning they give them.
- Use simple and few words - then *ladder* them up.
- Help the meaning of **your words** by illustrations; natural objects and pictures taken are preferred by students. Questions!
- Give an idea before the word, relate to children's experience.
- Encourage students to talk freely.



IN the "beginning"
the heavens and
2 The earth was
and void: and darkness
the face of
Spirit

Law # 4: The Law of the Lesson

The truth to be taught must be learned through truth already known.

- Humanity learns through comparison- from what is known to what is unknown. Force yourself to this process.
- All teaching should aim towards acquiring new experiences.
- The act of *knowing* is, in part, an act of comparing/judging.
- Begin with facts that are near and familiar to **your students**.
- Relate every lesson as much as possible to a *previous* lesson.
- *Lead* your students to find illustrations from *their* experience.
- Remember that your students are learning to think, and they need to connect what they are learning in school with what is happening outside of school life.



Law # 5: The Law of the Teaching Process

Excite and direct the self-activities of the pupil, and as a rule tell him nothing that he can learn himself

- Make your students desire to discover truth.
- Teachers are there to create the best environment for the conditions of self-learning.
- Teaching is not what gives knowledge, it stimulates students to gain it.
- *Begin lessons with inquiry that will awaken wonder*



Law # 6: The Law of the Learning Process

The pupil must reproduce in his own mind the truth to be learned.

- **This law concerns the students.**
- Education is not strictly memorization, students must understand the thought behind the words.
- First students translate the lesson into their own words. Aquinas principle - *“start where they are at.”*
- Second, they begin to seek evidence of the facts being studied.
- Finally, the student applies the knowledge to nature and life.
- Ask students to express ideas in their own words.
- Teach students to have the highest regard for truth.



Law # 7: The Law of Review and Application

The completion, test and confirmation of the work of teaching must be made by review and application.

- A review is more than repetition, it is the rethinking of a thought.
- Have set times for review.
- At the close of each lesson, glance backward at the ground that was covered.
- Always look to lessons learned previously to help make a point; bring old knowledge into fresh light.
- Find as many applications into life outside of school as possible.



“Be in constant
harmony with the
Divine Teacher
who has chosen
you for this
service.”

Pope Benedict XVI,
A Reason Open to God



Curriculum Planning: Points to Consider

- Remember a teacher's understanding of the philosophy is more important than the new program
- *Integrating disciplines is done through fostering faculty friendship and providing time to be together.*
- Every school will look different!
- Share your rollout plan with your teachers, get them excited for the years to come!
- The Catholic faith should be *the* Golden Thread that weaves through the other disciplines.
- There are other Golden Threads to bear in mind:
 - Music
 - Art
 - Latin
 - History
 - Literature

Comparison of the two philosophies

Contemporary Education

- Ordered to material, temporal ends
- Fragmented, industrialized
- Focus on practical skills
- Emphasis on information
- One mile wide, one inch deep
- Lectures+testing = passive learning
- Susceptible to indoctrination

Catholic Liberal Education

- Ordered to eternal happiness
- Integration of subjects, knowledge, faith
- Restores meaning and purpose
- Formation; awakens wonder
- Cultivates habits of deep thinking
- Constant discussion = active learning
- Develops intellectual freedom

Integrating disciplines

- Offer teachers of different disciplines time to work together and plan lessons that bring in other disciplines.
- Pick thoughtful poems for recitations.
- Language is the medium for thought, think through ELA program
- Begin with simple Latin
- Imitate the greats
- Select good literature
- Math should be a combination of rote memory and question based learning



Our Lady of Lourdes Catholic Classical K-8 Curriculum Guide

Example Curriculum Maps:

	Catechism/ Theology	Literacy/ Literature	History	Math	Science	Latin	Music	Art	Physical Education
Kinder	Bible stories, Catechesis of the Good Shepherd (CGS)	Riggs Poetry recitations Nursery rhymes, fairy tales, poems	American history; continents	Singapore Math: <i>Dimensions KA & KB</i>	Nature observations; habitats; senses	Prayers, songs, simple vocabulary	Nursery rhymes; basic music language; movement; hymns and camp songs	Basic drawing	Basic body movements
1st	<i>Faith and Life: Our Heavenly Father</i> ; Baltimore Catechism; CGS	Riggs Poetry recitations Fairy tales, poems, classic picture books	Ancient Egypt; early Church; American Revolution	Singapore Math: <i>Dimensions 1A & 1B</i>	Habitats and food chains; human body; space	Prayers, songs, simple vocabulary, beginning grammar	Ward Method; classical excerpts; hymns and chants	Basic drawing	Body movement, team sports
2nd	<i>Faith and Life: Jesus Our Life</i> ; Baltimore Catechism; CGS; first reconciliation	Riggs Poetry recitations Myths, fairy tales, <i>Aesop's Fables, Little House, King Arthur, Charlotte's Web, The Courage of Sarah Noble, The Odyssey</i>	Ancient Greece; high middle ages; westward expansion	Singapore Math: <i>Dimensions 2A & 2B</i>	Birds; moon and stars; weather; simple machines; life cycles	Prayers, songs, simple vocabulary, beginning grammar	Ward Method; classical excerpts; hymns and chants	Elements of drawing, use of different media, famous artists	Body movement, team sports
3rd	<i>Faith and Life: Our Life with Jesus</i> ; Baltimore Catechism; CGS; sacramental preparation	Riggs Poetry recitations <i>Homer Price, Roman Myths, Mr. Popper's Penguins, Farmer Boy, King of the Golden City, St. Francis and St. Clare, St. Thomas Aquinas</i>	Ancient Rome; medieval history; American Civil War	Singapore Math: <i>Dimensions 3A & 3B</i>	Solar system; marine biology; magnets, electricity, and rocks	Prayers, songs, simple vocabulary, beginning grammar	Ward Method; classical excerpts; hymns and chants	Elements of drawing, use of different media, famous artists	Fitness, team sports
4th	Bible; <i>Faith and Life: Jesus Our Guide</i> ; Baltimore Catechism	Poetry recitations <i>Beorn the Proud, Outlaws of Ravenhurst, Treasure Island, The Wind in the Willows, Little Women</i>	Vikings; late middle ages; Colorado history	Singapore Math: <i>Dimensions 4A & 4B</i>	Human cells and systems; ecosystems; matter; weather	<i>Latina Christiana</i>	Music theory; history: Renaissance – 20 th century; hymns and Mass music	Elements of drawing, use of different media, famous artists	Fitness, team sports



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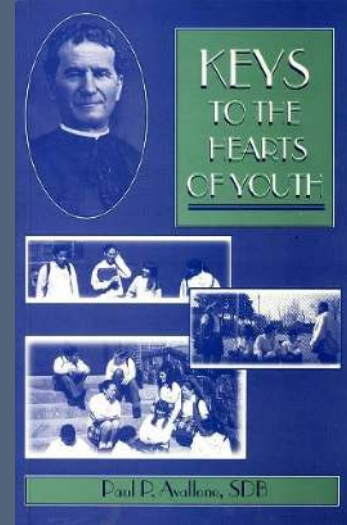
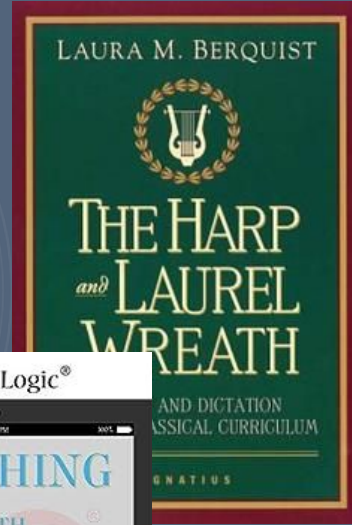
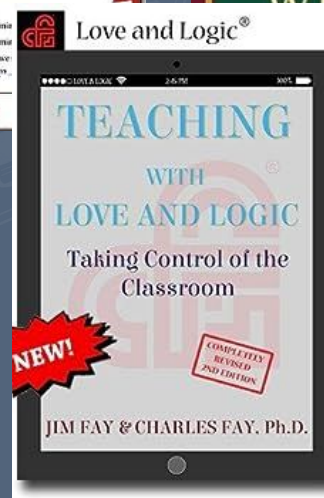
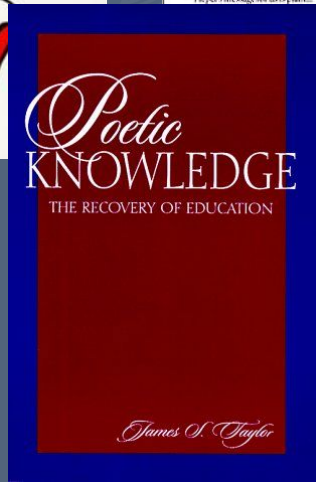
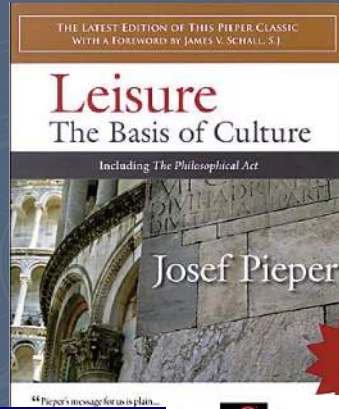
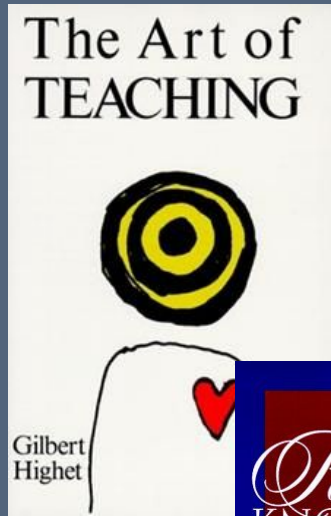
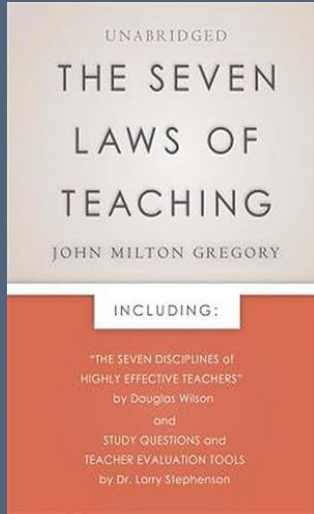
Example Curriculum Maps:

