Teach:RE Course (TREC)

Handbook for Trainees

TAILOR MADE

Course Director:

Kate Christopher

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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 improve and enhance 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. There are a wide variety of modules to choose from, ensuring the course is **tailor made** to your specific needs, interests and requirements.

Administration: Deborah Elwine (Administrator) and Kate Christopher (Course Director)

Deborah Elwine is the course administrator and is your first point of contact. Her contact details are: deborah@cstg.org.uk or call 01865 612035.

Once you have registered, Deborah will inform Kate Christopher who is the course director. Kate's contact details are Kate@cstg.org.uk. Kate works for a number of organisations so is not always in her office, but if you send her an email she will get back to you as soon as she can and usually within 24 hours.

Course Tutors

We have over 20 tutors who work with trainees. As far as possible, we match tutors to trainees according to their needs and outcomes of the audit. Many of our tutors work in higher education, and all have experience in the field of religious education. You will be allocated a tutor by Kate.

Please remember that many tutors have a daytime job and may not be able to respond immediately to queries. Your tutor will inform you when it is best to contact them. All email correspondence is monitored by Kate, and all contact via email must be copied into Kate.

Working with your tutor

Tutors set the modules in discussion with you. Tutors can create a '**Module Plan'** form for each module if you find it useful. This gives structured guidance for you to follow.

As your tutor will be marking your final pieces of work, they don't usually read full drafts. If you want to seek advice in the early stages of your module write up, we suggest you send an essay plan or a sample of your writing e.g. perhaps 500 words or 5 PPT slides. 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.

Professional Working Practices

Both you and your tutor will sign a 'professional working practices' agreement. This sets out our expectations of a professional working relationship.

If you have any concerns at all please contact Kate immediately. Raising a concern will not disadvantage you. The working relationship between tutor and trainee is the heart of the Teach: RE course. We will do what we can to ensure all working relationships are professional and effective.

TREC Pathways

We offer two pathways through the course;

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.

On your registration form you need to declare which pathway you plan to follow.

Deadlines and Completion of Work

You are undertaking this course in order to enhance your professional understanding and skills. We will do everything we can to support you in this aim.

With this in mind, it is important that deadlines are adhered to. If you find that you are unable to meet a deadline, your first port of call is your tutor, copying Kate in. You might need to complete an 'extension request form', available to download on the password-protected area. We know that at times juggling the course with work, studies and family life can be difficult. The best thing to do is inform Kate and your tutor as soon as you are aware of any problems. We will be able to support you better with this knowledge and work out the best options for you.

Failure to meet deadlines without any consultation with your tutor/director may result in warnings, leading to possible 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.

COURSE OUTLINE

The Teach: RE course comprises of 3 modules, totalling approximately 60 hours of study. The course is **tailor-made** to suit your individual professional learning needs. We suggest you follow one of 4 different pathways depending on your needs, interests and context. You can take any pathway that suits you, but we have outlined below who might benefit from each pathway. For each suggested pathway we have indicated which modules we think will be most useful, however you are free to make your own module choice if you prefer.

PRIMARY PHASE For any Primary teacher, whether RE lead, classroom teacher or senior teacher in the Primary phase. Choose any 3 of the modules below:		SUBJECT KNOWLEDGE ENHANCEMENT For initial teachers or non-specialist RE teachers seeking to enhance and develop their subject knowledge. Choose 2 further modules additional to 1:	
1: Why teach RE?	5: Planning using subject knowledge	1: Why teach RE? (compulsory)	
6: Application of subject knowledge	9: subject leadership	2: knowledge organiser + essay OR 3: PowerPoint	4: Dialogue OR 7: Fieldwork
LEADERSHIP For Primary and Secondary leaders or aspiring leaders, focussing on leadership issues in RE.		CURRICULUM For Primary and Secondary leaders or aspiring leaders, focussing on curriculum conception and design. Choose 3 modules from a combination of the below:	
PRIMARY 9: subject leadership 10: engaging with research 11: policy		2: knowledge organiser + essay	8: curriculum design
SECONDARY 8: curriculum design 10: engaging with research 11: policy		5: Planning using subject knowledge OR 6: Application of subject knowledge	10: engaging with research OR 11: policy

Below is more detail about each module:

Please note, module 9 is currently under review. If you wish to take this module please email Kate on kate@cstg.org.uk.

