



RE REVIEW DISSEMINATION EVENT:

London

Mike Castelli

If education is going to live up to its profession... it must be seen as a work of art ...and this requiresqualities of personal enthusiasm and imagination ...as well as ..a technique which is more or less mechanical, but in the degree to which he (the teacher) loses his personal vision to become subordinate to the more formal rules of the technique he falls below the level and grade of the artist. He becomes reduced again to the level of the artisan who follows the blueprints, drawings, and plans that are made by others.

(Dewey, J. 1923, MW 15: 186)

Context, Content, Strengths and Challenges

Overview of Process and State of RE

- NCC, SCAA (School Curriculum & Assessment Authority) 1994, QCA 2004, QCDA 2010
- Subject OfSTED Reports 2007, 2010, 2013
- Michael Gove
 - QUANGO dissolution – bonfire of the quangos
 - curriculum review for 2014 BUT NOT RE
- REC: 1973/ 60 members:
 - REC Strategic Review: John Keast
 - Curriculum, Assessment & Qualifications Committee
 - Scoping Report
 - Project
 - Steering Group, 23 members, Project Manager,
 - Expert Panel
 - Reference Group: AGM of REC

State of RE

- Academies: initial lack of clarity about RE
- LA funding and role in education lessened and impact upon SAC REs
- English Baccalaureate 'humanities' intransigence
- APPG Report:
 - 50% of Primary teachers lack confidence in teaching RE
 - 50% of Primary RE subject leaders lack experience and expertise to take job seriously
 - 50% Secondary RE teachers have no RE related qualification or appropriate expertise
 - Closure of RE ITE providers across the country
 - Abolition of PGCE bursaries for RE ITE students
- OfSTED Report
- Michael Gove: July 2013 acknowledges neglect of RE

Content

- National Curriculum Framework for RE
 - Purpose
 - provoking challenging questions
 - systematic knowledge and understanding
 - dialogue to develop positively in society so able to articulate clearly and coherently personal beliefs, ideas, values
 - Aims
 - Know about and understand a range of religions and worldviews
 - Express ideas and insights
 - Gain and deploy skills needed to engage with religions and worldviews

Strengths

- Timing: alongside national curriculum review
- RE Community fighting for its place in pupils' education
- Keeping RE community together throughout the process
- DfE knows we are here

Challenges

- Nature of document that it is a consensus and vision
- It is not a 'blueprint for artisans' but a foundation on which we can build creative and innovative implementations
- Recommendation 1: support improvement by developing more effective and coherent mechanisms to monitor and evaluate the effectiveness of RE
 - There is a much research and there are many publications (BJRE, JBV, IJCS, Religious Education,) PhDs, MAs
 - Much of it has little impact upon the classroom
 - University of Glasgow Report: Is RE working?
 - AULRE chair next action: agenda of executive meeting & seeking funding for research post at Roehampton