

<b>Presenter</b>	<b>Title of Presentation</b>
Professor Lia van Aalsum University of Professional Education, Nijmegen, The Netherlands.	Teach the teacher.
<b>Presentation Type: Workshop</b>	<b>Date and Time:</b> 23 June 12.00-12.25
<b>Abstract</b>	<b>Venue: HG08</b>
<p>Spirituality is a complex phenomenon. In order to make it work, you need to make the distinction between specific forms of spirituality and what is essential to them. When do you speak of spirituality, when is it religion, when is it simply referring to the nice feeling of wellbeing? When teachers (in all sorts of education) want to enhance their pupils' and students' understanding of spirituality, they need to be aware of this. In this workshop we will present how these teachers can be educated. We use the study of the Dutch professor Kees Waaijman, <i>Spirituality. Forms. Foundations. Methods</i>, Leuven-Paris-Dudley (MA) 2002. How their sensitivity for the phenomenon can be nourished, is also an element (and maybe a simple, but interesting experience) of this workshop.</p>	

<b>Presenter</b>	<b>Title of Presentation</b>
Professor Tom Bisschoff University of Birmingham England	School choice and social justice: spirituality in action
<b>Presentation Type: Paper</b>	<b>Date and Time:</b> 23 June 12.00-12.25
<b>Abstract</b>	<b>Venue: HG22</b>
<p>This paper provides an overview of the findings of a recent study of school choice and Christian schooling in South Africa. It argues that school choice could contribute to achieving social justice in a developing democracy such as South Africa. The paper is theoretically framed within two seminal works, albeit one more fundamental than the other, namely John Rawls' <i>A Theory of Justice</i> and Harry Brighouse's <i>School Choice and Social Justice</i>. Presently in South Africa there is a surge in the establishment of independent schools, albeit not all faith-based but those that are, are mostly Christian. The reason for the current growth in Christian schooling can be mainly contributed to the fact that until 1994 the education system of the country was broadly based on Christian principles and Christian parents felt relatively comfortable with the education their children received in state schools. However, since democracy, post 1994, Christian parents have been confronted with the teaching of various religions in state schools as well as people from different faiths teaching their children. For the first time since democracy Christian parents now exercise school choice regarding their children's education to ensure Christian schooling for their children. Focus group interviews were conducted with parents who have enrolled their children in Christian schools. The authors argue that if one could understand the reasons why parents enrol their children in Christian Schools rather than government schools one could establish whether social justice could be served by allowing this choice.</p>	

<b>Presenter</b>	<b>Title of Presentation</b>
Naila Burney Chughtai Trinity College Dublin Ireland	Pastoral-Academic Education in post-primary schools
<b>Presentation Type: Paper</b>	<b>Date and Time:</b> 23 June 11.30-11.55
<b>Abstract</b>	<b>Venue: HG09</b>

The last decade has seen an incredible increase in violence in schools, where students who have gradually withdrawn from their school community due to multiple reasons are forced to take out their anger and frustration by going out on a rampage and inflicting the same amount of pain as they have experienced. It is unfathomable that in the presence of organisations apparently working for the improvement of life for young people there are still such instances of extreme violence and hatred. One of the central aims of this study is to highlight the importance of Pastoral Care as opposed to the excessive importance being accorded to academics and accumulation of grades. Using in-depth interviews of post-primary principals this study will try to assess the importance given to pastoral care in education and how this aspect helps to enhance the students' potential both academically and, more importantly, as individuals who are well-equipped to deal with the challenges presented to them in the world after they leave school.

<b>Presenter</b>	<b>Title of Presentation</b>
Dr. Gareth Byrne Mater Dei Institute of Education Dublin City University Ireland	Promoting Spiritual Wellbeing: The Professional and Spiritual Integration of the Educator
<b>Presentation Type: Paper</b>	Date and Time: 23 June 11.00-11.25
<b>Abstract</b>	Venue: HG07
<p>One aspect of the role of education in promoting the spiritual wellbeing of children, young people and adults is the impact on this dynamic of the teacher's own understanding of spirituality, religion and education. This paper will argue that those who engage in the education of others and hope to contribute to the development of their spiritual wellbeing, need to have a keen sense of professional and spiritual integration at the heart of their work. Professional competence is central to teacher education and ongoing professional development. This competence also involves a dimension of personal commitment. Such commitment is never simply a reflection on the educator's own needs but rather demands a reaching out to others, initially to their students and also with them to compassionate relationship with the world and its people. This in turn requires the educator to involve him/herself in sustained dialogue, by listening, reflecting and engaging in robust conversation. Each of these points reveals an element central to the spirituality of the educator. Spirituality as a feature of education has emerged over the centuries from lived religious experience even if people today sometimes use it to describe a fundamental aspect of the human condition without implying religious commitment. The contribution of the Religious Education teacher at second-level to "the spiritual and moral development of the student" will be explored as a key support in promoting the spiritual wellbeing of young people.</p>	

