

VIEN GIAC BUDDHIST ASSOCIATION INCORPORATED

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SRE Teacher Manual

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How to use this manual:

- Use this document as preparation, reference and reminder of the key points about being an SRE teacher
- If there is anything you don't understand or would like to find out more about, please get in touch and let us know
- The manual is intended as a support material to your teacher training and ongoing personal development in SRE teaching (it is not a replacement for training)

1. Context, policy and procedures

1.1 Special Religious Education (SRE) in schools

‘In every government school, time is to be allowed for the religious education of children of any religious persuasion.’ (Section 32 of the Education Act, 1990)

The NSW Government recognises the diversity of Australian society and supports parents’ choice in educating children about their faith. The delivery of Special Religious Education (SRE) is managed by religious persuasions, which are approved as SRE providers by the Department of Education.

The Department’s [Special Religious Education Procedures](#) are available online for the school community and members of the public. The procedures provide guidelines for the delivery of SRE in government schools.

Viên Giác Temple (VGBA) is an approved SRE provider. As an SRE provider, VGBA is approved to access schools, determine teachers and the curriculum.

1.2 Code of Conduct

The Code of Conduct clarifies standards of behaviour expected of all SRE teachers. It gives guidance in areas where volunteers need to make personal and ethical decisions.

The Code of Conduct is detailed in the [Teacher Authorisation Process](#) document. All SRE teachers must read and acknowledge this policy.

1.3 Role of the SRE teacher

In 2015 there were over 11,000 SRE teachers delivering SRE lessons. An SRE teacher’s role is vital to ensure that the message of all faiths is properly shared with the students who attend SRE classes.

All approved providers have documentation that supports SRE and it is the SRE teacher’s role to ensure that these are read and acknowledged. These are available on our website at <http://www.chuaviengiac.org.au/special-religious-education-sre.html> and include:

- Teacher Authorisation Process: Code of Conduct, WWCC and Child Protection.
- Complaints Policies and Procedures
- Social Media Policy & Audio-visual Material; Interactive Whiteboards and Digital Projectors.

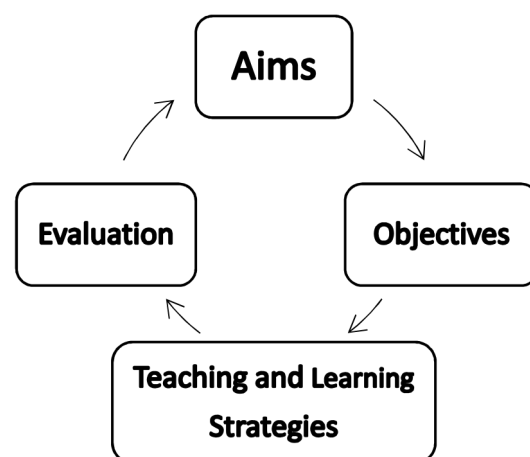
SRE teachers must only use authorised curriculum from Viên Giác Temple. This is accessible on our website (see above) to inform parents of what their child is learning in SRE classes.

A detailed list of an SRE teacher’s responsibilities can be found in the [Teacher Authorisation Processes](#) under the heading *Responsibilities*.

2. Curriculum knowledge

Approved providers give each teacher an SRE curriculum (what we will teach in lessons) which has been approved for this purpose.

A curriculum shows what students should be taught and achieve. Each step is important, and works in a continuous cycle, like the diagram here:



The SRE curriculum should answer these four questions:

1. What is being taught?
2. What are the outcomes or aims?
3. What are the effective teaching methods to engage the diverse range of students?
4. How can the SRE teacher evaluate their own teaching?

