Teaching in Roman Catholic Elementary Schools 5445

Instructor: John (Jack) B. Palmer
Office: 1084
Room: 1162
Full Year Mondays 8:30 to 10:30

Calendar Copy
Curricula and teaching strategies for prospective teachers in Roman Catholic Separate Schools. Particular emphasis is placed on the Canadian Catechism Program and the Family Life Education Program used in Catholic elementary schools. .5 credit

Course Description and Context
The Institute for Catholic Education provides the guidelines for Catholic teacher formation programs. Thus course is designed for prospective teachers in Catholic Schools. Normally this course would be taken by teacher candidates enrolled in Bachelor or Masters of Education programs at faculties of education. Many Catholic school boards mandate successful completion of this course as a condition of employment.

Ontario’s Institute for Catholic Education (ICE) brings together, works with, and assists organizations that share responsibility for English Catholic education in their efforts to promote and maintain publicly-funded Catholic schools animated by Gospel and reflecting the tenets of Catholic faith. It co-ordinates the work of Catholic associations and organizations in writing Catholic curriculum within the parameters established by the Ministry of Education. ICE also develops Catholic resources under the guidance and in the name of the Assembly of Catholic Bishops of Ontario.

While ICE prepared this guideline, it was approved by the Education Commission of the Assembly of Catholic Bishops of Ontario. Bishops have teaching authority over matters of faith and morals
for the Catholic faithful.

*Preparation for Teaching in Catholic Schools* is intended to introduce teacher candidates to professional practice, and extend knowledge and skills in the delivery of Ontario Catholic curriculum.

**Learning Outcomes:**

*Outcomes:*

At the conclusion of this course, the teacher candidate will be able to:

- Analyze and utilize policy documents, course profiles and support materials for Primary, Junior and Senior Division subjects;
- Identify significant theories of adolescent faith development and the implications of these for the teaching of Primary, Junior and Senior Division subjects;
- Develop lesson and unit plans ensuring Catholicity is infused in all curricula and include attention to assessment and evaluation procedures;
- Develop effective teaching and learning skills and an understanding of the learning environment of the Primary, Junior and Senior divisions;
- Utilize media resources in Religious Education and theology such as CD ROM, the Internet, and audio-visual aids; and,
- Explain and demonstrate ways of creating physical and social environments in classrooms in order to facilitate the needs of all learners.

**Standards of Practice:**

Incorporating Catholicity into the curricula supports the Standards of Practice for the Teaching Profession in the following ways:

1. **Commitment to Students and Student Learning**
   Teacher candidates enrolled in *Teaching in a Roman Catholic Elementary School* learn to:
   - Develop instructional practice that supports student learning, especially with reference to religious literacy and thinking;
   - Build inclusive classrooms based on the inherent dignity of the learner;
   - Develop skills conducive to teaching an integrated program where there are strong connections between religious learning and the life experience of the learner;
   - Demonstrate teaching strategies where students use technology in a moral and ethical way; and,
   - Respect and affirm the diversity and interdependence of the world's peoples and cultures.

2. **Professional Knowledge**
   Religious Education, as an evolving discipline, enables young people to acquire the knowledge, attitudes and skills of life-long learners who value the religious dimension of human experience within a multi-religious society. Essential to this learning is the knowledge associated with sacred writings, creeds and belief systems, moral foundations for living, prayer and worship, and faith development.

3. **Professional Practice**
   Religious Education assists teacher candidates to:
   - Apply age-appropriate teaching and learning strategies to the delivery of all curricula;
   - Implement a developmental approach to religious learning;
   - Develop appropriate strategies for the infusion of Catholicity;
✓ Modify learning to meet the needs of all learners; and,
✓ Demonstrate the skills necessary for effective teaching.

This course answers the question, “What do I need to know to begin teaching in Ontario Catholic Schools?” Consequently, this course:

- Promotes an understanding of teaching as a vocation rooted in the call to Christian ministry,
- Creates an awareness of the context of Ontario Catholic education,
- Develops skills that enhance the integration of Catholic Graduate Expectations in the classroom and throughout the school,
- Fosters professional knowledge of Religious and Family Life education, and
- Assists teachers in the acquisition of the theological background and pedagogy necessary for the implementation of the Religious Education and Family Life curriculum.

