

RE Newsletter SUMMER 2015



Welcome Back: New DEO with RE specialism

Ed Pawson Has now joined our team in June as a O.4 DEO with special responsibility for RE. Ed is currently Assistant to the Chair of NATRE (National Association of Teachers of RE), Devon RE Adviser, Head of Religion, Philosophy and Ethics, The King's School, Ottery St Mary Devon. He is also on the Steering Group for Learn Teach Lead RE www.ltire.org and comes with a wealth of experience and huge enthusiasm. Look out for new CPD opportunities being developed soon. Contact Ed on: ed.pawson@exeter.anglican.org 01392 294950.



The Christianity Project - Postponed until Autumn 2nd half

Exeter Diocese has been asked to be part of the Wave 2 pilot in the second half of the summer term. Schools interested in participating should contact tatiana.wilson@exeter.anglican.org; As well as trying out and commenting on the draft materials we will looking at different models for assessing RE without levels. Unfortunately the writing group have had to delay the second wave of the pilot in order to accommodate some significant re-writes. Please accept my (and their) apologies for the delay.

Changes to OFSTED Inspection Guidelines for RE and SMSC

The *School Inspection Handbook* (2014) includes significant changes to the guidance for inspectors respecting RE, assemblies and SMSC.

The inspection of religious education (RE) in schools without a religious character

The *Handbook* places a greater emphasis than its predecessors on the school's responsibility to provide RE and inspectors' responsibility to inspect it. It includes a useful summary of legislation regarding RE.

- RE in maintained schools (except voluntary aided, those with specific trust requirements and voluntary controlled/foundation schools whose parents request denominational RE) should be based on the locally agreed syllabus established by the local Standing Advisory Council for Religious Education (SACRE).
- RE should reflect the religious traditions in Britain, which are, in the main, Christian, while taking account of the teaching and practices of the other principal religions represented in Britain.
- A school or academy without a religious designation must not provide an RE syllabus (or any other) to pupils by means of any catechism or formulary that is distinctive of any particular religious denomination.
- Academies may, but are not required to, follow the locally agreed RE syllabus. Alternatively, they can devise their own syllabus, but it must be in line with the legislation that underpins the locally agreed syllabus as mentioned above.

Those changes in the 2014 Handbook that have greatest relevance to RE are driven by the enhanced importance given to schools' responsibility to promote *tolerance and respect* in preparing them for life in modern Britain. The *Handbook's* guidance on inspecting a school's leadership and management (Para 152) requires inspectors consider how well the curriculum:

- is broad and balanced, **complies with legislation** and provides a wide range of subjects, preparing pupils for the opportunities, responsibilities and experiences of later life in modern Britain

- promotes tolerance of and respect for people of all faiths (or those of no faith), races, genders, ages, disability and sexual orientations (and other groups with protected characteristics) through the effective spiritual, moral, social and cultural development of pupils
- (for schools that do not have a religious character) includes a balanced approach to the pupils' RE that is broadly Christian but, as appropriate, takes account of the teaching and practices of the other principal religions represented in Britain.

The inspection of provision for pupils' spiritual, moral, social and cultural development

Before making the final judgement on the overall effectiveness, inspectors must also evaluate the effectiveness and impact of the provision for pupils' spiritual, moral, social and cultural development (*School Inspection Handbook: 128*).

Inspectors may (**but do not have to**) write about SMSC in three sections of the school report:

- Teaching
- Behaviour and safety
- Leadership and management

Ofsted has made significant changes to its definitions of spiritual, moral, social and cultural development. (See Table 1 below)

The 2015 guidance signals a reversal of the trend in Ofsted documents over the last decade towards increasingly secular definitions of the spiritual. The enhanced emphasis on pupils respecting people of other faiths, their interest in investigating and offering reasoned views about moral and ethical issues, and their ability to understand and appreciate the viewpoints of others on these issues are unlikely to be observable in schools where RE is not a planned component of the curriculum. RE is also highly likely to make a key contribution to fulfilling the recently added criteria for moral development; that 'pupils will be interested in exploring, improving understanding of and showing respect for *different faiths* and cultural diversity'. School reports from September 2014 would reasonably be expected to exemplify these new criteria from pupils' work in RE.

