

SPECIAL RELIGIOUS EDUCATION HANDBOOK



Table of Contents

Introduction	3
Code of Conduct	4
Audience and Applicability.....	4
Context.....	4
Legislative Provisions.....	4
Reporting.....	5
Expectations and Responsibilities.....	5
Unacceptable and Prohibited Behaviour.....	7
Being Alone with Students.....	8
Relationships Outside School Hours.....	8
Impartiality.....	8
Copyright and Intellectual Property.....	8
Authorisation and Training Requirements	9
Primary School.....	9
High School	13
Basic SRE Training Workshop	17
Teacher Audit Process	18
Social Media Policy and Procedures	24
Audio Visual Extra-Curriculum Material.....	25
Complaints Process	26
Concerns Regarding SRE Implementation	28
School Concerns Regarding an SRE Teacher.....	29
Parental Concerns	31
Concerns Regarding a Student, Parent or Teacher	32
Complaint Report Form	33
Cross Authorisation	36
Special SRE Assemblies	37
Special SRE Seminars	40
Appendix	43
Interactive Whiteboards and Digital Projectors	43

Introduction

In this document:

“Paid SRE Teacher” refers to anyone who receives remuneration and/or receives a non-tax benefit as a ‘religious practitioner’ to teach SRE.

“Volunteer SRE Teacher” refers to those who are teaching SRE in a Primary School though not receiving remuneration for that specific role. These could be members, leaders or pastors of local churches, irrespective of whether or not they are in the paid employment of those churches.

ACC NSW considers Special Religious Education (SRE) a privilege.

ACC NSW recognises it has an obligation to meet the requirements of the Department of Education’s Letter of Assurance each year in order to maintain Approved Provider Status.

ACC NSW is committed to ensuring all ACC SRE teachers are aware of their obligations and are authorised by ACC NSW to teach SRE.

- ACC NSW State Executive will communicate necessary information with ACC pastors to ensure their SRE teachers are informed, trained and authorised. This is carried out via email and information on the ACC NSW website.
- ACC NSW State Executive expects that ACC Pastors will actively pursue the information they require to ensure their SRE teachers are meeting the requirements of their role.
- ACC NSW State Executive expects that ACC Pastors will communicate in a timely manner all information that SRE teachers need in order that ACC NSW can meet its obligations with the Department of Education and maintain its Approved Provider Status.

The following curriculums are authorised:

Primary

GodSpace

CEP Connect

High School

Christian SRE High School Curriculum

CEP Think Faith (This is the only curriculum to be used by Generate employees)

Years 11&12

Jesus the Game Changer

ACC NSW thanks all ACC SRE teachers for representing ACC NSW in an excellent manner and for the faithfulness with which they carry out their role within the public schools of NSW. Please note that where SRE teachers are referred to in this Handbook the reference is also for SRE helpers and seminar workers; anyone who enters a school under SRE.

Code of Conduct

The Code of Conduct clarifies the standards of behaviour that are expected of all SRE teachers, helpers and seminar workers in the performance of their duties. It gives guidance in areas where staff need to make personal and ethical decisions.

1. Audience and Applicability

The SRE Code of Conduct applies to all employees, volunteers, religious and lay people working on behalf of ACCNSW in NSW Public Schools.

SRE teachers are to endorse the principles of current Child Protection Law and follow the Department of Education Religious Education Implementation Procedures. The SRE Code of Conduct will assist SRE teachers in understanding and fulfilling their legal and other responsibilities.

2. Context

We are committed to the highest standards of conduct in public education, training and administration. This Code of Conduct is aligned with the Department of Education's Code of Conduct: <http://www.dec.nsw.gov.au/about-us/code-of-conduct>.

3. Legislative Provisions

ACC SRE teachers must comply with all relevant legislative provisions applicable to their role.

- The Department of Education's [Religious Education Implementation Procedures](#)
- The Department of Education's [Code of Conduct](#)
- The Department of Education's [Audio-Visual Policy](#)
- The Department of Education's [Social Media Policy](#)
- School Discipline and Welfare procedures
- Either the [ACC Minister's Code of Conduct](#) or [ACC Volunteer's Code of Conduct](#)
- [ACC Child Protection Policy](#)
- The authorisation expectations and requirements of ACC NSW including ongoing training.

Other relevant Legislation:

- Crimes Act 1900
- Ombudsman Act 1974
- Anti-Discrimination Act 1977
- NSW Children and Young Persons (Care and Protection) Act, 1998
- NSW Child Protection (Working with Children) Act, 2012

- NSW Child Protection (Working with Children) regulation 2013
- Work Health and Safety Act 2011
- Privacy Act 2001
- Community Relations Commission and Principles of Multiculturalism Act 2000
- Fair Work Act 2009
- Government Information (Public Access) Act 2009
- Independent Commission Against Corruption Act 1988
- Industrial Relations Act 1996
- Privacy and Personal Information Protection Act 1998
- Public Interest Disclosures Act 1994

4. Reporting

A breach in the Code of Conduct by an SRE Teacher may initially be identified by a student, parent/carer, classroom teacher, SRE Coordinator or school staff who would then refer the matter to the authorising person. ACCNSW SRE Director must be notified of breaches of the Code of Conduct and will determine the course of action that needs to be taken in consultation with ACCNSW State Executive.

If you have any concerns it is expected that you will:

- report any concern of risk of significant harm to students directly to the principal.
- report any situation of reportable conduct to the principal.
- not investigate allegations of misconduct or abuse.

5. Expectations and Responsibilities

As an employee or volunteer, ACC expects that all SRE Teachers uphold the highest standard of conduct both within their capacity as an SRE teacher, and outside this role. SRE teachers represent themselves, their church, ACC, the church as a whole and Christians in general; **they represent Christ.**

All SRE Teachers must ensure they have read, understood and agree to comply with the ACC code of conduct (please email sre@nswacc.org.au for a copy), as well as the Department of Education's Code of Conduct (see link above).

If a PAID SRE position is held, ACC NSW expects the SRE Teacher to uphold the principles of the Ministerial Code of Conduct (see link above) even if they do not hold an ACC Ministerial Credential.

The Code of Conduct touches on many significant issues relating to people working with students. SRE teachers who do not comply with the Code of Conduct can expect to be

withdrawn from SRE and their authorisation to teach revoked. The school, coordinator and NSWACC SRE Director will be informed.

As a representative of our Christian faith, SRE teachers are expected to be caring and compassionate towards the students in their class. In doing so they must set appropriate boundaries since they are in a position of authority and have a duty of care for students. They will only use approved curriculum materials (see page 3) and sensitive, age-appropriate resources for SRE lessons.

You must ensure that you:

- ✓ are respectful and compassionate towards students and staff.
- ✓ treat all students fairly.
- ✓ practise positive reinforcement and be respectful in all interactions with the students.
- ✓ maintain appropriate boundaries due to the position of trust you hold. This includes in ALL mediums of communication.
- ✓ use language that is courteous and encouraging.
- ✓ be careful to never discriminate against students, staff, colleagues or members of the public based on gender, age, marital status, race, religion, culture, ethnic or national origin, sexuality, sexual preferences, politics, physical or intellectual ability or pregnancy.
- ✓ maintain respectful interactions with all students including those whose behaviour may be challenging or difficult. It is never appropriate for an SRE teacher to use sarcasm, make offensive comments or derogatory remarks, tease, threaten, verbally abuse, make a scapegoat of, socially isolate, make unreasonable demands, physically harm, criticise, or in any way interact with students in ways that may cause emotional or psychological harm or distress.
- ✓ be aware of using language that is sensitive to the support of the family structures of students, use language that does not belittle or ridicule the belief, culture or religion of a student or their family/primary caregivers. Do not assume the background or beliefs of students or their families/primary caregivers.
- ✓ be sensitive to cultures and traditions that are different from their own. Do not make statements, or behave in a way that demonstrates ignorance, bias or ridicule towards other denominations, religions or cultures.
- ✓ maintain a Duty of Care with students entrusted to you including:
 - ensuring adequate supervision.
 - maintaining good classroom management and seeking assistance if required.
 - undertaking hazard identification and risk assessment and management of the environment and activities.
 - following reporting procedures for any welfare concerns for students including bullying and harmful behaviour.
 - seeking appropriate medical care for students if required.
 - knowing and following school emergency procedures.
 - reporting any concerns in relation to the behaviour of staff or colleagues.

- ensuring your personal physical and mental health allow you to function as an effective SRE teacher.
- ✓ comply with all reasonable instructions given to you by NSWACC, your co-ordinator, school or its representative.
- ✓ dress appropriately for your SRE class. This includes ensuring good personal hygiene and cleanliness, choosing attire that is suitably modest and not too casual for the role you hold, and that complies with Work, Health and Safety requirements.
- ✓ be punctual and faithful and ensure you communicate appropriately and in a reasonable time frame anything that would prevent you attending your class.
- ✓ wear your ACC name badge whenever you are on school grounds.
- ✓ keep personal feelings from adversely affecting SRE interactions with students.
- ✓ handle personal information about students and/or staff with confidentiality, unless legislation would require you to report this information.
- ✓ maintain the highest ethical standard around copyright and intellectual property of printed material, video and/or music you use.
- ✓ gain approval from NSW ACC for any resources not included in the curriculum.
- ✓ obtain a copy of the school's Discipline and Welfare policy and adhere to this policy.

