

## 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 an SRE teacher	Group Discussion or Interview
	1.2	<b>Claim</b> some of the privileges of being an SRE teacher	
	1.3	<b>Claim</b> some of the responsibilities of being an SRE teacher	
Current practice of SRE in NSW (facts and figures)	1.4	<b>Accept</b> their responsibility to <b>complete</b> the authorisation process	View authorisation Card
	1.5	<b>Appreciate</b> the place of SRE in NSW Public Education throughout time. Eg, the nature of SRE	
History of SRE in NSW	1.6	<b>Describe</b> the relationship between the schools and church's SRE coordinators	Workbook
	1.7	<b>Identify</b> five different models of SRE	
	1.8	<b>Differentiate</b> Denominational and Joint Denominational types of SRE	
How we do SRE? (Legislation, Policy and Guidelines)	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)	
Becoming an approved SRE teacher (authorisation)	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	
How SRE impacts our local school communities (Adding value to public education)			Workbook

## 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?”	Classroom Visit or view DVD recording  Observation Sheet
	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>	
	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 <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	
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 <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		
Questioning Skills	2.1 <b>Express</b> a positive vision of the SRE classroom in Government schools	
	2.1 <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	
	4.3.1 <b>Be aware</b> of the principles of Positive Correction esp. the focus on behaviour	Demonstration
4.3.2 <b>Express</b> three different methods for affirming students		
Code of Conduct	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 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 versions 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)	
	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)		
Presenting a Lesson	6.4 <b>Demonstrate</b> an elementary ability to present an SRE lesson to an SRE class in a Government School.	
	6.4.1 <b>Present</b> a structured lesson with an Introduction, Body and Conclusion	Skills Audit
	6.4.2 <b>Demonstrate</b> five different skills of classroom management (4.3)	Observation
	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)	

## 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	