



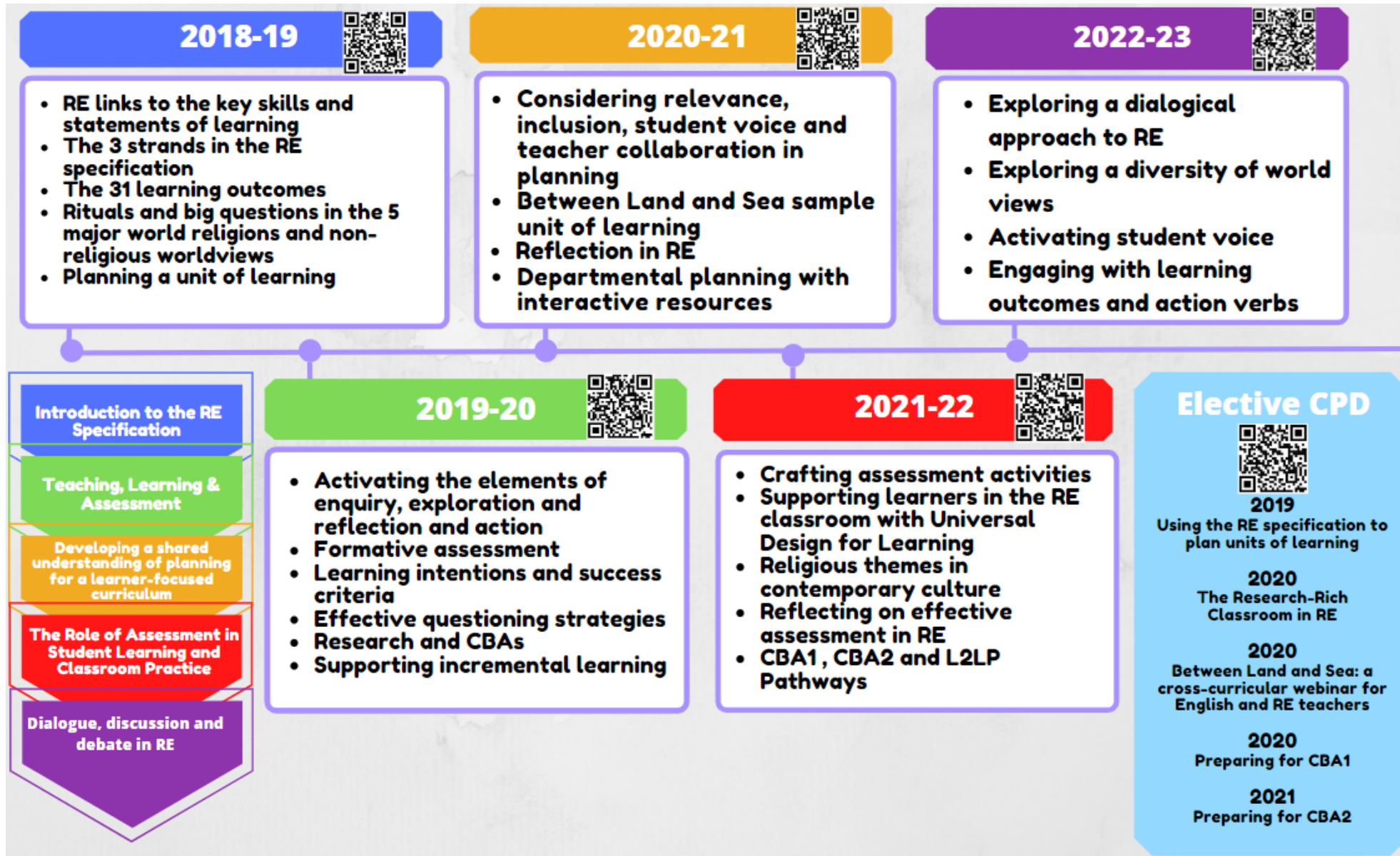
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A Dialogical Approach to Junior Cycle Religious Education



An Roinn Oideachais
Department of Education

JCT RE CPD Overview 2018-22



RE: 'A Particular Space'



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Religious Education provides a particular space for students to encounter and engage with the deepest and most fundamental questions relating to life, meaning and relationships. It encourages students to reflect, question, critique, interpret, imagine and find insight for their lives.

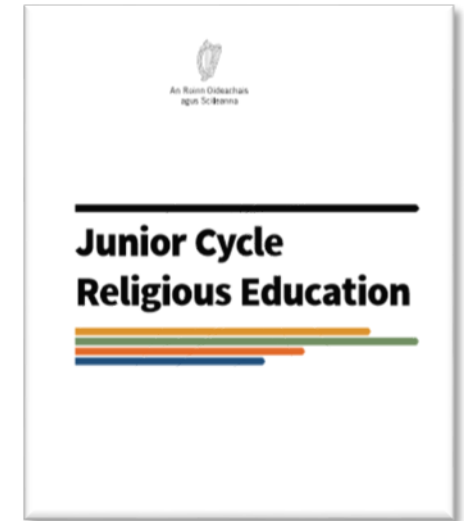
Religious Education Specification, Page 4.

Aims of Religious Education



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- ‘develop knowledge, understanding, skills, attitudes and values
- enable young people to come to an understanding of religion and its relevance to life, relationships, society and the wider world
- develop the students’ ability to examine questions of meaning, purpose and relationships
- help students understand, respect and appreciate people’s expression of beliefs
- **facilitate dialogue and reflection on the diversity of beliefs and values that inform responsible decision-making and ways of living’.**



Session 1: Learning Intentions



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We will...

- consider the role of discussion and active listening in the RE classroom
- explore strategies to support respectful dialogue and active listening

Managing Discussion in a Polarised World



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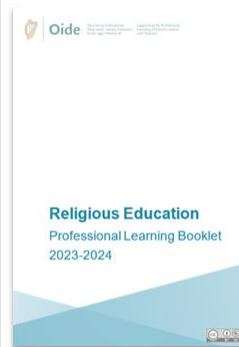
Jamboard Activity



What are the **opportunities** and **challenges** when engaging with different religious and non-religious world views in the RE classroom?

Opportunities?

Challenges?



Definition of World View



World view is how one perceives and interprets the world and life experiences. World views are coherent, historical and shared outlooks. They can be religious or non-religious and can change over time in response to experience.

Religious Education Specification, p.21.

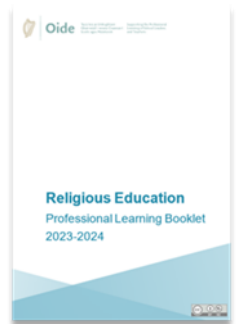
Nobody Stands Nowhere



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[Nobody Stands Nowhere Link](#)

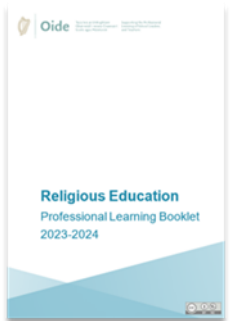


Influences on World Views



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Consider the different factors that can influence a person's world view.



Recognising Diversity in the Classroom



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Life is all about 'Fuzzy Edges'



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'the inner diversity, "fuzzy-edgedness" and... the complexity of cultural [and religious] expression'

Jackson, Rethinking Religious Education and Plurality (2004), page 87.