6. Unacceptable and Prohibited Behaviour

The following inappropriate behaviour may result in legal and/or disciplinary action and/or withdrawal of your authorisation and could lead to [reportable conduct](#):

- physical, verbal or psychological punishment.
- inappropriate relationship formation including grooming behaviour, provision of prohibited substances or providing students with personal and social media contact details in order to form inappropriate relationships with the student by phone, letters, or online in any form.
- exposing students to material that contains messages or themes that are violent, sexual or inappropriate or insensitive given the students' age, or background.
- using language that includes sexual innuendo, discrimination, or is of a nature outlined previously.
- inviting students to your home or having conversations of an intimate nature.
- exposing students to or requesting students to provide material of themselves that is of a pornographic nature.
- attending SRE under the influence of prohibited drugs or alcohol.
- bullying of students, staff or colleagues.
- having personal social media that is in breach of the Code of Conduct relevant to your position and that expresses opinions or conveys information that would be inappropriate for your role as an SRE teacher, even if it is not directly related to SRE.
- hold or restrain a student other than to prevent an injury or harm to another.

- intimidate students by standing over them, making them feel alienated, ashamed, guilty or engaging in discriminating behaviour or disrespectful behaviour.

Your Authorisation may also be withdrawn if your physical or mental health prevent you from being able to undertake your role as an SRE teacher effectively, safely or appropriately.

7. Being Alone with Students

SRE teachers should avoid, as far as is reasonable, situations where they are alone with a student. When responsible for a single student, SRE teachers are advised to discuss the situation with the school authorities. If ever you find yourself alone with a student be sure to locate yourself and the student immediately into a highly visible area like the hallway or playground.

8. Relationship with Students and their Families Outside School Hours

A healthy student/teacher relationship is confined to the school and classroom. SRE teachers must not give details of their email, telephone numbers or address to a student. If contact happens through family and social networks and is an existing relationship with a student's family, avoiding contact with that student and their family would be impractical and undesirable.

9. Impartiality

SRE teachers must remain impartial and objective. Follow your approved curriculum at all times. It is inappropriate and improper to encourage or influence students to adopt a faith group or activity which is not the preference of their family.

10. Copyright and Intellectual Property

Please see the following link for guidelines and further information:

<http://www.smartcopying.edu.au/information-sheets/schools/educational-licences>

Generally, the only material that is free for teachers and schools to use from the internet is online material that is licenced under Creative Commons.

<http://www.smartcopying.edu.au/open-education/open-education-resources/cc-information-pack-for-teachers-and-students>

Authorisation and Training Requirements

ACC NSW Primary School SRE Teachers

In light of our commitment to safe ministry and the annual assurance we give the Department of Education (DoE) regarding training for SRE, ACC NSW, in consultation with ICCOREIS (Inter Church Commission on Religious Education in Schools) members has the following requirements to authorise anyone involved in teaching SRE in a primary school.

1.1 Authorisation of employed Primary SRE teachers (ie paid)

Anyone who is employed and/or receives a non-tax benefit as a 'religious practitioner' to teach SRE in a primary school must be authorised by a Department of Education (DoE) SRE approved provider. Authorisation as a **paid** primary SRE teacher requires:

- completion of a PAID SRE engagement application form.
- agreement to uphold the ACC Ministers Code of Conduct. (email sre@nswacc.org.au for a copy)
- completion of Basic SRE Teacher Training.
- attainment of certificate level SRE training and pastoral care either prior to, or within 12 months of employment as an SRE teacher.
- using only authorised curriculum listed on our website.
- being cross-authorised on a cross-authorisation letter submitted to the school. NB. All ACC SRE teachers teach **Christian SRE Combined**, which is joint denominational.

Recognised Prior Learning

Application for Recognised Prior Learning (RPL) [e.g. a teaching qualification or equivalent and pastoral care e.g. theological training with a minimum of 2 pastoral care-oriented subjects/social work/psychology or an equivalent] needs to be submitted for assessment and approval.

*Those granted RPL may still be required to complete the BASIC SRE training course.

Continuing Professional Development is also required, which shows engagement with duty of care issues, awareness of teaching children with additional and/or cultural needs and ongoing classroom management.

1.2 Authorisation of volunteer Primary SRE Teachers (ie not paid)

Volunteers from an ACC congregation involved in an SRE teaching program in a primary school requires:

- being authorised by ACC NSW by completing an SRE application form.

- agreeing to uphold the ACC Volunteer Workers Code of Conduct.
- completing basic SRE training and refresh this training every 3 years.
- only teach from an authorised curriculum listed on NSW ACC website.
- participating in local training/in-service days.
- being cross-authorised on a cross-authorisation letter submitted to the school.
NB. All ACC SRE teachers teach **Christian SRE Combined**, which is joint denominational.

1.3 SRE teachers involved in activities other than SRE in a primary school

Any SRE teacher who participates in other school activities outside the framework of SRE, like a lunch time group, training for sport or a performance, excursion or camp must:

- have a job description that outlines the scope of their involvement and responsibilities.
- have written approval of the principal based on this job description.

Such activities are NOT covered by the authorisation given by ACC NSW and, as such, responsibility for these activities and the training required by the SRE teacher, rests with either the SRE teacher's employer and/or local church AND the school.

ACC NSW HIGHLY RECOMMENDS anyone involved in such activities completes a certificate level training in pastoral care to ensure they are aware of the boundaries of their role and when they would need to report and/or refer a young person for further professional help.

Boards, Associations and Local churches need to be aware of their responsibility to represent ACC NSW and the Church as a whole well, and to not compromise the privilege of SRE within a school by having someone untrained for the role they expect them to fulfil.

Summary of Requirements for Primary SRE teachers

Role / Requirement		Volunteer SRE teacher	Volunteer non-SRE activities	Paid SRE teacher	Paid SRE teacher non-SRE activities
Authorisation Requirements					
Approved Provider	All ACC people must be authorised by ACC NSW even if employed by a board, association or local church.	✓		✓	
WWCC	All ACC people must meet the requirements of the WWCC and Department of Education.	✓	✓	✓	✓
SRE employer	ACC People employed by a board, association or local church must complete any authorising requirements of their employer.			✓	
Primary School Principal	ACC People involved in school activities outside of SRE must have authorisation from the school Principal to be involved in these activities.		✓		✓
Curriculum Requirements					
Authorised Curriculum	Must teach SRE from an Approved Provider authorised curriculum in an age-appropriate and sensitive way.	✓		✓	
Principal approved curriculum	Any non SRE teaching activity (e.g. lunch time group, self-esteem program), must have the content approved by the school Principal. This includes any visiting groups – speakers, musical groups etc., under the supervision of the SRE teacher. Anyone attending the school must meet the requirements of the WWCC OR school volunteers and contractor’s declaration.		✓		✓
Training Requirements					
SRE Training (basic)	Must complete all the Basic SRE training prior to commencing and update as required by ACCNSW.	✓			
Safer churches	Must complete and maintain ACC Safer churches or equivalent Safe Church Training Agreement (SCTA) training and	✓		✓	

Role / Requirement	Volunteer SRE teacher	Volunteer non-SRE activities	Paid SRE teacher	Paid SRE teacher non-SRE activities
update every 3 years. Read and implement annual updates.				
Certificate Level SRE training Must complete (or be enrolled in) Teacher and Pastoral care training at certificate level by the start of Term 1, 2018, OR have a record of RPL's submitted to respective Approved Provider and assessed for approval.*			✓	
Job description				
SRE Job Description approved by Board/Church All primary School SRE teachers (and their board/church) must have a clear understanding of what their role as a primary School SRE teacher is. See Appendix 1.	✓		✓	
Principal and Board/Church approved involvement in non-SRE activities in the school Any primary School SRE teachers with involvement within the school that is outside the defined SRE areas of responsibilities (lunchtime groups, pastoral care conversations outside of class time, attending excursions or camps, playground duty, overseeing sporting teams etc.) must have a job description that outlines the scope of work. Although a Board/Church may define what and how this role is to be administered, it is the school Principal who must approve this job description. This includes any visiting groups – speakers, musical groups etc., under the supervision of the SRE teacher.		✓		✓

Authorisation and Training Requirements

ACC NSW High School SRE Teachers

In light of our commitment to safe ministry and the annual assurance we give the Department of Education (DoE) regarding training for SRE, ACC NSW, in consultation with ICCOREIS (Inter Church Commission on Religious Education in Schools) members has the following requirements to authorise anyone involved in teaching SRE in a central or high school.