An SRE curriculum includes the following:

- Scope and sequence (what's included, and in what order)
- Unit or module outline
- Lesson plan, including lesson aim, teaching strategies and resources you need for the lesson

You can see examples of this from our Viên Giác Temple curriculum here:

Fig. 1 – Scope and sequence across the 4 x 10-week Terms of a school year

SAMPLE WEEKLY OUTLINE: STAGE 2 (YRS 3 & 4)				
Wk	Term 1	Term 2	Term 3	Term 4
1	<i>The Life of the Buddha</i> (DB/IB1) Introduction	<i>What do Buddhists Believe?</i> Introduction	<i>Stories from the Buddha's Life</i> Introduction	<i>Buddhist Stories</i> Introduction
2	A Prince is Born	The Four Noble Truths (B2/U2)	The Wounded Swan (DB/LB2) - Loving kindness, wisdom	Love to All Creatures (DB/LB3) - Kindness
3	The Young Prince			The Banyan Deer (DB/JP4) - Compassion
4	The Four Sights			The Duck with the Golden Plumage (DB/JP4) - Greed
5	Leaving Home	The Sangha (nuns and monks, lay teachers) (B2/U2)	The Strings of the Lute (DB/LB12) - Moderation	The Donkey in the Lion's Skin (DB/JP7) - Honesty
6	The Wandering Holy Man			The Talkative Tortoise (DB/JP11) - Moderation
7	The Enlightenment			The Monkeys Water the Trees (DB/JP15) - Wisdom
8	<i>The Parinirvana</i>	Where do Buddhists live today? (DB/IB5)	Prince Five Weapons (DB/JP13) - Effort, perseverance	Lessons from a Monkey (DB/JP12) - Making an effort
9	Life of the Buddha - review			The Quails and the Net (DB/MV6) - Connections with others
10	How is the Buddha important today?			Review – Buddhist Stories
	Review – What do Buddhists Believe?	Review – Stories from the Buddha's Life		

Key: DB = Discovering Buddha: Lessons for Primary School

B2 = Buddhism Key Stage II

Fig. 2 – Lesson plan for Stage 2 students: Term 2, Lesson 7 (& worksheet for a student activity in that lesson)

Term Two: Stage 2 Lesson 7: The Sangha (Nuns and Monks)

Lesson Sequence	Time	Lesson Aim: To outline some key roles and responsibilities of The Sangha
Chanting	10 min	<ol style="list-style-type: none"> 1. Recite name of Master Buddha-express respect and gratefulness to the Shakyamuni Buddha. Nam Mō Shakyamuni Buddha (3 times), 2. Breathing meditation –connect mind and body to the present. Next breath in, breath out breath meditation (3 times), 3. Chanting Amitabha- peaceful Buddha- lead to complete mindfulness, followed by Chanting Amitabha student repeat after teacher (3 times)
Questioning and Discussion	5min	Review concept taught about the Sangha in previous lesson.
Lesson Information	5min	<p>The Sangha</p> <p>In the daily life of work and religious practice, the monks and nuns are mindful of what they do; they conduct themselves properly and with discipline. Each day begins early for monks and nuns. As early as 5am, they begin their day by reciting the Shurangama Mantra. They then attend morning ceremonies and recite parts of Buddha's teachings. Later on, there may be a period of meditation and study.</p> <p>Members of the Sangha have many responsibilities to fulfill, despite leading simple lives. They work very hard and are happy with the work they do. During the day, they go about teaching the Dharma. They take care of the temple and gardens. They give advice to the Buddhist members. They help with community services such as preparing for and conducting wedding ceremonies, funeral ceremonies and they preach Dharma to help the elderly and the sick overcome their suffering.</p> <p>There are more chanting and meditation sessions in the evenings. Monks and nuns may give talks on the teachings of Buddha. In the evening they use their time for study or meditation.</p>
Student Activity	5min	Students will complete a close passage about the Sangha.

Term Two: Stage 2 Activity 7: The Sangha (Nuns and Monks)

Fill in the missing words.

The Sangha

Each day begins early for monks and nuns. As early as _____, they begin their day by reciting the Shurangama _____. They then attend morning ceremonies and recite parts of Buddha's teachings. Later on, there may be a period of _____ and study.

Members of the Sangha have many responsibilities to fulfill, despite leading simple lives. They work very hard and are happy with the work they do. During the day, they go about teaching the _____. They take care of the temple and gardens. They give advice to the Buddhist members. They help with community services such as preparing for and conducting wedding ceremonies, funeral ceremonies and they preach Dharma to help the elderly and the sick overcome their _____.

Mantra suffering meditation 5am Dharma

2.1 SRE lesson preparation

Lesson preparation is an important skill in teaching and have a positive impact on both the teacher and the students.

