

**Teach:RE Course (TREC)**  
**Handbook for Trainees**  
**Tailor Made**  
**From 2018**

**Course Director:**

**Kathryn Wright**

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**CULHAM ST GABRIEL'S**  
EXCELLENCE IN RELIGIOUS EDUCATION

## Teach:RE Tailor Made

Please read this carefully before you start the course

### Purpose and aims of the course

We are delighted that you have decided to undertake the Culham St Gabriel's Teach:RE Tailor Made Course. As with all professional development, we expect trainees to approach all the work both seriously and honestly. The purpose of the course is to help you acquire an appropriate level of subject knowledge and expertise in your teaching of RE so that you can best serve your pupils. Some of you may also be looking to broaden your professional experience and understanding of the subject by completing this course.

**Administration:** Deborah Elwine (Administrator) and Kathryn Wright (Director)

Deborah Elwine is the course administrator and is your first point of contact. Her contact details are: email: [deborah@cstg.org.uk](mailto:deborah@cstg.org.uk)

Once you have registered, Deborah will inform Kathryn Wright who is the course director. Kathryn's contact details are [Kathryn@cstg.org.uk](mailto:Kathryn@cstg.org.uk). You can also phone Kathryn between 9am and 5pm Monday to Friday on 01954 261457. Kathryn works for a number of organisations so is not always in her office, but if you leave a message she will get back to you as soon as she can and usually within 24 hours.

### Course Tutors

We have over 25 tutors who work with trainees. As far as possible, we match tutors to trainees according to their needs. You will be given the contact details and a short pen portrait of your tutor. **Please remember that many tutors have a daytime job, and so they may not be able to respond immediately to queries you have.** Your tutor will inform you when it is best to contact them. All email correspondence is monitored by Kathryn, and all contact via email must be copied into Kathryn. Some tutors will let you know when it is appropriate for you to contact you them by phone. Some tutors prefer to use email only, so please respect this.

### Working with your tutor

Tutors set the three modules in discussion with you. For some modules they will use a 'Setting the Module' form which provides some guidance about what to include in your module and give some suggestions for reading. However, it is also up to you to undertake your own research using local libraries and online sources.

As your tutor will be marking your final pieces of work, they don't usually read full drafts. However, if you submit a piece of work for assessment and wish to redo or improve it, this can also be negotiated.

We ask tutors to assess each module within 5 working days of receiving it.

## **TREC Pathways**

We offer three pathways through the course to meet the needs of different trainees.

**Standard Pathway (One year):** You will have 4 months to complete each module from the start date. This means that you complete roughly one module per term.

**Fast Track Pathway (Three months):** You will have one month to complete each module. This means that you will complete the course within one term.

**Super Fast Track Pathway (One month):** You will have 10 days to complete each module. Please note: We do not usually recommend this pathway for the tailor made course.

On your registration form you need to declare which pathway you plan to follow. Once you have completed your audit you will be asked to confirm this choice with Kathryn.

## **Deadlines and Completion of Work**

Agreed deadlines must be adhered to. If you find that you are unable to meet a deadline, please complete the extension request form at least three days BEFORE the deadline and send this to Kathryn who will discuss the options available to you. Please find a copy of the extension request form in Appendix 3.

Failure to meet deadlines without any consultation with your tutor/director may result in warnings, leading possibly to exclusion from the course.

## **Confidentiality**

Details of the work you complete will only be available to your tutor and the course director. In some circumstances outstanding work may be published on the Teach:RE website. Your permission will always be sought before such work is published.

## Outline of the Course

Initial Subject Knowledge and Expertise Audit				
Choose any three modules in discussion with your tutor:				
Module	Title/Focus	Style	Suggest time to complete	Who this module is for
One	Setting the context	Three Short Tasks	20 hours	Teachers who want to explore the rationale for teaching RE, where to find resources and an introduction to pedagogy. Particularly suits all primary teachers, secondary NQTs, or secondary teachers with other specialisms.
Two	Depth and Breadth: Enquiring into religion and belief (This module can be repeated with different religions/worldviews)	A 2,500-word Essay	20 hours	Teachers who want to develop specific subject knowledge. Particularly suits those who want to prepare to teach GCSE or A Level.
Three	Application: Enquiring into religion and belief	25 slide Powerpoint aimed at your peers.	20 hours	Teachers who want to develop specific subject knowledge. Particularly suits those who want to prepare to teach GCSE or A Level.
Four	Developing teacher religious literacy through conversation and dialogue	Mixture of short and longer tasks including engagement with a member of faith/belief in the local community	25 hours	Teachers who want to develop links with the local community and understand the lived reality of religion and its impact on individual lives.
Five	Subject knowledge for effective planning in RE	Creating a scheme of learning	25 hours	Teachers who want to apply their knowledge practically. This would particularly suit a teacher who wants to develop a new scheme of learning for Key Stage 1, 2 or 3.
Six	Applying knowledge and understanding of religion and belief to the classroom	Creating a classroom resource for pupils such as a Powerpoint	25 hours	Teachers who want to apply their knowledge practically. This would particularly suit a teacher who wants to create a resource to use as part of a scheme of learning for any phase.
Seven	Improving subject knowledge through fieldwork	Fieldwork visit and variety of options for writing up the visit.	25 hours	Teachers who want to develop links with their local community and perhaps prepare for pupils to visit a place of worship.
Eight	Designing an RE Curriculum	Mixture of short tasks	25 hours	Primary and Secondary subject leaders who want to create a

		and creation of a new curriculum		new long-term plan for RE based on local or national criteria.
Nine	Effective primary subject leadership	Mixture of short tasks, a visit to another school and powerpoint presentation.	25-30 hours	Primary RE subject leaders who want to develop their expertise as middle leaders and perhaps work towards the RE Quality Mark award.
Ten	Improving professional practice through engagement with research	Mixture of short tasks and one longer essay or Powerpoint.	25-30 hours	Teachers who want to explore links between RE research and their classroom practice. A good module to do if you are thinking of applying for a Masters in the future.
Eleven	RE Policy and Political Dimensions	Mixture of short and longer written tasks.	25-30 hours	Experienced teachers in all phases who want to engage in public discourse about RE and discuss the Commission on RE's recommendations.
Twelve <b>PLANNED</b>	RE and Community Relations	Proposed new module linked to NATRE Shared Space Project.	<b>To be de-veloped in 2019</b>	Experienced teachers who are interested in the broader aims of education, psychological theory and how this might apply to RE.

**Note: To complete the course successfully you must complete the audit and three modules.**

### Documentation

- Work Record - set up by Kathryn, and then emailed to you. A final PDF version with all comments and outcomes will be sent to you on completion.
- Assessment Sheet - used by your tutor to mark your work.
- Please use Word for all the work you submit.

### Standards and Criteria for Assessment

You can complete the course at pass, merit or distinction.

**Pass:** This standard means you are working at pre-university standards.

**Merit:** This means you are working at undergraduate standards.

**Distinction:** This means you are working at a very good undergraduate standard.

The criteria for assessment used by tutors is based on the Higher Education Credit Framework 2008.

As a rough guide:

*Completion at pass standard requires you to:*

- *generate ideas through the analysis of concepts at an abstract level with a command of specialised skills and the formulation of responses to well-defined and abstract problems*
- *analyse and evaluate information*
- *exercise significant judgement across a broad range of functions*
- *accept responsibility for determining and achieving personal and/or group outcomes*

*Completion at merit/distinction standard requires you to:*

- *critically review, consolidate and extend a systematic and coherent body of knowledge, utilising specialised skills across an area of study*
- *critically evaluate concepts and evidence from a range of sources*
- *transfer and apply diagnostic and creative skills and exercise significant judgement in a range of situations*
- *accept accountability for determining and achieving personal and/or group outcomes*

If one module is assessed at pass standard, and another at merit or distinction, a best fit approach will be used to obtain an overall level of completion.

Tutors also reserve the right to pass work with reservations. This means that some of your work has been assessed as worthy or a pass, but some aspects do not meet our minimum standards. In these circumstances Kathryn will always be consulted with regard to the standard of your work, and you will be given the opportunity to improve it if you wish to.

## **Assessment Procedures**

### **1. The subject knowledge audit**

This is self-marking and Kathryn will have to enter the results on your Work Record.

### **2. All modules**

These are assessed formally by your tutor. The assessment criteria are given below in Appendix 2. Each module is assessed at pass, merit or distinction. If you meet the pass standard but wish to improve your work to gain a higher standard, you can discuss this with your tutor. If you do not meet the pass standard, your tutor will make suggestions so that you can resubmit your work considering their comments.

### **3. Self-assessment on completion**

We ask that you answer four simple questions after you have completed your three modules. This helps you to be a reflective practitioner, and also enables us to evaluate the

impact of the course. Any comments made are confidential. We will always ask you first if we want to use any points or comments that you make.