1.1 Authorisation of employed SRE teachers (ie paid)

Anyone who is employed and/or receives a non-tax benefit as a 'religious practitioner' to teach SRE in a central or high school must be authorised by a Department of Education (DoE) SRE approved provider. Authorisation as a high school SRE teacher requires:

- completion of a PAID SRE engagement application form.
- agreement to uphold the ACC Ministers Code of Conduct. (email sre@nswacc.org.au for a copy)
- completion of Basic SRE Teacher Training.
- attainment of certificate level SRE training and pastoral care either prior to, or within 12 months of employment as an SRE teacher.
- using only authorised curriculum listed on our website.
- being cross-authorised on a cross-authorisation letter submitted to the school. NB. All ACC SRE teachers teach **Christian SRE Combined**, which is joint denominational.

Recognised Prior Learning:

Application for Recognised Prior Learning (RPL) [e.g. a teaching qualification or equivalent and pastoral care e.g. theological training with a minimum of 2 pastoral care-oriented subjects/social work/psychology or an equivalent] needs to be submitted for assessment and approval.

*Those granted RPL may still be required to complete the BASIC SRE training course.

Continuing Professional Development is also required, which shows engagement with duty of care issues, awareness of teaching children with additional and/or cultural needs and ongoing classroom management.

1.2 Authorisation of volunteer High School SRE Teachers (ie not paid)

Volunteers from an ACC congregation involved in an SRE teaching program in a primary school requires:

- being authorised by ACC NSW by completing an SRE application form.

- agreeing to uphold the ACC Volunteer Workers Code of Conduct.
- completing basic SRE training and refresh this training every 3 years.
- only teach from an authorised curriculum listed on NSW ACC website.
- participating in local training/in-service days.
- being cross-authorised on a cross-authorisation letter submitted to the school.
NB. All ACC SRE teachers teach **Christian SRE Combined**, which is joint denominational.

1.3 SRE teachers involved in activities other than SRE in a central or high school

Any SRE teacher who participates in other school activities outside the framework of SRE, like a lunch time group, training for sport or a performance, excursion or camp must:

- have a job description that outlines the scope of their involvement and responsibilities.
- have written approval of the principal based on this job description.

Such activities are NOT covered by the authorisation given by ACC NSW and, as such, responsibility for these activities and the training required by the SRE teacher, rests with either the SRE teacher's employer and/or local church AND the school.

ACC NSW HIGHLY RECOMMENDS anyone involved in such activities completes a certificate level training in pastoral care to ensure they are aware of the boundaries of their role and when they would need to report and/or refer and young person for further professional help.

Boards, Associations and Local churches need to be aware of their responsibility to represent ACC NSW and the Church as a whole well, and to not compromise the privilege of SRE within a school by having someone untrained for the role they expect them to fulfil.

Summary of Requirements for High School SRE Teachers

Role / Requirement		Volunteer SRE teacher	Volunteer non-SRE activities		Paid SRE teacher	Paid SRE teacher non-SRE activities
Authorisation Requirements						
Approved Provider	All ACC people must be authorised by ACC NSW even if employed by a board or local church.	✓			✓	
WWCC	All ACC people must meet the requirements of the WWCC and the Department of Education.	✓	✓		✓	✓
SRE employer	ACC People employed by a board, or local church must complete any authorising requirements of their employer.				✓	
High School Principal	ACC People involved in school activities outside of SRE must have authorisation from the school Principal to be involved in these activities.		✓			✓
Curriculum Requirements						
Authorised Curriculum	Must teach SRE from an Approved Provider authorised curriculum in an age-appropriate and sensitive way.	✓			✓	
Principal approved curriculum	Any non SRE teaching activity (e.g. lunch time group, self-esteem program), must have the content approved by the school Principal. This includes any visiting groups – speakers, musical groups etc., under the supervision of the SRE teacher. Anyone attending the school must meet the requirements of the WWCC OR school volunteers and contractor’s declaration.		✓			✓
Training Requirements						
SRE Training (basic)	Must complete all of the Basic SRE training prior to commencing then update as required by ACCNSW.	✓				
Safer churches	Must complete and maintain ACC Safer churches or equivalent Safe Church Training Agreement (SCTA) training and	✓			✓	

Role / Requirement	Volunteer SRE teacher	Volunteer non-SRE activities	Paid SRE teacher	Paid SRE teacher non-SRE activities
update every 3 years. Read and implement annual updates.				
Certificate level SRE training Must complete (or be enrolled in) Teacher and Pastoral care training at certificate level by the start of Term 1, 2018, OR have a record of RPL's submitted to respective Approved Provider and assessed for approval.*			✓	
Job description				
SRE Job Description approved by Board/Church All High School SRE teachers (and their board/church) must have a clear understanding of what their role as a High School SRE teacher is. See Appendix 2.	✓		✓	
Principal and Board/Church approved involvement in non-SRE activities in the school Any High School SRE teachers with involvement within the school that is outside the defined SRE areas of responsibilities (lunchtime groups, pastoral care conversations outside of class time, attending excursions or camps, playground duty, overseeing sporting teams etc.) must have a job description that outlines the scope of work. Although a Board/Church may define what and how this role is to be administered, it is the school Principal who must approve this job description. This includes any visiting groups – speakers, musical groups etc., under the supervision of the SRE teacher.		✓		✓

Basic SRE Training Workshop

The ACCNSW Basic SRE Teacher Training Workshop covers six teaching modules and a classroom assessment module. All SRE teachers are required to attend this workshop before commencement of teaching. After commencement of teaching, all SRE teachers are required to undergo a Teacher Audit Process, attend updates and participate in ongoing training.

Training Modules:

1. Teaching SRE in Government schools
2. Learning and Teaching
3. Preparing and Delivering a Lesson
4. Communicating in the Classroom
5. Introduction to the Bible
6. Classroom Experience/Assessment
7. Duty of Care

Please email the ACCNSW SRE Director sre@nswacc.org.au for a course located near you.

Teacher Audit Process

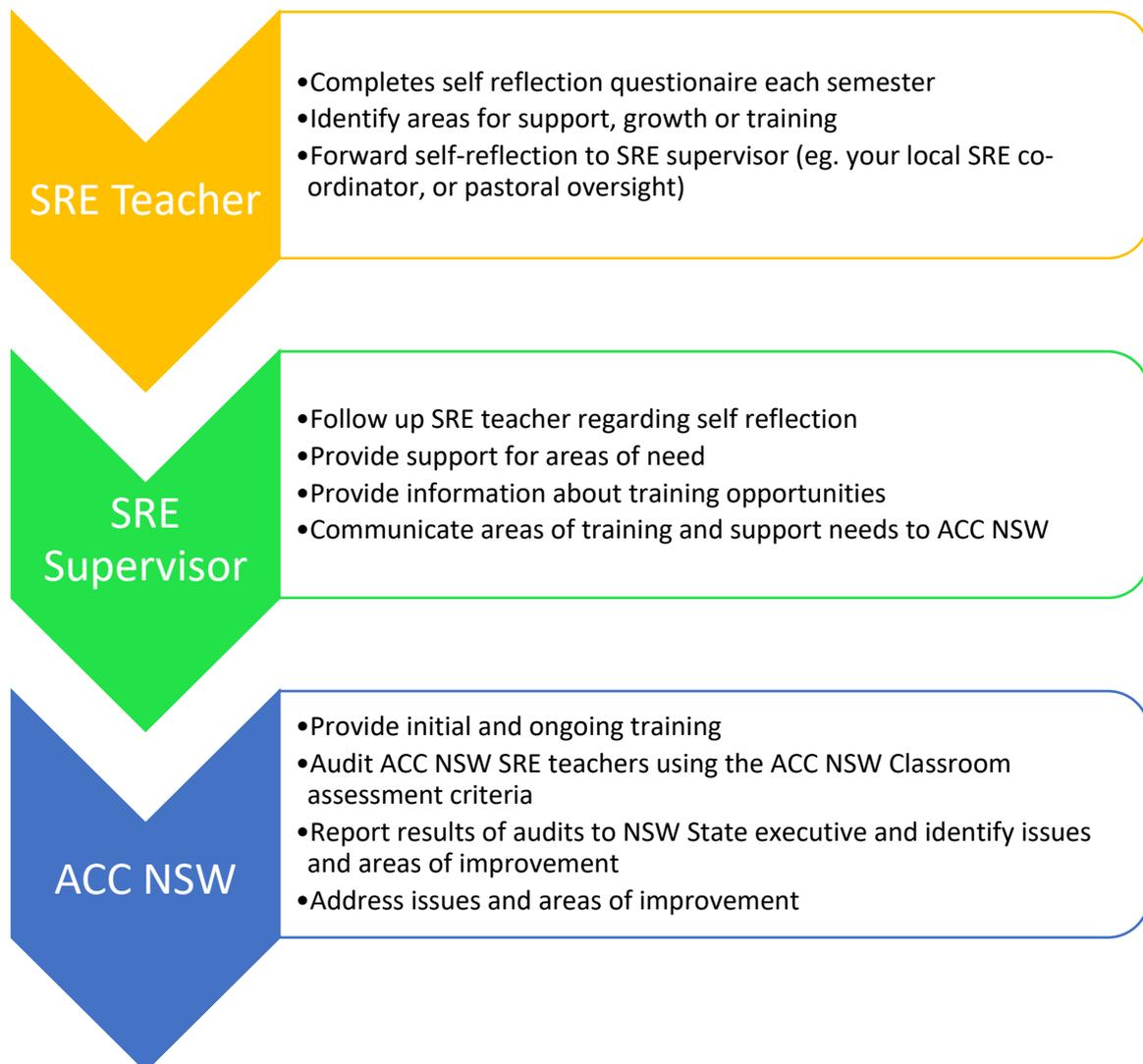
Recommendation 16 from the Review into SRE states:

16. Providers conduct regular audits of SRE teaching and use of approved curriculum, and report the results of the audits and any efforts to address any identified issues.