What are lesson plans and why should we have them?

- **Clarity:** Lesson plans clarify what we will teach. They also help us make decisions about the strategies and resources to use to achieve the lesson aims and objectives
- **Framework and reminder:** Lesson plans give us an outline and help remind us where the lesson is up to when we're teaching
- **Commitment:** Lesson plans reflect a level of professionalism and real commitment.

For the SRE teacher, lesson plans:

- Help us deliver what is expected of us from VGBA, with confidence
- Provide clear procedures to follow
- Build on previous teaching to enhance deeper learning

For the student, lesson plans:

- Show that the teacher cares for their learning
- Provide structure so the lesson is easy to follow and participate in
- Reflect a well organised teacher.

2.2 SRE resources

Students are more likely to achieve their goals if SRE teachers draw on a variety of resources. This means that SRE resources supplement, and occasionally replace, the most traditional forms of information.

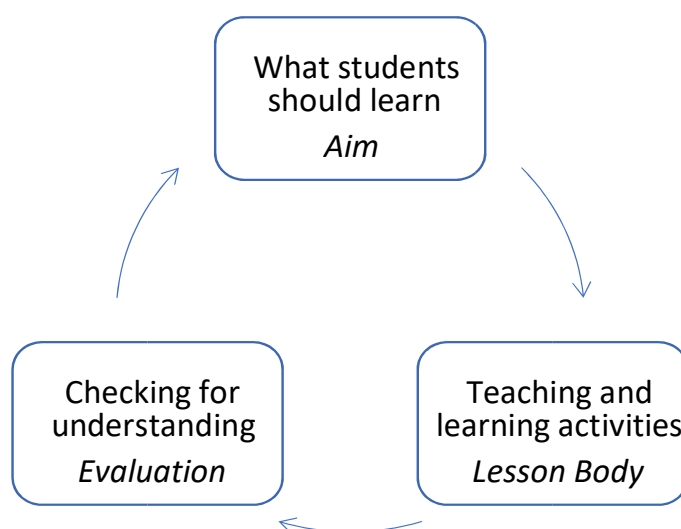
Resources can include posters, photos, music, worksheets and workbooks, interactive activities, IT, videos and online learning.

If teachers are planning on using multi-media in the classroom, the Social Media and Audio-Visual Materials in School policy must be read and followed.

3. Teaching practice and delivery

When you're familiar with the curriculum, you need to know how and when to teach it as part of the SRE program. This means thinking about how to work with different types of learners, and how to plan and prepare for lessons.

In training, you will have opportunities to discuss the basic structure of a lesson, to practice delivering an example lesson and hear feedback from peers so that you can learn and make changes as needed.



3.1 Student engagement and participation

When a student is positively engaged, they are more inclined to stay on task and focus for longer. Their thinking skills improve as well as their understanding of ideas.

The table on the following page offers some guidelines of what is typical and appropriate at different age levels. The list is not exhaustive but may help you with student engagement at different stages.

Most important, however, is that you get to know the students in your classes. Every child is unique and there will be a diverse range within any class.

