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RE:search website as a Teacher Development Tool

- What is the Research for RE website?
- Why should RE teachers be engaged with research?
- How can the Research for RE website help RE teachers to be engaged with research?
- What are some examples, from the perspectives of teacher education and classroom practice, of how the Research for RE website has worked as an effective teacher development tool?
- How can you go on and use the Research for RE website as an effective tool for your own professional development?

Research for RE website

<https://researchforre.reonline.org.uk/>

- Free to register and use (1446 users at September 2019)
- You can read reports of research, search these by theme, send feedback to researchers
- You can also read or post research opportunities and research ideas
- Currently 135 research reports are posted – concise, checked for rigour and relevance to RE teaching, ranging over RE practice, religious studies, philosophy and ethics, educational and professional studies, learning psychology
- The site can be used as a professional learning resource

Designed to be accessible:



**RESEARCH
FOR RE**

Dashboard

My profile

My uploads

FAQs

Log out



Post my research



Share a research idea



Post a research opportunity



View my favourites

Alerts

Show

Explore

Take a look at the research reports, ideas and opportunities people are sharing. You can search using a range of different categories so it's easy to find the most relevant research, whether you're looking to get inspiration for the classroom or are just interested in exploring what's being published in your field.

RESEARCH REPORT



Victoria Elliott, et al

A Marked Improvement: A Review of the Evidence on Written Marking



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RESEARCH REPORT



! 3 new responses

Graham Harvey

Food, Sex and Strangers: Understanding Religion as Everyday Life



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RESEARCH REPORT



! 3 new responses

Linda Woodhead

The rise of "no religion" in Britain: The emergence of a new cultural majority



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! 3 new responses

Pew Research Center, Washington DC

The Religious Typology: A new way to categorize Americans by religion



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RESEARCH REPORT



Andrew Horton, et al

The Panpsycast Flipped-learning

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Conrad Hackett, et al

The religious population of the

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Scott Gardner, et al

Personal knowledge of Muslims is

RESEARCH REPORT



Michelle Judkins, et al

Why and how teachers should make use of

Why do we feel it's important to be engaged with research?

Examples from research and experience.

Examples from research

Ubani



Ubani suggests that “the student teachers’ views of a competent teacher became more professional after their studies. This included a broadening of their views towards a more comprehensive view of RE in school and society, emphasising the importance of pedagogical practice and long-term planning in teaching.” Furthermore, “educational theories and the role of aims in pedagogical practice became more relevant during the course of the year” (2016: 194).



Stern



The view is tentatively put forward that research is itself the most appropriate RE pedagogy, especially in contested social circumstances. RE teachers who, as teachers, see themselves as researchers, and their pupils as co-researchers, can thereby help build learning communities and religious knowledge.

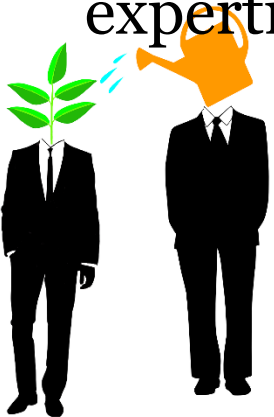
Through the principles of ‘researchers in the classroom’ (Stern 2006, 5–6) UK researchers in RE with the work of professional classroom practitioners...Within RE as a subject, problems or questions were identified’ for example, the proper understanding and use of sacred texts, the methods of developing dialogue within and between communities, the nature of and ways of achieving inclusion, the development of coherent pedagogy in RE ... understanding and measuring the impact of religion and RE (Stern 2006, 104–5).

RE Subject Mentor: resources



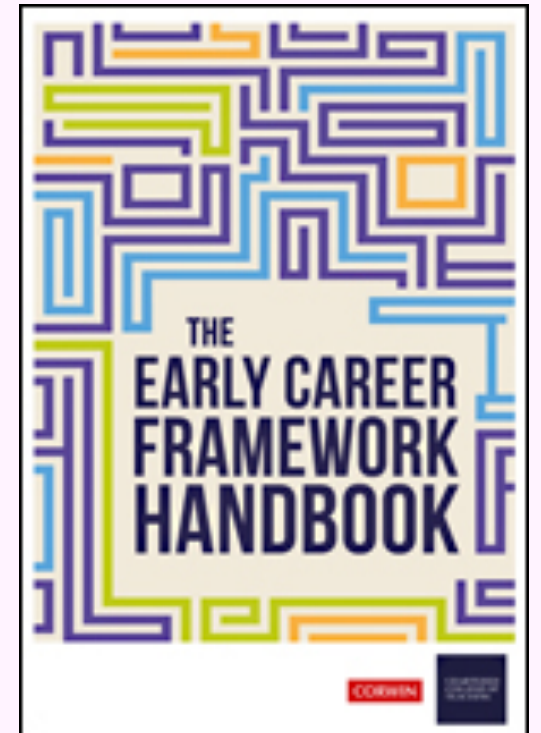
According to **Fordham** (2017), the following are necessary for effective subject mentoring:

