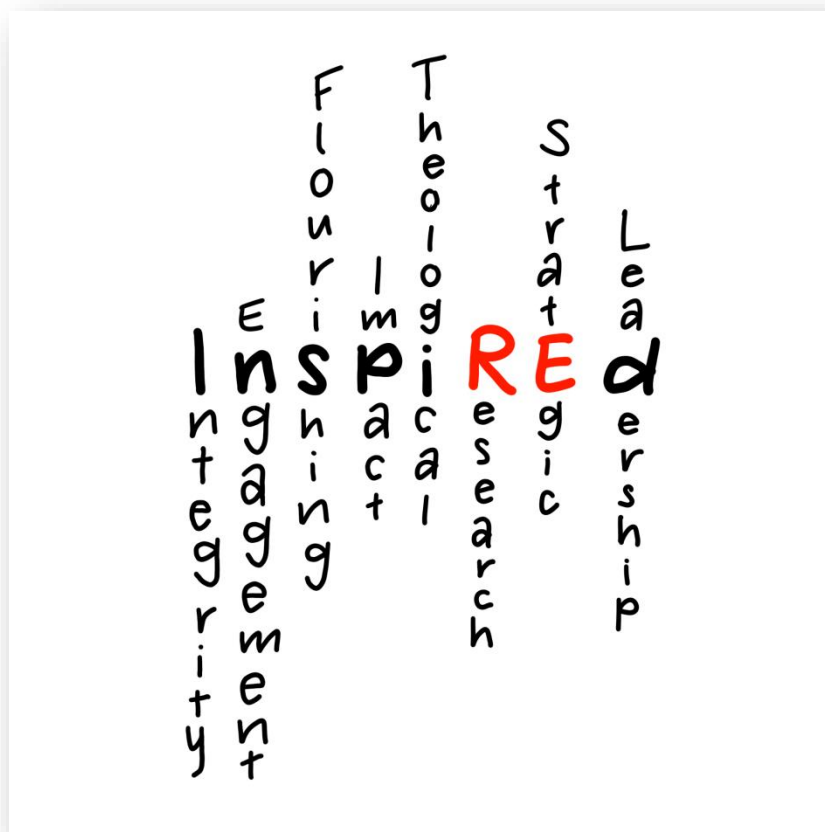


InspiREd Programme booklet

Cohort 5 - 2024



InspiREd is a subject leader development programme, which has a vision to inspire and enable those with responsibility for RE in being *‘strategic, impactful and flourishing leaders’*.

The programme is aimed at leaders who want to develop their subject leadership skills to ensure it is strategic, has an impact on the whole school and is driven by the school’s distinctive Christian vision.



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Natalie is the Schools Officer (Christian Character) for the Diocese of Canterbury, where she regularly leads training to support and enable leaders, teachers and trainee teachers in RE, collective worship and Christian Distinctiveness. Day to day, this means visiting, supporting, encouraging, improving, resourcing and training 104 schools across the diocese. Over the last 15 years, Natalie has taught every year group across the Primary age range and has particular expertise in EYFS and KS1. Before coming into this role, she was a primary school teacher for 12 years, with the responsibility of leading RE and collective worship.



After a number of years as a teacher and RE subject leader in a Church of England Middle School, Ryan took up the role of RE and Christian Ethos Adviser for the Diocese of St Albans in September 2018. As part of his role, he leads continuing and initial teacher training for RE and church school distinctiveness across the diocese. He is also undertaking a part-time PhD on the use of biblical texts in primary RE. Ryan qualified as a SIAMS inspector in November 2019.



Jemma is a part-time RE and Collective Worship Advisor for the Diocese of Ely. She has been teaching for 18 years and spent most of that time in a church school as an RE Leader. Jemma is school-based three days a week and works as a RE Specialist Teacher who teaches RE across the whole primary curriculum. She is very interested in exploring creative ways to teach RE and make it exciting for children in our schools.

Context

In the light of the Church of England's *Vision for Education: Deeply Christian, Serving the Common Good* (July 2016), the new *SIAMS Evaluation Schedule* (April 2018) took effect in the September 2018. This schedule has one inspection question: *How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?* Integral to this schedule is effective Religious Education (RE) and subject leadership.