Development	5-7 years old (Stage 1/ years K-2)	7-9 years old (Stage 2/ years 3-4)	10-12 years (Stage 3/ years 5-6)
Physical	<ul style="list-style-type: none"> - Physical activity is an outlet - Sitting is difficult 	<ul style="list-style-type: none"> - Enthusiastic about games - Begin to play team sports - Fine motor skills are increasing 	<ul style="list-style-type: none"> - Introduce varied and complicated movement i.e., jumping rope - Can be self-conscious with body image
Cognitive	<ul style="list-style-type: none"> - Like to paint and draw - Understand numbers - Know right and left hands - Can copy complex shapes, such as a diamond - Short instructions - Can explain objects and uses 	<ul style="list-style-type: none"> - Count backwards and know the date - Read more and enjoy reading - Understand concept of space - Enjoy collecting objects 	<ul style="list-style-type: none"> - Like to write letters - Read well
Social	<ul style="list-style-type: none"> - Prefer small groups - Individual friendships and loyalties are important - Concerned for others - Friendly and affectionate - Will model adult behaviour - Begin to understand and appreciate humour - Enjoys tricks and jokes - Difficult to laugh at themselves - Cooperate and share 	<ul style="list-style-type: none"> - Form close friendships - Tend to become cliquish with 3 to 8 members - Shift in/out of groups on again/off again friendships - Sensitive to what others think of them - Want to please - Enjoy helping with chores - Stick to game rules rigidly - Able to solve arguments with peers - Like competition and games 	<ul style="list-style-type: none"> - Want to fit in; need peer recognition and approval - Friendships important. On again/off again relationships common - Develop loyalty, standing up for friends - Can be insensitive or cruel. Need strong adult models of kindness and compassion - Like to discuss social problems
Emotional	<ul style="list-style-type: none"> - Enjoy responsibilities and privileges - Easily discouraged; difficulty taking criticism - Seek praise/ encouragement - Respond to affection, warmth and humour - Difficult to accept losing; prefer non-competitive games - Tend to dawdle and become upset if hurried - Shy, need encouragement to participate and protection from rough or aggressive playmates - Sense of safety and belonging is important 	<ul style="list-style-type: none"> - React poorly to being teased and ridiculed - Difficulty accepting criticism - More argumentative and spirited - Eager and capable of participating in rule-making - Enjoy competitive games, but keep at reasonable limits with simple rules - Require support to self-regulate behaviour 	<ul style="list-style-type: none"> - Adult support is crucial during this period - Seeking independence - Increasing questioning of issues - Need to develop strategies to maintain self-control - Need adults to respect their ability to make sound judgements

Thinking Skills – Keeping it Real

Children's thinking becomes more flexible during primary school (6-12 years old), but their understanding is still tied to what is real and what they experience.

In order to learn, they need learning situations to be very concrete with concrete or real materials. New learning situations should be connected to their own past experiences or what they have seen themselves.

Children in middle childhood still find it difficult to think about abstract ideas. For example, the concept of world economy or working in a particular occupation for a living would be very difficult to understand, as these types of things are beyond their experience and not real to them.

The ability to use logic and strategies to play a game develops gradually. For example, a 6-year-old will play a very different game of chess or monopoly or card games to that played by a 12-year-old.

Self-concept and self-esteem

The development of 'self-concept' is a significant milestone for children aged 6 to 12 years. Self-concept is the picture we have of ourselves in terms of our skills, qualities and abilities. 'Self-esteem' is the value we place on our skills, qualities and abilities and how we believe others value us too.

At this age (primary), children need to learn skills and be involved in tasks where they feel a sense of achievement and responsibility. They need to feel important to other people and valued.

It is important to measure success in terms of effort, not only in terms of achievement. Coming first, winning awards or being the best are some ways of being successful. Children need to learn that success can be looked at in different ways. The amount of effort or playing fairly or sticking at a task are all ways children (or adults) can be successful.

From about 6 years old children move from the enjoyment of playing to producing something real.

For children to feel successful and competent, their *efforts* and *achievements* are to be praised, respected and encouraged. Children will feel a failure and incompetent if their efforts and achievements are laughed at, criticised or ignored.

3.2 Communicating with students

Good communication makes learning easier, helps students achieve their goals, strengthens the connection between you and the student and creates a positive learning environment.

It is important that SRE teachers create a happy, engaging atmosphere and interact with their students in a warm and positive way. SRE teachers must initiate and maintain communication with their students in ways that are respectful and promote equity.

Warm and respectful communication with students involves:

- Maintaining eye contact
- Giving students full attention

- Using a courteous tone of voice
- Allowing wait time for students to think
- Listening to their answers
- Asking appropriate and open-ended questions such as Who, What, Why, When and How
- Knowing student's names and using them

It is recommended that SRE teachers:

Listen	Demonstrate active listening skills through maintaining eye contact, asking questions and seeking confirmation.
Empathise	Say words such as "I can see that you are feeling very excited" and "if you are feeling worried..."
Be assertive	Encourage thoughts such as "That's it, what else can you think of? You have so many great ideas."
Be supportive	Offer support when things are going well and provide alternate ideas
Build students' self-esteem	Every student must feel they have been successful. Praise the action not the person e.g., 'thank you Samuel for that interesting idea' (rather than 'good boy, Samuel'.)

