

Barking & Dagenham

*Interfaith encounters for pupils
and teachers*

NASACRE/WESTHILL grant

Monday 13th June

With Avril Carnelley, Claire Clinton & Randip Sahota

Introduce yourself!

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zoom
BREAKOUT ROOMS

Why did we get involved?

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- Grant focused our conversations on what we could do with £4000
- Identifying the problem/issue
 - A lot of new members to SACRE who had little involvement with schools and teachers in our area
 - We had quorate meetings, but not a lot going on outside of them for the membership
 - Launch of a new Agreed Syllabus which we knew demanded greater subject knowledge in our teaching staff around religions and worldviews
 - There were no opportunities to bring together schools around interfaith themes

The planning process

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- Once we knew we had won the grant a working group was established very early in the process with the LA representative, RE consultant, chair and vice-chair
- Meetings were regular, in order to move the process along
- Research was allocated to all members of the working party
- We needed evidence as to what we should expect hold this kind of CPD – participatory action research methodology

The research

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- Kathryn Wright PHD Thesis ‘Theology of Embrace’
In order for people to learn about religions and world views, a safe space needs to be created for those sharing their beliefs and ideas. Real life encounters give teachers a great source of knowledge and understanding.
- Emma Salter: ‘Religious representation in secular RE (article in BJRE)’
Simply telling children about faith isn’t enough. Children need to be able to meet someone from that faith and to make personal connections and then opinions. Even if biased opinions are given the teacher is there to provide a factual base
- Charles Taylor: ‘The politics of recognition’
Our true self is formed through continual dialogue and experience with others.

Research findings that influenced our approach

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- Teachers need to meet people who are living the faith
- Teachers need to dialogue with others from different cultures and religions
- It needs to be a place where there can be safe dialogue
- To find a true identity then continual dialogue needs to take place

Collection of evidence

- Baseline assessment
- What data we chose to collect
- <https://forms.gle/DDZjkfsbN7A8Ygct6>

The screenshot shows a Google Form with the following sections:

- Title:** B&D Baseline assessment
- Description:** Understanding where teachers feel on their subject knowledge in RE
- Section 1:** Untitled Title, Description (optional)
- Section 2:** Name and school * (Required), Short answer text
- Section 3:** How confident are you that you know enough about different religions and worldviews to lead RE at your school? * (Required). A 5-point Likert scale with radio buttons and labels: 1 (Not confident at all), 2, 3, 4, 5 (Extremely confident).

Google form discussion

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Intended Outcomes from CPD

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1. Teachers aware of what they don't know
2. Teachers know where to go to find correct information
3. Teacher confidence to ask questions to religious leaders
4. Teachers know the point of contact for a religion in a local area (link to SACRE)
5. Teachers can share what they know with others in their school or local school community, information embedded with school systems
6. Teachers understanding their responsibility to know the correct information to give to pupils – teaching standards (substantive subject knowledge)

3 CPD sessions

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- each session addressed 2 major religions and we had over 60 teachers involved

Islam & Christianity

Hinduism & Sikhism

Judaism & Buddhism

- Add image of plan for training afternoons

3 CPD sessions cont.

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- 25 Local Faith leaders spoke at the sessions. 9 of these faith leaders are local SACRE members (64% SACRE members were involved)
- Session Format – introductory talk
 - Small discussion groups to enable teachers to ask more detailed questions
 - Plenary to share learning
- This format was repeated for each religion and worldview
- Sessions were recorded to enable those who couldn't attend to share the session and create a resource for the future

Resources & Recording

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https://www.youtube.com/playlist?list=PLBm9k0V6w4-UI3QbXMRa-2rQ_3pViRb-b



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CPD

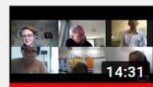
10 videos • 58 views • Last updated on Jun 13, 2021

Public



No description

SORT



Arvind on Hindu Dharmic religion

RE Matters



Himanshu on Jainism

RE Matters



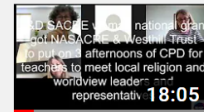
Manjit on the Sikh religion

RE Matters



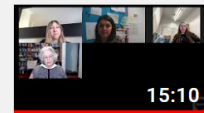
Buddhism with Don & Dru film

RE Matters



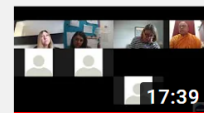
Buddhism with Srivati

RE Matters



Judaism with Rabbi Irt Shillor

RE Matters



Buddhism with Venerable Mangala

RE Matters



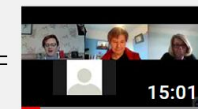
Christianity with Emma Anderton

RE Matters



Orthodox Christianity with Margaret H

RE Matters



Reformed Christianity with Rev Mark Janes

RE Matters

What we found out

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- It was evident there were gaps in subject knowledge, but they were aware of these
- Teachers were aware the importance of knowing the correct information
- Prior to the session 28% of the teachers said they felt confident teaching RE
- After the session this had risen to 82%
- The biggest change had been in teaching Buddhism, from 7% to 63%
- The generosity of religious leaders to help was impressive
- The value for each session far outweighed the actual cost

<https://docs.google.com/document/d/1nD5j5ud1jfX40cxpWx0Lpp2dboL52zaz/edit?usp=sharing&oid=111465927947379718529&rtpof=true&sd=true>

Questions

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**Is there anything from our
presentation that is relevant for
your SACRE?**

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THANKYOU

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