COURSE TITLE: CURRICULUM & INSTRUCTION IN RELIGIOUS EDUCATION IN ROMAN CATHOLIC SCHOOLS IN ONTARIO

Instructor: Mr. Domenic Migliazza BA., BEd., M.R.E.
Class Time/Rm: Wednesday 5:30—7:00 PM BL 2036
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COURSE DESCRIPTION
This course fosters professional knowledge in the field of Religious Education, assists teacher candidates in the acquisition of the theological background and pedagogical skills necessary for the implementation of Religious Education curriculum, develops skills that enhance the integration of Gospel values across the curriculum, and promotes an appreciation of teaching as a vocation rooted in the call to Christian ministry. It sets a foundation for understanding and integrating into classroom practice the various strands of religious education: Faith Tradition, Scripture, Prayer and Sacraments, Christian Morality, and Family Life education. In addition, the expectations and hiring practices of Catholic School Boards in Ontario will be examined.

Rationale
Catholic education in the faith is the basic reason for the existence of Roman Catholic Separate schools in Ontario. At the elementary level, special time set aside for catechesis (i.e. instruction in the faith tradition of the Catholic Church) is entrusted to the classroom teacher who is guided by the catechetical program approved by the Ontario/Canadian Bishops. At the secondary level, where prospective teachers possess backgrounds in a variety of subject areas, the primary focus is to prepare the teacher to specifically teach religion classes guided by the programs approved by the Ontario/Canadian Bishops. Yet Catholic education encompasses more than a daily catechism lesson or religion class. In the hands of committed teachers, it is a way of life and an approach to the world that is shared with the students throughout the entire day.

NOTE:
Most Catholic school boards “prefer” that applicants for a teaching position have taken the Pre-service Religious Education course. They also require a letter of reference from a parish priest and a faith reference portfolio.

This course provides a foundation for Part 1 of the Religion Specialist, an Additional Qualification Course, which most Catholic Boards require teachers to take within the first few years of employment.

FOUNDATIONS OF PROFESSIONAL PRACTICE
A commitment to a clear vision of what it means to be a teacher is at the core of teacher professionalism. The principles of the Ontario College of Teachers’ (OCT) Professional Standards have been embedded in the learning expectations for this course. Visit http://www.oct.ca/public/professional-standards

LEARNING OUTCOMES
By the end of this course, the teacher candidates will have:

INSTRUCTIONAL STRAND-CATHOLIC SCHOOLS
• Investigated the mission/mandate of Catholic education
• Investigated the role of the Catholic school/teacher
• Discovered the role faith plays in the professional life of a Catholic teacher
• Explored the Catholic School Graduate Expectations
• Reviewed some meaning and definition of curriculum
• Identified the characteristics of Catholic curriculum
INSTRUCTIONAL STRAND-TEACHING
• Investigated and appreciate teaching in Catholic schools as a vocation
• Examined the role of the teacher in Catholic schools
• Understood the expectations Catholic school boards have of teachers
• Discovered the meaning and significance of the Faith Reference Portfolio
• Explored the professional opportunities there are for teacher to nurture their faith

INSTRUCTIONAL STRAND-RELIGIOUS EDUCATION
• Discovered Religious Education as a teaching discipline
• Investigated the five content strands studied in Religious Education: Scripture, Faith, Prayer, and Sacrament, Christian Morality and Family Life
• Explored the meaning of and the relationship among the terms catechesis, evangelization, faith, theology and belief
• Examined the Religious/family life curriculum used in Catholic schools

TEXTS/READINGS
To limit the distribution and use of “consumable resources,” the majority of the materials for this elective will be accessed from websites. Teacher candidates will be able to choose whether to make printed copies. No specific text required.

RESOURCES
Bible-Catholic versions (ex. NRSV, Good News, Catholic Youth Bible)
Born of the Spirit Series, CCCB Education Library
Compendium of the Catechism of the Catholic Church- www.vatican.va/.../compendium.../archive_2005_compendiumccc
Curriculum Matters, Institute for Catholic Education I.C.E. www.carfleo.org
Catholic Curriculum Cooperatives-Central and Western, Eastern and Northern Ontario
Catholic Social Teachings, www.osjspm.org/catholic_social_teaching.aspx -
Educating the Soul, Larry Trafford I.C.E. www.carfleo.org
Fully Alive, OCCB Education Library
General Directory for Catechesis, Congregation for the Clergy, Vatican www.vatican.va
Religious Education Course Profiles-Secondary Grades 9-12 www.carfleo.org
The Courage to Teach, Parker Palmer. John Wiley and Sons, Inc. 1998
Theology for Teachers, Ian Knox www.novalis.ca
Theology of the Body, Christopher West
This Moment of Promise, ACCB www.carfleo.org
What We Believe: Practical Theology for Teachers, Margaret Lavin

COURSE CONTENT/TOPICS
Day 1 January 7 Course Expectations and Prayer Service
Day 2 January 14 Teaching as a Vocation
Day 3 January 21 Education vs Religious Education
Day 4 January 28 Catholic Education
Day 5 February 4 Catholic School Board Expectations / Faith Reference Portfolio
Day 6 February 11 Religious and Family Life Education / Ontario Catholic Graduate Expectations
Day 7 February 25 Teaching Faith Tradition
Day 8 March 4 Teaching Scripture
ASSIGNMENTS AND EVALUATION

20%  Group Prayer Service (2 to 3 per group maximum—presented at the beginning of each class)
60%  Two Quizzes 2 x 15% (weeks 5 and 10) and Reflections 30% (in-class weeks, 2, 3, 4, 6, 7 and 8)

**** To illustrate an insightful understanding of the ideas presented in class or readings and how they might relate to teaching
20%  Portfolio Assignment (due: week 9)

Timely Feedback (University Regulation XII)

25% feedback for term courses
Winter term = February 13

RELATED LAKEHEAD UNIVERSITY and FACULTY OF EDUCATION POLICIES

INCOMPLETE STANDING (University Regulation, V Standing)

ACADEMIC MISCONDUCT (University Regulation, IX Academic Misconduct)

THE FACULTY OF EDUCATION ASSESSMENT RUBRIC

EDUCATION ACADEMIC REGULATIONS

Advisement: CELL PHONES, PDAs etc. [inclusion optional]
The Faculty of Education cautions Professional Year Candidates that the use of cell phones, personal digital assistants (PDAs), handhelds, etc., in class for personal communications (whether checking voice mail, reading or sending text messages, or making conventional telephone calls) is professionally unacceptable in the context of a class or while a formal presentation is in progress. Moreover, since digital image capturing devices in cameras, cell phones, and PDAs have the potential to be used in a manner that violates the privacy of instructors and students, the Faculty of Education requests that such devices be used only with the prior permission of the person(s) to be photographed.

Most Canadian schools require that cell phones, etc. not be used during hours of instruction. The Faculty of Education requests that students power off or mute their PDAs during classes, presentations, tests and exams, and that, while on practicum, teacher candidates not use them in a way that contravenes the school's or board's protocols.

Conduct. In order to maintain a positive learning environment, it is expected that students respect the rights of the instructor and fellow students during the class or lecture. This means that any distractions or off-task behaviour will not be tolerated. Students, whose behaviour is considered inappropriate, may be asked to leave the class or lecture.