Proceeding this publication, a revised *Church of England Statement of Entitlement* (February 2019), which sets out the expectations of the teaching and leadership of RE within Church of England schools, was disseminated. The document is very clear that schools should ideally have 'at least one member of staff...[with] RE qualifications or receiving specialist training'. In conversations with current practitioners and headteachers, a concern was raised with regard to what 'specialist' training and/or qualifications may be deemed suitable and appropriate in their context as RE leaders in Church of England schools. Following these conversations, training was requested that would be supported by the Church of England Education Office to equip practitioners to be effective subject leaders, who lead with integrity. This training should give opportunities for each RE leader to think strategically in their context and develop professionally, which would in turn impact on the development of RE in the school and contribute to the flourishing of all.

Following fruitful conversations with the Church of England Education Office and our Diocesan Directors of Education, we are delighted to offer this RE subject leader development programme which supports those with responsibility for RE in being '*Strategic, impactful and flourishing leaders*'. The programme is aimed at leaders who want to develop their subject leadership skills in a primary, middle or secondary setting to ensure it is strategic, has an impact on the whole school and is driven by the school's distinctive Christian vision. This programme will form part of your professional journey, inspiring you to continue growing as a reflective and strategic leader.

Please email Ryan Parker rparker@stalbens.anglican.org to register your interest.

Ryan Parker (St Albans Diocese) and Rebecca Swansbury (Canterbury Diocese)

Outline of programme

- 5 taught days
- Up to 12 hours 'out of class' to conduct and write up a piece of small-scale action research (up to 1500 words)
- Where possible, up to two visits to other schools to complete gap tasks/work collaboratively on a research project
- A short written reflection at the end of the programme, which focuses on the RE leader's personal goal/s
- An opportunity to share findings of the research project, and the impact of the study upon the school and themselves as leaders, with colleagues on Day 5.

Programme overview – taught days

	Date	Time	Location	Led by
Day 1	19 th January 2024	9.30am – 3.00pm	Zoom	Natalie Ralph, Ryan Parker and Jemma Coulson
Day 2	1 st March 2024	9.30am – 3.00pm	Zoom	Natalie Ralph, Ryan Parker and Jemma Coulson
Day 3	26 th April 2024	9.30am – 3.00pm	Zoom	Natalie Ralph, Ryan Parker and Jemma Coulson
Day 4	27 th September 2024	9.30am – 3.00pm	Zoom	Natalie Ralph, Ryan Parker and Jemma Coulson
Day 5	29 th November 2024	9.30am – 3.00pm	Zoom	Natalie Ralph, Ryan Parker and Jemma Coulson

Structure of each training day

Each session is built around an element of the Church of England's Vision for Education (as shown in the preceding table) and will follow the structure below:



Reflection/opening thought

Reflection on the strand underpinning the day



Theory, policy and practice of RE

Time to reflect on RE strategically across the school



A focus on leadership: how can we be flourishing and impactful leaders of RE?