<b>Presenter</b>	<b>Title of Presentation</b>
Iva Beranek Milltown Institute Dublin Ireland	Ecumenism and Ecumenics – Education as a Tool for Promoting Ecumenical Spirituality
<b>Presentation Type: Paper</b>	Date and Time: 23 June 12.00-12.25
<b>Abstract</b>	Venue: <b>HG05</b>
<p>This paper wishes to examine possible ways in which ecumenics as the study of ecumenism may provide tools to assist us in embracing diversity, as well as to examine in which extent education can actively promote Christian unity and</p>	

ecumenical spirituality. It will be important to clarify the terminology ‘ecumenics’ and ‘ecumenism’, in order to examine how and to which extent one can promote the other. ‘Ecumenics’ does not *per se* promote ecumenism as ecumenical journey can be studied by groups who in their theology oppose the idea of Christian unity. There is a need for ongoing education, which will assist us to embrace ‘the difference’ and which will incorporate ecumenical formation in its curriculum. “The emphasize on interdenominational cooperation in theological education as well as the development of proper teaching materials on ecumenism remains an indispensable and in many places still lacking component of the theological education of pastors and ministers”, as stated in Magna Charta on Ecumenical Formation, ETE/WCC. Promoting ecumenism at third level education as a way of promoting unity in diversity may help young adults to develop skills such as openness towards the other and equip them to live in a religiously and culturally diverse society.

<b>Presenter</b>	<b>Title of Presentation</b>
Dr. Vanessa Cornett-Murtada University of St. Thomas Minneapolis USA	Blurring the Boundaries of East and West: Mindfulness-Based Cognitive Education and Spiritual Wellbeing
<b>Presentation Type: Paper</b>	Date and Time: 23 June 14.00-14.25
<b>Abstract</b>	Venue: HG05
<p>Stress, anxiety, and depression affect people of all ages, particularly in the new millennium. Youngsters seem especially vulnerable in an age where concepts of mind, body, emotion, and faith do not always seem to intersect. Modern strategies for dealing with stress include Western (secular) cognitive-behavioral interventions and the more spiritual (Eastern) practice of mindfulness meditation. Both emphasize reflection and examination of the self, and both can help create a sense of peace and wellbeing. For young people, the concept of ‘wellbeing’ can be interpreted in a religious, spiritual, or secular manner, or a personal combination of these. This blurring of boundaries between sacred and secular has found its way into modern research, with studies that suggest various mindfulness practices combined with cognitive therapy hold tremendous promise for those suffering from stress. This interdisciplinary paper will explore current research in the fields of psychology, neuroscience, and education to address the positive effects of mindfulness practice combined with cognitive-behavioral interventions on the spiritual wellbeing of young people. Studies will include those conducted at the University of Massachusetts Medical Center, by developers of the recent Mindfulness-Based Cognitive Therapy, and the author’s own research into the perceived wellbeing of students in the arts.</p>	

<b>Presenter</b>	<b>Title of Presentation</b>
Dr. Sandra Carroll Australian Catholic University Sydney Australia	Spirituality and the Religious Educator: An Australian perspective
<b>Presentation Type: Paper</b>	Date and Time: 23 June 11.00-11.25
<b>Abstract</b>	Venue: HG08
<p>This paper explores the focus of a specific unit at Masters level designed for religious educators as they grapple with developments in the area of spirituality, student wellbeing and religious education. Informed by research, the unit addresses the need for a clarification of theory and practice if education is to contribute to the spiritual wellbeing of students and</p>	

young people. The disjunction between religion and spirituality has been recognised in Australia for some time. While theologians argue for an intrinsic connection, some Religious Educators and sociologists see the need to address issues concerned with the emergence of spirituality as a human phenomenon, irrespective of religious affiliation. The National Framework for Values Education in Australian Schools (2005) released by the Australian Federal Government brought another dimension into this area. Rossiter's (2006) lens on Religious Education as assisting in the search for meaning, identity and spirituality is a significant voice in this conversation as well as de Souza's research concerning Catholic schools as nurturing frameworks for young people's spirituality.

