



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.

As a part of ICCOREIS we agree to provide the following base training modules:

- Module 1: Biblical Foundations
- Module 2: Teaching SRE in Public Schools / Duty of Care
- Module 3: Child Development and Teaching
- Module 4: Classroom Management
- Module 5: Preparing and Delivering a Lesson
- Module 6: Supervised Classroom Experience

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.

Trained and Certified teachers are expected to complete Module 1 & 2 only.

BIBLICAL FOUNDATIONS		
		Additional Notes
1.1	Biblical Foundations – A foundational understanding of the ministry	Supplied via Seminar and workshop notes.
1.2	Our Doctrine & Statement of Faith – What we believe and the basis of what we teach	
1.3	Competencies - Biblical Quiz	Quiz to be handed in for assessment with SRE Engagement form.

TEACHING SRE IN PUBLIC SCHOOLS / DUTY OF CARE		
		Additional Notes
2.1	Outline the history of SRE in schools	Link to Religious Education Policy https://education.nsw.gov.au/policy-library/policies/religious-education-policy?refid=285776 Link to Implementation Procedures https://education.nsw.gov.au/policy-library/associated-documents/REimplementproced.pdf Refer to the Legislative Provisions Education Act 1990, Sections 26, 30, 31, 32 and 33 and 33A Refer to Teacher Authorisation Processes See Code of Conduct Paper See Policy Link to WHS policy https://education.nsw.gov.au/policy-library/policies/work-health-and-safety-whs-policy 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
2.2	Understand the role and expectations of the SRE teacher within a public school context	
2.3	Discuss the objectives of SRE	
2.4	Review Special Religious Education Implementation Procedures and understand its contents	
2.5	Review the Annual Assurance document and understand the responsibilities of an approved provider and SRE Engagement forms	
2.6	Review Child Protection policy inclusive of WWCC	
2.7	Discuss the Code of Conduct	
2.8	Discuss Social Media Policy and Procedures	
2.9	Examine the safety of the teacher within a WHS context and expected behaviour code for students	
2.10	Understand Complaints Policies and Procedures	

CHILD DEVELOPMENT AND TEACHING		
		Additional Notes
3.1	Discuss overview of Child development	Discuss children's milestones and variations
3.2	Discuss Essentials for effective teaching	
3.3	Discuss appropriate relations with the school, parents and the students.	
3.4	Review the lesson timeframe	
3.5	USE of interactive whiteboards and digital projectors	See paper

CLASSROOM MANAGEMENT		
		Additional Notes
4.1	Identify effective behaviour management techniques	
4.2	Addressing Negative Behaviour	
4.3	Classroom Management Strategies	

PREPARING AND DELIVERING A LESSON		
		Additional Notes
5.1	Understand School Protocols	
5.2	Understand your class	
5.3	Prepare Well	See handbook and a typical SRE Lesson

SUPERVISED CLASSROOM EXPERIENCE		
	For SRE teachers who have not taught before	Additional Notes
5.1	Observe two classroom teacher, teaching sessions	Seek approval to sit in on a lesson from an experienced School Teacher to observe the tools and techniques used to teach children. Take notes.
5.2	Observe a SRE Teacher teaching a class	Observe an experienced SRE teacher in action
5.3	Prepare and teach two SRE classes with an experienced SRE teacher monitoring you and providing feedback.	Mentor to use Observation sheets for feedback.
	For all SRE Teachers	
5.4	All teachers should complete an annual self audit.	See Teachers Audit Process

APPENDIX A - 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