



BISHOP  
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UNIVERSITY



# REPORT ON A SURVEY OF THE RELIGIOUS EDUCATION ITE COHORT, 2020-21

By Mark Plater, Autumn 2021

# Acknowledgements

Special thanks to all who have contributed to and made this report possible: over 150 students who completed the survey and their tutors and course leaders who circulated details and encouraged participation; the various ITE and RE organisations who advertised the survey; BGU for funding the programme and distributing the participation prizes; BGU's Eunice Walker, who typeset and designed the final report; RE and other colleagues who have expressed interest and offered support in the development and publicity of the programme.





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***THE QUALITY OF TEACHING IS THE SINGLE  
MOST IMPORTANT IN-SCHOOL DRIVER OF PUPIL  
ATTAINMENT. THERE ARE NO GREAT SCHOOLS  
WITHOUT GREAT TEACHERS, AND NO OTHER  
PROFESSION IS AS IMPORTANT IN SHAPING THE  
LIVES OF THE NEXT GENERATION.”***

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DfE (June 2021) Opportunity Areas Insight Guide, Teacher Recruitment and Retention, and Workforce Development.  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/992744/6-7335\\_  
DfE\\_OA\\_Teacher\\_Insight\\_Guide.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/992744/6-7335_DfE_OA_Teacher_Insight_Guide.pdf)





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# PERSONAL INTRODUCTION

This project was conceived in early 2020 as Britain went into its first Covid-19 lockdown.

Having been involved in the initial teacher education of secondary Religious Education teachers since 2004, I have throughout that time been intrigued by questions about what makes a good teacher, and what it is that influences some to become RE teachers.

Although my own ITE experience has been quite varied- two years at St Martin's College in Lancaster, fifteen at Bishop Grosseteste University Lincoln, and opportunities for External Examining in the north-west, south coast and central midlands- I have often envied colleagues who teach on programmes where the context provides greater religious and cultural diversity. Perhaps this comes from my own experience of teaching in India for five years.

One of the things I have always emphasised to my students, is the significance of our own personal journey and worldview in shaping the kind of teacher that we will become. What we have experienced and believed, and what we have grown up to assume and take for granted, will all determine what we consider to be important, and what we believe should be emphasised in teaching pupils about religion, life, and the big questions of everyday existence.

And so, with a lockdown on the horizon, I thought it would be worthwhile to take a snapshot of our new, up and

coming RE teachers, those entering the profession at a juncture in time when the world is changed: when we are learning to live online, to be socially distanced, and to be uncertain about the future.

The Report is presented in a style that I hope will be accessible to everyone, including teachers, trainers, school managers, SACRE members<sup>1</sup>, and also pupils, parents, and faith groups. Most of the data is presented in its raw summarised form, without comment or reflection, although occasionally I offer my own perspective on the findings. My purpose in this approach is that you make of it what you will, and I hope that the data will be of value in sparking discussion and further analysis by others.

Thank you for taking the time to explore with me this important topic.



**Mark Plater**  
Secondary PGCE subject tutor,  
Religious Education

**Bishop Grosseteste University,  
Lincoln**

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<sup>1</sup>SACREs are the local groups who are responsible for Religious Education in every local authority in England. The acronym stands for the Standing Advisory Council for Religious Education.



# SUMMARY OF FINDINGS

There are arguably no great surprises in the results of this survey. Overall, it reflects a group of RE teachers who are varied, world-and-work experienced, and with a wide range of personal interests.

- 662 trainees were enrolled for RE ITT in 2020, 130% of the government target (510). This was the first time that the government target had been met for many years. 152 of the cohort (23%) completed this survey.
- The majority of these RE teachers were trained in universities (54%), or through the school direct route (29%).
- More than half (52%) of the cohort were over 25 years of age, the majority (82%) bringing previous work experience, and many (over 40%) were making a career switch.
- The majority were female (78%), which approximately reflects government figures of 27% male/ 73% female for RE trainees in this cohort.
- The group represent a range of faith traditions, although the largest groups were Christian (34%), and Atheist/Agnostic (33%). 7% describe themselves as Undecided/Don't know. In total, 29% describe themselves as strongly committed to a religious faith perspective.
- 16% of the cohort identify as Black, Afro-Caribbean, Asian or Mixed race, and an additional 9% as Irish or European.
- Most of the group were educated in state schools, although 9% had experienced private education. Some had attended schools overseas, and one had been home-schooled.
- 36% of the group have other family members who are teaching, with 35 (65%) of these being immediate family (parents, partners or siblings).
- 46% of the cohort had a first degree which included Theology/ Religious Studies, and a further 15% have a first degree in Philosophy. The other 40% of the group have degrees in a wide range of subjects, including business, journalism, law, health and social care, etc.
- Nearly 43% of the group completed a subject knowledge enhancement course prior to commencement of their ITE training, and the majority (85%) found this helpful.
- Both personal and social utility factors (such as enjoying work with young people and wanting to make a difference to people's lives) attracted this group into teaching, whereas career value factors (e.g. holidays, job flexibility, fit with family responsibilities, etc.) did not.
- Likewise, fascination with the subject matter, and RE's scope for making a difference to young people's lives, was what specifically attracted them to teach RE, rather than financial incentives (e.g. the government bursary) or social influences (such as doing well in RE at school, or other people suggesting that they might become an RE teacher).
- A range of 'landmarks' contributed to peoples' choice to become a RE teacher, particularly love of philosophical debate (75%), having relevant qualifications (71%), and encouragement from others (51%).
- Respondents have several hopes and intentions from teaching RE, particularly, breaking down prejudice and misunderstanding (71%), helping pupils to discover their own perspectives (51%), and enthusing students in the study of religion and worldviews (43%).
- Trainees appreciated various aspects of their ITE experience, and offer a range of suggestions for improving the initial training year.
- Only 8% of trainees would travel to anywhere in the UK or abroad for a teaching job, and 75% would only travel up to 25 miles for a teaching job.

# METHODOLOGY

The Department for Education very helpfully provide annual statistical details about teachers entering the profession, and these are broken down into curriculum subjects, offering a range of facts about RE and other subject trainees<sup>2</sup>. However, they are framed to provide demographics in response to political concerns about targets and market supply. Data includes degree class, training route, ethnicity, gender, etc., although much of the detail relates to teachers in general rather than to RE teachers in particular. This study focusses specifically on RE teachers, and explores trainees' previous study and life experiences, why they had chosen to enter the profession, and what they hoped to achieve through teaching the subject.

In order to capture a nationwide snapshot of this 'Covid-cohort' of secondary RE ITE trainees, an online survey made practical sense. However, lockdown had spawned a plethora of online surveys, and it soon became apparent that survey-fatigue might present a genuine risk to the project! Funding was therefore sought (and acquired) in order to offer an enticement of cash prizes as a means of encouraging maximum participation.

Based on previous studies of why people choose to enter teaching as a profession, both in the UK and elsewhere, Australians Watt and Richardson (2007) had developed and validated a FIT-Choice Scale (Factors Influencing Teaching as a career Choice), which would be of interest for, "teacher education planning and curricular design, teacher recruitment authorities, and government and intergovernmental planning and policy decisions" (p167). The Scale identifies a range of intrinsic and extrinsic motivations, and classifies these as for personal

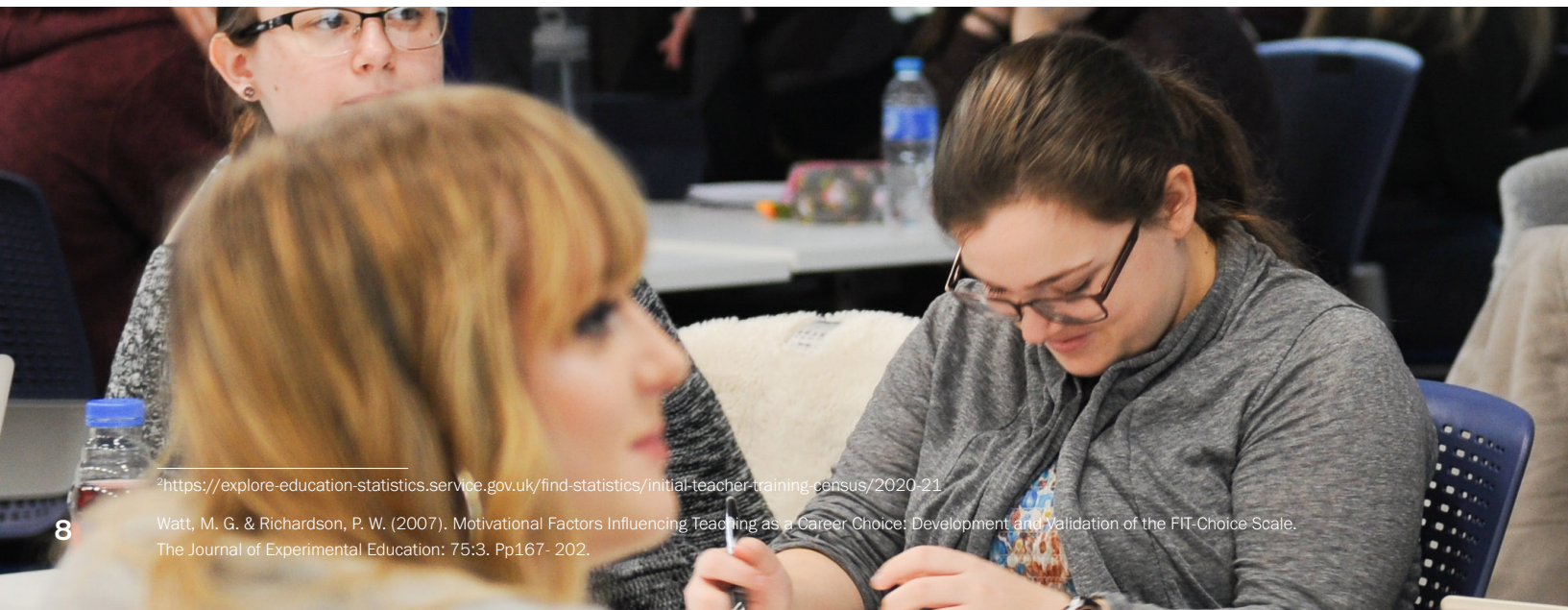
utility, social utility, and task demand and return. My study includes thirteen survey items from this larger study, in order to cover the first two of the four significant motivations identified in Watt and Richardson's work, namely personal and social utility. A decision was made not to include items from their task demand and task return factor-constructs however, in order not to overload my survey, since I was also including so many additional personal-demographic items. The Task demand and Task return items deal with issues such as teacher morale, workload and emotional demands, salary, personal effort, etc., and a good number of studies of these issues are already available, albeit for teachers in general. A further study of RE trainees, using the full range of the FIT-Choice Scale items would be very interesting, and awaits completion by another researcher at a later date!

A further eight items are included in my survey to specify why Religious Education teaching was chosen as a preferred option rather than any other subject specialism. These are based on the same first two Watt and Richardson motivational factors, but reworded with a specific RE focus.

Other informational details that were identified as of interest to RE colleagues include gender, ethnicity and age profile, personal experience of schooling, previous qualifications in religion or other subjects, extended family's employment as teachers, previous life experience or employment, and, religion or worldview -including the degree of commitment to this. Additional questions ask about type of school preferred for future employment, what they hoped to achieve through RE teaching, and, distance willing to travel in applying for teaching jobs.

<sup>2</sup><https://explore-education-statistics.service.gov.uk/find-statistics/initial-teacher-training-census/2020-21>

Watt, M. G. & Richardson, P. W. (2007). Motivational Factors Influencing Teaching as a Career Choice: Development and Validation of the FIT-Choice Scale. *The Journal of Experimental Education*: 75:3. Pp167- 202.





