

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	
	1.3	Claim some of the responsibilities of being an SRE teacher	
Current practice of SRE in NSW (facts and figures)	1.4	Accept responsibility to complete their Approved Provider's authorisation (accreditation) process	View authorisation (accreditation) process on their Provider's Website
History of SRE in NSW	1.5	Appreciate the place of SRE in NSW Public Education throughout time. E.g. the nature of SRE	View a timeline on the History of SRE in NSW
	1.6	Describe the relationship between the school's and church's SRE Coordinators	Workbook
How we do SRE? (Legislation, Policy etc)	1.7	Identify five different models of SRE	
	1.8	Differentiate Denominational SRE, Combined Christian SRE and other Religions SRE	Questioning
Becoming an approved SRE teacher (authorisation)	1.9	Recognise the current DoE Special Religious Education Procedures for SRE including legislation, relevant laws, etc	
	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 church and school personnel in a diagram of how SRE operates in NSW	Workbook
	1.12	Understand the roles of Christian SRE, ICCOREIS and other relevant organisations.	
	1.13	Benefits of SRE 1.13.1 Identify five contributions that all SRE makes to Public Education in NSW 1.13.2 Identify five benefits of Christian SRE 1.13.3 Express a positive vision of the SRE classroom in Government schools	
	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 students develop”	Take Home Task
	2.1.1 Examine the characteristics of learners in each of the seven stages of schooling in NSW	
	2.2 Observe a contemporary school to identify :	
Contemporary Classrooms	2.2.1 practices and equipment in learning spaces	Classroom Visit or view video recordings
	2.2.2 a range of students including those with special education needs, high potential and gifted	
	2.2.3 student behaviour policies and procedures	
Contemporary Learning	2.3 Experience a contemporary school lesson to observe :	Observation Sheet
	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 students	
	2.3.5 how a lesson is introduced, conducted and concluded	
	2.3.6 learning activities and transitions between them	
Communication in SRE classes	2.4 Identify appropriate teacher/learner relationships	Worksheet
	2.5 Name and describe the key elements of a communication process	
	2.6 Propose five tips for effective and sensitive communication in the classroom	
	2.7 Identify appropriate communication styles employed in SRE	
	2.8 Investigate how various students view God (through student’s drawing and writing)	Pair and share Student samples
	2.9 Demonstrate language that is sensitive and respectful of differing opinions	Discussion
	2.10 Illustrate awareness of common presumptions in communicating in SRE	
Questioning Skills	2.11 Identify the importance of the use of questions in SRE	Q & A
	2.11.1 Demonstrate teacher directed questioning	
	2.11.2 Discuss how to encourage students to ask their own questions	

Module 3 PREPARING AND DELIVERING LESSONS

Content	Competencies, Outcomes and Processes	Suggested Assessment Methods
Authorised Curriculums	3.1 SRE Curricula	Provider's Website
	3.1.1 Name the SRE curriculum that your Provider authorises.	
	3.1.2 Know to contact their Provider if they want to teach a different curriculum.	
Using a Program	3.2 Demonstrate ability to navigate the Teacher's Manual of one SRE curricula.	Search and Find
	3.3 Identify the main components of an SRE lesson/session	Workbook/Discussion
Using a Manual	3.4 Plan for an SRE class	Lesson Notes Task
	3.4.1 Assess the age appropriate learning needs of students including words/concepts/images the students may not understand	
	3.4.2 Prepare a set of lesson notes by selecting appropriately from a published lesson plan(s).	
Developing Lesson Notes	3.5 Apply their knowledge of student needs 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	
	4.3.1 Be aware of the principles of Positive Correction esp. the focus on behaviour	Demonstration Role Play or Scenarios
	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	
Code of Conduct	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	

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 the difference between Catholic, Orthodox and Protestant canons of the Bible	Workbook
	5.4	List three contemporary translations of the Bible	
	5.5	Identify five different literary forms (genre) found in the Bible	
Literary Forms	5.6	Outline the development of the Bible	
Bible History	5.7	Complete a Bible history timeline	Complete Timeline
	5.8	Locate cities and towns on Bible maps	Map Task
	5.9	Appreciate the meaning of authorship as a partnership of God and humans	Discussion of theological concepts
Authorship Audiences	5.10	Recognise the role of the intended audience as well as the modern reader	Discussion of theological concepts
	5.11	Explain the link between inspiration and revelation	Discussion of theological concepts
Revelation and Inspiration	5.12	Outline how the Bible develops its major themes	Discussion of theological concepts
	5.13	Discern age appropriate and sensitive use of the Bible in the classroom	Discussion

Module 6 CLASSROOM EXPERIENCE

Content	Competencies, Outcomes and Processes		Suggested Assessment Methods
Planning a Lesson	6.1	Plan for an SRE class (3.4)	Written Notes
	6.1.1	Assess the needs of a particular group of students (3.4.1)	
	6.1.2	Prepare a set of lesson notes by selecting age appropriately from a published lesson plan(s) (3.4.2)	
Presenting a Lesson	6.2	Apply their knowledge of a particular class by adapting a published lesson Plan to be age appropriate and sensitive to the particular learning environment and group of learners (3.5)	Interview
	6.3	Demonstrate an elementary ability to present an age appropriate SRE lesson with sensitivity to an SRE class in a Government School.	Observation
	6.3.1	Present a structured lesson with an Introduction, Body and Conclusion	
	6.3.2	Demonstrate a variety of 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)	
	6.4	Practice the ongoing art of Self Reflection	Questionnaire & Interview

Module 7 DUTY OF CARE

Content	Competencies, Outcomes and Processes		Suggested Assessment Methods
Policies	7.1	Awareness of current NSW Department of Education policies relevant to the teaching of SRE	Role Play Scenarios
	7.1.1	Outline Controversial Issues in Schools policy	
	7.1.2	Outline NSW Department of Education Code of Conduct	
	7.1.3	Identify Other relevant NSW Department of Education Policies such as Copyright, Social Media, Student Behaviour	
	7.2	Recognise the importance of duty of care	Questioning

Principal Role	7.2.1 Acknowledge the duty of care an SRE teacher has to students		Group Discussion
	7.2.2 Understand the duty of care a Provider has to SRE teachers		
Child Protection	7.3	Appreciate the role of the principal in administering NSW Department of Education Policy	
Arena of Safety	7.4	Understand child protection in the context of SRE	
		7.4.1 Grasp the significance of being a mandatory reporter 7.4.2 Understand the meaning of reportable conduct 7.4.3 Know the reporting process: when, where and how to report 7.4.4 Be Aware of available helplines for child protection	Workbook Discussion
	7.5	Apply the elements of a code of conduct to the practice of safeguarding students and SRE Teachers	Scenarios
	7.6	Be aware of all the Department of Education’s requirements related to Child Protection	Workbook
Age Appropriate and Sensitivity	7.7	Understand what is meant by age appropriate and sensitive lessons	Role Play
		7.7.1 Evaluate resources to ensure age appropriate and sensitive lessons	Presentation Discussion
		7.7.2 Make wise classroom decisions about age appropriate and sensitive discussion	

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