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

INITIAL AUDIT			
MODULE	**AREA OF ENQUIRY**	**FORMAT OF SUBMISSION**	**TIME TO COMPLETE**
1: Why teach RE?	1: considering historical and current aims of RE 2: sourcing subject knowledge	Complete table, 500 words written piece Conduct research, complete table	25 hours
2: Developing subject knowledge	Develop subject knowledge about religion and worldviews	Knowledge organiser + 1,500-word essay	25 hours
3: Comparing Religions and Worldviews	Compare responses from two religions and worldviews, or within one religion or worldview.	PowerPoint presentation of 20-25 slides.	20 hours
4: Dialogue	Engage with the lived reality of religion and worldviews through conversation and dialogue.	Three short reflective tasks + 1,000-word written reflection of an interview	25 hours
5: Planning using subject knowledge	Subject knowledge for effective planning	Design a scheme of learning	25 hours
6: Application of subject knowledge	Applying new subject knowledge to the classroom	Create a classroom resource or presentation	25 hours
7: Fieldwork	Learn about communities of faith, belief and worldviews through direct engagement.	Conduct a visit. Present findings in 25 PPT slides or 2,500 words	25 hours
8: Curriculum design	Consider purpose of curriculum generally and in RE. Apply principles of curriculum design	Three 600-word reflections on curriculum, the RE curriculum and a rationale for the RE curriculum	25 hours
9: Primary subject leadership [under review]	Develop expertise in RE subject leadership Compile evidence for an RE Quality Mark (REQM) application	A number of short, reflective tasks. Complete subject leader section of REQM application	25 hours

10: Engagement with research	Develop understanding through research related to RE. Evaluate own professional practice	Short responses to research projects. + 1,500- word essay or 15 PowerPoint slides	15- 20 hours
11: Policy	Consider policy and recommendations about RE. Gain awareness of RE's public and political dimensions	Complete 4 short tasks. 1,000-word paper presenting your ideas and reflections.	25- 30 hours
SELF ASSESSMENT			

Documentation

The following will be sent to you at the start of the course.

Audit- to be completed by you and returned to Kate, Course Director. This allows us to make an initial assessment of your needs.

Work Record- this is an ongoing record of your progress completed by the course director and your professional tutor

As you work through the course the following documents will be created and maintained:

Assessment Criteria- this is completed by your tutor for each module you complete, showing the grade you earned and how you earned it.

Extension Request- this is completed by you and sent to the course director and your tutor. You should only use this if you really can't meet an agreed deadline. Requests are considered on an individual basis.

Please **DO NOT** hand in online documents, such as using Googledocs. Attach the document to an email in a version able to be opened directly, such as Word or PowerPoint.

Standards and Criteria for Assessment

The aim of this course is to support you in teaching RE to GCSE standard. Our criteria for assessment are based on the Higher Education Credit Framework 2008.

You can complete the course at pass, merit or distinction. The criteria used by tutors to assess every assignment (apart from the journal) are tabulated below. Your tutor can make a final comment if they wish to note a particular aspect of your performance or development.

Tutors 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 you will be given the opportunity to improve if you wish.

To gain a Distinction grade at least two scholarly references must be used.

