Assessment Information
for REAP Students

Pastoral and Professional Support
For all advice and assistance please contact the REAP Coordinator:
Cath Rodden
Education Officer Religious Education - Programs and Projects
crodden@bne.catholic.edu.au

Submission of Assignments
Completed assignments should be uploaded to iLearn as word document. **PLEASE DO NOT PDF YOUR ASSESSMENT.** Here is the link for how to upload to iLearn. This can also be found on the Assessment Guide via KWeb. Select the Religious Education tab and click on the REAP tile.

BCE06465 REAP BRISBANE Assessment Submission: Assignment 1
BCE06466 REAP BRISBANE Assessment Submission: Assignment 2

You are strongly advised to keep back-up copies of your assignments on your computer and in hard copy. Under no circumstances should REAP assignments be sent to ACU. Staff from the Brisbane Catholic Education Office will undertake marking and processing of assignments for this unit.

Due Dates for Assignments
The due date (Upload to iLearn) for **Assignment One** is **Friday 27 September 2019**.
The due date (Upload to iLearn) for **Assignment Two** is **Monday 4 November 2019**.

Once you have successfully completed both assignments we are able to advise ACU that you are eligible for a 10-point credit into the **Graduate Certificate in Religious Education or Master of Religious Education, Master of Professional Studies in Theology or Master of Educational Leadership**. As all assignments must be marked and records submitted to ACU prior to the end of the year, assignment extensions will only be permitted in extenuating circumstances.

Extensions
Requests for extensions must be submitted by email to reap@bne.catholic.edu.au & Cath Rodden at crodden@bne.catholic.edu.au

Assignment Writing Workshops
Assignment Writing Workshops are offered to all REAP students. These days are designed to assist you with assignment writing, academic referencing and other general support associated with the completion of the assessment requirements. This workshop will be offered after each REAP Program for Assignment 1 and one day only for Assignment 2. These workshops will not have iLearn accreditation hours. This is equitable practice for those who do not have the opportunity to attend.

In 2019 Study Support Workshop Days are scheduled for:
**Assignment 1** -
- Friday 17 May 9.30am – 3.30pm BCE05668 O’Shea Centre
- Friday 19 July 9.30am – 3.30pm BCE05668 O’Shea Centre
- Friday 23 August 9.30am – 3.30pm BCE05668 O’Shea Centre

**Assignment 2** -
- Friday 18 October 9.30am – 3.30pm BCE05669 O’Shea Centre

Enrolment for Assignment 1 and 2 Support Day is via iLearn. Generally, no teacher release funding is available except for students from regional schools. Requests for teacher release
funding should be made by email prior to enrolment through iLearn in the Study Support Day: reap@bne.catholic.edu.au No costs are applicable to Study Support Days and catering is not provided.

**Academic Referencing**

You are required to use the APA referencing style. For advice and information regarding the APA Style Guide please consult the [ACU website](#). There is also an extremely useful APA Referencing Tool offered through [Griffith University Library](#). However, please note the helpful hint below for the Archdiocesan RE Curriculum Book.

**The reference for the RE Curriculum as accepted by the marker is:**


OR


AND

**In-text referencing of same text**

In the text of the assignment the text can referred to in its abbreviated form just naming the book and giving its publication date as in 'Religious Education: Archdiocese of Brisbane’ (2013).

**Assignment Presentation**

You are required to format and present your assignments in accordance with the requirements of ACU. For further guidance consult the Academic Writing section of the ACU website.

**Plagiarism**

Plagiarism occurs when a student presents, as their own work, the thoughts, ideas, findings or work of another, without due acknowledgement of the source. Plagiarism involves not only written works, but also material such as graphs, images, music, formulae, websites, and computer programs.

Please consult the [ACU website](#) for advice on avoiding this form of academic dishonesty. REAP students who are found to have submitted plagiarised work will compromise any offer of BCE scholarship.

**Online Support**

The [Brisbane Catholic Education Religious Education website](#) contains a wealth of resources and materials to support you.