In preparing for an OFSTED inspection it will be useful for RE Subject leaders to work with staff and governors to identify the role of RE in meeting these criteria and offering inspectors evidence to support their reporting.

Table 1: Changes in Ofsted's definitions of spiritual, moral, social and cultural development. (<i>Changes are shown in italics</i>)	
School inspection handbook 2012	School inspection handbook 2015
<p>Pupils' spiritual development is shown by their:</p> <ul style="list-style-type: none"> • beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values • sense of enjoyment and fascination in learning about themselves, others and the world around them, <i>including the intangible</i> • use of imagination and creativity in their learning • willingness to reflect on their experiences. 	<p>The spiritual development of pupils is shown by their:</p> <ul style="list-style-type: none"> • <i>ability to be reflective about their own beliefs</i>, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's <i>faiths</i>, feelings and values • sense of enjoyment and fascination in learning about themselves, others and the world around them • use of imagination and creativity in their learning • willingness to reflect on their experiences.
<p>Pupils' moral development is shown by their:</p>	<p>The moral development of pupils is shown by their:</p>

<ul style="list-style-type: none"> • ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives • understanding of the consequences of their actions • interest in investigating, and offering reasoned views about, moral and ethical issues. 	<ul style="list-style-type: none"> • ability to recognise the difference between right and wrong, readily apply this understanding in their own lives <i>and, in so doing, respect the civil and criminal law of England</i> • understanding of the consequences of their <i>behaviour and actions</i> • interest in investigating and offering reasoned views about moral and ethical issues, <i>and being able to understand and appreciate the viewpoints of others</i>
<p>Pupils' social development is shown by their:</p> <ul style="list-style-type: none"> • use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds • willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively • interest in, and understanding of, the way communities and societies function at a variety of levels. 	<p>The social development of pupils is shown by their:</p> <ul style="list-style-type: none"> • use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds • willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively • acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.
<p>Pupils' cultural development is shown by their:</p> <ul style="list-style-type: none"> • understanding and appreciation of the wide range of cultural influences that have shaped their own heritage • willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities • interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities. 	<p>The cultural development of pupils is shown by their:</p> <ul style="list-style-type: none"> • understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others • understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain • knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain • interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities • willingness to participate in and respond positively to artistic, sporting and cultural opportunities

How to Support Children's Spiritual Development

A brief introductory film <https://www.greenbelt.org.uk/media/video/19826-tatty-wilson/>

Doing the Bible bits better

It's hard to understand Christian belief, practice and festivals without knowledge of famous Bible stories. Equip yourself and your pupils with some good resources.

The Bible App for Kids

<https://www.bible.com/kids> - free download for smartphones and tablets, this looks great and will complement the adult version which will be useful for all RE teachers.

The Big Bible Story Book - Timeline

Does the story of Moses come before or after David, in the Bible? Was Paul around at the same time as Jesus? For most of us, Bible stories are heard out of order on an ad hoc basis. Big Bible Storybook Timeline helps put God's 'big story' in historical order. The pack makes into an illustrated Timeline poster with activities to use with children. It has colour illustrations, key dates and brief, explanatory text, providing an instant visual aid to what happened when, and who came first.

Testament: the Bible in Animation

<https://www.biblesociety.org.uk/products/9780564038862/> Miraculous and astounding...tragic and amusing... epic and heart-warming... these animations have been brought back popular demand, now on DVD. Nine Old Testament tales

(Creation and Flood / Abraham / Moses / Jonah / Ruth / Elijah / Joseph / David & Saul / Daniel) are retold, using illustrations which draw on the great religious works of art, computer and puppet technology, and the imaginations of the world's leading animators.

There are also good downloadable resources available. The animations provide real challenging viewing for pupils in Year 5 and 6, supported by great downloadable resources.

