



# RELG20004 *The Catholic School Identity*

## Term 2 - 2022

Profile information current as at 04/05/2024 04:48 am

All details in this unit profile for RELG20004 have been officially approved by CQUniversity 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, students investigate the Catholic school setting as a context for enacting the dual purposes of religious education. The first of these is teaching religion. The second purpose relates to teaching the practices and characteristics of Christian living. Students analyse relevant Church and curriculum documents that shape and regulate religious education in Australian Catholic schools. They justify the selection of primary and secondary data sources that signify the defining features, nature and purpose of Catholic schools and appraise the roles and responsibilities of teachers in their relationships with and representation of the wider faith community.

### Details

Career Level: *Postgraduate*

Unit Level: *Level 8*

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

- Online

### 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 Postgraduate 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. **Portfolio**

Weighting: 50%

#### 2. **Practical 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**

Language and organisation of the moodle site needs to incorporate the new curriculum for Religious Education

**Recommendation**

Adjust language and resources to incorporate the features of new Religious Education curriculum

## Unit Learning Outcomes

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

1. Use primary and secondary data to appraise the manifest nature and purpose of Catholic schools in the Catholic Church.
2. Evaluate ways in which Church documents on religious education shape current practice in Australian Catholic schools.
3. Analyse and interpret learning frameworks and curriculum documents that guide the teaching of religion in Catholic schools.
4. Critically reflect on teachers' responsibilities for nurturing and enacting the catechism of the Catholic Church in school settings

## Alignment of Learning Outcomes, Assessment and Graduate Attributes

|   |  |  |  |  |  |
|---|--|--|--|--|--|
|  N/A Level |  Introductory Level |  Intermediate Level |  Graduate Level |  Professional Level |  Advanced Level |
|---|--|--|--|--|--|

### Alignment of Assessment Tasks to Learning Outcomes

| Assessment Tasks                           | Learning Outcomes |   |   |   |
|--|-------------------|---|---|---|
|  | 1                 | 2 | 3 | 4 |
| 1 - Portfolio - 50%                        | •                 | • | • | • |
| 2 - Practical and Written Assessment - 50% | •                 |   |   | • |

### Alignment of Graduate Attributes to Learning Outcomes

| Graduate Attributes                                | Learning Outcomes |   |   |   |
|--|-------------------|---|---|---|
|  | 1                 | 2 | 3 | 4 |
| 1 - Knowledge                                      |                   | ○ | ○ |   |
| 2 - Communication                                  | ○                 |   |   | ○ |
| 3 - Cognitive, technical and creative skills       |                   | ○ |   | ○ |
| 4 - Research                                       | ○                 |   |   |   |
| 5 - Self-management                                | ○                 | ○ |   | ○ |
| 6 - Ethical and Professional Responsibility        |                   | ○ |   | ○ |
| 7 - Leadership                                     |                   |   |   | ○ |
| 8 - Aboriginal and Torres Strait Islander Cultures |                   |   |   |   |

### Alignment of Assessment Tasks to Graduate Attributes

| Assessment Tasks                           | Graduate Attributes |   |   |   |   |   |   |   |
|--|---------------------|---|---|---|---|---|---|---|
|  | 1                   | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 1 - Portfolio - 50%                        | ○                   | ○ | ○ | ○ | ○ | ○ | ○ |   |
| 2 - Practical and Written Assessment - 50% |                     | ○ |   | ○ | ○ | ○ | ○ |   |

## 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

**Kerry Aprile** Unit Coordinator  
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**Gillian Busch** Unit Coordinator  
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## Schedule

### Week 1 - 11 Jul 2022

| Module/Topic                           | Chapter         | Events and Submissions/Topic |
|--|-----------------|------------------------------|
| What makes a Catholic school Catholic? | Week 1 readings |                              |

### Week 2 - 18 Jul 2022

| Module/Topic   | Chapter         | Events and Submissions/Topic |
|--|-----------------|------------------------------|
| What is the role of the Catholic school? Foundational Church documents | Week 2 readings |                              |

### Week 3 - 25 Jul 2022

| Module/Topic                              | Chapter                                | Events and Submissions/Topic |
|---|--|------------------------------|
| The Catholic School as educators in faith | Defining features of a Catholic school |                              |

### Week 4 - 01 Aug 2022

| Module/Topic  | Chapter                                | Events and Submissions/Topic |
|---|--|------------------------------|
| A Catholic curriculum<br>Teaching Religion in a pluralistic context | Religion curriculum<br>Week 4 readings |                              |

### Week 5 - 08 Aug 2022

| Module/Topic               | Chapter         | Events and Submissions/Topic |
|----------------------------|-----------------|------------------------------|
| What is Catholic pedagogy? | Week 5 readings |                              |

**Vacation Week - 15 Aug 2022**

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
| No tutorial  |         |                              |

**Week 6 - 22 Aug 2022**

| Module/Topic                        | Chapter         | Events and Submissions/Topic |
|-------------------------------------|-----------------|------------------------------|
| Catholic schools - Identity options | Week 6 readings |                              |

**Week 7 - 29 Aug 2022**

| Module/Topic  | Chapter | Events and Submissions/Topic                                    |
|---|---------|---|
| The Catholic Education Diocese of Rockhampton Charter |         | <b>Portfolio</b> Due: Week 7 Monday (29 Aug 2022) 11:45 pm AEST |

**Week 8 - 05 Sep 2022**

| Module/Topic            | Chapter                       | Events and Submissions/Topic |
|-------------------------|-------------------------------|------------------------------|
| Policies and procedures | Mission and vision statements |                              |