As part of this process, ACC NSW requires SRE teachers to engage in a process of self-reflection. Self-reflection is about questioning in a positive way what we do and why.

Self-reflection allows us to consider our ways of working, identify areas of strength and growth areas, consider the effectiveness of our teaching and, from this reflection, actively pursue development of our skills.

The self-reflection and audit process is outlined below:



Teacher Self Reflection Form

SRE Teacher's Name:				
Date of reflection:				
Curriculum:				
Personal				
		Yes	No	Growth Area
I regularly engage in spiritual practices that refresh me.				
I regularly engage in physical exercise.				
I practice healthy sleep habits.				
I have a healthy and balanced diet.				
I take time out for creative/strategic thinking.				
I enjoy recreation and laughter with friends.				
I nurture my soul by engaging in emotionally replenishing activities.				
I challenge myself mentally by reading, doing courses, puzzles, etc.				
Preparation				
	Yes	No	N/A	Growth Area
I am confident in my knowledge of the curriculum and Biblical references.				
I prepared lesson notes and organised required resources.				
I considered the developmental stage and learning styles of my students.				
I use the curriculum.				
School Interaction				
I arrive early and I keep my lesson to the allocated time.				
I am authorised and wear my name badge.				
I follow sign in and sign out procedure.				
I engage respectfully with School staff.				
I seek permission to use or move school equipment and return the school space to its original condition.				
I know the school emergency and evacuation procedures.				
I know the Department of Education and ACC code of conduct and adhere to their principles at all times.				
Classroom Management				
	Yes	No	N/A	Growth Area
I gain attention of students effectively and appropriately.				
I clearly communicate expectations and instructions and consistently implement rules and expectations.				
I guide student behaviour in a positive manner.				
I am aware of special needs and implement school strategies to work with these students.				
I create a happy and engaging learning environment and interact with students in a warm and friendly manner showing respect.				
Teaching and Learning				
I use a variety of learning styles appropriate to the lesson & learning space.				
I use technology appropriate to the learning space.				
My lesson content and activities are age appropriate and sensitive.				
I use language and tone appropriate to the developmental stage of the children and context of the lesson.				
I encourage students to ask questions and interact with the lesson.				
I foster spiritual development and encourage students to take on new challenges.				
Students are engaged and involved in my lessons.				
The lesson aim and curriculum outcomes are met.				
I seek student feedback to ensure understanding.				
I show respect and understanding for the diversity of backgrounds and beliefs of students and their parents/carers.				
Further Support or Training				
Use this space to note any areas you require further support and/or training, or if you have any other concerns that need to be supported.				

ACC Classroom Observation

Classroom observation can be a powerful tool for growth as a teacher. Classroom observation:

- Gives teachers feedback on whether they are on track in delivering the curriculum or whether changes are required
- Provides tangible, observed evidence by the observer as a basis of discussion
- Develops teachers' self-awareness about their own teaching practice and its impact
- Guides professional learning needs at individual and provider level
- Supports the development of a common understanding of effective teaching practices that have impact
- Provides opportunities to discuss challenges and concerns with colleagues

Processes for classroom observation:

It is necessary for teachers to learn and grow from classroom observation. Classroom observation can serve to inform and enhance the quality of the teaching. However, if not handled well, it can lead to anxiety and resistance.

Ideally there should be a **pre-observation meeting** which provides the opportunity for the teacher to highlight areas where feedback is sought. It also provides the opportunity for the observer to go through aspects of the lessons that will be observed. It assists in building a rapport between the teacher and the observer.

During the observation the observer takes descriptive, not interpretive notes e.g. 'Interactions with students provided opportunities for students to asks questions' rather than '... did a good job, well done...'

Post observation meeting occurs as soon as possible after the observation. Both the observer and the teacher share reflections on the lesson. The observer poses questions to prompt further development

Classroom Observation Feedback Form

The SRE Teacher Evaluation is to be completed by someone who is present in the classroom during the SRE lesson.

This can be either an SRE coordinator, an accredited trainer or a Minister of Religion, but cannot be the classroom teacher or anyone else employed by the Department of Education.

Date:		SRE Teacher's name:	
School and Year:		SRE Teacher's Church:	

<u>Preparation</u>	<u>Evaluation</u>
Was the lesson well prepared?	Low 1-----2-----3-----4-----5 High
Did the teacher give you a copy of their lesson plan beforehand?	YES / NO
Was the lesson plan from the authorised curriculum?	YES / NO
Was the lesson well-paced?	Low 1-----2-----3-----4-----5 High
Did the lesson start and finish on time?	YES / NO
Comments:	

<u>Presentation</u>	<u>Evaluation</u>
Which curriculum was used, and which lesson was taught?	
Did the lesson plan suit the students' ages/needs?	Low 1-----2-----3-----4-----5 High
Was the content of the lesson Christ centred and of sound biblical theology?	Low 1-----2-----3-----4-----5 High
Was the teacher able to express his/her understanding of biblical issues clearly?	Low 1-----2-----3-----4-----5 High
Was the teacher's language appropriate for the students?	Low 1-----2-----3-----4-----5 High
Was the "Big Idea" properly understood and communicated by the teacher?	Low 1-----2-----3-----4-----5 High
Was the lesson put in context within the bigger story of the Bible?	Low 1-----2-----3-----4-----5 High
Did the teacher use technology well (e.g. Interactive Whiteboard, TV, computer)	Low 1-----2-----3-----4-----5 High
Were all resources (e.g. videos and songs) approved by the curriculum provider?	YES / NO
Comments:	

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<u>Classroom Management</u>	<u>Evaluation</u>
Were the teacher's instructions easy to follow?	Low 1-----2-----3-----4-----5 High
Was the lesson taught in an engaging manner?	Low 1-----2-----3-----4-----5 High
Were students given the opportunity to share their ideas and ask questions?	Low 1-----2-----3-----4-----5 High
Was the classroom well managed, while taking into account student differences?	Low 1-----2-----3-----4-----5 High
Did the teacher prevent/minimise problems, respond to problems/behaviours?	Low 1-----2-----3-----4-----5 High
Did the teacher show knowledge of developmental characteristics of children?	Low 1-----2-----3-----4-----5 High
Was there evidence of a good relationship between the students and SRE teacher?	Low 1-----2-----3-----4-----5 High
Did the lesson start and finish well?	YES / NO
Did the teacher answer questions and manage discussions in a sensitive manner?	YES / NO
Comments:	

<u>Community Interaction</u>	<u>Evaluation</u>
Did the teacher display his/her SRE ID Tag?	YES / NO
Did the teacher sign in and sign out at the school office?	YES / NO
Did the teacher display a respectful and friendly disposition towards school staff?	Low 1-----2-----3-----4-----5 High
Did the teacher have permission to use school resources?	YES / NO
Did the teacher return the learning space to the original set-up?	YES / NO
Comments:	

--	--

What are the strengths of the teacher?

What are areas for improvement for the teacher?

Recommendations for further training & support:

<u>SRE Continuation for the teacher</u>	<u>Evaluation</u>
Is a second observation required prior to permission to proceed?	YES / NO
From observing this teacher do you think s/he is suitably competent to teach SRE?	YES / NO

Name of observer:		Signed by observer:	
Position of observer:		Phone/Email:	

Social Media Policy and Procedures

Context

Use of social media is increasingly part of everyday online activities. This policy should be read and interpreted in conjunction with:

- Teacher Authorisation Processes – Code of Conduct
- Privacy and Personal Information Protection Act 1998

Legislative Provisions

Privacy and Personal Information Protection Act 1998

<http://www.ipc.nsw.gov.au/ppip-act>

Policy Statement

The Social Media Policy provides guidance and support to all staff as they engage in social media.

SRE teachers are supported in social media online applications such as social networking sites, wikis, blogs, microblogs, video and audio sharing sites and message boards that allow people to easily publish, share and discuss content. Social media provides an opportunity to:

- Engage and interact with our various audience
- Promote staff expertise

The following five standards apply to teachers work use and personal use of social media at any time. Teachers should:

- Always follow relevant organisational policies including the Teacher Authorisation Process - Code of Conduct
- Not act unlawfully (such as breaching copyright) when using social media
- Make sure that personal online activities do not interfere with the performance of the job
- Be clear that personal views do not necessarily reflect the views of this organisation
- Not disclose confidential information obtained through work

Audio Visual Extra Curriculum Material

Recommendation 28 of the review into SRE states:

28. Providers put in place processes for approval of any materials and internet resources that are used by SRE teachers in their classes and educate SRE teachers about these approval processes.

Use of extra curricula material such as YouTube or movie clips, visual aids or music can enhance the content of the curriculum and engage multiple intelligence learning styles.

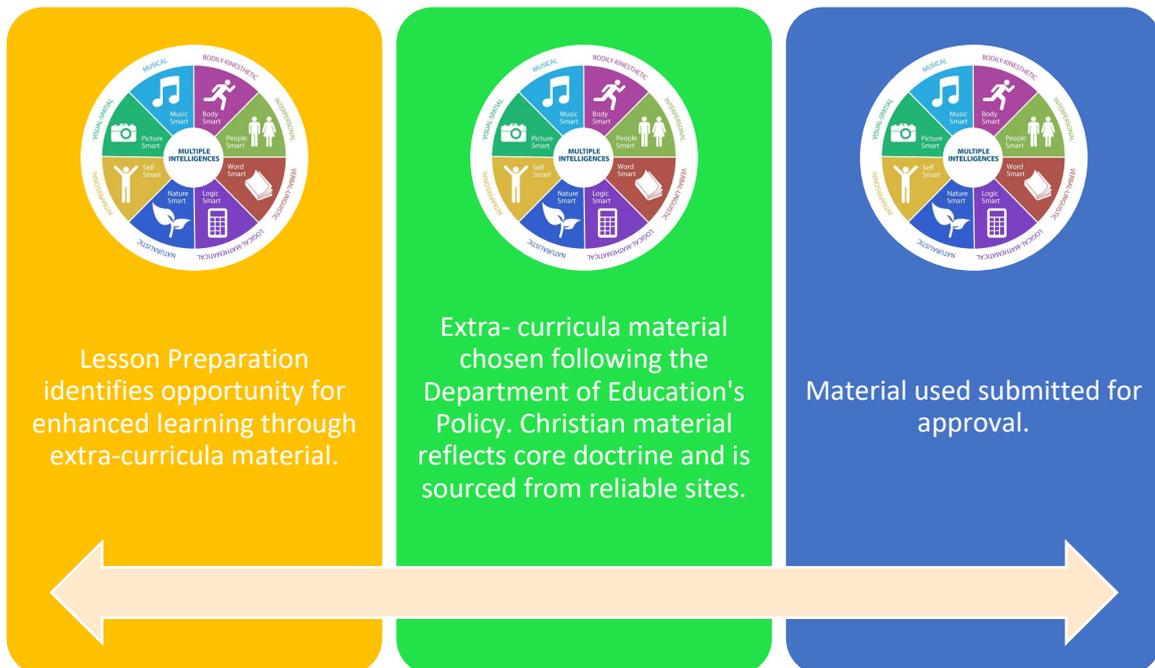
It is a requirement of all NSW ACC SRE teachers to ensure they are working from the curriculum approved by ACC for the students they are teaching and they are accountable and transparent in any extra curricula material used in their lessons.

ACC NSW teachers are to abide by the Department of Education's [Audio-Visual Policy](#) in regards to any material they want to use within an SRE class. SRE teachers are advised to use wisdom in choosing material and should ensure any Biblical content comes from reliable Christian sources and that it upholds core Christian doctrine.

If a teacher is uncertain about any extra curricula material please contact:

sre@nswacc.org.au

Please refer to the Appendix at the end of the Handbook for the use of Interactive SmartBoards and Digital Projectors.



Complaints Process

ACC NSW recognises that occasionally there may be conflicts or complaints that require resolution.

ACC NSW expects its teachers to always maintain the highest level of professional and Christian conduct in any conflict resolution process. This includes both the way they speak to and about a local school and how they represent ACC and the Church as a whole. ACC NSW expects its teachers to listen to the school's perspective and never assume ill intent. We expect our teachers to always try to resolve issues at a local level first, with courtesy and respectfulness. We are committed to open communication and taking ownership.

Where possible communication should be done face to face rather than via emails and notes. Face to face enables clarification and allows both parties to see body language and hear tone of voice. ACC NSW expects its teachers to always use positive body language and a calm, controlled tone of voice. A written report of the conversations that is viewed and held by both parties is also recommended where necessary.

ACC NSW, as an Approved Provider will abide by the Department of Education's [Complaints Handling Policy](#), as well as the ACC NSW complaints procedure for SRE.

Complaints may fall into the following four categories:

- 1. Parents may have a concern about the SRE curriculum or the SRE teacher**
 - a. Approved providers will fully co-operate with any concerns a parent may have in regard to reportable conduct or allegations of abuse attributed to an SRE teacher or alternatively their concerns regarding the contents of the SRE curriculum. Approved providers will follow its procedures in regards to any such matter, including reporting to relevant authorities.

- 2. Schools may have concerns about the conduct of an SRE teacher**
 - a. Approved providers will fully co-operate with any concerns a school may have in regards to reportable conduct or allegations of abuse attributed to an SRE teacher. It is expected that the Department of Education will follow its procedures in regards to any such matter, including reporting to relevant authorities.

- 3. Approved Providers may have concerns about the conduct of a student, parent or a professional classroom teacher**
 - a. It is expected that a school will fully co-operate with any concerns an approved provider may have in regards to positive behaviour for learning. We would expect the school to follow its procedures in regards to any such matter, including reporting to relevant authorities.

- 4. SRE teachers may have a concern about the implementation of SRE at a local school**
 - a. ACC NSW must follow the Department of Education *School Community and Consumer Complaint Procedures* https://education.nsw.gov.au/policy-library/associated-documents/School-complaint-procedure_AC.pdf

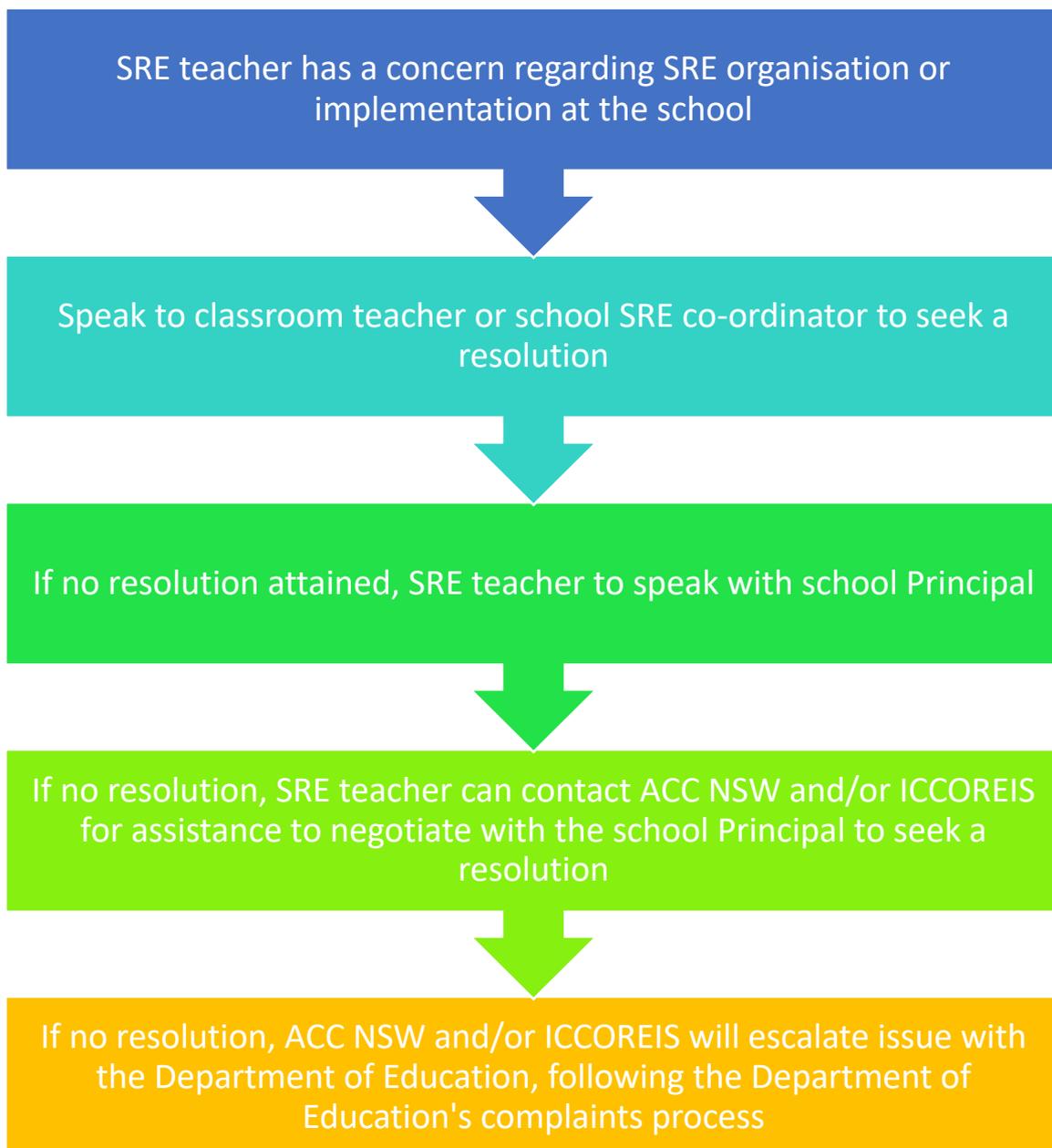
In any situation, management of the complaint should include the following **Key Stages**:



COMPLAINTS PROCESS when an SRE teacher has concerns regarding SRE Implementation at a local school:

ACC NSW expects its teachers to always try to resolve issues at a local level first, with courtesy and respectfulness, however should they continue to find that the Department of Education's Implementation procedures are not followed, the process below should be initiated.

