



**INTER-CHURCH COMMISSION**  
**ON RELIGIOUS EDUCATION IN SCHOOLS (NSW) Inc**

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**ICCOREIS MEMO: 15 January 2013**

## **Basic Training for New SRE Teachers**

At the ICCOREIS meeting on 13 November 2012, a basic training standard was accepted.

This standard was endorsed as the basic standard for SRE teachers in government schools in NSW. It is called **Basic SRE Training**.

The features of **Basic SRE Training** are:

- A list of competencies, outcomes and processes, arranged in modules.
- Presenting a lesson and being observed is one of the competencies.
- There is no indicative timing for training.
- There is no prescribed assessment method

A copy of the Basic SRE Training Standard is attached (see pages 6 - 10)

The Basic SRE Training standard is being presented to the Member Churches prior to the Triennial Meeting which will be held in June 2013. It is hoped it will be endorsed by all ICCOREIS Member Churches and eventually by all Christian SRE Providers.

### **Denominational differences**

Each SRE Provider determines the minimum training required for its SRE teachers.

Some SRE Providers have already implemented this standard for all their current teachers; for others it will only apply to new teachers from 2013. For others the adoption of the Basic SRE Training will take even longer.

### **Cross authorisation**

Where SRE Providers work together in a cooperative way to provide SRE, they can cross authorise the training of other Providers and training organisations who apply this standard.

We are in a transition time during which grace and understanding needs to be applied as we work towards the excellence we all desire.

## FAQ's

Q Has the Government introduced new laws about SRE teacher training?

A **There is no new training requirement imposed by NSW government on SRE teachers.**

Q Do new SRE teachers have to be trained?

A **Under NSW law, Approved Providers (generally denominations but also dioceses and some independent churches) have responsibility for recruiting, authorising and training SRE teachers. Approved Providers decide what training is required. ICCOREIS recommends that Basic SRE Training should become the standard from 2013 for all new SRE teachers.**

Q When do new SRE teachers have to be trained?

A **ICCOREIS recommends that new SRE teachers receive Basic SRE Training as soon as is practically possible. For most this will likely be within 12 months of their engagement in SRE.**

Q What is the minimum amount of training required for new teachers?

A **Compliance is measured as some training from every module and no less than 80% of the competencies, outcomes and processes being achieved.**

**Note: Training providers may structure their training courses in modules other than those used by ICCOREIS.**

Q Will I be able to teach in 2013 if I have not done the Basic SRE Training?

A **Yes, most SRE teachers will be able to continue teaching in 2013 because most SRE Providers are allowing time for teachers to access training. All SRE teachers are advised to check with their authorising body and Approved Provider. The Basic SRE Training is recommended by ICCOREIS and other Providers who choose to mandate it, and it is only for NEW SRE teachers.**

Q What should I do if I have never received any training?

A **ICCOREIS recommends that continuing SRE teachers take every opportunity to undertake training which is provided by many training**

organisations and denominations. Contact your Approved Provider, or see the ICCOREIS website for training courses <http://www.iccoreis.asn.au/events.htm> , or contact the Executive Officer, 02 49791335. The Basic SRE Training could be useful to existing SRE teachers as well as new teachers.

**Q** I've done some training but I'm not sure it is the same as this training. What should I do?

**A** If you have a record of the training you completed you should consult your authorising body/Approved Provider. If you do not have a record of the training you completed contact the training body to request a statement of attainment. You may still find the Basic SRE Training of value given that the SRE teaching environment is continually changing.

**Q** I've done Basic SRE Training. Do I have to do anything else?

**A** While Basic SRE Training is intended as basic entry level for those new to SRE, Approved Providers have an expectation that SRE teachers will undertake ongoing training. They may require their volunteers to undertake courses such as Child Protection and Safe Church Training, advanced teaching skills and Spiritual Formation. Check with your Approved Provider.

## **Basic SRE Training (see the following tables)**

The **Basic SRE Training** standard relates **ONLY** to the list of Competencies, Outcomes and Processes, **NOT** the content, assessment or names of modules used in this document.

These are in the centre column of the following tables.

The elements in columns 1 and 3 (Content and Suggested Assessment Methods) are **ONLY** included to give clarity to the list. They are in a lighter font, indicating they are suggestions only.

