

AMENDMENTS TO MINIMUM TRAINING STANDARD

as recommended by ICCORIES to the Providers of SRE in NSW (from Oct 31, 2018)

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 mantel 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. John Donnelly drafted these modules in consultation with the Training and Conference sub-committee and

Proposal 1: As of 2013 ICCOREIS recommends **80%** 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 endorsed this recommended training standard at the June 2013 Tri-Annual meeting. The NSW Act Catholic Bishops endorsed this standard later that year at their conference.

Proposal 3: In 2018, ICCOREIS updated the standard and approved the addition of a 7th Module to cover Duty of Care in line with the Department of Education Special Religious Education Procedures (2019).

It is our prayerful hope that –

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

SRE Providers **mandate** 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 Articulate participants' motives for becoming an SRE teacher	Group Discussion or Interview
	1.2 Claim some of the privileges of being an SRE teacher	
Current practice of SRE in NSW (facts and figures)	1.3 Claim some of the responsibilities of being an SRE teacher	
	1.4 Accept their responsibility to complete the authorisation process	View authorisation Card
History of SRE in NSW	1.5 Appreciate the place of SRE in NSW Public Education throughout time. Eg, the nature of SRE	Workbook
	1.6 Describe the relationship between the schools and church's SRE coordinators	
How we do SRE? (Legislation, Policy and Guidelines)	1.7 Identify five different models of SRE	
	1.8 Differentiate Denominational and Joint Denominational types of SRE	
Becoming an approved SRE teacher (authorisation)	1.9 Recognise the DoE Special Religious Education Procedures (2019) for SRE including legislation, relevant laws etc	Questioning
	1.10 Outline the role of the SRE Provider (Church/Denomination)	
How SRE impacts our local school communities (Adding value to public education)	1.11 Locate their church and school personnel in a diagram of how SRE operates in NSW	Workbook
	1.12 Recall the meaning of the acronym " ICCOREIS"	
	1.13 Identify five contributions that SRE makes to Public Education in NSW	
	1.14 Identify 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 Explore through discussion “how and when children develop?”	Take Home Task Classroom Visit or view DVD recording Observation Sheet
	2.1.1 examine the characteristics of learners in each of the seven stages of schooling in NSW	
Contemporary Classrooms	2.2 Experience a contemporary school class to identify	
	2.2.1 classroom routine and equipment	
	2.2.2 a range of children including those with special needs and gifted/talented	
Contemporary Learning	2.2.3 school discipline policies and procedures	
	2.3 Experience a contemporary school lesson to observe	
	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	
Communication in SRE classes	2.3.5 how a lesson is introduced, conducted and concluded	
	2.3.6 learning activities and transitions between them	
	2.4 Name and describe the key elements of a communication process	Worksheet
	2.5 Propose five tips for effective and sensitive communication in the classroom	
	2.6 Identify different communication styles employed in SRE	
	2.7 Investigate how various children view God (through children’s drawing and writing)	Pair and share
	2.8 Demonstrate language that is inclusive and respectful of differing opinions	Discussion
2.9 Illustrate awareness of common presumptions in communicating in SRE		
2.10 Express a positive vision of the SRE classroom in Government schools		
Questioning Skills	2.11 Identify 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	Name the SRE curriculum that participants are or will be using	Workbook
Using a Program	3.2	Demonstrate a basic ability to navigate the teachers manual of one SRE program	Search and Find
	3.3	Identify the main components of an SRE lesson/session	Workbook
Using a Manual	3.4	Plan for an SRE class	Lesson Notes Task
	3.4.1	Assess the age appropriate learning needs of students	
Developing Lesson Notes	3.4.2	Prepare a set of lesson notes by selecting appropriately from a published lesson plan(s).	
	3.5	Apply 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	Evaluate three key principles for good classroom management	Discussion
	4.2	Select five tips for managing an SRE class	Workbook
	4.3	List five different skills of classroom management	
Code of Conduct	4.3.1	Be aware of the principles of Positive Correction esp. the focus on behaviour	Demonstration
	4.3.2	Express three different methods for affirming students	
	4.4	Experiment 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	list behaviours that are considered advisable for SRE Teachers	Workbook
	4.4.2	recognise behaviours that are inappropriate for SRE Teachers	Q & A
4.4.3	justify the practices recommended for volunteers by the DoE Special Religious Education Procedures (2019)		

Module 5 INTRODUCTION TO THE BIBLE

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

Module 6 CLASSROOM EXPERIENCE

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

Module 7 DUTY OF CARE

Content	Competencies, Outcomes and Processes	Suggested Assessment Methods
Policies	7.1 Understand NSW Department of Education policies relevant to the teaching of SRE	Role Play Questioning
	7.1.1 Outline Controversial issues in schools policy	
	7.1.2 Outline DoE code of conduct	
	7.1.3 Identify Other relevant NSW Department of Education Policies	
Principal Role	7.2 Recognise the importance of duty of care	Group Discussion
	7.3 Appreciate the role of the principal in administering NSW Department of Education Policy	

Age Appropriate	7.4	Understand better what is meant by age appropriate and sensitive lessons	Role Play
	7.5	Evaluate resources to ensure age appropriate and sensitive lessons	Presentation
	7.6	Make wise classroom decisions about age appropriate discussion	Discussion

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