Each episode is about 25 minutes long. Sections are also available on you-tube. Try to watch the opening sequence which is excellent viewing in its own right <https://www.youtube.com/watch?v=2DRGInW4x9o>

Open the Book

Alongside all of this, many schools have the services of an Open the Book team who visit regularly, usually once a fortnight. Do make the most of your team – encourage staff to follow these assemblies and build their own Bible knowledge and, if they are willing, invite your team to talk to children in RE about why they are part of a team telling Bible stories.

The Bible Project

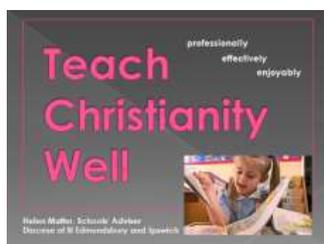
<http://www.bibleproject.co.uk/> Offers resources drawing on Brian J. Turner's ambitious project to paint his way through the Bible will unfold over the next twenty years. Viewers who browse this site are invited to spend time with the paintings - variously narrative and abstract - as they appear online, and as one route to spiritual growth and understanding faith. Supplementary Teachers guides can be found in [The Art of Bible Reading](#) available from Kevin Mayhew.

Teach RE course

This newly updated distance learning course from Culham St Gabriel's provides opportunities for those already teaching or planning to teach RE in any type of school, primary or secondary phase. The modular structure means that trainees can tailor the course to their own needs in order to develop their subject knowledge, but also apply their understanding to classroom settings.

The course costs £195, however there are still a limited number of funded places available for HLTAs. For further information about the course please contact trec@cstg.org.uk

Teaching about Christianity



This PowerPoint on teaching Christianity well details many useful ideas, resources and bits of advice and will help teachers provide an accurate representation of the Christian community in GB and the world today. It can be downloaded from www.cofesuffolk.org- follow schools, religious education and resources. Please feel free to use the PowerPoint for yourself or for staff training.

Christian Concepts Unpacked

Some useful resources free to download <http://www.salisbury.anglican.org/resources-library/schools1/re-support>. The 'Christian Concepts Unpacked' resources have been developed to support the teaching of Christianity in schools under three main themes: 'Prophecy', 'Salvation' and 'Trinity'. The units all use the engagement-enquiry-evaluation-expression approach.

Teaching about Hinduism

Are you learning about reincarnation in Year 5 or 6 Beliefs and Questions?

Start with a picture like this which was drawn to illustrate the idea of reincarnation. Check against information given by Hindus e.g. <http://hinduism.iskcon.org/concepts/>

How would pupils draw this belief? How would a Christian draw 'resurrection'?

Picture from <http://back2godhead.com/six-lessons-on-transmigration-reincarnation/>



Teaching about Islam



<http://islaminschools.com/> This website has been put together with the help of children who came up with many ideas to make it interesting and relevant to other youngsters. It covers topics such as prayer, fasting and charity in a lively way for younger pupils, but also looks more in-depth at Islamic history, Islam in Britain, how Muslims are required to care for the earth and their neighbours.

In addition to information for Key stages 2, 3 and 4, it also includes lesson plans, workshop information, songs, movie clips, games and much more!



Teaching about Judaism

If you are working on Judaism: Faith in action, you may like to find out more about Tu Bishvat, which is often called "the birthday of the trees". Caring for the environment is important in Jewish tradition. It's a good time to encourage

children to begin thinking about trees and the role they play in our environment. Try Shalom Sesame video clips to learn more. Then try some of the discussion ideas and activities below recommended by Reform Jewish educators to further extend the lessons learned in the videos.

<http://www.reformjudaism.org/jewish-holidays/tu-bishvat>

<http://www.shalomsesame.org/videos#subcattubishvat/>

Teaching about Sikhism



If you are looking at the key ideas of equality and service through the practice of Langar, the free kitchen, this BBC video-clip is excellent as a starting point: <http://www.bbc.co.uk/education/clips/zmkq6sg> Eating food together is important for Sikhs. The food prepared is always vegetarian so everyone can eat together. It is prepared by a host family who may be celebrating a special event. Food left over may be given to charity.