One Classroom...Many World Views



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As students learn to live in an increasingly pluralistic world, Religious Education has a critical role to play ... in providing opportunities for them to consider the variety of religious beliefs found in Ireland and elsewhere.

It encourages respect and understanding of different beliefs, perspectives and ways of living, including both the religious and non-religious response to human experience.

Religious Education Specification, Page 4.

Discussion



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**How can I support
discussion about
world views in
my classroom?**

**How can I encourage
my students to
actively listen to one
another?**

Living our Values Activity



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Learning Outcomes in Focus

1.3 engage with members of a faith community associated with one of the five major world religions studied in the specification and show an appreciation of how the religious beliefs of the community influence the day-to-day life of its members

1.11 research religious or other organisations, working at a national or international level to promote justice, peace and reconciliation and consider how their work is an expression of their founding vision

3.1 examine different sources of values and ways in which the values of a person relate to their everyday life choices, their relationships, and their responsibilities to others

3.9 synthesise and consider the insights gained about the norms, values and principles that inform decision-making and actions in the lives of people



Living our Values

JuniorCYCLE for teachers

"In a community that loves one another, there should be no-one poor, (unless all are poor); there should be no-one homeless, no-one lonely, no-one sick or alone without visitors, no-one in prison who has been abandoned and written off, there should be no-one rejected or marginalised."

Fr. Peter McVerry

<https://pmvtrust.ie/about-us/fr-peter-mcverry/>

1. What values that have informed this person's worldview?
2. Has this person inspired others? How?
3. Why would you choose this person to be person of the year?

JuniorCYCLE for teachers

"When speaking in the Holocaust time, we said 'never again'. And now it's happening again – Rwanda, Srebrenica . . . This is a story of now, appropriate for this time. The idea is to bring up to date the genocide in Europe and anti-Semitism after the war and lots of things that are still kept quiet"

Tomi Reichental

<https://www.holocausteducationireland.org/tomi-reichental>

1. What are the values that have informed this person's worldview?
2. Has this person inspired others? How?
3. Why would you choose this person to be person of the year?

JuniorCYCLE for teachers

Mary Robinson

"Human rights are inscribed in the hearts of people; they were there long before lawmakers drafted their first proclamation."

1. What are the values that have informed this person's worldview?
2. Has this person inspired others? How?
3. Why would you choose this person to be person of the year?

<https://theelders.org/sites/default/files/elderBio/Mary%20Robinson%20-%20Mar%202021.pdf>

We have chosen 5 people from different walks of life with different world views, all of whom have made positive contributions to the world. These people live out the values that are important to them.



JuniorCYCLE for teachers

Lorraine O Connor

"We've all faced so many obstacles. It's only in the past three years that it really feels like a game changer in Irish society. We've seen a lot more acceptance. That's the sheer determination of the women and the love they have for the work they do. It's their determination to make people accept them for who they are. What we do is a gesture of goodwill but it's also letting people know we're Muslim and we're just like you."

MUSLIM SISTERS OF EIRE

<https://msoe.ie/index.php/about-msoe>

1. What are the values that have informed this person's worldview?
2. Has this person inspired others? How?
3. Why would you choose this person to be person of the year?

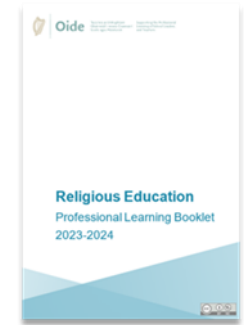
JuniorCYCLE for teachers

The Dalai Lama

<https://www.dalailama.com/>

"Harmony among our different religious traditions is essential for world peace. Genuine harmony should be founded on mutual respect. And respect should be based on a recognition that all the world's major religious traditions are similar in having the potential to help human beings live at peace with themselves, with each other and with the environment."

1. What are the values that have informed this person's worldview?
2. Has this person inspired others? How?
3. Why would you choose this person to be person of the year?



Active Listening



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Open your eyes,
ears, heart, and mind
to what is being said



Give your full
attention to the
person speaking

Ask a question if you find
something confusing or if
you want to hear more

Reflection on Active Listening

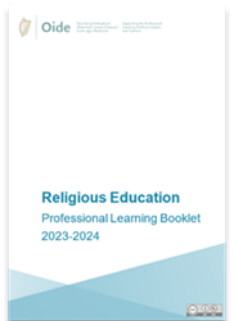


From listening to your classmates choose two or more people from the list below and describe 2-4 values that are identified as being lived out in their work.

- Fr Peter McVerry:
- Mary Robinson:
- The Dalai Lama:
- Tomi Reichental:
- Lorraine O'Connor:



What made me feel that my group listened to me?

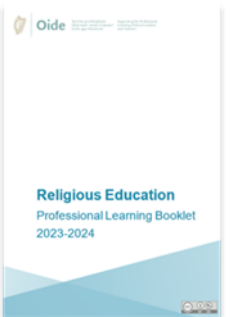


Start.. Stop.. Continue..



Reflection on learning so far:

START Something I will start doing	STOP Something I will stop doing	CONTINUE Something I will continue doing

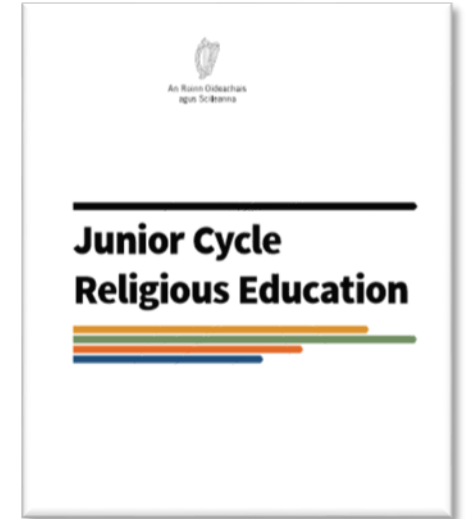


Aims of Religious Education



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Religious Education Specification, Page 5.

