

## EDUC 5238

### Curriculum & Pedagogy in Religious Education for the Senior Grades

#### Instructors:

Vince MacDonald

E: vmacdon@uwo.ca

Office Hours: by appointment

#### Schedule:

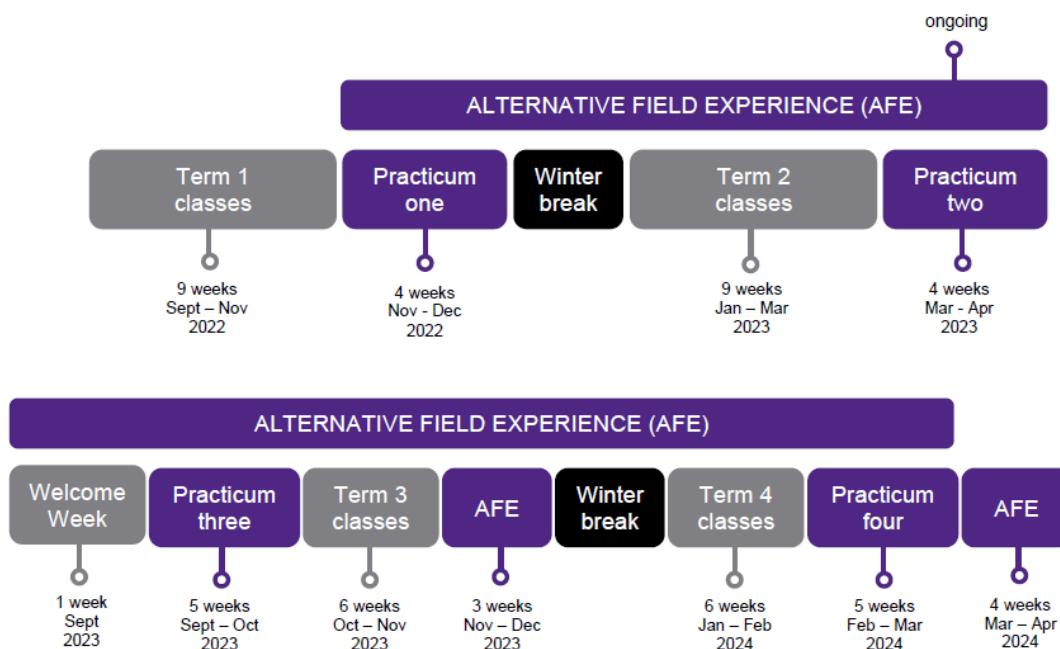
Wednesday, 10:30am-12:30pm (Room 2015)

#### Program Context:

This is a **Curriculum Course** taken by Teacher Candidates in **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 ecclesiastical, constitutional, catechetical and political contexts surrounding the Ontario Catholic Religious Education Curriculum, and of theories of adolescent spirituality, faith and moral development. Teacher Candidates are encouraged to understand teaching as a vocation and the role of the teacher as scholar-practitioner and reflective practitioner.  
2 hours per week, full year, .5 credit.

Anti-requisite: Religious Education 5446, Teaching Strategies for Roman Catholic Schools

This course focuses on professional instruction of catechism and faith formation for religious education in senior secondary classrooms in Ontario. Teacher candidates will use a constructivist approach to investigate adolescent spirituality, the vocation of the Catholic teacher, Catholic teachings and the catechetical foundations of religion and family life.

The course is rooted in:

- 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
- knowledge mobilization and engaging communities of practice

**Course Credits:** 0.5

## Number of Weeks: 18

### Week 1: Faith and Reason in Secondary Classrooms: Professional Catholic Education

Theories of Learning- Constructivism, Agency  
Designing Rich Opportunities for Faith Formation  
Collaborative Inquiry for the Teaching of Religious Education  
Discussion of Course Expectations; Co-create success criteria

#### Learning Activities

Type	Name	Description
Reading	Week 1 Materials & Readings	Will there be faith? Youtube video <a href="https://www.youtube.com/watch?v=SyggvptLJJo">https://www.youtube.com/watch?v=SyggvptLJJo</a>

