

EDUC 5138

Curriculum & Pedagogy in Religious Education for the Intermediate Grades

Instructors:

Vince MacDonald

E: vmacdon@uwo.ca

Office Hours: by appointment

Schedule:

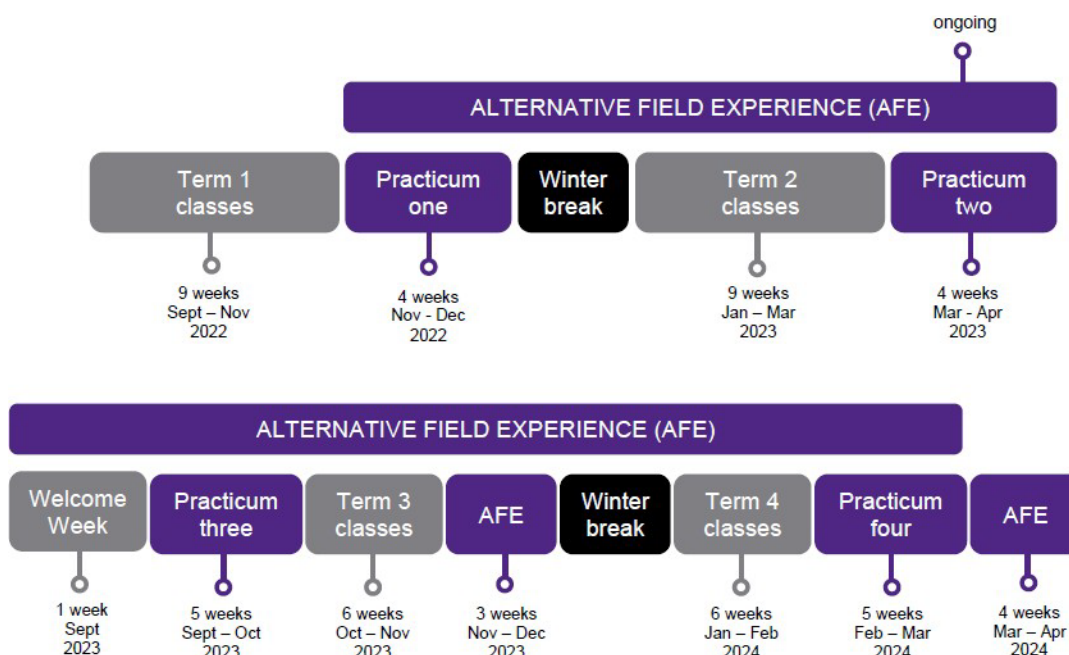
Tuesday, 10:30am-12:30pm (Room 2015)

Program Context:

This is a **Curriculum Course** taken by Teacher Candidates in **Junior/Intermediate/Senior** during **Year 1, Full Year** of the Bachelor of Education.

Bachelor of Education

Program Overview – Class of 2024



Course Description: An examination of the religious education curriculum for the intermediate grades in Ontario Catholic schools and of the foundations of religious learning in a faith-based learning and teaching environment. Emphasis on theological background, religious literacy, pedagogical skill, curriculum design, and the effective planning and teaching of the religious education curriculum. 2 hours per week, full year, .5 credit.

Antirequisite: Religious Education 5445/5446 Teaching in Roman Catholic Elementary/Secondary Schools

This course focuses on the application of praxis, catechism and faith formation for the teaching and learning of religious education in the intermediate grades of secondary schools in Ontario. Teacher candidates will use a constructivist approach to investigate the vocation of the Catholic teacher, Catholic teachings, the context of teaching in Ontario Catholic schools and the foundations of religion and family life.

The course is rooted in:

- knowledge mobilization and engaging communities of practice
- designing professional lessons in Catholic education
- collaborative inquiry for dialogue on pedagogy and overcoming barriers to professional practice
- empirical research on differentiated instruction and effective pedagogies

Course Credits: 0.5

Number of Weeks: 18

Week 1: Praxis: Lived Expression of Faith for Intermediate Students

Religious Education as an Academic Discipline.

Identity and Mission of Catholic Schools.

Development of Adolescent Spirituality.

Knowledge Mobilization.

Theories of Learning – Constructivism, Agency.

