

Minimum Basic SRE Training Outcomes

as recommended by ICCORIES to the Providers of SRE in NSW (for Oct 31, 2018)

Acknowledgements:

The information presented here includes the Minimum Training Standard document produced by ICCOREIS (Inter Church Commission on Religious Education in Schools, updated in October 2018)

SRE Training Requirements

The Anglican Diocese of Newcastle currently requires authorised SRE teachers to complete all 7 modules of SRE training every 5 years. In addition, we require attendance at a minimum of 2 hours of on-going training in classroom management each year in between. This may include attendance at conferences, Professional Development days, workshops and other SRE training. Safe Ministry Training (or Child Protection training) is to be updated every 3 years.

For all new SRE teachers, we recommend a period of 6 months to a year of mentoring, with a competent and experienced SRE teacher. All SRE teachers are encouraged to have an informal mentoring assessment of their lesson done annually eg with a retired classroom teacher from their parish. We also require SRE teachers to do weekly self -reflection of SRE lessons, to identify any strengths or weaknesses in their lesson delivery.

Training Providers

The majority of Anglican SRE teachers attend training provided by Hunter Christian SRE Committee, which is a joint -denominational group, working together to train and support SRE teachers throughout the Hunter. We also accept training provided through: Youthworks (Sydney Anglican Diocese), Godspace (Baptist Churches of NSW and ACT) and Presbyterian Youth (Presbyterian Church of NSW).

Please see Minimum Basic Training Outcomes for 7 Modules of Basic SRE Training to follow.

Module 1 TEACHING SRE IN GOVERNMENT SCHOOLS

Content	Competencies, Outcomes and Processes	Suggested Assessment Methods
Why we do SRE? (Mission and Ministry)	1.1 Articulate participants' motives for becoming an SRE teacher	Group Discussion or Interview
	1.2 Claim some of the privileges of being an SRE teacher	
Current practice of SRE in NSW (facts and figures)	1.3 Claim some of the responsibilities of being an SRE teacher	
	1.4 Accept their responsibility to complete the authorisation process	View authorisation Card
History of SRE in NSW	1.5 Appreciate the place of SRE in NSW Public Education throughout time. Eg, the nature of SRE	
	1.6 Describe the relationship between the schools and church's SRE coordinators	
How we do SRE? (Legislation, Policy and Guidelines)	1.7 Identify five different models of SRE	Workbook
	1.8 Differentiate Denominational and Joint Denominational types of SRE	
Becoming an approved SRE teacher (authorisation)	1.9 Recognise the DoE Special Religious Education Procedures (2019) for SRE including legislation, relevant laws etc	Questioning
	1.10 Outline the role of the SRE Provider (Church/Denomination)	
How SRE impacts our local school communities (Adding value to public education)	1.11 Locate their church and school personnel in a diagram of how SRE operates in NSW	Workbook
	1.12 Recall the meaning of the acronym " ICCOREIS"	
	1.13 Identify five contributions that SRE makes to Public Education in NSW	
	1.14 Identify three sources of support for themselves as SRE volunteers	

Module 2 LEARNING AND TEACHING

Content	Competencies, Outcomes and Processes	Suggested Assessment Methods
Developmental Stages of Learners	2.1 Explore through discussion “how and when children develop?”	Take Home Task Classroom Visit or view DVD recording Observation Sheet
	2.1.1 examine the characteristics of learners in each of the seven stages of schooling in NSW	
Contemporary Classrooms	2.2 Experience a contemporary school class to identify	
	2.2.1 classroom routine and equipment	
	2.2.2 a range of children including those with special needs and gifted/talented	
Contemporary Learning	2.2.3 school discipline policies and procedures	
	2.3 Experience a contemporary school lesson to observe	
	2.3.1 differences in today’s classrooms from participants’ previous experiences	
	2.3.2 teacher expectations and routines	
	2.3.2 preparation by the teacher	
	2.3.3 teacher interaction with children	
Communication in SRE classes	2.3.5 how a lesson is introduced, conducted and concluded	
	2.3.6 learning activities and transitions between them	
	2.4 Name and describe the key elements of a communication process	Worksheet
	2.5 Propose five tips for effective and sensitive communication in the classroom	
	2.6 Identify different communication styles employed in SRE	
	2.7 Investigate how various children view God (through children’s drawing and writing)	Pair and share
	2.8 Demonstrate language that is inclusive and respectful of differing opinions	Discussion
2.9 Illustrate awareness of common presumptions in communicating in SRE		
2.10 Express a positive vision of the SRE classroom in Government schools		
Questioning Skills	2.11 Identify the importance of questions and demonstrate the appropriate use of questions	Q & A

Module 3 PREPARING AND DELIVERING LESSONS

Content	Competencies, Outcomes and Processes		Suggested Assessment Methods
Authorised Curriculums	3.1	Name the SRE curriculum that participants are or will be using	Workbook
Using a Program	3.2	Demonstrate a basic ability to navigate the teachers manual of one SRE program	Search and Find
	3.3	Identify the main components of an SRE lesson/session	Workbook
Using a Manual	3.4	Plan for an SRE class	Lesson Notes Task
	3.4.1	Assess the age appropriate learning needs of students	
Developing Lesson Notes	3.4.2	Prepare a set of lesson notes by selecting appropriately from a published lesson plan(s).	
	3.5	Apply their knowledge of a particular class to a published lesson plan by adapting that plan to the particular learning environment and group of learners.	

