CULHAM ST GABRIEL'S
EXCELLENCE IN RELIGIOUS EDUCATION

Teach:RE Course (TREC)

Handbook for Trainees

Subject Knowledge

From 2017

Course Director:

Kathryn Wright

Teach:RE Subject Knowledge: Introduction

Please read this carefully before you start the course

Purpose and Aims of the Teach:RE Subject Knowledge

We are delighted that you have decided to undertake the Culham St Gabriel's Teach:RE (TREC) 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 to begin your teacher training course or to raise your level of subject knowledge in your teaching of RE so that you can best serve your pupils.

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

Once you have registered, Deborah will inform Kathryn Wright who is the course director. Kathryn's contact details are 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.

Kathryn will take you through the first module and allocate you a tutor. Your tutor will then take you through two further modules.

Course Tutors

We have over 30 tutors who work with trainees. As far as possible, we match tutors to trainees according to their needs and outcomes of the audit and Module One. Many of our tutors work in higher education, and all have experience in the field of religious education. You will be allocated a tutor towards the end of completing Module One. 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 second two modules in discussion with you. 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, and will answer questions you have.

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. 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.

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.

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

- **The initial subject knowledge audit:** This must be undertaken by all trainees.

- **Module One: Setting the context.** This must be completed by all trainees. This consists of three activities: an Induction Task on why the teaching of RE matters, a research skills task and a task exploring pedagogy in RE. The aim of these activities is to ensure trainees are aware of the context of RE and where to find resources to support/help them.

- **Module Two: Enquiring into religion and belief (a).** This is completed by most trainees, although there is some flexibility for serving teachers of RE. This consists of a 2,500-word essay based on your audit results. The essay will usually focus on two or three religions, and explore concepts and beliefs. This module focuses on deepening understanding, i.e. depth. The title of the essay will be set by your tutor and assessed by them.

  You can then choose <u>one</u> of the following:

- **Module Three: Enquiring into religion and belief (b).** This module is for those who prefer an essay style assignment. This consists of a 2,500-word essay based on your audit results. The essay will usually focus on two or three religions/worldviews, and explore concepts and beliefs. The title of the essay will be set by your tutor and assessed by them. This module is the same format as Module Two (a), but will focus on increasing breadth of knowledge.

- **Module Four: Application of knowledge and understanding of religion and belief.** This module is for those who want to apply their knowledge through the creation of a subject knowledge resource. This consists of a Powerpoint presentation of approximately 25 slides focusing on two or three religions/worldviews and explores the impact of religion on the lives of people, e.g. in worship, daily living, morality. The focus is on increasing breadth of knowledge. The audience of the Powerpoint is a group of fellow PGCE students or school direct trainees, or a group of teachers in your school. The Powerpoint title will be set by your tutor and assessed by them.

