



# Professional Society of Religious Educators

## Research Project Professional Standards for Teachers of Religious Education

### QUESTIONNAIRE

#### PROFESSIONAL KNOWLEDGE

##### *CONTENT KNOWLEDGE*

Would you care to comment on the necessary content knowledge, as well as the level of content knowledge, teachers of religious education need or should have?

How do you ensure that there is enough depth in the content that is taught in RE that it is intellectually stimulating for students?

How critical is pedagogical content knowledge to religious education?

*Pedagogical content knowledge identifies the distinctive bodies of knowledge for teaching. It represents the blending of content and pedagogy into an understanding of how particular topics, problems or issues are organized, represented, and adapted to the diverse interests and abilities of learners, and presented for instruction. Pedagogical content knowledge is the category most likely to distinguish the understanding of the content specialist from that of the pedagogue" (Shulman).*

##### *KNOWLEDGE OF THEORY*

How would you defend the teaching of RE in Catholic schools to someone who objected to it?

*KNOWLEDGE OF CURRICULUM DOCUMENTS*

What do you believe to be key issues and considerations of curriculum development, curriculum planning, and curriculum implementation in RE?

*KNOWLEDGE OF THE STUDENTS*

In what ways do the diverse and pluralist social and cultural backgrounds of students influence what and how you teach in RE?

How critical do you believe pedagogical learner knowledge is to religious education?

**PROFESSIONAL PRACTICE**

Could you describe your planning processes for RE in terms of:

- the amount of time you spend on planning;

- the challenges you face when planning RE;

- the nature of your planning in terms of modifying or creating units of work to support the curriculum;

- catering for different learning styles among students;

- your assessment and feedback processes.

In terms of your classroom practice, would you care to comment on:

- how you deal with contentious questions or when the expressed beliefs of students are in conflict with Church teaching;

- how students learn best in RE, how you get them to enjoy the subject, and how you help them to complete tasks successfully;

- how you know your teaching in RE is effective.

Do you believe or think that some students are spiritually gifted (intelligent) in RE and if so how do you cater for this?

## **PROFESSIONAL VALUES**

What makes you enthusiastic about being an RE teacher and how do you sustain this enthusiasm?

Tell us about a time when you think you made a difference through your RE teaching?

What values do you think are essential to being a good RE teacher?

How do you promote good teaching and learning in RE beyond your own class?

### **PROFESSIONAL RELATIONSHIPS**

How critical do you believe collaboration with colleagues is in RE? Tell us about a time when you drew on the expertise of one of your colleagues, or when you shared your own expertise with your colleagues.

What efforts have you made to involve parents in RE? Do you believe this is an important element in the subject?

What people or associations in the local community have you used in your RE curriculum?

Kindly complete this questionnaire and return to us by 31 March 2012 at the following address:  
*Professional Standards, RE Department, Catholic Institute of Education, P O Box 2083 Southdale 2135.*