

REQM Conference
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Engaging pedagogy to raise achievement in RE

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We are going to look at a range of strategies during this session which I have found useful to improve participation and active learning. However, everyone here is also an expert in RE so there will be time to share your best methods as well. Hopefully we will be able to poach good practice from each other.



Some structure to aid our discussions

- Thinking Skills
- Enquiry based approaches
- Promoting purposeful talk
- Examples of drama

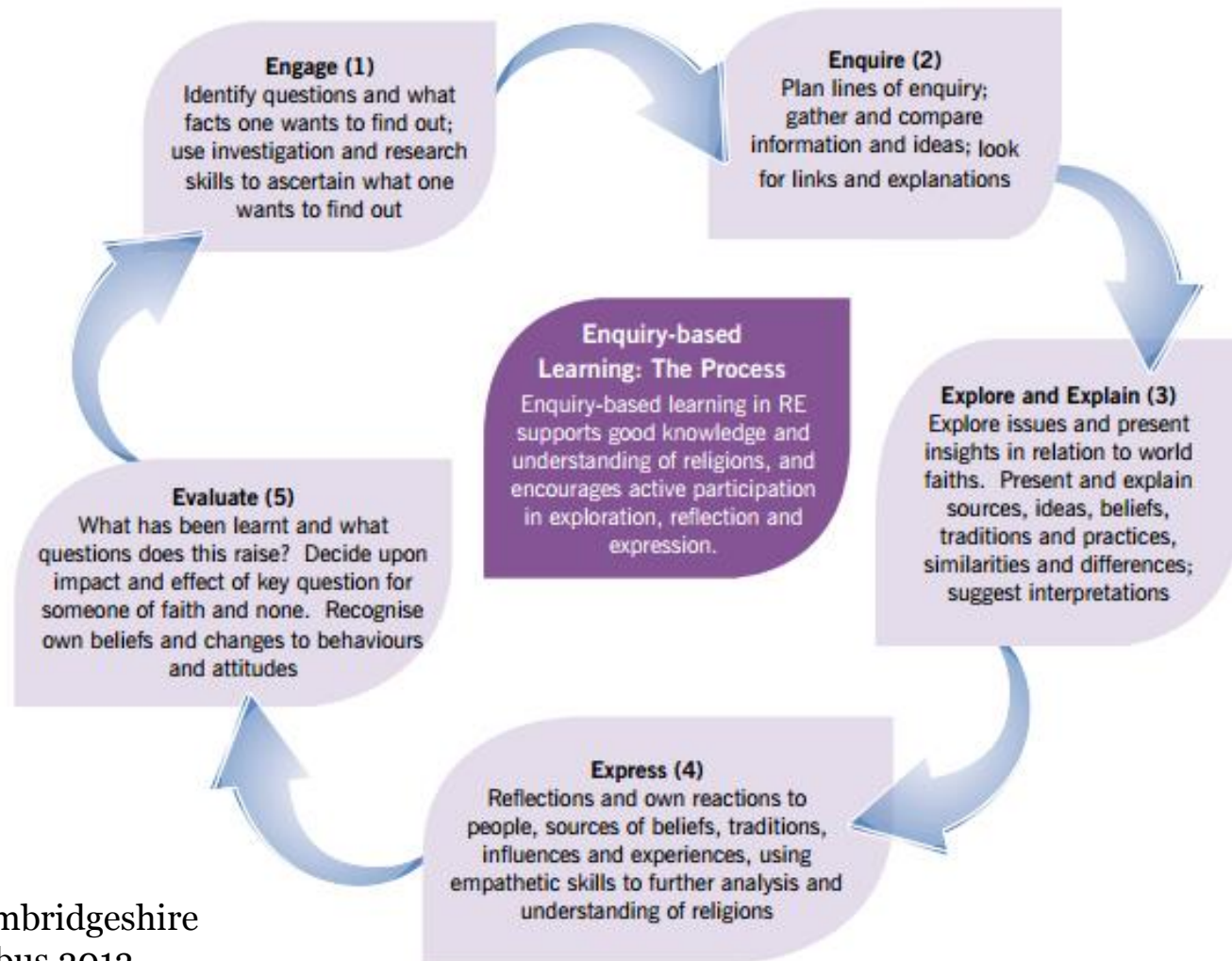
Thinking Skills



What makes for effective use of thinking skills in RE? Six Key Elements from 'A Teacher's Handbook of Religious Education.