In response to feedback from colleagues during the early stages of survey development, some further items were added to explore whether trainees had completed a subject knowledge enhancement course, and, if so, how they had found this, and what aspects of their RE course they had found most helpful so far, or elements that they would have liked more support with.

Finally, the survey asks if respondents are willing to be contacted again in their first years of classroom teaching in order to gain insights into their experience as Early Career Teachers. Sixty eight of the group (57%) responded positively to this question, offering potential for a valuable follow-up survey in 2022.

This initial survey was carried out from March to July 2021, using the Jisc online surveys platform, which is the system recommended by BGU university for such studies.

A draft version of the survey was piloted with BGU university students in late November 2020, and a few minor word changes were made to eliminate potential misunderstandings and to ensure that clearer reference was made to participant protections and statements about ethical use of the final survey data.

For distributing the survey, university subject tutors and other school-based RE ITE mentors were contacted directly where possible, using as a starting point the full list of ITT RE providers made available by the DfE in December 2020. Adverts for the survey were circulated through UCET (Universities' Council for the Education of Teachers) weekly bulletins and various online RE

networks, and these continued throughout the time that the survey was in the public domain. Further invitations to participate were made directly to students using social media platforms, particularly several protected RE Facebook sites<sup>3</sup>.

In spite of all of the above efforts, and including the financial incentive of randomly selected £100, £50, and £20 prizes, only 152 of a potential 662 RE trainees completed the survey, providing a 23% completion rate. Although this is not the 60% completion rate that had been aimed for, the sample does offer a reasonably broad and comprehensive coverage of the cohort, as the following findings will show.



<sup>3</sup>In particular, REspect, the RE Teachers Forum, and the PSHE (RSE), RE & Citizenship Teachers' closed groups on Facebook.







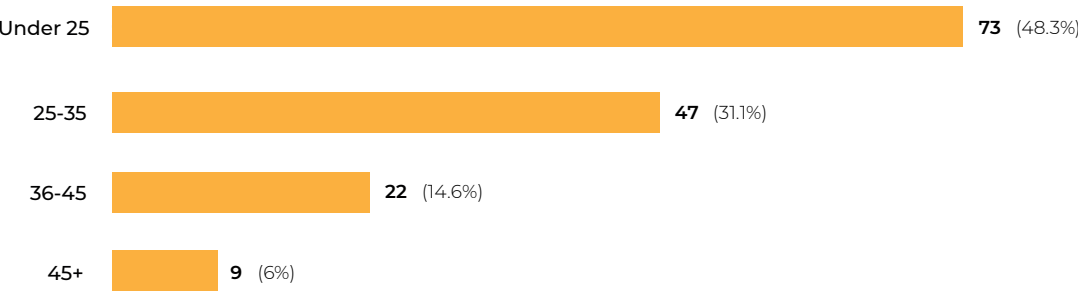
# FINDINGS

## PERCENTAGE OF RESPONDENTS BY COURSE PROVIDER:

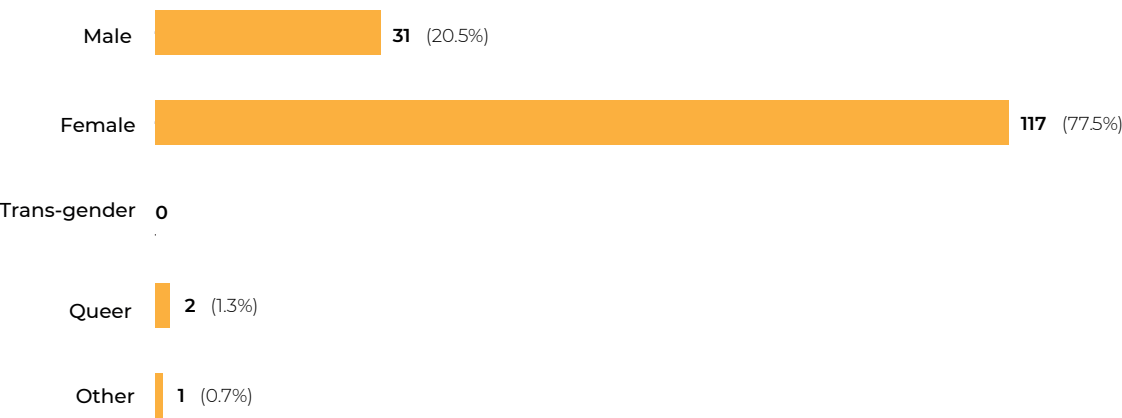
|                   | BA with QTS | School Direct | SCITT | PGCE | Teach First | Apprentice-ship | TOTAL |
|-------------------|-------------|---------------|-------|------|-------------|-----------------|-------|
| Survey completion | 4           | 25            | 25    | 93   | 0           | 0               | 152   |
| Total trainees    | 11          | 194           | 66    | 356  | 32          | 3               | 662   |
| % Completion      | 36%         | 13%           | 38%   | 26%  | 0%          | 0%              | 23%   |

The above chart provides total government figures for those training to be RE teachers during the period 2020-21 within the different provisions for ITE, alongside totals of those from each provider-group who completed the survey.

## AGE GROUP OF PARTICIPANTS:



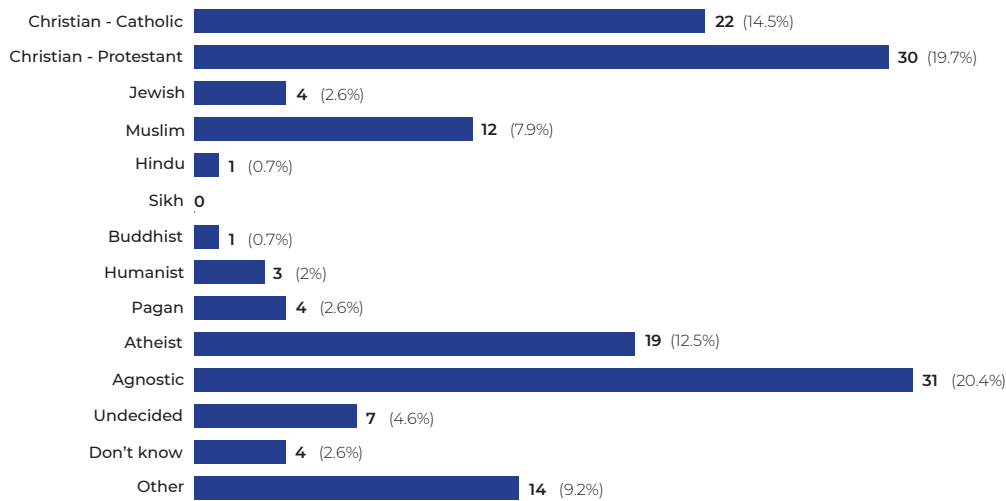
## GENDER:



[Other response= “Third gender (Hijra)”

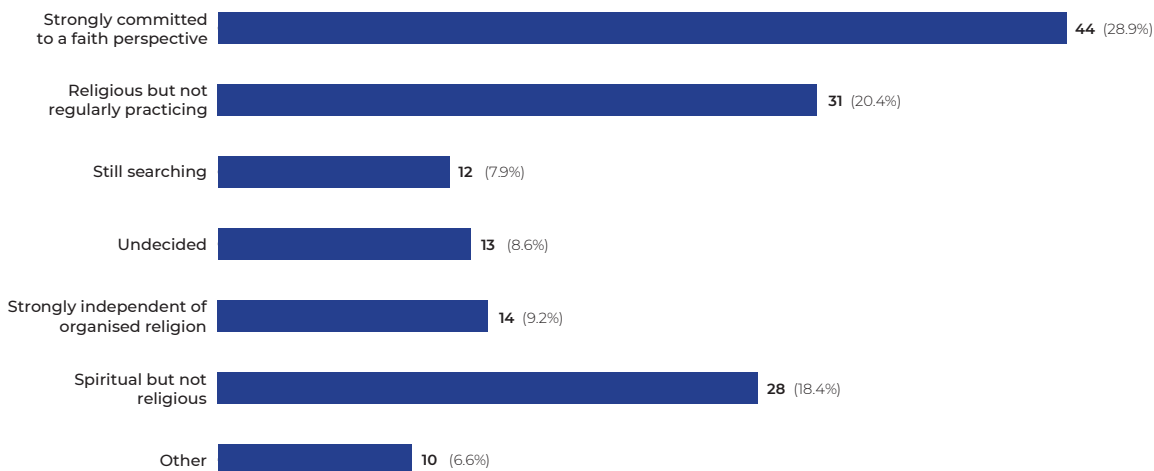
<sup>4</sup><https://explore-education-statistics.service.gov.uk/find-statistics/initial-teacher-training-census/2020-21>

## RELIGION OR WORLDVIEW-STANCE:



[Other responses = Orthodox Christian; Non-religious; I am an Anglican, but my culture is Jewish. My worldview is definitely a mix; Non-denominational Christian (but questioning); Non-Denominational Christian (Liberal); I have more than one worldview. You should allow us to pick more than one. Christianity and Buddhism; I draw lot of my understanding of the world from a variety of different faiths, and do believe that there is an essential truth that is being communicated by some of them; Christian Greek Orthodox; CHRISTIAN; I believe all religions are pointing to an ineffible Truth in differing ways - I do not align myself with a particular religion out of respect for their clear differences in belief with other religions; Christian; Anti-theist.]

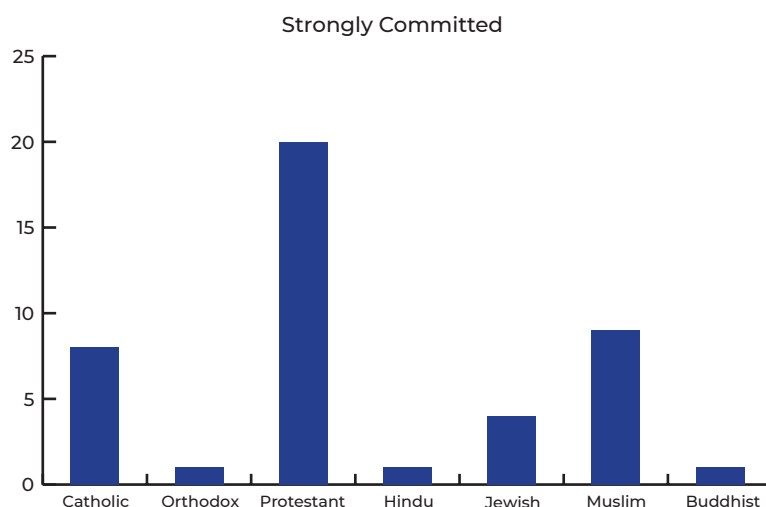
## LEVEL OF COMMITMENT TO A RELIGION OR WORLDVIEW:



[Other responses = Not committed to a religious or spiritual perspective; I have a complicated relationship with the Church of England. I am sort of a member but I don't feel like my beliefs all fit with it. Still very much trying to work this out; Atheist; I have personal faith but I am vehemently non-religious; I have no category for that. Do not wish to limit myself; I don't have any religious views; Atheist and non-spiritual; I am not committed to any religion.]



## **RELIGIOUS AFFILIATION OF THOSE WHO ARE 'STRONGLY COMMITTED':**



**"THANK YOU FOR THIS SURVEY - I ENJOYED COMPLETING IT."**

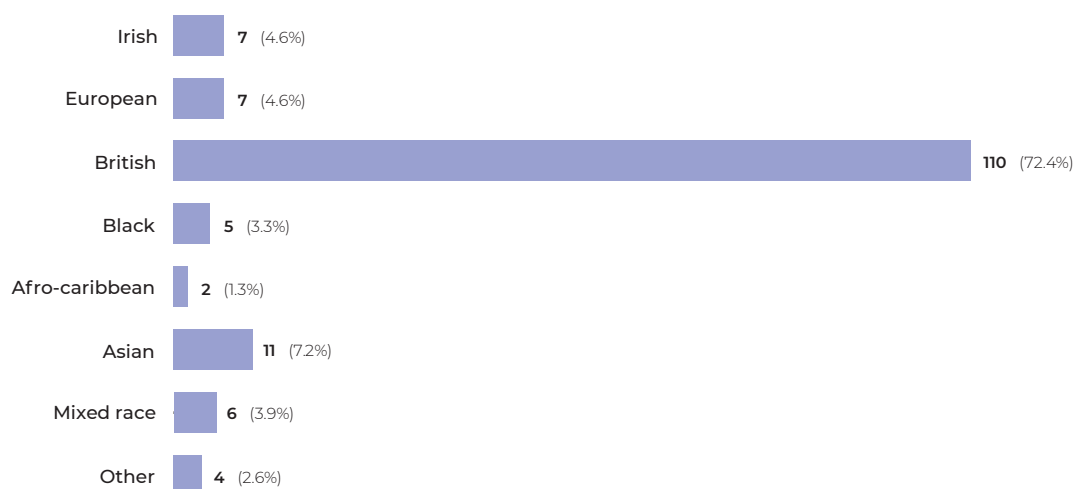
**"I HADN'T FULLY REALISED HOW MUCH OF AN ANOMALY SUBJECT RE APPEARS TO BE. I WAS ALREADY AWARE THAT IT DIDN'T HAVE A NATIONAL CURRICULUM FRAMEWORK, BUT WAS LESS AWARE OF THE NUMBER OF NON-SPECIALIST STAFF WHO DELIVER ASPECTS OF IT, PARTICULARLY NON-FAITH SCHOOLS. I UNDERTOOK 2 PLACEMENTS DURING MY TRAINING, BOTH IN NON-FAITH SCHOOLS, AND WAS BOTH SURPRISED AND DISHEARTENED AT THE LACK OF SPECIALIST TEACHERS WHO WERE DELIVERING RE. I THINK THIS REFLECTS AN UNDER-VALUING OF THE SUBJECT, SUGGESTING THAT "ANYONE CAN TEACH IT." THIS IN TURN CAN POTENTIALLY MAKE THE SPECIALIST TEACHER FEEL UNDERVALUED AND RATHER LIKE A SECOND-CLASS CITIZEN WITHIN A STAFF TEAM."**

**"THANK YOU FOR THE OPPORTUNITY TO EXPRESS MY THOUGHTS. WHILE THIS YEAR OF TEACHING TRAINING HAS BEEN CHALLENGING, I HAVE LOVED EVERY MOMENT OF IT AND I FEEL SO LUCKY TO BE ABLE TO START MY TEACHING POST IN SEPTEMBER."**



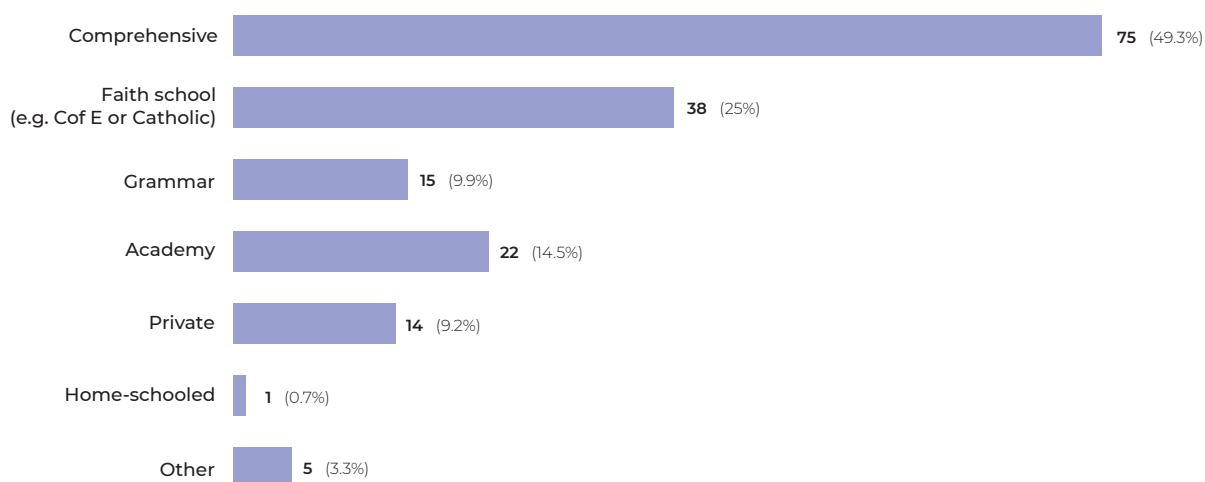


## **ETHNICITY**



*[Other responses= British and European; Jewish; Jewish Ashkenazi; English.]*

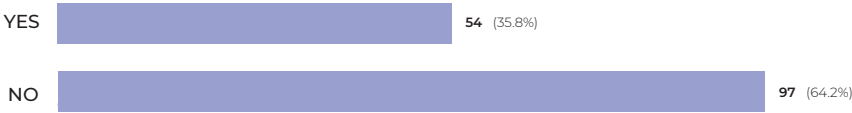
## **OWN CHILDHOOD SCHOOL EXPERIENCE:**



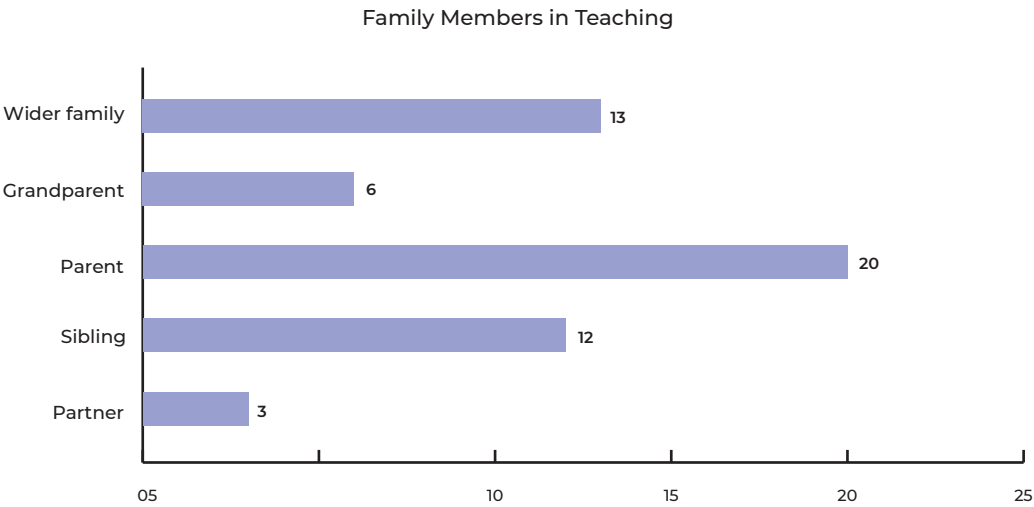
*[Other responses= Not educated in Britain; International; State school; abroad; Italian education - public school.]*



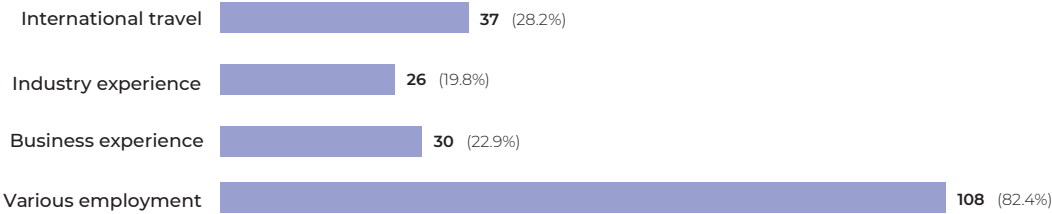
**TEACHERS IN THE FAMILY:**



**WHICH FAMILY MEMBERS ARE ALSO TEACHERS?:**



**PRIOR LIFE EXPERIENCE:**



## EXAMPLES OF PRIOR-LIFE EXPERIENCE:

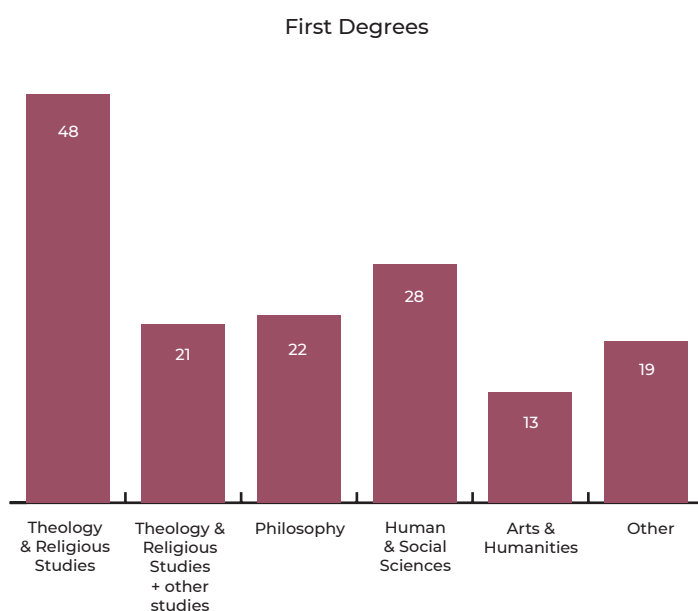
| Further details:  |   |
|---|---|
| Hospital porter (temporary)   | Tutor, freelance writer   |
| Administrative Support Officer for a lady with visual impairment, and Customer Service Team trainer, both in the 3rd sector (JRF/JRHT and Oxfam respectively).  | Qualified NNEB Nursery Nurse, HPSET Hospital Play Specialist, briefly worked as a Teaching Assistant in Primary School, Church Youth group helper, Health and social experience with adults.  |
| I have worked as a TA in a school before I started my PGCE. Further more I have worked in different jobs with different roles which allow me interact with people and lead teams, and train new people. These skills can be applied to teaching, skills which are needed.                               | I'm a registered social worker, experience in learning disability/mental health and I have worked for two charities in the past few years. One charity was in retail, and another in family support.  |
| Coffee shops/Estate Agent/Pub   | I have worked for a charity before starting my PGCE.  |
| Work for church/charities   | I have worked in schools most of my adult life, both through working as an LSA and also in Youth Ministry.  |
| Legal practice and various travelling experiences that bring cultural knowledge   | Youthwork background of two decades   |
| I worked in the charity sector, and then in publishing, before becoming a teacher.  | retail, healthcare and schools  |
| Self Employed for a number of years   | Management experience in retail and customer service industry   |
| Worked in an e-learning company and a cost saving consultant (procurement).   | Management, Trainer, Financial Services and Sales   |
| I have always been in education but I have also helped care for and support in every aspect my younger sister who is disabled, as well as having a son who I have taught a lot, especially during this last year of the pandemic. I also have some volunteering experience in schools.                  | Working and a sales rep and helping people learn about the home furnishing options I was selling.   |
| Touring theatre, head of department roles, retail and hospitality   | Undergrad in Early years and Childhood studies.   |
| I have 38 years of adult life experience to offer from many different fields and disciplines.   | 4 years ESL teaching for adults   |
| I have had employment in the hospitality industry but none in teaching.   | I worked as a nanny in the UK and in Israel.  |
| 5 years working in the Media industry   | Nursery nurse and retail admin  |
| Teaching Assistant previously   | Tutoring  |
| Child care and security   | travelled widely- including 6 months work in Kenya, have also managed childrens childcare facilities  |
| I travelled for four months in Southeast Asia (namely Thailand, Laos, Vietnam, and Cambodia), have visited New York, and spent many weekend breaks in European cities. I have been employed in many different roles, from customer service to office administration and at a further education college. | I worked as a case work support officer, in-prison tutor, and internal verifier for an offender rehabilitation company. The main goal was to break the cycle of reoffending. I stated as admin and worked my way up to tutor and IV for courses carried out in HMP and the probation service. |
| Was a teaching assistant and cover supervisor   | I enjoy travel and bring this into my lessons frequently. Knowledge of applying for/interviewing for jobs   |
| Life experience, leadership training  | I have travelled alot, I was a TA. I have worked in catering and charity sectors.   |
| Worked 8 years in the Food & Service industry   | Police Officer in charge of Diversity /Hate Crime   |
| Worked with youth in schools and was a church youth worker.   | Preschool work (nursery nurse) Hospital Play Specialist, health care assistant, lifestyle coordinator   |

|   |  |
|---|--|
| <i>I worked as a bank worker in a college which provides education to SEN students who are mostly non-verbal</i>  | TA/LSA 2+ years  |
| <i>A youth worker for many years, both directly in my local community and organisationally, heading a national youth movement</i>   | worked in retail and recruitment   |
| <i>I have been peripatetic teaching piano for 11ish years</i>   | Retail Management  |
| <i>Higher education</i>   | <i>I was a teacher of EAL for 10 years</i>   |
| WORKING IN DIFFERENT EDUCATIONAL ESTABLISHMENTS   | Ministry Trainee   |
| EDUCATION FROM AROUND THE GLOBE   | <i>I was a concreter, a barman, a docker. I have also taught at the tertiary level for around 6 years.</i>           |
| <i>Sport, public speaking</i>   | Assistant ops manager  |
| <i>Area manager restaurants</i>   | No experience  |
| <i>Jewish informal educator, Museum educator, Synagogue Religion school headteacher, Montessori teacher, Parent</i>   | <i>Spent a year studying in Jerusalem, which is pertinent to RE. Tutored GCSE Maths when in my first year of UG.</i> |
| <i>previously worked as a magazine editor and as a school librarian</i>   | coaching, tutoring, au-pairing   |
| <i>Police Officer and farmer</i>  | <i>Experience teaching English as a foreign language. Living abroad.</i>   |
| <i>Teaching assistant for half a year</i>   | Hospitality  |
| <i>Worked as a TA before applying</i>   | Student Support Assistant and Worked in an a small office  |
| <i>Youth work, Museum education, Religious school at synagogue headteacher, Montessori nursery teaching,</i>  | working in law, property and sales   |
| <i>I worked in supplementary education</i>  | Retail store manager, learning support assistant   |
| <i>Being a mother and a mature student</i>  | Recruitment experience   |
| <i>Youth work, teaching at university, mentoring, safeguarding work, Head of Year, cover supervisor</i>   | Worked in customer serviced part time since college education  |
| <i>12 years working in the SEND department of my local authority. My discipline was speech and language therapy and so I bring my knowledge and experience from this into teaching.</i> | Hospitality industry for 12+ years   |





## **SUBJECT OF FIRST DEGREE:**



[Other responses= Business and Human Resource Management; Business Management (x2); Health and Social care; International relations; Italian & Business Studies; Journalism; Law; Literature Languages; Mechanical Engineering; Media and Cultural Studies; Media Communication; Politics (x2); Politics and International Relations; Sports therapy; Theatre; Youth work; Youth and Community Studies]

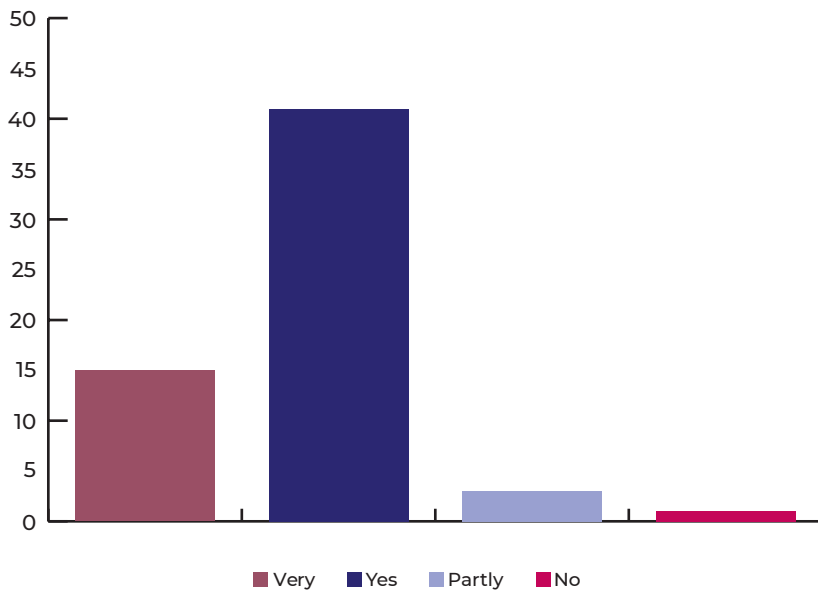
## **FURTHER ADVANCED QUALIFICATIONS:**

|   |
|---|
| 2x <b>PGDip</b> : in Arts Policy; Education.  |
| 17x <b>MA</b> : Anthropology; Biblical Studies; Byzantine Studies; Continental Philosophy; European Philosophy; Film, Religion & Cultural Heritage; History; Human Rights; International Relations; Journalism; Modern History; Philosophy (x3); Psychology (x2); Social Sciences; Theology; Youth & Community Development. |
| 3x <b>PhD</b> : History (x2); Philosophy.   |

## **COMPLETION OF A SUBJECT KNOWLEDGE ENHANCEMENT COURSE:**



## **WAS THE SKE HELPFUL?:**



## **EXAMPLES OF COMMENTS ABOUT THE SKE:**

Yes, reminding me of basic information I learned during GCSE/A-Level. Giving me basic knowledge of topics I did not cover at school.

Extremely - I learned about eastern religions, which I had never before known the beliefs and practices of (Hinduism, Buddhism, etc.)

Yes as it had been a while since I had completed my degree and this helped to bring that knowledge forward again.

Yes. It provided me with the knowledge for up to GCSE level. This increased my confidence hugely after being told my degree was not up to the standard to be an RE teacher by other providers.

It was very helpful because it reminded me of things I hadn't done since high school and allowed me to expend my knowledge on certain areas.

Yes, it covered a few gaps in knowledge on religions I had not studied for a while.

Was very helpful in giving me knowledge on religions I have never studied before at school and university

Very much so. Well supported by tutors from Culham St Gabriels and taught skills of how to find subject knowledge.

Yes, I learnt more about Eastern religions which I had not studied as part of my degree in much depth.

Yes it enhanced and refreshed my knowledge on religious beliefs and practices.

Yes relearning south eastern religions

Very helpful and great tutor, would have liked more

Yes more subject knowledge refresher

Definitely, it was a excellent introduction to some religions, their beliefs and traditions.

Yes, broadened and deepened subject knowledge. Great prep for PGCE & boosted confidence. Got me back in the 'swing' of study.

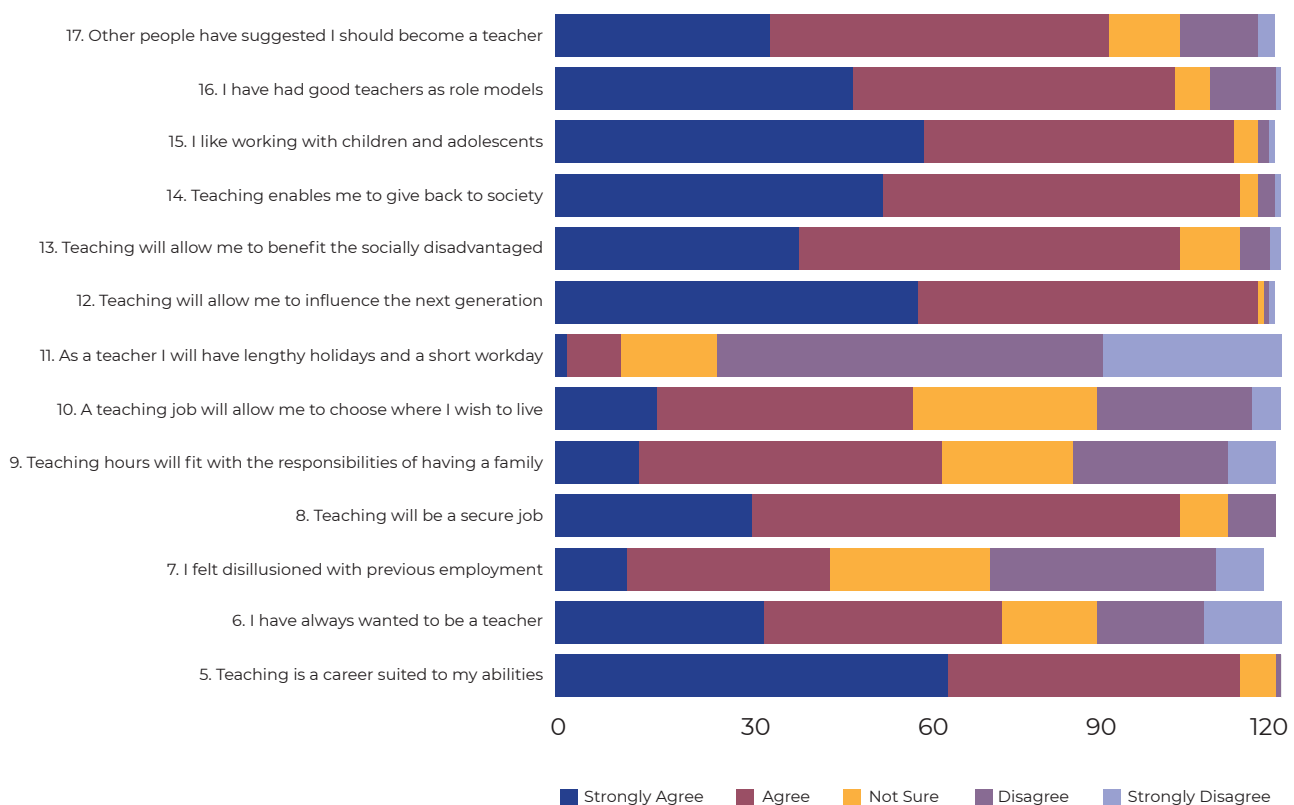
It was helpful, although unless that knowledge is continually applied it gets lost.

The course was helpful in terms of allowing me to becoming familiar and confidence to expand on my basic RE knowledge within the class during my placement



## RESPONSES TO FIT-CHOICE SCALE QUESTIONS:

Responses to FIT - choice questions about becoming a teacher

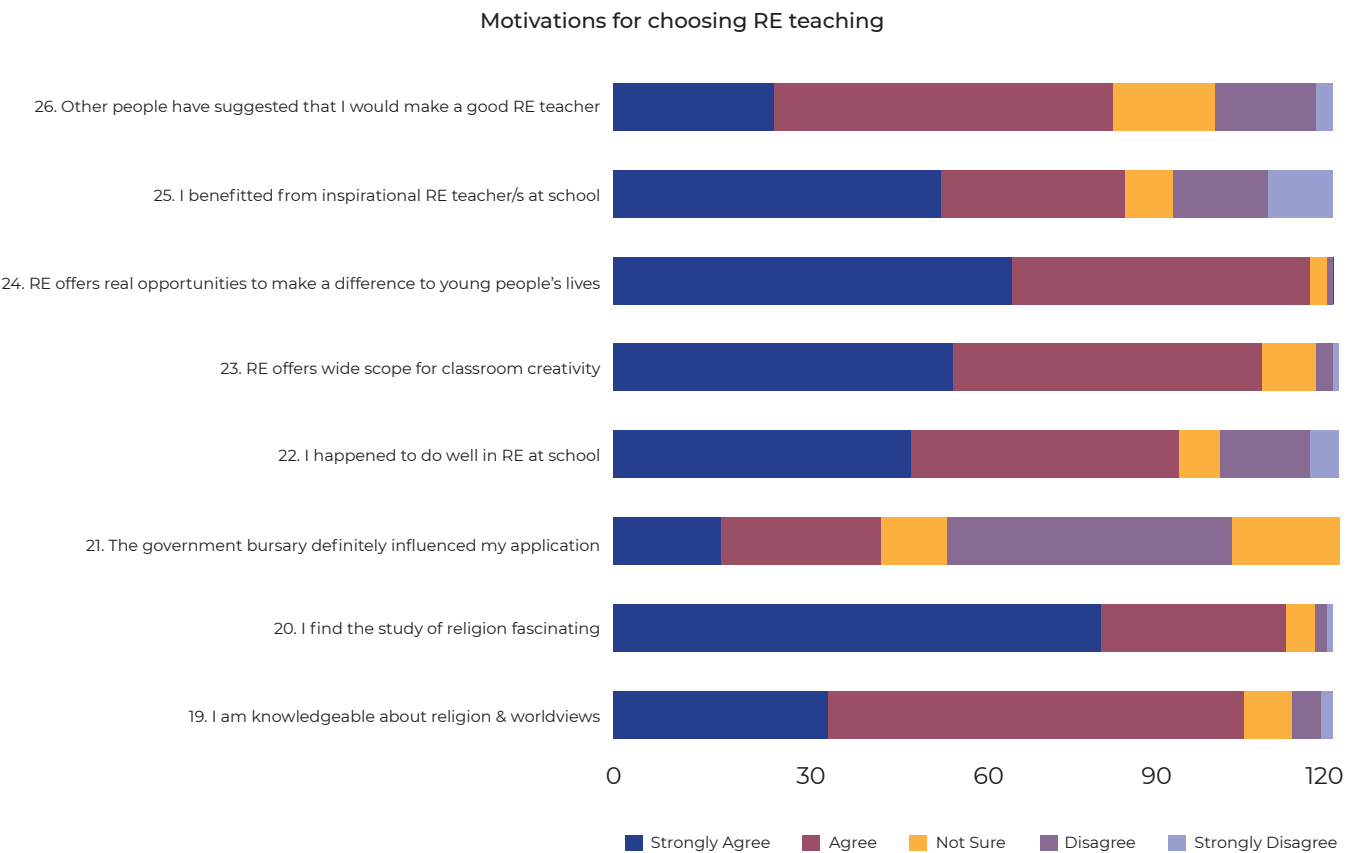


### Commentary:

The above suggests that, of Watt and Richardson's twelve theorised motivational factors (Watt & Richardson, 2007), personal abilities (5), job security (8), social utility value (12), enhancement of social equity (13), social contribution (14), work with young people (15), prior experience (16), and social influences (17) are all identified as highly influential. These show a mix of personal utility and social utility values (two of Watt and Richardson's 'higher order' factors). On the other hand, intrinsic career value (6), fallback career motivation (7), time for family (9), job transferability (10), and 'bludging', or choosing an easy option (11) are all rated as having less significance.



MOTIVATIONS FOR CHOOSING TO BE AN RE TEACHER:



Commentary:

These adapted questions from the FIT-Choice Scale items indicate that this cohort are motivated by ability (19, 22), intrinsic subject value (20, 23), social contribution value (24), prior experience (25), and social influences (26). Interestingly, the only item that was not highly rated was that which concerned government financial incentives to choose the subject (21), what Watt and Richardson might have identified as personal utility.



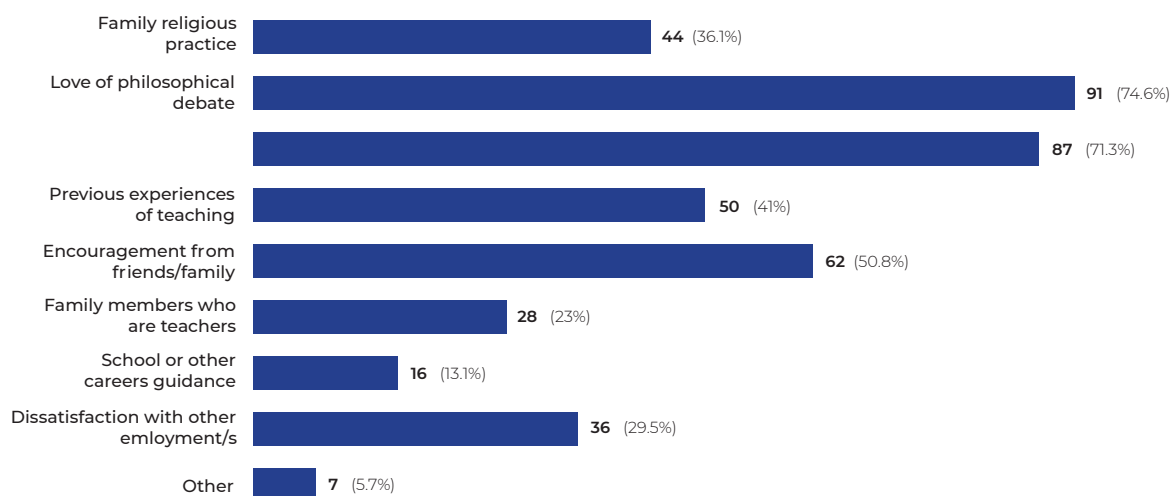
**ADDITIONAL WRITTEN RESPONSES TO OPEN BOX QUESTION: *OTHER REASONS FOR YOUR CHOICE TO BECOME A RELIGIOUS EDUCATION TEACHER:***

|   |
|---|
| <i>The single most important reason to why I want to become a Re teacher is because I have a deep love of learning and want to pass that along to others. This loved for Re stemmed from my own RE teacher when I was at school and grew in me. I receive great satisfaction seeing a student discover their passion, experience success in learning, or come to understand the importance of perseverance.</i>   |
| <i>TO MAKE A DIFFERENCE TO THE WORLD BY ACTING OUT WHAT YOU TEACH AND HAVING THE ABILITY TO TEACH IT RIGHTLY.</i>   |
| <i>Religious Education alongside other subjects can build essential life skills and help develop the whole person.</i>  |
| <i>Whilst enjoying expanding my own knowledge and being passionate about it, I have often been told that I am caring and considerate to other people and their feelings, seeing someone else motivated and achieving something makes me extremely happy.</i>  |
| <i>Promote religion/diversity and community cohesion stopping hate and discrimination</i>   |
| <i>My faith and background</i>  |
| <i>I was advised to train as an RE teacher when I first spoke to my base school (based upon my degree subject - philosophy and sociology.)</i>  |
| <i>Had the prerequisite qualifications and needed a job.</i>  |
| <i>Circumstantial based on prior experience and opportunity, and community</i>  |
| <i>Most important subject (in my opinion)</i>   |
| <i>I wanted to contribute to celebrating religious diversity in society.</i>  |
| <i>Able to keep 'finger on the pulse' of adolescent attitudes as time passes. A career where my undergraduate degree knowledge is being actively used.</i>  |
| <i>It's of critical importance in modern day society, in relation to prejudice, racism, terrorism, social unity etc.</i>  |
| <i>I love how students have freedom to think and make up their own minds. I feel RE can help their debating skills and other subjects.</i>  |
| <i>I love debate with young people as a youth worker prior to doing this role</i>   |
| <i>Closest thing to philosophy, and I specialise in Indian religions</i>  |
| <i>I loved the subject at school, and I believe in its importance and ability to improve young people's lives through discussion and new ideas.</i>   |
| <i>I thought it would be a compliment to teaching health and social care, because you learn about faith, families and communities</i>   |
| <i>I believe that we find understanding for others through the exploration of beliefs, and understanding and celebration between different cultures and worldviews is incredibly important in our current society.</i>  |
| <i>I passionately believe that RE is the best way to make the world a more tolerant, understanding, inclusive and kinder place.</i>   |
| <i>Wanted a fulfilling job</i>  |
| <i>I enjoyed this subject throughout secondary with a inspiring teacher which led me to be more interested in the subject and I wanted to replicate what he had done to others</i>  |
| <i>Good use of my prior experience.</i>   |
| <i>My degree knowledge was most closely applied to this subject. I far more enjoy RS when it is taught as a philosophy &amp; ethics lesson, critical approach to religion etc</i>   |
| <i>Without the bursary this would not have been an option for me. When teaching pre-school children I really enjoyed teaching RE and looked forward to teaching older children as you can teach in more detail. Also, I am a Christian and feel my personal experiences of religiosity enable me to have a greater understanding of insider perspectives</i>  |
| <i>It is a subject I am passionate about</i>  |
| <i>The tolerance and understanding it encourages and promotes.</i>  |
| <i>I want to influence and become a role model for young people</i>   |
| <i>Provide diversity and LGBTQ+ advocacy within my subject.</i>   |
| <i>Same as my last answer - RE overcomes people's stereotypes and helps stop discrimination</i>   |
| <i>Interested and fascinated with people from all walks of life</i>   |
| <i>I think people only suggested that I would make a good RE teacher because I was studying Education and Theology, so this was their assumption. I didn't want to teach RE until part-way through my second year at university, and even then I knew that I had other options. I still know that I have other options! But I am enjoying teaching RE at the moment. One of my closest friends, however, is an RE teacher, and I knew as soon as I spent time observing her in her classroom that that was something amazing, and that I wanted to do it. I think I first thought about it properly when I was writing an assignment for a second-year module with Bob Bowie on Moral Education - I wrote about worldviews and religion in education, but read a lot about RE in the wider literature, and was fascinated. My dissertation the following year was on faith schools, and again, wider literature led me to some of the debates in RE. I was gripped!</i> |





## ‘LANDMARKS’ WHICH CONTRIBUTED TO THE CHOICE TO BECOME AN RE TEACHER:

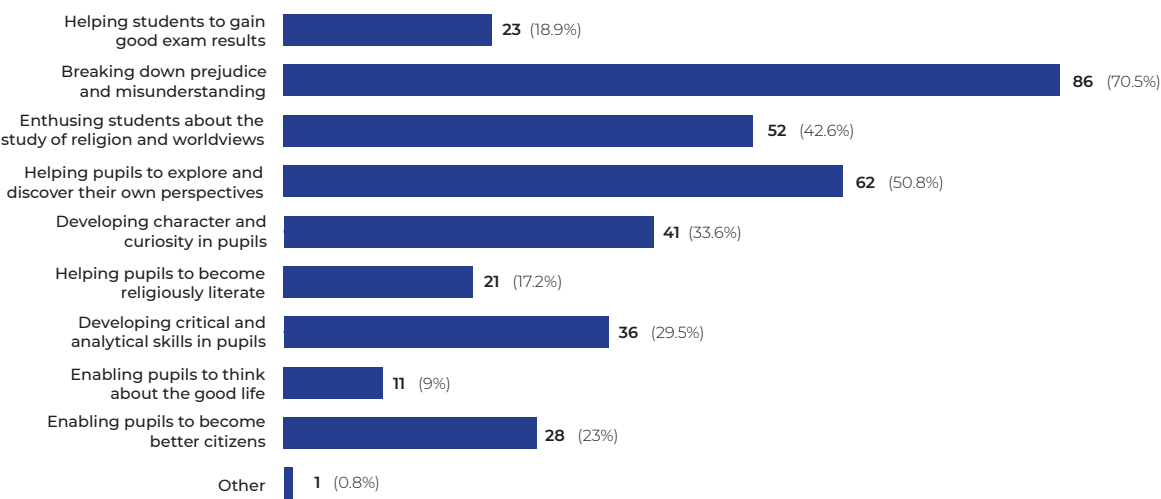


*Muti answer: Percentage of respondents who selected each answer option (e.g. 100% would represent that all this question's respondents chose that option)*

## IF ‘OTHER’ PLEASE GIVE DETAILS:

|  |
|--|
| <i>A genuine passion for Philosophy and Ethics</i>   |
| <i>Have delivered lots of school assemblies and workshops as part of my own business prior to teaching. Covid affected my own business that I was running for 6 years prior to training to be a teacher</i>  |
| <i>Growing up in and then working for an informal education based religious youth movement</i>   |
| <i>Voluntary youth work experience</i>   |
| <i>I was made redundant from my job. I had been trying to get school experience before this happened though to possibly have a change of career. I didn't get any school experience it was very difficult</i>  |
| <i>My Faith</i>  |
| <i>Being unable to travel post-graduation as a result of covid restrictions. This was my initial plan.</i>   |
| <i>Linked to previous experience of teaching. I took part in a Religious Education Module, Year 2 of my undergraduate degree at University of Chester TRS department led by Wendy Dossett which was incredible! Gave me a taster of the subject and an insight into teaching. This course made a fantastic lasting impression and I feel like everyone should be given an opportunity like this.</i> |

**WHAT DO YOU HOPE TO ACHIEVE THROUGH RE TEACHING (SELECT UP TO THREE OPTIONS):**



*Muti answer: Percentage of respondents who selected each answer option (e.g. 100% would represent that all this question’s respondents chose that option)*

**IF ‘OTHER’ PLEASE GIVE DETAILS:**

Teaching valuable information about the way of life of those with religious belief.