Session 2: Learning Intentions



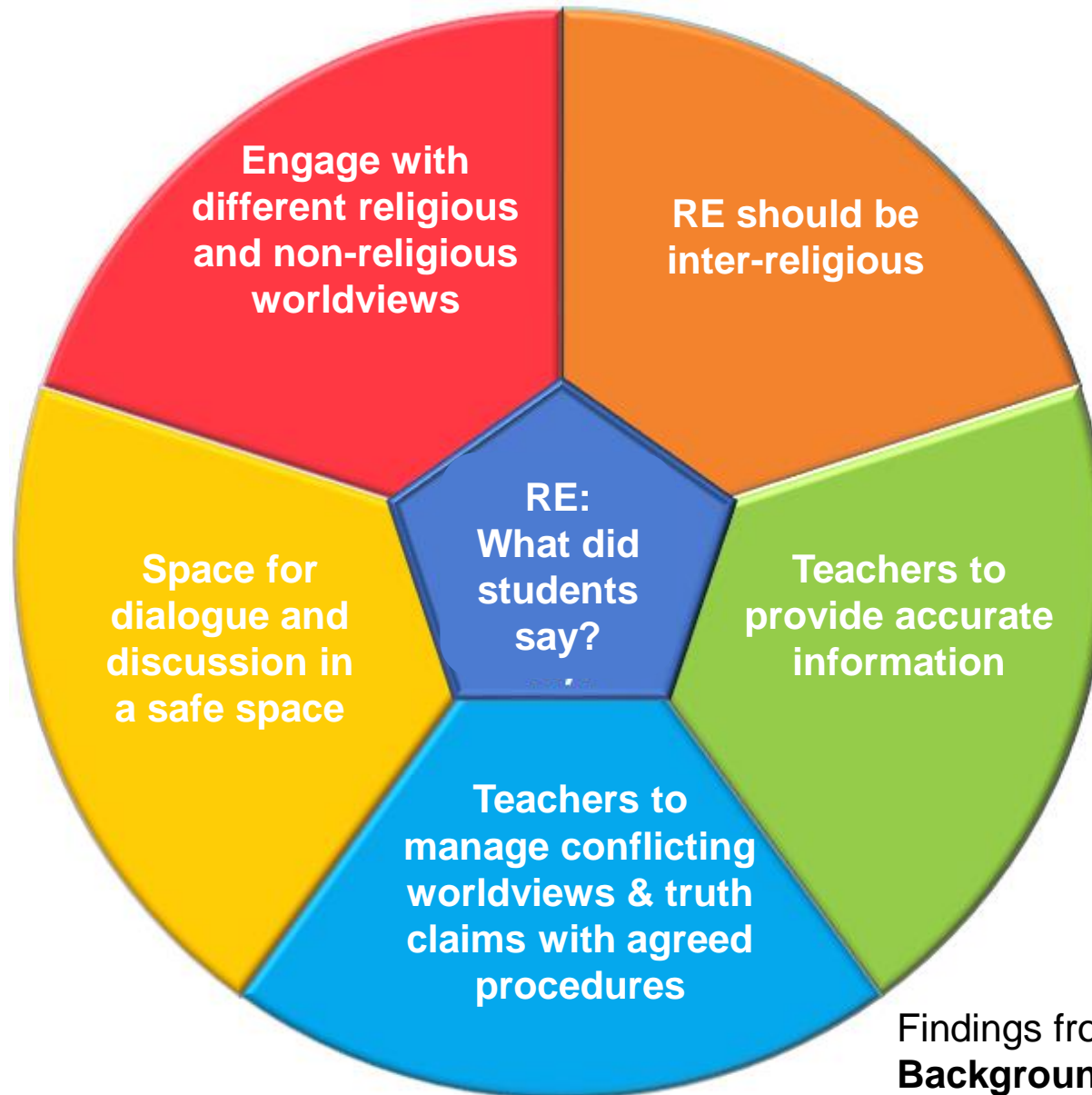
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We will ...

- explore how activating Student Voice enables effective participation in the RE classroom
- model a learning experience which activates Student Voice

Student Voice

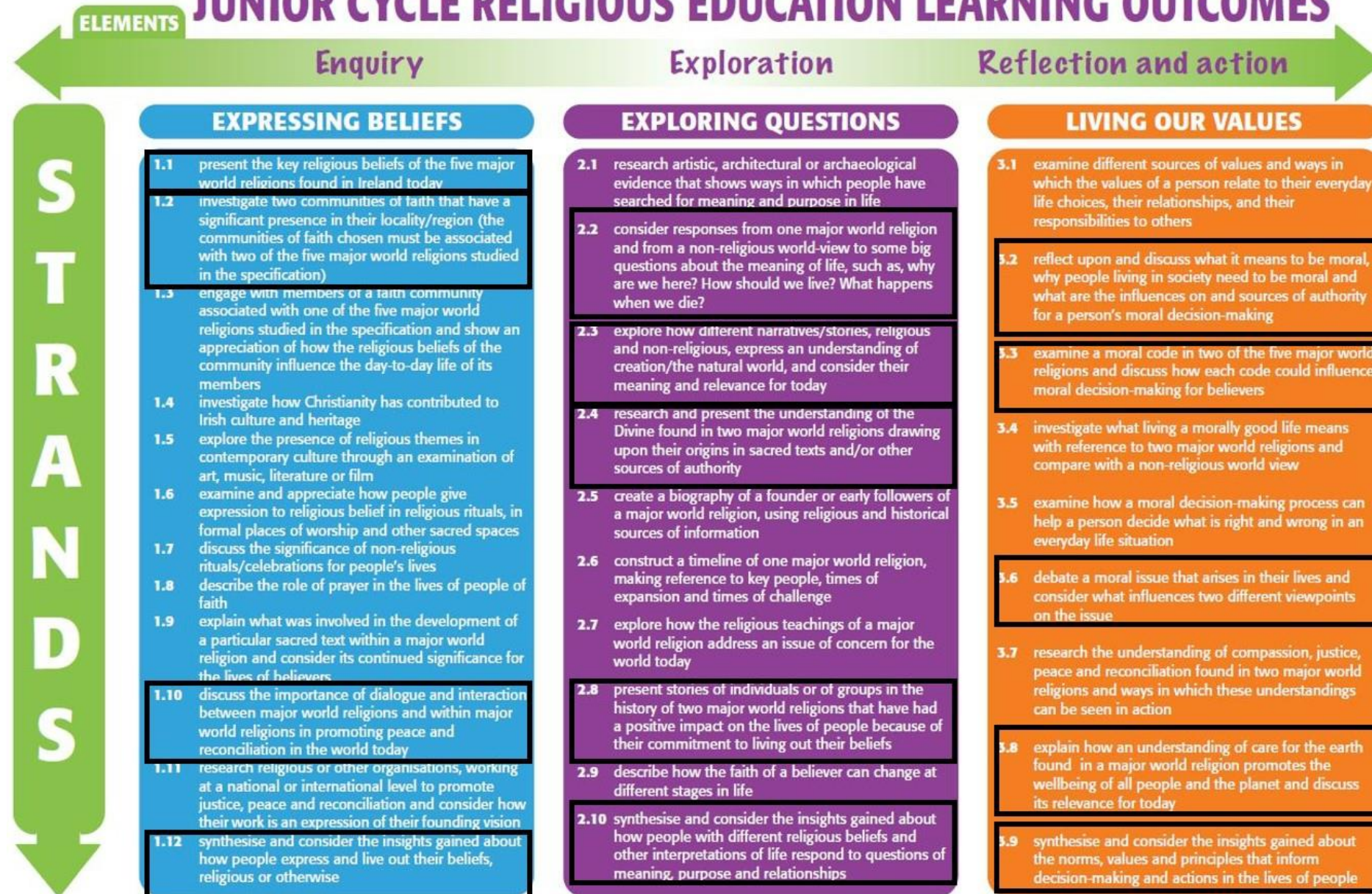


Findings from the REDCO Report taken from Background Paper to RE Specification, page 30.