### Week 2: Adolescent Spiritual Development

Foundation resources in adolescent spiritual development  
Vatican documents and exhortations  
Leading adolescents in prayer and faith formation  
Discernment about application of Christus Vivit in senior classrooms  
Catechism of the Catholic Church

## Learning Activities

Type	Name	Description
Reading	Week 2 Materials & Readings	Christus Vivit : To Young People and the People of God: (Read Chapters 3, 4 and 5) <a href="http://www.vatican.va/content/francesco/en/apost_exhortations/documents/papa-francesco_esortazione-ap_20190325_christus-vivit.html">http://www.vatican.va/content/francesco/en/apost_exhortations/documents/papa-francesco_esortazione-ap_20190325_christus-vivit.html</a>
		Supplementary Resource (Optional): Bishop Mark Hagemon in Conversation With Four Young Adults: <a href="https://rcdos.ca/christus-vivit/">https://rcdos.ca/christus-vivit/</a>

### Week 3: Corpus: The Heart and Identity of Catholic Secondary Schools-Asynchronous

Principles of identity of Catholic schools

Auditing the quality and integrity of Catholic teachers and Catholic education

The skill set needed by secondary teachers of religious education

Papal documents and exhortations on the role of Catholic teachers and Catholic education

The role of the laity in catholic schools

## Learning Activities

Type	Name	Description
Reading	Week 3 Materials & Readings	The Sacred Congregation for Catholic Education [2019]. The Catholic School. Vatican <a href="http://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_1977031_school_en.html">http://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_1977031_school_en.html</a>

### Week 4: Planned, Taught, Learned (1)

Big ideas in religious education

Professional design of teaching and learning plans

Front-loading assessment, evaluation and feedback

Catholic course profiles and curriculum strands

Effective lesson plans for senior students

## Learning Activities

Type	Name	Description
Reading	Week 4 Materials & Readings	Religious Education Policy Document (Pg.1-40) <a href="https://iceont.ca/wp-content/uploads/2016/11/Secondary-Religious-Education-Policy-Documents-FINAL-MASTER-DOCUMENT-Nov-2016.FINAL-for-PRINT16-11-23-minus-COURSE-CODES.pdf">https://iceont.ca/wp-content/uploads/2016/11/Secondary-Religious-Education-Policy-Documents-FINAL-MASTER-DOCUMENT-Nov-2016.FINAL-for-PRINT16-11-23-minus-COURSE-CODES.pdf</a>

### Week 5: Planned, Taught, Learned (2)

Effective planning for assessment, evaluation and feedback for students to communicate their understanding of God's love

Imperative understanding of the role of feedback in the self-regulation of students

Moderated practice of establishing success criteria and applying rubrics

Critical analysis of lesson plans

## Learning Activities

Type	Name	Description
Reading	Week 5 Materials & Readings	Religious Education Policy Document (Pages 31-64 and 514) <a href="https://iceont.ca/wp-content/uploads/2016/11/Secondary-Religious-Education-Policy-Documents-FINAL-MASTER-DOCUMENT-Nov-2016.FINAL-for-PRINT16-11-23-minus-COURSE-CODES.pdf">https://iceont.ca/wp-content/uploads/2016/11/Secondary-Religious-Education-Policy-Documents-FINAL-MASTER-DOCUMENT-Nov-2016.FINAL-for-PRINT16-11-23-minus-COURSE-CODES.pdf</a>

### Week 6: Rich Performance Tasks: Tasks Predict Performance

The design of rich performance tasks

Assessment and evaluation constructs for self-regulation

Barriers to using rich performance tasks

Transitioning the teaching and learning of senior religious education to an e-learning platform

### Learning Activities

Type	Name	Description
Reading	Week 6 Materials & Readings	Rich Performance Tasks for Secondary Religion Courses <a href="http://www.catholiccurriculumcorp.org/rich-performance-tasks-for-secondary-religion-courses/">http://www.catholiccurriculumcorp.org/rich-performance-tasks-for-secondary-religion-courses/</a>

## Week 7: Adolescent Spiritual Development

Continued application of instructional strategies that support adolescent spiritual development  
Core methodologies for catechesis