Critical to the implementation of this course is the modeling of a positive learning environment that reflects care, professional knowledge, ethical practice, leadership, and ongoing learning.

Expectations:

The Preparation for Teaching in Catholic Schools course while exploring what it means to be a Catholic educator in Ontario schools also reflects the Ethical Standards for the Teaching Profession and the Standards of Practice for the Teaching Profession developed by the Ontario College of Teachers. A commitment to a clear vision of what it means to be a teacher is at the core of teacher professionalism. The Ethical Standards for the Teaching Profession and the Standards of Practice for the Teaching Profession provide the focus for ongoing professional learning and are resonant with this course. In addition, the Professional Learning Framework for the Teaching Profession is underpinned by the standards, articulates the principles on which effective teacher learning is based and acknowledges a range of options that promote continuous professional learning.

Initial Teacher Education courses in Religious Education support the Standards of Professional Practice for the Teaching Profession in the following ways:

1. **Commitment to Students and Student Learning**

   Catholic schools provide educational programs and services based on distinctive expectations that the Catholic community has for graduates of Catholic schools (Ontario Catholic Graduate Expectations). These expectations are based on research which identifies current and future educational goals and priorities across the province and enhance the expectations of the Ontario Ministry of Education as outlined in provincial curriculum documents. To that end, Initial Teacher Education courses in Religious Education are designed to enable teacher candidates to support students who are becoming:

   - Discerning Believers in the Catholic Faith Community
   - Effective Communicators
   - Reflective, Creative and Holistic Thinkers
• Self-Directed, Responsible, Lifelong Learners
• Collaborative Communicators
• Caring Family Members
• Responsible Citizens

Hence, teacher candidates enrolled in Initial Teacher Education courses in Religious Education learn to:

• Develop instructional practice which supports student learning, especially with reference to religious literacy and faith formation
• Build inclusive classrooms based on the inherent dignity of the learner and the principles of Catholic social teaching
• Develop skills conducive to teaching an integrated program where there are strong connections between religious learning and the life of the learner
• Demonstrate teaching strategies where students use technology in a moral and ethical way
• Use and integrate the Catholic faith tradition in the critical analysis of the arts, media, and information systems
• Value and nurture opportunities for prayer and community celebration
• Respect and affirm the diversity and interdependence of the world's peoples and cultures

2. Professional Knowledge

Religious Education, as an evolving discipline, enables young people to learn the knowledge, attitudes, and skills of lifelong learners who value the religious dimension of human experience within a multi-religious society. Essential to this learning is the knowledge associated with Sacred Scripture, Church teachings, the sacramental and prayer life of the faith community, and its moral foundations for Christian living and family life.

Initial Teacher Education courses support the growth of professional knowledge in the following areas:

• The core teachings of the Catholic Church - Biblical, doctrinal, moral, and sacramental
• Religious Education and Family Life curricula - Curricular strands, methodology, resources
• Cross-curricular connections - Using Curriculum Supports for Catholic Schools and Catholic Curriculum maps
• The Practicum Experience - Application of professional knowledge and school-based professional development

3. Teaching Practice

The Catholic School System in the Province of Ontario supports best teaching practice in the area of curriculum delivery and creation of a positive learning environment. The Initial Teacher Education Religious Education course assists teachers to:
• apply age-appropriate teaching and learning strategies to the delivery of Religious Education and Family Life curricula;
• implement a developmental approach to faith formation;
• develop appropriate assessment strategies for Religious Education;
• modify learning to meet the needs of all learners; and
• demonstrate the skills necessary for effective teaching.

4. Leadership and Community

Initial Teacher Education courses in Religious Education promote teachers as leaders in several ways. For example, teachers work together with colleagues in the presentation of seminars that address current issues and concerns within education. They assist in the organization and facilitation of course-related community events and worship. They discuss strategies to enhance school programs and student learning and ways to build bridges between home, school, and parish.