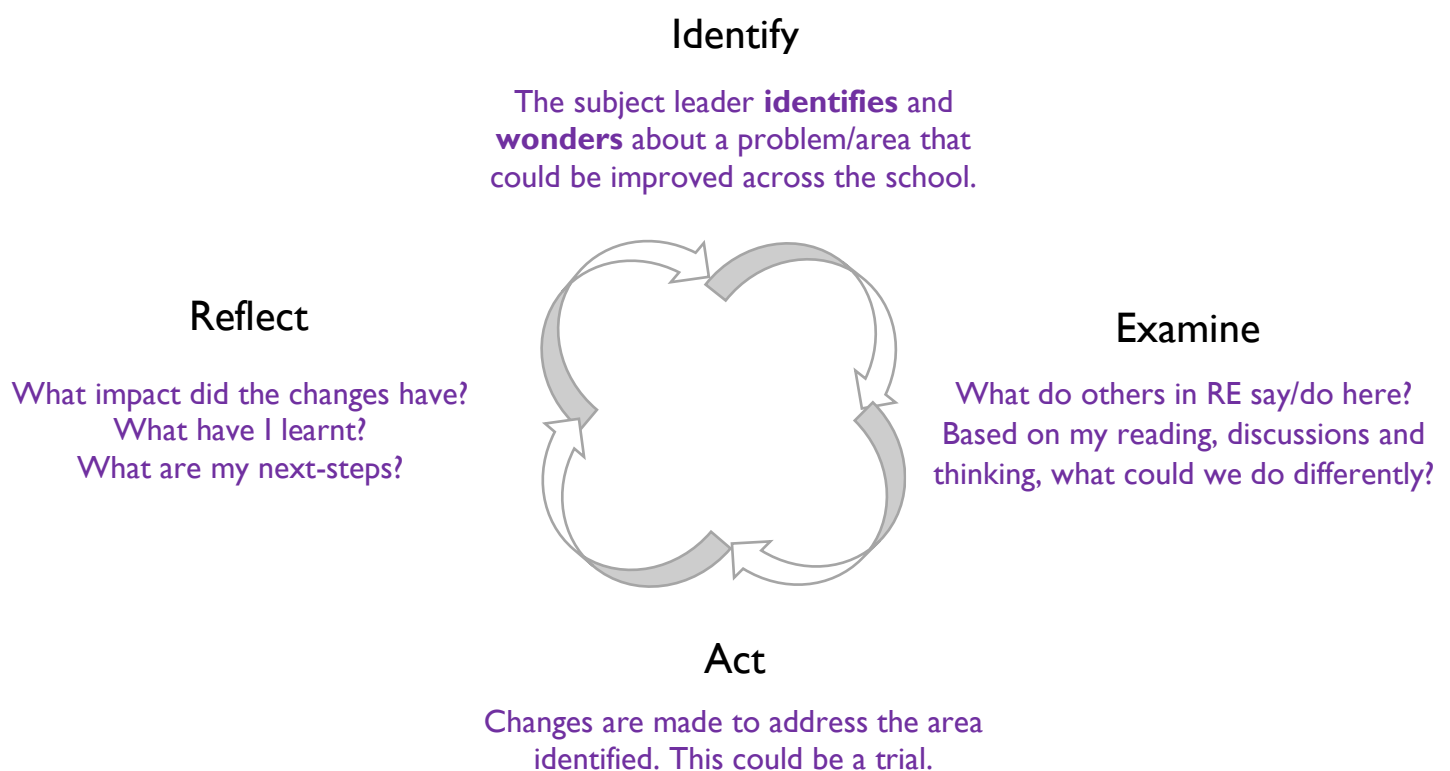
A gap task and reading for the next session

	Session Outline
Day 1 Vision	<ul style="list-style-type: none"> • Vision for the programme • Vision for RE: personally, locally and nationally • Vision of Me: leading with integrity - what is my vision? Who am I as a leader? • Thinking strategically • Being a leader who has impact
Day 2 Wisdom, Knowledge and Skills	<ul style="list-style-type: none"> • What does it mean to lead wisely? • Strategic view of RE curriculum • What is action research?
Day 3 Dignity and Respect	<ul style="list-style-type: none"> • How can we lead with dignity and respect? • Strategic view of assessment • How does a commitment to generous hospitality impact: <ul style="list-style-type: none"> - our representation of religion and worldviews? - the dignity of pupils in the classroom? • Research Project 'Surgery'
Day 4 Community and living well together	<ul style="list-style-type: none"> • Leading with integrity • Implementing change as a leader • Subject Leader 'Surgery' dealing with difficult situations
Day 5 Hope and aspiration	<ul style="list-style-type: none"> • What does it mean to be hopeful and full of aspiration? • Personal reflection on development of leadership skills and journey so far • Sharing of research projects • What now? • Evaluation of the programme

Action research project

As part of this programme, leaders will be required to undertake a piece of action research to further their own practice as a strategic and impactful leader. If appropriate, this could be carried out in small groups, with other RE leaders from the programme.

Action research is something we do informally every week as educators. It is the process of identifying an aspect of practice that could be improved; examining ways that we could achieve this; making and trialling changes based on our thinking, and reflecting on how effective the actions were in achieving our desired goal. It is a reflective cycle, which allows us to improve our practice, and that of the school, in a leadership role.



