



**Global Researchers
Advancing Catholic Education**

GRACE REPORT

2019-2021



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1. BACKGROUND



Global Researchers Advancing Catholic Education (G.R.A.C.E.) is an international research-based partnership between Mary Immaculate College, Limerick, Boston College, United States, the University of Notre Dame, Fremantle, Australia, St Mary's University in Twickenham, London and OIEC (International Office of Catholic Education).

As an emerging community of practice (Wenger,2000), G.R.A.C.E. provides an original opportunity for practitioners and scholars of Catholic education and theology in our respective countries to affirm, study, collaborate, and respond meaningfully to challenges we face in the field.

Toward this end, our initiative:

- Seeks a deeper study of ecclesiology and Christian anthropology and its significance for Catholic education
- Pursues new theories of Catholic education based on empirical research
- Strengthens a global argument for the importance of faith-based schools in a plural society
- Attunes educators' abilities to notice, engage, and celebrate the presence of God's grace in the world
- This partnership promotes research and learning to develop the head, heart, and hands of those involved in Catholic education.

In 2019, GRACE emerged from a series of conversations among faculty members from Mary Immaculate College, Limerick, Notre Dame University, Fremantle, Australia and the Roche Center for Catholic Education, Boston College. All shared a concern about the challenges facing Catholic education in their respective countries. They developed a plan to build 'communities of practice' among those in Catholic education. This was to begin with a physical gathering in Kylemore Abbey, Galway, Ireland in the summer, 2020 to be followed 15 months later with another physical gathering in Notre Dame, Australia and finally, finish in Boston College, 15 months after that. The aim was to build relationships between practitioners and scholars in these various countries and have them work on research projects between the various physical gatherings – all with a view to improving the provision of Catholic education in a changing world.

The arrival of COVID-19 required a postponement of these physical gatherings (it is hoped that they will begin in 2023). In the meantime, other initiatives have taken place that have sought to engage with the aims of GRACE and the membership of GRACE expanded to include St. Mary's University, Twickenham and OIEC (International Office of Catholic Education).

The following is information about the projects and initiatives that have a bearing on Ireland, England and Scotland.

2. THEMED GROUPS CONCERNING ISSUES IN CATHOLIC EDUCATION 2020

Following the postponement of the first gathering/conference in July 2020, we identified 4 themes of research and interest to those who had submitted paper presentations from Ireland and the UK. We wrote to all the people who had submitted a paper and invited them to join one of the groups listed below. Thirty four people replied and participated in the groups. These groups reflected on current research and models of good practice in the world of Catholic education.

GROUP 1: Leadership, faith and ethos development in Catholic schools – teachers and principals 13 members, met on 6 occasions

GROUP 2: Christian education – sources, approaches and challenges
14 members, met on 2 occasions

GROUP 3: Inter-faith/belief dialogue in Catholic education
3 members, met on 4 occasions

GROUP 4: Spirituality/social justice/Catholic social teaching
4 members, 6 meetings and meetings continuing

3. OPPORTUNITIES FOR PRAYER AND REFLECTION, LENT 2021

In keeping with one of the aims of GRACE—to attune educators’ abilities to notice, engage, and celebrate the presence of God’s grace in the world—we offered two opportunities for prayer and reflection during Lent 2021. One was a Sunday scripture reflection group and the other was a reflection group to read Thomáš Halík’s book, *I Want You to Be, On the God of Love*. We contacted those who had signed up to come to the GRACE conference in July 2020, along with graduates of the Masters in Christian Leadership and the Graduate Certificate in Christian Leadership programmes run from Mary Immaculate College and Marino Institute in Dublin. There were six groups in all with between 10 to 12 people in them. Three groups reflected on the Gospel for the following Sunday and three groups explored the book by Halík. Each group met on six occasions. The membership of the groups was made up of teachers, lecturers and researchers. These meetings happened online. The feedback from the groups was very positive.

4. WEBINARS

Available on the website of the [Roche Center for Catholic Education](#) or copy the hyperlink beside each talk, insert it into YouTube and you will have access to that talk.