- 1) Clear Objectives
- 2) Articulation
- 3) Mediation (Teacher role to extend the learning through questioning, facilitating connections, tasks and prompts)
- 4) Connecting Learning and deepen the picture of religion and life
- 5) Evaluation (To weigh up, see strengths and weaknesses.)
- 6) Meta-cognition (thinking about thinking, questions to 'do better', philosophise, self awareness, critically engaged learning)

Some approaches to enquiry based learning



Theatre of Learning is a process not a place.
It is a process which has been developed to help RE make sense.

It is about using circle work and experiential learning techniques in a multi sensory setting with music, artefacts and displays to motivate, engage, improve behaviour and written work, but most important of all, these techniques change the way young people see themselves and others.

Use lighting to reflect the pace.

Circle Work

Re-enactment

Theatre of Learning

Literacy is never the starting point

Participatory symbols

Religion neutral exercises

Multi-sensory and experiential

Spiritual Target

Using Music to increase engagement and understanding and create pace

It has been developed by Sue Phillips

Teacher in role (TiR) is an invaluable technique for shaping the dramatic process. Simply put, the teacher assumes a role in relation to the pupils. This may be as a leader, a peer, or a subservient role - whatever is useful in the development of the lesson. The teacher may ask questions of the students, perhaps putting them into role as members of a specific group and encouraging them to hot-seat her in return.

Hot seating

Teacher in role

Teacher becomes the character expert which the children then question.

Promote a key attitude or emotion.

Enter and exit class in role with a prop of a piece of clothing.



The Mantle of the Expert is a dramatic-inquiry based approach to teaching and learning invented and developed by Professor Dorothy Heathcote at the University of Newcastle upon Tyne in the 1980's. The big idea is that the class do all their curriculum work as if they are an imagined group of experts

The teacher is the
'enabler' not the
'transmitter.'

In the Mantle of the Expert,
there is always
an "enterprise" to be run.
And always a client who
needs help with a job
needing to be done. The
emphasis is on the tasks the
children need to do, to
make the enterprise" a
success and "to serve the
needs of the clients.

The drama fosters
critical thinking skills

Mantle of the Expert

Drama based

Children, share some reading, listening or viewing (stimuli) with their teacher. The children take some thinking time to devise their own questions. They choose a question that interests them and, with the teacher's help, discuss it together.



Circle of Enquiry

Extending critical thinking

The valuing of ideas – your own and those of others.

Time to think and explore philosophical questions

P4C Philosophy For Children

Examples of Enquiry



Share your own examples of
Enquiry based learning.



Talking Strategies to promote engagement

- Belief Lines (one line and opposite lines)
- Small talk, middle talk, big talk (snowballing)
- Roles for children participating in middle and big talk (Scribe, Observer, Questioner, Reporter etc)
- Your friend the camcorder
- Good questions, better questions
- What really matters (Kim's Game)
- Chatterbox
- Questions for someone in the picture
- What is in the bag

What are your favourite strategies to promote purposeful talk?



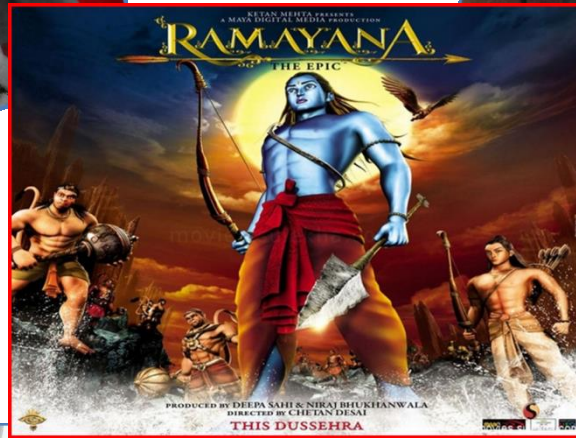
saying something meaningful

Drama

Describe a lesson which you have been pleased with which involved drama or movement of some kind.



Diwali



How Jesus described himself

Bread of Life



Being equal as part of the Body of Jesus



The light keeping out the darkness



The flame flickers whatever happens in the world



The need for more



The body torn apart on the cross

Light of the
world



The light showing the way



Unpacking Easter



Some additional drama strategies

- Conscience Alley (Judas)
- Teacher in role (Mary)
- Setting a scene (Arriving in Bethlehem / Jerusalem)
- Hotseating (Shepherd)
- Puppets (shadow puppets for Diwali / Persona dolls)
- Interviews (Wisemen)
- Retelling the story (Parables)
- Mime / Movement / Dance (Key concepts)
- Role Play with playmobil / lego (Creation)
- Human sculpture
- Tour Guide
- News / Sports
- This is Your life

Plenary

Which method or strategy would you like to use in a lesson over the next few weeks?

How do you think you will use it?

Is there anything else you would like to ask or discuss?

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