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**Hindu Council of Australia**

**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 assessingpersonal 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 teacherswho 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.

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|  | **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 Policy  <https://education.nsw.gov.au/policy-library/policies/religious-education-policy?refid=285776>  Refer to the Legislative Provisions  Education Act 1990, Sections 26, 30, 31, 32 and 33 and 33A |
| 1.2 | **Understand** the role and expectationsof 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/work-health-and-safety-whs-policy> |

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|  | **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 behaviourmanagement 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:  <http://www.dec.nsw.gov.au/about-the-department/our-reforms/supported-students-successful-students/behaviour-code-for-students> |

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|  | **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** |

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|  | **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