**ResourceLink**

REAP students employed by the Brisbane Catholic Education Office have full borrowing rights and access to the collection at Resource Link

**Weighting**

Students must pass both assignments to pass the course.
2019 REAP Assignment One: Theory

Due Date: Friday 27 September 2019 (1st week of the September holidays)
Length: 2000 words
Conditions: Refer to pages 2 to 3
Success Criteria: Refer to page 7

Contextual Background

In the REAP program you have explored how Religious Education in the contemporary Catholic School consists of two distinct but complementary dimensions – teaching students, religion and teaching students to be religious in the Catholic Christian tradition. The Vatican document, The Religious Dimension of Education in a Catholic School (n.69) also makes a clear distinction between these two dimensions but refers to them as religious instruction (teaching people religion) and catechesis (teaching people to be religious in the Catholic Christian tradition).

For the context of schools within the Archdiocese of Brisbane you will find that the Religious Education resources provided also refers to the distinct and complementary nature of these two dimensions by referring to the classroom teaching and learning of religion (teaching students religion/religious instruction) and the religious life of the school (teaching people to be religious/catechesis).

TASK

As Moran (1991) states: religious education requires that those of us who appropriate the term “teacher” know which of the two processes we are engaged in at a particular time and place (p.256).

Explain and justify the significance of the distinct and complementary nature of the two dimensions of Religious Education when teaching in the context of a Catholic school in the Archdiocese of Brisbane. Provide examples from your own professional practice, to support this explanation and justification.

To do this, ensure that you understand and can discuss:

- The vision and purpose of Religious Education in schools in the Archdiocese of Brisbane.
- The reasoning that underpins the Model of Religious Education to support the Reconceptualist Approach.
- The importance of the role of the teacher in engaging in quality Religious Education.
- The distinct nature of the two dimensions with reference to the necessity for them to be complementary, citing examples from your own professional experience.
- Provide reasons for the importance of implementing and demonstrating the complementary nature of the two dimensions and use examples from your own professional practice.

UPLOAD ASSIGNMENT ONE TO iLEARN, BCE06465 REAP BRISBANE Assessment Submission: Assignment 1

Please note that you can enroll in this iLearn code but uploading will be only available from August 1.

(If you do don’t have access to iLearn (BCE) please follow the instructions on the HOW TO REQUEST AN iLEARN ACCOUNT link here or refer to the REAP Weebly)

WHEN SAVING YOUR ASSIGNMENT, PLEASE INCLUDE YOUR FIRST AND LAST NAME IN THE TITLE.
Success Criteria: Assignment One

The student must demonstrate 'At Standard' or 'Above Standard' in all criteria to pass this assessment.

In this assessment piece, the student:

<table>
<thead>
<tr>
<th>Informed understanding of the two dimensions using the Reconceptualist Approach with explicit reference to the Religious Education Curriculum, Church Documents and Educational Theorists</th>
<th>Above Standard</th>
<th>At Standard</th>
<th>Below Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates a well-informed understanding of the distinct and complementary nature of the two dimensions of Religious Education in the Archdiocese of Brisbane when teaching the Catholic Christian tradition, with a Reconceptualist approach</td>
<td>Demonstrates an informed understanding of the distinct and complementary nature of the two dimensions of Religious Education in the Archdiocese of Brisbane when teaching the Catholic Christian tradition, with a Reconceptualist approach</td>
<td>Demonstrates a limited understanding of the distinct and complementary nature of the two dimensions of Religious Education in the Archdiocese of Brisbane when teaching the Catholic Christian tradition, with a Reconceptualist approach</td>
<td></td>
</tr>
<tr>
<td>Consistently integrates well-chosen explicit references to the Religious Education Curriculum, Archdiocese of Brisbane, Church Documents and educational theorists that were referenced in the REAP Day 1 Materials.</td>
<td>Makes explicit reference to the Religious Education Curriculum, Archdiocese of Brisbane, Church Documents and educational theorists that were referenced in the REAP Day 1 Materials.</td>
<td>Makes few references to the Religious Education Curriculum, Archdiocese of Brisbane, Church Documents and educational theorists that were referenced in the REAP Day 1 Materials.</td>
<td></td>
</tr>
</tbody>
</table>

