Assessment Information for REAP Students

Pastoral and Professional Support
For all advice and assistance please contact the REAP Coordinator:
James Robinson
Education Officer Religious Education Programs
djrobinson@bne.catholic.edu.au
Phone 3033 7518
Mobile 0417 637 583

Submission of Assignments
Completed assignments should be emailed to: reap@bne.catholic.edu.au as word version. Please do not pdf your assessment.

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 date due (emailing date) for Assignment One is Monday 7 September 2015. The due date (emailing date) for Assignment Two is Monday 26 October 2015.

Once you have successfully completed both assignments we are able to advise ACU that you are eligible for a 10-point credit into the Post Graduate Certificate in Religious Education or Masters of Religious Education. 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

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. The program is the same on both days.

In 2015 Study Support Days are scheduled for either:
- 30 July 9.30am to 4.30pm
- 27 August 9.30am to 4.30pm

Assignment Writing Workshops are held at the O'Shea Centre. Enrolment in either 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.
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. (ACU Website, 2010)

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 ResourceLink.

Weighting
Students must pass both assignments to pass the course.
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).

You will find that the Religious Education resources provided for the schools in the Archdiocese of Brisbane 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:**

*Provide examples of your 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 (ie: the Reconceptualist Approach of teaching Religious Education).*

- Explain the distinct and complementary nature of the two dimensions of Religious Education. (Pages 22-25 Religious Education Curriculum, Archdiocese of Brisbane). Make explicit reference to the Religious Education Curriculum, Archdiocese of Brisbane, and Church documents and other educational theorists that were referenced in the Day1 REAP materials.

- Explain how this distinction is evident in contemporary Catholic schools generally and in your school specifically when teaching the Catholic Christian tradition. Use clear examples from your professional practice or the professional practice of colleagues to illustrate your argument.

- Explain the importance of the complementary nature of the two dimensions when teaching the Catholic Christian tradition. Use clear examples from your professional practice or the professional practice of colleagues to illustrate your argument.
REAP Assignment Two: Practice

Due Date: Monday 26 October 2015
Length: 3500 words (2500 planning + 1000 word critical reflection)
Conditions: Refer to pages 2 to 4
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.
- Demonstrate your understanding of using inquiry learning in the teaching of Religion (for example by the use of a fertile question, or use of one or more of the phases within a learning inquiry framework).
- 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.
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.

### Focus on learners and their learning
- What prior knowledge do your learners bring? What process did you use to collect this data? How will you use it?
- Where in the Curriculum will you ‘enter’? At your learning phase or do you need to develop students’ understanding from a different learning phase?
- How will you recognise the attributes students bring to the classroom?

### Establish clear learnings and success criteria
- How have you used the “line of sight”: year level description, content descriptions and achievement standard to create your learning intentions and success criteria?

### Activate multiple ways of knowing, interacting and multiple opportunities for practice
- 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?

### Respond with feedback that moves learning forward
- What examples can you provide of when you have given students feedback on their progress? What were the results?

### Evaluate the effect of teaching on student achievement and success
- 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?
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></th>
<th>Above Standard</th>
<th>At Standard</th>
<th>Below Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Informed understanding of the two dimensions using explicit reference to the Religious Education Curriculum, Church Documents and Educational Theorists</td>
<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. 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>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. 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>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. 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>
</tr>
<tr>
<td>Distinct dimensions</td>
<td>Explains the distinct nature of the two dimensions of Religious Education using precise examples from professional practice.</td>
<td>Explains the distinct nature of the two dimensions of Religious Education using examples from professional practice.</td>
<td>Explains the distinct nature of the two dimensions of Religious Education using inaccurate examples from professional practice.</td>
</tr>
<tr>
<td>Complementary nature</td>
<td>Explains the importance of the complementary nature of the two dimensions of Religious Education using precise examples from professional practice.</td>
<td>Explains the importance of the complementary nature of the two dimensions of Religious Education using examples from professional practice.</td>
<td>Explains the importance of the complementary nature of the two dimensions of Religious Education using inaccurate examples from professional practice.</td>
</tr>
<tr>
<td>Literacy</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>
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>Line of Sight</td>
<td>Demonstrates an excellent understanding of “line of sight” by incorporating very relevant aspects of the achievement standard, year level description and 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>Use of both dimensions of Religious Education</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>Resources</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>Literacy</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...
In the critical reflection, the student:

<table>
<thead>
<tr>
<th>Meeting with Religious Leader in school community to conduct reflection process</th>
<th>Above Standard</th>
<th>At Standard</th>
<th>Below Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has met with a leader in Religious Education, during planning and implementing the learning and teaching of the four lessons using the using the BCE Model of Pedagogy.</td>
<td>Has met with a leader in Religious Education, during planning and implementing the learning and teaching of the four lessons using the using the BCE Model of Pedagogy.</td>
<td>Provides a reflection on planning and implementing the learning and teaching of the four lessons.</td>
<td></td>
</tr>
</tbody>
</table>

| Focus | Provides insightful examples of a focus on learners and their learning. | Provides examples of a focus on learners and their learning. | Provides poor examples of a focus on learners and their learning. |
| Establish | Provides insightful examples where clear learnings and success criteria have been established. | Provides examples where clear learnings and success criteria have been established. | Provides poor examples of learnings and success criteria. |
| Activate | Provides insightful examples where multiple ways of knowing, interacting and multiple opportunities for practice have been activated. | Provides examples where multiple ways of knowing, interacting and multiple opportunities for practice have been activated. | Provides poor examples of ways of knowing. |
| Respond | Provides insightful examples of a response to students with feedback that moves learning forward. | Provides examples of a response to students with feedback that moves learning forward. | Provides poor examples of a feedback that moves learning forward. |
| Evaluate | Provides insightful examples where the effect of teaching on student achievement and success have been evaluated. | Provides examples where the effect of teaching on student achievement and success have been evaluated. | Provides poor examples where the effect of teaching on student achievement and success have been evaluated. |