Learning Activities		
Type	Name	Description
Reading	Week 1 Materials & Readings	The Religious Dimension of Education in a Catholic School - Congregation for Catholic Education (Pa only); http://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_198_school_en.html ;
		Gravissimum Educationis - http://catholiccurriculumcorp.org/sacramental-preparation-for-students-wit-needs-a-guide-for-catholic-educators-2/
Discussion	Discussion Week 1	The Importance of the Teacher https://www.youtube.com/watch?app=desktop&v=keo9Lm1jNwQ and Post your ideas in the forum: What Does Success Look Like (Co-Create Success Criteria) and the for Questions Do You Have As A Focus For Your Learning?

Week 2: Catholic Teachers: Vocation, Faith & Reason

Vocation and Covenant of Catholic Teachers.

Role of the Laity.

History of Catholic Education in Ontario.

Leadership and Professional Growth.

Reflect, Extend and Connect.

Learning Activities

Type	Name	Description
Reading	Week 2 Materials & Readings	Identity and Mission of Catholic Schools - The Call to a Joyful Discipleship); https://iceont.ca/identity-mission-for-catholic-schools/

Week 3: Imperatives: Informed Planning for Assessment, Evaluation & Feedback (1)

Professional understanding of assessment, evaluation and feedback.

Regulation, Co-regulation and Self-Regulation for Learning.

Developing Leadership Skills to Plan for Assessment and Evaluation.

Rich Performance Tasks.

Growing Success and Provincial Policies for Teaching and Learning.

Learning Activities

Type	Name	Description
Reading	Week 3 Materials & Readings	Religious Education and Growing Success: http://catholiccurriculumcorp.org/wp-content/uploads/Growing_Successfully.pdf

Week 4: Imperatives: Informed Planning for Assessment, Evaluation & Feedback (2)

Professional understanding of assessment, evaluation and feedback.

Regulation, Co-regulation and Self-Regulation for Learning.

Developing Leadership Skills to Plan for Assessment and Evaluation.

Rich Performance Tasks.

Growing Success and Provincial Policies for Teaching and Learning.

Learning Activities

Type	Name	Description
Reading	Week 4 Materials & Readings	Growing Success (Pages 1-46): http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf Why Feedback Matters: https://thelearningexchange.ca/videos/effective-feedback-matters/

Week 5: Catholic Education: Curriculum, Teaching & Learning for Intermediate Students (1)

Ontario Catholic Secondary Curriculum Policy Document.

Catholic Competencies.

The Ontario Curriculum.

Ontario Catholic School Graduate Expectations.

Learning Activities

Type	Name	Description
Reading	Week 8 Materials & Readings	Identity and Mission of Catholic Schools Monographs: A Eucharistic Sensibility : https://iceont.ca/wp-content/uploads/2020/04/MG_IdentityMission_Issue_2_Eucharistic_REVISED-FINAL-2020-04-21.pdf ;

Week 9: Digital Tools for Teaching and Learning

Understanding differentiation using digital platforms.

Integrating digital learning tools in the regular classroom for student engagement and support.

Learning Activities

Type	Name	Description
Reading	Week 9 Materials & Readings	The Catholic Digital Learner (Catholic Curriculum Corporation) – Pgs. 1-19 http://www.catholiccurriculumcorp.org/wp-content/uploads/Catholic_Digital_Learner.pdf Supplementary Resource (Optional): Western University – Online Teacher Resource https://online-teacher.ca

Week 10: Scripture

Exploration of scripture, key Bible themes.

Interpretations and Pedagogical Issues.

Teaching students to draw meaning through scripture.

Integration of scripture in course profiles and lessons.

Learning Activities

Type	Name	Description
Reading	Week 10 Materials & Readings	Teaching Scripture: The Joy of the Gospels - https://www.youtube.com/watch?v=d6lODsXKMAK

Week 11: Christus Vivit: Young People, Faith & Vocational Discernment

Guiding Question: What are the contemporary views of youth in religious education?

Integration of Christus Vivit in lesson planning.

Student Inquiry: Nurturing Effective Questions.

Classroom Management to Support Optimal Dialogue and Discernment.

Learning Activities

Type	Name	Description
Reading	Week 11 Materials & Readings	Christus Vivit: To Young People and the People of God (Chapter 7, 8 and 9); http://www.vatican.va/content/francesco/en/apost_exhortations/documents/papa-francesco_esortazione-ap_20190325_christus-vivit.html

Week 12: Christian Morality

Teaching Moral Decision Making.

