



Re In Primary School

Colin Rogers, Peter Kutnick



Re In Primary School:

Primary School RE, 1990 Primary Religious Education – A New Approach Clive Erricker, Judith Lowndes, Elaine Bellchambers, 2010-09-13 Primary Religious Education A New Approach models a much needed pedagogical framework encouraging conceptual enquiry and linking theory to its implementation within the wider curriculum in schools *The Social Psychology of the Primary School* Colin Rogers, Peter Kutnick, 1992-04-02 Colin Rogers and Peter Kutnick reassess the role of social psychology in educational practice for the primary classroom They offer an analysis of the ways in which the process and structure of classroom life affect the interpersonal and academic outcomes of schooling Social schooling is seen to have a crucial role to play in achieving effective t **Religious Education in the Primary School** Elizabeth Hughes, 1994 The companion volume to Making a World of Difference takes a classroom teaching approach to the management of difference in religious belief and background The author questions the adequacy of dealing with plurality simply through the RE curriculum and proposes a cross curricular approach *Researching Religious Education: Classroom Processes and Outcomes* Friedrich Schweitzer, Reinhold Boschki, 2017 The question of how research on structures and outcomes in Religious Education can be carried out successfully is of current interest in many countries Next to the more traditional historical analytical and more recently international comparative approaches empirical research in religious education has been able to establish itself as a major approach to this field Moreover the contemporary discussion about comparative evaluation in schools has raised a number of questions which also refer to Religious Education What competences can pupils acquire in this subject Does Religious Education really support the acquisition and development of the competences aspired Are there differences in this respect between different forms of Religious Education or between different approaches to teaching With contributions from eight European countries the volume brings together approaches and research experiences that try to follow this lead by offering new and empirically based perspectives for the future improvement of teaching and learning in this school subject Whoever is interested in improving the practice of Religious Education then will not be able to bypass the question of researching processes and outcomes an insight which also refers to a small but growing number of studies in this field which can be identified in several countries **Whatever Happened to Religious Education?** Penny Thompson, 2003-10 An original and timely analysis of how and why the committed teaching of the Christian faith has been eroded since the 1960s and of what can be done to improve the current state of affairs *Primary School RE* Church of Ireland. Board of Education, 1990 **Religious Education at Schools in Europe** Martin Rothgangel, Martin Jäggle, Thomas Schlag, 2015-11-18 The project Religious Education at Schools in Europe REL EDU which is divided up into six volumes Central Europe Western Europe Northern Europe Southern Europe South Eastern Europe Eastern Europe aims to research the situation with regard to religious education in Europe This volume outlines the organisational form of religious education in the countries of Central Europe Austria Croatia Czech Republic Germany

Hungary Poland the Principality of Liechtenstein Slovakia Slovenia and Switzerland This is done on the basis of thirteen key issues which allows specific points of comparison between different countries in Europe Thereby the volume focusses the comparative approach and facilitates further research into specific aspects of the comparison **Developmental**

Psychology and Young Children's Religious Education Olivera Petrovich, 2022-12-16 Developmental Psychology and Young Children's Religious Education sets out to identify the conceptual pre requisites for young children's religious education learning and clearly highlights the challenges that children and their teachers encounter in the RE educational process Based on a study with 431 children aged 5 to 7 years from different schools faith and non faith and 47 teachers from the same schools as the children this book offers an insightful look into younger children's religious education providing statistical evidence to dismantle the belief that young children lack the ability to conceptualise God in abstract terms The information obtained from these children and their teachers reveals a major discrepancy between the teachers perceptions of young children's conceptual abilities for RE learning on the one hand and children's actual abilities revealed in their responses throughout the study on the other Based on the evidence described in the volume Petrovich argues that teacher training courses for primary RE need to be designed to include a substantial component of contemporary developmental research that is of direct relevance to children's conceptual abilities and understanding of abstract concepts Developmental Psychology and Young Children's Religious Education is essential reading for students and researchers in developmental psychology religious education teacher education education studies and cultural anthropology **Educating Religious**

Education Teachers Jenny Berglund, Bert Roebben, Peter Schreiner, Friedrich Schweitzer, 2023-07-10 International knowledge transfer in religious education RE is still a fairly new topic Many scholars in the field consider this discussion of prime importance for the future of both the academic discipline of religious education and the related school subject RE This book continues this discussion and specifies it in the direction of teacher education Its focus is on the challenges that teacher students and their trainers are facing in the light of RE in a pluralized and detraditionalized society The impact of these challenges on RE research is obvious However international exchange of research results for purposes of comparison and mutual enrichment is still rare This book provides insights that can encourage and facilitate this exchange Issues in

Religious Education Lynne Broadbent, Alan Brown, 2004-11-23 This book is designed to give students and newly qualified teachers a contextual and theoretical background to this subject by exploring and challenging assumptions about the place of religion in education The book is divided into the following sections section one sets out the context for religious education in the curriculum It looks at political social and religious influences on legislation particularly in faith schools and raises questions about assessment section two focuses on Religious Education in the classroom exploring our understanding of religion and the concept of development in Religious Education section three examines Religious Education as a whole school issue considering its relationship to literacy citizenship collective worship and spiritual ethical and moral development

Research in Religious Education Leslie J. Francis, William K. Kay, William S. Campbell, 1996 **Equality in the Primary School** Dave Hill, Leena Helavaara Robertson, 2011-11-24 Drawing on a wealth of knowledge from a diverse group of contributors this volume addresses the importance of going beyond equal opportunities The contributors provide a compelling argument for promoting equality in primary schools Issues covered include social class race gender sexual orientation disability and special educational needs with reference to all subjects taught at primary school level