<b>Presenter</b>	<b>Title of Presentation</b>
Denis Dennehy Cross and Passion College, Kildare, Ireland.	Nurturing the spiritual life of families
<b>Presentation Type: Workshop</b>	<b>Date and Time:</b> 23 June 14.30-14.55
<b>Abstract</b>	<b>Venue: HG07</b>
The workshop will be based on the work of Virginia Satir. It will seek to introduce her human validation model to participants. It will encourage a personal connection with the spiritual lives of the family members. In keeping with Satir the methodology will be creative and playful using a variety of famous Satir exercises. The group size will be limited to 18 max	

<b>Presenter</b>	<b>Title of Presentation</b>
Prof. Jack Finnegan Miltown Institute of Philosophy & Theology Dublin Ireland	Dream Education
<b>Presentation Type: Paper</b>	<b>Date and Time:</b> 23 June 14.30-14.55
<b>Abstract</b>	<b>Venue: HG05</b>
Dr Jack Finnegan has in his own way been to the forefront of developing spirituality as a coherent academic discipline in British and Irish universities over the past twenty years. He is a Salesian priest, psychotherapist, writer and lecturer on contemporary spirituality at Milltown Institute of Theology and Philosophy in Dublin. His most recent book <i>The Audacity of Spirit</i> was published by Veritas Publications. In this paper Dr. Finnegan will explore the images that frequent human dream and how they can provide a window into human spirituality.	

<b>Presenter</b>	<b>Title of Presentation</b>
Professor Brad Garner Indiana Wesleyan University USA	Pedagogy that Engages the Mind and Captures the Heart
<b>Presentation Type: Paper</b>	<b>Date and Time:</b> 23 June 13.30-13.55
<b>Abstract</b>	<b>Venue: HG08</b>
A growing body of research reveals that, to an increasing degree, millennial students are interested in exploring their own spirituality (e.g., connectedness, values, beliefs, who they	

are, where they are going). They are telling us, through many channels of communication, that they want to be taught in that manner. They want to connect their learning with the big questions of life, they want to wrestle with global issues, and make meaning of it all in a manner that will not only benefit their learning but also their future roles as teachers, artists, scientists, parents, business leaders, government officials, and global leaders. May we, their teachers and mentors of today, listen and respond. The challenge for faculty who work with adolescents and young adults is to create instructional strategies that encourage students to personalize instructional content and make meaning of the world in which they live. This session will focus on a rationale for a pedagogy of spirituality: Teaching that engages the mind and captures the heart of this new generation of learners. This will be an active and participatory session focused on a variety of teaching strategies that can be easily transported across academic disciplines (to any secular or faith-based higher education setting).

<b>Presenter</b>	<b>Title of Presentation</b>
Dr. Thomas G. Grenham Mary Immaculate College University of Limerick Ireland	Educating For Wholeness: Awakening to the Diversity of Embodied Spirits in the Irish Primary School
<b>Presentation Type: Paper</b>	<b>Date and Time:</b> 23 June 11.30-11.55
<b>Abstract</b>	<b>Venue:</b> HG08
<p>This paper explores religious and cultural pluralism and its impact upon the spirituality of both the teacher and child in the Irish Primary School. The reality of pluralism has existed ever since civilisations began to engage with each other because of trade, war, crusade, colonisation and so on. In relation to our times, theologian Jacques Dupuis indicates that "what is actually new is the acute awareness attained by our world of the pluralism of cultures and of religious traditions, and of the right that each has to its own difference." In the Irish context, we were never as conscious of pluralism until perhaps we joined the European Union in 1973 and with the subsequent advance of the phenomenon of economic globalisation, we have become acutely aware of what it means to have choices, economically, politically, religiously, culturally, and spiritually. As Ireland develops more into the interdependence of Europe, this impacts upon who we are and how we educate generally and upon how we particularly foster and nurture a life-giving spirituality in the Irish Primary School.</p>	

<b>Presenter</b>	<b>Title of Presentation</b>
Dr. Edward J. Hall Passionist Community, Baltimore, USA	You May Be the Only Gospel a Person Reads
<b>Presentation Type: Workshop</b>	<b>Date and Time:</b> 23 June 14.30-14.55
<b>Abstract</b>	<b>Venue:</b> HG09
<p>How to heal the hole in the adolescent soul? First I will define the issues the adolescent faces. Secondly I will go into the main facts for teachers to recognize and subsequently heal the "hole in the adolescent soul". What pastoral challenges do school personnel face when they meet young people who live significant emotional pain? What kinds of empathetic strategies might be useful to help children and adolescents name and claim their personal struggles with woundness? What praxis is most useful for engaging young people who desire healing and wholeness and who courageously face the hole in their souls? These questions are essential</p>	

pastoral perspectives when pastoral carers pass over from clinical definition of emotional disturbance and enable young people to envision alternative narratives.