Module 4 COMMUNICATING IN THE CLASSROOM

Content	Competencies, Outcomes and Processes		Suggested Assessment Methods
Classroom Management	4.1	Evaluate three key principles for good classroom management	Discussion
	4.2	Select five tips for managing an SRE class	Workbook
	4.3	List five different skills of classroom management	
Code of Conduct	4.3.1	Be aware of the principles of Positive Correction esp. the focus on behaviour	Demonstration
	4.3.2	Express three different methods for affirming students	
	4.4	Experiment with words and actions useful for creating a safe and caring environment for children and young people in SRE classes	Role Play
	4.4.1	list behaviours that are considered advisable for SRE Teachers	Workbook
	4.4.2	recognise behaviours that are inappropriate for SRE Teachers	Q & A
4.4.3	justify the practices recommended for volunteers by the DoE Special Religious Education Procedures (2019)		

Module 5 INTRODUCTION TO THE BIBLE

Content	Competencies, Outcomes and Processes		Suggested Assessment Methods
Old Testament and New Testament	5.1	Recognise the principal parts of the Bible	Library Task
	5.2	Identify the books of the Bible	
Library of the Bible	5.3	Recognise a Catholic and Protestant versions of the Bible	Workbook
	5.4	List three contemporary translations of the Bible	
	5.5	Find 10 bible references from an assortment of Old and New Testament books.	
Literary Forms	5.6	Identify five different literary forms (genre) found in the Bible	
Bible History	5.7	Outline the development of the Bible	Complete Timeline
	5.8	Complete a Bible history timeline	
	5.9	Locate cities and towns on bible maps	Map Task
Authorship Audiences	5.10	Appreciate the meaning of authorship as a partnership of God and humans	Discussion of theological concepts
	5.11	Recognise the role of the intended audience as well as the modern reader	
Revelation and Inspiration	5.12	Explain the link between inspiration and revelation	Discussion of theological concepts
	5.13	Outline how the Bible develops its major themes	

Module 6 CLASSROOM EXPERIENCE			
Content	Competencies, Outcomes and Processes		Suggested Assessment Methods
Planning a Lesson	6.1	Plan for an SRE class (3.5)	Written Notes

Presenting a Lesson	6.1.1	Assess the needs of a particular group of students (3.5.1)	
	6.1.2	Prepare a set of lesson notes by selecting age appropriately from a published lesson plan(s) (3.5.2)	Interview
	6.2	Apply their knowledge of a particular class by adapting that a published lesson plan with sensitivity to the particular learning environment and group of learners (3.6)	
	6.3	Demonstrate an elementary ability to present an age appropriate SRE lesson with sensitivity to an SRE class in a Government School.	
	6.3.1	Present a structured lesson with an Introduction, Body and Conclusion	Skills Audit
	6.3.2	Demonstrate five different skills of classroom management (4.3)	Observation
	6.3.3	Demonstrate words and actions useful for creating a safe and caring environment for children and young people in SRE classes (4.4)	

Module 7 DUTY OF CARE

Content	Competencies, Outcomes and Processes		Suggested Assessment Methods
Policies	7.1	Understand NSW Department of Education policies relevant to the teaching of SRE	Role Play Questioning
	7.1.1	Apply Controversial issues in schools policy	
	7.1.2	Outline DoE code of conduct	
	7.1.3	Identify Other relevant NSW Department of Education Policies	
Principal Role	7.2	Recognise the importance of duty of care	Group Discussion Role Play
	7.3	Appreciate the role of the principal in administering NSW Department of Education Policy	
	7.4	Understand better what is meant by age appropriate and sensitive lessons	
Age Appropriate	7.5	Evaluate resources to ensure age appropriate and sensitive lessons	Presentation Discussion
	7.6	Make wise classroom decisions about age appropriate discussion	

GENERAL		
	Competencies, Outcomes and Processes	Suggested Assessment Methods
	G.1 Accept the need for support & ongoing training	Observation
	G.2 Be aware of where to get assistance and support	
	G.3 Recognise the value of future training and availability	