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TITLE: Religion and Education in Australia's Secular Schools: Governance or Governmentality?

Author/s: Dr. Anna Halafoff

Affiliation/s: Deakin University

In recent years the so-called 'religion in schools debate' has generated a significant amount of controversy in Australia. This paper focuses on the Review of the Australian Curriculum – Final Report (2014). It presents an analysis of the Review's findings, in light of international advances in this field, notably Jackson's (2014) *Signposts: Policy and Practice for Teaching about Religions and Non-religious Worldviews in Intercultural Education* published by the Council of Europe. It applies frameworks of religion and governance (where state actors, scholars and diverse religious and nonreligious community leaders work collaboratively in response to common concerns) and governmentality (a state led top-down approach) to the treatment of religion in Australia's secular state schools, arguing that the former is preferable. It also reveals that the contentious nature of the religion in schools debate, the influence of conservative Christian groups and lobbyists, and somewhat ironically secular state education clauses have impeded progress in both research and teaching about diverse religions and non-religious worldviews in Australia, causing us to trail far behind the UK and other European nations in this field of study.