ASSESSMENT CRITERIA

DISTINCTION	MERIT	PASS	FAIL
The work is thoroughly focused on the question set and all areas are addressed.	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 is generally focused on the question set; some parts of the task may not be addressed in sufficient detail.	The work does not really answer the question set, and/or there may be significant gaps in coverage of the task.
The work shows excellent knowledge; ideas and facts are presented accurately. There is depth and/or breadth of understanding.	The work shows good knowledge; ideas and facts are mostly accurate. There is some depth and/or breadth of understanding.	The work is generally accurate although there may be some factual errors. The depth of understanding is limited.	There are some significant factual errors; the work is presented at a superficial level which reveals little depth 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.	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.	Critical analysis is limited; assertions are generally unsupported. There may be no appropriate conclusion.	There is no critical analysis and assertions are unsupported. There is no appropriate conclusion.

DISTINCTION	MERIT	PASS	FAIL
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.	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.	Critical analysis is limited; assertions are generally unsupported. There may be no appropriate conclusion.	There is no critical analysis and assertions are unsupported. There is no appropriate conclusion.
Where appropriate, there is very good awareness of the implications of the beliefs/practices for life in 21st century society.	Where appropriate, there is good awareness of the implications of the beliefs/practices for life in 21st century society.	Where appropriate, there is awareness of the implications of the beliefs/practices for life in 21st century society.	Where appropriate, there is little or no awareness of the implications of the beliefs/practices for life in 21st century society.
The work is well-written with a mature style and follows academic conventions. There is synthesis of ideas, and a well-structured argument.	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.	There may be some minor weaknesses of written style; the argument may be poorly structured, or not lead to the conclusions which are drawn.	The work contains some significant weaknesses of expression and is poorly structured. There may be a tendency to superficial description rather than the development of an argument.
Technical terms are used accurately and there is sensitivity to issues of the use of language within RS/RE	Technical terms are generally used accurately and there is generally sensitivity to issues of the use of language in RS/RE.	There may be inaccuracy in the use of technical terms and/or some lack of sensitivity to issues of language in RS/RE.	There is inaccuracy in the use of technical terms or a failure to employ them. There may be lack of sensitivity to issues in the use of language in RS.
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 has been an attempt to go beyond the basic reading. There is some use of sacred texts as well as secondary sources.	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 evidence of little appropriate reading. There may be no use of sacred texts.
All sources are properly acknowledged, following a standard bibliographic convention.*	All sources are properly acknowledged, following a standard bibliographic convention.*	There is limited acknowledgement of sources. There is inconsistency in referencing.	There may be no acknowledgement of sources, and/or no bibliography. There may be plagiarism.

Additional Support and Resources

You can access all course materials on a password-protected website. In order to read PDFs 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

Books, journals and articles - 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. Web links are checked regularly to ensure they still work. If you find a link does not work, please inform Kate.

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 Kate, kate@cstg.org.uk. Our aim is to meet the varying needs of all students

Moderation and Sampling

Each year we moderate work to ensure consistency of standards assessment. All work used for this process has names and references to specific trainees removed.

Where might the Teach: RE course lead me?

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:

- Consider the NATRE, New to RE scheme

- Join #REChatUk via Twitter usually on the first Monday of each month, run by NATRE.

- Explore CPD opportunities locally e.g. through your local diocese, SACRE, Academy Trust

- Consider an MA with an RE Pathway. Find out more about the 3forRE scheme.
  www.cstg.org.uk/grants/3forre

- Make links with your local SACRE

- Join or start a NATRE local group www.natre.org.uk

- Apply for the RE Quality Mark www.reqm.org

- Undertake a Farmington Fellowship
  http://www.farmington.ac.uk/scholarships_and_awards/scholarships.html

- Hold a Teachmeet and share your new subject knowledge!

Appendix 1: 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.

	Module Completion Checklist	
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 or equivalent	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 2: 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 suggests that you use Harvard referencing, however as long as you are consistent in your referencing we will accept any system.

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

A separate document explaining Harvard referencing in detail can be found on the download area.

There are various online guides to Harvard referencing. An internet search for 'Harvard Referencing' will lead you to several sites, including University guides. These are the most reliable guides for you to use.

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

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