

The new Culham St Gabriel's vision and the importance of research

Dr Kathryn Wright
CEO, Culham St Gabriel's Trust
May 2020

Our new vision

Our new vision is for a broad based, critical and reflective education in religion and worldviews contributing to a well-informed, respectful and open society.



Our mission

- Increasing public understanding of religion and worldviews education
- Engaging with, informing and influencing decision makers
- Creating well-informed, empowered and influential educationalists
- Establishing and building strategic and collaborative partnerships and networks
- Commissioning and publishing focused and accessible research
- Championing and developing inspired and well-resourced teaching and learning

Our strategic objectives 2020-2023

- Promoting positive public perception of an education in religion and worldviews
- Influencing government policy in supporting religion and worldviews, including the recommendations of the Commission on RE (2018)
- Advocating for the importance of a high-quality education in religion and worldviews within the education world
- Developing excellent leadership and teaching of religion and worldviews
- Facilitating the Religion and Worldviews community to work more cohesively

Note: Each objective has a series of short-term Year 1 goals.

We also have five internal strategic objectives about the operations of the Trust.

A new place for research

- Research will not be a distinct 'programme'. There will be no new 'Research 7'.
- Research will be threaded through the strategic objectives
- Research will primarily be focused on enabling the Trust to fulfil its strategic objectives, mission and vision
- There will be strong research elements in other programmes e.g. Pilot Leadership, new Masters Scholarship, Teach:RE courses
- The *Research for RE* website will probably be coming into RE:ONLINE
- Grants will still be awarded for research

Some examples

- What research already exists about the public perception of an education in Religion and Worldviews? What needs to be done?
- What research already exists about the importance of R&W? How do we disseminate it better? What further research needs to be done?
- What research do teachers want to see? How can we facilitate this research?



New Masters Scholarship Programme (formally 3forRE)

- Primarily about developing excellent leadership and teaching of religion and worldviews
- Strong research focus as part of this programme
- New developments available on our website
<https://www.cstg.org.uk/grant-giving/masters-scholarship/>
- Hope to increase numbers of RE teachers undertaking a Masters
- Continue to promote researcher- teacher engagement



Pilot Leadership Programme

- Research development is one of four strands in this programme
- Teachers on Stage 1 are encouraged to do the Teach:RE Research module
- Teachers on Stage 2 are supported in membership of the Chartered College, AULRE or AREIAC, and have to become part of a research community of their choice.



More information on our strategic objectives and short-term goals will be shared over the coming weeks via social media.

@kathrynfenlodge

ceo@cstg.org.uk

www.cstg.org.uk

Research 7 Update

May 2020

Dr Kevin O'Grady

Background:

- Research7 emerged from 2017 consultations: key research areas for RE over next 2-3 years
- 7 areas were identified, most projects funded via bids to CStG and the series began – different projects began at different points over 2018-2020

Area 1 Curriculum Design

Richard Kueh, Inspiration Trust, March-September 2018

- Initial one-day forum for trust's RE leads followed by implementation of knowledge-rich curriculum in its academies
- Agreed document (curriculum statement) plus programme of study for Religion and Philosophy in KS3
- 20/20 and other conference presentations
- <https://www.reonline.org.uk/blog/a-knowledge-rich-curriculum-with-2020-vision/>

This was a small-scale project – in a recent CStG focus group teachers asked for more research on curriculum design

Area 2 Religious Literacy

David Aldridge, Gert Biesta, Pat Hannam, Sean Whittle, September 2018 – March 2019

- Literature review, academic summit Jan-Feb 2019, teachers meeting Feb 2019
- Conference presentations e.g. AULRE 2019
- JBV article at <https://www.tandfonline.com/doi/full/10.1080/13617672.2020.1736969>
- Original report at <https://www.reonline.org.uk/news/religious-literacy-a-way-forward-for-religious-education/>

Area 2 Religious Literacy (Innovative Spaces of RE for REAL)

Adam Dinham, Martha Shaw, September 2019 – September 2020 (?)

- Developing case studies of the RE for REAL approach in 6 schools
- Video interviews with teachers and pupils, lessons also video-recorded, project film now in production
- House of Lords showcasing event was scheduled for July, may now need to be put back

Area 3 Emergent technologies and RE Paul Hopkins

Area 4 Teachers and texts Bob Bowie

Area 5 Children as scientific and religious researchers

CStG decided against grants in this area. Instead, projects from the Templeton Big Questions in Classrooms series will be represented at the RExChange conference, e.g.

- Jo Pearce and Alexis Stones, What Distinctive Contribution Does Religious Education Make to the Development of Epistemic Literacy in relation to Big Questions in Religion and Science?
- Nigel Fancourt, Liam Guilfoyle, Argumentation in Science and Religious Education

Area 6 Educational disadvantage, social mobility and religious identity

David Lundie, January 2019 – January 2020

- Project title adapted to Religious Education and Social Disadvantage in May 2019 – focus narrowed and clarified
- Survey data from 6 secondary schools in economically deprived areas analysed – pupil and parent views / experiences of RE's value
- Community of practice formed to investigate enhancing primary RE through out-of-classroom learning, in schools serving socially disadvantaged children
- Both data sets currently in articles under submission to journals (find out more at RExChange)

Area 7 RE teachers' engagement with research Vivienne Baumfield, Karen Walshe,

September 2019 – September 2020

- Mapping review: current knowledge on teachers' engagement with research (general) – completed / write-up in progress
- Focus groups x2- English & Welsh RE teachers – do the general findings from the mapping review affect RE specifically / how?
- Focus groups now changed to online interviews with individual teachers, scheduled for May and June

Area 7 RE teachers' engagement with research Emma Salter September 2019 – September 2020 (?)

- 9 primary RE teachers working with 2 academics in a practitioner research community of practice
- Teachers as problem-solvers: academics support rather than instruct
- Case-studies of classroom / curricular interventions, reflective teacher-researcher journals – visits to faith communities, teaching about religious texts, arts-based approaches to RE, effective subject leadership and CPD, CORE implementation from headteacher perspective
- Community of practice staying in contact through virtual meetings, school-based work may now have to be picked back up in September and project time-scale extended

Research7 **series** outputs

1. **RExChange conference**, Birmingham, 3 October 2020. All projects (and others) represented, most by a researcher and teacher presenter pair. **Aim:** To provide a forum for an exchange of knowledge and ideas between researchers and practitioners (teachers, advisers and others)
<https://www.cstg.org.uk/programmes/rexchange/>
2. **BJRE special issue, teachers' engagement in and with research**, Autumn 2021. NOT a Research7 series output! However, 'stimulated' by Research7 –and representation from Research7 expected
<https://think.taylorandfrancis.com/religious-education-teachers-engagement-in-and-with-research/>