3.3 Classroom management

Classroom management is about creating an environment so that all students can learn. Management implies finding solutions, anticipating situations and working with the environment and the diversity of student responses. To manage is better than to react.

The best discipline is one that nobody notices, not even the student being disciplined.

Practice Positivity – we accentuate the positive and eliminate the negative

Students perform better when they feel better, not worse. All of us like to be given attention and recognition; for some students, negative attention is better than no attention at all, even if it means being told off or shouted at.

The following are examples of changing the negative phrases to positive phrases for primary school students. Remember comment on the student's **action** rather than on the student him/herself:

Negative	Positive
Don't run inside	Remember to walk inside
Don't shout	I like your quiet voices in the classroom
How many times have I told you to sit down	Let's see who is sitting quietly

The empowerment of choice

By offering students choice, SRE teachers enable students to have ownership, independence and a sense of empowerment. Examples of choice can be: "who would like to read this passage?" OR "we have this activity to complete or this one, which one do you choose?". Teaching students about choice-response thinking may be one of the most valuable thinking patterns SRE teachers can provide.

Encourage reflection

Reflection is simply the act of thinking about our relationships, desires and our behaviours. The purpose of reflection is to stimulate our internal motivation. Controlling others is counterproductive to what teachers want to achieve. It is far more important to have students *want* to change. Therefore, asking effective questions and encouraging a reflection process is more successful in changing a student's behaviour. Remember that when you tell, the teacher does the thinking. When you ask, the students do the thinking.

Getting on task - questions	Why we ask this
Does what you are doing help you get your work done?	<i>Helps to identify the problem</i>
If you would like to get your work done, what would be your first step?	<i>Helps to break down the next task</i>
What do you like to do that you can apply to this task?	<i>i.e. why are you doing this?</i>
Do you need help with this task?	<i>Solution focused. Student makes a choice regarding the solution</i>

Changing behaviour - questions	Why we ask this
What do you want?	<i>Stimulates thinking and leads to reflection</i>
What are you choosing to do?	<i>Leads to evaluation of own behaviour</i>
If what you are choosing is not getting what you want, then what is your <i>plan</i> ?	<i>Encourages the making of a plan. It must be the student's plan not the teacher's</i>
What steps will you take to make this plan work?	<i>Leads to mental imaging and specific steps that will be required to carry out the plan</i>

Questions for students to reflect on:

- What **did** I do? (acknowledgment)
- What **can** I do to prevent it from happening again? (choice)
- What **will** I do? (commitment)

The following classroom management tips may be a helpful reference for you:

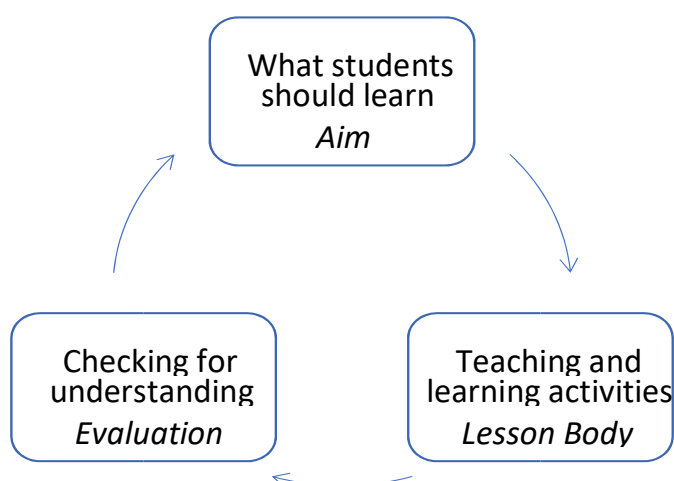
Voice and speech	Use a normal, natural voice	Raising our voice to change or control students' behaviour is not the best approach and causes stress. Students will mirror your voice, too.
	Speak only when students are quiet and ready	It can be tempting to start but eventually students will cue each other to quieten down.
Interactions	Get to know the students	Learn students' names, likes and dislikes and what they like to do in your class. Then progress to a student seating plan so that students who tend to misbehave sit close to the front.
Visual	Use hand signals and other non-verbal communication	Holding one hand in the air and making eye contact is a great way to get students attention. Many schools use a sequence of claps as a tool for students to listen. If in doubt, ask the classroom teacher for tips that the school uses.
	Ensure you can see everyone	If you cannot see a student that means they cannot see you so ensure you always sit or stand in order to see the entire room.
Behaviour	Address behaviour issues quickly and wisely	Ensure confidentiality when dealing with a student. Don't embarrass anyone so a quiet word away from ear shot of other students is appropriate. Use 'I' words when speaking e.g. "How can I help you?" "I can see that something is troubling you today"
	Nurture the 'I don't care' student	Give them time to cool down before talking. Help the student save face by not scolding or shaming them.
Plan	Always have a well-designed, engaging lesson	Stick to the lesson plan and stay on task.
Rules and routine	Know the rules	Three simple rules to start every lesson can be: (a) We respect ourselves (b) We respect others (c) We respect property

