

Peace Education Australia 2020 Adelaide

June 22-23, 2018

Proposal: to promote and provide Gospel-centred Peace and Nonviolence Education resources to all Christian faith-based educational systems and secondary schools in Australia during the next three years

How might we work together to engage with this proposal?

Book of Proceedings & Participant Details

Co-Sponsored by: *Pace e Bene Australia*
Catholic Education South Australia
the Anglican Schools Commission (Inc.) of Western Australia
Edmund Rice Education Australia

SPONSOR INTRODUCTION

A gathering of 15 people from four Australian states met together from 22nd – 23rd June, 2018 to dream and discuss what peace education initiatives might be possible in Anglican, Catholic and Lutheran schools in 2019 and beyond.

The Anglican Schools Commission WA (ASC), Pace e Bene Australia, The South Australian Catholic Education office and Edmund Rice Education Australia all co-sponsored the meeting. Participants included Anglican, Catholic and Lutheran Religious Educators, curriculum writers and members of the ecumenical women's movement, The Grail.

The meeting was inspired by the vision of Brendan McKeague (Pace e Bene) and the Reverend Michael Wood to see peace education (with a Christian foundation) extend through all Christian faith based schools in Australia. The first step in this vision had begun through the writing of a secondary school unit of work by the ASC during 2017, which has started to be trialled in a few schools.

Brendan and Michael facilitated the gathering, sharing their vision, passion and knowledge. As the gathering gained momentum, energy was high and a shared passion for growing peace education was evident. Throughout the 2 days there were many self-organised conversations (in the open-space style) which covered a number of theological, curriculum and practical matters. From these conversations, a number of action plans were created which included:

- Developing a network of peace educators and supporters to continue the work.
- Developing curriculum material to suit primary school aged students.
- Thinking through how to develop professional learning and formation experiences for school staff.
- Having conversations with people in other states.
- Connecting people in an online study/reading group to further knowledge in the area of peace and nonviolence.

Participants departed the gathering feeling inspired, energised and looking forward to what might emerge from the discussions and plans.

CONTACT DETAILS

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TOPICS RAISED

SESSION	TOPIC TITLE	INITIATOR
1A	Ongoing communication/collaboration	Stuart
1C	Peace Education across all year groups	Liz Pemberton
2A	Beginning the Peace education/nonviolence conversation with Catholic Ed/ school systems	Jo
2D	The 5 steps to nonviolence	Marcia
2	Appreciative Exploration of how nonviolence is explored in broad school curriculum; and identifying gaps	Michael Vial
3C	Developing a PD Session for Staff – preparing to teach and staff formation	Gillian
	Interpreting Gospel stories of the “frustrated” Christ	Dan Valencic
4A	Supporting Schools to Implement Curriculum – challenges of PD for staff	Jo, Martina and Michael
4E	Gospels and nonviolence	Marcia
5D	Peace Education and Adults	Ruth Crowe
5F	The voice of the Child and Nonviolence	Michael Vial
5C	How is gender addressed in the unit (and other men only voices)	Gillian
7D	Ideas for funding	Brendan
7	SA RE Curriculum and nonviolence	Michael Vial

ACTION PLANS (pp22-34)

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|--|------------------|
| ➤ Developing a network/community of practice from this gathering | Jo Hart |
| ➤ Talk with people in Melbourne, Anglican/Ecumenical, re September Visit | Michael Wood |
| ➤ Develop lesson material/unit of work appropriate for primary level | Liz Pemberton |
| ➤ Incorporating collaborative learning models | Gillian Moses |
| ➤ Project continuation & expansion | Brendan McKeague |
| ➤ Schools Inquiry on whole school and/or curric exploration on nonviolence | Michael Vial |
| ➤ Stimulus Paper on Nonviolence | Michael Vial |
| ➤ Learn/read more about peace and nonviolence; with particular interest in feminist theology | Marcia Burgess |

Topic Title	Ongoing Communication / Collaboration	Code	1A
Initiator	Stuart	Recorder	Stuart
Present	Stuart, Jo, Kath, Brendan		

Notes - including summary ideas, suggestions, recommendations, plans for actions....