The RE Specification



JUNIOR CYCLE RELIGIOUS EDUCATION LEARNING OUTCOMES



Teacher Voice on Activating Student Voice

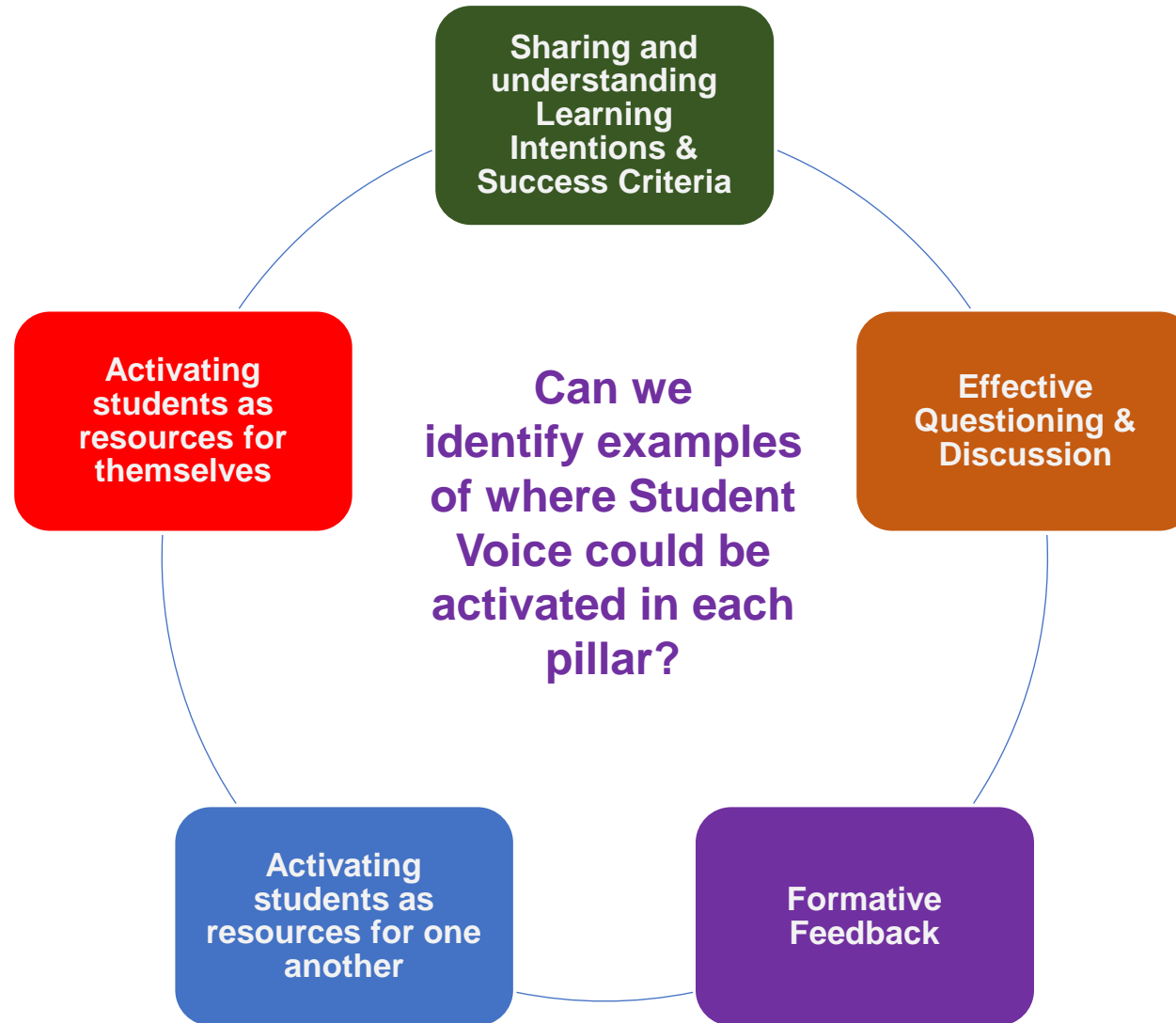


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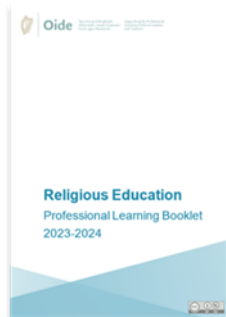
RE teachers on how they activate and integrate Student Voice in formative assessment practices they use.



Activating Student Voice



Embedding Formative Assessment, Wiliam & Leahy (2015), page 4.



Student Voice



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**Silent
Voice?**

**How can Student
Voice be supported in
the RE classroom?**

**Active
Voice?**

**Passive
Voice?**

Multiple Means of Expression



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‘Voice can be articulated in a variety of ways, and it is not just restricted to the spoken word. It is imperative that thought be given to multiple means of expression, as well as the silent voice in the setting.....’

Harmon, Meaningfully capturing the voice of children in research: Applying the Lundy Model of Participation in the Classroom (2020), page 3.



Benefits of Photovoice



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Springboard:

images can be used to support further discussion, engagement and learning on the topic

Accessible:

many students have access to cameras and actively create and archive digital images

Activates:

develops all voices in the classroom – the silent, passive and active voice



Connection:

connects to the world of each student

Meaningful engagement:

the images are meaningful to the students, representing each student's beliefs and perspectives on the topic

Student-led:

students actively choose their own images



Learning Outcomes

3.4 investigate what living a morally good life means with reference to two major world religions and compare with a non-religious world view

3.6 debate a moral issue that arises in their lives and consider what influences two different viewpoints on the issue

3.7 research the understanding of compassion, justice, peace and reconciliation found in two major world religions and ways in which these understandings can be seen in action

Key Learning

Students will

- explore their own perspectives on the moral issue of poverty
- understand what the sacred text of each religion teaches followers about poverty
- understand how a humanist perspective on poverty can be informed by Article 25 of the UN Declaration of Human Rights
- appreciate the perspectives of fellow Irish students from a diversity of traditions

Ongoing Assessment

Students will

- explain what followers are taught about poverty in each of the traditions
- craft questions they would like to ask Irish students from a diversity of traditions
- research and report one religious or non-religious charitable organisation that responds to the moral issue of poverty

Learning Experiences

Students will

- complete the Snowflake activity on poverty
- attend a virtual Student Conference on Global Poverty
- engage with extracts from sacred texts and Article 25 of the UN Declaration on Human Rights
- choose two religious traditions to study in more depth and report their findings in a format of their choice