Teaching about Buddhism

<http://www.cleo.net.uk/resources/index.php?cur=15&ks=2>

Make an origami lotus flower as a starting point to work on Buddhism. The lotus is symbolic of purity of the body, speech, and mind. Rooted in the mud, its flowers blossom on long stalks as if floating above the muddy waters of attachment and desire. It is also symbolic of detachment as drops of water easily slide off its petals.



RE Quality Mark Update:



'Assessment without levels: RE Quality Mark

Many schools are working on assessment without levels for subjects in the national curriculum.

For those schools applying for the REQM, the expectation is that pupils are achieving at least the same as other subjects. The way of checking this should be both robust and light touch. Some moderation by the school, of examples of pupils' and students' across RE and English, for example, would show whether pupils are working at 'age related expectations' in RE. For those schools using levels in RE, the same could apply. It is not expected that this is done by the school for every pupil – a sample of pupils will be enough to show a broad comparison of standards.

A critical aspect of the REQM assessment is what pupils and students have to say about their RE. If they say for example, whether RE is challenging, interesting and makes them think, this is a good indicator for the extent to which they are achieving well.'

St Wilfrid's Trust

The Trustees of the St Wilfrid's Trust invite applications for **one-off awards to assist a school in the support and encouragement of religious education in the school**. This could be in the form of books or media material, projects, courses or educational trips. The Trustees will not be able to assist with school fees. A successful school may not re-apply for a further 12 months.

Applications for the academic year 2015-16 should be made as soon as possible, but **before 24 July 2015**. The application must be made in writing and should include limited material that would help the Trustees.

Please adhere carefully to the accompanying guidelines to avoid dis-appointment.

Guidelines for application for a one-off grant from this Trust.

- 1 The Trustees will be pleased to receive applications from schools, church clubs or Sunday schools which must be made in the format required in 3 and 4 below
- 2 Applications cannot be accepted for awards to individuals
- 3 Letters of applications must be on original headed paper, preferably on one side of A4 paper. Photocopies are not acceptable and no applications are accepted by email. Post to:
Mrs F A Evans, Clerk to the Trustees, St Wilfrid's Trust, 39 Sylvan Road, Exeter, Devon EX4 6EY
Photocopies of supporting material are quite acceptable but this should be kept to an absolute minimum.
- 4 Applications should be countersigned and supported by the Head, Chair of Governors or the Incumbent of the parish, or in the case of church clubs or Sunday schools by the Incumbent.
- 5 Awards will not normally exceed £1,000 and must be claimed within the academic year or will be lost, unless agreed otherwise by the Trustees
- 6 Applications should be made with the objectives and budget shown in outline detail only but must include the sum of money being requested..
- 7 Those establishments that are successful will not be considered in the following 12 months for a further award. Applications after this time will be considered as part of the normal process.
- 8 Applications are normally considered at the autumn meeting (usually during October) of the Trustees and should be received by the Clerk before the 24 July 2014.

The Trustees will NOT pay for:

- I. Salaries, either for cover or for additional staffing
- II. Transport outside the diocese of Exeter

Should any establishment require further advice or information the Clerk will be happy to help but only by email flickevans@btinternet.com . Please ensure an email address is available during the summer holiday in case of query. **Please note the spelling of the name of the Trust.**

Learn - Christian Aid Resources for Teachers

Introduce the global dimension to your school day. Christian Aid have developed some easy-to-use assemblies, classroom activities and games to help students engage with world issues and reflect on their own role as global citizens.



Primary teaching resources

Download and order primary resources. [Find out more](#)



Secondary teaching resources

Browse secondary teaching materials. [Find out more](#)

Latest resources

[Dreaming of a better world: assembly and presentation](#) - A Christian Aid primary school assembly exploring how important it is to keep dreaming and working for a better world.

[Lovely leftovers?: assembly and presentation](#) - A Christian Aid secondary school assembly reflecting on waste over Christmas.

[A tribute to Nelson Mandela](#) - Assembly and presentation celebrating the life of South Africa's inspirational leader.

[Christian Aid Week: Small town, big ideas](#) - Primary school resources exploring the benefit of school

councils and how Christian Aid's partners are changing lives in Sierra Leone.