- *Is there an ongoing Leadership Team?*
- *Are there people who want to facilitate?*
- *Open Space is handing leadership to the group – No infrastructure of ongoing leadership at the moment*
 - *Either someone passionate stands up*
 - *Funding is sought to support a facilitating role*
- *What is the need? – to stay connected*
 - *To share new developments*
 - *To share what we are doing?*
 - *To share new resources we have found*
 - *To share how we use it in other curriculum*
- *Facebook? Another platform? Webinars? Video meetings? Drop Box?*
- *Act locally, connect regionally, learn globally*
- *Way forward*
 - *Find a person to take it on*
 - *Find early adopters*
- *A desire for a physical coming together annually – conference.*
 - *Who is going to facilitate?*
 - *Partnerships? Of systems*
 - *Maybe hold in each state to cut travel costs and increase attendance*
- *May have to start small and see how it grows*
- *Systems each contribute to funding certain aspects – Venue, speaker, catering, wine?*
- *Will we have a summary of these 2 days to take back in schools to use as a resource to help promote the need*
- *'Peace study tour to Philippines' – a dream*

Topic Title	Peace Education across all year groups	Code	1C
Initiator	Liz Pemberton	Recorder	Liz Pemberton
Present	Gillian, Teresa, Julian, Marcia		

Notes - including summary ideas, suggestions, recommendations, plans for actions...

Where is peace education happening already?

What are the components? (Knowledge and skills)

What are the age appropriate concepts and language to teach this?

Are we unpacking Bible stories intentionally to draw out peace and nonviolence teaching/themes? Keep revisiting Bible stories – adding more layers of understanding (eg 2 worlds of the text)

Perhaps we could look at language being used in our schools eg bullying. Helpful or confusing?

Links between reconciliation, forgiveness and peace/nonviolence.

Can we develop a structure which enables developmentally appropriate peace education?

Where is there violence in our school structures that needs observing/noting/challenging?

Look at ACARA – general capabilities (Ethical understandings, intercultural understandings, etc)

Links / ways in. what religious Could we add?

The ability to live and operate peacefully and nonviolently

Knowledge and skills

Questions – How can we resource teachers in other learning areas to make connections with peace and nonviolence?

School retreat/camps – can we build resource for these?

Topic Title	Beginning the peace ed/nonviolence conversation with Catholic ed/school systems	Code	2A
Initiator	Jo	Recorder	Jo
Present	Ruth, Kay		

Notes - including summary ideas, suggestions, recommendations, plans for actions....

- Catholic nonviolence initiative – forming points of entry to parishes through social justice coordinators – not through parish priest
- Could the Plenary 2020 be an opportunity for conversation
- Are Cath Ed systems open to hearing about other visions and articulations of Christology
- Connection of nonviolence education as a response to child abuse royal commission
- Making cross-curricula links, especially – environment/nonviolence – Laudato Si
- Christological approach to Advocacy
- Nonviolence curriculum possibilities documents
- Connections to current school programs ie Restorative justice, anti-bullying programs – connecting to Christological underpinnings
- Bishops onsite – Peter Comensoli – Broken Bay
 - Relevant to practical topics eg bullying
 - Peter Smith - Sydney Archdiocese

Topic Title	The 5 steps to nonviolence	Code	2D
Initiator	Marcia	Recorder	Marcia
Present	Gillian, Brendan, Marcia		

Notes - including summary ideas, suggestions, recommendations, plans for actions...

Overview:

1. Know self
2. Know culture
3. Know spirituality – faith
4. Skills for the journey
5. Foundational skills to build on to apply

1. Know understand yourself – body awareness system. What happens to you when you prepare for ‘battle’ – physiology
2. Centre yourself – ready for an informed response learning skills to centre – grows overtime. Peace Pebble – circuit breaker – helps connect to heritage. Mantra ‘God with me’, ‘God is here’, God is with us’. Meditation.
3. Listen to truth – ritualizing the intention – listen even if the person is angry, hurt, attacking.
4. Speaking own truth, being honest and open without diminishing/destroying the truth of the other. #3 and 4 are interchangeable
5. Openers to what energises – an openness to the spirit in this work. Mystery to creation. Could name what emerges?

Could be applied to National leaders – doesn’t always work – and it doesn’t have to work

Violence NEVER works.

2 hands of nonviolence

Conflict transformation is about compassion, forgiveness and intention.