	Catechism/ Theology	Literacy/ Literature	History	Math	Science	Latin	Music	Art	Physical Education
5th	Bible; <i>Faith and Life</i> ; <i>Credo: I Believe</i> ; CCC	Poetry recitations <i>Guns for General Washington, By the Great Horn Spoon, The Adventures of Tom Sawyer, Where the Red Fern Grows, The Secret Garden</i>	American history: Colonial America – the Civil War	Singapore Math: <i>Dimensions 5A & 5B</i>	Elements; forces; energy; human body; geology	<i>Latina Christiana</i>	Music theory; music history; hymns and Mass music	Creating art through different media, study of religious art	Fitness, team sports
6th	Old Testament: salvation history	Lost Tools of Writing Poetry recitations Novels/excerpts may include: <i>Just So Stories, Tales From A Perilous Realm, Constellation Legends, Golden Goblet, Greek Myths, Golden Fleece, Trojan War, Adventures of Odysseus, Tanglewood Tales, Bronze Bow, Antigone, Julius Caesar</i>	Ancient history	Singapore Math: <i>Dimensions 6A & 6B</i>	Earth science; biology; zoology	<i>Latina Lingua: Familia Romana</i>	Music theory; music history; hymns and Mass music	Creating art through different media, study of religious art	Fitness, team sports
7th	New Testament: ministry of Jesus and <i>Acts</i>	Lost Tools of Writing Poetry recitations Novels/excerpts may include: <i>Beowulf, Son of Charlemagne, Song of Roland, King Arthur and His Knights, I, Juan de Pareja, Don Quixote, Henry V, Romeo & Juliet, Merchant of Venice, Hunchback of Notre Dame, Joan of Arc</i>	Medieval history	Singapore Math: <i>Dimensions 7A & 7B</i>	Botany; cells and genetics; chemistry	<i>Latina Lingua: Familia Romana</i>	Music theory; music history; hymns and Mass music	Creating art through different media, study of religious art	Fitness, team sports
8th	Apologetics, morality, Theology of the Body	Lost Tools of Writing Poetry recitations Novels/excerpts may include: <i>Prometheus, Frankenstein, Count of Monte Cristo, Dr. Jekyll and Mr. Hyde, Les Miserables, Tale of Two Cities, Pride and Prejudice, Death Comes for the Archbishop, Red Badge of Courage, Great Divorce, Man Who was Thursday, All Quiet on the Western Front</i>	Modern European and American history	Singapore Math: <i>Dimensions 8A & 8B (Algebra)</i>	Physics; astronomy	<i>Latina Lingua: Familia Romana</i>	Music theory; music history; hymns and Mass music	Creating art through different media, study of religious art	Fitness, team sports

Summary

- Forming teachers well comes *before* curriculum integration.
- Well formed teachers assist curriculum implementation and bring life to it!
- Restore nobility to the vocation of teaching and watch the teachers flourish!
- Allow faculty time to grow in friendship.
- Curriculum decisions require teacher buy-in.
- Integrating curriculum is easier than we think with well-formed faculty - it is exciting to watch!
- Formation and curriculum are ongoing tasks for school leaders.

Resources:



Assignments for the month

Monthly assignment

- Read *The 7 Laws of Teaching* and excerpt from *The Art of Teaching*.
- Plan a faculty meeting this semester to share introduce/ reinforce the nobility of teaching
- Review your teacher observations tool and identify what elements of the 7 Laws are included.
- DUE: Sept 19th

Semester assignment

- Evaluate the curriculum at your school; decide which disciplines need immediate attention (within the next 2 years.)
- In evaluating your curriculum look for ways in which integration of disciplines is happening, or should be happening.
- Write a curriculum plan or map that shows your vision of the curriculum. (Hint: no need to reinvent the wheel! Look to other schools who have gone through this process and see what they can offer you)