The action research project within InspiREd should be something that is pertinent to and has an impact upon your whole school community. It is likely that it is something which is already on the RE subject development plan.

In addition to the taught days above, the RE leaders will need up to 12 hours outside the classroom (ideally within the school day) to carry out their research. This time out of class will depend on the focus and subject matter of their research and must be discussed in

consultation with senior leaders in school to create a mutually beneficial and manageable timetable.

Examples of possible research projects:

- sequencing of units of work to ensure progression of skills
- assessment of RE in the foundation stage
- curriculum design – in what way is RE coherent?
- critical analysis of a recent RE publication and how it informs practice
- impact of Understanding Christianity

There is an expectation for each RE leader to produce by the end of the course:

- a write up of their small-scale action research (up to 1500 words)
- to share findings of the research project, and the impact of the study upon the school and themselves as leaders, with colleagues on Day 5.

Aims of the programme

Through this leadership development programme, you will:

- explore and develop skills to become a more effective leader, who thinks strategically about the RE provision across their school;
- reflect both personally and professionally on aspects of leadership, to grow as a leader who leads with integrity;
- develop research skills through undertaking a small-scale research project that has an impact on the teaching and learning of RE in your school and shared through local RE networks;
- engage with current thinking within church school education and RE in order to drive school improvement/development; and,
- frame your role as part of your school's distinctive Christian vision, enabling all to flourish.

Outcomes of the programme

The InspiREd leadership programme will enable you to become:

- A hopeful and compassionate leader, who knows, values and invests in those they work with by offering support, encouragement and the recognition of potential and gifts;
- A strengthened leader, who is able to think strategically, driving whole school development and improvement;
- An informed leader, who is up to date with and applies current thinking in Church school education in their school;
- A reflective leader, who utilises their own and the research others to inform effective teaching and learning of RE;
- A collaborative leader, who leads with integrity, models effective practise and shares new ideas and pedagogy to ensure all flourish through the teaching of RE, and,
- An empowered leader, who is confident in their own ability, leadership style and has a clear aspirational vision for themselves to lead in their unique context.

Expectations for the InspiREd leadership programme

RE leader

- To attend all sessions and complete all gap tasks
- To engage enthusiastically in the taught days, listening and respecting the thoughts and views of others
- To complete a small-scale research project, in collaboration with other leaders, which has an impact on teaching and learning within your own context
- To present findings of small-scale research project with the rest of the cohort
- To share research more widely (e.g. through local RE networks)

School Senior Leadership Teams

- To release the RE leader for all taught days and sufficient time to undertake the research project
- To maximise impact, discuss with the RE leader the scope of the research to be pursued, so that it forms part of areas for improvement/development within the school (e.g. coherent curriculum design, effective teaching and learning, assessment systems)
- Support and encourage the RE leader throughout the programme and beyond
- Provide opportunities for the RE leader to share their research with the school community and local RE networks
- To produce a paragraph which outlines the impact of the research project on the school and the course on the leader professionally

The Diocesan programme leaders

- Facilitate all elements of the taught programme
- To support and guide through the research project
- To provide feedback and guidance through all elements of the programme
- To signpost and provide opportunities to engage with RE locally, regionally and nationally

Reading list

We are mindful to keep this leadership programme cost-minimal. Wherever possible, mandatory reading will be to those freely accessible on the internet and will be made clear prior to each session.

Book/chapters which may be of interest for **optional** further exploration, in supplementing the sessions, are outlined below.

RE

Mike Castelli and Mark Chater (eds.) (2017). *We Need to Talk about RE: Manifestos for the Future of RE*.

Terence Copley (2008). *Teaching Religion: Sixty Years of Religious Education in England and Wales*.

Liam Gearon (2013). *MasterClass in Religious Education: Transforming Teaching and Learning*.

Gillian Georgiou (2019). *Religious Literacy in Schools* (Grove Booklet).

Michael Grimmitt (2000). *Pedagogies of Religious Education*.

RE Today (2015). *Religious Education: The Teacher's Guide*.

L. Philip Barnes (ed.)(2013). *Debates in Religious Education*.

Subject Leadership

James Ashmore and Caroline Clay (2016). *The New Middle Leader's Handbook*.