5. Ongoing Professional Development

Initial Teacher Education courses in Religious Education encourage teacher candidates to acknowledge their need for ongoing faith formation and professional development. Teacher candidates are presented with essential information concerning:
• Religious Education AQ courses
• Board sponsored New Teacher Induction opportunities
• OECTA's Beginning Teachers program
• Professional journals and publications related to Catholic education and religious learning

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<tr>
<th>Week(s)</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction and Course Objectives/Know your Audience</td>
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<tr>
<td>2</td>
<td>History of Catholic Schools in Ontario : A Brief Overview</td>
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<td>3</td>
<td>Catholic Graduate Expectations</td>
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<td>4</td>
<td>Lesson Plan Development</td>
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<td>5</td>
<td>New Physical/Health Education Documents &amp; Parents</td>
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<tr>
<td>6-9</td>
<td>Primary Division</td>
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<tr>
<td>10-13</td>
<td>Junior Division</td>
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<tr>
<td>14-17</td>
<td>Intermediate Division</td>
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<tr>
<td>18</td>
<td>Inter-Divisional Splits &amp; Interview Preparation</td>
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Course Materials
All materials relevant to this course are available on line from:
The Institute for Catholic Education (ICE)
Catholic Curriculum Corporation (CCC)
Catholic Association of Religious and Family Life Educators of Ontario (CARFLEO)
You will be required to purchase the Ontario Catholic Graduate Expectations booklet. The cost to you will be $4.00
Assignments:

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<tr>
<th>ASSIGNMENT</th>
<th>Due Date</th>
<th>ASSIGNMENT VALUE</th>
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<tbody>
<tr>
<td>In Basket Activities/Response Journals</td>
<td>Weeks September 18th and January 22nd</td>
<td>20% [10% each]</td>
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<td>In Basket Activities are group discussions exploring topics pertinent to religious education. Following the group dialogue, each teacher candidate will complete a half-page Response Journal. Two of these Journals will be practice/Assessment FOR Learning; followed by two Assessment OF Learning pieces.</td>
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<td>Prayer Table/Bulletin Board</td>
<td>Weeks of September 11th to March 5th</td>
<td>15%</td>
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<td>Working in groups teacher candidates will select a week between weeks 2 and 18 to create a prayer table presentation plus an appropriate bulletin board. The two need not be related, but MUST be specific to a division, i.e. prayer table could be geared for the Primary Division, while the Bulletin Board could be geared for the Intermediate Division.</td>
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<tr>
<td>Linking Course Content to Practicum Experience</td>
<td>Week of January 22nd</td>
<td>30%</td>
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<td>Teacher candidates will select their most efficient/favourite/positive practicum experience. They will then meld the curriculum of the selected unit/lesson with Catholic Graduate Expectations, Church issues, Ontario Catholic Secondary School policy document.</td>
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<td>Church Issues in the 21st Century</td>
<td>Week of February 5th</td>
<td>15%</td>
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<td>Each teacher candidate will select a current issue facing Catholic educators today, identifying how they would incorporate it into their division. A variety of graphic templates will be provided, with sharing done in a Gallery Walk</td>
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<tr>
<td>Eucharistic Celebration</td>
<td>Week of February 26th</td>
<td>20%</td>
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<td>Teacher candidates will develop two Eucharistic Celebrations, selecting themes, readings, (each celebration must have both readings of the day and teacher selected readings) music, and intentions. Any symbolic offerings MUST comply with New Roman Mass dictates. Copies of these celebrations must be provided for all teacher candidates.</td>
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Policy Statements:

Accessibility: The University of Western Ontario is committed to recognizing the dignity and independence of all students and seeks to ensure that persons with disabilities have genuine, open and unhindered access to academic services. Please contact the course instructor if you require course materials in an alternative format or if any other arrangements can make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 661-2111 x 82147 for information about requesting academic accommodation, or go to the following website: http://www.edu.uwo.ca/teacher-education/docs/policies/Accessibility_Western.pdf

Attendance: The B.Ed. program is an intense and demanding programs of professional preparation. You are expected to demonstrate high levels of both academic and professional integrity. Such integrity is demonstrated in part by your commitment to and attendance at all classes, workshops, tutorials, and practicum activities. Read more about the Faculty’s attendance policy on-line at http://www.edu.uwo.ca/teacher-education/docs/Attendance%20Policy%202016.pdf.

Excused Absences: If you are ill, require compassionate leave, or must miss classes for religious observance, your absence is excused; you will not be penalized but you are responsible for work missed.