The naming of Modules may be changed but this in no way affects the list of Competencies, Outcomes and Processes.

# PROPOSED MINIMUM TRAINING STANDARD

to be recommended by ICCORIES  
to the Providers of SRE in NSW  
as of 2013

**Acknowledgements:** Mary Smith advocated for training standards for many years and conducted research into the training standards of various denominations. Peter Adamson picked up the mantle in 2009 and developed a framework of training that became the basis for this proposal. The Primary and Secondary SRE Support and the Training and Conferences sub-committees have been most active in the formation of this proposal throughout 2012.

**Proposal 1:** As of 2013 ICCOREIS recommends **80%** of the following list of competencies, outcomes and processes as a minimum requirement for the training of a new SRE volunteer within 12 months of their engagement in SRE within the government schools of New South Wales.

**Proposal 2:** Heads of Churches be notified of this recommended training standard with the view to having it endorsed at the Triennial meeting (June 2013).

It is our prayerful hope that –

Training organisations employ the following list as a **benchmark**.

SRE Providers **recommend** this minimum standard for all new SRE volunteers from 2013

Training organisations who **comply** with this benchmark be recognised as **ICCOREIS Affiliated**

SRE Providers **cross accredit** the training of other providers and training organisations who apply this standard

**Existing SRE volunteers** who may be untrained will avail themselves of the training that eventuates from this new standard

**Explanatory Notes:** This proposal relates **only** to the list of competencies, outcomes and processes **not** the content, assessment or module structure of this document. These elements were included to give clarity to the list. It is further recognised that this list represents a minimum standard of training. While this training is intended as **basic entry level** for those new to SRE, SRE Providers are free to mandate higher requirements for volunteers eg Child Protection Training and Spiritual formation. This recommendation by ICCOREIS is not intended to be retrospectively applied to existing SRE volunteers. It is hoped however that it will foster a culture of **ongoing formation and training** amid volunteers who currently do not experience such a culture.

## Module 1 TEACHING SRE IN GOVERNMENT SCHOOLS

Content	Competencies, Outcomes and Processes		Suggested Assessment Methods
Why we do SRE? (Mission and Ministry)	1.1	<b>Articulate</b> participants' motives for becoming SRE teachers	Group Discussion or Interview
	1.2	<b>Claim</b> some of the privileges of being an SRE teacher	
Current practice of SRE in NSW (facts and figures)	1.3	<b>Claim</b> some of the responsibilities of being an SRE teacher	
	1.4	<b>Accept</b> their responsibility to <b>complete</b> the authorisation process	View authorisation Card
History of SRE in NSW	1.5	<b>Appreciate</b> the place of SRE in NSW Public Education throughout time. Eg, the nature of SRE	Workbook
	1.6	<b>Describe</b> the relationship between the schools and church's SRE coordinators	
How we do SRE? (Legislation, Policy and Guidelines)	1.7	<b>Identify</b> five different models of SRE	
	1.8	<b>Differentiate</b> Denominational and Joint Denominational types of SRE	
Becoming an approved SRE teacher (authorisation)	1.9	<b>Recognise</b> the DEC guidelines for SRE including legislation, relevant laws etc	Questioning
	1.10	<b>Outline</b> the role of the SRE Provider (Church/Denomination)	
How SRE impacts our local school communities (Adding value to public education)	1.11	<b>Locate</b> their church and school personnel in a diagram of how SRE operates in NSW	Workbook
	1.12	<b>Recall</b> the meaning of the acronym " ICCOREIS"	
	1.13	<b>Identify</b> five contributions that SRE makes to Public Education in NSW	
	1.14	<b>Identify</b> 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 <b>Explore</b> through discussion “how and when children develop”	Take Home Task
	2.1.1 <b>examine</b> the characteristics of learners in each of the seven stages of schooling in NSW	
Contemporary Classrooms	2.2 <b>Experience</b> a contemporary school class to <b>identify</b>	Classroom Visit or view DVD recording  Observation Sheet
	2.2.1 classroom routine and equipment	
	2.2.2 a range of children including those with special needs and gifted/talented	
2.2.3 school discipline policies and procedures		
Contemporary Learning	2.3 <b>Experience</b> a contemporary school lesson to <b>observe</b>	
	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	
	2.3.5 how a lesson is introduced, conducted and concluded	
Communication in SRE classes	2.3.6 learning activities and transitions between them	
	2.4 <b>Name and describe</b> the key elements of a communication process	Worksheet
	2.5 <b>Propose five</b> tips for effective communication in the classroom	
	2.6 <b>Identify</b> different communication styles employed in SRE	
	2.7 <b>Investigate</b> how various children view God (through children’s drawing and writing)	Pair and share
	2.8 <b>Demonstrate</b> language that is inclusive and respectful of differing opinions	Discussion
	2.9 <b>Illustrate</b> awareness of common presumptions in communicating in SRE	
2.10 <b>Express</b> a positive vision of the SRE classroom in Government schools		
Questioning Skills	2.11 <b>Identify</b> 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	<b>Name</b> the SRE curriculum that participants are or will be using	Workbook
Using a Program	3.2	<b>Demonstrate</b> a basic ability to navigate the teachers manual of one SRE program	Search and Find
	3.3	<b>Identify</b> the main components of an SRE lesson/session	Workbook
Using a Manual	3.4	<b>Plan</b> for an SRE class	Lesson Notes Task
	3.4.1	<b>Assess</b> the learning needs of a particular group of students	
Developing Lesson Notes	3.4.2	<b>Prepare</b> a set of lesson notes by selecting appropriately from a published lesson plan(s).	
	3.5	<b>Apply</b> 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	<b>Evaluate</b> three key principles for good classroom management	Discussion
	4.2	<b>Select</b> five tips for managing an SRE class	Workbook
	4.3	<b>List</b> five different skills of classroom management	
Code of Conduct	4.3.1	<b>Be aware</b> of the principles of Positive Correction especially the focus on behaviour	Demonstration
	4.3.2	<b>Express</b> three different methods for affirming students	
	4.4	<b>Experiment</b> 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	<b>list</b> behaviours that are considered advisable for SRE Teachers	Workbook
	4.4.2	<b>recognise</b> behaviours that are inappropriate for SRE Teachers	Q & A
	4.4.3	<b>justify</b> the practices recommended for volunteers by the Dept of Education and Community Implementation Guidelines for SRE	