| Distinct dimensions | Explains the distinct nature of Religious Education using precise examples from professional practice. | Explains the distinct nature of Religious Education using examples from professional practice. | Explains the distinct nature of Religious Education using inaccurate examples from professional practice. |
|---|---|---|
| Complementary nature | Explains the importance of the complementary nature of the two dimensions of Religious Education using precise examples from professional practice. | Explains the importance of the complementary nature of the two dimensions of Religious Education using examples from professional practice. | Explains the importance of the complementary nature of the two dimensions of Religious Education using inaccurate examples from professional practice. |

The importance of engaging in the distinct and complementary nature of the two dimensions of Religious Education

| Clearly justifies the significance of the distinct and complementary nature of the two dimensions of Religious Education and provides informed reasons, in a coherent and concise manner. | Provides some justification for the significance of the distinct and complementary nature of the two dimensions of Religious Education and provides some acceptable reasons, in a competent manner. | Justification for the significance of the distinct and complementary nature of the two dimensions of Religious Education is limited at best and acceptable reasons are not evident. |

| Literacy | Adheres to APA referencing Style guide. Uses appropriate formatting, grammar and spelling consistently. | Adheres to APA referencing Style guide. Uses appropriate formatting, grammar and spelling. | A limited adherence to APA referencing Style guide. Paper requires significant editing in formatting, spelling and/or grammar. |
The Plan

All documents recommended for inclusion in your assignments are included on the REAP website or the RE Portal.

1. **Introduction** – the intention of the task (150 words)

2. The **vision and purpose** of Religious Education in the Archdiocese of Brisbane (200 words)

3. The **role of the teacher**: planning for quality religious education (200 words)

4. The **distinct** nature of the two dimensions of Religious Education, citing examples from own professional practice (200 words)

   4A. **Teaching People to be Religious in a Particular Way**

   (Religious Life of the School P-12) (200 words)

   4B. **Teaching People Religion**

   (The teaching and learning of religion – Religion Curriculum P-12) (400 words)

   [Diagram: Model for Religious Education]


5. **Justify**: The Importance of **Complementary** nature of the dimensions.

   In justifying, provide reasons for why it is important for teachers to explicitly plan for and teach the complementary nature of the dimensions of Religious Education. Then why this is significant for students’ learning. Cite examples from your professional practice in your justification.

   (500 words)

6. **Conclusion** (100-150 words)

   Consider why it is important to teach the complementary nature of the dimensions given today’s Catholic school context or more importantly if as teachers in a Catholic School we don’t.
The Plan - further scaffold.....

1. The Introduction (100-150 words)

   • Explain your task – refer to the task question – to explain and justify to HOW/WHY significant.
   • To do this: state the intention of the task and signpost the points that will guide this explanation (the points come from The Plan above)
   • The Writing Centre provides some helpful tips to constructing an introduction.
   • Keep in mind...(Reconceptualist Approach); the Model of Religious Education for the Archdiocese of Brisbane; the vision and purpose of Religious Education in schools in the Archdiocese of Brisbane. (P10-11 Religious Education Curriculum, Archdiocese of Brisbane).

   ➢ BEGIN EACH BODY PARAGRAPH WITH A CLEAR TOPIC SENTENCE THAT DIRECTS THE READER TO THE CONTEXT OF THE PARAGRAPH.
   ➢ DO NOT CITE A REFERENCE OR USE A DIRECT QUOTE AS A TOPIC SENTENCE

