As Catholic educators, we have our mission. Education is a life-long experience leading us forth from where we are, to where God would have us be, in the example of Jesus. We ask God to help us to deepen our knowledge and understanding, our awareness and sensitivity, and our discipleship and our serving others in God’s name.
Please submit photos or short news items about your achievements in Catholic education to:

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“Catholic Education: Serving in the Love of Christ”
Teachers can now get a head start on addressing some of the expectations listed in the Religious Education: Ontario Catholic Elementary Curriculum Policy Document (ICE, 2012).

That’s because the EOCCC has released its latest document, ‘Though Many, We Are One’. Although it’s meant to act as a starting point for teachers and does not begin to cover the fullness of the curriculum policy document, the resource will offer examples of how expectations in the document might be brought to life in the classroom.

The program offers examples and suggestions for the integration of Religious Education into other subjects and ultimately helps students to understand how faith is applied to all aspects of life. This resource includes a wide variety of learning activities including reading, research, prayer and reflection, and rich literature and the arts. Technology is integrated through educational applications such as Padlet and Wordle, as well as through online video and music resource links, which ultimately help to engage students.

The project’s creation came thanks to the collaboration of teachers from across all four boards. The first three units were written by a team of junior teachers in the Algonquin & Lakeshore Catholic District School Board, with four additional units created by an EOCCC team made up of writers from all four member boards.

“This EOCCC project welcomed new writers to add even greater variety to ‘Though Many, We Are One’, while maintaining a commitment to prayer, sacred scripture, Catholic teaching and tradition, within the cycle of the liturgical calendar,” explains project leader Ann Boniferro.

After an initial meeting to decide on a framework and lesson template, each teacher worked independently to create a group of lessons. As a result, each lesson reflects the teaching style of the individual writer.

Currently being piloted by teachers of religion in the junior division, ‘Though Many, We Are One’ will provide valuable information, including evidence of student learning.

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Writing for EOCCC: A Teacher’s Perspective

Bill Gowsell is no stranger to the written word. The Grade 5/6 teacher at St. John Bosco School in Brockville has penned a number of teaching-related articles to various publications and organizations. Sharing his classroom experience and curriculum ideas, Gowsell formulates written work that makes the reader easily connect with his intentions – to provide better teaching opportunities for teachers and learning experiences for students.

This past summer, Gowsell took on a new writing project and this time it was with the EOCCC. Coming on board with the summer project team, Gowsell wrote one unit for the ‘Though Many, We Are One’ resource.

“My responsibility was to write half of the social justice unit,” he explains. “My partner worked on writing lessons focussing on people making a difference, while I focussed on lesson plans dealing with making a difference in the World.”

Gowsell has past experience teaching his class about travelling the world; this includes the World Traveler project he crafted for his students. This project involves having the students create a paper traveler and sending it to someone they know who is either set to travel or live abroad. That traveler will then take the paper character around the city or region they’re exploring, and report back to the class via postcard on the progress of the traveler. By the end of the year, the paper character’s journey is over and the students can see the great distance their little creation has traveled.

The EOCCC project tied in well with Gowsell’s approach to encouraging his students learn about the world. “My topics for the ‘Though Many, We Are One’ project ranged from the genocide in Rwanda in 1994, child labour, and poverty,” he says. “It was a great opportunity to expand on my own interests and bring real-world situations to the lessons plans.”

Gowsell plans to pilot the ‘Though Many, We Are One’ resource to his class later this year.