

Professional Standards for Teachers of Religious Education

How would you rate yourself in terms of professionalism as a religious educator?

The self-test on the next page is based on the findings of a research project conducted among primary and secondary teachers in Catholic schools in parts of Australia.

EXPLANATION - TAKING THE TEST

Reflect on each of the items in the different categories below. Score as follows:

NOT YET	(0 points)	I have not considered the need for this.
BEGINNING	(1 point)	I am aware of the need for this and am making plans to incorporate it into my practice.
PROGRESSING	(2 points)	I have practiced this for some time and making progress in this regard.
DEVELOPED	(3 points)	This is firmly established as part of my practice, and allows me to be creative in my teaching.

SCORES

- 0-30 You are starting out on the road to professionalism.
- 30-60 You have clearly identified strengths in your approach, but there are weaknesses or shortcomings that need attention.
- 60-90 You are heading towards being a leader in the field.

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SELF-TEST

Professional knowledge	BEGINNING	PROGRESSING	DEVELOPED
1. Has an awareness of the need to continually learn;			
2. Has an informed knowledge of contemporary Catholic approaches to understanding Scripture;			
3. Is able to use knowledge of contemporary approaches to Scripture to answer students' questions in an informed way;			
4. Actively seeks information from a variety of sources to develop content knowledge;			
5. Uses national curriculum documents for assistance with content;			
6. Has a cognitively rich approach to content in RE;			
7. Is aware that RE is not an exercise in talking about their own beliefs;			
8. Has an overall view of the knowledge they want the students to gain;			
9. Asks for assistance when it is needed.			
Professional practice	BEGINNING	PROGRESSING	DEVELOPED
10. Is confident in working with students in ways that are flexible and informed by relevant content and pedagogical content knowledge;			
11. Has strategies for dealing with challenging questions from students;			
12. Plans collaboratively and individually;			
13. Uses national curriculum to inform planning and teaching;			
14. Has clear cognitively focused learning outcomes;			
15. Uses a wide range of strategies to engage students;			
16. Learns from successes as well as failures;			
17. Is able to make judgments about appropriate resources to use including ICT, print, visual and digital media;			
18. Is realistic about the level of student experience and knowledge of religion;			
19. Is able to ascertain student interest and engagement and to adapt strategies accordingly;			
20. Plans assessment collaboratively and uses a range of age appropriate strategies;			

21. Evaluates RE teaching formally and informally, collaboratively and individually.			
Professional relationships	BEGINNING	PROGRESSING	DEVELOPED
22. Knows on who to call for assistance and support and is positive about doing this;			
23. Plans collaboratively with other teachers.			
Professional values	BEGINNING	PROGRESSING	DEVELOPED
24. Believes in the value of the RE curriculum;			
25. Has professional qualities of dedication, organisation, openness, kindness, tolerance, and is committed to the task of RE;			
26. Knows appropriate ways of handling difficult situations.			
Professional engagement	BEGINNING	PROGRESSING	DEVELOPED
27. Takes initiative and shows leadership albeit in a limited way;			
28. Faces up to challenges and seeks concrete ways of addressing them;			
29. Enjoys teaching RE and is enthusiastic about it.			
Professional learning	BEGINNING	PROGRESSING	DEVELOPED
30. Has specific goals for professional learning in RE appropriate to stage of career.			
SUB-TOTALS			
TOTAL			

Standards drawn from *Journal of Religious Education* 60 (2) 2012, p. 34