2. The vision and purpose of Religious Education in a Catholic School in the Archdiocese of Brisbane (200 words)

   • The identity and mission of a Catholic School – what makes it distinct in developing students’ learning. (The Religious Dimension of Education in a Catholic School, 1).
   • The Vision for Religious Education in the Archdiocese of Brisbane: (P10-11 Religious Education Curriculum, Archdiocese of Brisbane).
   • How does Religious Education Curriculum align with the BCE Learning and Teaching Framework in terms of the vision to teach RE. This is underpinned by a Catholic view or theology. (Elliott & Stower, 2013, p20ff). Learning and Teaching Framework (BCE Teachers only need to note this). #RI Schools would refer to their own Learning and Teaching Framework or adapt to suit.
   • Cultural agency and legacy: what is the aspiration for students who leave a Catholic education after 13 years. (Pope John Paul II, 1984 in the Vision for Religious Education)
   • Moran’s notion of experience and empathy for understanding Religious Education (Moran, 2007, p257).

Documents to consider:


3. The role of the teacher: delivering and engaging in quality religious education (200 words)

- Professional formation.  
  *(Educating Together in Catholic Schools, 2007, n. 21)*
- Teaching is a Vocation/A Calling: – ‘vocare’ - ‘to call’  
  *(The Holy See’s Teaching on Catholic Schools, 2006, p.53)*
- Be aware of the Five Insights about Religious Education as a teacher  
  *Brennan and Ryan’s Five Insights about Religious Education*
- Considerations of the Reconceptualist Approach  
  “A Reconceptualist Approach to the Religion Curriculum P-12” pp. 22-25
- Responsibility as a teacher to understand and be informed

**Documents to consider:**

*Catholic School Studies, 69(1), 9-10.*


4. The distinct nature of the two dimensions of Religious Education (200 words)

- State the Archdiocese of Brisbane’s has a distinct and complementary nature for two dimensions  
  *Model for Religious Education* P10-15 – (note Moran P.12 in The Religious Education Curriculum P-12) ie. Each dimension is distinct yet complementary/not separate *(Moran)*
- Discuss this through an example of how each dimension is distinct and complementary. Be very brief as further explanation of a worked through example will be required later.
- State that this approach is underpinned by Church teachings.  
  *The Religious Dimension of Education in a Catholic School* (n.69)
- State why it is important to engage in the two dimensions and refer/consider to the four contemporary contexts of school religious education. *Consider contemporary contexts for Religious Education, (P12-14 Religious Education Curriculum, Archdiocese of Brisbane).*

**Documents to consider:**


4A. Teaching People to be Religious in a Particular Way

(Religious Life of the School P-12) (200 words)

- How is the Religious Life of the School P-12 an expression of the dimension: teaching people to be religious? Why is this dimension important in today’s Catholic school context?
  See Religious Education Curriculum, Religious Life of the School P-12.

Religious Education Curriculum pp. 200-216

Teaching people to be religious in a particular way is identified with the Religious Life of the School

- Explain the 4 Components of Religious Life of the School:
- The responsibility of the Religious Life of the Schools is every member of community’s responsibility – not just the religion teacher.
- Focus on one or two components and provide an example or two from your own teaching practice/observation.

Documents to consider:


4B. Teaching People Religion

(The Teaching and Learning of Religious Education in the Archdiocese of Brisbane – the Religion Curriculum P-12) (400 words)

- How is The Teaching and Learning of Religious Education in the Archdiocese of Brisbane – the Religion Curriculum P-12, an expression of the dimension: Teaching People Religion? Why is this dimension important?
  See Religious Education Curriculum, Religion Curriculum P-12, Pp 20-47

- The purpose of the curriculum provides a tool for planning, teaching and assessing.
- Explain the four strands of the Religion Curriculum P-12 - interrelated and taught in an integrated way.
  Provide a brief example of this understanding. (Elliott & Stower, 2013, p32ff)
- How does the Religion Curriculum P-12 align with the implementing the Australian Curriculum, (in line with and equal to all other subjects offered in the curriculum)? Embedding Catholic Perspective?
- Explain why and how the ‘line of sight’: achievement standard, year level description and content description should be embedded into the intentional planning.
- Briefly explain other key elements that need to be considered/included when planning: learning progressions, learning Intentions and success Criteria; general capabilities; cross-curriculum priorities, and Religious Life of the School
  (Review the Key Messages Video and see also Organisation of the Curriculum, pp 38-44)