## FEEDBACK ON CURRENT COURSES: WHAT ASPECTS OF YOUR RE TEACHER TRAINING HAVE YOU FOUND MOST HELPFUL AND ENABLING SO FAR?

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| Relevant assignments of academic literature.  |
| Having a mentor who was passionate about building relationships with her students and wanted them to achieve their own goals.   |
| School based learning has been really good and lends well to my personal 'career change' situation.   |
| Having an RE specialist to help guide on how to teach misconceptions.   |
| Being in the classroom  |
| Behaviour management and differentiation strategies   |
| I have had wonderful mentors who have supported my development. I've found myself working in a team who shares resources as a starting point for my own creativity to come through. I've had the chance to teach PSHE which enabled my own SK to be developed and then used in the RS lessons. I've taught amongst year 7-10. Marked GCSE assessments to a high marking standard. |
| Really supportive university (UWTSD) and course leaders have helped throughout an unpredictable year. I found being on placement in school the most helpful and enabling as it offered hands on experience of the teacher role. Teaching online has been interesting and my skills have developed but nothing compares to physically teaching a room of learners.                 |
| The encouragement from staff members, pupils willingness to engage in the subject.  |
| The Professional Development training.  |
| Practical teaching methods, methodologies, tips and tricks for the classroom  |
| I love being in the classroom the practical element is that I've thrived off  |
| Honestly, my PGCE tutor has been a life saver and I wouldn't be doing anything without her  |
| I have really enjoyed all aspects as there is so much variety to this course. The practical two placements with the university sessions works so well. I love the fact I took the schools direct route as this helped me keep on top of things especially with the pandemic, their support made things run smoother.  |
| Learning in school. The more I teach the more I realise how much more I need to improve my subject knowledge.   |
| I have found that speakers on new world religion, and how to incorporate technology into the RE classroom, have been very useful.   |
| I have found specific training, linked to the teacher standards within the subject has been beneficial as sometimes it can be difficult to make the link between the two in the subject.  |
| My university tutor support. Supportive cohort. University facing sessions - e.g. subject pedagogy.   |
| Subject sessions on a Friday is a great help as talking to other trainees and comparing how we approach things is a great help.   |
| School experience Debates on study days Theoretical content   |
| Learning about how people learn and the different pedagogical styles needed for different ways of learning.   |
| Being able to teach topics i did not study myself at GCSE and A level as it has allowed me to gain more knowledge and be able to share that knowledge   |
| Improving my subject knowledge  |
| Deepening my RE knowledge and subject enhancement Tutor support Lectures on teaching skills   |
| The chance to learn from other professionals.   |
| Subject Days at Uni   |
| Subject knowledge practice on Fridays. Guest speakers, for example CAFOD.   |
| Micro Islam teaching session Tom-Tutor at University learnt so much just watching and listening to him. Training days.  |
| Subject sessions and placement.   |
| Subject Lesson at uni Online training   |
| SKE Subject lessons Mentor sessions and observations  |
| The lectures on subject knowledge and professionalism. The reading for the assignments. The placements.   |
| Being on placement  |
| Subject expert days   |
| Being in the classroom and receiving feedback from more experienced teachers  |
| Seeing different schools and how they approach R.E.   |
| subject lessons with university   |
| My first school placement as it was the first real teaching experience I have had   |
| Subject specialist sessions very informative and mentor very knowledgeable and supportive   |
| There is no practice like classroom practice. Mike Tyson says anyone can have a plan until you get punched in the mouth. Teaching is a bit like that anyone can have great ideas about teaching but there is nothing that compares to the practice of doing it.   |
| My in school mentor has been a brilliant guide of practice and activities.  |
| Some really great lectures on pedagogical techniques and understandings, but unfortunately not been able to act on most of them yet given Covid.  |



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| I have found the classroom experience and the variety of classes that I have taught enabling. The practical side of teaching has really helped me develop as a training practitioner.   |
| Live Q&As   |
| The placements were really good, lecturers great. People on course friendly.  |
| Hearing from those of different faiths such as a Rabbi who is a teacher.<br>Attending the North West NATRE conference for trainee teachers.   |
| School attachment two; knowing the expectations and building on my skillset.  |
| Subject days featuring guest speakers who relate religious beliefs from an 'own voice' perspective.   |
| Being on placement because you get to be a real teacher while you are there and take on all the responsibilities of what it would really be like as a full-time teacher   |
| placements  |
| Experience of teaching without an adult in the room. The feedback I get from host teachers and mentors. Experience of different year groups.  |
| Classroom presence, being able to hold attention and be authoritative where necessary. Be engaging, creating exciting lessons and leave the children wanting more   |
| General pointers on pedagogy from mentors   |
| Classroom experience  |
| The subject knowledge boosters. - The support from the teachers and placement staff.  |
| The grassroots movement of teachers, support from other professionals via Twitter, regular online sessions about the direction of the subject and best practice (this helps keep me motivated and aware of recent developments and conversations)   |
| Teaching a range of students in my placement school. Support from my mentors, both at my placement school and at university.  |
| Experience in school from the beginning was incredibly helpful. Experiencing a range of different curriculum models.  |
| My mentor in my placement school is inspirational - the kind of RE teacher I wish I'd had at school.<br>Having him as a role model has been fantastic.  |
| Placements (practical experience) has been invaluable.  |
| Experience  |
| My school mentor has been amazing, supportive and helpful.  |
| A supportive mentor at school. A brilliant cohort of RS PGCE students at Cambridge, and excellent teaching.   |
| Strategies on how to teach post 16 and online   |
| The subject enhancement delivery days with various practitioners of different religions. Being able to hear from, and have discussions with these people helps to get a real perspective of these living faiths and how they are lived out in the real world. The only negative was that these 'encounters' had to be undertaken virtually so I missed the opportunity to visit various places of worship and/or religious community.   |
| Being in the classroom and having the experience to teach 6 world religions to both KS3 and KS4.  |
| The February University training was very helpful in providing information on how to teach (and also specifically teach rs) and also the lat blaylock conference helped me to understand the depth of information which students can be taught. I have also found my placement school (I have only been to 1 so far) to be very supportive and enlightening in showing different techniques for teaching & has helped with my CPD.  |
| Subject knowledge booster days, school experience and additional needs seminars   |
| Subject knowledge sessions  |
| In person placement Support from peers Knowledgeable university mentor  |
| philosophy for children training  |
| Teaching wide range of students   |
| Being in the classroom  |
| School placements, putting teaching into practice   |
| Mentor support.   |
| Nothing   |
| As I previously outlined - the module of Religious Education I undertook at Year 2 undergrad - this gave me 3 weeks experience at a local high school's RE department, observing lessons and the classroom environment. Specifically to my Teacher Training at PGCE level, the subject specific seminars with James Holt have been amazing. Learning about different learning approaches and pedagogues was fantastic as we were then able to apply what we learned to our lessons on our PGCE placement school. We also took part in a project in Manchester at the end of our PGCE where we got to visit various places of worship, this was so insightful. |

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| The in school training and the guidance of the mentoring system within placement as been invaluable  |
| Classroom experience. Being able to put my ideas to real life practice. Being able to observe experienced teachers and understand their ideas and routines within the classroom. Philosophy for children training.   |
| The placement aspect as been the most valuable in gaining new knowledge and insight into the world of teaching.  |
| Resources and space for subject knowledge development, as even being a recent graduate there were gaps in my knowledge. Perspectives on approaching discussion, controversial and emotive subjects. Setting out different, yet valid, rationales for the inclusion and teaching of RE in the curriculum.   |
| Learning about World Religions   |
| Covering a variety of topics and speaking to many different practitioners.   |
| Learning about aspects of teaching such as memory, assessment, considering the whole child, classroom techniques. Also time to explore ideas in the classroom, and to discuss aspects with colleagues.   |
| the differing abilities and worldviews available in the classroom  |
| The large focus on the academic side of education has helped me frame my own teaching in a secure way, this gives me huge confidence as I experiment and move forward.   |
| I enjoy the discussions and debates  |
| Subject boosters and having a supportive univeristy for the teaching   |
| Subject expert days  |
| Working in schools and getting experiences is most helpful   |
| A brilliant mentor. The SKE training was helpful to develop my knowledge   |
| Being able to explore other religions outside of my own faith and expertise  |
| The feedback after teaching a lesson and the resources provided by the other RE training teachers.   |
| Support, incredible subject knowldge and awareness of young people's differing needs   |
| I found the informal work placement of three weeks to be very useful. This gave me low-pressurised time to really think about my practice and not have to worry about admin. This meant I could focus purely on the teaching and it helped me upskill.   |
| The support in school  |
| Subject knowledge specific sessions on how to deliver lessons on difficult topics. Talking with other trainee teachers and sharing lesson plans or ideas.  |
| The school-based PDP sessions have been good. The theory-based university stuff was also really good.  |
| Experiencing 2 contrasting placements where I was able to see how differently RE is structured and valued in 2 different schools. It has also helped me decide where I'd like to teach in the further.   |
| Teaching values of respect, compassion and empathy. RE is multidisciplinary, thus learning new things hasn't been too much of a challenge, as it overlaps with other subject areas within the curriculum.  |
| Practice in the classroom.   |
| school placement   |
| Everything - short weekly introductions to new pedagogy or considerations has been useful. I don't think I would have been able to process all the learning if I had large blocks of university learning.  |
| Research project into an area of my choice. I was able to make it relevant to RE   |
| Classroom practice, owning my own classes. Working together with the department on schemes and resources   |
| Practical experience, both remotely and in person.   |
| Support from colleagues to try things out and help process my classroom experiences; Learning from experts in subject knowledge and teaching techniques  |
| Current issues in RE module was relevant and practical. I have enjoyed my RE teaching practice.  |
| Supportive tutor, co-students, mentor and colleagues   |
| The placement  |
| The twilight sessions have been so insightful and very informative.  |
| CATHOLIC CHRISTIANITY  |
| To be honest I have found it all very helpful. Having the opportunity to complete a 10 minute practice teach at University was very helpful (Islam micro teaching). Also having the support of my mentor at school placement has been particularly instrumental in improving my practice. The last two week block practice was very helpful, especially discussing memory and working load. My tutor at University is very knowledgeable and passionate about teaching RE, I am able to learn so much from him, just by the way he teaches us and highlights and demonstrates techniques to use. |
| Placement is definitely the most beneficial part of a pgce learning on the job.  |
| Good mentor  |