Remember to ask the classroom teacher what the school/class rules are and refer to them to ensure consistency.

3.4 SRE lesson plans

School principals offer a range of patterns to organise SRE in schools. Students can either be in streamed classes (students in the same grade) or composite classes (mixed age groups). SRE teachers need to adapt to each class and any special circumstances.

A lesson plan is the teacher's road map of what students need to learn and how it will be done effectively during the class time. A successful lesson plan addresses and integrates these three key components:



Term Two: Stage 2 Lesson 7: *The Sangha (Nuns and Monks)*

Lesson Sequence	Time	Lesson Aim: To outline some key roles and responsibilities of The Sangha
Chanting	10 min	<ol style="list-style-type: none"> 1. Recite name of Master Buddha-express respect and gratefulness to the Shakyamuni Buddha. Nam Mô Shakyamuni Buddha (3 times), 2. Breathing meditation –connect mind and body to the present. Next breath in, breath out breath meditation (3 times), 3. Chanting Amitabha- peaceful Buddha- lead to complete mindfulness, followed by Chanting Amitabha student repeat after teacher (3 times)

What students should learn

This can be referred to as aims or objectives. In order to decide what these are, questions to think about are:

- a) What is the main point of the lesson?
- b) What will the students get done during the lesson?
- c) What are the most important concepts, ideas, or skills students need to be able to understand?

Most lesson plans start with an introduction to creatively stimulate interest and encourage thinking. A variety of approaches can be used to engage students, e.g. personal anecdote, historical event, real-world example, short video clip, probing question, etc. (usually written into our lesson plans)

Teaching and learning activities

The body of the lesson may include real-life examples, reference to historical information and visuals to appeal to different learning styles. Teaching resources are vital to keep the students stimulated and engaged.

Questioning and Discussion	5min	Review concept taught about the Sangha in previous lesson.
Lesson Information	5min	<p>The Sangha</p> <p>In the daily life of work and religious practice, the monks and nuns are mindful of what they do; they conduct themselves properly and with discipline. Each day begins early for monks and nuns. As early as 5am, they begin their day by reciting the Shurangama Mantra. They then attend morning ceremonies and recite parts of Buddha's teachings. Later on, there may be a period of meditation and study.</p> <p>Members of the Sangha have many responsibilities to fulfill, despite leading simple lives. They work very hard and are happy with the work they do. During the day, they go about teaching the Dharma. They take care of the temple and gardens. They give advice to the Buddhist members. They help with community services such as preparing for and conducting wedding ceremonies, funeral ceremonies and they preach Dharma to help the elderly and the sick overcome their suffering.</p> <p>There are more chanting and meditation sessions in the evenings. Monks and nuns may give talks on the teachings of Buddha. In the evening they use their time for study or meditation.</p>

Lessons are planned with an estimation of time required for each activity. Ensure there is time for extended explanations or discussions but be also prepared to move on quickly to ensure that the objectives are met for each lesson. The average amount of time per SRE lesson is 30 minutes, which can fly by.

Checking for understanding

Checking for understanding is vital to ensure that the content of the lesson is right for the student's level. In a composite class this is more difficult as the range of students can be from year K to year 6 in the same classroom. Teachers can ask themselves the following:

- What questions need to be asked in order to check for understanding?
- What activity do students need to complete to check that the aims/objectives have been met?