- The intention and aspiration for students who engage with this RE curriculum – (reference to the Vision p.12)

Documents to consider:


5. **To justify/evaluate the IMPORTANCE of engaging with the Complementary nature of the dimensions of Religious Education as evidenced by examples from your professional practice. (500 words)**

- How does this make Catholic schools distinct?
- Intentional rigour in the planning of the Learning and Teaching of RE with a focus on the complementary nature of the Model of RE. **Illustrate this through a worked through examples of the two dimensions interrelating and complementary way from your teaching practice.**
- In justifying, provide reasons for why it is important for teachers to explicitly plan for and teach the complementary nature of the dimensions of Religious Education. Then why this is significant for students’ learning. Cite examples from your professional practice in your justification.

Reference to some of the following that may support the reasonings to justify:

- In the teaching of Religion and how to be religious in a particular way – it is evident in the learning and in the actions demonstrated by all in the community – a distinct component of a Catholic school
- All members of the community should see evidence of the complementary nature of the Model of Religious Education, thus... It is the responsibility of all teachers and all should be able to articulate this thinking. Teachers in general in a Catholic school contribute to the dimension teaching students to be religious. Religion Teachers of religion however bear the major responsibility for teaching religion.
- The recontextualised nature of our catholic schools needs to be explicit in the way Religious Education is taught and the way religious life of the school is lived out, building a strong Catholic Identity (Strategic Plan 2017-2020).
- The Religion Curriculum aligns with the liturgical year but is not in service of it.
- The value of an Inquiry Approach to teaching to develop lifelong – what skills? This supports the vision of RE in Archdiocese in Brisbane. See Harpaz article.
- The Writing Centre provides some helpful tips for constructing a conclusion:

Documents to consider:


**Harpaz, Y. (2005), “Teaching and Learning in a Community of Thinking” Journal of Curriculum and Supervision.**

6. **The Conclusion (100-150 words)**

- Your conclusion should be the ‘final word’ on the importance of why teachers should be teaching the subject of Religious Education in a particular way. Consider restating the importance of Religious Education, the Reconceptualist Approach (complementary and distinct), the vocation of a Catholic teacher and the distinct nature of a Catholic school.
- Consider – what happens if we as teachers don’t do this?
- Reference to the **Melbourne Declaration on Educational Goals** – aspirations for our young people as learners and citizens but in a particular catholic way.
- The Writing Centre provides some helpful tips for constructing a conclusion:
Use this guide digitally

This scaffold is designed to provide you with some simple tips for constructing your assignment and to provide a ‘scaffold’ or plan for your assignment. Open this document in Word and use it online as the sources in the scaffold are all hyperlinked to the recommended articles.

Purpose of this Writing Guide

The purpose of the Assignment 1 Writing Guide is to support you as you work on REAP Assignment 1 in order to demonstrate your knowledge of the structure and application of the Religious Education P-12 Curriculum in the Archdiocese of Brisbane.

Utilise Quality Source material

Use the documents provided to you, demonstrate evidence of your knowledge and understanding in relation to the task set in Assignment 1. (Remember, your task is to provide conclusions on the importance of the complementary nature of the two dimensions from the Model of Religious Education, using academic evidence - not opinion or an editorial.) Your assignment should indicate clearly through referencing that you have engaged with the core documents of the course which are listed as part of the REAP core materials on the website.

Keep your task in perspective

Assignment 1 has a limit of 2000 words. It should be clear to the reader of your assignment that those 2000 words are explicitly focused on the specific task set in Assignment 1. Keep to the word limit. Keep what you write focused on the specific task set. The Religious Education Curriculum, Archdiocese of Brisbane, the REAP Course and the core documents of the course have sufficient material to enable you to competently complete the task set in Assignment 1.