Complaints Flow Chart
SRE teacher concerns



COMPLAINTS PROCESS when the school has a concern regarding an ACC SRE teacher:

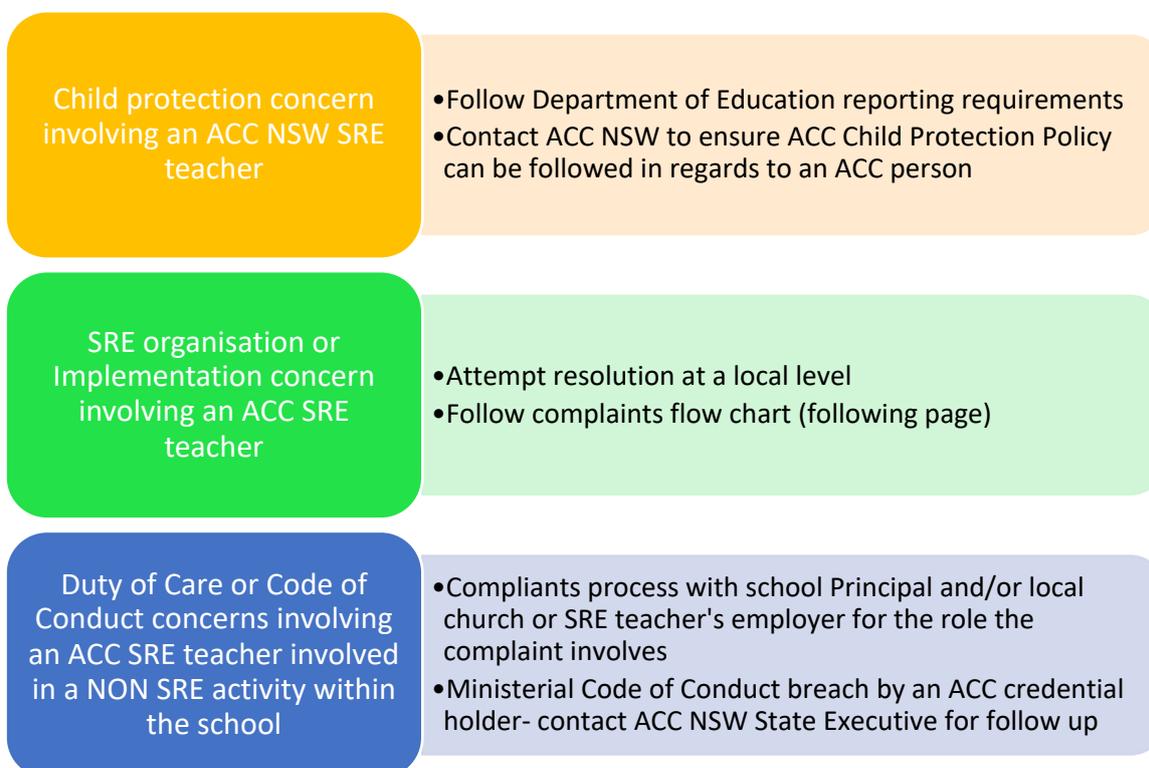
ACC NSW recognises that occasionally a school may have concerns regarding ACC SRE teachers at a local school.

ACC NSW will fully co-operate with any concerns a school may have in regards to reportable conduct or allegations of abuse attributed to an ACC SRE teacher. ACC NSW would expect the Department of Education to follow its procedures in regards to any such matter, including reporting to relevant authorities. ACC NSW would also expect that the local school and/or Department of Education would notify ACC NSW Safer Churches of any such process to ensure ACC NSW can also follow their procedures in such matters.

ACC NSW expects that concerns regarding lesson content, classroom management or information given to students or breaches of duty of care are initially handled at a local level following the Department of Education's Code of Conduct and conflict resolution processes. If no resolution is attained, the issue can be escalated according to the process outlined below.

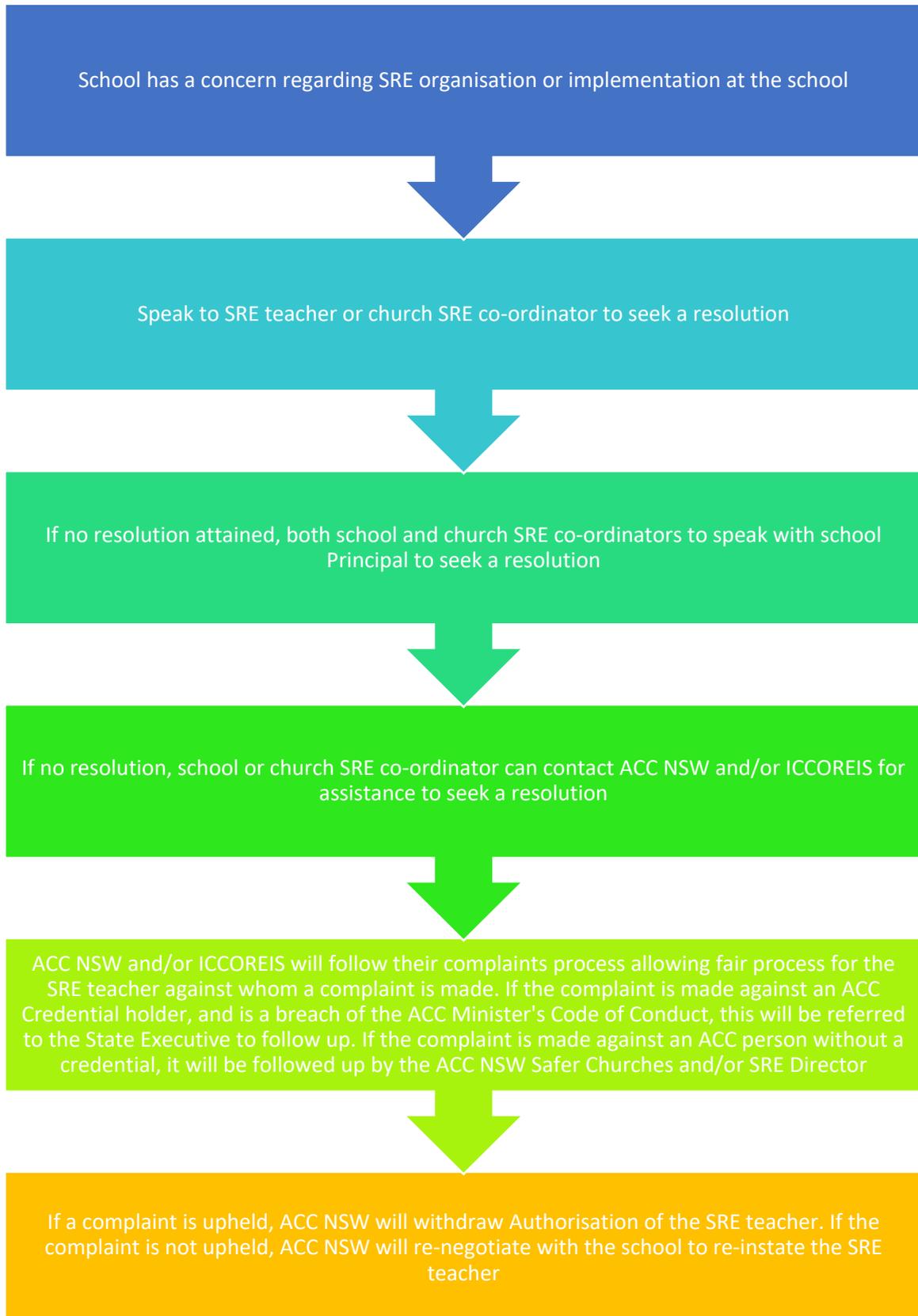
If the complaint is in regards to an activity the SRE teacher is involved in within the school, that is **NOT SRE**, then this should be resolved within the school with the school Principal (who should have signed and approved a job description for any activity the SRE teacher has been invited to do) **AND** with the local church or SRE teacher's employer for that role.