### Learning Activities

Type	Name	Description
Reading	Week 7 Materials & Readings	Catholic Competencies: A New Perspective on the Catholic Graduate Expectations <a href="http://catholiccurriculumcorp.org/portfolio-item/catholic-competencies-a-new-perspective-on-the-catholic-graduate-expectations/">http://catholiccurriculumcorp.org/portfolio-item/catholic-competencies-a-new-perspective-on-the-catholic-graduate-expectations/</a>

## Week 8: Catechesis

Catechesis within culture and religious pluralism

The ecclesiality of catechesis

The new evangelization

Nurturing effective dialogue with senior students for discernment and faith formation

Spiritual Practices That Are Meaningful to Adolescents

Sacramental Preparation for Students

### Learning Activities

Type	Name	Description
Reading	Week 8 Materials & Readings	Curriculum Policy Document for Religious Education (Pages 1-36) <a href="https://iceont.ca/wp-content/uploads/2016/11/Secondary-Religious-Education-Policy-Documents-FINAL-MASTER-DOCUMENT-Nov-2016.FINAL-for-PRINT16-11-23-minus-COURSE-CODES.pdf">https://iceont.ca/wp-content/uploads/2016/11/Secondary-Religious-Education-Policy-Documents-FINAL-MASTER-DOCUMENT-Nov-2016.FINAL-for-PRINT16-11-23-minus-COURSE-CODES.pdf</a>

## Week 9: Catholic Social Teachings

Understanding the adolescent perspective on Catholic social teachings

Ethical dilemmas as a focus of lessons with guided, shared and focused learning opportunities for prayer and discernment.

Leading instructional practices to apply social justice for the dignity of all persons

### Learning Activities

Type	Name	Description
Reading	Week 9 Materials & Readings	Compendium of the Social Doctrine of the Church (Chapter 4) <a href="http://www.vatican.va/roman_curia/pontifical_councils/justpeace/documents/rc_pc_justpeace_doc_20060_dott-soc_en.html">http://www.vatican.va/roman_curia/pontifical_councils/justpeace/documents/rc_pc_justpeace_doc_20060_dott-soc_en.html</a>

## Week 10: Indigenous Spirituality

Teaching senior students about the role of the Catholic Church with residential schools  
 Truth and Reconciliation Commission of Canada  
 Indigenous Spirituality  
 Experiential Learning with First Nations Communities

### Learning Activities

Type	Name	Description
Reading	Week 10 Materials & Readings	Walking Forward Together: A Call to Action for the Catholic Church and Catholic Schools <a href="https://iceont.ca/wp-content/uploads/2019/10/MG_Cont_Issue_4_Walking-Forward-Together_FINAL.pdf">https://iceont.ca/wp-content/uploads/2019/10/MG_Cont_Issue_4_Walking-Forward-Together_FINAL.pdf</a>  Supplementary Resource (Optional) Indigenous Education Resource Library <a href="http://resource.iceont.ca/">http://resource.iceont.ca/</a>

### Week 11: Teaching Scripture and Christian Morality

Prayer, faith formation and discernment through scripture  
 The salient role of Christian morality in our lesson planning  
 Contemporary challenges to Christian morality  
 Nurturing the ongoing faith formation of teachers and the school

### Learning Activities

Type	Name	Description
Reading	Week 11 Materials & Readings	Spaeman, R. (2015). Education as an Introduction to Reality. Humanum, 1, 1-9. Retrieved from: <a href="https://humanumreview.com/uploads/pdfs/Spaemann-2015IssueOne.pdf">https://humanumreview.com/uploads/pdfs/Spaemann-2015IssueOne.pdf</a>

### Week 12: Pastoral Care-Christian Anthropology

Examination of Pastoral Care; Corporal and Spiritual Works of Mercy  
 Discernment for Equity and Inclusion  
 Theology of the Body  
 Discussion of Well-Being and Mental Health