## Module 5 INTRODUCTION TO THE BIBLE

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

Module 6 CLASSROOM EXPERIENCE			
Content	Competencies, Outcomes and Processes		Suggested Assessment Methods
Planning a Lesson	6.1	<b>Plan</b> for an SRE class (3.5)	Written Notes
	6.1.1	<b>Assess</b> the needs of a particular group of students (3.5.1)	
Presenting a Lesson	6.1.2	<b>Prepare</b> a set of lesson notes by <b>selecting</b> appropriately from a published lesson plan(s) (3.5.2)	Interview
	6.2	<b>Apply</b> their knowledge of a particular class to a published lesson plan by adapting that plan to the particular learning environment and group of learners (3.6)	
	6.4	<b>Demonstrate</b> an elementary ability to present an SRE lesson to an SRE class in a Government School.	Skills Audit
	6.4.1	<b>Present</b> a structured lesson with an Introduction, Body and Conclusion	
	6.4.2	<b>Demonstrate</b> five different skills of classroom management (4.3)	
	6.4.3	<b>Demonstrate</b> words and actions useful for creating a safe and caring environment for children and young people in SRE classes (4.4)	Observation

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

## Motions passed by ICCOREIS on 13<sup>th</sup> November 2012

- Motion 1      In order to standardise the quality and quantity of training for SRE teachers, ICCOREIS asks its members to adopt a **minimum set of standards**.
- Motion 2      The list of training competencies, outcomes and processes known as **Basic SRE Training** be the ICCOREIS minimum recommended standard for new SRE volunteers.
- Motion 3      ICCOREIS Basic SRE Training under this standard must include training from **each module and no less than 80% of the competencies, outcomes and processes** listed in the Basic SRE Training framework.
- Motion 4      From **2013**, in their training structures and delivery, the members of ICCOREIS commit to utilising Basic SRE Training for all new SRE volunteers as soon as is practically possible.
- Motion 5      ICCOREIS reports on the progress of implementing Basic SRE Training to the **Heads of Churches** at their meeting in June 2013 and seeks their **endorsement** of Basic SRE Training for all new SRE volunteers.