Brin Best and Will Thomas (2014). *Head of Department's Pocketbook* (3rd ed.).

Caroline Bentley-Davies (2014). *How to be an Amazing Middle Leader*.

Brene Brown (2018). *Dare to Lead*.

Sonia Gill (2018). *Successful Difficult Conversations in School: Improve your team's performance, behaviour and attitude with kindness and success*.

Tom Rees (2018). *Wholesome Leadership: The Heart, Head, Hands & Health of School Leaders*.

Zoë Paramour (2018). *How to be an Outstanding Primary Middle Leader*.

Action Research

Colin Forster and Rachel Eperiesi (2017). *Action Research for New Teachers*.

Reports accessed through signing up to the 'Research for RE' (<https://researchforre.reonline.org.uk/>) website:

Michelle Judkins et al. *Why and how teachers should make use of research evidence*

Day 1 – Vision

Church of England Vision for Education -

https://cofefoundation.contentfiles.net/media/assets/file/Church_of_England_Vision_for_Education_-_2016_jdYA7EO.pdf

SIAMS Evaluation Schedule - https://www.churchofengland.org/sites/default/files/2018-04/SIAMS%20Evaluation%20Schedule%202018_0.pdf

Church of England Statement of Entitlement for Religious Education -

<https://www.churchofengland.org/sites/default/files/2019-02/RE%20Statement%20of%20Entitlement%20for%20Church%20Schools.pdf>

Day 2 – Wisdom, Knowledge and Skills

Trevor Cooling. *Doing God in Education* -

<https://www.theosthinktank.co.uk/cmsfiles/archive/files/Reports/DoingGodinEducation.pdf>

Ken Badley and Jaliene Hollabaugh (2012). *Metaphors for Teaching and Learning*.

https://digitalcommons.georgefox.edu/cgi/viewcontent.cgi?referer=https://www.google.com/&httpsredir=1&article=1049&context=soe_faculty

Jane Chipperton, Gillian Georgiou, Olivia Seymour and Kathryn Wright. *Key principles of a balanced curriculum in RE* -

https://www.churchofengland.org/sites/default/files/2018-03/Key%20principles%20of%20a%20balanced%20curriculum%20in%20RE_0.pdf

Joe Kirby (2013). 'Why don't students remember what they've learned?'

<https://pragmaticreform.wordpress.com/2013/11/16/memory/>

Diocese of Lincoln. *Curriculum Design in Religious Education* -

<https://lincolndiocesaneducation.com/religious-education/curriculum-design-in-religious-education-balancedre/>

Mary Myatt. Curriculum Coherence (webinar) -

https://zoom.us/webinar/register/5715629179917/WN_9ymX9AzzRzyvRFVeBelFRQ

RE Today (2019). *Assessment in RE: a practical guide*.

Tom Sherrington's 'teacherhead' blog - <https://teacherhead.com/2019/07/17/curriculum-thinking-blog-collection-all-in-one-place/>

Daniel Willingham (2009). *Why Don't Students Like School? A cognitive scientist answers questions about how the mind works and what it means for the classroom*.

Michael Young. *The curriculum and the entitlement to knowledge* -

<https://www.cambridgeassessment.org.uk/Images/166279-the-curriculum-and-the-entitlement-to-knowledge-prof-michael-young.pdf>

Days 3 and 4 – Dignity and Respect, Community and living well together

Diocese of Lincoln, Reconnecting Lincolnshire <https://lincolndiocesaneducation.com/religious-education/reconnecting-lincolnshire/>. An example of a community event that focuses on interfaith integration.

NATRE and The University of Bristol, 'The Shared Space Project'.

<https://www.natre.org.uk/uploads/Additional%20Documents/The%20Shared%20Space%20Folder/teachers%20toolkit%20final%20April%202018.pdf>

Teacher Toolkit, 'I love staff meetings'. <https://www.teachertoolkit.co.uk/2017/04/18/i-love-staff-meetings/>

Reports accessed through signing up to the 'Research for RE' (<https://researchforre.reonline.org.uk/>) website:

Kevin O'Grady et al. 'A Touchy Subject': Year 7 pupils' views on when RE is good'