Effective conclusions must be part of the lesson plan because it ties together the principles and important points that have been discussed. The following is a list of suggested conclusions:

- Give students the opportunity to describe the key points of the lesson (this can be via direct question and answer or visually illustrating their thoughts)
- Ask students when they can use the new information learnt
- Encourage students to predict what the next lesson will be
- Students can create a quick quiz for their peers

3.5 Adapting lessons

SRE teachers are faced with the challenge of teaching all students, regardless of their academic, social, and developmental levels. Any SRE classroom will contain a mix of students with various ability levels and educational needs. For this reason, teachers must adapt lesson plans to meet the needs of all students, and provide all students with the opportunity to learn and grow.

All students deserve individualised attention that helps them achieve the best possible learning. Teachers know how the personalities, challenges, and strengths of their students can fundamentally change the flow of a classroom. Adapting to this diverse body of learners is both challenging and rewarding. Slight modifications to lessons can work to help all learners in the classroom, but it's important not to make the changes and adaptations so large that advanced learners are left on their own and the main aims or objectives of the lesson are lost.

The following things can help you when considering the needs of all learners in SRE:

- Know your students
- Identify what you want all students to learn
- Use activities effectively to allow the teacher to focus on the student's needs
- Have a back-up plan for students to receive assistance if they finish their work early or need extra assistance
- Deliver instructions clearly

It is easy to run out of time and not cover all of the many points you had planned. Lesson plans often need changing during the class, in response to student needs. Having additional examples or alternative activities will also allow you to be flexible.

A realistic timeline has flexibility and readiness to adapt to the specific classroom environment. Strategies for creating a realistic timeline include:

- Estimate how much time each of the activities will take, then plan some extra time for each.
- Plan a few minutes at the end of class to answer questions and sum up key points
- Plan an extra activity or discussion question in case there is time left.
- Be flexible – be ready to adjust the lesson plan to students' needs and focus on what seems to be more productive rather than sticking to the original plan.

4. Professional learning and development

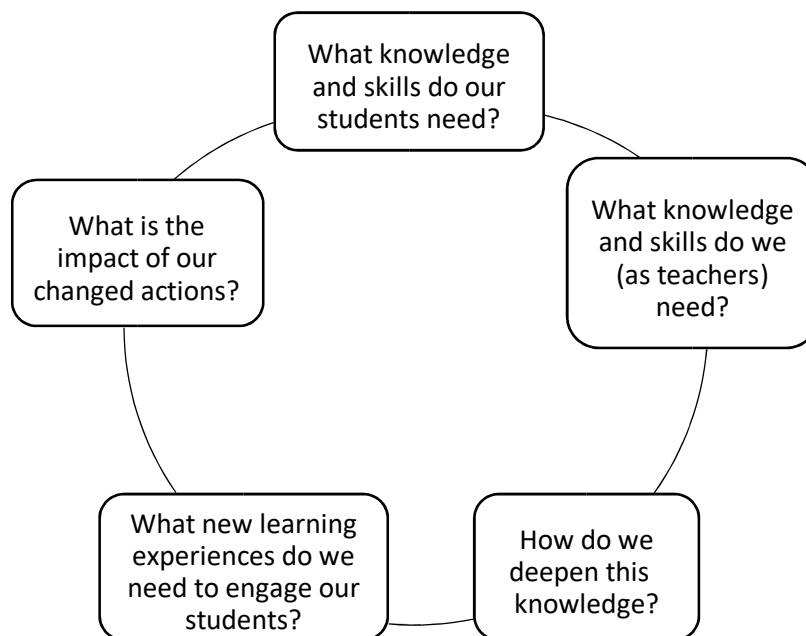
Finally, SRE teachers learn how to reflect and self-evaluate in their teaching. VGBA has developed a Teaching Review Process to help structure and support this in more detail.

All SRE teachers are encouraged to discuss, share and problem-solve any challenges in their teaching as part of a supportive SRE community.

