

Innovation Through Co-production: Teachers and researchers working together to generate innovation in religion and worldviews education.

RExChange 2020

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Questions

- What does innovation look like in Religion & Worldviews?
- What makes innovation possible in the Religion & Worldviews Classroom?
- What are the benefits of teacher/researcher partnerships?
- How can teachers effectively contribute to on-going curriculum development?

The
project...**INNOVATIVE
RELIGION AND
WORLDVIEWS IN
SCHOOLS**

○ 2019-2020

○ Show case innovative practice as appetite for and impetus to reform in RE.

Research Questions

○ What does innovation look like in Religion & Worldviews?

○ What makes innovation possible?

Findings & Case Studies

Survey – confirmed appetite for the study of lived religion and a more contemporaneous and sociological turn.

5 Case studies:

- Encountering lived worldviews as preparation for the workplace,
- Exploring multiple interpretations of sacred texts and their ‘livedness’
- Challenging islamophobia
- ‘RE Trail’ – A journey of discovery for children and their parents
- Whole school meaning making

<https://www.gold.ac.uk/faithsunit/current-projects/reforreal/case-studies/>

Innovation in Religion & Worldviews

Innovation a relative concept

- broader range and a more nuanced understanding of religion and worldviews.
- focus on worldviews as identity as well as tradition,
- study of the role of religion in global affairs
- the exploration of religion and worldviews as fluid and contested categories.

Religion & Worldview Literacy

1. Focus on category - what counts?
Worldviews as 'tradition in transition' (Meijer, 2006)
 2. Deconstruction of knowledge
 3. Disposition – reflexivity
 4. Skills: critical enquiry, epistemic awareness, self-awareness, intercultural competency
- A process of praxis: understanding, interpretation & application

(Shaw, 2019)

Research as a Teacher

- Research practice as part of my PGCE.
- Created interest for the MEd.
- Choosing a research topic.
- Benefit the MEd brought to myself and department.
- Linking with Adam and Martha.

What factors support innovation?

- Vision and values
- Reciprocal vertical and horizontal relationships
- Cross curricula collaboration
- Engagement with wider networks
- Framework for innovation

Ecological view of agency

“Temporally embedded process of social engagement, informed by the past (in its habitual aspect), oriented toward the future (as a capacity to imagine alternative possibilities) and “acted out” in the present (as a capacity to contextualize past habits and future projects with contingencies of the moment”

(Emirbayer and Mische, 1998, p963, cited in
Preistley et. Al. 2016, p137)

Engagement in & with research

- Provides framework for innovation
- Boosts confidence to take risks
- Creates space for “acting out” agency in the present

Questions for discussion

- What are the benefits of teacher/researcher partnerships?
- How can teachers effectively contribute to on-going curriculum development in Religion & Worldviews?

References

Shaw, M and Dinham, A (2015). *Re for Real: The Future of Teaching and Learning about Religion & Belief*. Goldsmiths, University of London.

Priestley, Mark, et al. *Teacher Agency : An Ecological Approach*, Bloomsbury Publishing Plc, 2016. ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/lbsbuuk/detail.action?docID=2146745>.

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