



EDCU13021 Teaching Religious Education in a Catholic School

Term 2 - 2022

Profile information current as at 05/05/2024 08:23 am

All details in this unit profile for EDCU13021 have been officially approved by CQUUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

In this unit, you will plan for, implement and evaluate teaching and learning in Religious Education. You will reflect on your understandings of the selected curriculum content and skills and identify challenges to teaching Religion in the contemporary classroom context. In consultation with a supervising teacher, you will implement a short learning cycle that embeds inquiry-based learning and dialogical pedagogy. In addition, you will plan an experience that invites students to participate in an aspect of the religious life of the school. Your planning, implementation and evaluation of teaching and learning in Religious Education will acknowledge classroom complexity and the diverse religious backgrounds of students in Catholic schools. Classroom planning decisions, implementation techniques and evaluation of resources regarding their suitability for use with a specific class will be justified.

Details

Career Level: *Undergraduate*

Unit Level: *Level 3*

Credit Points: 6

Student Contribution Band: 7

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

There are no requisites for this unit.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 2 - 2022

- Mixed Mode

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

[Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Presentation**

Weighting: 50%

2. **Presentation and Written Assessment**

Weighting: 50%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Staff from Catholic Education, Rockhampton Diocese

Feedback

Learning materials need to incorporate emerging developments in Catholic Education

Recommendation

Continue to update unit learning materials and assessment to reflect emerging developments in Catholic Education

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Identify inquiry and dialogue as preferred pedagogical approaches for teaching Religious Education in the contemporary classroom
2. Evaluate ways in which the suitability of resources and teachers' professional knowledge base contribute to the successful teaching and assessment of content and skills in Religious Education
3. Design, implement and evaluate a short learning cycle for a specific class using Religious Education curriculum documents
4. Justify planning decisions and strategies for teaching religion that are responsive to classroom complexity and the pluralistic context of contemporary society
5. Discuss how Religious Education in Catholic schools develops students' knowledge and understanding of Christianity and complements the students' invitational participation in the religious life of the school.


























Successful completion of this unit provides opportunities for students to engage with the Australian Professional Standards for Teachers (Graduate Career Stage) focus area of:

- 1.1 Physical, social and intellectual development and characteristics of students
 - 1.2 Understand how students learn
 - 1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds
 - 1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities
 - 2.1 Content and teaching strategies of the teaching area
 - 2.2 Content selection and organisation
 - 2.3 Curriculum, assessment and reporting
 - 2.5 Literacy and numeracy strategies
 - 3.4 Select and use resources
 - 3.5 Use effective classroom communication
 - 3.6 Evaluate and improve teaching programs
 - 6.1 Identify and plan professional learning needs
 - 6.2 Engage in professional learning and improve practice
 - 6.4 Apply professional learning and improve student learning
 - 7.2 Comply with legislative, administrative and organisational requirements
 - 7.4 Engage with professional teaching networks and broader communities
- Outcomes combine these standards with the knowledge and understanding required to be eligible for accreditation to teach in a Catholic school.

Alignment of Learning Outcomes, Assessment and Graduate Attributes

 N/A Level	 Introductory Level	 Intermediate Level	 Graduate Level	 Professional Level	 Advanced Level
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Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Communication					
2 - Problem Solving					
3 - Critical Thinking					
4 - Information Literacy					
5 - Team Work					
6 - Information Technology Competence					
7 - Cross Cultural Competence					
8 - Ethical practice					
9 - Social Innovation					
10 - Aboriginal and Torres Strait Islander Cultures					

Textbooks and Resources

Textbooks

There are no required textbooks.

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

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Schedule

Week 1 - 11 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
My religious background, experience and practices and the contemporary context	eReading list - Week 1	Please note that teaching for this unit is delivered through an intensive prior to the commencement of the Professional Practice 4 block placement. The schedule for the Intensive covers the topics listed in Weeks 1 - 5 as shown in this schedule. Further advice about a review tutorial prior to submission of the final assessment task will be provided on the moodle site for this unit.

Week 2 - 18 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
What is Religious Education and how is it resourced?	eReading list - Week 2	

Week 3 - 25 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
Pedagogy and student engagement in Religious Education	eReading list - Week 3	

Week 4 - 01 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Religious Education curriculum, differentiation and assessment	eReading list - Week four	Religious Education in a contemporary classroom Due: Week 4 Friday (5 Aug 2022) 11:45 pm AEST

Week 5 - 08 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Planning in Religious Education (units of work and prayer experiences)	eReading list - Week 5	

Vacation Week - 15 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 22 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Week 7 - 29 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Week 8 - 05 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Week 9 - 12 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
Week 10 - 19 Sep 2022		
Module/Topic	Chapter	Events and Submissions/Topic
Week 11 - 26 Sep 2022		
Module/Topic	Chapter	Events and Submissions/Topic
Week 12 - 03 Oct 2022		
Module/Topic	Chapter	Events and Submissions/Topic
		Planning for Religious Education in the contemporary Catholic school Due: Week 12 Monday (3 Oct 2022) 11:45 pm AEST
Review/Exam Week - 10 Oct 2022		
Module/Topic	Chapter	Events and Submissions/Topic
Exam Week - 17 Oct 2022		
Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Religious Education in a contemporary classroom

Assessment Type

Presentation

Task Description

Part of your role as an educator is to share information with colleagues about teaching initiatives or focus areas in your school. Using unit learning materials and some independent research, explain with reference to religious education:

- The characteristics of learners and learning in the contemporary Religious Education landscape
- How teachers respond to the contemporary context to provide quality learning experiences using inquiry and dialogue as preferred pedagogical approaches
- How Religious Education in Catholic schools develops students' knowledge and understanding of Christianity and complements the students' invitational participation in the religious life of the school.