<b>Presenter</b>	<b>Title of Presentation</b>
Anne Hession St. Patrick's College Dublin City University Ireland	Clarifying the spiritual education curriculum in Irish primary schools: a beginning reflection
<b>Presentation Type: Paper</b>	<b>Date and Time:</b> 23 June 13.30-13.55
<b>Abstract</b>	<b>Venue:</b> HG22
<p>The 1999 Revised Primary School Curriculum presents the spiritual dimension in life as one of the key issues in primary education and perceives the function of Religious Education as being the development of the child's spiritual and moral values. However, the question has arisen of how the primary school curriculum could be said to cater for the spiritual education of children who are not engaged in formal religious education in schools. In this context, the questions this paper explores are: Could educational provision provide a more focused contribution to the spiritual well-being of Irish primary school children both in religious and non-religious contexts? Is it possible to delineate skills of spiritual awareness or of spiritual literacy that all primary teachers would be invited to teach? Can one delineate a spiritual curriculum that stands apart from, while remaining open to, a relationship with the resources of the world's religions? Are there skills of spiritual literacy to be learned or educational experiences to be offered which will enable the development of children's spiritual lives? Having explored an operative concept of 'spirituality' for her paper, the author will proceed to examine some interesting concepts from contemporary research on the spirituality of children that might contribute to the development of a spiritual education curriculum for all primary school children in Ireland. Finally, a new theoretical category (identity formation) will be proposed for its fruitfulness in suggesting the content of a spiritual education curriculum for Irish primary schools.</p>	

<b>Presenter</b>	<b>Title of Presentation</b>
Professor Aostre Johnson St. Michael's College Vermont USA	Effects of Varied Contemplative Practices in Diverse Educational Settings
<b>Presentation Type: Paper</b>	<b>Date and Time:</b> 23 June 11.00-11.25
<b>Abstract</b>	<b>Venue:</b> HG09
<p>Research findings point to specific benefits of contemplative practices for children and youth, but contemplative" is defined in many ways across diverse religious, spiritual and secular educational settings. In some religious formative environments, contemplative techniques are used to increase spiritual understanding and to disrupt the identification of self with personal ego. Some practices are very specific, with the intention of connecting believers to particular religious worldviews; these include prayers, chanting, rituals and prescribed meditations. Others practices are more general; for example, breathing as a method to focus the mind is widely used across traditions. Contemplative practices are also becoming more accepted in secular settings, including public and private schools. These include "mindfulness" meditation or sensory awareness exercises, arts experiences, nature based experiences, reflective practices, physical exercises such as yoga and tai chi , or simply slowing down and sitting</p>	

quietly. This paper examines research on the diversity of contemplative practices, as well as emerging findings on their actual effects in a range of educational settings.

<b>Presenter</b>	<b>Title of Presentation</b>
Professor Colm Kenny School of Communications Dublin City University Ireland	“Cracks where the light gets in”: Glimpses of spirituality in the interdisciplinary study of Belief and Communication at the School of Communications, Dublin City University.
<b>Presentation Type: Paper</b>	<b>Date and Time:</b> 23 June 12.00-12.25
<b>Abstract</b>	<b>Venue: HG09</b>
<p>This paper will explore critically how and why staff from a number of faculties at Dublin City University and from two of its linked colleges (St Patrick’s and Mater Dei) have collaborated in the delivery of an innovative, interdisciplinary module on media, religion and culture, which since 2005 has been available as an option to third-year undergraduates within the School of Communications at Dublin City University. It will ask what is the place for spirituality, if any, within such a course. The teaching philosophy that informs Belief &amp; Communication (Module CM364) is that all students benefit from an opportunity to reflect constructively on important cultural and social trends. The weakening of traditional forms of faith, the emergence of multiculturalism and the international re-emergence of some religions or sects as social forces are factors that require an intellectual response that fosters critical thinking and equips students with insights and techniques for future challenges and religious practice in a complex world. The inclusion of such a module on a communications course is unusual in Ireland and the United Kingdom and was achieved despite some scepticism. However, it has proved to be popular with students, both Irish and those from other countries.</p>	

<b>Presenter</b>	<b>Title of Presentation</b>
Dr. Patricia Kiernan Dr. John Mc Donagh Mary Immaculate College, University of Limerick	Beyond labels and lifejackets, non-religious spirituality in Irish mixed faith families
<b>Presentation Type: Paper</b>	<b>Date and Time:</b> 23 June 13.30-13.55
<b>Abstract</b>	<b>Venue: HG07</b>
<p>The paper navigates the complex interface between parents who nurture family life from mixed faith perspectives. Mixed faith, in this instance, refers to diverse spiritual and faith perspectives, including those of a non-religious personal faith. Two thirds of the total sample in Mac Gréil and Rhatigan's National Survey (2009) viewed the handing on of one's religious views to children as important. However, in families where parents/guardians self-describe in non-synchronous spiritual and religious terms it is important to explore how the handing on of non-religious/religious spiritual perspectives and values is negotiated as well as their impact upon children. Preliminary findings from Ireland in the European funded Religious Education in a Multicultural Society (REMC) study (2010) suggest that religious heterogeneity is a significant familial issue which impacts upon educational provision. This paper argues that there is a need to revise terminology and revisit educational provision to more adequately address the needs of spiritually and religiously diverse families.</p>	

<b>Presenter</b>	<b>Title of Presentation</b>
Dr. Joseph McCann All Hallows College Dublin City University	Spiritual Directions, Religious Ways and Education

Ireland	
<b>Presentation Type: Paper</b>	<b>Date and Time:</b> 23 June 11.00-11.25
<b>Abstract</b>	<b>Venue: HG05</b>
<p>This paper will present a heuristic structure for the study of major world religions and apply this framework directly to the challenge of religious, moral and spiritual education. Each of the world religious traditions originates in separate revelations or discoveries, develops in different philosophical, social and cultural contexts, negotiates assorted historical circumstances and today flourishes through a range of political and institutional settings. A spiritual seeker can well be confused or overwhelmed with the wealth of detail that features in the study of world religions. The conceptual skeleton afforded by this paper provides suggestions for spiritual directions drawn from selected religious ways. The concepts used in the heuristic structure are six in number: Creed, Code, Cult, Consciousness, Culture and Community. The paper proposes that this structure, on the one hand, identifies underlying principles in religious traditions, and, on the other, isolates educational approaches to spirituality. The fact that a religion grows into a major world faith suggests that its broad characteristics match the spiritual needs of a large number of people. This paper will identify those needs and indicate how spiritual teachers might approach them in the light of insights from the world religions.</p>	

<b>Presenter</b>	<b>Title of Presentation</b>
Dr. Jim McCormack All Hallows College Dublin City University Ireland	Life and Writings of St. Patrick considered as a locus of spirituality and point of departure for inter-disciplinary exploration and study.
<b>Presentation Type: Paper</b>	<b>Date and Time:</b> 23 June 13.30-13.55
<b>Abstract</b>	<b>Venue: HG09</b>
<p>The Life and Writings of St. Patrick considered as a locus of spirituality and a point of departure for inter-disciplinary studies. The Paper would be largely based on a close study of these writings [newly translated by myself and publ. by Columba Press] These Writings are a treasure-trove of spiritual wisdom-not least in the matter of personal human development. Patrick the non-believing outsider - the abused, traumatised teen-ager, grows to adulthood in captivity, and comes to know who he really is and what life-choices are still available to him. Instead of becoming the angry, blaming, self-pitying victim, he gets over himself and grows up emotionally; thus liberated, he can choose what to do with his life, and surprisingly chooses to return to Ireland and commit himself to serving the very people he had cause to resent. Other avenues for exploration could be Patrick as hero; Patrick the European; and Patrick the spiritual talisman of the astonishing world-wide Irish Diaspora.</p>	