Referencing

Your list of references at the conclusion of your assignment should be set out using the APA method. Australian Catholic University provides online support for the way your references should be structured. At the end of this Writing Guide there is a page to assist you in structuring your references. REAP students often encounter problems when trying to reference different sorts of documents both in the list of references and in the body of their assignment. Griffith University homepage has a helpful referencing tool. When referencing the Religious Education Curriculum or any of the BCE documents, consider referring to them as either text or as an online document.

Constructing Your Assignment

Australian Catholic University provides online support for the way an assignment should be structured. This advice is included at the end of this Writing Guide. Make sure you use a topic sentence to introduce each of the paragraphs of your assignment. A person reading your assignment should be able to read the first sentence of each paragraph of your assignment and have an accurate understanding of what the following sentences in the paragraph are addressing. If the reader were to just read each of your topic sentences and nothing else in your assignment, that person would be able to understand, in summary form, the overall structure of your assignment. The sentences following the topic sentence in each paragraph are providing supporting detail for the topic sentence. Such detail may include an elaboration of your argument, supporting evidence, reference to authoritative documents, concrete examples and so on. Use formal language in writing your assignment. Use terminology accurately as it is used by professional
religious educators in the Archdiocese of Brisbane. Avoid using pictorial material in this assignment. Avoid the use of personal pronouns. Be accurate, brief and to the point. Make sure you are explicitly addressing the task set for Assignment 1 in everything you write.

**Review the conditions, task sheet and success criteria for this assignment.**

Before you begin writing your assignment, take time to review what you are asked to do. Highlight key words and phrases on the task sheet and in the success criteria. Review the conditions for the assignment. The assessor will use the success criteria to grade your paper. When you have finished writing your assignment, take time to review your work in relation to each of the success criteria to check that you done what the task is asking you to do.

**Have a colleague proof read your assignment.**

Grammatical errors and spelling mistakes detract from your assignment. Common mistakes that are easily addressed are using language/technical terms inconsistently. What you write, while clear to you, can be unclear or confusing to another reader. It can be of assistance to ask a colleague or friend to read your assignment and give you feedback on matters such as grammar, spelling, the use of terminology as well as the clarity and structure of what you have written.

**Submit your assignment as a Word document.**

Your paper will be marked on-line and sent back to you via iLearn. It will also be stored digitally in your REAP file. It is important that you provide your document in a **Word compatible file** to enable us to do this.

**Schedule your assignment writing**

Schedule your time so the task is not left until the last minute. It is suggested that you try to complete Assignment 1 as soon as possible after finishing the four-day REAP program, while it is fresh in your mind. There are assignment support days scheduled after each REAP program. Be mindful of the due dates around your planning and working around the demands of your teaching, such as reporting time. Decide what is best time to do Assignment Two as it involves implementing lessons.

Use the essay plan on the next page to structure your assignment. If you are worried about writing 2000 words, break the task down into smaller parts. It may help to think of the assignment as writing paragraphs of variable word length. Scheduling the writing of one or more paragraphs in a particular writing session can break the task into manageable ‘chunks’ of work and make the work less overwhelming!
2019 REAP Assignment Two: Practice

Due Date: Monday November 4, 2019.
Length: 3500 words (2500 planning + 1000 words critical reflection)
Conditions: Refer to pages 2 to 3
Success Criteria: Refer to page 8-9

Task:
Design a sequence of FOUR lessons for a Religious Education classroom. Reflect on your work with your APRE or Principal using the BCE Model of Pedagogy.

In your planning design (2500 words equivalent*):
- Use the BCE Model of Pedagogy to assist with planning, implementing and reviewing your learning and teaching (see below).
- Demonstrate your understanding of “line of sight” by incorporating relevant aspects of the achievement standard, year level description and content descriptions for the sequence of four lessons. (This can be underpinned by your understanding of the Learning Progressions for that year level. If your school is familiar with the draft learning progressions, this can be an option.)
- Demonstrate your understanding of using inquiry learning in the teaching of Religion (for example: the use of a fertile question or use of one or more of the phases within a learning inquiry framework and/or the Learning Progressions).
- Demonstrate your understanding of the distinct and complementary nature of the two dimensions of Religious Education by aligning relevant content from Religion Curriculum P-12 and the Religious Life of the School P-12.
- Demonstrate your understanding of planning and adjustments for your particular learners.
- Curate a list of appropriate resources that support the learning and teaching of Curriculum content for your four lessons.