**Week 9 - 12 Sep 2022**

| Module/Topic                           | Chapter         | Events and Submissions/Topic |
|--|-----------------|------------------------------|
| Being Christian in a pluralist society | Week 9 readings |                              |

**Week 10 - 19 Sep 2022**

| Module/Topic                    | Chapter | Events and Submissions/Topic |
|---------------------------------|---------|------------------------------|
| Catholic schools and curriculum |         |                              |

**Week 11 - 26 Sep 2022**

| Module/Topic                                 | Chapter | Events and Submissions/Topic |
|--|---------|------------------------------|
| Begin with the heart - you teach who you are |         |                              |

**Week 12 - 03 Oct 2022**

| Module/Topic                  | Chapter | Events and Submissions/Topic  |
|-------------------------------|---------|---|
| 21st century Catholic schools |         | <b>Case Study and reflection</b> Due: Week 12 Friday (7 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 Portfolio

**Assessment Type**

Portfolio

**Task Description****Part A**

Create a portfolio of evidence that illustrates your understanding of the nature of Catholic schools as particular places of learning. The portfolio should be characterised by the discerning selection of artefacts that identify the roles and responsibilities of the people involved in effective religious education in Catholic schools and may include extracts from Church and local documents related to teaching Religion as well as visible evidence (e.g. images, icons, school mission statements, etc) of the ways in which the nature and purpose of religious education is enacted at a particular school site.

**Each artefact should be accompanied by a brief annotation of no more than 25 words** that explains how the

chosen piece of evidence characterises the defining features of Catholic schools as articulated in the Teaching and Learning Framework (Rockhampton Diocese).

### Part B

Maurice Ryan (1997, p. 2) in “Foundations of Religious Education in Catholic Schools” poses the question: “Is the (Catholic) school meant to be a place of nurture for people in the Christian faith, or is it meant to teach an understanding of Christianity in particular and religion in general?”

Write a critical reflection of **approximately 1000 words** that explains and evaluates your understanding of the role and responsibilities of teachers in the Catholic Education system. Your reflection should respond to the question framed by Ryan and **make specific reference to the artefacts you have included in your portfolio** and the guidance provided for teachers in the Teaching and Learning Framework and Church documents that shape the identity and purpose of contemporary Catholic schools.

### Assessment Due Date

Week 7 Monday (29 Aug 2022) 11:45 pm AEST

### Return Date to Students

Feedback on this assessment task will be returned following moderation and in sufficient time to allow for academic support and advice as necessary and to inform responses for Assessment Task 2.

### Weighting

50%

### Assessment Criteria

Selection of data sources that show knowledge and understanding of the dual purposes of Catholic education  
Knowledge of documents that shape current practice in Australian Catholic schools  
Ability to interpret learning frameworks and curriculum documents that guide the teaching of Religion  
Critical reflection on the roles and responsibilities of teachers in the catholic Education system

### Referencing Style

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

### Submission

Online

### Submission Instructions

Upload the task through the link on the Moodle site for Assessment Task 1.

### Learning Outcomes Assessed

- Use primary and secondary data to appraise the manifest nature and purpose of Catholic schools in the Catholic Church.
- Evaluate ways in which Church documents on religious education shape current practice in Australian Catholic schools.
- Analyse and interpret learning frameworks and curriculum documents that guide the teaching of religion in Catholic schools.
- Critically reflect on teachers’ responsibilities for nurturing and enacting the catechism of the Catholic Church in school settings

### Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Self-management
- Ethical and Professional Responsibility
- Leadership

## 2 Case Study and reflection

### Assessment Type

Practical and Written Assessment

### Task Description

On the moodle site for this unit, you will be presented with a choice of scenarios or case studies that reflect the diversity and complexity of contemporary Catholic schools.

Choose one scenario / case and write an analytical response that includes all of the following sections:

1. A description of the guidance available to teachers from Church and local documents for responding to the scenario e.g. Policies and Procedures documents, the Teaching and Learning Framework (Rockhampton Diocese), the School mission statement, etc
2. A summary of an Interview with a Leadership Team Member or other religious leader/s associated with the school or parish that explains the support networks available to teachers in enacting their roles and responsibilities in the Catholic education system in response to the scenario.
3. A personal reflection that justifies a response to the scenario based on the primary and secondary data presented and that evaluates your responsibilities for nurturing and enacting the Charter for Catholic Education, Diocese of Rockhampton in school settings.

Length: 2000 words.

**Assessment Due Date**

Week 12 Friday (7 Oct 2022) 11:45 pm AEST

**Return Date to Students**

Feedback on this task will be returned to students following moderation and in accordance with university policy on certification of grades.

**Weighting**

50%

**Assessment Criteria**

Knowledge of Church and local documents that define the nature and purpose of Catholic education

Knowledge of support networks that guide contemporary practice for teachers in Catholic schools

Ability to identify and analyse contextual factors that impact on religious education in Catholic school communities characterised by diversity

Critical evaluation of the complex roles and responsibilities of contemporary educators in Catholic school settings

**Referencing Style**

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

**Submission**

Online

**Submission Instructions**

Upload the task using the link for assessment task 2 on the unit Moodle site.

**Learning Outcomes Assessed**

- Use primary and secondary data to appraise the manifest nature and purpose of Catholic schools in the Catholic Church.
- Critically reflect on teachers' responsibilities for nurturing and enacting the catechism of the Catholic Church in school settings

**Graduate Attributes**

- Communication
- Research
- Self-management
- Ethical and Professional Responsibility
- Leadership



## 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