2020

Dr Stijn Van den Bossche (Flanders) From pedagogy to mystagogy: transitions and transformations in Catholic education, 6th October 2020

Prof. Thomas H. Groome, (Boston College) *The Heart of Catholic Education*, December 2nd, 2020 (<https://www.youtube.com/watch?v=wf1F4B-Cy6k>)

2021

Dr. Quintin Wodon (World Bank and OIEC) and Dr. Andrew Miller (Boston College), *Beyond Test Scores*, 19th January (https://www.youtube.com/watch?v=51V7_VZVBOY)

Dr. Quintin Wodon, et. al (World Bank and OIEC) *Learning Poverty and Education Pluralism: The Global Catholic Education Report 2021*, February 16th (<https://www.youtube.com/watch?v=WYk60aZrgoA>)



Dr. Maureen Glackin (Catholic Independent Schools Conference) *Risking to Live and Love like Jesus, The Heart of a Teacher in a Catholic School*, March 12th (<https://www.youtube.com/watch?v=2ttSTxytBJE>)

Fr. Gilbert Ezeugwu (Boston College), *The Peculiarity and Future of African Catholic Education*, April 20th (<https://www.youtube.com/watch?v=eupv4GSWGn0>)

Prof. John Sullivan (Liverpool Hope University) *Edith Stein: Catholic Education in Service of Personhood*, May 11th (<https://www.youtube.com/watch?v=WATakvrvw4M>)

Prof. John Lydon & Dr. Caroline Healy, (St. Mary's University) *Shepherding Talent*, June 15th (<https://www.youtube.com/watch?v=C0sEq05Hw9o>)

Prof. Richard Rymarz (The Australian Institute of Theological Education), *Does Anyone Know Kirstie's story, Exploring some Salient Features of Young Early Career RE Teachers (YECRET) Narratives*, June 20th (https://drive.google.com/file/d/13-peHFjPguKCVwaK3kXjnFEnZRO_3i9m/view)

Dr. Brendan Hyde (Deakin University, Australia) *Spirituality, Globalisation and Neoliberal performativity – Some Implications for Young Children's Religious Education*, September 21st (<https://www.youtube.com/watch?v=iKUBoFv2vZo>)

Dr. Quentin Wodon-Lessons from International Evidence on What Improves Learning in Low and Middle Income Countries; Dr. TJ D'Agostino & Dr. Anasthasie Liberiste-Orirus- Language and Literacy Education: Lessons Learned from an International Partnership in Haiti & John Mugo-Discussant; *Catholic Schools in Africa: Student Learning and Pedagogy* (Virtual Conference, 1 of 3), September 21st (<https://www.youtube.com/watch?v=2V3sDjdTSgk>)

Dr. Anne Baker – Building Peaceful Schools-One Catholic School at a Time; Dr. Molly McMahan & Fr. Gilbert Ezeugwu – Social-Emotional Learning: The Call to Attend t the Holistic Needs of Our Catholic Students and Prof. John Lydon-Embracing our Catholic Identity: Foundational Elements of a Strong School Climate, *Catholic Schools in Africa:*

School Climate (Virtual Conference, 2 of 3), October 19th
(<https://www.youtube.com/watch?v=zHwbliw0cYg>)

Dr. Quentin Wodon (World Bank & OIEC), et al. *Promoting Integral Human Development, Challenges and Opportunities for the Church and Catholic Organisations*, December 15th
(<https://www.youtube.com/watch?v=VNzNXu01ihA&t=1s>)

5. GRACE PROJECT SCHOLARSHIPS & RESEARCH AT MARY IMMACULATE COLLEGE, LIMERICK

A key aspect of the GRACE Project are the scholarships it has been able to offer to researchers in Catholic education.

Alex McKillican (PhD Candidate)



Alex McKillican became the first awardee of a GRACE Project PhD scholarship. He has been carrying out his duties as a Departmental Assistant in the GRACE Project since September 2020. Alex is an experienced adult educator and has worked previously in the Further Education and Training sector with Limerick and Clare Education and Training Board (LCETB). He has also lectured in the University of Limerick where he has delivered various modules on the Mature Student Access program. He has developed many projects in the adult education area, mostly aimed at ‘hard to reach’ learners in socio-economically disadvantaged parts of the community. His research interest is in Christian existentialism and how that can be applied to adult education. In particular, he is examining the Christian elements in the pedagogy of Paulo Freire in dialogue with the Christian existentialism found in the work of John Macquarrie. This research is a previously unexplored topic in Irish adult education and Catholic education.

Christian Existentialism in the Pedagogy of Paulo Freire

Paulo Freire is known as the ‘father’ of critical pedagogy, and his work has influenced academics across many disciplines. His Catholic faith influenced his philosophy and activism, and this is a neglected aspect of his work. Another aspect which greatly informed his work was existentialist thought. My research uses the Christian existentialist thought in the work of John Macquarrie to explore those ideas and creating a dialogue to present a novel way to frame Freire’s work. My assertion is that the Christian existentialism in Macquarrie’s work can ‘theologise’ Freire’s work. The major thesis put forward in my research is that this understanding of Freire’s thought offers a wealth of insights that both challenge and inspire contemporary adult education. Although Freire is predominantly thought of as an educator

and academic, my research suggests that he can be considered as a Christian thinker and educator, also. The motivation that is behind this research is to give voice to and to read, interpret, and appropriate Freire's thought from a distinctly theological perspective. These reflections will offer an alternative and complementary perspective to the reconsideration of Christianity in present day context in adult education.

Claire Considine (PhD Candidate)



Claire Considine became the second GRACE Project PhD Scholar. She is an experienced teacher, guidance counsellor, and guidance counsellor consultant with the National Centre for Guidance in Education. She completed her BA in Mary Immaculate College, Limerick, specialising in English and Theology. She subsequently studied Social Policy in UCC, completed her Post Graduate Diploma in Education in NUIG, her Masters in Guidance Counselling in DCU and completed a Higher Certificate in Spirituality and Human Development in Marino Institute of Education. She has a specialised interest in spirituality and adolescent well-being. Her current research investigates: "Spiritual Well-being: Its nature and place in Irish Post Primary Schools. Educator's views on Spirituality and Spiritual Well-being in Education".

The indispensable place of Catholic post-primary schools for students' wellbeing

According to the Department of Education and Science "Promoting the wellbeing of our children and young people is a shared community responsibility and is everyone's business" (Wellbeing Policy Statement and Framework for Practice, DES, 2018-2023). We, as educators play a pivotal role in the nurturing and development of young people's wellbeing. My research specifically focuses on 'spiritual wellbeing' and how spiritual wellbeing is being nurtured in Catholic post-primary schools. My work aims to investigate the indispensable place of Catholic post-primary schools for students' wellbeing.

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Dr Thomas Carroll



An Evaluation of the Compatibility of Mindfulness and Ethos in the Irish Catholic Primary School

Thomas just recently successfully completed his dissertation. The question at the heart of his research project examines if, and, when the contemporary phenomenon of mindfulness is compatible with the ethos of Catholic primary schools in Ireland. It examines the emergence of mindfulness from Eastern meditative practice to Western psychological technique, and how this interacts with the Irish education system. Following this, influential post-Conciliar documents on Catholic education are explored, along with the theological framework for the distinctiveness of Catholic education offered by Thomas Groome. From this, several themes emerge which present a vision of Catholic education that serve as evaluative criteria for our research question. Findings include mindfulness being compatible with Catholic primary school ethos when it aids the holistic development of the child and offers an other-oriented disposition and acts as *praeparatio evangelica*.

Eamonn Morrissey (MA candidate)



The reasonableness of publicly funded faith-based schools

The primary objective of the study is to judge whether or not it is reasonable to suggest that denominational schools should be state funded. The study will look at how liberal political theory opposes faith-based schools and the rising pressure that such schools in Ireland are facing. Drawing on Contemporary liberal (CL) thinkers such as Stephen Macedo, Amy Gutmann, and Eamonn Callan, it will present the framework they use to provide evidence to suggest that a State should impose mandatory civic education.

An important aspect that this study will research will be the role of religious education plays in the classroom. The question that will underpin this part of the study will be whether or not religious education can be taught in a neutral capacity. Many CL theorists claim it can and should be but, the research here will look at counterarguments to this. Furthermore, this thesis will look at the impact teaching religion in a ‘neutral manner’ has on a student’s ability to develop critical thinking skills.

Marie Raftery (PhD candidate)

From forgiveness to reconciliation: preparing for sacrament, preparing for life

This research project explores how primary schools can help children learn about forgiveness and reconciliation through a programme that educates children in the Christian context to prepare for sacrament and for children of all faiths and none to prepare for life. The aim of this study is to provide a research-informed analysis of how forgiveness and reconciliation education can be integrated within a primary curriculum with a view to developing a programme that will include specifications for curriculum design, development and implementation for such a programme within the primary school.