[Forest foods forever: Christian Aid Week assembly and activities](#) - Primary school assembly aimed at helping schools to engage with work to end global hunger and poverty.

[Malaria matters: assembly and presentation](#) - A Christian Aid primary school assembly exploring health issues, with a focus on malaria.

[HIV: health and hope: assembly](#) - A secondary school assembly marking World AIDS Day.

RE in the Media Resources

In November 2014 the department of Theology and Religion hosted a teacher's conference focused on the teaching of religion and the media. The resources produced from this conference are now available online at <http://humanities.exeter.ac.uk/theology/teachers/religioninthedia/>

If you would like to offer any feedback on these materials please send your comments to the project's research assistant - Karen O'Donnell at kro203@exeter.ac.uk



Devon Faith and Belief Forum AGM

Guest Speaker Ajahn Jutindharo

'Buddhism, Understanding and Living in the Modern Age'

Committee Rooms, County Hall, Topsham Road, Exeter

Thursday 9th July, 6.00pm

Ajahn Jutindharo grew up in Leeds. He studied physics at university, and then worked for several years in medical research whilst writing a PhD. At university he became interested in meditation and Buddhism, which culminated in a decision to join a Buddhist monastic order in 1987. His monastic life has been spent primarily in England, with short periods in Asia. Since 2007 he has been the senior incumbent at the Hartridge Monastery in Devon.



Energising RE 2015:



Free RE Conference: 3-4th October, 2015: Wokefield Park, Reading

Learning from our successes collaborating for improvement

This conference is free. It is for RE teachers, primary, secondary and special, who are looking for ways to lead, research and support RE development. Priority will be given to those who have not attended before. In return for giving up part of your weekend, you will receive practical wisdom for the classroom and a wider, longer view of where RE is going – and a chance to shape it. We are seeking delegates who would like to contribute to the growth of RE locally and/or nationally, for example through networks, sharing of research or resources, working with other schools, secondary/primary liaison, social media, or curriculum innovation.

Aims:

Informing good practice: Using research to deepen understanding of how religion and belief are changing in the UK, and the impact of this on RE;

Building strong strategies: Understanding how RE is developing and where its future could lie;

Sharing good work: Strengthening collaborative networks focused on improving standards in RE.
Register

Complete our [online registration form](#) to apply. Priority will be given to people who have not previously attended a Wokefield RE Conference.

Prayer Spaces for Schools Update

Dear Colleagues,

As I am sure you will be putting together programmes for next year and possibly looking at ways of developing pupils' spirituality. A great way of supporting these developments is the use of Prayerspaces. I enclose a list of the resources available to borrow or to use to stimulate ideas, please feel free to contact me for further support on what can be a very stimulating and encouraging project.

Yours,

Cate

Resources available:



Boxes:

- Creation
- Friendship
- Forgiveness
- Love
- Peace
- Perseverance

Online:

- Harvest resources are online
- Email able resources as well as boxes :
- Lent
 - Easter
 - Pentecost
 - All Saints/All Souls/Remembrance

For further information and resources please contact Rev Cate Edmonds,
cate.edmonds@exeter.anglican.org

RE-searchers

Rob and Giles Freathy have developed a team of four cartoon characters. Each character represents a method of research used in religion. The characters are;

Ask-It-All-Ava, she researches by interviewing religious people.

Know-It-All-Nicky, her research is source based.

Have-A-Go-Hugo, his approach to research is experiential.

Debate-It-All-Derek, he is interested in big questions and discussing agreements & disagreements.

Together the four characters are known as The RE-searchers. When teaching using the RE-searchers the students are introduced to the character and his or her methodology.

The students then complete their piece of work using the methodology of the character they are working with. Students are then engaged in dialogue about the methodology. If students have worked using more than one RE-searcher over a series of lessons they can discuss the strengths and weaknesses of the different approaches. In this way students begin to consider, understand and evaluate different methodologies used in the study of religion. In primary school Giles uses the RE-searchers work using puppets to introduce each of the characters. Lorraine Abbot has translated this into an approach for GCSE and have created four short video animations, there is a link for each below;

<https://www.youtube.com/watch?v=FfaWZZ5Zt8k>

<https://www.youtube.com/watch?v=2RyXbe5Ffp8>

<https://www.youtube.com/watch?v=nHw85Lgp2DY>

https://www.youtube.com/watch?v=YPsc7vMgfek&feature=player_embedded

If you would like to investigate this approach in more detail you could read about it [here](#) Rob and Giles Freathy are also both on twitter.



