

Culham St Gabriel's Trust

Strategic Plan for 2018-20 Adopted by Trustees on 19 April 2018

STRATEGIC PLAN

Vision

Excellent RE for pupils in all schools, underpinned by a new legal basis, positive policy priorities, public understanding, and effective structures; and enriched by accessible, high-quality professional development and research opportunities for teachers, trainers and developers of RE.

Context

In schools, universities, and the policy environment, the outlook for RE remains uncertain. Demographic change, policy priorities, tight budgets, and educational reform have placed RE in an anomalous and vulnerable position that requires bold strategic thinking and cooperative effort. The challenges include understanding the educational purpose of RE, subject knowledge, pedagogical development, research, and policy.

We are half way through our four-year Strategic Plan (2016-20). Under Strategic Objective 1, the Trust notes the significant but incomplete progress made in Policy, PR and funder collaboration, and the limited progress in infrastructure reform. There is a clear need to enable RE organisations to follow through on the policy process in a way that amplifies and unifies the professional teacher voice, supported by smarter joined-up work by funders. There is also a clear need to link this support to some more accelerated conversations about RE infrastructure in order to promote unity, efficiency and sustainability in RE organisations.

Under Strategic Objective 2, we celebrate the successes of the research strategy, Email a Believer, and the conference strategy; we can draw lessons from the slow take-up of TREC, 3forRE, and networking microgrants. We will maintain our support for these vital, high-quality elements of CPD provision, while reviewing RE:Online and doing more to link everyone to CPD and research together in the infrastructure.

Goals

In accordance with our charitable objects, guided by our Christian and Church of England commitment, and taking into account our context, in 2018-20 we intend to:

1. Support an inclusive reform process to RE's legal and policy basis, public understanding, and infrastructure, securing a firm basis for high standards;
2. Enable individual teachers to access high-quality training, professional development and research opportunities, securing improvements in the depth of pupils' and teachers' understanding of religion and belief.

CSTG will work through systemic support, mutual challenge, collaborative leadership, and partnership with key organisations¹.

Strategic objectives, workstreams and key performance indicators

Strategic objectives	Workstreams	Key performance indicators to 31 August 2019
<p>1. To enable key partners to strengthen RE's policy platform, funding base, and infrastructure in support of high quality teaching and learning.</p>	<ul style="list-style-type: none"> • Policy (REC core costs, Commission, PR and party conferences); • Funders (ACCT, Horizons, ACF); • Infrastructure Development (RE Today/NATRE and seminars). 	<ol style="list-style-type: none"> a. The REC and Commission on RE make progress in winning political support, influencing the development of public opinion and policy advocacy towards positive change for RE. b. Key aspects of RE's national work receive sustainable appropriate levels of funding from sources that understand the needs and collaborate closely. c. The RE infrastructure moves towards higher quality of teaching and learning through greater organisational effectiveness, sustainability, collaboration, and leadership.

¹ CSTG's key partners are: the Church of England Education Office (National Society); the RE Council; and RE Today with the National Association of Teachers of RE (NATRE).

<p>2. To enhance and promote a comprehensive and coherent professional development and research offer to all RE teachers, with a clear impact on raising standards.</p>	<ul style="list-style-type: none"> • RE:Online (RE:Online writers, Research Strategy); • Teach:RE (course tutors and recruitment); • Conferences and Networks; • Strategic grants (new awards, grant calls, follow-up on primary and assessment, and 3forRE Scheme). 	<ul style="list-style-type: none"> d. More teachers use a wider range of resources on RE:Online (reflected in an average of 13,000 sessions per month). e. The online research tool is created, tested and launched. Negotiations on research projects reach an advanced state of agreement. f. More teachers use TREC, networks, 3forRE, and research opportunities, showing how they raise standards, disseminate high quality materials, and build capacity (reflected in 130 TREC registrations, 500 network members, and 30 new 3forRE enrolments). g. More teachers attend well-designed conferences. Teachers, particularly those in their early career and in isolated roles, are supported, informed and empowered by conferences and networks. h. Reports from grantees and 3forRE beneficiaries show positive impact and outcomes defined by reach and depth; follow-up contacts create development and dissemination in relevant issues and areas of need.
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