<b>Presenter</b>	<b>Title of Presentation</b>
Aiveen Mullally MA Marino Institute of Education Dublin Ireland	Fostering the Spirituality of Students in the Religiously Diverse Classroom
<b>Presentation Type: Workshop</b>	<b>Date and Time:</b> 23 June 14.30-14.55
<b>Abstract</b>	<b>Venue: HG08</b>
<p>This workshop will address the current realities for educators seeking to address the spiritual</p>	

development of pupils from a variety of ethnic and religious backgrounds. It will offer guidelines on the inclusion of students of different faith backgrounds (Mullally, 2010) and draw from research on Spiritual Intelligence (Zohar 2000), Interspirituality (Teasdale, 1999) and the Spirit of the Child (Hay & Nye 2006). It will be a practical workshop drawing on experiential practices that connect with the wisdom and sacredness of the body, mind and spirit of each person, affirming the deep connection we share as a human family. The practices include simplified versions of tai chi, visualisation and breath work. These practices have been devised and taught by Dr Patricia Cane in her field work in 30 different countries. She is the founder of the Capacitar movement, an international organisation that teaches multicultural wellness practices that lead to healing, wholeness and peace in the individual.

<b>Presenter</b>	<b>Title of Presentation</b>
Dr. Carmel Mulcahy School of Education Studies Dublin City University Ireland	Including the Spiritual in Educate Together Schools
<b>Presentation Type: Paper</b>	<b>Date and Time: 23 June 14.30-14.55</b>
<b>Abstract</b>	<b>Venue: HG22</b>
to be confirmed	

<b>Presenter</b>	<b>Title of Presentation</b>
Dr. Jennifer Mata Teachers' College Columbia New York USA	Kindergarteners' Spiritual Experiences
<b>Presentation Type: Paper</b>	<b>Date and Time: 23 June 14.00-14.25</b>
<b>Abstract</b>	<b>Venue: HG22</b>
<p>This is a qualitative study using a phenomenological design to look into the phenomenon of children's spiritual experiences. The purpose is to describe what constitutes a spiritual experience for a child as experienced and expressed in a US kindergarten classroom. The participants are four focal kindergarten children, selected through preliminary observations and teacher recommendations. The data was collected primarily through observations done in the school site for a period of four months, individual and group activities with the children, and teacher and primary caregiver conversations. Findings demonstrated various differences among the four focal children regarding how they experienced and expressed spiritual experiences. Some of the ways found in the data were: music and movement, relating to others, letters and numbers, and imaginative play. Commonalities among children were: expressions of joy, demonstrations of compassion and kindness, sense of relating to others and creative and imaginative self. Conclusions discuss the role of schooling and the place for spiritual experiences in the classroom, as well as the role of spiritual and contemplative practices courses in teacher preparation programs. It is proposed that if teachers learn through personal experiences to nurture their own spirituality, they will be able to do so, in turn, with the children they help educate.</p>	

<b>Presenter</b>	<b>Title of Presentation</b>
Dr. Michael O'Sullivan SJ All Hallows College	

Dublin City University Ireland	Spirituality and Incest: Negotiating Boundaries
<b>Presentation Type: Paper</b>	<b>Date and Time:</b> 23 June 14.00-14.25
<b>Abstract</b>	<b>Venue: HG08</b>
<p>My paper illustrates some elements involved in the spiritual well-being of the girl-child. It offers a narrative analysis of research data concerning a Catholic woman who suffered incest in the Netherlands, when she was 12 years old. It does so in the framework of Mary Frohlich's understanding of Christian spirituality as an academic discipline that studies the living and concrete human person in dynamic transformation toward the fullness of life in Christ. Because the dynamic desire of which Frohlich speaks begins to be lived out in the vulnerability and ignorance of childhood, the child may accept Christian beliefs from significant others such as parents and teachers that may be mistaken, and even harmful. This is especially the case for the girl-child in a Church and society shaped by androcentric bias. Under such conditions the desire and capacity of the girl-child to grow into the fullness of life in Christ may malfunction as she becomes deceived by her desire for goodness. It follows that if Christian communities are to assist trusting girl-children to live a spiritual life conceived in terms of Frohlich's definition, then religious education in the future regarding received religious traditions will require a healthy hermeneutics of suspicion</p>	