Dealing with Controversial Issues.

Catholic Social Justice.

Equity and Inclusion including gender equality on a global and local scale

Learning Activities

Type	Name	Description
Reading	Week 12 Materials & Readings	Catholic Social Teachings: Equity and Inclusion; http://catholiccurriculumcorp.org/equity-and-inclusion-from-the-lens-of-the-catholic-social-teachings/

Week 13: Family Life Education

Tenets of Family Life Education and Program.

Positive Understanding of Sexuality.

Problems of Professional Practice.

Learning Activities

Type	Name	Description
		https://iceont.ca/wp-content/uploads/2020/05/Secondary-Resources-to-Support-Catholic-Teachers-vfinal0816.pdf ;
Reading	Week 13 Materials & Readings	https://iceont.ca/wp-content/uploads/2019/09/ICE_Parents-Guide_Final_Whole-FINAL-September-16-2019.pdf ; http://catholiccurriculumcorp.org/sacramental-preparation-for-students-with-special-needs-a-guide-for-catholic-educators-2/

Week 14: Leading a Community in Prayer

Understanding the spectrum of forms of prayer to celebrate our covenant with God.

Effective ways to support student's communication of their understanding of God's love.

Learning Activities

Type	Name	Description
		The Power of Prayer: https://www.youtube.com/watch?v=kiAMzghLcMA
Reading	Week 14 Materials & Readings	Supplementary Resource (Optional): Christian Meditation: https://iceont.ca/wp-content/uploads/2019/03/Christian-Meditation-Educators-Guide-FINAL-March-2019.pdf

Week 15: My Vocation as a Catholic Teacher

Discernment for commitment in your vocation as a Catholic teacher and our covenant with God.

Effective ways to support student's communication of their understanding of God's love.

Qualities of Catholic educators.

Reflection on foundational Catholic documents for pedagogy. Examination of problems of professional practice.

Learning Activities

Type	Name	Description
Reading	Week 15 Materials & Readings	Renewing The Promise: https://iceont.ca/wp-content/uploads/2018/05/2018-Renewing_The_Promise_A_Pastoral_Letter.pdf

Week 16: Pastoral Care: Equity, Inclusion & Well-Being

Examination of Pastoral Care.

Corporal and Spiritual Works of Mercy.

Discussion of Well-Being and Mental Health.

Learning Activities

Type	Name	Description
Reading	Week 16 Materials & Readings	From The Lens of the Catholic Social Teachings: http://www.catholiccurriculumcorp.org/Units/EquityandInclusion/CCCOECTAIntroEquity&Inclusion.pdf ;
		Understanding Well Being From A Catholic Perspective: https://iceont.ca/wp-content/uploads/2020/04/MG_Cont_Issue_1_WellBeing-REVISED-FINAL-2020-04-21.pdf

Week 17: Pastoral Care: Equity, Inclusion & Well-Being

Pastoral Care for LGBTQ2S Youth.

Discernment for Equity and Inclusion.

Learning Activities

Type	Name	Description
Reading	Week 17 Materials & Readings	Supporting Students Who Identify as Transgender in Our Catholic Schools https://iceont.ca/wp-content/uploads/2019/12/ICE-Monograph-FINAL-Supporting-Transgender-Students-5.pdf ;
		Anti-racism is the Only Catholic Response: https://www.cmdnet.org/cmd-blogs-ministry/entry/anti-racism-is-the-only-catholic-response

Week 18: Interfaith Education & World Religions

Interfaith Teaching and Learning.

Nurturing Diversity and Inclusive Respect.

Teaching of World Religions.

Contemporary Issues in Catholic Education.

Learning Activities

Type	Name	Description
Reading	Week 18 Materials & Readings	Verbum Domini: Sections 117 to Conclusion; http://www.vatican.va/content/benedict-xvi/en/apost_exhortations/documents/hf_ben-xvi_exh_20100930_verbum-domini.html

