This sample unit outline is provided by CHC for prospective and current students to assist with unit selection.

Elements of this outline which may change with subsequent offerings of the unit include Content, Required Texts, Recommended Readings and details of the Assessment Tasks.

Students who are currently enrolled in this unit should obtain the outline for the relevant semester from the unit lecturer.
Unit Name: Religious Education for School Chaplains

Unit Code: YO381

Award: Bachelor of Social Science

Credit Points: 10

Core/Elective: Elective

Prerequisites: YO231 School Chaplaincy or CH231 School Chaplaincy
20 credit points of Youth Work units

Incompatible: CH381 Religious Education for School Chaplains

Modes: Intensive

Delivery/Contact hrs
- Intensive contact hours: 35 hours
- Reading, study, preparation for intensive and visits: 43 hours
- Assignment preparation: 52 hours
- TOTAL: 130 hours

Teaching Staff: Dr David Pohlmann

Unit Rationale:
For some school chaplains, religious education is not necessarily part of their training or experience. Some chaplains may come from pastoral, ministry or counselling backgrounds and the education field may be somewhat foreign to them. Even for chaplains with teaching backgrounds, some issues specific to religious education may well be novel.

This unit seeks to provide chaplains, with or without teacher training, with an overview of the issues surrounding religious education in school contexts. It also provides students with an opportunity to engage in curriculum development and review, as well as active participation in religious education practice in order to become more at home in this area.

Learning Outcomes:

On completion of this unit of study, students will have provided evidence that they have:

1. Applied sociological, psychological and spiritual theories of development to the task of religious education in schools;
2. Articulated their own understanding of the nature and role of RE from practical and theological perspectives;
3. Implemented and evaluated common behaviour management and pedagogical strategies in RE teaching scenarios;
4. Critiqued current RE curriculum materials;
5. Analysed the principles of curriculum development and applied them to a unit of work;
6. Written at an appropriate tertiary standard with special attention to correct grammar, punctuation, spelling, vocabulary, usage, sentence structure, logical relations, style, referencing and presentation.
Content:

<table>
<thead>
<tr>
<th>No.</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Defining religious education in schools</td>
</tr>
<tr>
<td>2</td>
<td>Personal development and RE</td>
</tr>
<tr>
<td>3</td>
<td>Social development and RE</td>
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<tr>
<td>4</td>
<td>Theology and RE – owning and grounding</td>
</tr>
<tr>
<td>5</td>
<td>Practical issues for RE teachers and coordinators</td>
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<tr>
<td>6</td>
<td>Behaviour management</td>
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<td>7</td>
<td>Curriculum resources for RE</td>
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<tr>
<td>8</td>
<td>RE Curriculum Development</td>
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<tr>
<td>9</td>
<td>Productive RE pedagogies – Putting it together</td>
</tr>
</tbody>
</table>

Set Text Requirements:


Recommended Readings:


Journals

*Journal of Christian Education*

*Religious Education Journal of Australia*
80% attendance at scheduled classes and regular participation in the forum discussions on the unit’s Moodle™ site (as applicable) are required in order to achieve a pass in this unit.

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Topic/s</th>
<th>Learning Outcomes assessed</th>
<th>Week Due</th>
<th>Weighting</th>
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<tbody>
<tr>
<td>On-line Forum</td>
<td>Participate for at least five weeks in an approved RE teaching context, and to write five online forum entries reflecting on the experiences of teaching RE. Critically evaluate the RE practice with reference to class topics.</td>
<td>1-6</td>
<td>Weeks 4, 6, 8, 10, 12</td>
<td>25%</td>
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<tr>
<td>Evaluative Report</td>
<td>Select a piece of RE curriculum and evaluate it against the following criteria.</td>
<td></td>
<td>Two weeks after final session</td>
<td>25%</td>
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</tbody>
</table>
|                                      | - Developmental and sociological suitability  
- Suitability of teaching strategies and resources  
- Theological and Biblical soundness  
- Practicality of implementation  
- Propensity to minimise behaviour management issues  
Provide a theoretical and theological justification for your evaluation. |                            |                           |           |
| Curriculum Project                   | Develop a religious education unit consisting of four 30-minute lessons. Develop the unit around one consistent theme. The unit documentation must nominate the intended age level of the students, and whether it is meant for public or independent schooling. Include the following in the overview of the unit:  
- a list of intended outcomes;  
- exit criteria by which you can judge if learning has been successful;  
- the means of assessing whether students have attained the exit criteria.  
Include the following in each lesson:  
- a detailed outline of learning experiences;  
- a list of all learning resources required.  
One lesson is to be developed in full, including all notes and resources. 15 minutes of this lesson will be presented to your colleagues in a micro-teaching situation. | 1-6                       | Week 14                   | 50%       |