L1LP and L2LP

E3 produce a piece of work for display

A6 listen to and respond to a range of stories

Reflection

Reflect how the Golden Rule might apply when we consider global poverty

Effective Planning for Teaching, Learning & Assessment



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Learning Outcomes

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L1LP and L2LP

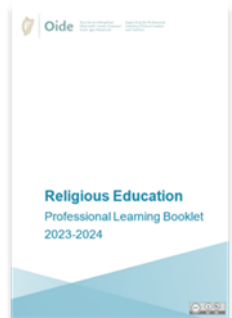
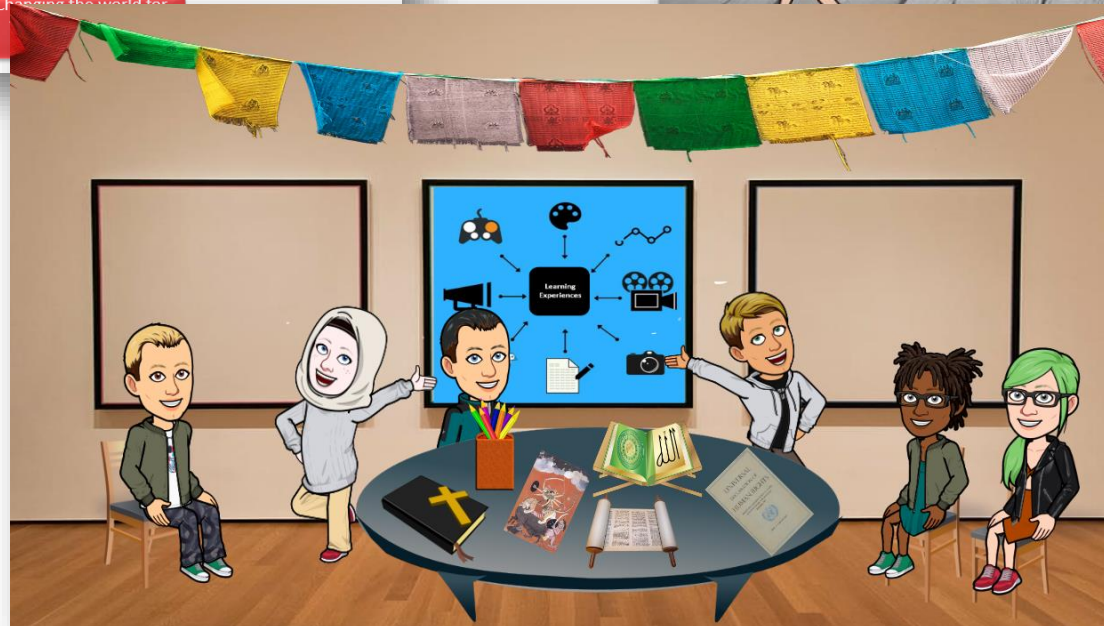
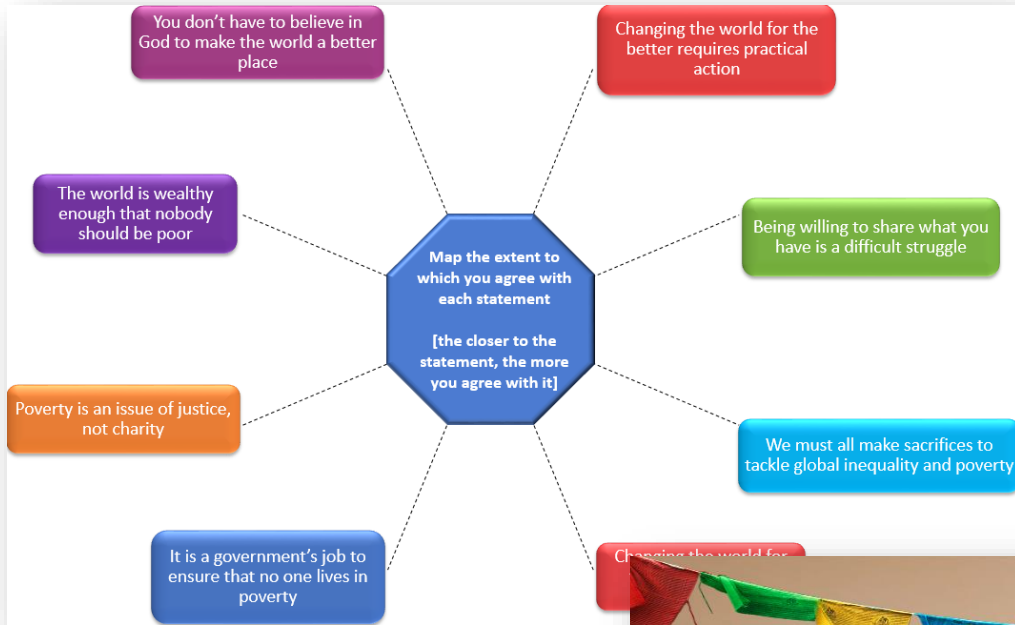
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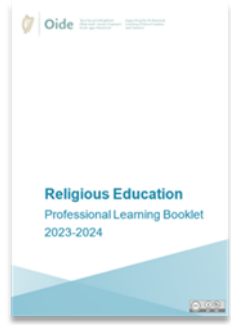
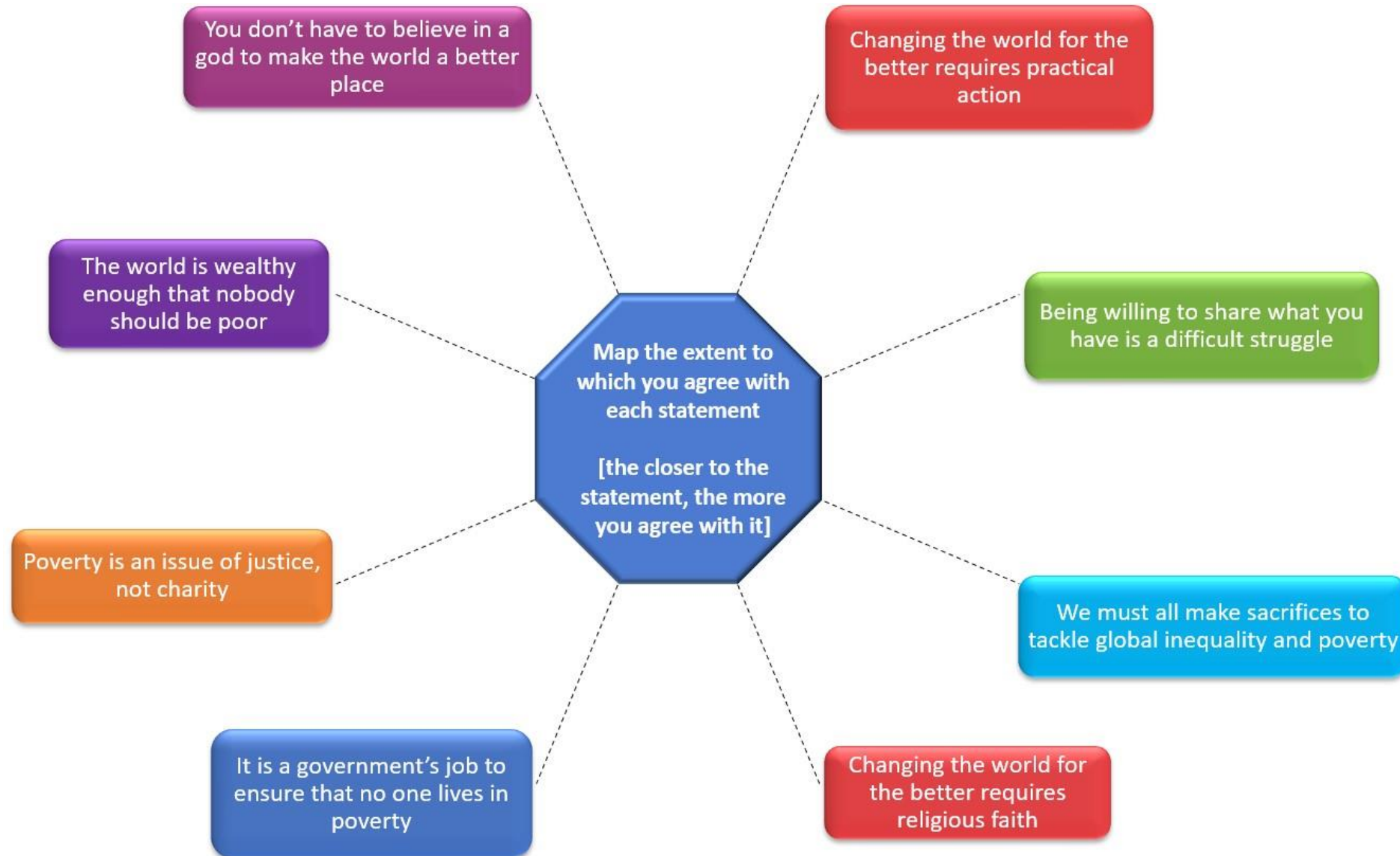
Reflection

