

EDUC 5445

Teaching in Roman Catholic Elementary Schools

Instructors:

Vince MacDonald

E: vmacdon@uwo.ca

Office Hours: by appointment

Schedule:

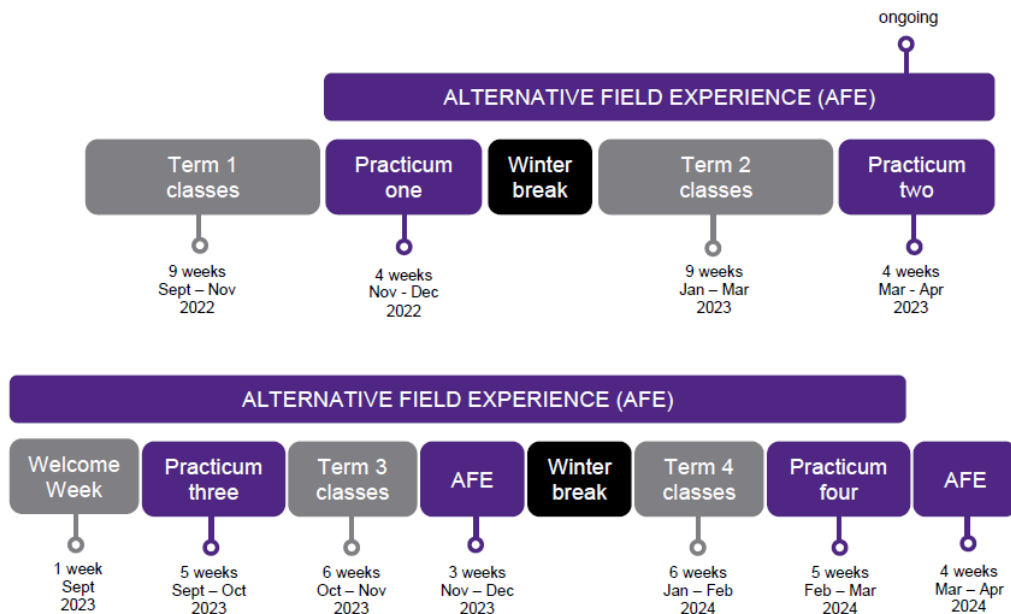
Tuesday, 8:30-10:30am (Room 1162)

Program Context:

This is an **Elective Course** taken by Teacher Candidates in **Primary/Junior/Intermediate** during **Year 1, Full Year** of the Bachelor of Education.

Bachelor of Education

Program Overview – Class of 2024



Course Description: Curricula and teaching strategies for prospective teachers in Roman Catholic Separate Schools. Particular emphasis is placed on the Canadian Catechism Program and the Family Life Education Program used in Catholic elementary schools. 2 hours per week, full year, .5 credit.

Antirequisite: Religious Education 5138, Curriculum and Pedagogy in Religious Education for Roman Catholic Secondary Schools.

Note: Catholic school boards may give hiring preference to Teacher Candidates who have taken this course.

This course focuses on professional instruction of catechism and faith formation for religious education in the elementary 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: Faith & Reason: Professional Catholic Education

Designing Rich Opportunities for Faith Formation; Professional Catholic Education

Teachers as Catechists

Theories of Learning – Constructivism, Agency, Knowledge as Socially Created

Collaborative Inquiry for the Teaching of Religious Education

Connection to The Standards of Practice for the Teaching Profession and The Ethical Standards for the Teaching Profession - Ontario College of Teachers

Discussion of Course Expectations; Co-creation of Success Criteria

Learning Activities

Type	Name	Description
Reading	Week 1 Materials & Readings	Identity and Mission of Catholic Schools (Monograph: The Call to a Joyful Discipleship); https://iceont.ca/wp-content/uploads/2020/04/MG_IdentityMission_Issue_4_Joyful-Disciples_Final-2020-01-28.pdf
		The Importance of the Teacher https://www.youtube.com/watch?app=desktop&v=keo9Lm1jNwQ
		Supplementary Resource (Optional) Build Bethlehem Everywhere: http://www.ccsta.ca/images/publications/Build%20Bethlehem%20Everywhere%20English.pdf