NATRE – are you a member?

Please find attached 3 free resources from NATRE for use in schools to entice you. NATRE is the National Association for Teachers of RE.

REshaped, REMixed, REMarkable RESources

Become a NATRE member today and receive all these amazing new benefits to support you and your school in delivering excellent RE.

- Termly *REtoday* magazine (incorporating the former *REsource* journal), which focuses on classroom practice and current RE-related news and developments
- Termly curriculum book from our latest series, with practical classroom activities
- Monthly e-newsletters
- Downloadable resources straight to your inbox*
- Access to advice from RE Advisers
- Huge discounts on a variety of CPD opportunities*
- Termly primary and secondary online seminars*
- Discounted fee to our national conference (Spring 2015)
- Termly headteacher and governor e-briefings*
- Assessment guidance*, subject leaders' toolkit*
- Exemplar policy documents*
- 15% off Articles of Faith
- Exclusive online access to BJRE articles.
- Discounts in NATRE lifestyle benefits*
- **And over 800 resources available online.**

We want everyone to be able to benefit, so we are offering a range of packages available to both you and your school. Our packages start from **£55 p.a.** and range up to **£250 p.a.** for our most robust support package.

Use our simple form to ['Find the right membership for you ...'](#)

*dependent on membership package selected

NATRE membership is subject to our [terms and conditions](#) and is only available to schools & individuals based in the UK



Join in a project about peace in Exeter for 2017

This could contribute towards gaining ICON status with Coventry Cathedral

Naomi the artist writes 'As we are surrounded constantly with images of war, I want to focus minds on the opposite – the possibility of peace – through the means of a sculpture installation together with a year-long programme in the community working with children and adults, residents and visitors, people born-and-bred in the city and those just arrived from other cities and other countries.

I want to involve all possible faith groups and non-faith groups. I want this to be as inclusive as possible, for everyone to feel involved and to encourage dialogue and build a sense of community and the possibility of hope. I am delighted to say that Arts Council England and Exeter Arts Council are both supporting me in the initial research phase of this project. I will be developing the ideas and talking to people to help make it happen, as well as running some pilot workshops. If you are interested in helping in any way, or in being kept informed of the project, write to me at onesmallpeace@gmail.com'

LEARN/TEACH/LEAD: Enhancing RE in the South-West



Fourth annual conference

Supported by the St Luke's College Education Foundation

4 pm 15th October to 4pm 16th October 2014

at Dartington Hall, Totnes www.dartington.org

CREATIVE TEACHING, CREATIVE LEARNING:

THE SPIRIT OF RE

Keynote addresses:

Mary Myatt, Project Manager for RE Quality Mark www.reqm.org

Derek Holloway, Salisbury Diocesan RE Adviser and SIAMS Manager

Verity Holloway, RE, Collective Worship and Spirituality Adviser, Salisbury Diocese

Plus WORKSHOPS focused on subject leadership and subject knowledge across religions and worldviews represented in the region's agreed syllabi

Deadline for residential bookings: 17th July 2015

Deadline for non-residential bookings: 30th September 2015

Please apply by e-mail to educationevents@exeter.anglican.org

for your priority booking form

Registration fee: £36 (inclusive of VAT) per individual delegate (non-refundable)

Apart from the registration fee, this event is FREE to all teachers of RE (including initial teacher education trainees, newly qualified teachers and teaching assistants) in Devon and Cornwall community and aided schools, and in academies. Delegates who have attended previous conferences are encouraged to apply, but there will be a waiting list to enable other teachers to access this CPD. If you can 'bring a friend' by enrolling another teacher you will have a priority place on the list. Places will also be allocated across the project's hubs. The conference and the project <http://www.ltire.org> are funded by the St Luke's College Foundation