Assessment Activities		
Type	Name	Description
		Lesson Plan: Contemporary Voice of Youth in Catholic Education
Practice	Due Oct 18/22: Lesson Plan	Teacher candidates will select a published lesson plan from a professional resource and analyze the merits of the lesson. A scaffolded approach will be used to synthesize and critique the lesson plan with suggestions to enhance the quality of content, processes and products of the lesson plan.
Practice	Due Feb 15/22: E-Learning Resource	Teacher candidates will document suggestions for enhancements to the lesson plan in order to model an inclusive and professional approach to curriculum planning, instruction, assessment, evaluation and feedback in Catholic education. Prepare a digital resource and make an oral presentation to model how Catholic teachers nurture the faith formation of youth using the tenets of Christus Vivit in an e-learning platform.
Practice	Ongoing: Formative Assessments	Describe how you will scaffold learning so that students feel safe to ask challenging questions and connect Christus Vivit to contemporary issues for youth and their questions of faith. Describe how you will overcome the barriers of e-learning with high standards for pedagogy and catechism. - Participation in Collaborative Inquiry - Knowledge Building, Celebrating Successes - Dialogue within Focus Groups: Theories of Learning and Everyday Instruction - Reflections on Professional Practice; Barriers to Implementation - Reciprocal Discussions of Course Readings and Resources - Application of Faith and Reason in Scholarly Activity
Practice	Ongoing: Reflections on Professional Practice	Performance Task: Publish your thoughts throughout the course on how you are growing as a professional Catholic teacher to apply faith and reason with barriers to implementation Your postings will model a constructivist lens through which you and your colleagues will learn from your viewpoints and how you reflect, extend and connect concepts of pedagogy in Catholic education.

How to Protect Your Professional Integrity:

The Bachelor of Education is an intense and demanding program of professional preparation. Teacher Candidates are expected to demonstrate high levels of academic commitment and professional integrity that align with both Western University's Academic Rights and Responsibilities and the Professional Standards and Ethical Standards set by the Ontario College of Teachers. These expectations govern your time in class, in your Practicum, in your Alternative Field Experiences, and include the appropriate use of technology and social media.

The Teacher Education Office will only recommend teacher candidates for Ontario College of Teachers certification when candidates have demonstrated the knowledge of, and adherence to, the faculty policies throughout the two-year program.

To review the policies and practices that govern the Teacher Education program, including attendance, plagiarism, progression requirements, safe campus and more, visit: edu.uwo.ca/CSW/my-program/BEd/policies.html

Faculty of Education Pass/Fail Policy:

All courses and assignments in the Bachelor of Education are assessed as Pass/Fail.

Instructors will make the Success Criteria of the assignments clear, and refinements of the criteria may take place in class as a means of co-constructing details of the assignments in the first two weeks of a course. This will allow for differentiation of process, product and timeline depending upon student needs.

Success Criteria will

- Articulate what needs to occur to demonstrate learning outcomes for a course/assignment;
- Inform the instructional process so that teaching can be adapted to ensure students continue to remain on track to meet the criteria as needed and appropriate.
- Align with the assignments created to provide opportunities for students to demonstrate the knowledge, skills and abilities they are working toward;
- Establish clear descriptive language that allows Teacher Candidates to identify, clarify and apply the criteria to their work and to their engagement in peer feedback;
- Focus the feedback on progress toward meeting the overall and specific tasks/assignment goals for the course.

Participation

Participation is essential to success in the Teacher Education program. As a professional school, you need to treat coming to class as showing up for work in the profession. If you are not in class, you cannot participate. Actively participating in discussions, peer reviews/feedback, group work and activities is integral to the development of your own learning and to the learning within your classroom community.

Given the varied experiences of Teacher Candidates in the program, you may engage with ideas/concepts or skills that are familiar or unfamiliar to you.

A Professional Teacher Candidate is one who:

- Arrives in class (virtual or on-site) on time, and prepared. This includes completing any readings, viewing assignments or tasks in advance of class as requested.
- Listens to others and contributes thoughtfully to discussions;
- Models respectful dialogue and openness to learn, monitors, self-assesses and reformulates one's prior beliefs and understandings in light of new information;
- Monitors and addresses their wellness, practices self-care, and seeks appropriate support when necessary.

Ontario Curriculum & Supplementary Resources:



**Curriculum &
Resources**

dcp.edu.gov.on.ca/en

Campus Services & Resources:



Health and Wellness
uwo.ca/health



Peer Support
westernusc.ca



Learning Skills
uwo.ca/sdc/learning



Indigenous Services
Indigenous.uwo.ca



**Student Accessibility
Services**
sdc/uwo.ca/ssd



Writing Support
writing.uwo.ca



Financial Assistance
registrar.uwo.ca



Not sure who to ask?
Contact the Teacher Education Office at eduwo@uwo.ca