Week 2: Catholic Curriculum, Teaching & Learning (1)

- The professional design of student inquiry for teaching, learning and faith formation
- Catechism of the Catholic Church
- The Tasks of Catechesis
- Knowledge of our faith through the Scriptures
- The meaning of liturgy and the sacraments
- Our covenant with the home, school and parish
- The planned, taught and learned curriculum
- Policy documents on curricula and religious education
- Finalize success criteria for achievement

Learning Activities

Type	Name	Description
Reading	Week 2 Materials & Readings	Elementary Catholic Policy Document (Pages 1-34): https://iceont.ca/wp-content/uploads/2015/08/Elementary-Religious-Ed-2012.pdf
		Video Overview of Growing in Faith – Growing in Christ: https://www.youtube.com/watch?v=zWvc9DBCTiM
		Supplementary Resource (Optional): The Pedagogy of Faith: https://churchlifejournal.nd.edu/articles/the-pedagogy-of-faith/ ;

Week 3: Catholic Curriculum, Teaching & Learning (2)

- The professional design of student inquiry for teaching, learning and faith formation
- Catechism of the Catholic Church.
- A Sacramental Life: The Eucharist
- Policy documents on religious education
- Moral formation in Jesus Christ
- Catholic themes and anchor concepts for pedagogical documentation
- The Mechanics of Small Group Instruction

Learning Activities

Type	Name	Description
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Learning Activities		
Type	Name	Description
Reading	Week 3 Materials & Readings	Let The Gospels Lead The Way: https://iceont.ca/wp-content/uploads/2019/01/MG_RTP_Issue_2_Let_The_Gospels.pdf
		Elementary Catholic Policy Document (Pages 36-47): https://iceont.ca/wp-content/uploads/2015/08/Elementary-Religious-Ed-2012.pdf

Week 4: Assessment, Evaluation & Feedback (1): Self-Regulation

Understanding the manner in which teachers support self-regulated learning.

Front-loading assessment, evaluation and feedback.

Planning and monitoring objectives in a course of study.

Nurturing discernment and prayer in a vibrant sacramental community.

Learning Activities		
Type	Name	Description
Reading	Week 4 Materials & Readings	Religious Education: Growing Successfully in Assessment, Evaluation and Reporting (Pgs. 1-25) http://www.catholiccurriculumcorp.org/wp-content/uploads/Growing_Successfully.pdf
		Elementary Catholic Policy Document (Pages 48-61): https://iceont.ca/wp-content/uploads/2015/08/Elementary-Religious-Ed-2012.pdf
		Supplementary Resource (Optional): The Power of Feedback – Dr. John Hattie (Webinar): https://www.youtube.com/watch?

Week 5: Assessment, Evaluation & Feedback (2): Practical Strategies for Teachers

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.

Evaluating student work, grading and justifying rationale for feedback to students.

Practical modes of tracking the achievement of students and the creation of report cards

Learning Activities		
Type	Name	Description
Reading	Week 5 Materials & Readings	Growing Success (Pages 16-46): http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf
		Supplementary Resources (Optional): Why Feedback Matters: https://thelearningexchange.ca/videos/effective-feedback-matters/

Week 6: Lesson Planning - Elementary Religious Education and Family Life Program

Continued focus on integrating religious education throughout the daily teaching and learning of the classroom.

Practical modes of tracking the achievement of students.

How to grade and create report cards.

Ontario Catholic School Graduation Expectations.

Moderated marking of student work

Learning Activities

Type	Name	Description
Reading	Week 6 Materials & Readings	Ontario Catholic Elementary - Family Life Policy Document (Pgs. 1-12; 26-35) https://iceont.ca/wp-content/uploads/2015/08/Family-Life-Ed-2012.pdf ; Instructional Strategies – Growing in Faith; Growing in Christ Login; Go to Grade 7; Teacher Resource; Appendices; Classroom Strategies https://media.pearsoncanada.ca/intl/pec/school/ca_sch_religion_sso/

Week 7: Differentiated Instruction in Religious Education

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.