Reforming Religious Education: Power and Knowledge in a Worldviews Curriculum Mark Chater, 2020-03-20 Mark Chater's brilliant new book diagnoses the reasons why RE urgently needs radical reform and looks ahead to a time when the subject will have a new identity based on a clear democratic purpose The book shines a light on how key leaders can make this happen and how the new good practice is already breaking through It is edited and authored by experts and leading change agents in RE who offer a well informed and provocative vision and programme for change Religious Education in a

Global-Local World Jenny Berglund, Yafa Shanneik, Brian Bocking, 2016-07-15 This book examines Religious Education RE in over ten countries including Australia Indonesia Mali Russia UK Ireland USA and Canada Investigating RE from a global and multi interdisciplinary perspective it presents research on the diverse past present and possible future forms of RE In doing so it enhances public and professional understanding of the complex issues and debates surrounding RE in the wider world The volume emphasizes a student centred approach viewing any kind of RE or its absence as a formative lived experience for pupils It stresses a bottom up sociological and ethnographic anthropological research based approach to the study of RE rather than the top down approaches which often start from prescriptive legal ideological or religious standpoints The twelve chapters in this volume regard RE as an entity that has multiple and contested meanings and interpretations that are constantly negotiated For some RE means religious nurturing either tailored to parental views or meant to inculcate a uniform religiosity For others RE means learning about the many religious and non religious world views and secular ethics that exist not promoting one religion or another Some seek to avoid the ambiguous term religious education replacing it with terms such as education about religions and beliefs or the religious dimension of intercultural education **Metacognition,**

Worldviews and Religious Education Shirley Larkin, Rob Freathy, Jonathan Doney, Giles Freathy, 2019-07-03 Religious Education RE holds a unique place within the state education system Yet the teaching of RE has often been criticised for its tendency to present simplified and stereotypical representations of religions Bringing together the theory of metacognition with RE curriculum content this book offers a coherent and theoretically supported approach to RE and beyond that is applicable to a range of subjects and students of various age groups Metacognition Worldviews and Religious Education seeks to support teachers in creating a new and exciting classroom approach With a focus on putting children and teachers worldviews back on the RE agenda and developing awareness of these through metacognitive processes it includes Tables frameworks and checklists to make it easy for teachers to adapt the approach to their own context Concrete examples of how

the approach can work in the classroom including case studies from teachers Call out boxes for teachers and others to reflect on their own practice and to consider their own beliefs and values in relation to teaching and learning Co authored by three researchers from Exeter University and one experienced advanced skills RE primary school teacher this book explains in a jargon free way the theories of metacognition and worldviews which underpin the creation of a unique learning environment making it an essential read for students experienced teachers researchers in RE and anyone interested in taking a thinking skills approach to pedagogy The City Record New York (N.Y.),1877 **The Empirical Science of Religious Education** Mandy Robbins,Leslie Francis,2016-01-22 The Empirical Science of Religious Education draws together a collection of innovative articles in the field of religious education which passed the editorial scrutiny of Professor Robert Jackson over the course of his impactful fourteen year career as editor of the British Journal of Religious Education These articles have made an enormous contribution to the international literature establishing of the empirical science of religious education as a research field The volume draws together organises and illustrates the contours of this emerging field and is an essential compendium which covers work in teacher education and teacher experience student understanding attitudes and values varieties of religious schooling and worldview and life interpretation Organised into ten thematic sections the contributors cover the field comprehensively and bring with them an international and reflexive approach to their research It is an essential resource for those practitioners and researchers who wish to access original and innovative research undertaken by way of ethnographic fieldwork practitioner research life history approaches to research psychological scales and measures and large surveys Particularly interested readers will be studying PGCE and masters level programmes in religious education as well as qualified religious educators undertaking continuing professional development **Religious Education in a Plural, Secularised Society. A Paradigm Shift** Leni Franken,Patrick Loobuyck,2011 Many European societies are characterised by increasing forms of secularisation and religious diversity This results in a paradigm shift with regard to religious education For a long time the main aim of religious education was clearly to educate children in their own religious tradition Today the aims of religious education are much broader contributing to pupils general education Allgemeinbildung and preparing them for participation as a citizen in the future multicultural society As a result the following question arises in many countries how can teaching into religion be transformed into or complemented by learning about and learning from the study of religions This book brings several distinguished authors in the field of religious education together to reflect on this paradigm shift The book is divided into two parts The first part is rather descriptive and gives an informative and up to date overview of the different discussions about religious education in several European countries The second part is a normative reflection on the question of how religious education should be organised in plural secularised societies This book is very important for the discussion about religious education Its comparative approach combined with the interdisciplinary dialogue between the different schools in the field of religious education make this book highly recommendable for everyone

who is interested in the state of the art and the future of religious education in Europe Didier Pollefeyt full professor in theology and religious education at the Catholic University of Leuven **Religious Education in the Mirror of a Life Trajectory** Abdulkader Tayob, 2020-04-17 The study of religious education is of great interest in analyzing how schools and educational authorities address the demands of multicultural and multi religious societies and states As diversity increases through migration globalization and conflicts schools are faced with equally diverse challenges one of which is the religious and cultural diversity that characterizes schools and communities While many studies have focused on this change and its impact in politics school and classroom relatively few have focused on how teachers and educators have fared Sitting between the new policies and school demographics teachers and educators have shaped the policy in their engagements The study of life trajectories shows that the lines between religion and religious education are blurred in personal life histories and that positions can shift due to personal and contextual developments They point to the innovative and unexpected turns that individuals trace in their personal life journeys This book reminds us that we need to pay more attention to the teachers principals managers and public intellectuals who shape and are shaped by the changing context of religion and religious education This book was originally published as a special issue of Religion Education

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