

# **VIEN GIAC TEMPLE**

## **Special Religious Education Teacher Basic Training**

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# BASIC TRAINING STANDARD

As Special Religious Education (SRE) approved providers, we need to ensure that all SRE teachers have access to basic training standards.

These standards include the following:

- Understanding the history of SRE in NSW and the role of the SRE teacher
- Discussing the Special Religious Education Procedures, Code of Conduct, Child Protection and WWCC requirements
- Understanding school protocols
- Planning for and implementing effective teaching and learning
- Creating and maintaining supportive learning environments
- Reviewing, reflecting and assessing personal feedback
- Engaging in professional training and ongoing learning

The basic training will further organise these standards into four domains of **Context, Knowledge, Practice and Professional Learning**.

It is recognised that the following represents a minimum standard of training. While this training is intended as **basic entry level** for those new to SRE, approved providers are free to mandate higher requirements. It is hoped, however, that this will foster a culture of **ongoing formation and training** amid teachers who currently do not experience such a culture.

**Basic training is to be conducted and reviewed every five years** with authorised training renewed annually. Approved providers are to ensure that all new teachers are trained.

CONTEXT		
	<b>1.2, 1.3, 1.4, 1.5 is to be trained ANNUALLY</b>	<b>Additional Notes</b>
1.1	<b>Outline</b> the history of SRE in schools	Read the <b>Teachers Manual</b>
1.2	<b>Understand</b> the role and expectations of the SRE teacher within a public school context	<b>See Appendix A: SRE Guidelines</b>
1.3	<b>Discuss</b> the Code of Conduct	Link to Religious Education Policy <a href="https://education.nsw.gov.au/policy-library/policies/religious-education-policy?refid=285776">https://education.nsw.gov.au/policy-library/policies/religious-education-policy?refid=285776</a>
1.4	<b>Review</b> Special Religious Education Procedures and understand its contents  <b>Review</b> the Annual Assurance document and understand the responsibilities of an approved provider	Refer to the Legislative Provisions Education Act 1990, Sections 26, 30, 31, 32 and 33 and 33A
1.5	<b>Review</b> Child Protection policy inclusive of WWCC	Refer to <b>Teacher Authorisation Processes</b>
1.6	<b>Examine</b> the safety of the teacher within a WHS context	Link to WHS policy <a href="https://education.nsw.gov.au/policy-library/policies/work-health-and-safety-whs-policy">https://education.nsw.gov.au/policy-library/policies/work-health-and-safety-whs-policy</a>

KNOWLEDGE		
		Additional Notes
2.1	<b>Discuss</b> what we are doing and why we are doing it	Define what is a scope and sequence and link to the SRE curriculum
2.2	<b>Explore</b> through discussion “how and when children develop?”	Discuss children’s milestones and variations
2.3	<b>Review</b> behaviour management techniques  <b>Identify</b> three behaviour management techniques for Primary and High School students	Role play classroom behaviours and management techniques  Have a discussion via question and answer  Link to DoE behaviour code for students: <a href="http://www.dec.nsw.gov.au/about-the-department/our-reforms/supported-students-successful-students/behaviour-code-for-students">http://www.dec.nsw.gov.au/about-the-department/our-reforms/supported-students-successful-students/behaviour-code-for-students</a>

PRACTICE		
		Additional Notes
3.2	<b>Identify</b> components of a program/unit of work	Revise salient points in the faith calendar, map and add supplementary topics
3.3	<b>Cater</b> for the diverse learning needs	Think about utilising visual displays, talking at a slower pace, etc.
3.3	<b>Plan</b> for an SRE class	Teachers should spend some time writing at least one lesson or unit in a collaborative workshop style then practise delivering the lesson amongst their peers.
3.4	<b>Lesson delivery – introduction, body, conclusion</b>	<p>Workshop ideas can include:</p> <ul style="list-style-type: none"> <li>○ Teachers in groups</li> <li>○ Brainstorm lesson ideas on butchers paper</li> <li>○ Share with the other groups</li> </ul>
3.5	<b>Prepare</b> resources	<p>Link to <b>Social Media policy</b></p> <p>Refer to <b>Interactive White Board and Digital Projectors policy</b></p>

PROFESSIONAL LEARNING		
		Additional Notes
4.1	<b>Reflect</b> and evaluate	Reflect how the lesson went and what can be changed for next time.  Refer to the <b>Teacher Audit</b> policy
4.2	<b>Discuss</b> the Annual Assurance process	Be aware of what the expectations are from the DoE for all Approved Providers
4.3	<b>Further training</b> and ongoing support	Know who to approach for extra assistance

## **SPECIAL RELIGIOUS EDUCATION GUIDELINES**

As a teacher of SRE it is expected that you:

- Be punctual and attend classes regularly
- Wear your name tag at all times
- Arrive at school 5-10 minutes before the class begins
- Sign in and out of the Visitor's Book, which is located in the school reception
- If you are unable to attend a lesson, ensure this is approved by your authorised SRE organiser
- Greet the students and complete class rolls. If your roll doesn't match the students in attendance, please check with the school SRE coordinator
- Supervise the students at all times
- Follow the class procedures if a child is sick or has an accident during SRE class time
- Ensure that any visitors invited into the classroom are approved by your authorised SRE organiser and the school SRE coordinator
- Teach with sensitivity, being aware of the child and the family's religious background, and adopt normal practices and courtesies expected of all teaching staff in the school
- Be courteous and polite to other faiths that teach their lesson at the same time
- Enquire if any children have special learning difficulties, endeavouring to understand their special problems by consulting their normal class teacher
- Only teach your curriculum. Do not discuss controversial topics as it may not be in accordance with the department's Controversial Issues in Schools policy
- Ensure direct communication with parents is restricted to matters relating directly to SRE, as approved by your authorised SRE organiser
- Understand that counselling students for emotional problems is the responsibility of the school staff who have access to wider information and resources