Open Space

Book of Proceedings

“Mining the Soul: Issues and Opportunities in Anglican Schools Chaplaincy”

Sponsor: Anglican Schools Australia Conference

Thursday 7th August 2014

Wollaston College, Mt. Claremont, WA

Facilitator: Michael Wood
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Introduction

The Chaplains’ Network Day has become an integral component for Anglican Schools Australia [ASA], held each year on the day before the annual two-day Conference.

While Chairs and Principals, Chaplains and Heads of Religious Studies, as well as numbers of Religious Studies teachers and other interested ASA supporters including a number of Bishops, all gather for the main Conference, the Chaplains’ Networking Program is just that, particularly for Chaplains. And this year, Formation students and staff from the Wollaston Theological College were also invited to be present for the day’s sessions.

Chaplains are encouraged to attend and this year close to 60 were able to join in the day, together with one Diocesan Bishop. The formal sessions including the ASA Chaplaincy Shadowing Workshop held at the beginning of the day, are complemented by the informal opportunities for Chaplains to renew old friendships from across the country and to develop new ones.

The formal sessions in 2014 were designed to lead Chaplains towards new insights through the Bible Studies by Dr Paula Gooder, as well as to encourage self-direction through the Open Space forum facilitated by the Revd Michael Wood.

This Book of Proceedings faithfully records the contributions made by all present in the various groups which formed and re-formed in Open Spaces throughout the afternoon. They contain reactions and responses to matters of great interest and concern for Chaplains in Anglican schools across Australia, as well as offering some specific possibilities for future actions.

The members of the ASA 2014 Conference Planning Committee involved in this ‘Mining the Soul’ day, trust that Chaplains will find some glorious and perhaps multi-faceted gems among these pages.

Mr Philip Goldsworthy
The Revd Canon Tony Murray-Feist
The Revd Gerry Nixon
The Revd Canon Richard Pengelley
The Revd Toby Sherring
Thursday 7 August 2014
Venue: Anglican Schools Commission
Wallaston Road, Mt Claremont WA

The Chaplains’ Networking Program brings together chaplains from all over Australia. It is a great opportunity to share ideas, meet new people, catch up with old friends and hear from others involved in ministry in educational settings. This day will enable chaplains to meet, share and learn together (formally and informally) and will conclude with dinner at St George’s College, the Anglican Residential College of the University of Western Australia.

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<tr>
<th>Time</th>
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<tr>
<td>8.30am</td>
<td>Registration for Chaplains at Anglican Schools Commission</td>
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<td>9.30am</td>
<td>Buses depart from Pan Pacific Hotel for the Anglican Schools Commission</td>
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<td>10.00am</td>
<td>Morning Tea</td>
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<tr>
<td>10.30am</td>
<td>Paula Gooder: Bible Study, Address and Discussion</td>
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<tr>
<td>12.00pm</td>
<td>Lunch</td>
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<tr>
<td>12.45pm</td>
<td>Mining the Soul: Issues and Opportunities in Anglican School Chaplaincy - an Open Space forum facilitated by The Revd Michael Wood (includes afternoon tea)</td>
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Open Space is a self-organising process which runs on the energy and passion of those who attend. There is no predetermined agenda established by others. You will have the opportunity to converse conversations on ideas, questions and inspirations of importance to you, related to chaplaincy in Anglican Schools, and to give these topics as much conversation time as you wish. This will be an inspirational afternoon of rich co-learning and interaction with peers from around the country, as well as some invited guests. There will also be an opportunity to develop next step action plans, if matters of interest transpire which you want to progress further.

Michael Wood is Anglican Chaplain to UWA and St George’s College and works in private practice as a leadership coach and facilitator. Michael has been working with Open Space process for over ten years in education, government, NGOs, community groups and the private sector.