Topic Title	Appreciative Exploration of how nonviolence is explored in broad school curriculum: and identifying gaps	Code	2
Initiator	Michael Vial	Recorder	Michael Vial
Present	Michael Vial, Julian Klyuge, Liz pemberton, Dan Valencic, Terese		

Notes - including summary ideas, suggestions, recommendations, plans for actions...

-Appreciative exploration:

- Restorative practice approaches to behaviour education, backed up in pastoral care lessons using various resources/packages (eg Bounceback, child protection, curriculum, etc)
- Social Justice initiatives, eg White Ribbon, Day support
- Circle time practices
- Ecological conversion curriculum and practice
- RE Curriculum units eg
 - Heroes/ heroines of the church (who worked)
 - Ethics
 - Religion and peace (Yr 12)
 - Justice
 - Reconciliation
 - Evil and suffering
- Student Leadership Formation
- Student Retreats
- Pastoral care Counselling : to students/families suffering violence, domestic violence
- Online violence
- Christian Meditation / contemplative prayer practice
- English / HASS / Media studies units, Economics etc
- 'dialogue School' in the enhancing catholic school identity project
- Indigenous

What are the gaps?

1. Staff formation (Spiritual /religious)
2. Staff Professional Learning
3. ANZAC and western front/Gallipoli immersion trip. Traditions: transformation required
4. Australia Day and Anzac Day – a new way to talk about
5. Explicit RE Curriculum that explore nonviolent Jesus and the nonviolent way of being human
6. Schools naming themselves as places of peace / shalom – deep relationship and communion (nonviolent)
7. Interreligious dialogue
8. Engagement of parents and education and their experience of violence

Ideas for moving forward:

- a. Inquiry professional learning approach around nonviolent/shalom approach (inviting schools)
- b. Stimulus paper

Topic Title	Developing a PD Session for Staff – preparing to teach; staff formation	Code	3C
Initiator	Gillian	Recorder	Gillian
Present	Jo, Martina, Liz, Brendan, Michael		

Notes - including summary ideas, suggestions, recommendations, plans for actions...

What are the easiest elements to communicate to staff?

- Do we opt in or make it all staff?

Pre-existing framework out of which unit emerged (4 pillars)

- Knowing yourself and what is my bigger narrative where I come from, ancestors (genetic memory). Naming activity and brings our bigger stories who the place and know own capacity for violence
- Know culture and how dominant culture works, vocab (shared) around culture, how dominant culture forms us around fragmentation etc, myth and redemptive violence
- Knowing my spiritual source from which I operate and what is my commitment to peacebuilding and nonviolence, for us it's the Jesus story, what culture/narrative was Jesus embedded in? Here you can use wink stories from Bible, Inner work that is required (shadow work)
- Skills we need to sustain commitment to nonviolence (least important part). 5 steps in conflict transformation

2 Dimensions; outer work, inner work.

- Outer – how it shows up in school community
- Inner – understanding own capacity for violence

Staff situation varies from school to school. Specialist or nonspecialist teachers. RE as last but of teacher load.

Reality is we can probably only bring in elements of this with whole staff

Schools are busy and PD is prescriptive usually and is this curriculum or formation? Staff come in and out.

How do we use elements on their own without diluting integrity of the underpinning framework.

Start where you are at with what you've got! If peace education in school is long term goal, have to start small – anything we do around 'de-enemyising' is worth doing!

Can we start with a small group in the school who are been and meet with see what we can do.

Identifying what we are already doing – how is peace already a value in a school?

Power of word "nonviolence" end justice, peace or other familiar words.

Parker Palmer's work – quiet days for staff and power of small group to change culture, circle work/circle of trust, community of practice.

Picking a pain point in school that might traditionally be addressed by leadership and instead invite talking circle to address it – name a lot peacebuilding practices in school.

Power of personal stories and especially stories of violence / nonviolence / peace building

Discipline of not fixing, advising, rescuing, saving!