ACC NSW would only be involved in such instances, should there be a **breach of the Minister's Code of Conduct and the person against whom the complaint was made, held an ACC credential.**



Complaints Flow Chart

School concerns



COMPLAINTS PROCESS when a parent has a concern about SRE Curriculum or SRE teacher:

ACC NSW recognises that occasionally a parent may have questions or concerns about the SRE curriculum content and/or how the curriculum content is taught and/or the behaviour of an SRE teacher.

ACC NSW expects its teachers to always maintain the highest level of professional and Christian conduct in any conflict resolution process. This includes both the way they speak to and about a local school, a parent or student and how they represent ACC and the Church as a whole. ACC NSW expects its teachers to listen to the parent's perspective and never assume ill intent.

ACC NSW has links to the scope and sequence of all its Approved Curriculum listed on its website. SRE teachers are obliged to inform the school of the curriculum they are using and should have the curriculum and teacher notes readily available for a parent to see, should a concern arise around content.

If a parent has a complaint in regards to an ACC SRE teacher the following process should be implemented: *(note: any Child Protection or Reportable Conduct concerns will follow the process outlined previously using both the Department of Education's reporting Policy and the ACC Child Protection Policy)*

Parent has an SRE complaint involving an ACC SRE teacher

Contact the School SRE Co-ordinator and/or download the complaint form available on the NSW ACC website and return it to NSW ACC SRE

Child Protection Concerns are to follow the Department of Education Reporting Policy. Principal to inform ACC NSW of complaint to ensure the ACC NSW Child Protection Policy is also implemented and the complaint is handled using Key Stages outlined previously

Complaint regards to SRE curriculum content or delivery is referred to the local church SRE-Co-ordinator for follow up initially with the local teacher and/or the Approved Provider using the Key stages of complaints handling

Complaint regards to SRE teacher behaviour that does not involve Child Protection issues or Reportable Conduct is referred to the local church SRE Co-ordinator for follow up initially with the local teacher and/or the Approved Provider, ACC NSW, using the Key Stages of complaints handling

COMPLAINTS PROCESS when an Approved Provider has a concern regarding a parent, student or professional classroom teacher:

ACC NSW recognises that occasionally, a parent, student or professional classroom teacher may act in ways that cause concern for the local SRE teacher and/or ACC NSW.

ACC NSW expects its teachers to always maintain the highest level of professional and Christian conduct in any conflict resolution process. This includes both the way they speak to and about a local school, a parent or student and how they represent ACC and the Church as a whole. ACC NSW expects its teachers to listen to the parent, student or teacher's perspective and never assume ill intent.

If a concern is in regards to the welfare of a student or parent, ACC NSW will follow legal reporting guidelines and/or the school discipline and welfare procedures.

ACC SRE teachers may inform the school of local welfare support available to parents or students that can enhance the support provided by the school itself.

ACC NSW expects its SRE teachers to refer students to appropriate professional support when necessary.

If a local ACC NSW SRE teacher, or ACC NSW, as the Approved Provider, has concerns in regards to the behaviour of a professional classroom teacher, they will report their concerns to the school SRE Co-ordinator for minor issues for local resolution, or the Principal for concerns regarding breaches of the Department of Education's Code of Conduct using the Department of Education's Complaints handling policy. ACC NSW advises SRE teachers to inform their Approved Provider they have made a complaint without disclosing any unnecessary confidential details to ensure they receive ongoing support and assistance.

If a local ACC NSW SRE teacher, or ACC NSW, As the Approved Provider, has concerns in regards to the behaviour of another SRE teacher, they will report their concerns to the school SRE Co-ordinator for minor issues for local resolution or the responsible Approved Provider for concerns regarding breaches of the Department of Education's Code of Conduct. Any concerns that require a legal response will be reported following appropriate reporting policy. ACC NSW advises SRE teachers to inform their Approved Provider they have made a complaint without disclosing any unnecessary confidential details to ensure they receive ongoing support and assistance.

ACC NSW Complaint Form

If you have a complaint or concern about any aspect of SRE involving an ACC SRE teacher, please complete this form and return it to ACC NSW SRE:

30 Raymond Street GILGANDRA NSW 2827 or sre@nswacc.org.au

Please Print Clearly:

1. General Information:					
Please select from the following. This is a:					
Complaint <input type="checkbox"/>		Suggestion <input type="checkbox"/>			
Please select from the following. I am a/an:					
Parent	Student	Member of the Public	DoE employee	SRE teacher	
2. Personal Information:					
Title:	Mr	Mrs	Ms	Miss	Other
Surname:					
Given Name/s:					
3. Contact Information:					
Residential Address					
					Postcode
Mailing address					
					Postcode
Mobile number					
Home number					
Email					
Your preferred contact method	Mobile	Home Phone	Email		Letter
4. Details of Complaint:					
Have you lodged a complaint about this issue previously?	Yes		No		
	If yes, when:				
	With Whom:				
	Outcome:				

5. Complaint Summary:	
Date and Time of Complaint	
Where it happened	
Who was involved (please include full names and, contact details if you have them)	
What happened (please include only exact details of complaint, not personal opinion)	
What would you like to happen to resolve your complaint?	
Please attach any documents to support your complaint.	

6. Acknowledgement:			
All information provided by me in this form is true and correct to the best of my knowledge.			
Signature:		Date:	
7. Privacy Notice:			
This information will only be used to resolve your complaint and access will only be provided to authorised personnel involved in resolving this issue. This information will be securely stored by ACC NSW once this complaint has been resolved.			
8. Office Use Only:			
Person receiving Complaint:			
Position:			
Date Complaint received:			
Complaint Lodged by:	Phone	In person	In writing
Please attach all documentation pertaining to the resolution of this complaint			

Cross-Authorisation

SRE may be taught denominationally (ie just one denomination represented in the class) or joint-denominationally (Christian SRE Combined). When denominations decide to teach together, this is considered a Combined Arrangement and there are requirements that need to be met by SRE teachers in this situation:

- All teachers must meet the Authorisation requirements of their Approved Provider
- SRE teachers must teach from an Approved curriculum agreed to by at least one of the Approved Providers involved in the Combined Arrangement
- A cross-authorisation letter must be completed and provided to the school prior to the commencement of SRE

ALL ACC teachers **must** now be entered on the Department of Education Cross Authorisation letter. The Cross Authorisation Letter for Christian SRE combined can be downloaded from the NSWACC website. <https://www.nswacc.org.au/wp-content/uploads/2019/01/CSRE-Cross-authorisation-form-v4-14-jan-2019.pdf>

Because we participate in joint denominational teaching, ACC teachers must **not** sign a Cross Authorisation form with a letterhead of any specific denomination.

If you have any issues please contact: sre@nswacc.org.au

The Cross Authorisation Letter must be submitted to each school where Christian SRE combined is taught, PRIOR to SRE commencing for each year.

SRE Special Assemblies

Easter, Christmas and Education Week offer opportunities for churches to work together in preparing a celebration. The success of an assembly depends on good preparation and clear communication.

Guidelines for Working Together

It is advisable to nominate a small committee, communicate via groups email or hold a meeting with representatives of all those religious persuasions teaching SRE in the school to ensure that the activity is inclusive. All participating churches should be invited to be involved in the planning regardless of whether Special Religious Education is taught denominationally or joint-denominationally.

The assembly content must respect the views of the participating churches and parents and participating churches must agree to the suitability of the content and anyone presenting the assembly, particularly if they are a visiting presenter.

An assembly or joint activity follows the same Religious Education Implementation guidelines as a normal SRE class. The school will need to be advised of the general content and organisation of the assembly. The Assembly Outline should be publicly available, as with all SRE Curriculum.

Making it Appropriate

The combined assembly must be a genuine educational activity and is not to be used as an opportunity for an evangelistic appeal. It may be advisable to have separate assemblies for students of different ages, or those with special needs.

Planning guide for the committee

1. Determine the purpose of the assembly

The aim of the assembly must be clear and agreed to by all participating churches.

2. Content of the Assembly (script, songs, audio, visuals, props)

- All participating churches must be informed of and agree to the content of the assembly.
- The content must be educationally sound using appropriate teaching techniques.
- Consideration must be given to developmental stages, understanding and learning styles of the students.
- The assembly must be considered in context e.g. Do the students have the background to enable them to make sense of the content?
- Any video material must carry the “G” rating for primary schools. High school assemblies may have a PG rating, if participating churches and school agree.
- A copy of the content should be given to the school for reference.

3. Assemblies involving visiting groups/speakers

Any visiting presenter should be approved by the committee, including any cost to have them come, and how payment will be made.

Presenters must be authorised by an Approved Provider and have a WWCC clearance number or sign the Department's Volunteer/Contractor declaration.