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<tr>
<td>4.30pm</td>
<td>Buses depart for St George’s College, University of Western Australia</td>
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<td>5.00pm</td>
<td>Mining the Soul: In Conversation with the Archbishop of Perth</td>
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<td>6.00pm</td>
<td>Evensong at St George’s College</td>
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<td>6.45pm</td>
<td>Dinner at St George’s College</td>
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<td>8.30pm</td>
<td>Buses depart for Pan Pacific Hotel</td>
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<tr>
<td>The Revd Cheryl Absalom</td>
<td>Assistant Chaplain</td>
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<td>The Revd Alison Andrew-Smith</td>
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<td>The Revd Nate Atkinson</td>
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<td>The Revd Dr Penelope Brook</td>
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<td>The Revd Matt Campbell</td>
<td>Senior Chaplain</td>
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<td>Mr Tony Card</td>
<td>Chaplain</td>
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<td>The Revd Nicki Colledge</td>
<td>School Chaplain and Head of RaVE</td>
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<td>Mr Wayne Conoulty</td>
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<td>Mrs Jodi Crain</td>
<td>Chaplain</td>
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<td>The Revd Susan Crothers- Robertson</td>
<td>College Chaplain</td>
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<td>The Revd Natasha Darke</td>
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<td>The Revd Dave Deeny</td>
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<td>The Revd Luke Durham</td>
<td>Assistant Chaplain</td>
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<td>The Revd Dougall Ethell</td>
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<td>The Revd Jennifer Foley</td>
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<tr>
<td>The Revd Dr Nick Foord</td>
<td>Community Chaplain</td>
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<td>The Revd John French</td>
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<td>Fr Iain Furby</td>
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<td>The Revd Tracey Gracey</td>
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<td>Mr Stephen Harrison</td>
<td>Director Of Mission</td>
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<td>The Revd Ryan Holt</td>
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<td>The Revd Nicholas Hurford</td>
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<td>Mr Paul Joy</td>
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<td>The Revd Mark Leam</td>
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<td>The Revd David Lord</td>
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<td>The Revd Daniel Lowe</td>
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<td>The Revd Dr Theo McCall</td>
<td>School Chaplain</td>
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<td>The Revd Ann McGuinness</td>
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<td>The Revd Elroy Mee</td>
<td>Chaplain</td>
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<tr>
<td>Mrs Lynette Mercer</td>
<td>Licensed Lay Minister</td>
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<td>The Revd Andrew Mintern</td>
<td>Chaplain</td>
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<td>The Revd Gillian Moses</td>
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<td>The Revd Canon Anthony Murray-Feist</td>
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<td>The Revd Tony Nicholls</td>
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<td>The Revd Geraldine Nixon</td>
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<td>The Revd Noel Oakey</td>
<td>Chaplain</td>
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<tr>
<td>Rev Eleanor O'Donnell</td>
<td>Senior Chaplain</td>
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<td>The Revd Howard Parkinson</td>
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<td>The Revd Canon Richard Pengelley</td>
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<td>The Revd Lisa Perkins</td>
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<tr>
<td>Ms Kirsten Philips</td>
<td>Head of Religious Education</td>
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<td>Mr Michael Prabharan</td>
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<td>The Revd Dr Philip Raymont</td>
<td>Senior Chaplain</td>
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<td>The Revd James Rogers</td>
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<td>The Revd Scott Rowland</td>
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<td>The Revd Mark Rundle</td>
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<td>The Revd Scott Sargent</td>
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<td>Mr Andrew Schmidt</td>
<td>Chaplain</td>
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<td>The Revd Jean-Pierre Schroeder</td>
<td>Chaplain</td>
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<td>The Revd Canon Frank Sheehan</td>
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<td>The Revd Matt Shorten</td>
<td>Chaplain</td>
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<tr>
<td>The Revd Louis Stringer</td>
<td>Acting Principal</td>
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<td>The Revd Marion Tanfield</td>
<td>Chaplain</td>
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<td>Mr Jeremy Thewlis</td>
<td>Lay Chaplain</td>
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<td>Bishop Gregory Thompson</td>
<td>Bishop of Newcastle</td>
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<td>The Revd Peter Waterhouse</td>
<td>Chaplain</td>
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<td>Fr Jonathan Whereat</td>
<td>Senior Chaplain</td>
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<td>Mrs Kirsten Winkett</td>
<td>Chaplain</td>
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Open Space Group Report

Topic: Silence, Stillness and the Connected Teenager

Convened by: Glenn Loughrey / Ian Furby

Group participants: Tony Poole, Lynette Mercer, Marion Tanfield

Main Points:

- Survey of school on spirituality and religion – leads to – student concern for what is deep inside them.
- Glenn –
  - 3 day silent retreat (weekend at end of term) – no technology – has not had to confiscate – total silence. Max of ten – year 9.10.11 – mostly boys. An adult venture – treated as an adult. Paid by parents – Lindisfarne
  - When people stop without direction, they drop into tiredness
  - 1st time to do so, body takes over.
  - Face demons – 2nd day
  - 3rd day resurrection experience
  - Santa Teresa Ormiston
  - Rhythm input – followed by 20 minute silence
  - Saturday morning Eucharist
  - Sam watch the dawn and day ends with Eucharist
  - Spiritual direction – as you understand God – where do you see God in this
  - Silence unmet need in our kids
  - Most clergy struggle with
  - “one moment meditation” YouTube
  - Taking 4 students to Thomas Merton conference next year

- Survey at first showed:
  1. sentimental and childish view of Bible
  2. All that is good comes from within you

- Gave evidence to introduce
- Consultation with teachers that demonstrated existing form of spiritual experience – validation of teachers experience, gave them permission to go with the form they knew
- Teachers cannot authentically lead a form they do not practice
- Boys like three day retreat because it is a risk taking experience – “It is the longest time I have sat with myself”
- Not mandated – giving permission – chapel, lunchtime
- What about disruptive child – individualisation – it’s ok to be uncomfortable
- “why do you put earphones on?” – It’s my thinking time. Mediated thinking
- Ye 7 and 8 most difficult
- Be realistic: only a handful will practice this after the class
- There are some who will challenge the authenticity of this Christian practice c.f. Desert Fathers
- Practice of posture – to sit with silence
- Does not practice guided meditation because it distracts
- Uses the space – classroom – that is available, extraneous noise and all
- There is variation in the experience of chaplains as to how students respond
Topic: What is the place of liturgical rhythm in the school week?

Convened by: Gillian Moses

Group Participants: Kirsten Winkett, Ann McGuinness, Susan Crothers-Robertson, Pene Brook, Phillip Goldsworthy, Tracey Gracey, Nicki College, Patrick Duckworth, Michael Lane, Tony Murray-Feist.

Main Points:

- Referring to the Sisters’ tradition every morning staff prayer, morning prayer, class prayer space
- Other schools weekly chapel for every student
- What about the Lectionary?
- Be bold, do what gives you energy
- Support of the Music Dept
- What do staff remember and value from 5 years ago
- Whole staff meetings follow the Lectionary
- RE Program on board
- 4 or 5 staff Eucharists a year
- School’s calendar and their services runs in parallel with chapel as prayer space
- Getting the kids to write prayers and place these on the altar
- Bubble prayers – using bubble solution
- Student retreat / quiet days
- Yr 12s prayer banner – write a prayer for each other onto a banner, it’s then decorated and hung in Yr 12 common room for year, then used as an altar cloth in Chapel for Valedictory
- Meditation
- Kids have spirituality, we offer them different ways to express it
- Ash Wednesday –ashing, litany of penitence adapted for children’s concerns and context.
- Need for a space to ask forgiveness
- Start small and let things grow
- Stations of the Cross around school grounds
- Winter – season of shadows - penitential season for the school
- Palm Sunday processions
- Yr 8 RAVE – assignment to design the liturgy for (eg)Easter to convey themes in contemporary creative way, then write a reflection on their experience
- Chapel as 1st thing in morning – receive before they do anything else
- Yrs 7-9 can be disengaged, ask them questions, lots of participation movement and physical involvement
- Visiting classes beforehand as chapel preparation
- Involving kids – chapel bands where whoever turns up for practice, one music teacher runs it, develop a repertoire then students choose songs
- Music is important
- Teaching the story of hymns
- Having an art student paint the Paschal Candle to set some guidelines
- Emails from girls- relevant songs that aren’t necessarily hymn
Topic: What if the world is good?