<b>Presenter</b>	<b>Title of Presentation</b>
Dr. Daniel O'Connell Mary Immaculate College, University of Limerick	Nourishing teacher spirituality: the froth or foundation of education?
Dr. Amalee Meehan CEIST	
<b>Presentation Type: Paper</b>	<b>Date and Time:</b> 23 June 14.00-14.25
<b>Abstract</b>	<b>Venue: HG09</b>
<p>Teachers are expected to nourish the spiritual wellbeing of their students. In order to do this, teachers need to be attuned and attend to their own spirituality. The Catholic Christian religious tradition is one source to nourish the spirituality of teachers. In this paper, we propose that spirituality and the Catholic Christian tradition can be partners in a life-giving way for teachers in Catholic schools. We show how the recently devised programme from Catholic Education an Irish Schools Trust (CEIST) entitled <i>Joining the Dots</i>, teachers, teaching, life, faith and theology draws from the Catholic faith in an attempt to foster the spirituality of teachers in Catholic schools. Although the programme has just completed the pilot phase, participants found that thoughtful reflection on the Catholic Christian tradition does indeed foster spiritual well-being. The final section of our paper suggests that there is a lacuna in the preparation of student teachers for the Irish education system. We argue that whether based in a faith tradition or not, teacher education programmes need to provide opportunities for participants to explore their own spirituality, and its relationship to that of their students.</p>	

<b>Presenter</b>	<b>Title of Presentation</b>
Joanne Pearce MA Institute of Education University of London England	Preparing pupils for spirituality in religious education

<b>Presentation Type: Paper</b>	<b>Date and Time:</b> 23 June 12.00-12.25
<b>Abstract</b>	<b>Venue:</b> HG07
<p>Spiritual education is twofold, including education about spirituality and preparation for spirituality. I reject the assertion that spirituality is beyond definition and define spiritual education as “education in a spiritual activity”. Spiritual activities include prayer, meditation and worship. Despite arguments to the contrary, such education is entirely appropriate for the common school. This is not to say that pupils should be expected to participate in such activities but that they should learn about and be prepared for them. The former is already part of religious education though this is not, generally, the case with preparation for spirituality. Neither is given enough prominence in religious education. This is a problem because a pupil who accepts a particular truth claim is likely to want to participate in the spiritual activities that accompany it. If she is unable to do so then her religious education has been no more than an academic exercise. Putting more emphasis on education about spirituality is a straightforward matter but how do we prepare pupils for spirituality? We do so by enabling pupils to take seriously and develop their inner lives. Such development is not spirituality itself rather it is a precondition for spirituality.</p>	

<b>Presenter</b>	<b>Title of Presentation</b>
Dr. Maria Helena Pratas ISEC - Instituto Superior de Educação e Ciências , Lisboa, Portugal	Interculturality, Intercultural Education and the Role of Religious Communities in the Integration of Immigrants in Portugal
<b>Presentation Type: Paper</b>	<b>Date and Time:</b> 23 June 11.00-11.25
<b>Abstract</b>	<b>Venue:</b> HG22
<p>The United Nations has declared 2010 “International Year for the rapprochement of cultures”. As Robin Wilson explains, in earlier decades, two models of managing cultural diversity seemed to function: Assimilationism (French model) assumed that members of minority communities would assimilate to a prevailing majority ethos (“republican values”). Multiculturalism (United Kingdom and Dutch model), by contrast, sought to give official recognition to minority communities, understood as homogeneous “cultures”. Portuguese option regarding cultural diversity anchors on the principle of interculturality: Within the framework of mutual respect it claims the value and richness of diversity and dialogue. This intercultural approach is embedded in the paradigm of an equal value of all cultures and cultural miscegenation, moving thus far beyond multicultural coexistence’s statement. In this paper I intend to present Portuguese strategy for intercultural education, the role of religious communities in the integration and wellbeing of immigrants and some good practices in Portugal.</p>	

<b>Presenter</b>	<b>Title of Presentation</b>
Dr. Bronwen Rees Dr. Ann Magee Anglia Ruskin University England	Introduction to holonomic inquiry: healing, well-being and community
<b>Presentation Type: Workshop</b>	<b>Date and Time:</b> 23 June 13.30-13.55
<b>Abstract</b>	<b>Venue:</b> HG05

The term “Holonomics” as being developed at the East West Sanctuary, Centre of Contemplative Inquiry in Budapest describes a worldview which encompasses a statement about the nature of reality and a set of interrelated practices to bring awareness to that reality. “Holo” means “whole” and “nomics” means law. It has its roots in the work of Jung (synchronicity) Smuts (systems theory), Teilhard de Chardin (the noosphere), Tibetan Buddhist practice, Jose Arguelles (the nature of time) David Bohm (holographic universe) Lipton and Sheldrake (understanding new organising and evolutionary principles of nature) Hellinger (family systems) amongst others. We believe that by developing and realising such a worldview, we open ourselves up to the possibility of interconnectedness that enables us collectively to address the ongoing crises of modern civilisation. The implications and applications of holonomics extend to every human discipline and activity. At its heart is an openness to the sacred and a reconnection of the human with the cosmos. Such a perspective is one that has been sadly lacking, and even repressed in the post-modern age leading to ill-health, environmental destruction, and terror. In this workshop, we will examine different principles of holonomics, such as the idea of the “field”, “field energies” and “subtle body”, and how these principles may be used both for healing, education and business practices.