Reflect how the Golden Rule might apply when we consider global poverty

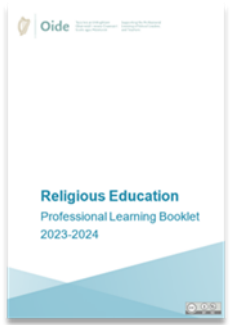
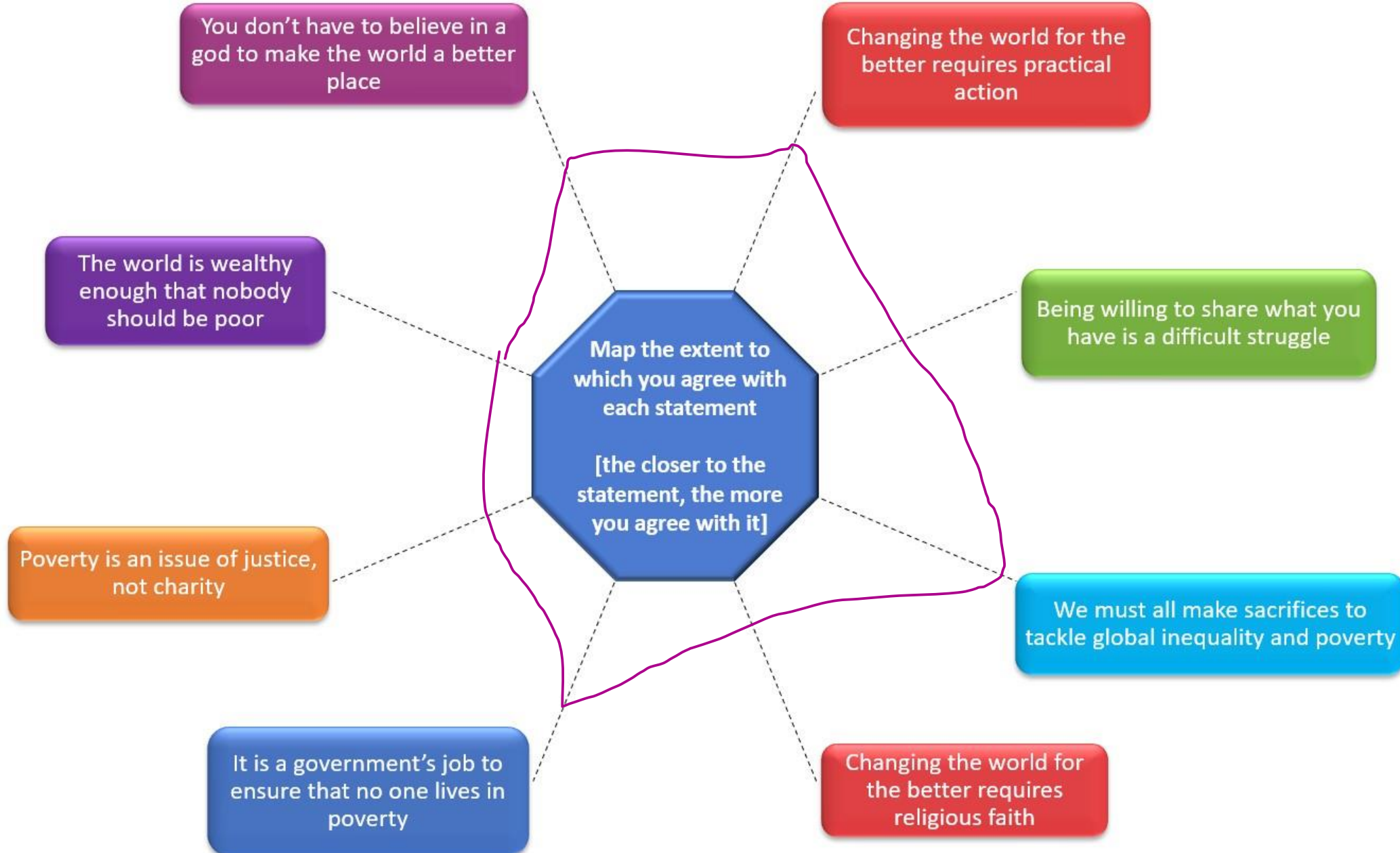
Focus on Learning Experiences



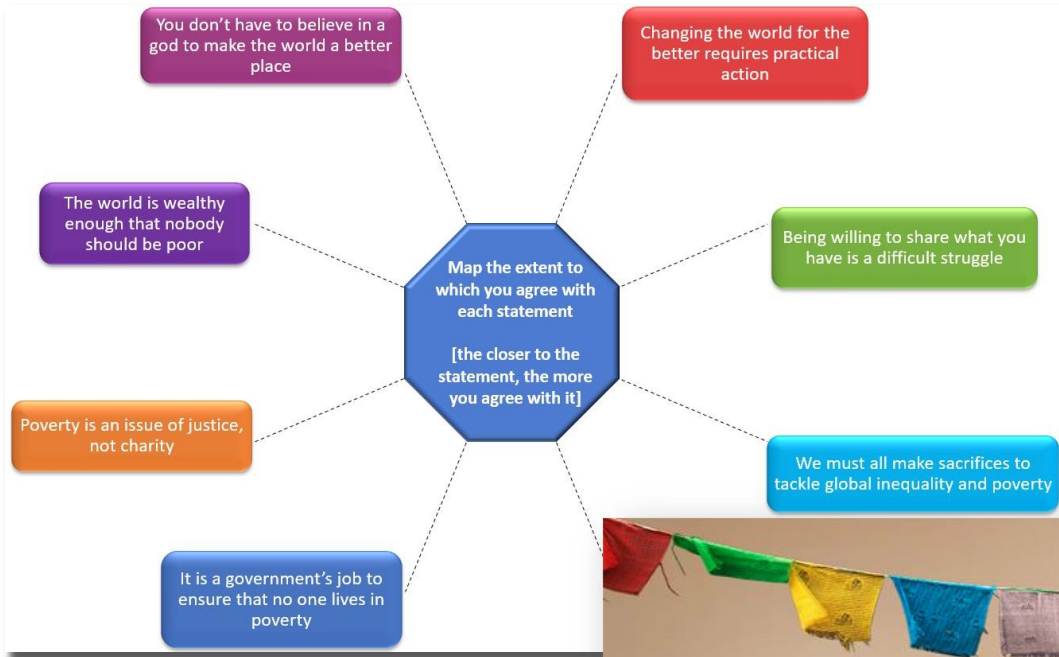
Focus on Learning Experiences



Focus on Learning Experiences



Focus on Learning Experiences



Focus on Learning Experiences



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What is the learning at the heart of this conference?

This conference will help you to:

- *understand what the sacred text of each religion teaches their followers about poverty*
- *understand how a humanist perspective on poverty can be informed by Article 25 of the UN Declaration of Human Rights*
- *appreciate the perspectives of fellow Irish students from a diversity of traditions*

Visit rooms 1 and 2. Read the text behind each symbol and listen to the accompanying audio clip.

