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Teacher Basic Training

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BASIC TRAINING STANDARD

As 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 | | |
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| | <i>1.2, 1.3, 1.4, 1.5 is to be trained ANNUALLY</i> | Additional Notes |
| 1.1 | Outline the history of SRE in schools | Read the Teachers Manual |
| 1.2 | Understand the role and expectations of the SRE teacher within a public school context | See Appendix A: SRE Guidelines |
| 1.3 | Discuss the Code of Conduct | Link to Religious Education Policy https://education.nsw.gov.au/policy-library/policies/religious-education-policy?refid=285776 |
| 1.4 | Review Special Religious Education Procedures and understand its contents Review 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 | Review Child Protection policy inclusive of WWCC | Refer to Teacher Authorisation Processes |
| 1.6 | Examine the safety of the teacher within a WHS context | Link to WHS policy https://education.nsw.gov.au/policy-library/policies/work-health-and-safety-whs-policy |

| KNOWLEDGE | | |
|-----------|---|--|
| | | Additional Notes |
| 2.1 | Discuss 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 | Explore through discussion "how and when children develop?" | Discuss children's milestones and variations |
| 2.3 | Review behaviour management techniques Identify 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: http://www.dec.nsw.gov.au/about-the-department/our-reforms/supported-students-successful-students/behaviour-code-for-students |

| PRACTICE | | |
|----------|---|---|
| | | Additional Notes |
| 3.2 | Identify components of a program/unit of work | Revise salient points in the faith calendar, map and add supplementary topics |
| 3.3 | Cater for the diverse learning needs | Think about utilising visual displays, talking at a slower pace, etc. |
| 3.3 | Plan 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 | Lesson delivery – introduction, body, conclusion | <p>Workshop ideas can include:</p> <ul style="list-style-type: none"> ○ Teachers in groups ○ Brainstorm lesson ideas on butchers paper ○ Share with the other groups |
| 3.5 | Prepare resources | <p>Link to Social Media policy</p> <p>Refer to Interactive White Board and Digital Projectors policy</p> |

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

SRE 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