* “Equivalent” means that created teaching resources that support your four lessons may be substituted for word count. For example, a power point, chart, poster etc could take 500 words.

In your critical reflection (1000 words):
- Meet with your APRE or Principal prior to, during planning and implementing the learning of teaching of your lessons. Reflect on your planning and implementation of your lessons using the BCE Model of Pedagogy (Pages 23-25 Religious Education Curriculum, Archdiocese of Brisbane). Record your discussion in dot points and submit as evidence (about 200 words per section).
- Use the questions on page six to scaffold your discussions.
- Your APRE or Principal must sign off on this professional dialogue and reflection process. This must be documented in the actual assignment.

YOU MUST USE THE ASSIGNMENT TWO WRITING SCAFFOLD AND ONLY UPLOAD ONE FILE TO ILEARN, THAT INCLUDES YOUR RESOURCES. LINKS CAN BE USED FOR VIDEO.

BCE06466 REAP BRISBANE Assessment Submission: Assignment 2
(If you do don’t have access to iLearn (BCE) please follow the instructions on the HOW TO REQUEST AN ILEARN ACCOUNT link here or refer to the REAP Weebly.

WHEN SAVING YOUR ASSIGNMENT, PLEASE INCLUDE YOUR FIRST AND LAST NAME IN THE TITLE.
Pedagogy relates to the principles and practices of teaching children. Pedagogy is teaching that makes learning visible and leads to successful achievement for all learners. Effective pedagogy creates conditions where the relationship between the learning and teaching is focused, generative and responsive enabling every learner to participate and progress in their academic and social development. The BCE model of pedagogy brings together the principles and practices of learning and teaching that lead to success for all learners.

These principles and practices arise out of the beliefs and values of the Brisbane Catholic Education Learning and Teaching Framework and an evidence-base upon which teachers can construct their practice to ensure that all students are progressing in their learning and development. It provides a common language for planning and reflecting on learning and teaching in our Catholic schools.

<table>
<thead>
<tr>
<th>Focus</th>
<th>Establish</th>
<th>Activate</th>
<th>Respond</th>
<th>Evaluate</th>
</tr>
</thead>
<tbody>
<tr>
<td>on learners and their learning</td>
<td>clear learnings and success criteria</td>
<td>multiple ways of knowing, interacting and multiple opportunities for practice</td>
<td>with feedback that moves learning forward</td>
<td>the effect of teaching on student achievement and success</td>
</tr>
<tr>
<td>- What prior knowledge do your learners bring? What process did you use to collect this data? How will you use it?</td>
<td>- How have you used the “line of sight”: year level description, content descriptions and achievement standard to create your learning intentions and success criteria?</td>
<td>- How have you activated and evaluated students’ involvement in learning? - Have you taught explicitly? Have you differentiated to move each students’ learning forward towards the success criteria?</td>
<td>- What examples can you provide of when you have given students feedback on their progress? What were the results?</td>
<td>- How well is what I am doing working for different groups of students and why? - What possible reasons for some students or groups of students progressing more or less?</td>
</tr>
</tbody>
</table>
## Success Criteria: Assignment Two

The student must demonstrate ‘At Standard’ or ‘Above Standard’ in all criteria to pass this assessment.