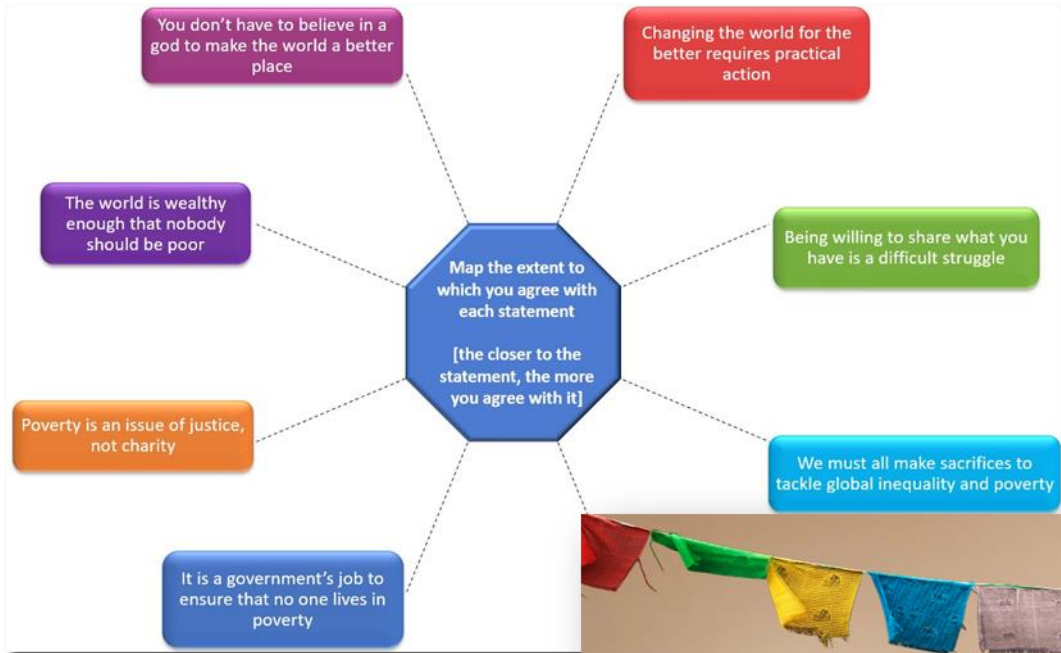


Student Conference on Global Poverty

Focus on Learning Experiences



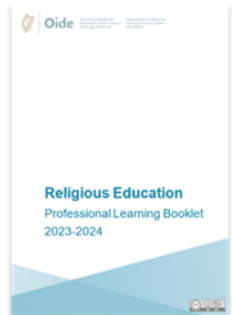
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Focus on Learning Experiences



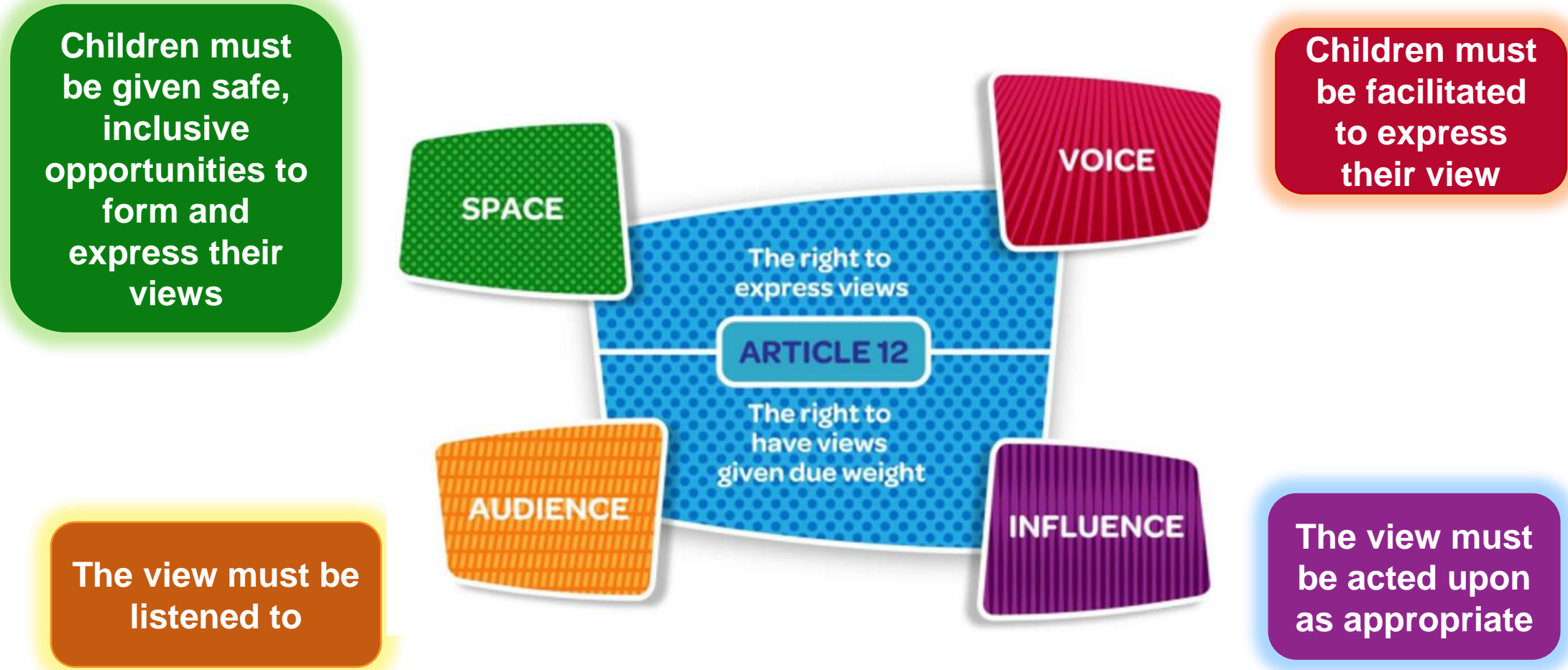
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The Lundy Model of Child Participation



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Ireland's National Strategy on Children and Young People's Participation in Decision-Making, Lundy, (2015-2020), Page 2.

Start.. Stop.. Continue..



Reflection on learning so far:

START Something I will start doing	STOP Something I will stop doing	CONTINUE Something I will continue doing

Session 3: Learning Intentions



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We will ...

- explore the action verbs *Discuss* and *Debate* within the RE Specification
- plan collaboratively for activating Student Voice in the RE classroom