Convened by: Kim Cruickshank

Scribe: Kirsten Winkett

Group Participants: John French, Glenn Loughrey, Jon Taylor, Pene Brook, Jonathan Whereat

- **Main Points:**
  - We often focus on the bad, but what about the good?
  - Often the devil in the Bible is considered as the tempter. It was medieval times that created the image of Satan. Jesus spells out that Satan is the liar, prowler. Sometimes we overemphasize the evil and miss the good
  - Jesus mixed with the marginalised – when we take the secular world as evil we may be ignoring God’s people
  - Each individual has their own struggle which involves temptation, but there is also a spiritual dimension that involves spiritual evil
  - God has given useful tools
Topic: Positive Psychology taking over our Christian Schools?

Convened by: Theo McCall

Scribe:

Group Participants: Matt Campbell, Andrew Mintern, Barry Moss, Natasha Darke, Jodi Crain, Howard Parkinson, Jonathan Whereat, Ryan Holt, Daniel Lowe, Dave Deeny, Michael Lane, Ann McGuiness, Toby Sherring, Patrick Duckworth, Eleanor O’Donnell

Main Points:

• There can be a negative side of it: being told you have a “grumpy Gene”; illness the result of being negative
• What do we mean by Positive psychology?
• There are credible scientists
• There are also pop-psychologists
• Can be embedded as Positive education in the curriculum
• Giving the Christian language is the role of the chaplain. Is Positive psychology found under the umbrella of Christianity?
• The tools of pop-psychology are very helpful
• Ask the theological questions first
• Is recognising mindfulness / appreciation who or what are we expressing thanks to?
• The place of the Spirit’s transforming work can’t be lost
• PERMA—Positive emotions
  ▪ Engagement
  ▪ Relationships
  ▪ Meaning and Purpose
  ▪ Accomplishment

• Does psychology move into areas that it doesn’t really need to in?
• Is it a marketing tool?
• Theology – does positive psychology miss the theology of sin and redemption?
• Positive psychology fills a vacuum for atheists / agnostics but lacks a meta story.
• There is no doctrine of sin in positive psychology.
• Positive psychology needs a tradition to give it “legs”
• The wisdom of one of the great traditions (Christianity) gives it.
• Flourish – Positive psychology depends on PERMA. Christianity depends on God.
• What about lament? What about guilt? (ie sin)
• Question of salvation?
• Then the issue is – how Christian is the school?
• ...... if it’s built on Christianity, then it can be a powerful contributor to the school
• Chapel provides the rest of the story
• Kindness and Forgiveness – can be heard if it’s couched in positive psychology language which chaplains then build on.
- Having a great Head and School Council is crucial – esp. having chaplaincy at the heart of “wellbeing”
- Theology generally doesn’t drive the school policy
- But are the Senior Leadership Team Christians?
- Is there a place for lament, sitting in the Garden of Gethsemane?
- Mindfulness, stillness, meditation are where positive psychology addresses this.
- Children are not going to be happy all the time
- Spiritual questions can be addressed by Christianity
- Christians love (God loves) everyone and it doesn’t depend on success
- Reflecting God’s glory - immersion
Topic: Music and Singing in Chapel Services

Convened by: Peter Waterhouse

Group Participants: Jodi Crain, Sallyanne Bushe-Jones, Paul Joy, Ann McGuiness, Wayne Conoulty, Tony Murray-Feist, Michael Lane, Michael Prabharan, Elroy Mee, Luke Durham, Daniel Lowe, Tony Nicholls, Dave Deeny, Nate Atkinson, Gillian Moses, Susan Crothers-Robertson, Jenny Foley

Main Points:

- Junior School – generally more receptive
- Worship – Koorong books mpeg/dvd clips, recordings of modern songs/hymns. Play an “I worship” song as students walk into Chapel – lyrics, audio and great visuals
- Suggestion – “Be thou my Vision”
- Colin Buchanan – great resource, multiple CDs, great theology and singability in his songs. Gift from God. Memory verses to song. Good for Junior School up to Year 4
- Johnny Burns – another good resource. Google and YouTube him eg “best thing about Christmas”
- Suggest use these professionals/resources and add own actions
- Most schools represented in discussion do include singing in Chapel
- Copyright and Licence issues: YouTube licence is ok if you play direct from net. Once you’ve downloaded it and saved it you’ve breached copyright
- “One way Jesus” seems very popular
- Learnt a song together lead by Peter Waterhouse “James 4:7”
- “Sovereign Grace” is good resource for Years 5-7. Walking with the Wise
- Concern – modern Christian music assumes a deep personal relationship with God, 1st person language expressing love for Jesus. Wish there were more modern songs that work.
- Songs: My Best Friend’ the Creator of the Universe
- All the people say Amen
- I worship – Google I worship ... “title of hymn”
- Recommend ‘Mpeg’ versions, they’re files you can embed into PowerPoint
- Can buy individual album ($379 Volume A-F approx. 70 songs)
- Worship House Media – available but expensive (US website)
- Compilation by Band ‘God Rock” available to preview on YouTube
- Hillsong – ‘Cornerstone ‘ great hymn
- Sometimes just play a song for 2 services / week leading up to a specific service in which you want them to sing
- In Chapel – unpack the lyrics of a song, instead of a Bible passage
- Song writers:
  - Matt Readman 10,000 reasons
  - Peter Townsend
- Chapel Band – a good way to keep students involved
- If staff will sing too that helps a lot
- Changing culture takes time – like a dripping tap
- Be strategic – teach new songs in Junior School, then in Middle School include hymns as part of House Arts festival
- Junior School staff could play sound track/hymns during free work time or eating lunch
Communicating Jesus in a Culture of Superheroes.

What’s really real?

Convened by: Andrew Mintern
Scribe: 
Group Participants: Jonathan Whereat, Jenny Foley, Emily Egerton-Warburton, Luke Thomas

Main Points:

- Archetypes – what range of archetypes do we have?
- Qualities of the archetype and how can you resource yourself?
- Christian resource and archetype is Jesus
- Bible characters – Ruth, Esther, Moses, Noah,
- How do we develop the biblical hero archetypes?
- Jonah – fallible
  - Wanted to run away
  - Time of reflection
  - Choose to do what is right .... a Jonah moment

- Catholic tradition has the Saints as heroes.
- Female models – Mary, Sophia (wisdom)
- The feminine archetypes
- What does it mean to be Christ-like? Male or female
- Connect Series – Old Testament heroes e.g. Gideon – are from a normal background but became more than that through their calling.
- Stories about normal people becoming heroic, rather than superheroes who are not normal
- Chaplain provides a normal archetype of Christianity.
- How does Christianity cut through the fantasy world of the children? It may be entertaining or not but it can all just be another fantasy story.
- Superhero values more powerful with Christian values – it’s not about fighting fire with fire
- What is worth your worship? Celebrities? Superman? Do they know you? Can you develop a relationship with them?
- Comic – Adults still dress up as superheroes.
  - Escaping the world we inhabit to something more exciting.
- Bring back the idea of God into this situation – both / and, rather than negative criticism all the time
- You are in the world and need to make sense of the world and dialogue with that
- Seek the values in the Superhero stories and compare to the Gospel values.
- Fowler’s “Six Stages of Spiritual Growth” helps us understand this process for children
- A lot of children idealise heroes who are pretty nasty, because they are feared and powerful. This is the negative side of that. How do we work with this?
- Jesus chose to be powerless and was vulnerable to the Cross
- We need to trust the work of the Spirit in this as we present the Gospel, affirming that which is good in what people value, but allowing there to be a critique of the things which are not of the Gospel.
Topic: Biblical Literacy

Convened by:

Scribe:

Group Participants: Barry Moss, Scott Sargent, Nick Ford, Jeremy Thewlis, Cheryl Absalom, JP Schroeder, Stephen Harrison, Louis Stringer, Dave Deeny

Main Points:

- Overview of Bible – general ignorance
- Set Programmes – music
- Comparative religions study
- Opportunities for further engagement – groups
- Chapel participation
- Some children have never heard of God
- We cannot assume knowledge and Christian experience
- Honouring questions
- Bible as a resource
- Linking Christian literature to other subjects eg Nazism and Bonhoeffer
- What does our humanity mean?
- Fellowship groups, boys and girls
- Personal testimony – effectiveness and recognition
- Biblical themes – identification
- Honesty about the Bible- difficult issues
- Addressing the needs of students
- Ability of teachers to engage – are they Christians?
- Would like to teach?
- Creative engagement – taking kids out of classroom.
- Fears?
- What happens when the kids leave school?
- Continuing study groups – joining a church
- Enabling students to understand the Bible?
- Tools?
- Theological reflection?
Topic: Children in Detention: What should Anglican Schools do? How could / should we respond?