*In the planning design of four lessons in Religious Education, the student:*

<table>
<thead>
<tr>
<th></th>
<th>Above Standard</th>
<th>At Standard</th>
<th>Below Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Line of Sight</strong></td>
<td>Demonstrates an excellent understanding of “line of sight” by incorporating very relevant aspects of the achievement standard, year level description, content descriptions.</td>
<td>Demonstrates an understanding of “line of sight” by incorporating relevant aspects of the achievement standard, year level description and content descriptions.</td>
<td>Demonstrates a limited understanding of “line of sight” by incorporating some aspects of the achievement standard, year level description and content descriptions.</td>
</tr>
<tr>
<td><strong>Inquiry</strong></td>
<td>Demonstrates an excellent understanding of inquiry learning.</td>
<td>Demonstrates an understanding of inquiry learning.</td>
<td>Demonstrates a limited understanding inquiry learning.</td>
</tr>
<tr>
<td><strong>Use of both dimensions of Religious Education</strong></td>
<td>Demonstrates an excellent understanding of the distinct and complementary nature of the two dimensions of Religious Education by creatively aligning relevant content from Religion Curriculum P-12 and the Religious Life of the School P-12.</td>
<td>Demonstrates an understanding of the distinct and complementary nature of the two dimensions of Religious Education by aligning relevant content from Religion Curriculum P-12 and the Religious Life of the School P-12.</td>
<td>Demonstrates a limited understanding of the distinct and complementary nature of the two dimensions of Religious Education by choosing content from Religion Curriculum P-12 and the Religious Life of the School P-12.</td>
</tr>
<tr>
<td><strong>Resources</strong></td>
<td>Provides a list of excellent resources that support the learning and teaching of Curriculum content.</td>
<td>Provides a list of appropriate resources that support the learning and teaching of Curriculum content.</td>
<td>Provides a list of some resources.</td>
</tr>
<tr>
<td><strong>Literacy</strong></td>
<td>Adheres to APA referencing Style guide. Uses appropriate formatting, grammar and spelling consistently.</td>
<td>Adheres to APA referencing Style guide. Uses appropriate formatting, grammar and spelling.</td>
<td>A limited adherence to APA referencing Style guide. Paper requires significant editing in formatting, spelling and/or grammar.</td>
</tr>
</tbody>
</table>

Continued over…
**Meeting with Religious Leader in school community to conduct reflection process**

<table>
<thead>
<tr>
<th>Above Standard</th>
<th>At Standard</th>
<th>Below Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has met regularly with a leader in Religious Education, during planning and implementing the learning and teaching of the four lessons using the BCE Model of Pedagogy.</td>
<td>Demonstrates a cycle of improvement, through insightful reflection, that has emerged from the professional dialogue</td>
<td>There is no evidence in the documentation that the student has met with a leader in Religious Education, during planning and implementing the learning and teaching of the four lessons using the BCE Model of Pedagogy.</td>
</tr>
<tr>
<td></td>
<td>Has provided evidence that this process has been verified by the Religious Leader of the school.</td>
<td>Provides a reflection on planning and implementing the learning and teaching of the four lessons.</td>
</tr>
<tr>
<td><strong>Focus</strong></td>
<td>Provides insightful examples of a focus on learners and their learning.</td>
<td>Provides an insufficient example of a focus on learners and their learning.</td>
</tr>
<tr>
<td><strong>Establish</strong></td>
<td>Provides insightful examples where clear learnings and success criteria have been established.</td>
<td>Provides an insufficient example of learnings and success criteria.</td>
</tr>
<tr>
<td><strong>Activate</strong></td>
<td>Provides insightful examples where multiple ways of knowing, interacting and multiple opportunities for practice have been activated.</td>
<td>Provides an insufficient example of ways of knowing.</td>
</tr>
<tr>
<td><strong>Respond</strong></td>
<td>Provides insightful examples of a response to students with feedback that moves learning forward.</td>
<td>Provides an insufficient example of a feedback that moves learning forward.</td>
</tr>
<tr>
<td><strong>Evaluate</strong></td>
<td>Provides insightful examples where the effect of teaching on student achievement and success have been evaluated.</td>
<td>Provides an insufficient example where the effect of teaching on student achievement and success have been evaluated.</td>
</tr>
</tbody>
</table>