The objectives of the research are as follows: to provide a detailed understanding of forgiveness and reconciliation from a psychological and Christian viewpoint; to delineate misunderstandings educators or parents may have in relation to forgiveness and reconciliation; to evaluate the current learning on forgiveness and reconciliation in school; to develop a forgiveness and reconciliation education programme for children.

Dr Máire Campbell



The role of Christian Faith in the lives of a cohort of Catholic primary school principals in the Republic of Ireland

In 2021 Máire completed her PhD under the supervision of Prof. Eamonn Conway and Dr. Denis Robinson. This hermeneutic phenomenological study found that faith is an integral part of most of the principals' lives; sixteen are believers and two are agnostic. The believers embody their faith in their heads as beliefs and theological understanding, in their hearts as spiritual and religious practices and in their hands as moral outlooks and behaviour. Their lived

experiences of nature, birth, death and suffering are intertwined with their faith. The Catholic school subculture and their Catholic upbringing were found to have influenced their faith but the Church scandals have affected them and most do not talk about their faith today. Most perceive principalship as a vocation even though there is ambiguity about the meaning of the word. For most, faith influences their principalship, how they cope with challenges and conflict, their leadership styles, and how they uphold and promote the Catholic school ethos. The study contributes to the conversation about the way forward for the Catholic primary school sector and the recommendations are of interest to policy makers, patrons, professional developers, and practitioners within the sector.

6. GRACE Project Post-doctoral Appointment



Catherine McCormack began her three-year contract on May 1st 2021. Catherine completed her doctorate recently in DCU in the identity of Catholic second level schools. She previously worked for CEIST (Catholic Education - An Irish Schools Trust) for eight years. Her role with the Trust involved her supporting CEIST schools in faith leadership and in governance.

The GRACE Project research Catherine is undertaking has the potential to make a significant contribution to Catholic stakeholders' understanding of their remit regarding the protection of ethos and governance in Catholic primary and post-primary schools. The long-term objective of the study is to strengthen the identity of Catholic schools in a changed culture.

The project will be carried out in three phases:

This research is being carried out on 3 phases:

Phase One: Consists of a survey in the form of an online questionnaire of stakeholders. It is entitled attitudes and behaviours of stake holders in Catholic second level schools in Ireland. It has been developed, piloted, and distributed to all Catholic second level schools and will remain open until Feb 13th, 2022. Analysis will begin when the link is closed. Initial findings are expected in March/April 2022.

Phase Two: Consists of a series of semi structured interviews with self-selecting participants from the online survey. These interviews will begin following initial analysis of the questionnaire to determine the necessary themes that will inform the questions at the interview stage. This qualitative phase will begin in March 2022 and continue to the end of May 2022.

Phase Three: This phase will consist of joint research on Catholic schools with researchers from MIC and KU Leuven on the Enhancing Catholic Schools Initiative (ECSI). This work will complement the research in the first two phases. This phase will begin in the autumn of

2022 (subject to funding approval being finalised). A representative sample of Catholic schools across Ireland will be identified and selected and the study will explore stakeholders' beliefs and practices on three levels: personal, institutional and professional. In this study, all stakeholders including students will be invited to participate. This phase will begin in September 2022 and continue into Spring 2023. A final focus group will be held in MIC, Limerick following completion of analysis in Autumn 2023.

It is hoped that the study in these three phases will give a robust and rounded view of Catholic schools' identity in a changing Ireland.

[A second post-doctoral appointment is imminent]

7. UPCOMING EVENTS

a. LENTEN OFFERINGS

As the Lenten season approaches, GRACE would like to invite you to join one or more of the following reflection groups. The first is a reading group. The second reflects on the Gospel readings throughout the Sundays of Lent.

These facilitated groups will meet on Zoom once a week during Lent for between 45 to 60 minutes. There will be no more than 12 participants in each group, drawn from the world Catholic education. The groups will begin to meet the week starting February 28th and have their last meeting on the week beginning 11th April – that will be 7 meetings in total.