Applying adapted teaching strategies for content, processes and performance tasks.

Professional design of lesson plans.

Learning Activities

Type	Name	Description
Reading	Week 7 Materials & Readings	Learning For All: A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12. Pages 11-17). http://www.edu.gov.on.ca/eng/general/elemsec/speced/learningforall2013.pdf Combined Class Strategies http://www.catholiccurriculumcorp.org/wp-content/uploads/Grade_5_6_Teaching_Strategies.pdf Supplementary Resource (Optional): Educator's Guide to Differentiated Instruction (Page 1-21; 27-33): http://www.edugains.ca/resourcesDI/EducatorsPackages/DIEducatorsPackage_2016/

Week 8: Leading Practices in Special Education; Teaching and Grading in Religious Education

Teaching Strategies for Effective Prayer, Dialogue and Discernment

Support for Students with Special Needs - Sacramental Preparation

Practical modes of tracking the achievement of students and the creation of report cards

Learning Activities

Type	Name	Description
Reading	Week 8 Materials & Readings	Sacramental Preparation for Students with Special Needs – A Guide for Catholic Educators (Pg. 1-13); http://catholiccurriculumcorp.org/sacramental-preparation-for-students-with-special-needs-a-guide-for-catholic-educators-2/ Learning for All (Pages 7-24): http://www.edu.gov.on.ca/eng/general/elemsec/speced/LearningforAll2013.pdf

Week 9: Digital Tools for Teaching & 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://catholiccurriculumcorp.org/portfolio-item/the-catholic-digital-learner-student-portfolios-and-digital-citizenship-2/ Western University – Online Teacher Resource https://online-teacher.ca/

Week 10: Pastoral Care: Catholic Social Teachings & Family Life

Examination of Pastoral Care.

Corporal and Spiritual Works of Mercy.

Discernment for Equity and Inclusion.

Discussion of Well-Being and Mental Health.

Learning Activities

Type	Name	Description
Reading	Week 10 Materials & Readings	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 Build Bethlehem Everywhere (Please read Chapters 6 and 7 – pp. 31-60): http://www.ccsta.ca/images/publications/Build%20Bethlehem%20Everywhere%20English.pdf

Week 11: Faith & Reason: Christus Vivit

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: Pastoral Care – Corporal & Spiritual Works of Mercy

Examination of Pastoral Care.

Corporal and Spiritual Works of Mercy.

Discussion of Well-Being and Mental Health.

Discussion of Catholic Morality

Learning Activities

Type	Name	Description
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Learning Activities

Type	Name	Description
		Corporal Works of Mercy: https://www.archtoronto.org/mercy/Pages/Corporal-Works-of-Mercy.aspx
Reading	Week 12 Materials & Readings	Respecting Difference: https://www.ocsta.on.ca/ocsta/wp-content/uploads/2020/04/PDF-RespectingDifference-FINAL-Jan.26.2012.pdf Fr. James Martin: Five Common Questions About LGBTQ Ministry: https://www.youtube.com/watch?v=nCqIKKrvzVQ

Week 13: Pastoral Care: Equity, Inclusion & Well-Being

Examination of Pastoral Care.

Corporal and Spiritual Works of Mercy.

Discussion of Well-Being and Mental Health.

Discernment for Equity and Inclusion for All Persons

Learning Activities

Type	Name	Description
		Supporting Students Who Identify as Transgender in Our Catholic Schools: https://iceont.ca/wp-content/uploads/2019/12/Transgender-Cover-Page.jpg
Reading	Week 13 Materials & Readings	Equity and Inclusive Education in Ontario Schools (Pgs. 1-7; 15-36) http://www.edu.gov.on.ca/eng/policyfunding/inclusiveguide.pdf

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	Christian Meditation: https://iceont.ca/wp-content/uploads/2019/03/Christian-Meditation-Educators-Guide-FINAL-March-2019.pdf

Week 15: Pastoral Care: Truth and Reconciliation

Walking Forward Together: A Call to Action for pastoral care with First Nations, Metis and Inuit communities.