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| Professional practice   |
| Having a great support network within my Placements from my department and the support from university lecturers.   |
| In classroom experience   |
| Various views   |
| Professional practice   |
| One of the most helpful and enabling aspects that I found of my RE teacher training was the well experienced teachers. Being able to receive guidance from experienced teachers and shadowing their style of teaching allowed me to be more aware of how I should set myself out as a teacher in the classroom especially teaching a sensitive subject like R.E |
| My training taught me how to differentiate, to deal with behaviour problems, to use a range of tasks  |
| I have found being able to teach a diverse curriculum helpful   |
| Lots of placement experience within schools. Guest speakers - e.g. from different faith communities for Q&As.   |
| Support and collegiality of other trainees. Having access to an expert who can support me at the University (my university tutor). Learning about Child development and how to work with children has been most beneficial.   |
| I have really enjoyed working with my mentors and just understanding the impact we as teachers have.  |
| Support from tutor, mentor and colleagues.  |
| The weekly classes with a range of support and information offered.   |
| Subject session with guest speakers   |
| developing your current teaching style and making it more effective. Helping understand the classroom management how to have debates and discussion in an respectful manner when though opinions and view points may differ   |
| Mentor support  |
| External CPD courses have been very helpful - the opportunities to discuss with leading academics in education  |
| Philosophy for children training  |
| Learning about the importance of targeted questioning.  |
| The placement has given me an opportunity to become more confident in a school setting  |



## FEEDBACK ON CURRENT COURSES: WHAT WOULD YOU LIKE YOUR RE ITE TRAINING COURSE TO PROVIDE MORE HELP WITH?

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| Examples of pedagogical approaches to various topics.  |
| At the beginning of the course, more guidance on how to plan a lesson and what a 'good' lesson might look like.  |
| I would not change base school approach but I think uni could have been more useful  |
| World views that vary on culture. So cultural studies within RE.   |
| Well-being, less assignments, clearer information about what is expected of us. Assignments have been changed within a week of a deadline due to disorganisation at XXXX Uni   |
| Subject-specific sessions on teaching different religions and controversial issues   |
| I would have liked more support in teaching sixth form. However the job that I have secured is only to teach up to year 11 and the sixth form teaching will be supported later.  |
| Subject knowledge development is considered a personal skill to develop, which I fully understand as we all have different experiences but as my undergrad degree was not related to RE I have had to work on my SK a lot more. Further support may have been beneficial but I have found helpful sources elsewhere.   |
| Break down of organisation for relevant material needed throughout the course.   |
| Subject content.   |
| The written side of things was a lot more complex for me and it felt full on too many deadlines to meet  |
| CV and Personal Statement guidance   |
| I would have loved to have had field trips out to various religious worship places and conferences to interact with the real world but due to covid I know this is t possible  |
| PDP - it is too much work  |
| Subject knowledge of the major world religions - Judaism in particular.  |
| More opportunity to spend time in research and talking to those who are currently within the field of RE. We have an extremely small department, along with non-specialists which makes this difficult.  |
| To possibly have more time to approach areas which me and other students are not clear on. For example the majority of the class have not been taught things on Buddhism or Hinduism etc as schools did not teach it, this could help our knowledge and confidence to teach these religions  |
| Behaviour management and support with being a minority teacher. Skills on managing workload.   |
| Subject-specific training and being taught the curriculum  |
| My ITT provider has been unable to secure a suitable placement so far on the course. So I'm not sure if there is a problem in this area with placement providers. I'm a mature student.  |
| Differentiation tactics.   |
| Subject enhancement days to include ethics and philosophy  |
| Questioning and scaffolding.   |
| Questioning techniques.  |
| Creative or dramatic activities to aid learning.   |
| Learning RE content. Covering basic teaching practice like discipline.   |
| Making sure curriculum mentors are suitable for the role, there is so much weight given to that relationship that if it isn't great there is an issue.   |
| academic admin   |
| More generic support surrounding the development of personal development portfolios.   |
| Nothing mine was brilliant   |
| How to function in a school, task ideas, how to start as a teacher, lesson plans effectively and at a standard.  |
| Subject knowledge classes - whilst I'm trying my best to read up and learn as much as I can about the various subjects, it can prove really challenging to do this alongside other demands of the course. I worry sometimes that I've not understood a concept correctly, and it would be useful to have an RE specialist to confirm viewpoints/ideas and understandings with. |
| I think it is difficult to say because of covid. Having had 3 months of online teaching, I do not feel confident in creative teaching, having students move around the classroom and experiential learning. This however, is not down to the ITT training course, this is down to the circumstances that we have been trained in.  |
| Marking Identifying the levels of detail students need to know per key stage   |
| More advice on behaviour management - before first placement.  |
| More information or suggestions on lesson ideas for different religions  |
| Pedagogical support.   |
| Awareness of how to influence the RE syllabus at the LEA level, being the only subject without a national curriculum.  |
| building confidence  |

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| Time and encouragement to focus more on improving subject knowledge.   |
| Being focused on us, not on the university needs. We need support not the university needing us to succeed for their goals.  |
| Help with assessment/training for marking GCSE/A-Level papers  |
| Lesson planning (how to do so efficiently)   |
| More subject knowledge boosters.   |
| Better placements with more experienced mentors.   |
| Practical advice on developing behaviour management techniques and how to handle the emotional response that comes with that e.g. guilt  |
| Subject support throughout training, not just SKE  |
| More room for broadening knowledge. There is so little time for anything, and I'd really like to sit down and research the topics that are new or less known to me that are part of the syllabus.  |
| Providing us with ideas about how our NQT and RQT years will be  |
| Everything. I find there is little to no support at my uni and they seem to care more about the university's name and reputation then they do about the well being of their students. It's also badly organised.   |
| Not sure.  |
| Finding a job, perhaps mock school interviews  |
| As I was the only RE trainee, I would have found it helpful to have linked with at least one other person, even if that had to be someone from another training provider, as it would have been good to have had someone else to share the learning experience with.   |
| Information on how to ensure you are respecting each world religion during your teaching, in your classroom.   |
| I think I personally would best be helped with skills how to manage time. To know when to leave it and to not. I have found that and the school encourages an environment where a lot of information and effort can be put into the students. I struggle with this because I really want to put my all into teaching and sometimes it's not possible to put your all into every facet of teaching (often I will not sleep so that I can work). I am aware that this is a personal issue but I do know that I will colleagues I work with in RS have also struggled with time management. |
| Academic essays and practical preparation earlier on   |
| More behavior input  |
| Subject knowledge  |
| Subject knowledge  |
| More time in school/more 5 day weeks   |
| Lesson planning and activity ideas. Also relevant subject knowledge.   |
| Behaviour Management and Differentiation   |
| If I had to choose probably Behaviour management - however with it being such an odd year of teacher training I think Covid 19 may have have an affect on this. (Maybe because we had less time to apply what we have learning in professional studies lectures on behaviour management (due to virtual learning).   |
| More content on world views and religions. Although some maybe have theology degrees on the course and I completed an SKE, it would have been helpful to have a recap or "booster" on some topics. These could have included ideas for tasks and activities also.  |
| The eRPD as well as the ethics form for assignment two.  |
| Different pedagogies may be delved into more, maybe with a view of how they could look in practice in not just medium term plans but individual lessons.   |
| Implementing Pedagogy  |
| Aspects of leadership, more varied religious knowledge (single faith training college)   |
| How to tackle the difficult questions when they arise. How to partition your individual beliefs when answering those questions and not letting it influence what you teach   |
| Provision of or loaning text books at the start of the course.   |
| Assignments that are more related to the practical elements of teaching.   |
| More ideas about what resources and tasks to use in class and for what situation   |
| I am not sure....  |
| things I havent been able to do because of Covid   |
| Assignment, maybe consider the amount of work that comes into taking on entire year groups and how much planning that is and give us. break on assignments, I do not think 2 are necessary   |
| Subject specific classroom strategies  |
| Managing the hectic work load  |



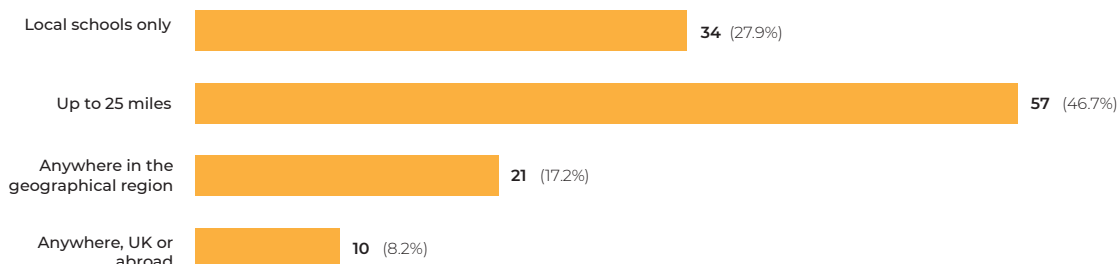
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| The communication with the placement schools needs to be better, there is too much the placement schools don't know about the course. The mentors need to know exactly what their meant to do and be accountable for it, and the school needs to know its responsibility in providing resources.   |
| All the help needed is always there, and further help would always be catered for.   |
| I think a "less is more" approach would help. Less breadth of content delivered to us in greater depth, focusing on those elements of teaching which will make us feel confident as we enter the classroom, e.g. behaviour management and lesson planning.   |
| The content a re teacher should know, pedagogy tools to help give content  |
| More of a balanced time schedule between subject specific sessions and PLD sessions.   |
| I'm not sure what the point was of about 50% of our curriculum session with the university. Felt like we could have been doing other, more productive things.  |
| Subject knowledge enhancement.   |
| Process led responsibilities, such as trainees having full access to data management software in preparation for NQT. More contact with other RS trainees to share ideas, and learn from one another. Extra subject days. Weekly extracurricular sessions for RE trainees.   |
| Planning   |
| behaviour management training  |
| Subject knowledge I struggle most with this, as my degree is Philosophy. When I am teaching religion units I have to spend a lot of time learning then content before I can plan the lessons.  |
| Subject knowledge and subject specific strategies  |
| Current research / thinking within RE in training sessions   |
| I can't think of anything.   |
| Variety of RE experts and delving into aspects of religious lives  |
| Use the core syllabus more to base the university training on the various GCSE and ALevel topics which we will be expected to deliver in schools.  |
| Online teaching.   |
| what we are missing out on due to covid  |
| WIDER SCOPE OF OPPORTUNITIES FOR IMPROVEMENT   |
| I haven't started my lacuna yet, but I am feeling a little anxious about completing a PowerPoint display, but I know if I have any difficulty, my university tutor is very supportive. I think it would be great to have some more info about how to practically track 30 children- although I am sure with practice and experience this will become easier. |
| Resources for lesson tasks and face to face lectures would have been more beneficial but obviously couldn't happen due to COVID restrictions.  |
| Lesson planning  |
| Subject knowledge, perhaps 6 modules relevant to the 6 major faiths and address common misconceptions within the classroom   |
| During lockdown remote learning has been difficult however couldn't be helped. its been difficult to keep up to date with tasks.   |
| Curriculum design Assessment Lesson planning   |
| Confidence with subject  |
| How to teach/deliver specific topics to students   |
| What I would like my RE ITE training course to provide more help with is more intense sessions on teaching GCSE content and how a lesson should be constructed when teaching Y11   |
| wider school responsibilities, KS5 teaching  |
| More focus on subject knowledge  |
| More creative ideas on how to deliver specific lessons. More in depth subject knowledge sessions - e.g. GCSE standard summaries or A Level summaries.  |
| Teaching me, how to teach students how to write essays and become better writers - I can't believe I haven't done any of this.   |
| Just a secure job after training. The government spent £19,000 training me to have no job  |
| More time to look at educational theory.   |
| Resources  |
| Access to online courses to improve subject knowledge.   |
| time management  |
| Behaviour  |
| Applying pedagogies in practice - there have been reasonable limitations due to C-19   |
| How to break down stereotypes in the classroom   |
| Assessments to be not masters level if you are not receiving masters.  |