Reading Group

In these groups, participants reflect on the spiritual significance, both personal and professional, that emerges from one of the texts below. It is not a seminar, where ideas are debated and contested, rather, the approach is one of hospitality and curiosity as to the possible meanings of the text in one's life.

There is a choice of three texts:

Groome, T. (2022) [*What Makes Education Catholic, Spiritual Foundations*](#), New York: Orbis Books.

Meeting: Thursday 7.30pm, 3rd March (7 meetings)

Sacks, J. (2020) [*Morality: Restoring the Common Good in Divided Times*](#), London: Hodder & Stoughton.

Meeting: Monday 7pm, 28th February (7 Meetings)

Franchi, L., Convery, R., and Valero, J. (2021) [*Reclaiming the Piazza III, Catholic Culture and the New Evangelisation*](#), Leominster: Gracewing Publishing.

Meeting: Mondays 8pm, 28th February (7 meetings)

If you are interested in signing up for one of the readings groups, please click on the following link:

https://forms.office.com/Pages/ResponsePage.aspx?id=DsRSqomsY0qyz3xXD98d8p_XIT-fG-BNmD6GGJdWEiJUQTFaQkNaNIZHV1IERFk2NklURUJaUzVCNy4u

Gospel Reflection Group

In this group, the participants will prayerfully reflect on the significance of the gospel story for the following Sunday for their lives. It is a time to listen deeply to the text, to one another and share a little of what comes to mind.

A group will meet on:

Wednesday 7pm, 2nd March (7 meetings)

Thursday 7.30pm, 3rd March (7 meetings)

Monday 8pm, 7th March (6 meetings)

If you are interested in signing up for one of the gospel reflection groups, please click on the following link:

https://forms.office.com/Pages/ResponsePage.aspx?id=DsRSqomsY0qyz3xXD98d8p_XIT-fG-BNmD6GGJdWEiJUOTBHUDhQTjE4UUMwMFg1MVMYt0tKMVhSUC4u

When the groups are finalised, you will be contacted with all the details you need.

b. PROFESSIONAL DEVELOPMENT

Religious experience and expression in Ireland today – significance for Catholic education – an overnight gathering for graduates of the Christian Leaderships programmes

This is an event for graduates of one of the Mary Immaculate College and Marino programmes in Christian Leadership in Education. We are inviting people to an overnight gathering at the Hudson Bay Hotel, Athlone, Friday 13th to Saturday 14th May. Our aims are modest. We want participants to gather, discuss and reflect on their experience of Catholic education and through such conversations, build relationships with like-minded people. We hope that our time together will allow you to rest, reconnect with the One at the heart of what we do and be reenergised in your vocation as a teacher in a Catholic school.

We will be addressed by Dr Eugene Duffy and by [Dr. Gladys Ganiel](#), Queens University Belfast as guest speakers. Dr Duffy is, of course, well known to you all. Dr Ganiel has several publications relevant to the faith context in which we all work, including [Transforming Post-Catholic Ireland: Religious Practice in Late Modernity](#) (2016), in which she describes how people of faith are developing 'extra-institutional' expressions of religion, keeping their faith alive outside or in addition to the institutional Catholic Church.

A draft outline of the two days is as follows:

Friday 13th May

5pm	Opening Session: Prayer The voice of teachers and ethos on the ground Structured conversations and reflection
7pm	Dinner followed by address by Dr Eugene Duffy

Saturday 14th May

9am	Prayer
9.15am	Keynote Dr. Gladys Ganiel & Questions
10.30am	Coffee
11.00am	Ways forward
12.00pm	End of gathering

c. Colloquium in Rome

A colloquium is being organised in Rome with 32 Irish educators (primary, secondary, third level) which will engage with and respond to Pope Francis's [Global Compact on Education](#). This will take place near Rome from April 19th to 23rd 2022.

This gathering is one of a number of GRACE initiatives that seek to foster a community of practice among educators in Catholic settings, nationally and internationally. The focus of this particular colloquium is to begin to build sustained and energising networks among primary and second level school teachers and leaders in Catholic schools in Ireland, in keeping with the aims of GRACE.

At the launch of the Global Compact Pope Francis said

'In my Encyclical *Laudato Si'*, I invited everyone to cooperate in caring for our common home and to confront together the challenges that we face. Now, a few years later, I renew my invitation to dialogue on how we are shaping the future of our planet and the need to employ the talents of all, since all change requires an educational process aimed at developing a new universal solidarity and a more welcoming society' (Pope Francis 2019).