- ✓Targets had to be recognisable as being for the teaching of that subject.
- ✓Comments in written observations had to be tied to a map of the subject being taught.
- ✓A training activity designed to meet a target should naturally point towards some subject-specific literature that a trainee could read.
- ✓Written reports needed be dripping in references to the subject being taught.
- ✓The culture of the mentor community should be one of subject scholarly expertise, with the mentors taking ownership for the content of the course.



Early Career Framework

- Source of research and reading for mentors and teachers continuing their development on the ECF.
- Self study modules
- Professional learning resources and community



How has being engaged with research been useful for a teacher in the classroom?

Being engaged with research as a teacher has:

- supported the improvement of my subject knowledge
- challenged my pedagogical thinking and helped develop my classroom practice
- helped me connect to the wider community of teachers of RE
- directly supported the building of a research-led community of practice
- kept me informed of recent and ongoing discussions and developments in the field

Examples of ways we've used the website...

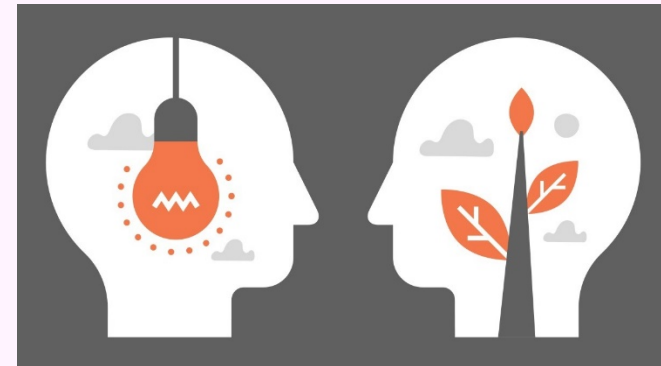
- Second year of the PGDE: NQTS – module 4 (collaboration) and module 5 (whole school input)
- Module on collaboration, shared focus paper
- Module on whole-school contribution, independent selection of research papers
- Mentors – training and development



Mentoring case study: supporting mentoring with the Research for RE website

“I have used the Research for RE on occasion since your session both for my own interest when developing my five year plan and curriculum and also recently when setting reading for discussion with trainee. Some of the stuff on there around curriculum and also pedagogy I have found interesting.”

“Having all these articles and research in one place is useful and have reduced my time searching through google results. The summary at the top of these links is good and saves many a wasted link.”



Mentoring continued...



“I am currently rewriting the RE curriculum at school and are involved with the Brent SACRE on revising the content and areas of study in the Agreed Syllabus. In terms of what was helpful in curriculum design was the Big Ideas for RE - E book from the University of Exeter, does Religious Education work? from Conroy and The Contours of Critical Religious Education by Andrew Wright.”

“I am still having lots of debates about how to make a Big Ideas curriculum work while also really getting to the bottom of the truth claims especially when approaching religions through a systematic study needed in the subject for later study...Some of these articles have proven to be useful in guiding my thinking/stimulating more debate.”

“In terms of conversations and mentoring with my trainee, I have used the Andrew Wright article above in discussions and my trainee’s reading for next week’s remote coaching and discussion is the Canterbury article Opening the door to Hermeneutical RE as in Autumn we are going to teach a unit on Biblical literacy where we want to embed a culture of how to read religious texts and the possible ways in which we can interpret them”

How has Research for RE been used in practice?

As a trainee:

- Supported academic work as a trainee and NQT studying for the PGDE.
- Supported collaborative research as part of PGDE module four.
- Enabled the centring of research and pedagogy within the context of a school-centred ITT.

As a classroom teacher:

- Used to improve subject and pedagogical knowledge when preparing to teach new schemes of work.
- Supported differentiation for higher ability students.
- Supported conversations around A Level options choices.
- Encouraged critical thinking about classroom resources.

Based on the research and examples we have shared, how could the website be used in your own work?