## HOW FAR ARE YOU WILLING TO TRAVEL IN APPLYING FOR RE TEACHING JOBS?:



## FURTHER COMMENTS ABOUT TRAVEL & JOBS:

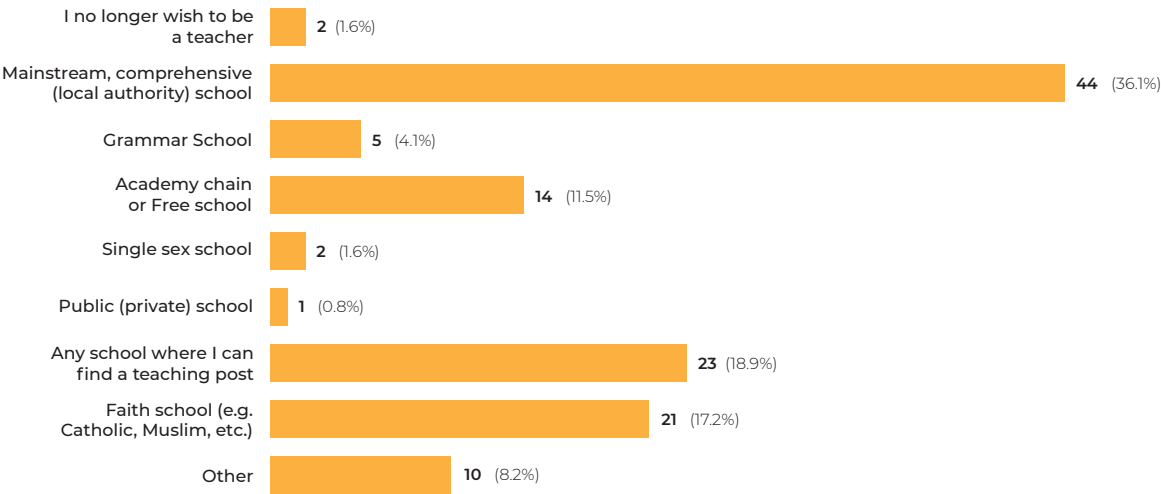
|   |
|---|
| <i>When applying I was looking for somewhere local to where my family lived. I've lived away from there pre COVID for 8 years and decided now is a time to be local.</i>  |
| <i>I am a Welsh speaker and would prefer to teach at a Welsh school although I am able to teach in Welsh or English.</i>  |
| <i>I am landing to do supply but hope to teach abroad one day</i>   |
| <i>Being in a city, means I have more job opportunities, however, I must take into account childcare.</i>   |
| <i>They are time-consuming and mostly unsuccessful. I cannot move from my current base as I have a family, it limits opportunities as does my age.</i>  |
| <i>I do not have a car.</i>   |
| <i>Already have a job lined up for July</i>   |
| <i>I have a lot of prior experience in the third sector where I have become accustomed to interviews and applications, but I don't feel confident applying this in a teaching context.</i>  |
| <i>I am willing to travel further when I am able to drive but I struggle to carry books / workload on the bus as a training practitioner.</i>   |
| <i>Not enough Confidence in job application</i>   |
| <i>I am a bit scared to apply, knowing how much face to face teaching I have missed</i>   |
| <i>I haven't seen a single local job ad for an RE teacher. There are a lot of schools in my local area, but I am increasingly concerned that I won't find an RE job for September .</i>   |
| <i>I applied within 30 miles</i>  |
| <i>Other! I am currently living with my parents in Cambridge, but will be moving to the Stockport(ish) area to be closer to my boyfriend. So I am looking for jobs there. This isn't really about being willing to travel for a job, but about looking for a job where I want to travel! I would have left this one blank, or liked an 'other' option.</i>  |
| <i>Struggling to find work at the moment as everyone wants you to have experience</i>   |
| <i>I have not yet made applications to jobs and feel like I will lose job opportunities as a result of this, however I have found the workload to be too much whilst also being able to apply for jobs. I know there is pressure to do this and this makes it more difficult for me to make these applications. I am concerned that I will start the process and then an interview will happen and I won't have the time to prepare for it. this concerns me.</i> |
| <i>local if in the UK but would love the opportunity to work aboard</i>   |
| <i>My age is counting against me</i>  |
| <i>Very difficult finding RE jobs</i>   |
| <i>I have chosen up to 25 miles however with their being a significant lack in jobs I'm my local area I have had to travel approx 38 miles (this was the closest job I found). I think this year has had an affect on people leaving their current teaching posts.</i>  |
| <i>Need more subject specific ones- too many are lumped with Humanities, where there is often very little RE on the timetable</i>   |
| <i>Not sure I want to be in schools, prefer the A Level stuff.</i>  |
| <i>I have not yet found anything within a 25 mile radius that is not a faith school. I really want the opportunity to teach Philosophy A-Level, but I have not found any jobs allowing this yet</i>   |



|  |
|--|
| <i>I have secured my ECT job</i>   |
| <i>Already employed in my school before training</i>   |
| <i>I have been very fortunate I was offered a job in my placement school in November - which I was delighted to accept</i>   |
| <i>I have secured a full time Job ready to start in September</i>  |
| <i>Epileptic - so need to be accessible by public transport</i>  |
| <i>I have a job starting in September</i>  |
| <i>I don't really understand this question. I applied to a job in London and went to the interview there (I live in Sussex). I wouldn't move out of desperation for a job, but I want to move to London and as a result I am seeking employment there.</i> |
| <i>Within an 45mins travel</i>   |



**IN WHAT KIND OF SCHOOL WOULD YOU LIKE TO WORK  
(OR HAVE YOU FOUND EMPLOYMENT)?**



## **‘OTHER’ RESPONSES ABOUT PRESENT/FUTURE EMPLOYMENTS:**

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|---|
| <i>I happen to have found a post at a free school, but would work in any state-funded school.</i>   |
| <i>A school that values RE, ideally as a core subject</i>   |
| <i>Any school where we are mutually suited to one another</i>   |
| <i>I have already found a job</i>   |
| <i>I completed my training at this school and have been given a job there.</i>  |
| <i>Children in care</i>   |
| <i>I believe in inclusion for all</i>   |
| <i>I've only had the experience of a mixed comprehensive, so it's impossible to say where I would like to work as I have nothing to compare it to. I'd just like a school who care about the subject and has good teachers and leaders.</i>   |
| <i>Academy faith school (CofE)</i>  |
| <i>Would have been helpful to have been able to select more than one. I do not want to teach in a private school, neither certain faith schools, but would happily work in an academy trust school or comprehensive school, and have applied for jobs in both!</i>  |
| <i>I have selected faith school as I feel these are the schools who really value RE and want to see it done well and have a prominent place in the curriculum.</i>  |
| <i>I am unsure if I would like to work in private or state, I am certain I will not enjoy work in a strong faith School, not because of the school environment that rather because the type of school Faith will directly affect the content I will teach. I will either be looking for work in secondary, a level, or combination sixth form secondary</i>   |
| <i>Independent school</i>   |
| <i>Definitely a faith school due to unfortunately RE not being taken as important in other schools.</i>   |
| <i>Jewish</i>   |
| <i>Maybe a sixth form college.</i>  |
| <i>FAITH SCHOOL</i>   |
| <i>I have a job to start in September 2021, Teacher of humanities (specialising in RE), I am happy to work in a mainstream or religious school, but don't think i would be keen to work in a private school</i>   |
| <i>Any school/no preference</i>   |
| <i>I have found employment.</i>   |
| <i>ALTERNATIVE PROVISION</i>  |
| <i>I can't imagine that RE is respected in the same way, nor taught in a similar way in a comprehensive, having only attended Faith schools all my life and teaching in a Catholic school. There's a certain element of being able to be honest with your faith in a Faith school which is liberating, especially when compared to other places of employment where I feel there would be more discomfort about addressing faith. I don't even mean this in an evangelical sense (as someone who is Anglo-Catholic CofE).</i> |
| <i>A school that provides A level</i>   |

## **WOULD YOU LIKE TO MAKE ANY FURTHER COMMENT ABOUT BECOMING AN RE TEACHER, OR ABOUT THIS SURVEY?**

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| <i>I think it's important for RE teachers to be versed in other subjects that can support student thinking RS teachers with a theology degree are suited to the subject , however their is a stigma against those who don't have a theology degree. I'm one interview I was referred to as 'the one with psychology' - and not in a positive way.</i>  |
| <i>I loved the pgce and everything I gained over the past year and the people I have met it was amazing thank you</i>  |
| <i>I'm really excited to start my teaching career and especially this subject as it gives me the chance to bring out my creative side.</i>   |
| <i>I think that RE should be increasing in relevance in our extremely diverse country</i>  |
| <i>The workload is intense. Survey should allow more than one worldview. It's hard as an ethnic minority teacher. Get mentors that have experienced being the only ethnic minority in a whole school placement.</i>  |
| <i>Teaching is much harder work than most people imagine! Would have like to choose more than three things I would like to achieve.</i>  |
| <i>Really enjoyed course so far</i>  |
| <i>I wish I'd been able to have physical experiences of seeing the loving difference</i>   |
| <i>I feel that RE is not getting the respect it requires within schools and more needs to be done in relation to schools only having one specialist in a school and RE being taught by supply and non-specialists</i>  |
| <i>It is a rewarding pursuit and should be more widely available</i>   |
| <i>Sometimes discouraging outside of faith schools is the lack of regard for RE as a subject - the EBacc didn't help.</i>  |
| <i>It's the best thing to do</i>   |
| <i>I hope the results show that you do not have to be religious or follow a religion to be an RE teacher. There are so many nuances in life left unexplored because people need to take sides. I'm here to try and change that x</i>   |
| <i>Thank you for this survey - I enjoyed completing it.</i>  |
| <i>I hadn't fully realised how much of an anomaly subject RE appears to be. I was already aware that it didn't have a national curriculum framework, but was less aware of the number of non-specialist staff who deliver aspects of it, particularly non-faith schools. I undertook 2 placements during my training, both in non-faith schools, and was both surprised and disheartened at the lack of specialist teachers who were delivering RE (or whatever it is titled in individual schools - perhaps another issue??) I think this reflects an under-valuing of the subject, suggesting that "anyone can teach it." This in turn can potentially make the specialist teacher feel undervalued and rather like a second-class citizen within a staff team</i> |
| <i>I chose to join the ITT at University of Brighton as I was happy with the way they appeared to teach. I chose this as a result of covid restrictions on my future plans. However I'm glad that I chose this path as it means that I can either become a secondary school teacher or this works as great experience for a job slightly related to teaching such as working as a teacher in a prison or working with young individuals</i>  |
| <i>I wouldn't be doing this course without government funding</i>  |
| <i>Thank you for the opportunity to express my thoughts. While this year of teaching training has been challenging, I have loved every moment of it and I feel so lucky to be able to start my teaching post in September.</i>   |
| <i>Outside of a previous vocation, I believe that being an RE teacher is the best job you can have</i>   |
| <i>RE is an undervalued subject, but I wish to make it more valued.</i>  |
| <i>I think it is important to introduce students to Philosophy early so they can build passion for the subject and consider further studies in Philosophy when they leave school</i>   |
| <i>'British' is not an ethnicity!</i>  |
| <i>Its a very worthwhile job and I am really looking forward to getting started and seeing how RE develops, I just hope that when I have completed by NQT years I will have greater freedom to try more experiential forms of RE, the head of my department takes a more critical approach and does not like experiential RE</i>   |
| <i>RE should be promoted more as it will allow pupils to learn religion and show respect to others by having a stronger understanding even if its the basics</i>   |
| <i>We need more jobs available to ONLY subject specialist</i>  |
| <i>Hope you get lots of good feedback.</i>   |



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