The statement from Pope Francis encapsulates very well the core theme of the gathering.

We are very grateful to [Porticus](#) for their help in making this colloquium possible.

d. Webinars for 2022

A special issue of Religions was edited by Prof. Eamonn Conway, entitled [Catholic Education in a Detraditionalised Context](#). While the papers are available online, we have the various authors coming together to speak about the significance of their papers for Catholic education today. Below is an outline of the dates for the various webinars. The link to the papers is included in the table. Nearer the time, links for the webinars will be circulated to you.

Title, authors and link to papers				
April 25 th 7.30pm to 9pm	Identity, Ambiguity, and Professionalism: Dilemmas for the Diocesan Advisor in the Republic of Ireland P.J. Sexton (DCU) & Catherine	'So, Is It True?' Time to Embrace the Hermeneutical Turn in Catholic Religious Education in the Republic of Ireland David Kennedy (DCU) & Sandra Cullen(DCU)	Reimagining Adult Religious Education and Faith Development in a Detraditionalised Ireland Bernadette Sweetman (DCU)	

	McCormack (Mary Immaculate College)			
May 16 th 7.30pm to 9pm	<u>The Naked Truth: Temptation and the Likely ‘Fall’ of Catholic Education</u> David Torevell (Liverpool Hope University) and Michael James Bennett (Liverpool Hope University)	<u>Re-Presenting Christian Tradition as a Source of Inspiration and Integration for Educators in Catholic Schools—A Proposal</u> Daniel O’Connell (Mary Immaculate College) Kate Liffey (St. Brendan’s Community College), Amalee Meehan (DCU)	<u>Life to the Full: Sustaining the Catholic Curriculum</u> David Fincham (St. Mary’s University)	
June 13 th 7.30pm to 9pm	<u>Catholics, Culture and the Renewal of Christian Humanism</u> John Sullivan (Emeritus Professor Liverpool Hope University)	<u>Teaching the Unteachable or Why Too Much Good Is Bad. Religious Education in Catholic Schools Today</u> Didier Pollefeyt (KU Leuven) (this session has been recorded and will be available before the webinar itself)	<u>Utilizing Authenticity: Options for Catholic Education in a Particular Detraditionalized Cultural Context</u> Richard Rymarz (The Australian Institute of Theological Education)	<u>The Perennial Impact of Salesian Accompaniment in a Context of Detraditionalisation</u> John Lydon (St. Mary’s University)

8. PUBLICATIONS REGARDING CATHOLIC EDUCATION

Publications by Rev Prof Éamonn Conway

Conway, E. (2021) (Ed) ‘Catholic Education in Detraditionalised Cultural Contexts,’ A special issue of *Religions* (ISSN 2077-1444).

Conway, E. (2020) ‘The key to Ecological Conversion’ *Intercom*, April.

Conway, E. (2017) ‘Why Faith Schools Matter and the Challenge of Divestment’, *The Furrow*, Vol 68 (6), June, 350 – 361.

Conway, E., with Finegan, T. (2017) ‘Dignitatis Humanae: public funding and divesting of faith schools in a liberal state’, *Melita Theologica: Journal of the Faculty of Theology of the University of Malta*, 66/1 (2016) 47 – 68.

Conway, E. (2016) ‘Pope Francis and Young People’, *Religious Life Review*, March/April, Dublin: Dominican Publications, 69 – 84.

- Conway, E. (2015) 'Vatican II on Christian Education: Can it guide us through today's 'educational emergency'?' in Coll, N., (Ed), *Vatican II and Ireland: Its History and Its Prospects*, Dublin: Columba Press, 253 -273
- Conway E. (2015) 'From Self-fulfilment to Self-sacrifice', *Le Chéile*, Issue 24 Dec 2015, 4.
- Conway, E. (2014) 'A Pope from the Global South: Redirecting Evangelisation' in McDonagh, E., (Ed), *Performing the Word: Festschrift for Ronan Drury*, Dublin: Columba Press, 93-10.
- Conway, E. (2012) 'God in the Workplace – challenges for third-level chaplaincy', *The Furrow*, Vol 63 (5), 274 – 281
- Conway, E. (2007) 'On University Education' in *The Furrow*, Vol 58 (4), 206-209.
- Conway, E. (2002) 'The Value of Theology' *The Furrow*, Vol 53 (6), 323-339.

