Australian Hindu Association

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.

These standards include the following:

- Understanding the history of SRE in NSW and the role of the SRE teacher
- Discussing the Special Religious Education Procedures, Code of Conduct, Child Protection and WWCC requirements
- Understanding school protocols
- Planning for and implementing effective teaching and learning
- Creating and maintaining supportive learning environments
- Reviewing, reflecting and assessing personal feedback
- Engaging in professional training and ongoing learning

The basic training will further organise these standards into four domains of **Context**, **Knowledge**, **Practice** and **Professional Learning**.

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.

	CONTEXT	
	1.2, 1.3, 1.4, 1.5 is to be trained ANNUALLY	**Additional Notes**
1.1	**Outline** the history of SRE in schools	Read the **Teachers Manual** **See Appendix A:** SRE Guidelines Link to Religious Education and Special Education in Ethics Policy https://education.nsw.gov.au/policy-library/policies/pd-2002-0074 Refer to the Legislative Provisions Education Act 1990, Sections 26, 30, 31, 32 and 33 and 33A
1.2	**Understand** the role and expectations of the SRE teacher within a public school context	
1.3	**Discuss** the Code of Conduct	
1.4	**Review** Special Religious Education Procedures and understand its contents **Review** the Annual Assurance document and understand the responsibilities of an approved provider	
1.5	**Review** Child Protection policy inclusive of WWCC	Refer to **Teacher Authorisation Processes**
1.6	**Examine** the safety of the teacher within a WHS context	Link to WHS policy https://education.nsw.gov.au/policy-library/policies/pd-2013-0454

	KNOWLEDGE	
		Additional Notes
2.1	**Discuss** what we are doing and why we are doing it	Define what is a scope and sequence and link to the SRE curriculum
2.2	**Explore** through discussion "how and when children develop?"	Discuss children's milestones and variations
2.3	**Review** behaviour management techniques **Identify** three behaviour management techniques for Primary and High School students	Role play classroom behaviours and management techniques Have a discussion via question and answer Link to DoE behaviour code for students: https://education.nsw.gov.au/content/dam/main-education/going-to-a-public-school/media/documents/translated-documents-/behaviour-code-for-students/english-student-behaviour-code.pdf

	PRACTICE	
		Additional Notes
3.2	**Identify** components of a program/unit of work	Revise salient points in the faith calendar, map and add supplementary topics
3.3	**Cater** for the diverse learning needs	Think about utilising visual displays, talking at a slower pace, etc.
3.3	**Plan** for an SRE class	Teachers should spend some time writing at least one lesson or unit in a collaborative workshop style then practise delivering the lesson amongst their peers. Workshop ideas can include: ○ Teachers in groups ○ Brainstorm lesson ideas on butchers paper ○ Share with the other groups
3.4	**Lesson delivery – introduction, body, conclusion**	
3.5	**Prepare** resources	Link to **Social Media policy** Refer to **Interactive White Board and Digital Projectors policy**

	PROFESSIONAL LEARNING	
		Additional Notes
4.1	**Reflect** and evaluate	Reflect how the lesson went and what can be changed for next time. Refer to the **Teacher Audit** policy
4.2	**Discuss** the Annual Assurance process	Be aware of what the expectations are from the DoE for all Approved Providers
4.3	**Further training** and ongoing support	Know who to approach for extra assistance

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