Running regular meetings as circle work

Wellbeing and violence – self care etc

Anglican Schools – “God in an hour” retreats – 2 hours/wk over 6 weeks

Systemic violence	how we value busyness but not silence
Negative peace	
Positive peace	

Coaching processes – creating space for deep listening coaching is valued (see ATSIL Standards)

St Marks school – 5 sessions of 2 hours end of school day offered “coaching skills” workshops

40 teachers 5 hr and middle leaders

Great take up

Practice of nonviolence framed as coaching (form of spiritual direction)

High levels of systemic violence in school systems

Culture of “Big Questions” which are allowed to shape school year

Appreciative Inquiry again

Short video from yesterday followed by paper as part of PD Day

Difference between information and formation

Can we offer 2 or more streams on combined PD Day – one stream on nonviolence, and others. How do we enable choice and invitation.

Open space for PD Days

Ethos Committee meeting as an opening into talking about PD / Staff days

How do we do conflict well? – practice of peace

Resisting the urge to focus on outcomes ie doing something because it works, not just because it's the right thing.

Topic Title	Interpreting Gospel stories of the “frustrated” Christ	Code	?
Initiator	Dan Valencic	Recorder	Dan
Present	Kay, Therese, Ruth, Christina, Martina		

Notes - including summary ideas, suggestions, recommendations, plans for actions....

A ‘just’ anger can occur in a Christian life in response to unjust situations

Provoking others to gain insight into unjust practices

Being frustrated with unjust situations is a natural reaction

The distinction between anger and violence – feelings and emotions should shape Christian policy.

A reaction when the people of god are not who they are meant to be.

Difficult when Christian teachings re not evident in society / individuals / church structures

Are modern institutions in the same crisis as itj was in the Temple story

Lay people have the right to show that level of anger at the structures in our Church – in the same way Christ reacted in the Temple

Does the “money lenders” story give us permission to be angry at our Church structure?

Gospels should be – History / Story / Current application – allowing all stories to be used to promote peace and justice

Jesus needs to be re-represented as counter-cultural in our school communities

Stories like the ‘Cleansing of the Temple’ allow and justify us to respond to the structures that frustrate Christian adherents.

Topic Title	Supporting Schools to implement Curriculum – challenges of PD for staff	Code	4A
Initiator	Jo, Martina and Michael	Recorder	
Present	Ruth, Gillian		

Notes - including summary ideas, suggestions, recommendations, plans for actions...

Challenges facing school realities – revolving door of untrained teachers

Modify unit to enable input by a trained person and teachers facilitate activities in which they learn with their students.

- Could use a flipped classroom approach of 1 or 2 expert teachers to create the shared thematic inputs
- Brendan and Michael – offer workshops around the country – day 1 for teachers, day 2 for consultants – train the trainer

Video chunks of content

Skype/phone coaching

Circles of wisdom – collaborative learning of teachers and students

Facebook page to share ideas, ask questions

Develop a community of practice at school level of those teaching the unit

National gathering to reconnect, story sharing, what are we the learnings.

Taster session in Perth

Across systems in region – practitioner workshops

- Possibly 2019

Making connections across catholic systems

Topic Title	Gospels and nonviolence	Code	4E
Initiator	Marcia	Recorder	Marcia
Present	Michael, Liz, Dan, Martina, Kay, Teresa		

Notes - including summary ideas, suggestions, recommendations, plans for actions....

Gospel stories – The forgiving Father – love not rejection

Walter Wink – resources, turn the other cheek. Examples of Jesus acting nonviolently and challenges systems of nonviolence

- Nonviolent resistance

Stoning of the adulterous woman. “Let he who is without sin”

Woman at the Well – scapegoating

The good Samaritan

Where is violence in the Gospels?

- Jesus fleeing as a baby to Egypt
- Jesus arrest in the garden
- Jesus in the temple – upturning tables
- Jesus on the cross – Jesus non-violent accepting his fate

Jesus in the desert – inner struggle

Jesus’ response to Peter after the trial

The Beatitudes

The time Jesus spent with sinners

Connection between Jesus healing and inner peace – forgiveness and reconciliation

Young people – mid-late teens – choosing vegetarian and vegan – can we connect them with Gospel stories?

Topic Title	Peace Education and Adults	Code	5D
Initiator	Ruth Crowe	Recorder	Ruth
Present	Dan Valencie, Martina Cooper		

Notes - including summary ideas, suggestions, recommendations, plans for actions....

ACH Contacts

Notre Dame

Mentoring young teachers

P&F masterclasses!!