### Learning Activities

Type	Name	Description
Reading	Week 12 Materials & Readings	Male and Female He Created Them: Towards a Path of Dialogue <a href="http://www.educatio.va/content/dam/cec/Documenti/19_0997_INGLESE.pdf">http://www.educatio.va/content/dam/cec/Documenti/19_0997_INGLESE.pdf</a>

### Week 13: Interfaith and Intercultural Dialogue

Interfaith Teaching and Learning  
 Nurturing Diversity and Inclusive Respect  
 Teaching of Grade 11 Faith and Culture Course  
 Contemporary Issues in Catholic Education

### Learning Activities

Type	Name	Description
Reading	Week 13 Materials & Readings	Education to Intercultural Dialogue in Catholic Schools: Living in Harmony for a Civilization (Chapter: Con of Catholic Schools)  <a href="http://m.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_20131028_interculturale_en.html">http://m.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_20131028_interculturale_en.html</a>

## Week 14: Teaching Youth About Family Life – Theological Considerations

Understanding the spectrum of family life and our covenant with God.

Applied understanding of the Health and Physical Education curriculum.

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

Understanding the healthy development of youth and touchstones for mental health

The role of prayer and sacramentality in the health spirituality of senior students

Nurturing delicate conversations with senior level students

### Learning Activities

Type	Name	Description
Reading	Week 14 Materials & Readings	Fr. James Flavin: Holiness and Healthy Spirituality <a href="https://www.youtube.com/watch?time_continue=1547&amp;v=X9VNJfKX278&amp;feature=emb_logo">https://www.youtube.com/watch?time_continue=1547&amp;v=X9VNJfKX278&amp;feature=emb_logo</a>

## Week 15: The Teaching of Faith and Science

Understanding science topics from a Catholic context

Curricular integration of faith and reason in academic scholarship

Clarify in messaging about the teachings of the Catholic Church

### Learning Activities

Type	Name	Description
Reading	Week 15 Materials & Readings	Faith and Science in our Catholic Schools <a href="http://www.catholiccurriculumcorp.org/wp-content/uploads/Faith_and_Science_in_Our_Catholic_Schools.pdf">http://www.catholiccurriculumcorp.org/wp-content/uploads/Faith_and_Science_in_Our_Catholic_Schools.pdf</a>

## Week 16: Equity, Inclusion and Ant-Racism

To understand the role of the Institute for Catholic Education as we nurture our covenant with God

To reflect upon pedagogies and foundational resources that should be rooted in the instructional strategies of all teachers of religious education

To discuss how can we apply the OCSGE's to teaching anti-racism and pastoral care in our Catholic schools

### Learning Activities

Type	Name	Description
Reading	Week 16 Materials & Readings	A Curriculum for the Heart of Young People (#1 and #8) <a href="https://iceont.ca/a-curriculum-for-the-heart-of-young-people/">https://iceont.ca/a-curriculum-for-the-heart-of-young-people/</a> Nashville Dominican Sisters – Virtues in Practice: <a href="https://www.nashvilledominican.org/apostolate/evangelization-and-catechesis/virtues-in-practice/">https://www.nashvilledominican.org/apostolate/evangelization-and-catechesis/virtues-in-practice/</a>

## Week 17: Catholic Morality, Human Dignity and a Call to Holiness

Catholic Morality

Pedagogy for Critical Thinking

Case Study Analyses

### Learning Activities

Type	Name	Description
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## Learning Activities

Type	Name	Description
Reading	Week 17 Materials & Readings	Fr. James Flavin: Holiness and Healthy Spirituality <a href="https://www.youtube.com/watch?time_continue=1547&amp;v=X9VNJfKX278&amp;feature=emb_logo">https://www.youtube.com/watch?time_continue=1547&amp;v=X9VNJfKX278&amp;feature=emb_logo</a>