Support structures

Professional learning comprises of activities and experiences which guide development and improve performance. The formal and informal learning experiences undertaken by SRE teachers improve their individual professional practice and the approved provider's collective effectiveness. We can measure this success by improved student engagement and learning outcomes.

An example of questions we can ask ourselves in evaluating our teaching:



Where to go for support?

Viên Giác Temple will ensure that you have the tools necessary to conduct your first lesson and will give you appropriate information and training to start teaching.

One way to obtain knowledge and skills is via peer-to-peer learning. SRE teachers are encouraged to observe each other's teaching methods (where possible) in order to learn from each other. SRE teachers will then have the opportunity to give and receive feedback about teaching practice and develop awareness about their own teaching.

Participating in regular team curriculum planning activities will provide teachers with the necessary educational support. Both formal and informal professional learning opportunities can be provided in response to the feedback.

4.1 Feedback

SRE teachers can obtain feedback from a number of sources:

1. **Your supervisor:** By completing the SRE Teacher Audit Process teachers will have the opportunity to speak to their supervisor about ways to improve their teaching and discuss further professional learning ideas and topics.
2. **Other teachers:** Peer feedback is when SRE teachers offer advice to one another. This is an opportunity to discuss what has worked in SRE classes, what hasn't worked well and how it can improve.
3. **Your students:** Students offer valuable insights into the teacher and the curriculum. No matter what age or stage the student is, their thoughts are critical to the ongoing success of a lesson. Ways to obtain this are:
 - a) Give students exit slips to complete before they leave class. Students complete sentences like, *"what I like is.....?"* and *"I would like more information on...."*
 - b) Provide students with checklists to complete such as, *"rate the lesson today"*
 - c) Have a class discussion *"what activities do you like to do?"* *"what would you like to learn next week?"*

4.2 Self-reflection

Reflective teachers are those who give time to analysing both teaching and learning experiences in order to make decisions about their teaching in the future. While it is possible to dwell only on negative feedback, reflection is actually a hopeful activity in the sense that it focuses on improvements for the future. Sometimes, lessons that go badly give rise to excellent lessons following reflection.

For the new SRE teacher, reflection involves developing a habit of self-evaluation, trialling new strategies, and asking questions. It is often the case that skilled, experienced SRE teachers know intuitively the right action to take. Often their actions are connected with experiences on which they have reflected and learnt from.

Some helpful questions we might ask as we reflect on teaching experiences include:

- What worked well in the lesson?
- Why did these features work well?
- What have we learned about our teaching from these points?
- What aspects of the lesson could be improved?
- Why have these aspects been identified?
- How can we capitalise on our strengths and improve on weaknesses?

Using the SRE Teacher Audit Process will enable SRE teachers to assess themselves and their way of working.

Appendix: SRE Guidelines Summary (quick reference)

Routine	Be punctual (arrive at school 5-10 minutes before the class begins)
	Wear your name tag at all times
	Attend classes regularly; if you can't attend a lesson, this must be approved beforehand by your authorised SRE organiser
	Sign in and out of the Visitor's Book/ school reception as required
Responsibilities	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 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
	Counselling students for emotional problems is the responsibility of the school staff who have access to wider information and resources
Respect	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
	Only teach the approved VGBA SRE curriculum. Do not discuss controversial topics as it may not be in accordance with the department's Controversial Issues in Schools policy
Communication	Enquire if any children have special learning difficulties, endeavouring to understand their special problems by consulting their normal class teacher
	Ensure direct communication with parents is restricted to matters relating directly to SRE, as approved by your authorised SRE organiser

Policy references and guides:

Religious Education Policy (revised 11 May 2020): <https://policies.education.nsw.gov.au/policy-library/policies/religious-education-policy?refid=285776>

Special Religious Education Procedures (revised 4 May 2020): <https://policies.education.nsw.gov.au/policy-library/associated-documents/REimplementproced.pdf>

Working with Children Check:
<https://www.kidsguardian.nsw.gov.au/child-safe-organisations/working-with-children-check>

Teacher Authorisation Process:
http://www.chuaviengiac.org.au/uploads/1/0/1/7/10171099/vgba_sre_teacher_authorisation_process.pdf

Legislative Provisions: Education Act 1990, Sections 26, 30, 31, 32 and 33 and 33A