Peace and non-violence strategy

Collaborate Dan and Martina and Grail (Social Justice Groups)

Schools in WA have a lot of training

Pace Bene contacts

And Edmund Rice Centre Homebush

SOCIAL JUSTICE GROUPS

MARIST BROTHERS' CONTACTS

Topic Title	The voice of the child and nonviolence	Code	5F
Initiator	Michael Vial	Recorder	Michael
Present	Michael V, Terese, kay, Brendan		

Notes - including summary ideas, suggestions, recommendations, plans for actions....

Kay: The voice of the child within the adult, teacher, leader

Brendan: pictorial 'faces of the enemy' in Bagdad, the children in the "enemy"

Musical South Pacific "you have to carefully taught to hate all those your family hate...before you are 6, 7 or 8"

MV: Seeking to listen to children's experience and ideas about curriculum / nonviolence / etc

- An inquiry approach
- Co-designing a unit
- A pedagogy of listening

Brendan: a co-construction of the curriculum in an Engineering example

- Not normal KPIs but
 1. What did you notice?
 2. What did you learn?
 3. How will you use that learning

ie learning how to learn

- Around a question worth asking and invite people interested and affected

Therese: Importance for teachers to know where they come from (eg Interplay)

- Their stress of holding it all together
- How to be sensitive to students and where they're at
- What do they need to have done themselves with their own inner work
- "unless you become like children"

MV: teacher formation so important for transformation / conversion about nonviolence

- in order to be an example/witness to it (in a similar way to RE)
- essentially 'nonviolent education' is 'religious education'

Kay: the anger that is within

- inner and outer work
- Brendan: ok to say "part of me is really angry.. and another part of me..." (c/- George Trippe) (a self-talk tool)

Domestic Violence and the Child

- Attachment parenting
- All behavior has meaning (Kent Hoffman and circle of security)

Brendan: child protection (and be wary of strangers) – welcome the other, thedifferent, some contradictions, eg, forgiveness. Sin vs Sinner

Topic Title	How is gender addressed in the unit (and other minority voices)	Code	5C
Initiator	Gillian	Recorder	Gillian
Present	Marcia, Christina, Liz, Jo, Michael		

Notes - including summary ideas, suggestions, recommendations, plans for actions....

Resources – women’s stories of peacebuilding eg in Nashville video, Fatouma’s story in soldiers of Peace other videos

Not a topic that is explored explicitly

Women writing about these topics eg Carly Osborne

Book – Athena Doctrine – qualities we describe as masculine or feminine and critiquing our systems and structures. Is there space to discuss this in the unit?

Mothers who stand for Peace – picture book (Grandmothers – who stood to change the world)

Hunger Project – educating women to empower the world

Principles – what is the violent culture in which we are embedded?

- How does gospel of Jesus speak into this?

- Who are the feminist/post – colonial theologians writing about Peace? Also feminist Jewish scholars

How do feminist theologians engage with Girard’s idea of the forgiving victim (also post colonial period)

How is pornography addressed

Girard on desire as really useful paradigm – how does my desire enslave me?

Dignity and offering positive vision of human relationships

Wisdom of the victim

James Alison as gay person writing on Girard ‘On Being Liked’

Asking a Facebook group for their recommendations of feminist theologians writing on this issue

Topic Title	Ideas for funding	Code	7D
Initiator	Brendan	Recorder	Brendan
Present	Jo, Martina, Liz		

Notes - including summary ideas, suggestions, recommendations, plans for actions...

Artfinc Grant - \$6000; 2017-2018

Current Co-sponsors

- SA CEO
- WA ASC
- EREA
- P & B Australia

In the past – Religious congregations might have funded something like this. Diminishing opportunities

Who to ask? Diocesan funds perhaps?

Prepare a clear vision of what we want to achieve / Jo?

