

## STANDARDS FOR CPD PROVIDERS IN RE

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### AREIAC 2007

#### Introduction

It is clear that the idea that continual professional development in RE is to be provided by a single source, such as the Local Authority or the Diocese, has long gone. This means the CPD market place has now opened to a variety of providers; the question is: how do schools know that they are receiving a high quality of CPD? This document is aimed primarily at those providing CPD in RE but also at those receiving the CPD so that they know and understand that they can judge the training they have received. AREIAC promotes high quality CPD in RE and here sets out its principles which complement the National Standards for Educational Improvement Professionals published by Aspect in 2005.

As with the Aspect standards there are three elements to the expectations relating to those engaged in providing CPD in religious education: areas of knowledge and understanding; actions; and professional qualities.

#### Knowledge and Understanding

##### *Knows and understands:*

- the national context for education and the whole range of current strategies and initiatives that RE is core to the educational entitlement of pupils and their spiritual, moral, social and cultural development
- the purpose and place of RE within the curriculum and its need to be both educational and inclusive
- the need for breadth and balance of belief and practice in pedagogy and content of the delivery of RE
- the nature of RE in locally binding documents, whether an agreed syllabus or one approved by governing bodies in aided schools, and the priorities of the local SACRE, diocese or equivalent body
- the need to model good practice to those delivering RE
- that professional development effects sustainable change which enriches teaching and learning

##### *Actions:*

##### *Is able to:*

- demonstrate to others how statutory documentation and non-statutory guidance relating to RE impacts on the local context for religious education and how that local context determines the content of the curriculum
- explore with teachers different pedagogies relating to RE and their impact on learning
- support schools in developing the role and impact of RE on community cohesion
- use a range of strategies for effective professional development in RE
- design and deliver training appropriate to the level of participants to enable them to develop professionally
- demonstrate high quality communication skills – both written and oral

- enable others to monitor and evaluate the work they are doing to improve the educational attainment of pupils in line with agreed standards
- make independent judgements
- evaluate and monitor the work commissioned to ensure high quality impact
- gather evidence from a variety of sources to enable positive self-critical professional development

### **Professional qualities**

#### ***Is committed to:***

- a religious education which is broad and balanced
- showing respect for religious traditions, life-stances and the diversity of modern Britain
- demonstrating sensitivity to the needs of professionals delivering religious education, especially with those who have little or no background in RE
- working with other school improvement professionals to enable pupils both to attain and achieve their best at school and college
- their own professional development so that they can give up-to-date and high quality advice and training

#### ***Is able to:***

- work with a range of staff to improve outcomes from RE
- work with local authorities and diocesan bodies, or other equivalent organisations, to ensure that schools receive the best support possible for improving religious education
- inspire others to improve RE whilst challenging and motivating them to improve their practice