The committee should brief the presenter on:

- The aim of the assembly
- The denominational representative nature of SRE and any sensitivities to other beliefs and understandings of both students and other leaders.
- The cultural and social backgrounds of the students and any special needs.
- The age range of the audience.
- The use of age appropriate language and positive religious concepts.
- Duty of Care around sensitive issues.

Visiting presenters must provide the content of their presentation to the organising committee in good time prior to the assembly, so it can be agreed upon by all participating churches and the school is aware of the content.

4. Promotional flyers and leaflets

Where there is agreement that local events like Easter/Christmas services will be advertised, promotional material must be agreed to by the committee members and the school principal of every school the material may be given to students.

5. Evaluation of assembly

An evaluation can be in the form of a questionnaire or discussion (via email or at a meeting). Local churches, SRE teachers, school staff and/or students could be involved in the evaluation of the assembly.

You may seek feedback from the school.

The committee is responsible for following up on evaluations.

SRE Assembly Template	
School and team details	
School	Name of the school where the assembly will be held
Address	Address of the school
Date and time	Date and time of the assembly (include set up/ pack down time if required)
SRE Committee Co-ordinator and Contact details	Include the name and contact details of the person responsible for organising the assembly
School SRE contact	Include the name of the School SRE co-ordinator
Presenter	Include details of anyone involved in the assembly presentation
Authorised by	Include the Approved Provider who has authorised this person
Department of Education Clearance	Visiting presenters must sign the DoE volunteer/contractor declaration
Assembly Details	
Theme	Include the overall theme of the assembly
Curriculum Connection	How does this Assembly relate to the SRE curriculum?
Aim	Include the aim of the assembly
Outcomes	Include the teaching and learning outcomes
Bible Passage	Include the Bible passage/s the teaching content is drawn from
Teaching Outline	Include the basic points of the teaching that will be included
Foundational Scripture (Memory Verse)	Include any foundational scripture or memory verse you want students to learn
Bible readings	Include any bible reading/s you wish to include
Song/s	Include links to song/s for people to listen to, along with lyrics
Multi Media	Include any links to multi-media to be used
Visual Aids/ props	Include visual aids/ props to be used
Assembly Outline	<p>Include the format of the program and in what order the content will be included.</p> <p>Attach a risk assessment for the assembly, with any games or activities involving students specifically addressed.</p>
Equipment provided by school	Include who will be responsible for accessing and running any school equipment
Equipment provided by presenter	Include what the presenter will be bringing
Equipment provided by organiser	Include equipment you need to provide

Template is to be used in conjunction with SRE Assembly Guidelines

SRE Special Seminars

High School SRE provides occasional opportunities for the Churches to work together in preparing a seminar that benefits the welfare of students. The success of any seminar depends on planning, clear communication and ensuring the Religious Education Implementation procedures are followed.

Working Together

It is advisable to nominate a small committee, communicate via group email or hold a meeting with representatives of all those religious persuasions teaching SRE in the school to ensure that the activity is inclusive. All participating churches should be invited to be involved in the planning regardless of whether Special Religious Education is taught denominationally or joint- denominationally.

The assembly content must respect the views of the participating churches and parents and participating churches must agree to the suitability of the content and anyone presenting the assembly, particularly if they are a visiting presenter.

A seminar or joint activity follows the same Religious Education implementation guidelines as a normal SRE class. The school will need to be advised of the general content and organisation of the assembly. The Assembly Outline should be publicly available, as with all SRE Curriculum.

****A seminar that is NOT SRE but comes under student welfare and must follow the duty of care and welfare requirements of the school.***

Making it Appropriate

The combined seminar must be a genuine educational/welfare activity and is not to be used as an opportunity for an evangelistic appeal. It may be advisable to have separate assemblies for students of different ages, or those with special needs.

Planning guide for the committee

1. Determine the purpose of the assembly

The aim of the assembly must be clear and agreed to by all participating churches.

2. Content of the Assembly (script, songs, audio, visuals, props)

- All participating churches must be informed of and agree to the content of the assembly.
- The content must be educationally sound using appropriate teaching techniques.
- Consideration must be given to developmental stages, understanding and learning styles of the students.
- The assembly must be considered in context e.g. do the students have the

background to enable them to make sense of the content?

- High School assemblies may have a multi-media presentation with a “PG” rating, if participating churches and school agree. Presenters MUST be aware of media permissions set by the school.
- A copy of the content should be given to the school for reference.

3. Seminars involving visiting groups/speakers

Any visiting presenter should be approved by the committee, including any cost to have them come, and how payment will be made.

Presenters must be authorised by an Approved Provider and have a WWCC clearance number or sign the department’s Volunteer/Contractors declaration.

The committee should brief the presenter on:

- The aim of the seminar.
- The denominational representative nature of SRE and any sensitivities to other beliefs and understandings of both students and other leaders.
- The cultural and social backgrounds of the students and any special needs.
- The age range of the audience.
- The use of age appropriate language and positive religious concepts.
- Duty of Care around sensitive issues.

Visiting presenters must provide the content of their presentation to the organising committee in good time prior to the seminar, so it can be agreed upon by all participating churches and to ensure the school is aware of the content.

4. Promotional flyers and leaflets

Where there is agreement, promotional material must be agreed to by the committee members and the school principal in every school the material may be given to students.

5. Evaluation of seminar

An evaluation can be in the form of a questionnaire or discussion (via email or at a meeting). Local churches, SRE teachers, school staff and/or students could be involved in the evaluation of the assembly.

You may seek feedback from the school.

The committee is responsible for following up on evaluations.

SRE Seminar Template	
School and team details	
School	Name of the school where the seminar will be held
Address	Address of the school
Date and time	Date and time of the seminar (include set up/pack down time if required)
SRE Committee Co-ordinator and Contact details	Include the Name and contact details of the person responsible for organising the seminar
School SRE contact	Include the name of the School SRE co-ordinator
Presenter	Include details of anyone involved in the seminar presentation
Authorised by	Include the Approved Provider who has authorised this person
Department of Education Clearance	All visiting presenters must sign the DoE Volunteer and contractor declaration
Seminar Details	
Theme	Include the overall theme of the seminar
Connection to Curriculum	How does this seminar connect to the curriculum?
Aim	Include the aim of the seminar
Outcomes	Include the teaching and learning outcomes
Bible Passage	Include the Bible passage/s the teaching content is drawn from if applicable
Teaching Outline	Include the basic points of the teaching that will be included
Song/s	Include links to song/s for people to listen to, along with lyrics
Multi Media	Include any links to multi-media to be used
Visual Aids/ props	Include visual aids/ props to be used
Seminar Outline	<p>Include the format of the program and in what order the content will be included</p> <p>Attach a risk assessment for the seminar, with any games or activities involving students specifically addressed.</p>
Equipment provided by school	Include who will be responsible for accessing and running any school equipment
Equipment provided by presenter	Include what the presenter will be bringing
Equipment provided by organiser	Include equipment you need to provide

Template is to be used in conjunction with SRE Seminar guidelines

Appendix

Interactive WhiteBoards and Digital Projectors

Interactive Whiteboards

Interactive whiteboards (**IWB**) use touch detection for user access in the same way as a mouse/scroll pad is used for computer input. The digital screen of the IWB allows images from a computer to be displayed on the board. Users can use finger touch or a supplied pen (stylus). The IWB allows teachers to run a lesson from one large, visible focal point.

Most teachers understand the “why” but struggle with the “how”. Here are some ideas on how you can use IWB.

- Use it as a tool for note-taking. Students can come and write important points on the board. Alternately, teachers can appoint a student to type out notes on the computer while they talk, so that the other students can view and take them down.
- Teachers can brainstorm ideas with their students in the classroom. They can put together text/ideas as well as images, diagrams or videos.
- Classroom games can be played on the board. Board games in particular can be played on the board itself.
- All forms of media– videos, photographs, graphs, maps, illustrations, games, etc. – can be used on the board, making it dynamic in nature. This expands the range of content that teachers can use for presenting new information.

SMART is a brand of interactive whiteboard but there are a number of different companies offering a similar technology and experience. The videos below take you through the basic steps of using a SMART brand board. The details and the connectors may vary depending on the brand and the model used.

Please ensure that schools have provided permission before using the interactive whiteboard. It is recommended that the classroom teacher provides a brief tutorial before using the IWB.

How to use the Smart Board

What is a Smart Board:

<https://www.youtube.com/watch?v=Ei0yiZq-EEg>

Complete Smart Board Tutorial:

<https://www.youtube.com/watch?v=0U05WeXPGIk>

Digital Projector

A digital projector is an electronic device that is capable of connecting to a computer or other device and projecting the video output onto a screen or wall. Digital projectors can be either fixed onto the ceiling, placed on a stand or can even be portable. Digital projectors are used in classroom teaching.

How to use the Digital Projector

How to connect a laptop to a projector:

<https://www.youtube.com/watch?v=QmBDoBkvTuQ>

How to use a LCD Projector with a laptop:

<https://www.youtube.com/watch?v=PzHtZW5Z6XA&t=58s>