## Week 18: Your Vocation as a Catholic Teacher

Critical discernment of the vocation of a Catholic teacher

Qualities of Catholic educators

Reflection on foundational Catholic documents for pedagogy

Examination of problems of professional practice

## Learning Activities

Type	Name	Description
		Christus Vivit is an important papal exhortation that highlights the voice of Catholic youth across our world and identifies imperative goals for Catholic education. The purpose of this assignment is for you to reflect on Christus Vivit and the discourse of our class discussions to create a document that captures your learning about the implications for pedagogy in a secondary religious education classroom.
Practice	Due Oct 19/22: Pastoral Care: Implications for Pedagogy	This task requires you to embed the current realities of youth and their need for pastoral care. Create a lesson plan that will capture how you will ensure that your senior secondary classroom integrates pastoral care and the salience of Christus Vivit with meaningful learning opportunities among your students (e.g. Catholic social teachings, adolescent spirituality, equity and inclusion, mental health, prayer).  Ensure that your lesson plan differentiates how you will use differentiated teaching strategies to embed Christus Vivit in each of the following tenets of pedagogy: <ul style="list-style-type: none"><li>• Focus Lesson</li><li>• Guided Practice</li><li>• Shared Practice</li><li>• Independent Activities</li><li>• Assessment, Evaluation and Feedback</li></ul>

## Learning Activities

Type	Name	Description
		Describe how you will transition a lesson plan from a regular classroom environment to an e-learning platform with associated pedagogies, differentiated instruction and choice for students to demonstrate their learning in religious education.
		The goal of this assignment is to enhance your skills for critical analysis of pedagogy by analyzing the quality of a lesson plan. This is a practical opportunity to model the professional design of teaching and learning to synthesize, critique and modify lesson plans based on evidence-informed foundations of high standards in Catholic education.
<b>Practice</b>	Due Feb 15/23: Differentiated Instruction with e-Learning	<p>You are asked to select any lesson plan from the course profiles of the Senior Division of the Religious Education curricula and adapt the pedagogy to a digital platform.</p> <p>The requirements for the assignment are:</p> <ul style="list-style-type: none"> <li>• Prepare a lesson using an asynchronous digital learning tool.</li> <li>• Record a screencast in which you describe the manner in which you would use of a digital tool to teach in an e-learning platform.</li> <li>• Describe how you will transition your lesson plan from a regular classroom environment to an e-learning platform with associated pedagogies, differentiated instruction and choice for students to demonstrate their learning in religious education.</li> <li>• Describe the barriers you foresee and how you can support effective teaching and learning in an e-learning platform.</li> </ul>
<b>Practice</b>	Reflections on Professional Practice	Publish your thoughts (e.g. posts to the forum) on how you are growing as a professional Catholic teacher, issues of faith and reason and barriers to implementation. Your postings should 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.
<b>Practice</b>	Collaborative Inquiry	<ul style="list-style-type: none"> <li>- Participation in Collaborative Inquiry</li> <li>- Knowledge Building, Celebrating Successes</li> <li>- Dialogue within Focus Groups: Theories of Learning and Everyday Instruction</li> <li>- Reflections on Professional Practice; Barriers to Implementation</li> <li>- Reciprocal Discussions of Course Readings and Resources</li> </ul>
<b>Reading</b>	Week 18 Materials & Readings	<p>The Enduring Gift</p> <p><a href="https://www.youtube.com/watch?time_continue=1003&amp;v=7HsGp8C0YnA&amp;feature=emb_logo">https://www.youtube.com/watch?time_continue=1003&amp;v=7HsGp8C0YnA&amp;feature=emb_logo</a></p>



# 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](http://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](http://dcp.edu.gov.on.ca/en)

## Campus Services & Resources:



**Health and Wellness**

[uwo.ca/health](http://uwo.ca/health)



**Peer Support**

[westernusc.ca](http://westernusc.ca)



**Learning Skills**

[uwo.ca/sdc/learning](http://uwo.ca/sdc/learning)



**Indigenous Services**

[Indigenous.uwo.ca](http://Indigenous.uwo.ca)



**Student Accessibility  
Services**

[sdc/uwo.ca/ssd](http://sdc/uwo.ca/ssd)



**Writing Support**

[writing.uwo.ca](http://writing.uwo.ca)



**Financial Assistance**

[registrar.uwo.ca](http://registrar.uwo.ca)



**Not sure who to ask?**

Contact the Teacher Education Office at [eduwo@uwo.ca](mailto:eduwo@uwo.ca)