Convened by: Matt Campbell

Group Participants: Rose Guo, Lyn Mercer, Marion Tanfield, and others

Main Points:

Concerns about children in detention catalysed by evidence from the Human Rights Commission in an article by Julia Baird in the SMH / The Age last weekend on “why the Church has a duty to speak up”

Scriptures are clear that Christians should show love and hospitality to strangers, the down trodden and that we should protect and care for children.

Individual people of faith have engaged in letter writing / advocacy / action with the previous Labour Government and the current Coalition Government. This is not about politics – it’s a moral issue.

Is it time for a corporate response?

Article 3.1 of ASA Constitution says one of the purposes is to “provide a forum at National Level for Anglican Schools to facilitate discussion particularly on spiritual, moral and values related issues as they have a bearing on education”

Anglican Schools as communities of faith and communities of education should respond. Who better qualified to speak up on behalf of children, apart from their parents, than schools and educators? Professionals - whose core business is the flourishing and wellbeing of children and young people? We want every child to reach their God-given potential. Unfortunately the parents of these particular children are voiceless, so we must raise our voices and say this is not ok. Lawyers have spoken up, medical and psychological experts have spoken up – what about the voice of educators?

Vulnerable children are being locked up and locked away because they were born in countries with political and social turmoil. Independent evidence (and experts) is telling us this is not working and children are massively at risk; including in terms of their education.

So – how do we move forward?

The motivation is moral and spiritual but our action has political realities – we don’t want to “bite the hand that feeds us” (school funding etc) but this requires courage; so safety in numbers…

Ideally a statement from ASA member schools demanding change in policy and offering to be part of a solution as communities of faith:

- Children processed on Australian mainland placed in community based care
- Places offered for these children in Anglican Schools across Australia
- Signed and endorsed by Committee and Primate and Principals

If not, then possibly a statement signed by individual schools / principals at the National gathering of Anglican Schools and also signed by the Primate.

Will non-Christian schools (from broader AHISA network etc.) join/ write their own statements from moral perspective as educators

Secondary consideration – a response from students in Anglican schools concerned about the issues.

Archbishop Philip Freier is very supportive of an initiative like this.
At least one school principal has been prepared to put a scholarship on the table for this purpose.
**Topic:** Open Space Technology

**Convened by:** Michael Wood

**Group Participants:**

**Main Points:**

A few people asked me to include some information in the Book of Proceedings about Open Space Technology.

**Starting points include:**


- [WWW.openspaceworld.org](http://WWW.openspaceworld.org) (A practitioner web site with a useful ‘list serve’ called the ‘OSLIST’ to which anyone can subscribe)

- Michael wood is running a 1 day ‘taster/intro’ in Melbourne on 14-15 November 2014. Email Michael for info: space4s@bigpond.net.au

- Article on Michael Wood’s web site on Open Space, Theology and Christian leadership: www.michaeljohnwood.com
Facilitate Students mining their souls by allowing them to plan and run Chapel Services

Convened by: Elroy Mee

Group Participants: Tony Nicholls, Jonathan Taylor, Peter Waterhouse

Main Points:

- Students can be trusted to do this well – with dignity
- A different approach may be required in each school
- The Chaplain can still “control” the theology by ‘tying together’ the message at the end of the Chapel
- Students are encouraged to take ownership of the worship, and to use their creative skills, and IT skills
- Students enjoy Chapels.
Topic: Rent-a-church – What are we expecting of our School Boarders?