- Coalition approach across the Christian ‘establishment’ landscape – reflected in our current partnerships
- Personal passion – Brendan – would love 2 days pa for 2 years to continue researching, networking and training
- How would schools be engaged?
- ‘Train the trainer” approach, local initiatives – regional
- CARITAS / BROKEN BAY INSTITUTE / ACID / NDA
BBI – infrastructure, Technology / networks a teaching level unit for Teachers /others
Connect to meet all of Divinity – possible?
Development of an online deliverable program

MCCA – peace studies/creation 6 – ecumenical
BLAIR FOUNDATION may have grants available

National Council of Churches Australia

Asking Catholic Ed/ ASC to prioritise resources/ in-kind/ secondment to assist with work

Support for specific events, future projects for peace education conference

Expend/the next steps

- Continue

Heads of catholic congregations in education

- New body – how do we engage with them?
- Opportunities to explain our vision

Topic Title	SA RE Curriculum and nonviolence	Code	7
Initiator	Michael V	Recorder	Michael v
Present	Michael v, Marcia B and Christina J		

Notes - including summary ideas, suggestions, recommendations, plans for actions...

Developmental aspects } of 'nonviolence'

Component elements

- This is a foundation for considering how crossways can better embrace.
- Eg knowledge, skills and disposition which together comprise 'nonviolence'

Marcia: 5 steps are very similar to restorative justice (see handout from Thursday workshop)

The 'wisdom' skills and disposition strand

Connects with:

- | | | |
|------------------------------------|---|---|
| <i>Band articulations</i> | } | - self awareness (communal and self identity) |
| <i>Tease out and make explicit</i> | | - dialogue |
| | | - Interpretation – their, societal, historical. – interpret scripture |
| | | - Discernment and engagement |

Purpose Statement: 4th element could include "...a just and nonviolent world"

Knowledge Strands

- Some 'Enduring Understandings' about nonviolence (indirectly and directly)

Integrates Concept

"Nonviolence"

Topic Title	Biblical, Theological and Hermeneutic touchstones for M.V	Code	6A
Initiator	Michael Wood	Recorder	Michael Wood
Present	Everyone		

Notes - including summary ideas, suggestions, recommendations, plans for actions....

I begin with the principal that God is a God of Love. When working with children, I ask “where is the ‘God of Love’ in this story?” (ie God intervenes in the near sacrifice of Isaac)

Jesus shows me to God who is Love

The move from God being the ambassador of the right tribe. Jesus comes along and talks about what the Kingdom of God is like – Not about who is in or out, or what you do (make the right sacrifices or taking on the Romans), its about treating people with respect. Inviting people up the mountain to hear some more. Love your enemies.

Jesus challenges the obsessive following of the law when it gets in the way of compassion. The upside down messiah. (The ‘turnip’ Messiah)

‘Love one another as I have you’

The Beatitudes

Seeing the face of Christ in everyone – connecting with everyone, just as Jesus did. (eg The woman at the Well)

God walking with Adam and Eve in the Garden (Companion god) – Ruth/Naomie story

The prophets as Companions of God

Jesus as Companion with whom we are co-creators (Feeling the partnership)

Garden of Gethsemane – ‘put away the sword – those who live by the sword will die by the sword’ (A different way of being). Instead of raising an army to strike down ones enemies.

Jesus died because he was a radical trying to change the world (not because he died for our sins)

Jesus on the cross – sometimes part of us needs to die before we can live authentically – or for some new life to emerge (“unless a grain falls to the ground and dies...”)

Evolution could not happen if there was not death (Life requires experimentation)

Jesus did not need to die. He died because of the way he lived.

Salvation is when I can say “I will die rather than kill” (new life and sign of the kingdom)

Detachment from “clinging to Life”

Story of Muslim command to marry women raped and bring up children as own. (Bosnean war)

Susan Connelly – Josephite in Sydney did PhD on a Girard related subject

Flip Chart Insert

Two 'voice' in scripture – the voice of the persecutor and the voice of the victim

- The vengeful victim (Abel's Blood crying from ground)
- The guilty victim (Exiles)
- The victim who calls for vindication (Psalms/Job)
- The forgiving victim (Jesus) (2nd Isaiah – suffering servant) (Joseph Saga)
- Barth – Bonhoeffer's critique of natural law (estate church)

Christ as the primary WORD who provides the interpretive key to scripture (Shalom – Forgiveness)
Moltman – The Christlike God

St Paul The Law, apparently good in itself is 'weaponised' (by SIN) The WORD/Law which kills
(Problem of Zeal – Phineas) Grace and Paul's experience of being a forgiven/transformed murderer.
N.V Atonement(+) The economy of exchange
Anselm – God's offended honour
Calvinism – God's wrath against sin