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

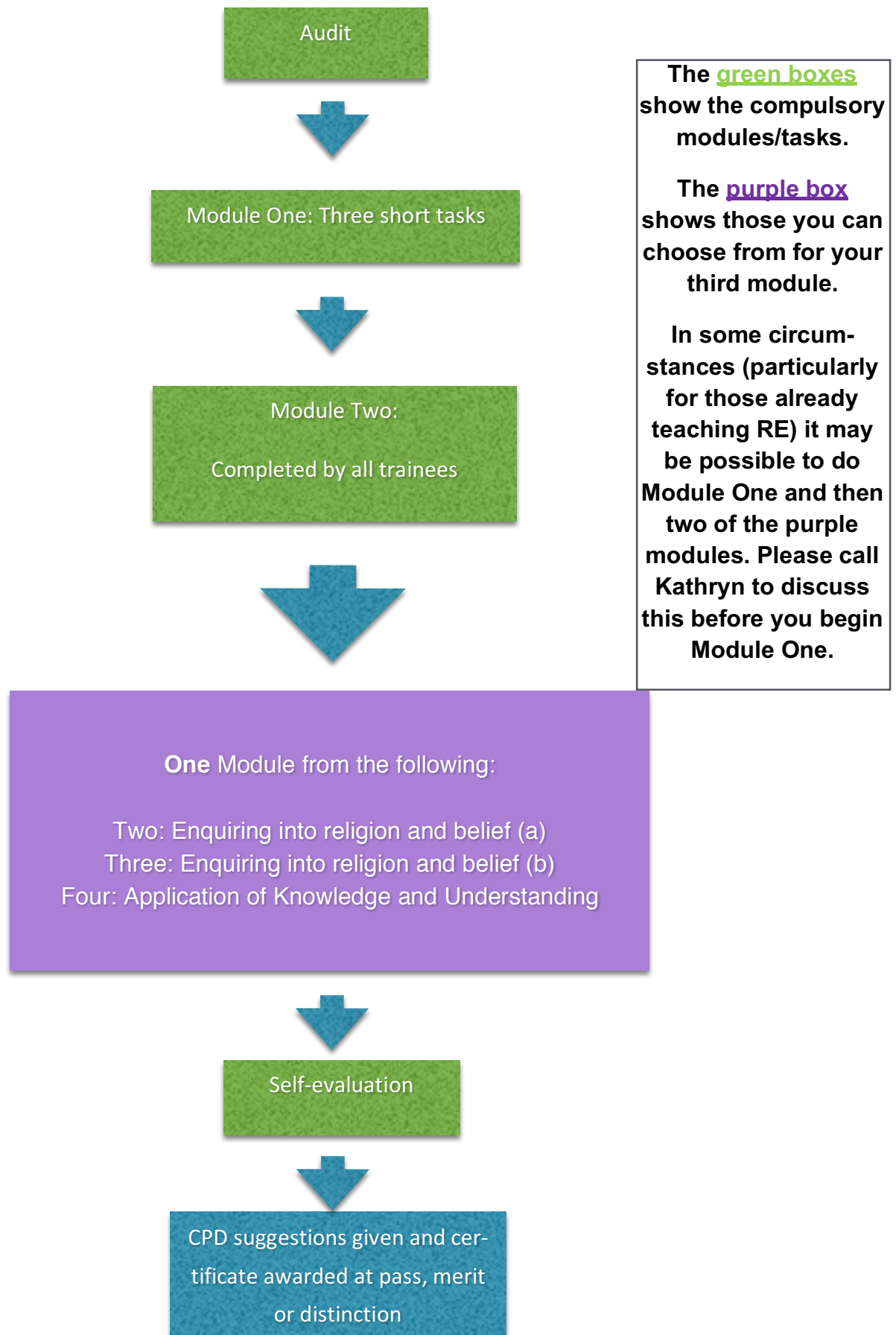## Timings for Modules

Audit: 3 hours
Module One: 12-15 hours
Modules Two-Four: Approximately 15-20 hours each module.

Some trainees spend more time than others to complete each module. Those who spend more time researching their chosen topics do tend to achieve at merit and distinction standards.

Kathryn will monitor when you start and keep an eye on how you are getting on.

Diagram showing the structure of the Teach:RE course

Audit

↓

Module One: Three short tasks

↓

Module Two:

Completed by all trainees

↓

One Module from the following:

Two: Enquiring into religion and belief (a)
Three: Enquiring into religion and belief (b)
Four: Application of Knowledge and Understanding

↓

Self-evaluation

↓

CPD suggestions given and certificate awarded at pass, merit or distinction

The green boxes show the compulsory modules/tasks.

The purple box shows those you can choose from for your third module.

In some circumstances (particularly for those already teaching RE) it may be possible to do Module One and then two of the purple modules. Please call Kathryn to discuss this before you begin Module One.

Documentation

- Trainee 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 on completion.

- Assessment Sheet - used by your tutor to mark your work.

- Please use Word 2003, 2007 or 2010 for all the work you submit. PDFs are also acceptable for Module One tasks.

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.

If you are planning to go on and do a PGCE or gain an M level qualification through School Direct then you are encouraged to aim for at least a merit standard.

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. Kathryn will enter the results on your Trainee Work Record.

2. Module One: Setting the context

This is assessed informally, with an indication as to which standard you are currently working at. Kathryn will use 'track changes' to comment directly on your work, and then write a summary on the Trainee Work Record. The comments made are designed to help you with subsequent modules.

3. Module Two

This is 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 taking into account their comments.

4. Module Three or Four

These are assessed in the same way as Module Two.

5. 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

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 30 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, Kathryn will make some suggestions for further CPD opportunities for you. However, here are some ideas to get you thinking:

• Complete a PGCE course if you are considering becoming a teacher of RE

• Consider the NATRE, New to RE scheme if you have just finished or are about to finish initial teacher training

• 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

- 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

- 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!

Questions or concerns

If you have any questions or concerns about the course please do not hesitate to contact Kathryn (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: Trainee Work Record

<table>
<tr><td colspan="2" align="center">

Teach RE Course (TREC)
Trainee Work Record

</td></tr>
<tr><td colspan="2">Trainee:</td></tr>
<tr><td colspan="2">Date course started:</td></tr>
<tr><td colspan="2">Tutor:</td></tr>
<tr><td colspan="2">Pathway: Standard/Fast/Super Fast</td></tr>
<tr><td colspan="2">Expected Course completion date:</td></tr>
<tr><td colspan="2" align="center">**Subject Knowledge Audit - completed by Kathryn Wright**</td></tr>
<tr><td>**Religions and beliefs identified for study (up to four)**</td><td>**Areas of enquiry (one or two for each)**</td></tr>
<tr><td></td><td></td></tr>
<tr><td></td><td></td></tr>
<tr><td></td><td></td></tr>
<tr><td></td><td></td></tr>
<tr><td colspan="2" align="center">**Module One: Setting the Context - completed by Kathryn Wright**</td></tr>
<tr><td colspan="2" align="center">**Deadline for Completion of Module One:**</td></tr>
<tr><td>**Activity**</td><td>**Course Director comments**</td></tr>
<tr><td>**History and Rationale for RE**</td><td>Pass/Merit/Distinction

Comment:</td></tr>
<tr><td>**Research and Exploring the Context**</td><td>Pass/Merit/Distinction

Comment:</td></tr>
</table>

Pedagogy in RE	Pass/Merit/Distinction
	Comment:

Two further modules - completed your tutor	
Title:	Approved/Requires resubmission/Requires substantial rework
	Please delete as appropriate
	Date submitted:
	Date for resubmission if appropriate:
	Name of tutor:
	Standard achieved:

Self-Assessment by the Trainee	
What was the most interesting part of the course, and why?	
To what extent has your subject knowledge been enhanced?	
What difference will the course make to your teaching?	
What further professional development do you feel you need now?	

Course Completion - to be completed by your tutor			
Suggestions for further CPD			
Date of completion:		Overrall standard	

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 focussed 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 21st 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 focussed 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 21st 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 focussed 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 21st 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.

	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 (Modules 4 and 6 only)	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

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

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