

## Reflective Practice: Working with Young People and Children in Formal Education (TMM3741)

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Module Level: 6

Module Credit Value: 20

Pre-requisites: None

Co-requisites: None

Excluded Combination of Modules: None

**Aims:** To support students in their ministerial development by developing their engagement with well-informed and structured forms of theological reflection which underpin reflective practice in a ministerial/ professional/ vocational context.

Enabling students to gain a thorough understanding and theological perspective on the history, development and current debates about Christian presence and ministry in formal education with young people and children.

Providing students with the opportunity to understand and critique contemporary educational policy and its implications for ministry and mission in formal education with children and young people,

Enabling students to consider a range of pastoral contexts in educational settings, and evaluate the role of the Christian practitioner within them. The following topics might be considered; bereavement, restorative justice, emotional literacy, conflict resolution, safeguarding, spiritual development

**Content:** History of school education in the UK, including the social and political context of state and private education, to the present day.

Contemporary debates relating to religious faith and education.

A survey and evaluation of forms of ministry and mission with and in schools, including religious education, collective worship and chaplaincy.

Exploration of a range of approaches to pastoral contexts in educational settings and opportunities to build up skills and competences for appropriate informed pastoral care.

Learning Outcomes: By the end of this module students will be able to:

**Subject Specific Knowledge [BA SSK 2, 3] [Graduate Cert SSK 2/ Graduate Dip SSK 1, 2]**

Research and give a coherent and analytical account of models of Christian mission and ministry in formal education with children and young people, critically evaluating them in relation to a range of contexts.

Offer a theologically coherent and critical account of key debates relating to the place of religious education and collective worship in formal educational settings.

**Subject Specific Skills [BA SSS 2, 3] [Graduate Cert/ Dip SSS 2]**

Consolidate and extend their competences in ministry and mission in formal education settings within their own practice context, reflecting critically and theologically on their practice.

Reflect theologically on embodying the Christian faith in formal educational settings in a way that is both missiologically and educationally appropriate and in accordance with best practice in formal education.

**Key Skills [BA/ Graduate Dip KS 1, 2, 4] [Graduate Cert KS 1, 2, 3]**

Identify, gather and evaluate source materials for a specific purpose, including material from primary sources, and scholarly research and communicate findings with clarity and fairness via arrange of media.

Critically evaluate ideas, arguments and assumptions, using them to construct and communicate coherent and well-reasoned arguments showing critical awareness of their own and others' beliefs, commitments and prejudices, to both specialist and non-specialist audiences.

Take responsibility for their own personal and professional development.

Modes of Teaching and Learning: Teaching methods to be specified by each TEI, using the 'Guidelines for Modes of Teaching and Learning'.

Learning Hours: Learning hours to be specified by each TEI using the 'Guidelines for Learning Hours'.

Formative Assessment: Formative assessment to be specified by each TEI in line with the published guidelines on formative assessment.

Summative Assessment: Summative assessment to be specified by each TEI using the published guidance on assessment patterns for undergraduate modules.

Indicative Reading: Indicative reading to be specified by each TEI in line with the published guidelines on creating bibliographies for undergraduate modules.