

# 10 Questions



about **school identity**  
**and culture:**

**sense of the sacred**

*A resource to enhance the religious  
life of the school*

# Ways you could use this resource\*

**Pigeon Hole strategy:** Choose a question, print it off and place a copy in staff pigeon holes. A few days later use the question as a stimulus for discussion at a staff meeting.

**Fishbowl strategy:** Place a question each week over the term in staff pigeon holes. Allocate five minutes at each staff meeting/briefing to open the table for a discussion on the question of the week. For large staff groups give one question to five people. The following week at a staff meeting those five people participate in a Fish bowl\*\* discussion. Each week five new staff members get another question and it will be their turn to participate. Over the term all ten questions should have been addressed enabling all staff to have a turn in the Fish bowl.

**Our Reactions strategy:** Choose a selection of questions. Organise staff members into teams. Each team brainstorms and records their reactions to an allocated question. Teams report back to the whole group.

**Health Status strategy:** Arrange the ten questions on the wall and ask staff to rate the health status of each on a scale from 1-10. Tally the results. Where are we going well at the moment? Which areas do we need to inject some work? Develop an action plan.

**3:2:1 strategy:** Select a question and ask staff to individually complete a 3:2:1 strategy. List:

- 3 points where it is happening in the school.
- 2 points where it is not happening
- 1 point where this question could realistically be developed in the school.

**Sticky note strategy:** Select some questions to print off and place on a wall. Ask staff to use a 'stickie' (Post-it note) to respond to the questions. On their stickie note state with a word or two what each question might sound like, feel like or look like in the school. Does a similar pattern of examples appear?

**3 Dots strategy:** Display each question on a wall. Each participant (eg, staff, parents, students) have one green dot sticker (doing very well), one yellow dot sticker (exists and needs some work) and a red dot sticker (do not do well). If need be participants could have a discussion about each question to clarify meaning. Everyone is asked to come up to the wall and place their dots where they think they belong. Reflect on the data/results shown and come up with plan to address the issue(s) revealed. Remember to celebrate the good things that are revealed too.

## **Top Ten Strategy:**

Place staff into a team. They are asked to look at each question. Within their team, they are to come to a consensus in ordering the ten cards from 1 to 10 (number one being the 'best we do' through to 10 'no good at all/least'). One person from each team, will then enter the fish bowl, where they will discuss with other elected team representatives, how they will order the ten questions on behalf of all staff. Once the fish bowl activity is complete and an order established, other staff are asked to comment on the order presented (open discussion). Throughout the discussion, it would be good to be able to identify the people and resources who inject life into the areas classified as 'we do best' and celebrate them. For those areas that fall into concern, perhaps develop an action plan as a staff, select groups to work on specific areas or incorporate someone into school renewal development.

\*Principals are encouraged to use this resource at P&F meetings, College Board meetings or as part of school surveys and cyclic renewal.

\*\*A fishbowl is traditionally a classroom discussion group divided into two parts: the "inner circle" or fishbowl, consisting of a team of people who discuss a topic, and the "outer group," consisting of a group of people who observe. This strategy is effective in facilitating discussion. The facilitator assigns an "inner circle" team to the fishbowl to discuss a specific topic, answer a question or solve a problem. The remaining students observe and comment on both the process and content of the discussion. At a designated point, the facilitator then selects a new group and new topic for the fishbowl.



1

How well does  
our school's  
natural  
environment  
reflect a sense of  
the sacred?



2

How do we  
recognise and  
celebrate the  
everyday  
moments in  
people's lives?



3

How does the physical environment of the sacred engage the senses?



4

What existing elements of the natural environment could lead to enhancing a sense of the sacred (e.g. garden, creek)?



5

What practices do we have for movement from the secular psychological space to a readiness for prayer and celebrations?





6

What professional learning is devoted to aesthetics and religious iconography for enhancing the sacred?



7

How can we include inter-faith sacred experiences and culture in our school?



8

What fresh ways  
can we create a  
sense of the sacred  
when secular  
sites(e.g. multi-  
purpose hall etc.)  
are used for  
prayer  
experiences?



9

Find at least one example in every KLA where a question about the divine and the sacred might arise?



10

Is our existing  
religious art and  
iconography  
appropriate?