## **Additional Support and Resources**

All course materials will be emailed to you in the form of PDF files once you have completed the audits. In order to access these, you will need Adobe Reader installed on your computer. This software is available to download free from the internet. For example: [http://www.adobe.com/cfusion/search/index.cfm?term=free+download&loc=en\\_us&siteSection=home](http://www.adobe.com/cfusion/search/index.cfm?term=free+download&loc=en_us&siteSection=home)

This course gives reading lists for books, journals and articles, as well as online resources. In addition, a glossary of terms will be emailed to you as a PDF. Where possible, web links have been checked to ensure they still work. If you find a link does not work, please inform Kathryn.

At the end of the Handbook are various appendices to help you with your assignments.

Please do not hesitate to ask any questions about the course by emailing or phoning Kathryn.

## **Moderation and Sampling**

We have over 25 tutors supporting trainees, and therefore each year we moderate work to ensure consistency of standards and use of the assessment criteria. All work used for this process has names and references to specific trainees removed.

## **Where Might the Teach:RE Course Lead Me to Next?**

At the end of the course, your tutor will make some suggestions for further CPD opportunities for you. However, here are some ideas to get you thinking:

- Join #REChatUk via twitter usually on the first Monday of each month. This is run by NATRE.
- Explore CPD opportunities locally e.g. through your local diocese, SACRE, LA, Academy Trust
- Consider an MA with an RE Pathway. Find out more about the 3forRE scheme. [www.cstg.org.uk/grants/3forre](http://www.cstg.org.uk/grants/3forre)
- Make links with your local SACRE, you may find there is a vacancy for a teacher representative
- Join or start a NATRE local group [www.natre.org.uk](http://www.natre.org.uk)

- Apply for the RE Quality Mark [www.reqm.org](http://www.reqm.org)
- Undertake a Farmington Fellowship  
[http://www.farmington.ac.uk/scholarships\\_and\\_awards/scholarships.html](http://www.farmington.ac.uk/scholarships_and_awards/scholarships.html)
- Hold a Teachmeet and share your new subject knowledge and expertise!

## **Questions or concerns**

If you have any questions or concerns about the course please do not hesitate to contact Kathryn ([Kathryn@cstg.org.uk](mailto:Kathryn@cstg.org.uk) or 01954 261457). Our aim is for the course to be flexible and meet the varying needs of all our trainees.



## Appendix 1: Work Record

### Personal Information - completed by the course director/trainee

Name	
Course Type	Subject Knowledge/Tailor Made *
Start Date	
Pathway	Standard/Fast/ Super-Fast
Email	
Contact No	
Degree Subject	
Current Role	
Key Stages taught	

### Summary of Audit - completed by the course director/trainee

Religions/Beliefs	Areas of Enquiry
Additional Comments:	

### Module Outcomes - completed by the course director/tutor

Module No	Tutor Comments (maximum 50 words per module, i.e a summary of the assessment sheet)	Standard Achieved

### Self-Assessment - completed by the trainee

What was the most interesting part of the course and why?	
To what extent has your subject knowledge and/or expertise been enhanced?	
What difference will the course make to your teaching?	
What further professional development do you feel you need now?	

Would you recommend this course to others?	
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**Course Completion - completed by the tutor**

Suggestions for further CPD	
Date of completion	
Overall Standard of completion	

**Tutors- please email this completed form as a PDF to Kathryn and Deborah Elwine**

## Appendix 2: Assessment Criteria

The elements in regular font apply to all modules, those in italics following the / apply to curricular and pedagogical modules. Knowledge includes, as appropriate, both academic knowledge of religions and beliefs and also curricular and pedagogical knowledge.

### Distinction

The work is thoroughly focused on the question set and all areas are addressed. The work shows excellent knowledge; ideas and facts are presented accurately. There is depth and/or breadth of understanding.

There is clear, critical analysis and assertions are fully supported by scholarship and/or examples. A clear conclusion is reached which may show elements of originality. */The curricular planning is very well-structured and based on recognised pedagogies.*

Where appropriate, there is very good awareness of the implications of the beliefs/practices for life in 21<sup>st</sup> century society. */There is very good understanding of the learning needs of pupils and of issues of progression.*

The work is well-written with a mature style and follows academic conventions. There is synthesis of ideas, and a well-structured argument.

Technical terms are used accurately and there is sensitivity to issues of the use of language within RS/RE

The work is based on a very good range of reading within the time available. There is appropriate use of both secondary sources and sacred texts. */There is very good reference as appropriate to curricular frameworks, guidelines or specifications.*

All sources are properly acknowledged, following a standard bibliographic convention.

### Merit

The work is clearly focused on the question set and all areas are addressed, although some may be dealt with more fully than others.

The work shows good knowledge; ideas and facts are mostly accurate. There is some depth and/or breadth of understanding.