Convened by: Reverend Nicki Colledge

Group Participants: Glenn Loughrey, Tony Card, Ryan Holt, Andrew Schmidt, Barry Moss, Emily Egerton-Warburton, Tracey

Main Points:

- Often held on Sunday nights (for those who are back)
- All schools will be different
- Boarding Schools are a distinct community and “doing chapel” is part of their thing.
- Feeling “forced”, “against their will” – is challenging and damaging
- But in the future, this church / spirit may be a point of balance to return to.
Topic: Spiritual Self Care

Convened by: Cheryl Absalom

Group Participants: Tony Card, Susan Crothers-Roberts, Nicki Colledge, Marion Tanfield, Lyn Mercer, Pene Brook, Kim Cruickshank, Scott Sargeant, Kirsten Winkett, Keva Crouch

Main Points:

- How have you cared for yourself?
- Chaplaincy is a two-pronged ministry – great joy and yet sometimes we’re held in contempt.
- Schools are secular institutions – Chaplains offer the prophetic voice – can be lonely, can be hopeful.
- Chaplaincy is mission, more than a parish.
- Spiritual directors are essential for Chaplains, like supervisors are for psychologists.
- Not all schools support Chaplains getting support (ie time and finance are not forthcoming).
- Chaplains require / request regular support/ supervision. We must make the need for supervision public in our ministry setting.
- Preaching to a group of the faithful can refresh
- School Chapel is their church.
- Meditation / Mindfulness
- Morning Prayer
- Exercise
- Keep reading. Read the class books set for students in class tasks.
- Keep work and home separate – model self-care to other staff.
Topic: Value of Assessment Tasks in Christian Education

Convened by: Wayne Conoult

Group Participants: Sallyanne Bushe-Jones, Matt Shorten, Tony Carol, Andrew Schmidt, Nate Atkinson, Noel Oakey

Main Points:

- To test or not to test? That is the question.
- Reports – how to quantify?
- Without assessment there is a lack of credibility
- More than just an observation based assessment/ reporting
- Opinion free questions ...objective
- Assessing process and skills
- Research tasks ... open ended learning
- Lots of group work
- Increasing Biblical illiteracy in schools / community
- At what age / stage do we begin assessing?
- Non-disposable knowledge
- Make-up minds and either assess well or involve well. Quality is vital.
- Credibility pushed by both “Heads” and Chaplains
- Culture takes time to change and build
Topic: Pedagogy, Prometheus and Popular Culture

Convened by: Revd Nicholas Hurford CGS

Scribe: Group Participants: Reuben (Kenya), Glen (Lindisfarne), Michael

Main Points:

- Use of film to engage students in dialogue / investigation of Christian faith e.g. Ridley Scott’s Prometheus
- Pauls’ use of PC (Popular Culture) touchstones to reveal the truth.
- The search for meaning, making sense of life. Asking the BIG questions.
- Film enables sharing of a common language / common images; making connections with students through shared references so they are given the opportunity to make connection with God
- Movie as parable – must ensure you navigate filmmaker’s intent.
- Equipping for students faith journey / discernment / finding meaning
- CAVEAT: The Bible does not need validating by PC. There are vibrant stories in Scripture. Audio Visual clips to introduce Bible stories. They are a springboard, a pointer to Jesus.
- Students (as we all) are on a journey; stories versus entertainment. Need for students to explore Scripture and the tin-tacks of Christian faith to inform their journey. Faith not an arrival / one moment fixes all. Equipping students for their journey with the essentials, whether they are 14 or 40.
- The tight rope of validating PC Vs Staying true to Gospel
- MISSIONARY MINDSET – the need to understand languages and culture (PRAXIS) before / during sharing the Gospel
- Has culture shifted again? Post – scientific world.
- Paradigm shift – Jesus is the same “yesterday, today and forever”.
- What is a full life? Film enabling the comparison to John 10:10
- “The cinema has become the new cathedral” Michael Frost
- Cross-cultural connection: film is a pivotal form of entertainment (even greater than pop music). It brings people together via a shared experience.
- Jesus used PC and spoke using the language of the day and images / ideas people were familiar with. He reframed and used them as a vehicle for his messages.
Topic: School Chaplaincy Vs the Diocese .... Who wins?