Submission Requirements

The task is to be submitted in a multi-media format. Use Microsoft PowerPoint to record your presentation. Use the task description as subheadings to structure your submission. Evidence of engagement with the unit learning materials must be apparent in your submission.

Length: Approximately 10 minutes (1500 words)

This task provides opportunities for demonstrating achievement of the following Australian Professional Standards for Teachers (Graduate Level): 1.1, 1.3, 2.1, 3.3, 6.2, 7.4.

Assessment Due Date

Week 4 Friday (5 Aug 2022) 11:45 pm AEST

Return Date to Students

Feedback on this assessment response will be provided in sufficient time to allow for academic support and advice as necessary to inform students' responses to the next assessment task.

Weighting

50%

Assessment Criteria

Demonstrated understanding of the impact of learner characteristics and the contemporary educational landscape on the professional roles of teachers in Catholic Schools (APST 1.1, 1.3)

Understanding of teachers' professional knowledge as the foundation for teaching religious education and supporting

student engagement in the religious life of the school (APST 1.3, 2.1, 6.2)

Demonstrated knowledge of pedagogical approaches that support the teaching of religious education in contemporary Catholic schools (APST 3.3, 6.2, 7.4)

Critical reflection supported through reference to unit learning materials and authoritative sources (APST 6.2)

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

Upload the submission through the link for Assessment Task 1 on the moodle site for this unit.

Learning Outcomes Assessed

- Identify inquiry and dialogue as preferred pedagogical approaches for teaching Religious Education in the contemporary classroom
- Evaluate ways in which the suitability of resources and teachers' professional knowledge base contribute to the successful teaching and assessment of content and skills in Religious Education
- Discuss how Religious Education in Catholic schools develops students' knowledge and understanding of Christianity and complements the students' invitational participation in the religious life of the school.

2 Planning for Religious Education in the contemporary Catholic school

Assessment Type

Presentation and Written Assessment

Task Description

Discuss the planning decisions made within a short learning cycle in Religious Education implemented during the final Professional Practice placement (PP4).

Scaffolding:

1. Select Religious Education curriculum in consultation with your supervising teacher to form the basis of a short learning cycle of three to four weeks that you will plan, implement and evaluate during PP4. You will need to submit a copy of your Religious Education short learning cycle at the conclusion of your placement. It must contain: Achievement standard statement, knowledge and skills (content descriptors), links to other curriculum areas (such as The Arts and Technologies), profile of learners in the classroom (including religious backgrounds of students and specific modifications or adjustments to the learning environment to meet NCCD requirements), assessment, guide to making judgements (achievement standard elaborations), teaching strategies and resources.

Note that the short learning cycle is submitted as a means of supporting your analysis. Therefore, specific examples of planning decisions and strategies in your short learning cycle should be referred to in your written analysis.

2. Submit a written analysis which must contain the following:

- Justify how, according to contemporary literature, planning decisions and strategies in the short learning cycle respond to classroom complexity and the pluralistic context of contemporary society
- Evaluate the suitability of resources for teaching the knowledge and skills in the short learning cycle
- Describe sources of professional knowledge for teachers of Religious Education and how these contribute to the successful teaching and assessment of Religious Education curriculum in the short learning cycle.

Length of the critical reflection 1500 words.

Note:

Evidence of engagement with course materials must be apparent in your submission.

This task provides opportunities for demonstrating achievement of the following Australian Professional Standards for Teachers (Graduate Level): 1.1, 1.2, 1.3, 1.5, 2.1, 2.2, 2.3, 2.5, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 7.1, 7.4

Assessment Due Date

Week 12 Monday (3 Oct 2022) 11:45 pm AEST

Return Date to Students

Feedback on this assessment task will be provided following moderation and in accordance with university policy on certification of grades.

Weighting

50%

Assessment Criteria

Justification and evaluation of design choices for promoting inclusive engagement and learning in religion (APST 1.5, 3.6, 4.1)

Understanding of the impact of students' characteristics and backgrounds on learning in religion (APST 1.1, 1.2, 1.3)

Selection of resources that support learners' acquisition of the focus knowledge and skills in a learning sequence in Religious Education (APST 3.3, 3.4, 3.5, 7.1, 7.4)

Knowledge of the content, planning processes, approaches to teaching and assessment and sources of professional learning for teachers in Religious Education (APST 2.1, 2.2, 2.3, 2.5, 3.2, 4.1)

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Learning Outcomes Assessed

- Identify inquiry and dialogue as preferred pedagogical approaches for teaching Religious Education in the contemporary classroom
- Evaluate ways in which the suitability of resources and teachers' professional knowledge base contribute to the successful teaching and assessment of content and skills in Religious Education
- Design, implement and evaluate a short learning cycle for a specific class using Religious Education curriculum documents
- Justify planning decisions and strategies for teaching religion that are responsive to classroom complexity and the pluralistic context of contemporary society
- Discuss how Religious Education in Catholic schools develops students' knowledge and understanding of Christianity and complements the students' invitational participation in the religious life of the school.

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?



Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem