

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 their responsibility to complete the authorisation process	View authorisation Card
	1.5	Appreciate the place of SRE in NSW Public Education throughout time. Eg, the nature of SRE	
History of SRE in NSW	1.6	Describe the relationship between the schools and church's SRE coordinators	Workbook
	1.7	Identify five different models of SRE	
	1.8	Differentiate Denominational and Joint Denominational types of SRE	
How we do SRE? (Legislation, Policy and Guidelines)	1.9	Recognise the DEC guidelines for SRE including legislation, relevant laws etc	Questioning
	1.10	Outline the role of the SRE Provider (Church/Denomination)	
Becoming an approved SRE teacher (authorisation)	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	
How SRE impacts our local school communities (Adding value to public education)			

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?”	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	
	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 Name and describe the key elements of a communication process	Worksheet
	2.5 Propose five tips for effective 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		
2.1 Express a positive vision of the SRE classroom in Government schools		
Questioning Skills	2.1 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 learning needs of a particular group 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	
	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		
Code of Conduct	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 Dept of Education and Community Guidelines for SRE	

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)	
	6.1.2 Prepare a set of lesson notes by selecting appropriately from a published lesson plan(s) (3.5.2)	Interview
6.2 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 (3.6)		
Presenting a Lesson	6.4 Demonstrate an elementary ability to present an SRE lesson to an SRE class in a Government School.	
	6.4.1 Present a structured lesson with an Introduction, Body and Conclusion	Skills Audit
	6.4.2 Demonstrate five different skills of classroom management (4.3)	Observation
	6.4.3 Demonstrate words and actions useful for creating a safe and caring environment for children and young people in SRE classes (4.4)	

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	