Convened by: Noel Oakey

Scribe: Noel

Group Participants: David Lord, Stephen Harrison, Scott Rowland, Iain Furby, Philip Goldsworthy, Jennifer Foley, Tony Poole, Natasha Darke

Main Points:

- Comment: After 34 years in parish ministry – found more PC in school than in Diocese.
- Bishops / Clergy may not have understanding of what chaplains do in ministry.
- Perhaps should include Principal as a “friction” rub
- Communication can work from Chaplain to Principal. Principal to Bishop, through Chaplain.
- Is there a misunderstanding of Chaplain’s role in school, and in the Diocese?
- Are chaplains “undervalued” because they are not a parish priest?
- Perhaps Bishops could be invited to ‘shadow” Chaplain to understand what a Chaplain is.
- After UK Dearing report – lot of work has been done in Brisbane to create vision statement for schools – chaplains. Feelings changed.
- Chaplains not seen enough pastorally by Bishops.
- Chaplains may be upset that Principal is seen as “spiritual” leader at school – that could devalue ministry of chaplain.
- Many years ago Principal / Chaplain were one.
- If Principal sees that – How do they live it out?
- Chaplain needs to Chaplain to the Principal – work together and debrief.
- Change of Bishops can change Pastoral Support to Chaplaincy.
- What is an appropriate level of visits for Bishops in a year?
- Clergy Conference can have little relevance to School Chaplaincy
- Questions Asked:
  - What do you do on a Sunday?
  - When are you going to get a real job?
  - Where are the young people in our parishes?
  - Where is the communication break down?
  - History continues to repeat itself – issues 10 years ago relevant today. Can depend on the Bishop – their focus?
  - There should be a Chaplain to chaplains?
  - Nice to have Bishop to come and have coffee, lunch with Chaplain.
  - Should the only time we see Bishops be if there are issues or Confirmations??
  - Are Schools seen as “Cash Cow” to support Dioceses?
  - Are schools worshipping communities?
  - Collegiality for Chaplains with fellow priests strained.
  - How do we change what’s happening?
  - Complex Issues of structures, relationships – not quite sure what issues are.
- To do with “headspace” – Bishops etc. – their headspace is currently full of other matters – (Royal Commission etc.). Hopefully they’ll soon have more “headspace”
- Are Bishops only around for the “sexy Stuff? (Good PR opportunities)
- Do Bishops need to “re-discover” Chaplains, and parish priests?
- Can ministry formation for Chaplaincy be undertaken in Schools?
Main Points:

Huge opportunity – over 1000 possible readers.

How to provide helpful and fresh idea?

Format change may drive a renewal of interest.

Wisdom stories.

Open it to some students. Speak into the community – include Bible verse.

Converge ideas- same passage from scripture – different audience

What is going on in the wider world. Movies etc?

Chat about what is happening in the school – sometimes teach again

What did I see/ notice this week?

There is value in the stable bedrock.

Finish conversation with a question or conversation with the students.
Topic: Alain de Botton

Convened by: Cynthia Dixon

Group Participants: JP Schroeder, Emily Egerton-Warburton, Tony Nicholls, Bishop Greg Thompson

Main Points:

Alain de Botton: Agreement and original sin

WA “Community of Life” September in Perth

Belief: Emotional intelligence ‘self-help’

Humanistic psychology

Useful tools for conversation and teenagers

Alain de Botton – ‘crisis of atheism’ as a teenager

Publications

- The news – scathing assessment of secular society – watching news – out comforts of church – it matters if it’s in the news
- Consolations of Philosophy - consoling?
- Religion for Atheists

Other readings

- Consolations of Theology – Rosner
- The Book that Changed Your World – “The book that gave the West its soul”

Alain De Botton – mainly positive about Christianity

Bit about other faiths

Pathway back to church

Critiques atheism

Church knowledge – community

Relationships

Motivated by belief system

Inherent meaning from story

Prayer and practice

Preoccupancy and the SOUL

Appetite for passion/ glory in adolescence
Rich versus Ephemeral

Deep versus Consumerism

Engaged versus Borrowing from religion to make secularism more invaluable

independent thought

Absolutism: need for it

Modernism

News selects information: fearful

Will culture replace religion?

Rationale in Alain de Botton community – the spirit

Secular versus Church

Science church recognises darkness of humans (original sin)

We’re basically good

(expectation leading to depression)