St. Paul – Romans

1. Grace trumps Law (personal salvation) – supercessionism
2. New Perspective (incorporation of the gentiles)
3. Post New Perspective (apocalyptic in breaking/revelation – Barth)

Orthodox – incorporation into TRINITY DIVINISATION

Girardian influenced

Gil Baillie – Violence unveiled (Catholic)

James Allison (Catholic)

- Raising Abel
 - On Being Liked (and many others)
-

Walter Wink (Protestant)

- Engaging the powers
-

Michael Hardin (Protestant)

- The Jesus Driven Life
 - Reading the Bible with Rene Girard
 - Mimetic Theory and Biblical interpretation
-

Brad Jersak (Orthodox, from Canada)

- A More Christlike God
- Her Gates will never be shut: Hope, Hell and the New Jerusalem
- Stricken by God? Nonviolent identification and the victory of Christ (series of essays)

S. Marklheim – Saved from Sacrifice

Action Plan		
Action Area	Developing Network/C of P from this gathering	
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Immediate next steps -	Create communication base - facebook?	
Action Plan		
Action Area	Conversations in Melb. (Anglican/Ecumenical)	
	(Who can I meet with?)	
Covered by:	Michael Wood	
Offers of Support:		
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Next step (s)	Talk with people in Melbourne	
By when:	During Sept	
Action Plan		
Action Area	Develop lesson material/unit of work appropriate for primary level	
Covered by:	Liz Pemberton	
Offers of Support:		
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Next step (s)	Develop an outline of possible unit of work/ideas/resources to include	
By when:	End August	

Action Plan		
Action Area	Incorporating collaborative learning models	
Covered by:	Gillian Moses	
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Next step (s)	To look at PBL proposal being developed	
By when:	End of 3rd term	
Action Plan		
Action Area	Project continuation & expansion	
Covered by:	Brendan	
Offers of Support:		
Name	Email	Ph
Liz Pemberton	lpemberton@asc.wa.edu.au	0413 896 118
Michael Vial	michael.vial@cesa.catholic.edu.au	0424 996 612
Michael Wood	spacemaker62@gmail.com	0435 065 326
Next step (s)	Forward	
	Brendan will prepare a proposal for circulation	
Action Plan		
Action Area	Schools Inquiry on whole school a/or curric exploration on nonviolence	
Covered by:	Michael Vial	
Offers of Support:		
Name	Email	Ph
Brendan	mckeaguebrendan@gmail.com	0429 448 090
Christina Jones	christina.jonas@cesa.catholic.edu.au	0402 066 934
Maria Burgess	marcia.burgess@cesa.catholic.edu.au	0421 640 061
Jo Hart	jo.hart@erea.edu.au	0429 431 206
Michael Wood	spacemaker62@gmail.com	0435 065 326
Next step (s)	CESA people to arrange a teleconference for larger group	
By when:	3 July 2018	

Action Plan		
Action Area	Stimulus Paper on Non Violence	
Covered by:	Michael Vial	
Offers of Support:		
Name	Email	Ph
Brendan		0429448090
Next step (s)	Michael V to talk to Brendan about how to link this to 'Project continuation and expansion action.	
By when:	3 July 2018	
Action Plan		
Action Area	Learn/read more about peace and nonviolence	
	Particular interest in feminist theology	
Covered by:	Marcia	
Offers of Support:		
Name	Email	Ph
Christina Jonas	christina.jonas@cesa.catholic.edu.au	0402 066 934
Michael Vial	michael.vial@cesa.catholic.edu.au	0424 996 612
Gillian Moses	g.moses@staidans.qld.edu.au	0414 373 151
Michael Wood	spacemaker62@gmail.com	0435 065 326
Teresa Sheridan	tereshe@bigpond.net.au	0413 558 171
Liz Pemberton	lpemberton@asc.wa.edu.au	0413 896 118
Kay Hunt	kay.hunt@optusnet.com.au	0417 884 395
Ruth Crowe	ruthcrowe@ozemail.com.au	0408 291 429
Dan Valencic	dan.valencic@cbhslewisham.nsw.edu.au	0410 456 804
Jo Hart	jo.hart@erea.edu.au	0429 431 206
Next step (s)	an email group and explore a yammer space	
By when:		