Action Verbs to activate Student Voice



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Student voice



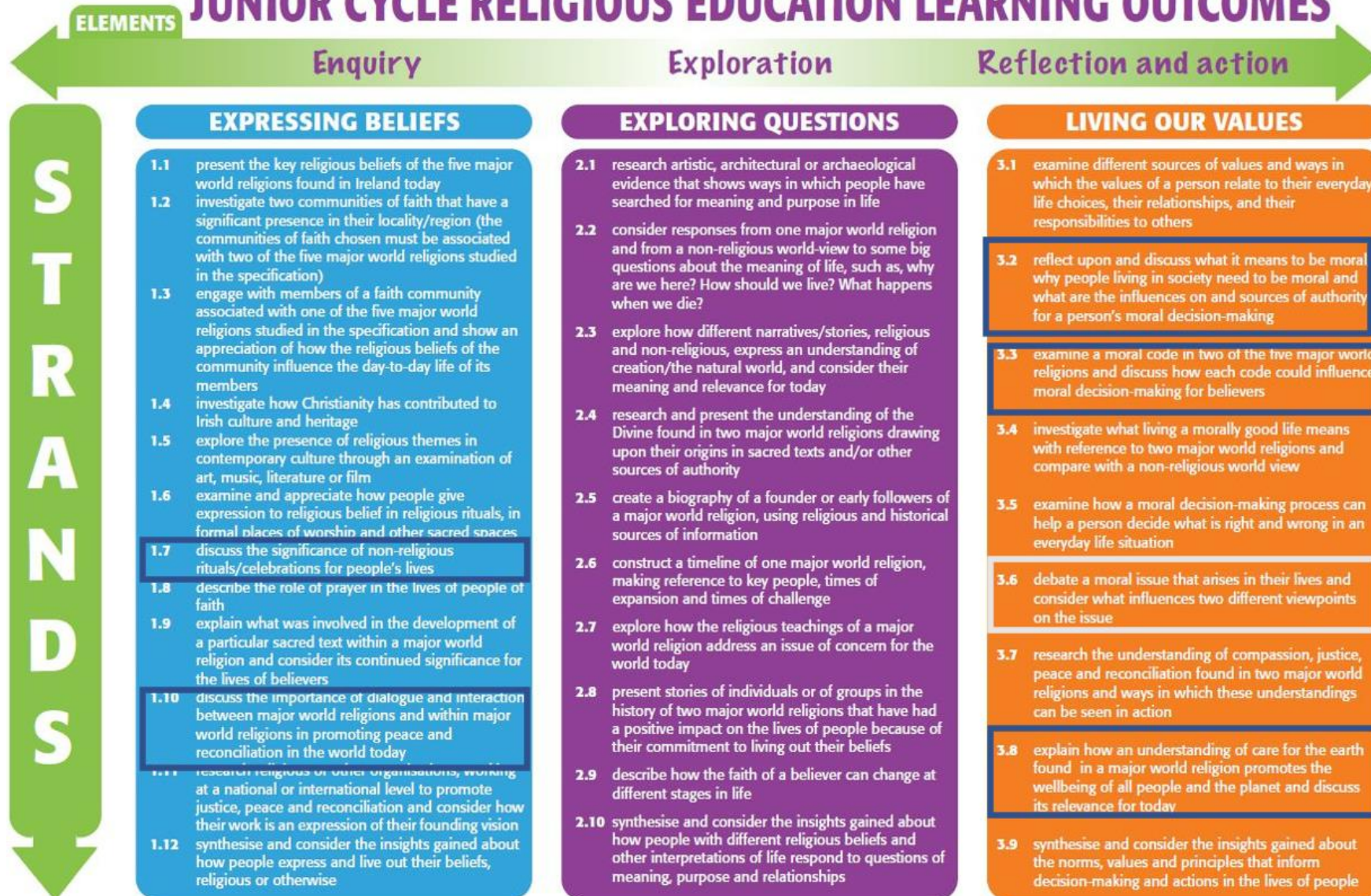
Discuss

Debate

The RE Specification



JUNIOR CYCLE RELIGIOUS EDUCATION LEARNING OUTCOMES



Action Verb: Debate



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LO 3.6 debate a moral issue that arises in their lives and consider the influences of two different viewpoints on the issue

Debate:

set out a viewpoint or argument on a subject on which people have different views, supporting one's stance with evidence.

Religious Education Specification , Page 22.

Note: not all moral issues are appropriate for debate

How do we identify moral issues relevant in the lives of our students?

How do we support students to explore different views on moral issues?

How do we develop students' ability to support their stance with evidence?

Action Verb: Discuss



LO 1.7 discuss the significance of non-religious rituals/celebrations for people's lives


LO 1.10 discuss the importance of dialogue and interaction between major world religions and within major world religions in promoting peace and reconciliation in the world today

LO 3.2 reflect upon and **discuss** what it means to be moral, why people living in society need to be moral and what are the influences on and sources of authority for a person's moral decision-making

LO 3.3 examine a moral code in two of the five major world religions and **discuss** how each code could influence moral decision-making for believers

LO 3.8 explain how an understanding of care for the earth found in a major world religion promotes the wellbeing of all people and the planet and **discuss** its relevance for today

Discuss:



examine different concepts, perspectives or opinions on a topic and then come to their own conclusion/ viewpoint, supported by appropriate evidence or reasons.

Religious Education Specification, Page 22.

Planning to Activate Student Voice in RE



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Who are the Silent,
Passive, Active
voices in this class
group?

What will the
students:
know?
understand?
be able to do?
value?

Ongoing Assessment:
How will I and the
students know learning is
taking place?

Practices suggested
today:

- Sharing Learning Intentions in student-friendly language
- Co-creating the Success Criteria with my students
- Effective questioning to support discussion of meaning and depth
- Peer review of learning
- Reflective learning logs

Student voice



Discuss

Debate

Planning to activate Student Voice

Learning and teaching
activities

Plan with activating Student
Voice in mind



Planning to activate Student Voice in RE



Learning and teaching activities

Consider opportunities where students will participate in informed discussion or debate:

- How can respectful dialogue and active listening be fostered?

Consider including an inter-religious focus:

- Can students be offered a choice of different religious and non-religious perspectives to support the learning?

Consider all voices in the RE classroom:

- What methodologies and strategies would ensure there is adequate access and challenge to meet each student's needs?

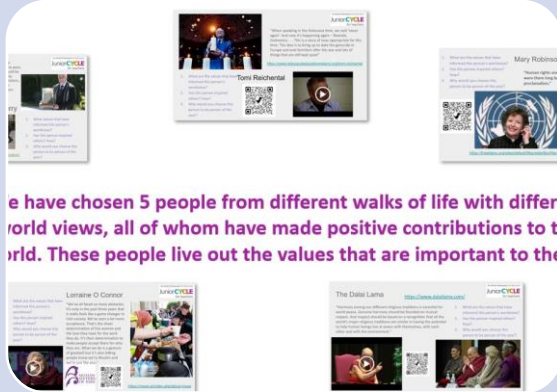
Student voice



Discuss

Debate

Today's Learning Activities



Session 1:

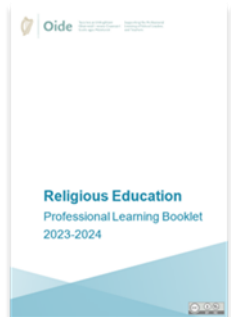
- Jamboard discussion
- Nobody Stands Nowhere stimulus on world views
- Living our Values Activity
- Reflection on Active Listening

Session 2:

- Research findings on Student Voice & RE
- Activating Student Voice through Formative Assessment Activity
- The Snowflake Activity
- Student Conference on Global Poverty Activity

Session 3:

- Bring Discuss and Debate in Focus
- Considerations when planning to activate Student Voice in the RE classroom



Breakout Room: 3-2-1 Reflection

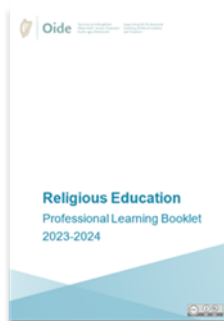
20 minutes

Based on your Start, Stop, Continue reflections throughout the day, with your RE colleagues, discuss:

3 aspects of formative assessment that we can further develop to support the activation of Student Voice in our classroom practice

2 learning and teaching activities which activate Student Voice that I could apply to my classroom practice

1 step we will take as a department based on today's learning





X @Oide_RE

<https://oide.ie/contact/>

Good News!

If you would like to receive news and updates on all things Religious Education, the Oide Religious Education mailing list is now available through the QR code below.

Oide
Office of Religious Education
Department of Education, Dublin

Supporting the Professional Learning of Religious Education Teachers