Publications by Dr Daniel O'Connell

- O'Connell, D., Meehan, A. & Liffey, K. (2021) 'Re-Presenting Christian Tradition as a Source of Inspiration and Integration for Educators in Catholic Schools—A Proposal', *Religions* 12(11), available:
<https://www.mdpi.com/2077-1444/12/11/961/pdf>
- O'Connell, D. & A. Meehan (2021) 'Religious education in Irish Catholic primary schools: recent developments, challenges and opportunities' in Whittle, S. ed. *Irish and British Reflections on Catholic Education: Foundations, Identity, Leadership Issues and Religious Education in Catholic Schools*. Singapore: Springer.
- O'Connell, D. (2018) 'Catholic primary schools – on rapidly thinning ice' in *The Furrow*, December, Vol 69, No 12, pp. 660-671.
- O'Connell, D. (2018) 'Why religious education matters' in *Intercom* June, 14-15.
- O'Connell, D. (2017) 'Going below the surface of Grow in Love: Some of the theological presuppositions in the new Catholic religious education primary programme for Ireland' in Shanahan, M. ed., *Does Religious Education Matter?* London: Routledge, 76-87.
- O'Connell, D. (2017). 'A slight of hand: removal of religious education from the primary school curriculum' in *The Furrow*, Vol 68, Number 6, June. 361-367.
- O'Connell, D., Ryan, M., and Harmon, M. (2018) "Will we have teachers for Catholic primary schools in Ireland?" in Whittle, S., ed., *What ought to be happening in RE in Catholic schools? Perspectives from England, Ireland and Scotland*, London: Peter Lang.

Publications by Dr Tom Finegan

- Finegan, T. (2020) 'The Reasonableness of Catholic Religious Education', *Lovain Studies*, Vol., 43, (2).

Publications by Prof. John Lydon

- Lydon J. (2021) 'Professor Gerald Grace and the concept of 'Spiritual Capital': reflections on its value and suggestions for its future development. In: *New Thinking, New Scholarship and New Research in Catholic Education: Responses to the work of Professor Gerald Grace*
- Briody, J. and Lydon, J. (2020) 'Renewing Spiritual Capital in Schools' in G. Byrne, (Editor), *Catholic Education: Formal and Informal*, Dublin: Veritas.
- Healy, C. and Lydon, J. (2020) 'Shepherding Talent – an informal formation programme for aspiring Catholic school leaders', in Whittle, S. (ed.) *Irish and British Reflections on Catholic Education: contemporary research and emerging studies from the field* London: Springer
- Glackin, M. & Lydon J. (2018) 'Getting Embedded Together: New Partnerships for Twentieth-Century Catholic Education' in Whittle, S. ed., *Researching Catholic Education*, Chennai India, Springer, pp. 191-202
- Lydon, J. ed., (2018), *Contemporary Perspectives on Catholic Education*, Leominster: Gracewing

- Lydon, J. (2018), 'Initial and On-Going Formation of Catholic School Teachers and Leaders: A Perspective from the UK', in Lydon, J. ed., *Contemporary Perspectives on Catholic Education*, Leominster: Gracewing, pp. 159-169.
- Lydon, J. (2018) 'Teaching Religious Education in Catholic Schools in England and Wales'. in Yuen, M. ed., *Teaching Catholic Social Ethics and Civic Education*, Hong Kong Journal of Catholic Studies, No. 8, January, pp. 92-122
- Lydon, J., (2011) 'Religious Charism in Salesian Schools' in Hayes, M., ed., *The Pastoral Review*, Volume 7 Issue 6.
- Lydon, J., (2011) *The Contemporary Catholic Teacher: A Reappraisal of the Concept of Teaching as a Vocation in the Catholic Christian Context* Saarbrücken, Germany: Lambert.
- Lydon, J., (2009) 'Transmission of the Charism: A Major Challenge for Catholic Education' in Grace, G., ed., *International Studies in Catholic Education* Vol. 1. Issue No. 1 Pages 42-58,

Publications by Dr John-Paul Sheridan

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