Unexcused Absences: Any absence that is not a result of illness, bereavement, or religious observance is an unexcused absence. Three unexcused absences will result in you being referred to the Associate Dean and placed on academic probation. Any further unexcused absence will result in failure of the course and withdrawal from the program.

Language Proficiency: In accordance with regulations established by the Senate of the University, you must demonstrate the ability to write clearly and correctly. Work which lacks proficiency in the language of instruction is unacceptable for academic credit, and will either be failed or, at the discretion of the instructor, returned to you for revision to an acceptable level.

Late Penalties: Normally, the only acceptable reasons for late or missed assignments are illness (which you must report to the Teacher Education Office) or extreme compassionate circumstances. Unexcused late assignments will be penalized at a rate of 5% per day, and will not be accepted more than 5 days after the due date unless prior arrangements have been made with the instructor.

Academic Offences: Scholastic offences are taken very seriously in this professional Faculty. You are, after all, going to be a teacher. Read about what constitutes a Scholastic Offence at the following Web site: http://www.edu.uwo.ca/teacher-education/docs/policies/WEB_ScholasticDiscipline.pdf

Plagiarism: Plagiarism means presenting someone else’s words or ideas as your own. The concept applies to all assignments, including lesson and unit plans, laboratory reports, diagrams, and computer projects. For further information, consult your instructors, the Associate Dean’s Office, and current style manuals. Advice about plagiarism and how to avoid it can also be found here: http://www.edu.uwo.ca/preservice/downloads/Plagiarism%20Policy.pdf

Plagiarism-Checking:

a. All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (http://www.turnitin.com).
Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

**Use of Laptops & Notebooks in Class:** As a courtesy to members of the class, please put your cell phone on ‘vibrate’ or turn it off during class. Laptops and other electronic devices may be used in a professional manner to facilitate your activities in the course, but out of courtesy to colleagues and the instructor, please do not engage in personal networking and non-course communication during class time – save it for before or after class, or for the break.

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**SUPPORT SERVICES**

A variety of support services are available at Western. If you need advice or assistance, do not hesitate to get in touch with any of these services.

**FINANCIAL ASSISTANCE:** Registrarial Services ([http://www.registrar.uwo.ca](http://www.registrar.uwo.ca))

**WRITING SUPPORT:** Student Development Centre ([http://www.sdc.uwo.ca/](http://www.sdc.uwo.ca/))

**LEARNING SKILLS SUPPORT:** Student Development Centre ([http://www.sdc.uwo.ca/](http://www.sdc.uwo.ca/))

**INTERNATIONAL STUDENTS:** Student Development Centre ([http://www.sdc.uwo.ca/](http://www.sdc.uwo.ca/))

**ABORIGINAL STUDENTS:** Student Development Centre ([http://www.sdc.uwo.ca/](http://www.sdc.uwo.ca/))

**STUDENTS with DISABILITIES:** Student Development Centre ([http://www.sdc.uwo.ca/](http://www.sdc.uwo.ca/))

**SOCIAL & CULTURAL ISSUES:** University Students’ Council ([http://westernusc.ca/services/](http://westernusc.ca/services/)).

**EMOTIONAL or MENTAL DISTRESS:** Students who are in emotional or mental distress should refer to Mental Health @ Western ([http://www.uwo.ca/uwocom/mentalhealth/](http://www.uwo.ca/uwocom/mentalhealth/)) for a complete list of options about how to obtain help.

**B.Ed. PROGRAM ISSUES:** zuber@uwo.ca, Teacher Education Office, room 1131

**NEED HELP but not sure what to do:** zuber@uwo.ca, Teacher Education Office, room 1131
**Additional Information:**

About the Course:

About the Instructor: Jack Palmer taught for over thirty years with the London District Catholic School Board. He began his career in a 6/7 class and retired as department head of Religion at Catholic Central. Over the years, Jack served as a secondary chaplain, headed a Think Literacy writing team for Religion, consulted on textbooks, and coached winning curling teams. His ultimate goal was always to encourage students to become lifelong, Catholic learners.

Teaching Outline: See Course Content chart above.

Assignment Guidelines:

Readings: See Course Materials above.

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