<b>Presenter</b>	<b>Title of Presentation</b>
Professor Emer Smyth Economic and Social Research Institute Dublin Ireland	Children’s agency and religious identity in Irish primary schools
<b>Presentation Type: Paper</b>	<b>Date and Time:</b> 23 June 14.00-14.25
<b>Abstract</b>	<b>Venue: HG07</b>
<p>This paper draws on the Irish component of an innovative European study on how the religious identities of children are formed in the arenas of the education system and the family across different country contexts. The paper draws on group interviews with primary school children in Ireland along with self-completed questionnaires and written exercises. Previous studies of younger children’s beliefs have tended to adopt a developmental approach (for an overview, see Roehlkepartain et al., 2006) or have viewed them as largely ‘passive’ in the religious ‘transmission’ process (see, for example, Bao et al., 1999; Hayes and Pittelkow, 1995). Children’s self-described religious beliefs and practices are found to be strongly related to those of their parents. However, a ‘transmission’ model does not adequately characteristic the processes involved. Firstly, a number of children have started to question or even actively reject the (religious or secular) beliefs of their parents. Secondly, those children who do adopt the beliefs of their parents do not necessarily do so uncritically, with many viewing religion as a source of support and comfort in their day-to-day lives. The paper concludes that children are active agents in their own belief formation and represents a timely contribution to current debates on religion and schooling.</p>	

<b>Presenter</b>	<b>Title of Presentation</b>
Dr. Marian de Souza Australian Catholic University Ballarat, Victoria, Australia.	Interspiritual education as a way forward in promoting social cohesion and community wellbeing
<b>Presentation Type: Paper</b>	<b>Date and Time:</b> 23 June 11.30-11.55
<b>Abstract</b>	<b>Venue: HG22</b>
<p>The growth of pluralism in many countries through the past few decades has brought people from many different religious and cultural traditions into spaces where they have to live and</p>	

work together. Often, for a variety of reasons, this has led to a 'them' and 'us' situation, accompanied by a range of expressions from indifference or, perhaps, a level of tolerance to open hostility. Some strategies that have been introduced to address this situation has been the development of different programs that focus on teaching about religions, usually from a multi/inter-religious perspective or a multi/inter-faith perspective.

This paper examines another option, an approach based on interspiritual education where the process is inside out rather than outside in. That is, it explores the metaphysic of a divine Reality at the core of being which may be found in most religious traditions before moving to the external features of religious traditions - the scriptures, rituals, buildings, laws and practices - which serve to define the differences between them. Such an approach may, potentially, promote acceptance and inclusion thereby leading to greater social cohesion and community wellbeing.

<b>Presenter</b>	<b>Title of Presentation</b>
Sreemat Swapan Kumar Barua Mahamakut Buddhist University Thailand	A Buddhist Approach to Spiritual Value and Modern Education System
<b>Presentation Type: Paper</b>	<b>Date and Time: 23 June 11.30-11.55</b>
<b>Abstract</b>	<b>Venue: HG05</b>
<p>A Buddhist Approach to Spiritual Value and Modern Education System Buddhism, as a religion, centers on wisdom with a systematic analysis, and encourages to investigating – ‘come and see’, not come to believe. This highlights scientific approaches towards modern education rather than the so-called: traditional and scriptural informative teachings. When education is pragmatically and analytically encouraged to study, there is an initial understanding emerges towards spiritual value. It is that a student has to have empowered to clarify his studies. It is the ‘awareness’ - be aware of oneself and the surrounding environments. This is more effective learning than theoretical studies, and on the other hand education affects the whole spectrum of human values - understanding, creative, experiential, ethic, social, and spiritual values. A student educational experience involves within mass communication, and its personal application towards intellectual and moral values. Hence, this paper will offer a Buddhist understanding of educational strategy called ‘awareness’, information based on Buddhist university and general university in Thailand. The case studies of universities will offer different academic data based information and their educational systems to go hand by hand with modern education system. In addition, their value towards spirituality will be also studied from different dimension differently.</p>	