Leading practices with interfaith spirituality

Learning Activities

Type	Name	Description
		Walking Forward Together: A Call to Action for the Catholic Church and Catholic Schools; https://iceont.ca/wp-content/uploads/2019/10/MG_Cont_Issue_4_Walking-Forward-Together_FINAL.pdf
Reading	Week 15 Materials & Readings	Indigenous Education Resource Library: http://resource.iceont.ca/

Week 16: Equity, Inclusion and Anti-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	A Curriculum for the Heart of Young People https://iceont.ca/a-curriculum-for-the-heart-of-young-people/
	Materials & Readings	Supplementary Resource (Optional): Nashville Dominican Sisters – Virtues in Practice: https://www.nashvilledominican.org/apostolate/evangelization-and-catechesis/virtues-in-practice/

Week 17: The Teaching of Faith and Science

Understanding science topics from a Catholic context.

Curricular integration of faith and reason in academic scholarship

Clarity in messaging about the teachings of the Catholic Church

Learning Activities

Type	Name	Description
Reading	Week 17 Materials & Readings	Faithful Science: Integrating Science and Faith (Pages 1-17) https://churchlife-info.nd.edu/faithful-science-integrating-science-and-faith
		Supplementary Resource (Optional): Science and Catholic Faith (Page 1-6) https://www.scsba.ca/religion-resources-2/cccb-science-and-catholic-faith/

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
Reading	Week 18 Materials & Readings	Renewing the Promise: A Pastoral Letter for Catholic Education (Pages 1-28): https://iceont.ca/wp-content/uploads/2018/05/2018-Renewing_The_Promise_A_Pastoral_Letter.pdf

Assessment Activities

Type	Name	Description
Practice	Collaborative Inquiry	<ul style="list-style-type: none">- 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

Assessment Activities

Type	Name	Description
Practice	Due Feb 14/23: Differentiated Learning for Marginalized Students	Teacher candidates will work in small groups to document how to support the exceptional needs of students in Catholic education.
		Candidates will review a case study of a student with exceptional learning needs and identify a professional plan for interventions by publishing a student profile.
		Candidates will discuss lesson planning to modify, accommodate and support the specific needs of children with communication exceptionalities (i.e. learning disabilities), intellectual exceptionalities, physical exceptionalities, behavioural exceptionalities or English Language Learners.
		Candidates will document how to provide targeted interventions with students including effective feedback, engagement of parents and a balanced approach to teaching with content, processes and products.
		Candidates will communicate their understanding of how Catholic teachers embrace differentiated instruction and inclusion for students to demonstrate achievement in religious education.
Practice	Due Oct 18/22: Lesson Plan Critique: Observations, Conversations, Products	Candidates will submit a student profile along with a video presentation of the student profile. The video recording should include the collective thoughts of the group of practical suggestions for overcoming barriers to professional practice and lesson planning in religious education for children with exceptionalities.
		Teacher candidates will work in groups to 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 Oct 4/22: Applied Assessment, Evaluation and Feedback	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.
		Teacher candidates will work in groups to assess, evaluate and provide feedback on the learning of students. Candidates will be provided with examples of student work to gain practice in justifying the rationale used to evaluate the achievement of success criteria.
		Candidates will discuss how to assess and evaluate the work of the students and engage in moderated collaborative inquiry to discern the dynamics of professional feedback to support the faith formation and self-regulation of students.
Practice	Reflections on Professional Practice	Candidates will also discern the practical issues of how to monitor the manner in which students apply a teacher's feedback.
		Teacher candidates will then post a written reflection in the forum to share your most salient learning from the opportunity to moderate evaluation with your peers.
		Publish your thoughts (e.g. posts to the forum) on how you are growing as a professional Catholic teacher, issues of faith, 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.

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