There is critical analysis and assertions are generally supported by scholarship and/or examples. A conclusion is reached which follows from some of the reasoning. */The curricular planning is generally well-structured and based on recognised pedagogies.*

Where appropriate, there is good awareness of the implications of the beliefs/practices for life in 21<sup>st</sup> century society. */There is good understanding of the learning needs of pupils and of issues of progression.*

The work is generally well-written, although there may be occasional lapses. There is awareness of academic conventions. There is some attempt at synthesis of ideas, and a generally well-structured argument.

Technical terms are generally used accurately and there is generally sensitivity to issues of the use of language in RS/RE.

There has been an attempt to go beyond the basic reading. There is some use of sacred texts as well as secondary sources. */There is good reference as appropriate to curricular frameworks, guidelines or specifications.*

All sources are properly acknowledged, following a standard bibliographic convention.

## **Pass**

The work is generally focused on the question set; some parts of the task may not be addressed in sufficient detail.

The work is generally accurate although there may be some factual errors. The depth of understanding is limited.

Critical analysis is limited; assertions are generally unsupported. There may be no appropriate conclusion. */The curricular planning has structure and there may be some recognition of pedagogies.*

Where appropriate, there is awareness of the implications of the beliefs/practices for life in 21<sup>st</sup> century society. */There is some understanding of the learning needs of pupils and/or of issues of progression.*

There may be some minor weaknesses of written style; the argument may be poorly structured, or not lead to the conclusions which are drawn.

There may be inaccuracy in the use of technical terms and/or some lack of sensitivity to issues of language in RS/RE.

Use of secondary sources is limited and reading may be limited to basic online resources. There may be no reference to sacred texts. */There is some reference as appropriate to curricular frameworks, guidelines or specifications.*

There is limited acknowledgement of sources. There is inconsistency in referencing.

## Appendix 3: Extension Request Form for Mitigating Circumstances

You must email Kathryn at least three days before your deadline date to request an extension request form. This must then be submitted within 24 hours. Kathryn will then consider the request and inform you of her decision.

Extension Request Form for mitigating circumstances	
Name	
Date of deadline that will be missed	
Current module being studied	
Please state clearly the reason(s) why an extension is needed (no more than 200 words)	
Please give the name and email address of one person who can verify your mitigating circumstances	
How much additional time are you requesting?	
Are you wanting to change your pathway? e.g. from Fast to Standard	
Office use:	An extension has been agreed/not agreed
	A new deadline has been set for:
	A new pathway is being followed Yes/No

### Notes:

**In line with academic institutions, the following circumstances would normally be deemed as acceptable reasons for an extension:** Bereavement – loss of close relative/significant other; serious short-term illness affecting the student or a close family member; deterioration of a long term physical health and / or mental health condition; significant adverse personal/family circumstances or other serious unforeseen factors.

**In addition, the following reason may be considered depending on the specific context of the trainee:**

Additional responsibilities within a school setting e.g. taking on a leadership role within a school, exceptionally heavy workload at school

## Appendix 4: End of Module Completion Checklist (optional)

This is an optional form that you may like to use to ensure you have completed the module correctly. You do not need to send this to your tutor.

	<b>Module Completion Checklist</b>	
1	I have reread the module criteria to make sure I have completed all aspects of the task	Yes/No
2	I have checked my work for correct spelling, grammar and punctuation	Yes/No
3	I have included a bibliography	Yes/No
4	I have used Harvard referencing	Yes/No
5	I have checked the assessment criteria and aimed to meet the minimum 'pass' requirements	Yes/No
6	I have used the notes/presenter section in my Powerpoint (if appropriate)	Yes/No

## Appendix 5: Harvard Referencing

Whilst writing an essay or assignment it is almost certainly necessary to refer to the work of other authors to support your arguments. These works need to have citations so that they can be traced by the reader.

There are a number of different referencing systems but, along with many other academic establishments, Teach RE requires that you use Harvard referencing.

This should be employed throughout your work for footnotes, endnotes and the bibliography.

There are various online guides to Harvard referencing. Many universities have their own publications about this system to support students. Please use one of these links or your own university guide (if appropriate) to ensure you meet the requirements of this course.

<http://libweb.anglia.ac.uk/referencing/files/QuickHarvardGuide2013Aug.pdf>

[http://education.exeter.ac.uk/dll/studyskills/harvard\\_referencing.htm](http://education.exeter.ac.uk/dll/studyskills/harvard_referencing.htm)

The following website will put details of books or articles into the correct format for you:

<http://www.neilstoolbox.com/bibliography-creator/>