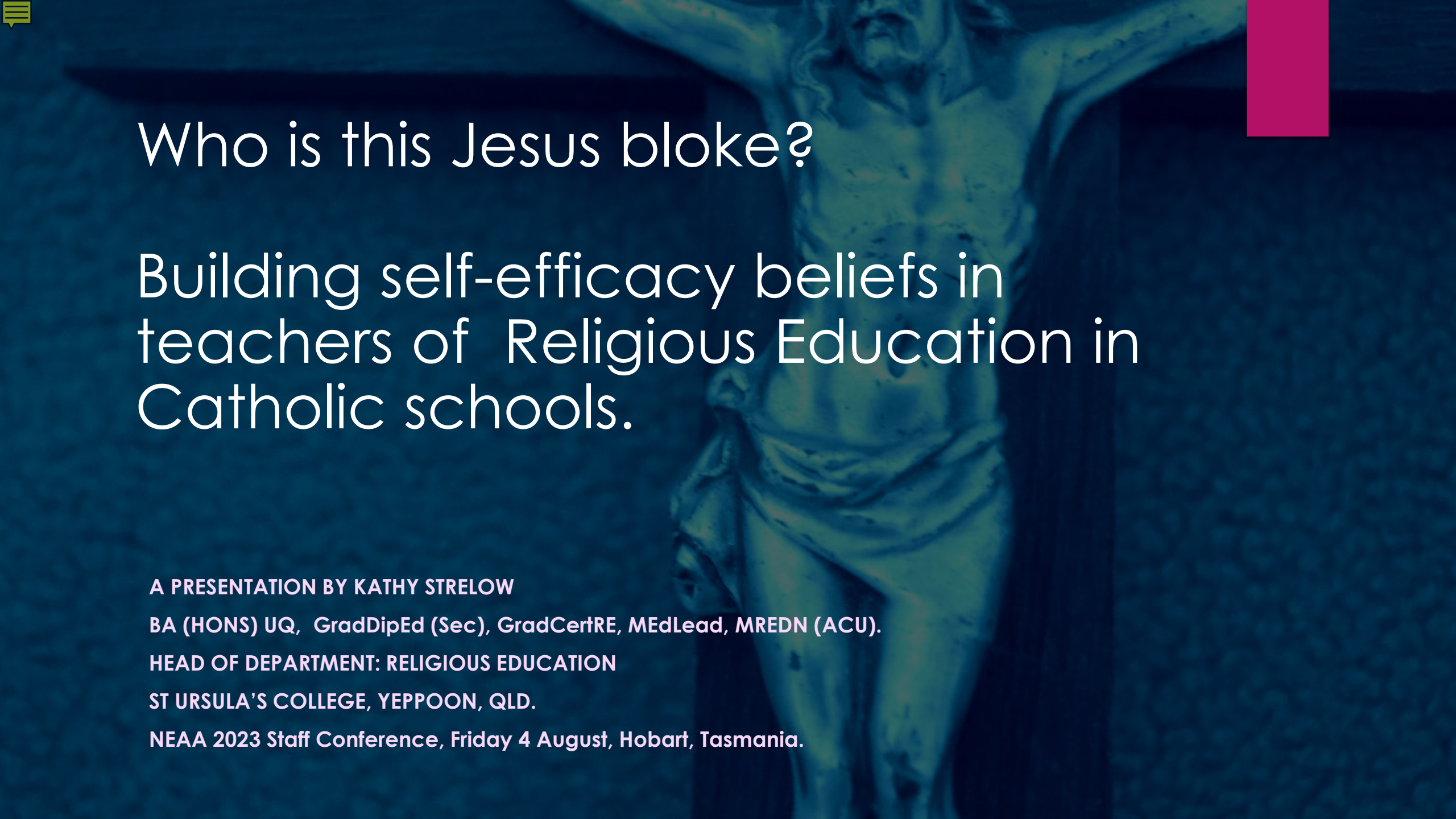




Who is this Jesus bloke?

Building self-efficacy beliefs in teachers of Religious Education in Catholic schools.

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ST URSULA'S COLLEGE, YEPPOON, QLD.

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Context of research

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PRESENTATION TITLE
7/25/2023

- ▶ Increasing diversity, pluralism and secularism
- ▶ Catholic identity and affiliation with practiced religion on the decline
- ▶ Catholic school populations reflect Australian trends
- ▶ What does this mean for our RE teachers in the classroom?





Project research questions

1. What factors impact on self-efficacy beliefs of teachers of RE?

2. What support do RE teachers require to build self-efficacy?

Methodology and method



Qualitative research employing a relativist ontology



Ethnographic case study research design



Purposeful sample of 9 participants



Data gathered via use of Microsoft Forms using an anonymous survey of five questions



6 surveys were returned for analysis

Findings:

Table 1

Frequency of reference to themes by participants at St Mary's School

Theme	Number of references
Teacher support	16
Student attitudes to religion	16
Teacher efficacy	7
Professional Development	6
Other challenges	2



Conclusions and recommendations:

6

1

1. Establish Communities of Practice to support RE teachers (both new and experienced)

2

2. Provide funding and additional time allocation for formation opportunities to improve self-efficacy beliefs

3

3. Support peer-observation of RE teachers in action to improve confidence around delivery of curriculum content

4

4. Improve the status and acceptance of RE in the wider curriculum by educating peers, parents and the wider community.





Questions?

THANK YOU FOR LISTENING.

References

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- ▶ Wenger (2000). Communities of Practice and social learning systems. *Organization* 7 (2), 225-246.